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LEADERSHIP FOR CHANGE

PRIZE 2024



PREPARATION PACK

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LEADERSHIP FOR CHANGE



WHAT IS IT?

The Leadership for Change Prize 2024 is a project that teachers from anywhere in the world can run with 10-to-16-year-olds.

It consists of a curriculum of six 60-90 minute lessons, which culminate in students creating and pitching a “Project for Change” that will help improve their school or community. These projects can be submitted to the Leadership for Change Prize 2024 between September and November. Winners will be selected to receive an award, prize funding and mentorship to turn their projects into reality.

During this project students will:

- Learn about the importance of leadership and entrepreneurial spirit to address issues in the news
- Develop the communication and critical-thinking skills needed to lead change
- Explore examples of innovative leadership in the news
- Hear from inspiring leaders working to lead change
- Create and pitch their own Projects for Change in their school or community
- Have the chance to win funding and support to turn their projects into reality

PROJECT TIMELINE

September 20th

Leadership for Change 2024 curriculum launches

November 13th

Take part in a global live lesson about leadership

November 20th

Deadline for competition entries

December 9th

Prize winners announced

Teach the six curriculum lessons between September 20th and November 20th

Missed the competition?

Don't worry. The lessons can still be taught after the Prize deadline.

Curriculum overview

The curriculum aims to empower children to become future leaders and inspire them to see how leadership and entrepreneurial spirit make a difference to the big issues of our time.

Over six lessons, students will develop the skills they need to creatively solve problems, listen openly and to make their voices heard. They'll also learn from real-world leaders who are spearheading change to address issues from the news.

Throughout, students will practise applying their knowledge and skills to challenges in their own communities.



LESSON 1

Leadership for change

Students will...

- Use images to explore what leadership looks like
- Consider the definitions of “leadership”, “entrepreneurial spirit” and “change-maker”
- Discuss and debate statements about what it takes to lead change
- Work in groups to report on the skills required to lead change

LESSON 2

Leading change for women and girls

Students will...

- Discuss examples of leadership in the news
- Consider statistics which illustrate gender inequality
- Hear from someone leading change for women and girls
- Work in groups to compare initiatives that support women and girls

LESSON 3

Leading change for access to healthcare

Students will...

- Think about how we stay healthy at different ages
- Role-play in groups to discuss and debate who is responsible for our health
- Hear from someone leading change in access to healthcare
- Work in groups to conduct interviews about different healthcare initiatives

LESSON 4

Leading change for sustainable communities

Students will...

- Learn about sustainability through recent events in the news
- Discover a range of sustainability initiatives across three categories: food, transport and buildings
- Debate statements which explore sustainability in communities
- Hear from someone leading change for sustainable communities

LESSON 5

Projects for change

Students will...

- Recap their learning across the first four lessons
- Use logic trees to generate ideas for their own Projects for Change
- Create a project plan
- Draft their Project for Change pitches

LESSON 6

Presentation of pitches

Students will...

- Practise their project pitches
- Pitch their Project for Change and receive feedback
- Reflect on the knowledge and skills they've gained over the curriculum
- Work with teachers to submit their pitches for a chance to win the Leadership for Change Prize 2024

Live lessons

On Wednesday November 13th there will be two opportunities to join an online live lesson. The live lessons will be run by experienced teachers at The Economist Educational Foundation.

Your students will:

- Enjoy a series of engaging activities about leadership
- Hear from real leaders affecting change
- Take part in polls
- Join discussions alongside hundreds of other students from around the world

Find out more, including how to sign up:
talk.economistfoundation.org/events/leadership-prize-2024-live-lessons

The Prize

Teachers submit competition entries on behalf of their students. They can be in written, audio or video format and must not exceed 650 words or four minutes in length.

