FUTURE ANYTHING

ACTIVATE 2021
LEARNING OVERVIEW
Business Enterprise Local Stream

OVERVIEW

Business Enterprise Local Stream
20 x 70 Min Lessons Cross Curriculum
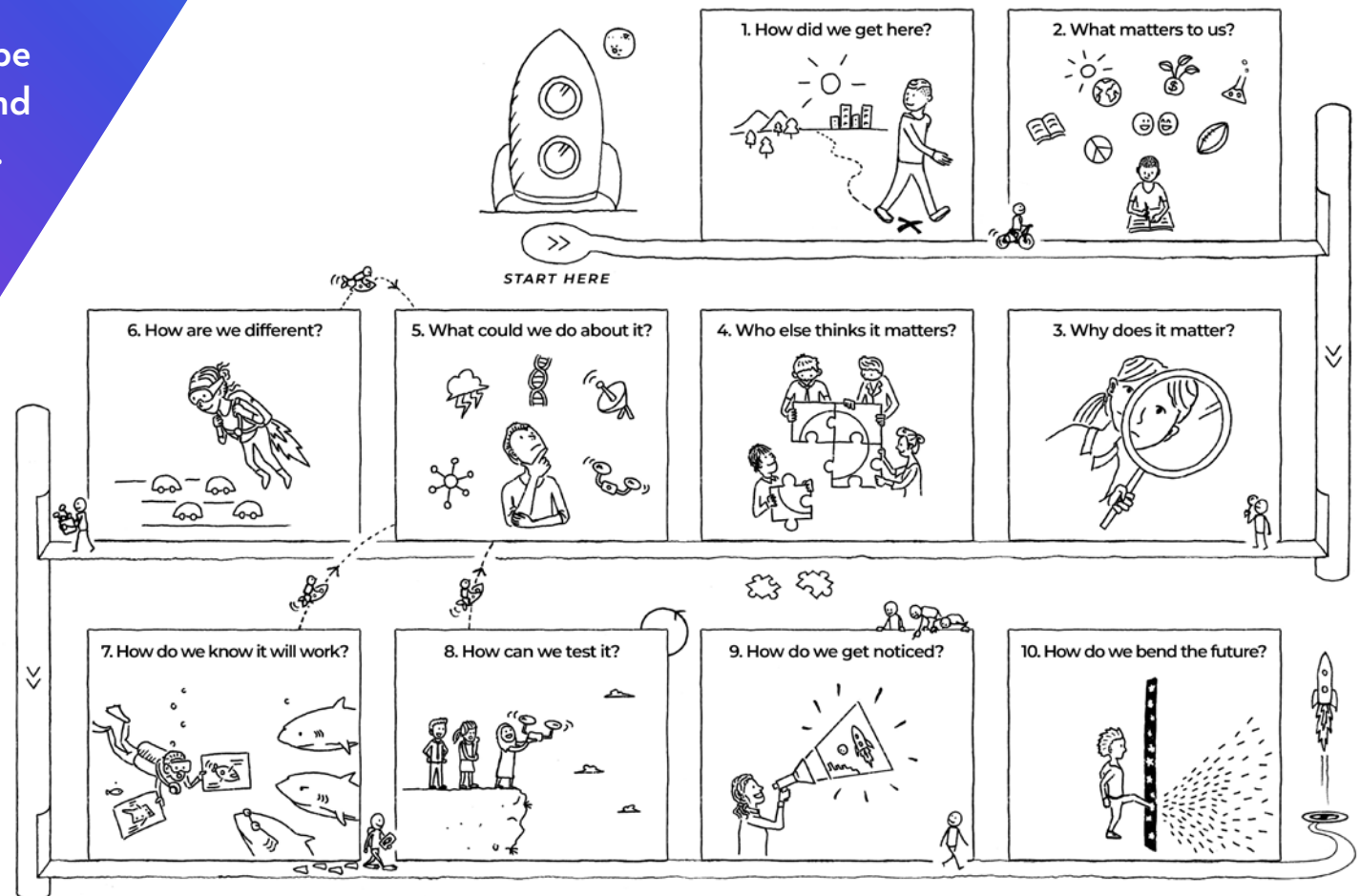
Driving Question:
As an entrepreneur, ideate, prototype and sell an innovative, sustainable and profitable product at a local market.

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.

