YPI Scotland

Leading YPI in your school

Version two - August 2021

Our ‘Leading YPI’ resource has been designed to provide detailed guidance on how you can realise the full potential for your students, with advice, support, and resources. This, alongside all other programme materials, can be accessed via:

www.ypiscotland.org.uk

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Youth and Philanthropy Initiative Scotland

The Youth and Philanthropy Initiative (YPI) is a powerful active citizenship programme, empowering young people to make a difference in their communities while developing a range of skills.

YPI is the biggest independent initiative being delivered in Scottish education. Each school is responsible for directing a grant of £3000 to a local charity championed by its students through a unique programme of teamwork, research, and competition. YPI engages a full year-group of students, developing skills and confidence through a contextualised learning experience. The programme raises awareness of social issues and local charities and is a vital means of devolved, locally driven grant-making. YPI is managed and principally funded by The Wood Foundation. A dedicated team works closely with all participating schools to fully realise the opportunity for their settings. Since it was introduced to Scotland in 2008 by [The Wood Foundation](http://www.thewoodfoundation.org.uk) (TWF), it has engaged more than 230,000 young people who have taken responsibility for more than £5m of charitable giving.

YPI support and facilitation structure

YPI is a fully resourced programme which is supported through several direct interventions with our dedicated team through a facilitated support model.

We work with schools and practitioners to offer bespoke support and training, and are committed to empowering all schools to explore, develop, and communicate the strategic rationale that underpins their delivery of YPI. Schools with this level of vision undoubtedly provide the most effective and impactful experience for their learners and, by extension, their wider school community.

A key feature of the support structure is the [Programme Development Session](https://ypiscotland.org.uk/educator-zone/) which is supported by a representative of TWF. This session provides protected time and space to critically reflect upon programme delivery and subsequent planning and involves the YPI Lead, a representative from the Senior Leadership Team, and other delivery colleagues. As well as the Programme Development Session, TWF will support both the Maximising Impact Session and Final Showcase in each school.

Questions to consider:

* Does the school work closely with the YPI Regional Facilitator to plan and deliver YPI?
* Are the right people active and engaged in programme development discussions – YPI Lead, member of Senior Leadership Team (SLT), new and existing delivery teachers?
* How are students engaged in evaluation and how does this feed into programme planning and improvement?
* How are partners engaged in evaluation and how does this feed into programme planning and improvement?
* How do you evaluate the impact of and feedback on the YPI programme internally?
* Do you set goals at each Programme Development Session? How are these monitored?

Our [Strategic Guide](https://ypiscotland.org.uk/educator-zone/) supports schools to fully realise the potential of the programme by clearly identifying where it aligns with the priorities that the Scottish curriculum is built upon including HGIOS4, skills agenda and Developing the Young Workforce (DYW), as well as the four core capacities and contexts of Curriculum for Excellence (CfE).

When exploring how YPI can be embedded within your school, consider the following:

Questions to consider:

* How has YPI been aligned with and mapped against schoolwide priorities focused on skills, citizenship education, literacy, and health and wellbeing?
* To what extent is YPI embedded within the curriculum?
* Where will YPI add most value to your students?
* How effectively are you using resources to support YPI delivery?
* How could partners support programme delivery? Has the value of internal mentors (students/other staff) or external mentors (business/community partners) been considered?
* Could learning be enriched by supporting an interdisciplinary approach to the programme?
* How are staff beyond the delivery team kept informed of YPI delivery and its purpose and objectives? Are staff encouraged to look for opportunities for co-working across the curriculum?

**Opportunities for personal achievement**

Learning across the four contexts through

**Interdisciplinary Learning**

**Curriculum areas and subjects**



**Ethos and life of the school as a community**

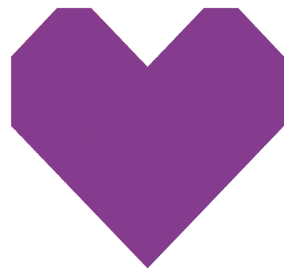
Students reflect on social issues, the community, and their ability to make a difference utilising the skills developed across a wide range of subjects including business studies, health and wellbeing, humanities, literacy, and numeracy.

Contextualised learning experience which empowers practitioners and students to plan and apply learning across disciplines, supporting one coherent programme which culminates with a creative product/showcase.

Empowered students are at the heart of advocacy, decision making

and awareness raising.

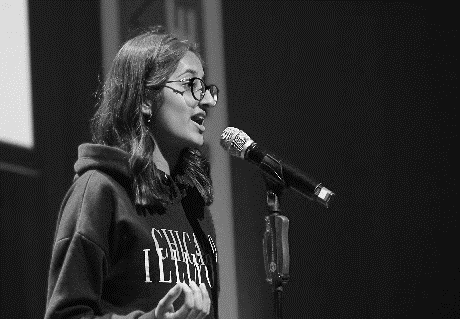
Every team will raise vital awareness for a cause and charity they have chosen within their local community, with one securing a £3000 grant.



**The Curriculum**



Work as an integral part of a team, developing key skills.



[**Click here**](https://vimeo.com/366733725)

[**Click here**](https://vimeo.com/284116224)

[**Click here**](https://vimeo.com/207319665)

[**Click**](https://vimeo.com/295534669)[**here**](https://vimeo.com/295534669)

YPI forms an important part of a school’s ethos and culture and offers opportunities to bring school values to life and develop essential skills for learning, life, and work, whilst celebrating powerful work and achievement.

The YPI process is divided into four parts:

* Part one: Understanding social issues and my community
* Part two: Exploring the third sector
* Part three: Charity selection and active research
* Part four: Presentation development and YPI showcase

The Wood Foundation’s suite of supporting resources can be accessed via the YPI Scotland Educator Zone and includes:

* **Programme development session (PDS) guidance note**: This resource is designed to be shared with all practitioners who will be involved in the PDS. It provides information on the purpose of the session and highlights areas for discussion.
* **Launch resources**:This includes a launch video, supporting practitioner guidance, and a PowerPoint resource. These are designed to support schools to deliver an exciting and engaging launch to YPI.
* **Delivery resource**: The core delivery resource for the programme which includes clear learning intentions, success criteria, and links to skills and example content plans, as well as guidance on differentiation.
* **The student workbook**: An editable word document which provides an adaptive framework from which schools can develop their YPI delivery materials ensuring they are fit for each individual context.
* **Maximising Impact Session guidance note:** The YPI Maximising Impact Session is a newly established core feature of the YPI Scotland support structure for 2021/22. It is designed to help you to make the most of YPI in your school and support continuous improvement. The Guidance Note provides further context.
* **Final Showcase resources**:The Judging pack is to be provided to the judging panel in advance of the final, outlining the expectations and criteria against which student teams will be marked. The completion of the Grant request form will be coordinated by the YPI Regional Facilitator at the end of the Showcase. This allows The Wood Foundation to award the grant to the winning charity.

