YPI Launch presenter notes 2020/21

The purpose of the Youth and Philanthropy Initiative (YPI) Launch is to introduce the programme to participating students and teachers, provide an overview of the YPI process and explore the key concepts of philanthropy and social issues.

We recognise that in 2020/21, YPI Launches may look a little different than usual, but it is still our ambition to support you to launch YPI to your students in an exciting and impactful way. During the 2020/21 academic year the YPI Central and Regional Teams will be supporting all schools to launch the YPI programme independently. To complement and enhance this process, a new YPI student launch video has been developed to excite your students about the opportunity to engage with YPI. This 10-minute video is designed to be supported by our detailed launch presentation. The following supporting notes aim to support you to deliver an impactful YPI Launch to all participating students.

The launch video should be used to provide an introductory overview to participating students, and these notes and the accompanying PowerPoint should then be used in addition to expand on core themes in more detail and provide the opportunity for interactive discussion.

While social distancing measures remain in place, with large gatherings of students being discouraged, it is acceptable to launch YPI in classroom settings or online using the approved video, PowerPoint and presenter notes. Your YPI Regional Facilitator will provide further guidance on the process of launching YPI independently during your Programme Development Session, but the following key elements should be considered in planning your school Launch;

- It is important that the launch is framed by an input from the school Head Teacher or member of the Senior Leadership Team to support student understanding of why they are taking part and to emphasise the value and esteem of the programme within the school.
- It is also beneficial for schools beyond year one of participation to include a brief input (which could be in person, via a short video or a written testimony) from a group of previous participating students (e.g. a winning or runner up team) to demonstrate first hand and on a peer-to-peer level the impact that the programme has had on participating young people.
- A third sector input from a charity which has benefited from a YPI grant from the school in the past (e.g. a written testimony) is also invaluable to showcase the tangible local impact of YPI.
- While recognising that this may be challenging, the full team delivering the YPI programme should be involved in seeing or delivering a launch session where possible, as well as any other relevant school stakeholders (e.g. librarian, community learning link staff).

This multi-stakeholder approach to the launch, cemented by the input included in the following presentation notes, enriches the introduction of YPI to a year group of participating young people by demonstrating clear value, outlining what they can expect from the programme, and challenging them to engage and participate fully. It also allows the opportunity to introduce and explore the concepts of philanthropy and social issues for what may be the first time, as well as encouraging young people to think about how these concepts relate to their own local community and their skills development.

Learning intention

- To introduce the programme to participating students and delivery teachers, providing an overview of the YPI process as well as exploring the key concepts of philanthropy and social issues.
- The launch video is designed to excite students about the prospect of engaging in YPI.

Success criteria

- I understand the process of YPI and end goals.
- I understand and can articulate the difference between charity and philanthropy.
- I can begin to identify some social issues that are impacting on my local community.
- I discuss social issues which I feel most passionately about.
Slide 1 & 2: Introduction to the YPI programme

- Now that your students have watched the introductory launch video, you can reiterate that there is a very real £3000 up for grabs.
- At this point you may also state: the number of years the school has taken part; why the school believes YPI is important; where YPI fits with respect to school curriculum & culture whilst highlighting that the school is one of over 250 schools taking part in YPI across Scotland.
- Although the programme originated in Canada with the Toskan Casale Foundation, YPI in Scotland is managed by The Wood Foundation*, Sir Ian Wood’s charitable foundation.
- NB. If there is a YPI funder supporting the school, please emphasise this and provide some information about them (your YPI Regional Facilitator can provide more information on funding partners and you can refer to our website here).

Opportunities for interaction

- Explore students’ current understanding of philanthropy...
  - After watching the video, can anyone tell me what philanthropy is?
  - Before watching the video, did you have any awareness of the YPI programme? What did you learn from the launch video?
  - Has anyone ever felt the need to help someone else?