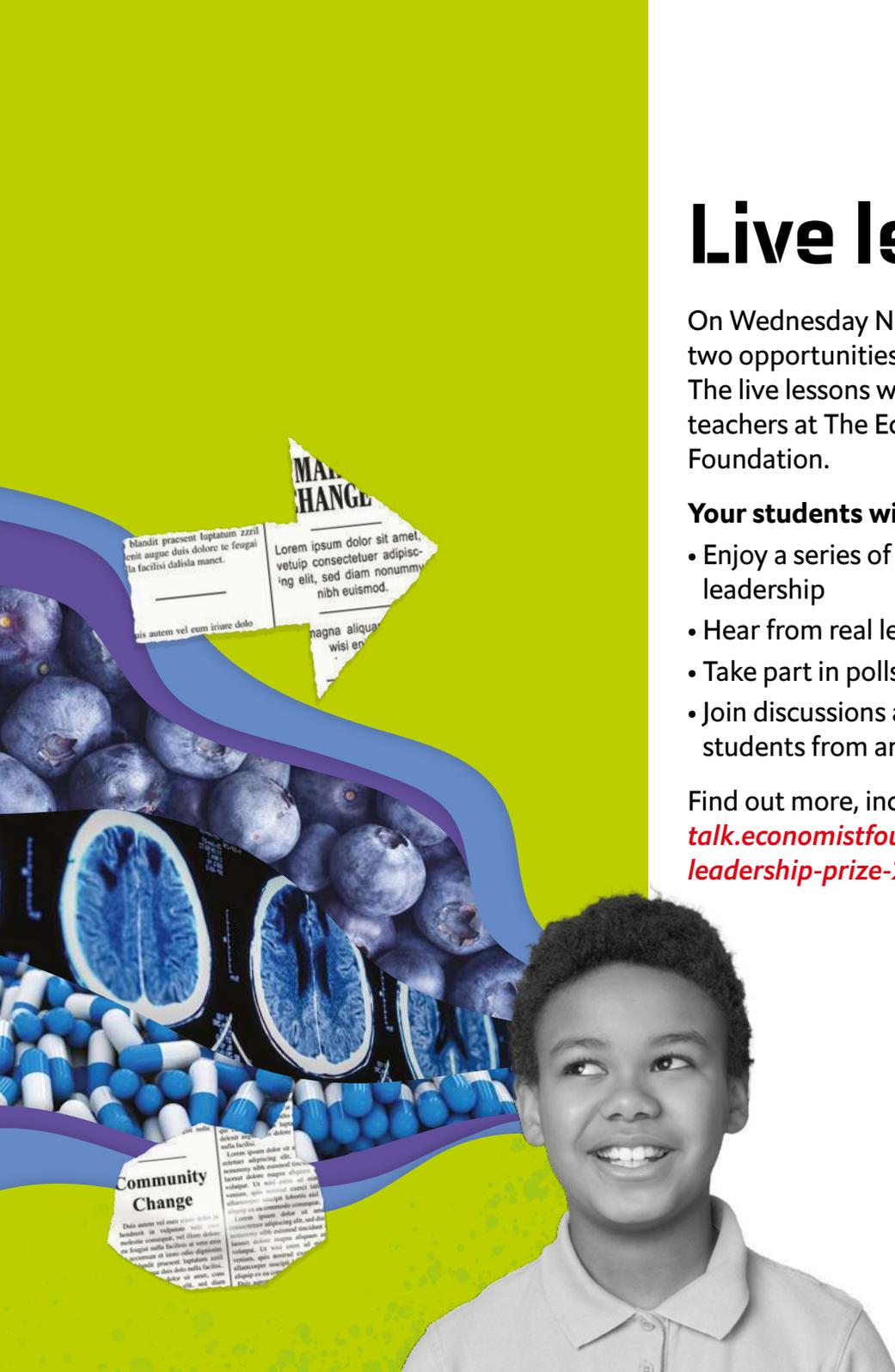
Three winning entries, selected by a judging panel, will be announced on December 9th.

The winning entries will receive:

- A trophy
- Feedback from the judging panel
- Funding and mentoring to help begin turning their project plan into reality

Find the terms and conditions for the Prize and details about how to submit your students' work here:

talk.economistfoundation.org/prizes/leadership-prize-2024/about-the-competition



Preparation checklist

Plan how and when you'll teach the six lessons

Review the curriculum to determine how long each lesson will take and consider any adaptations your students might need. Each lesson is estimated to take 60-90 minutes depending on students' ages and abilities. We suggest running lessons weekly but you might prefer to run them over a shorter period of time.

