FUTURE ANYTHING

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ACTIVATE 2023
UNIT OVERVIEW
PLANET X

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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 complete a mini, 'school improvement' challenge. Use what you know to outline the Future Capabilities and identify when they are being used.	▲ Annotated Sketch of Improved School Area ▲ Pre-Program Survey	Communication Project Management Critical Thinking Problem Solving Creativity and Innovation	▲ Mini challenge ▲ Future Capabilities PPT ▲ **Future Anything Pre-Program Survey** ▲ Reflection	Prior to commencing this lesson, please check out the Pre-Unit Teacher Explainer and complete the five steps outlined in this resource. This lesson is centred around a mini, 'school improvement' challenge that requires students to pick an area in the school that they want to make more environmentally friendly. We recommend starting this lesson by having students physically walk around the school to determine the area that they want to focus on. Then, they will work in small groups to generate a way to make that area better (with a budget of $5000). Choose a winner and celebrate their success. You may wish to also start this challenge by pinpointing what environmentally-friendly areas you want to focus on (e.g. waste, electricity use, flora/fauna). This mini challenge is a great way to launch the Activate program, introduce students to the Driving Question, as well as have them experiment with using the Future Capabilities. After you discuss the Future Capabilities, ensure all students complete the **Future Anything Pre-Program Survey** Make sure you complete the **Teacher Pre-Program Survey** at this point.
2	How do people impact the planet?	We are learning to understand that humans impact the planet in many different ways, and for many different reasons	Use what you know to explain why and how human activities impact the planet	▲ Human Impacts on the Planet Case Study	Communication Critical Thinking Problem Solving Creativity and Innovation	▲ Class brainstorm – human impacts on the planet ▲ Human Impacts Case study ▲ Pitch findings back to the class	This lesson is intended to introduce students to the various ways human beings impact the planet. A variety of case study options are provided, with links to assist students to get started. This is a great opportunity to tie the learning to your curriculum, by choosing (or adding in) topics that link to specific curriculum such as Science or Geography topics. Don't forget to plan in time for sharing with peers – this is good practice for the pitch and helps students develop their feedback fitness!

3	How could people save the planet?	We are learning to understand that global organisations like the United Nations have developed Goals for Sustainable Development We are learning to understand the what, how and why of the UN Sustainable Development Goals	Use what you know to explain what the UN Sustainable Development Goals are, how they were made, why they were created, and what we plan to do about them	SDG Solutions Scan	Critical Thinking Problem Solving Creativity and Innovation	Introduction to the UN Watch UN Sustainable Development Goals Overview video and discuss impacts Students choose three SDGs to investigate and complete the SDG Solutions Scan in pairs	This is an introduction to the Sustainable Development Goals, which are the focus of the unit. Even if students are familiar with these goals via other subject areas, spend some time unpacking the goals and their purpose to ensure shared understanding. Students will choose 3 SDGs to investigate, which provides a broader understanding of the goals than focusing in on just one. It may be helpful to allow students to choose from a range of goals at this point, and not be limited by the more obviously 'planet' linked goals. This can open some important conversations about the broad impact of all 17 goals.
4-5	Understanding global goals	We are learning to understand the problems that are connected to the Sustainable Development Goals We are learning to understand that global problems are complex and interconnected	Use what you know to analyse the causes and consequences of problems connected to a Sustainable Development Goal Use what you know to explore how these problems are impacting individuals and the planet locally, nationally and globally	SDG Deep Dive Template	Critical Thinking Problem Solving Creativity and Innovation	Guided inquiry into single SDG & related problem selected by teacher	This lesson is a guided deep dive into a single SDG, as well as the steps students will take later when they choose their own SDG to focus on. You can work with students to choose and SDG of interest to the whole class, or pre-select one you think will best meet their needs. You may want to prep a draft solution to this activity prior to the lesson – it will help you to guide students through each of the sections. Keep in mind, there is no single solution here – lots of amazing learning will happen when students go different directions and then share their insights with the class.
6	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	Learner profile	Communication Critical Thinking	Introduction to the Entrepreneur's Odyssey Video Various Activities - student choice Presentation of learner profile to peer	This lesson is the beginning of the Entrepreneur's Odyssey, where students start an exploration of the Driving Question. This lesson focuses on Step 1, where students gather 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). If an activity is not hyperlinked, then it is a Future Anything resource and will be available in the Learner Profile resource folder. Students are prompted to create a learner profile, which highlights their strengths, interests and collaboration style. You can use the template or have students create their own. Ensure you plan time to share their insights with others – this is an important part of the process.

