The Youth and Philanthropy Initiative is a programme managed in Scotland by The Wood Foundation, Scottish Registered Charity Number SC037957.

With thanks to our 2019-20 Funding Partners

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The YPI Scotland Teacher Resource Guide has been designed as the one stop shop for all YPI Scotland information, session outlines, and additional guidance and resource materials. An electronic version of the YPI Scotland Teacher Resource Guide, alongside all other programme materials, can be accessed via:

www.YPIscotland.org.uk
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Introduction to YPI

Youth and Philanthropy Initiative Scotland

The Youth and Philanthropy Initiative (YPI) is an international programme that aims to develop community leaders. Participants are given a hands-on experience of philanthropy that provides them with the skills and awareness to make a positive difference in their community.

Participating students work in small teams to research the needs of their local community and identify the local social service charity they believe is best placed to make a positive contribution. They then learn how to study the charity’s management, budget, strategy and staffing arrangements. Students build relationships with representatives from their chosen charity and, following skills training in investigation and public speaking, present on the reasons their proposed charity is most deserving of support. The team judged to have made the most compelling and thorough presentation in each school wins a £3000 grant to award to their charity. During this process, students develop a range of transferable skills for life, learning and work including teamwork, communication and presentation skills.

Professional Learning

YPI has been endorsed by Education Scotland as a programme offering high-quality professional learning and leadership opportunities. YPI is a programme of The Wood Foundation, a GTCS-accredited provider of professional learning. The Wood Foundation is committed to providing professional learning opportunities which promote critical enquiry and innovation, acknowledging that informed and confident practitioners are essential for enabling young people to succeed in learning, life and work.

Outline of the Process

One of the strongest attributes of YPI is the flexibility of the programme with respect to delivery timeline, participating year group and academic timetabling. With this in mind, we do not wish to be overly prescriptive in terms of how YPI aligns with the broader curriculum, as this is very much dependent upon each individual school context. As a rough guide please allow 12 hours of class-based contact time to cover all aspects of YPI delivery, and at least three weeks for the students to arrange and conduct charity site visits.
Introduction to YPI

Successful Delivery of YPI

YPI is most successful when there are very clear frameworks within which students are able to develop their autonomy and take responsibility for their learning. The YPI course is therefore divided into ‘Parts’, with an Outline, Teacher Notes, Appendices and Student Worksheets all designed to support the planning and delivery of the sessions.

- **Outlines** – Provide overall aims, a suggested lesson plan, links to relevant Teacher and Student appendices, as well as top tips and guidance on direct teacher input.
- **Teacher Appendices** (blue) – Provide you with additional information to support delivery of YPI including a letter to parents explaining YPI, judging sheets for class and final presentations.
- **Student Appendices** (green) – Include student exercises, worksheets and information.

To ensure student learning in YPI is as successful as possible we recommend that teachers:

- Set out a clear timeline for students and delivery colleagues at the beginning of the project.
- Plan the use of ICT and book computer facilities in advance.
- Liaise effectively with parents about the purpose of the project, and in particular about the visit by the teams to the individual charities - Teacher Resource 1: Sample Letter to Parents.
- Undertake your own research on charities locally in preparation for offering support for students who find that part of the process difficult. (Please visit www.ypiscotland.org.uk for more detail).
- Identify any colleagues who will have a role in supporting YPI and ensure they are properly informed.
- Ascertain where in the school students have already been introduced to some of the specific skills needed for YPI and what model or guidance they have been given. Consider how these can be built upon and reinforced so that the models and guidance used throughout the YPI course are consistent with previous learning.

Milestones

By the nature of the programme, and working with a whole year group, there will be teams working at different speeds. In order to help your internal planning, we have identified some key milestones throughout your engagement with YPI which might help keep everybody focussed and working together.

Key Milestones:

1. Participating year group is divided into small teams of 4–6 students each.
2. All teams have selected a social issue.
3. All teams have identified their local charity.
4. All teams have developed a meaningful connection with their local charity.
5. Begin planning final event; venue, judging panel, invitations etc.
6. All teams have been supported to prepare their presentation.
7. All semi-finals are completed, and finalist teams agreed.
8. Judges and guests have been invited for the final event.
9. YPI School Final
Introduction to YPI

Young Scot National Partnership

Young Scot is the national youth information and citizenship charity for 11 – 26 year olds in Scotland. Young Scot provides young people with information, ideas and opportunities to help them make informed decisions. Over 690,000 young people in Scotland carry the Young Scot National Entitlement Card (NEC).

Young Scot have a national partnership with YPI which celebrates and recognises the contributions of young people taking part in the YPI process:

- 2000 points awarded to all those who have taken part over the 12-week period.
- Additional points will be awarded to finalists who will also have access to exclusive rewards through the Young Scot Membership platform.

The Young Scot Rewards points codes will be sent to the YPI Lead Teacher following their school final. If a young person does not have a card, please find information on how to get a new or replacement card. Young people who have a card can sign up to Young Scot Membership where they can redeem their points and access a range of opportunities, including exclusive YPI Rewards.

Young Scot Card and Membership

The Young Scot card connects young people in Scotland with a range of benefits including:

- Over 1,500 discounts in shops, restaurants, transport and leisure facilities and an additional 80,000 discounts across Europe from European Youth Card Association (EYCA) partnership;
- Access to local leisure and cultural services;
- A recognised legal way to prove their age through the PASS (Proof of Age Standards Scheme) hologram;
- Increased access to participatory democracy;
- A Membership platform which connects young people to rewards, online discounts and special opportunities.

Young Scot Rewards supports young people to participate in positive activities which contribute to their personal development and communities, recognising contributions and celebrating achievements. Members can collect points by completing a wide variety of positive activities including volunteering, attending youth events, completing surveys or reading information articles. Members can then exchange points they have collected on some great rewards and experiences like work shadowing opportunities, tickets to events and other items or experiences to support their personal development through learning a new skill, building on an interest and much more!

Young people who have a card can sign up to Young Scot Rewards where they can redeem their points and access a range of opportunities, including exclusive YPI Rewards.
**YPI Timeline Planning**

In Scotland, YPI is delivered across a broad age range (S2-S6), and across a number of difference subject areas. As a result both the YPI programme and all resources have been purposefully designed to be flexible in their use and application. All YPI Scotland Resources are the product of annual feedback and review. The timeline below highlights the relevant resources for each part of the programme, as detailed in the YPI Scotland Teacher Resource Guide, alongside various other online resource and videos available at [www.ypiscotland.org.uk](http://www.ypiscotland.org.uk). Don’t forget to connect with us via Twitter @YPI_Scotland.

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Session 5-7 require the greatest time allocation as each team contacts their charity directly and develops their presentations.
PART ONE:
PHILANTHROPY, VALUES
AND CITIZENSHIP
1. Philanthropy, Values & Citizenship

Goals

- To introduce YPI to students
- To introduce the concepts of philanthropy, values, and citizenship
- For students to explore their personal values, and to understand how they demonstrate values in their life

YPI Resources

- Teacher Resource 1: Sample Letter to Parents
- Teacher Resource 2: YPI Online and Video Resources
- Student Resource 1: What Do I Value?
- Student Resource 2: YPI Values Tree
- Online Resources:
  - ypiscotland.org.uk → about → getting started → Students Getting Started
  - ypiscotland.org.uk → about → getting started → Teachers Getting Started
  - ypiscotland.org.uk → delivery & resources → Videos

1. Introduction to YPI

We recommend that you show the Big Four Video to launch your YPI programme within the classroom. See ypiscotland.org.uk → delivery & resources → Videos for other videos to share with your students.

Introducing YPI to the class

- WHY? Let your students know why your school is participating in YPI this year. Take an opportunity to give them insight into what excites you as their teacher about the programme.
- WHO? Inform them that the Youth and Philanthropy Initiative (YPI) is an international programme that is run in secondary schools in Canada, Scotland, Northern Ireland, and New York City. Explain that within the school the whole year group will be participating in the initiative.
- WHAT? Outline the skills and awareness that they will develop through a combination of in-class learning and practical, hands-on experience in their community.
- HOW? Explain that students will work in teams to choose a social issue that they care about; find a local, community-based social service charity to research and visit; and then prepare and deliver a ten minute presentation about the social issue and how their chosen charity would spend £3000 grant to address the issue and help people in the local community.
2. Philanthropy

During YPI, students will learn how to become philanthropists in their communities. In teams, students will advocate for a charity in the community that matters to them, using their own values about what they believe is important.

Class Discussion
- What does the word philanthropy mean?
- Can you think of any famous philanthropists?
- Can you think of any philanthropists you know in your own life or community?
- In what different ways can a person be philanthropic?
- What makes a person (or group of people) decide that they want to help others?

Supporting Notes:
- The word philanthropy comes from two Greek root words: “philos” meaning love, and “anthropos” meaning humanity. Ask students how someone might demonstrate a love for humanity.
- Merriam-Webster definition of philanthropy: “a spirit of goodwill toward all people, especially when expressed in active and generous efforts to help others.
- Merriam-Webster definition of philanthropist: “One who makes an active effort to promote human welfare.”
- The Big Three things that you need for Philanthropy are Time, Talent and Money. Students may not have much money to give at this point in their lives, but everyone has some time and some talent to contribute to their community. Have students reflect what they have to give, and how they might already be/how they might become philanthropists.
- Consider how the following activities can be examples of acting philanthropically with your students:
  - Participating in rallies/peaceful protests
  - Signing a petition to change something in your community
  - Voting in an election
  - Participating in an election campaign
  - Participating in social activism campaigns through social media
  - Speaking up against stigma
  - Standing up for someone who is being bullied

3. Values

Invite students to consider what it means to value something, and what kinds of things a person could value. Are values objects, or ideas? Are they expressed by words, or actions? How do we find out what our own personal values are? Why might it be important to find out?

Student Resource 1
Ask students to individually complete questions 1 and 2 of Student Resource 1: What Do I Value? to identify their three most important and least important values from a list of 25. An alternative tool is available online – YPI Values Tree: see goypi.org → ypi resources → for students → What Do You Value?

Partner Discussion:
- Have students share and discuss their values, explain the reasoning behind their choices, whether they agree with the results, and whether they would describe the values differently, based on their own experiences.
- Ask students to brainstorm examples of times in the past where they have used the values most important to them.
1. Philanthropy, Values & Citizenship

Class Discussion:
- What are the values that are most important to students in the class?
- What are some of the least important values to the class?
- What do these similarities/differences tell us about values? Are all of these values positive? Are they all important to have in the class, and in the community?
- How have students demonstrated their most important values in the past?
- How are values formed?
- What are some future situations where students might put their values into action?
- Did you learn anything new about yourself through this exercise so far?
- Examine the actions of historical figures or local heroes: What do you think their values were?
- For personal reflection at the end of this session, ask students how strongly they think their actions currently align with the values they identified.

Ask students to individually complete the remainder of the worksheet, where they will record their own reflections and experiences, consider future situations, make goals to put their values into action, and create their own personal values statements.

Supporting Notes:
- Example of a future situation:
  - Value – Courage
  - Future Situation – My friends are teasing a new student.
  - Action – I could stand up for the new student, even though it is easier not to. This takes courage.
  - It is important for students to be open to different interpretations of the values; students may like the chance to re-consider how they chose their values after this discussion.
- It is important for students to be open to different interpretations of the values; students may like the chance to re-consider how they chose their values after this discussion.

4. Philanthropy, Values & Citizenship

Class Discussion
- What does citizenship or being an active citizen mean?
- How do your personal values relate to citizenship?
- Are there times when a person can put their values into action to make a positive difference for people around them?
- Philanthropists find ways to put their values into action to help make their community a better place for people. Consider the values that are important to the class. What kind of community do the students want to live in?
- Can the class think of any examples in their school or in the news where something has happened that is contrary to what they value? Can they give any examples of something that has happened that supports what they value?

Supporting Notes:
Merriam-Webster definition of citizenship: possession of the rights and privileges of a citizen; the qualities that a person is expected to have as a responsible member of a community.
1. Philanthropy, Values & Citizenship

Looking Ahead

Ask students to bring an example of something that is happening in their community that is contrary to what they personally value, and an example of something happening in their community that supports what they personally value (e.g. from a newspaper, or a story from speaking with someone).

Additional Resources

- The video “Make a Difference” could also be used as a resource to generate excitement about YPI among students. Visit ypiscotland.org.uk → delivery & resources → Videos
- The Student Resource 20: Glossary of Terms can be used throughout students’ YPI learning process.
- At the start of YPI, many schools circulate an information letter (Teacher Resource 1: Sample Letter to Parents) notifying parents and guardians that their child will be participating. This supports the profile of YPI, but may also elicit additional parental support in relation to charity visits, attendance at the Final, and so on.

Suggestions for Expansion

- Encourage students to keep journals or logs during their YPI experience: Looking at connections in what they learn, ideas or insights, what they think/believe/perceive about issues, questions or confusions, concerns, likes or dislikes, light-bulb moments, etc.
- Think Cross-Curricular: Teachers from other courses might be interested to hear about a student journal initiative as something that they may wish to consolidate and build upon in their classes. Teachers may also wish to draw on excerpts of student journals as an additional tool for highlighting, tracking or following up on examples of student learning.
- Guest speakers: Ask a student in the school who volunteers their time to talk a little about why they do this and what they get from it. Alternatively, a local philanthropist or YPI alumni may be able to give time to support this session.
- Questions for further discussion:
  - Discuss what “co-opetition” could mean, in light of students’ YPI impact in a community. A melding together of concepts of cooperation and competition, “co-opetition” can open further discussion on:
    - Can there be a competition where everyone wins?
    - To what degree do you feel that, as a student body, you can co-operate to petition for more awareness, compassion and action in your community?
    - When people put their values into action for solutions to help a community, how could people with different values and different solutions collaborate to impact change?
    - How did you feel/react when you first found out you’d be visiting a charity in your community?
PART TWO:
SOCIAL ISSUES AND
OUR LOCAL COMMUNITY
2. Social Issues and Our Local Community

Connecting Back

- Have students recall the values activity from last week: Has anyone put a value into action? What was the result?
- Ask the class to share and discuss the examples students brought of issues that are happening in the community and discuss how and why the issue may oppose or support/align with what they value.
  Could any of these examples be called social issues? What does “social issue” mean?

Goals

- To identify social issues that are happening in the local community
- To explore the possible causes of different social issues, and how issues can be connected
- To explore ways in which social issues can be addressed by putting values into action
- To form working teams for YPI
- For each team to choose a social issue that they would like to address and to initiate research

YPI Resources

- Teacher Resource 2: YPI Online and Video Resources
- Teacher Resource 3: Visualising the Social Safety Net
- Teacher Resource 4: Choosing a Social Issue Through Consensus-Building
- Student Resource 3: Social Issues and Social Service Charities
- Student Resource 4: Our Team’s Values Statement
- Student Resource 5: Examples of Vision/Value Statements
- Student Resource 6: Diamond 9 – Choosing a Social Issue

1. Visualising the Social Safety Net

The social safety net is a collection of services provided by the government or other institutions such as charities, these include for example social welfare, unemployment benefit, NHS, homeless shelters, foodbanks etc. You may wish to start the session by exploring the link between social issues and the services that are offered within societies.

Class Discussion

- Pick a social issue as an example (e.g. unemployment) and ask the class to think about the services that an individual may access as a result of the social issue. Sometimes there is an obvious connection, for example the need for employment services or income support, but the relationship can also be more subtle, such as the need for a foodbank.
2. Social Issues and Our Local Community

- Social service charities are organisations that support people facing all kinds of difficulties, and benefit individuals, families and communities by improving immediate access to help that is otherwise not available or affordable.

What impact can the charitable sector have for people and social issues in the long-term?

You may wish to conduct an interactive activity with the class that has been designed to get students thinking about social services, and about who needs to access these services in your community. See Teacher Resource 3: Visualising the Social Safety Net.

2. Human Rights and Social Issues*

Check in with your students about their understanding of human rights in order to scaffold learning about social issues in your community. Human rights are basic rights and freedoms that we are all entitled to regardless of nationality, sex, national or ethnic origin, race, religion, language, or other status. We all have these rights, no matter where we live, what we believe, or who we are.

Human rights include political and civil rights, as well as economic, social and cultural rights. Economic and social rights are directly relevant to YPI. They include:

- the right to live free from discrimination
- the right to live free from violence
- the right to receive an education
- the right to housing
- the right to food that is accessible and affordable
- the right to clean drinking water
- the right to work
- the right to participate in decisions that affect you

Social issues are issues or problems that affects people, e.g. access for persons with disabilities; homelessness; unemployment; bullying; discrimination. Each of these issues can be examined through a human rights lens. For YPI, students will be choosing a local social issue to reach deeply and will visit and advocate for a charity that addresses that issue. Students are encouraged to consider how human rights are challenged by their chosen social issue and supported by the programmes and services offered by their charity.

