

FUTURE ANYTHING



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ACTIVATE 2023  
UNIT OVERVIEW  
LOCAL ENTERPRISE

# FUTURE ANYTHING: ACTIVATE 2023 | LOCAL ENTERPRISE UNIT OVERVIEW

L	Title	Learning Goals	Success Criteria	Exit Ticket Portfolio Assessment items *	Future Capabilities	Key Activities	Teacher Tips and Advice
1	The Beginning	We are learning to understand the Future Capabilities that underpin the Activate program.	Use what you know to pitch the Best X Ever. Use what you know to outline the Future Capabilities and identify when they are being used.	<ul style="list-style-type: none"> <li>▲ Best X Ever Pitch</li> <li>▲ <a href="#">Student Pre-Activate Program Survey</a></li> </ul>	Communication Project Management Critical Thinking Problem Solving Innovation Adaptive Mindset	<ul style="list-style-type: none"> <li>▲ Collaborative archetypes quiz</li> <li>▲ Mini Challenge - Best X Ever</li> <li>▲ Future Capabilities PPT</li> <li>▲ Future Anything Pre-Program Survey</li> <li>▲ Future Capabilities Mix and Match Activity (Optional)</li> </ul>	<p>The Collaborative archetypes activity is a great way to get students to reflect on their collaboration skills and preferences, as well as providing parameters for grouping. You may want to impose other rules such as more than 1 gender in each group.</p> <p>Choose your product type for the Best X ever - you could choose a t-shirt, backpack, lunch box etc.</p> <p>Ensure all students complete the Pre-Program survey - this will help us feed back to you on their learning! You should also complete the <a href="#">Teacher Pre-Program Survey</a> at this point.</p>
2	Enterprising Entrepreneurs	We are learning to understand the 'Need to Knows' of the Future Anything program through the exploration of the Driving Question. We are learning to understand the role of entrepreneurs in creating successful businesses.	Use what you know to annotate the driving question. Use what you know to identify entrepreneurial qualities in case study examples.	<ul style="list-style-type: none"> <li>▲ Annotated Driving Question</li> </ul>	Communication Critical Thinking	<ul style="list-style-type: none"> <li>▲ Business 101 PowerPoint (Optional)</li> <li>▲ Driving Question - Students breakdown the driving question of the program and write down all of their "Need to Knows" to complete it</li> <li>▲ Discuss Bush Medijina example</li> <li>▲ Choose an Australian entrepreneur to investigate</li> </ul>	<p>This lesson is content heavy, but can easily be adapted to suit the needs of your cohort.</p> <p>This is a great opportunity to link in with your local community or your Future Anything Activator. Arrange for students to engage with a panel of local entrepreneurs, go on an excursion to a local business, or explore case studies from your local area. If you are an alumni school, this is an opportunity to draw on students from previous years to share their experiences.</p> <p>If your students are new to Business, you might also want to dive deeper into some of the content here.</p>
3	Market Mayhem	We are learning to understand the different types of markets and market stalls that exist and how they contribute to the economy.	Use what you know to identify the features of local markets.	<ul style="list-style-type: none"> <li>▲ Completed Case Study</li> </ul>	Problem solving Critical thinking	<ul style="list-style-type: none"> <li>▲ Market Wall - Create a physical or digital market wall includes key vocabulary, stakeholders and examples of market locations/market stall/market products.</li> <li>▲ Market Example: Blak Markets</li> <li>▲ Market Case Study</li> <li>▲ Class Brainstorm - What makes a good market?</li> </ul>	<p>A market wall is a physical artefact that you can refer back to during the unit. If this doesn't suit your context, consider a digital space using OneNote's collaboration space or a tool like Miro or similar.</p> <p>The Market Case Study Template is available to assist you, but you may choose to set a more immersive activity here such as creating a presentation or video to share student responses.</p>



