YPI Scotland

Delivery Resource

Version two – August 2021

The YPI Scotland Delivery Resource supports teachers to deliver an impactful, structured YPI programme which empowers students to be active citizens through a powerful learning and teaching experience.

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, it has engaged more than 230,000 people who have taken responsibility for more than £5 million of charitable giving.

Professional learning

[](https://www.gtcs.org.uk/professional-update/professional-learning/professional-learning.aspx)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 ensure 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 school.

National partnerships

We continue to work with and alongside a range of likeminded partners including:

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

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 following their school showcase. Young people who have a card can [sign up to Young Scot Membership](https://young.scot/rewards) where they can redeem their points and access a range of opportunities, including exclusive YPI Rewards.

Successful delivery of YPI

YPI is most successful when there are clear frameworks within which students can develop their autonomy and take responsibility for their learning.

The YPI Delivery Resource 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

Each part details clear learning intentions, success criteria, links to skills and example content plans, as well as guidance on differentiation. Within each part reference is made to student worksheets which are housed within a student workbook.

* **Example content plans** are designed to be adapted to reflect school context, acknowledging the variance in curricular models and delivery year groups. They aim to provide guidance on the core delivery themes, and each content plan is likely to extend beyond one lesson.
* [**The student workbook**](https://ypiscotland.org.uk/educator-zone/) is an editable word document which also provides an adaptive framework from which schools can develop their YPI delivery materials ensuring they are fit for each individual context.

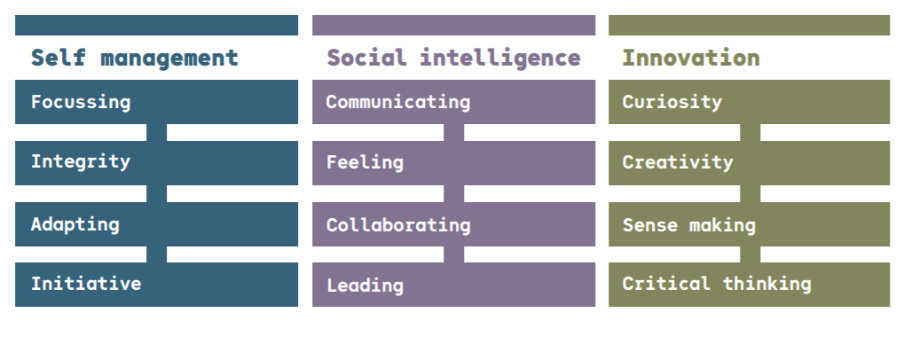
Skills framework

YPI is a real-world learning opportunity which brings the curriculum to life whilst developing essential skills for learning, life, and work. Throughout the resources 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 enable learners to both understand and articulate their development and how this feeds into their progressive skills journey.

The following icons have been used:



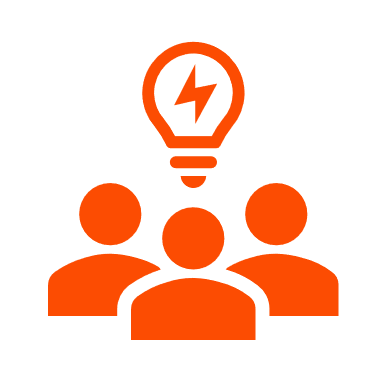
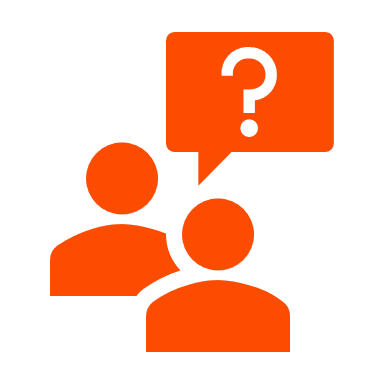
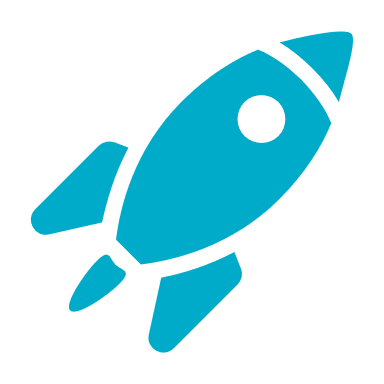
|  |  |
| --- | --- |
|  | **Self-management**: Taking responsibility foryour own behaviour and wellbeing.  **Social intelligence**: Awareness of others’ feelings, needs, and concerns in order to effectively navigate and negotiate complex social relationships and environments.  **Innovation:** The ability 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. (See Appendix 1: My WoW skills list).

YPI can be delivered to a broad age range (S2-S6), and through a number of different subject areas. As a result, YPI and our associated resources have been purposefully designed to be flexible in their use and application. The YPI Lead is responsible for developing a clear programme timeline, which will be shared across the delivery team.

