FUTURE ANYTHING

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ACTIVATE 2024
UNIT OVERVIEW
SOCIAL ENTERPRISE

FUTURE ANYTHING: ACTIVATE 2024 | SOCIAL ENTERPRISE UNIT OVERVIEW

L	Title	Learning Goals	Success Criteria	Exit Ticket Portfolio Assessment items *	Future Capabilities	Key Activities	Teacher Tips and Advice
1	The Beginning	We are learning to understand the shape of the Future Anything Activate program through the exploration of the Driving Question. We are learning to understand the Future Capabilities that underpin the Activate program.	Use what you know to pitch an innovative, scalable and sustainable business idea that makes the world a better place. Use what you know to outline the Future Capabilities and identify when they are being used.	⌃ Mini challenge pitch ⌃ Red Flags vs Green flags activity	Communication Creativity Project Management	⌃ Activate 101 PowerPoint – Mini Challenge ⌃ Future Capabilities PowerPoint ⌃ Red Flags vs. Green Flags Activity	The mini challenge is a great way to get students immediately engaged in collaboration and creativity, but it does come with some challenges! If you want to provide more support to your students here, you can set a more specific challenge, or, try giving each group a 99 Problems card and a 99 Solutions card and they can ideate with some clear parameters. The PowerPoint 'notes' section has some additional hints and discussion points.
2	The Entrepreneur's Odyssey	We are learning to appreciate how our past has informed our present; creating personalised areas of expertise and authenticity. 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 build a learner profile Use what you know to share insights about yourself with a partner	⌃ Learner Profile Activities (student choice) ⌃ Future Anything Pre-Program Student Survey	Curiosity Communication	⌃ Introduction to the Entrepreneur's Odyssey Video ⌃ What's your thing? Mini presentations ⌃ Future Anything Pre-Program Student Survey ⌃ Various activities - student choice ⌃ Sharing Learner Profile	This lesson is all about students gathering insights about themselves via quizzes, reflections and other activities. You are welcome to draw from what already happens in your school context (e.g. pastoral care or similar). The lesson prompts students to complete 1 activity from each column, but feel free to adjust this based on your timing requirements and access. Just ensure every student completes the Pre-Program survey, and plan time to share their insights with others. Note: If there is no hyperlink for the activity, then the activity is a Future Anything resource and will be saved in the resources folder. Make sure you complete the Teacher Pre-Program Survey if you haven't done so already.
3	Business for Good	We are learning to understand the different types of organisations that exist and how they contribute to the economy.	Use what you know to differentiate between business structures. Use what you know to explain the purpose and structure of social enterprises.	⌃ Completed Social Enterprises Deep Dive	Curiosity Project Management	⌃ Business Models Explored Canvas ⌃ Social Enterprises Explored PPT ⌃ Social Enterprises Deep Dive	This lesson is useful in helping students understand the different kinds of social enterprises that exist, which will be helpful later in the course. If this is your students' first experience of "Business", you may need to deep dive into the business models discussion, or supplement with additional content and activities. If they are experienced business students, feel free to brush over the business models and dive deeper into the Social Enterprise buckets, or add your own relevant content here. ⌃ Some schools invite their Activator or local business people to share their story here.

