



The FA Challenge | Start Up Venture Unit Overview

Design a scalable startup that's innovative, and tested with real customers.



Lesson	Learning Goals	Success Criteria	Capabilities	Key Activities
Lesson 1 The Beginning	We are learning to understand the shape of the Future Anything Challenge through the exploration of the Driving Question. We are learning to understand the Capabilities that underpin the Future Anything Challenge	Use what you know to pitch a mashed-up business idea. Use what you know to outline the Capabilities and identify when they are being used.	Curiosity	<ul style="list-style-type: none"><input type="checkbox"/> Students work in groups to complete a Mini Challenge, creating and pitching back a new business that is a mix up of existing businesses.<input type="checkbox"/> The Future Anything Challenge PowerPoint introduces the Driving Question and the skills and capabilities the project will require and build.<input type="checkbox"/> Optional: Exploration of the Capabilities and a Gallery Walk to build shared understanding.
Lesson 2 What makes entrepreneurs tick?	We are learning to understand the role of entrepreneurship in business. 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 investigate an Australian entrepreneur. Use what you know to build a learner profile.	Curiosity	<ul style="list-style-type: none"><input type="checkbox"/> Students explore the importance of entrepreneurship to the economy through discussion and reading an article. They identify key vocabulary<input type="checkbox"/> Next, students choose an Australian entrepreneur and conduct some brief research into their background and skills (Optional Scaffold: Mini Profile)<input type="checkbox"/> Students use Zing or equivalent to build a Learner Profile showcasing their strengths, weaknesses, interest and experiences.



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Lesson 3-4 Exploring Industries	<p>We are learning to understand the different industries that make up the Australian economy.</p> <p>We are learning to identify opportunities within existing industries.</p>	<p>Use what you know to investigate different Australian industries to identify trends.</p> <p>Use what you know to complete a mini research profile on a chosen industry.</p>	Critical Thinking	<ul style="list-style-type: none"> <input type="checkbox"/> Students work through a series of stations to explore popular or emerging industries within Australia. Use the resource kit to select 4-5 stations. <input type="checkbox"/> Students choose two industries to explore more closely and complete an Industry Scan Comparison. <input type="checkbox"/> After comparing and discussing with a partner, students choose an industry to explore more closely in the next lesson.
Lesson 5-6 Innovation + Competition	<p>We are learning to understand the link between entrepreneurship and innovation</p> <p>We are learning to understand how businesses use innovation to gain a competitive advantage.</p>	<p>Use what you know to research and compare competitors within a chosen industry</p> <p>Use what you know to share insights about the competitive landscape of a chosen industry.</p>	Critical Thinking	<ul style="list-style-type: none"> <input type="checkbox"/> Students explore the link between innovation and entrepreneurship, and identify businesses within their chosen industry who are innovative. <input type="checkbox"/> Students select 3-4 businesses and use the Competitor Analysis example to help them research and compare these businesses. <p>Learning Peak</p> <ul style="list-style-type: none"> <input type="checkbox"/> Option 1: Base Level (30-60 mins) Have students present competitor analysis artefacts in a Gallery Walk to highlight how different businesses approach innovation. <input type="checkbox"/> Option 2: Level Up (60+ minutes) Students synthesise their competitor research by creating a visual map that shows where and how innovation occurs across their chosen industry.

