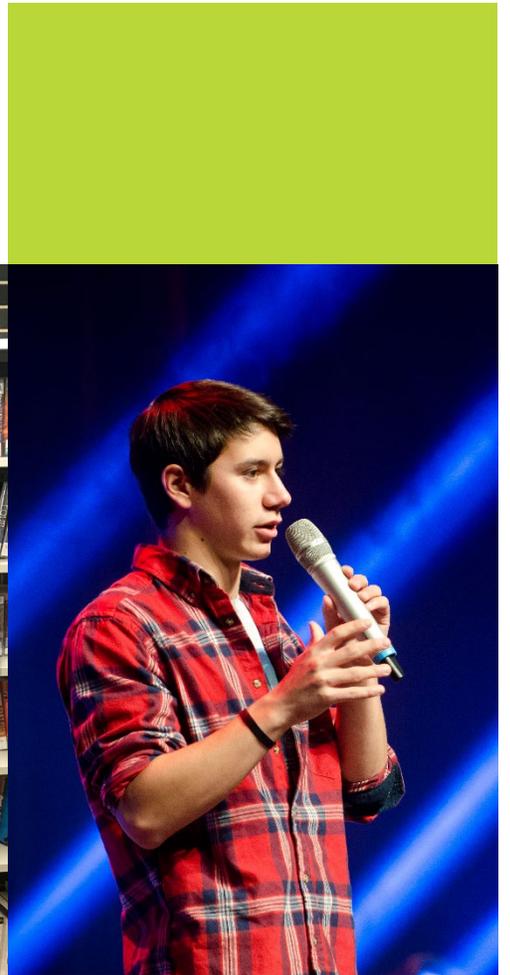




YOUTH AND
PHILANTHROPY
INITIATIVE
CANADA

YPI Canada Student Resources 2019-2020



YPI grows compassionate communities by connecting youth to social issues, local charities, and philanthropy at a pivotal stage in their adolescence.

Charitable Registration: 840662712RR0001

-  goypi.org
-  [@goypi.org](https://www.facebook.com/goypi.org)
-  [@YPI_cares](https://twitter.com/YPI_cares)
-  [@yipi_cares](https://www.instagram.com/yipi_cares)
-  [yipiCARES](https://www.youtube.com/yipiCARES)

ypi[®] was created in 2002 by **TOSKAN CASALE FOUNDATION**

YPI is made possible by our generous supporters across Canada



Special thanks to YPI's participating independent schools for sharing the cost of their local grant with us!

Awards



Fifth Edition

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Table of Contents



The Youth and Philanthropy Initiative (YPI) is an international program that directs money and public awareness to hundreds of local social service charities, researched and advocated by young people like you.

We want **you** to find out what really matters – both to you personally and to your community. While you're working on your YPI project, you will decide what you care about, who you want to stand up for, and which local charities should receive public awareness and grants.

The Student Guide, along with the resources on www.goypi.org, has everything you'll need to work your way through the program with the support of your teacher and your team members. If you have any questions, don't hesitate to reach out to the YPI Team by email (info@goypi.org) or phone (1-888-489-1044), web (goypi.org) and social media. Good luck!

How It Works	4
My YPI	5
Worksheet: What Do I Value?	6
Resource: YPI Values Tree	9
Resource: Social Issues & Social Service Charities	10
Worksheet: Our Team's Values Statement	11
Resource: Examples of Vision/Values Statement	12
Worksheet: Choosing a Social Issue Through Consensus-Building	15
Worksheet: Researching Our Social Issue	17
Worksheet: Social Issue Mini-Presentations: Peer Feedback Form	20
Worksheet: Social Issue Mini-Presentations: Team Reflection	21
Worksheet: Shortlist of Three Charities	22
Resource: Identifying Local Charities	23
Resource: YPI Grant Criteria	24
Resource: Sample Charity Profiles	25
Worksheet: Understanding Charities	29
Worksheet: Prepare a Team Project Timeline	33
Worksheet: Contact Your Chosen Charity	34
Resource: Communicating with Charities	36
Resource: Tips for Your Charity Visit	44
Worksheet: Plan for Effective Charity Contact	45
Resource: Tips for Creating Your YPI Presentation	49
Worksheet: Applying Your Skills	51
Resource: Glossary of Terms	52
Resource: Judging Sheet	55



YPI is a team project that you will work on in class, as well as out in the community. Your teacher will provide you with a list of assignments and deadlines to keep you and your team on track.

Your ultimate goal as a team is to connect with a local charity that interests you, visit them to learn about their work, and then create the best presentation of your life about what they would do with a \$5,000 grant.

Every YPI team will give their presentation in class, where you will have a chance to teach people about an important local social issue, and raise awareness for your charity and the services it provides to people in your community. The team with the top presentation at your school will win a \$5,000 grant for their charity!

BASIC RULES

1. Your team must choose a charity that is eligible for YPI (see [PAGE 24](#))
2. Respect the time of charity employees, & follow up afterwards (see [PAGES 36-43](#))
3. A charity site visit/interview is required
4. Be safe (see Safety Tips on [PAGE 44](#))
5. Follow the tips for creating your YPI presentation to create a top-notch pitch (see [PAGE 49](#))

RESEARCH, VISIT, PRESENT

The YPI Process



YPI Launch

Students are introduced to YPI through a classroom-based or grade level assembly, supported by the Welcome to YPI video.



Form Teams

In teams, students identify and research social issues affecting their community.



Research

Teams research and analyze local charities working to address the social issues they've identified.



Choose a Charity

Teams select and further research the charity they believe best addresses their chosen issue.



YPI Final Presentation Assembly

Finalists go on to present again before their school, guests and a panel of judges. The team with the most compelling presentation is awarded a \$5000 grant to direct to their charity.



Presentations

Teams prepare and deliver a presentation on their chosen charity and issue, and the impact \$5000 would have.



Contact and Visit

Teams contact and visit one charity, gaining a more detailed understanding of what they do and how they operate.



Worksheet/Assignment	Deadline
What Do I Value?	
Our Team's Values Statement	
Choosing a Social Issue Through Consensus-Building	
Researching Our Social Issue	
Deliver Mini-presentation on Social Issue	
Social Issue Mini-presentation Peer Feedback Form	
Social Issue Mini-presentation Team Reflection	
Understanding Charities	
Identify a Shortlist of Charities	
Prepare Team Project Timeline	
Charity Communications (submit worksheet)	
Make introductory phone call and send a follow up email to charity	
Plan for Effective Charity Contact (submit worksheet)	
Charity Visit	
Thank you message to charity after visit	
YPI Presentation	
Status update message to charity (you advanced/did not advance to Final)	
Final Presentation (for those who advance)	
Status update message to charity (you won/did not win the grant)	
Post-YPI Survey (complete survey online: https://www.surveymonkey.com/r/ypistudent2019-20)	
Applying Your Skills	

Worksheet: What Do I Value?



Read through the statements below, and choose the top three statements that are most important to you, as well as the bottom three statements that are least important to you. Use the Values Key on the next page to reveal which values are most and least important to you.

A) I believe everyone should have the same opportunities and rights.	B) I believe everyone should be allowed to express different ways of living and thinking.	C) I believe we should respect an established way of how things have been done.	D) I believe people who stand up for their beliefs should be respected and valued.	E) I believe it is important to find new and creative ways of doing things.
F) I believe it is important to take care of others and help them meet their needs.	G) I believe people should be noticed for their efforts and contributions.	H) I believe that people should be able to seek personal enjoyment and fulfilment.	I) I appreciate people who guide and inspire others.	J) I believe it is important for people to feel connected to and liked by others.
K) I believe that people must understand their own ethical code and stay true to themselves at all times.	L) I respect and value people who are dedicated and effective at what they set out to do.	M) I believe it is important to feel sympathy, care or concern for others.	N) I believe it is important to pursue what is fair and morally right.	O) I believe people should have chances to experience progress and advancement.
P) I believe that it is important to continually pursue new skills and self-awareness.	Q) I believe it is important for people to be able to explore the unknown and to test limits.	R) I believe everyone should exercise free will and embrace liberty for others.	S) I respect and value people who have the ability to influence others.	T) I believe it is important for people to seek connection to a higher purpose.
U) I believe it is important to fulfil your commitments.	V) I believe it is important to experience close, ongoing relationships with others.	W) I believe it is important to participate in activities with groups of people and to feel connected to them.	X) I believe it is important for people to voluntarily do what is expected of them.	Y) I believe it is important to nurture the relationship you have with your loved ones, and to spend time with them.

Worksheet: What Do I Value?



Values Key:

A) Equality	B) Tolerance	C) Tradition	D) Courage	E) Innovation
F) Helping	G) Recognition	H) Pleasure	I) Leadership	J) Belonging
K) Integrity	L) Competence	M) Compassion	N) Justice	O) Opportunity
P) Personal Growth	Q) Risk	R) Freedom	S) Power	T) Spiritual Growth
U) Reliability	V) Friendship	W) Community	X) Responsibility	Y) Family

Record the results below:

My Most Important Values	My Least Important Values

Do you agree with the results? What do these values/words mean to you?

