KIDPRENEUR CHALLENGE PROGRAM 2018

EDUCATOR HANDBOOK

Contents

Welcome to the Challenge

Congratulations on taking the step to join the entrepreneur eco-system. The skills and experiences that entrepreneurship teaches will provide your students with the critical growth mindset and provide a life-experience essential in the 21st century.

The aim of Kidpreneur Challenge is to expose students to:

- design thinking processes
- problem identification and solving
- collaboration
- critical thinking, and
- learning while having a great deal of fun!

The program has been aligned to The Australian National Curriculum and General Capabilities and is currently being aligned to relevant State and Territory Syllabuses. For educators, you do not have to have business experience to run the program. All the hard work in relation to extra online resources or worksheets are available for you to deliver in the way that works for your students. The program culminates in a market or showcase day, so the students can present their work to the school and wider community.

I look forward to working with you to provide the best learning experience for your students and seeing the amazing journey our Kidpreneurs will embark upon.

Best of luck on your Kidpreneur adventure!

Tania Price
CEO Entropolis – Kidpreneur Challenge
Futureproofing the Next Generation Through Entrepreneurship Education and Immersive Experience.

Why Entrepreneurship?

Entrepreneurship education is a lifelong learning process, starting as early as primary school and progressing through all levels of education, including adult education.

Entrepreneurship education benefits students from all socio-economic backgrounds because it teaches kids to think outside the box and nurtures unconventional talents and skills. Furthermore, it creates opportunity, ensures social justice, instils confidence and stimulates the economy.

Why Schools should teach Entrepreneurship
https://www.entrepreneur.com/article/245038

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"There is an urgent need to shift mindsets in our approach to jobs, careers and work. New big data analysis provides us with insights into the patterns of skills young people now require navigating complex and uncertain working lives. We must act now to ensure young Australians can thrive in the new world of work."

Foundation for Young Australians THE NEW WORK MINDSET Report 2016
http://www.fya.org.au/wp-content/uploads/2016/11/The-New-Work-Mindset.pdf

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In their NEW WORK MINDSET, Foundation for Young Australians reported their research has showed the urgent need for investment in a national enterprise skills and careers education strategy that would:

- Begin early in primary school and build consistently, year on year, throughout high school
- Be provided in ways that young people want to learn: through experience, immersion and with peers
- Provide accurate information about and exposure to where future jobs will exist and the skills to craft and navigate multiple careers
- Engage students, schools, industry and parents in co-designing opportunities in and outside the classroom

Benefits of Entrepreneurship Education to Primary through Early High School Students include:
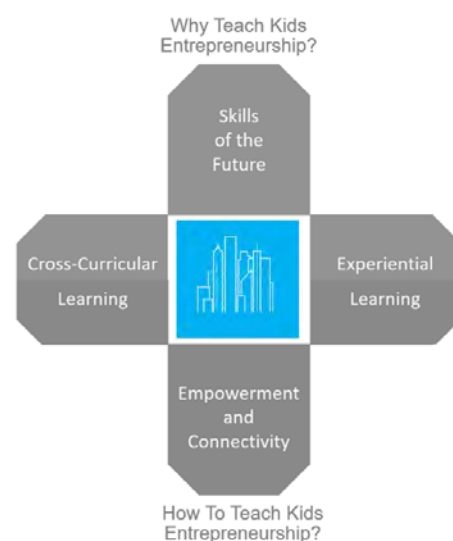
- Increased sense of "locus of control"
- Awareness of career and entrepreneurial options
- Use opportunity recognition/ problem solving skills
- Explore ethics issues
- Consider steps in business startup
- Increased self-esteem and respect
- Increased number of students identifying entrepreneurship as a career choice
- Heightened awareness of the role of entrepreneurs
- Encourage risk-taking & learning from failure

Entropolis provides engaging education programs, rich content and entrepreneurship experiences designed to build innovation capacity and an entrepreneurial skillset to futureproof our kids.

Our mission is to embed an entrepreneurial mindset in the next generation, equipping and empowering them with the confidence, resilience, creativity and critical thinking to thrive in their future careers.

We launched as Club Kidpreneur Foundation in 2010 offering entrepreneurship education programs outside school hours. In 2014 we entered primary schools with our flagship experiential entrepreneurship education program Kidpreneur Challenge. Since then we've played a pivotal role in entrepreneurship education working with more than 14,000 children in 700 schools nationally to build micro-businesses that have collectively raised more than $600,000 for social causes.