Class Discussion

- Brainstorm a list of social issues that affect your community as a class.
- How are social issues interconnected with one another? What is the impact of an issue like homelessness on someone affected by other social issues like racism or disability?
- Which local social issues are most important/troubling to the class?
- What is being done in our community to tackle these issues? Who is taking action?
- How do these social issues challenge the social and economic rights of people in our community? (e.g. homelessness challenges the right to housing: if this is a human right, why does it continue?)
- Whose responsibility is it to uphold the rights of people in our community?

* Section co-developed with Maytree
2. Social Issues and Our Local Community

3. Choosing a Social Issue to Address as a Team

Students will work in teams of approximately three to five people throughout YPI (Teachers can decide how students will get into teams).

Student Resource 4: Our Team’s Values Statement

- In teams, have students share and discuss their personal values recorded on Student Resource 1: What Do I Value? and decide on three to five values that they will share as a team. Is it ok to have differences in values on the team? Is it ok for the team members to share many of the same values?
- Using the shared values, students create a team values statement and complete Student Resource 4: Our Team’s Values Statement.
- Ask each team, reflecting upon values statement, to discuss and prioritise the different social issues that they are passionate about and why. The goal of this activity is for teams to determine which social issue they would like to focus on for YPI. Supporting resources include Teacher Resource 4: Choosing a Social Issue through Consensus-Building / Student Resource 6: Diamond 9 – Choosing a Social Issue.

Supporting Notes:

- Discuss how, in a similar way, organisations often have vision and values statements to guide their work. See Student Resource 5: Examples of Vision/Values Statements for some examples.
- We recommend that teams are made up of three to five students for YPI. There are many effective ways of creating teams of students for the project. Consider the following:
  - Creating teams based on common student values, as identified in Part 1.
  - Creating teams based on complimentary student strengths, either based on an informal survey or your existing knowledge about the students (i.e. one team might contain students with strengths in each of the following areas: art; technology; public speaking; written communication).
  - Asking students to identify one person they want to work with and pairing those pairs to form a team of four.

Suggestions for Expansion

- Expand the discussion on possible root causes and interacting effects of different social issues in the community. The discussion can be supported, for example, with case studies, or by comparing articles and media from different sources that comment on a social issue.
- Have students think about your local paper: what kind of articles does it include? What are the issues that people want to read about in your community?
- Explain to students that the charity they will choose to research, in most cases, will, and should, offer social services inclusively to people of different cultures and backgrounds. An exception to this, however, would be social services that specifically support refugees in ways that are sensitive to their needs, cultures and experiences. This example is a great illustration of why other culturally-specific services exist to serve marginalised groups.
- Think Cross-Curricular: Check with staff from other departments about whether students have done or plan to do units on any social issues that might arise in discussion – this will give students a context and point of reference, and there may be opportunities for YPI to be made into an inter-disciplinary project.
- Thinking about Team Work: Incorporate an activity that has students reflect on the qualities of a team that works well together. Ask students to identify different roles within teams and explore the value of differing roles within an effective team. Ask what kind of problems they think they might face as they work together in a team, and how they could solve them. Suggest teamwork self-assessments that students can complete to evaluate their strengths and areas for improvement.
PART THREE:
RESEARCHING A LOCAL SOCIAL ISSUE
3. Researching a Local Social Issue

Note: During Part Three it will be important for the students to have Internet access. If necessary, book a computer room.

Connecting Back

Have students reflect on the brainstorm activity from last session. Did they notice any examples of the social issues you discussed in the news?

Goals

▪ For teams to explore the causes and impacts of their chosen social issue on the local community
▪ For teams to make connections between their social issue and other social issues
▪ For teams to prepare a short presentation on their social issue

YPI Resources

▪ Teacher Resource 5: Identifying Local Charities
▪ Student Resource 7: Researching Our Social Issue
▪ Student Resource 8: YPI Grant Criteria

Social Issue Research

Each team will use this session to research their chosen social issue and through their research, create a list of the local charities that are working to address the issue in the community. The teams will prepare a 2-3 minute mini-presentation to share the following information:

▪ What the social issue is that they are addressing?
▪ Why the issue is important to the team?
▪ What are some causes of the social issue (historical or current)?
▪ How does the social issue relate to other social issues?
▪ Who is impacted by the social issue in our local community?
▪ What could the long-term impacts of the issue be on a person, family, community or society, if not addressed?
▪ Are local and/or national politicians debating or speaking out on the issue?
▪ What are some attitudes/behaviours that one person can change, to help address the issue? (e.g. How can the words we use help or hurt the issue?)
▪ What charities are addressing the issue in the community?
3. Researching a Local Social Issue

- Describe one or two examples of interesting work that is being done to address the issue.
- The sources of information that the team used for their research (e.g. Google, charity websites, police station, guidance staff, community centre).

Note: This content should also be included in the final presentations.

**Student Resource 7: Researching Our Social Issue**

Ask students to complete **Student Resource 7: Researching Our Social Issue** as a team to guide their research and prepare for their mini-presentations.

**Class Discussion/Questions for Reflection:**

- Why did you choose this social issue to research? How have your values or experiences influenced your choice?
- What surprised, bothered or shocked you from what you learned about the social issue?
- What attitudes/behaviours do you notice in yourself and others, about this issue? Does this surprise or bother you? Why/why not?
- What perceptions or stereotypes can you find about the social issue in the media? What do you think about how it’s portrayed?
- What attitudes/behaviours do you hope to change most around this issue?
- Does what you’ve learned on this issue open up more questions you’re curious about? If so, what?

**Supporting Notes:**

- Before the teams begin their research, provide an overview of the YPI grant criteria, and why the students should record as many eligible charities during their research as they can: this will help them better understand approaches to tackling their social issue, and will give them a variety of charities to choose from for their project, in case their first choice does not pan out.
- If students are struggling to settle on an issue, ask them to write down the list of social issues from the last session and draw lines to link those issues which are connected, this will help them look at root causes and maybe identify areas that could be important to address and, in turn, alleviate other social issues.

**Suggestions for Expansion**

- Last year’s winning team could deliver their presentation to the new participants and then provide some feedback on where their chosen charity has invested their £3000 grant.
- Think Cross-Curricular: There’s nothing like a healthy debate to get students animated – such as in English class, discussing persuasive communications, or in a Business Studies class, discussing financial stewardship: Students could address the question of different kinds of impact a £3000 grant could make – e.g. Should £3000 be used to send one child with a terminal illness on a trip of a lifetime? Or should it be spent on supporting a social worker’s salary who would provide 100 support sessions to survivors of domestic violence?
PART FOUR:

OUR COMPASSIONATE COMMUNITY
4. Our Compassionate Community

Connecting Back

Students will now be prepared to deliver their mini-presentations on their chosen Social Issue. Ahead of the presentations, ask students to reflect back on Session One, and the similarities/differences in values that were identified within the class. It is an opportunity to remind students that within society people value different things, and that it is important to be respectful of these differences both within the classroom as well as within the wider community.

Goals

- To explore what local social issues are important to the class
- To examine the impact of social issues on people in the community
- To discover social service charities working in the community
- To gain an understanding of which charities are eligible for YPI
- For each team of students to create a short-list of potential charities for further research

YPI Resources:

- Student Resource 8: YPI Grant Criteria
- Student Resource 9: Social Issue Mini-Presentations – Peer Feedback Form
- Student Resource 10: Social Issue Mini-Presentations – Team Reflection
- Student Resource 11: Shortlist of Three Charities

1. Team Mini-Presentations on Local Social Issues

- Each team gives their 2-3 minute mini-presentation to the class on their chosen social issue.
- Students and/or teams can provide feedback to the teams about their presentations using Student Resource 9: Social Issue Mini-Presentations – Peer Feedback Form.
- Have students reflect on their own team’s presentation and debrief as a group using Student Resource 10: Social Issue Mini-Presentations – Team Reflection.
- After the presentations, review the issues and the charities that the teams presented, drawing connections between the social issues, their causes, and any patterns in how they are being addressed.
- Review the charities that were mentioned in the presentations and eligibility; or ensure that teams understand how to check themselves about a charity’s eligibility for the YPI grant, with the help of Student Resource 8: YPI Grant Criteria.
2. Preparing a Shortlist of Three Eligible Charities

Teams now meet to decide on their shortlist of the three charities that they would like to research further (this can be based on their own presentation and/or on other charities presented by their peers). Have students record the names of their top three choices in the first row of the table in Student Resource 11: Shortlist of Three Charities. The next session will prepare teams with comprehensive examples and questions to answer when they narrow down the charity that they would like to research for their YPI project.

Supporting Notes:

- Review the different sources that students used to find information about their social issue and charities; discuss how to tell whether a source is reliable, and why using a variety of sources is important.
- For a more in-depth charity search, advise students to explore the “Advanced Search” functions in charity search directories. Encourage students to ‘think outside the box’ and avoid using only a Google search. Other schools in your area may also be searching for charities to research for YPI, and if everyone calls the top few charities displayed on a Google search, certain charities will be overwhelmed with requests. There are likely charities struggling to raise awareness in your area that could really use some help.

Looking Ahead

Now the students have shortlisted three charities, ask students to ask their families and friends about them. Have they heard of them? What is their understanding of the services that they offer? This will support their initial research phase and provide insight into the perceptions that the wider community may have of certain charities.
PART FIVE:

UNDERSTANDING CHARITIES:
MISSION AND IMPACT
Note: During the second portion of Part Five it will be important for the students to have Internet access. If necessary, book a computer room.

Connecting Back

Ask students to reflect upon what their family and friends knew about their chosen charities. Was their perception and understanding right? Had they heard of all three charities? If not, why might this be the case? This is an opportunity to set the scene for the Part Five where students will explore how charities operate.

Goals

▪ To understand how charities work, looking at resources, activities, outcomes, and impact
▪ To explore examples of charity mission/vision statements and goals
▪ To explore the kinds of resources charities require in order to address their goals
▪ To reflect on how charities might evaluate the short- and medium-term outcomes and long-term impact of their work
▪ For teams to choose one charity for their YPI project

YPI Resources:

▪ Student Resource 8: YPI Grant Criteria
▪ Student Resource 11: Shortlist of Three Charities
▪ Student Resource 12: Sample Charity Profiles
▪ Student Resource 13: Understanding Charities
▪ Student Resource 16: Communicating With Charities

1. Comparing Sample Charities

Student Resource 12: Sample Charity Profiles

Have students review and consider each sample charity profile in Student Resource 12: Sample Charity Profiles. How are they similar? How are they different? For example, regarding:

▪ The social issue that they address
▪ Their mission
▪ The programmes and services offered
▪ Annual budget
5. Understanding Charities: Mission & Impact

- Size/scale
- Number of people served
- Outcomes of the charity’s work
- Long-term impacts in the community

Student Resource 13: Understanding Charities

Have students complete Student Resource 13: Understanding Charities, followed by a class discussion guided by the questions provided in the worksheet, and focused on the following:

- What makes a charity successful?
- Which charity has the greatest outcomes and impact in its community?
- If you had £3000 to grant to one of these charities, which one would you choose, and why?

Supporting Notes:

- Connect students back to their personal values in Part One and how they relate to both the fictional charities they explore and the real charities in their local community.
- Try to build appreciation amongst students for both the value and challenges of charities in the community.
- Have students consider the potential impact of a £3000 grant on charities of different size. Note that any size charity can be eligible for a YPI grant, and any of these fictional charities would be eligible for a YPI grant (see Student Resource 8: YPI Grant Criteria):
  - £3000 could help a charity with a small budget keep its doors open to the community.
  - £3000 could help a charity with a medium-sized budget to pilot a programme, measure impact, appeal to future funders.
  - £3000 could help a charity with a larger budget to reach more people in an existing impactful programme.
- Low administrative expenses or “overhead” is sometimes discussed as measure of how effective a charity is; YPI agrees with more recent thinking that better measures are related to the outcomes and impact a charity has in their community. Administrative costs are necessary for a charity to function, and to sustainably produce results for their community. Have students consider the costs of employing qualified staff members, of having safe and accessible facilities: these are expenses that will vary between each charity. “Overhead” and “Administrative” costs are often core to the mission of a charity; please discourage students from evaluating the merits of charities based on this information alone. Consider this comparison:

If you were presented with a list of all the schools in a community, and the amount of money they had to spend on their classrooms and programmes, would you assume the school who had the least was the best? Of course not; you would rightly want additional information such as how engaged in learning the students at each school were, how many graduated, etc. Similarly, it’s difficult to evaluate charities and non-profits without additional contextual information.

(Adapted from Imagine Canada, 2015)
5. Understanding Charities: Mission & Impact

2. Charity Selection

Student Resource 11: Shortlist of Three Charities

Using the internet to conduct research, ask teams to investigate and compare the charities on their shortlists, completing Student Resource 11: Shortlist of Three Charities, and ultimately choose the one they would most like to support.

Group Discussion Questions:

- From what you’ve learned so far about charities, what are some programmes, actions or impacts that you’ve found inspiring? Why?
- Ask other people what they do to help address social issues they care about. How often are charities part of their answer?
- How do you think you might be able to help charities, whether or not your team wins the grant?

Suggestions for Expansion:

- Developing financial literacy:
  - Use analogies between personal spending and charitable spending to support this session.
  - Is there a local accountancy firm or business that could support this lesson?
  - Think cross-curricular: this could be a great opportunity for the Math/Business Studies department to provide context for existing material they are covering (i.e. students could develop a business case for a charity).
- Set up a debate where students must represent the different fictional charities and argue their case for support.
- Recall all of the local charities that the class found during their social issue research: note how it may add value to your community when charities address various needs with different approaches, accessible by different demographic groups.
PART SIX:

CHARITY CONTACT
6. Charity Contact

Please note we recommend providing at least three weeks for students to contact, connect with and ideally visit their charity of choice. This is to provide adequate time for communication with the charity representative, as well as room to change their charity selection if the team’s first choice is unavailable.

This session prepares students to contact their chosen charity and guides them in planning for a creative, compelling and informative presentation. Empowering your students to make a charity visit is fundamentally important as over the years, we have received feedback that this portion of the project is a turning point for students - that it opens their eyes, brings social issues to life, and that it can be truly transformative. Meaningful charity contact is a programme requirement of YPI, and you should let your Regional Facilitator know if you encounter challenges with this element of the programme.

Connecting Back

Have students review their shortlist of charities and reflect upon the reasons their team had for choosing its top choice. What value is their mission adding to the community?

Goals

- For teams to plan ahead by preparing a team project timeline
- For teams to prepare for a successful charity visit

YPI Resources

- Teacher Resource 6: Supporting Student Charity Visits
- Teacher Resource 9: YPI Presentation Judging Sheet
- Student Resource 14: Prepare a Team Project Timeline
- Student Resource 15: Contact Your Chosen Charity
- Student Resource 16: Communicating with Charities
- Student Resource 17: Tips for Your Charity Visit
- Student Resource 18: Plan for Effective Charity Contact

The Youth and Philanthropy Initiative is a programme managed in Scotland by The Wood Foundation, Scottish Registered Charity Number SC037957.
6. Charity Contact

1. Planning Ahead

**Student Resource 14: Prepare a Team Project Timeline**

Have students complete **Student Resource 14: Prepare a Team Project Timeline** for their planning purposes. Note that this resource is available in the Student Guide as an editable document, and you can customise the items on this timeline to suit your own context.

2. Preparing to Contact Charities

**Student Resource 15: Contact Your Chosen Charity**

As a class, review **Student Resource 15: Contact Your Chosen Charity**, which is a comprehensive resource designed to prepare students to contact their charities. Introduce students to what they should consider when reaching out to charities, and what information (WHO/WHEN/WHY/HOW) they need to share. After reviewing the worksheet as a class, ask the teams to complete the worksheet together, using **Student Resource 16: Communicating with Charities** to support the development of their phone scripts/emails.

**Supporting Notes:**
- Try to help students not to be discouraged if their top-choice is unavailable or does not return their phone calls/emails: they should move on to contact another charity from their shortlist that deals with the social issue they care about.
- Students should not send interview questions to the charity expecting them to respond to them via email. YPI, as an experiential learning opportunity, should provide a chance for meaningful contact with Charity representatives which extends beyond asking representatives to complete a questionnaire.

3. Preparing to Make Contact with Charities

**Group Reflection Questions**

- How will your team have a meaningful interview and visit with your charity? How will your team build a strong relationship with the charity and its staff?
- What questions can your team ask that will help you to understand the charity and its impact on the local community?
- What else can you learn or gather from your visit that will help your team to prepare a strong, compelling presentation?
- How will your team communicate information about your social issue and charity in an engaging way?