Impact statement

“I have no doubt that many of you will have come across a great many problems and issues in your community – homelessness, drug & alcohol misuse, vandalism, bullying, unemployment. You may have lost a relative or friend to cancer, heart disease or suicide. You may have a parent or grandparent who has suffered from dementia or Alzheimer’s. You may know somebody who struggles with their mental health; whether anxiety, depression, self-harm or an eating disorder. You may simply feel there’s a shortage of community facilities or opportunities in your town, city or region.

“Whatever the problem, YPI gives you the chance to do something about the social issues you care most about. Through YPI you will be given a hands-on experience of philanthropy. Through YPI your year group will direct £3000 to the local charity that needs this the most.”

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

The Wood Foundation, Scottish Registered Charity No. SCO37957, was established in March 2007 by Sir Ian Wood and his immediate family. The Wood Foundation invest into three portfolios of activity: Making Markets Work for the Poor in Sub Saharan Africa, Facilitating Economic & Education Development in Scotland, and Developing Young People in Scotland. YPI is the flagship programme of our work centred on Developing Young People in Scotland.

More information is available here: https://www.thewoodfoundation.org.uk/the-wood-foundation/
**Slide 3: Introduce concept of philanthropy**

- Introduce and explore the word ‘Philanthropy’ in greater detail and highlight the distinction between philanthropy & charity.
- There are several definitions of philanthropy:
  1. The effort or inclination to increase the well-being of humankind, as by charitable aid or donations.
  2. Love of humankind in general.
  3. Something, such as an activity or institution, intended to promote human welfare.
- In short philanthropy is giving of your **time**, **talent** and **money** in order to find **solutions** to problems in society – **time**, **talent & money will be a theme emphasised throughout the launch**.

**Opportunities for interaction**

- Has anyone ever given money to charity? A show of hands please...
- What have you done for charity? Hands up or shout out your answers; Comic Relief; Children in Need; sponsored walk, run or silence?
- Has anyone ever bought a charity wrist band, a copy of The Big Issue, or given clothes to a charity shop or clothes bank? A show of hands please...
- These are all examples of charity in action – raising funds for & supporting good causes – and as you can see there wasn’t a hand in the room that stayed down.

**Impact Statement**

“Now philanthropy is like charity, however philanthropy is far more involved. Philanthropists are equally interested in supporting good causes and the issues they care most about, but philanthropists acknowledge that money alone cannot solve the big issues that affect society. Philanthropists aim to understand the root cause of problems, and through using their **time**, **talent** and **money** they work to make a significant and lasting impact on the issues they care most about. It is only by really understanding the problem or issue that philanthropists can decide how to make that impact that has lasting change.

“Philanthropists are really engaged and passionate about the issues they care most about. Philanthropists are creative in how they approach problems and find solutions, often using business-like methods. Fundamentally, philanthropists care deeply and want to do far more than simply put their hand in their pocket.

“Responding to a direct need through an act of charity is how many of us choose to show our philanthropic spirit, and that is both commendable and necessary. However, during YPI we want you to begin to think about how charities are using philanthropic approaches to support long term change.”

Encourage students to read, research and think critically about the needs of their community and think about how to use their skills and resources to advocate for a strategy to solve a larger social problem.
Slide 4: Philanthropists

- Introduce a few high-profile philanthropists and highlight their approach to philanthropy and philanthropic work.

Opportunities for interaction

- Two famous philanthropists will appear. Open discussions by asking whether anyone knows who they are, and what they are famous for? Raise a hand please...
- As each philanthropist is identified you can provide a brief biography of their philanthropic work, reiterating that each of them have one thing in common – that they use their time, talent & money to make a difference.

Bill Gates

- Founder of Microsoft & worth approximately $113billion
- It is Bill Gates’ intention to give 95% of his family wealth to charity (he is committed to The Giving Pledge)
- Together with his wife, Bill Gates established the Bill & Melinda Gates Foundation- the largest charitable foundation in the world.
- The primary focus of the Bill & Melinda Gates Foundation is their global health programme that supports global vaccination programmes targeted at tuberculosis and the eradication of polio and malaria, in addition to HIV research, particularly focused upon developing countries.
- https://www.gatesfoundation.org/

Julie Toskan Casale

- Less recognisable person, although many will recognise a MAC Cosmetics bag
- Founder of MAC Cosmetics & the YPI programme
- Sold MAC and established the Toskan Casale Foundation. Quickly realised that she could not evaluate all valuable causes and issues herself, so set up YPI to disseminate small, impactful grants within local communities
- Focused on creating and supporting more compassionate communities
- Julie’s primary focus and belief is that in order to make that change, it’s about engaging young people in the process – they are the change makers, the opinion formers and decision makers of the future.