This will include the following programme 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)*

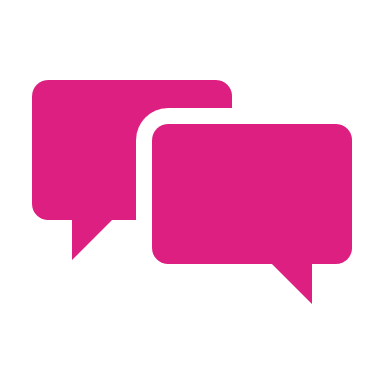
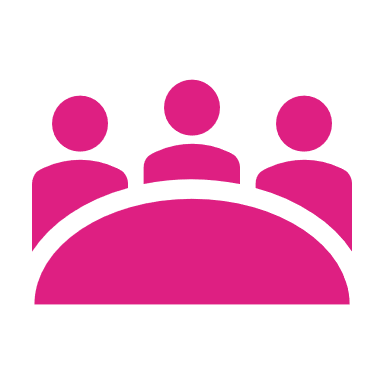


**Communication**

**planning**

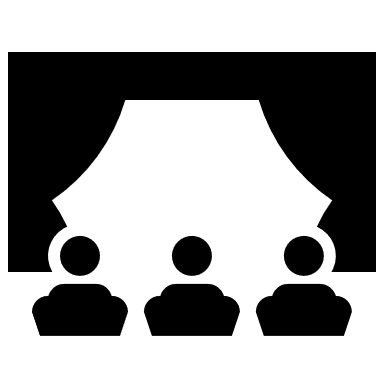
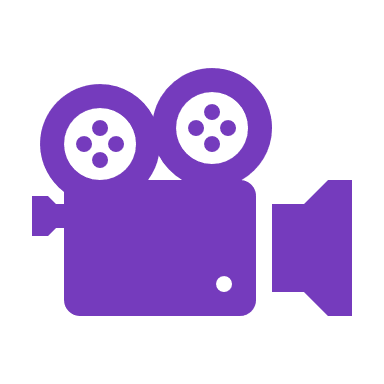
**Charity engagement**

**Develop a business Case**



**Presentation development**

**Class / semi finals**



**YPI School 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**



Student launch

Please note that the YPI launch process has been adapted to fit constraints presented by Covid-19. Read our adaptation paper, [YPI Adapts 2021](https://ypiscotland.org.uk/educator-zone/), for more information on YPI in the 2021/22 academic year. The launch timing and structure will be discussed and agreed with your school’s YPI Lead working closely with the Senior Leadership Team.

All launch resources, including a launch video, practitioner guidance and PowerPoint can be accessed at [www.ypiscotland.org.uk/educator-zone/](http://www.ypiscotland.org.uk/educator-zone/).

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.

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.

Maximising impact of the launch

* **Introduction from the Head Teacher or member of the Senior Leadership Team** - supports student understanding of why they are taking part and emphasises the value and esteem of the programme.
* **A brief input from a group of previous participating students** - demonstrates first-hand the impact of the programme on a peer-to-peer level.
* **Third sector input from a charity which has benefited from a YPI grant** (either in person or written/video testimony) - showcases the tangible local impact of YPI.

This multi-stakeholder approach to the launch 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.

Part one:

Understanding social issues and my local community



**By the end of part one students will have:**

1. Identified social issue/s that they will focus on throughout the YPI process
2. Formed teams and begun project planning

Part one: Learning intentions

* To revisit the launch and purpose of engaging in the YPI process.
* To understand what a social issue is.
* To understand the importance of teamwork for YPI.
* To select a social issue as a team to focus on for YPI.

Part one: Success criteria

* I can explain the benefits of engaging in YPI.
* I can explain what a social issue is and research different social issues in my local community.
* I can evaluate the qualities required for an effective team and discuss these with my YPI team.
* As a team, we can evaluate and reach a consensus on the social issue that we will focus on.

Part one: Skills

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Self-management** | | **Social intelligence** | | **Innovation** | |
|  | Developing a plan  Self-awareness  Understanding |  | Compromising  Respecting  Social conscience |  | Evaluating  Questioning  Researching |



Part one: Differentiation

Curricular focus:

* **Social Subjects and RME:** You may wish to put a greater focus on values-based education at the beginning of the YPI process. This will be particularly relevant if you are linking YPI with the [SQA Religion, Beliefs and Values award](https://www.sqa.org.uk/sqa/57042.html). *RME 3-05b / RME 4-05b / HWB 3-13a / HWB 4-13a*
* **Learning for Sustainability:** There are clear links between YPI and rights-based citizenship education.You may wish to explore links to [Scotland’s Sustainable Development Goals](https://globalgoals.scot/) & [The UN Convention on the Rights of the Child](https://downloads.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf?_ga=2.230380766.333522988.1589870949-629665136.1570538145). *HWB 3-09a / HWB 4-09a / RME 2-02b / SOC 3-17a*
* **Skills profiling**: How can you link YPI with the school’s wider skills agenda and skills profiling? Students could be asked to complete a skills profile pre- and post-YPI to reflect on their development.

Extension activities:

* **Social issues and the media**: What kind of articles does the local newspaper or online news forum include? What social issues are highlighted and is this representative? You could explore media bias within this exercise.
* **Root causes of social issues**: Expand the discussion on possible root causes and interconnected effects of different social issues. The discussion can be supported, for example, with case studies, or by comparing news articles.
* **Persuasive communications**: Ask teams to debate why they feel their social issue is the most pertinent within the local community. There is nothing like a debate to get students animated.
* **Creative and impactful messaging**: Ask teams to consider an impactful way to share one or two important facts about their social issue. To encourage creativity, PowerPoint and professional charity materials should be restricted. The class can vote on which was the most impactful.

Understanding social issues - Example content plan

YPI resources

|  |  |
| --- | --- |
| **Student workbook – 1. Part one: Introduction**  **Student workbook – 2. Social issues and social service charities**  **Student workbook – 3. Social issue – Diamond 9** | **Student workbook – 4. Social issue window**  Video content - [ypiscotland.org.uk](http://ypiscotland.org.uk/delivery-resources/videos/) |

Starter: Have students review the Student workbook – 1. Part One: Introduction

1. Connecting back: Introduce YPI to the class

* WHY? Let your students know why your school is participating in YPI this year. Take an opportunity to give them insight into what excites you as their teacher about the programme.
* WHAT? Outline the skills and awareness that they will develop through a combination of in-class learning and practical, hands-on experience in their community.
* HOW? Provide an overview of the YPI process, highlighting any key dates and deadlines.