4	The Circular Economy	We are learning to understand that environmental issues can be intrinsically linked to economic issues.	Use what you know to explain the difference between the linear and circular economy.	<ul style="list-style-type: none"> <li>▲ Circular Economy Worksheet</li> </ul>	Communication Critical thinking	<ul style="list-style-type: none"> <li>▲ Sustainability definition</li> <li>▲ Circular economy video and work sheet</li> <li>▲ Ellen Macarthur Foundation case study</li> <li>▲ Life Cycle mapping activity (optional)</li> </ul>	<p>This lesson dives into the circular economy as a basis for the next stage – ideating sustainable products. The content of this lesson can be adapted to suit the parameters of the market planned in your school.</p> <p>You may want to reduce the number of choices in the case studies to focus on certain topics.</p> <p>The Life Mapping activity is a great way to investigate products. The linked template activities and explainers from Circular Classroom have additional information to help you.</p>
5	The Entrepreneur's Odyssey	We are learning to understand the shape of the Future Anything Activate program We are learning to build a profile to help us understand who we are; our strengths and weaknesses; likes and dislikes; personalised areas of expertise and authenticity.	Use what you know to build a learner profile. Use what you know to share insights about yourself with a partner.	<ul style="list-style-type: none"> <li>▲ Completed Learner Profile</li> </ul>	Communication Critical Thinking	<ul style="list-style-type: none"> <li>▲ Introduction to the Entrepreneur's Odyssey</li> <li>▲ What do I like? Worksheet</li> <li>▲ Learner Profile activities</li> </ul>	<p>This is a great opportunity to tie in with other reflection activities completed in your school context, for example character strengths or personality types that might be explored in a pastoral care setting.</p> <p>There is a simple Learner Profile example if students are unsure how to complete the worksheet.</p> <p>Rather than using the Learner Profile worksheet, you may want to have students to create their own profile template that they can customise and share insights about themselves. These could be displayed in the classroom or in a digital space. Sharing these insights is an important part of this step of the Odyssey.</p>
6	Our Market	We are learning to understand the parameters of our sustainable school market day.	Use what you know to establish the parameters of your school market day. Use what you know to create a sustainable market day.	<ul style="list-style-type: none"> <li>▲ Market Parameters</li> </ul>	Problem Solving Creativity/Innovation	<ul style="list-style-type: none"> <li>▲ Market Themes PowerPoint</li> <li>▲ Customer Personas – Market Themes Worksheet</li> <li>▲ South Melbourne Markets Sustainability video</li> <li>▲ Sustainable Market Worksheet</li> </ul>	<p>This is your opportunity to establish the parameters of your upcoming market and your expectations for student groups. This works best if you can co-create a vision for the market rather than impose a strict plan, but work within the constraints of your school setting.</p> <p>Activities 3 and 4 focus on creating sustainable markets. Choose how much of an emphasis you want to place on this aspect – it is a great chance to tie in with larger school priorities like recycling and sustainability clubs.</p>
7-8	What could we do about it?	We are learning to understand the conditions that make creativity and divergent thinking possible. We are learning to understand how to prototype an idea in order to gain feedback.	Use what you know to ideate 50+ possible products for your market. Use what you know to choose 2 products that are linked to your lived experience and prototype a sketch of your market stall concept.	<ul style="list-style-type: none"> <li>▲ Customer Personas – Our Market</li> <li>▲ An annotated sketch of your market stall</li> </ul>	Creativity/Innovation Critical Thinking Problem Solving	<ul style="list-style-type: none"> <li>▲ Customer Personas – Our Market</li> <li>▲ Product Ideation PPT</li> <li>▲ Connection to Product Matrix</li> <li>▲ Group formation</li> <li>▲ Prototyping Hero Sketch</li> </ul>	<p>This is a big lesson, which we suggest you tackled over two 60 minute lessons. A great place to break is after Activity 3. Have students consider their choices as a take home task, and then at the beginning of the following lesson they can group and sketch their prototype.</p> <p>Note this is a prototype, so you don't have to give students a long time to develop it. Focus on getting feedback about the idea, not perfecting the concept in the first try (or creating the prettiest sketch!)</p>



