YOUNGSTEM leader led by sserc

Inspiring and developing young people through STEM

# Non-Formal Levels 2-4 Tutor Assessor Training Pack

| 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<br> | • how to select an appropriate and purposeful activity, event or interaction for a specific person or group;<br>• how to plan and create safe learning experiences and minimise risks;<br>• how to organise resources;<br>• how to structure an effective STEM activity, event or interaction with appropriate steps;<br>• the Learning for Sustainability (LfS) theme(s) which can be covered in the STEM activity, event or interaction;<br>• how to complete trial run(s) with the resources to be used in the STEM activity, event or interaction;<br>• how to make appropriate adjustments based on the trial run(s);<br>• 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;**<br>- The activity, event or interaction<br>- Appropriate and effective use of resources<br>- Safety rules or other considerations<br>• **link Learning for Sustainability (LfS) theme(s) to their activity, event or interaction;**<br>• **lead and deliver a trial run of their STEM activity, event or interaction.**<br>- Reflect and identify improvements for future events | Log entry for **Create**<br> |

- 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

| Task(s) | SBAT statement | Result |
|---|---|---|
| 3.1<br>3.2<br>3.3<br>3.4<br>3.5 | provide a description for each STEM activity, event or interaction the young person will lead including:<br>- The activity, event or interaction<br>- Appropriate and effective use of resources | Accepted |

## Assessment commentary

- The Young STEM Leader has given a clear statement detailing what the STEM activity is and who this activity will be directed at (group of 4 P7s).
- The Young STEM Leader has stated the aim of the activity and provided further detail of the activity being delivered by supplying an information sheet that has been added as supplementary evidence on top of the Log entry. This is a good example of a Young STEM Leader using additional evidence to support the logbook entry.
- The Young STEM Leader has listed the appropriate resources that are required to carry out the planned activity.

### *Suggested improvements*

- To improve the evidence even further, the Young STEM Leader could be more specific in their stated aim. For example, the aim could be: '*To learn what pneumatics is and how pressurised air makes parts move*'.

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**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;

YSL2 Log

CREATE

| Task(s) | SBAT statement | Result |
|---|---|---|
| 3.6 | link Learning for Sustainability (LfS) theme(s) to their activity, event or interaction; | Accepted with recommendations |

**Linked Learning for Sustainability themes:**

3.6

used no electrical devices and we were able to recycle for next year

## Assessment commentary

- The Young STEM Leader has reflected on their activity and identified how the activity is sustainable (no electricity used / activity can be recycled and used again). However, the Young STEM Leader has not linked explicitly to the LfS themes.

***Suggested improvements***

- Although the Young STEM Leader has reflected on how their activity is sustainable, mentioning some of the LfS themes within this section would improve the Young STEM Leader's response. For example: 'The activity uses no electrical devices, and we are able to recycle it to use it again next year. This shows that we are **making responsible use of the planet's resources** and **are being leaders of learning**'. (Statements in bold are themes taken from LfS poster which can be accessed on Education Scotland LfS)

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# Assessment decisions

# Ali – YSL2

2




With support the Young STEM Leader should explore:

- what makes a learning experience inspirational

The Young STEM Leader should be able to:

- **provide a definition of inspiration;**

- Discuss what it is to be inspired or use own words to describe inspiration

- **research an inspirational person, people, event or development in STEM;**

- State facts/features of your chosen person, people, event or development that you find inspirational

# Ali's evidence for YSL2 Inspire

## Inspire 4.0

Complete all of the sections below to gain your **Second Level Inspire badge or certificate.**

**Inspiration is:** 4.1

somebody that has overcome something
someone who influences others

**I have researched an Inspirational** *(circle your choice)* 4.2

(•) person ( ) group of people ( ) event ( ) development

**In STEM**

**My research:** 4.3

Benjamin Franklin helped create electricity. Benjamin had one the greatest scientific minds of all time. He was interested in many areas of science, made many discoveries, and invented many things, including bifocal glasses.

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# Would you approve Ali’s evidence?