The programs are designed for kids to build innovation and knowledge capacity, stretch their creativity, get comfortable with risk and failure, and build resilience and confidence. Educators, principals and parents alike acknowledge our interactive, experiential real-world programs address a key market need for engaged, active learning and a project-based methodology enabling students to be empowered and self-directed.

Curriculum content, format, activities and resources have been developed through collaboration among entrepreneurs, educators and childcare workers, to ensure we present the best balance between making business fun for kids while delivering key primary education learning outcomes and imparting real-life business lessons.

The program can be easily adapted to suit different learning styles in the classroom and are aligned to multiple Australian National Curriculum areas including English, Mathematics, Design and Technologies and HASS.
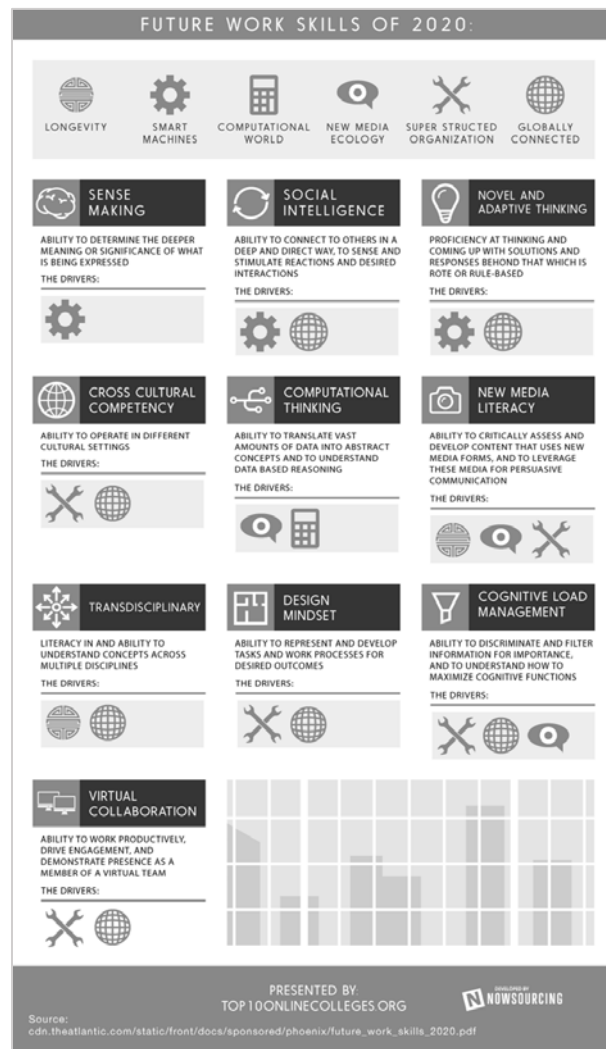
Over the past year we have been evolving and digitising our real-world programs to deliver greater reach in the market and give more students the opportunity to experience entrepreneurship by the time they leave school.

We delivered the Kidpreneur Challenge program to our 2017 cohort of more than 100 educators online and in January 2018 we'll be launching our new edtech platform www.thentropolis.com to deliver programs, resources, rich content, and ecosystem connectivity on-demand into school and home.

On trend with the rise of borderless education, our secure platform will combine our deep entrepreneurial education experience with technology, giving young entrepreneurs 8 – 25 years secure global access to our online game of business, and curated entrepreneurship and STEAM education resources at scale.

We are proud to lead the development of a global ecosystem supporting the education pathway for Kidpreneurs, and partner with governments, business, schools and the community, to futureproof the next generation of job creators, employees and global.

www.thentropolis.com

KIDPRENEUR CHALLENGE PROGRAM OVERVIEW AND RESOURCES

	Module	Time	Outcomes	Keywords	Teaching Resources
INTRODUCTION	**Kickstarting your Kidpreneur Journey and Introduction to Design Thinking**	60 min	**Students will:** • 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	**Entrepreneur, Products, Services, Kidpreneur; Design Thinking; Ideation**	• **Video** • **Worksheets** – Kidpreneur Challenge Idea Generation Brief; Idea Generation • **Kidpreneur Challenge Display Board** • Post-it notes • Prepared headings of different types of businesses: Retail, Manufacturing, online etc (see Tips and Supplementary Educator Resources • Prepared headings and definition of the Design Thinking process
ONE	**Design Thinking Part 1: Innovation and Ideation**	90 min	**Students will:** • 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	**Idea Generation; Ideation, Innovation; Design Thinking; Product; Service**	• **Video** • **Worksheets** – Idea Generator from the introduction module; Design a Product or Service; Market Research; Draw your Product or Service
TWO	**Design Thinking Part 2: Product Design and Prototyping**	90 - 120 min (over a couple of sessions)	**Students will:** • 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	**Product; Prototype; Market Research; Packaging**	• **Video** • A range of product packaging or show a range of online packaging ideas • Raw materials to make their prototype or look at some examples online • **Worksheets:** Market Research – Prototype; Packaging Concepts; Our Product packaging • **Internet research on**: Recycle and Re-purpose; Products that solve problems
THREE	**Business Model and Business Set Up**	90 min	**Students will:** • Identify the purpose for starting a business • Discuss business models • Discuss the importance of a Partnership agreement for group work	**Business Model**	• **Video** • **Worksheets:** Business Team strengths; Partnerships Agreement; What are we going to do/make; Loan Certificate; Business Name, Certificate of Registration; Business Name Survey