4	What matters to me?	We are learning to connect our lived experiences with global issues. We are learning to describe the causes and consequences of a chosen problem.	Use what you know to choose the top 'wicked problem' that you are passionate about solving and that is connected to your lived experience. Use what you know to identify the causes and consequences of a chosen problem.	⋏ Completed Root Cause Tree for chosen issue*	Curiosity Critical Thinking	⋏ Problem Ideation PPT - ideating 50+ problems in the world. ⋏ Choosing 3-5 wicked problems ⋏ Using Choosing your problem matrix to check alignment with self ⋏ Connect with other people with similar interest in problems ⋏ Root Cause Tree Examples ⋏ Root Cause Tree	At Future Anything we believe the 'secret sauce' of entrepreneurship education is choosing problems that connect to our passions and lived experiences. This lesson and the problem matrix are important in guiding students to choose issues they care about personally, not the problems they think they should choose or the ones their friends are interested in. Encourage students to continually check in with themselves – are they excited about the problem? If not, they should choose something else. Students will gather in groups based on the problem they are interested in solving. The groups often splinter during/after this lesson, so don't worry if the initial groups are bigger than their project groups. Note, the root cause activity can be challenging for students. If they are having trouble completing the worksheet, they may have chosen the wrong problem. Encourage them to try one of their other 'wicked' problems.
5	Why does it matter? Do your research.	We are learning to understand the deeper context of the chosen problem, including the other people, organisations, solutions that exist nationally and internationally.	Use what you know to create a horizon scan of people, organisations and solutions that are working in your chosen field. Use what you know to research your problem in more detail.	⋏ Horizon Scan*	Curiosity Critical Thinking	⋏ Discovery Wheel ⋏ Horizon Scan ⋏ Unconscious Bias Check-In ⋏ Problem One Pager	The Discovery Wheel is designed to help students explore Step 3 of the Entrepreneur's Odyssey: Why does it matter? It helps students (and teachers) choose which activities will be most relevant and accessible for them to complete across Lessons 5 and 6. You can choose to select mandatory and optional activities from the wheel for students to do in Lessons 5 and 6, or let students choose their own adventure. and ability to empathise with your chosen problem. Feel free to play with the 'One-Pager' concept – you might prefer to have students pitch their problem, create a slide deck, or design a poster or similar.
6	Why does it matter? Building Empathy	We are learning to empathise with people and groups who have experience with the problem.	Use what you know to define your audience Use what you know to conduct an empathy interview with a person or group close to your chosen problem.	⋏ Define your audience diagram ⋏ Completed interview*	Curiosity Communication	⋏ Define audience worksheet ⋏ Interview Booklet	This lesson continues to explore why the problem matters, with a particular focus on building empathy with a beneficiary or other group impacted by the problem. These activities also contribute to the Discovery Wheel introduced in the previous lesson. Ideally students will conduct at least 1 interview as part of this process, but alternatives are provided if this is not possible in your context.

7	How might we?	We are learning to share our insights and identify opportunities for designing solutions. We are learning to define our design challenge	Use what you know to share your insights with others. Use what you know to identify and refine your 'How might we' question/s.	∧ Frame Your Design Challenge Worksheet*	Curiosity Critical Thinking	∧ Download your learnings ∧ Look for patterns ∧ Frame Your Design Challenge worksheet and exemplar	This lesson is all about defining the design challenge, so students have a clear idea of what they are trying to achieve in the following lesson (What can we do about it?). Ideally, students will be able to distil their 'big problem' down to something clearer and more manageable. This lesson is also aiming to ensure students are solving problems they understand – we want to avoid 'hero-preneurs' swopping in to solve problems they don't understand.
8	What Could We Do About It?	We are learning to understand the conditions that make creativity and divergent thinking possible.	Use what you know to ideate 50+ possible solutions to your problem. Use what you know to pretotype two possible solutions.	∧ Two or more pretotype solutions	Curiosity Creativity	∧ Solutions Ideation PPT - ideate 50+ possible solutions to your problem. ∧ Group Formation ∧ 2 x Pretotypes developed- Pretotyping Worksheet ∧ Speed Dating - Share pretotypes with other groups, provide feedback	This is where groups need to be more clearly formed for the project. While you can set your own parameters for group size, note that groups larger than 4 are not eligible for the Future Anything finals. We find 1-3 students is the best group size. It is important that groups 'pretotype' more than one solution at this stage and receive feedback. You may want to set clear time limits on their sketches/storyboards so they focus on communicating their concept rather than perfecting their idea – there will be plenty of opportunities to refine and improve their ideas later.
9	Teamwork Makes the Dream Work	We are learning to understand the expectations and requirements of the assessment task. 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 Project Management Plan.	∧ Completed Project Management Plan	Project Management Communication	∧ Introduce assessment ∧ Stinky Fish activity ∧ Project Management PPT ∧ Project Management Plan	You can choose to introduce this lesson at a different point in the sequence if you prefer – just make sure students have clearly chosen groups and have the assessment task. Even if you have already introduced the assessment prior to this lesson, the 'stinky fish' activity is still a great check in. You may want to explore online project management tools like Trello at this stage, or link to business content and programs such as using Excel to create Gantt charts. You might consider having groups branch at this stage, with individual team members tackling different parts of the program.
10-11	How do we know it will work?	We are learning to evaluate our proposed solutions by considering their unique features, viability and impact potential.	Use what you know to identify and explain how your solution solves the chosen problem. Use what you know to establish your solution's unique points of difference.	∧ Competitor Analysis* ∧ Points of Difference Canvas*	Innovation Critical Thinking	∧ Does it solve our problem? Worksheet ∧ Are we different?: Competitor Analysis Map ∧ Points of Difference Canvas ∧ Level Up: Theory of Change	This lesson is designed to help students evaluate their two top ideas so they can make an informed choice about which solution to pursue. They need to consider how their solution solves the problem, how different it is from competitors, and they can even go a step further (in the Level Up) and consider their theory of change. This is a great opportunity to redirect students who may have chosen a simplistic solution. ∧ This is a great place to invite your Activator or other mentors to provide feedback or guidance.

