



The [X] Challenge | Social Enterprise Primary Unit Overview

Build an innovative social enterprise where profit powers real-world impact.



| Lesson | Learning Goals | Success Criteria | Capabilities | Key Activities |
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| Lesson 1 The Beginning | <p>We are learning to understand the shape of The[X] Challenge program through the exploration of the Driving Question.</p> <p>We are learning to understand the Capabilities that underpin the [X]Challenge program.</p> | <p>Use what you know to understand the purpose of The [X] Challenge program.</p> <p>Use what you know to understand and explain the Capabilities needed for the mission.</p> | Curiosity | <ul style="list-style-type: none"> <input type="checkbox"/> Guide students through the 'super hero mission' activity using the resources provided. <input type="checkbox"/> Complete a Capability Challenge by setting up 6 stations for students to rotate through. You can choose from the activities on the Capability Choice Board. Students won't know the capability that is linked to their station – they need to guess. |
| Lesson 2 Build a Learner Profile | <p>We are learning to build a profile to help us understand who we are; our strengths and weaknesses; likes and dislikes.</p> <p>We are learning to appreciate how our past has informed our present; creating personalised areas of expertise and authenticity.</p> | <p>Use what you know to build a learner profile showcasing strengths, weaknesses, likes and dislikes.</p> <p>Use what you know to identify how past experiences shape your lived experience today.</p> | Curiosity | <ul style="list-style-type: none"> <input type="checkbox"/> Use the Knowing Me PowerPoint to guide students through reflecting on their passions, lived experiences, problems and connections. <input type="checkbox"/> Have students log into their Zing profile, then complete the learner profile activities (or complete the analogue Learner Profile activity) <input type="checkbox"/> Ensure each student completes the Pre-Program Capabilities survey |
| Lesson 3 Business for Good | <p>We are learning to understand the different types of Social Enterprise that exist.</p> <p>We are learning to understand the purpose and intention of a Social Enterprise</p> | <p>Use what you know to categorise different types of Social Enterprise.</p> <p>Use what you know to understand the purpose of a Social Enterprise</p> | Critical Thinking | <ul style="list-style-type: none"> <input type="checkbox"/> Help students to unpack the difference between charities, businesses and social enterprises, then ask students to categorise the examples. <input type="checkbox"/> Students will act as 'Social Enterprise Detectives' to investigate as many examples of social enterprises as they can. |
| Lesson 4 Problem Ideation | <p>We are learning to connect our lived experiences with global issues.</p> <p>We are learning to find existing problems or issues that impact us or others.</p> | <p>Use what you know to ideate problems you are passionate about solving.</p> <p>Use what you know to ideate problems you are connected to in your lived experience</p> | Creative Thinking | <ul style="list-style-type: none"> <input type="checkbox"/> Use the Problem Ideation PowerPoint to guide students through a variety of ideation strategies to create a list of 50+ possible problems <input type="checkbox"/> Sift and Sort problems using the Problem Selection Matrix to choose one problem to explore in the next lesson, then support them to form groups of 1-4 around the same chosen problem. |
| Lesson 5-6 Getting to the Root Cause | <p>We are learning to describe the causes and consequences of a chosen problem.</p> <p>We are learning to celebrate and showcase our chosen problem.</p> | <p>Use what you know to identify the causes and consequences of a chosen problem.</p> <p>Use what you know to choose a problem that matters to you and explain why it is important.</p> | Critical Thinking | <ul style="list-style-type: none"> <input type="checkbox"/> Watch the Root Cause Analysis Video <input type="checkbox"/> Use the Root Cause Analysis PowerPoint to guide students through completing a root cause tree for a chosen problem, and choosing a root cause to tackle. <p>Learning Peak</p> <ul style="list-style-type: none"> <input type="checkbox"/> Option 1: Have students create an 'Awareness Poster' to visually represent their problem and share with their peers. <input type="checkbox"/> Option 2: Students complete a speech to support deeper thinking about the problem <input type="checkbox"/> Option 3: Students create a newspaper article or news report video about their problem |
| Lesson 7 Solution Ideation | <p>We are learning to understand the conditions that make creativity and divergent thinking possible.</p> | <p>Use what you know to ideate 50+ possible solutions to your problem.</p> <p>Use what you know to pretotype two possible solutions</p> | Creative Thinking | <ul style="list-style-type: none"> <input type="checkbox"/> Use the Solution Ideation PowerPoint to guide students through ideating 50+ possible solutions to their chosen problem. <input type="checkbox"/> Guide students two choose 3 ideas to pretotype – their top 2 ideas and a crazy idea. <input type="checkbox"/> Then, have students create a Post-it note pretotype for these 3 ideas. |



