



# The Future Anything Challenge | Impact 2030 Unit Overview

Choose one of the UN Sustainable Development Goals and design a bold idea that helps the world get closer to achieving it by 2030.



FUTURE ANYTHING

Lesson	Learning Goals	Success Criteria	Capabilities	Key Activities
Lesson 1 The Beginning	We are learning to use creative thinking whilst working with others.	Use what you know to complete a Design Challenge and share your creation with peers.	Creative Thinking	<ul style="list-style-type: none"> <li><input type="checkbox"/> Guide students through the Design Challenge Activity; a creative thinking and collaboration challenge where students work in teams to tackle a problem connected to a Sustainable Development Goal. The Challenge Cards can be randomly provided to students for this activity.</li> <li><input type="checkbox"/> Facilitate a debrief with student teams of the skills and capabilities used during the Amazing Race.</li> </ul>
Lesson 2 Build a Learner Profile	We are learning to develop a deeper understanding of who we are, our interests, values, and passions, and reflect on how these connect to potential social impact.	Use what you know to complete a learner profile or "About Me" quiz to clearly describe strengths, interests, and values.	Curiosity	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have students log into their Zing profile, then complete the learner profile activities (or a non-Zing alternative).</li> <li><input type="checkbox"/> Ensure each student completes the Pre-Program Capabilities survey.</li> </ul>
Lesson 3 Global Issues	We are learning to identify global issues and understand the role of the Sustainable Development Goals in addressing global issues.	Use what you know to share your knowledge of global issues, and the questions you have about them.	Curiosity	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use one of the videos provided to begin exploring the state of the world, and related global issues, with students.</li> <li><input type="checkbox"/> Complete a See, Think, Wonder gallery walk with the provided image prompts. This activity will help students apply their curiosity to global issues.</li> <li><input type="checkbox"/> Students research a 'Wonder' question from the previous activity; learning more about a specific global issue.</li> </ul>
Lesson 4 What Matters to Me?	We are learning to explore themes connected to the SDGs, and choose a theme of personal interest.	Use what you know to investigate problems and solutions connected to people, planet, prosperity, peace, and partnership.	Curiosity	<ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce the UN Sustainable Development Goals to students.</li> <li><input type="checkbox"/> Explore the five key themes behind the UN SDGs People, Planet, Prosperity, Peace, Partnership with students through a series of station activities.</li> <li><input type="checkbox"/> Have students rank each of these five themes in order of personal preference.</li> </ul>
Lesson 5-6 Impact Gaps	We are learning to use our research and evaluation skills to understand global issues.	<p>Use what you know to choose a Sustainable Development Goal, and a target within it, that you are curious about.</p> <p>Use what you know to research a target within a Sustainable Development goal, and determine the effectiveness of existing solutions.</p>	Critical Thinking	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students form teams and select an SDG (and a target within that SDG) to focus on.</li> <li><input type="checkbox"/> Students complete an Impact Gaps Canvas, exploring the problem represented by their target, the existing solutions, and the gaps in these solutions.</li> <li><input type="checkbox"/> From their research, students identify the most pressing opportunity for change within their SDG. This becomes the key problem they will focus on across the unit.</li> </ul>
Lesson 7 Sharing What Matters	We are learning to communicate our research in a way that showcases our creativity.	Use what you know to create an infographic, or write and film a news report, that summarises your research into a Sustainable Development Goal.	Communication	<p><b>Learning Peak: Communicating Research Findings</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Option 1 - Base Level: Students use the Infographic Exemplar and Infographic Planner to build a visual representation of the key findings from research they completed in the last lesson</li> <li><input type="checkbox"/> Option 2 - Level Up: Students use the News Report Planner to build an Investigative News Report to convey the findings from their research</li> </ul>