**Student Resource 18: Plan for Effective Charity Contact**

- Have students review the judging criteria for YPI presentations (**Teacher Resource 9: YPI Presentation Judging Sheet**) as a guideline for preparing to gather relevant information during charity visits.
- Then ask teams to create their own interview questions, based on the information they need to collect, and have them complete **Student Resource 18: Plan for an Effective Charity Visit**.
- Have students role play with these questions by doing a mock interview with one another in advance of their visit.
6. Charity Contact

4. Charity Visits

In order to make student charity visits as successful as possible, YPI has developed the following resources to support teachers and students:

- Teacher Resource 6: Supporting Student Charity Visits
- Student Resource 17: Tips for Your Charity Visit
- YPI Online Student Resources: www.ypiscotland.org.uk/delivery-resources/videos/

5. Following Up

Encourage students to thank the charity representative(s) they visited with for sharing their time and knowledge with their team with a thank you email or even better, snail-mail a handwritten note. Keep them updated about your team’s progress with your presentation. Charity representatives really appreciate being kept up to date about how their classroom presentation goes, whether a group of students makes it to their school’s Final, and what the results of the Final are, regardless of whether they end up winning the grant. See Student Resource 16: Communicating with Charities for tips and examples related to following up with charities.

6. Regrouping and Debriefing

Class Discussion

- How did you feel during your experience of contacting, interacting with and visiting a charity in your community? What challenges did you have?
- How did you feel after your visit to the charity? What surprised you most from what you learned?
- In your YPI presentation, what would you really want to get across to your peers? To adults?
- Now that you know more about your chosen charity, how do you think your skills, time or resources could help them?

Supporting Notes:

- Emphasise the importance of the students’ potential to contribute to longer-term attitude changes; to impact and change their audience, not just the judging panel.
- Communicate that teams who do not win the grant can be equally vital to contributing in valuable ways, spreading awareness and attitude changes that are often at the root of social issues.
PART SEVEN:

YPI PRESENTATIONS
7. YPI Presentations

Goal

- For students to create an effective, engaging, and creative presentation advocating for their chosen charity to receive a £3000 grant from YPI

YPI Resources:

Classroom-level Presentations (Semi-Finals):

- Teacher Resource 9: YPI Presentation Judging Sheet
- Student Resource 19: Tips for Creating Your YPI Presentation
- YPI Online Student Resources: www.ypiscotland.org.uk/delivery-resources/videos/

YPI Final:

- Teacher Resource 7: Planning & Hosting the YPI School Final
- Teacher Resource 8: YPI Final Invite Templates
- Teacher Resource 9: YPI Presentation Judging Sheet
- Teacher Resource 10: Cheque Request Form
- Teacher Resource 11: Best Practices Guide

1. Preparing to Present

Once students have completed their visit, interview(s) and research on their chosen charity, they will need to put together a 10 minute presentation about their chosen social issue and the way their charity addresses it.

The Big 4 Video & Class Discussion

Visit the Video section of the YPI website and watch The Big Four video, which provides top tips for getting the most out of the YPI experience.

See: ypiscotland.org.uk ➔ delivery & resources ➔ Videos

Class Discussion

- What are the 4 key aspects of YPI?
- How can you as a team use your skills to make an engaging presentation?
- What information do you think the judges are looking for?
- How can you be creative in your presentation?
- Review and discuss as a class Student Resource 19: Tips for Creating Your YPI Presentation
7. YPI Presentations

2. Ready, Set, Present!

It’s the moment you’ve all been waiting for! It is now time for students to deliver their YPI classroom presentations. You can use Teacher Resource 9: YPI Presentation Judging Sheet if you would like the class to give feedback on the classroom-level presentations.

The winning presentations at the classroom level will advance to a school-wide YPI Final, held after all of the classes have completed the project. Finalists can be chosen by student vote; the teacher’s marking scheme; a judge or panel of judges; or a combination thereof.

3. YPI Finals

It is the responsibility of the Lead Teacher to plan and coordinate the YPI Final at your school. Lead Teachers should refer to Teacher Resource 7: Planning and Hosting the YPI School Final, and Teacher Resource 11: Guide to Best Practices for ideas for expansion. The YPI team will support your school in planning and hosting this exciting event to celebrate the success of your students in the programme. Here are the basic elements common to every YPI Final, that you and your students can expect:

- The minimum recommended audience for a YPI Final is the entire participating grade.
- A Master of Ceremonies will host the event. This could be the Lead Teacher, a student/students who participated in YPI last year, or a special guest from the community.
- A panel of judges will ultimately decide the winner of the YPI grant. This panel will be made up of majority students (often students from last year’s winning team). Adult judges could be members of school administration, local government, or other community members.
- After each team has completed their presentation, the judges will move to a private room to deliberate, and ultimately decide who the winner of the YPI grant is.
- The MC will welcome the judges back, say a few words in closing, and announce the winner of the YPI grant.
- After the event closes, the winning students are invited to call their charity to share the good news.
Debrief & Extend the Impact

Coming to the end of YPI doesn’t mean the end of students’ learning or their ability to continue creating positive change within their communities. We invite you to use these discussion questions to reflect on, consolidate, and celebrate the ways students have become – and can continue to be – individuals more confident in their values, who see themselves as responsible, effective contributors to their community.

▪ What did you learn about your values through YPI? What (if any) new values did you develop over the course of the project?
▪ What skills have you developed that you will continue to use in other areas of your life?
▪ How have your attitudes/behaviours changes towards social issues and people in need? How might those changes impact your class, school, family, and community?
▪ What did you learn about social issues in your community through YPI? What do you see as your role in your community in relation to social issues you care about?
▪ Will you continue to help the charity you chose for YPI? Why or why not? If so, how?
▪ What was your greatest learning for your experience with YPI?

Suggestions for Expansion

▪ Whole-school engagement can be supported through arranging for students to deliver a selection of presentations to other grade levels. This can further extend the impact of YPI.
▪ Identify how YPI can support existing accreditation opportunities or youth achievement awards
▪ Guidance staff can put the skills developed through YPI into a real-life context. They can also discuss volunteering opportunities and the value of active citizenship in helping young people stand out from the crowd in an increasingly competitive job market.
▪ Customizable YPI Student Achievement Certificates are available at www.ypiscotland.org.uk
▪ Students can continue connecting to YPI’s social media channels. YPI encourages students to share photos and videos from presentations, events and charity visits via social media, on Facebook (www.facebook.com/YPIScotland) and Twitter (@YPI_Scotland).
YPI Scotland
Teacher Appendices
2019-20
1. Sample Letter to Parents

School Name/Address
Parent/Guardian Name
Address/Email

Dear Parent/Guardian:

This school year your son/daughter will be taking part in the Youth and Philanthropy Initiative (YPI Scotland).

YPI is an international initiative designed to support young people in developing community awareness. Students are taught about philanthropy and charity through an experience of giving that highlights the positive impact they can have on their community.

Students will work in teams to research the needs of their community and identify a local charity they believe is best placed to make a positive change. They then learn how to assess the charity’s management, strategy, staffing arrangements and services. Possibly the most important aspect of YPI is the site visit students are asked to make to their chosen charity. By visiting a charity, your child will develop a real understanding of some of the challenges facing the community and will, we hope, be inspired to work to change society for the better.

Students will use their research to make presentations on the reasons that their chosen charity is most deserving of support. The team judged to have made the most compelling presentation will be given a £3000 YPI Grant to award to their charity.

During this process, students develop skills in research, analysis, presentation, and communication, which all contribute to a student’s growth, and confidence.

We are excited to be one of the schools across Scotland to be participating in YPI and hope that you will fully support and encourage your son/daughter in researching and visiting a local charity. More information about YPI can be found on www.YPIscotland.org.uk.

Yours sincerely,

YPI Lead Teacher/ Head Teacher/DHT
2. YPI Online & Video Resources

Online Resources: www.ypiscotland.org.uk

All YPI resources to support programme delivery can be found on the YPI Scotland website: www.ypiscotland.org.uk. This site is a great source of information on the charitable sector and the programme itself. Please take a look through the resources that are available online for YPI teachers and students.

Teacher Resources
- YPI Scotland Teacher Resource Guide
- Interactive Participating School Map
- Extensive Video Library
- Case Studies
- Social Media & News
- FAQs
- Third Sector Information
- Contact Details/ Meet the Team

Student Resources
- Extensive Video Library
- Student Workbook
- Find Your Charity resources
- Social Media information

Charity Resources
- Helpful resources you can direct a charity to once they have been approached by a student group.
- Here the charity will find tips for making the most of their student visit, as well as an informational prospectus which provides information about YPI.
2. YPI Online & Video Resources

YPI Videos

1. The “Make a Difference” video is an inspiring piece to be shown at YPI Launch Assemblies to introduce students to YPI.

Suggested discussion questions:
- Why should our class/school participate in YPI?
- What 2-3 things stood out to you in the video?
- What social issues do you care about? What factors have informed this (personal experience, what you have observed in your school/community/home)?
- What did the video say about social issues? Charities?

2. The “Big 4” video is a classroom-ready resource, designed to be shown to students throughout their YPI experience to support students to remain focused on the 4 key aspects of YPI. The online format of the video gives teachers the flexibility to use it whenever they need.

Suggested discussion questions:
- What are the 4 key aspects of YPI?
- How as a team will you select one social issue to focus on throughout YPI?
- How do you plan to research and contact local charities?
- How can you as a team use your skills to make an engaging presentation?
- What information do you think the judges are looking for?

3. We have a range of videos on our website which are designed to guide, inspire and assist students and teachers to get the most out of their YPI experience.

Suggestions for discussing social service charities and/or the “charitable sector”:
- Social service charities are organisations that support people facing all kinds of difficulties, and benefit individuals, families and communities by improving immediate access to help that is otherwise not available or affordable. Expansion question: What impact can the charitable sector have for people and social issues in the long-term?
- Charities are also called “non-profit”/“not-for-profit” organisations, “NGOs” (non-government organisations), “social services”, “social enterprises”, the “voluntary sector” or the “third sector” of society. They are not run by the public sector (government), or by the private sector (businesses). They are sometimes run by religious or cultural organisations.
- Charities are sometimes supported financially by government funds, business donations or individual donations. They often face challenges of getting enough funding to sustain and grow programmes and services to address needs in communities.
- “Charities have a history of innovation, and a reputation for looking imaginatively at different ways of doing things, influencing the environment in which they operate and learning from, and sharing with, others.” (The Charity Commission, UK – from The Hallmarks of an Effective Charity)

www.ypiscotland.org.uk/delivery-resources/videos/

WWW.YPISCOTLAND.ORG.UK
Join us on Facebook & Twitter!
www.facebook.com/YPIscotland
@ypi_scotland
3. Visualising the Social Safety Net

This interactive activity is designed to get students thinking about social services, and about who needs to access these services in your community.

You will need:
- A ball of string
- Social Safety Set ID cards (see p42-45)

You can either print out the pages and cut out the cards, or create your ID cards using index cards/name tags. You will need to make the cards "wearable" for students by attaching string for wearing around their necks or supply tape, or use sticky name tags.

Have students form a circle, and give each student an ID card representing a social service or a marginalised group, alternating between these two types of IDs around the circle. Begin the activity by having each student around the circle read their ID card and make sure that everyone understands each social service and marginalised group. Students will then take turns tossing a ball of string across the circle, identifying relationships between people and parts of the system, while holding their section of string to create a visual trail or “net” to represent those connections. Continue until everyone in the group is connected in the net, or the string runs out.

For example, if a student’s ID card says “Young Parents” they might toss the ball of string to “Child Care Programmes”, and say out loud, “Young parents will need child care to look after their children so they can complete school or work to support their families.” The person in the circle wearing “Child Care Programmes” will then make their own connection, and so on.

Discussion questions (to use while still in the circle after the net is complete):
- Was there enough string to reach everyone? Who was left out or chosen towards the end of the activity? What parallels can be drawn to systems of inequity in the real world?
- If the people representing government-funded social services (i.e. public schools, welfare, legal system, children’s aid, etc.) were to let go of their, string what would happen to the net? What if it were the social service organisations that let go? How much “slack” would that leave the other sector to pick up? What does this say about the strengths and weaknesses of the social safety net? (Try this out, and see what happens).
- What did you notice about the connections between different issues? Which connected most closely?
- What feelings came up for you during this activity?
- Did anything surprise you?
- What were some of the connections that you weren’t expecting to hear?
- What did you learn?

Other considerations / variations:
- Sometimes, students will pull hard enough for a section of the string to break. Not to fear - this is a teaching moment! Explain that this is reflective of real life, too. When systems are under a lot of strain, it is possible that some of those relationships will break down.
- Encourage the group to toss the string gently to each other, and to be respectful in the ways they talk about groups of people.
3. Visualising the Social Safety Net

Important things to bring up if your students don’t:

- Lots of different groups may need to use the same kinds of services. Sometimes there is an obvious connection, like between the unemployed and employment services, but sometimes the relationship is more subtle.
- Groups may experience a number of different kinds of needs and may therefore benefit from or have relationships with different parts of the system. For example, someone who is out of work may need employment support, but also a food bank, or income support.
- All of the connections and relationships we were describing in the circle are between people. People serving people and people relying on people. When the web is complete, we can see that a huge number of people are involved, either in providing or accessing these services.
- People are often uncomfortable with topics they are unfamiliar with, and sometimes that expresses as agitation or giggling. If you noticed discomfort, giggling or awkwardness around connections being made, it is important to revisit this. What about that moment was awkward for people? What additional information might help them feel more confident/comfortable discussing those issues?

Have students return to their seats, and brainstorm a list or a web of all the different social issues that were brought up during the activity.

Supporting Notes:

- See Student Resource 3: Social Issues and Social Service Charities for support with the discussion and brainstorm
### 3. Visualising the Social Safety Net

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<thead>
<tr>
<th>Youth</th>
<th>People with Addictions</th>
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<tbody>
<tr>
<td>Refugees</td>
<td>People Who are Homeless</td>
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<tr>
<td>People with Disabilities</td>
<td>People Living with Mental Illness</td>
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<tr>
<td>Newcomers / Immigrants</td>
<td>War Veterans</td>
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<tr>
<td>People Living with Illness</td>
<td>People in Conflict with the Law</td>
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<td>Women</td>
<td>Unemployed People</td>
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3. Visualising the Social Safety Net

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<th>Young Families</th>
<th>LGBT</th>
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<tr>
<td>Seniors</td>
<td>Sex Workers</td>
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<tr>
<td>Deaf / Hard-Of-Hearing Community</td>
<td>Survivors of Abuse</td>
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<tr>
<td>Income Support (Welfare)</td>
<td>Police Services</td>
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<tr>
<td>Reproductive Health Clinics</td>
<td>Harm Reduction Programmes</td>
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<tr>
<td>Legal System</td>
<td>Child Care Programmes</td>
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3. Visualising the Social Safety Net

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<th>Meals On Wheels</th>
<th>Community Recreation Centres</th>
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<tr>
<td>Emergency Shelters</td>
<td>Hospitals</td>
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<td>Drop-In Programmes</td>
<td>Employment Services</td>
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<td>Food Banks</td>
<td>Drug Treatment Centres</td>
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<td>Counselling Support Services</td>
<td>Education &amp; Training Programmes</td>
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<tr>
<td>Legal Aid Clinics</td>
<td>Transitional or Supportive Housing</td>
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</table>
3. Visualising the Social Safety Net
4. Choosing a Social Issue Through Consensus-Building

The aim of this activity is to promote discussion and help teams to reach consensus on which social issue they will focus on for their YPI research.

Consensus-Building – What Does it Mean?

- Building consensus is a process where a team discusses a decision together – sharing in a final decision that all team members can support, even if it isn’t the “favourite choice” of each person.
- To build consensus, all team members participate in the discussion equally, as much as possible; express what they feel about issues; and listen respectfully to each other. Team members cooperate, aiming to reach the best possible decision for all members – not competing for personal preferences.
- Consensus doesn’t mean that everyone needs to agree 100% – but that each team member is willing to try out the decision, work to overcome conflict, and take responsibility to implement the decision.

Activity: Use one or more options below to promote discussion and shared decision-making. Based on discussions, teams will decide which social issue they will focus their YPI research on.

Option 1 – Diamond 9 (See Student Resource 6): Good for visually ranking up to nine issues. Teams can use a diamond shape and arrange the social issues into the nine squares. The most important issues are placed at the top and the least important issues at the bottom. Issues in each row have equal status. (Students can cut out the squares to move them around easily).

Option 2 – Weighted Voting & Reasoning: Good for deciding between any number of social issues. Each issue is given its own column (the chart below includes three issues but can be adapted to include more as necessary). Next, each team member awards points from one to three (“3” = most agree; “1” = least agree) in each row under each issue. Teams can discuss the reasoning behind their votes, and can change their own scores based on what they hear from other team members. Once scores are final, teams then total each score in each box (see example below), then tally totals for each column. The issue with the highest score is deemed the most important issue to the team collectively. If there is a “tie” between two issues, the team can share final comments on those issues and vote again to come to a decision.

