

Jocelyn – YSL5, Task 4 and 5

Learning Outcome (LO) <i>The young person will...</i>	Performance Criteria (PC) <i>The young person must be able to...</i>	Minimum action required <i>The young person must...</i>	Associated activity sessions and tasks
4. Understand how duty of care affects the safeguarding of participants	4.1 Describe what is meant by 'duty of care'	Describe what is meant by 'duty of care'	Session 5 Task 4 – Duty of care in STEM activities, events or interactions
	4.2 Explain what the duty of care responsibilities are for a Young STEM Leader	Explain at least two responsibilities for a STEM leader	
5. Understand the importance of safety when leading STEM activities, events or interactions	5.1 Explain the importance of risk assessments for STEM activities, events and interactions	Give three reasons why risk assessments are important for STEM activities, events and interactions	Session 5 Task 5 – Identifying risks in STEM activities, events or interactions
	5.2 Identify risks with a given STEM activity, event or interaction	Identify at least three risks associated with a STEM activity, event or interaction that will be or is being led	

Describe what is meant by the term duty of care

Duty of care is when someone or a group have the responsibility to make sure they and everyone affected by what they do is kept safe from harm.

As a STEM leader, explain two responsibilities with regards to duty of care

I will be working with a lot of younger people this year and also with fellow YSLs. I need to make sure everyone is kept safe and that my planning and risk assessments are detailed and approved by my TA.

I have created a list of safety rules for the activities I will lead his year as you need to be very careful with science equipment. These will be shared with everyone before they come to my club and also printed and posted on the walls.

Minimum action required <i>The young person must...</i>
Describe what is meant by ‘duty of care’
Explain at least two responsibilities for a STEM leader
Give three reasons why risk assessments are important for STEM activities, events and interactions
Identify at least three risks associated with a STEM activity, event or interaction that will be or is being led

Three reasons why risk assessments are important for STEM activities, events

- 1
- So that we can figure out what risks there will be and plan ahead to maximise the safety of our work.
- 2
- It gives us the opportunity to reduce, or even take away completely, any danger in an experiment/activity or at least part of it.
- 3
- To ensure that the people who are leading the club and the others taking part can be confident that their safety has been considered.

Minimum action required <i>The young person must...</i>
Describe what is meant by ‘duty of care’
Explain at least two responsibilities for a STEM leader
Give three reasons why risk assessments are important for STEM activities, events and interactions
Identify at least three risks associated with a STEM activity, event or interaction that will be or is being led

Three risks associated with the STEM activities, events or interactions I will lead

- 1
- People getting burned using the Bunsen

How likely is the risk? Low, medium or high

Medium

Actions to minimise the risk

Follow the safety rules, do Bunsen burner demo on how to safety light and use it. Also, Mrs Robinson will check all S1s have their Bunsen Safety Certificate before they join.

How likely is the risk when actions are taken? Low, medium or high

Low

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2

Slips or trips

How likely is the risk? Low, medium or high

Medium

Actions to minimise the risk

During our activities all jackets must be hung up on coat hooks and bags fully under desks. Chairs will be tucked under tables and no running in the class.

How likely is the risk when actions are taken? Low, medium or high

Low

3

Cuts from broken glass

How likely is the risk? Low, medium or high

Medium

Actions to minimise the risk

If anyone, even a Young STEM Leader, breaks glassware, we will stop immediately and let Mrs Robinson know. She has agreed to clear all breakages up and put in glass bin.

How likely is the risk when actions are taken? Low, medium or high

Low

Minimum action required
The young person must...

Describe what is meant by ‘duty of care’

Explain at least two responsibilities for a STEM leader

Give three reasons why risk assessments are important for STEM activities, events and interactions

Identify at least three risks associated with a STEM activity, event or interaction that will be or is being led

Ada – YSL6, Task 2



Learning Outcome (LO) <i>The young person will...</i>	Performance Criteria (PC) <i>The young person must be able to...</i>	Minimum action required <i>The young person must...</i>	Associated activity sessions and tasks
2. Be able to evaluate and develop leadership skills and qualities	2.1 Select and use methods and tools to evaluate their own leadership skills and leadership qualities	Evaluate at least five of their own leadership skills and five of their own leadership qualities using at least one evaluation method	Session 3 Task 2 – Evaluate and develop STEM leadership skills and qualities <i>(Action Plan Review to be completed at the end of the Programme)</i>
	2.2 Analyse the evaluation of leadership skills and leadership qualities to identify areas in need of own development	Highlight at least two leadership skills and two qualities to improve on as a STEM leader	
	2.3 Create a Personal Development Plan to improve their own leadership skills and leadership qualities	Create a Personal Development Plan that explains how they will improve at least two leadership skills and two qualities as a STEM leader	
	2.4 Develop leadership skills and leadership qualities	Review Personal Development Plan of at least two leadership skills and two qualities as a STEM Leader <i>(to be completed at the end of the Programme)</i>	