Can you describe a situation where you put into action one of your values? What was the result?

Worksheet: What Do I Value?



Imagine a future situation where you could put your values into action.

Example: Value: Courage Future Situation: Your friends are bullying a new student

Action: You stand up for the new student, even though it would be easier not to. This takes courage.

Value:
Future Situation:
Action:

Create your own Personal Values Statement using your three most important values and their meanings. Use the space below:

Example:

I believe everyone should have the same opportunities and rights.

I believe everyone should be entitled to express different ideas and points of view.

I respect and value those who stand up for their beliefs.

I value equality, tolerance and courage.

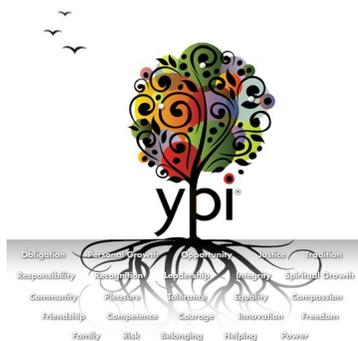
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Resource: YPI Values Tree

Have you ever thought about what you value? This is a great way to understand who you are and what kind of impact you want to have on the people around you. The words you speak and the actions you take can have an impact on yourself and your community. What kind of community will your values help create?

How to use the YPI Values Tree

The goal of the online YPI Values Tree is to find out what your personal values are. Out of 25 descriptive statements, you will choose the three that you feel are the most important, and the three that you feel are the least important to you. Your set of personal values will be revealed at the end of the exercise.



What do you value?
Check out the
YPI Values Tree
www.goypi.org

1. Visit goypi.org → Resources → For Students → YPI Values Tree
2. Scroll over the statements and take some time to reflect on each one, considering what the statements mean to your life.
3. Choose the three statements that are most important to you, and choose the three statements that are least important to you.
4. Changed your mind? Clicking on the “X” will send the statement back to the pile. You may take time to switch your choices until you are happy to submit them.
5. After you submit your choices, you will discover the names of the three values that are the most important to you, and the three that are the least important to you.
6. Now, scrolling over the values in the roots of the tree reveals their matching statements.
7. Do you agree with the personal values that the YPI Values Tree suggests for you? Share your results with a classmate: what are the similarities? What are the differences? Would you define these values in a different way? How so?
8. Upon reflection, you may decide to go back to the activity and change your selections.
9. Use [Worksheet: What Do I Value?](#) to record your set of personal values.
10. Go back to the YPI Values Tree every so often. Keep a record of your results, and you will be able to see if your values are changing over time.



Social Issues

Social issues happen when people in your community face barriers to having everything they need for a healthy and independent life: financially, emotionally, physically, socially and mentally. Social issues affect individuals, families, and communities as a whole: they are problems that prevent your community from working as well as it can for everyone who lives there.

Social Service Charities

The charities that work to solve social issues are called social service charities. They provide assistance to people who need help to live safe, independent lives. The services these charities provide are extremely broad. The people who benefit are varied and include:

Indigenous peoples: culturally-sensitive support services

Elderly people: independence support, respite, physical activity

Children and youth: protection, support and shelter, youth clubs, arts therapy, inclusive sports

People who are unemployed: training and support, employment support, financial aid

People who are homeless: shelter, counselling, training, health supports, financial aid

Domestic violence survivors: shelters, counselling, crisis response

People with disabilities: support and assistance, accessibility services

Young people: back to school assistance, mentoring, activities

People in conflict with the law: rehabilitation, subsidized legal aid

Newcomers: support services, employment, housing, orientation

Refugees: support groups, shelters, counselling

People with addictions: support groups, rehabilitation, harm-reduction programs

Victims of crime: support, justice, advocacy

Eating disorders: counselling, support groups

Teenage parents: educational programs, counselling, financial aid

Single parent families: support and assistance

lgbtq2s+: inclusive activities, counselling, support groups

All charitable organizations help society as a whole. The YPI grant aims to assist local social service charities as outlined above. Some examples of charitable sectors that are *not* included in the YPI granting criteria are:

- Medical research/equipment (Health-related charities that provide social services for people and families living with illnesses are eligible, such as special camps, arts therapy, counselling, etc.)
- Environmental sector
- International aid/development organizations
- Animal sector (charities that involve animals in providing social services to *people* are eligible for YPI)

Worksheet: Our Team's Values Statement



Date: _____

Team Members:

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

These are the values that our team has in common:

These are additional values that our team's members have:

Our Team's Values Statement:

Resource: Examples of Vision/Values Statements



All kinds of organizations and teams have statements summarising their vision and values. Vision statements describe long-term desired changes that result from the work that's done. Values statements describe the principles, beliefs or ethics that guide the behaviours or actions of an organization or team.

Here are some examples of vision/values statements from charitable organizations. **(Please note that these organizations are for illustration purposes, and are not necessarily eligible for the YPI project):**

Food Bank for New York City (U.S.A.)

www.foodbanknyc.org

Core Values:

- Our work begins and ends with our mission to end hunger, which we can only achieve through partnering with our citywide member network.
- We respect every gift of time, talent, and treasure to our mission by committing to a practice of transparency and excellence in stewardship.
- We recognize that a strong, talented staff is central to our success and we invest in development and retention.
- We embrace being a non-traditional anti-poverty organization because we recognize that strategic, innovative approaches are necessary to end hunger.

NSPCC (U.K.)

www.nspcc.org.uk

Vision:

To end cruelty to children in the UK. We are inspired by a belief that we can make a difference for all children – by standing up for their rights, by listening to them, by helping them when they need us and by making them safe.

Core Values:

- **Courage:** We communicate openly and honestly, challenging the status quo and using our independence and experience to lead change for children in all our activities.
- **Respect:** We respect children and seek to foster respect for them in others.
- **Protect:** Everything we do is designed to protect children and young people from harm.
- **Trust:** We strive to be someone that children can trust. We work alongside and in cooperation with others, and wherever possible seek to forge new partnerships that can help to end cruelty to children.

Together (for Mental Wellbeing) (U.K.)

Resource: Examples of Vision/Values Statements



www.together-uk.org

Vision:

To create a world where everyone can play a part in breaking down barriers that exist through ignorance and lack of understanding, and live their life without prejudice.

Core values:

Individual-centered and holistic; Choice; Working alongside; Listening, learning and adapting; Valuing and involving; Quality; Future positive

Belfast Unemployed Resource Centre (Northern Ireland)

www.burc.org

Vision:

To be recognized as an innovative provider in effecting change towards a fair and inclusive society.

Purpose:

To promote equality, through supporting the participation and inclusion of all individuals, groups and communities.

Values:

To deliver sustainable activities and services, through a flexible creative approach based on partnership, networking, accountability and leadership.

Daughters of Charity of St. Vincent de Paul (Scotland)

Values:

- Compassion for those who have special needs
- Promotion of quality of life for disadvantaged people, placing high value on a safe and welcoming environment
- Person-centered care for each person in a holistic way, and all that we do is shaped and driven by this aim
- Equality of opportunity for Service Users/Residents, staff, volunteers and all contributing to our services and a totally inclusive approach to service delivery
- Respect and value for the richness of diversity
- Collaboration and partnership working

Vancouver Foundation (Canada)

www.vancouverfoundation.ca

Resource: Examples of Vision/Values Statements



Vision:

Healthy, vibrant and liveable communities across British Columbia

Core Beliefs:

- **Collaboration:** Working together to leverage our collective knowledge, expertise and resources will ensure the best results.
- **Community Self Direction:** Communities have the right and responsibility to identify and address their priority needs.
- **Focus:** Targeting our efforts and resources will maximize our effectiveness.
- **Innovation:** Our core role is a funder; however, we will incubate programs/services when appropriate.
- **Impact:** Our work needs to make measurable and sustainable impacts in the communities we serve.
- **Power of Giving:** Philanthropy plays a powerful and integral role in strengthening communities.
- **Systemic Approach:** We address root causes of issues, focusing both on issues today and prevention of issues in the future.

Wabano Centre for Aboriginal Health (Canada)

www.wabano.com

Vision:

A world in which all First Nation, Inuit and Métis people have achieved full and equitable access to the conditions of health including: pride in ancestry, cultural reclamation, peace, shelter, education, food, income, a stable environment, resources, and social justice. And where the gifts and wisdom of First Nation, Inuit and Métis cultures are recognized as valuable, distinctive and beautiful.

Worksheet: Choosing a Social Issue Through Consensus-Building



The aim of this activity is to promote discussion and help teams to reach consensus on which social issue they will focus on for their YPI research.

- Building consensus is a process where a team discusses a decision together – sharing in a final decision that all team members can support, even if it isn't the “favourite choice” of each person.
- To build consensus, all team members participate in the discussion equally, as much as possible; express what they feel about issues; and listen respectfully to each other. Team members cooperate, aiming to reach the best possible decision for all members – not competing for personal preferences.
- Consensus doesn't mean that everyone needs to agree 100% – but that each team member is willing to try out the decision, work to overcome conflict, and take responsibility to implement the decision.