<table>
<thead>
<tr>
<th>Chart: Weighted Voting &amp; Reasoning</th>
<th>Issue 1:</th>
<th>Issue 2:</th>
<th>Issue 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example row:</td>
<td>Team Member #1 →</td>
<td>Team Member #2 →</td>
<td>Team Member #3 →</td>
</tr>
<tr>
<td>“I feel a connection to this issue.”</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>(One vote from each member, per box.)</td>
<td>2</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>I feel a connection to this issue.</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe this issue is a problem.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe more people need to change their attitudes and behaviours about this issue.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m curious to learn more on this issue and speak up to help others understand.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This issue relates to my values.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The social issue that our team has chosen is:

TOTALS:

The social issue that our team has chosen is:
5. Identifying Local Charities

YPI is clearly having an impact on enabling young people to learn more about their local community and the charities working to support them. Furthermore, YPI supports a voluntary culture that provides a framework for young people to better understand their own community, better understand the level of work charities do for the community, and better understand the reliance that communities actually have on the charitable sector. That is why YPI places an emphasis on identifying those community-based, local, grassroots charities; charities that are born and develop as a reaction to the specific needs of each individual community.

Each year, the breadth and depth of community-based, local, grassroots charities that are identified by YPI Schools across Scotland never fails to impress. That said it can prove difficult to identify such charities due to a number of factors. While these charities have ways & means to self-promote locally, they lack the resource and operational structure that larger charities might have at their disposal for promotion & advertising, alongside a far greater reliance on volunteers and local media. Hopefully the following guidance notes will support future planning around identifying local charities:

- The Office of the Scottish Charity Regulator (OSCR) is the independent regulator and registrar for over 24,000 Scottish charities. The OSCR website holds a wealth of information about Scottish charities, in addition to an excellent and up-to-date database of registered charities. It is a YPI requirement that every charity involved in the programme is registered; therefore OSCR is an invaluable resource in rooting out those local charities www.oscr.org.uk or tel: 01382 220446.

- Third Sector Interfaces are an excellent source of information with regards regional charitable activity. Each Interface is unique to their area and supports a network of charitable organisations from the very small to the very large. Therefore, when researching what charities are out there you should link with your local Interface and tap into this resource. This will allow you to:
  - Access information about local charities through experienced staff and their local database.
  - Gain a better understanding of the charitable sector in your area.
  - Develop a meaningful partnership for subsequent work and ongoing volunteering.

For information on your own local Third Sector Interface please visit: https://www.vascotland.org/find-your-tsi

- School & Community Libraries are an exceptional source of information. Of particular relevance to YPI charity research is the local press and media archives. Local press is invaluable and captures a vast amount of information regarding ongoing charitable activity. The libraries will also house additional ICT provision should there be limited capacity within the school itself. Furthermore, charities regularly display information, literature and leaflets regarding local activity on library display boards.

- In Your Community there are a whole host of other approaches you can use in identifying local charities. Your local GP’s, Hospital, Retirement Home, Church, Community Learning & Development Team, Youth Club and Sports Centre will all undoubtedly have charitable partners who support provision, share facilities and/or provide services. Check notice boards, pick up a telephone book, ask the question and see what you find out.

- Finally, Speak to People around you as you never know what charities they have had first-hand experience of or what charities they actively support.
6. Supporting Student Charity Visits

Overview & Importance

The student charity visit is a critical stage of YPI. Students and Charities have told us that this aspect of the programme is the most meaningful and enjoyable part of YPI for them, and many students have described transformative, eye-opening experiences with their charities:

“I don’t think that I can really put my experience into words. The work that I did with my charity really changed my perspective on life and I think that I can safely say that it changed my life too. I am so incredibly grateful for the experience I received.”

“The staff we met with were very kind, and passionate about the charity and that motivated me to want to win the money for them.”

“It was a wonderful and life-changing experience to see first-hand how charities operate, and the amount of funding, donations and support that is required. It was so much fun talking to clients, volunteering and presenting this charity to my entire school.”

Students have great experiences with this phase of YPI, where they can interact with their community independently and bring their learning into the ‘real world’. Once students realise this, their motivation to advocate for the charity is amplified and they will be more likely to see the importance of supporting their local community. It is up to teachers and parents to what degree they want to supervise students at this stage.

Supporting Students’ Charity Selection

We understand that not all charities have the time to meet with all YPI students who request visits for the programme. Many well-known charities in our communities receive 10+ requests for a YPI visit from student teams per term, and while most are very happy to accommodate these requests, and to spread the word about the impact of their work, some charities do not have the capacity to meet with all students. For this reason, we strongly recommend that students do not quickly choose the most popular charity in your community, or the first search engine hit they come across when looking up charities dealing with their chosen social issue online. Have your students dig deeper by trying to find lesser-known charities, and have them make a couple back-up selections in case their chosen charity cannot participate or does not respond within a reasonable timeframe.
6. Supporting Student Charity Visits

Supporting Students’ Preparations for Charity Visits

- Research & Preparation is central to supporting future charity visits. The research process ignites that spark of interest and personal connection that will support future visits. Moreover, an effective research process removes a number of the barriers associated with making the charity visit—establishing a named point of contact, confirming the charity’s credentials through OSCR, and exploring the charity’s local media profile. A level of familiarity is a key component of a successful charity visit. Make use of the resources at your disposal; School Library, Media Archive, Phone Book, Local Newspaper, Internet, People.

For more detail, see Student Resource 15: Contacting Your Chosen Charity.

- Empower the Students to be independent. Ultimately what they experience and learn through YPI will be a direct reflection on the effort they put in, and to an extent this cannot be guided. Emphasise that they have been given a voice, given responsibility, and have the capacity to make a significant impact on something they care about. Whether S2 or S6 each young person has the capacity to independently visit their charity, perhaps drawing upon peer support, or support from their extended networks of friends and family. It may be that a charity base or town centre is a considerable distance away, but many will make this trip at weekends, whether independently or with parents, on a regular basis. Make use of the Resource Guide, and more specifically the guidance around the initial telephone calls.

Communicate with parents/guardians about YPI as this may generate some additional support.

- Supported/Supervised Charity Visits have proven to be successful at many schools. This approach has supported both small teams and entire year groups to make their charity visit. This approach relies on an appropriate support structure being put in place, for some schools the existing framework may not allow for such an undertaking. Therefore, when considering supported student charity visits it is important that plans are both realistic and sustainable. Supported charity visits may be better suited to select teams on a case by case basis. Perhaps senior students could support lower years as part of an existing peer support/mentor framework. Perhaps learning support staff or employability officers could be involved. In a similar way student/probationary teachers may be keen to get involved to broaden their experience (e.g. teacher mentors allocated to 1 or 2 teams).

- Charities Visits at Alternative Venues. If there is no way that students can make their visit to their chosen charity, as a final option, you may wish to make arrangements for charities to meet with the student team at an alternate venue (e.g. community library, local offices, community facility, etc). A great deal of insight can come from charity visits of this nature, particularly where a charity visit may not be appropriate. Charities and other community partners want to engage with schools, and YPI provides an ideal framework. Be prepared for the visit, and again make use of the Resource Guide, specifically the guidance around Interview Questions, Charity’s Aim, Spending and Impact.

Communicating with Parents

- Teacher Resource 1: Letter to Parents offers a letter to parents introducing YPI.
- Direct parents to www.ypiscotland.org.uk
6. Supporting Student Charity Visits

Communicating with Charity Representatives

Direct students to the several templates and sample scripts for calling and emailing charities using Student Resource 16: Communicating with Charities.

Students can direct charity representatives to www.ypiscotland.org.uk/charities-getting-started/
Charities can choose to coordinate multiple YPI teams to visit at the same time and receive information together, if many YPI teams contact them and their time is very limited (i.e. “YPI Fridays”).
If a charity contacts you with a concern, please reach out to your YPI contact so that we can support you in addressing charities’ questions.

YPI’s Approach to Charities as Partners

Local social service charities are at the heart of YPI’s mission to grow compassionate communities. YPI students have directed over £4 Million in funds to thousands of local charities they care about, and have raised critical public awareness for countless others. We respect the time and effort that charity employees are making to engage young people with their work, and we want to make sure they are recognised for the extent of the impact that they help to create every year. We offer value to charities not only through our grants, but through student-driven advocacy. We don’t take for granted that charities benefit from our work – we solicit feedback from our charity partners by speaking with them over the phone and through formal evaluative programme surveys. The response have been overwhelmingly positive, but we seek and welcome constructive feedback to make the process even better, and even more valuable for local charities, schools, teachers, students, parents/guardians, and communities as a whole.
7. Planning & Hosting the YPI School Final

A Guide for Teachers

Your YPI Final is the culmination of the programme and is one of the best parts of being a YPI teacher. An event that not only showcases the top presentations at your school and realises a substantial grant for a deserving charity, the YPI Final is a true celebration of all the contributions that your YPI students have made – and can continue to make – to help people in need in your community.

Thank you for taking the time to coordinate your YPI Final, which we hope will conclude your students’ time with YPI as an unforgettable introduction to philanthropy.

To help you plan your event, here is a preparation checklist, an overview of the resources needed, and step-by-step tips for running a smooth and exciting YPI Final.

YPI School Final: Preparation Checklist

1. The YPI School Final happens after all participating classes have completed their in-class presentations. Choose a date and time which will ideally allow a large audience of students & other guests to attend the event. Book the necessary A/V equipment and venue (i.e. school auditorium, city venue, public library or community hall).

2. Communicate your chosen YPI School Final date with your Regional YPI Facilitator

3. Arrange for students, teachers, administrators, staff, community members, finalist charities and parents to attend the YPI Final. Student press and local media could also be invited. (If your school expects to have local media representatives at the event, let your YPI staff contact know, and the YPI team can prepare to help further your school’s communications impact through YPI social media channels.) - See Teacher Resource 8: YPI Final Invite Templates for a number of invite templates.

4. Arrange your judging panel. This panel should be three to seven people, with a mix of external and internal representatives such as Head Boy/Girl, YPI Alumni, Teaching Staff, Head Teacher, Community Representatives, Local Business Partner, School Chaplain or Community Learning and Development.

5. Think about how to entertain the audience during the judging intermission (15-20 minutes) and appoint a person to oversee this element on the day of the event. Examples of entertainment include playing YPI videos (available online) or asking the school/student band to perform.

6. Determine the private room where your judging panel will deliberate following the presentations.

7. Decide who will be the master of ceremonies (suggested speaking points are provided overpage). You might choose the Lead YPI Teacher, local activists/philanthropist, former YPI student

8. Ensure you have all the resources needed for Your YPI Final:
   ▪ Digital Camera
   ▪ A/V equipment
   ▪ Optional: Entertainment for audience during judging intermission
   ▪ Copies of YPI Presentation Judging Sheet
   ▪ Copies of “YPI Judging Pack”
7. Planning & Hosting the YPI School Final

How to Run a Smooth YPI School Final:

On the day of your YPI Final, a member of the YPI Team will be on hand to provide support throughout, and facilitate the judging process, unless alternative arrangements have been agreed in advance.

1. Tech Check
   a. Ensure that all teams have checked any audio/visual/PowerPoint/internet that they will be using during their presentations, and that it is all ready to go—on a single USB drive or desktop.

2. Judging Panel – provide some quiet briefing space for your judging panel to get prepared and settled.
   a. Introduce your judges to one another and thank them for their important role in helping students award a grant to a charity in their community!
   b. Provide your judging panel with copies of the Final Event Judging Pack and ensure that all judges understand what kinds of organisations qualify for a grant from YPI.
   c. Provide each judge with sufficient copies of the Teacher Resource 9: YPI Presentation Judging Sheet (one per presenting team).
   d. Let judges know that they will deliberate in a private room after all of the teams have presented, and that your YPI representative will accompany them to facilitate.

3. Introduce the School Final (Suggested Speaking Points)
   a. At the beginning of the event, the master of ceremonies can take the opportunity to introduce themselves, express how excited they are to be present at the YPI Final, reiterate the goal of YPI** and communicate that everyone looks forward to learning about the different local charities that the students have researched and will be advocating on behalf of. The master of ceremonies should also make note that the presentations will be evaluated by a panel of judges who will determine which team will receive a £3000 YPI grant for their charity! The "Make a Difference" video also works well after this point, as an introduction.

   ** The goal of YPI is to provide secondary students with a reality-based experience through a strong academic philanthropy programme which gives them the skills to assess community needs and make grants to charitable grassroots organisation meeting those needs. The Wood Foundation believes that YPI promotes a sense of responsibility and a commitment to growing compassionate communities.

   b. The master of ceremonies may wish to introduce the judges’ panel or other teachers and guests. Please do not introduce or otherwise recognise any attending charity representatives until after the judging has taken place. Doing so could be seen to create bias: it is not mandatory (nor always possible) for students to have charity representatives attend the YPI Final.

4. Judges’ Deliberation
   a. When all of the presentations are over, invite the judges to the room where they will deliberate, your YPI Facilitator will support this process. Entertainment for the audience is a good idea for this intermission. Could the HE department also support refreshments?
   b. During the deliberation process, it is best to avoid making statements that will influence the outcome in favour of a particular charity. The judges may need you to help facilitate the process, or to focus them on the assessment criteria provided.
   c. Try to encourage the judges to reach a consensus if possible, and focus on considering the qualities and merits of each presentation. The judging sheet was created to guide discussion.
7. Planning & Hosting the YPI School Final

5. A Winner Has Been Chosen
   a. When the judges have chosen a winner, the name of the winning charity is to be written on the large YPI presentation cheque.
   b. Determine who will announce the winning charity. This could be the master of ceremonies, a teacher or staff member, or a visiting guest. Whoever announces the winner, please do not provide the audience with the reasons for why one charity/student team was selected instead of another. If appropriate, encourage judges to provide brief positive comments for all finalist teams.
   c. Suggested Thank You Speech for Master of Ceremonies (Prior to Announcing Winner)

   I would like to take this opportunity to thank some very instrumental people, who have played a part in YPI at insert school name.

   Thank you to insert teacher/s name/s who has worked endlessly at encouraging and motivating his/her students throughout the course of this programme and has, with such great success, engaged his/her students in active philanthropy.

   I would like to thank the students who had the opportunity to share their presentations with us today and also those students whose presentations we did not see. It is inspiring to see how you have become advocates for social change by presenting on your selected charities.

   I believe that the success of YPI will continue after the assembly ends and you will continue to positively contribute to your community. I urge you to look at YPI as a stepping stone to the countless ways in which you can make a positive difference in the lives of those who could use a helping hand.

   And now it is time - without further ado, I would like to call on insert name to announce the winner of the £3000 grant!

   d. Your Regional Facilitator will complete the Teacher Resource 10: Cheque Request Form and collect additional programme monitoring information.
   e. You may want to profile your YPI Final and the work of your YPI Students more broadly through social media, local press, through the school website or community bulletins (Teacher Resource 11: Best Practices Guide).
7. Planning & Hosting the YPI School Final

Take Photos!
Get some really great photos of the winning team with the cheque, as well as a few shots of all the finalists together to celebrate their work! Make sure the photos are straight on, centred, and the writing on the cheque is clear.
Guest Judge Invite Template

School Name/Address

Guest Judge Name/Address/Email

Dear Guest Judge,

Re: Invitation to Judge at the School Final of the Youth and Philanthropy Initiative (YPI)

I am writing to invite you to our final of the Youth and Philanthropy Initiative (YPI) at School Name on date/time. YPI has positively engaged secondary school students across Scotland and awarded over £4 Million pounds to small, local, social service charities.

Students at our school have recently taken part in YPI. In teams, they have been researching social issues in our community and creating an engaging and persuasive presentation on a local charity they believe is best placed to tackle an issue they are passionate about. At the YPI School Final the winning teams from each class will be presenting in front of a large audience and a panel of high-profile judges, in support of their chosen charities. This event promises to be an inspiring, exciting and dramatic occasion as one team will be awarded a cheque of £3000 on the day, to grant towards their chosen charity.

In January 2010 the programme was described in The Times as “something every teacher should eagerly find out about and think of introducing to their school.” Since then YPI has continued to develop and gain momentum across Scotland, and has been referenced positively in a number of HMIE School Inspection Reports.

I hope you will be able to attend this event, to hear about the charities and local social issues which students at our school have become passionate about. I would like to invite you to judge on the panel at this event and help select the winning team whom will win £3000 for their chosen local charity.

I look forward to hearing from you.
YPI Lead Teacher
8. YPI Final Invite Templates

Press & Media Invite Template

School Name/Address

Press & Media Name/Address/Email

Dear Press & Media contact,

Invitation to the School Final of the Youth and Philanthropy Initiative (YPI)

I am writing to invite you to our final of the Youth and Philanthropy Initiative (YPI) at School Name on date/time.

Please find attached editor’s notes regarding YPI, The Wood Foundation, and The Toskan Casale Foundation. Should you be unable to attend I hope these notes support any article or publication.

Students at our school have recently taken part in YPI. In teams, they have been researching social problems in our community and creating an engaging and persuasive presentation on a local charity they believe is best placed to tackle an issue they are passionate about. At the YPI School Final the winning teams from each class will be presenting in front of a large audience and a panel of high-profile judges, in support of their chosen charities. This event promises to be an inspiring, exciting and dramatic occasion as one team will be awarded a cheque for £3000 on the day, to grant towards their chosen charity.

