

FUTURE ANYTHING



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ACTIVATE 2024
UNIT OVERVIEW
START UP ENTERPRISE

FUTURE ANYTHING: ACTIVATE 2024 | START UP ENTERPRISE UNIT OVERVIEW

L	Title	Learning Goals	Success Criteria	Exit Ticket Portfolio Assessment items *	Future Capabilities	Key Activities	Teacher Tips and Advice
1	The Beginning	We are learning to understand the shape of the Future Anything Activate program through the exploration of the Driving Question. We are learning to understand the Future Capabilities that underpin the Activate program.	Use what you know to pitch an innovative, scalable and sustainable business idea that makes the world a better place. Use what you know to outline the Future Capabilities and identify when they are being used.	<ul style="list-style-type: none"> Mini challenge pitch Pre-Program Survey 	Communication Creativity Project Management	<ul style="list-style-type: none"> Collaborative archetypes quiz Mini Challenge Future Capabilities PPT Future Anything Pre-Program Survey 	The Collaborative archetypes activity is a great way to get students to reflect on their collaboration skills and preferences, as well as providing parameters for grouping. If they have previously completed an Activate course they may be familiar with this archetype, so try grouping students through another means like the 3 start up archetypes . The mini challenge is designed to throw students in the deep end, and realise what they don't know by doing, not talking. If this broad challenge seems too difficult, you can scaffold the task by giving each group one 99 Ideas card and one 99 Problems card (from the Catapult Cards decks) that they can use to generate their solution. Ensure all students complete the Pre-Program survey - this will help us feed back to you on their learning! You should also complete the Teacher Pre-Program Survey at this point.
2	The 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 poster and pitch Spheres of Influence worksheet (THT) 	Critical thinking Communication	<ul style="list-style-type: none"> Canva Video and Catalyst Map (Starter activity) Learner profile activities (student choice) Poster and elevator pitch Take Home Task – Spheres of Influence Interviews 	The Canva starter activity helps demonstrate to students the importance of connecting with their individual strengths, passions and interests. This lesson gives students a variety of possible activities, but you can supplement this list or choose specific activities. It 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. The pitch and poster activity may not suit your context, but sharing these insights is an important part of this step of the Odyssey. Make sure you provide time for students to share with others. The Spheres of Influence activity is a great way to help students gather 'problems' that exist in the world – this will be important in future lessons.
3	Entrepreneurs hip 101	We are learning to understand the role of entrepreneurship in business	Use what you know to investigate an Australian entrepreneur. Use what you know to identify what makes business ideas interesting.	<ul style="list-style-type: none"> Entrepreneur Mini Profile Anatomy of a Good Business Idea Scorecard 	Critical Thinking Curiosity	<ul style="list-style-type: none"> Read article and discuss importance of entrepreneurship to Australia Watch video about Australian entrepreneurs and complete an Entrepreneur Mini Profile Anatomy of a Good Business Idea PowerPoint and 	



