

KIDPRENEUR CHALLENGE CURRICULUM MAPPING

	Module	Time	Outcomes	Year 4	Year 5	Year 6
ONE	Kickstarting your Kidpreneur Journey and Introduction to Design Thinking	60 min	Students will: <ul style="list-style-type: none"> Be inspired and ignite the entrepreneur spirit Be inspired with real entrepreneur stories Be introduced to key entrepreneurship concepts – business, entrepreneur, products, Kidpreneur Be introduced to the Design Thinking process; Empathise, Define, Ideation, Prototype and Test Be introduced to the Challenge set and keep track of their ideas	ENGLISH Interacting with Others Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) L C Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) L P HASS Inquiry Skills - Evaluating and Reflecting Interact with others with respect to share points of view (ACHASSI080)	ENGLISH Interacting with others Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) L C P Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) L C	ENGLISH Interacting with others Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) L C P Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) L P HASS Inquiry Skills - Evaluating and Reflecting The reasons businesses exist and the different ways they provide goods and services (ACHASSK151) C E
	Design Thinking Part 1: Innovation and Ideation	90 min	Students will: <ul style="list-style-type: none"> Discuss Innovation and Ideation Reflect on their ideas since the introductory module Share their independent ideas and collaborate with a group to select the best 3 or 4 ideas Determine their business solution to the challenge as a group 	ENGLISH Interacting with others Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) L P	ENGLISH Interacting with others Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) L C P HASS	ENGLISH Interacting with others Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) L C P HASS

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				HASS Inquiry Skills - Evaluating and Reflecting Interact with others with respect to share points of view (ACHASSI080) L P E Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081) L C P	Inquiry and Skills - Evaluating and reflecting Work in groups to generate responses to issues and challenges (ACHASSI102) L C P	Inquiry and Skills - Evaluating and reflecting Work in groups to generate responses to issues and challenges (ACHASSI130) L C P
TWO	Design Thinking Part 2: Product Design and Prototyping	90 - 120 min (over a couple of sessions)	Students will: <ul style="list-style-type: none"> Learn the importance of market research to meet the wants and needs of the target market Understand good design principles to produce high quality products Develop and understanding of sustainable design and production Decide the best product design to use for the products Understand what a prototype is Apply knowledge and understanding to their products to develop a prototype and plan for packaging 	DESIGN AND TECHNOLOGIES Knowledge and Understanding Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs (ACTDEK010) L C P E Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes (ACTDEK013) N C Processes and Production Skills Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions (ACTDEP014) L ICT C	DESIGN AND TECHNOLOGIES Knowledge and Understanding Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use (ACTDEK019) L C P E Processes and Production Skills Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024) L ICT C Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025) L N C	DESIGN AND TECHNOLOGIES Knowledge and Understanding Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use (ACTDEK019) L C P E Processes and Production Skills Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024) L ICT C Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025) L N C