Confirm access to a classroom with a screen to display PowerPoints

Print and display the classroom display materials

This display is referred to in all of the lessons. Students will add their developing ideas to this for all to see using Post-it notes or paper. Find these on pages 7–14.

Sign-up to a live lesson

talk.economistfoundation.org/events/leadership-prize-2024-live-lessons



Classroom display materials

Print the materials on the following pages at A3 or Ledger size. Then use them to create a display in your classroom.

Students will be directed to stick their ideas to it at the end of every lesson.



LEADERSHIP FOR CHANGE PRIZE 2024

Stick your Project for Change ideas to this display





MASTERY *Listening critically*

- Step 15** I listen critically and look beyond the way speakers speak or act to objectively evaluate different perspectives
- Step 14** I listen critically and use questioning to evaluate different perspectives
- Step 13** I listen critically and identify potential bias in different perspectives
- Step 12** I listen critically and think about where differences in perspectives come from
- Step 11** I listen critically and compare different perspectives

ADVANCED *Recognising influence*

- Step 10** I am aware of how a speaker is influencing me through their language
- Step 9** I am aware how a speaker is influencing me through their tone

INTERMEDIATE *Demonstrating listening*

- Step 8** I show I am listening by summarising or rephrasing what I have heard
- Step 7** I show I am listening by using open questions to deepen my understanding
- Step 6** I show I am listening by how I use eye contact and body language

GETTING STARTED *Listening to others*

- Step 5** I listen to others and record important information as I do
- Step 4** I listen to others and can tell why they are communicating with me
- Step 3** I listen to others and can tell someone what it was about
- Step 2** I listen to others and can ask questions if I don't understand
- Step 1** I listen to others and remember short instructions
- Step 0** I listen to others without interrupting



MASTERY *Speaking influentially*

- Step 15** I speak influentially by articulating a compelling vision that persuades the listeners
- Step 14** I speak influentially by changing examples and facts I use to best persuade the listeners
- Step 13** I speak influentially by changing the structure of my points to best persuade the listeners

ADVANCED *Speaking adaptively*

- Step 12** I speak adaptively by changing my content depending on the response of listeners
- Step 11** I speak adaptively by planning for different possible responses of listeners
- Step 10** I speak adaptively by changing my language, tone and expression depending on the response of listeners

INTERMEDIATE *Speaking engagingly*

- Step 9** I speak engagingly by using tone, expression and gesture to engage listeners
- Step 8** I speak engagingly by using visual aids to support my points
- Step 7** I speak engagingly by using facts and examples to support my points

GETTING STARTED *Speaking clearly and effectively*

- Step 6** I speak effectively by using appropriate tone, expression and gesture
- Step 5** I speak effectively by using appropriate language
- Step 4** I speak effectively by thinking about what my listeners already know
- Step 3** I speak effectively by making points in a logical order
- Step 2** I speak clearly to individuals and small groups I do not know
- Step 1** I speak clearly in small groups of people I know
- Step 0** I speak clearly to someone I know



MASTERY *Implementing strategic plans*

- Step 15** I implement strategic plans to solve complex problems and draw out learning to refine those plans over time
- Step 14** I implement strategic plans to solve complex problems and assess their success
- Step 13** I implement strategic plans to solve complex problems

ADVANCED *Analysing complex problems and solutions*

- Step 12** I analyse complex problems by creating and testing hypotheses
- Step 11** I analyse complex problems using logical reasoning
- Step 10** I create solutions for complex problems by evaluating the positive and negative effects of a range of options
- Step 9** I create solutions for complex problems by generating a range of options

INTERMEDIATE *Exploring problems*

- Step 8** I explore complex problems by analysing the causes and effects
- Step 7** I explore complex problems by building my understanding through research
- Step 6** I explore complex problems by identifying when there are no simple technical solutions
- Step 5** I explore problems by thinking about the pros and cons of possible solutions
- Step 4** I explore problems by creating different possible solutions

