

FUTURE ANYTHING



**ACTIVATE 2021**  
**LEARNING OVERVIEW**  
Business Enterprise Global Stream

# OVERVIEW

Business Enterprise Global Stream  
20 x 70 Min Lessons Cross Curriculum

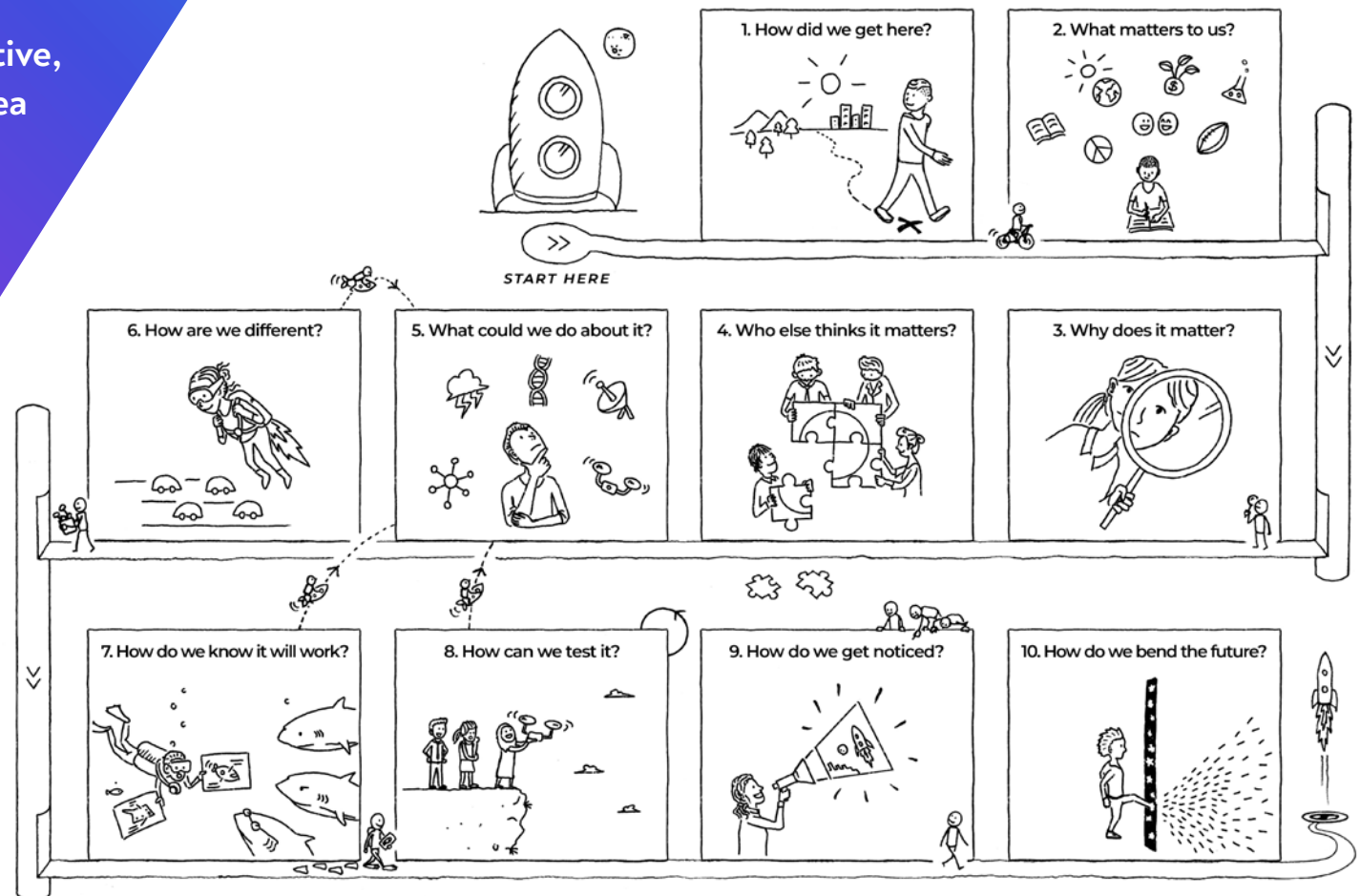
## Driving Question:

**As an entrepreneur, pitch an innovative, scalable and sustainable business idea that makes the world a better place.**

Future Anything transforms young people's passion and curiosity into innovative ideas that make their world a better place. With supported educators, leading authentic 'future ready' curriculum, we really can bend the future; one youth-led idea at a time.

# THE ENTREPRENEUR'S ODYSSEY

Equipping students to think creatively and solve problems.