Opportunity for extension

- Are there any famous philanthropists in your local area? (e.g. Andrew Carnegie in Fife)
Slide 5: Students as philanthropists

- This slide provides the opportunity to explore what connects those famous philanthropists and this year’s participating students.

Opportunities for interaction
- Does anyone recognise these young people? A show of hands.... *(the slide shows previous participating YPI students)*
- Can anyone guess what connects these young people with the famous philanthropists we just discussed? A show of hands and verbal responses...

Impact Statement
“These students are just like you. A short time ago they were introduced to philanthropy and took part in YPI. Are they famous? No. Are they multi-millionaires? No. Have they launched a make-up line? Probably not. However, like Bill & Julie all these students are philanthropists.

“Remind me again what are the three things you need to be a philanthropist? *Time, talent & money.* Through YPI your school and your teachers have provided you with the *time* needed to take part; The Wood Foundation *(and local funder, depending on area)* has provided the *money* needed to make a genuine impact in your local community; and within this room there are undoubtedly the students with the *talent, skills* and *knowledge* needed to make a difference. You may not know it yet, but you are the next generation of philanthropists - the decision makers and opinion formers of today and the future – and over the coming weeks you will have an opportunity to contribute to your local community.”

Extension Activity: Can you think like a philanthropist?

- Provide a brief opportunity for students to ‘think like a philanthropist’ and consolidate student understanding of the distinction between charity and philanthropy.
- Through a simple exercise/discussion we want to explore several examples that begin to draw out the difference between charity and philanthropy and demonstrate a philanthropic mindset.

Opportunities for Interaction
*Please approach this exercise with your own delivery and presentation style in mind, and tailor as appropriate to the audience. The information below is provided purely as an example. There are a variety of different approaches to compliment the learning central to this slide.*

- We are often drawn to give charitably through a combination of: events in our life; our personal and collective values (what we care about); our heartfelt care & concern about a problem, experience or disaster (whether natural or humanitarian). This response to help and to give is very natural, very honest, and very human.
- Can anyone think of an example they have experienced, or seen within their school & community or on the news, of that giving response? A show of hands...
  - Examples will likely include school fundraising events; collections & donations to local foodbanks; clothing appeals in response to natural disasters or humanitarian crisis (e.g. Refugees). With each response due praise should be given, the core message being that these are all fantastic examples of charity in action and our inbuilt reaction to help.
- Now, giving to every cause that tugs on your heart strings may feel right in the moment. However, unplanned or inconsistent giving may not create lasting charitable impact. Philanthropists are deeply moved by the issues they care most about. However, they balance that heartfelt reaction to help, alongside their rational response to think, develop ideas, understand root cause, and problem solve.
  - **Philanthropists:**
    - Apply business-like methods when making decisions and social investments.
    - Invest more than simply money in their causes: time, talent and money are core features of philanthropy.
    - Don’t believe in giving handouts. They want to help others to help themselves.
    - Want to work in partnership with others: schools, government, and other organisations.

*You can use the following example, or one of your own, to support & develop student understanding about philanthropy.*
Homelessness:

- There are currently in excess of 35,000 homeless people in Scotland (statistic from Shelter Scotland). Many of you will have come across people sleeping rough or begging in shop doorways or High Streets. Have any of you ever offered some spare change, a hot drink or a bite to eat? A show of hands... This a charitable act in response to a direct need that you observed.

- But how might a philanthropist approach homelessness? To think like a philanthropist, we first need to think about the root causes of the social problem. Can you give some examples of why someone may end up homeless? Examples may include – unemployment/redundancy, family breakdown, poor mental health, drug abuse and alcohol misuse, ex-serviceman/PTSD, etc.

