

## TEACHER RESOURCE

# Leadership *Competition*



Supporting teachers to guide female and non-binary students in Years 10–12 to develop and submit a competition entry.

## THEME

What does the future of health look like in your community?

## ELIGIBLE STUDENTS

Female and non-binary, Years 10–12

## ENTRIES DUE

Sunday 28 June 2026

This resource focuses on **healthy diets and food access**. Students are encouraged to explore how access to healthy food shapes wellbeing, opportunity and quality of life in regional, rural, and remote communities.

Participation is **extracurricular and non-assessable**. The competition can be paired with inquiry-based or passion projects in English, HASS, Business, or STEM electives. Teachers can also encourage students to repurpose oral assessments or reflective pieces as entries.

## SUBJECT ALIGNMENT

## Australian Curriculum — General Capabilities

Critical & Creative  
Thinking

Ethical  
Understanding

ICT Capability

Personal & Social  
Capability

Literacy

Through open-ended exploration, authentic communication, and future-focused thinking to support curricular and extracurricular learning in Years 10–12.

## ENTRY FORMATS

Students may choose: a **400–600 word written response** · a **3–4 minute video response** · a **visual piece with 300–400 word justification** · a **pitch of a product or service**.

[countrytocanberra.com.au](https://countrytocanberra.com.au)

## SECTION ONE —

# Introduce the Theme

This lesson has been designed to support students (16+ years) participating in a regional leadership competition focused on the future of health in their community.

## The lesson explores:

- ✓ What healthy food access means
- ✓ Why access to healthy diets can be challenging in regional, rural, and remote Australia
- ✓ How food systems impact health, wellbeing, opportunity, and community resilience
- ✓ How young leaders can design practical solutions that create positive change

## Learning Objectives

- 1 Understand the concept of food access and healthy diets
- 2 Identify barriers to healthy eating in regional communities
- 3 Explore how health inequities affect different groups in society
- 4 Analyse how gender, geography, cost, transport, culture, and infrastructure influence health outcomes
- 5 Develop and communicate a practical community-based solution
- 6 Apply leadership and problem-solving skills to a real issue

## Suggested Timing

15 mins	Introduction and discussion
20 mins	Understanding the issue
15 mins	Case study exploration
20 mins	Community mapping activity
30 mins	Solution design
20 mins	Pitch preparation and reflection

**Total: ~2 hours · Intended to be split across multiple sessions**

## Examples of Previous Work

Encourage students to choose a format that plays to their strengths — writing, public speaking, visual art, or digital creativity — and to tell a story that is authentic and reflective of their own community.

### VIEW PAST ENTRIES

Examples of previous winning entries are available at [countrytocanberra.com.au](http://countrytocanberra.com.au) — a powerful source of inspiration for students just getting started.

## SECTION TWO —

# Context

Provide students with background on why healthy food access is a critical issue in regional, rural, and remote communities.

## The Challenge

While Australia produces large amounts of fresh fruit and vegetables, many communities still experience barriers to healthy eating due to distance, transport, affordability, supply challenges, and limited local services. These challenges can affect physical health, mental wellbeing, energy levels, school engagement, and social connection.

## The Connection to Community

Healthy food access is closely connected to community leadership and local agriculture. Schools, sporting clubs, growers, community organisations, and local businesses all play a role in shaping healthy environments and food culture.

## Real-World Examples to Share

Teachers may wish to introduce examples such as school breakfast programs, community gardens, farmers markets, mobile produce services, partnerships with local growers, or youth-led cooking and nutrition programs.

## SECTION THREE —

# Brainstorm & Design

Guide students through the inquiry process using their student worksheet. Work through the following four steps together.

**STEP 1****Identify a Problem**

Based on discussion and students' lived experience, ask them to identify one problem related to the theme. Examples:

- Healthy food is too expensive
- Young people rely heavily on takeaway food
- Fresh produce is difficult to access
- There are limited healthy options after sport or school

**STEP 2****Investigate Why it Exists**

Encourage students to consider factors such as:

- Transport and distance
- Cost of living and geography
- Time pressures and limited services
- Awareness and education

## SECTION THREE (CONTINUED) —

# Design & Consider Impact

Continue guiding students through the inquiry process with Steps 3 and 4.

**STEP 3****Design a Realistic Solution**

Students might propose:

- A youth-led community garden
- A healthy food initiative at sporting clubs
- A partnership between schools and local growers
- A mobile healthy food trailer
- A social media awareness campaign
- A student-designed food subscription box

**STEP 4****Consider Impact**

Ask students to reflect on:

- Who benefits from this idea?
- How does this improve wellbeing?
- Is the solution practical and sustainable?
- How could the community support it?

## SECTION FOUR —

# Supporting Entries

As students begin planning their competition entry, encourage them to focus on authentic community experiences and practical ideas. Strong entries are often personal, locally grounded, and clearly connected to the competition theme.

**Teachers may wish to support students by:**

- ✓ Discussing which response format best suits individual strengths and interests
- ✓ Encouraging students to focus on one clear issue or idea
- ✓ Supporting brainstorming, scripting, drafting, or storyboarding
- ✓ Encouraging students to use local examples and lived experiences
- ✓ Providing opportunities for peer feedback or discussion
- ✓ Reminding students that creative and simple ideas can still have strong impact