						Scorecard activity	
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4-5	The role of innovation	We are learning to understand the main types of innovation We are learning to understand the link between entrepreneurship and innovation	Use what you know to summarise the four main types of innovation Use what you know to investigate an example of a disruptive entrepreneurial innovation	<ul style="list-style-type: none"> ^ Innovation Strategies Worksheet ^ Innovative Example Case Study 	Critical Thinking Communication	<ul style="list-style-type: none"> ^ Summarise the 4 innovation strategies in a table incremental, architectural, disruptive and radical. ^ Watch a video explaining the link between entrepreneurship and disruptive innovation ^ Research a disruptive innovation and present back as a case study 	
6	What matters (to me)?	We are learning to understand the conditions that make creativity and divergent thinking possible. We are learning to connect our lived experiences with problems that exist in the world.	Use what you know to choose the top three problems that you are passionate about solving. Use what you know to ensure your chosen problem is connected to your lived experience.	<ul style="list-style-type: none"> ^ Shortlist of problems ^ Problem Map 	Curiosity Critical Thinking Creativity	<ul style="list-style-type: none"> ^ Revisit the Business Wall - add problem examples from homework task and have students identify 2-3 problems they are interested in solving. ^ Problem Ideation PPT - ideating 50+ problems in the world. ^ Choosing 3-5 problems. ^ Using Choosing your Problem Matrix to check alignment with self. 	At Future Anything, we believe the 'secret sauce' of entrepreneurship education is choosing problems that connect to our passions and lived experiences. This lesson and the problem matrix are important in guiding students to choose issues that they care about personally, not the problems they think they should choose or the ones that their friends are interested in. Encourage students to continually check in with themselves – are they excited about the problem? If not, they should choose something else. The 'problems' from this activity do not have to be major global issues, like homelessness. The purpose of the lesson is to connect students with the idea of businesses solving problems for the customers – including problems like getting food delivered to their homes, or managing their finances. Try to keep your students grounded (although, keep in mind that they are welcome to explore social enterprises if that fits with your school context).
7	Why does it matter?	We are learning to understand the causes, consequences, scope and impact of a chosen problem. We are learning to understand the other solutions nationally and internationally that tackle the chosen problem.	Use what you know to determine a refined problem to focus on. Use what you know to explain how other businesses solve your chosen problem.	<ul style="list-style-type: none"> ^ 5 Whys Template ^ Horizon Scan Template ^ Problem Statement 	Innovative Problem Solving Critical Thinking	<ul style="list-style-type: none"> ^ Group Formation - use problems you want to solve as a catalyst to form groups. ^ 5 Whys Template ^ Working as a group, complete the Horizon Scan document: ^ Optional - Problem Statement. 	<p>The initial activity asks students to group based on shared interest in a problem. Reassure students that these groups don't have to stay fixed, and strongly encourage them to choose based on interest, not friendship. The 5 Whys is a technique designed to get to the root cause of a given problem. For the 5 Whys, an imperfect statement about the problem is fine (e.g. Kids need a way to get to school).</p> <p>The Horizon Scan is designed to ensure students 'look up' and consider what is already out there. They will complete a more detailed competitor analysis later – the focus of this activity is</p>



						understanding their problem more broadly. The Problem Statement activity is optional, and helps students develop a more specific user needs statement after the 5 Whys activity. This can be challenging, but is a worthwhile activity to get students to focus in on a refined challenge.	
8	What could we do about it?	We are learning to understand the conditions that make creativity and divergent thinking possible. We are learning to understand how to prototype an idea in order to gain feedback.	Use what you know to ideate 50+ possible products for your market. Use what you know to develop prototypes for your top ideas.	<ul style="list-style-type: none"> Two prototypes with peer feedback 	Creativity Communication	<ul style="list-style-type: none"> Solutions Ideation PPT. Prototype top 2 ideas using hero sketch or a storyboard. Speed Dating - present prototypes to peers for feedback/vote. 	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. It can be helpful to switch things up by using the Ideation Worksheet rather than post-it notes. Feedback is essential at this stage. If you run out of time for effective 'speed dating', ensure the Take Home Task is a key focus.
9	Teamwork makes the dreamwork	We are learning to understand the expectations and requirements of the assessment task. We are learning to use project management skills to set up 'norms' which create a healthy environment for collaboration.	Use what you know to develop a Project Management Plan.	<ul style="list-style-type: none"> Project Management Plan 	Project Management Communication	<ul style="list-style-type: none"> Unpack assessment here. Stinky Fish Activity Project Management PPT Project Management Plan 	<p>This is an opportunity to introduce the assessment task for this unit. Examples are provided for you to use or adapt depending on your context. Even if you introduced the assessment earlier in the unit, it is worthwhile completing the 'Stinky Fish' activity now to ensure students fully understand the task.</p> <p>The Project Management Plan is designed to set up team norms, as well as map out the various parts of the project. You may want to codesign this with students. It would also be an excellent opportunity to use online collaboration software here, such as Trello, Asana, Monday or Notion.</p> <p>This lesson is an opportunity for you to 'branch' the remaining learning, with group members choosing portfolios (e.g. product design, finances, marketing) to dig into on their own. You could run the rest of the program asynchronously, and draw in mini lessons for those group members who are exploring each focus.</p>
10	Are we different?	We are learning to understand the importance of differentiation in attracting customers.	Use what you know to analyse your competitive environment. Use what you know to develop your points of difference for your prototype/s.	<ul style="list-style-type: none"> Competitor Analysis Point of Difference canvas 	Critical Thinking Innovative Problem Solving	<ul style="list-style-type: none"> Complete Competitor Analysis canvas (similar to USP Analysis) looking at PODs of key competitors. Points of Difference PPT Points of Difference Canvas 	<p>The competitor analysis builds on the earlier Horizon Scan, but this time the focus is on identifying businesses that are more direct competitors. This is another opportunity to sense check student ideas and direct them towards unique solutions (Hint: Rather than tell them the idea exists, ask what comes up when they Google their idea!).</p> <p>The Points of Difference categories are the ones we use at Future Anything, but you may want to link this content into a broader discussion about differentiation, the 7Ps of marketing, or similar. Plenty of opportunities to add depth here.</p>