KIDPRENEUR CHALLENGE PROGRAM OVERVIEW AND RESOURCES

			• 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	• Paper and pencils • **Worksheets:** The Goal Game; Our Mission Statement; Our Sales Goal; and Charity or Cause of Choice; Pitching Outline
FOUR	**Business Mission, Vision and Sales Goals**	60 min + PITCHING TO INVESTORS	**Mission Statement; Sales Goals**	
			Students will: • 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 • Determine how the profits will be used to support a charity or cause **Deliver a Mini-Pitch to Investors** • Practice publicly presenting their product prototype • Secure funding for their business • Get some feedback	
FIVE	**Customers and Users**	90 min	**Target Market; Customer; User; Customer Profile; Market Research**	• Video • **Worksheets:** Target Market Identification; Our Target Market; Target Market Research; Product Planning and Design
			Students will: • 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	
SIX	**Logo and Brand Identification**	60+ min	**Logo; Brand Identity**	• Video • Online activity for Logo identification - download material as required • **Worksheets:** Logo Identification; Memorable Logos; Design your Business Logo; Business card template
			Students will: • 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	

KIDPRENEUR CHALLENGE PROGRAM OVERVIEW AND RESOURCES

			Students will:		Resources
SEVEN	**Production and Operations**	60 – 90 min	Students will: • Discuss the benefits of a production line and the process of streamlining the production of goods • Practice and refine production line following instructions • Create a production line for a mock business • Apply knowledge to creating an inventory and production line for their business	**Inventory; Production Line**	• **Video** • Post it notes • Pre-prepared widget using coloured paper (see Educator notes) • Items for Production line competition: 1x scissors per team; 1x stapler per team; 20x A4 sheets of paper (choose one colour); 5x A4 sheets of paper (choose a different colour) • **Worksheets:** T-Shirt Production line; and Product Production Line Inventory.
EIGHT	**Financials: Profit and Loss**	60 + min	Students will: • 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	**Revenue; Costs; Profit; Loss**	• Chart displaying words and their definition - Revenue, Costs, Profit and Loss. • Sweet Spot display. (printed on A3 paper) • Prepared labels for "The Cake Game" • **Worksheets:** Profit and Loss Calculator; Our Business Revenue and Profit; Loan Certificate (from earlier modules) • Post-it notes
NINE	**Marketing: Attracting Customers and Users**	180 + min	Students will: • 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	**Marketing; Merchandising; Product; Price; Place; Promotion; Features; Benefits**	• **Video** • **Prepared whiteboard:** Feature and Benefit (Feature and Benefit Game) • Post-it notes (different colours for each team of 3 - 5 students) • 3 types of products (e.g. cards, jewellery, soap, stress balls) • **Worksheets:** Product Features and Benefits; Marketing message/Sales Pitch; Merchandising; Place and Promotion; Marketing plan; Customer Service Ideas; Practice Giving Change • **Market Race Game labels:** Names of 10-12 common business products • Fake money CK Dollars • Flyer and Poster Template

KIDPRENEUR CHALLENGE PROGRAM OVERVIEW AND RESOURCES

			various	• Apply good customer service to a mock market/showcase day • Practise money handling and giving change from various denominations of CK | Money
TEN	**Business Launch and Market/Showcase Day**	**Selling; Customer Service; Financial Transactions**		**Students will:** • 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
				Video **Worksheets:** Business Launch Certificate; Inventory and Sales Ledger Sheet, Customer Feedback form (6 per team) with pencil and clipboard. **Balloons or kites** to metaphorically launch the business.
REFLECTION AND KIDPRENEUR CHALLENGE PITCH	(image)		60 min (+ additional time to film and edit competition pitch video)	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. **Students will:** • 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 • Reflect on the overall program. **Prepare for entering the Pitch Competition** • 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
				Video Market/showcase day Reflection Form online or Download Conclusion Worksheet Worksheet – Pivoting Plan **(Optional)** iPhone / Android phone with video capability Video editor PowerPoint Giphy.com

