

FUTURE ANYTHING



FUTURE ANYTHING
ACTIVATE 2024
UNIT OVERVIEW
PEOPLE X

FUTURE ANYTHING: ACTIVATE 2024 | PEOPLE X 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 complete a mini, 'school improvement' challenge.	<ul style="list-style-type: none"> ▲ Annotated Sketch of Improved School Area ▲ Mini Challenge Reflection 	Communication Critical Thinking Creativity Curiosity	<ul style="list-style-type: none"> ▲ Mini challenge ▲ Reflection 	<p>Prior to commencing this lesson, please check out the Pre-Unit Teacher Explainer and complete the five steps outlined in this resource.</p> <p>This lesson is centred around a mini, 'school improvement' challenge that requires students to pick an area in the school that they want to up-level to improve student wellbeing. 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.</p>



2	Activate 101	<p>We are learning to understand the shape of the Future Anything Activate program through the exploration of the Driving Question and the Future Capabilities.</p> <p>We are learning to understand the role and purpose of the UN's Sustainable Development Goals.</p>	<p>Use what you know to outline the Future Capabilities and identify when they are being used.</p> <p>Use what you know to investigate the SDGs and they relate to the equity, wellbeing and happiness.</p>	<ul style="list-style-type: none"> ▲ Pre-Program Survey ▲ SDG Solutions Scan 	<p>Curiosity Critical Thinking</p>	<ul style="list-style-type: none"> ▲ Activate 101 PPT ▲ Driving Question Poster ▲ Future Anything Pre-Program Survey ▲ SDG Solutions Scan Worksheet 	<p>This lesson introduces students to the Driving Question, as well as the Future Capabilities they will need to be successful. It will also introduce the Sustainable Development Goals – feel free to guide students towards the SDGs most relevant to the shape of your unit.</p> <p>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.</p> <p>This lesson is a great time to explain the content focus of your unit. 4 possible content lessons have been provided here. We recommend you either choose 1 topic to dive deeply into (and supplement with your own resources), or select 2-3 lessons to provide a number of perspectives and lenses for your students to explore in their solutions finding later in the course.</p>
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Content Lessons – Choose 1-3 to include in your unit (based on your curriculum alignment and/or goals for the unit)

2.1	Australian Voices	<p>We are learning to empathise with the experiences of people different to ourselves.</p>	<p>Use what you know to identify themes in texts.</p> <p>Use what you know to write creatively about a specific experience from your life.</p>	<ul style="list-style-type: none"> ▲ Completed creative writing activity 	<p>Critical Thinking Creativity Communication</p>	<ul style="list-style-type: none"> ▲ Identifying themes in a text ▲ Plan and write a creative piece ▲ Reflection and sharing 	<p>Students explore social issues through the experiences of Australians from different walks of life. Students will engage with the experiences of African Australians, Deaf Australians, or Aboriginal Australians, depending on their choice of text. Encourage discussion and comparison so that students receive a broad overview of many voices. To build empathy with people different to themselves, students will also complete a creative writing piece about a personal experience that connects to a theme from their chosen text. SDGs: 3, 4, 8, 10.</p>
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2.2	Inclusive Design	We are learning to apply the principles of inclusive design to improve existing products.	Use what you know to improve an existing product so it is functional for a specific group. Use what you know to pitch your product idea.	<ul style="list-style-type: none"> ▲ Completed annotated sketch of the improved product ▲ Completed mini pitch 	Innovative Problem Solving Communication	<ul style="list-style-type: none"> ▲ Article reading and discussion ▲ Inclusive Design Challenge ▲ Mini Pitch ▲ Comparison of student's creations with existing solutions 	In this lesson, students apply the concept of inclusive design by adapting an existing product or service that excludes a particular group. They begin by learning about examples of design that are not inclusive, and the risks of such oversights. Students will work in teams on the inclusive design challenge, and they will present a brief pitch of their solutions to their peers. SDGs: 5, 10.
2.3	The Secrets to Happiness	We are learning to determine the factors that create individual happiness, and apply these to a design of our own 'happy neighbourhood'.	Use what you know to analyse information about the sources of happiness in different countries. Use what you know to design a neighbourhood that maximises happiness.	<ul style="list-style-type: none"> ▲ Completed Design Challenge: Make A Happy Neighbourhood 	Critical Thinking Creativity Communication	<ul style="list-style-type: none"> ▲ Article reading, analysis, and sharing ▲ Design a neighbourhood that maximises happiness ▲ Share designs with peers 	During this lesson, students will engage with the key question of, 'What creates happiness?' They will look at the examples of Finland, Denmark, and Latin America to determine the elements of life that drive happiness. Students will transfer their knowledge to a design challenge in small groups, where they will develop a neighbourhood where happiness is maximised. Students will convey their design through an annotated sketch or a slice of life story. SDGs: 3, 11.
2.4	When 'Doing Good' Doesn't Do Good	We are learning to use human centered design to develop solutions that work.	Use what you know to identify the reasons why well-intentioned initiatives have failed. Use what you know to research and propose alternative solutions to failed initiatives.	<ul style="list-style-type: none"> ▲ Completed Proposal for Improvement 	Critical Thinking Innovative Problem Solving	<ul style="list-style-type: none"> ▲ Case Study Reading ▲ Introduction to Human-Centered Design ▲ Research and development of a proposal for improvement ▲ Proposal Presentations to the class 	<p>This lesson will see students further their command of design principles and their understanding of global inequalities. Students will be introduced to two 'do gooder' initiatives in developing nations that failed to turn out as intended: TOM's Shoes and The PlayPump. Students will choose to focus on one of these case studies. They will find out how it failed and they will use human-centered design principles to research and propose an alternative solution. SDGs: 1, 3, 4, 6, 10.</p> <p>There is plenty of opportunity for students to delve deeply into their research and design of alternatives here, so this lesson could be extended to two hours.</p>