7	What matters to me?	We are learning how to connect our lived experiences with global issues.	Use what you know to choose the Sustainable Development Goal you are passionate about solving. Use what you know to explore the Sustainable Development Goal in a small group	• Unpacking Your Sustainable Development Goal Workbook*	Communication Critical Thinking Problem Solving	• Students choose the SDG they are most interested in tackling, using the Connection to SDG Matrix to sense check their choice • Students 'pitch' their chosen SDG and reasoning to other students • Groups are formed based on shared interest in SDGs, then they complete the Unpacking Your SDG Workbook	This lesson is where students choose the SDG they are most interested in solving, and find like-minded students to join with. We recommend being particularly tuned into students' engagement with their chosen SDG and group during this lesson. If students are not focused (or not able to fill their workbook) please support them with pivoting from their original problem and group.
8-9	Why does it matter and who else thinks it matters?	We are learning to understand the problems that are connected to Sustainable Development Goals and their specific targets. We are learning to understand existing solutions that address Sustainable Development Goal targets.	Use what you know explore how problems linked to your Sustainable Development Goal are impacting individuals locally, nationally and globally. Use what you know to complete a Horizon Scan of existing ideas, initiatives and organisations that connect to your chosen Sustainable Development Goal target(s).	• Problem Exploration template* • Horizon Scan*	Critical Thinking Problem Solving Creativity and Innovation	• Problem Ideation • Exploration of 3-5 problems that block the chosen SDG • Horizon Scan of existing solutions that tackle the SDG	This lesson continues the exploration of the Sustainable Development Goals by investigating specific problems that block or impede the chosen SDG. Students choose 3-5 problems and explore their impacts on people and planet locally, nationally and internationally. They then complete a Horizon Scan of existing solutions, organisations and initiatives. This is a helpful for the next stage of the Odyssey, creating solutions. If students have a deep understanding of the current state of play, they are less likely to generate existing solutions.
10-11	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 50+ possible ideas to meet your Social Development Goal target(s). Use what you know to pretotype and pitch two possible solutions.	• Two pretotyped solutions with peer feedback*	Communication Critical Thinking Creativity and Innovation	• Solutions ideation • Choosing top two ideas to pretotype • Speed date for feedback	This lesson is all about generating interesting and innovative solutions. The PowerPoint guides students through a group ideation process, but you can choose to use the Ideation worksheet for a more structured approach. You may want to restate the cultural conditions of ideation (in the PPT). Encourage students to have 2 alternatives that they pretotype – this helps them broaden their thinking, and can steer them away from being too attached to a single solution. Often in the feedback stage, their less preferred option is the more innovative and exciting one!

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 develop a Project Management Plan.	Project Management Plan*	Communication Project Management	Task Sheet Stinky Fish Activity Complete Project Management Plan	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. 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; Pitching and Slidedeck) and the lessons can become more student-centred as they work independently to complete these activities.
13	How are we different?	We are learning to understand the importance of ideas that have a clear point of difference.	Use what you know to pinpoint your idea's points of difference.	Points of Difference Template*	Critical Thinking Creativity and Innovation	Point of Difference PowerPoint and template Cross check idea – optional Competitor Analysis Map Update Pretotype	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. The competitor map is an optional task, but can be helpful if students don't seem to have a good understanding of the other solutions that exist.
14 - 15	How can we test it?	We are learning how to use prototyping tools to test out our idea. We are learning how to source feedback in a variety of ways.	Use what you know to create an advanced prototype. Use what you know to gather purposeful feedback from users.	Prototype* Feedback integration cards*	Problem Solving Adaptive Mindset	Choose prototyping method Create prototype Gain feedback from authentic voices Integrate feedback into design	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 pretotypes. Ensure they clearly identify their points of difference. There are a number of supports here to help students gather useful feedback. Make sure they consider an authentic audience.
16	How can we make it work?	We are learning to understand the financial requirements to develop our idea.	Use what you know to determine how much funding it required to develop our idea. Use what you know to explore ways to secure funding.	Financially fit workbook*	Project Management Problem Solving	Complete the Financially Fit workbook	The Financially Fit booklet steps students through calculating how they might spend $100,000 to develop their product. You may find they need additional help and resources to assist with this process.

17	How do we get noticed?	We are learning to communicate persuasively. We are learning to understand what underpins the structure and delivery of the effective pitch.	Use what you know to draft your pitch with a variety of persuasive techniques. Use what you know to create a dynamic slide deck	▲ Pitch and slide deck	Communication Project Management	▲ Explore persuasive techniques ▲ Draft a pitch ▲ Create an engaging 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. Refer to the **Pre-Unit Teacher Explainer** regarding setting an authentic audience for the student pitch.
18 - 19	*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.	▲ Students complete Denouement Handout* ▲ Student Post Program Survey	Adaptive Mindset	▲ 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 2023

AUSTRALIAN CURRICULUM LINKS

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.

There are further curriculum links available, such as in Geography and Science, depending on which SDGs you choose to focus on and how you explore these. If you need assistance mapping the unit to your curriculum, please speak to your Relationship Manager.

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