

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 2021/22, YPI Launches may look a little different than usual, but it is always our ambition to support you to launch YPI to your students in an exciting and impactful way. During the 2021/22 academic year the YPI Central and Regional Teams will be supporting many schools to launch the YPI programme independently. 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 support materials.

To complement and enhance this process, a **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 **[Launch PowerPoint presentation](#)**. These notes and the accompanying PowerPoint should be used to expand on core themes and provide the opportunity for interactive discussion.

Your YPI Regional Facilitator will provide further guidance on the process of launching YPI during your Programme Development Session, but the following key elements should be considered in planning your school Launch;

- Launch is **framed by an input from the school Head Teacher/member of 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 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 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.

**The above inputs could be in person or via a short video or written testimonial/statement.*

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.

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.
- 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: 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. You can explore if students had any awareness of YPI and what they learned from watching the video?
- At this point you may also state the number of years your 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 more than 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](#)).

Slide 2: Introduce concept of philanthropy

- Explore students' current understanding of philanthropy;
 - After watching the video, can anyone tell me what philanthropy is?
 - Has anyone ever felt the need to help someone else?
- 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.*
- Explore via a show of hands or a discussion what students have done as individual acts of charity in the past; donated money, supported Comic Relief/Children in Need; sponsored walk, run or silence? Bought a copy of The Big Issue, or given clothes to a charity shop? These are all examples of charity in action – raising funds for & supporting good causes.

Philanthropists are equally interested in supporting good causes and the issues they care most about, but they go a step further, acknowledging that money or individual acts of charity 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.

- Responding to a direct need through an individual act of charity is almost always a great thing to do. However, during YPI we want students to begin to think about how organisations are using philanthropic approaches to support long term change. Encourage students to read, research and think critically about the needs of their community and how to use their skills and resources to solve a larger social problem.

You may wish to explore this further by providing an opportunity for students to 'think like a philanthropist' and consolidate student understanding of the distinction between charity and philanthropy. Below is an example -

Homelessness:

- There are currently more than 35,000 homeless people in Scotland (statistic from Shelter Scotland). Ask for a show of hands around whether any of the group have ever offered some spare change, a hot drink or a bite to eat to a homeless person? This is a charitable act in response to a direct need that was observed.
- But to think like a philanthropist, we first need to think about the root causes of the social problem. Ask students to provide 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 students think we could do to tackle these social issues? Examples may include funding substance abuse clinics, supporting access to training or job training centres or mental health support programmes, or providing money to a charity that supports homeless people rather than directly to an individual homeless person. This involves taking time to understand the root cause of the issue and drawing upon students' and others' talents to put in place solutions, and with some money they can support long term positive change. Philanthropy is the giving of time, talent and money.

Slides 3, 4 and 5: Philanthropists

- On slides three and four famous philanthropists will appear. Open discussions by asking whether anyone knows who they are, and what they are famous for?

Slide three:

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, he 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. They are trying to eliminate diseases completely (root cause) rather than treat the symptoms or focus on healthcare. <https://www.gatesfoundation.org/>

Julie Toskan Casale

- Less recognisable person - 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
- Focussed on creating and supporting more compassionate communities
- Julie's primary focus and belief is it is vital to engage young people in the process of change as they are the change makers, opinion formers and decision makers of the future.

Slide four:

Marcus Rashford MBE

- Professional footballer who plays for the England national team and Manchester United
- Focused on helping to end child food poverty and supporting vulnerable families, Rashford was awarded an MBE for his campaigning.
- He began campaigning in March 2020 when he teamed up with FareShare to raise money to provide meals for vulnerable people and families. In June 2020 he wrote an open letter to MP's asking them to reverse their decision to not provide free school meals over the Summer holidays, this was successful, and 1.3 million children benefitted from the free meal voucher scheme.
- Marcus Rashford's use of social media to campaign will now be taught at GCSE level in England.

Greta Thunberg

- Environmental activist addressing the problem of climate change.
- In 2018 Greta missed school to protest outside the Swedish parliament, holding a sign which read "School Strike for Climate". This inspired thousands of young people across the world to take part in 'Fridays for Future', a campaign which encouraged young people to strike on Fridays.
- Focused on the current climate emergency, Greta has delivered passionate speeches at the World Economic Forum, the European Parliament, and the UN Climate Event.
- She is the youngest to be named Times Person of the Year and has received 3 Nobel Peace Prize nominations.