11	How do we know it will work?	We are learning to evaluate our proposed solutions by considering how they solve the chosen problem, and their business model.	Use what you know to identify and explain how your solution solves the chosen problem. Use what you know to choose the most viable pretotype to pursue.	<ul style="list-style-type: none"> ^ Does it solve our problem? Worksheet ^ Business Model Worksheet 	Critical Thinking Innovative Problem Solving	Does it solve our problem? Examples and worksheet Business models worksheet Deciding on a prototype to pursue.	This lesson asks students to evaluate their proposed solutions further, asking them to call back to the problem they set out to tackle, and thinking about how their business will function and make money. Lots of student ideas skip any thought of revenue generate and playing to their strengths, so this is an important discussion point to sense check their solutions and help them choose the best one to pursue.
12-13	Prototyping	We are learning to understand the importance of market research and connecting with customers. We are learning to understand how to use prototypes to test ideas in the market.	Use what you know to create a Customer Persona about your target market. Use what you know to create a prototype that is ready to test.	<ul style="list-style-type: none"> ^ Customer Persona canvas ^ Updated Prototype 	Creativity Innovative Problem Solving Communication	<ul style="list-style-type: none"> ^ Customer vs User PPT ^ Customer Persona Worksheet ^ Prototyping PowerPoint 	<p>This lesson begins by examining target audiences via asking groups to create a Customer Persona. You may want to extend the discussion into a deeper exploration of target markets, segmentation and positioning here (note: promotion is explored at length in the Booster modules).</p> <p>This lesson also prompts students to take their initial pretotypes and turn them into a more fully formed prototype. You can lean right into the prototyping here, or you can choose to keep the prototyping aspect simple and just have students create more detailed sketches or storyboards. The Prototype Matrix is a great tool for helping students (and you!) decide on the complexity they are comfortable with.</p>
14-15	How can we test it?	We are learning to understand the importance of testing a prototype with potential customers, users or beneficiaries.	Use what you know to gather feedback about your prototype.	<ul style="list-style-type: none"> ^ Prototype Feedback Template* 	Communication Adaptive Mindset	Prototype Feedback Template	<p>Ensure feedback is a focus of this lesson. The Prototype Feedback template is a guideline, but you may want to develop additional processes to support this function.</p> <ul style="list-style-type: none"> ^ Pinnacle Activity 3: Have your Activator/other external mentors provide feedback about the prototypes. This can encourage students to choose creative solutions.
16-17	How can we launch and scale?	We are learning to understand the key decisions necessary to create business viability.	Use what you know to set your prices and determine how your profit will be allocated. Use what you know to plan how to get your product or service to market.	<ul style="list-style-type: none"> ^ Financially Fit Workbook ^ Completed Roadmap 	Project Management Innovative Problem Solving	<ul style="list-style-type: none"> ^ Financially Fit Workbook ^ Roadmap to Success 	<p>The Financially Fit workbook provides some scaffolding to support students to determine their costs, recommended retail price and projected profit. You may want to supplement this information with additional resources, and/or have students complete these activities using spreadsheeting software or similar. You may also want students to develop a short business plan at this point.</p> <p>The Road Map asks students to consider a wide variety of questions in the lead up to launching their business and beyond. The Finance booster (below) can help to support this activity.</p> <ul style="list-style-type: none"> ^ Pinnacle Activity 4: Have students present their financials to



