

FUTURE ANYTHING



FUTURE ANYTHING
ACTIVATE 2024
UNIT OVERVIEW
LOCAL ENTERPRISE

FUTURE ANYTHING: ACTIVATE 2024 | 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 shape of the Future Anything Activate program through the exploration of a mini challenge.	Use what you know to pitch the Best X Ever.	<ul style="list-style-type: none"> Best X Ever Pitch 	Communication Creativity	<ul style="list-style-type: none"> Collaborative archetypes quiz Mini Challenge - Best X Ever 	<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>
2	Activate 101	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"> Student Pre-Activate Program Survey 	Curiosity Critical Thinking	<ul style="list-style-type: none"> Future Capabilities PPT Business Wall Future Anything Pre-Program Survey Future Capabilities Mix and Match Activity 	<p>A business or project 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>Ensure all students complete the Pre-Program survey - this will help us feed back to you on their learning! You should also complete the Teacher Pre-Program Survey at this point.</p>
3	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 Learner Profile 	Critical Thinking Communication	<ul style="list-style-type: none"> Introduction to the Entrepreneur's Odyssey What do I like? Worksheet Learner Profile activities 	<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 create their own profile template that they can customise. Students will use this to 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>



4	Why business?	We are learning to understand the reasons why people work and the different kinds of work available. We are learning to understand the different kinds of businesses that exist in Australia.	Use what you know to compare different options for earning money in Australia. Use what you know to describe the different kinds of businesses that exist in Australia.	^ What are my options? Worksheet	Curiosity Critical Thinking	^ Bush Medjina case study discussion ^ What are my options group investigation comparing work options ^ Business 101 PowerPoint and infographic	This lesson is designed to introduce some key content aligned to ACARA V9 for Year 7 and 8 ECB, as well as to help students understand the potential benefits and pitfalls of creating a 'side hustle' as an income source while at school. You can expand out this lesson if you want students to have more depth, or skip over aspects if you're happy for them to have a basic understanding of business and business concepts.
5-6	Enterprising Entrepreneurs	We are learning to understand the role of entrepreneurs in creating successful businesses. We are learning about the role of local markets in the Australian economy.	Use what you know to identify entrepreneurial qualities in case study examples. Use what you know to investigate the stallholders at your local markets.	^ Annotated Driving Question	Communication Critical Thinking	^ Choose an Australian entrepreneur to investigate ^ Market Case Study ^ Class Brainstorm - What makes a good market? ^ Optional: Excursion	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. The Market Case Study provides students with desktop research into local markets, but this is also a great opportunity to arrange an excursion to a local market. An excursion booklet is provided in the Level Up resources.

Booster Lesson: The Circular Economy

B1	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. Use what you know to explore an example of a sustainable market.	Circular Economy Worksheet Sustainable market worksheet	Curiosity Critical thinking Innovative Problem Solving	Sustainability definition Circular economy video and work sheet Ellen Macarthur Foundation case study Life Cycle mapping activity (optional) South Melbourne Markets Sustainability video Sustainable Market Worksheet	If you want your students to focus exclusively on sustainable market products, then this booster module will help them to focus their thinking when ideating solutions in a later lesson. 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. Activities 4 and 5 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.
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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"> ▲ Customer Personas – Our Market* ▲ An annotated sketch of your market stall 	Curiosity Creativity	<ul style="list-style-type: none"> ▲ Customer Personas – Our Market ▲ Side Hustle Ideation PPT ▲ Connection to Idea Matrix ▲ Group formation 	<p>This is a big lesson, which we suggest you tackled over two 60 minute lessons. A great place to break is after Activity 4. 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>Have students prototype their ideas and share for feedback. This is just 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"> ▲ Project Management Plan* 	Project Management Communication	<ul style="list-style-type: none"> ▲ Go through the assessment task sheet ▲ Stinky Fish activity ▲ Project Management PowerPoint and 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. 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 do we know it will work?	We are learning to understand the importance of businesses having a clear point of difference. We are learning to evaluate our options to make effective choices.	Use what you know to extend your ideas to create value for your customers.	<ul style="list-style-type: none"> ▲ Points of Difference Worksheet* ▲ Side Hustle Decision Matrix 	Innovative Problem Solving	<ul style="list-style-type: none"> ▲ Create Market Map using sketches and identify gaps or changes necessary to improve market ▲ Points of Difference PPT and Worksheet ▲ Side Hustle Decision Matrix 	<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. Much 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> <p>The Decision Matrix is a good tool to help your young people check in with the validity of their idea. You might want to refer back to this in subsequent lessons as their prototypes develop and they tackle the financials.</p>



11	Prototyping	We are learning to understand the importance of testing ideas.	Use what you know to develop a prototype that you can test.	<ul style="list-style-type: none"> ▲ Prototype (or Sample) for Testing* 	Innovative Problem Solving Project Management	<ul style="list-style-type: none"> ▲ Prototype Planning PPT and template ▲ Prototype building 	<p>This lesson is all about creating prototypes – more functional versions of the prototype they created in an earlier lesson. The Prototyping Planning Template is an optional document to help students apply the learning from the PowerPoint. You can decide if students need to create one prototype (and therefore one product/service) per team member, or if they can contribute to a single prototype. This will depend on the requirements for your assessment.</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.</p>
12	How can we test it?	We are learning to understand the importance of testing a prototype with potential customers.	Use what you know to gather feedback about your prototype.	<ul style="list-style-type: none"> ▲ Prototype Feedback Template* 	Communication Adaptive Mindset	<ul style="list-style-type: none"> ▲ Prototype Feedback Template 	<p>This Template guides students through planning and conducting an interview with a potential customer. If you are short on time, you can get them to create a survey to share with classmates or other year levels instead.</p>
13-14	How can we get ready to launch?	We are learning to understand the business planning principles of creating and running a side hustle.	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"> ▲ Financially Fit Workbook* ▲ Risk Assessment Document* 	Critical Thinking Innovative Problem Solving Project Management	<ul style="list-style-type: none"> ▲ Financially Fit Workbook ▲ Workplace Health and Safety information (e.g. Risk Assessment Document – school provided) 	<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"> ▲ Branding and Marketing Summary* ▲ Marketing materials 	Creativity/Innovation Communication Project Management	<ul style="list-style-type: none"> ▲ Marketing 101 PowerPoint ▲ Branding and Marketing Summary ▲ Marketing and Branding Feedback - Buddy groups up and have them present their Marketing and Branding Summary for feedback. 	<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>
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Booster Module: Pitching

B2	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 as the 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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17-19 *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"> ▲ Student Post Program Survey Students complete Denouement Handout* 	Adaptive Mindset	<ul style="list-style-type: none"> ▲ Student Post Program Survey ▲ Denouement ▲ Apply for Future Anything National Finals 2024 	<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 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 (Example: 'Fail videos' or 'Advice to future Activate students')</p> <p>All Activate students can apply for the Future Anything National Finals here to be in with the chance of winning funding and support to launch their ideas into the real world.</p>
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AUSTRALIAN CURRICULUM LINKS

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

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.





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