Main

2. Think, pair, share

* Think: Ask students to think about what a social issue is? Can they give a definition? An example? Both?
* Pair: Ask students, with their shoulder partner, to share in 30 seconds what they thought a social issue was.
* Share: Anybody in the class can be called upon to share what their partner has said.

3. Class discussion

Social issues are problems in your community that prevent communities from working as well as they could, or problems that groups in society face. You may wish to refer to **Student workbook - 2. Social issues and social service charities**

* Brainstorm a list of social issues that affect your **local** community as a class.
* How are social issues interconnected with one another?
* Which local social issues are most important/troubling to the class?
* What is being done in our community to tackle these issues? Who is taking action?
* How do these social issues challenge the rights of people in our community? (e.g. homelessness challenges the right to housing: if this is a human right, why does it continue?)

4. Activity: Exploring social issues

There are a variety of ways that you can support students to discuss and prioritise the different social issues. The goal of this activity is to determine which social issues are important to individuals and teams. Example activities include:

* **Diamond 9**: Ask students to complete **Student workbook - 3. Social issue – Diamond 9.**
* **Put your money where your mouth is**: Ask students to reflect how they would allocate a set budget across a range of social issues. The aim is to explore which social issues they feel most passionately about, this can be interactive.
* **Your social issue window**: Ask students to reflect personally on social issues they are aware of before reflecting on this within small groups. See **Student workbook – 4. Social issue window.**

Summary

5. Activity: What is important to me?

* Ask students to reflect on the biggest social issue that they feel is impacting on their local community and why. You may wish to ask students to note this on post-it notes.

Social issue research and team planning - Example content plan

YPI resources: Access to IT would be beneficial in supporting this part.

|  |  |
| --- | --- |
| **Student workbook – 3. Social issue – Diamond 9**  **Student workbook – 4. Social issue window**  **Student workbook – 5. Team interests: social issues** | **Student workbook – 6. Researching our social issue**  **Student workbook – 7. Part one: My skills journey**  Video content – [ypiscotland.org.uk](http://ypiscotland.org.uk/delivery-resources/videos/) |

Starter

Students will work in teams of approximately three to five people throughout YPI. Teachers can decide how students will get into teams, but could consider the following –

* + Common interest in a particular social issue.
  + Complementary student strengths, either based on an informal survey or your existing knowledge.
  + Asking students to identify one person they want to work with and pairing those pairs to form a team of four.

1. Reflection: Social Issues

* Ask students to reflect and write down what they think is meant by the term social issue.

Main

2. Activity: Understanding the importance of teamwork in YPI

* Incorporate an activity that has students reflect on the qualities of an effective team. Ask students to identify different roles and explore the value of these within an effective team. You may wish to:
* Ask students to complete teamwork self-assessments to evaluate their strengths and areas for development.
* Discuss and establish, as a class, team rules that all groups will adhere to.
* Conduct a team building activity.
* Ask teams to create a team identity.

3. Teamwork: Choosing a social issue to address as a team

* Ask teams to revisit their social issue research and complete the **Student workbook - 5. Team interests: Social issues.** The aim of the exercise will be for students to ultimately identify a social issue that they will focus on throughout the YPI process.
* Ask students to complete Student workbook - 6. Researching our social issue as a team.

4. Class discussion

* Why did you choose this social issue to research?
* What surprised, moved or shocked you from what you learned about the social issue?
* What attitudes/behaviours do you notice in yourself and others about this issue? Does this surprise or bother you? Why/why not?
* What perceptions or stereotypes can you find about the social issue in the media?
* What attitudes/behaviours do you hope to challenge most around this issue?
* Does what you’ve learned on this issue open more questions you’re curious about? If so, what?

Summary

5. Activity: Skills development

* Ask students to complete **Student workbook - 7: Part one: My skills journey.**



**By the end of part two students will have**:

Followed a process of research and negotiation, and identified a preferred charity that they would like to advocate on behalf for YPI.

Part two:

Exploring the third sector

Part two: Learning intentions

* To better understand how the third sector and charities operate.
* To reflect on how charities evaluate outcomes and impact.
* To fully understand the YPI eligibility criteria.
* To research and further understand the impact of three shortlisted charities on the local community.
* To reach a consensus on which charity will be focused on for YPI and prepare a team project timeline.

Part two: Success criteria

* I understand how the third sector operates.
* As a team, we can research and evaluate the impact of three eligible charities.
* I can evaluate charities in detail, considering outcomes and impact on the local community.
* As a team, we can evaluate and reach a consensus on which charity we will focus on for YPI.
* As a team, we can successfully work together to develop a project timeline.

Part two: Skills

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Self-management** | | **Social intelligence** | | **Innovation** | |
|  | Developing a plan  Ethical  Filtering |  | Compromising  Social conscience  Verbal communication |  | Evaluating  Making decisions  Researching |



Part two: Differentiation

Curricular focus:

* + **Business studies**: This part provides an opportunity to explore and understand the third sector. You can support students to understand the progressive nature of the modern third sector, which carries out an enormous range of activities to improve people’s lives. [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) could be used to support this aspect of the programme. *SOC 4-20b*
  + **Maths and business studies:** Students can be supported to explore financial stewardship. Mathematics and business studies departments could formally or informally support discussions relating to financial impact, third sector and charity due diligence. *MNU 3-20a*

Extension activities:

* **Financial stewardship**: Students could address the question of different kinds of impact a £3000 grant could make – e.g. Should £3000 be used to send one child with a terminal illness on a trip of a lifetime? Or should it be spent on supporting a social worker’s salary who would provide 100 support sessions to survivors of domestic violence?
* **Financial literacy:** Use analogies between personal spending and charitable spending to support this session.Is there a local accountancy firm or business that could support this part of the programme?
* **Volunteering:** Ask a student in school who volunteers their time to talk about why they do this and what they get from it. Alternatively, a local philanthropist or YPI alumni may be able to give time to support this part.
* **Teamworking:** Incorporate an activity that allows students to reflect on the qualities of a team that works well together. Students could be asked to complete teamwork self-assessments to evaluate their strengths and areas for improvement. This could be referred to throughout the YPI process.

