

FUTURE ANYTHING



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ACTIVATE 2024
UNIT OVERVIEW
LOCAL CHANGEMAKER

FUTURE ANYTHING: ACTIVATE 2024 | LOCAL CHANGEMAKER 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 an exploration of the Driving Question. We are learning to form ideas and present persuasive arguments.	Use what you know to present a persuasive oral presentation.	<ul style="list-style-type: none"> Mini pitch presentation 	Curiosity Innovative Problem Solving Communication	<ul style="list-style-type: none"> Activate 101 PowerPoint Driving question annotation Group discussion Mini-pitch presentation 	<p>Prior to commencing this lesson, please check out the Pre-Unit Teacher Explainer and complete the steps outlined in this resource.</p> <p>This lesson introduces students to the Future Anything Activate program by asking them to work in small groups to create a pitch to the principal for an idea that would make their school a better place. You might want to invite your principal or other school leaders to this first lesson to build excitement and engagement.</p> <p>This immersive experience will be used as a prompt for the next lesson, where you will unpack the Future Capabilities (skills) that students will need to succeed in this course.</p>
2	The Future Capabilities	We are learning to understand the Future Capabilities that underpin the Future Anything Activate program.	Use what you know to outline the Future Capabilities and identify when they are being used.	<ul style="list-style-type: none"> Pre-Activate Program Survey Mix and Match Activity 	Adaptive Mindset Critical Thinking	<ul style="list-style-type: none"> Future Capabilities PPT and discussion Activate Student Pre-Program survey Mix and Match Activity 	<p>This lesson will unpack the Future Capabilities, which are the skills needed to succeed in this program (and in life!). Students will need to complete the Future Anything Pre Program Student 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> <p>The Level Up activity is a great way to create a physical artefact that students can refer to throughout the unit. It is recommended you explicitly refer to the relevant Future Capabilities at the beginning of each lesson.</p>
3	The Odyssey	We are learning to understand the importance of self-reflection for developing a deeper understanding of our values and behaviours.	Use what you know to reflect and identify important characteristics, influences and values that make you unique. Use what you know to create a collage using symbolism, imagery and text.	<ul style="list-style-type: none"> Completed self portrait 	Curiosity Critical Thinking Communication	<ul style="list-style-type: none"> The Odyssey graphic What do I like? Worksheet Collaborative Archetypes Quiz or PowerPoint Self Portrait Template 	<p>There are a series of suggested activities to help students to connect with their interests and values. 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 Self-Portrait is a collage activity, so you will need to gather magazines, newspapers, catalogues etc. Alternatively, you can allow students to do this activity digitally by searching for images and words online and adding to a collage.</p>



4	What is democracy?	We are learning to understand how Australia's system of government is based on the Westminster System.	Use what you know to explain one key feature of western democracies through an informative oral presentation. Use what you know to define, identify examples and non-examples and describe characteristics of a democracy.	<ul style="list-style-type: none"> ▲ Democracy in Australia worksheet ▲ Completed Frayer Model 	Critical Thinking Communication	<ul style="list-style-type: none"> ▲ Democracy in Australia Worksheet ▲ Group research and share back via oral presentation ▲ Frayer model - Democracy 	The Democracy in Australia worksheet guides this lesson, but you might choose to complete this work in another format (e.g. butchers paper, PowerPoint etc). The mini oral presentation is great practice for the final pitch, and allows students to learn from their peers to co-create their understanding of Australia's democracy. You could choose to make this a mini video presentation if it suits your context.
Booster: Australian Democracy Deep Dive							
B1	Australian Democracy Deep Dive	We are learning to understand how Australia's system of government is based on the Westminster System. We are learning to understand the roles and responsibilities of the three levels of government in Australia and of elected representatives.	Use what you know to identify and list the responsibilities of Local, State and Federal Australian governments. Use what you know to describe the responsibilities of elected representatives in a job advertisement.	Three-way Venn Diagram Elected Representative Job Advertisement	Critical Thinking Communication	3-way Venn Diagram: Systems of Government Job Advertisement Mingle Pair and Share	This lesson is optional, provided to help schools address the HASS curriculum descriptors in Year 5 and 6. It uses the PEO website resources to introduce students to the three levels of government. There are a number of videos, quizzes and other activities to help students understand this key content. To apply their understanding, students are asked to create a job advertisement for an elected representative. A scaffold is provided to assist students. The mingle, pair, share is a simple technique for adding movement into your lesson – consider using it at other points throughout the unit as an energiser.
5	What does it mean to be a citizen?	We are learning to understand how citizens with shared beliefs and values can work together to achieve a civic goal.	Use what you know to identify key information and evaluate civic action efforts.	<ul style="list-style-type: none"> ▲ Volunteering Mind Map ▲ Civic Action Worksheet 	Curiosity	<ul style="list-style-type: none"> ▲ Volunteering mind map ▲ Charlie Perkins – BTN video ▲ Fight for your rights research task 	This lesson is important for giving some context to the types of solutions students might come up with later in the course. There are some heavy themes in this lesson, so use your discretion to choose examples and topics that are suitable to your context. The list of ideas for the civic action sheet is limited – you are encouraged to develop your own list of groups who are engaging in civic action in Australia (or globally).
6	What's happening in my community?	→ We are learning to understand how to draw conclusions about the local community by reading, comprehending and analysing data and informative texts.	Use what you know to create a Community Profile with a map of the area, data on the population and local information.	▲ Community Profile*	Curiosity Critical Thinking Project Management	<ul style="list-style-type: none"> ▲ Discussion ▲ Community research profile ▲ Sharing insights 	You might arrange a real community walk to support this lesson, although Google Earth is a good virtual alternative. Teachers will need to gather local resources such as newsletters, newspapers, pamphlets etc. for students to read through and use in their investigation. This lesson is based around groups of 3, but the important element is that all three tasks are done and students have the opportunity to share with other students. The level up activity prompts students to consider different perspectives, such as older community members, people with a disability and similar. You may want to include this as a core activity.