GETTING STARTED

Included in your Kidpreneur Challenge program license are the following:

- Educator Handbook – including the curriculum mapping (this document)
- Kidpreneur Challenge Module Lesson Plans
- Kidpreneur Worksheets
- Access to our digital platform Entropolis
- Pre and post program assessment forms

The program is very comprehensive, so we recommend reading through the material to determine what components would be most suitable to your Kidpreneurs. For example, you may not want to use all the worksheets provided – but the worksheets are there if you would like to use them as a guide. Some educators have printed off all the worksheets into a booklet for the Kidpreneurs to record their journey and Educators to monitor the progress of their students.

Note: Modules 3 – 10 are group work so only one copy required per group.

PROGRAM ASSESSMENT

We recommend Educators conduct the pre-program assessment prior to the Introduction module. The post-program assessment can be done in the Reflection module to compare and track student progress.

Note: We will send you the link to the assessment tools via email during Term 1, 2018

TIMETABLING

Generally, schools allocate 3 - 4 hours a fortnight to implement the program over one to two terms. The program can be completed in a term with students doing some of the work during their breaks or at home.

Some schools have timetabled the program during:

- Design and Technologies
- Genius Hour/ Passion Project
- Humanities and Social Sciences, or
- Over the week depending on the module focus – Mathematics (financials), English/Literacy (pitching, market research and presenting)

NOTE: *The Kidpreneur Challenge is run exclusively in schools*

A general term-long guide is as follows:

Week 1 – 4	Modules Intro - 3
Week 5 - 8	Modules 4 - 7
Week 8 – 9	Modules 8 – 9 (5 – 6 hours required)
Week 10	Module 10 – Market or Showcase Day

All Kidpreneur Challenge program materials can be found at www.Entropolis.com – an online edtech platform for entrepreneurship and STEAM learning, and a connecting hub for young entrepreneurs (8 – 18 years), educators and parents.


The platform will operate like a curated, gamified version of LinkedIn, providing entrepreneurship education, engaging content and tools and apps custom-built to empower young entrepreneurs to build their 21st century skillset and become brilliant innovators and business builders in the real-world.

Each Kidpreneur Challenge School will receive a login / s to the platform and a teacher dashboard and curriculum toolkit enabling you to:

• Connect and Engage with other educators, entrepreneurs, education experts and thought leaders to help fill your knowledge gaps and support your efforts to produce the entrepreneurs of the future
• Search high quality teaching resources and business wisdom shared by our community or created and curated for you.
• Collaborate with other entrepreneurship and STEAM educators, sharing your vital knowledge and valuable experiences to help embed entrepreneurial DNA in your children and students.
• Activate your private business network to get answers to your burning questions and share your own experiences in our private online for