Understanding charities: outcomes & impact - Example content plan

YPI resources: Access to IT would be beneficial in supporting this part.

|  |  |
| --- | --- |
| **Student workbook – 8. Part two: introduction**  **Student workbook – 9. YPI grant criteria**  **Student workbook – 10. Sample charity profiles** | **Student workbook – 11. Understanding charities**  **Student workbook – 12. Shortlisting three charities**  Video content - [ypiscotland.org.uk](http://ypiscotland.org.uk/delivery-resources/videos/) |

Starter: Have students review **Student workbook – 8. Part two: Introduction**

1. Understanding grant criteria

Before the teams begin their research, provide an overview of the YPI grant criteria referring to **Student workbook – 9. YPI grant criteria.** Explain that recording as many eligible charities during their research as they can will help them better understand approaches to tackling their social issue, and will give them a variety of charities to choose from for their project, in case their first choice is unavailable to engage in the process.

Main

2. Activity: Comparing sample charities

Have students review and consider each sample charity profile in **Student workbook - 10: Sample charity profiles.**How are they similar? How are they different? Have students complete **Student workbook - 11: Understanding charities**, followed by a class discussion guided by the questions provided in the worksheet, and focused on the following:

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

Teamwork: Researching eligible charities

Teams should begin investigating eligible charities that they would like to research further. This will require students to have IT access.

* Students will be required to consider the outcomes and impact of the charities’ work on the local community.
* Encourage students to think outside the box and avoid only using Google search. How might they access charities who are struggling to raise awareness in the area? Some small charities may not have a formal website but exist on social media platforms.

Have students record the names of their top three choices in the first row of the table in **Student workbook - 12: Shortlisting three charities.**

4. Class discussion

* From what you’ve learned so far about charities, what are some programmes, actions or impacts that you’ve found inspiring? Why?
* How do you think you might be able to help charities, whether or not your team wins the grant?

Summary

Reflection and task

Ask students to share with their shoulder partner the most interesting fact they discovered during their research.

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

Charity research and team planning - Example content plan

YPI resources: Access to IT would be beneficial in supporting this part.

|  |  |
| --- | --- |
| **Student workbook – 9. YPI grant criteria**  **Student workbook – 12. Shortlisting three charities** | **Student workbook – 13. Prepare a team project timeline**  **Student workbook – 14. Part two: My skills journey** |

Starter

1. Think, share, pair

* Think: Ask students to reflect on what their families and friends knew about their shortlisted charities. Had they heard of them? Were they aware of the services they provide in the local community?
* Pair: Ask students to share in 30 seconds, with their shoulder partner, what surprised them about the responses.
* Share: Feedback to the class. Are there similarities within the class? What does this say about the charities operating locally? Are they well known? Well understood?

Main

2. Activity: Researching the three eligible shortlisted charities

Building on previous research and discussions, students will continue to investigate and compare the charities. Ask students to continue this process narrowing their choice to three charities. Ask students to complete [**Student workbook 12: Shortlist of three charities**](#S11_Shortlist_3_Charities)**.**

By the end of this exercise students will choose the one they would most like to support and advocate on behalf of during the YPI process.

3. Class discussion:

* Ask students to provide examples of where a charity is doing something unique or special within the community. What impact are these examples having in the short-, medium- and long-term?
* What sources did students to use to find out information about their social issue and charities? Discuss how to tell whether a source is reliable and why using a variety of sources is important.

3. Activity: Prepare a team project timeline

Have students complete [**Student workbook - 13: Prepare a team project timeline**](#S14_Prepare_Project_Timeline)**.** This exercise aims to provide clear deadlines for students. The planning exercise is important to ensure that charities are provided with enough lead-time to engage with students successfully.

*Note: this resource is available in the Student Guide as an editable document, and you can customise the items on this timeline to suit your own context.*

Summary

Activity: Skills development

* Ask students to complete **Student workbook – 14. Part two: My skills journey.**

Part three:

Charity selection and active research



**By the end of part three students will have**:

1. Engaged and had meaningful contact with their charity, ideally including a face-to-face meeting, and/or site visit. This can be a transformative part of the process.

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

Empowering your students to have in-depth charity contact is fundamentally important. It is a pivotal part of the process and can be a turning point for students - it opens their eyes, brings social issues to life, and can be truly transformative. Meaningful charity contact is a programme requirement of YPI, and this can be approached in a variety of different ways.

Part three: Learning intentions

* To successfully engage with selected charities using both verbal and written communication.
* To coordinate successful charity contact.
* To gather information from the charity which will support the development of a compelling presentation.

Part three: Success criteria

* I can coordinate and organise charity contact.
* I can use my verbal and written communication skills to successfully engage with our chosen charity.
* As a team, we can evaluate what information we require from the charity to develop a presentation which meets the judging criteria.

