

## They did what? video competition educator toolkit

### About the They did what? video competition

The They did what? video competition is an initiative of The GiST, an online resource that supports students to pursue STEM study pathways and careers.

The competition encourages Australian students from Foundation to Year 10 to create a 3-minute video about the achievements of an unsung STEM star contributing to STEM in Australia, or an Australian making a difference overseas. The competition asks students to spotlight 'unsung STEM stars' and students are encouraged to focus on people who are underrepresented in STEM success narratives. Winning students receive a cash prize and will be featured on [The GiST website](#)..

There will be three prize-winners for each of the four categories. Prize-winners will receive:

Foundation – Year 4 (class/group entries only): \$300 Visa Gift Card to the winning entry and 2 x \$100 Visa Gift Card for runner-up prizes. (Note: All prizes in the Foundation to Year 4 category will be awarded to the school of the winning entry.)

Year 5 – Year 6: \$300 Visa Gift Card for the winner and 2 x \$100 Visa Gift Card for runner-up prize-winners.

Year 7 – Year 8: \$300 Visa Gift Card for the winner and 2 x \$100 Visa Gift Card for runner-up prize-winners.

Year 9 – Year 10: \$300 Visa Gift Card for the winner and 2 x \$100 Visa Gift Card for runner-up prize-winners.

**Entries close 4 December 2025 with winners to be announced on 15 December 2025.**

### Entry requirements

1. Videos must focus on the STEM achievements of a STEM star contributing to STEM in Australia, or an Australian making a difference overseas.
2. Videos must be no longer than 3 minutes, no larger than 600 MB and submitted as MP4 files.
3. Foundation to Year 4 submissions must be submitted as a class entry.
4. Year 5 to Year 10 submissions can be created by one student or by a team of students, up to a whole school class (25 students).
5. All video content must be students' own original work, with third-party content allowed if relevant, properly credited and used in line with copyright guidelines.
6. All entries must comply with the Terms and Conditions and entrants must ensure that:
  - a. any third-party material (for example, images, video, music) included in film is either copyright-free or is included with the appropriate permission and/or approval. Any film that does not comply with copyright will not be considered.
  - b. appropriate permissions/approvals have been obtained to include images, audio or video of people other than themselves.

- c. parental consent has been obtained for all participating children/students.
- d. students' privacy is protected if they choose to appear in the video (for example, students featured in the video should not be easily identified by school uniform, name or location).

7. Schools can submit multiple entries.

## Judging criteria

Videos will be assessed according to the following criteria.

- Compelling content
- Creative storytelling
- Well researched
- Story structure and coherence
- Spotlighting an unsung STEM star
- Entertainment value
- Overall video quality
- Adheres to the Terms and Conditions of entry

## How to submit your competition entry

1. Read the Terms and Conditions.
2. Complete the They did what? [entry form](#).
3. Submit your video entry via Dropzone. An upload link will be provided once the entry form has been received.

## About The GiST

The GiST aims to:

- build students' confidence around STEM subjects
- engage under-represented cohorts
- support teachers and families to engage meaningfully with students about pursuing careers in STEM
- showcase STEM programs and activities relating to STEM
- provide a diverse range of role models for students.

One challenge in the STEM space is the under-reporting of achievements by individuals from under-represented cohorts in STEM, including but not limited to women, Aboriginal and Torres Strait Islander peoples, culturally and linguistically diverse communities, people with disabilities, and those from low socio-economic backgrounds. The absence of celebrated role models from these groups can reinforce harmful stereotypes and systemic barriers, often leading individuals to feel they don't belong in STEM fields, aren't 'clever' enough to pursue them, or would be perceived as 'different' for engaging deeply with STEM.

Supporting all students to recognise the valuable achievements and contributions of diverse STEM stars strengthens their perception of the diversity of the STEM community and can challenge negative stereotypes.

As part of the Department of Industry, Science and Resources [Pathway to Diversity in STEM review](#), the GiST is expanding its remit to include lower primary school and to support diverse communities under-represented in STEM.

For more information, visit [The GiST Website](#).

## Foundation to Year 4

Students in Foundation to Year 4 can participate in the competition as part of a classroom entry, which must be submitted by a teacher. For details on how Foundation to Year 4 students can take part, please refer to the lesson plan available on the competition website, which provides specific guidance for this age group.