Additional resources include:

* The [Creativity Zone](https://ypiscotland.org.uk/creativity-zone/) on the YPI Scotland website which shares great examples of [creative products](#Creativity) which have been developed by young people, along with helpful hints and tips.
* Our suite of School Generated Resources shares useful examples from fellow practitioners which may support innovative approaches to delivery and realising opportunity. If you would like to contribute, [contact us.](mailto:ypi@thewoodfoundation.org.uk)
* [A guide to working and volunteering in Scotland’s voluntary sector](https://ypiscotland.org.uk/wp-content/uploads/2019/08/SCVO-Guide-to-Working-and-Volunteering_V2_screen.pdf) was produced in partnership with SCVO. It provides thought-provoking statistics and information which will support enhanced understanding of the third sector and part two of the YPI process.

As YPI develops within your school, there are opportunities to maximise the impact of the programme for the participating year group, for the school, and for your local community. The Wood Foundation team will support development and improvement discussions enabling all schools to get the most from their YPI programme. Here are some considerations:

**Planning and communication**

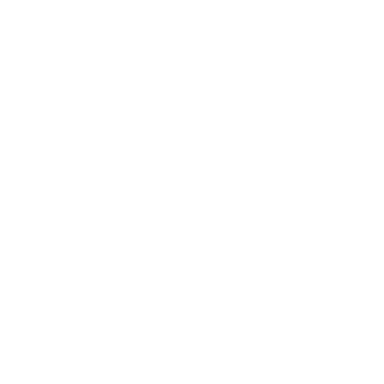
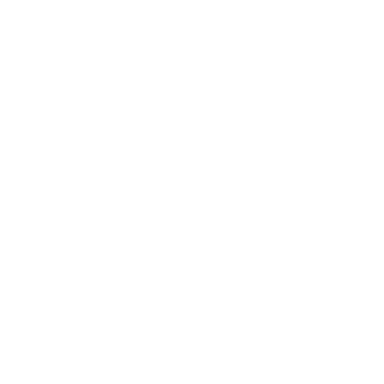
* All staff are aware of the purpose of YPI and engage where relevant.
* YPI delivery staff and the SLT link attend the PDS to collaboratively reflect and share learning.
* Staff work closely with the YPI Regional Facilitator to plan and deliver YPI.
* Parents are made aware of YPI and how they can contribute to students’ learning.
* All staff understand how YPI supports key educational priorities and the positive impact on students, the school and wider community.
* YPI alumni and charity evaluation and insight feeds into programme development plans.

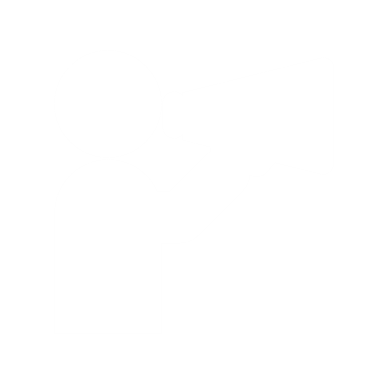
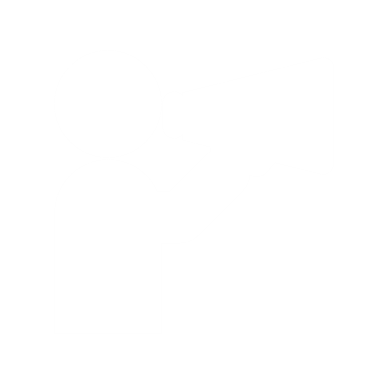
**School embedding and SLT support**

* A member of SLT is engaged at the PDS, launch, and final.
* There is clear leadership of the programme from the SLT.
* YPI is delivering skills development across the curriculum and there is consideration of opportunities for IDL.
* Change management and contingency planning is evident to ensure the sustainability of YPI.
* There is evidence of understanding of the YPI programme among staff outwith the core delivery team.
* YPI features in and/or supports aspects of the school and/or department improvement plans.

**Alignment with priorities**

* YPI is embedded and aligned with relevant curricular areas.
* Clear understanding of how YPI contributes to key priorities focused on skills, community engagement, and student-led learning.
* YPI is aligned with school, local, and national priorities and this is communicated with all stakeholders (students, parents, charities, school staff, wider partners).
* Clear understanding of the awards and accreditation opportunities that YPI supports with the aim of securing maximum value for students.
* The school leads a process of self-evaluation and data capture in support of programme development.
* The plenary session is delivered with students enabling them to engage in personal and team reflection.





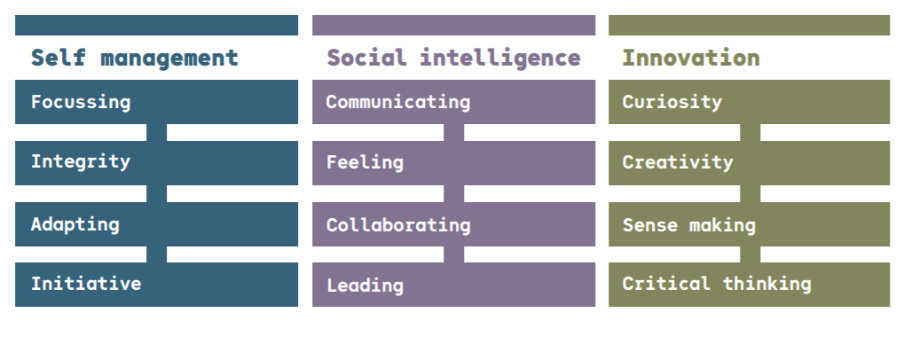
Skills framework

YPI is a real-world learning opportunity which brings the curriculum to life whilst developing essential skills for learning, life, and work. Throughout the delivery pack and student workbook, links are made between YPI and meta-skills, as outlined within [Skills 4.0: A skills model to drive Scotland’s future.](https://www.skillsdevelopmentscotland.co.uk/media/44684/skills-40_a-skills-model.pdf) By clearly identifying and defining how YPI is aligned to a skills framework, the resources aim to enable learners to both understand and articulate their development and how this feeds into their progressive skills journey.