- Now that we have thought about the root causes, what do you think we could do to tackle these social issues? Examples may include funding substance abuse clinics, supporting access to training or job training centres, mental health support programmes. Great - this is demonstrating philanthropic thinking! You just gave up time to understand the root cause of the issue, you suggested ways of drawing upon your and others’ talents to put in place solutions, and how with some money you are able to support long term positive change. Philanthropy – the giving of time, talent and money.

- You may wish to reference Social Bite. Social Bite is a sandwich shop, much like Subway. However, this business has a social dimension in that it is focused on the issue of Scottish homelessness. As opposed to directing money to individuals affected by homelessness, they direct company profits to organisations best placed to challenge the root cause of homelessness. Also, knowing that one of the principal causes of homelessness is unemployment, Social Bite provides opportunity for work experience, employment and training to homeless people.

  - What are your thoughts on this different approach to the issue of homelessness? A show of hands... **Students may suggest that the Social Bite model is more intelligent, targeted or impactful.**
Slides 6 - 11: Social Issues

- These slides provide an opportunity to explore social issues in greater detail and highlight that every community in Scotland is affected by a whole host of social issues – some obvious and some less obvious.
- It also allows you to reiterate the importance of choosing an issue that students care about or have a connection with.
- Further, this slide allows you to emphasise a core element of YPI – that it is solely focused on social issues; issues that affect people. Therefore, animal charities (e.g. RSPCA, RSPB) or environmental charities (e.g. WWF, Friends of the Earth) are not eligible. However, a charity such as Riding for the Disabled or Guide Dogs for the Blind would be eligible as these are organisations which use animals to support people experiencing a social issue.

Opportunities for interaction

- Each image represents a different social issue, the aim being to identify the obvious one and explore a number of contributing factors or issues which may sit behind it. The following example is based on homelessness:
  - Can anyone identify the social issue this image depicts? A show of hands…. Homelessness, correct. A very obvious and significant issue that affects communities all over Scotland.
  - However, do you suddenly wake up one day homeless? Can anyone think of other social issues that may contribute? Encourage a show of hands and responses… This exercise allows students to begin to explore the range of social issues out there. Suggestions of contributing factors to homelessness will likely include: unemployment, debt, family breakdown, drug & alcohol misuse, abuse, lack of education, mental health issues, and disability.

- The same exercise can also be applied to the other images. In the context of cyberbullying other issues including poor mental health (self-esteem, depression), loneliness/isolation, addiction to social media and internet safety can be explored. In the context of dementia or care for the elderly other issues including respite, palliative care, loneliness or poverty can also be explored.

- Finish the series of slides by offering students a moment to consider all the issues they can think of in their community. Encourage students to think about people they may know who have been affected by a social issue – peers, family members, neighbours. Encourage students to think about recent news headlines that highlight local social issues – e.g. recent redundancies, community facilities closing, a foodbank opening, etc.

Impact Statement

"Whatever the issue you choose as a team, it is important that you choose something you all agree upon and care about; an issue you all feel is relevant and important; an issue that gives you that spark of enthusiasm.”
**Slide 12: YPI Process**

- These slides provide an opportunity to detail the YPI process.
- Before doing so you may wish to play the 'Make a Difference' video available [here](#).

**The Launch**

- Students are introduced to YPI, philanthropy and social issues.
- Students are provided with an overview of the process they are about to embark on and given guidance and top tips about how best to get the most out of the programme.

**Form Teams**

- Following the launch, the programme is progressed in the classroom and led by your teachers.
- Students work in small teams (between 3-6 people) and begin to explore local social issues in greater detail.
- This is an opportunity to introduce some of the key concepts around teamwork e.g. it may not be best to work with your friends, try to have a mix of skills and creativity in your team, play to your strengths, consider that you will likely have to work on this project out with class time, and so on.

**Research**

- Each team works together to discuss and agree on the one issue they collectively feel most passionately about.
- Each team begins to research and shortlist the local charities actively doing something about this issue in their community.