Part three: Skills

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Self-management** | | **Social intelligence** | | **Innovation** | |
|  | Developing a plan  Implementing ideas  Time management |  | Taking responsibility  Verbal communication  Written communication |  | Evaluating  Questioning  Resourcefulness |



Part three: Differentiation

Curricular focus:

* **Literacy**: There is a strong focus on both written and verbal communication in this part of the programme. Consider how the English department can formally or informally support students’ learning. *LIT 3-06 / LIT 4-06a*
* **Health and wellbeing**: By engaging with charities, this part provides the opportunity for students to represent their class, school and wider community and positively contribute to society. Consider how this may align with PSE, RME or social studies curriculums. *HWB 3-13a / HWB 4-13a / RME 3-05b / HWB 3-18a / HWB 4-18a*
* **Enterprise education**: Many schools link YPI with Enterprise, encouraging students to raise funds which supports the development of innovation and entrepreneurial skills. *HWB 3-13a / HWB 4-13a / SOC 3-20a*

Extension activities:

* **Reflective writing**: You may ask students to conduct a piece of reflecting writing following their charity visit. This could focus on the impact that the charity is making on the social issue.
* **Role of the third sector**: Having observed first-hand the vital role of the third sector, you may wish to explore the relationship between such services and those provided by the government to create a “social safety net” for vulnerable or marginalised individuals and groups within our society.

Charity engagement: initial contact - Example content plan:

YPI resources

|  |  |
| --- | --- |
| **Student workbook – 15. Part three: Introduction**  **Student workbook – 16: Judging criteria**  **Student workbook – 17: Contact your chosen charity** | **Student workbook – 18: Phoning your charity**  **Student workbook - 19: Emailing your charity**  **Student workbook – 20: Charity interview planning** |

Starter - Have students review **Student workbook – 15. Part three: Introduction**

1. Reflection: Social issues

Have students review their shortlist of charities and reflect upon the reasons their team had for choosing its top choice. How are they positively impacting social issues in the local community?

Main

2. Activity: Preparing for initial contact with charities

As a class, review [**Student workbook - 18: Phoning**](#S15_Contact_Chosen_Charity) **your charity** and [**Student workbook - 19: Emailing**](#S15_Contact_Chosen_Charity) **your charity.** These are comprehensive resources designed to prepare students to contact their charities. Introduce students to what they should consider when reaching out to charities, and what information they need to share. Ask the teams to complete [**Student workbook - 17: Contact**](#S16_Communication_with_Charities) **your chosen charity.**

Students should not send interview questions to the charity expecting them to respond to them via email. YPI, as an experiential learning opportunity, should provide a chance for meaningful contact with charity representatives. Once students have made initial contact with the charity, they can begin preparing to meet with them.

*Note: Try to help students not to be discouraged if their first-choice charity is unavailable or does not return their phone calls/emails: they should move on to contact another charity from their shortlist.*

3. Activity: Planning for effective charity contact

* Have students review the judging criteria - **Student workbook - 16: Judging criteria and** [**YPI Judging Pack.**](https://ypiscotland.org.uk/wp-content/uploads/2020/08/YPI_Judging_Pack.pdf)
* Then ask teams to create their own interview questions, based on the information they need to collect, and have them complete **Student workbook - 20: Charity interview planning.**
* Have students role play with these questions by doing mock interviews in advance of their visit.

4. Group discussion: Engaging with your charity

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

Summary

5. Activity: How do you feel?

Ask students to reflect on their upcoming charity contact and presentation development process. Ask them to note down on a post-it note one thing they are excited about and, if applicable, one thing they may be apprehensive or nervous about.

Charity engagement: Debrief & follow-up - Example content plan

YPI resources

|  |  |
| --- | --- |
| **Student workbook - 17: Contact your chosen charity**  **Student workbook - 19: Emailing your charity** | **Student workbook - 20: Charity interview planning**  **Student workbook - 21. Part three: My skills journey** |

Starter

1. Reflection: Skills

Ask students to reflect on the skills that they demonstrated, both individually and as a team, to plan, coordinate, organise and engage with their chosen charity. You could draw on a team skills audit if this was undertaken earlier in the process.

Main

2. Activity: Follow-up communication

Encourage students to thank the charity representative(s) they visited with for sharing their time and knowledge with their team with a thank you email or even better, a handwritten note. Keep them updated about your team’s progress with your presentation.

Charity representatives really appreciate being kept up-to-date about how their classroom presentation goes, whether a group of students makes it to their school's Showcase Final, and what the results of the Final are, regardless of whether they end up winning the grant. Students can also be supported to invite charities to the school showcase.

See [**Student workbook - 19: Emailing**](#S15_Contact_Chosen_Charity) **your charity** for tips and examples related to following up with charities.

3. Class discussion: Regrouping and evaluation

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

4. Activity: Lasting impact

Emphasise the importance of the students’ potential to contribute to longer-term attitudinal changes; to directly impact their audience, not just the judging panel.

* Ask students to write down how they could/plan to use their time and talent to positively impact the charity (i.e. fundraising efforts, supporting their social media campaigns, awareness raising).

Summary

5. Activity: Skills development

Ask students to complete **Student workbook – 21. Part three: My skills journey.**



**By the end of part four students will have**:

1. Produced and delivered a creative, engaging, and well-informed presentation which showcases learning and meets the judging criteria.

Part four:

Presentation development and YPI showcase

Part four: Learning intentions

* To deliver a presentation which demonstrates a clear understanding of the chosen social issue and respective charity, including information relating to impact and outcomes.
* To develop and deliver an engaging and creative presentation which fulfils the judging criteria.
* To ensure all team members are actively involved in the presentation development process.

Part four: Success criteria

* I can decide how best to share key facts, information, and themes that I have learnt throughout the YPI research and charity engagement.
* I can choose effective methods of creating an impactful presentation.
* I can deliver an effective presentation, with my team members, which engages an audience.

