readysetgo | PROGRAM SCAFFOLD

	MODULE TITLE	TIMING	OUTCOMES	KEYWORDS	VIDEO DESCRIPTION	BUSINESS-IN-A-SATCHEL	ADDITIONAL RESOURCES
INTRODUCTION	Kickstarting Your Kidpreneur Journey – What to Expect	30 - 45 minutes	Students will: • Be inspired and ignite the entrepreneurial spirit • Be Introduced to key entrepreneurship concepts - business, entrepreneur, entrepreneurship, Kidpreneur • Become familiar with the main elements of the Kidpreneur challenge; • Understand the three stages to starting a business and what they mean (Ready, Set & Go) • Be inspired with real entrepreneur stories; • Be introduced to Curtis the Kidpreneur Novel • Be introduced to the Challenge set by "The Magnificent Markets" Company and keeping track of their ideas.	ENTREPRENEURSHIP KIDPRENEUR		• Business-in-a Satchel • Curtis The Kidpreneur Novel • USB of Printed Files	• Video • Post-It Notes • **Prepared Labels:** Retail, Manufacturing, Service, Not For-Profit, Social Enterprise, Wholesale, Online; Recycling; Agricultural; Franchise • **Optional:** Job Title Cards; Kidpreneur Display Board for Key Words, thoughts and activities.
ONE	Creating Great Business Ideas - bought to you in partnership with Inventium	45 minutes	Students will: • 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 • Use Idea Generation tools such as "Newsflash" and "Assumption Crusher" to expand and test their ideas • Determine their business solution to the challenge as a group.	IDEA GENERATION	Inventium Session 1 Video 2 and Video 3		• **Worksheet** IDEA GENERATOR (from previous lesson); Newsflash worksheets • Prepared "Imagine if" statements – one set per group.
TWO	Business Model and Set Up	60 minutes	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 • Decide upon a business name • Test their business name	BUSINESS MODEL		Business Registration Certificate	• Business Registration Certificate • Partnership Agreement • **Worksheets**: What are we going to do/make; and Business Names.

	MODULE TITLE	TIMING	OUTCOMES	KEYWORDS	VIDEO DESCRIPTION	BUSINESS-IN-A-SATCHEL	ADDITIONAL RESOURCES
THREE	**Business Mission and Goals**	45 minutes	**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	MISSION STATEMENT SALES GOALS		Business Mission and Goal Poster	• Paper and pencils • **Worksheet**: Our Mission Statement; Our Sales Goal; and Charity or Cause of Choice.
	Mini - Pitch (1) (Optional)		**Reflection on the journey so far**: • Practice publicly presenting business concepts • Get some feedback • Assess and adjust your business				
FOUR	**Customers and Users**	45 minutes	**Students will:** • Become familiar the terms "target market" and "market research" • Determine their target market and refine what their customers want through market research • Research and test their target market/customers using market research techniques	TARGET MARKET CUSTOMER USER CUSTOMER PROFILE MARKET RESEARCH			• Video • **Worksheet:** Target Market Identification; Target Market Research; Identify Our Customers;
FIVE	**Logo and Brand ID**	60 + minutes + time to print aprons	**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 and their Kidpreneur apron	LOGO BRAND IDENTITY		BUSINESS CARDS	• Video • Online activity for Logo identification - download material as required. • **Worksheet**: Logo Identification; Design your Business Logo. Business cards and aprons
SIX	**Product Development**	60 + minutes + time to develop prototype	• **Students will:** • Understand good design principles to produce high quality products • Develop and understanding of sustainable design and production • Discuss products designed to improve people's lives • Develop a survey to test their design - Market research • Apply knowledge and understanding to their products to develop a prototype and plan for packaging • Understand what a prototype is • Learn the importance of market research to meet the wants and needs of the target market • Decide the best product design to use for the products	PRODUCT PROTOTYPE MARKET RESEARCH			• Video **Internet research on**: • Recycle and Re-purpose; Products that solve problems. • **Worksheet:** Create a product that solves a problem or satisfies our customers; and Market Research. Raw materials to make their prototype.

	MODULE TITLE	TIMING	OUTCOMES	KEYWORDS	VIDEO DESCRIPTION	BUSINESS-IN-A-SATCHEL	ADDITIONAL RESOURCES
	Mini - Pitch (2) (Optional/Extension)		**Reflection on the journey so far:** • Complete short reflection survey • Practice publicly presenting your product prototype • Get some feedback • Assess and adjust your prototype • Do you feel more confident about your business?				
SEVEN	**Production and Operations**	60 minutes	**Students will:** • 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	INVENTORY PRODUCTION LINE		CK Pricing Stickers for Packaging	• Video • Pre-prepared prototype of a widget. • 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) • **Worksheet:** T-Shirt Production line; and Product Production Line Inventory.
EIGHT	**Financials** **Profit and Loss**	60 + minutes	• **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		Loan Certificate	• Video • **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; Their Business Revenue and Profit; Loan Certificate; • Post-it notes