Ada's evidence for YSL6 Log Task 2 – Page 1

Skill	Rating <i>1 = beginner 5 = expert</i>	Describe your strengths in relation to the skill	Tick the two skills you need to improve most	How will you improve this skill?	Who can help you improve this skill?	Action Plan Review Have you successfully improved these? <i>(Complete this column at the end of the YSL Programme)</i>
1	5	Teaching others - especially maths as I got an A in Higher	☐			
2	3	Creative - I am able to make things fun	☐			
3	2	Communication - I am actually really nervous about presenting	☒	I have been watching confidence boosting videos	Me and my friends	
4	3	Planning - I can sometimes be disorganized	☒	Use the online planning tool	My teacher showed me the planning tool	
5	4	ICT - I am good with websites	☐			

Ada's evidence for YSL6 Log Task 2 – Page 2

Quality	Rating <i>1 = beginner 5 = expert</i>	Describe your strengths in relation to the quality	Tick the two qualities you need to improve most	How will you improve this quality?	Who can help you improve this quality?	Action Plan Review Have you successfully improved these? <i>(Complete this column at the end of the YSL Programme)</i>
1	3	Patience - I can sometimes get frustrated with people	☒	Take my time and always remember to be kind	Me really, my own effort	
2	4	Motivation - I never give in	☐			
3	5	Tolerant - I respect all views	☐			
4	4	Open minded - I like to learn new things	☐			
5	2	Teamwork - I prefer to work alone but not always	☒	force myself to work in a team and run the event together sharing the jobs out	try to be patient, not take over but not hide either	

Ada – YSL6, Task 3



Learning Outcome (LO) <i>The young person will...</i>	Performance Criteria (PC) <i>The young person must be able to...</i>	Minimum action required <i>The young person must...</i>	Associated activity sessions and tasks
3. Understand the purpose of STEM activities, events and interactions	3.1 Outline the challenges that STEM activities, events or interactions aim to overcome	Outline two local, two national and two international challenges in STEM State one challenge in STEM that the planned activity, event or interaction aims to overcome	Session 4 Task 3 – Research and identify issues and challenges in STEM

Ada's evidence for YSL6 Log Task 3

	What issues/challenges exist?	Who is affected by the issue/challenge?	How can leading STEM activities, events or interactions help overcome the issue/challenge?	What type of STEM activities, events or interactions would address this issue/challenge?	What group of participants would this activity, event or interaction suit best?
Local (your community or school)	1. Unemployment	Mainly youth	Show people the qualifications they need before it's too late.	Careers events college and uni so we know what subjects we need	S1 so they have time to improve and see the importance.
	2. Low confidence, not good enough in Maths	Girls, my friends, junior school, many young people	Stop the idea that it's ok to be scared of Maths and it's too hard.	Make maths fun, have exciting challenges that link up to Nat 5	Same as above.
National	1. People in poor areas don't have mobile phone signal	Anyone who lives there can't communicate as well as other people			
	2. Poor people don't do as well in school compared to rich	Poor because they won't get enough qualifications and good jobs			
International	1. Climate change	All of us			
	2. Diseases	Anyone who catches them			

Which issue/challenge is the most relevant to the group(s) of participants you are going to lead? Why is it more relevant than others?

Almost every job, college or uni space needs at least N5 Maths and so many people fail this every year or don't even get to sit it because they are dropped to Nat 4. They need to know all of the maths basics first, well before S4. So me and my team are going to try and help solve issue 2 in Local.

How are you going to positively address the issue/challenge through the STEM activities, events or interactions you lead? What do you aim to achieve?

We are going to run fun STEM challenges that always bring maths into it. We are going to show some cool and exciting maths games and puzzles that help with the basics such as times tables and graphs. Our year head is going to help us prepare this club and pick students who need help most. Hopefully because the juniors look up to us they will get involved and do well. We will also have prizes and make a twitter page to have challenges and show who is winning these.