Slide Five:

Students who have participated in YPI

- These students are just like the ones in front of 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.
- Ask students to remind you of the three things you need to be a philanthropist? **Time, talent & money**. Through YPI, the school and teachers have provided students 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 the local community; and within your classroom there are undoubtedly the students with the **talent, skills and knowledge** needed to make a difference. They are the next generation of philanthropists - the decision makers and opinion formers of today and the future, and they certainly do not need to be millionaires to make a difference.

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, these slides allow 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 contributing factors or issues which may sit behind it. For example, in the context of cyberbullying other issues including poor mental health, 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, bereavement 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 and any recent news headlines that highlight local social issues – e.g. recent redundancies, community facilities closing, a foodbank opening.

Slide 12: YPI Process

Before detailing the YPI process in your school, you may wish to play the 'Make a Difference' video available [here](#). Ensure that this section of the presentation is tailored to the YPI process in your individual school context.

- **Launch:** Students are introduced to YPI, philanthropy and social issues and are provided with an overview of the process.
- **Form Teams:** Students work in small teams and begin to explore local social issues in greater detail.
- **Research:** Each team works together to discuss and agree on the one issue they collectively feel most passionately about and 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 on and confirm that their chosen charity is registered with OSCR and has a local community presence.
- **Charity Contact:** Each team is actively encouraged to establish contact with their chosen charity; to conduct interviews (virtually if required); to arrange visits & meetings (if appropriate*), 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 has been removed from the judging criteria for 2020/21. Meaningful contact can still be established in school or via phone/email/video-call in circumstances where an in-person visit is not possible due to national and local guidance and rules in relation to the Covid-19 pandemic.
- **Present:** All teams package up an 8-10minute presentation that pulls together all their learning & research and shares the story of their chosen issue and charity in the most creative and innovative way possible.
- **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. Tell the students a bit more about how your school would generally run your class heats and / or Final Showcase and what to expect.

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 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. In contrast, it may be difficult to argue the impact of £3000 on a charity with a multi-million-pound annual income.

Slide 14: Number of charities registered in Scotland

- This slide highlights 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
 - Each of these charities exists 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.

Slide 15: OSCR

- Use this slide to reiterate that all charities eligible to receive the £3000 grant must be **social service** focused and **registered on [Office of the Scottish Charity Regulator \(OSCR\)](http://www.oscr.org.uk)**.
- The OSCR website is also an invaluable tool when it comes to researching local charities. The website provides:
 - o A searchable database of all registered charities, with advanced settings to filter by region, remit, and budget.
 - o 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

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

- Emphasise the importance of research in relation to success.
- It is important that class-based research is supplemented by active research with a chosen charity through phone or video calls, emails, meetings and site visits (if appropriate in line with national and local Covid-19 guidance). Encourage students to engage with your community and see things for real, first-hand, where they can.
- 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 charity engagement, what the students learned and what impact this had on them.

Slide 17: Think outside the box - creativity

- 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.
- Highlight that teams will be presenting against one another, therefore they will need to stand out.
- Incorporating distinct, creative elements will undoubtedly add value. Examples include:
 - o Video diaries, animations or photographs
 - o Poetry, music or dance
 - o Props, PowerPoint or Prezi – the use of PowerPoint in particular should be carefully considered. 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 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 their own work. It is much better to use their own videos or material they have created.
- You may wish to share a [creative example](#) from the YPI website at this point.

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 on what £3000 might do for their chosen charity.
- Students should again be encouraged to be explicit and realistic when presenting their case for the grant.

Slide 19: Good luck & summary of key points

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 teams can, within local and national guidance on the Covid-19 pandemic and social distancing, get out of the school and visit the charity
- 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 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 20: Funder recognition

- Please use this slide to recognise the contribution of our variety of funding partners and specifically mention a funding partner operating in your 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, and talk to your YPI Lead Teacher about any specific arrangements in your school.

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.