3	The Entrepreneur's Odyssey	<p>We are learning to appreciate how our past has informed our present; creating personalised areas of expertise and authenticity.</p> <p>We are learning to build a profile to help us understand who we are; our strengths and weaknesses; likes and dislikes.</p>	<p>Use what you know to build a learner profile</p> <p>Use what you know to share insights about yourself with a partner</p>	<ul style="list-style-type: none"> ▲ Learner Profile 	Curiosity Communication	<ul style="list-style-type: none"> ▲ Introduction to the Entrepreneur's Odyssey Image ▲ Various Activities - student choice ▲ Presentation of learner profile to peer 	<p>This lesson is the beginning of the Entrepreneur's Odyssey. 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).</p> <p>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.</p>
4	What matters?	<p>We are learning how to connect our lived experiences with global issues.</p>	<p>Use what you know to choose the Sustainable Development Goal you are passionate about solving.</p> <p>Use what you know to explore the Sustainable Development Goal in a small group.</p>	<ul style="list-style-type: none"> ▲ Unpacking Your Sustainable Development Goal Workbook* 	Curiosity Critical Thinking Communication	<ul style="list-style-type: none"> ▲ 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 	<p>This lesson is where students choose the SDG they are most interested in solving, and find like-minded students to join with. It's best to provide a list of relevant SDGs to focus their choices.</p> <p>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.</p> <p>The Root Cause Tree diagram (in the Unpacking your SDG workbook) can be challenging for some students. You may wish to complete one as a class, or present and discuss the examples (in the Additional Resources folder) before students attempt this task.</p>



5-6	Why does it matter?	We are learning to understand the problems that are connected to the 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).	<ul style="list-style-type: none"> ▲ Problem Exploration template* ▲ Horizon Scan* 	Critical Thinking Curiosity	<ul style="list-style-type: none"> ▲ 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.
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 ideas to meet your Sustainable Development Goal target(s). Use what you know to prototype and pitch two possible solutions.	<ul style="list-style-type: none"> ▲ Two prototyped solutions with peer feedback* 	Curiosity Creativity Communication	<ul style="list-style-type: none"> ▲ Frame Your Design Challenge worksheet ▲ Solutions ideation ▲ Choosing the top two ideas to prototype ▲ 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 prototype – 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!
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* 	Critical Thinking Project Management	<ul style="list-style-type: none"> ▲ 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; Marketing) and the lessons can become more student-centred as they work independently to complete these activities.



