



The Future Anything Challenge | Market Boss Unit Overview

Turn trash into treasure by designing and selling a sustainable product at your school's pop-up market.



FUTURE ANYTHING

Lesson	Learning Goals	Success Criteria	Capabilities	Key Activities
Lesson 1 The Beginning	We are learning to understand the different types of markets and market stalls that exist and how they contribute to the economy.	Use what you know to identify the features of local markets.	Curiosity	<ul style="list-style-type: none"> <input type="checkbox"/> Plan an excursion to the market and create an opportunity for students to experience a local market through a critical thinking and curiosity lens. <input type="checkbox"/> Perform a Market Stall Analysis to unpick the key features.
Lesson 2 The Mission & Capabilities	We are learning to understand and recognise the key elements of the Market Boss Mission, and the Future Anything capabilities. We are learning to build a learner profile.	Use what you know to begin to understand the capabilities that will be needed for the Market Boss Mission. Use what you know to create a learner profile.	Curiosity	<ul style="list-style-type: none"> <input type="checkbox"/> Students will be introduced to the Mission of the Market Boss program. <input type="checkbox"/> Referencing the Future Anything Capabilities, students will take part in a capability matching activity. They will identify the capabilities required for the success of the project. <input type="checkbox"/> Students will build a Learner Profile through the online Zing platform.
Lesson 3 Sustainable Solutions	We are learning to understand that sustainability can be linked to environmental, social, and economic issues. We are learning to understand how different products and different materials are more sustainable than others.	Use what you know to explain the term sustainability and how it affects future generations. Use what you know to research sustainable solutions across a range of materials.	Critical Thinking	<ul style="list-style-type: none"> <input type="checkbox"/> Through videos, discussion and personal connection students will explore the term 'sustainability' in depth, considering the social, environmental and economic impacts. <input type="checkbox"/> Collectively, students will take part in some deep research answering sustainability questions. This will include finding sustainable solutions across a range of materials and then presenting findings back to their peers.
Lessons 4-5 Wall Of Trash	We are learning to understand the different types of materials available to us. We are learning to understand the life cycle of an everyday product and how this relates to business and sustainability.	Use what you know to build a 'Wall of Trash' showcasing the materials that could be used for upcycling. Use what you know to explain the life cycle of a product through an infographic	Critical Thinking Creative Thinking	<ul style="list-style-type: none"> <input type="checkbox"/> This is a creative opportunity to build a 'Wall of Trash' which will encompass a wide range of materials and inspiration for the young entrepreneurs. It visually showcases resources available for the project. <p>Learning Peak 1- Life Cycle of a Product</p> <ul style="list-style-type: none"> <input type="checkbox"/> Option 1: Complete a Digital Infographic for the life cycle of a product. <input type="checkbox"/> Option 2: Complete an analogue life cycle display.
Lesson 6 Our Market & Customer Personas	We are learning to understand the details of our school market day. We are learning to understand who the audience for our market might be.	Use what you know to establish the parameters of your school market day. Use what you know to create customer personas.	Critical Thinking	<ul style="list-style-type: none"> <input type="checkbox"/> Logistics around the market day and stall will be discussed with questions answered. <input type="checkbox"/> Students will start to consider the potential customers by creating Customer Personas.