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| Lesson 8 Are we different? | We are learning to evaluate our proposed solutions by considering their unique features, complexity and originality. | Use what you know to level up a product with points of difference Use what you know to select your most innovative product as your top idea | Critical Thinking | <input type="checkbox"/> Use the 'Stand Out or Same' cards to explore differentiation. <input type="checkbox"/> Then, use the Points of Difference PowerPoint to unpack the 4 key categories that are used to level up ideas. Students level up the Top 2 Ideas by applying the four categories. <input type="checkbox"/> Have students rotate around other groups as a POD Expert, giving feedback on the different categories. |
| Lesson 9 Prototyping | We are learning to understand how to use prototypes to test ideas in the market. | Use what you know to create a prototype. | Communication | <input type="checkbox"/> Introduce the purpose of prototyping and different ways to prototype using video, discussion and PowerPoint resources. <input type="checkbox"/> Have students use the Prototyping Matrix to choose and build a Prototype. |
| Lesson 10 + 11 How can we test it? | We are learning to test our ideas. We are learning to give and receive feedback on a solution to a problem. | Use what you know to share your idea and use feedback to improve and refine your thinking. | Creative Thinking | <input type="checkbox"/> Have students design questions for a customer survey to gain feedback and level up by choosing activities from a 'traction menu'. Learning Peak Choose an option for completing an Elevator Pitch and accessing mentoring and feedback. <input type="checkbox"/> Option 1 - Base Level: Individual Mentoring (30 mins) <input type="checkbox"/> Option 2 - Level Up: Speed Mentoring Rounds (60 mins) |
| Lesson 12 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 shape and complete a Project Management task list that aligns with the requirements of your task. Use what you know to make a pledge for creating a healthy environment for collaboration. | Action | <input type="checkbox"/> Use the Project Management Document to walk teams through the project mission, team organisation, team norms, conflict resolution and the team agreement. |
| Lesson 13 + 14 Branding and Marketing | We are learning to brand and market our ideas to attract our target customer | Use what you know to identify your target customer and what makes a strong brand. Use what you know to design a brand name, logo, slogan and colour scheme. | Creative Thinking | <input type="checkbox"/> Use the Brand Match handout to explore different brands, and ask students to list their favourite and least favourite brands. Then, use the Brand Identity PowerPoint to explore logos, colours, imagery and typography. <input type="checkbox"/> Have students build a Vision Board that captures the colour schemes, values and buzz words and slogans that appeal to them. They can build their vision board directly in the PowerPoint, or using Canva, Pinterest or physical collage materials. <input type="checkbox"/> Students then use the Create Your Brand document to guide them through creating a name, logo, colour scheme and slogan or tagline. <input type="checkbox"/> Students can then begin developing a branded slide deck |
| Lesson 15 How can we launch? | We are learning to understand what resources we need to launch our business | Use what you know to set prices and allocate profit. | Action | <input type="checkbox"/> Watch the video to help students learn more about profit, then have them work through the Financially Fit document to calculate their costs, set a sale price, and estimate their profit. <input type="checkbox"/> Have students use the Roadmap to Launch to explore how they will get their idea to launch and beyond. |
| Lesson 16 The Pitch | We are learning to understand the structure and delivery of a pitch. | Use what you know to structure and draft a pitch. | Communication | <input type="checkbox"/> Use one of the previous Grand Final Pitches to investigate the structure of a persuasive pitch. <input type="checkbox"/> Have students create a skeleton plan for the pitch, outlining what they will include in the problem, solution, points of difference and plan sections. |

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| Lesson 20 How can we bend the future? | We are learning to understand the importance of reflection. | 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"> <input type="checkbox"/> Have students log into Zing and complete the Capabilities Check Out survey. <input type="checkbox"/> Have students complete The Denouement reflection (or choose your own reflection activities) <input type="checkbox"/> Ensure students complete their application for The [X] Challenge Finals. |