10	How do we know it will work?	We are learning to evaluate our proposed solutions by considering their unique features, viability and impact potential.	Use what you know to identify and explain how your solution solves the chosen problem. Use what you know to establish and communicate your solution's unique points of difference.	<ul style="list-style-type: none"> ▲ Does It Solve Our Problem Worksheet ▲ Points of Difference Template* 	Critical Thinking Innovative Problem Solving	<ul style="list-style-type: none"> ▲ Does it solve our problem? Worksheet ▲ Point of Difference PowerPoint and template ▲ Cross check idea ▲ 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.
11	Prototyping	We are learning how to use prototyping tools to test out our idea.	Use what you know to create an advanced prototype.	<ul style="list-style-type: none"> ▲ Prototype* 	Innovative Problem Solving Curiosity	<ul style="list-style-type: none"> ▲ Identify assumptions ▲ Choose prototyping method ▲ Create prototype 	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.
12	How can we test it?	We are learning how to source feedback in a variety of ways. We are learning to apply feedback to adapt and improve our ideas	Use what you know to gather purposeful feedback from users. Use what you know to integrate feedback into prototyping decisions.	<ul style="list-style-type: none"> ▲ Feedback Collection Template* 	Innovative Problem Solving Communication Adaptive Mindset	<ul style="list-style-type: none"> ▲ Gain feedback from authentic voices ▲ Integrate feedback into design 	There are a number of supports here to help students gather useful feedback. Make sure they consider an authentic audience where possible.
13	How can we launch?	We are learning to understand the financial requirements to develop our idea.	Use what you know to determine how much funding is required to develop our idea. Use what you know to explore ways to secure funding.	<ul style="list-style-type: none"> ▲ Financially Fit Workbook* 	Critical Thinking Innovative Problem Solving	<ul style="list-style-type: none"> ▲ Complete the Financially Fit Workbook 	The Financially Fit Workbook 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.
14	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 target customer and your key marketing strategies. Use what you know to develop marketing materials to support your business idea.	<ul style="list-style-type: none"> ▲ Marketing Summary ▲ Business name, logo and tagline 	Communication Project Management Creativity	<ul style="list-style-type: none"> ▲ Marketing Summary ▲ Branding Scaffold for students to complete their business name, brand colours, logo and tagline. 	In this lesson you might choose to select specific activities to focus on, or give students more time to explore the concepts in depth. You may want to add your own content here to expand on marketing strategy. 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.



15-16	The Perfect Pitch	We are learning to communicate persuasively. We are learning to understand what underpins the structure and delivery of an 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.	<ul style="list-style-type: none"> Final draft of pitch and slidedeck 	Communication Critical Thinking	<ul style="list-style-type: none"> Review of Persuasive Techniques Analysing an Example Pitch Pitch Drafting Annotation of the Pitch Creation of a Slidedeck 	<p>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.</p> <ul style="list-style-type: none"> This lesson is an excellent opportunity to provide additional feedback for students – get them to practice their pitches with peers, or invite guests such as your Activator (in person or virtually) to provide feedback on their ideas.
17-19	<p><i>These lessons have been left intentionally blank to enable students time to ready themselves for their pitch/assessment submission. This also accounts for additional time spent on content lessons between Lessons 2 and 3.</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 	<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 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 funding and support to launch their ideas into the real world.</p>



AUSTRALIAN CURRICULUM LINKS

English (Year 9 and 10)

- ^ [AC9E9LA03](#): examine how authors adapt and subvert text structures and language features by experimenting with spoken, written, visual and multimodal elements, and their combination
- ^ [AC9E10LA03](#): analyse text structures and language features and evaluate their effectiveness in achieving their purpose
- ^ [AC9E9LE01 & AC9E10LE01](#): analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australian, and wide-ranging Australian and world authors
- ^ [AC9E9LE02](#): present a personal response to a literary text comparing initial impressions and subsequent analysis of the whole text
- ^ [AC9E9LY01 & AC9E10LY01](#): analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts
- ^ [AC9E9LY02 & AC9E10LY02](#): listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts
- ^ [AC9E9LY05 & AC9E10LY05](#): integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas in and between texts
- ^ [AC9E9LY06 & AC9E10LY06](#): plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical
- ^ [AC9E9LY07 & AC9E10LY07](#): plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using rhetorical devices, language features, literary devices and features of voice such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

Economics and Business (Year 9 and 10)

- ^ [AC9HE9S01 & AC9HE10S01](#): develop and modify questions to investigate a contemporary economic and business issue
- ^ [AC9HE9S02 & AC9HE10S02](#): locate, select and analyse information and data from a range of sources
- ^ [AC9HE9S03 & 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
- ^ [AC9HE9S04 & AC9HE10S04](#): develop and evaluate a response to an economic and business issue, using cost-benefit analysis or criteria to decide on a course of action
- ^ [AC9HE9S05 & AC9HE10S05](#): create descriptions, explanations and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge and research findings



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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