Part four: Skills

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Self-management** | | **Social intelligence** | | **Innovation** | |
|  | Filtering  Implementing ideas  Managing resources |  | Building relationships  Working with technology  Verbal communication |  | Creative  Innovating  Resourceful |



Part four: Differentiation

Curricular focus:

* **English and expressive arts:** How could English and expressive arts support teams to consider how they will make the biggest impact, stand out from the crowd, and use their talents to be persuasive and demonstrate passion for the cause. Could a member of staff provide a presentation masterclass? Are there external partners who could support this aspect of the programme? Could teams be assigned to a senior student or staff mentor? *EXA 3-03a / EXA 4-03a / LIT 3-24a / LIT 4-24a*
* **Maths and business studies**: Students are required to develop clear business cases relating to the use and impact of the £3000 supporting numeracy outcomes by enabling students to consider financial impact in a real-life setting. Mathematics and Business Studies departments could formally or informally support discussions relating to financial impact, third sector and charity due diligence. *MNU 3-20a / SOC 4-20b*

Extension activities:

* **Capturing the learning**: In most settings, between five and eight teams will progress to the school’s YPI Showcase following class presentations. While the finalists prepare for the Showcase, other students can be tasked with capturing their learning in a creative manner. For example, students could develop poster presentations and infographics to raise awareness of their chosen social issue and charity. These could be displayed at the Showcase and throughout the school.

Creativity guidance

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.

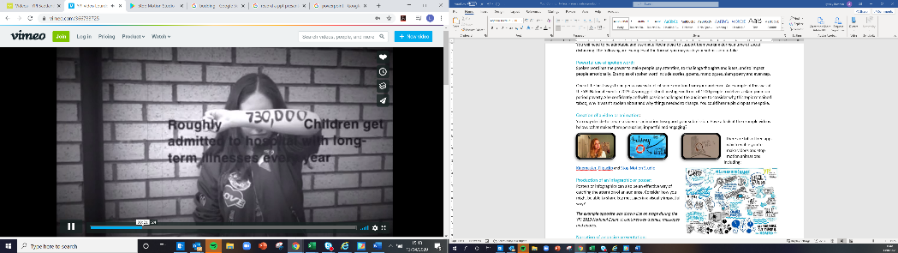
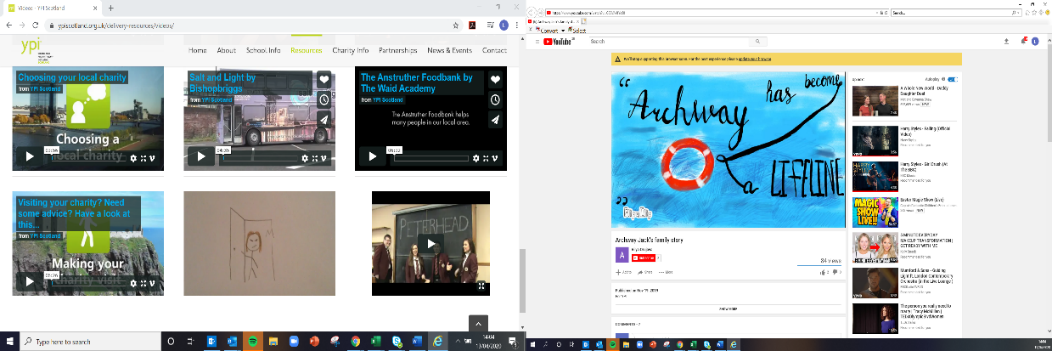
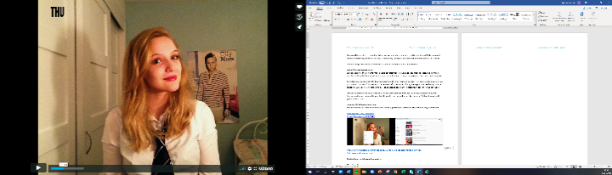
The following aims to provide guidance and suggestions on what this could look like in practice:

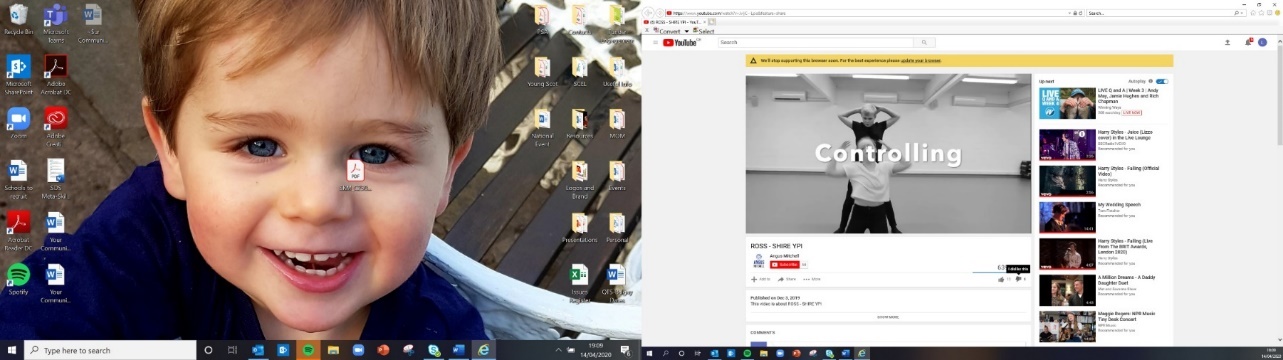
Spoken word

Support students to consider how they can use spoken work to challenge thoughts and ideas and create powerful impact. Mediums such as stories, poems, monologues, slam poetry and rap are some of the best ways to be persuasive and elicit emotion. You may wish to draw on examples including [Tony Walsh](https://www.theguardian.com/global/video/2017/may/23/mancunians-forever-tony-walsh-reads-poem-manchester-vigil-video) and [George the Poet](https://www.youtube.com/watch?v=AgqI8gpHluc).

