

FUTURE ANYTHING



FUTURE ANYTHING
ACTIVATE 2023
UNIT OVERVIEW
LOCAL CHANGEMAKER

FUTURE ANYTHING: ACTIVATE 2023 | LOCAL CHANGEMAKER UNIT OVERVIEW

L	Title	Learning Goals	Success Criteria	Exit Ticket Portfolio Assessment items *	Future Capabilities	Key Activities	Teacher Tips and Advice
1	The Beginning	<p>We are learning to understand the shape of the Future Anything Activate program through an exploration of the Driving Question.</p> <p>We are learning to form ideas and present persuasive arguments.</p>	Use what you know to complete the mini challenge and present a persuasive oral presentation.	<ul style="list-style-type: none"> Mini Challenge Pitch 	<p>Communication</p> <p>Problem Solving</p> <p>Creativity and Innovation</p>	<ul style="list-style-type: none"> Class brainstorm: How can we make the school a better place? Activate 101 PowerPoint Mini Challenge pitch and reflection Set up digital portfolio Journal prompt: What will I learn in the Activate program? 	<p>Prior to commencing this lesson, please check out the Pre-Unit Teacher Explainer and complete the four steps outlined in this resource.</p> <p>This lesson introduces students to the Future Anything Activate program by asking them to work in small groups to create a pitch to the principal for an idea that would make the world a better place. You might want to invite your principal or other school leaders to this first lesson to build excitement and engagement.</p> <p>This immersive experience will be used as a prompt for the next lesson, where you will unpack the Future Capabilities (skills) that students will need to succeed in this course.</p>
2	The Future Capabilities	We are learning to understand the Future Capabilities that underpin the Activate program.	Use what you know to outline the Future Capabilities and identify when they are being used.	<ul style="list-style-type: none"> Future Anything Pre-Program Student Survey Mix and Match Activity 	<p>Communication</p> <p>Critical Thinking</p>	<ul style="list-style-type: none"> Future Capabilities PowerPoint Grand Final Pitch example Pre-program student survey Mix and match activity Journal Prompt: What are your strongest capabilities and what would you like to work on most? 	<p>This lesson will unpack the Future Capabilities, which are the skills needed to succeed in this program (and in life!).</p> <p>Students will need to complete the Future Anything Pre-Program Student Survey so that the Future Anything Team can collate a tailored report for the school at the start and end of the program. You should also complete the Teacher Pre-Program Survey at this point</p> <p>The Level Up activity is a great way to create a physical artefact that students can refer to throughout the unit. It is recommended you explicitly refer to the relevant Future Capabilities at the beginning of each lesson.</p>
3	What is democracy?	We are learning to understand the key features and values of Western democracies, including Australia.	Use what you know to explain one key feature of western democracies through an informative oral presentation. Use what you know to define, identify examples and non-examples and describe characteristics of a democracy.	<ul style="list-style-type: none"> Democracy in Australia worksheet* Completed Frayer Model 	<p>Communication</p> <p>Project Management</p> <p>Critical Thinking</p> <p>Problem Solving</p> <p>Creativity and Innovation</p> <p>Adaptive Mindset</p>	<ul style="list-style-type: none"> What are the key features of democracy? Video Group discussion Small group research and report back in informal oral presentation Frayer model discussion Journal Prompt: What do you think Australia would be like if it wasn't a democracy? 	<p>The Democracy in Australia worksheet guides this lesson, but you might choose to complete this work in another format (e.g. butchers paper, PowerPoint etc).</p> <p>The mini oral presentation is great practice for the final pitch, and allows students to learn from their peers to cocreate their understanding of Australia's democracy. You could choose to make this a mini video presentation if it suits your context.</p>



