

FUTURE ANYTHING



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ACTIVATE 2023
UNIT OVERVIEW
SOCIAL ENTERPRISE

FUTURE ANYTHING: ACTIVATE 2023 | SOCIAL 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 shape of the Future Anything Activate program through the exploration of the Driving Question. We are learning to understand the Future Capabilities that underpin the Activate program.	Use what you know to pitch an innovative, scalable and sustainable business idea that makes the world a better place. Use what you know to outline the Future Capabilities and identify when they are being used.	<ul style="list-style-type: none"> ▲ Mini challenge pitch ▲ Red Flags vs Green flags activity 	Communication Problem Solving Creativity and Innovation	<ul style="list-style-type: none"> ▲ Activate 101 PowerPoint ▲ Future Capabilities PowerPoint ▲ Red Flags vs. Green Flags Activity 	The mini challenge is a great way to get students immediately engaged in collaboration and creativity, but it does come with some challenges! If you want to provide more support to your students here, you can set a more specific challenge, or, try giving each group a 99 Problems card and a 99 Solutions card and they can ideate with some clear parameters. The PowerPoint 'notes' section has some additional hints and discussion points.
2	The Entrepreneur's Odyssey	We are learning to appreciate how our past has informed our present; creating personalised areas of expertise and authenticity. We are learning to build a profile to help us understand who we are; our strengths and weaknesses; likes and dislikes.	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"> ▲ Learner Profile Activities (student choice) ▲ Future Anything Pre-Program Student Survey 	Communication Critical thinking	<ul style="list-style-type: none"> ▲ Introduction to the Entrepreneur's Odyssey Video ▲ Future Anything Pre-Program Student Survey ▲ Various activities - student choice ▲ Blind Portrait 	This lesson is all about students gathering insights about themselves via quizzes, reflections and other activities. You are welcome to draw from what already happens in your school context (e.g. pastoral care or similar). The lesson prompts students to complete 1 activity from each column, but feel free to adjust this based on your timing requirements and access. Just ensure every student completes the Pre-Program survey, and plan time to share their insights with others. Note: If there is no hyperlink for the activity, then the activity is a Future Anything resource and will be saved in the resources folder. Make sure you complete the Teacher Pre-Program Survey at this point.
3	Business for Good	We are learning to understand the relationship between business and the economy. We are learning to understand the different types of organisations that exist and how they contribute to the economy.	Use what you know to explain the differences between business structures.	<ul style="list-style-type: none"> ▲ Completed Business Models Explored Canvas ▲ Completed Social Enterprises Deep Dive 	Communication Critical Thinking	<ul style="list-style-type: none"> ▲ Business Models Explored PPT ▲ Business Models Explored Canvas ▲ Social Enterprises Explored PPT ▲ Social Enterprises Deep Dive 	This lesson is useful in helping students understand the different kinds of social enterprises that exist, which will be helpful later in the course. If this is your students first brush with "Business", you may need to deep dive into the business models discussion, or supplement with additional content and activities. If they are experienced Business students, feel free to brush over the business models and dive deeper into the Social Enterprise buckets, or add your own relevant content here.