				<p>Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques (ACTDEP015) L N C</p> <p>Select and use materials, components, tools, equipment and techniques and use safe work practices to make designed solutions (ACTDEP016) ICT P</p> <p>Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment (ACTDEP017) L C P</p> <p>Plan a sequence of production steps when making designed solutions individually and collaboratively (ACTDEP018)</p> <p>ENGLISH</p> <p>Interacting with others</p> <p>Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) L P</p> <p>HASS</p> <p>Inquiry Skills - Evaluating and Reflecting</p>	<p>Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions (ACTDEP026) ICT P</p> <p>Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions (ACTDEP027) L C P E</p> <p>Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028) L C P</p> <p>ENGLISH</p> <p>Interacting with others</p> <p>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) L C P</p> <p>HASS</p> <p>Inquiry Skills - Evaluating and reflecting</p> <p>Work in groups to generate responses to issues and challenges (ACHASSI102)</p> <p>Use criteria to make decisions and judgements and consider advantages and disadvantages of</p>	<p>Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions (ACTDEP026) ICT P</p> <p>Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions (ACTDEP027) L C P E</p> <p>Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028) L C P</p> <p>ENGLISH</p> <p>Interacting with others</p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) L C P</p> <p>HASS</p> <p>Inquiry and Skills - Evaluating and reflecting</p> <p>Work in groups to generate responses to issues and challenges (ACHASSI130) L C P</p> <p>Use criteria to make decisions and judgements and consider advantages and disadvantages of</p>
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				<p>Interact with others with respect to share points of view (ACHASSI080) L P E</p> <p>Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081) L C P</p>	<p>preferring one decision over others (ACHASSI103)</p> <p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)</p>	<p>preferring one decision over others (ACHASSI131) L C E</p> <p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) L C P</p>
THREE	Business Model and Business Set Up	90 min	Students will: <ul style="list-style-type: none"> Identify the purpose for starting a business Discuss business models Discuss the importance of a Partnership agreement for group work Complete a Partnership agreement Define what the good or service is Determine if the business is to sell a good or service Understand the value of a good business name Name their business Test their business name 	ENGLISH Interacting with others Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) L P Creating texts Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) L C	ENGLISH Interacting with others Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) L C P Creating Texts Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) L ICT C	ENGLISH Interacting with others Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) L C P Creating Texts Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) L ICT C
FOUR	Business Mission, Vision and Sales Goals	60 min + PITCHING TO INVESTORS	Students will: <ul style="list-style-type: none"> Understand the importance of setting goals Define goals in terms of long term (mission statements) and short term (sales goals) Write a mission statement and sales goals 	ENGLISH Interacting with Others Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and	ENGLISH Interacting with others Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and	ENGLISH Interacting with others Participate in and contribute to discussions, clarifying and interrogating ideas, developing an supporting arguments, sharing and

			<ul style="list-style-type: none"> Determine how the profits will be used to support a charity or cause <p>Deliver a Mini-Pitch to Investors</p> <ul style="list-style-type: none"> Practice publicly presenting their product prototype Secure funding for their business Get some feedback 	<p>extend ideas and information (ACELY1687) L C</p> <p>Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) L P</p> <p>Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) L C P</p> <p>HASS</p> <p>Questioning</p> <p>Pose questions to investigate people, events, places and issues (ACHASSI073) L C</p> <p>INQUIRY SKILLS</p> <p>Evaluating and Reflecting</p> <p>Interact with others with respect to share points of view (ACHASSI080) L P E</p> <p>Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081) L C P</p>	<p>present and justify a point of view (ACELY1699) L C</p> <p>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) L C</p> <p>Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) L ICT C P</p> <p>HASS</p> <p>Questioning</p> <p>Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094) L C</p> <p>INQUIRY SKILLS</p> <p>Evaluating and reflecting</p> <p>Work in groups to generate responses to issues and challenges (ACHASSI102) L C P</p> <p>Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103) L C E</p>	<p>evaluating information, experiences and opinions (ACELY1709) L C P</p> <p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) L ICT C P</p> <p>Creating Texts</p> <p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) L ICT C</p> <p>HASS</p> <p>Questioning</p> <p>Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122) L C</p> <p>INQUIRY SKILLS</p> <p>Evaluating and reflecting</p> <p>Work in groups to generate responses to issues and challenges (ACHASSI130) L C P</p> <p>Use criteria to make decisions and judgements and consider advantages and disadvantages of</p>
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					<p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104) L C P</p>	<p>preferring one decision over others (ACHASSI131) L C E</p> <p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) L C P</p>
FIVE	Customers and Users	90 min	<p>Students will:</p> <ul style="list-style-type: none"> • Become familiar the terms "target market" and "market research" • Define their target market and refine what their customers want through market research • Research and test their target market/customers using market research techniques 	<p>ENGLISH</p> <p>Interacting with Others</p> <p>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) L C</p> <p>Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688) L P</p> <p>Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) L C P</p> <p>HASS</p> <p>Questioning</p> <p>Pose questions to investigate people, events, places and issues (ACHASSI073) L C</p>	<p>ENGLISH</p> <p>Interacting with others</p> <p>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) L C</p> <p>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) L C</p> <p>Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) L ICT C P</p> <p>HASS</p> <p>Questioning</p> <p>Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094) L C</p>	<p>ENGLISH</p> <p>Interacting with others</p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) L C P</p> <p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) L ICT C P</p> <p>Creating Texts</p> <p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) L ICT C</p> <p>HASS</p> <p>Questioning</p>