4	Democracy in Australia	We are learning to understand how Australia's system of government is based on the Westminster System. We are learning to understand the roles and responsibilities of the three levels of government in Australia and of elected representatives.	Use what you know to identify and list the responsibilities of Local, State and Federal Australian governments. Use what you know to describe the responsibilities of elected representatives in a job advertisement	<ul style="list-style-type: none"> ▲ Three-way Venn Diagram* ▲ Elected Representative Job Advertisement 	Critical Thinking Problem Solving Creativity and Innovation	<ul style="list-style-type: none"> ▲ Use PEO website to introduce students to the three levels of government in Australia ▲ Students create a Job Advertisement for a particular person in Australian government (e.g. a minister) ▲ Mingle, pair, share: to check for understanding ▲ Journal Prompt: What are qualities and policies that would be important to you when voting? 	<p>This lesson uses the PEO website resources to introduce students to the three levels of government. There are a number of videos, quizzes and other activities to help students understand this key content.</p> <p>To apply their understanding, students are asked to create a job advertisement for an elected representative. A scaffold is provided to assist students.</p> <p>The mingle, pair, share is a simple technique for adding movement into your lesson – consider using it at other points throughout the unit as an energiser.</p>
5	What does it mean to be a 'citizen'?	We are learning to understand how citizens with shared beliefs and values can work together to achieve a civic goal.	Use what you know to identify key information and evaluate civic action efforts.	<ul style="list-style-type: none"> ▲ Volunteering mind map ▲ Civic Action Evaluation Sheet* 	Communication Critical Thinking Problem Solving	<ul style="list-style-type: none"> ▲ Students watch the Volunteer video and complete a mind map about why a person might volunteer ▲ Students learn about Charles Perkins protest movement and the positive change it made for First Nations people in Australia ▲ In pairs, students investigate a group using civic action to bring about positive change ▲ Journal Prompt: What type of civic goal would I like to be part of achieving and why? 	<p>There are some heavy themes in this lesson, so use your discretion to choose examples and topics that are suitable to your context.</p> <p>The list of ideas for the civic action sheet is limited – you are encouraged to develop your own list of groups who are engaging in civic action in Australia (or globally).</p>
6	The Entrepreneur's Odyssey	We are learning to understand the importance of self-reflection for developing a deeper understanding of our values and behaviours.	Use what you know to reflect and identify important characteristics, influences and values that make you unique. Use what you know to communicate create a collage using symbolism, imagery and text.	<ul style="list-style-type: none"> ▲ Self portrait 	Communication Critical Thinking Creativity and Innovation	<ul style="list-style-type: none"> ▲ Discuss Entrepreneur's Odyssey video or graphic ▲ Students complete selection of activities to help them learn more about themselves. ▲ Students create a 'self portrait' collage representing internal and external characteristics. ▲ Journal Prompt: One thing I learned about myself today was... 	<p>There are a series of suggested activities to help students to connect with their interests and values. 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>The Self-Portrait is a collage activity, so you will need to gather magazines, newspapers, catalogues etc. Alternatively, you can allow students to do this activity digitally by searching for images and words online and adding to a collage.</p>