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Lesson 7 What Can We Do About it?	We are learning to understand the conditions that make creativity and divergent thinking possible.	Use what you know to ideate possible products for customer personas.	Creative Thinking	<ul style="list-style-type: none"> <input type="checkbox"/> Ideation - Students will come up with ideas of products to meet the needs of their customers. <input type="checkbox"/> During the sift and sort activity, students will need to 'scale' their top 5 ideas against the sustainability score, before finalising their top 2 ideas. <input type="checkbox"/> Students form their business teams.
Lesson 8 How Do We Know it Will Work?	<p>We are learning to understand the importance of products having a clear point of difference.</p> <p>We are learning to use our research to inform how we create and develop our product.</p>	<p>Use what you know to find the clear points of difference for your product.</p> <p>Use what you know to extend your ideas to create additional value for your customers.</p>	Critical Thinking	<ul style="list-style-type: none"> <input type="checkbox"/> Time to play Competitor Detectives, where students research and identify potential competitors based on their top 2 products. <input type="checkbox"/> How are they different? - Students will discover how their product shapes up against other similar versions by completing the Points of Difference activity. <input type="checkbox"/> Students choose the product they will create.
Lesson 9-10 Prototyping	<p>We are learning to understand the importance of prototyping.</p> <p>We are learning to understand the importance of testing a prototype with potential customers.</p>	<p>Use what you know to develop a prototype you can test.</p> <p>Use what you know to gather feedback about your prototype.</p>	Agility Action	<ul style="list-style-type: none"> <input type="checkbox"/> Guide students through the prototyping activity, ensuring that they complete an MVP (Minimum Viable Product) <input type="checkbox"/> Use the second lesson (Lesson 10) to arrange a Sample Day where customers can come to view and test out the prototype products. <input type="checkbox"/> Students acquire feedback from the Sample Day and make changes to their product design.
Lesson 11 Project Management	<p>We are learning to understand the expectations and requirements of the assessment task.</p> <p>We are learning to use project management skills to set up 'norms' which create a healthy environment for collaboration.</p>	<p>Use what you know to complete a project management plan.</p> <p>Use what you know to establish agreed ideas on how a team works best.</p>	Action	<ul style="list-style-type: none"> <input type="checkbox"/> Encourage students to think about what makes an effective team and create a whole class teamwork pledge. <input type="checkbox"/> Using the Project Management resource, guide students through the process and invite them to consider their roles and responsibilities over the next lessons.
Lesson 12 How Do We Get Noticed?	<p>We are learning to understand the 4P's of marketing</p> <p>We are learning how to brand our product to attract customers</p>	<p>Use what you know to understand the 4P's</p> <p>Use what you know to create a brand name and logo</p>	Creative Thinking	<ul style="list-style-type: none"> <input type="checkbox"/> Students start by identifying the 4P's of marketing using the resource. There is an option to make this even more interactive by allowing students to bring in their own products. <input type="checkbox"/> Guide students through the first P - Product. Students to begin branding their product by developing the logo and packaging designs and materials.
Lesson 13 How Can We Launch?	We are learning to understand the business planning principles of creating and running a market stall.	Use what you know to set your prices and determine your profit.	Critical Thinking	<ul style="list-style-type: none"> <input type="checkbox"/> Focusing on Price, explore the different terminology surrounding business finance through an interactive matching game. Option to create a mini market and use role play to help embed the new vocabulary and develop financial literacy. <input type="checkbox"/> Using the Financial Fitness resource and PowerPoint, walk students through Production costs. <input type="checkbox"/> Follow on by modelling how students will work out the potential profit and surplus allocation.

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Lesson 14 Promoting Our Product	We are learning how to use promotion materials to draw attention to our product.	Use what you know to promote your product.	Communication Critical Thinking	<ul style="list-style-type: none"> <input type="checkbox"/> Students explore the final P of marketing - Promotion, by becoming Advert Analysts. They unpack a wide range of promotional material, looking at features and impacts on the audience. Learning Peak 2: Market Promoters <input type="checkbox"/> Option 1: Students create a promotional flyer to promote and share with the school community. <input type="checkbox"/> Option 2: Students collaboratively create a categorised Market Catalogue to advertise and promote individual products and stalls. This can be shared within the local community and on social media to increase exposure.
Lesson 15-16 Making Our Stall	<p>We are learning to create a market stall and marketing materials.</p> <p>We are learning to set up a safe workplace.</p>	<p>Use your project plan and work together to make your market stall come to life.</p> <p>Use what you know to create a Risk Assessment for your stall.</p>	Action	<ul style="list-style-type: none"> <input type="checkbox"/> Show students examples of an annotated design sketch and set them the task of completing their own market stall design and annotated sketch. They will need to add important features like colours and dimensions. <input type="checkbox"/> Workplace Health and Safety is a high priority task, and all stall holders will complete a Risk Assessment for their stall. <input type="checkbox"/> The remaining time will be spent working through the Market Stall checklist, with a high focus on gathering the resources and preparing the stall design.
Lesson 17-19 Preparing For Market	<p>We are learning to collaborate on a common goal.</p> <p>We are learning to consider all elements of creating a market stall.</p> <p>We are learning to produce the stock required to sell at a market.</p>	<p>Use what you know to allocate and agree on tasks to meet your shared business goal.</p> <p>Use what you know to complete the market checklist ready for market day.</p> <p>Use what you know to create and finalise stock ready to sell at a market.</p>	Action	<ul style="list-style-type: none"> <input type="checkbox"/> Using the Project Management Plan and Market Stall Checklist to support the preparation, students will firstly build and develop their stock to sell at market. <input type="checkbox"/> Next, students will build their stall with the resources and designs collected from the last lesson. Their stall will need to be ready for market day. <input type="checkbox"/> Spread the word, be seen and heard! It's never too late to promote a product and market stall, so students will use this time for an extra promotional push.
Lesson 20 How will you bend the future?	We are learning to understand the importance of reflection.	Use your experience of the Future Anything Challenge program 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"/> Time for students to reflect on their Market Boss project and complete the Post Program Survey. <input type="checkbox"/> Students complete the Denouement document. <input type="checkbox"/> How will you bend the future? Students can apply for the 2026 Future Anything National Finals.