GETTING STARTED *Completing tasks*

- Step 3** I complete tasks by finding information I need myself
- Step 2** I complete tasks by explaining problems to someone to get their advice
- Step 1** I complete tasks by finding someone to help if I need them
- Step 0** I complete tasks by following instructions



MASTERY *Supporting others to innovate*

- Step 15** I support others to innovate by coaching them to be more creative
- Step 14** I support others to innovate by evaluating the right creative tools for different situations
- Step 13** I support others to innovate by sharing a range of tools

ADVANCED *Innovating effectively*

- Step 12** I innovate effectively by seeking out varied experiences and stimuli
- Step 11** I innovate effectively when working in a group

INTERMEDIATE *Using creativity and developing ideas*

- Step 10** I develop ideas by considering different perspectives
- Step 9** I develop ideas by asking myself questions
- Step 8** I develop ideas by using mind mapping
- Step 7** I use creativity in the context of my wider life
- Step 6** I use creativity in the context of work

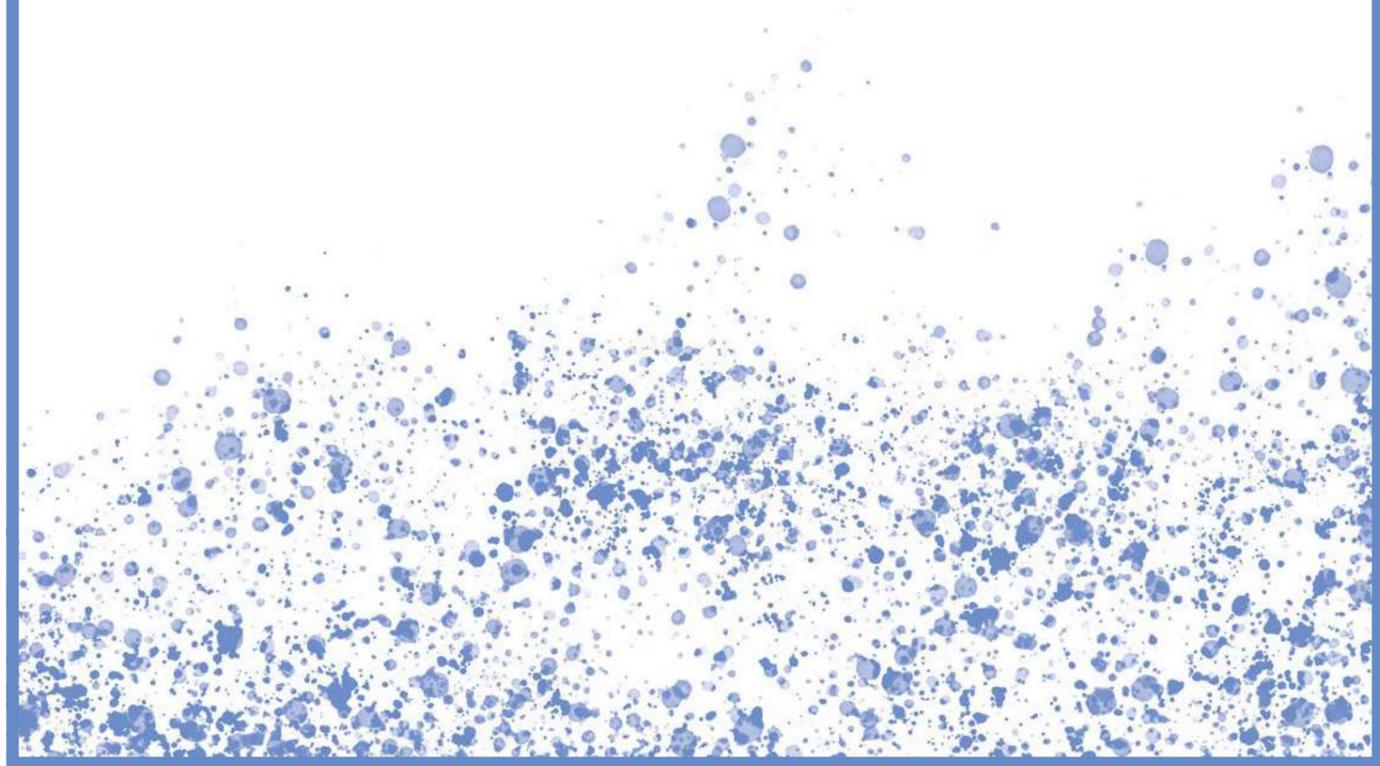
GETTING STARTED *Imagining and generating ideas*