12	Prototyping	We are learning to understand how to use prototypes to test ideas in the market.	Use what you know to identify assumptions that need to be tested. Use what you know to create a prototype.	⋀ Updated prototype	Innovation Adaptive Mindset	⋀ Students consider assumptions they have made about their intended user (or beneficiary) and decide on what they need to test with a prototype ⋀ Groups build a prototype	There is an opportunity to branch into more in-depth prototyping here. Consider the resources you have available in your school context, such as art and craft supplies, playdough, Lego, wood and metal-working materials, CAD, 3D printing etc. If you have limited time, you can also have students update their original pretotypes.
13	Testing with users	We are learning to understand how to use prototypes to test ideas in the market.	Use what you know to test your prototype with users, customer or beneficiaries.	⋀ Prototype Feedback Workbook*	Adaptive Mindset Communication	⋀ Plan and gather feedback using the Prototype Feedback Workbook.	If possible, provide opportunities for students to gain feedback from authentic audiences. The more feedback students gain here, the better their final solutions are likely to be. ⋀ This is a great place to invite your Activator or other mentors to provide feedback.
14	How can we launch (and scale)?	We are learning to understand what resources we need to launch and scale our business.	Use what you know to set your prices and determine how your profit will be allocated. Use what you know to plan how to get your product or service to market.	⋀ Completed Financially Fit Workbook* ⋀ Completed Road Map	Project Management Innovation	⋀ Financially Fit Workbook ⋀ Road Map (Product or Service)	This lesson is all about the logistics of getting the idea to market. Depending on your context, you may want to deep dive into this content, or just skim the surface so that students can provide a broad idea of the financials to take into the pitching stage. Groups who are keen to pursue the Future Anything Finals are encouraged to complete all of the activities in this lesson – this is often a neglected part of student pitches, so nailing the details could be a big factor in helping them succeed in the finals.
15	How do we get noticed?	We are learning how to brand and market our ideas to attract our target customer.	Use what you know to identify your target customer and your key marketing strategies. Use what you know to develop marketing materials to support your business idea.	⋀ Customer Persona ⋀ Marketing Summary – Social*	Communication Project Management Creativity	⋀ Marketing Summary including Customer Persona ⋀ Branding Scaffold ⋀ Complete logo, business name and product design/packaging.	In this lesson you might choose to select specific activities to focus on, or give students more time to explore the concepts in depth. You may want to add your own content here to expand on marketing strategy and complete a deeper dive into the 5+ Ps of marketing. The Branding Scaffold document is a supplementary lesson plan that can help guide students to create their basic branding collateral. Use the materials available in your context, or encourage students to use free programs like Canva to build their collateral.
16	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 slidedeck.	⋀ Final draft of pitch and slidedeck*	Communication Project Management	⋀ The Pitch PPT + Pitch Cheat Sheet ⋀ PPPPA Pitching Template ⋀ Pitching slide deck	The materials in this lesson guide students through creating a pitch and slide deck that will likely form the assessment and culmination of this unit. Make sure you refer to the rubric and assessment information so that students understand the audience and purpose for their pitch. ⋀ This lesson is an excellent opportunity to provide additional feedback for students – get them to practice their pitches with peers, or invite guests such as your Activator (in person or virtually) to provide feedback on their ideas.

17-19	These lessons have been left intentionally blank to enable students time to ready themselves for their showcase/ assessment submission.					
20	How Do We Bend The Future?	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.	⋀ Student Post Program Survey ⋀ Students complete Denouement Handout*	Adaptive Mindset	⋀ Student Post Program Survey ⋀ Denouement ⋀ Apply for Future Anything National Finals 2024	This is a great opportunity to reflect on the program. Make sure you complete the Teacher Post-Program Survey, and get students to complete the Student Post Program Survey so we can provide you will important information about their experience of the program. This is also a great time for you to gather internal feedback from students, teachers, parents and other stakeholders about the project. What worked? What would they love to see next year? Collect these ideas so next year's teachers can continue to grow the program in your school (Example: 'Fail videos' or 'Advice to future Activate students') All Activate students can apply for the Future Anything National Finals **here** to be in with the chance of winning funding and support to launch their ideas into the real world.