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Lesson 7-8 The right problem	We are learning to define our design challenge, including our problem and target audience/s.	Use what you know to identify a problem and a potential target audience Use what you know to identify and refine your 'How might we' question/s.	Agility	<ul style="list-style-type: none"> <input type="checkbox"/> Students either ideate a problem to solve using the PowerPoint, or clarify their existing problem with the teacher <input type="checkbox"/> Students identify their target customer and create a Customer Persona <input type="checkbox"/> Students draft a How Might We statement to use in the solutions ideation (next lesson)
Lesson 9 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.	Use what you know to ideate 50+ possible solutions to your problem. Use what you know to prototype three possible solutions.	Creative Thinking	<ul style="list-style-type: none"> <input type="checkbox"/> Set up Ideation Stations (3-5) and guide students through an ideation rotation to identify 50+ possible solutions to their chosen problem. <input type="checkbox"/> Have students use the How? Now. Wow! Matrix to identify the most innovative and interesting solutions to pursue. <input type="checkbox"/> Students 'prototype' by creating a simple sketch or storyboard for each of their top 3 ideas.
Lesson 10 Are we different?	We are learning to understand the importance of differentiation in attracting customers.	Use what you know to develop your points of difference for your prototype/s.	Agility	<ul style="list-style-type: none"> <input type="checkbox"/> Students work in small groups to design the Ultimate Lunchbox. <input type="checkbox"/> Then, the class unpacks the categories that can be used to level up and differentiate ideas. <input type="checkbox"/> Students use the PowerPoint to ideate ways to improve their 3 prototypes, then select one prototype to explore in the following lesson.



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Lesson 11-12	<p>We are learning to understand the importance of market research and connecting with customers.</p> <p>We are learning to understand how to use prototypes to test ideas in the market.</p>	<p>Use what you know to create a prototype that is ready to test.</p> <p>Use what you know to gain feedback on your early prototype</p>	Action	<ul style="list-style-type: none"> <input type="checkbox"/> Students review their Customer Persona prior to ensure it is accurate based on the changes made to their prototype and idea. <input type="checkbox"/> Students choose a prototyping strategy and build a basic prototype of their top idea. <input type="checkbox"/> Students write a brief Elevator Pitch to help share their idea. <p>Learning Peak: Sharing a Prototype for Feedback Choose an option for accessing mentoring and feedback</p> <ul style="list-style-type: none"> <input type="checkbox"/> Option 1 - Base Level: Individual Mentoring (30 mins) <input type="checkbox"/> Option 2 - Level Up: Speed Mentoring Rounds (60 mins)
Lesson 13	<p>We are learning to understand the expectations and requirements of the assessment task.</p> <p>We are learning to understand how to plan our project, establish team norms, and assign roles.</p>	<p>Use what you know to create a complete a project plan.</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"> <input type="checkbox"/> Students engage with the Assessment item for the unit (if this hasn't been introduced), and watch an example pitch to establish the competition parameters (if applicable). <input type="checkbox"/> Students reflect on the requirements of the pitch and the assessment and discuss any gaps or opportunities. <input type="checkbox"/> Students use the Project Plan to map out the rest of the student project (including how the modules will be tackled).



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<p>Module 1: Business Model</p>	<p>We are learning to evaluate our proposed solutions by considering how they solve the chosen problem.</p>	<p>Use what you know to identify and explain how your solution solves the chosen problem. Use what you know to design a business model.</p>	<p>Critical Thinking</p>	<p>Key Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students consider whether their chosen solution solves their problem using the worksheet <input type="checkbox"/> Students describe their planned Business Model, and gain feedback or approval. <p>Deeper Dives (Optional)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students create a Business Model Canvas using the resources provided.
<p>Module 2: Design and Test and MVP</p>	<p>We are learning to understand the role and function of a minimum viable product. We are learning to understand how to test and make changes to a minimum viable product based on feedback from an authentic audience.</p>	<p>Use what you know to develop a functional minimum viable product (MVP). Use what you know to test an MVP with an authentic audience to gain feedback. Use what you know to iterate and improve you MVP based on feedback.</p>	<p>Agility</p>	<p>Key Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students are introduced to the concept of an MVP, then choose and build a functional MVP using the matrix <input type="checkbox"/> Students collect feedback from real customers on the MVP, then iterate and improve based on feedback. <p>Stretch (Optional)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students develop a Minimum Loveable Product