7	What matters to us?	We are learning to understand how to draw conclusions about the local community by reading, comprehending and analysing data and informative texts.	Use what you know to create a Community Profile with a map of the area, data on the population and local information.	<ul style="list-style-type: none"> Community Profile* 	Communication Project Management Critical Thinking	<ul style="list-style-type: none"> The community profile asks students to work in 3s to conduct research into different aspects of the community, including creating a map, conducting online research and using physical materials like newspapers and pamphlets. They then form new groups and discuss insights and conclusions Journal Prompt: Based on your community report, what do you think are three important issues to the people in your local area? 	<p>You might arrange a real community walk to support this lesson, although Google Earth is a good virtual alternative.</p> <p>Teachers will need to gather local resources such as newsletters, newspapers, pamphlets etc. for students to read through and use in their investigation.</p> <p>This lesson is based around groups of 3, but the important element is that all three tasks are done and students have the opportunity to share with other students.</p> <p>The level up activity prompts students to consider different perspectives, such as older community members, people with a disability and similar. You may want to include this as a core activity.</p>
8	Why does it matter?	We are learning to identify and describe causes, consequences, scope and impacts of problems facing the local community.	<p>Use what you know to explain the causes, consequences, scope and impact of community problems.</p> <p>Use what you know to choose a specific piece of the problem to tackle.</p>	<ul style="list-style-type: none"> Root Cause Tree (photo)* 2 problems they want to solve 	Critical Thinking Problem Solving Creativity and Innovation	<ul style="list-style-type: none"> Use the Problem Ideation PowerPoint to ideate problems that exist in the community Students work together to complete a root cause tree for the top 4-5 problems chosen in the previous activity Journal Prompt: What are your chosen issues and why are they important to you? 	<p>This lesson introduces students to the cultural conditions for ideation, and takes them through a process for coming up with a lot of ideas in a short space of time. This can be really effective with post it notes and pens, but can also be done via a structured ideation sheet.</p> <p>In this lesson, students will be rotating around the room adding their ideas to butcher's paper. You will need to prepare 5 large pieces of butcher's paper with a root cause tree drawn on them to hang up (Or print the A3 printable template)</p> <p>Make sure students remember their top 2 problems for the next lesson.</p>
9-10	Who else thinks it matters?	<p>We are learning to understand how to identify and describe current solutions to tackle our chosen problem.</p> <p>We are learning to design effective questions that obtain information, clarify meaning and make connections.</p>	<p>Use what you know to develop a Horizon Scan to describe alternative solutions to your chosen problem.</p> <p>Use what you know to engage in formal discussion using your list of questions to learn more about your problem and current solutions.</p>	<ul style="list-style-type: none"> Horizon Scan* Community Forum 	Communication Critical Thinking Problem Solving Adaptive Mindset	<ul style="list-style-type: none"> Horizon Scan research Discuss effective questions and plan 5 questions Conduct community forum Journal Prompt: How did the discussion forum help you better understand your issue and what is being done already to address it? 	<p>You will be conducting a community forum Q&A. This could be done in person or virtually using Zoom, Microsoft Teams etc. You might want to use your parent community, school community and wider community links to invite a range of people. Try to include diversity. Ideally, you could include local or State government members to respond to any initiatives that may be in the works.</p> <p>Prior to the forum, have students complete the Horizon Scan and then spend time creating effective questions to maximise the effectiveness of the community forum.</p>



11	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 solutions to your chosen problem.	<ul style="list-style-type: none"> ▲ A solvable question* ▲ 50+ solutions with peer feedback 	Problem Solving Creativity and Innovation	<ul style="list-style-type: none"> ▲ Students turn their problem into a solvable question ▲ Using the Solutions Ideation PPT, students ideate 50+ solutions for their chosen issue ▲ Receive feedback from classmates about favourite solutions ▲ Journal Prompt: My favourite idea today was... because... 	<p>An explainer for the 30 circles starter activity can be found here: IDEO 30 Circles. This is a fun way to get students thinking creatively.</p> <p>This is the second ideation students will complete, and it may be useful to do this differently than the problem ideation. So if you used post its and standing in that lesson, try a more sedate and quiet ideation here (and use the Solution Ideation handout). You may want to use the Catapult Cards to support your ideation here. They are a fun way to introduce new prompts.</p>
12	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 complete a project management plan.	<ul style="list-style-type: none"> ▲ Project Management Plan 	Project Management Critical Thinking	<ul style="list-style-type: none"> ▲ Task sheet discussion ▲ Stinky Fish activity ▲ Project Management Plan ▲ Journal prompt: I can best contribute to my team by... 	<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. Even if students have had the task for some time, it is still worthwhile to run the 'Stinky Fish' activity to address any misunderstandings. You can also shift the timing of this lesson if you want to move straight from ideation into prototyping – just plan to do this after How can we test it?</p> <p>You may wish to walk students through one section of the Project Management Plan and then have the teams complete that section before moving onto the next. It may also be helpful to pre-fill the action tasks section for students.</p>
13 - 14	Creating Prototypes	We are learning to understand the different types of solutions that may be used to address their chosen problem.	Use what you know to create two prototypes of your idea to test with customers.	<ul style="list-style-type: none"> ▲ Two prototypes with peer feedback* ▲ Applying Feedback Template* 	Communication Problem Solving Adaptive Mindset	<ul style="list-style-type: none"> ▲ Students choose their top 2 solutions, then use the Prototyping explainer to create a sketch or storyboard for their top 2 ideas ▲ Using the voting cards, students give feedback to their peers, which is then used to choose a top solution and differentiate it. ▲ Journal Prompt: Our solution stands out because... 	<p>There are a huge variety of prototyping methods available, which vary in time, expertise and complexity. You might want to use the Prototyping Matrix to choose a selection of tools that your students can use. This has been planned a double lesson, but you can reduce the complexity of your prototyping and condense this into a single lesson.</p> <p>The voting cards incorporate 'glows' and 'grows' feedback – encourage students to apply this feedback critically (they don't have to change everything!).</p> <p>This unit does not explore Step 6 of the Odyssey, 'How are we different?' See the Level Up activities for more about this step and how to incorporate it.</p>