Option 1 – Weighted Voting & Reasoning: Good for deciding between any number of social issues. Each issue is given its own column (the chart below includes three issues but can be adapted to include more as necessary). Next, each team member awards points from one to three (“3” = most agree; “1” = least agree) in each row under each issue. Teams can discuss the reasoning behind their votes, and can change their own scores based on what they hear from other team members. Once scores are final, teams then total each score in each box (see example below), then tally totals for each column. The issue with the highest score is deemed the most important issue to the team collectively. If there is a “tie” between two issues, the team can share final comments on those issues and vote again to come to a decision.

Chart: Weighted Voting & Reasoning		Issue 1:	Issue 2:	Issue 3:
Example row: “I feel a connection to this issue.”	Team Member #1 →	3	2	1
	Team Member #2 →	2	3	1
	Team Member #3 →	1	2	3
(One vote from each member, per box.)		6	7	5
I feel a connection to this issue.				
I believe this issue is a problem.				
I believe more people need to change their attitudes and behaviours about this issue.				
I'm curious to learn more on this issue and speak up to help others understand.				
This issue relates to my values.				
TOTALS:				
The social issue that our team has chosen is:				

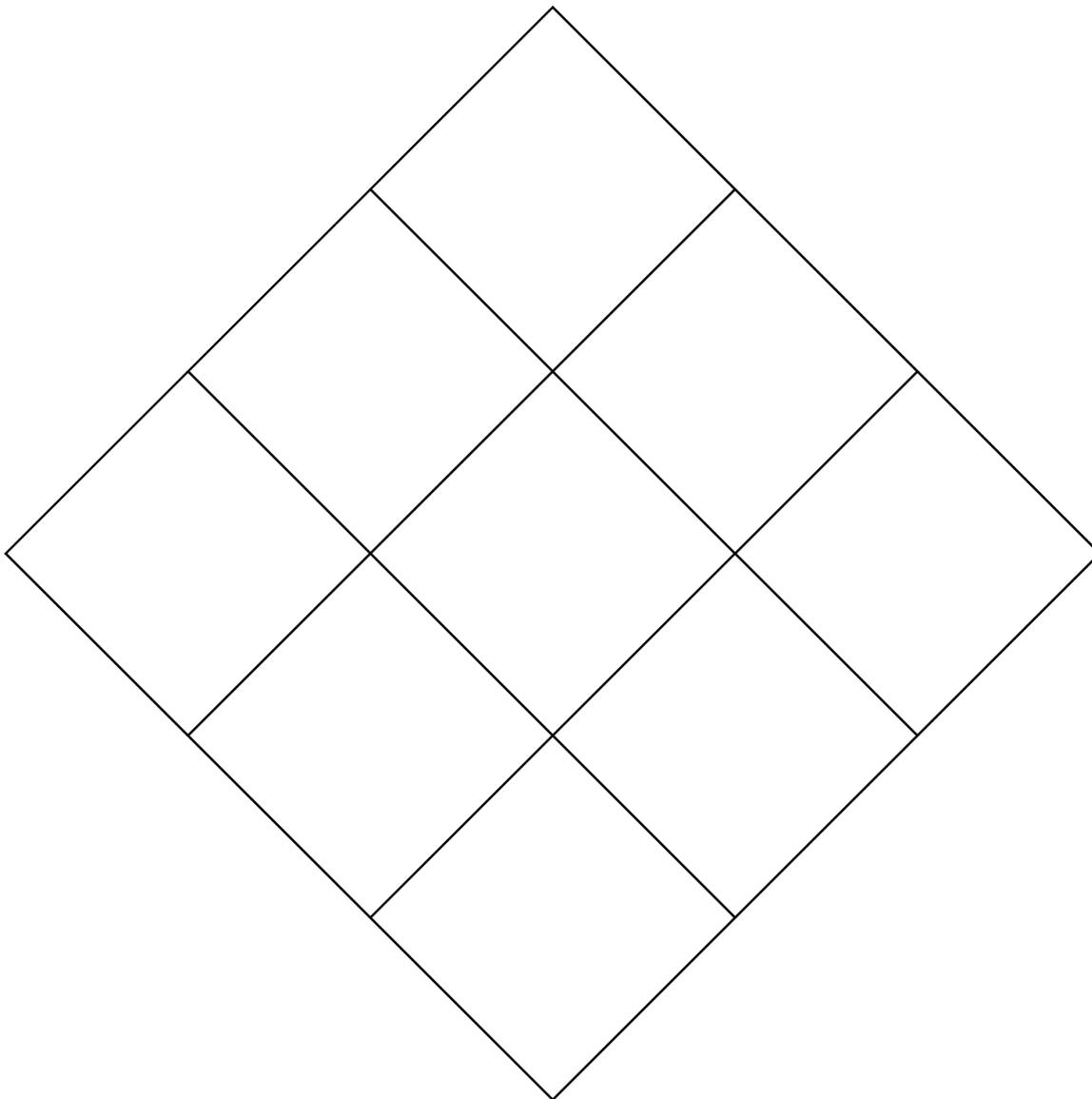
Worksheet: Choosing a Social Issue Through Consensus-Building



Option 2 – Diamond 9

1. Use the Diamond to arrange the social issues into the squares below. Place the most important issues at the top and the least important issues at the bottom. Issues in each row have equal status. (You can cut out the squares to move them around easily).
2. Based on your discussion, your team will decide which social issue is at the top of your list, and ultimately what social issue you will focus your YPI research on.

Alternative: An alternative to the Diamond 9 would be to draw round your hand. Next place your chosen social issues at the tip of each finger, before writing in the centre of the hand what social issue you will focus your YPI research on.



Worksheet: Researching Our Social Issue



1. The social issue we chose is: _____

2. This issue is important to our team because:

3. How this social issue impacts our local community:

a. Who is impacted by this social issue in our community? How many people are impacted each year?

b. How are individuals or families impacted by this social issue in the short term (days or weeks)?

c. How does the issue impact individuals, families and/or the whole community in the long term (months or years)?

d. Name some specific examples of ways this issue has impacted people in our community:



4. What are some causes of this social issue? (e.g. historical or current)

5. How is this issue connected to other issues in the community?

6. Are politicians debating or speaking out on this issue? What are they saying/not saying?

7. What is one change a person can make to everyday attitudes or behaviours that would help address the issue?

8. Find and list the names (as many as you can) of charities in your local community that are already working to address your social issue. Remember that lots of students can use Google to find the same well-known charities as you! Broaden your search to help you find lesser-known charities that also need support. Tip: visit goypi.org for information about Canada's online charity database (CRA-ARC.gc.ca); this will show you all of the registered charities in your city/town.



9. List two interesting examples of work that charities are doing (i.e. programs, initiatives) to address the social issue in your community:

10. Keep a record of the sources your team uses to find information (e.g. registered charity database, government websites, charity websites, community centre, family/friends, etc.)

Suggestions for Additional Thoughts:

- What major solutions are being put in place or proposed for this social issue?
- What are some obstacles to these solutions?
- What values do the solutions promote? What values do the solutions challenge? (E.g. values related to the economy, the environment, politics or appearances)? Is it possible for different values to conflict?
 - Example: One solution for integrating individuals with mental health and homelessness issues into society may be to plan housing in neighbourhoods to include these individuals. This solution may challenge some people's values about 'safe neighbourhoods'.
- Beyond changes to attitudes or behaviours, what is a step you could take to address the issue?

Additional questions were simplified and adapted from:

McKeown-Ice, R. (2002, July). Education for Sustainable Development Toolkit, Version 2. www.esdtoolkit.org.

McKeown-Ice, R., & Dendinger, R. (2008). Teaching, learning, and assessing environmental issues. *Journal of Geography*, 107, 161-166.

Worksheet: Social Issue Mini-Presentations Peer Feedback Form



Names of Presenters: _____

Social Issue: _____

Watch the social issue presentation, check for content, take notes for each section & give helpful feedback.

Check:

<input type="checkbox"/>	The team described why the social issue is important to them and their values.
<input type="checkbox"/>	The team explained some causes of the social issue. (e.g. historical/current)
<input type="checkbox"/>	The team explained how the issue impacts our local community in the short-term and long-term, with examples of how it affects people in our community.
<input type="checkbox"/>	The team explained how the social issue relates to other issues.
<input type="checkbox"/>	The team described what politicians are saying/debating/doing about the issue (or noting if the issue is not being discussed).
<input type="checkbox"/>	The team described (an) everyday change(s) that a person can make to their attitudes and behaviours that would help address the issue.
<input type="checkbox"/>	The team did their best to find all the local charities possible in the community that are addressing the social issue and gave some examples of the work that charities are doing to address the issue.
<input type="checkbox"/>	The team listed the sources they used to find information.
<input type="checkbox"/>	It is clear that everyone in the team participated in the preparation and delivery of the presentation.
<input type="checkbox"/>	The speakers spoke with clarity, confidence and enthusiasm, and used body language (eye contact and gestures) effectively.