How to Login to your Educator Dashboard

STEP 1: Go to www.theentropolis.com
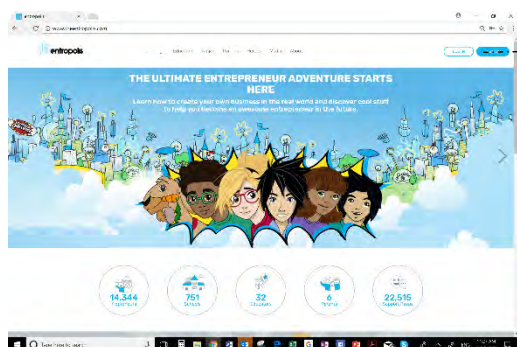
STEP 2: Click on the login button on the top right corner of the screen and enter your username and password provided to open your dashboard.
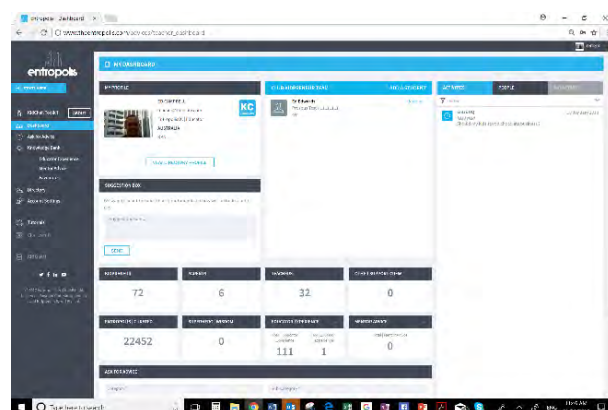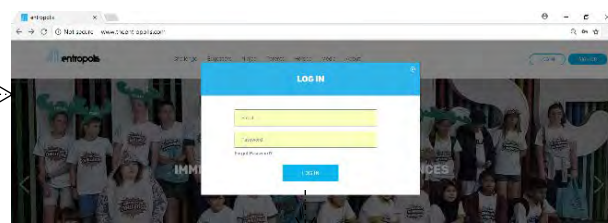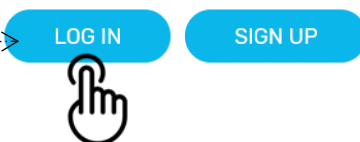
Step 3: Click on KidChall Toolkit at the top of your dashboard menu bar to open your Curriculum and resource toolkit. Click on ABOUT to show more information and tips regarding the toolkit.
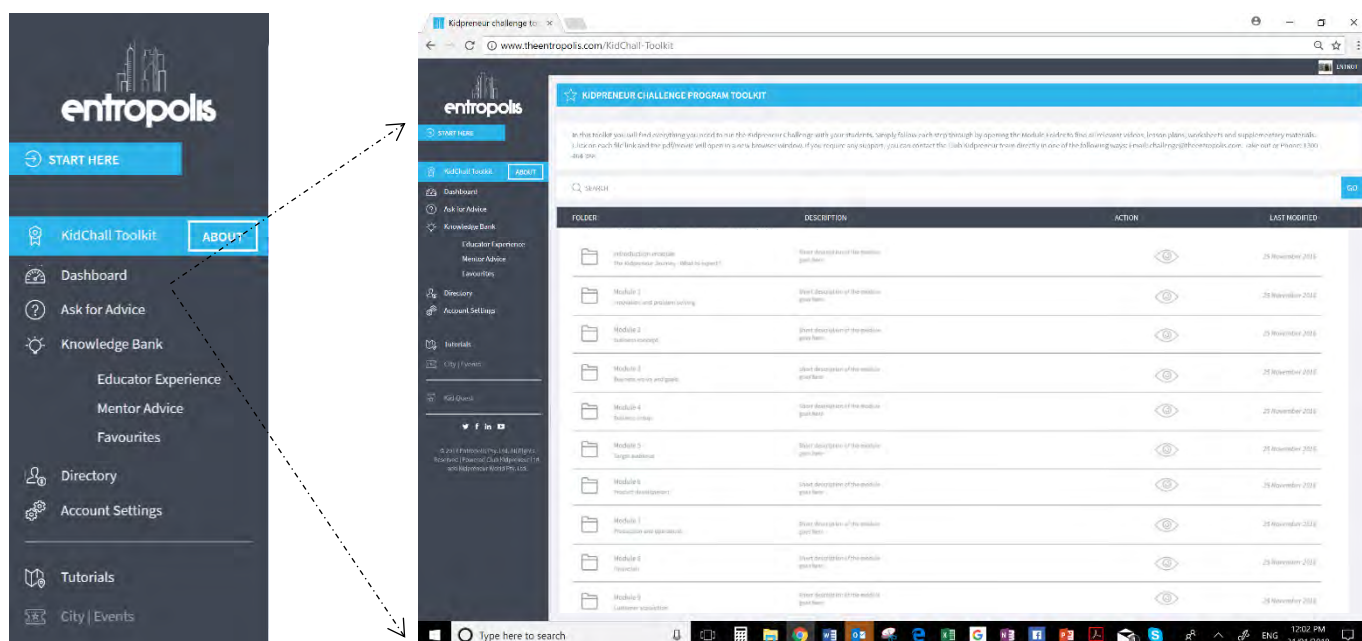
Step 4: Click on the folder icons in the right-hand pane to view and download the lesson plans, worksheets and other resources for each module. If you are experiencing and difficulty with accessing your teaching resources let us know at info@kidpreneurchallenge.com.