15	How can we test it?	<p>We are learning to understand the importance of testing the viability of our ideas.</p> <p>We are learning to understand the importance of gathering feedback from potential users and decision makers.</p>	<p>Use what you know to create a market research plan outlining your target audience, what you already know, information needed and strategies to obtain it.</p> <p>Use what you know to develop an elevator pitch and accompanying survey questions in order to test the viability of your idea.</p>	<ul style="list-style-type: none"> ▲ Market Research Plan* ▲ Survey and results* 	<p>Project Management</p> <p>Critical Thinking</p> <p>Problem Solving</p> <p>Adaptive Mindset</p>	<ul style="list-style-type: none"> ▲ Use Market Research PPT and Plan to learn about target audiences and choose a feedback method ▲ Plan and implement a survey ▲ Apply survey feedback ▲ Journal Prompt: What was one change you made to your prototype and why? 	<p>There is some additional information about planning for and implementing the market research aspect at the bottom of the lesson plan. There are a huge variety of approaches you can take here, and a wide variety of templates and resources to help you.</p> <p>Ensure you review the lesson in detail and choose the most appropriate tools and approaches to suit your context. You can use the Prototype Feedback Template as a simpler version of this activity if you have limited time.</p>
16	How do we get noticed?	<p>We are learning to understand the structure and delivery of a persuasive pitch.</p>	<p>Use what you know to plan and draft a persuasive pitch.</p>	<ul style="list-style-type: none"> ▲ Pitch template 	<p>Communication</p> <p>Project Management</p> <p>Critical Thinking</p>	<ul style="list-style-type: none"> ▲ Persuasive techniques discussion ▲ Watch and analyse a Grand Final pitch ▲ Create pitch using PPT and template ▲ Analyse pitch ▲ Journal Prompt: What is the most important part of a persuasive pitch? 	<p>Students are provided with a variety of resources to assist them to build their pitch. If you're planning to assess the unit against the English curriculum, you may want to supplement the learning around persuasive techniques to ensure it meets requirements.</p> <p>Encourage students to use the planning template to focus their speech writing (and stick to word limits!). The next lesson will cover presentations, so focus on just the speech elements in this lesson.</p>
17	Creating sizzling slide decks	<p>We are learning to understand, apply and justify multimodal text features in order to engage and influence an audience.</p>	<p>Use what you know to plan and create a slide deck to use when pitching your idea.</p> <p>Use what you know to rehearse your pitch and give feedback on pitch presentations.</p>	<ul style="list-style-type: none"> ▲ Slide deck planning template ▲ Draft of pitch and slide deck 	<p>Communication</p> <p>Project Management</p> <p>Creativity and Innovation</p>	<ul style="list-style-type: none"> ▲ Watch grand final pitches ▲ Use slide deck planning template and Sizzling Slide Decks PowerPoint to plan presentation, ▲ Journal Prompt: How will our chosen media elements enhance our message? 	<p>This lesson guides students to plan and then create their slide decks, using PowerPoint, Canva or a similar. Canva access is available for free for students, and there are a wide variety of help videos available for students to upskill. The Level Up activity acts as a standalone lesson. Students get to create some marketing collateral such as logos and taglines – you may find it helpful to do these activities prior to the slide deck.</p>
18 - 19	<p><i>These lessons have been left intentionally blank for students to finalise and present their assessment and participate in a showcase experience to celebrate their learning.</i></p>						<p>These lessons have been left blank, but are designed to provide time to complete the assessment pitches and your showcase event. You might choose to assess student pitches in the showcase, or have a classroom pitch-off that you grade, followed by a showcase event.</p> <p>An authentic audience for your showcase is an important part of this learning experience. Ideally your audience will include council representatives and local community members, as well as school community.</p> <p>Consider providing a simple voting mechanism like QR codes or tokens to gain feedback from the audience. You could have stalls set up in the lobby area or outside before/after the presentations where students can interact and answer questions about their idea. See our Showcase pack for more information about planning a showcase.</p>