Comments:

Worksheet: Social Issue Mini-Presentations Team Reflection

Names of Team Members:

Social Issue: _____

- How does your team rate your own presentation skills and teamwork so far?

- What do you think could improve, to make your final YPI presentation compelling?

- What similarities /differences do you notice between the social issues you've heard about? (e.g. in root causes, effects, attitudes/behaviours, possible ways to address them)

- Which charities are you interested in putting on your team's shortlist?



Worksheet: Shortlist of Three Charities



	Charity #1	Charity #2	Charity #3
Name of charity			
Proof of charitable status (Charity registration number)			
Does it provide social services directly to the local community? (Yes/No)			
Mission/Vision/Values of the charity (some charities list all three online, some do not).			
Services/programs provided - how does the charity help people?			
What are the outcomes of the charity's activities? (e.g. For individuals, family, community)			
What long-term impacts could result from the charity's work? How might the charity's work have an impact on other issues?			
Is there anything that your team feels is unique or special about the charity?			
(If available) what is the charity's budget? What local impact could the charity make with a YPI grant?			
Do you think your team would be able to visit this charity for YPI?			

If you had \$5,000, which of the charities on your shortlist would your team grant to? Why?



The following resources will help you find a local charity to visit and represent for your YPI project. Please try to ‘think outside the box’ and avoid using only a Google search. *Many* other YPI students in your city may be searching for a charity to research too. If everyone calls the top few charities displayed on a Google search, certain charities will be overwhelmed with requests. There are likely charities struggling to raise awareness in your city, and they could really use some help! For further tips and links to finding local charities, see goypi.org → [For Students](#) → [Finding a Charity](#)

- **The Canada Revenue Agency (CRA)** has a searchable list of Canadian charities. It is the official government regulator for Canadian charities, with a bilingual database of nearly 50,000 registered charities. It is a YPI requirement that every charity involved in the program is registered, so the CRA is an invaluable resource in rooting out those local charities.
English: <http://www.cra-arc.gc.ca/ebsi/haip/srch/advancedsearch-eng.action>
French: <http://www.cra-arc.gc.ca/ebsi/haip/srch/advancedsearch-fra.action>
- **Canada Helps** is a national platform that connects donors with charities they can give to, with a built-in online donation system. It is a bilingual site that allows visitors to search by category or keyword, and also offers a “personalized discovery” search that suggests similar charities based on an organization you are already familiar with.
English: <https://www.canadahelps.org/en/explore-canadahelps/>
French: <https://www.canadahelps.org/fr/explorez/>
- **Volunteer Canada** is a national charitable organization that supports volunteering in Canada. It develops and shares opportunities that align with how Canadians want to give or volunteer. It is a bilingual site that also makes it easy for you to find opportunities in your area through its map of volunteer centres.
English: <http://volunteer.ca/volunteer-centres#find-a-volunteer-centre>
French: <http://benevoles.ca/centres-action-benevole#find-a-volunteer-centre>
- **School & Community Libraries** are great sources of information. Be sure to check out the local press and media archives. Local press captures a lot of information about charities. The libraries will also have computers and internet. Finally, charities sometimes display information and promo material regarding local events on bulletin boards.
- In Your Community there is a host of other approaches you can use to identify local charities. Your local Hospital, Retirement Home, Church or Religious Centre, Community Learning & Development Team, Community Information Centre, Youth Club and Sports Centre will all undoubtedly have charitable partners who support provision, share facilities and/or provide services. Check bulletin boards or telephone books, ask questions and explore.
- **Speak to People** around you, as you never know what charities they have had first-hand experience of or what charities they actively support.

Resource: YPI Grant Criteria

To be eligible for a YPI grant, charities must be:

1. Registered with the Canada Revenue Agency
2. Based in your local community
3. Providing social services directly to people in the local community.

-
- **Registered:** Students must have verified that the organization has official charitable status with the Canada Revenue Agency (CRA).
 - Please ensure that the charity you choose is registered here:
 - English - Charities Listing: <http://www.cra-arc.gc.ca/ebci/haip/srch/advancedsearch-eng.action> /French - Liste des organismes de bienfaisance: <http://www.cra-arc.gc.ca/chrts-gvng/lstngs/menu-fra.html>
 - A local organization may sometimes be registered under the name of a broader organization, but it can be eligible for the YPI grant if its local chapter provides social services directly to people in their community.
 - **Based in your local community:** The charity is located in and provides services for people in the community.
 - Students can advocate for specific social service program(s)/project(s) of a registered charity, if the program(s)/project(s) directly impact people in their community – even if the broader organization has other locations, mandates or services. Nation-wide or regional-wide charities may be considered *if* students visit and advocate for the services of their local chapter, and demonstrate how the \$5000 would be used to directly impact people in the local community.
 - Grant eligibility is *not* defined by the size of a charity's budget, nor where it gets its funding from.
 - 'Local' does not imply a set geographical boundary. Students may choose a charity they can visit independently and would be able to stay involved with (e.g. through volunteering), to see the impact they're able to make in their own community. Also consider that people affected by some social issues may have to travel further than others to access the services of a charity: there are far fewer services for the Deaf or hard-of-hearing community than there are for people in need of the support of a food bank, for example.
 - **Providing social services directly:**
 - The charity must provide programs/services to assist people without discrimination (i.e. the charity can have religious affiliations so long as it provides services to people regardless of their own religious beliefs).
 - Fundraising events and advertising are *not* examples of social services being provided directly to people. Advocacy or research may relate to social issues, but are not providing service directly to people.

All charitable organizations help society as a whole. The YPI grant aims to assist local social service charities as outlined above. Some examples of charitable sectors that are *not* included in the YPI granting criteria are:

- Medical research/equipment (health-related charities that provide social services for people and families living with illnesses are eligible, such as special camps, arts therapy, counselling, etc.)
- Environmental sector
- International aid/development organizations
- Animal sector (charities that involve animals in providing social services to people are eligible.)





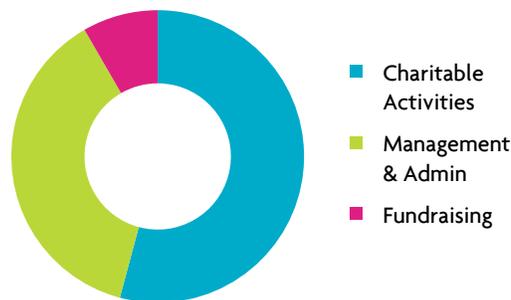
Charity Profile #1: Trip of a Lifetime

“Trip of a Lifetime” is a small charity whose mission is to bring some sunshine into the lives of children who are suffering from life threatening illnesses.

Every year, we accompany a group of children on a week-long holiday to Florida, helping them enjoy fun activities at Disney World, Sea World, Universal Studios and at the beach. Our trips are thoroughly organized and fully escorted by a comprehensive medical team of experienced doctors, nurses, physiotherapists and volunteer caregivers, who also bring all necessary medical equipment that enables the children to be given their normal medical treatment.

- Last year, 40 children took part in a trip, with 8 professional medical staff and 16 volunteers
- While we are in Florida, the children’s parents and siblings enjoy a week of rest at home. The benefit of this can never be underestimated.
- After their experience, even the quietest children are more confident, excited and happier
- When the children reunite with their families, they are full of smiles, stories and joy.
- From the letters of appreciation that we receive, it is clear that we making a strong and very special impact on the lives of many children and their families.

Trip of a Lifetime - Budget	
Charitable Activities	\$325,000
Management & Admin	\$225,000
Fundraising	\$50,000
Total	\$600,000



What would \$10 be spent on?

\$10 would pay for one terminally-ill child to go on a ride at Disney World.

What would \$5,000 be spent on?

\$5,000 would pay for the flights to Florida for one doctor, one nurse and one terminally-ill child

Testimonial:

“Our heartfelt thanks goes to the whole team at Trip of a Lifetime for giving our son Salif a special memory with a positive impact that extends well beyond the trip he took to Disney World. Yes, he came home with stories to share with friends and family for months; smiles to shine onto stressful situations; and best of all, he came home with a stronger sense of stamina, saying that he’ll choose to stay happy while fighting his life-threatening illness. Thank you for helping our child find a way to live with joy with every day he’s got.”



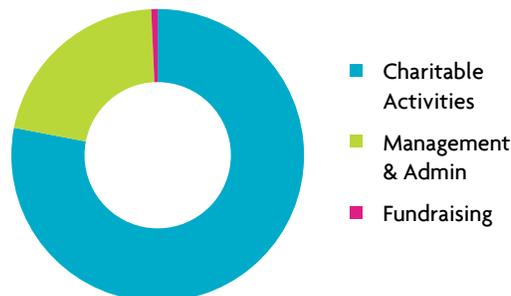
Charity Profile #2: Village Food Bank

Our food bank’s mission is to help people move with dignity from crisis to long term sustainability, giving people a hand as they reintegrate economically into the community.

We provide emergency food packages to local families and individuals who are experiencing short-term crises. We partner with community gardens, and provide nutritional support to people who cannot meet dietary needs. We also provide advocacy services to our members wherever possible, on issues of housing, social services and abuse. We hope to expand these services.

- Last year, we served up to 3,000 local individuals and families in crisis each month
- Since we opened 3 years ago, we have increased our support to refugees by 15% and unemployed people by 24%
- Ever since the recession started, the food bank’s membership has increased by 53%
- We disseminate information about the food bank in multiple languages to local shelters
- Each week, we distribute from 3500 to 5000 kilograms of food to community drop-in centres
- We have only one employee and rely on 50 committed volunteers to help run our food bank

Village Food Bank - Budget	
Charitable Activities	\$55,000
Management & Admin	\$15,000
Fundraising	\$500
Total	\$70,500



What would \$10 be spent on?

\$10 would feed a family of 4 for one day

What would \$5,000 be spent on?

\$5,000 would feed 10 families in crisis every day for a month

Testimonial:

“I am a single mother with three kids, one with a disability. I lost my job 3 months ago, and now I’m working part-time. My job keeps me out late and just barely covers the rent – we’re really struggling. Two of my kids take turns visiting the Village Food Bank for our family when we can’t make ends meet. I’ve never had to worry when they go there. They help them to pick healthy choices that cover all the food groups. I feel like the Village Food Bank is not only a source of nutrition that has kept my children healthy; it’s also a community hub where people care, where kids feel safe, and where there’s dignity.”



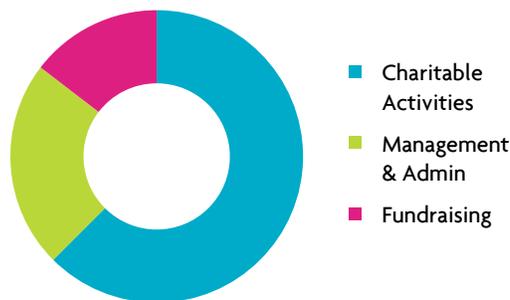
Charity Profile #3: Seniors SHARE-Well

Seniors SHARE-Well (Supported Home/Community Assistance for Retirement & Elderly Well-being) aims to help senior citizens live well, both independently and with loved ones.

To encourage seniors to continue living at home with dignity, we offer home-based care, meal deliveries, transportation, home safety services, social programs, hospital-to-home transition support, an information hotline, and more. Seniors cover some costs, but for many, this can be overwhelming. Our fundraising events help narrow the gap. We also reduce seniors’ isolation: 600 young volunteers offer companionship and help with chores, and 200 adults’ share affordable housing and offer support to seniors. We also research issues that affect older people, and campaign to change national policy on their behalf.

- Last year, we helped 180,000 people through our information and advice hotline.
- We facilitated 35,000 hours donated by volunteers, 40,000km driven by transportation and meal-delivery volunteers, 30,000 hours of support for home maintenance and home-making, and made 11,350 visits to install safety and medical equipment, locks and smoke alarms to help older people feel safe, comfortable and independent in their homes.
- We trained 7,000 seniors to use technologies to connect with loved one, and trained 9,000 caregivers on home support with medical equipment, health and well-being advice.
- Our research-based advocacy campaign “End the Isolation” gained 48,000 followers on social media, and was covered by four major newspapers and two TV interviews.

Seniors SHARE-Well - Budget	
Charitable Activities	\$7,500,000
Management & Admin	\$2,750,000
Fundraising	\$1,750,000
Total	\$12,000,000



What would \$10 be spent on?

\$10 would help 2 seniors to set up technology and receive training on it to contact loved ones.

What would \$5,000 be spent on?

\$5,000 would cover the costs of 60 older people receiving one-to-one information and advice.

Testimonial:

“I’ve always lived on my own. But then I fell and injured my hip. It’s hard to get help for each detail of personal life, even using bathrooms. Seniors SHARE-Well was a life-saver. After the hospital, they trained caregivers to help so sensitively, I didn’t feel embarrassed. My family is far away so I especially appreciate the young people who come to help out. I look forward to our conversations and sharing stories, it distracts me from the pain. Thank you for making me feel like I don’t have an ‘expiry date’ as a human being.”

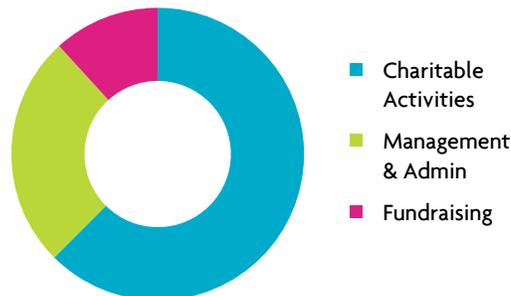


Charity Profile #4: Homebase Youth Services

Our mission is to reconnect young people with their families after a period of crisis. We offer an emergency shelter, two types of residential care and treatment, as well as multiple programs and services delivered by qualified, professional and trained staff.

- Our 35-bed emergency shelter provides homeless and street involved young people ages 16-24 with food, accommodation and informal counselling in a safe structured and inclusive environment.
- Our 16-bed residential treatment program provides accommodation, food, 24-hour support, and intensive counselling for young people ages 12-18 that are experiencing severe emotional, behavioural and mental health difficulties.
- Our 18-bed transitional housing program provides accommodation, food, counselling and services for young people who are re-integrating into the community after being involved in criminal justice.
- We also offer counselling in the following areas: Anger Management; Substance Abuse Awareness and Education; Healthy Sexuality; Employment Preparation; Violence Prevention
- Our programs offer a range of services designed to help young people become more independent, minimize the risk of re-offending and support young people to make better choices in their lives.
- Family members and significant others connected to the young people are encouraged to participate in services in order to support the young people and their plan.

Homebase Youth Services - Budget	
Charitable Activities	\$4,250,000
Management & Admin	\$1,750,000
Fundraising	\$800,000
Total	\$6,800,000



What would \$10 be spent on?

\$10 would pay for welcome kits for two new young people who move into the residential program.

What would \$5,000 be spent on?

\$5,000 would cover the costs of a 6-week group counselling program in Anger Management or Violence Prevention for eight young people.

Testimonial:

“Homebase Youth Services has benefited me in ways that are indescribable; the program literally saved my life and future. I walked into the program as a lost young woman with no money, no connections and no options. Now I am a strong independent woman with goals and a bright future. Homebase gave me the guidance I needed to become the person I am today.”

Worksheet: Understanding Charities



	Trip of a Lifetime	Village Food Bank	Seniors SHARE-Well	Homebase Youth Services
Budget				
How \$10 would be spent				
How \$5,000 would be spent				
Short-term outcomes of programs				
Long-term impact of programs				
What do you think staff might be responsible for?				
What do you think volunteers might be responsible for?				

What kinds of resources do charities need to have in order to provide programs and services?

What kinds of challenges could the charities face in managing their resources?

What are some examples of management and administrative costs for charities?

What do you think might happen if a charity could not secure funding for their management and administrative costs?



Worksheet: Understanding Charities

What do you think makes a charity effective?

What are some examples of the outcomes that different charities can create for people?
Consider outcomes for individuals, families, and communities.

How might a charity measure their outcomes?

What are some examples of the long-term impacts that different charities can have for people?
Consider impacts for individuals, families, and communities.



Worksheet: Understanding Charities

How might a charity measure their long-term impacts?

Do you think a charity can make a particular social issue completely disappear in the long-term? Why or why not? If not, what else might be needed?

What are some examples of what a charity could do for their local communities with a \$5,000 grant?

If you had \$5,000 to grant to a charity, what criteria would you consider?



Worksheet: Prepare a Team Project Timeline



To succeed in the YPI program, it is critical that you plan ahead by giving yourself enough time to visit your charity, and to prepare your presentation. Most charities are excited to be chosen for YPI. Even if they don't win a grant, you are supporting the charity to raise awareness about their work and your chosen social issue. BUT remember to respect their time! The number one reason students are not able to visit charities is because they ASK AT THE LAST MINUTE. Use this worksheet to plan ahead.

Team member names: _____

Social issue: _____

Our chosen charity: _____

CRA registration number of chosen charity: _____

The countdown to Presentation Day is on! Work backwards from presentation day to fill in your project deadlines. Be sure to contact your chosen charity at least 1-2 weeks before you want to make a site visit.

Step	Deadline	Done
1. Practice the "Communicating with Charities" scenarios		
2. Contact charity to set up a site visit		
3. Review the Presentation Evaluation Criteria as a team		
4. Prepare interview questions		
5. Complete online research on your charity		
6. Visit and interview charity		
7. Send a thank you email/note to the charity		
8. Brainstorm how you will create your presentation/assign tasks		
9. Bring together all parts of the Presentation (e.g. tech, scripts, etc.)		
10. Rehearse Presentation with the Whole Team (3-4 times)		
11. Presentation Day in Class		
12. Provide update to charity about the outcome of class presentation		



What should your team consider when you try to contact your charity to set up an interview? What can your team do to be successful in setting up an interview? Put yourself in the shoes of a charity representative who would answer the phone. Consider what tone and messages would make it more likely for a charity to respond to your request.

1. Who?

Determine the best person to speak with, and find their name and extension whenever possible. Some sample job titles include: Fundraising/Development Coordinator, Communications Coordinator, Program Coordinator, Program Manager, and Executive Director.

Our contact person: _____ Job title: _____

Email: _____ Phone number: _____

2. Why?

Explain clearly who you are, which school you attend. Explain the Youth and Philanthropy Initiative to them, and why your team has chosen their charity to represent.

Our team chose this charity because:

--

3. When?

As a team, arrange three dates/times when you are all available to visit your chosen charity and have these at hand when you make the call so that you can give the charity some options.

Don't procrastinate! Call your charity as soon as possible. It can take time to organize a convenient time to visit your charity. Don't expect them to be available for a visit the day after you call.

Three dates and times our team is available are:

1.
2.
3.



4. How?

- Prepare and practice a script for your telephone conversation.
- Be clear and organized
- Be polite, professional and enthusiastic
- Show your interest and knowledge of the charity’s work in the community
- Be genuine in appreciating the opportunity to learn so much first-hand from charity staff; it’s a unique experience not every student gets to have.
- Show respect for the charity employee’s limited time; thank them for speaking with you even if they say that they are unable to participate in your project.
Don’t be discouraged if your top-choice is unavailable or does not return your phone calls/emails: contact another great charity from your shortlist.
- Decide with your team on the phone number and email address you will use to communicate with the charity.
- IF LEAVING A VOICEMAIL MESSAGE: If you cannot reach the staff member, leave a clear and effective message. See [Resource: Communicating with Charities](#).
- SENDING AN INTRODUCTION EMAIL: See [Resource: Communicating with Charities](#) for an email template that will help you to introduce YPI to your charity after speaking with them or leaving a voicemail.
Do not email your interview questions to the charity. They’re very busy working hard to help the community and it is unfair to ask them to do your work for you.
- Ask if the charity needs any help, offering to do something that adds value to why they would like meeting with you: Do they need volunteers? Are they on social media, or could you help increase their social media presence? Are there events this year that need help? Do they need clothing/food donations? Can you help speak up for the charity and its social issue, to others who can influence change?

Our team’s script for phone calls:

Confirmed site visit date/time: _____

Name of person we will meet: _____

Address of charity: _____

How team members will travel to charity: _____

This resource provides helpful practice scripts, tips and templates to help you with the following:

- Telephone Call Scenarios
- How to Leave an Effective Voicemail
- Sending a Follow Up/Introduction Email
- Sending a Thank You Note

Telephone Call Scenarios

Example Phone Calls: Which one is more effective?

Scenario 1

Charity Representative: Hello *Example Charity*, James speaking.

Student: “Hello my name is (your name) and I’m calling from (name of school). Do you have a moment to speak?”

Charity Representative: “Yes, certainly. How can I help you?”

Student: “Thank you. My school is currently taking part in a program called the Youth and Philanthropy Initiative (YPI). We have been examining the social issues affecting our community and the local charities working in the area. Each team has chosen one charity to research and support and my team wondered whether it might be possible for us to visit your charity to ask you some questions about your work. We will use the information to create a presentation which we will deliver in a competition with our classmates. The team that gives the best presentation in the school will be awarded a grant to donate to the charity we have researched.”

Charity Representative: “That sounds like an interesting project – could you email me some more details?”

Student: “Of course, I have an information sheet. What is your email address please?”

Charity Representative: “It is examplecharity@phonecallexample.org”

Student: “Great – I will email some more information to you straight away.”

Charity Representative: “And so, your team has chosen to research the Example Charity?”





Student: “Yes, that’s right. We really wanted to support a charity that works with young people in the area.”

Charity Representative: “Fantastic, thank you. When would you like to come and visit?”

Student: “Would September 14th at 4:15pm be possible? Our whole team is free then.”

Charity Representative: “Let me look at my calendar. No, sorry I am afraid I am busy on that day. Do you have any other dates?”

Student: “Yes, we have a couple dates that we are all free. Could we come on the 17th at 3:45pm?”

Charity Representative: “That is fine. How long will you need?”

Student: “Around 45 minutes would be great. If we were able to ask you some questions and have a look around we would really appreciate it.”

Charity Representative: “That will be fine. I look forward to meeting you on the 17th. Bye.”

Student: “Yes, you too and thank you very much.”

Scenario 2

Charity Representative: Hello Example Charity, James speaking.

Student: “Hi I’m calling about this charity thing.”

Charity Representative: “Sorry, I don’t understand. Where are you calling from?”

Student: “I’m calling from (name of school). We’re doing this project where we choose a charity to visit and you get a grant maybe.”

Charity Representative: “How can I help you?”

Student: “We want to come to your charity to, you know, talk.”

Charity Representative: “I am afraid I don’t really follow. Perhaps you could call back another time?”

Student: “Alright, bye.”



How to Leave an Effective Voicemail

Charities can be very busy places, and you may have to leave a message clearly stating the purpose of your call, and an appropriate way to be reached, so that they can return your call at a convenient time. These are important things to consider when leaving an appropriate message:

- Get a specific person's name or position that you can ask for
- Use a formal greeting: "Good morning/afternoon"
- State your name and where you are calling from
- It's a good idea to say the date and time
- The purpose of your call
- A phone number where you can be reached
- An appropriate time when they can return your call
- Thank you and formal close
- And remember, speak slowly and clearly!

Example Voicemails: Which one is more effective?

Scenario 1

"Good afternoon, my name is Pedro Mendez, I'm calling from Example Secondary School. It's now 1:00 PM on Tuesday the 7th of February. I'm calling to speak with Mr. Chan / the Program Coordinator regarding a school project for the Youth and Philanthropy Initiative. If you could please call me back at Appropriate Number, I am available this afternoon between 2-4 pm as well as all day tomorrow. Thank you and have a great day!"

Scenario 2

"Hi George, I'm calling to find out more about your charity. Can you call me back later? Thanks, bye."

Sending an Introduction Email

When you speak with your charity, it's a good idea to ask for an email address so that you may send an introductory email about YPI and provide more details about why you would like to research and visit their organization. Here are some helpful sample introduction email templates for you to use after speaking with a charity representative or leaving a voicemail.

Sample Email #1

An introduction email, for when you've left a voicemail but have not been able to speak with someone.

Resource: Communicating with Charities



Dear [Name of charity representative],

I am a student at (name of your school), and my class is working on a project called the Youth and Philanthropy Initiative (YPI). For more information about YPI, or to speak with a YPI staff member, please visit www.goypi.org

During YPI, students work in teams to understand more about local social issues, and then choose one charity to research, visit and make a presentation about, for three main purposes: To advocate for the important social issues you address; to learn about your goals, challenges and hopes so we can show others the impact that you are having in the community and how they can support you; and to try to win a \$5,000 grant for your charity in a friendly competition at my school.

Our team would like to research your charity because _____

We left a message for you earlier (today/this week), in the hopes that we can arrange to visit your location and interview you or another staff member about your charity.

May we ask if there are dates and times convenient for you in the next week or two? Here are a few dates and times that our whole team is available: _____

Please let us know what would work best for you. We respect your time, and are organising our questions thoughtfully before we meet.

Thank you again for your time and attention. We look forward to your reply.

Sincerely,

[Student names]

[School name]

[Grade level, Subject area, Class of (Teacher name)]

Resource: Communicating with Charities

Sample Email #2

A follow-up message, for when your charity has agreed to an interview date.

Dear [Name of charity representative],

Thank you sincerely for your response and for kindly offering us a time when we will be able to meet you and visit [Charity Name], to gain a greater appreciation of your work, vision, impact and goals.

We are confirming here the details of our visit to [Charity Name]:

Date: _____

Time: _____

Names of students in our team: _____

As we prepare to be efficient, effective and respectful during our visit, may we ask?

- May we bring a camera and/or video camera to [Charity Name] to take photos or video of our interview with you, or of the facilities?
- Would you or other members of your charity be willing to share any stories about your work, or people that you've worked with?

Whatever your response, we will respect your views and prepare accordingly.

Please let us know if anything changes regarding the details of our visit. Thank you very much again for your time. We believe the social issue of _____ is important to address, and we truly look forward to the opportunity to learn from your perspectives and experience.

Sincerely,

[Student names]

[School name]

[Grade level, Subject area, Class of (Teacher name)]

[YPI website]



Sending a Thank You Note

It's important to let your chosen charity know that you appreciate the time they have taken in telling you about their work, and how the information you gathered will be used to help spread the word about all the fantastic things they do for your community. Here is an example of the kind of message you can send:

Dear [Name of charity representative],

[Student names] would like to take this opportunity to thank you for your time, and for providing us with all the useful information about the great work you do in [Name of Charity]. We were so pleased to learn more about how your organization works, and just how far the work you do goes to making a positive impact in our community (tell them your reasons why you are thankful).

We are happy to tell you that we have put together an engaging presentation based on the information and experiences you shared, and we will be presenting it to our classmates and community members on [date]. We look forward to spreading the word about what makes [Name of Charity] such a great organization, and why you deserve the support of our community. We will tell you how our presentation goes, and whether we make it to the Final Presentation Assembly! (Tell them what you are doing with the information and how you plan to follow up)

Thank you,

[Student names]





Following Up With Your Charity About Results

After charities have met with you, they will be invested in the results of your YPI project. They will want to be kept in the loop about their chances of winning the \$5,000 grant. It's important to keep them posted about your progress, and to communicate results. You should send a message to your contact(s) after your classroom presentation, to let them know if you have advanced to your school's Final (and potentially to invite them to the event – discuss this with your teacher first), and an additional message after your Final, if you end up not winning the grant (winning team will call their charity with the support of a YPI representative on the day of the Final). Here are examples of the kinds of messages you can send. At this point in your engagement with the charities, you will hopefully have a good rapport with contact, and can personalize these messages accordingly. Use these examples as starting points only.

Dear [Name of charity representative],

[Student names] are writing to let you know that we successfully delivered our presentation to our class, and have advanced to the YPI Finals at our school! This event will take place on [Date at Location]. (Note: this is a great opportunity for you to invite your charity contact to you Final. Discuss with your teacher if this is something they want you to do.) Attending our Final will be ... (include details about the audience at your Final: How many people? What grade levels? Will there be other community members involved?) We are very much looking forward to sharing information about your work with this wider audience. Thank you again for your support!

Sincerely,

[Student names]

Dear [Name of charity representative],

[Student names] are writing to let you know the results of our classroom presentations. While we did not make it to the Finals at our school, we were able to share your work with our class [add any other details about who else you have shared information with, any other contributions you have made so far]. Thank you again for supporting us through this project by sharing the great work that you do through [Name of Charity]. (If you are interested in staying in touch with your charity, continuing to advocate for the social issue they represent; volunteering with them, or becoming involved in any other way, this message is a great opportunity to start or continue that conversation.)

All the best,

[Student names]

Resource: Communicating with Charities

Dear [Name of charity representative],

[Student names] are writing to let you know the results of our YPI Finals. While we did not win the grant for [Name of Charity] in the end, we were able to share your work with (number of people in the audience, details about who attended). Thank you again for supporting us through this project by sharing the great work that you do through [Name of Charity]. (If you are interested in staying in touch with your charity, continuing to advocate for the social issue they represent; volunteering with them, or becoming involved in any other way, this message is a great opportunity to start or continue that conversation.)

All the best,

[Student names]





You've got a date to visit and interview your charity! It's time to prepare so you can make the most of it. Preparing for your team's charity visit is very important. Think through each of the points below before visiting the charity. Then plan out what you could say and ask, using YPI resources to guide you.

✓ **Safety First**

- Talk with your teacher about appropriate times to visit your charity: will you be making visits during class time? Or after school/on the weekend? Will an adult accompany you? Do you need a permission slip?
 - Tell your teacher and parent/guardian the date and time you are going on your visit, as well as the name and telephone number of the person you will be meeting with.
 - Contact your charity again the day before your visit to re-confirm. (For example: "We are looking forward to meeting you tomorrow at 2:30!" is a friendly reminder, and shows that your team plans to be on time).
 - Plan the route that you and your team will take from home/school to the charity, and back again, and confirm this with your parents/guardians.
- ✓ Show the people you are meeting that **you appreciate and respect their valuable time**.
- Find out as much background information as you can, first, and review what you already know.
 - If the charity has a website, make notes on what you can find out ahead of time.
 - Be organized, and be prepared to take good notes.
 - Be flexible. Find out what dates/times would work best for your charity.
 - Arrive 5 minutes early. Be sure to phone your contact person if you will be delayed or unable to attend.
- ✓ Demonstrate to the charity that your team **cares about the social issue** that it is addressing.
- Be sincere. Show real interest.
 - Refer back to what you've already thought through: What you've already researched about this social issue; why you're interested in this social issue; how your values connect with it.
- ✓ Explain to your charity **why you've chosen them**, and **why you want to learn more** about their work
- You can also describe how your values may relate with the charity's values/vision. (Visit charity website.)
- ✓ **Prepare effective questions** that will help you to **learn more deeply** about the issue and the charity's work.
- Build on any background information that you've found interesting about the charity.
 - Prepare as many questions as possible; then choose the most effective and engaging questions.
 - Open-ended questions are most effective; they can start conversations and get you more information. Close-ended questions are not as effective, since they lead to shorter answers and less information.
- ✓ Find out first-hand **how the charity would use \$5000** to help people in your local community.
- ✓ Be prepared to **listen carefully, interact sensitively** and **pay attention to details** when you visit the charity.
- If you hear interesting things that you want to know more about, ask follow-up questions. Prepare to draw out interesting new ideas and information, and find out as much detail as possible.
 - Find out if you can record part of the visit. Ask politely about rules or limitations on confidentiality.
 - Be prepared to be respectful and sensitive if you have a chance to interact with people the charity helps.
- ✓ **Thank the charity** for their time. Follow up with a card, message, or other gesture thanking them for what you've learned.



Key Questions to Keep in Mind:

- How will your team have a meaningful interview and 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 impact on the local community? What questions can you easily find answers to on their website?
- How will your team communicate information about your social issue and charity in an engaging way? Are you allowed to take photos or video?

1. **Review the presentation judging criteria below so that you know what kind of information you need to gather.**

Content of the Presentation

How effective is the team at:

- **Engaging the audience** about the social issue
- Demonstrating how the issue **impacts people** in the local community (short term/long term)?
- Demonstrating their **knowledge of their chosen charity**?
- Explaining the **programs and services offered** by the charity?
- Showing how effective the charity is at **using its resources**?
- Demonstrating **positive outcomes** that the charity is creating for people in the community?
- Showing understanding of the **charities long-term impact** on the social issue?
- Demonstrating a **connection** with the social issue, and explaining how attitudes, behaviours and/or further actions can help address it?
- Demonstrating what they learned/ how they were personally impacted by charity contact?
- Explaining **how the \$5,000 grant will be used** by the charity (how will it impact the LOCAL community).
- Demonstrating how they used or will use their **skills and/or time to do something helpful** for the charity?

Presentation Skills

- Does the team make a **passionate case** for their chosen charity?
- Is the presentation **clear, effective and well-structured**?
- Have they effectively added **creative elements** to their presentation?
- Do the speakers speak with **clarity, confidence and enthusiasm**, using eye contact and body language effectively?
- Are **all team members** actively involved?

2. **Use the chart below to create your team's interview questions, based on the information you need to collect.**

- a. **Who is the charity? How do they help?**

- Why did your team choose this particular charity? What do you know about their work? (Refer back to [Worksheet: Shortlist of Three Charities](#))
- How can your team find out more about the charity’s mission and services during your charity interview?
- How will your team know how effectively the charity uses its resources (money, time, people, etc.)?

What we already know	
Interview questions	Notes from interview
Ideas for presenting this information	



b. What impact is the charity making?

- How can your charity interview help you to learn about the positive impacts that it makes for people in the community? What kind of proof can the charity give you? (e.g. Statistics, testimonials, photos, video)
- How can your team use your interview to understand the ways your charity helps to make a short-term and long-term impact on the social issue?
- In what ways can your team show your audience the impact that the charity can make with a \$5,000 YPI grant?

What we already know	
Interview questions	Notes from interview
Ideas for presenting this information	



c. How can we all help to change things for the better?

- Does your team understand how everyone can help to make a positive difference about the social issue in your own community? (e.g. Through our attitudes, behaviours or actions) How can the charity interview help you to understand this more?
- Will your team have opportunities to volunteer for your charity to give back and learn more through experience? Do your team members have any special skills that you can offer to help?

What we already know	
Interview questions	Notes from interview
Ideas for presenting this information	



Resource: Tips for Creating Your YPI Presentation

In your final YPI presentation you will need to demonstrate the research, presentation and teamwork skills you have practiced during YPI.