The following icons have been used within the delivery resource:



|  |  |
| --- | --- |
|  | * **Self-management**: Taking responsibility foryour own behaviour and wellbeing. * **Social intelligence**: Awareness of others’ feelings, needs, and concerns in order to effectively navigate and negotiate complex social relationships and environments. * **Innovation:** The ability to defi­ne and create significant positive change. |



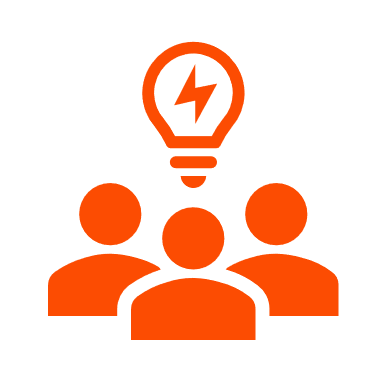
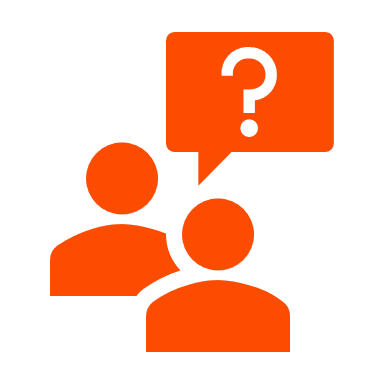
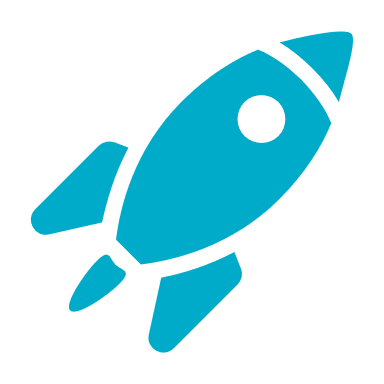
Next to each icon, the most pertinent skills that are being developed at each part of the process have been identified. These are not exhaustive but aim to provide a stimulus for discussion between teachers and students relating to their skills development.

Questions to consider:

* How has YPI been aligned with, and mapped against, schoolwide priorities focused on skills and citizenship education?
* Is YPI considered as part of a wider skills pipeline?
* What processes are in place to enable students to reflect on their skills development pre-, during and post- YPI? How can this feed into a process of self-evaluation and programme development?

YPI is delivered across a broad age range (S2-S6), and across a number of different 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 programmes will include the following milestones:



**Student Launch**

**Establish teams**

**Part two: Exploring the third sector**

*(15% programme time commitment)*

**Teams select a social issue to focus on**

**Charity research**

**Shortlist eligible**

**charities**

**Team project**

**planning**

**Teams select a preferred charity to represent**

**Part three: Charity selection and active research**

*(35% programme time commitment)*

**Teams have engaged with charity gathering information**

**Part four: Presentation development and YPI showcase**

*(35% programme time commitment)*

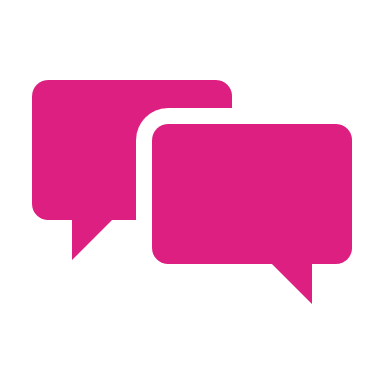
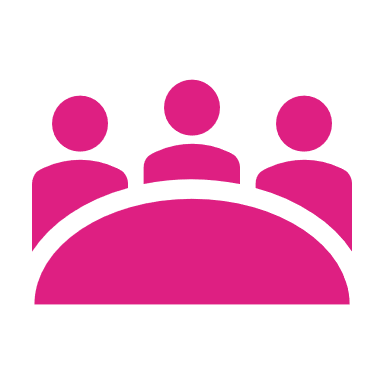


**Communication**

**planning**

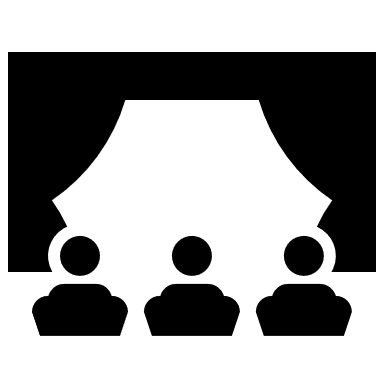
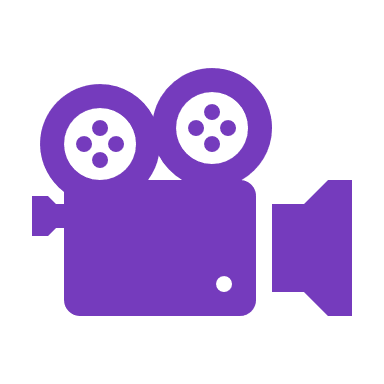
**Charity engagement**

**Develop a business Case**



**Presentation development**

**Class / semi finals**



**YPI Showcase**

**Extend the impact – Supporting a legacy relating to skill development and community engagement**

**Part one: Understanding social issues and my local community**

*(15% programme time commitment)*



**Finalist presentation refinement**

**Research social issues**

The YPI Lead is responsible for developing a clear programme timeline, which is to be agreed and shared across the delivery team. The following template is provided to support this planning process.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Part** | **Programme Milestones** | **Curricular Delivery** | **Cross-curricular links** | **Dates** |
| **Part one**:  Understanding social issues and my local community  (15% programme time commitment) | Student launch |  |  |  |
| Understanding social issues | *e.g. Delivery through RMPS, with links to values-based education* | *e.g. Modern studies and PSHE to deliver lessons focused on social issues and the local community.* | *e.g. To be completed by 20 September* |
| Establishing teams |  |  |  |
| Teams to select social issue |  |  |  |
| **Part two:**  Exploring the third sector  (15% programme time commitment) | Charity research |  |  |  |
| Shortlisting eligible charities |  |  |  |
| Team project planning |  |  |  |
| **Part three:**  Charity selection and active research  (35% programme time commitment) | Communication planning |  |  |  |
| Charity engagement – initial contact |  |  |  |
| Charity engagement – interview, contact, face-to-face meeting |  |  |  |
| Development of a clear business case |  |  |  |
| **Part four:**  Presentation development and YPI showcase  (35% programme time commitment) | Presentation development – including creative product |  |  |  |
| Class / semi finals |  |  |  |
| Presentation refinement and YPI showcase planning |  |  |  |
| YPI Showcase |  |  |  |
| **Post-programme** | Plenary activity – focusing on skills development and legacy |  |  |  |

