

FUTURE ANYTHING



FUTURE ANYTHING: ACTIVATE 2024

SOCIAL ENTERPRISE – PRIMARY 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 the Driving Question.	Use what you know to pitch an innovative, scalable and sustainable business idea that makes the world a better place.	▲ Mini challenge pitch	Communication Creativity Project Management	<ul style="list-style-type: none"> ▲ Activate 101 PowerPoint ▲ Mini Challenge 	The mini challenge is a great way to get students immediately engaged in collaboration and creativity, but it does come with some challenges! If you want to provide more support to your students here, you can set a more specific challenge, or, try giving each group a 99 Problems card and a 99 Solutions card and they can ideate with some clear parameters. The PowerPoint 'notes' section has some additional hints and discussion points.
2	The Future Capabilities	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.	▲ Pre-Activate Student Survey	Communication	<ul style="list-style-type: none"> ▲ Future Capabilities PowerPoint ▲ Watching and reflecting on a previous Grand Final pitch. ▲ Activate Pre-Program Survey ▲ Lego Representation activity 	<p>This activity introduces students to the skills and capabilities that underpin the Activate program. You can choose to explore these later in the course if you'd like to move into the 'work' of the unit more quickly.</p> <p>The Lego activity is a great way for students to share their thinking. You could also do a sketch or other kind of build representation to share their ideas.</p> <p>It's important students complete the Pre-Program survey so we can generate a benchmark report for you and help track their progress in the unit. Make sure you complete the Teacher Pre-Program Survey if you haven't done so already.</p>
3	The Entrepreneur's Odyssey	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 share insights about yourself with the class.	▲ About Me / Guess Who Profile	Curiosity Communication	<ul style="list-style-type: none"> ▲ Entrepreneur's Odyssey Image ▲ About Me / Guess Who Profile ▲ Future Anything Pre-Program Student Survey 	This lesson is all about students gathering insights about themselves. You are welcome to draw from what already happens in your school context (e.g. pastoral care or similar). Students will create a mini profile about themselves without adding their name, then be able to guess each other's profile. Save these and refer back to throughout the unit.



4	Business for Good	We are learning to understand the difference between business, charity, and social enterprise. We are learning to identify the three different types of social enterprises.	Use what you know to identify organisations as a charity, social enterprise, or business. Use what you know to recognise the different types of social enterprises in examples.	<ul style="list-style-type: none"> Completed Categories of Social Enterprise worksheet 	Curiosity Critical Thinking	<ul style="list-style-type: none"> Business for Good - Lesson PowerPoint Categories of Social Enterprise Worksheet Research a Social Enterprise 	<p>This lesson is useful in helping students understand the different kinds of social enterprises that exist, which will be helpful later in the course. You can choose to dive deep into this content, or just pick a couple of examples to discuss with the class. Some schools add examples of local charities or social enterprises to the lesson materials.</p> <p>Some schools invite their Activator or local business people to share their story here.</p>
5	What matters to me?	We are learning to understand the conditions that make creativity and divergent thinking possible. We are learning to describe the causes and consequences of a chosen problem.	Use what you know to ideate 50+ wicked problems. Use what you know to identify the causes and consequences using a Root Cause Tree.	<ul style="list-style-type: none"> 2 photographs of completed Root Cause Trees for top problems 	Creativity Innovative Problem Solving	<ul style="list-style-type: none"> Problem Ideation PPT - ideating 50+ problems in the world. Root Cause Tree Exemplar Root Cause Tree group creation 	The purpose of a Root Cause Tree is to explore the causes and consequences of the problems chosen by students. By developing a deeper understanding of their problem, students are better prepared as innovators to address this issue. This activity leads students through shared root cause creation, to help call on the collective genius of the students and scaffold the task more clearly. Use the next lesson to help students decide if they have chosen the right problem.
6	Why does it matter?	We are learning to understand the deeper context of the chosen problem, including the other people, organisations, solutions that exist nationally and internationally.	Use what you know to create a horizon scan of people, organisations and solutions that are working in your chosen field. Use what you know to research your problem in more detail.	<ul style="list-style-type: none"> Horizon Scan 	Curiosity Innovative Problem Solving	<ul style="list-style-type: none"> Choose their problem using the Connection to Problem Matrix Gather in groups Horizon Scan Problem One Pager 	The Horizon Scan is a simple organiser that asks students to consider who is already playing in this space. It should help prevent them pitching existing ideas. There is a more complex version in the Level Up activities. Feel free to play with the 'One-Pager' concept – you might prefer to have students pitch their problem, create a slide deck, or design a poster or similar.
7	Building Empathy: Why does it matter?	We are learning to empathise with people and groups who have experience with the problem.	Use what you know to define your audience. Use what you know to conduct an empathy interview with a person or group close to your chosen problem.	<ul style="list-style-type: none"> Define your audience diagram Completed interview 	Curiosity Communication	<ul style="list-style-type: none"> Define Your Audience Worksheet Interview & Survey Guide 	This lesson continues to explore why the problem matters, with a particular focus on building empathy with a beneficiary or other group impacted by the problem. Ideally students will conduct an interview as part of this process, but alternatives are provided if this is not possible in your context.