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 Completed Frayer Model Complete Pre-Activate Student Survey
2	Market Mayhem	1. We are learning to understand the relationship between business and the economy. 2. We are learning to understand the different types of markets/ market stalls that exist and how they contribute to the economy.	Use what you know to explain the characteristics of buyers (consumers) and sellers (producers) at local markets.	Completed Case Study
3	Getting Local	1. We are learning to ask questions, gather information and examine the background to local markets in our community.	Use what you know to design a range of questions to ask a local community member. Use what you know to explain some of the the needs of your local buyers.	Interview of 'target market' within local community^ Completed T-Chart of Findings^
4	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^

LESSON	TITLE	LEARNING GOALS	SUCCESS CRITERIA	EXIT PASS
5, 6	What Could We Do About It?	1. We are learning to understand the conditions that make creativity and divergent thinking possible. 2. We are learning to understand how to prototype an idea in order to gain feedback.	Use what you know to ideate 50+ possible products for your market	Two prototypes with peer feedback^
7	Teamwork Makes the Dream Work	1. We are learning to understand the expectations and requirements of the assessment task. 2. We are learning to use project management skills to set up 'norms' which create a healthy environment for collaboration.	Use what you know to develop a Team Contract and a Project Map	Completed Team Contract and Project Map^
8	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.	Completed UVP Timeline with feedback
9, 10	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' Market Canvas.	Market Business Canvas^

LESSON	TITLE	LEARNING GOALS	SUCCESS CRITERIA	EXIT PASS
11, 12	How Can We Test It?	1. Understand the Lean Startup Principle, including the concept of a Minimum Viable Product.	Use what you know to develop an MVP that you can test.	Completed 'Sample' for 'Sample Day Showcase'^
13, 14	How Do We Get Noticed?	1. We are learning to market and brand our products and stall.	Use what you know to develop marketing and branding in readiness for your market stall.	Completed logo, business name, product packaging, and stall signage^
	Drafting: Week 8 **Assessment: Week 9** **Local Market Event: Week 10**			
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.	Completed Denouement^ Completed 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

Year 7 Economics and Business

Content Descriptors: Knowledge and Understanding

The ways consumers and producers interact and respond to each other in the market **ACHEK017**

Develop questions about an economic or business issue or event, and plan and conduct an investigation or project **ACHES021**

Content Descriptors: Economics and Business Skills

Gather relevant data and information from a range of digital, online and print sources **ACHES022**

Interpret data and information displayed in different formats to identify relationships and trends **ACHES023**

Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative **ACHES024**

Apply economics and business knowledge, skills and concepts in familiar and new situations **ACHES025**

Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions **ACHES026**

Achievement Standards

By the end of Year 7, students describe the interdependence of consumers and producers in the market.

They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success.

When researching, students develop questions and gather data and information from different sources to investigate an economic or business issue.

They interpret data to identify trends.

They propose alternative responses to an issue and assess the costs and benefits of each alternative.

They apply economics and business knowledge, skills and concepts to familiar problems.

Students develop and present conclusions using appropriate texts, terms and concepts.

They identify the effects of their decisions and the possible effects of alternative actions.

Year 8 Economics and Business

Content Descriptors: Knowledge and Understanding

Types of businesses and the ways that businesses respond to opportunities in Australia
ACHEK030

Influences on the ways people work and factors that might affect work in the future
ACHEK031

Content Descriptors: Economics and Business Skills

Develop questions about an economic or business issue or event, and plan and conduct an investigation or project **ACHES032**

Gather relevant data and information from a range of digital, online and print sources
ACHES033

Interpret data and information displayed in different formats to identify relationships and trends **ACHES034**

Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative **ACHES035**

Apply economics and business knowledge, skills and concepts in familiar and new situations
ACHES036

Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions
ACHES037

Achievement Standards

They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making.

They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market.

Students describe influences on the way people work and factors that may affect work in the future.

When researching, students develop questions and gather relevant data and information from different sources to investigate an economic or business issue.

They interpret data to identify trends and relationships.

They propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative.

They apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems.

Students develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts.

They identify the effects of an economic or business decision and the potential consequences of alternative actions.

Year 7 & 8 Design and Technologies

Content Descriptors: Knowledge and Understanding

Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures **ACTDEK029**

Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment **ACTDEK034**

Content Descriptors: Processes and Production Skills

Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas **ACTDEP035**

Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques **ACTDEP036**

Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions **ACTDEP037**

Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability **ACTDEP038**

Use project management processes when working individually and collaboratively to coordinate production of designed solutions **ACTDEP039**

Achievement Standards

By the end of Year 8, students explain factors that influence the design of products, services and environments to meet present and future needs.

They explain the contribution of design and technology innovations and enterprise to society.

Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities.

They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes.

They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

Students apply project management skills to document and use project plans to manage production processes.

They independently and safely produce effective designed solutions for the intended purpose.

futureanything.com
hello@futureanything.com
FutureAnything
future_anything
future_anything