7	What matters to us?	We are learning to use our understanding of the community to infer the possible issues and opportunities facing it. We are learning to identify and describe causes, consequences, scope and impacts of problems or opportunities facing the local community.	Use what you know to explain the causes, consequences, scope and impact of community problems	<ul style="list-style-type: none"> ▲ Root Cause Tree pictures* ▲ Chosen problems/ opportunities 	Curiosity Critical Thinking	<ul style="list-style-type: none"> ▲ Opportunity Ideation ▲ Root Cause Tree ▲ Selecting 2 chosen problems or opportunities 	<p>This lesson introduces students to the cultural conditions for ideation, and takes them through a process of coming up with a lot of ideas in a short space of time. This can be really effective with post it notes and pens, but it can also be done via a structured ideation sheet.</p> <p>In this lesson, students will be rotating around the room adding their ideas to butcher's paper. You will need to prepare 5 large pieces of butcher's paper with a root cause tree drawn on them to hang up (Or print the A3 printable template).</p> <p>Make sure students remember their top 2 problems for the next lesson.</p>
8-9	Why does it matter?	We are learning to identify and describe current solutions to tackle our chosen problem. We are learning to design effective questions that obtain information, clarify meaning and make connections.	<p>Use what you know to develop a Horizon Scan to describe alternative solutions to your chosen problem.</p> <p>Use what you know to engage in formal discussion using your list of questions to learn more about your problem and current solutions.</p>	<ul style="list-style-type: none"> ▲ Horizon Scan* ▲ Community Forum 	Curiosity Critical Thinking Communication	<ul style="list-style-type: none"> ▲ Horizon Scan ▲ Planning questions ▲ Community forum ▲ Update Horizon Scan 	<p>You will be conducting a community forum Q&A. This could be done in person or virtually using Zoom, Microsoft Teams etc. You might want to use your parent community, school community and wider community links to invite a range of people. Try to include diversity. Ideally, you could include local or State government members to respond to any initiatives that may be in the works.</p> <p>Prior to the forum, have students complete the Horizon Scan and then spend time creating effective questions to maximise the effectiveness of the community forum.</p>
10	What could we do about it?	We are learning to define our design challenge. We are learning to understand the conditions that make creativity and divergent thinking possible.	Use what you know to ideate 50+ possible solutions to your problem.	<ul style="list-style-type: none"> ▲ How might we? Worksheet* ▲ 50+ possible solutions with peer feedback 	Creativity Adaptive Mindset	<ul style="list-style-type: none"> ▲ Students turn their problem into a How might we? question ▲ Use the Solutions Ideation PPT to create 50+ potential solutions. ▲ Get peer feedback 	<p>An explainer for the 30 circles starter activity can be found here: IDEO 30 Circles. This is a fun way to get students thinking creatively.</p> <p>This is the second ideation students will complete, and it may be useful to do this differently than the problem ideation. So, if you used post its and standing in that lesson, try a more sedate and quiet ideation here (and use the Solution Ideation handout). You may want to use the Catapult Cards to support your ideation here. They are a fun way to introduce new prompts.</p>