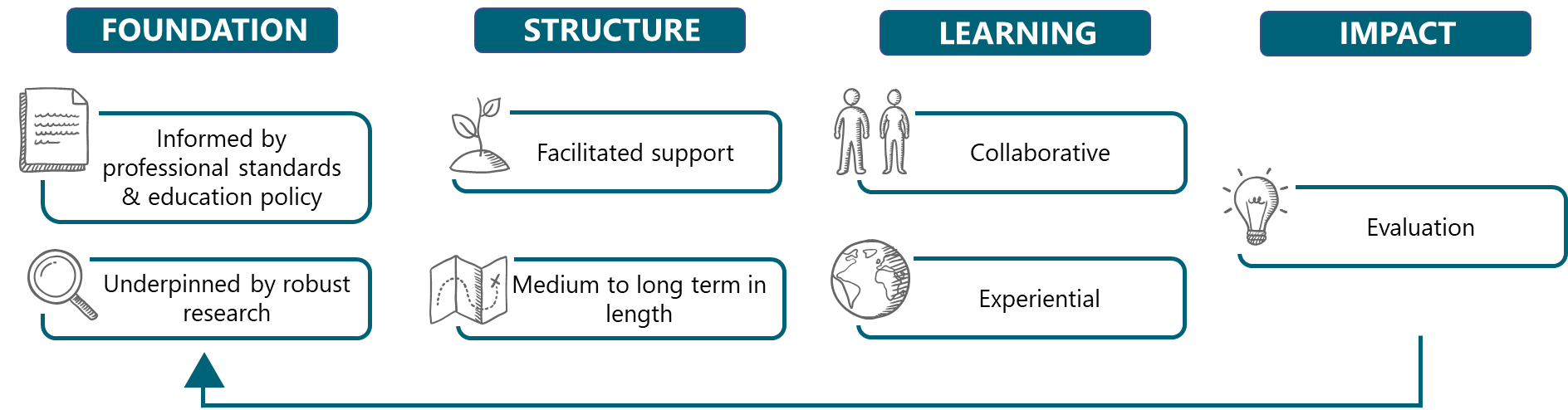
Professional learning

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

Through the facilitated support structure, we work in partnership with practitioners to empower them to consider how their teaching practice and pedagogy ensures the most impactful programme delivery for their students, thus providing a rich and varied development opportunity.

We organise practice sharing events, alongside regional and national opportunities to support practitioner-led collaboration and development. These provide forums for practitioners to evaluate the impact of their YPI programme within their schools.

The Wood Foundation’s programmes of professional learning are developed with the following design principles:

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Questions to consider:

* What skills do teachers use throughout the delivery of YPI?
* Are professional learning opportunities through the delivery of YPI known among staff?
* What do your teachers learn from delivering YPI and how do they reflect upon and capture this?
* Has your school worked with any other schools to share learning regarding the YPI programme?
* Have your teachers attended any YPI organised events? If yes, what did teachers learn at the events?
* Do teachers work together to identify and plan professional learning opportunities?
* Do teachers use their expertise to create professional learning opportunities with their peers?

National partnerships

We work with a range of likeminded partners including:

[](https://young.scot/membership)[](https://www.awardsnetwork.org/)[](http://www.e-sgoil.com/)[](https://www.iwill.org.uk/)

Young Scot

[Young Scot](https://protect-eu.mimecast.com/s/kBaaCmEEZTGD7hGFS0R?domain=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).](https://protect-eu.mimecast.com/s/CxzkCnzz5tQj1IJd146?domain=young.scot/)

Young Scot have a national partnership with YPI which celebrates and recognises the contributions of young people taking part in the YPI process: **1000 points awarded** to all those who have taken part over 12 periods.

The Young Scot Rewards points codes will be sent via email to the YPI Lead following their school final. These can then be distributed to students to enable them to benefit from this opportunity.

[Young Scot Rewards](https://protect-eu.mimecast.com/s/pWLMCq22xUGlxhNaeO7?domain=rewards.youngscot.org/) 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 like participating in YPI. These points can then be exchanged for 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 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 people can sign to Young Scot Membership by heading to https://membership.young.scot/home/. For a guide on signing up watch this handy [step by step video.](https://young.scot/get-informed/national/a-step-by-step-video-to-signing-up-for-young-scot-membership)

Recognising that the coming year may not be business as usual, our close and collaborative partnership with each YPI school is vitally important. The Wood Foundation’s interventions in support of programme delivery will draw upon remote and digital communications, only reverting to in-person support in conjunction with advice from government, local authorities and schools. The following aims to provide some insight into how to maximise the impact of the programme during the 2021/22 academic year:

Programme Development Session

Programme development sessions can be delivered in person or virtually by your YPI Regional Facilitator in line with the [PDS Guidance Note.](https://ypiscotland.org.uk/educator-zone/)

Questions to consider:

* How can all relevant staff engage in PDS discussion – Lead, member of Senior Leadership Team (SLT), new and existing delivery teachers?
* What is the preferred online meeting platform for the school and/or local authority? We advise that the school sends the appropriate online meeting link to the Regional Facilitator, as we have found that this is the best way to ensure compatibility. It is also good practice to have a test call to identify any problems with connectivity.
* What back-up options are available if the video call fails? Although video conferencing is preferred, a conference call is also acceptable.

Launch

The YPI launch process has been adapted to fit constraints presented by Covid-19. The launch timing and structure will be discussed and agreed with your school’s YPI Lead working closely with the Senior Leadership Team. To complement and enhance this process, a YPI student [launch video](https://vimeo.com/443361458) has been developed to excite your students about the opportunity to engage with YPI. This video is designed to be supported by our detailed launch presentation [PowerPoint](https://ypiscotland.org.uk/educator-zone/) and [guidance](https://ypiscotland.org.uk/educator-zone/).

Questions to consider:

* Will the launch be delivered by a number of staff from across the school? How can you support consistency of messaging? The new YPI launch resources and guidance aim to support consistency in approach. Where possible, you may also be able to draw on an experienced member of staff for hints and tips.

Note: Your Regional Facilitator will provide guidance relating to the delivery of the launch during your PDS.

Third sector engagement

Teams can be supported to engage with charities digitally while social distancing and / or visitor guidelines are in place. In the interest of equity, the explicit expectation around charity visits and in-person contact will be removed from the YPI judging criteria for 2021/22. Where possible and in line with local and national guidance, a return to in person contact with charities is encouraged as the 2021/22 academic year progresses.

Questions to consider:

* How can you best support all participating students to engage with their chosen charity over the phone or via online discussion and collaboration? Are there any considerations relating to computer access/IT?
* Are there any considerations relating to risk assessment, school policies or permissions when students are using online video conferencing?
* How can students utilise this experience within their presentations? For example, students may wish to record a video call which can then be used to support their final presentation - ensure they seek permission from the charity representative before doing so.

YPI Final Showcase

YPI Facilitators will work with school staff to develop the most effective context-specific solution for your school, investigating digital and blended delivery options for YPI Final Showcases should they be required.

If external guests are not advised to enter schools at the time of your YPI Final Showcase, your YPI Regional Facilitator can facilitate your Final remotely, providing the judges’ briefing and support for deliberation via video call. In this circumstance the school can select a mixed internal judging panel.

Questions to consider:

* What is current school, local authority and government policy on social distancing and external visitors to school at the time of the YPI Final Showcase? How can you maximise the impact and reach of this event within this guidance?
* How will you ensure that the YPI Regional Facilitator can provide online support for the Final Showcase? What are the technical and logistical arrangements required for this?
* What additional support will be required for students to deliver their presentations in the chosen format if this differs from the ‘usual’ YPI Final? Can we involve the school technician or support staff to assist?
* Could internal staff, YPI alumni or external stakeholders play a role in mentoring YPI finalists and enhancing presentations?
* How can the programme’s success and impact be profiled following the final?