							an external person, like your Activator. This could be via a short pitch with an 'Ask' and accompanying calculations.
B1	Booster module 1: Finance deep dive						
B1.1	Sources of funding for entrepreneurs	We are learning to understand the appropriate sources of funds for a start-up business.	Use what you know to evaluate the most appropriate sources of funds for your business.	A decision on which funding options to take in the early days Seek sponsorship, apply for a grant or start a crowd-funding campaign	Critical Thinking Adaptive Mindset	Students learn how to start small and scale up. Seek sponsorship, apply for a grant or start a crowd-funding campaign.	These activities can help support some of the questions in the Road Map activity (Lessons 13-14). You might consider asking representatives from your local angel investor clubs or someone associated with grant funding to provide additional insight here.
B1.2	The nitty-gritty: Regulation and compliance	We are learning to understand the regulation and compliance necessary to create business viability. We are learning to understand the various operational resources required to run a business.	Use what you know to ensure you set your business up correctly from the start. Use what you know to access the right resources to run your business.	Exploring the different resources at your disposal	Critical Thinking Adaptive Mindset	Students explore the nitty-gritty around regulation and compliance and the operational resources available to them.	This is a beginning stage of investigating compliance and regulations – students may need additional support and advice if you are wanting them to start their business at this stage.
18-19	How do we get noticed?	We are learning how businesses can manipulate their marketing mix. We are learning to brand and market our ideas to attract our target customer.	Use what you know to create your brand and content strategy. Use what you know to develop an elevator pitch for your business.	▲ Marketing Canvas	Communication Project Management Creativity and Innovation	▲ Marketing Canvas ▲ Creating marketing collateral ▲ Elevator Pitch	The Branding Scaffold provides support for students to create their business name, logo and tagline. You may wish to expand on this, especially if students have graphic design skills. Access to Canva (free for students) is a great way to enhance this aspect. This lesson asks students to develop marketing strategies including choosing marketing channels and planning content. You may wish to supplement this exploration with the 4Ps of marketing (additional examples and resources are provided). There are several booster lessons that build on this marketing content – they can be explored in any order. This unit does not focus strongly on a 'Pitch' as the assessment is an assignment, however there is a strong argument for the need for entrepreneurs to feel confident pitching their ideas (and it's an important part of the Future Anything Finals). This lesson prompts students to complete an 'Elevator Pitch', but it's highly recommended you also take students through the