				<p>INQUIRY SKILLS</p> <p>Evaluating and Reflecting</p> <p>Interact with others with respect to share points of view (ACHASSI080) L P E</p> <p>Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081) L C P</p>	<p>INQUIRY SKILLS</p> <p>Evaluating and reflecting</p> <p>Work in groups to generate responses to issues and challenges (ACHASSI102) L C P</p> <p>Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103) L C E</p> <p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104) L C P</p>	<p>Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122) L C</p> <p>INQUIRY SKILLS</p> <p>Evaluating and reflecting</p> <p>Work in groups to generate responses to issues and challenges (ACHASSI130) L C P</p> <p>Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131) L C E</p> <p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) L C P</p>
SIX	Logo and Brand Identification	60+ min	<p>Students will:</p> <ul style="list-style-type: none"> Determine why logos are important for identifying a business and brand Identify common logos found in their daily life Identify key features of effective logo design Develop design ideas around creating a logo Design their business logo Produce a 'master copy' logo design to apply to merchandise 	<p>VISUAL ARTS</p> <p>Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111) C</p>	<p>VISUAL ARTS</p> <p>Develop and apply techniques and processes when making their artworks (ACAVAM115) C</p>	<p>MATHEMATICS</p> <p>Measurement and Geometry</p> <p>Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies (ACMMG142) N ICT C</p> <p>VISUAL ARTS</p> <p>Develop and apply techniques and processes when making their artworks (ACAVAM115) C</p>

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SEVEN	Production and Operations	60 – 90 min	Students will: <ul style="list-style-type: none"> Discuss the benefits of a production line and the process of streamlining the production of goods Practice and refine a production line following instructions Create a production line for a mock business Apply knowledge to creating an inventory and production line for their business 	DESIGN AND TECHNOLOGIES Processes and Production Skills Select and use materials, components, tools, equipment and techniques and use safe work practices to make designed solutions (ACTDEP016) ICT P Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment (ACTDEP017) L C E Plan a sequence of production steps when making designed solutions individually and collaboratively (ACTDEP018) L N C P	DESIGN AND TECHNOLOGIES Processes and Production Skills Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment (ACTDEP017) L C P Plan a sequence of production steps when making designed solutions individually and collaboratively (ACTDEP018) L N C	DESIGN AND TECHNOLOGIES Processes and Production Skills Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment (ACTDEP017) L C P Plan a sequence of production steps when making designed solutions individually and collaboratively (ACTDEP018) L N C
EIGHT	Financials: Profit and Loss	60 + min	Students will: <ul style="list-style-type: none"> Develop an understanding of financial terms: Revenue, Costs, Profit, Balance Sheet and Profit and Loss Solve problems involving business profit and loss and revenue Apply knowledge to price products to make a profit Develop an understanding of a business loan Create a simple financial plan for their business Develop and understanding of the importance of supporting a charity or cause 	MATHEMATICS Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080) L N ICT C HASS Inquiry Skills - Evaluating and Reflecting Interact with others with respect to share points of view (ACHASSI080) L P E Reflect on learning to propose actions in response to an issue or challenge and consider possible	MATHEMATICS Create simple financial plans (ACMNA106) L N C HASS Inquiry Skills - Evaluating and reflecting Work in groups to generate responses to issues and challenges (ACHASSI102) Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103) Reflect on learning to propose personal and/or collective action in	MATHEMATICS Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies (ACMNA132) L N ICT C HASS Inquiry and Skills - Evaluating and reflecting Work in groups to generate responses to issues and challenges (ACHASSI130) L C P Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131) L C E

				effects of proposed actions (ACHASSI081) L C P	response to an issue or challenge, and predict the probable effects (ACHASSI104)	Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132) L C P
NINE	Marketing: Attracting Customers and Users	180 + min	Students will: <ul style="list-style-type: none"> Develop an understanding of the 4 P's of marketing - Product, Price, Place and Promotion Identify the features and benefits of a given product Apply knowledge of features and benefits to their business and product Generate marketing messages for their product Develop communication techniques to promote their product Develop and design merchandising materials to represent their business and product Identify appropriate PLACE to sell a given product Apply knowledge to develop a marketing plan Develop an understanding of good customer service Apply good customer service to a mock market/showcase day Practise money handling and giving change from various denominations of CK Money 	ENGLISH Language for interaction Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) L P Text Structure and organisation Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490) L Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498) L Interacting with others Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) L C	ENGLISH Language for interaction Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502) L P Text Structure and organisation Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504) L Text in context Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698) L C P Interacting with others Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699) L C P	ENGLISH Language for interaction Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516) L P Understand the uses of objective and subjective language and bias (ACELA1517) L P Interacting with others Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) L C P Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) L ICT C P Interpreting, analysing, evaluating Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting

				<p>Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) L C P</p> <p>Creating Texts</p> <p>Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694) L C</p>	<p>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) L P</p> <p>Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) L ICT C P</p> <p>Creating texts</p> <p>Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704) L ICT C</p> <p>Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705) L C</p>	<p>structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712) L C</p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) L ICT C</p> <p>Creating Texts</p> <p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) L ICT C</p> <p>Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715) L C</p>
TEN	Business Launch and Market /Showcase Day	various	<p>Students will:</p> <ul style="list-style-type: none"> Officially launch the business! Apply new skills in a 'real life' environment with known and unknown customers Experience customer service and money exchange in a real-life environment Demonstrate 'agility' in changing things to better meet the needs of their customer 	<p>ENGLISH</p> <p>Language for interaction</p> <p>Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) L P</p> <p>Expressing Ideas</p>	<p>ENGLISH</p> <p>Language for interaction</p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502) L P E</p> <p>Interacting with others</p> <p>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to</p>	<p>ENGLISH</p> <p>Language for interaction</p> <p>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516) L P</p> <p>Interacting with others</p> <p>Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch</p>

				<p>Incorporate new vocabulary from a range of sources into students’ own texts including vocabulary encountered in research (ACELA1498) L</p> <p>Interacting with others</p> <p>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) L C</p> <p>Use interaction skills such as acknowledging another’s point of view and linking students’ response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)</p>	<p>students’ own experiences and present and justify a point of view (ACELY1699) L C P</p> <p>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) L P</p>	<p>and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) L P</p> <p>Mathematics</p> <p>Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies (ACMNA132) L N ICT C</p>
REFLECTION AND PITCH COMPETITION	<p>60 min (+ additional time to film and edit competition pitch video)</p> 	<p>All Kidpreneurs who have been through the program are encouraged to create a pitch video to enter the Kidpreneur Challenge competition and win great prizes for themselves and their schools.</p> <p>Students will:</p> <ul style="list-style-type: none">• Reflect on successes and improvements• Discuss teamwork and the strengths and challenges• Discuss 'pivoting' from their market/showcase day and product development• Classify pivoting actions into Product, Price, Place and Promotion	<p>ENGLISH</p> <p>Language for interaction</p> <p>Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) L P</p> <p>Expressing Ideas</p> <p>Incorporate new vocabulary from a range of sources into students’ own texts including vocabulary</p>	<p>ENGLISH</p> <p>Language for interaction</p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502) L P E</p> <p>Interacting with others</p> <p>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences and present and justify a point of view (ACELY1699) L C P</p>	<p>ENGLISH</p> <p>Language for interaction</p> <p>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516) L P</p> <p>Interacting with others</p> <p>Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) L P</p>	

KIDPRENEUR CHALLENGE CURRICULUM MAPPING

		<ul style="list-style-type: none"> Reflect on the overall program. <p>Prepare for entering the Pitch Competition</p> <ul style="list-style-type: none"> View past Kidpreneur entries and discuss options for delivering their pitch video Develop a script to deliver key messages about their business journey Develop a pitch video of no more than 90 seconds 	<p>encountered in research (ACELA1498) L</p> <p>Interacting with others</p> <p>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687) L C</p> <p>Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)</p> <p>Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) L C P</p> <p>MEDIA ARTS</p> <p>Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060) L ICT C P E</p>	<p>Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796) L P</p> <p>Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) L ICT C P</p> <p>MEDIA ARTS</p> <p>Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064) L ICT C P E</p>	<p>MEDIA ARTS</p> <p>Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064) L ICT C P E</p> <p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) L ICT C P</p>
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**** The Kidpreneur Challenge closely aligns with the Critical and Creative Thinking Learning Continuum (See next pages)**

