YOUNGSTEM leader led by sserc

Inspiring and developing young people through STEM

Levels 2-6 Tutor Assessor Training Session

Example evidence logs for training session

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Delivery and assessment

Non-formal programme (YSL2, YSL3, YSL4 (NF))

Example Log- Create





Element	With support the Young STEM Leader should explore:	The Young STEM Leader should be able to:	Evidence
Create and plan a STEM activity, event or interaction 	• how to select an appropriate and purposeful activity, event or interaction for a specific person or group; • how to plan and create safe learning experiences and minimise risks; • how to organise resources; • how to structure an effective STEM activity, event or interaction with appropriate steps; • the Learning for Sustainability (LfS) theme(s) which can be covered in the STEM activity, event or interaction; • how to complete trial run(s) with the resources to be used in the STEM activity, event or interaction; • how to make appropriate adjustments based on the trial run(s); • how to develop confidence and resilience for the final delivery of the STEM activity, event or interaction.	• **provide a description for each STEM activity, event or interaction the young person will lead;** - The activity, event or interaction - Appropriate and effective use of resources - Safety rules or other considerations • **link Learning for Sustainability (LfS) theme(s) to their activity, event or interaction;** • **lead and deliver a trial run of their STEM activity, event or interaction.** - Reflect and identify improvements for future events	Log entry for **Create** 

- provide a description for each STEM activity, event or interaction the young person will lead;
  - The activity, event or interaction
  - Appropriate and effective use of resources

Create 3.0

Complete all of the sections below to gain your **YSL2 Create badge or certificate.**

The activity, event or interaction I will lead: 3.1

I am going to teach Primary 7 how to make a burger box monster

The person or group I will lead: 3.2

I am going to lead a group of p7's

The aim: 3.3

How to investigate about pnuematicts

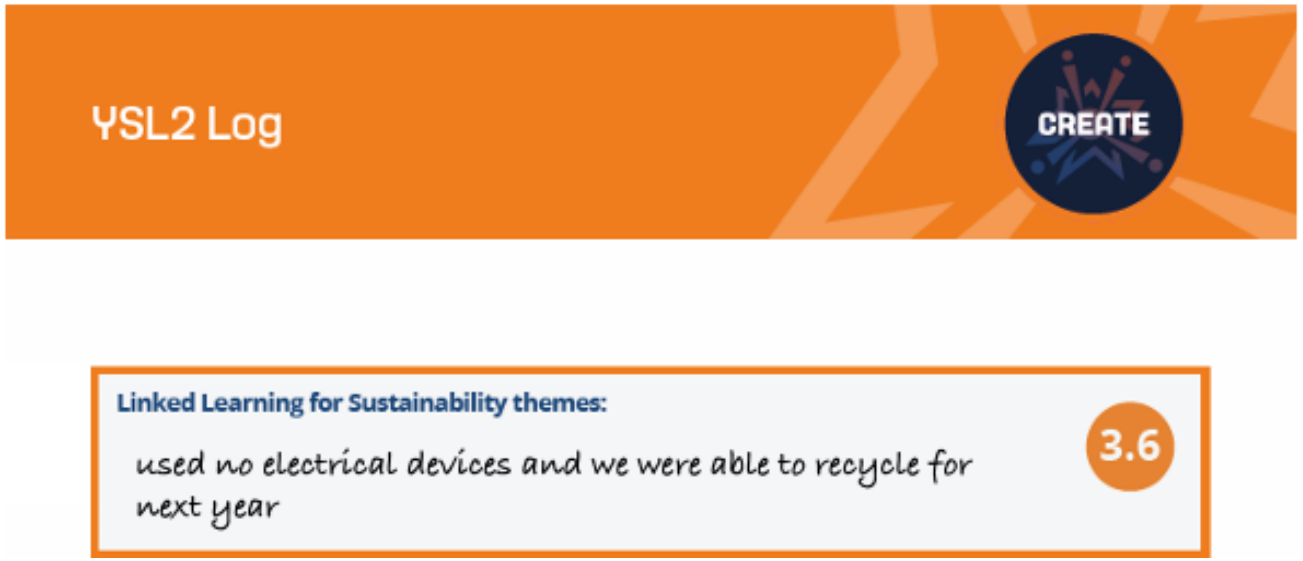
Description of the activity, event or interaction: 3.4

Snappy dragon: see separate sheet

The resources I will need: 3.5

syringes, burger box, cup, plastic tubing, scissors, balloon & art materials

- link Learning for Sustainability (LfS) theme(s) to their activity, event or interaction;



Education Scotland's Learning for Sustainability Framework



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Example Log- Inspire





Element	With support the Young STEM Leader should explore:	The Young STEM Leader should be able to:	Evidence
Inspire others in STEM 	• inspiration from the world around them; • how to inspire others, the skills required and the importance of behaviours, personal qualities, resources, interactions, language etc.; • what makes a learning experience inspirational; • how to plan, organise and lead an inspirational STEM activity, event or interaction.	• **describe how people can be inspired;** - By others - By events or experiences • **identify inspirational content in STEM opportunities, pathways or futures;** - Inspirational people, events or experiences - Describe why they are inspirational - Link inspirational content in the activity, event or interaction they lead • **give a description of how they plan to make their chosen STEM activity, event or interaction inspirational;** • **demonstrate inspirational behaviour during the delivery of their STEM activity, event or interaction; such as language used, motivational behaviour, body language, etc.;** • **evaluate the STEM activity, event or interaction for inspiration by seeking the views of others.** - Discuss with group/team/staff/others how inspirational the activity, event or interaction was	Log entry for **Inspire** Observation Checklist 

- give a description of how they plan to make their chosen STEM activity, event or interaction inspirational;

YSL3 Log

4.3

I plan to inspire by:

Giving a fun and inspirational experience for the children of Ratho primary and their families to enjoy doing and hopefully get them more interested in STEM.
By using positive language and happy body language and always giving positive feedback and encouraging younger children with the activities we put out for them
discussed with Mrs Dixon

The activity, event or interaction will be inspirational because:

Discussion with Mrs Dixon

How I will inspire others to think about their opportunities, pathways or futures:

Discussion with Mrs Dixon

Let’s take a closer look at YSL4 Lead badge





Element	With support the Young STEM Leader should explore:	The Young STEM Leader should be able to:	Evidence
Lead a STEM activity, event or interaction 	• successful collaborative working; • the skills, qualities and behaviours of a good leader; • how to promote equality, equity and inclusion through leadership and collaborative working; • how leadership links with being a positive role model; • opportunities and techniques to gain feedback on their chosen activity, event or interaction.	• **research successful teams in STEM and elsewhere;** - Factors contributing to their success - How they dealt with challenges or initial failure - Examples of effective team working - Effective leadership in teams • **describe the leadership skills, qualities or behaviours that they aim to demonstrate in their STEM activity, event or interaction, making sure to promote equality, equity and inclusion;** • **deliver an activity, event or interaction that highlights at least one positive impact of STEM;** • **identify ways of collecting and understanding feedback on the activities, events or interactions they have led.** - The overall impact - Their own views and anyone who observed or took part - Different ways of sharing feedback	Log entry for **Lead** Observation Checklist



- describe the leadership skills, qualities or behaviours that they aim to demonstrate in their STEM activity, event or interaction, making sure to promote equality, equity and inclusion;

Being a positive role model

How I will demonstrate leadership skills, qualities and behaviours: 5.2

I will demonstrate leadership skills, qualities and behaviours by taking on board everybody's adeas and suggestions. I will also make sure me and my team are focused and doing our work efficiently .

Teamwork skills I will demonstrate: 5.3

The teamwork skills I will demonstrate is when I contribute in conversations and I will also listen to other peoples ideas and contributions to our work .