YPI has positively engaged secondary school students across Scotland and awarded over £2 Million pounds to small, local, social service charities. In January 2010 the programme was described in The Times as “something every teacher should eagerly find out about and think of introducing to their school.” Since then YPI has continued to develop and gain momentum across Scotland, and has been referenced positively in a number of HMIE School Inspection Reports.

We would be delighted to welcome you, or a representative, along to join our celebration. Should you be unable to attend, I would be delighted to answer any additional questions that you may have around the programme or our students’ engagement in order to support any article that your publication wishes to run.

We look forward to hearing from you, would be happy to provide a photograph following our final to accompany any piece you may wish to publish.

Yours sincerely,
YPI Lead/Head Teacher/DHT
The Youth and Philanthropy Initiative (YPI) is an active citizenship programme that raises awareness among young people about philanthropy. Scottish students taking part in YPI work in small teams in their year groups, to consider the needs of their local community and identify a grassroots social service charity they believe can make a positive contribution. Having been guided on how to analyse the charity’s management and strategy, they are encouraged to build relationships with the charity and then exercise their skills in advocacy and public speaking to make a case as to why their proposed charity should be awarded £3000.

YPI started in one school in Canada in 2002, and has continued to develop and gain momentum. YPI is run in schools across Canada, in the UK, and in New York City. For more information on YPI, please visit www.ypiscotland.org.uk, or send an email to ypi@thewoodfoundation.org.uk

The Wood Foundation: Principal Funder & Operational Manager of YPI Scotland

The Wood Foundation (TWF), originally named the Wood Family Trust, is a venture philanthropy organisation established by Sir Ian Wood and his immediate family on the 14th September 2007. It is a Scottish based charity with a global outlook investing in economic, community and enterprise activities in the UK and Sub Saharan Africa. The Foundation aims to be an open, intelligent, and thoughtful funder who recognises that money alone will not solve some of society’s greatest inequalities. In order to achieve systemic change, TWF invests both money and expertise to achieve systemic change and either takes a lead on projects or takes an active supporting role with strategic partners.
8. YPI Final Invite Templates

General Invite Template

School Name/Address

Guest/Parent Name/Address/Email

Dear Guest/Parent,

Invitation to the School Final Assembly of the Youth and Philanthropy Initiative (YPI)

I am writing to invite you to our final of the Youth and Philanthropy Initiative (YPI) at School Name on date/time. YPI has positively engaged secondary school students across Scotland and awarded over £2 Million to small, local, social service charities.

Students at our school have recently taken part in YPI. In teams, they have been researching social issues in our community and creating an engaging and persuasive presentation on a local charity they believe is best placed to tackle an issue they are passionate about. At the YPI School Final the winning teams from each class will be presenting in front of a large audience and a panel of high-profile judges, in support of their chosen charities. This event promises to be an inspiring, exciting and dramatic occasion as one team will be awarded a cheque of £3000 on the day, to grant towards their chosen charity.

In January 2010 the programme was described in The Times as “something every teacher should eagerly find out about and think of introducing to their school.” Since then YPI has continued to develop and gain momentum across Scotland and has been referenced positively in a number of HMIE School Inspection Reports.

I hope you will be able to attend this event, to hear about the charities and local social issues which students at our school have become passionate about.

I look forward to hearing from you.

Yours sincerely,

YPI Lead/Head Teacher/DHT
9. YPI Presentation Judging Sheet

Charity Name: ___________________________ Social Issue Addressed: ___________________________

Does the Charity Meet the YPI Grant Requirements? Yes [ ] No [ ] Not Clear [ ]

To be eligible for a YPI grant, a charity must be based in the local community and providing social services directly to people. Examples of ineligible charities would be groups focusing solely on medical research or services to animals.

Note: Presentations are meant to be 10 minutes in length. Videos used in presentations should be original creations by students. Limited use of professional/charity-produced media is permitted, but whether their use was effective will be at the discretion of the judging panel.

<table>
<thead>
<tr>
<th>Content of the Presentation - How Effective is the Team at sharing:</th>
<th>Very Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Not Effective</th>
<th>Not Present</th>
</tr>
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<tbody>
<tr>
<td>Engaging the audience about the social issue (i.e. demonstrating how the issue impacts people in the local community (short term/long term)?</td>
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<td>Demonstrating a connection with the social issue, and explaining how attitudes, behaviours and/or further actions can help address it?</td>
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<td>Demonstrating their knowledge of the chosen charity? (i.e. programmes and services; use of resources)</td>
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<td>Demonstrating the positive outcomes for the community that the charity provides.</td>
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<td>Demonstrating what they learned/ how they were personally impacted by the charity?</td>
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<td>Explaining how the £3000 grant will be used by the charity (how will it impact the LOCAL community).</td>
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<td>Demonstrating how they used or will use their skills and/or time to do something helpful for the charity?</td>
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Presentation Skills

Does the team make a passionate case for their chosen charity?

Is the presentation clear, effective and well-structured?

Have they effectively added creative elements to their presentation?

Do the speakers speak with clarity, confidence and enthusiasm, using eye contact and body language effectively?

Are all team members actively involved?

Overall impressions/notes:
10. Cheque Request Form 2019/20

*It is essential this form is completed with great care and due attention, not only to ensure the £3000 Grant reaches the correct charity, but also the correct branch/individual.*

Section 1: Winning charity information

Charity name: ___________________________  Registered charity number: ___________________________

Contact name: ___________________________  Job title: ___________________________

Telephone: ___________________________  Email: ___________________________

Winning charity social service focus: ___________________________

Project/ring fenced local funding? ___________________________

If so, please detail local office/branch: ___________________________

Section 2: School and student information

Requested by (school name): ___________________________

I am happy for The Wood Foundation to use photograph of the winning team in the wider public domain?  YES  NO

Section 3: Authorisation

All winning charities will have their grants processed once The Wood Foundation is in receipt of a Cheque Request Form.

Authorising teacher name: ___________________________  Date: ___________________________

Authorising teacher signature: ___________________________  Job title: ___________________________

Section 4: Finalist charities

For monitoring and evaluation purposes, please list the names of all other finalist charities and their main social service focus. If required, continue over page.

<table>
<thead>
<tr>
<th>Other finalist charity names</th>
<th>Main social service focus</th>
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<tbody>
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For further information please contact: ypi@thewoodfoundation.org.uk

The Youth and Philanthropy Initiative is a programme managed in Scotland by The Wood Foundation, Scottish Registered Charity Number SC037957. All personal data collected is processed and stored in accordance to GDPR. For our full data protection policy please contact The Wood Foundation.

Every year, teachers and students participating in YPI make amazing things happen. We know that running YPI with our basic requirements creates conditions for transformative learning opportunities among participating students. These basic requirements are a great place for new schools to begin, but as YPI develops within your school over the years, there are opportunities to maximise the impact of the programme for the participating year group, for the school as a whole, and for your local community. Based on our experience, schools who have participated in YPI for 2 or more years are usually in a good position to dig deeper, and ask the question: “How can we bring our YPI programme to the next level at our school?”

The following notes and examples have been compiled as a result of our observations and direct teacher feedback. We see new examples of best practices every year, and are inspired by participating teachers and students going the extra mile to make this programme meaningful for everyone involved. It is our hope that these examples will inspire you as well, and that you will try new things as you become more experienced with the programme.

School Senior Management & Cross Curricular Links

Effectively engaging with school senior management is essential to the profile of YPI within the school, and the embedding of the programme within the curriculum. SMT engagement supports the opportunity for YPI to connect and develop through a number of different curricular areas across the school. Could Drama support the development of creative presentations? Could Business Studies support charity due diligence? Could English support the acquisition and development of effective and persuasive communication skills?

Raising Your Programme’s Profile

There are a number of strategies that schools have implemented to support the increased profile of YPI:

- **Student Press Teams:** Try creating teams or collaborating with existing teams on student yearbook, student newspapers and media clubs, to develop coverage of YPI and promote the programme across the school. You can make use of internal newsletters and websites to showcase YPI among other year groups and departments, in addition to the wider community. Student press teams could also support the drafting of a press release/media release for the YPI Final.

- **Local Press & Media:** One great way to get even more people engaged in YPI is to reach out to the local media in your area. Your students are doing amazing work – identifying needs in your community, working with local charities who are trying to make a difference, and directing £3000 to a worthy cause that will have a direct impact on their own community – this is a great story that the media should want to tell!

    You can reach out to the local media in many ways. Most will have contact information available on their website. Try the news editor or news department, or, if that information is not available, try the general inquiries contact. Send an email inviting a journalist and/or photographer or videographer to attend students’ charity visits, in-class presentations, or your YPI School Final Presentation Assembly. We’ve included a template for this in *Teacher Resource 8: YPI Final Invite Templates.*

    Should you wish to develop a press release to distribute amongst local media and other organisations please visit MarketingDonut.co.uk for some straightforward guidance. Remember to put all the key information in the first paragraph, include your contact details and keep it short.

- **Use of Social Media:** Consider having students engage with one another, with charities, with the YPI team, and potentially with other students participating in YPI over social media. Many charities have a

presence online and on social media, and would love to hear from students about their thoughts on social issues in your community, and their YPI experience. Encourage your students to use social media responsibly, and to look into existing campaigns that may be related to their interests and YPI projects.

- Involvement of Winning Teams in a variety of ways:
  a. Presenting at other year group assemblies
  b. Incorporating past YPI winners into the Opening Assembly the following year
  c. Winning teams presenting at local third sector events, as well as regional Head Teachers meetings.

YPI Finals

As the culminating event of the YPI programme at your school, your YPI Final is a fantastic opportunity to showcase the great work of your students, and to expand the impact of the programme exponentially in a concentrated amount of time. When planning your YPI Final, we encourage you to consider the following options:

- Invite a Wide Audience: When possible, it is great for students in other grades to attend the Finals as well. For younger students, it is an opportunity to see YPI in action, since they will take part in the future; and for older students, it is a good opportunity for ongoing engagement with YPI. We recommend that the minimum audience for any YPI Final be the full participating grade level of students. Attending the Final should be part of the process for every student participating, and we hope that all students will have a vested interest in finding out which charity wins the grant at the end of the programme.

  Alongside students, ensure there is a good SMT presence; extend an invite to parents/carers; and contact special guests (e.g. local Councillor, Lord Provost, School Chaplin, PTA etc), having a wide audience sends a message to the presenting students about the value of their work, and the importance of the event.

- Support Finalist Charities: If time and resources allow, consider raising or delegating existing funds at your school for the runners up charities at the Finals. We have seen examples of students raising money through bake sales to support this grant, parent committees earmarking their annual gift for the grant, and schools including YPI in their annual giving strategy.

- Engage Non-Finalists: When a student does not make it to the Finals at their school, it does not have to mean the end of their engagement with YPI. Consider extending the learning opportunities for these students, and enriching the programme of the Final, by giving non-finalists a role for the day. This could entail:
  - Create a Charity Information Board competition to coincide with the YPI Final which all students contribute to. This provides additional profile for all charities involved and social issues represented.
  - Involving non-Finalists in planning and/or hosting the event (i.e. audio visual set-up, MC, welcoming guests, catering, photography, etc.)

- Entertain the Audience During Intermission: In addition to showing one of the YPI videos, and having the YPI slideshow playing in the background during the intermission while judges deliberate on a winner, here are some ideas for filling this time:
  - Invite the school band to play a short set
  - Invite the drama club, or cast of the school play to perform a scene or improv set
  - Invite a guest speaker to give a short talk on a relevant social issue
  - Plan an educational game related to a relevant social issue, or large group activity for the audience

Alumni Engagement

YPI was designed to be thought of as the beginning of a journey in philanthropy for young people; we hope that the end of the school project is not the end of the road for your students, and that they will stay connected to their social issue and charity as an advocate and as an active citizen. If you support YPI alumni in their ongoing engagement with philanthropy, you’ll likely find that they’ll support you back: alumni can be great resources for you and your current YPI students. They’ve gone through the programme first hand, and may have experiences and advice they are willing to share.

Here are some additional ideas for supporting alumni engagement, which will spillover benefits for a variety of stakeholders.

- Encourage students to stay involved with their charity: This could mean sharing their YPI presentation with staff members or the public at other events, volunteering, helping with fundraisers or other events, blogging for the charity, etc. Follow up with your students about any commitments they made to stay involved during the programme.

- Create opportunities for YPI alumni to support current participants: Previous winners and finalists could prepare a short presentation for each new YPI class with tips on how to be successful in the programme, or they could deliver their own YPI presentation as a source of inspiration. Maybe you could explore a peer support model where one alumni is assigned to each new team – is there an existing peer support/mentoring framework at your school that you could tap into?

- Give alumni leadership roles during the Final: Having YPI alumni help plan or MC your YPI Final can free up a lot of your time, and make the event really engaging for current participants and other audience members. Previous finalists or winners can share their inspiring impact stories from the programme. Many schools also invite alumni to sit on the judging panel at their Final, which is a great additional reward for previous winners. These students often bring great insight and perspective for other panelists who might be newer to the programme, or who have not experienced the programme as a student.

What did we miss? Do you have an example of a best practice you would like to share with the YPI community? We’d love to hear from you – ypi@thewoodfoundation.org.uk.
1. What Do I Value?

Read through the statements below, and choose the top three statements that are most important to you, as well as the bottom three statements that are least important to you. Use the Values Key on the next page to reveal which values are most and least important to you.

<table>
<thead>
<tr>
<th>A) I believe everyone should have the same opportunities and rights.</th>
<th>B) I believe everyone should be allowed to express different ways of living and thinking.</th>
<th>C) I believe we should respect an established way of how things have been done.</th>
<th>D) I believe people who stand up for their beliefs should be respected and valued.</th>
<th>E) I believe it is important to find new and creative ways of doing things.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F) I believe it is important to take care of others and help them meet their needs.</td>
<td>G) I believe people should be noticed for their efforts and contributions.</td>
<td>H) I believe that people should be able to seek personal enjoyment and fulfilment.</td>
<td>I) I appreciate people who guide and inspire others.</td>
<td>J) I believe it is important for people to feel connected to and liked by others.</td>
</tr>
<tr>
<td>K) I believe that people must understand their own ethical code and stay true to themselves at all times.</td>
<td>L) I respect and value people who are dedicated and effective at what they set out to do.</td>
<td>M) I believe it is important to feel sympathy, care or concern for others.</td>
<td>N) I believe it is important to pursue what is fair and morally right.</td>
<td>O) I believe people should have chances to experience progress and advancement.</td>
</tr>
<tr>
<td>P) I believe that it is important to continually pursue new skills and self-awareness.</td>
<td>Q) I believe it is important for people to be able to explore the unknown and to test limits.</td>
<td>R) I believe everyone should exercise free will and embrace liberty for others.</td>
<td>S) I respect and value people who have the ability to influence others.</td>
<td>T) I believe it is important for people to seek connection to a higher purpose.</td>
</tr>
<tr>
<td>U) I believe it is important to fulfil your commitments.</td>
<td>V) I believe it is important to experience close, ongoing relationships with others.</td>
<td>W) I believe it is important to participate in activities with groups of people and to feel connected to them.</td>
<td>X) I believe it is important for people to voluntarily do what is expected of them.</td>
<td>Y) I believe it is important to nurture the relationship you have with your loved ones, and to spend time with them.</td>
</tr>
</tbody>
</table>
1. What Do I Value?

Values Key:

<table>
<thead>
<tr>
<th>A) Equality</th>
<th>J) Belonging</th>
<th>S) Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>B) Tolerance</td>
<td>K) Integrity</td>
<td>T) Spiritual Growth</td>
</tr>
<tr>
<td>C) Tradition</td>
<td>L) Competence</td>
<td>U) Obligation</td>
</tr>
<tr>
<td>D) Courage</td>
<td>M) Compassion</td>
<td>V) Friendship</td>
</tr>
<tr>
<td>E) Innovation</td>
<td>N) Justice</td>
<td>W) Community</td>
</tr>
<tr>
<td>F) Helping</td>
<td>O) Opportunity</td>
<td>X) Responsibility</td>
</tr>
<tr>
<td>G) Recognition</td>
<td>P) Personal Growth</td>
<td>Y) Family</td>
</tr>
<tr>
<td>H) Pleasure</td>
<td>Q) Risk</td>
<td></td>
</tr>
<tr>
<td>I) Leadership</td>
<td>R) Freedom</td>
<td></td>
</tr>
</tbody>
</table>

Record the results below:

My Most Important Values

My Least Important Values

Do you agree with the results? Do you think that the statements are good descriptions of the values? What do these values mean to you?

Can you describe a situation where you put into action one or more of the values most important to you? What was the result?
1. What Do I Value?

Imagine some future situations where you could put your values into action.
Example: Value: Courage     Future Situation: Your friends are teasing a new student
Action: You stand up for the new student, even though it would be easier not to. This takes courage.