Creation of a video or animation

Video or animation can be very powerful in terms of storytelling. Below are some examples that you may wish to share with your students to inspire them.

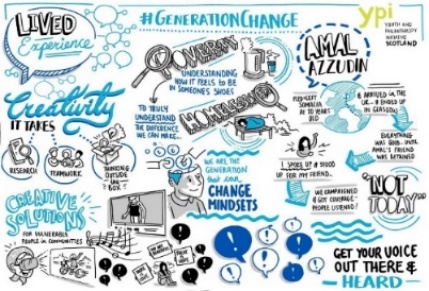
[](https://vimeo.com/366733725)[](https://www.youtube.com/watch?v=G80VA4fYc68)[](https://vimeo.com/173448248)

[](https://www.youtube.com/watch?v=JvIjC--Lpis&feature=share)

Emotive dance and music

Story telling doesn’t always require words. Dance and music can be highly

effective ways to elicit emotion through creative expression and movement.



Production of an infographic or poster

Posters or infographics can effectively engage an audience by sharing key message, facts and figures in a visually impactful way.

The example opposite was drawn live on stage during the YPI 2019 National Event. It captures key themes, messages, and quotes.

Additional resources focused on creativity are available from Education Scotland:

* [What are creativity skills](https://education.gov.scot/nih/Documents/Creativity/CRE24_Infographics/cre24-what-are-creativity-skills-learners.pdf)?
* [Why are creativity skills important for attainment](https://education.gov.scot/nih/Documents/Creativity/CRE24_Infographics/cre24-why-are-creativity-skills-important-for-attainment.pdf)?
* [Why is creativity important to employers](https://education.gov.scot/nih/Documents/Creativity/CRE24_Infographics/cre24-why-is-creativity-important-to-employers.pdf)?

There are also some great tips and hint for teachers and students on the [Inspire Learning - Scottish Border’s Council YouTube page](https://www.youtube.com/channel/UCf-7GnV2Hv6t6Yj_eo6NK0w/videos?view=0&sort=dd&shelf_id=1).

YPI Showcase

Your YPI Showcase is the culmination of the programme and is one of the best parts of being a YPI teacher. An event that not only showcases the top presentations at your school and realises a substantial grant for a deserving charity, the YPI 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 Lead will coordinate the final showcase but will undoubtedly require support from students and staff to make the event a success.

Maximising learning for all

Depending on the size of the school, not all teams will progress to the YPI Showcase (we would recommend that a final constitutes between five and eight teams). We have therefore included some guidance below on how to maximise engagement across the whole school year group between the class finals and YPI Showcase:

* Critical friends: How can the class mobilise around the finalist teams, and support them to develop and enhance their presentations? It may be that one group per class will progress to a final, so the class could play an important role in supporting their class representatives. This format can encourage a degree of healthy competition, particularly if this is aligned to houses within the school.

* Action and engagement plan: Consistent feedback from charities demonstrates that the opportunity to raise awareness and the development partnerships with schools and young people, is a key benefit of YPI. Therefore, how can students be supported to maintain partnerships with their chosen charities and continue to make an impact? Students could be tasked with developing an action plan of how they will continue to engage with the social issue and/or charity.
* Awareness raising: Students can be tasked with capturing their learning in a creative manner. Could they be tasked with developing poster presentations and infographics to raise awareness of their chosen social issue and charity. These could be displayed at the YPI Showcase and throughout the school.

Presentation development - Example content plan

YPI resources

|  |  |
| --- | --- |
| **Student workbook – 16: Judging criteria**  **Student workbook – 22. Part four: Introduction**  **Student workbook – 23: Engaging presentation: planning**  **Student workbook – 24: What makes an impactful presentation?** | [YPI Judging Pack](https://ypiscotland.org.uk/wp-content/uploads/2020/08/YPI_Judging_Pack.pdf)  **Student workbook – 25: Part four: My skills journey**  Video content - [ypiscotland.org.uk](http://ypiscotland.org.uk/delivery-resources/videos/) |

Starter - Have students review **Student workbook – 22. Part four: Introduction**

Class discussion: Impactful presentations

Once students have completed their visit, interview(s), and research on their chosen charity, they will need to develop a creative and engaging 10-minute presentation which meets the judging criteria.

Ask the class to consider the most impactful presentation/performance that they have seen (this could be in-person or on TV). Ask them to consider what made it impactful, engaging, and memorable? You may wish to show examples at this stage to inspire the students (e.g. [Tony Walsh](https://www.theguardian.com/global/video/2017/may/23/mancunians-forever-tony-walsh-reads-poem-manchester-vigil-video) or [George the Poet](https://www.youtube.com/watch?v=AgqI8gpHluc)).

Main

2. Activity: Examples of creativity

Visit the creativity section of the YPI website and select a couple of examples of creative presentations to review. Ask students, in teams to complete **Student workbook – 24: What makes an impactful presentation?**

* What made each creative product standout? Passion? Powerful storytelling? Shocking facts or figures?

1. Teamworking: Presentation planning

Teams should consider how they will make the biggest impact, stand out from the crowd, and use their talents to be persuasive and demonstrate passion for the cause.