4	What matters to me?	We are learning to connect our lived experiences with global issues.	Use what you know to choose the top three 'wicked problems' that you are passionate about solving. Use what you know to ensure your chosen problem is connected to your lived experience.	<ul style="list-style-type: none"> ▲ A shortlist of problems that you have tested using the choosing your problem matrix 	Critical thinking Problem Solving Innovation	<ul style="list-style-type: none"> ▲ Problem Ideation PPT - ideating 50+ problems in the world. ▲ Choosing 3-5 wicked problems ▲ Using Choosing your problem matrix to check alignment with self 	At Future Anything we believe the 'secret sauce' of entrepreneurship education is choosing problems that connect to our passions and lived experiences. This lesson and the problem matrix are important in guiding students to choose issues they care about personally, not the problems they think they should choose or the ones their friends are interested in. Encourage students to continually check in with themselves – are they excited about the problem? If not, they should choose something else.
5	Why Does It Matter?	We are learning to describe the causes, consequences, scope and impact of a chosen problem.	Use what you know to explain the causes, consequences, scope and impact of a problem. Use what you know to determine a refined problem to focus on.	<ul style="list-style-type: none"> ▲ Completed Root Cause Tree for chosen issue* ▲ Completed One Pager* 	Problem Solving Critical Thinking	<ul style="list-style-type: none"> ▲ Connect with other people with similar interest in problems. ▲ Root Cause Tree Examples ▲ Root Cause Tree ▲ Problem One Pager 	Students will gather in groups based on the problem they are interested in solving. This is a great time to remind students about the connection to problem matrix, as well as the benefits of working with others who are passionate about the same issues. The groups often splinter during/after this lesson, so don't worry if the initial groups are bigger than their project groups. Note, the root cause activity can be challenging for students. If they are having trouble completing the worksheet, they may have chosen the wrong problem. Encourage them to try one of their other 'wicked' problems. Feel free to play with the 'One-Pager' concept – you might prefer to have students pitch their problem, create a slide deck, or design a poster or similar.
6	Who else thinks it matters?	We are learning to understand the other solutions nationally and internationally that tackle the chosen problem.	Use what you know to complete a horizon scan of alternative solutions to your chosen problem.	<ul style="list-style-type: none"> ▲ Horizon Scan* 	Problem Solving	<ul style="list-style-type: none"> ▲ Horizon Scan 	The purpose of this lesson is for students to have a broad understanding of the problem they have chosen and the people, organisations, products and services that are already operating in this space. You may need to guide them more explicitly, for example 'identify 3 charities that help with this topic, identify 3 government policies that help with this problem'. There are level up and level down versions of this activity – consider assignment different versions to different ability levels.
7_8	What Could We Do About It?	We are learning to understand the conditions that make creativity and divergent thinking possible.	Use what you know to ideate 50+ possible solutions to your problem. Use what you know to pretotype and pitch two possible solutions.	<ul style="list-style-type: none"> ▲ Two pretotype solutions with peer feedback* 	Communication Creativity and Innovation	<ul style="list-style-type: none"> ▲ Solutions Ideation PPT - ideate 50+ possible solutions to your problem. ▲ Group Formation ▲ 2 x Pretotypes developed- Pretotyping Worksheet ▲ Speed Dating - Share pretotypes with other groups, provide feedback and vote on the best solution. 	This is where groups need to be more clearly formed for the project. While you can set your own parameters for group size, note that groups larger than 4 are not eligible for the Future Anything finals. It is important that groups 'pretotype' more than one solution at this stage and receive feedback. You may want to set clear time limits on their sketches/storyboards so they focus on communicating their concept rather than perfecting their idea – there will be plenty of opportunities to refine and improve their ideas later.



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"> ▲ Completed Project Management Plan* 	Communication Project Management	<ul style="list-style-type: none"> ▲ Introduce assessment. ▲ Project Management PPT ▲ Project Management Plan 	You may want to explore online project management tools like Trello at this stage, or link to business content and programs such as using Excel to create Gantt charts. You might consider having groups branch at this stage, with individual team members tackling different parts of the program, e.g. Competitor analysis and differentiation (Lesson 10-11), Prototyping and testing (Lesson 12-13), Financials and Planning (Lesson 14), Marketing and Branding (Lesson 15) and Pitching (Lesson 16). Some schools divide responsibilities via the "4 Ps".
10 - 11	How are we different?	We are learning to understand the importance of products and services that have a clear point of difference.	Use what you know to analyse your competitive landscape Use what you know to identify your points of difference	<ul style="list-style-type: none"> ▲ Competitor Analysis Map* ▲ Points of Difference Canvas* 	Critical Thinking Creativity and Innovation	<ul style="list-style-type: none"> ▲ Competitor Analysis Map ▲ Points of Difference PPT ▲ Points of Difference Canvas 	If you're finding student ideas are feeling very familiar and lack that 'x-factor', then this is an important lesson to help students make changes to their concepts that really take them to the next level. You may want to draw out examples relevant to your local context here. If students are struggling, use the Catapult Cards X Factor Deck to help them stretch their ideas.
12 - 13	How can we test it?	We are learning how to differentiate between customers, users and beneficiaries We are learning to understand how to use prototypes to test ideas in the market.	Use what you know to create a prototype and test it with customers, users and/or beneficiaries.	<ul style="list-style-type: none"> ▲ Target Audience Worksheet* ▲ Updated prototype with feedback* 	Problem Solving Adaptive Mindset	<ul style="list-style-type: none"> ▲ Beneficiary vs Customer (vs User) PPT ▲ Target Audience Worksheet ▲ Students to adapt prototype. ▲ Students to gather feedback from customers (and/or users and beneficiaries). 	There is an opportunity to branch into more in depth prototyping here. Consider the resources you have available in your school context, such as art and craft supplies, playdough, Lego, wood and metal-working materials, CAD, 3D printing etc. If you have limited time, you can also have students update their original prototypes. Ensure they clearly identify their points of difference.
14	How can we make it work?	We are learning to understand the key elements of business planning.	Use what you know to set your prices and determine how your profit will be allocated. Use what you know to plan how to get your product or service to market	<ul style="list-style-type: none"> ▲ Completed Financially Fit Workbook* ▲ Completed Road Map* 	Project Management Critical Thinking	<ul style="list-style-type: none"> ▲ Financially Fit Workbook ▲ Road Map 	This lesson is all about the logistics of getting the idea to market. Depending on your context, you may want to deep dive into this content, or just skim the surface so that students can provide a broad idea of the financials to take into the pitching stage. Groups who are keen to pursue the Future Anything Finals are encouraged to complete all of the activities in this lesson – this is often a neglected part of student pitches, so nailing the details could be a big factor in helping them succeed in the finals.