8	How might we...?	We are learning to share our insights and to identify beneficiaries. We are learning to define our design challenge.	Use what you know to create a beneficiary persona. Use what you know to identify and refine your 'How might we' question/s.	<ul style="list-style-type: none"> How might we statement 	Curiosity Critical Thinking	<ul style="list-style-type: none"> Discuss insights gained from lessons 6 and 7. Create a Beneficiary Persona (optional) Frame Your Design Challenge worksheet 	<p>This lesson gives students the opportunity to unpack what they learning in the previous two lessons. You might find it helpful to have them create a 'persona' of the person or group they are trying to help.</p> <p>The Frame Your Design Challenge worksheet helps students to focus on defining the problem they are going to try to solve. You can simplify this activity by asking them to turn their chosen problem into a simple statement.</p>
9	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 solutions to your problem. Use what you know to prototype two possible solutions.	<ul style="list-style-type: none"> Two or more prototype solutions 	Curiosity Creativity	<ul style="list-style-type: none"> Group Formation Solutions Ideation PPT - ideate 50+ possible solutions to your problem. 2 x Prototypes developed- Prototyping Worksheet 	<p>This lesson is where groups need to be more clearly formed for the project. While you can set your own parameters for group size, note that groups larger than 4 are not eligible for the Future Anything finals. We find 1-3 students is the best group size.</p> <p>It is important that groups 'prototype' more than one solution at this stage. You may want to set clear time limits on their sketches/storyboards so they focus on communicating their concept rather than perfecting their idea – there will be plenty of opportunities to refine and improve their ideas later.</p>
10	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"> Completed Project Management Plan* 	Project Management Communication	<ul style="list-style-type: none"> Introduce assessment Stinky Fish activity Project Management PPT Project Management Plan 	<p>You can choose to introduce this lesson at a different point in the sequence if you prefer – just make sure students have clearly chosen groups and have the assessment task.</p> <p>Even if you have already introduced the assessment prior to this lesson, the 'stinky fish' activity is still a great check in.</p> <p>You may want to explore online project management tools like Trello at this stage, or link to business content and programs such as using Excel to create Gantt charts. You might consider having groups branch at this stage, with individual team members tackling different parts of the program.</p>
11	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 Canvas 	Innovative Problem Solving Critical Thinking	<ul style="list-style-type: none"> Does it solve our problem? Worksheet Points of Difference PowerPoint and Canvas 	<p>This lesson is designed to help students evaluate their two top ideas so they can make an informed choice about which solution to pursue. They need to consider how their solution solves the problem, how different it is from competitors, and they can even go a step further (in the Level Up) and really dig into their competitive landscape. This is a great opportunity to redirect students who may have chosen a simplistic solution.</p> <ul style="list-style-type: none"> This is a great place to invite your Activator or other mentors to provide feedback or guidance.