Review **Student workbook – 23: Engaging presentations**: **planning** as a class, and then ask groups to consider:

* How can you use your skills and talents? Is there a budding film editor, animator, poet, artist, or performer?
* How can you develop the story behind the numbers, facts and figures?
* What closing message? What do you want your audience to do – your call-to-action?
* Could you create something that the charity can potentially utilise to promote their cause?

1. Ready, set, present!

It’s the moment you’ve all been waiting for! It is now time for students to deliver their YPI classroom presentations. You can use the YPI Presentation Judging Sheet (available in the [YPI judging pack](https://ypiscotland.org.uk/wp-content/uploads/2020/08/YPI_Judging_Pack.pdf)) if you would like the class to give feedback on the classroom-level presentations. The winning presentations at the classroom level will advance to a schoolwide YPI Showcase. Finalists can be chosen by student vote; the teacher’s marking scheme; a judge or panel of judges; or a combination.

Summary

5. Reflection

Students could be asked to reflect on their experience of delivering a presentation to the class. How did it feel? What were the successes and challenges?

Ask students to complete **Student workbook – 21. Part three: My skills journey.**

Extend the impact

Coming to the end of YPI doesn’t mean the end of students’ learning or their ability to continue creating positive change within their communities. Consider how students can:

* Reflect on their YPI experience in a structured way – see example plenary session plan below.
* Consolidate what has been learned over the course of the project, including skills and experiences, and how these can be applied in future.
* Commit to future action and engagement in their community.
* Continue to raise awareness – can they share their presentations with other people at school, in the community, or through the charity they selected?

Next steps

Your students have accomplished some impressive things through YPI and have generated interest and excitement about philanthropy and community engagement. You have built this momentum together, now how can your class and your school keep the spirit of YPI going after the project is complete? Here are a few examples to consider:

* Have students formalise the commitments they make to stay involved with the organisations they chose through YPI, or others they learned about through the project (i.e. commitments made during the ‘Mind, heart and hands’ activity or in student presentations). Record these commitments in a shared space (in the class, in an online space), and set check-in points for students to report back on their activities if appropriate.
* Are there further opportunities for students to share their presentations with others – at assemblies, parent evenings, charity information evenings?
* Whole-school engagement can be supported through arranging for students to deliver a selection of presentations to other year groups. This can further extend the impact of YPI.
* Identify how YPI can support existing accreditation opportunities or youth achievement awards.
* Guidance staff can put the skills developed through YPI into a real-life context. They can also discuss volunteering opportunities and the value of active citizenship in helping young people stand out from the crowd in an increasingly competitive job market.
* Customisable YPI Student Achievement Certificates are available at [www.ypiscotland.org.uk](http://www.ypiscotland.org.uk)
* Students can continue connecting to YPI’s social media channels. YPI encourages students to share photos and videos from presentations, events and charity visits via social media, on Facebook ([www.facebook.com/YPIScotland](http://www.facebook.com/YPIScotland)), Twitter ([@YPI\_Scotland](https://twitter.com/ypi_scotland)) and Instagram ([@YPI\_Scotland](https://twitter.com/ypi_scotland))

YPI plenary - Example content plan

YPI resources

|  |  |
| --- | --- |
| **Student workbook – 26: YPI reflections: Mind, heart and hands.** | **Student workbook –27: YPI: My skills journey** |

Starter

1. Activity: Mind, heart and hands

Individually, in pairs, or small groups, ask students to complete **Student workbook – 26: YPI reflections: Mind, heart and hands**. Bring the group together for a larger discussion on the three questions.

* MIND: What did you learn through participating in YPI? What knowledge? What skills?
* HEART: How did participating in YPI make you feel?
* HANDS: How has YPI changed your behaviour/actions? And how will you continue to help your community?

Main

2: Applying your skills

Ask students to reflect on the skills they’ve gained through participating in YPI. **Student workbook – 27: YPI: My skills journey** asks them to choose one skill, and to describe their experience of developing and demonstrating this through YPI. They can also be asked how they think they can use these skills and assets for personal and for community benefit; and finally, can they commit to an action for the benefit of their community?

3: Class discussion: Debrief and reflection

The following discussion questions will support students to reflect on, consolidate, and celebrate the ways they have become – and can continue to be – individuals more confident in their values, who see themselves as responsible, effective contributors to their community.

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

Summary

4. Lasting impact

Ask students to record a commitment that they will make to benefit their community. Discuss different examples and types of commitments with the class. This commitment could be a small every-day action like making a point to reject derogatory slang; or a promise to stay engaged with the charity they represented for YPI in a specific way; or something over the longer term, like paying attention to local policies.

|  |  |  |
| --- | --- | --- |
| Self-Management | Adapting | Adaptability  Persevering  Positive attitude  Reflecting  Resilience |
| **Focusing** | Attention to detail  Concentrating  Filtering  Sorting |
| **Integrity** | Ethical  Reliable  Self-awareness |
| **Initiative** | Developing a plan  Implementing ideas  Managing resources  Risk taking  Self esteem  Taking initiative  Time Management |
| Social intelligence | **Communicating** | Listening  Reading  Verbal communication  Working with technology  Written communication |
| **Collaborating** | Building relationships  Compromising  Cooperating  Mediating  Networking  Supporting |
| **Feeling** | Empathising  Respecting  Social conscience |
| **Leading** | Coaching  Delegating  Making decisions  Mentoring  Motivating others  Negotiating  Taking responsibility  Questioning  Researching |
| Innovation | **Critical thinking** | Evaluating  Problem solving  Working with numbers |
| **Sense making** | Analysing  Recalling  Understanding |
| **Creativity** | Creative  Designing  Innovative  Resourceful |
| **Curiosity** | Observation  Questioning  Researching |