# Kerri – YSL3




With support the Young STEM Leader should explore:

- how to plan and create safe learning experiences and minimise risks;
- how to organise resources;
- how to structure an activity, event or interaction with appropriate steps that demonstrate opportunities, pathways and futures in STEM;

The Young STEM Leader should be able to:

- **provide a description of each activity the Young STEM Leader will lead including:**

- The desired audience
- The aim of the activity, event or interaction
- Appropriate and effective use of resources
- Success criteria
- The opportunities, pathways and/or futures in STEM they will link to or share with their audience;

# Kerri's evidence for YSL3 Create

**My activity, event or interaction:** 3.1

| | |
|---|---|
| Date | |
| Duration | |
| Audience | |
| Aim | |
| Resources | |
| Opportunities, pathways and futures that will be shared | |
| Description | |
| Success Criteria | |

**Linked Learning for Sustainability themes:** 3.2

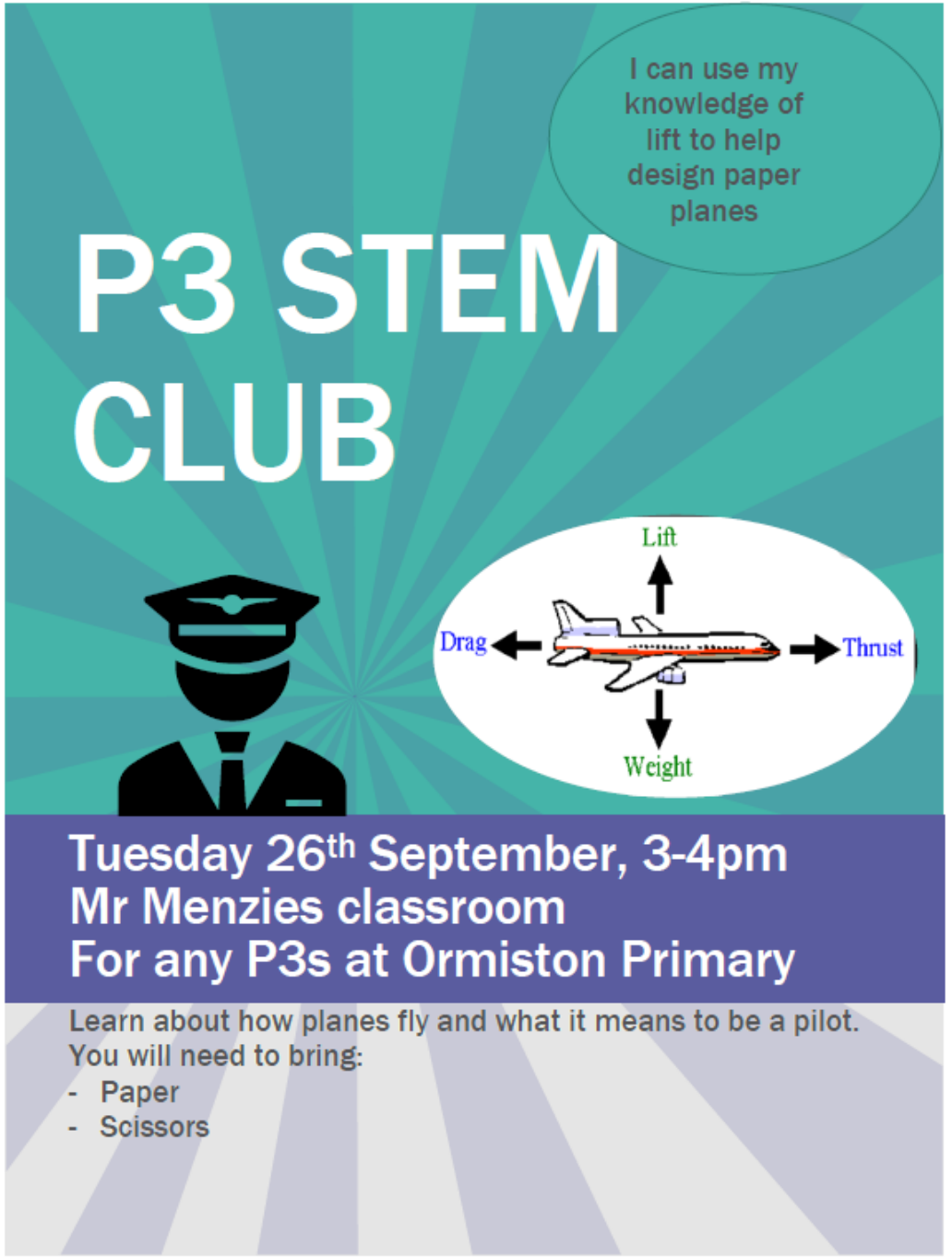
Skills for work

## Safety

**What I will do to keep everyone safe:** 3.4

| Hazard | Who is at risk? | How likely is the risk? Low, medium or high | Actions to stay safe |
|---|---|---|---|
| Paper cuts | P3s making paper planes | Medium | Tell them to be careful when using paper |

**Additional evidence submitted alongside log**



# Education Scotland's Learning for Sustainability Framework

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