9	Teamwork makes the dream work	We are learning to understand the expectations and requirements of the assessment task. We are learning to use project management skills to set up 'norms' which create a healthy environment for collaboration.	Use what you know to develop a Project Management Plan.	<ul style="list-style-type: none"> <li>▲ Project Management Plan*</li> </ul>	Project Management Communication	<ul style="list-style-type: none"> <li>▲ Go through the assessment task sheet</li> <li>▲ Stinky Fish activity</li> <li>▲ Project Management PowerPoint and Project Management Plan</li> </ul>	<p>The assessment piece for this unit can be introduced here, although if you would prefer to do this earlier in the unit that's fine too. A sample assessment is provided in the resources, which can be adapted to suit your context.</p> <p>Even if students have had the task for some time, it is still worthwhile to run the 'Stinky Fish' activity to address any misunderstandings.</p> <p>Some schools use this lesson as an opportunity to branch the remaining learning. Group members can be assigned individual lessons/tasks (e.g. Points of Difference; Prototype development; Marketing and Branding) and the lessons can become more student-centred as they work independently to complete these activities.</p>
10	How are we different?	We are learning to understand the importance of products and market stalls having a clear point of difference.	Use what you know to extend your ideas to create value for your customers.	<ul style="list-style-type: none"> <li>▲ Points of Difference Worksheet*</li> <li>▲ Updated Hero Sketch with identified points of difference</li> </ul>	Creativity/Innovation Critical thinking Adaptive Mindset	<ul style="list-style-type: none"> <li>▲ Create Market Map using hero sketches and identify gaps or changes necessary to improve market</li> <li>▲ Market Inspiration PPT</li> <li>▲ Points of Difference PPT and Worksheet</li> </ul>	<p>The Market Map activity allows you to evaluate the market plan as a whole and pick up on any double ups or missing products easily.</p> <p>The rest of this lesson is about helping students to make their ideas stand out and push their ideas further. The Catapult Cards X Factor deck has some great prompts (although you may want to sift through and find the most relevant cards first).</p>
11 - 12	How can we test it?	We are learning to understand the importance of testing a prototype with potential customers.	<p>Use what you know to develop a prototype that you can test.</p> <p>Use what you know to gather feedback about your prototype.</p>	<ul style="list-style-type: none"> <li>▲ Prototype (or Sample) for Testing*</li> <li>▲ Prototype Feedback Template*</li> </ul>	Problem Solving Adaptive Mindset	<ul style="list-style-type: none"> <li>▲ Prototyping PPT (with optional Prototyping Planning Template)</li> <li>▲ Prototype Build - Students bring their resources to class to collaborate on building their prototype.</li> <li>▲ Prototype Feedback Template</li> </ul>	<p>This lesson is all about creating prototypes – more functional versions of the prototype they created in an earlier lesson.</p> <p>The Prototyping Planning Template is an optional document to help students apply the learning from the PowerPoint.</p> <p>If you have access to prototyping materials, makerspaces, a kitchen or other facilities this is a great opportunity to give students access to create exciting prototypes, but you can also promote some amazing creativity with simple supplies, like cardboard and lego. Whatever suits your class best and your context will be fine. Make sure you provide time to gather and apply feedback!</p>



13 - 14	How do we know it will work?	We are learning to understand the business planning principles of creating and running a market stall	Use what you know to set your prices and determine your profit. Use what you know to assess the risks of your market stall.	<ul style="list-style-type: none"> <li>▲ Financially Fit Workbook*</li> <li>▲ Risk Assessment Document*</li> </ul>	Problem Solving Project Management	<ul style="list-style-type: none"> <li>▲ Financially Fit Workbook</li> <li>▲ Workplace Health and Safety information (e.g. Risk Assessment Document – school provided)</li> </ul>	<p>Students will need to complete a risk assessment for their upcoming market. An example from a real market is given, but it is recommended that you provide a template that is appropriate for your context. You should also consider any relevant food handling requirements (if applicable).</p> <p>The Financially Fit booklet steps students through calculating their unit cost and setting a selling price. There is an example to guide them, but you may find they need additional help and resources to assist with this process.</p>
15 - 16	How do we get noticed?	We are learning to market and brand our products and stall.	Use what you know to develop marketing and branding in readiness for your market stall.	<ul style="list-style-type: none"> <li>▲ Branding and Marketing Summary*</li> <li>▲ Marketing materials</li> </ul>	Creativity/Innovation Communication Project Management	<ul style="list-style-type: none"> <li>▲ Marketing 101 PowerPoint</li> <li>▲ Branding and Marketing Summary</li> <li>▲ Marketing and Branding Feedback - Buddy groups up and have them present their Marketing and Branding Summary for feedback.</li> </ul>	<p>Find a Kahoot, Quizzizz or similar, that tests students' logo knowledge to use as a Hook. This is a great way to start conversations about brand identity.</p> <p>The Branding Scaffold is a self-paced lesson that guides students through creating a business name, logo and tagline. You may want to set it for homework, or use some of the activities to supplement the other learning in this lesson.</p> <p>Canva is an amazing resource for creating a brand identity, and it is free for students. Give students some time to play with tools like this to create their marketing materials ready for their stall.</p>

**Booster Module: Pitching**

B	The Perfect Pitch	We are learning to understand the structure and delivery of a persuasive pitch	Use what you know to draft your pitch and slidedeck.	Final draft of pitch and slidedeck.	Communication Project Management	<p>Students analyse one of the Future Anything Grand Final Pitch Videos</p> <p>Students go through The Pitch PPT, uses the Future Anything Pitch Cheat Sheet and complete the PPPPA Pitching Template</p> <p>Students create a slidedeck</p> <p>Students gain feedback</p>	<p>Use this booster to support students to create a persuasive pitch. This unit does not focus strongly on a 'Pitch' as the product and market stall is the final product.</p> <p>You may wish to include this lesson (or an abbreviated version of it) if students want to develop a pitch. This is an important part of the Future Anything Finals, so this lesson could also be an optional task for groups who are keen to push their ideas further.</p>
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*These lessons have been left intentionally blank to enable students time to ready themselves for their market/ assessment submission.*