**Choose a Charity**

- Each team will discuss and agree on the charity they will focus their efforts on for the remainder of their YPI programme and confirm that their chosen charity is registered with OSCR and has a local community presence.

**Charity Contact**

- Without question the most important part of YPI; the part that brings the programme to life.
- Each team is actively encouraged to establish contact with their chosen charity; to conduct interviews (virtually if required); to arrange visits & meetings if appropriate, in line with national and local guidance and rules in relation to the Covid-19 pandemic; to establish a deep understanding of their chosen charity and what impact they are having.
- A visit to the charity premises is often cited as the most important part of YPI; however the usual strong emphasis on this element has been removed from the judging criteria for 2020/21 and meaningful contact can also be established in school or via phone/email/video call in circumstances where an in-person visit is not possible.

**Present**

- All teams package together an 8-10 minute presentation that pulls together all learning & research and shares the story of their chosen issue and charity in the most creative and innovative way possible.
- Each presentation should aim to cover: information about the social issue they chose and why; the charity they chose and why; an overview of the charity’s local work/impact; and a clear business case as to activity the £3000 grant would allow to take place.

**YPI Final Showcase**

- Your school will host a YPI Final Showcase where the best, most engaged teams will present in front of a panel of judges chosen by the school. The winning team’s charity will be awarded the £3000 grant.
- The main things that the judges are looking to see include: your passion and enthusiasm for your chosen issue and charity; your experience of working with the charity; what local impact the £3000 will have; and how you’ve worked together creatively as a team.
Slide 13: Achieving maximum financial impact

- This slide provides the opportunity to emphasise the importance of choosing a charity where maximum financial impact might be achieved.
- As our ‘cake’ demonstrates, with 37% of registered Scottish charities operating on less than £10,000 per year, it is important that students are encouraged to explore their chosen charities finances as well as their remit and charitable objectives.
- In the context of YPI final presentations, a key fact to include would be your charity’s annual income, and the potential impact of the £3000. To a charity with an annual income of less than £10,000 you could suggest that £3000 would have a significant impact on their overall service. In contrast, it may be difficult to argue the impact of £3000 on a charity with a six figure or multi-million pound annual income.

Impact Statement
“So far we’ve identified that social issue and charity choice is important. However, a core feature of YPI is that you are responsible for a very real £3000; and you are responsible for ensuring that money is directed to the local charity that needs it most. Whilst considering the services your charity provides, you must also research and explore the income and expenditure of your chosen charity. With 37% of those 24,000+ Scottish charities operating on less than £10,000 per year it is important you pull together the facts and build your argument as to why your charity should receive that £3000. Will £3000 make a significance difference to a charity with a multimillion-pound budget? Possibly not. Are there any particular local projects or initiatives underway that would benefit from that £3000?”

Slide 14: Number of charities registered in Scotland

- This slide provides the opportunity to highlight and explore the sheer number of registered charities in Scotland (stats taken from www.oscr.org.uk August 2020)
- With more than 25,000 registered charities in Scotland, the third sector is both a significant service provider and employer
- Highlight that each and every one of these charities exist as a result of identified local need, with most social service charities filling gaps or shortcomings in statutory provision.
- This slide also shares a breakdown of total registered charities in each of Scotland’s local authority regions. Once again this is important in highlighting the scale of the third sector within your local Scottish region.

Impact Statement
“There are hundreds of local charities on your doorstep. Some are obvious with shops on the High Street or a presence in your school, whereas others you will never have heard of and will be surprised to learn that they even exist. Once you have chosen your social issue, selecting and researching the right local charity is the next big step. Remember, as well as identifying an organisation that is doing good work locally you also have to consider the actual impact £3000 would have upon their services.”

