

Part 4: Group task – Assessment Decisions

- Consider if you would approve the evidence for Log tasks listed.
- Would you like any additional information from the YSLs?
- What feedback would you give the YSLs?



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



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

Inspiration is:

somebody that has overcome something
someone who influences others

4.1

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

person group of people event development

In STEM

4.2

My research:

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.

4.3



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;

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:

Skills for work

3.2

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

STEM club
poster.jpg

I can use my knowledge of lift to help design paper planes

P3 STEM CLUB

Tuesday 26th September, 3-4pm
Mr Menzies classroom
For any P3s at Ormiston Primary

Learn about how planes fly and what it means to be a pilot.
You will need to bring:

- Paper
- Scissors

Ada – YSL6



Screenshot of Support Notes for YSL6 Learning Outcome 2, Performance Criteria 2.1, 2.2, 2.3, 2.4:

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 – Evidence from 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	<input type="checkbox"/>			
2	3	Creative - I am able to make things fun	<input type="checkbox"/>			
3	2	Communication - I am actually really nervous about presenting	<input checked="" type="checkbox"/>	I have been watching confidence boosting videos	Me and my friends	
4	3	Planning - I can sometimes be disorganized	<input checked="" type="checkbox"/>	Use the online planning tool	My teacher showed me the planning tool	
5	4	ICT - I am good with websites	<input type="checkbox"/>			

Ada – Evidence from 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	3	Patience - I can sometimes get frustrated with people	<input checked="" type="checkbox"/>	Take my time and always remember to be kind	Me really, my own effort	
2	4	Motivation - I never give in	<input type="checkbox"/>			
3	5	Tolerant - I respect all views	<input type="checkbox"/>			
4	4	Open minded - I like to learn new things	<input type="checkbox"/>			
5	2	Teamwork - I prefer to work alone but not always	<input checked="" type="checkbox"/>	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	