20	How Do We Bend The Future?	We are learning to understand the importance of reflection.	Use what you know to explain what went well, what didn't go well and what you would do differently to improve.	<ul style="list-style-type: none"> <li>^ Students complete Denouement Handout*</li> <li>^ <a href="#">Student Post Program Survey</a></li> </ul>	Adaptive Mindset	<ul style="list-style-type: none"> <li>^ Reflection discussion</li> <li>^ Denouement</li> <li>^ <a href="#">Student Post Program Survey</a></li> <li>^ <a href="#">Apply for Future Anything National Finals 2023</a></li> </ul>	<p>This is a great opportunity to reflect on the program. Make sure you complete the <a href="#">Teacher Post-Program Survey</a>, and get students to complete the <a href="#">Student Post Program Survey</a>, so we can provide you with important information about their experience of the program.</p> <p>This is also a great time for you to gather internal feedback from students, teachers, parents and other stakeholders about the project. What worked? What would they love to see next year? Collect these ideas so next year's teachers can continue to grow the program in your school.</p> <p>All Activate students can apply for the Future Anything National Finals <a href="#">here</a> to be in with the chance of winning a share of \$20K in funding and support to launch their ideas into the real world. Application close on 15 September 2023</p>
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# AUSTRALIAN CURRICULUM LINKS

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## Economics and Business (Year 7)

- ^ [AC9HE7K02](#): the reasons businesses exist and how different types of businesses provide goods and services
- ^ [AC9HE7K03](#): characteristics of entrepreneurs and how these influence the success of a business
- ^ [AC9HE7K04](#): the reasons individuals work, the types of work they are involved in, and how they may derive an income
- ^ [AC9HE7S02](#): locate, select and organise information and data from a range of sources
- ^ [AC9HE7S03](#): interpret information and data to identify economic and business issues, trends and economic cause-and-effect relationships
- ^ [AC9HE7S04](#): develop a response to an economic and business issue, identifying potential costs and benefits
- ^ [AC9HE7S05](#): create descriptions and explanations, using economic and business knowledge, concepts and terms, and referencing information and data from sources

## Economics and Business (Year 8)

- ^ [AC9HE8K02](#): different ways that businesses adapt to opportunities in the market and respond to the changing nature of work
- ^ [AC9HE8K03](#): how First Nations Australian businesses and entrepreneurs develop opportunities in the market
- ^ [AC9HE8K05](#): processes that individuals and/or businesses use to plan and budget to achieve short-term and long-term financial objectives
- ^ [AC9HE8S02](#): locate, select and organise information and data from a range of sources
- ^ [AC9HE8S03](#): interpret information and data to identify economic and business issues, trends and economic cause-and-effect relationships
- ^ [AC9HE8S04](#): develop a response to an economic and business issue, identifying potential costs and benefits
- ^ [AC9HE8S05](#): create descriptions and explanations, using economic and business knowledge, concepts and terms, and referencing information and data from sources

## Design and Technologies (Year 7 and 8)

- ^ [AC9TDE8K02](#): analyse the impact of innovation and the development of technologies on designed solutions for global preferred futures
- ^ [AC9TDE8K04](#): analyse how food and fibre are produced in managed environments and how these can become sustainable
- ^ [AC9TDE8K06](#): analyse how characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions
- ^ [AC9TDE8P01](#): analyse needs or opportunities for designing, and investigate and select materials, components, tools, equipment and processes to create designed solutions
- ^ [AC9TDE8P02](#): generate, test, iterate and communicate design ideas, processes and solutions using technical terms and graphical representation techniques, including using digital tools
- ^ [AC9TDE8P05](#): develop project plans to individually and collaboratively manage time, cost and production of designed solutions



# AUSTRALIAN CURRICULUM LINKS

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## Sustainability

- ^ [SS1](#): All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.
- ^ [SS2](#): Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.
- ^ [SS3](#): Social, economic and political systems influence the sustainability of Earth's systems
- ^ [SW1](#): World views that recognise the interdependence of Earth's systems, and value diversity, equity and social justice, are essential for achieving sustainability.
- ^ [SW2](#): World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.
- ^ [SD1](#): Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems
- ^ [SD2](#): Creative and innovative design is integral to the identification of new ways of sustainable living.
- ^ [SF1](#): Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.
- ^ [SF2](#): Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

## Aboriginal and Torres Strait Islander Histories and Cultures

- ^ [A\\_TSICP1](#): First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.
- ^ [A\\_TSIC1](#): First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.
- ^ [A\\_TSIC3](#): The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.
- ^ [A\\_TSIP3](#): The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.





-  [futureanything.com](https://futureanything.com)
-  [hello@futureanything.com](mailto:hello@futureanything.com)
-  [FutureAnything](#)
-  [future\\_anything](#)
-  [future\\_anything](#)