15	How do we get noticed?	We are learning how to brand and market our ideas to attract our target customer.	Use what you know to identify your key marketing strategies. Use what you know to develop marketing materials to support your business idea.	<ul style="list-style-type: none"> ▲ Completed logo, business name and tagline ▲ Marketing Summary – Social* 	Communication Project Management Creativity and Innovation	<ul style="list-style-type: none"> ▲ Branding Scaffold ▲ Marketing Summary ▲ Complete logo, business name and product design/packaging. 	In this lesson you might choose to select specific activities to focus on, or give students more time to explore the concepts in depth. The Branding Scaffold document is a supplementary lesson plan that can help guide students to create their basic branding collateral. Use the materials available in your context, or encourage students to use free programs like Canva to build their collateral. You may want to add your own content here to expand on marketing strategy and complete a deeper dive into the 5+ Ps of marketing.
16	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.	<ul style="list-style-type: none"> ▲ Final draft of pitch and slidedeck* 	Communication Project Management	<ul style="list-style-type: none"> ▲ The Pitch PPT + Pitch Cheat Sheet ▲ PPPPA Pitching Template ▲ Pitching slide deck 	The materials in this lesson guide students through creating a pitch and slide deck that will likely form the assessment and culmination of this unit. Make sure you refer to the rubric and assessment information so that students understand the audience and purpose for their pitch. This lesson is an excellent opportunity to provide additional feedback for students – get them to practice their pitches with peers, or invite guests (in person or virtually) to provide feedback on their ideas.

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These lessons have been left intentionally blank to enable students time to ready themselves for their showcase/ 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"> ▲ Students complete Denouement Handout* ▲ Student Post Program Survey 	Adaptive Mindset	<ul style="list-style-type: none"> ▲ Denouement ▲ Student Post Program Survey ▲ Apply for Future Anything National Finals 2023 	This is a great opportunity to reflect on the program. Make sure you complete the Teacher Post-Program Survey , and get students to complete the Student Post Program Survey so we can provide you will important information about their experience of the program. 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. All Activate students can apply for the Future Anything National Finals here 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 r2023
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AUSTRALIAN CURRICULUM LINKS

Economics and Business (Year 9)

- ^ [AC9HE9K04](#): processes that businesses use to create and maintain competitive advantage, including the role of entrepreneurs
- ^ [AC9HE9K05](#): how individuals and businesses manage consumer and financial risks and rewards
- ^ [AC9HE9S02](#): locate, select and analyse information and data from a range of sources
- ^ [AC9HE9S03](#): interpret information and data, explaining economic and business issues, trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts
- ^ [AC9HE9S05](#): create descriptions, explanations and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge research findings

Economics and Business (Year 10)

- ^ [AC9HE10K03](#): factors that influence major consumer and financial decisions, and the short- and long-term consequences of these decisions
- ^ [AC9HE10K05](#): processes that businesses use to manage the workforce and improve productivity, including the role of entrepreneurs
- ^ [AC9HE10S02](#): locate, select and analyse information and data from a range of sources
- ^ [AC9HE10S03](#): interpret information and data, explaining economic and business issues, trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts
- ^ [AC9HE10S05](#): create descriptions, explanations and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge and research findings

Design and Technologies (Year 9 and 10)

- ^ [AC9TDE10K02](#): analyse the impact of innovation, enterprise and emerging technologies on designed solutions for global preferred futures
- ^ [AC9TDE10K04](#): analyse and make judgements on the ethical, secure and sustainable production and marketing of food and fibre enterprises
- ^ [AC9TDE10K06](#): analyse and make judgements on how characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions
- ^ [AC9TDE10P01](#): analyse needs or opportunities for designing; develop design briefs; and investigate, analyse and select materials, systems, components, tools and equipment to create designed solutions
- ^ [AC9TDE10P02](#): apply innovation and enterprise skills to generate, test, iterate and communicate design ideas, processes and solutions, including using digital tools
- ^ [AC9TDE10P05](#): develop project plans for intended purposes and audiences to individually and collaboratively manage projects, taking into consideration time, cost, risk, processes and production of designed solutions



Sustainability (Cross Curriculum Priority)

- ^ **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.





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-  hello@futureanything.com
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