View files in a new browser tab
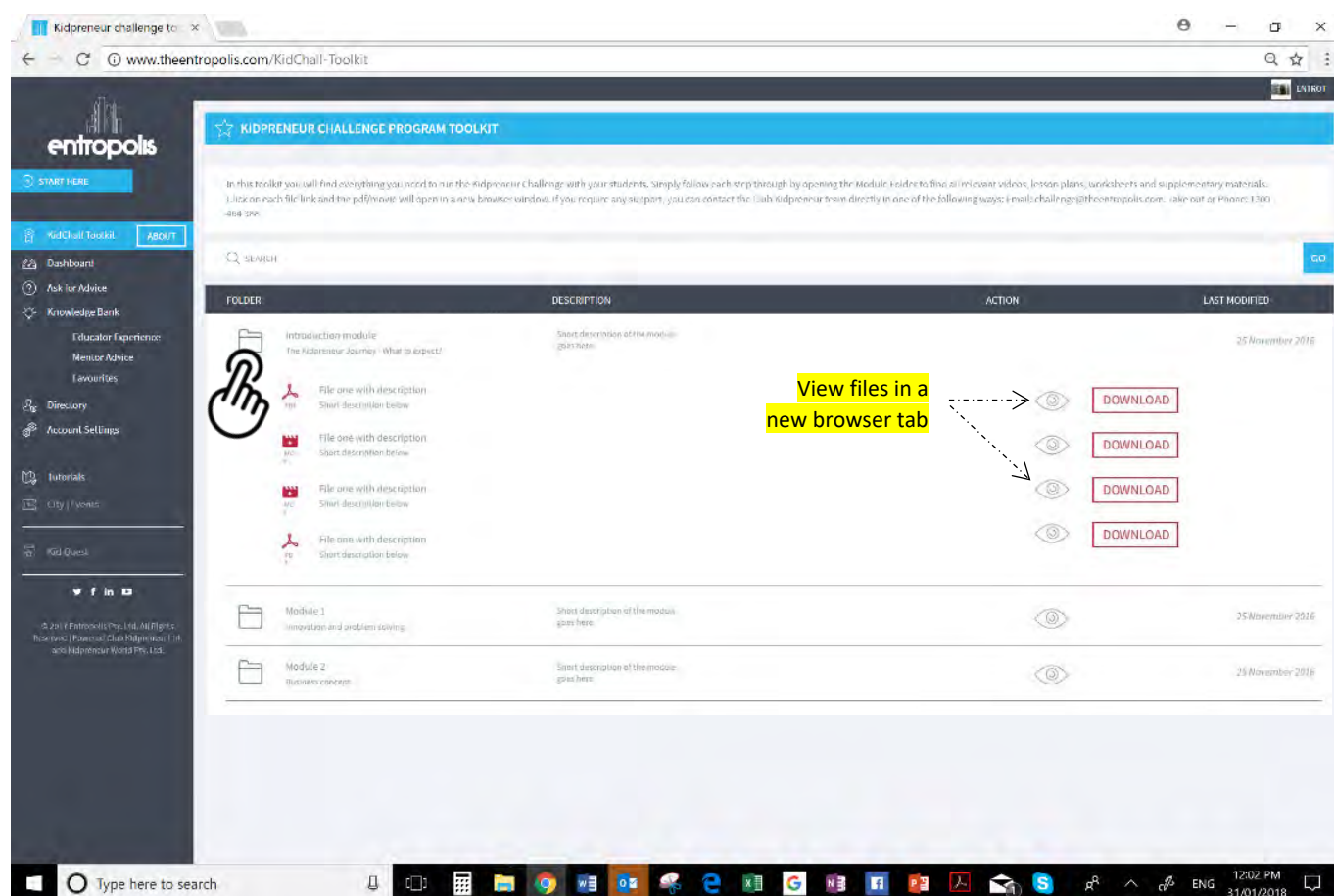
The Kidpreneur Challenge program directly addresses the key learning outcomes and General Capabilities of the Australian National Curriculum across multiple learning areas:

• English
• Mathematics
• Design and Technologies
• Humanities and Social Sciences
• The Arts - Creative Arts

The curriculum encompasses the General Capabilities:

• Literacy
• Numeracy
• Information and Communication Technology Capability
• **Critical and Creative Thinking**
• Personal and Social Capability
• Ethical Understanding

The Cross-Curriculum Priority of 'Sustainability' features strongly in the curriculum. Students are introduced to a new way of interpreting and engaging with the world through entrepreneurship and social enterprise. Kidpreneur seeks to open students' eyes to the possibility of entrepreneurship as a career path, contributing to the sustainability of economies and wider global systems.

Entrepreneurship and new businesses generate economic growth, create employment opportunities, and more. In promoting the opportunities for social impact through social entrepreneurship, students learn of their ability to create a more ecologically and socially just world using the power of business.

The Australian Curriculum is designed to meet the educational goals of the Melbourne Declaration (2008). The program provides a learning experience that addresses many of the ideals of the Melbourne Declaration. It enables learners to play an active role in their own learning. They are engaged in being creative, innovative and resourceful, and can solve problems in ways that draw upon a range of learning areas and disciplines. They plan activities independently, collaborate and communicate ideas. Learners are motivated and develop confidence. They are enterprising, show initiative and use their

creative abilities. They act with moral and ethical integrity and are active, informed and responsible citizens working for the common good.