- Step 5** I generate ideas by combining different concepts
- Step 4** I generate ideas to improve something
- Step 3** I generate ideas when I've been given a clear brief
- Step 2** I imagine different situations and can bring them to life in different ways
- Step 1** I imagine different situations and can say what I imagine
- Step 0** I imagine different situations

IDEAS BOARD
LESSON 1



IDEAS BOARD
LESSON 2



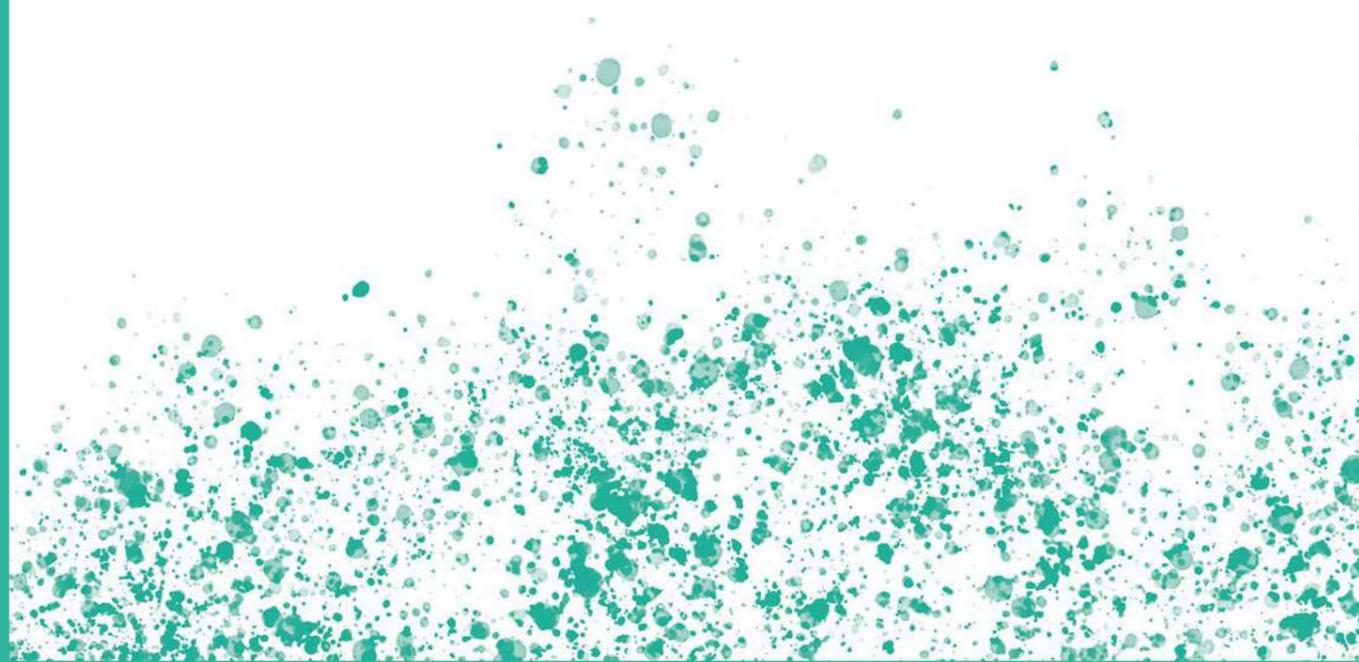
IDEAS BOARD
LESSON 3



IDEAS BOARD
LESSON 4



IDEAS BOARD
LESSON 5



IDEAS BOARD
LESSON 6