Rosalind– YSL6, Task 2

6

Learning Outcome (LO) <i>The young person will...</i>	Performance Criteria (PC) <i>The young person must be able to...</i>	Minimum action required <i>The young person must...</i>	Associated activity sessions and tasks
2. Be able to evaluate and develop leadership skills and qualities	2.1 Select and use methods and tools to evaluate their own leadership skills and leadership qualities	Evaluate at least five of their own leadership skills and five of their own leadership qualities using at least one evaluation method	Session 3 Task 2 – Evaluate and develop STEM leadership skills and qualities <i>(Action Plan Review to be completed at the end of the Programme)</i>
	2.2 Analyse the evaluation of leadership skills and leadership qualities to identify areas in need of own development	Highlight at least two leadership skills and two qualities to improve on as a STEM leader	
	2.3 Create a Personal Development Plan to improve their own leadership skills and leadership qualities	Create a Personal Development Plan that explains how they will improve at least two leadership skills and two qualities as a STEM leader	
	2.4 Develop leadership skills and leadership qualities	Review Personal Development Plan of at least two leadership skills and two qualities as a STEM Leader <i>(to be completed at the end of the Programme)</i>	



Rosalind's evidence for YSL6 Log Task 2 – Page 1

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1 Problem solving	3	I tend to focus more on the problem rather than the solution.	☒	By focusing more on the solution rather than the problem.	My friends and teachers.	Yes my problem solving has now improved.
2 Communication	4	I am confident talking to other people and explaining things.	☐	By explaining more often.	My friends and teachers	Yes
3 Listening	3	I don't talk over people and always consider what they say.	☐	By listening carefully to what the teacher and the participants say.	My friends and teachers.	Yes
4 Organization	2	I try to keep things in order so I don't get confused.	☒	I could organise more materials so I can get better.	My teacher.	Yes I am better at organising things now.
5 Team work	4	I make sure everyone in the group contributes.	☐	By working more often in a team	My team.	

Rosalind's evidence for YSL6 Log Task 2 – Page 2

Quality	Rating 1 = beginner 5 = expert	Describe your strengths in relation to the quality	Tick the two qualities you need to improve most	How will you improve this quality?	Who can help you improve this quality?	Action Plan Review Have you successfully improved these? (Complete this column at the end of the YSL Programme)
1 Commitment	3	Sometimes I stick to whatever it is that I do if I like it.	☒	By setting goals that are achievable and specific.	my team.	Yes I am now more committed to what I do.
2 Honesty	4	I try to always tell the truth.	☐	By taking time to reflect on things and admitting when I am wrong.	my friends.	Yes
3 Humility	4	I am a humble person.	☐	By seeking feedback from others on how I can improve.	My friends.	Yes I remain humble.
4 Empathy	3	I sometimes understand the feelings of others.	☒	By listening when someone opens up to me and trying to understand their feelings.	my friends.	Yes, I now understand what others are feeling most of the time.
5 Positivity	5	I am always optimistic.	☐	Forget the problems and focus on the solutions.	My team.	Yes I remain optimistic in nature.

Rosalind – YSL6, Task 3



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Rosalind's evidence for YSL6 Log Task 3

	What issues/challenges exist?	Who is affected by the issue/challenge?	How can leading STEM activities, events or interactions help overcome the issue/challenge?	What type of STEM activities, events or interactions would address this issue/challenge?	What group of participants would this activity, event or interaction suit best?
Local (your community or school)	1. Fundamental skills gap	People who don't have the fundamental skills for STEM.	The participants will develop their skills needed for STEM.	Activities that build simple skills required for STEM.	People who don't have the fundamental STEM skills.
	2. Belief gap	People who think STEM is too difficult.	The events will show the participants that STEM isn't hard.	Activities that show the simplicity of STEM.	People who think STEM is too difficult.
National	1. Geographic gap	People living in remote areas.	More people will be able to take part and enjoy STEM.	Online STEM activities.	People living in remote areas.
	2. Gender	Mostly woman.	People of all genders will take part.	An activity specifically for the gender which STEM lacks.	Woman.
International	1. Race	People of all races.	People of all races will take part.	A science fair that represents as many races as possible.	People of different races.
	2. Gender	Mostly woman.	People of all races will take part.	An activity specifically for the gender which STEM lacks.	Woman.

Which issue/challenge is the most relevant to the group(s) of participants you are going to lead? Why is it more relevant than others?

The most relevant to the group of participants we will lead is the fundamental skills gap and belief gap since people of different genders and races will take part, those two will be the most relevant.

How are you going to positively address the issue/challenge through the STEM activities, events or interactions you lead? What do you aim to achieve?

We will show the participants through the activities which we will hold that STEM isn't as difficult as they think it is and the activities will also develop their fundamental skills and close the gap.