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Module 3: Branding and Marketing	We are learning to brand and market our ideas to attract our target customer. We are learning how businesses can manipulate their marketing mix.	Use what you know to identify your key brand and content strategies Use what you know to develop an elevator pitch for your business	Creative Thinking	Key Activities <ul style="list-style-type: none"> <input type="checkbox"/> Students use the Brand Identity PowerPoint to learn more about building a brand identity <input type="checkbox"/> They Create a physical or digital 'mood board' that captures their brand inspiration and target customer. <input type="checkbox"/> Students use the Create Your Brand document to build their brand name, logo, colours and other brand visuals. <input type="checkbox"/> Students confirm their Target Market and crate a One Sentence Value Proposition <input type="checkbox"/> Students complete the Marketing Canvas. Deeper Dives (optional) <ul style="list-style-type: none"> <input type="checkbox"/> Create marketing materials (slide deck, brochure, ads, business cards or similar)
Optional Booster Lessons: Marketing Deep Dive				
Booster 1.1 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.	Creative Thinking Communication	<ul style="list-style-type: none"> <input type="checkbox"/> Students learn what lean marketing is. <input type="checkbox"/> Students develop a guerrilla marketing campaign.



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Booster 1.2 Social Media Marketing	<p>We are learning to select data and information relating to social media to analyse the four Cs.</p> <p>We are learning to understand how to create a social media marketing campaign.</p>	<p>Use what you know to analyse the four Cs of social media marketing.</p> <p>Use what you know to create your own social media campaign.</p>	Critical Thinking Communication	<ul style="list-style-type: none"> <input type="checkbox"/> Students learn about the four Cs and analyse a social media campaign. <input type="checkbox"/> Students create their own social media campaign.
Booster 1.3 Landing Page	<p>We are learning to understand how to create a landing page.</p>	<p>Use what you know to create a landing page.</p>	Critical Thinking Communication	<ul style="list-style-type: none"> <input type="checkbox"/> Students learn about a call to action (CTA) and create a landing page for their business.
Booster 1.4 Video Brand Collateral	<p>We are learning to understand how video brand collateral supports the sales and marketing of a product or service.</p> <p>We are learning to use different platforms to create brand collateral.</p>	<p>Use what you know to analyse viral video brand collateral.</p> <p>Use what you know to create video brand collateral that could be used to support the sales and marketing of a product or service.</p>	Critical Thinking Communication	<ul style="list-style-type: none"> <input type="checkbox"/> Students analyse what makes a video go viral. <input type="checkbox"/> Students create their own video brand collateral with TikTok or YouTube Shorts.



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Module 4: Launch and Scale	We are learning to understand what resources we need to launch and scale our business.	Use what you know to calculate your costs, price and profit. Use what you know to plan how to get your product or service to market.	Action	<p>Key Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students brainstorm the resources they will need to start the business (use the Resources Table if needed) <input type="checkbox"/> Students then use the Financially Fit Workbook (or the AI Prompt) to estimate your costs <input type="checkbox"/> Students explore pricing strategies and then set their price and profit margin. <input type="checkbox"/> Students use the Roadmap - Product or Roadmap - Service to build their 3 year plan
Optional Booster Lessons: Finance Deep Dive				
Booster 2.1 Sources of Funding	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.	Critical Thinking	<ul style="list-style-type: none"> <input type="checkbox"/> Students learn how to start small and scale up. <input type="checkbox"/> Seek sponsorship, apply for a grant or start a crowd-funding campaign.
Booster 2.2 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.	Critical Thinking	<ul style="list-style-type: none"> <input type="checkbox"/> Students explore the nitty-gritty around regulation and compliance and the operational resources available to them.



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Optional Booster Lessons: Pitching				
Booster 3.1 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 slide deck.	Communication	<ul style="list-style-type: none"> <input type="checkbox"/> Students analyse one of the Future Anything Grand Final Pitch Videos. <input type="checkbox"/> Students go through The Pitch PPT, uses the Future Anything Pitch Cheat Sheet and complete the PPPPA Pitching Template. <input type="checkbox"/> Students create a slide deck and gain feedback
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"> <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 Future Anything Finals.