We have analysed the learning from our 2020/21 programme delivery and in the event of a return to blended or online learning in 2021/22, we will work closely with you to leverage this experience and ensure continuity of programme delivery even in extenuating circumstances.

Launching YPI

Please note, the YPI launch process has been adapted to fit constraints presented by Covid-19. Read our [adaptation paper](https://ypiscotland.org.uk/educator-zone/) for more information on YPI in the 2021/22 academic year. We have created a [Launch Video](https://vimeo.com/443361458) with [guidance for teachers](https://ypiscotland.org.uk/educator-zone/) to deliver in-person or digitally to students.

Your Regional Facilitator will discuss with you how you can get the most from the launch. A multi-stakeholder approach enriches the introduction by demonstrating clear value, outlining what students can expect from the programme, and challenging them to engage and participate fully. You may wish to consider the following:

Planning and input

Each school launch event should be creative, interactive, and enjoyable, aligning with the school culture, ethos, and values. Input from a variety of stakeholders, in-person or via case study examples, including YPI alumni, charities and delivery staff results in an engaging session. An introduction from the Head Teacher or a member of SLT demonstrates high regard for the programme to both students and staff. Incorporating alumni and charities’ experiences provides students with a deeper understanding of the programme.

Attendance

If new delivery teachers can attend the launch it will provide the opportunity for them to better understand core programme expectations and milestones. Attendance from school staff spreads the messaging on purpose and impact of YPI throughout the school community.

Celebration

The student launch event kickstarts the YPI journey. It is designed to excite young people and encourages them to think about the social issues they care about and the difference they could make in their local school community.

Questions to consider:

* What creative approaches and resources can be used to engage students in the launch and create a sense of excitement and celebration?
* How can attendance and input from the Head Teacher or SLT have maximum impact?
* How could alumni students and charities input to the launch and share their experiences? This could be via case study examples or in person.
* How can you maximise engagement from students? Ask your Regional Facilitator about the option of delivering an extended launch session.
* How can you prepare students to engage fully in the session?
* How can the launch get young people thinking about their communities and asking questions?

The YPI Maximising Impact Session is a newly established core feature of the YPI Scotland support structure for 2021/22. It is designed to help you to make the most of YPI in your school and support continuous improvement.

We will work with you to explore the best time, fit, attendees and structure for the session depending upon your delivery model and timeline. Guidance and further details regarding this session can be found in the [Educator Zone](https://ypiscotland.org.uk/educator-zone/).

Prior to the session, please consider the aims and objectives for YPI participation as listed in your school’s Participating School Commitment for 2021/22 and the priority(s) for programme development identified with your Regional Facilitator in your PDS meeting.

Questions to consider:

* Why is YPI embedded in your students' timetable? What do you think are the key learning experiences that will benefit students? Would your students agree? If not, how can you bridge this gap?
* How does YPI align with your skills pipeline and wider educational priorities? Consider the following: IDL opportunities; faculty/school improvement plans; skills profiling/DYW.
* How could you draw upon partnerships to maximise the impact of YPI in your school?
* What support is in place for young people who require additional support or are less engaged with the programme to ensure they gain maximum value from the experience?
* Where could other staff and teams contribute to the positivity of YPI within your school?
* What does a creative and impactful YPI presentation look like to you, and how can this be elevated to gold standard?
* What do you consider to be successful outcomes of YPI based on your school context?
* How are you measuring these and what is the information telling you about possible future areas of focus or development?

YPI provides a framework for young people to better understand their own community, the level of work charities do for the community, and the reliance there is on the third sector. That is why YPI places an emphasis on identifying community-based, local, grassroots charities; charities that are born and developed as a reaction to the specific needs of each individual community.

While some small charities have a local profile, they can lack the resource and operational structure that larger charities. Students can be supported to identify local charities by:

Third Sector Interfaces (TSIs) are an excellent source of information on 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. This will allow you to:

* 1. Access information about local charities through experienced staff and their local database.
  2. Gain a better understanding of the charitable sector in your area.
  3. Develop a meaningful partnership for subsequent work and ongoing volunteering.

For information on your local TSI please visit: <https://www.gov.scot/publications/third-sector-interfaces-contact-details/>

The Office of the Scottish Charity Regulator (OSCR) is the independent regulator and registrar for all Scottish charities. The OSCR website holds a wealth of information about all 24,000 registered Scottish charities, in addition to an excellent and up-to-date data base. It is a YPI requirement that every charity involved in the programme is OSCR-registered. Visit [www.oscr.org.uk](http://www.oscr.org.uk) to ensure eligibility.

School & community resources including libraries are an exceptional source of information. Of particular relevance to YPI charity research is the local press and media archives. Local press 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 is a host of approaches to identify local charities. Local GP surgeries, hospitals, sheltered housing and care home complexes, churches, Community Learning & Development Teams, youth clubs, and sports centre will have charitable links and partnerships. It is also important to encourage young people to engage with friends and family.

“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.”

Charity visits

The 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.

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 strengthened and they will be more likely to see the importance of supporting their local community. Please read our [adaptation paper](https://ypiscotland.org.uk/educator-zone/) to find out how meaningful engagement can continue while social distancing protocols remain in place.

Supporting students’ charity selection

Some well-known charities communities receive more than 10 requests a term for visits. Many can accommodate and will be keen to do so to raise awareness of their cause. However, some simply do not have the capacity to manage all requests. We recommend that students spend time considering a number of charities and do not quickly choose the most popular charity in your community, or the first search engine result when researching the social issue. Have your students dig deeper and investigate back-up selections in case their chosen charity is unable to be engaged and support groups.

Supporting students’ preparations for charity visits

* Research and preparation – This is central to supporting future charity visits. The research process ignites the spark of interest and personal connection that will support visits and, potentially, future volunteering. An effective research process makes the visit more meaningful by establishing a named point of contact, confirming the charity’s credentials through OSCR, and exploring the charity’s local media profile. For more detail, see [Student resource 17: Contact your chosen charity.](https://ypiscotland.org.uk/educator-zone/)

Empower 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. Communicate with parents/guardians about YPI as this may generate additional support. [See Appendix one: Sample letter to parents](#T1_Sample_Letter_Parents).

Supported or supervised charity visits – These have proven to be successful at many schools. This approach relies on an appropriate support structure being put in place which may not be in possible for some schools. Therefore, when considering supported student charity visits it is important that plans are both realistic and sustainable. Perhaps senior students could support lower years as part of an existing peer support or mentor framework. In a similar way students or newly qualified teachers may be keen to get involved to broaden their experience (e.g. teacher mentors allocated to one or two 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. at school, the community library, local offices etc). A great deal of insight can come from charity visits of this nature, particularly when a charity site visit may not be appropriate. Charities and other community partners want to engage with schools, and YPI provides an ideal framework.

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 more than £5m 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 of charity employees and volunteers 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 responses 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.

If a charity contacts you with a concern, please get in touch with us at [ypi@thewoodfoundation.org.uk](mailto:ypi@thewoodfoundation.org.uk) so that we can support you in addressing charities’ questions.

Questions to consider:

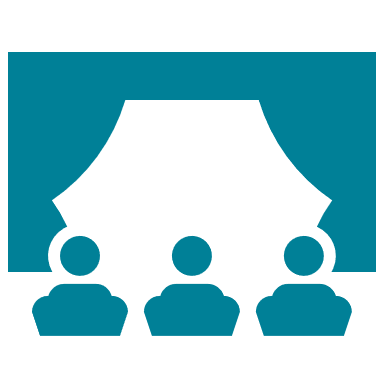
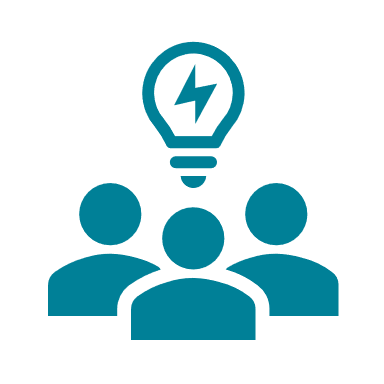
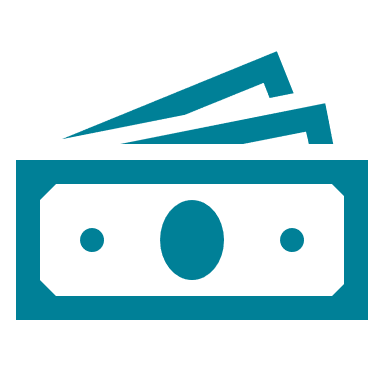
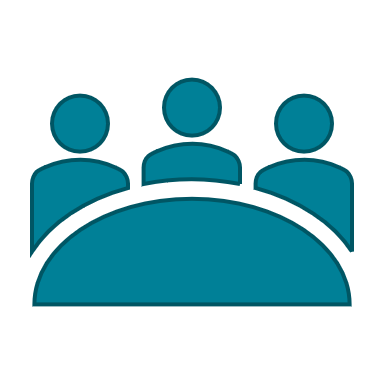
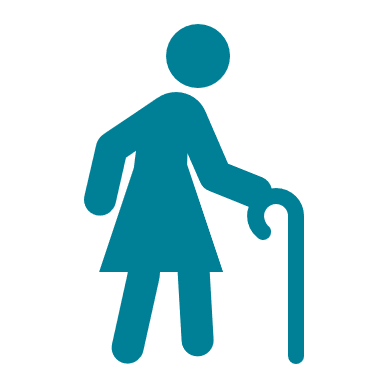
* How do you support young people to approach a charity for the first time?
* Does the school engage with charities and parents to ensure the expectations of the YPI programme are widely understood?
* How can you best support young people to visit their charity in person? If this is not possible, how could you support them to develop meaningful contact with their charity?
* What support is in place for young people who require additional support or are less engaged with the programme to ensure they gain maximum value from the experience?
* Are your young people more aware of career and volunteering opportunities within the third sector as a result of YPI? How can you build on this as they progress through the school?
* Do you solicit feedback from charities your students have engaged with via YPI? How does this feed into your continuous improvement process?

Creativity

The development of creativity skills is essential in preparing learners for the future. Creative learners and thinkers are inquisitive, open-minded, harness imagination, and can solve problems effectively. Students can be supported throughout YPI to develop such skills, the culmination of this being the delivery of a creative product to showcase.

We want students to use their creativity throughout the YPI process. We want practitioners to ask themselves: how can what we do and achieve through YPI have a lasting impact on our students, school, and community?

Below is a fantastic example from a school in Glasgow City:



This example demonstrates how a real-world context for learning, combined with empowered students can be transformational in terms of learning, engagement, and the wider positive outcomes for both the school and community.

Beautiful Work

We would recommend you take the opportunity to read Ron Berger’s explanation of Beautiful Work and consider how this relates to YPI - <https://my.pblworks.org/resource/document/beautiful_work>

Questions to consider:

* How can YPI be used as a platform for young people to explore and develop an output or product that could have a lasting impact on their charity or social issue?
* How can students be supported and empowered to lead their learning through YPI?
* How could students be supported to deliver ‘beautiful work’ through YPI?
* How can the work completed by students during YPI be shared with relevant partners and the wider community, extending beyond the classroom and the school’s Final Showcase?

Your YPI Showcase is the culmination of the programme. It is an event that not only serves as a platform for the most passionate and engaged teams to present and secure a substantial grant for a deserving charity, but the YPI Showcase 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. The YPI Showcase will conclude your students’ time with YPI as an unforgettable introduction to philanthropy. Please read our [adaptation paper](https://ypiscotland.org.uk/educator-zone/) for considerations pertinent to the 2021/22 academic year.

You may wish to consider the following, all of which can be options during a virtual or in person event:

Invite a wide audience: When possible, it is a good experience for students in other year groups to attend the Showcase as an audience, virtually or in person. 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 Showcase be the full participating year group of students. Attending the Showcase 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 SLT presence; extend an invite to parents/carers; and contact special guests (e.g. local Councillor, Lord Provost, School Chaplain, Parent Council). 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 Showcase. We have seen examples of students raising money through bake sales, parent councils earmarking funds, and schools including YPI in their annual giving strategy.

Engage non-finalists: When a student does not make it to the Showcase 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 Showcase, by giving non-finalists a role for the day. This could entail:

* 1. Create a charity information board or poster competition to coincide with the YPI Showcase which all students contribute to. This provides additional profile for all charities involved and social issues represented.
  2. 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:

* 1. Invite the school band to play a short set.
  2. Invite the drama club or cast of the school play to perform a scene or improv set.
  3. Invite a guest speaker to give a short talk on a relevant social issue.
  4. Plan an educational game related to a relevant social issue, or large group activity for the audience.

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 Showcase.

YPI Showcase: Preparation checklist

|  |  |
| --- | --- |
| To-do | Complete |
| Choose a date and time which will ideally allow a large audience of students & other guests to attend the event and discuss and agree this with your YPI Regional Facilitator in advance to ensure they are available. Plan this date into the school calendar as early as possible. |  |
| Book the necessary AV equipment and venue (i.e. school auditorium, city venue, library or community hall). |  |
| Arrange for students, teachers, administrators, staff, community members, finalist charities and parents to attend the YPI Showcase. - See [Appendix two: YPI Showcase invite templates](#T8_YPI_Final_Invite).  *(If your school expects to have local media representatives at the event, let your YPI Regional Facilitator know, and refer to the* [*press release template*](https://ypiscotland.org.uk/educator-zone/) *on our website)* |  |
| Arrange your judging panel. This panel should be three to five people, with a mix of external and internal representatives such as School Captains, YPI alumni, teaching staff, Head Teacher, community representatives, local business partner, school chaplain or a community learning and development or parent council representative. |  |
| 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. |  |
| Determine the private room where your judging panel be briefed prior to the Final and will deliberate following the presentations. |  |
| Decide who will be the master of ceremonies. You might choose students, or the YPI Lead or a local activist or philanthropist. Ensure those selected for this role and well prepared and practiced in advance. |  |
| Ensure you have all the resources needed for your YPI Final:   * Digital camera * AV equipment * Copies of YPI judging pack for the panel and judging sheets for each group * Grant Request Form printed (one copy) |  |

How to run a smooth YPI Showcase:

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

1. Tech check
   1. Ensure that all teams have checked any AV, PowerPoint and web links that they will be using during their presentations, and that it is all ready to go on a single USB drive or saved to a desktop.
2. Judging panel
3. The YPI Regional Facilitator will require a quiet room to brief the judging panel.
4. Please ensure there is a copy of the judging pack for each judge.
5. Provide each judge with sufficient copies of the Appendix 4: [judging sheet (one per pre](#T9_Presentation_Judging_Sheet)senting team) This is located within the judging pack.
6. Introduce the Showcase (suggested speaking points)
7. At the beginning of the event, the master of ceremonies can take the opportunity to introduce themselves, highlight how YPI aligns with the school’s culture and ethos 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](https://vimeo.com/207319665) video also works well after this point, as an introduction.
8. The master of ceremonies should 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. Although it is good practice, it is recognised it is not always possible for students to have charity representatives attend the YPI Showcase.
9. Judges’ deliberation and entertainment
10. When all of the presentations are over, invite the judges to the room where they will deliberate. Your YPI Regional Facilitator will support this process.Entertainment for the audience is a good idea for this intermission. Could the Home Economics department also support refreshments?
11. A winner has been chosen
12. When the judges have chosen a winner, the name of the winning charity will be written on a large YPI presentation cheque provided by the YPI Regional Facilitator.
13. Determine who will announce the winning charity. This could be a member of the judging panel or 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 and student team was selected instead of another. Encourage judges to provide brief positive comments for all finalist teams.
14. Decide who will deliver a thank you speech – this is an opportunity to recognise everyone that made the process possible – YPI Lead, delivery team, school, community, business, and third sector partners. It also provides the space to highlight that although there is one winner, each and every participant will have played a vital role in raising awareness about important social issues and charities in the local community.
15. Your Regional Facilitator will complete the [Grant Request Form](https://ypiscotland.org.uk/educator-zone/)
16. You may want to profile your YPI Showcase and the work of your YPI students more broadly through social media, local press, through the school website or community bulletins.
17. Remember to take photos of the winning team with the cheque, as well as a few shots of all the finalists together to celebrate their work.



Questions to consider:

* How is the Showcase promoted internally and externally?
* To what level is your YPI Showcase valued by staff across the whole school?
* Are the whole delivery team enabled to attend the Final Showcase and see the culmination of students work?
* Could internal staff, YPI alumni or external stakeholder play a role in mentoring YPI finalists and enhancing presentations?
* Could the YPI Showcase be led and coordinated by students as a leadership opportunity?
* How are wider school staff involved in the final? i.e. support from music, home economics, drama creating a sense of occasion.
* Could YPI alumni or a previous recipient charity share insight into the impact or legacy?
* How are the achievements of the students celebrated following the final? Acknowledgement in award ceremonies, newsletter, or social media?

Skills legacy

YPI has greatest impact when it is embedded within the school as part of a progressive skills and citizenship curriculum. Critical to this is the planned and structured approach to role of YPI in supporting students to meet relevant benchmarks in areas including teamwork, independent enquiry, creative thinking, and reflective learning.

Consider how students can:

* Reflect on their YPI experience in a structured way – see example plenary session within the [Delivery Resource.](https://ypiscotland.org.uk/educator-zone/)
* Consolidate what has been learned over the course of the project including skills and experiences and, most importantly, support students to understand how these can be applied in future. How might this feed into skills profiling?
* Commit to future action and engagement in their community. Challenge students to consider how they can continue to develop essential skills for learning, life, and work.

Alumni engagement

YPI is designed to be 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 will likely find that they will support you back: alumni can be a great resource for you and your current YPI students.

Here are some additional ideas for supporting alumni engagement:

* Supporting continued charity engagement: How does YPI feed into the wider charitable activities and volunteering opportunities within the school? Students could share their YPI presentation with staff members or the public at other events, volunteer, help with fundraisers or other events, write blogs 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 alumni are assigned to each new team as mentors – is there an existing peer support or mentoring framework at your school that you could tap into?
* Give alumni leadership roles during the Showcase:Having YPI alumni help plan or act as Master of Ceremonies at your YPI Showcase 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 Showcase, 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.

Building Partnerships

Business and community partners can add value to the YPI programme in a number of ways, including:

* Contribute to a mentoring programme which further supports young people participating in YPI, adding value to the learning experience. This provides an opportunity for partners to engage with the local community while also providing a professional development opportunity for staff.
* Attend or even sit on the judging panel at your YPI Showcase.
* Support sponsorship of the minority contribution of the YPI grant, which all schools in year four and beyond have responsibility for\*. This money will be awarded to a charity which students have advocated on behalf of, supporting youth-led and devolved grant-making in the local area.

See [Appendix 3: Business partnership letter template](#business) which can be used to support communications with prospective partners. Please feel free to amend this template to suit your communication style and unique school context, while retaining the key facts and information about the YPI programme.

*\*From fourth year of programme delivery, schools take responsibility for a minority portion of the YPI Grant. Through contributing £250 or £500, there is an enhanced level of programme ownership within schools. School partnership funding can be a real opportunity to add value to the overall programme, whilst supporting targeted local giving.*

Raising your YPI 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. You can make use of internal newsletters and websites to showcase YPI.
* Local media:One great way to get even more people engaged in YPI is to reach out to the local media. Your students are doing amazing work – identifying needs in your community, working with local charities, and directing £3000 to a worthy cause. You can reach out to the local media in many ways. Most will have contact information available on their website. Send an email inviting a journalist and/or photographer to attend your YPI Showcase. We’ve included a template for this in [Appendix 2: YPI Final Invite Templates](#T8_YPI_Final_Invite), and you can also download an example [press release](https://ypiscotland.org.uk/educator-zone/) here.

Questions to consider:

* How well has YPI been aligned with and mapped against school wide priorities focused on skills and citizenship education?
* How does feed into a progressive skills curriculum?
* Is a plenary session delivered to students and staff to allow self and team reflection on the process?
* How could YPI alumni be supported to continue their engagement either with third sector organisations or the YPI programme within the school?
* How could you raise the profile of YPI both within the school and with external partners?



Appendices

Operational Manager and Principal Funder  
of YPI in Scotland



School Name/Address

Parent/Guardian Name

Address/Email

Dear Parent/Guardian:

This school year your child will be taking part in the Youth and Philanthropy Initiative (YPI).

YPI is an active citizenship initiative which empowers young people to make a difference in our community. They will learn about the needs of **INSERT AREA NAME** and the role they can play, while developing key skills through a real-life learning experience.

Students will work in teams to research the needs of our community and identify a local social issue they care about, and a 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 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 secure our school’s £3000 YPI grant. The Wood Foundation is the operational manager and principal funder of YPI, *and in* ***REGION*** *it is supported by* ***FUNDING PARTNER.*** *[Please note that we do not have a funding partner in every region - see our* [*website*](http://www.ypiscotland.org.uk) *to find out if there is one in your region.]*

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

We are excited to be one of more than 250 schools across Scotland to be participating in YPI and hope that you will fully support and encourage your child in researching and visiting a local charity. More information about YPI can be found on [www.ypiscotland.org.uk](http://www.ypiscotland.org.uk).

Yours faithfully,

YPI Lead / Head Teacher / DHT

Guest Judge Invite Template

School Name/Address

Guest Judge Name/Address/Email

Dear Guest Judge,

Re: Invitation to judge at the **NAME OF SCHOOL** YPI Showcase

I am writing to invite you to our Showcase event of the Youth and Philanthropy Initiative (YPI) at **NAME OF SCHOOL** at **DATE AND TIME**. YPI has positively engaged secondary school students across Scotland and awarded more than £5million to local, social service charities since it began in 2008.

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 local charities they believe are best placed to tackle an issue they are passionate about. At the YPI Showcase, finalist teams 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 and exciting occasion as one team will be awarded £3000 to grant to their chosen charity.

I would like to invite you to be part of the judging panel at this event and help select the winning team who will win £3000.

I hope you will be able to attend this event and sit on the judging panel. The students are looking forward to sharing important information about charities and local social issues which they have become passionate about.

I look forward to hearing from you,

YPI Lead

Press invite template

School Name/Address

Press & Media Name/Address/Email

Dear Press & Media contact,

Invitation to **NAME OF SCHOOL** YPI Showcase

I am writing to invite you to our YPI Showcase on **DATE** and **TIME**.

Students at our school have recently taken part in YPI. In teams, they have been researching social problems in our community and creating engaging and persuasive presentations on local charities they believe are best placed to tackle these issues. At the YPI Showcase, finalist teams 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 and exciting occasion as one team will be awarded £3000 to grant to their chosen charity.

YPI has positively engaged secondary school students across Scotland and awarded over £5million to small, local, social service charities.

We would be delighted to welcome you, or a representative, along to join our celebration. Should you be unable to attend, I would be happy 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. For more information on the programme, please visit [www.ypiscotland.org.uk](http://www.ypiscotland.org.uk).

We look forward to hearing from you and would be happy to provide a photograph following our YPI Showcase.

Yours sincerely,

YPI Lead /Head Teacher / DHT

General invite template

School Name/Address

Guest/Parent Name/Address/Email

Dear Guest/Parent,

Invitation to YPI Showcase at **SCHOOL**

I am writing to invite you to our YPI Showcase at **DATE AND TIME**. YPI has positively engaged secondary school students across Scotland and awarded more than £5million to small, local, social service charities.

In teams, our students have researched social issues in our community and created engaging and persuasive presentation on local charities addressing these. At the YPI Showcase, finalist teams 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 £3000 to grant to their chosen charity.

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

School Name/Address

Business or Partner Name/Address/Email

Dear **CONTACT,**

I am writing regarding an exciting opportunity to partner with us in **NAME OF SCHOOL’s** Youth and Philanthropy Initiative (YPI). Managed in Scotland by The Wood Foundation, YPI is a unique citizenship programme focused on empowering young people to make a difference within their local community while developing vital skills for learning, life and work.

**NAME OF SCHOOL** has been involved in YPI for the past **NUMBER** years and has proudly awarded **£AMOUNT** into the local community through our participation in the programme. As part of our **DELIVERY SUBJECT(S)** curriculum, all Year Group students participate in YPI, each year taking responsibility for directing a £3000 YPI Grant to a local charity through a structured programme of teamwork, research and competition.

This year we are keen to work alongside like-minded local partners to further enhance this project. Opportunities include:

* Working with us to develop a mentoring programme which further supports young people participating in YPI, adding value to their learning experience. This is a great opportunity to enhance your community engagement while providing a personal and professional development opportunity for your team
* Being a judge at our YPI Final
* Supporting our school through sponsorship to fund our minority contribution of our annual YPI Grant (£250), which will be awarded to a local organisation helping our community.

Your role as a key partner of our YPI programme would be duly recognised and profiled and we would be keen to explore further opportunities to enhance our relationship with your organisation.

Across Scotland, The Wood Foundation’s YPI programme will be delivered in more than 250 Scottish secondary schools during the 2021/22 academic year. Over 30,000 young people will take part, directing grants to locally focused charities across Scotland. We would be delighted if you could play a role in these efforts in Region.

To discuss how you could support this fantastic initiative, please contact **LEAD NAME** / **SMT LINK NAME** and **CONTACT INFORMATION**.

Thank you in advance and I look forward to hearing from you.

YPI Lead / Head Teacher / DHT

Charity name: Social issue addressed:

To be eligible for a YPI grant, a charity must OSCR-registered, positively impact the local community, and provide social services directly to people. Does the charity meet the YPI grant requirements? Yes No Not clear

**Note**:

Presentations should be between 8-10 minutes in length.

All team members should be actively involved in the presentation

Videos used in presentations should be original creations by students. Limited use of professional and charity-produced media is permitted, but whether their use was effective will be at the discretion of the judging panel.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Very  Effective | Effective | Somewhat Effective | Not  Effective | Not  Present |
| **Knowledge and connection** | | | | | |
| Connection to and knowledge of the social issue |  |  |  |  |  |
| Knowledge of chosen charity and services provided – positive outcomes for local community |  |  |  |  |  |
| Evidence of engagement with the charity |  |  |  |  |  |
| **Passion** | | | | | |
| Passionate case for why their social issue and charity are important |  |  |  |  |  |
| Explanation of how they were personally impacted by their experience |  |  |  |  |  |
| Explanation of how they have used/will use their skills and/or time to do something helpful |  |  |  |  |  |
| **Business case** | | | | | |
| Clarity on how the £3000 will be used including the LOCAL impact – specific & measurable |  |  |  |  |  |
| **Presentation skills and creativity** | | | | | |
| Effective and well-structured presentation |  |  |  |  |  |
| Creative elements to the presentation |  |  |  |  |  |
| Speaking with clarity and enthusiasm, using eye contact & body language effectively |  |  |  |  |  |
| Overall impressions/notes: | | | | | |