Source: Australian Curriculum
http://www.australiancurriculum.edu.au/crosscurriculumpriorities/overview/introduction

Benefits of Entrepreneurship Education to Primary through Early High School Students:

• Increased attendance
• Higher academic achievement
• Fewer discipline referrals
• Soft Skill development
  o Increased sense of "locus of control"
  o Increased self-esteem and respect
  o Encourage risk-taking & learning from failure (Flearning)
  o Use opportunity recognition/ problem solving skills
  o Embrace diversity/ socialization skills
  o Demonstrate conflict resolution/ negotiation/ sales-marketing/ persuasion skills
  o Explore ethics issues
  o Foster and value idea generation
• Technical Skills Development
  o Improved financial literacy
  o Understand entrepreneurship process/ business plan
• Awareness of career and entrepreneurial options
  o Consider steps in business start-up
  o Increased number of students identifying entrepreneurship as a career choice
  o Define entrepreneurs' contribution to society
  o Develop workplace literacy
  o Heightened awareness of the role of entrepreneurs
  o Learn how entrepreneurs give back
  o Recognize the contributions of entrepreneurs (they started small)
• Become an educated, empowered consumer

KIDPRENEUR CHALLENGE CURRICULUM MAPPING

	Module	Time	Outcomes	Year 4	Year 5	Year 6
INTRODUCTION	Kickstarting your Kidpreneur Journey and Introduction to Design Thinking	60 min	Students will: • 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
ONE	Design Thinking Part 1: Innovation and Ideation	90 min	Students will: • 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**

KIDPRENEUR CHALLENGE CURRICULUM MAPPING

			HASS	Inquiry and Skills - Evaluating and reflecting	Inquiry and Skills - Evaluating and reflecting
			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
Design Thinking Part 2: Product Design and Prototyping	90 - 120 min (over a couple of sessions)	**Students will:** • 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

TWO

KIDPRENEUR CHALLENGE CURRICULUM MAPPING

Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques (ACTDEP015) L N C 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 P Plan a sequence of production steps when making designed solutions individually and collaboratively (ACTDEP018) **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 **HASS** **Inquiry Skills - Evaluating and Reflecting**	Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions (ACTDEP026) ICT P Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions (ACTDEP027) L C P E Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028) L C 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** **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	Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions (ACTDEP026) ICT P Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions (ACTDEP027) L C P E Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028) L C P **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** **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

KIDPRENEUR CHALLENGE CURRICULUM MAPPING

		Students will	ENGLISH	ENGLISH	ENGLISH
			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	preferring one decision over others (ACHASSI103) Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)	preferring one decision over others (ACHASSI131) L C E 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
THREE	**Business Model and Business Set Up** 90 min	Students will: • 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: • 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

KIDPRENEUR CHALLENGE CURRICULUM MAPPING

• Determine how the profits will be used to support a charity or cause **Deliver a Mini-Pitch to Investors** • Practice publicly presenting their product prototype • Secure funding for their business • Get some feedback	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 Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) L C P **HASS** **Questioning** Pose questions to investigate people, events, places and issues (ACHASSI073) L C **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	present and justify a point of view (ACELY1699) L C 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 Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) L ICT C P **HASS** **Questioning** Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094) L C **INQUIRY SKILLS** **Evaluating and reflecting** Work in groups to generate responses to issues and challenges (ACHASSI102) L C P Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103) L C E	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 **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 **HASS** **Questioning** Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122) L C **INQUIRY 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 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
				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	**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 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 **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 **HASS** **Questioning**
				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 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 Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) L ICT C P **HASS** **Questioning** Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094) L C	
			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 Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) L C P **HASS** **Questioning** Pose questions to investigate people, events, places and issues (ACHASSI073) L C		
		Students will: • 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			
FIVE	**Customers and Users**	90 min			

KIDPRENEUR CHALLENGE CURRICULUM MAPPING

Logo and Brand Identification		INQUIRY SKILLS	INQUIRY SKILLS	

Logo and Brand Identification

60+ min

Students will:

- 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

VISUAL ARTS

Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111) C

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

VISUAL ARTS

Develop and apply techniques and processes when making their artworks (ACAVAM115) C

INQUIRY SKILLS

Evaluating and reflecting

Work in groups to generate responses to issues and challenges (ACHASSI102) L C P

Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103) L C E

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

VISUAL ARTS

Develop and apply techniques and processes when making their artworks (ACAVAM115) C

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122) L C

INQUIRY 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

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

MATHEMATICS

Measurement and Geometry

Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies (ACMMG142) N ICT C

VISUAL ARTS

Develop and apply techniques and processes when making their artworks (ACAVAM115) C