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Lesson 8-9 Solution Ideation	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.	Creative Thinking	<ul style="list-style-type: none"> <li><input type="checkbox"/> Using the Solution Ideation PowerPoint, explore Methods for Making an Impact with students, and have students match the solutions they have found through research to each method.</li> <li><input type="checkbox"/> Students engage in research and ideation around each of the Methods for Making an Impact, developing up to fifty possible solution ideas.</li> </ul>
Lesson 10 How do we know it will work?	We are learning to use convergent thinking to choose our strongest ideas, evaluate them, and use feedback as fuel to improve them.	<p>Use what you know to determine if your ideas are innovative and impactful.</p> <p>Use what you know to prototype and share two possible solutions.</p>	Critical Thinking	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students identify their Top 20 solution ideas from the previous lesson that are both impactful and innovative.</li> <li><input type="checkbox"/> Using the Innovation and Impact Matrix, students plot their Top 20 solution ideas to determine how innovative and impactful they are. Then, they select their Top 2 ideas to develop further.</li> <li><input type="checkbox"/> Students build prototypes of their Top 2 ideas and gain peer feedback.</li> </ul>
Lesson 11 How Can We Test It?	We are learning how to use feedback as fuel to enhance our ideas.	<p>Use what you know to gather purposeful feedback from beneficiaries, customers, or experts.</p> <p>Use what you know to update or adapt your idea based on feedback.</p>	Agility	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students use the Prototype Feedback Booklet to prepare their approach to feedback in this lesson.</li> <li><input type="checkbox"/> Students engage in feedback rounds with your school's Activator or Mentor/s, and any other school staff or community guests you have invited to support students with feedback and advice.</li> <li><input type="checkbox"/> After the feedback rounds are complete, students select their Top Idea to develop further in the rest of the unit.</li> </ul>
Lesson 12 Prototyping	We are learning to use prototypes to convey an idea.	Use what you know to create a prototype of your idea.	Action	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students select a method for their prototype from the Prototyping Examples PowerPoint</li> <li><input type="checkbox"/> Now, it's time for students to create a prototype of their solution.</li> <li><input type="checkbox"/> Following the creation of prototypes, students make a plan to test their prototype with beneficiaries, potential customers or users, or collaborators.</li> </ul>
Lesson 13 Impact Mapping	We are learning to understand how our solution makes an impact.	<p>Use what you know to plan the actions, outcomes, and impact of your solution.</p> <p>Use what you know to create a timeline of how your solution will create an impact over time.</p>	Critical Thinking	<ul style="list-style-type: none"> <li><input type="checkbox"/> To kick off the thinking for the lesson, students ideate all the things their solution does to solve their problem, and all the benefits of their solution for the beneficiary.</li> <li><input type="checkbox"/> Using Post-It Notes (and with reference to the Impact Mapping Exemplar), students map out the actions, outputs, goals, and impact of their solution.</li> </ul> <p><b>Learning Peak: Impact Mapping &amp; Prototype</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Option 1- Base Level: To bring their thinking together and plan for their ambitious vision for impact, students create a solution timeline and present this, with their prototype, to peers or other audiences for feedback.</li> <li><input type="checkbox"/> Option 2 - Level Up: Alternatively, students go deeper by creating a theory of change and presenting this, along with their prototype, to peers or other audiences for feedback.</li> </ul>
Lesson 14	<p>We are learning to understand the norms that underpin effective teamwork.</p> <p>We are learning to understand how to plan our project and assign roles and due dates.</p>	<p>Use what you know to create a complete a project contract.</p> <p>Use what you know to map out your approach for the remainder of the project.</p>	Action	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the end point of the unit with students: The UN Summit of the Future. See the UN Summit of the Future Guide for details.</li> <li><input type="checkbox"/> Students explore their team dynamics through the Project Plan document and Project Plan Powerpoint.</li> <li><input type="checkbox"/> Students map out the tasks required for their assessment on the Project Plan document (including how the modules below will be tackled).</li> </ul>

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<p>The rest of the unit is divided into modules that tackle various parts of the final product. You can choose to plug and play as written, or pick and choose the topics and activities that best suit your cohort and assessment needs. These modules can also be entirely student-led – simply provide the modules and the accompanying resources to your students and they can choose which aspects to tackle.</p>				
<p><b>Module 1: Presentation</b></p>	<p>We are learning to understand the structure and delivery of a persuasive presentation.</p>	<p>Use what you know to draft a powerful and compelling presentation for the UN Summit of the Future.</p>	<p>Communication</p>	<p>Key Activities</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create an elevator pitch and practice it with your peers for quick feedback.</li> <li><input type="checkbox"/> Plan and draft a presentation script using the Presentation Template, focusing on the body of your presentation (problem, solution, impact).</li> <li><input type="checkbox"/> Use the Presentation Tips and Tricks document to help level up the language and other techniques used in the pitch and complete the Ask and Opening.</li> </ul> <p>Deeper Dives (optional)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Share your pitch with another team, using the Presentation Bingo Template to identify points for which you can provide feedback. Swap, and gain feedback from the other team.</li> </ul>
<p><b>Module 2: Branding + Marketing</b></p>	<p>We are learning how to brand and market our ideas to attract our target customer.</p>	<p>Use what you know to develop a ‘mood board’ that captures your brand identity and customer. Use what you know to develop branding collateral to support your business idea.</p>	<p>Creative Thinking</p>	<p>Key Activities</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use the Brand Identity PowerPoint to learn more about building a brand identity.</li> <li><input type="checkbox"/> Create a physical or digital ‘mood board’ that captures your brand inspiration and target customer.</li> <li><input type="checkbox"/> Use the Create Your Brand document to build your brand name, logo, colours and other brand visuals.</li> </ul> <p>Deeper Dives (optional)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learn more about the 4Ps of marketing then complete the Marketing Summary.</li> <li><input type="checkbox"/> Create marketing materials (brochure, ads, business cards or similar).</li> </ul>
<p><b>Module 3: Proposal Page</b></p>	<p>We are learning to understand the structure and creation of a Proposal Page.</p>	<p>Use what you know to create a clear and visually appealing proposal page to support your presentation at the UN Summit of the Future.</p>	<p>Communication</p>	<p>Key Activities</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use the Proposal Page Inspiration PowerPoint to get ideas for what your proposal page can look like.</li> <li><input type="checkbox"/> Create your proposal page, highlighting key information about your problem, solution, impact, and ask in a visually appealing way.</li> </ul> <p>Deeper Dives (optional)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Test your proposal page with an audience to gain feedback, and adapt it if necessary.</li> <li><input type="checkbox"/> Use the Roadmap – Product or Roadmap – Service to map out your approach to launch. Focus on the ‘plan’ and ‘launch’ columns.</li> </ul>
<p style="text-align: center;"><i>Use this time to run the final Learning Peak for the unit - your UN Summit of the Future. Refer to the ‘UN Summit of the Future Guide’ in Lesson 14 to assist with your planning of this celebration of learning.</i></p>				

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Lesson 20 How can we bend the future?	We are learning to understand the importance of reflection in transferring learning.	Use what you what you know to explain what went well, what didn't go well and what you would do differently to improve.	Agility	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have students log into Zing and complete the Capabilities Check Out survey.</li> <li><input type="checkbox"/> Have students complete The Denouement reflection (or choose your own reflection activities).</li> <li><input type="checkbox"/> Ensure students complete their application for The Future Anything Challenge Finals.</li> </ul>