5.4

Equity

How I will demonstrate equity:

I will demonstrate equity by giving everyone the resources they will need to complete the challange and work to a high standard.



Equality

How I will demonstrate equality:

I will demonstrate equality by giving everyone the same amount of time to complete the challange and same information.



Inclusion

How I will demonstrate inclusion:

I will demonstrate inclusion by giving every primary school pupils the same oppertunity to take part and learn so it will be easier when they come into High School next year.



Once you have completed an activity, event or interaction, complete the feedback section 7.0.

- identify ways of collecting and understanding feedback on the activities, events or interactions they have led.
  - The overall impact
  - Their own views and anyone who observed or took part
  - Different ways of sharing feedback

TA Comment on IV form relating to views of others
''Pupils views sought verbally and were positive''

The method I will use to collect feedback: 7.1

Questions through a survey

The method I will use to collate and present feedback: 7.2

with written evidence

This could be written evidence, a short report, pictures, graphs, charts, etc.

7.3

My activity, event or interaction:

	My thoughts	Views of others
My activity, event or interaction was	creating a stem project for primary 7 pupils	
How inspirational was I?	I think I was inspirational by giving my ideas	
As a Young STEM Leader, I was	interested in the opportunities in stem	
As a collaborator, I was/we were	working as a team	

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Delivery and assessment

Formal programme (YSL4(F), YSL5, YSL6)

MARs (YSL4 Formal)

Unit 1 –
Developing skills and qualities to plan, lead and evaluate STEM activities, events or interactions

Learning Outcome (LO) *The young person will...*	**Performance Criteria (PC)** *The young person must be able to...*	**Minimum action required** *The young person must...*	**Associated activity sessions and tasks**
1. Understand the skills and qualities needed for effective, inclusive leadership	1.1 Identify the skills that are important for a leader to have	Identify three skills that are important for a leader to have	**Session 2** **Task 1** – Improving leadership skills and qualities
	1.2 Identify the qualities that are important for a leader to have	Identify three qualities that are important for a leader to have	
2. Be able to improve leadership skills and qualities	2.1 Identify strengths in their own leadership skills and qualities	Identify at least two strengths in their own leadership skills and two strengths in their own leadership qualities	
	2.2 Outline how their own leadership skills and qualities can be improved	Identify at least one leadership skill and one leadership quality to improve as a Young STEM Leader	
	2.3 Improve leadership skills and qualities	Act to improve at least one leadership skill and one leadership quality as a Young STEM Leader	

Minimum action required *The young person must...*
Identify three skills that are important for a leader to have
Identify three qualities that are important for a leader to have

	Description of the skill or quality
Skills	Communication - when you can listen and SiJY information clearly when you speak or write.
Skills	Resilience - is the ability to face and adapt to challenges to overcome them.
Skills	Teamwork- working with a group of people to achieve a shared goal or out-come in an effective way .
Qualities	Self-awareness- the ability to focus on yourself and how your actions thoughts or emotions do or don't align with your internal standards.
Qualities	Empathy- to sense other peoples emotions coupled with the ability to imagine what someone else might be thinking.
Qualities	Integrity- you are a honest person and keep your word.

Minimum action required *The young person must...*
Identify at least two strengths in their own leadership skills and two strengths in their own leadership qualities

Use the tables below to identify skills and qualities that you are good at.

Skills I have	
Skill	**How I aim to demonstrate this skill as a Young STEM Leader**
1. Leadership	show i can be responSiJble and can prove i am worthey of that role.
2. Empathy	i want to be able to show understanding and share my feeling to one anouther.

Qualities I have	
Quality	**How I aim to demonstrate this quality as a Young STEM Leader**
1. teamwork	be patant listen to what everyone has to say respect my team and who is in it nomatter what.
2. critcal thinking	making sure we are on the right track not shying off focusing on waht has been asked.