

FUTURE ANYTHING



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ACTIVATE 2024
UNIT OVERVIEW
PLANET X

FUTURE ANYTHING: ACTIVATE 2024 | PLANET 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 	<ul style="list-style-type: none"> 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 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.</p> <p>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).</p>



2	Activate 101	We are learning to understand the shape of the Future Anything Activate program through the exploration of the Driving Question and the Future Capabilities. We are learning to understand the role and purpose of the UN's Sustainable Development Goals.	Use what you know to outline the Future Capabilities and identify when they are being used. Use what you know to investigate the SDGs and how they relate to the environment.	<ul style="list-style-type: none"> ▲ Pre-Program Survey ▲ SDG Solutions Scan 	Curiosity Critical Thinking	<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. 5 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 broader overview of environmental impacts 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	Liveability	We are learning to examine how environmental quality impacts the liveability of a location.	Use what you know to compare the liveability of locations based on environmental quality. Use what you know to suggest strategies to improve liveability.	<ul style="list-style-type: none"> ▲ Environmental Quality Research Booklet 	Critical Thinking Curiosity	<ul style="list-style-type: none"> ▲ Brainstorming factors that influence liveability ▲ Environmental Quality Research Booklet, with comparison. ▲ Sustainable Cities Case Study ▲ Suggest a strategy to improve liveability 	Students explore the aspects of liveability with a focus on environmental quality. Ensure student groups explore a variety of locations, including different world regions, levels of development and rural vs urban (where possible). Encourage comparison and discussion of measurable vs subjective factors of liveability. SDGs: 3, 6, 11, 13, 14, 15
2.2	Energy	We are learning to understand the possibilities of renewable energy solutions. We are learning to apply creative thinking to redesigning a more sustainable local community.	Use what you know to identify a range of renewable energy types. Use what you know to re-design your local area using renewable energy solutions.	<ul style="list-style-type: none"> ▲ Renewable Energy Worksheet ▲ Local Community Re-Design 	Critical Thinking Creativity Innovative Problem Solving	<ul style="list-style-type: none"> ▲ Introducing Renewables ▲ Case Study of Innovative Renewable Solutions ▲ Local Community Re-Design 	In this lesson, students are introduced to the basic mechanism, benefits and challenges of five types of renewable energy (solar, wind, biomass, hydroelectric, geothermal). Then, they investigate one of three sets of innovative applications of wind, solar or hydroelectric power. Using this knowledge, they propose a re-design of a local community space to incorporate innovative renewable solutions. SDGs: 7



2.3	Human Impacts on Ecosystems	We are learning to understand the impacts human activities can have on ecosystems.	Use what you know to explain how human activities impact ecosystems.	<ul style="list-style-type: none"> Human Impacts on the Planet Case Study 	Curiosity Critical Thinking	<ul style="list-style-type: none"> Human Impacts on the Planet Ideation Impact of different milks: Case Study and Debate Human Impacts on the Planet Case Study 	In this lesson, students start by ideating all of the ways that human activities impact the planet. As a class, they complete a case study and debate on the different types of milk and their environmental impact. In small groups, students conduct a scaffolded research task on a human activity of their choice and its environmental impacts. This lesson wraps up by having students share their findings. SDGs: 2, 3, 6, 12, 15
2.4	A Circular Economy	We are learning to re-think the life of human products using the principles of circular economy.	Use what you know to suggest changes to the life of a human product to shift it towards a more circular economy.	<ul style="list-style-type: none"> Circular Economy Worksheet Product Lifecycle Circular Economy Pitch 	Critical Thinking Innovative Problem Solving	<ul style="list-style-type: none"> Define Sustainability Investigate Circular Economy Map the Lifecycle of an everyday product Suggest/re-design one aspect of that life cycle 	This lesson asks students to think about how an everyday products' lifecycle can be re-designed using the principles of circular economy. They start by learning about the concept of a circular economy, and then they map the lifecycle of a product and use their learning to suggest a re-design or improvement to that lifecycle. SDGs: 11, 12, 14, 15
2.5	Natural Disasters and Earth Hazards	We are learning to interrogate the causes and consequences of Earth Hazards. We are learning to critically evaluate possible solutions that make the world a safer place.	Use what you know to determine the causes and consequences of a specific Earth Hazard Event. Use what you know to evaluate innovations that help us understand, prevent damage from, predict, monitor and recover from a type of Earth Hazard.	<ul style="list-style-type: none"> Earth Hazards Case Study 	Curiosity Critical Thinking	<ul style="list-style-type: none"> Earth Hazards Case Study Tsunami Response Jigsaw worksheet 	In this lesson, students investigate the causes and consequences of an earth hazard of their choice, using resources that have been provided to them. Then, they investigate technologies which support harm minimisation in the context of tsunamis for predicting, preventing and recovery optimisation. Finally, they scan for similar innovations which support harm minimisation in the context of the Earth Hazard they investigated in Activity 1. SDGs: 13, 14, 15
3	The Entrepreneur's Odyssey	We are learning to appreciate how our past has informed our present; creating personalised areas of expertise and authenticity. We are learning to build a profile to help us understand who we are; our strengths and weaknesses; likes and dislikes.	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"> 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 	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). 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.



4	What matters?	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.	<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 	<p>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.</p> <p>They then complete a Horizon Scan of existing solutions, organisations and initiatives. This is a helpful step to complete before 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.</p>
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 	<p>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).</p> <p>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!</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* 	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 to communicate our ideas via a trade display.	Use what you know to develop marketing and branding in readiness for your trade show.	<ul style="list-style-type: none"> Branding Summary 	Creativity Project Management Communication	<ul style="list-style-type: none"> How do we get noticed? PowerPoint Branding Summary Create marketing collateral 	This lesson will guide students to create a name, brand colours, logo and marketing materials for their idea. They will also be prompted to sketch their intended trade display. It might be helpful to begin this lesson with a clear discussion of the showcase event (if applicable) and any relevant parameters or goals of the showcase event. You may want to devote several lessons to these activities.
Booster: The Perfect Pitch							
B1	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.	<ul style="list-style-type: none"> Pitch and slide deck 	Creativity Communication	<ul style="list-style-type: none"> Draft a pitch Create an engaging slide deck 	<p>While this unit is designed to culminate in a trade display, many schools may want to give students the opportunity to develop a pitch. This can be particularly helpful if students plan to enter the Future Anything National Finals. The materials in this Booster Lesson guides students through creating a pitch and slide deck.</p> <p>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.</p>
15-19	These lessons have been left intentionally blank to enable students time to ready themselves for their showcase/assessment submission. This also accounts for additional time spent on content lessons between Lessons 2 and 3, and/or exploring the booster module.						
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 a share of \$20K+ in funding and support to launch their ideas into the real world.</p>



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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