							<p>'Pitching' booster (Booster 5) so they can develop a persuasive pitch.</p> <p>▲ Pinnacle Activity 5: Have students present their pitch to an authentic audience, for example investors, local and state government representatives and other decision makers. This can be as a practice activity or as part of your school Showcase. Have students invite 2-3 people they feel could positively impact their business (e.g. via investment, advice, partnerships etc.).</p>
B2	Booster module 2: Marketing deep dive						
B2.1	Lean marketing	We are learning to understand the lean marketing process. We are learning to understand how to conduct guerrilla marketing.	Use what you know to explore lean marketing strategies. Use what you know to create a guerrilla marketing campaign.	A guerrilla marketing campaign	Creativity and Innovation Communication Problem solving	Students learn what lean marketing is. Students develop a guerrilla marketing campaign.	This lesson can be explored independently from the other lessons in this booster.
B2.2	Social media marketing	We are learning to select data and information relating to social media to analyse the four Cs. We are learning to understand how to create a social media marketing campaign.	Use what you know to analyse the four Cs of social media marketing. Use what you know to create your own social media campaign.	Analysis of a social media post Creation your own social media campaign	Critical Thinking Communication Creativity and Innovation	Students learn about the four Cs and analyse a social media campaign. Students create their own social media campaign.	This lesson links directly to the Marketing Canvas in Lesson 15-16. Consider the access students have to social media in your school context.
B2.3	Landing page	We are learning to understand how to create a landing page.	Use what you know to create a landing page.	Create a landing page	Critical Thinking Communication	Students learn about a call to action (CTA) and create a landing page for their business.	This lesson is linked to the Call to Action in Booster 2.2.
B2.4	Video brand collateral	We are learning to understand how video brand collateral supports the sales and marketing of a product or service.	Use what you know to analyse viral video brand collateral. Use what you know to create video brand collateral that could be used to support the sales and marketing of a product or service.	Let's go viral with video analysis 1-minute total TikTok or YouTube video	Critical Thinking Communication Creativity and Innovation	Students analyse what makes a video go viral. Students create their own video brand collateral with TikTok or YouTube Shorts.	This lesson can be explored independently from the other lessons in this booster. Consider access to social media and video in your school context.

		We are learning to use different platforms to create brand collateral.					
B3	Booster module 3: Pitching						
B3.1	The Perfect Pitch	We are learning to understand the structure and delivery of a persuasive pitch	Use what you know to draft your pitch and slidedeck.	Final draft of pitch and slidedeck.	Communication Project Management	<p>Students analyse one of the Future Anything Grand Final Pitch Videos.</p> <p>Students go through The Pitch PPT, uses the Future Anything Pitch Cheat Sheet and complete the PPPPA Pitching Template.</p> <p>Students create a slidedeck. Students gain feedback.</p>	<p>This unit does not focus strongly on a 'Pitch' as the assessment is an assignment, however there is a strong argument for the need for entrepreneurs to feel confident pitching their ideas (and it's an important part of the Future Anything Finals).</p> <p>Use this booster to support students to create a persuasive pitch.</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. All Activate students can apply for the Future Anything National Finals to be in with the chance of winning the funding and support to launch their ideas into the real world. Application close at the end of Term 3.</p>



CURRICULUM LINKS

Economics and Business (Year 9) – Australian Curriculum V9

- ^ [AC9HE9K04](#): processes that businesses use to create and maintain competitive advantage, including the role of entrepreneurs
- ^ [AC9HE9K05](#): how individuals and businesses manage consumer and financial risks and rewards
- ^ [AC9HE9S02](#): locate, select and analyse information and data from a range of sources
- ^ [AC9HE9S03](#): interpret information and data, explaining economic and business issues, trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts
- ^ [AC9HE9S05](#): create descriptions, explanations and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge research findings

Economics and Business (Year 10) – Australian Curriculum V9

- ^ [AC9HE10K05](#): processes that businesses use to manage the workforce and improve productivity, including the role of entrepreneurs
- ^ [AC9HE10K03](#): factors that influence major consumer and financial decisions, and the short- and long-term consequences of these decisions
- ^ [AC9HE10S02](#): locate, select and analyse information and data from a range of sources
- ^ [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
- ^ [AC9HE10S05](#): create descriptions, explanations and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge and research findings

Design and Technologies (Year 9-10) – Australian Curriculum V9

- ^ [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



CURRICULUM LINKS

collaboratively manage projects, taking into consideration time, cost, risk, processes and production of designed solutions



CURRICULUM LINKS

Sustainability (CCP) – Australian Curriculum V9

- ^ **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.

Senior Business Curriculum

- ^ This unit of work aligns to both the General Business and Applied Business subjects offered in Queensland, as well as similar senior subjects in other states and territories.
- ^ It is particularly useful to run as in a Year 10 context as an introduction to senior secondary, allowing clear alignment with curriculum objectives through a novel lens.
- ^ If you need assistance mapping this unit to senior curriculum in the Year 10-12 context, please contact your school relationship manager or email hello@futureanything.com





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