Slide 15: OSCR

- This slide provides the opportunity to reiterate that all charities eligible to receive the £3000 grant must be social service focused and registered on OSCR – the Office of the Scottish Charity Regulator.
- To confirm that your chosen charities are registered you must access the OSCR database.
- The OSCR website – www.oscr.org.uk – is also an invaluable tool when it comes to researching local charities. The website provides:
  - A searchable database of all registered charities, with advanced settings to filter by region, remit, and budget.
  - Details about each registered charity – registered address, webpage (where available), income & expenditure totals, purposes.
- At this point you may also want to highlight other approaches to identifying local charities, for example:
  - Contact the local Third Sector Interface (TSI) organisation - https://www.gov.scot/publications/third-sector-interfaces-contact-details/
  - Newspapers and social media
  - Community learning & development teams

The final set of slides provides an opportunity to re-emphasise three key elements of YPI; creativity, the business case, and quality of research.
Slide 16: Research

- This slide provides the opportunity to emphasise the importance of charity research in relation to success.
- It is important that class-based research is supplemented by active research with your chosen charity through phone or video calls, emails, meetings and site visits (if appropriate in line with national and local Covid-19 guidance). Engage with your community and see things for real, first-hand, where you can. You could draw attention to the girl on the slide leaving the classroom to engage with her charity.
- At the final the judges will want to see that each team has gone beyond simply reading a leaflet or visiting a website. They will want to hear about your charity engagement, what you learned and what impact this had on you.

Impact Statement
“Have you two real challenges when it comes to putting together your YPI presentation. The first is balancing class-based research with direct charity contact through video and phone calls (or meetings and visits where possible). At your final the judges will want to hear about your experience of working with your chosen charity, as well as information about their local provision and impact. Through your research the judges will want to see how invested you are in your chosen charity. Did you go the extra mile? Also, remember that your research will allow you to prepare a strong and compelling case about the impact £3000 might have on your charity: the judges will want to hear far more than “the YPI Grant will make such a difference”. They want to know how the grant will make a difference, so provide examples and be specific. For example, the £3000 will allow six additional young people to receive a weekly counselling session for six months in order to support them with the mental health issue(s) they are experiencing.”

Slide 17: Think outside the box - creativity

- This slide provides the opportunity to emphasise the importance of creativity when it comes to YPI presentations, as there are many ways to present information in an interesting and engaging fashion.
- It is also important to highlight that teams will be presenting against one another, therefore how they stand out from each other is important and often a marker of success.
- Incorporating distinct, creative elements will undoubtedly add value. Examples include:
  - Video diaries, animations or photographs
  - Poetry, music or dance
  - Props, PowerPoint or Prezi – the use of PowerPoint in particular should be carefully considered, and young people should be encouraged to avoid ‘death by PowerPoint’. Some schools choose to prohibit the use of PowerPoint in favour of other presentation techniques and supporting resources.
- It can be tempting to use slick, professionally produced, charity marketing materials and video packages, however these offer no value when it comes to the judging process and young people will not be given credit for using them, unless it can be demonstrated that this has been highly impactful in the context of an otherwise self-created presentation. It’s much better to use their own videos or material they have created themselves and this will gain credit from the judges.
- You may wish to share a creative video example from the YPI website at this point.

Impact Statement
“Your research is vital; however, your presentation has to appeal to both hearts and minds. You may have undertaken the very best of research, but if your presentation puts the judges to sleep you are unlikely to secure the grant. As a team it is important you look at your strengths and talents and identify how you can best deliver your YPI presentation in a creative and impactful way. Within your team you may have a photographer or a poet; you may have someone who could create an excellent video diary of your charity engagement or someone who is a very natural & confident public speaker. Whichever way you choose to deliver your presentation it is important to stand out and showcase your talents. Think outside the box.”
Slide 18: Sealing the deal – the business case

- This slide provides a final opportunity to reiterate that a very real £3000 grant is at stake through YPI.
- Students must ultimately convince the judges that their chosen charity is most deserving of the YPI grant. Students should demonstrate how they have ‘thought like a philanthropist’.
- To do this, students must present a clear business case – a ‘Bright Idea’ – that makes it clear what £3000 might do for their chosen charity.
- Students should again be encouraged to be explicit and realistic when presenting their ‘Bright Idea’ for the grant.

