

## Young STEM Leader & #DigilInventors

### Auto-award agreement: #DigilInventors

This document details how participants in #DigilInventors CfE Level 2 programme can be presented for the Young STEM Leader Award at CfE Second Level (YSL2).

The table below provides guidance and justification on how the many tasks, activities and learning experiences associated with #DigilInventors Primary Edition will provide effective evidence in meeting the “should be able to” requirements of the Young STEM Leader Award at CfE Second Level (detailed in the YSL2 Support Notes). Professional judgement should always be used. Alternative examples/methods of evidence are acceptable provided these meet the associated learning outcome(s).

YSL2 Badge	Corresponding #DigilInventors activity and evidence	Supporting commentary (please provide more detail on the types of activities that are completed)
<b>Discover</b> the meaning and importance of STEM	<b>Discover:</b> Students will explore STEM’s role in daily life, focus on healthcare innovations, and design digital solutions to improve youth well-being, while challenging stereotypes and promoting inclusivity in STEM careers.	<ul style="list-style-type: none"> <li>Students will understand the meaning of STEM, its role in daily life, and its connection to various careers.</li> <li>Students will engage with the Digital Health and Care Innovation Centre (DHI) in Glasgow through an introductory video, gaining insight into new STEM concepts and careers in healthcare.</li> <li>Students will be challenged to develop a digital health and care innovation aimed at improving the health and well-being of young people.</li> <li>Through brainstorming and discussion, students will explore medical conditions and existing technological solutions, using these as inspiration to design their own innovative ideas.</li> <li>Students will recognise the growing relevance and importance of STEM across a wide range of industries and professions including health and care.</li> <li>Students will discover STEM applications in diverse health and care-related fields such as sports science, medical technology, nutrition, digital healthcare, biotechnology, mental health support, assistive technology, wearable health devices, and telemedicine.</li> <li>Students can discover a preexisting app that helps tackle weight management and can participate in practical classroom activities to demonstrate the app – NHS Food Scanner App.</li> <li>Students will explore and challenge common stereotypes in STEM careers, particularly in health and</li> </ul>

		<p>technology, and discuss ways to promote inclusivity and encourage everyone to pursue STEM opportunities.</p> <ul style="list-style-type: none"> <li>Students will work in small groups/ as an individual to design a digital health innovation aimed at enhancing young people's well-being, applying their knowledge of STEM concepts from areas such as medical technology and digital healthcare.</li> <li>Students will research their chosen healthcare issue, collecting relevant facts and data to gain a deeper understanding of the condition or problem, and how their digital solution could provide support.</li> </ul>
<b>Create</b> and plan a STEM activity, event or interaction	<b>Create:</b> Students will design a solution to a healthcare issue, create a presentation explaining its significance, technology, and sustainability features. They will include a labelled diagram and ensure the presentation meets challenge criteria.	<ul style="list-style-type: none"> <li>Students will develop a solution to the healthcare issue and create a presentation to showcase it.</li> <li>In their presentation, students will explain the healthcare problem, its significance including facts and data, how their solution works, the technology involved and highlight features that contribute to environmental sustainability and support the goal of achieving net zero.</li> <li>Students will include a labelled diagram illustrating what their solution looks like, along with its key digital features.</li> <li>Students will ensure their presentation meets the criteria for the challenge, focusing on clarity, innovation, and relevance. They will also practise a trial run of delivering their presentation to prepare for the pitch entry, refining their communication skills for a confident and impactful pitch.</li> </ul>
<b>Inspire</b> others in STEM	<b>Inspire:</b> Students will present their pitch, showcasing their idea and strong communication skills. They will explain their personal inspiration behind choosing the medical condition. Reflect on the feedback from teacher and peers of their presentation and areas for improvement.	<ul style="list-style-type: none"> <li>Students will present their pitch to the teacher and classmates, highlighting their inspirational idea and demonstrating strong communication skills, including language, motivation, and body language.</li> <li>Students will explain what inspired them to choose the medical condition, and whether it was linked to a personal connection, such as a friend or family member.</li> <li>After receiving feedback from the teacher and peers, students will assess the impact of their presentation, reflect on its effectiveness, and identify areas for improvement.</li> </ul>
<b>Lead</b> a STEM activity, event or interaction	<b>Lead:</b> Students will deliver their challenge presentation, reflecting on key leadership skills and setting goals for improvement. Afterwards, they will evaluate the impact of	<ul style="list-style-type: none"> <li>Students will have the opportunity to take the lead in presenting their challenge to classes within the school, reflecting on the skills, qualities, and behaviours that contribute to effective leadership.</li> <li>They will engage with younger students, allowing them to ask questions about their design and providing thoughtful and effective responses.</li> </ul>

	<p>their presentation, using feedback from themselves and others to assess their leadership effectiveness.</p>	<ul style="list-style-type: none"> <li>• They will complete a self-evaluation to identify their current leadership skills and qualities and set goals for the leadership behaviours they aim to demonstrate.</li> <li>• After presenting, they will evaluate the overall impact of the interaction, considering feedback from both them and any participants or observers.</li> </ul>
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