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 	<p>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.</p> <p>This is also a good 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 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</p>
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AUSTRALIAN CURRICULUM LINKS

HASS (Year 5)

Civics & Citizenship:

- ^ [AC9HS5K06](#): the key values and features of Australia's democracy, including elections, and the roles and responsibilities of elected representatives
- ^ [AC9HS5K07](#): how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal

Questioning & Researching:

- ^ [AC9HS5S01](#): develop questions to investigate people, events, developments, places and systems
- ^ [AC9HS5S02](#): locate, collect and organise information and data from primary and secondary sources in a range of formats

Interpreting, Analysing & Evaluating:

- ^ [AC9HS5S03](#): evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships

Concluding & Decision-Making:

- ^ [AC9HS5S05](#): develop evidence-based conclusions
- ^ [AC9HS5S06](#): propose actions or responses to issues or challenges and use criteria to assess the possible effects

Communicating:

- ^ [AC9HS5S07](#): present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

English (Year 5)

Language - Text Structure & Organisation

- ^ [AC9E5LA03](#): describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts
- ^ [AC9E5LA04](#): understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text

Language - Language for Expressing & Developing Ideas

- ^ [AC9E5LA05](#): understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect
- ^ [AC9E5LA06](#): understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea
- ^ [AC9E5LA07](#): explain how the sequence of images in print, digital and film texts has an effect on meaning
- ^ [AC9E5LA08](#): understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words

Literacy - Interacting with others

- ^ [AC9E5LY02](#): use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea

Literacy - Analysing, Interpreting & Evaluating

- ^ [AC9E5LY04](#): navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming
- ^ [AC9E5LY05](#): use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas

Literacy - Creating Texts:

- ^ [AC9E5LY06](#): plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation
- ^ [AC9E5LY07](#): plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features



AUSTRALIAN CURRICULUM LINKS

HASS (Year 6)

Civics & Citizenship

- ^ [AC9HS6K06](#): the key institutions of Australia's system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies
- ^ [AC9HS6K07](#): the roles and responsibilities of the 3 levels of government in Australia

Questioning & Researching

- ^ [AC9HS6S01](#): develop questions to investigate people, events, developments, places and systems
- ^ [AC9HS6S02](#): locate, collect and organise information and data from primary and secondary sources in a range of formats

Interpreting, Analysing & Evaluating

- ^ [AC9HS6S03](#): evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships
- ^ [AC9HS6S04](#): evaluate primary and secondary sources to determine origin, purpose and perspectives

Concluding & Decision-Making

- ^ [AC9HS6S05](#): develop evidence-based conclusions
- ^ [AC9HS6S06](#): propose actions or responses to issues or challenges and use criteria to assess the possible effects

Communicating

- ^ [AC9HS6S07](#): present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

English (Year 6)

Language - Language for Interacting with Other:

- ^ [AC9E6LA02](#): understand the uses of objective and subjective language, and identify bias

Language - Text Structure & Organisation

- ^ [AC9E6LA04](#): understand that cohesion can be created by the intentional use of repetition, and the use of word associations

Language - Language for Expressing & Developing Ideas

- ^ [AC9E6LA05](#): understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas
- ^ [AC9E6LA06](#): understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups
- ^ [AC9E6LA07](#): identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning

Literacy - Interacting with others

- ^ [AC9E6LY02](#): use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions

Literacy - Analysing, Interpreting & Evaluating

- ^ [AC9E6LY03](#): analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences
- ^ [AC9E6LY04](#): select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings
- ^ [AC9E6LY05](#): use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources

Literacy - Creating Texts:

- ^ [AC9E6LY06](#): plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features
- ^ [AC9E6LY07](#): plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features





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