12	Prototyping	We are learning to understand how to use prototypes to test ideas in the market.	Use what you know to create a prototype of your idea.	<ul style="list-style-type: none"> Completed Prototype 	Innovation Adaptive Mindset	<ul style="list-style-type: none"> Prototype Planning PPT Prototype Planning Build a 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 just have students update their original prototypes.
13	Prototype Feedback	We are learning to understand how to use prototypes to test ideas in the market.	Use what you know to test your prototype with users, customers or beneficiaries.	<ul style="list-style-type: none"> Voting Cards Applying Feedback Template 	Adaptive Mindset Communication	<ul style="list-style-type: none"> Mini tradeshow to gather feedback Applying Feedback to refine the idea 	<p>If possible, provide opportunities for students to gain feedback from authentic audiences. The more feedback students gain here, the better their final solutions are likely to be.</p> <ul style="list-style-type: none"> This is a great place to invite your Activator or other mentors to provide feedback.
14	How can we launch?	We are learning to understand what resources we need to launch and scale our business.	Use what you know to set your prices and determine how your profit will be allocated.	<ul style="list-style-type: none"> Completed Financially Fit Workbook 	Project Management Innovative Problem Solving	<ul style="list-style-type: none"> Financially Fit Workbook 	This lesson is all about the logistics of getting the idea to market. Depending on your context, you may want to deep dive into this content, or just skim the surface so that students can provide a broad idea of the financials to take into the pitching stage.
15	How do we get noticed?	We are learning how to brand our ideas to attract our target customer.	Use what you know to develop a brand identity to support your social enterprise idea.	<ul style="list-style-type: none"> Business name, logo, brand colours, and tagline. 	Communication Creativity	<ul style="list-style-type: none"> Customer vs User vs Beneficiary PowerPoint Completed business name, logo, brand colours, and tagline. Use the Branding Summary to create a customer persona 	This lesson guides students to create a business name, choose colours and write a tagline (optional). It also prompts students to create another persona, this time for their chosen customer.
16	What makes the perfect pitch?	We are learning to understand the structure and delivery of a persuasive pitch.	Use what you know to identify the key features of an example pitch.	<ul style="list-style-type: none"> Grand Final Pitch Example Worksheet 	Communication	<ul style="list-style-type: none"> Elevator Pitches What makes a perfect pitch? PowerPoint Grand Final Pitch Example Worksheet 	<ul style="list-style-type: none"> This lesson introduces students to what pitching is, and has them interrogate examples of pitches so they can explain good vs bad pitches. If you are aligning to English, this will be an important opportunity to teach students about persuasive devices.



17	Craft Your Pitch	We are learning to how to share our idea with potential investors through a pitch and slidedeck.	Use what you know to draft your pitch and slidedeck.	<ul style="list-style-type: none"> ▲ Final draft of pitch and slidedeck* 	Communication Project Management	<ul style="list-style-type: none"> ▲ The Pitch PowerPoint ▲ Pitching Template ▲ Feedback Cards 	<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. You may find it useful to stretch this lesson over 2 lessons to allow enough time to tackle in detail.</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 such as your Activator (in person or virtually) to provide feedback on their ideas.</p>
18-19	<i>These lessons have been left intentionally blank to enable students time to ready themselves for their showcase/ assessment submission.</i>						
20	How Do We Bend The Future?	We are learning to understand the importance of reflection.	Use your experience of the Activate program 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 Curiosity	<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 a share of \$20K+ in funding and support to launch their ideas into the real world.</p>



AUSTRALIAN CURRICULUM LINKS

English (Year 6)

- ^ [AC9E6LA04](#): understand that cohesion can be created by the intentional use of repetition, and the use of word associations
- ^ [AC9E6LA07](#): identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning
- ^ [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
- ^ [AC9E6LY03](#): analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences
- ^ [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

Humanities and Social Sciences (Year 6)

- ^ [AC9HS6K08](#): influences on consumer choices and strategies that can be used to help make informed personal consumer and financial choices
- ^ [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
- ^ [AC9HS6S03](#): evaluate information and data in a range of formats to identify and describe patterns and trends, or to infer relationships
- ^ [AC9HS6S05](#): develop evidence-based conclusions
- ^ [AC9HS6S06](#): propose actions or responses to issues or challenges and use criteria to assess the possible effects
- ^ [AC9HS6S07](#): present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions

Design and Technology (Year 5 & 6)

- ^ [AC9TDE6K05](#): explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions
- ^ [AC9TDE6P01](#): investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions
- ^ [AC9TDE6P02](#): generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools
- ^ [AC9TDE6P03](#): select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions
- ^ [AC9TDE6P04](#): negotiate design criteria including sustainability to evaluate design ideas, processes and solutions
- ^ [AC9TDE6P05](#): develop project plans that include consideration of resources to individually and collaboratively



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.





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