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LESSON	TITLE	LEARNING GOALS	SUCCESS CRITERIA	EXIT PASS
1	The Entrepreneur's Odyssey	1. We are learning to understand the 'Need to Knows' of the Future Anything program through the exploration of the Driving Question and The Entrepreneur's Odyssey.	Use what you know to explain to your caregiver what the Future Anything program is and what you will be expected to complete for assessment.	Annotated version of the Driving Question Pre Program Survey^
2	Money Makes the World Go 'Round	1. We are learning to understand the relationship between business and the economy. 2. We are learning to understand the different types of organisations that exist and how they contribute to the economy.	Use what you know to explain the differences between Not for Profit, For Profit and Social Enterprise organisations.	Completed Handouts for each of the six stations.
3	How Did We Get Here?	1. We are learning to understand the impact of personal history on a person's present day.	Use what you know to explain why it's important that entrepreneurs connect their lived experiences and skills to their enterprise ideas.  Use your own lived experiences and skills to identify opportunities to develop your own enterprise.	Completed Know Myself Template^
4, 5	What Matters to Us?	1. We are learning to understand what the Global Goals for Sustainable Development are.	Use what you know to choose the top three 'wicked problems' that you are passionate about solving.	A shortlist of 3-5 problems that link to personal passions and/or lived experiences.

LESSON	TITLE	LEARNING GOALS	SUCCESS CRITERIA	EXIT PASS
6	Why Does It Matter?	<ol style="list-style-type: none"> <li>1. We are learning to describe the causes and consequences of a chosen problem using a Root Cause Tree.</li> <li>2. We are learning to understand the scope and impact of a problem.</li> </ol>	Use what you know to explain the causes, consequences, scope and impact of a problem.	<p>Completed Root Cause Tree for chosen issue^</p> <p>Completed Beneficiary Persona^</p>
7	Who Else Thinks It Matters?	<ol style="list-style-type: none"> <li>1. We are learning to understand other solutions nationally and internationally that tackle the chosen problem.</li> <li>2. We are learning to identify the experts and spokespeople locally, nationally and globally on the chosen problem.</li> </ol>	Use what you know to determine a 'gap' or refined problem to focus on.	Completed Solutions Map^
8, 9	What Could We Do About It?	<ol style="list-style-type: none"> <li>1. We are learning to understand the conditions that make creativity and divergent thinking possible.</li> <li>2. We are learning to understand how to prototype an idea in order to gain feedback.</li> </ol>	<p>Use what you know to ideate 50+ possible solutions to your problem.</p> <p>Use what you know to develop prototypes for your top two ideas.</p>	Two prototypes with peer feedback^
10	Teamwork Makes the Dream Work	<ol style="list-style-type: none"> <li>1. We are learning to understand the expectations and requirements of the assessment task.</li> <li>2. We are learning to use project management skills to set up 'norms' which create a healthy environment for collaboration.</li> </ol>	Use what you know to develop a Team Contract and a Project Map.	Completed Team Contract and Project Map^

LESSON	TITLE	LEARNING GOALS	SUCCESS CRITERIA	EXIT PASS
11, 12	What Makes Us Different?	1. We are learning to understand what a 'value proposition' is in business.	Use what you know to develop unique value proposition/s for your prototype/s.	Refined prototype with UVP^ Completed email for 2–4 potential partners, experts or stakeholders that can provide feedback and support.
13, 14	How Do We Know It Will Work?	1. We are learning to understand the structure and importance of a business plan.	Use what you know to develop your business' Profit for Purpose Canvas.	Completed Profit for Purpose Canvas^
15	How Do We Get Noticed?	1. We are learning to understand the structure and delivery of a persuasive pitch.	Use what you know to draft your pitch and sizzling slidedeck.	Final draft of pitch and slidedeck^
<p>Drafting: Week 8</p> <p>Assessment: Week 9</p> <p>Shark Tank + Showcase: Week 10</p>				
20	How Do We Bend The Future?	1. 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.	Students complete Denouement Handout^ Post Program Survey^

\* Future Anything: Activate has never intended to be a 'plug and play' program. We recognise and celebrate the diversity within and between schools and work with each teaching team to contextualise this curriculum for implementation during the face-to-face professional learning opportunity provided to all schools. Each school also has access to unlimited coaching and support throughout the duration of the program to ensure you have access to the skills, support and space to successfully run Future Anything your way for your students.

## KEY

^ Assessment Portfolio



## CURRICULUM LINKS

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### Economics and Business

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- The nature of innovation and how and why businesses seek to create and maintain a competitive advantage in the market, including the global market **ACHEK041**
- Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation **ACHES043**
- Gather relevant and reliable data and information from a range of digital, online and print sources **ACHES044**
- Analyse data and information in different formats to explain cause and effect relationships, make predictions and illustrate alternative perspectives **ACHES045**

## CROSS CURRICULAR PRIORITY LINKS

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### Sustainability (SUS)

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- OI.3** Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.
- OI.4** World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.
- OI.5** World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.
- OI.6** The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.
- OI.7** Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
- OI.8** Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.
- OI.9** Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

### Aboriginal and Torres Strait Islander Histories and Culture

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- OI.6** Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.
- OI.9** The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

### Asia and Australia's Engagement with Asia

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- OI.2** Interrelationships between humans and the diverse environments in Asia shape the region and have global implications. OI.5 Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.
- OI.7** Australians play a significant role in social, cultural, political and economic developments in the Asia region.
- OI.8** Australians of Asian heritage have influenced Australia's history and continue to influence its dynamic culture and society.







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