Should you wish to align this curriculum with Year 9 Economics and Business and hit all of the content descriptors, it is recommended you access our Unit Overview with Boosters. This can be found in the Optional Booster Modules section on the Thinkific page (or request it via **hello@futureanything.com**)

AUSTRALIAN CURRICULUM LINKS

Economics and Business (Year 9)

⌃ **AC9HE9K01***: the role of Australia's financial sector and its effect on economic decision-making by individuals, businesses and global markets

⌃ **AC9HE9K02*** how economic decision-making involves the interdependence of consumers, businesses, the financial sector and government

⌃ **AC9HE9K03***: the reasons Australia trades with other nations, and the patterns of trade between Australia and Asia

⌃ **AC9HE9K04**: processes that businesses use to create and maintain competitive advantage, including the role of entrepreneurs

⌃ **AC9HE9K05**: how individuals and businesses manage consumer and financial risks and rewards

⌃ **AC9HE9S01**: develop and modify questions to investigate a contemporary economic and business issue

⌃ **AC9HE9S02**: locate, select and analyse information and data from a range of sources

⌃ **AC9HE9S03**: interpret information and data, explaining economic and business issues, trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts

⌃ **AC9HE9S04***: develop and evaluate a response to an economic and business issue, using cost-benefit analysis or criteria to decide on a course of action

⌃ **AC9HE9S05**: create descriptions, explanations and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge research findings

*explored in Booster Modules only

Economics and Business (Year 10)

⌃ **AC9HE10K03**: factors that influence major consumer and financial decisions, and the short- and long-term consequences of these decisions

⌃ **AC9HE10K05**: processes that businesses use to manage the workforce and improve productivity, including the role of entrepreneurs

⌃ **AC9HE10S02**: locate, select and analyse information and data from a range of sources

⌃ **AC9HE10S03**: interpret information and data, explaining economic and business issues, trends and economic cause-and-effect relationships, and make predictions about consumer and financial impacts

⌃ **AC9HE10S05**: create descriptions, explanations and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge research findings

English (Year 9 and 10)

⌃ **AC9E9LA03 & AC9E10LA03:** analyse text structures and language features and evaluate their effectiveness in achieving their purpose

⌃ **AC9E9LY02 & AC9E10LY02:** listen to spoken texts and explain the purposes and effects of text structures and language features, and use interaction skills to discuss and present an opinion about these texts

⌃ **AC9E9LY06 & AC9E10LY06:** plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas, and selecting text structures, language features, literary devices and multimodal features for purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

⌃ **AC9E9LY07 & AC9E10LY07:** plan, create, rehearse and deliver spoken and multimodal presentations for purpose and audience, using rhetorical devices, language features, literary devices and features of voice such as volume, tone, pitch and pace, and organising, expanding and developing ideas in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

AUSTRALIAN CURRICULUM LINKS

Design and Technologies (Year 9 and 10)

- **AC9TDE10K02**: analyse the impact of innovation, enterprise and emerging technologies on designed solutions for global preferred futures
- **AC9TDE10K04**: analyse and make judgements on the ethical, secure and sustainable production and marketing of food and fibre enterprises
- **AC9TDE10K06**: analyse and make judgements on how characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions
- **AC9TDE10P01**: analyse needs or opportunities for designing; develop design briefs; and investigate, analyse and select materials, systems, components, tools and equipment to create designed solutions
- **AC9TDE10P02**: apply innovation and enterprise skills to generate, test, iterate and communicate design ideas, processes and solutions, including using digital tools
- **AC9TDE10P05**: develop project plans for intended purposes and audiences to individually and collaboratively manage projects, taking into consideration time, cost, risk, processes and production of designed solutions

Sustainability (Cross Curriculum Priority)

- **SS2:** Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.
- **SS3:** Social, economic and political systems influence the sustainability of Earth's systems
- **SW1:** World views that recognise the interdependence of Earth's systems, and value diversity, equity and social justice, are essential for achieving sustainability.
- **SW2:** World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.
- **SD1:** Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems
- **SD2:** Creative and innovative design is integral to the identification of new ways of sustainable living.

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