Value: ____________________________
Future Situation: ____________________________
Action: ____________________________

Value: ____________________________
Future Situation: ____________________________
Action: ____________________________

Value: ____________________________
Future Situation: ____________________________
Action: ____________________________

Create your own Personal Values Statement using your three most important values and their meanings. Use the space below:

Example:
I believe everyone should have the same opportunities and rights.
I believe everyone should be entitled to express different ideas and points of view.
I respect and value those who stand up for their beliefs.
I value equality, tolerance and courage.
2. YPI Values Tree

Have you ever thought about what you value? This is a great way to understand who you are and what kind of impact you want to have on the people around you. The words you speak and the actions you take can have an impact on yourself and your community. What kind of community will your values help create?

How to use the YPI Values Tree

The goal of the online YPI Values Tree is to find out what your personal values are. Out of 25 descriptive statements, you will choose the three that you feel are the most important, and the three that you feel are the least important to you. Your set of personal values will be revealed at the end of the exercise.

1. Visit goypi.org > ypi resources > for students > What Do You Value and click the Values Tree icon to start the activity.
2. Scroll over the statements and take some time to reflect on each one, considering what the statements mean to your life.
3. Choose the three statements that are most important to you, and choose the three statements that are least important to you.
4. Changed your mind? Clicking on the “X” will send the statement back to the pile. You may take time to switch your choices until you are happy to submit them.
5. After you submit your choices, you will discover the names of the three values that are the most important to you, and the three that are the least important to you.
6. Now, scrolling over the values in the roots of the tree reveals their matching statements.
7. Do you agree with the personal values that the YPI Values Tree suggests for you? Share your results with a classmate: what are the similarities? What are the differences? Would you define these values in a different way? How so?
8. Upon reflection, you may decide to go back to the activity and change your selections.
10. Go back to the YPI Values Tree every so often. Keep a record of your results, and you will be able to see if your values are changing over time.
3. Social Issues & Social Service Charities

Social Issues

Social issues happen when people in your community face barriers to having everything they need for a healthy and independent life: financially, emotionally, physically, socially and mentally. Social issues affect individuals, families, and communities as a whole: they are problems that prevent your community from working as well as it can for everyone who lives there.

Social Service Charities

The charities that work to solve social issues are called social service charities. They provide assistance to people who need help to live safe, independent lives. The services these charities provide are extremely broad. The people who benefit are varied and include:

- **Elderly people**: independence support, respite, physical activity
- **Children and youth**: protection, support and shelter, youth clubs, arts therapy, inclusive sports
- **Mental health**: counselling, guidance and support for those with mental health issues
- **People who are unemployed**: training and support, employment support, financial aid
- **People who are homeless**: shelter, counselling, training, health supports, financial aid
- **Domestic violence survivors**: shelters, counselling, crisis response
- **People with disabilities**: support and assistance, accessibility services
- **Young people**: back to school assistance, mentoring, activities
- **People in conflict with the law**: rehabilitation, subsidised legal aid
- **Newcomers**: support services, employment, housing, orientation
- **Refugees**: support groups, shelters, counselling
- **People with addictions**: support groups, rehabilitation, harm-reduction programmes
- **Victims of crime**: support, justice, advocacy
- **People with eating disorders**: counselling, support groups
- **Teenage parents**: educational programmes, counselling, financial aid
- **Single parent families**: support and assistance
- **LGBT+**: inclusive activities, counselling, support groups

All charitable organisations help society as a whole. The YPI grant aims to assist local social service charities as outlined above. Some examples of charitable sectors that are not included in the YPI granting criteria are:

- Environmental sector
- International aid/development organisations
- Animal sector (charities that involve animals in providing social services to people are eligible for YPI)
4. Our Team’s Values Statement

Date: __________________________

Team Members:
Name: __________________________ Name: __________________________
Name: __________________________ Name: __________________________
Name: __________________________ Name: __________________________

These are the values that our team has in common:

________________________________________________________________________

________________________________________________________________________

These are additional values that our team’s members have:

________________________________________________________________________

________________________________________________________________________

Our Team’s Values Statement

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
5. Examples of Vision/Values Statements

All kinds of organisations and teams have statements summarising their vision and values. Vision statements describe long-term desired changes that result from the work that’s done. Values statements describe the principles, beliefs or ethics that guide the behaviours or actions of an organisation or team.

Here are some examples of vision/values statements from charitable organisations. (Please note that these organisations are for illustration purposes, and are not necessarily eligible for the YPI project):

Food Bank for New York City (U.S.A.)
www.foodbanknyc.org

Core Values:
- Our work begins and ends with our mission to end hunger, which we can only achieve through partnering with our citywide member network.
- We respect every gift of time, talent, and treasure to our mission by committing to a practice of transparency and excellence in stewardship.
- We recognise that a strong, talented staff is central to our success and we invest in development and retention.
- We embrace being a non-traditional anti-poverty organisation because we recognise that strategic, innovative approaches are necessary to end hunger.

MIND (UK)
https://www.mind.org.uk/

Vision:
We won’t give up until everyone experiencing a mental health problem gets both support and respect.

Mission:
We provide advice and support to empower anyone experiencing a mental health problem. We campaign to improve services, raise awareness and promote understanding.

Values:
- Open - We reach out to anyone who needs us
- Together - We’re stronger in partnerships
- Responsive - We listen, we act
- Independent - We speak out fearlessly
- Unstoppable - We never give up

Wabano Centre for Aboriginal Health (Canada)
www.wabano.com

Vision:
A world in which all First Nation, Inuit and Métis people have achieved full and equitable access to the conditions of health including: pride in ancestry, cultural reclamation, peace, shelter, education, food, income, a stable environment, resources, and social justice. And where the gifts and wisdom of First Nation, Inuit and Métis cultures are recognised as valuable, distinctive and beautiful.
5. Examples of Vision/Values Statements

Belfast Unemployed Resource Centre (Northern Ireland)
www.burc.org

Vision:
To be recognised as an innovative provider in effecting change towards a fair and inclusive society.

Purpose:
To promote equality, through supporting the participation and inclusion of all individuals, groups and communities

Values:
To deliver sustainable activities and services, through a flexible creative approach based on partnership, networking, accountability and leadership.

Daughters of Charity of St. Vincent de Paul (Scotland)

Values:
▪ Compassion for those who have special needs
▪ Promotion of quality of life for disadvantaged people, placing high value on a safe and welcoming environment
▪ Person-centered care for each person in a holistic way, and all that we do is shaped and driven by this aim
▪ Equality of opportunity for Service Users/Residents, staff, volunteers and all contributing to our services and a totally inclusive approach to service delivery
▪ Respect and value for the richness of diversity
▪ Collaboration and partnership working

Vancouver Foundation (Canada)
www.vancouverfoundation.ca

Vision:
Healthy, vibrant and liveable communities across British Columbia

Core Beliefs:
▪ Collaboration: Working together to leverage our collective knowledge, expertise and resources will ensure the best results.
▪ Community Self Direction: Communities have the right and responsibility to identify and address their priority needs.
▪ Focus: Targeting our efforts and resources will maximise our effectiveness.
▪ Innovation: Our core role is a funder; however, we will incubate programmes/services when appropriate.
▪ Impact: Our work needs to make measurable and sustainable impacts in the communities we serve.
▪ Power of Giving: Philanthropy plays a powerful and integral role in strengthening communities.
▪ Systemic Approach: We address root causes of issues, focusing both on issues today and prevention of issues in the future.
6. Diamond 9 - Choosing a Social Issue

1. Use the Diamond to arrange the social issues into the squares below. Place the most important issues at the top and the least important issues at the bottom. Issues in each row have equal status. (You can cut out the squares to move them around easily).

2. Based on your discussion, your team will decide which social issue is at the top of your list, and ultimately what social issue you will focus your YPI research on.

Alternative: An alternative to the Diamond 9 would be to draw round your hand. Next place your chosen social issues at the tip of each finger, before writing in the centre of the hand what social issue you will focus your YPI research on.
7. Researching Our Social Issue

1. The social issue we chose is: ____________________________ This issue is important to our team because ____________________________

2. How this social issue impacts our local community:
   a. Who is impacted by this social issue in our community? How many people are impacted each year?

   ____________________________________________________________

   b. How are individuals or families impacted by this social issue in the short term (days or weeks)?

   ____________________________________________________________

   c. How does the issue impact individuals, families and/or the whole community in the long term (months or years)?

   ____________________________________________________________

   d. Name some specific examples of ways this issue has impacted people in our community:

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

3. What are some causes of this social issue? (e.g. historical or current)

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

4. How is this issue connected to other issues in the community?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

5. Are politicians debating or speaking out on this issue?

   ____________________________________________________________

   ____________________________________________________________

6. What is one change a person can make to everyday attitudes or behaviours that would help address the issue?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________
7. Find and list the names (as many as you can) of charities in your local community that are already working to address your social issue. Remember that lots of students can use Google to find the same well-known charities as you! Broaden your search to help you find lesser-known charities that also need support. Top Tip: Please visit www.YPIscotland.org.uk for information about your country’s online charity database (OSCR.org.uk); this will show you all of the registered charities in your city/town.

8. List two interesting examples of work that charities are doing to address the social issue in your community:
   a. 
   b. 

9. Keep a record of the sources your team uses to find information (e.g. registered charity database, government websites, charity websites, community centre, family/friends, etc.)

Suggestions for Additional Thoughts:

- What major solutions are being put in place or proposed for this social issue?
- What are some obstacles to these solutions?
- What values do the solutions promote? What values do the solutions challenge? (E.g. values related to the economy, the environment, politics or appearances)? Is it possible for different values to conflict?
  - Example: One solution for integrating individuals with mental health and homelessness issues into society may be to plan housing in neighbourhoods to include these individuals. This solution may challenge some people’s values about ‘safe neighbourhoods’.
- Beyond changes to attitudes or behaviours, what is a step you could take to address the issue?

Additional questions were simplified and adapted from:
8. YPI Grant Criteria

To be eligible for a youth and philanthropy initiative grant, charities must be registered with a government authority, grassroots/community-based, and providing social services directly to the local community.

In Scotland, the Office of the Scottish Charity Regulator (OSCR) is the independent regulator and registrar of Scottish charities. Please ensure that the charity you choose is registered here: www.oscr.org.uk

- Local: The charity provides support and services directly to people in the local community.
- Social: The charity must provide social services, meaning it provides immediate assistance to those with basic needs and promotes the well-being of people.
- Community-based/grassroots: The charity is located in and provides services for people in the community, and in many cases, was started by people who saw a need in their community that they wanted to address. Nation-wide charities may be considered if your team visit and advocate for the services of their local chapter, and demonstrate how the £3000 would be used to directly impact people in the local community.
- Registered: The charity must be registered with OSCR and have official charitable status.

Examples of charitable sectors that are not part of the YPI granting criteria:

- Environmental Sector
- International aid/development organisations
- Animal Sector (Charities that involve animals in providing social services to people are eligible)
# 9. Social Issue Mini-Presentations: Peer Feedback Form

Names of Presenters: ________________________________________________________________

Social Issue: ____________________________________________________________________

Watch the social issue presentation, check for content, take notes for each section & give helpful feedback.

**Check:**

- [ ] The team described why the social issue is important to them and their values.

- [ ] The team explained some causes of the social issue. (e.g. historical/current)

- [ ] The team explained how the issue impacts our local community in the short-term and long-term, with examples of how it affects people in our community.

- [ ] The team explained how the social issue relates to other issues.

- [ ] The team described what politicians are saying/debating/doing about the issue (or noting if the issue is not being discussed).

- [ ] The team described (an) everyday change(s) that a person can make to their attitudes and behaviours that would help address the issue.

- [ ] The team did their best to find all the local charities possible in the community that are addressing the social issue and gave some examples of the work that charities are doing to address the issue.

- [ ] The team listed the sources they used to find information.

- [ ] It is clear that everyone in the team participated in the preparation and delivery of the presentation.

- [ ] The speakers spoke with clarity, confidence and enthusiasm, and used body language (eye contact and gestures) effectively.

**Comments:**

---

The Youth and Philanthropy Initiative is a programme managed in Scotland by The Wood Foundation, Scottish Registered Charity Number SC037957.
10. Social Issue Mini-Presentations: Team Reflection

Names of Team Members:

__________________________________________________________

__________________________________________________________

Social Issue: _________________________________________________

- How does your team rate your own presentation skills and teamwork so far?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

- What do you think could improve, to make your final YPI presentation compelling?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

- What similarities /differences do you notice between the social issues you’ve heard about? (e.g. in root causes, effects, attitudes/behaviours, possible ways to address them)

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

- Which charities are you interested in putting on your team’s shortlist?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
11. Shortlist of Three Charities

<table>
<thead>
<tr>
<th>Charity #1</th>
<th>Charity #2</th>
<th>Charity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of charity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proof of charitable status (Charity registration number)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does it provide social services directly to the local community? (Yes/No)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mission/Vision/Values of the charity (some charities list all three online, some do not).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Services/programmes provided - how does the charity help people?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the outcomes of the charity’s activities? (e.g. For individuals, family, community)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What long-term impacts could result from the charity’s work? How might the charity’s work have an impact on other issues?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is there anything that your team feels is unique or special about the charity?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(If available) what is the charity’s budget? What local impact could the charity make with a YPI grant?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you think your team would be able to visit this charity for YPI?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you had £3000, which of the charities on your shortlist would your team grant to? Why?
12. Sample Charity Profiles

Charity Profile #1: Trip of a Lifetime

“Trip of a Lifetime” is a small charity whose mission is to bring some sunshine into the lives of children who are suffering from life threatening illnesses.

Every year, we accompany a group of children on a week-long holiday to Florida, helping them enjoy fun activities at Disney World, Sea World, Universal Studios and at the beach. Our trips are thoroughly organised and fully escorted by a comprehensive medical team of experienced doctors, nurses, physiotherapists and volunteer caregivers, who also bring all necessary medical equipment that enables the children to be given their normal medical treatment.

- Last year, 40 children took part in a trip, with 8 professional medical staff and 16 volunteers
- While we are in Florida, the children’s parents and siblings enjoy a week of rest at home. The benefit of this can never be underestimated.
- After their experience, even the quietest children are more confident, excited and happier
- When the children reunite with their families, they are full of smiles, stories and joy.
- From the letters of appreciation that we receive, it is clear that we making a strong and very special impact on the lives of many children and their families.

<table>
<thead>
<tr>
<th>Trip of a Lifetime - Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charitable Activities</td>
</tr>
<tr>
<td>Management &amp; Admin</td>
</tr>
<tr>
<td>Fundraising</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

What would £10 be spent on?

£10 would pay for one terminally-ill child to go on a ride at Disney World.

What would £3000 be spent on?

£3000 would pay for the flights to Florida for one doctor, one nurse and one terminally-ill child

Testimonial:

“Our heartfelt thanks goes to the whole team at Trip of a Lifetime for giving our son Salif a special memory with a positive impact that extends well beyond the trip he took to Disney World. Yes, he came home with stories to share with friends and family for months; smiles to shine onto stressful situations; and best of all, he came home with a stronger sense of stamina, saying that he’ll choose to stay happy while fighting his life-threatening illness. Thank you for helping our child find a way to live with joy with every day he’s got.”
12. Sample Charity Profiles

Charity Profile #2: Village Food Bank

Our food bank’s mission is to help people move with dignity from crisis to long term sustainability, giving people a hand as they reintegrate economically into the community.

We provide emergency food packages to local families and individuals who are experiencing short-term crises. We partner with community gardens, and provide nutritional support to people who cannot meet dietary needs. We also provide advocacy services to our members wherever possible, on issues of housing, social services and abuse. We hope to expand these services.

- Last year, we served up to 3,000 local individuals and families in crisis each month
- Since we opened 3 years ago, we have increased our support to refugees by 15% and unemployed people by 24%
- Ever since the recession started, the food bank’s membership has increased by 53%
- We disseminate information about the food bank in multiple languages to local shelters
- Each week, we distribute from 3500 to 5000 kilograms of food to community drop-in centres
- We have only one employee and rely on 50 committed volunteers to help run our food bank

What would £10 be spent on?

£10 would feed a family of 4 for one day

What would £3000 be spent on?

£3000 would feed 10 families in crisis every day for a month

Testimonial:

“I am a single mother with three kids, one with a disability. I lost my job 3 months ago, and now I’m working part-time. My job keeps me out late and just barely covers the rent – we’re really struggling. Two of my kids take turns visiting the Village Food Bank for our family when we can’t make ends meet. I’ve never had to worry when they go there. They help them to pick healthy choices that cover all the food groups. I feel like the Village Food Bank is not only a source of nutrition that has kept my children healthy; it’s also a community hub where people care, where kids feel safe, and where there’s dignity.”
Charity Profile #3: Seniors SHARE-Well

Seniors SHARE-Well (Supported Home/Community Assistance for Retirement & Elderly Well-being) aims to help senior citizens live well, both independently and with loved ones.