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KIDPRENEUR CHALLENGE CURRICULUM MAPPING

		Students will:			
SEVEN Production and Operations	60 – 90 min	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	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

KIDPRENEUR CHALLENGE CURRICULUM MAPPING

		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
Marketing: Attracting Customers and Users	180 + min	**Students will:** • 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 E 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

KIDPRENEUR CHALLENGE CURRICULUM MAPPING

		Students will:			
Business Launch and Market /Showcase Day	various	• 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	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) L C 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	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 Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700) L ICT 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 Re-read and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705) L C	structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712) L C 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 **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 Re-read and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715) L C
		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 **Expressing Ideas**		**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 E **Interacting with others** Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to	**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 **Interacting with others** Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch

KIDPRENEUR CHALLENGE CURRICULUM MAPPING

and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816) L P

Mathematics

Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies (ACMNA132) L N ICT C

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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 P

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

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)

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

Interacting with others

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

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 E

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 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

Expressing Ideas

Incorporate new vocabulary from a range of sources into students' own texts including vocabulary

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REFLECTION AND PITCH COMPETITION

60 min (+ additional time to film and edit competition pitch video)

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.

Students will:

- 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

KIDPRENEUR CHALLENGE CURRICULUM MAPPING

• Reflect on the overall program. **Prepare for entering the Pitch Competition** • 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	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 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) Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) L C P **MEDIA ARTS** Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060) L ICT C P E	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 Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)L ICT C P **MEDIA ARTS** Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064) L ICT C P E	**MEDIA ARTS** Plan, produce and present media artworks for specific audiences and purposes using responsible media practice (ACAMAM064) L ICT C P E 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	

** The Kidpreneur Challenge closely aligns with the Critical and Creative Thinking Learning Continuum (See next pages)

KIDPRENEUR CHALLENGE CURRICULUM MAPPING

Australian Curriculum, Assessment and Reporting Authority

Australian CURRICULUM

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

KIDPRENEUR CHALLENGE CURRICULUM MAPPING

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

AC | Australian CURRICULUM

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

Supporting Educators

We recognise that upskilled and confident educators are critical to effective delivery and impact of our programs in schools.

We provide a number of specific initiatives and resources aimed helping you to embed effective entrepreneurship strategies in school and at home, fill knowledge gaps and support the Kidpreneurs on their entrepreneurial journey including:

• Curriculum and teaching resources
• Webinars
• Events
• Professional development and training

• Enterprise and peer to peer connectivity through account at www.theentropolis.com
• Learning tools and apps

Other States and Territories Curriculum

Alignment to the following additional curriculum is due to be finalised in 2018:

• NSW Syllabus for Stage 3 – English. Mathematics and Science and Technology
• Victorian Curriculum – Design and Technologies, Digital Technologies, English and Mathematics.

Frequently Asked Questions

What year level is the Kidpreneur Challenge suitable for?

Most of our Kidpreneurs are in Year 5 and 6. However the program is designed to be delivered to Years 4 – 6.

What does my program fee cover?

Your payment for the Kidpreneur Challenge package covers a license to deliver the program for one school year and includes:

• Videos, lesson plans, worksheets and supplementary content and resources
• Entropolis Subscription – a secure city for Kidpreneurs, Futurepreneurs and Educators and more
• Entry into the pitch competition and Kidpreneur of the Year Awards

As a not-for-profit organisation the annual subscription covers the direct costs of delivering the program, including:

• Operations Personnel
• Ongoing support by phone and email
• Partnership engagement – Education, Entrepreneurs, Business and subject matter experts
• Ongoing program and resource development

How do Kidpreneurs secure resources for their business?

As part of the learning process, students deliver pitches to potential investors to secure start-up funding – this could be family, friends, local businesses or the school. Each of the businesses are completely different so their needs will be different.

Is there professional development available for Educators?

Our Entrepreneurship-Based Learning in Schools professional development course is under development and will be available to educators nationwide from Term 2, 2018.

How do I enter the Kidpreneur Challenge Pitch Competition*?

The pitch competition and Kidpreneur of the Year Awards are held during Term 4. Kidpreneurs from schools participating in the Challenge can submit a 2-minute video telling us about their business. The videos will be judged by our panel of entrepreneurs and experts for the change to win great prizes for themselves and their schools.

* Full competition and awards details will be available at the end of Term 1, 2018.

Where can I go for help?

We are available on the phone to assist with any questions or issues Monday – Friday 8:30am – 5pm. **Call 1300 464 388** or use our live chat feature on our website.

You can also email us for a response within 24 hours at **info@kidpreneurchallenge.com**.