Critical and Creative Thinking learning continuum

Sub-element	Level 1 Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Inquiring – identifying, exploring and organising information and ideas element						
Pose questions	pose factual and exploratory questions based on personal interests and experiences	pose questions to identify and clarify issues, and compare information in their world	pose questions to expand their knowledge about the world	pose questions to clarify and interpret information and probe for causes and consequences	pose questions to probe assumptions and investigate complex issues	pose questions to critically analyse complex issues and abstract ideas
Identify and clarify information and ideas	identify and describe familiar information and ideas during a discussion or investigation	identify and explore information and ideas from source materials	identify main ideas and select and clarify information from a range of sources	identify and clarify relevant information and prioritise ideas	clarify information and ideas from texts or images when exploring challenging issues	clarify complex information and ideas drawn from a range of sources
Organise and process information	gather similar information or depictions from given sources	organise information based on similar or relevant ideas from several sources	collect, compare and categorise facts and opinions found in a widening range of sources	analyse, condense and combine relevant information from multiple sources	critically analyse information and evidence according to criteria such as validity and relevance	critically analyse independently sourced information to determine bias and reliability
Generating ideas, possibilities and actions element						
Imagine possibilities and connect ideas	use imagination to view or create things in new ways and connect two things that seem different	build on what they know to create ideas and possibilities in ways that are new to them	expand on known ideas to create new and imaginative combinations	combine ideas in a variety of ways and from a range of sources to create new possibilities	draw parallels between known and new ideas to create new ways of achieving goals	create and connect complex ideas using imagery, analogies and symbolism
Consider alternatives	suggest alternative and creative ways to approach a given situation or task	identify and compare creative ideas to think broadly about a given situation or problem	explore situations using creative thinking strategies to propose a range of alternatives	identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions	generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting	speculate on creative options to modify ideas when circumstances change
Seek solutions and put ideas into action	predict what might happen in a given situation and when putting ideas into action	investigate options and predict possible outcomes when putting ideas into action	experiment with a range of options when seeking solutions and putting ideas into action	assess and test options to identify the most effective solution and to put ideas into action	predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action	assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action

Critical and Creative Thinking learning continuum

Sub-element	Level 1 Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Reflecting on thinking and processes element						
Think about thinking (metacognition)	describe what they are thinking and give reasons why	describe the thinking strategies used in given situations and tasks	reflect on, explain and check the processes used to come to conclusions	reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary	assess assumptions in their thinking and invite alternative opinions	give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions
Reflect on processes	identify the main elements of the steps in a thinking process	outline the details and sequence in a whole task and separate it into workable parts	identify pertinent information in an investigation and separate into smaller parts or ideas	identify and justify the thinking behind choices they have made	evaluate and justify the reasons behind choosing a particular problem-solving strategy	balance rational and irrational components of a complex or ambiguous problem to evaluate evidence
Transfer knowledge into new contexts	connect information from one setting to another	use information from a previous experience to inform a new idea	transfer and apply information in one setting to enrich another	apply knowledge gained from one context to another unrelated context and identify new meaning	justify reasons for decisions when transferring information to similar and different contexts	identify, plan and justify transference of knowledge to new contexts
Analysing, synthesising and evaluating reasoning and procedures element						
Apply logic and reasoning	identify the thinking used to solve problems in given situations	identify reasoning used in choices or actions in specific situations	identify and apply appropriate reasoning and thinking strategies for particular outcomes	assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome	identify gaps in reasoning and missing elements in information	analyse reasoning used in finding and applying solutions, and in choice of resources
Draw conclusions and design a course of action	share their thinking about possible courses of action	identify alternative courses of action or possible conclusions when presented with new information	draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion	scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action	differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions	use logical and abstract thinking to analyse and synthesise complex information to inform a course of action
Evaluate procedures and outcomes	check whether they are satisfied with the outcome of tasks or actions	evaluate whether they have accomplished what they set out to achieve	explain and justify ideas and outcomes	evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria	explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified	evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified