

FUTURE ANYTHING



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ACTIVATE 2023
UNIT OVERVIEW
LOCAL MARKET

FUTURE ANYTHING: ACTIVATE 2023 | LOCAL MARKET 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 'Need to Knows' of the Future Anything program through the exploration of the Driving Question. We are learning to understand the Future Capabilities that underpin the Future Anything Activate program.	Use what you know to work in groups to role play the Future Capabilities	<ul style="list-style-type: none"> ▲ Role Play ▲ Future Anything Pre-Program Student Survey 	Communication Project Management Critical Thinking Problem Solving Innovation Adaptive Mindset	<ul style="list-style-type: none"> ▲ Unpacking the Driving Question ▲ Future Capabilities role play ▲ Future Anything Pre-Program Student Survey 	<p>Students will be introduced to Future Anything and the Activate program. They will be required to break down the driving question of the unit and explore any unfamiliar terms that underpin this unit.</p> <p>They are introduced to the Future Capabilities that underpin the Activate program, and work in their groups to create a short role play that demonstrates the Capabilities being used effectively and ineffectively in the primary school context. They use this mini challenge as an opportunity to reflect on their group work and identify what skills they need to draw on to complete the Activate program.</p> <p>At the end of this lesson, students will also be required to complete the Future Anything Pre-Program 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>
2	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"> ▲ Completed Learned Profile 	Communication Critical Thinking	<ul style="list-style-type: none"> ▲ Watch the Entrepreneur's Odyssey video or view the graphic and discuss ▲ Complete a learner profile ▲ Share with a friend 	<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>The Collaborative Archetypes quiz may include language that is challenging for some primary students. Use the PowerPoint for a simplified way for students to choose which archetype (scissor, paper or rock) suits them best.</p> <p>There is a simple Learner Profile example if students are unsure how to complete the worksheet. 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>



3	What is a local market?	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"> Local Market Horizon Scan Template 	Critical Thinking Problem Solving	<ul style="list-style-type: none"> Discuss businesses and different types of business Create a 'Market Wall' Group Brainstorm: markets in your local area Choose one market and do some further research Discuss 'good' and 'bad markets' 	<p>This lesson introduces the concept of 'business' – you may want to expand on this if you have not discussed these concepts previously.</p> <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 Local Market Horizon Scan Template available to assist you, but you may choose to organise the learning differently, with class discussion and paired exploration as a focus.</p>
4	The economy goes round and round	We are learning to understand that environmental issues can be linked to economic issues.	Use what you know to explain the difference between the linear and circular economy.	<ul style="list-style-type: none"> Circular Economy worksheet 	Communication Critical Thinking	<ul style="list-style-type: none"> Video: Re-Thinking Progress: The Circular Economy and worksheet Case Study: World's Biggest Garage Sale videos and discussion prompts Class Discussion: How can our market be more 'circular'? Optional: Watch the Life Cycle of a T-Shirt (TED Education) 	<p>This lesson introduces students to the circular economy and asks them to consider how they could make their own market more sustainable.</p> <p>This is a great opportunity to link in with your broader school context, like having a guest speaker from your 'recycling club' or linking in with concepts studied in science.</p> <p>There is a great Level Up activity where students explore the life cycle of a given product – use the materials from the Circular Classroom to support your delivery of this.</p>
5	Our Market	We are learning to understand the rules and details of our school market day. We are learning to understand the conditions that make creativity and divergent thinking possible.	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"> School market parameters established Customer persona card 	Problem Solving Creativity and Innovation	<ul style="list-style-type: none"> Market Themes PPT Setting market parameters Customer Persona activity 	<p>The market themes activity is designed to get students thinking about what kinds of markets exist and who visits these markets. This can be completed as a class discussion, or you might use the worksheet to just have students write responses about 3 market themes that are relevant to your context.</p> <p>This lesson 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>Have students consider the customers who will attend their market. This will help them to decide which products to provide.</p>



6-7	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"> ▲ 2-3 Product Ideas (that aligned to lived experiences) ▲ Pretotype Hero Sketch for Market Stall with Peer Feedback 	Creativity and Innovation	<ul style="list-style-type: none"> ▲ Product Ideation PPT ▲ Sort their top ideas ▲ Group formation ▲ Creating a pretotype (sketch) ▲ Getting feedback 	<p>This lesson asks students to create ideas for their upcoming market products. It works best when students focus on what they are interested in, then form groups based on shared interest, but work within the restraints of your setting and your needs regarding student grouping.</p> <p>The 'pretotype' is designed as a quick sketch of their concept. Encourage students to focus on features and annotations rather than aesthetically pleasing designs. Giving clear time limits can help here. Feedback is super important – make sure you plan in time to feedback about ideas, or revisit this feedback in a subsequent lesson.</p>
8	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 	<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.</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>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.</p>
9	How are we different?	We are learning to understand the importance of products having a clear point of difference.	Use what you know to extend your ideas to create additional value for your customers.	<ul style="list-style-type: none"> ▲ Points of difference worksheet ▲ Updated sketch of market stall 	Problem Solving Creativity and Innovation	<ul style="list-style-type: none"> ▲ Group Market Map ▲ Market Inspiration PowerPoint ▲ Points of Difference PowerPoint and worksheet 	<p>The first activity is designed as a whole class (or cohort) scan of the planned market. This is a good opportunity to intervene if groups have chosen very similar product ideas, or if customers are not being clearly catered for.</p> <p>The Points of Difference activity introduces students to some basic concepts linked to differentiation and marketing. Remember to have students reflect on the 'sustainable' aspect of their ideas/market.</p> <p>The Catapult Cards X-Factor deck is a great resource to use to generate ideas here.</p>



10 - 11	How can we test it?	We are learning to understand the importance of testing a prototype with potential customers.	Use what you know to develop a prototype that you can test. Use what you know to gather feedback about your prototype.	<ul style="list-style-type: none"> ^ Updated prototype ^ Prototype feedback template 	Problem Solving Adaptive Mindset	<ul style="list-style-type: none"> ^ Plan prototype using the Prototyping PowerPoint and/or the planning template ^ Create prototypes of products ^ Collect feedback using the Prototype Feedback Template 	<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. If you want to assess evaluation here, include a negotiation of appropriate design criteria.</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>
12 - 13	How can we make it 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.	<ul style="list-style-type: none"> ^ Financially Fit Workbook ^ Risk Assessment Table 	Project Management Critical Thinking Problem Solving	<ul style="list-style-type: none"> ^ Pre-Market planning ^ Financially Fit workbook ^ Workplace Health and Safety discussion and Risk Assessment table 	<p>These lessons tackle all of the logistics and money matters for the market stall.</p> <p>The Pre-Market planning table will help students conceptualise what is needed before they can set up their market. They then calculate costs, profit and sale price using the Financially Fit document. You may find they need additional scaffolding to understand these concepts (the exemplar is a helpful starting point!)</p> <p>A simple risk assessment table is provided, but speak to your WHS/OHS representative about what is required in your context (they can also be a great guest speaker!)</p>
14 - 15	How do we get notices?	We are learning to market and brand our products and market stall.	Use what you know to develop marketing and branding in readiness for your market stall.	<ul style="list-style-type: none"> ^ Marketing and branding summary ^ Marketing materials for market day 	Communication Project Management Creativity and Innovation	<ul style="list-style-type: none"> ^ Marketing 101 PowerPoint with embedded activities – students choose name, logo etc. ^ Marketing and branding summary ^ Creating marketing collateral (posters, brochures, packaging etc). 	<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 Marketing 101 activity gets students thinking about their marketing choices. You can have them formalise these ideas into the Marketing and branding summary, or just look for these in their final presentation.</p> <p>Canva is an amazing resource for creating marketing materials, 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	Students analyse one of the Future Anything Grand Final Pitch Videos Students go through The Pitch PPT, uses the Future Anything Pitch Cheat Sheet and complete the PPPPA Pitching Template Students create a slidedeck Students gain feedback	Use this booster to support students to create a persuasive pitch. This unit does not focus strongly on a 'Pitch' as the product as the market stall is the final product. 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. The lesson is student facing so it can be provided directly to groups/individual students.
16 - 19	<p><i>These lessons have been left intentionally blank to enable students time to ready themselves for their market/ assessment submission. You may also wish to use this time to 'catch up' if lesson activities took longer than expected.</i></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 your 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 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 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 2023</p>



AUSTRALIAN CURRICULUM LINKS

Design and Technologies (Year 5-6)

- ^ [AC9TDE6P01](#): investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions
- ^ [AC9TDE6P02](#): generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools
- ^ [AC9TDE6P03](#): select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions
- ^ [AC9TDE6P05](#): develop project plans that include consideration of resources to individually and collaboratively make designed solutions*
- ^ [AC9TDE6P05](#): develop project plans that include consideration of resources to individually and collaboratively make designed solutions

*explored suggested additional activity

English (Year 6)

- ^ [AC9E6LA02](#): understand the uses of objective and subjective language, and identify bias*
- ^ [AC9E6LA04](#): understand that cohesion can be created by the intentional use of repetition, and the use of word associations*
- ^ [AC9E6LA07](#): identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning
- ^ [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
- ^ [AC9E6LY03](#): analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences*
- ^ [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*

*explored in booster activity

HASS (Year 6)

- ^ [AC9HS6K08](#): influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices
- ^ [AC9HS6S02](#): locate, collect and organise information and data from primary and secondary sources in a range of formats
- ^ [AC9HS6S07](#): present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions



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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