Opportunities for Interaction

- This is an opportunity to provide a number of examples and take feedback from students.
- For example, what would be your response if I was to say “Our children’s charity would be so pleased to receive £3000. It will make such a difference.” Does this excite you or fill you with enthusiasm?
- In contrast, what would be your response if I was to say “Our children’s charity would be able to do so much if they were to receive £3000. This grant would allow them to open and lead an extra youth counselling drop-in session every single week for the next 18 months. The charity doesn’t have capacity to meet the demand at the moment, and this extra session would allow our charity to cover different themes at different sessions and meet demand. The £3000 would cover staffing costs (300 hours at £7/hour = £2100), alongside the cost of 4 replacement iPad minis (4 x £225 = £900). Adding this drop-in session will also ease pressures within the local community by providing a positive outlet for young people to talk about challenges they are facing.” Discuss?

Impact Statement

“Sealing the deal is the final piece of the puzzle. You have worked well as a team. You have chosen a social issue you care about. You have researched your charity, you’ve made contact with them, asked them some tough questions, hopefully left the classroom behind and visited them yourself if possible or engaged with them virtually if not. You have pulled together all your learning into an interesting and creative presentation. You are well prepared, you know your stuff, you’ve made it to your YPI final. The judges like what they hear, they have bought into what you are saying. Now they want to hear why the £3000 should go to your chosen charity over anyone else’s...

“It is at this point that many teams have fallen down. The judges need to be convinced and this is your chance to convince them beyond doubt that your charity is the winning charity. Don’t overcomplicate things, don’t be overambitious. Simply identify and detail the specific impact £3000 would have on your chosen charity. Examples shared at previous YPI Finals include: a five-day respite break for six young people who provide care for a family member; a replacement neonatal cot for the premature maternity unit; supporting a charity volunteer training programme for the next 12 months; fully kitting out a reserve lifeboat auxiliary volunteer.”
Slide 19 & 20: Good luck & summary of key points

- These slides provide the opportunity to wish the assembled students good luck, provide a summary of key points, and signpost them towards the YPI Scotland website and social media information as well as the information on our partnership with Young Scot.

- Key summary points are as follows:
  - Philanthropy is the giving of your time, talent and money in order to find solutions to problems in society.
  - You are responsible for a very real £3000 YPI grant.
  - How you work as a team and choose an issue you all care about is very important.
  - Do not underestimate the importance, value and impact of making a meaningful connection with your chosen charity – if you can, within local and national guidance on the Covid-19 pandemic and social distancing, get out of the school and visit the charity
    - **NOTE:** this is not essential in 2020/21 depending on local authority and government guidance related to the Coronavirus pandemic, so tailor this advice to your students based on your specific school situation.
  - Be innovative and creative in how you prepare and present your YPI presentation.
  - Be clear about the potential impact £3000 would have on your chosen charity.

Young Scot Partnership

Young Scot is recognising and celebrating the contribution of young people taking part in YPI through a national partnership.

Young Scot is the national youth information and citizenship charity for 11 to 26-year-olds in Scotland. Young Scot provides young people with information, ideas and opportunities to help them make informed decisions. More than 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:

- Students will receive 2000 Young Scot points for participating in the YPI process.
- The Young Scot Rewards points codes will be sent to the YPI Lead Teacher following their school showcase. 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.

Slide 21: Funder recognition

- We actively seek to work with like-minded regional and national funding partners to support the sustainability and growth of YPI. As well as a vehicle to fund social services charities through a unique delegated model, YPI also provides a framework for school and youth engagement, as well as employee or trustee development and engagement.

- Please use this slide to recognise the contribution of our variety of funding partners and specifically mention a funding partner operating in the region should it be relevant. For more information on funding partners and the associated relationships, please contact the YPI Team or visit the Funding Partners page on the YPI website.

You can conclude the YPI Launch with an inspiring message – a reminder to young people that this is a student-led learning experience where they have the opportunity to make a real difference in their local community, at a time during and after the Covid-19 pandemic where grants are so vital for charities and also where community spirit and youth activism has never been more important.

If you have any questions about these notes or the YPI launch, please contact your YPI Regional Facilitator or email the Central YPI Team at ypi@thewoodfoundation.org.uk.