11	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.	▲ Project Management Plan*	Critical Thinking Project Management	▲ Assessment discussion ▲ Stinky Fish activity ▲ 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. You can also shift the timing of this lesson if you want to move straight from ideation into prototyping – just plan to do this after How can we test it? 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. It may also be helpful to pre-fill the action tasks section for students.
12	How do we know it will work?	We are learning to evaluate our proposed solutions by considering their unique features and the competitive landscape they're in.	Use what you know to identify and explain how your solution solves the chosen problem. Use what you know to establish who your competitors are and why.	▲ How do we know it will work? Workbook	Innovative Problem Solving Critical Thinking	▲ Does it solve our problem? Investigation ▲ Who are our competitors? ▲ How are we different?	This lesson encourages students to dive into their competitive landscape. It asks them to think about how their proposed solution/s help solve the problem or opportunity they have identified. There are separate worksheets for the two main activities if you want to focus on one rather than the other, or if you think it will be easier to separate the learning into the shorter lessons.
13-14	Prototyping	We are learning to understand the different types of solutions that may be used to address our chosen problem. We are learning how to create prototypes that can be tested with various audiences.	Use what you know to create a prototype of your idea to test with a chosen audience.	▲ Prototype Planning Template	Innovative Problem Solving Communication	▲ Prototype planning template (define audience, choose what to test, choose prototyping method) ▲ Prototype creation	There are a number of supporting materials for this lesson. The Target Audience PowerPoint may assist you to introduce students to the idea of multiple different audiences (Activity 1 Step 1). There are a huge variety of prototyping methods available, which vary in time, expertise and complexity. You might want to use the Prototyping Matrix to choose a selection of tools that your students can use. This has been planned as a double lesson, but you can reduce the complexity of your prototyping and condense this into a single lesson.
15	How can we test it?	We are learning to understand how to use prototypes to test the viability of our ideas.	Use what you know to test your prototype with customers, users and/or beneficiaries. Use the feedback you receive to refine your idea.	▲ Prototype Feedback Workbook	Adaptive Mindset Communication	▲ Prototype Feedback Workbook ▲ Audience Interview ▲ Applying feedback	The Prototype Feedback Workbook guides students through a process of choosing an audience, designing interview questions and conducting an interview. If you have limited time or access, you can have students gather feedback from their classmates instead. The Level Up also suggests creating an online survey to gather information more widely.

16	How do we get noticed?	We are learning to market and brand our organisation to attract our target audience.	Use what you know to create a brand identify for your organisation or idea. Use what you know to create marketing materials that help get the word out.	<ul style="list-style-type: none"> ▲ Business name, logo and colours ▲ Marketing materials 	Creativity Communication	<ul style="list-style-type: none"> ▲ Branding PowerPoint ▲ Creating marketing materials 	This lesson guides students to create a brand identity for their idea. For those groups creating a campaign to change a rule or fundraise for facilities, encourage them to focus in on a tagline or call to action rather than a “brand”.
17	The Perfect Pitch	We are learning to understand the structure and delivery of a persuasive pitch.	Use what you know to analyse a pitch. Use what you know to plan and draft a persuasive pitch.	<ul style="list-style-type: none"> ▲ Draft of pitch 	Critical Thinking Project Management Communication	<ul style="list-style-type: none"> ▲ Introduction to persuasive techniques ▲ Chloe’s Heat Wheats video and annotated script ▲ The Pitch PowerPoint and The Pitch Template 	Students are provided with a variety of resources to assist them to build their pitch. If you’re planning to assess the unit against the English curriculum, you may want to supplement the learning around persuasive techniques to ensure it meets requirements. Encourage students to use the planning template to focus their speech writing (and stick to word limits!). The next lesson will cover presentations, so focus on just the speech elements in this lesson.



Booster: Sizzling Slide Decks							
B2	Sizzling Slide Decks	We are learning to understand, apply and justify multimodal text features in order to engage and influence an audience.	Use what you know to plan and create a slide deck to use when pitching your idea. Use what you know to rehearse your pitch and give feedback on pitch presentations.	Drafted Slide Deck	Creativity Communication	Slide deck inspiration Planning Creating slides	This lesson guides students to plan and then create their slide decks, using PowerPoint, Canva or a similar. Canva access is available for free for students, and there are a wide variety of help videos available for students to upskill.
18-19	<p><i>These lessons have been left intentionally blank to enable students time to ready themselves for their showcase/assessment submission.</i></p>						<p>These lessons have been left blank, but are designed to provide time to complete the assessment pitches and your showcase event. You might choose to assess student pitches in the showcase, or have a classroom pitch-off that you grade, followed by a showcase event.</p> <p>An authentic audience for your showcase is an important part of this learning experience. Ideally your audience will include council representatives and local community members, as well as school community.</p> <p>Consider providing a simple voting mechanism like QR codes or tokens to gain feedback from the audience. You could have stalls set up in the lobby area or outside before/after the presentations where students can interact and answer questions about their idea. See our Showcase Pack for more information about planning a showcase.</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 Communication	<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 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 the funding and support to launch their ideas into the real world. Application close in Term 3.</p>



