

Delivery and Embedding

During the session discussions were focused on where YPI sits within a wider pipeline of activity and how it is/can be embedded.

This included:

- The importance of finding a delivery model that adds most value to students, staff and the wider community.
- The importance of buy-in from school senior management in realising the ambition for the programme and in supporting continuous improvement.
- Exploring where YPI compliments wider school activity and how schools might build upon their YPI experience to support programme embedding. Examples included:
 - The aligning of YPI with school-wide activity focused on Developing the Young Workforce (DYW)
 - YPI as a pathway into sustained charity contact and volunteering.
 - Alignment with additional accreditation such as the Religion, Beliefs and Values SQA Award.
 - Alignment with award frameworks including Saltire Awards and Duke of Edinburgh Awards.
 - IDL approaches to YPI supporting wider programme embedding.
 - Benefits associated with informal involvement of wider school staff in support of programme awareness raising and embedding. Examples included staff volunteers judging class semi-finals or mentoring finalists.

Third Sector Engagement

It was identified that charity engagement, specifically charity visits, can be a pivotal point in the programme supporting enhanced buy-in and passion from students. Leaving the classroom behind provides students with an experiential learning opportunity and supports the development of key skills including leadership, independence and communication. The output from the collective wisdom task can be found on the following page.

Lasting Impact and Alumni Engagement

The vision for YPI remains one that is focused on lasting impact and change to the young people participating, schools delivering and third sector organisations engaging with the programme. We discussed:

- YPI as a platform for students to better understand the third sector and the diverse range of volunteering opportunities and career pathways available.
- The role that Alumni can play in supporting the programme, including mentoring and how this might align with Leadership opportunities and qualifications.

Presentations

The following video was referenced during the session: [Marnie Laidlaw's YPI presentation](#).

Outputs from the session

Over the next two pages you will find the outputs from the collective wisdom task, and Maximising Impact Discussion.

Both the YPI central team and your Regional Facilitator, [Kenny McKeown](#), are on hand to support the programme and we look forward to building on our partnership in the 2022/23 academic year and beyond.

Maximising the impact of YPI**Collective Wisdom Task: Supporting and enhancing charity engagement through YPI****Students are too young to travel to charities themselves / geography or policies make visits challenging****Proposed solutions:**

- Parental engagement and consent – Inform parents about the programme value, expectations, and process / ask parents to support charity visits / send a letter of responsibility to parents.
- Identify students who may require additional support to visit their charities either in or out with school time. This may include support with finances or logistics.
- Secure time in school to conduct an afternoon trip where teachers, support staff, and volunteers are able to accompany pupils.
- Support or encourage visits to charities after school, at weekends, or during the holidays.
- Invite charities into the school to enable initial contact – marketplace style or speed dating.
- Make use of digital platforms, if in-person visits or meetings are not possible.
- Ensure risk assessments are completed.

Other teachers within the school don't want students missing classes to visit charities**Proposed solutions:**

- Involve as many subjects as possible in the YPI process – school-wide awareness, buy-in and engagement.
- Emphasise the value of the process in assembly time and staff meetings – communicating how it aligns with school priorities.
- Support and encourage visits out-with school time (parental buy-in).
- Consider where YPI classes are timetabled – at the end of the day or before lunch break.

My students are too young to volunteer after YPI. How do we maintain their enthusiasm?**Proposed solutions:**

- Use YPI alumni as mentors to enable them to build on their experience within the school
- Explore links from YPI to the charities committee within the school
- Encourage students to use their voice and raise awareness in other ways – fundraising, presentations at assemblies on the social issue and/or charity

Students are frustrated by the lack of communication or capacity from charities

- Support students to be consistent - start with an email, then follow up with a phone call.
- Where multiple teams have chosen the same charity, support students to arrange coordinated visits.
- Use this as a learning opportunity to explore the capacity of third sector organisations – pre-conversations or crib sheets to build their resilience.
- Arrange a charities fayre as a chance for students to engage with third sector organisations in the first instance
- Phone calls are more often successful than emails.

My students don't really engage with the charity, I have to prompt every question**Proposed solutions:**

- Pre-engagement sessions to build confidence
- Mock conversations lessons and preparing how to make a phone call. (Scripts are available in the Delivery Resource)
- Have students work with mentors in order to pre-prepare questions.
- A charity fayre can be a useful way to introduce students the charities and may make follow-up visits less daunting.
- Ensuring that students fully understand the value and purpose of the YPI process and the impact that winning the grant could have on them.
- Have one-to-one conversations to understand students' personal interests.

Curricular embedding

What is working well:

- Links with other curricular areas – formal and informal involvement
- Aligning YPI with a skills pipeline

Even better if:

- Cross curricular and IDL approaches to YPI supporting wider programme embedding
- Wider staff awareness and understanding of the programme
- Opportunity to remove time restrictions or to have increased flexibility throughout the process
-

Added value opportunities

What is working well:

- Links made to the SQA Religion, Beliefs, and Values award
- Alignment with Rights Respecting School

Even better if:

- Strengthen links to Saltire Awards
- Strengthening the pathway into sustained charity contact and volunteering.
- Alignment with other opportunities within the school - "joining the dots". For example, making links to literacy or other community engagement initiatives

Extending the impact

What is working well:

- YPI alumni involvement in Final Showcase (hosting, event coordination)
- Building on established links with charities.
- YPI alumni mentoring

Even better if:

- More structured mentoring opportunities (links to accreditation)
- Connecting YPI with other school projects and opportunities (DofE, saltire awards, volunteering, charity committee)



Wider school engagement

What is working well:

- Finding a delivery model that adds most value and aligns with school priorities
- Engagement, motivation, and enthusiasm from pupils
- Senior Leadership awareness and engagement

Even better if:

- More DYW links, business engagement
- More whole school awareness and involvement
- Mentoring using YPI alumni and senior students and/or staff
- Larger scale launch event with SLT, charity and alumni participation

Maximising creativity

What is working well:

- Sharing presentations success protocols (restricting content on slides).
- Encouraging students to explore ways to share their passion for the social issue and/or charity
- Teambuilding activities, bringing teams together at start of process
- Use of teachers from across the school to provide mentor support
- Building relationships with charities providing a solid foundation to build a convincing presentation

Even better if:

- Encouraging students to conduct a skills audit to identify creative strengths within the team.
- Using wider school staff (potentially including Expressive Arts, Drama, English, Computing) and external partners in supporting students with presentation development and creativity.

Powerful partnerships

What is working well:

- Communication with charities
- Ongoing volunteering with charities

Even better if:

- More DYW links, business engagement
- Parental involvement supporting charity visits
- Schools building on third sector partnerships established through YPI