To encourage seniors to continue living at home with dignity, we offer home-based care, meal deliveries, transportation, home safety services, social programmes, hospital-to-home transition support, an information hotline, and more. Seniors cover some costs, but for many, this can be overwhelming. Our fundraising events help narrow the gap. We also reduce seniors’ isolation: 600 young volunteers offer companionship and help with chores, and 200 adults’ share affordable housing and offer support to seniors. We also research issues that affect older people, and campaign to change national policy on their behalf.

- Last year, we helped 180,000 people through our information and advice hotline.
- We facilitated 35,000 hours donated by volunteers, 40,000km driven by transportation and meal-delivery volunteers, 30,000 hours of support for home maintenance and home-making, and made 11,350 visits to install safety and medical equipment, locks and smoke alarms to help older people feel safe, comfortable and independent in their homes.
- We trained 7,000 seniors to use technologies to connect with loved ones, and trained 9,000 caregivers on home support with medical equipment, health and well-being advice.
- Our research-based advocacy campaign “End the Isolation” gained 48,000 followers on social media, and was covered by four major newspapers and two TV interviews.

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<thead>
<tr>
<th>Seniors SHARE-Well - Budget</th>
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<tr>
<td>Charitable Activities</td>
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<tr>
<td>Management &amp; Admin</td>
</tr>
<tr>
<td>Fundraising</td>
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<td>Total</td>
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What would £10 be spent on?
£10 would help 2 seniors to set up technology and receive training on it to contact loved ones.

What would £3000 be spent on?
£3000 would cover the costs of 60 older people receiving one-to-one information and advice.

Testimonial:
“I’ve always lived on my own. But then I fell and injured my hip. It’s hard to get help for each detail of personal life, even using bathrooms. Seniors SHARE-Well was a life-saver. After the hospital, they trained caregivers to help so sensitively, I didn’t feel embarrassed. My family is far away so I especially appreciate the young people who come to help out. I look forward to our conversations and sharing stories, it distracts me from the pain. Thank you for making me feel like I don’t have an ‘expiry date’ as a human being.”
12. Sample Charity Profiles

Charity Profile #4: Homebase Youth Services

Our mission is to reconnect young people with their families after a period of crisis. We offer an emergency shelter, two types of residential care and treatment, as well as multiple programmes and services delivered by qualified, professional and trained staff.

- Our 35-bed emergency shelter provides homeless and street involved young people ages 16-24 with food, accommodation and informal counselling in a safe structured and inclusive environment.
- Our 16-bed residential treatment programme provides accommodation, food, 24-hour support, and intensive counselling for young people ages 12-18 that are experiencing severe emotional, behavioural and mental health difficulties.
- Our 18-bed transitional housing programme provides accommodation, food, counselling and services for young people who are re-integrating into the community after being involved in criminal justice.
- We also offer counselling in the following areas: Anger Management; Substance Abuse Awareness and Education; Healthy Sexuality; Employment Preparation; Violence Prevention
- Our programmes offer a range of services designed to help young people become more independent, minimise the risk of re-offending and support young people to make better choices in their lives.
- Family members and significant others connected to the young people are encouraged to participate in services in order to support the young people and their plan.

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<tr>
<th>Homebase Youth Services - Budget</th>
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<tr>
<td><strong>Charitable Activities</strong></td>
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<tr>
<td><strong>Management &amp; Admin</strong></td>
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<tr>
<td><strong>Fundraising</strong></td>
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<tr>
<td><strong>Total</strong></td>
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What would £10 be spent on?

£10 would pay for welcome kits for two new young people who move into the residential programme.

What would £3000 be spent on?

£3000 would cover the costs of a 6-week group counselling programme in Anger Management or Violence Prevention for eight young people.

Testimonial:

“Homebase Youth Services has benefited me in ways that are indescribable; the programme literally saved my life and future. I walked into the programme as a lost young woman with no money, no connections and no options. Now I am a strong independent woman with goals and a bright future. Homebase gave me the guidance I needed to become the person I am today.”
## 13. Understanding Charities

<table>
<thead>
<tr>
<th>Budget</th>
<th>Trip of a Lifetime</th>
<th>Village Food Bank</th>
<th>Seniors SHARE-Well</th>
<th>Homebase Youth Services</th>
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<tbody>
<tr>
<td>How £10 would be spent</td>
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<tr>
<td>How £3000 would be spent</td>
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<tr>
<td>Short-term outcomes of programmes</td>
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<tr>
<td>Long-term impact of programmes</td>
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<tr>
<td>What do you think staff might be responsible for?</td>
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<tr>
<td>What do you think volunteers might be responsible for?</td>
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</table>
13. Understanding Charities

What kinds of resources do charities need to have in order to provide programmes and services?

What kinds of challenges could the charities face in managing their resources?

What are some examples of management and administrative costs for charities?

What do you think might happen if a charity could not secure funding for their management and administrative costs?

What do you think makes a charity effective?

What are some examples of the outcomes that different charities can create for people? Consider outcomes for individuals, families, and communities.
13. Understanding Charities

How might a charity measure their outcomes?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

What are some examples of the long-term impacts that different charities can have for people? Consider impacts for individuals, families, and communities.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

How might a charity measure their long-term impacts?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Do you think a charity can make a particular social issue completely disappear in the long-term? Why or why not? If not, what else might be needed?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

What are some examples of what a charity could do for their local communities with a £3000 grant?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

If you had £3000 to grant to a charity, what criteria would you consider?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
14. Prepare a Team Project Timeline

To succeed in the YPI programme, it is critical that you plan ahead by giving yourself enough time to visit your charity, and to prepare your presentation. Most charities are excited to be chosen for YPI. Even if they don’t win a grant, you are supporting the charity to raise awareness about their work and your chosen social issue. BUT remember to respect their time! The number one reason students are not able to visit charities is because they ASK AT THE LAST MINUTE. Use this worksheet to plan ahead.

Team member names: __________________________________________________________

Social issue: ________________________________________________________________

Top three charity choices: ____________________________________________________

________________________________________________________

Our chosen charity: __________________________________________________________

OSCR number of chosen charity: ______________________________________________

The countdown to Presentation Day is on! Work backwards from presentation day to fill in your project deadlines. Be sure to contact your chosen charity at least 1-2 weeks before you want to make a site visit.

<table>
<thead>
<tr>
<th>Step</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>1. Practice the “Communicating with Charities” scenarios</td>
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<tr>
<td>2. Contact charity to set up a site visit</td>
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<tr>
<td>3. Review the Presentation Evaluation Criteria as a team</td>
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<td>4. Prepare interview questions</td>
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<tr>
<td>5. Complete online research on your charity</td>
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<tr>
<td>6. Visit and interview charity</td>
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<tr>
<td>7. Send a thank you email/note to the charity</td>
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<tr>
<td>8. Brainstorm how you will create your presentation/assign tasks</td>
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<tr>
<td>9. Bring together all parts of the Presentation (e.g. tech, scripts, etc.)</td>
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<tr>
<td>10. Rehearse Presentation with the Whole Team (3-4 times)</td>
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<tr>
<td>11. Presentation Day in Class</td>
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<tr>
<td>12. Provide update to charity about the outcome of class presentation</td>
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Skills, interests and ideas our team has that we can use to make a creative presentation:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
15. Contact Your Chosen Charity

What should your team consider when you try to contact your charity to set up an interview? What can your team do to be successful in setting up an interview? Put yourself in the shoes of a charity representative who would answer the phone. Consider what tone and messages would make it more likely for a charity to respond to your request.

1. Who?
Determine the best person to speak with, and find their name and extension whenever possible. Some sample job titles include: Fundraising/Development Coordinator, Communications Coordinator, Programme Coordinator, Programme Manager, and Executive Director.

Our contact person: ______________________________  Job title: ______________________________
Email: ______________________________  Phone number: ______________________________

2. Why?
Explain clearly who you are, which school you attend. Explain the Youth and Philanthropy Initiative to them, and why your team has chosen their charity to represent.

Our team chose this charity because:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. When?
As a team, arrange three dates/times when you are all available to visit your chosen charity and have these at hand when you make the call so that you can give the charity some options. Don’t procrastinate! Call your charity as soon as possible. It can take time to organise a convenient time to visit your charity. Don’t expect them to available for a visit the day after you call.

Three dates and times our team is available are:
________________________________________________________________________
________________________________________________________________________

4. How?
- Prepare and practice a script for your telephone conversation.
- Be clear and organised
- Be polite, professional and enthusiastic
- Show your interest and knowledge of the charity’s work in the community
- Be genuine in appreciating the opportunity to learn so much first-hand from charity staff; it’s a unique experience not every student gets to have.
15. Contact Your Chosen Charity

- Show respect for the charity employee’s limited time; thank them for speaking with you even if they say that they are unable to participate in your project. Don’t be discouraged if your top-choice is unavailable or does not return your phone calls/emails: contact another great charity from your shortlist.
- Decide with your team on the phone number and email address you will use to communicate with the charity.
- IF LEAVING A VOICEMAIL MESSAGE: If you cannot reach the staff member, leave a clear and effective message. See Communicating with Charities.
- SENDING AN INTRODUCTION EMAIL: See Communicating with Charities for an email template that will help you to introduce YPI to your charity after speaking with them or leaving a voicemail. Do not email your interview questions to the charity. They’re very busy working hard to help the community and it is unfair to ask them to do your work for you.
- Ask if the charity needs any help, offering to do something that adds value to why they would like meeting with you: Do they need volunteers? Are they on social media, or could you help increase their social media presence? Are there events this year that need help? Do they need clothing/food donations? Can you help speak up for the charity and its social issue, to others who can influence change?

Our team’s script for phone calls:

______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

Confirmed site visit date/time: __________________________
Name of person we will meet: _______________________________
Address of charity: ________________________________
How team members will travel to charity: ____________________
16. Communicating with Charities

This resource provides helpful practice scripts, tips and templates to help you with the following:

- Telephone Call Scenarios
- How to Leave an Effective Voicemail
- Sending a Follow Up/Introduction Email
- Sending a Thank You Note

Telephone Call Scenarios

Example Phone Calls: Which one is more effective?

Scenario 1
Charity Representative: Hello Example Charity, James speaking.

Student: “Hello my name is (your name) and I’m calling from (name of school). Do you have a moment to speak?”

Charity Representative: “Yes, certainly. How can I help you?”

Student: “Thank you. My school is currently taking part in a programme called the Youth and Philanthropy Initiative (YPI). We have been examining the social issues affecting our community and the local charities working in the area. Each team has chosen one charity to research and support and my team wondered whether it might be possible for us to visit your charity to ask you some questions about your work. We will use the information to create a presentation which we will deliver in a competition with our classmates. The team that gives the best presentation in the school will be awarded a grant to donate to the charity we have researched.”

Charity Representative: “That sounds like an interesting project – could you email me some more details?”

Student: Of course, I have an information sheet. What is your email address please?”

Charity Representative: “It is examplecharity@phonecallexample.org”

Student: “Great – I will email some more information to you straight away.”

Charity Representative: “And so, your team has chosen to research the Example Charity?”

Student: “Yes, that’s right. We really wanted to support a charity that works with young people in the area.”

Charity Representative: “Fantastic, thank you. When would you like to come and visit?”

Student: “Would September 14th at 4:15pm be possible? Our whole team is free then.”
16. Communicating with Charities

Charity Representative: “Let me look at my calendar. No, sorry I am afraid I am busy on that day. Do you have any other dates?”

Student: “Yes, we have a couple dates that we are all free. Could we come on the 17th at 3:45pm?”

Charity Representative: “That is fine. How long will you need?”

Student: “Around 45 minutes would be great. If we were able to ask you some questions and have a look around we would really appreciate it.”

Charity Representative: “That will be fine. I look forward to meeting you on the 17th. Bye.”

Student: “Yes, you too and thank you very much.”

Scenario 2

Charity Representative: Hello Example Charity, James speaking.

Student: “Hi I’m calling about this charity thing.”

Charity Representative: “Sorry, I don’t understand. Where are you calling from?”

Student: “I’m calling from (name of school). We’re doing this project where we choose a charity to visit and you get a grant maybe.”

Charity Representative: “How can I help you?”

Student: “We want to come to your charity to, you know, talk.”

Charity Representative: “I am afraid I don’t really follow. Perhaps you could call back another time?”

Student: “Alright, bye.”
16. Communicating with Charities

How to Leave an Effective Voicemail

Charities can be very busy places, and you may have to leave a message clearly stating the purpose of your call, and an appropriate way to be reached, so that they can return your call at a convenient time. These are important things to consider when leaving an appropriate message:

▪ Get a specific person’s name or position that you can ask for
▪ Use a formal greeting: “Good morning/afternoon”
▪ State your name and where you are calling from
▪ It’s a good idea to say the date and time
▪ The purpose of your call
▪ A phone number where you can be reached
▪ An appropriate time when they can return your call
▪ Thank you and formal close
▪ And remember, speak slowly and clearly!

Example Voicemails: Which one is more effective?

Scenario 1
“Good afternoon, my name is Pedro Mendez, I’m calling from Example Secondary School. It’s now 1:00 PM on Tuesday the 7th of February. I’m calling to speak with Mr. Chan / the Programme Coordinator regarding a school project for the Youth and Philanthropy Initiative. If you could please call me back at Appropriate Number, I am available this afternoon between 2-4 pm as well as all day tomorrow. Thank you and have a great day!”

Scenario 2
“Hi George, I’m calling to find out more about your charity. Can you call me back later? Thanks, bye.”
16. Communicating with Charities

Sending an Introduction Email

When you speak with your charity, it’s a good idea to ask for an email address so that you may send an introductory email about YPI and provide more details about why you would like to research and visit their organisation. Here are some helpful sample introduction email templates for you to use after speaking with a charity representative or leaving a voicemail.

Sample Email #1
An introduction email, for when you’ve left a voicemail but have not been able to speak with someone.

Dear [Name of charity representative],
I am a student at (name of your school), and my class is working on a project called the Youth and Philanthropy Initiative (YPI). For more information about YPI, or to speak with a YPI staff member, please visit www.ypiscotland.org.uk

During YPI, students work in teams to understand more about local social issues, and then choose one charity to research, visit and make a presentation about, for three main purposes: To advocate for the important social issues you address; to learn about your goals, challenges and hopes so we can show others the impact that you are having in the community and how they can support you; and to try to win a £3000 grant for your charity in a friendly competition at my school.

Our team would like to research your charity because _________

We left a message for you earlier (today/this week), in the hopes that we can arrange to visit your location and interview you or another staff member about your charity.

May we ask if there are dates and times convenient for you in the next week or two? Here are a few dates and times that our whole team is available: ________

Please let us know what would work best for you. We respect your time, and are organising our questions thoughtfully before we meet.

Thank you again for your time and attention. We look forward to your reply.

Sincerely,
[Student names]
[School name]
[Grade level, Subject area, Class of (Teacher name)]
Sample Email #2

A follow-up message, for when your charity has agreed to an interview date.

Dear [Name of charity representative],
Thank you sincerely for your response and for kindly offering us a time when we will be able to meet you and visit [Charity Name], to gain a greater appreciation of your work, vision, impact and goals.

We are confirming here the details of our visit to [Charity Name]:
Date: ________
Time: ________
Names of students in our team: ______________________________________________

As we prepare to be efficient, effective and respectful during our visit, may we ask?
• May we bring a camera and/or video camera to [Charity Name] to take photos or video of our interview with you, or of the facilities?
• Would you or other members of your charity be willing to share any stories about your work, or people that you’ve worked with?

Whatever your response, we will respect your views and prepare accordingly.

Please let us know if anything changes regarding the details of our visit. Thank you very much again for your time. We believe the social issue of ______________ is important to address, and we truly look forward to the opportunity to learn from your perspectives and experience.

Sincerely,
[Student names]
[School name]
[Grade level, Subject area, Class of (Teacher name)]
[YPI website]
16. Communicating with Charities

Sending a Thank You Note

It’s important to let your chosen charity know that you appreciate the time they have taken in telling you about their work, and how the information you gathered will be used to help spread the word about all the fantastic things they do for your community. Here is an example of the kind of message you can send:

Dear [Name of charity representative],

[Student names] would like to take this opportunity to thank you for your time, and for providing us with all the useful information about the great work you do in [Name of Charity]. We were so pleased to learn more about how your organisation works, and just how far the work you do goes to making a positive impact in our community (tell them your reasons why you are thankful).

We are happy to tell you that we have put together an engaging presentation based on the information and experiences you shared, and we will be presenting it to our classmates and community members on [date]. We look forward to spreading the word about what makes [Name of Charity] such a great organisation, and why you deserve the support of our community. We will tell you how our presentation goes, and whether we make it to the Final Presentation Assembly! (Tell them what you are doing with the information and how you plan to follow up)

Thank you,
[Student names]
16. Communicating with Charities

Following Up With Your Charity About Results

After charities have met with you, they will be invested in the results of your YPI project. They will want to be kept in the loop about their chances of winning the £3000 grant. It’s important to keep them posted about your progress, and to communicate results. You should send a message to your contact(s) after your classroom presentation, to let them know if you have advanced to your school’s Final (and potentially to invite them to the event – discuss this with your teacher first), and an additional message after your Final, if you end up not winning the grant (winning team will call their charity with the support of a YPI representative on the day of the Final). Here are examples of the kinds of messages you can send. At this point in your engagement with the charities, you will hopefully have a good rapport with contact, and can personalise these messages accordingly. Use these examples as starting points only.

