

Five reasons to start the Young STEM Leader Programme in your centre

The Young STEM Leader Programme is being delivered to learners in over 200 primary schools in Scotland. In completing the programme, young people plan and lead STEM activities, events and interactions to others, developing important skills and consolidating STEM knowledge in the process. As a curriculum-linked leadership award using STEM as a context there are lots of opportunities to make a real impact in improving STEM capital by delivering the award.



Young STEM Leaders in Primary 6 (rear) at Dalmarnock Primary School leading a STEM activity to younger pupils (front).

Here are some of the reasons that you should start delivering the programme in your school.

1) Your whole school will benefit

Despite being a leadership opportunity for a particular cohort of young people, Young STEM Leaders will be involved in delivering STEM-based activities, events and interactions to their peers and other pupils in your primary school. The participants will benefit in extra STEM learning beyond the classroom, making STEM even more accessible and relevant to them when delivered by peer role models. The Young STEM Leader Programme can be a vehicle for improving STEM awareness and appreciation across the whole school and wider learning community.

2) Links to existing frameworks

Young STEM Leaders in primary schools usually complete YSL2 or YSL3, linked to Curriculum for Excellence Second and Third Levels. As well as linking to the Scottish Government's Strategy for STEM Education and Training, the programme makes explicit references to Learning for Sustainability, the Career Education Standard and Skills 4.0, allowing it to fit in with your existing teaching. Your associate secondary school may also be delivering a higher level of the programme which makes Young STEM Leader a great vehicle for collaborative, STEM based transition projects. Additionally, if YSLP seems similar to projects your learners are already working on, the badges or levels can be "auto-awarded" through consultation with SSERC.

3) Building leadership and communication skills

By becoming a Young STEM Leader, pupils can be in charge of their own learning in a creative and fun way, building towards leading a STEM activity, event or interaction that interests them and that they can be proud of. YSLs will gain valuable skills in confidence, communication, employability and resilience and, in the process, they will consolidate knowledge and understanding of STEM concepts.

4) Professional Learning opportunity for staff

Becoming a Tutor Assessor for the Young STEM Leader Programme is a great networking opportunity for teachers and practitioners. After >>

completing a short two-hour Tutor Assessor training session, you will gain access to a wide variety of resources and networks to support you in delivering the programme. Running YSLP in your school is a great way to improve staff confidence in leading STEM learning. Building these relationships with SSERC and beyond will open up new opportunities for your learners.

5) It's free!

The Young STEM Leader Programme is funded by the Scottish Government and all professional learning, training and resources are provided free of charge to schools and community settings across Scotland.

Drawing stereotypes

One of the key themes of the Young STEM Leader Programme is challenging stereotypes, misconceptions and outdated views in STEM. This short activity is adapted from the Young STEM Leader Activity Pack, a resource pack that trained Tutor Assessors



Young STEM Leaders at St Marnock's Primary School leading a lesson to younger pupils dressed up as famous STEM people in history, including Marie Curie and David Attenborough.

can use to support delivery of the award. It is a great way to open up discussions surrounding stereotypes and kick start the Young STEM Leader award.

- Ask your pupils to draw or describe images of different STEM jobs, for example: pilot, nurse, builder, engineer or scientist.

- After sharing their drawings or findings, identify any similarities or themes that are being represented, for example:
 - Are these drawings based on any stereotypes, misconceptions or outdated views like gender, race, culture, class or age?
 - Do any of these stereotypes exist in our school?
 - Why are stereotypes a problem?
 - Could these stereotypes be challenged?
- You may then wish to ask pupils to research inspirational people in STEM that have challenged some of the stereotypes that were discussed at a local, national or international level. <<



A Young STEM Leader (left) at Moorfoot Primary School leading a paper plane challenge with early years pupils.

Find out more

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