Research Skills	<p>Show the judges that you have conducted your research effectively by ensuring you have the following information in your presentation:</p> <ul style="list-style-type: none"> ▪ Proof of the charity’s status (e.g. registered charity number) ▪ An explanation of the social issue that the charity is addressing, and why your team believes the issue is important ▪ Demonstrate your knowledge of the charity (its purpose, values, brief history, significance in the community) ▪ A clear explanation of the services the charity provides ▪ The impact the charity makes in the community ▪ Show how effective the charity is at using its resources (funds, volunteers, community partnerships, expertise, etc.) ▪ At least one example of an individual or a family the charity has helped ▪ The charity’s plans for the future ▪ Details showing the connection you developed with your chosen charity
Presentation Skills	<p>Show the judges your presentation skills by:</p> <ul style="list-style-type: none"> ▪ Speaking clearly and with confidence ▪ Being creative about how you present your information ▪ Using effective body language (facial expression and gestures) and making eye contact with the audience ▪ Using appropriate audio-visual material to enhance the presentation ▪ Speaking with passion ▪ Preparing your ideas logically ▪ Thinking creatively ▪ Staying within the time ten minute limit. There is a 2 point deduction for every minute you go over!
Teamwork Skills	<p>Show the judges the teamwork skills you have developed by:</p> <ul style="list-style-type: none"> ▪ Giving every team member a role in the presentation ▪ Arranging your presentation so all team members are clear about their roles ▪ Supporting the other team members ▪ Demonstrating team unity ▪ Sharing the reason why this social issue and charity is so important to your team



Resource: Tips for Creating Your YPI Presentation



- Consider your team’s interests and skills, and how you could communicate information about your social issue and charity in an engaging way. Some suggestions:
 - Create infographics to show the number of people impacted by the issue locally.
 - Show clips of your interview/charity visit during the presentation. This video should be no more than half the total length of your presentation. (Ask permission to film before going).
 - Show photographs of your visit. (Ask permission before going).
 - Distribute materials (e.g. leaflets/posters) from the charity.
 - Ask for case studies/stories about people who have been helped by the charity: this goes a long way to personalize the social issue you will be speaking about. People remember stories.
- Think of creative and interesting elements you can include in your presentation to engage your audience:
 - Prepare a role-play or skit for the audience to better understand the issue and services.
 - Perform a song, poem, or dance that demonstrates how you feel about the issue.
- Demonstrate how the charity uses resources to make lasting impact.
- Interact with the audience.
- If making slides: Avoid having too much information on a slide. Add just enough points and/or images to keep an audience interested, and remember that people will be reading from a distance.
- Avoid reading directly from slides or notes. Prepare to speak to an audience directly and sincerely.
- Try telling people in normal conversations parts of what you’ll say in your presentation. From their reactions, do you believe you’ll influence people to care about the issue and charity in a presentation? If not, how can you convey things differently?
- Plan very carefully so that every member of the team has an active role to play in the presentations.
- If you are using any kind of audio/visual or internet in your presentation, make sure it is all working properly before you start.



Citizenship	This is about being a part of a community, and how that individual responds to their membership of the community – do they get involved? Do they join clubs or committees? Do they have an opinion in discussions that affect them and their neighbours? Do they do something to impact upon these discussions or problems that might affect their community? Merriam-Webster definition of citizenship: 1) possession of the rights and privileges of a citizen 2) the quality of a person's response to membership in a community.
Donor	Someone who gives something of theirs to someone else. In a hospital, a donor might give one of their kidneys to someone who else. When talking about charities, a donor is an individual/organization who gives money to support the charity.
Eligible	If something is eligible it meets all of the stated requirements. To be “eligible” for a YPI grant you have to be able to answer yes to all of the questions about the charity, e.g. is it a registered with the Canada Revenue Agency? Is it a Social Service charity? Does it have local programs and local impact? If the answer is yes to these questions, then we can say the charity is “eligible” for the YPI \$5,000.
Grant	This is the word that describes the money awarded to the winning charity. The \$5,000 prize can also be called the \$5,000 grant.
Grant Criteria	The list of requirements that have to be met so that we can say a charity is “eligible” (see above) for a YPI grant i.e. Registered in the Canada Revenue Agency Charity Listing, and Social Service Focused.
Impact	Impact is the big picture, the broad, far-reaching results of a charity or program’s contributions. Impact often takes place at the individual, family, community as well as the societal level (“social change”). Impact is generally what a charity or program is working towards – it is their wish for the individuals and community in the future, and is often clear in their mission statement. Example: The long-term impact of a Computer Skills Program for homeless youth would be to build bridges between disadvantaged young people and local employment opportunities, often breaking cycles of poverty, substance abuse and violence, leading to lives of dignity and independence for the young people as well as improving stability for their families and the community.
Mission Statement	This is a sentence or two that describes exactly what an organization is and why it exists; its reason for being.



Operational

Operational is a word describing the activities of a business or organization relating to their aims and objectives. With charities, it describes what they actually do to help tackle the social issue that they are focused on. Workshops to help people, or running a day centre, or volunteering as a friend would all be operational. Fundraising or advertising are not operational activities.

Outcomes

Outcomes are generally the immediate or medium-term results of a charity's programs and services. Example: Some outcomes of a Computer Skills Program for homeless youth could include: improved computer literacy; increased employment skills; increased sense of self-worth; improved job-search skills; improved communication skills; increased independence; higher secondary school graduation rate; 85% of participants achieve a recognized certification; 75% of participants gain employment

Overhead

Administrative expenses are sometimes referred to as “overhead”. This includes things like renting an office, paying phone and internet bills, and paying administrative staff. Low administrative expenses or “overhead” is sometimes discussed as measure of how effective a charity is; YPI agrees with more recent thinking that better measures are related to the outcomes and impact a charity has in their community. Administrative costs are necessary for a charity to function, and to sustainably produce results for their community. Consider the costs of employing qualified staff members, of having safe and accessible facilities: these are expenses that will vary between each charity. “Overhead” and “Administrative” costs are often core to the mission of a charity; YPI discourages people from evaluating the merits of charities based on this information alone.

Philanthropy

The word philanthropy comes from two Greek root words: “philos” meaning love, and “anthropos” meaning humanity. Merriam-Webster definition of philanthropy: a spirit of goodwill toward all people, especially when expressed in active and generous efforts to help others.

Philanthropist

Merriam-Webster definition of philanthropist: One who makes an active effort to promote human welfare.

Registered Status

For charities, registered status means that they have joined the national organization that represents all charities in Canada. If a charity has ‘registered status’ it means that they are officially a charity and have been able to prove this through the way that they are organized, how they are run, and how they spend their money.



Resource

Physical Resource

This refers to the things that an organization (or person) has that we can see and touch, so buildings, equipment, computers, cars etc. Physical resource does not mean people but the objects that help them complete a task or do their job.

Human Resource

This means the people that an organization has to help achieve what it is that they want to do. This could be volunteers or paid staff.

Financial Resource

This is the money that means an organization can pay for all of its work. The money is needed to pay for the operational activities (see above), as well as human resource (staff) and physical resources (cars, buildings, etc.).

Sector

Public Sector

The areas of society that are controlled by the national and local governments, e.g. education, health care, emergency services.

Private Sector

The areas of our economy that are not controlled by government and are run by individuals and companies, such as oil and gas, trains and buses or retail.

Charitable Sector

The area that YPI is interested in! The charitable sector describes charities, voluntary and community organizations who do not make a profit (so not companies) and are not run by the government. They are value-led organizations established for social purposes rather than the pursuit of profit and they reinvest money to help tackle issues facing people and the planet.

Social Issue

An issue or problem that affects people, rather than animals or the environment, e.g. Access for persons with disabilities; homelessness; illiteracy; unemployment; bullying; or being a young caregiver. Animal cruelty is not a social issue, nor is pollution.

Social Service

Benefits, facilities and services provided for the benefit of the community which are designed to improve a situation for people.

Values Statement

Values statements describe the principles, beliefs or ethics that guide the behaviours or actions of an organization or team.

Vision Statement

Vision statements describe long-term desired changes that result from the work that's done.

Resource: Judging Sheet



Charity Name: _____

Social Issue Addressed: _____

Start Time: _____

End time: _____ *

Does the charity meet the YPI grant requirements? **

Yes

No

Unsure

* In the spirit of fairness, all groups should have the same amount of time for their presentations. Presentations should be no longer than TEN MINUTES. **Please deduct two points from the group's overall score for every minute over ten minutes.**

**To be eligible for a YPI grant, a charity must be based in the local community and providing social services directly to people. Examples of ineligible charities would be groups focusing solely on medical research or services to animals.

Scoring: 0 = not present 1 = not effective 2 = somewhat effective 3 = effective 4 = very effective 5 = outstanding		
Content of the Presentation (60%) - How Effective is the Team at sharing:	Score (0-5)	Notes
Information about the social issue (i.e. how the issue impacts people in the local community in the short term/long term)?		
Information about the charity? (i.e. programs/services; use of resources)		
Information about positive outcomes for the community that the charity provides (i.e. stories about people impacted by charity; statistics about people served)		
How the audience could change attitudes and behaviours to help address the social issue?		
What they learned/ how they were personally impacted by connecting with the charity and how they used or will use their skills and/or time to do something helpful for the charity?		
How the \$5,000 grant will be used by the charity (how will it impact the local community)?		
Presentation Skills (40%)	Score (0-5)	Notes
Does the team make a passionate case for their chosen charity?		
Is the presentation clear, effective and well-structured ?		
Have they effectively added creative elements to their presentation?		
Do the speakers speak with clarity, confidence and enthusiasm, using eye contact and body language effectively?		
	TOTAL /50	
FINAL SCORE (TOTAL minus deductions for time over limit: 2 points per minute)		
Overall Impressions/Notes:		