## Years 5 to Year 10: Curriculum alignment

Students in Year 5 to Year 10 can work individually or collaboratively to create their video. In doing so, they are actively using their research skills, critical and creative thinking, ICT capability, and personal and social capability. This would make an excellent project through which to explore the English and Media Arts curriculum, and there is also a significant opportunity to engage students with key concepts in Science as a Human Endeavour.

## Lesson plans and resources

### Lesson plan and activities for Foundation to Year 4

Designed to sit alongside the competition activities, this lesson plan contains activities to support storytelling through film, exploring the diversity of roles in STEM careers and activities, and learning about intellectual property in the context of creating and sharing their story online. Lesson plan available on the competition website.

### Lesson plans and activities for Year 5 to Year 10

This suite of resources from Creative Content Australia guides students through the film-making process and intellectual property. Use the comprehensive unit plan 'Movie Magic' with a STEM star as the context for film-making or dip into 'Is It All your own work?' resource if you just need to refresh the class on intellectual property, copyright and permissions. <https://nothingbeatstherealthing.org.au/>

Teachers can also refer to the **They did what? PowerPoint presentation** (available on the competition website) for materials to support students taking part in the competition.

## Tips on engaging students with the competition

A key motivation for students will be finding a personal connection with the STEM star they select to profile. This might be someone who:

- is known to the student or to your school
- plays a pivotal role in researching or designing solutions to a problem students care deeply about
- works in an area that is of particular interest to the student
- shares common experiences with students, such as having grown up in the same community.

The project could be completed during class time, as a club activity or as a special project, depending on your school environment. Students do not need to be technically proficient video-makers – the emphasis is on creative storytelling.

## Supporting resources

### They did what? PowerPoint

This presentation includes:

- a short engagement activity
- examples of different approaches to video storytelling
- a step-by-step overview of how to create the video
- a checklist to review prior to submission.

You can share this in class, or students can view it in their own time. It's a great jumping off point for students who aren't sure how to get started.

### Storyboard template

Students can use this to help them plan out their video.

### Copyright overview

Get across what students can and can't do with other people's material. Most of the information in this handout is also in the student toolkit.

### Copyright handout

This is a handout designed to help students understand copyright in the context of this competition.

**All the above competition resources are available for download on the [competition website](#).**

## Acknowledgement and copyright

The winning entries will be shared online, so it is critical that they comply with copyright law. Last competition we had a lot of great entries that couldn't be accepted because they didn't comply with the copyright requirements. Any entries that don't comply with copyright law will not be judged.

This year, we have created the following documents on the competition website to help educators and students navigate copyright in this competition.

- Copyright overview (for teachers)
- Copyright overview included in the student toolkit
- Copyright handout (for students)

Additional copyright education resources:

- [Nothing beats the real thing](#): This Australian site provides educational resources to teach students about good digital citizenship, intellectual property and copyright through the lens of film and TV. Check out [Is It All Your Own Work? Navigating copyright](#), a unit of work that helps primary and secondary students navigate copyright issues.
- There are a range of fact sheets available at the [Australian Copyright Council](#).

**Tip:** One great way to simplify the copyright process is for students to feature someone within their community, or someone they can approach directly to request images for use. Even better, find someone you can photograph or film yourself!

**Tip:** Dealing with copyright restrictions may feel like a headache, but it often forces us to come up with creative workarounds. In our last competition we had entries that used animation, stop motion and reenactment to tell their stories. Encourage kids to think beyond pictures and voiceover. And remember, creativity is part of the judging criteria!

## Use of AI in videos

If students want to use AI to help create their entry, we ask that they acknowledge this. For example, they might want to use AI to read out a voiceover, in which case they could include a line in the credits.

Keep in mind that 'creative storytelling' is one of the judging criteria and there is no match for human creativity!

## Protecting student privacy

Any student featured in the video must consent to be included in the video, and have the permission of their parent, carer or guardian. This is outlined in the competition Terms and Conditions.

In addition, student engagement in the video project should be in line with school policy for the collection, use and disclosure of student images, videos and recordings.

Students featured in videos should not be easily identified by school uniform, name or location. Credits should only include students' first names and last name initials.

For more information, see the [eSafety Toolkit for Schools](#).

