

FUTURE ANYTHING



ACTIVATE 2021
LEARNING OVERVIEW
English Stream

OVERVIEW

English Stream
30 x 70 Min Lessons Cross Curriculum

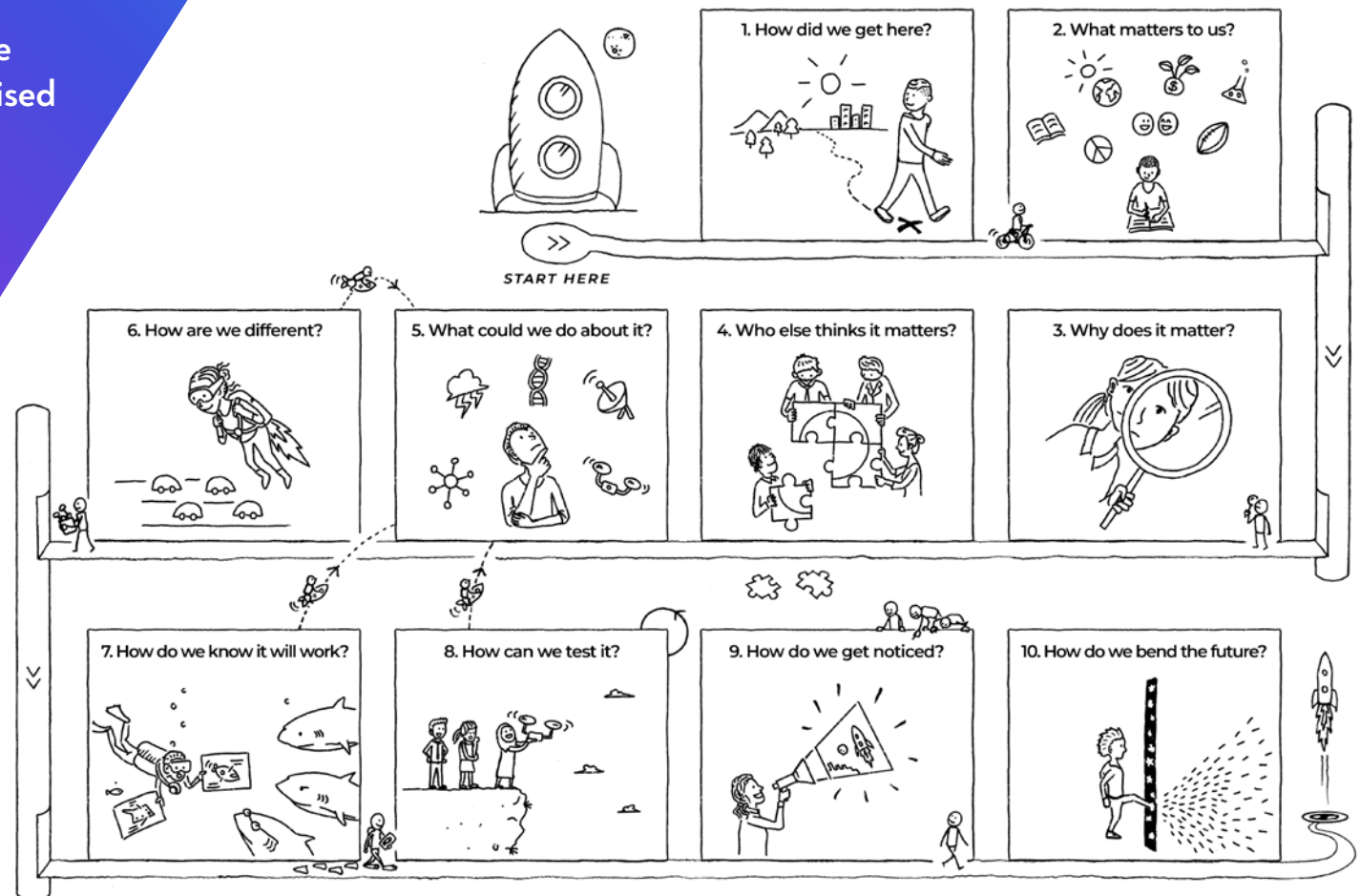
Driving Question:

As an entrepreneur, pitch an innovative idea that closes the gap for a marginalised group of choice.

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, 3	There's Always Two Sides to Every Story	1. We are learning to understand Australian identity through history.	Use what you know to compare historical events through the different perspectives.	Completed Babakiueria Handout
4, 5	Not all Synonyms are the Same	1. We are learning to understand what stereotypes and representations are.	Use what you know to identify and compare representations within texts.	Completed Venn Diagram
6, 7	The Lottery of Birth	1. We are learning about the Universal Declaration of Human Rights and the UN's Convention on the Rights of a Child.	Use what you know about the rights to explain the difference between a 'want', a 'need' and a 'right'.	Completed Unpacking the UDHR Template
8	Power to the People	1. We are learning about what happens when people feel like their rights are violated.	Use what you know about rights and the case studies of indigenous activists to explain activism.	Completed Activism template on one activist
9	History Favours the Bold	1. We are learning the characteristics of marginalised groups through a close analysis of our First Nations people.	Use what you know to connect marginalised or vulnerable groups in society with the right that is being violated/ in jeopardy.	Completed Moving to the Middle Handout
10, 11	Why does It Matter?	1. We are learning to understand the causes and consequences of being in a marginalised or vulnerable group.	Use what you know to complete a Root Cause Analysis and Impact Gaps Canvas.	Completed Know Myself Template^ Completed Root Cause Tree^

LESSON	TITLE	LEARNING GOALS	SUCCESS CRITERIA	EXIT PASS
12	Finding the Gap	1. We are learning to understand the scope and existing solutions of a chosen problem.	Use what you know to determine a 'gap' or refined problem to focus on.	Completed Solutions Canvas^ Completed Venn diagram with 'gaps' identified
13	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
14	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 solutions to your problem. Use what you know to develop prototypes for your top two ideas.	Two prototypes with peer feedback^
15	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^
16	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 email for 2–4 potential partners, experts or stakeholders that can provide feedback and support.

LESSON	TITLE	LEARNING GOALS	SUCCESS CRITERIA	EXIT PASS
17, 18	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^
19, 20	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 slide deck^
<p>Drafting: Week 8</p> <p>Assessment: Week 9</p> <p>Shark Tank + Showcase: Week 10</p>				
30	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 Handout 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 9 English Content Descriptors

Language

- Understand that roles and relationships are developed and challenged through language and interpersonal skills **ACELA1551**
- Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor **ACELA1552**
- Understand that authors innovate with structures and language for specific purposes and effect **ACELA1553**
- Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas **ACELA1770**
- Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes **ACELA1556**
- Explain how authors creatively use the structures of sentences and clauses for particular effects **ACELA1557**
- Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness **ACELA1561**

Literature

- Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts **ACELT1633**
- Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts **ACELT1635**
- Analyse text structures and language features of literary texts, and make relevant comparisons with other texts **ACELT1772**

Literacy (LI)

- Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts **ACELY1739**
- Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways **ACELY1740**
- Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects **ACELY1811**
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes **ACELY1741**
- Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts **ACELY1742**
- Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension **ACELY1743**
- Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts **ACELY1744**
- Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features **ACELY1746**
- Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/ visual features **ACELY1747**
- Use a range of software, including word processing programs, flexibly and imaginatively to publish texts **ACELY1748**

Magenta indicates the descriptors summatively assessed.

Sustainability (SUS)

- 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

- OI.3** Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.
- OI.5** Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
- 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.





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