AUSTRALIAN CURRICULUM LINKS

HASS (Year 5)

Civics and Citizenship

- ^ [AC9HS5K06](#): the key values and features of Australia's democracy, including elections, and the roles and responsibilities of elected representatives
- ^ [AC9HS5K07](#): how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal

Questioning & Researching:

- ^ [AC9HS5S01](#): develop questions to investigate people, events, developments, places and systems
- ^ [AC9HS5S02](#): locate, collect and organise information and data from primary and secondary sources in a range of formats

Interpreting, Analysing & Evaluating:

- ^ [AC9HS5S03](#): evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships

Concluding & Decision-Making:

- ^ [AC9HS5S05](#): develop evidence-based conclusions
- ^ [AC9HS5S06](#): propose actions or responses to issues or challenges and use criteria to assess the possible effects

Communicating:

- ^ [AC9HS5S07](#): present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

English (Year 5)

Language - Text Structure & Organisation

- ^ [AC9E5LA03](#): describe how spoken, written and multimodal texts use language features and are typically organised into characteristic stages and phases, depending on purposes in texts
- ^ [AC9E5LA04](#): understand how texts can be made cohesive by using the starting point of a sentence or paragraph to give prominence to the message and to guide the reader through the text

Language - Language for Expressing & Developing Ideas

- ^ [AC9E5LA05](#): understand that the structure of a complex sentence includes a main clause and at least one dependent clause, and understand how writers can use this structure for effect
- ^ [AC9E5LA06](#): understand how noun groups can be expanded in a variety of ways to provide a fuller description of a person, place, thing or idea
- ^ [AC9E5LA07](#): explain how the sequence of images in print, digital and film texts has an effect on meaning
- ^ [AC9E5LA08](#): understand how vocabulary is used to express greater precision of meaning, including through the use of specialist and technical terms, and explore the history of words

Literacy - Interacting with others

- ^ [AC9E5LY02](#): use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea
- ^ Literacy - Analysing, Interpreting & Evaluating
- ^ [AC9E5LY04](#): navigate and read texts for specific purposes, monitoring meaning using strategies such as skimming, scanning and confirming



AUSTRALIAN CURRICULUM LINKS

- ^ [AC9E5LY05](#): use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning to evaluate information and ideas

Literacy - Creating Texts:

- ^ [AC9E5LY06](#): plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation
- ^ [AC9E5LY07](#): plan, create, rehearse and deliver spoken and multimodal presentations that include relevant, elaborated ideas, sequencing ideas and using complex sentences, specialist and technical vocabulary, pitch, tone, pace, volume, and visual and digital features

HASS (Year 6)

Civics & Citizenship

- ^ [AC9HS6K06](#): the key institutions of Australia's system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies
- ^ [AC9HS6K07](#): the roles and responsibilities of the 3 levels of government in Australia

Questioning & Researching

- ^ [AC9HS6S01](#): develop questions to investigate people, events, developments, places and systems
- ^ [AC9HS6S02](#): locate, collect and organise information and data from primary and secondary sources in a range of formats

Interpreting, Analysing & Evaluating

- ^ [AC9HS6S03](#): evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships
- ^ [AC9HS6S04](#): evaluate primary and secondary sources to determine origin, purpose and perspectives

Concluding & Decision-Making

- ^ [AC9HS6S05](#): develop evidence-based conclusions
- ^ [AC9HS6S06](#): propose actions or responses to issues or challenges and use criteria to assess the possible effects

Communicating

- ^ [AC9HS6S07](#): present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

English (Year 6)

Language - Language for Interacting with Other:

- ^ [AC9E6LA02](#): understand the uses of objective and subjective language, and identify bias

Language - Text Structure & Organisation

- ^ [AC9E6LA04](#): understand that cohesion can be created by the intentional use of repetition, and the use of word associations

Language - Language for Expressing & Developing Ideas

- ^ [AC9E6LA05](#): understand how embedded clauses can expand the variety of complex sentences to elaborate, extend and explain ideas



AUSTRALIAN CURRICULUM LINKS

^ [AC9E6LA06](#): understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups

^ [AC9E6LA07](#): identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning

Literacy - Interacting with others

^ [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

Literacy - Analysing, Interpreting & Evaluating

^ [AC9E6LY03](#): analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences

^ [AC9E6LY04](#): select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings

^ [AC9E6LY05](#): use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources

Literacy - Creating Texts:

^ [AC9E6LY06](#): plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features

^ [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





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