Dear [Name of charity representative],

[Student names] are writing to let you know that we successfully delivered our presentation to our class, and have advanced to the YPI Finals at our school! This event will take place on [Date at Location]. (Note: this is a great opportunity for you to invite your charity contact to you Final. Discuss with your teacher if this is something they want you to do.) Attending our Final will be … (include details about the audience at your Final: How many people? What grade levels? Will there be other community members involved?) We are very much looking forward to sharing information about your work with this wider audience. Thank you again for your support!

Sincerely,

[Student names]

Dear [Name of charity representative],

[Student names] are writing to let you know the results of our classroom presentations. While we did not make it to the Finals at our school, we were able to share your work with our class [add any other details about who else you have shared information with, any other contributions you have made so far]. Thank you again for supporting us through this project by sharing the great work that you do through [Name of Charity]. (If you are interested in staying in touch with your charity, continuing to advocate for the social issue they represent; volunteering with them, or becoming involved in any other way, this message is a great opportunity to start or continue that conversation.)

All the best,

[Student names]

Dear [Name of charity representative],

[Student names] are writing to let you know the results of our YPI Finals. While we did not win the grant for [Name of Charity] in the end, we were able to share your work with (number of people in the audience, details about who attended). Thank you again for supporting us through this project by sharing the great work that you do through [Name of Charity]. (If you are interested in staying in touch with your charity, continuing to advocate for the social issue they represent; volunteering with them, or becoming involved in any other way, this message is a great opportunity to start or continue that conversation.)

All the best,

[Student names]
17. Tips for Your Charity Visit

You’ve got a date to visit and interview your charity! It’s time to prepare so you can make the most of it. Preparing for your team’s charity visit is very important. Think through each of the points below before visiting the charity. Then plan out what you could say and ask, using YPI resources to guide you.

✔ Safety First
  ▪ Talk with your teacher about appropriate times to visit your charity: will you be making visits during class time? Or after school/on the weekend? Will an adult accompany you? Do you need a permission slip?
  ▪ Tell your teacher and parent/guardian the date and time you are going on your visit, as well as the name and telephone number of the person you will be meeting with.
  ▪ Contact your charity again the day before your visit to re-confirm. (For example: “We are looking forward to meeting you tomorrow at 2:30!” is a friendly reminder, and shows that your team plans to be on time).
  ▪ Plan the route that you and your team will take from home/school to the charity, and back again, and confirm this with your parents/guardians.

✔ Show the people you are meeting that you appreciate and respect their valuable time.
  ▪ Find out as much background information as you can, first, and review what you already know.
  ▪ If the charity has a website, make notes on what you can find out ahead of time.
  ▪ Be organised, and be prepared to take good notes.
  ▪ Be flexible. Find out what dates/times would work best for your charity.
  ▪ Arrive 5 minutes early. Be sure to phone your contact person if you will be delayed or unable to attend.

✔ Demonstrate to the charity that your team cares about the social issue that it is addressing.
  ▪ Be sincere. Show real interest.
  ▪ Refer back to what you’ve already thought through: What you’ve already researched about this social issue; why you’re interested in this social issue; how your values connect with it.

✔ Explain to your charity why you’ve chosen them, and why you want to learn more about their work
  ▪ You can also describe how your values may relate with the charity’s values/vision. (Visit charity website.)

✔ Prepare effective questions that will help you to learn more deeply about the issue and the charity’s work.
  ▪ Build on any background information that you’ve found interesting about the charity.
  ▪ Prepare as many questions as possible; then choose the most effective and engaging questions.
  ▪ Open-ended questions are most effective; they can start conversations and get you more information. Close-ended questions are not as effective, since they lead to shorter answers and less information.

✔ Find out first-hand how the charity would use £3000 to help people in your local community.

✔ Be prepared to listen carefully, interact sensitively and pay attention to details when you visit the charity.
  ▪ If you hear interesting things that you want to know more about, ask follow-up questions. Prepare to draw out interesting new ideas and information, and find out as much detail as possible.
  ▪ Find out if you can record part of the visit. Ask politely about rules or limitations on confidentiality.
  ▪ Be prepared to be respectful and sensitive if you have a chance to interact with people the charity helps.

✔ Thank the charity for their time. Follow up with a card, message, or other gesture thanking them for what you’ve learned.
18. Plan for Effective Charity Contact

Key Questions to Keep in Mind:

▪ How will your team have a meaningful interview and visit with your charity? How will your team build a strong relationship with the charity and its staff?
▪ What questions can your team ask that will help you to understand the charity and its impact on the local community? What questions can you easily find answers to on their website?
▪ How will your team communicate information about your social issue and charity in an engaging way? Are you allowed to take photos or video?

1. Review the presentation judging criteria below for so you know what kind of information you need to gather.

Content of the Presentation

How effective is the team at:

▪ Engaging the audience about the social issue
▪ Demonstrating how the issue impacts people in the local community (short term/long term)?
▪ Demonstrating their knowledge of their chosen charity?
▪ Explaining the programmes and services offered by the charity?
▪ Showing how effective the charity is at using its resources?
▪ Demonstrating positive outcomes that the charity is creating for people in the community?
▪ Showing understanding of the charities long-term impact on the social issue?
▪ Demonstrating a connection with the social issue, and explaining how attitudes, behaviours and/or further actions can help address it?
▪ Demonstrating what they learned/ how they were personally impacted by charity contact?
▪ Explaining how the £3000 grant will be used by the charity (how will it impact the LOCAL community).
▪ Demonstrating how they used or will use their skills and/or time to do something helpful for the charity?

Presentation Skills

▪ Does the team make a passionate case for their chosen charity?
▪ Is the presentation clear, effective and well-structured?
▪ Have they effectively added creative elements to their presentation?
▪ Do the speakers speak with clarity, confidence and enthusiasm, using eye contact and body language effectively?
▪ Are all team members actively involved?
2. Use the chart below to create your team’s interview questions, based on the information you need to collect.

a. Who is the charity? How do they help?
   - Why did your team choose this particular charity? What do you know about their work? (Refer back to Shortlist of Three Charities)
   - How can your team find out more about the charity’s mission and services during your charity interview?
   - How will your team know how effectively the charity uses its resources (money, time, people, etc.)?

<table>
<thead>
<tr>
<th>What we already know</th>
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<table>
<thead>
<tr>
<th>Interview questions</th>
<th>Notes from interview</th>
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<table>
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<tr>
<th>Ideas for presenting this information</th>
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b. What impact is the charity making?
18. Plan for Effective Charity Contact

- How can your charity interview help you to learn about the positive impacts that it makes for people in the community? What kind of proof can the charity give you? (e.g. Statistics, testimonials, photos, video)
- How can your team use your interview to understand the ways your charity helps to make a short-term and long-term impact on the social issue?
- In what ways can your team show your audience the impact that the charity can make with a £3000 YPI grant?

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| Ideas for presenting this information |
c. **How can we all help to change things for the better?**
   - Does your team understand how everyone can help to make a positive difference about the social issue in your own community? (e.g. Through our attitudes, behaviours or actions) How can the charity interview help you to understand this more?
   - Will your team have opportunities to volunteer for your charity to give back and learn more through experience? Do your team members have any special skills that you can offer to help?

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19. Tips for Creating Your YPI Presentation

In your final YPI presentation you will need to demonstrate the research, presentation and teamwork skills you have practiced during YPI.

<table>
<thead>
<tr>
<th>Research Skills</th>
<th>Show the judges that you have conducted your research effectively by ensuring you have the following information in your presentation:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ Proof of the charity’s status (e.g. registered charity number)</td>
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<td></td>
<td>▪ An explanation of the social issue that the charity is addressing, and why your team believes the issue is important</td>
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<td></td>
<td>▪ Demonstrate your knowledge of the charity (its purpose, values, brief history, significance in the community)</td>
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<td></td>
<td>▪ A clear explanation of the services the charity provides</td>
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<td></td>
<td>▪ The impact the charity makes in the community</td>
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<td></td>
<td>▪ Show how effective the charity is at using its resources (funds, volunteers, community partnerships, expertise, etc.)</td>
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<td></td>
<td>▪ At least one example of an individual or a family the charity has helped</td>
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<td>▪ The charity’s plans for the future</td>
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<td></td>
<td>▪ Details showing the connection you developed with your chosen charity</td>
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<thead>
<tr>
<th>Presentation Skills</th>
<th>Show the judges your presentation skills by:</th>
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<tbody>
<tr>
<td></td>
<td>▪ Speaking clearly and with confidence</td>
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<td></td>
<td>▪ Being creative about how you present your information</td>
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<td></td>
<td>▪ Using effective body language (facial expression and gestures) and making eye contact with the audience</td>
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<tr>
<td></td>
<td>▪ Using appropriate audio-visual material to enhance the presentation</td>
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<td></td>
<td>▪ Speaking with passion</td>
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<td></td>
<td>▪ Preparing your ideas logically</td>
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<td></td>
<td>▪ Thinking creatively</td>
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<td></td>
<td>▪ Staying within the time limit (10 minutes)</td>
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</table>

<table>
<thead>
<tr>
<th>Teamwork Skills</th>
<th>Show the judges the teamwork skills you have developed by:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ Giving every team member a role in the presentation</td>
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<tr>
<td></td>
<td>▪ Arranging your presentation so all team members are clear about their roles</td>
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<td></td>
<td>▪ Supporting the other team members</td>
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<tr>
<td></td>
<td>▪ Demonstrating team unity</td>
</tr>
<tr>
<td></td>
<td>▪ Sharing the reason why this social issue and charity is so important to your team</td>
</tr>
</tbody>
</table>
19. Tips for Creating Your YPI Presentation

- Consider your team’s interests and skills, and how you could communicate information about your social issue and charity in an engaging way. Some suggestions:
  - Create infographics to show the number of people impacted by the issue locally.
  - Show clips of your interview/charity visit during the presentation. This video should be no more than half the total length of your presentation. (Ask permission to film before going).
  - Show photographs of your visit. (Ask permission before going).
  - Distribute materials (e.g. leaflets/posters) from the charity.
  - Ask for case studies/stories about people who have been helped by the charity; this goes a long way to personalise the social issue you will be speaking about. People remember stories.

- Think of creative and interesting elements you can include in your presentation to engage your audience:
  - Prepare a role-play or skit for the audience to better understand the issue and services.
  - Perform a song, poem, or dance that demonstrates how you feel about the issue.

- Demonstrate how the charity uses resources to make lasting impact.

- Interact with the audience.

- If making slides: Avoid having too much information on a slide. Add just enough points and/or images to keep an audience interested, and remember that people will be reading from a distance.

- Avoid reading directly from slides or notes. Prepare to speak to an audience directly and sincerely.

- Try telling people in normal conversations parts of what you’ll say in your presentation. From their reactions, do you believe you’ll influence people to care about the issue and charity in a presentation? If not, how can you convey things differently?

- Plan very carefully so that every member of the team has an active role to play in the presentations.

- If you are using any kind of audio/visual or internet in your presentation, make sure it is all working properly before you start.
20. Glossary of Terms

Citizenship
This is about being a part of a community, and how that individual responds to their membership of the community – do they get involved? Do they join clubs or committees? Do they have an opinion in discussions that affect them and their neighbours? Do they do something to impact upon these discussions or problems that might affect their community? Merriam-Webster definition of citizenship: 1) possession of the rights and privileges of a citizen 2) the quality of a person’s response to membership in a community.

Donor
Someone who gives something of theirs to someone else. In a hospital, a donor might give one of their kidneys to someone who else. When talking about charities, a donor is an individual/organisation who gives money to support the charity.

Eligible
If something is eligible it meets all of the stated requirements. To be “eligible” for a YPI grant you have to be able to answer yes to all of the questions about the charity, e.g. is it a member of the Scottish Charity Regulator (www.oscr.org.uk)? Is it a Social Service charity? Does it have local programmes and local impact? If the answer is yes to these questions, then we can say the charity is “eligible” for the YPI £3000.

Impact
Impact is the big picture, the broad, far-reaching results of a charity or programme’s contributions. Impact often takes place at the individual, family, community as well as the societal level (“social change”). Impact is generally what a charity or programme is working towards – it is their wish for the individuals and community in the future, and is often clear in their mission statement. Example: The long-term impact of a Computer Skills Programme for homeless youth would be to build bridges between disadvantaged young people and local employment opportunities, often breaking cycles of poverty, substance abuse and violence, leading to lives of dignity and independence for the young people as well as improving stability for their families and the community.

Mission Statement
This is a sentence or two that describes exactly what an organisation is and why it exists; its reason for being.

Operational
Operational is a word describing the activities of a business or organisation relating to their aims and objectives. With charities, it describes what they actually do to help tackle the social issue that they are focused on. Workshops to help people, or running a day centre, or volunteering as a friend would all be operational. Fundraising or advertising are not operational activities.
20. Glossary of Terms

Outcomes
Outcomes are generally the immediate or medium-term results of a charity’s programmes and services. Example: Some outcomes of a Computer Skills Programme for homeless youth could include: improved computer literacy; increased employment skills; increased sense of self-worth; improved job-search skills; improved communication skills; increased independence; higher secondary school graduation rate; 85% of participants achieve a recognised certification; 75% of participants gain employment.

Overhead
Administrative expenses are sometimes referred to as “overhead”. This includes things like renting an office, paying phone and internet bills, and paying administrative staff. Low administrative expenses or “overhead” is sometimes discussed as measure of how effective a charity is; YPI agrees with more recent thinking that better measures are related to the outcomes and impact a charity has in their community. Administrative costs are necessary for a charity to function, and to sustainably produce results for their community. Have students consider the costs of employing qualified staff members, of having safe and accessible facilities: these are expenses that will vary between each charity. “Overhead” and “Administrative” costs are often core to the mission of a charity; please discourage students from evaluating the merits of charities based on this information alone.

Philanthropy
The word philanthropy comes from two Greek root words: “philos” meaning love, and “anthropos” meaning humanity. Merriam-Webster definition of philanthropy: a spirit of goodwill toward all people, especially when expressed in active and generous efforts to help others.

Philanthropist
Merriam-Webster definition of philanthropist: One who makes an active effort to promote human welfare.

Registered Status
For charities, registered status means that they have joined the national organisation that represents all charities in Scotland. If a charity has ‘registered status’ it means that they are officially a charity and have been able to prove this through the way that they are organised, how they are run, and how they spend their money.

Resource
Physical Resource
This refers to the things that an organisation (or person) has that we can see and touch, so buildings, equipment, computers, cars etc. Physical resource does not mean people but the objects that help them complete a task or do their job.

Human Resource
This means the people that an organisation has to help achieve what it is that they want to do. This could be volunteers or paid staff.

Financial Resource
This is the money that means an organisation can pay for all of its work. The money is needed to pay for the operational activities (see above), as well as human resource (staff) and physical resources (cars, buildings, etc.).
## 20. Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>Sector</strong></td>
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<tr>
<td>Public Sector</td>
<td>The areas of society that are controlled by the national and local</td>
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<td></td>
<td>governments, e.g. education, health care, emergency services.</td>
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<tr>
<td>Private Sector</td>
<td>The areas of our economy that are not controlled by government and are</td>
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<td></td>
<td>run by individuals and companies, such as oil and gas, trains and buses or</td>
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<td></td>
<td>retail.</td>
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<tr>
<td>Third Sector</td>
<td>The area that YPI is interested in! The third sector describes charities,</td>
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<td></td>
<td>voluntary and community organisations who are do not make a profit (so no</td>
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<td></td>
<td>companies) and are not run by the government. They are value-led</td>
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<td></td>
<td>organisations established for social purposes rather than the pursuit of</td>
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<td></td>
<td>profit and they reinvest money to help tackle issues facing people and the</td>
</tr>
<tr>
<td></td>
<td>planet.</td>
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<tr>
<td>Social Issue</td>
<td>An issue or problem that affects people, rather than animals or the</td>
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<tr>
<td></td>
<td>environment, e.g. Access for persons with disabilities; homelessness;</td>
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<td></td>
<td>illiteracy; unemployment; bullying; or being a young caregiver. Animal</td>
</tr>
<tr>
<td></td>
<td>cruelty is not a social issue, nor is pollution.</td>
</tr>
<tr>
<td>Social Service</td>
<td>Benefits, facilities and services provided for the benefit of the community</td>
</tr>
<tr>
<td></td>
<td>which are designed to improve a situation for people.</td>
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<tr>
<td>Values Statement</td>
<td>Values statements describe the principles, beliefs or ethics that guide</td>
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<tr>
<td></td>
<td>the behaviours or actions of an organisation or team.</td>
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<tr>
<td>Vision Statement</td>
<td>Vision statements describe long-term desired changes that result from the</td>
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<td>work that’s done.</td>
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