	MODULE TITLE	TIMING	OUTCOMES	KEYWORDS	VIDEO DESCRIPTION	BUSINESS-IN-A-SATCHEL	ADDITIONAL RESOURCES
NINE	**Attracting Customers**	180 + minutes	**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 day • Practise money handling and giving change from various denominations of fake money	MARKETING MERCHANDISING		Marketing poster for design	• 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) • **Worksheet**: Your Product - Feature or Benefit; Marketing message; Merchandising; Place and Promotion; Marketing plan; and Customer Service Feedback Form. • Market Race Game labels: Names of 10-12 common market stall products. • Fake money CK Dollars • Marketing Flyer Template
TEN	**Market Day**	Various	**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	SELLING CUSTOMER SERVICE		Graduation Certificate; Apron (one-size fits all) with space for kidpreneur logo to be drawn or ironed on; Money Pouch	• Sales Ledger
WRAP UP	**Optional Wrap up Module**	60 minutes	**Students will:** • Reflect on successes and improvements • Discuss teamwork and the strengths and challenges • Discuss 'pivoting' from their market day and product development • Classify pivoting actions into Product, Price, Place and Promotion • Reflect on the overall program of Ready, Set and Go.				• Market Day Reflection Form online or Download Conclusion Worksheet

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COMPETITION	**Competition Entry (Optional)** KIDPRENEUR CHALLENGE		All Kidpreneurs who have been through the ReadySetGo program have the option to create a pitch video to enter the Kidpreneur Challenge competition and win great prizes for themselves and their schools. More information will be sent regarding the competition throughout Term 3, including great tips and ideas for creating a brilliant video pitch presentation **Students will:** • View past Kidpreneur entries and discuss options for delivering their pitch video • Develop a script to deliver key messages about their business journey - Ready, Set and Go. Develop a pitch video of no more than 90 seconds				• IPhone / Android phone with video capability • Video editor • PowerPoint • Giphy.com

	MODULE TITLE	TIMING	OUTCOMES	YEAR 4	YEAR 5	YEAR 6
INTRODUCTION	Kickstarting Your Kidpreneur Journey – What to Expect	30 - 45 minutes	**Students will:** • Be inspired and ignite the entrepreneurial spirit • Be Introduced to key entrepreneurship concepts - business, entrepreneur, entrepreneurship, Kidpreneur • Become familiar with the main elements of the Kidpreneur challenge; • Understand the three stages to starting a business and what they mean (Ready, Set & Go) • Be inspired with real entrepreneur stories; • Be introduced to Curtis the Kidpreneur Novel	**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** 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** 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** The reasons businesses exist and the different ways they provide goods and services (ACHASSK151) C E
ONE	Creating Great Business Ideas - bought to you in partnership with Inventium	60 minutes	**Students will:** • 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 • Use Idea Generation tools such as "Newsflash" and "Assumption Crusher" to expand and test their 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 **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	**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 and Skills - Evaluating and reflecting** Work in groups to generate responses to issues and challenges (ACHASSI102) 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

	MODULE TITLE	TIMING	OUTCOMES	YEAR 4	YEAR 5	YEAR 6
TWO	**Business Model and Set Up**	60 minutes	**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 • Decide upon a business name • Test their business name	**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** Interact with others with respect to share points of view (ACHASSI080) 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 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** 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** The reasons businesses exist and the different ways they provide goods and services (ACHASSK151) C E

	MODULE TITLE	TIMING	OUTCOMES	YEAR 4	YEAR 5	YEAR 6
THREE	**Business Mission and Goals**	45 minutes	**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	**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 **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	**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 **HASS** **Inquiry and Skills - Evaluating and reflecting** Work in groups to generate responses to issues and challenges (ACHASSI102) 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 **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** **Inquiry and Skills - Evaluating and reflecting** Work in groups to generate responses to issues and challenges (ACHASSI130) L C P
	Mini - Pitch (1) (Optional)		**Reflection on the journey so far:**			

	MODULE TITLE	TIMING	OUTCOMES	YEAR 4	YEAR 5	YEAR 6
FOUR	**Customers and Users**	45 minutes	**Students will:** • Become familiar the terms "target market" and "market research" • Determine their target market and refine what their customers want through market research • Research and test their target market/customers using market research techniques	**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 **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	**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 **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	**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** Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122) L C **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 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

	MODULE TITLE	TIMING	OUTCOMES	YEAR 4	YEAR 5	YEAR 6
FIVE	**Logo and Brand ID**	60 + minutes + time to print aprons	**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 and their Kidpreneur apron	**Visual Arts** Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111) C	**Visual Arts** Develop and apply techniques and processes when making their artworks (ACAVAM115) C	**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

| SIX | Product Development | 60 + minutes + time to develop prototype | **Students will:**
• Understand good design principles to produce high quality products
• Develop and understanding of sustainable design and production
• Discuss products designed to improve people's lives
• Develop a survey to test their design - Market research
• Apply knowledge and understanding to their products to develop a prototype and plan for packaging
• Understand what a prototype is
• Learn the importance of market research to meet the wants and needs of the target market
• Decide the best product design to use for the products | **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

Design and Technologies: 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

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)

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 | **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

Design and Technologies: 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

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

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 response to an issue or challenge, and predict the probable effects (ACHASSI104) | **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

Design and Technologies: 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

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

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

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 |

	Mini - Pitch (2) (Optional/Extension)		**Reflection on the journey so far:** • Complete short reflection survey • Practice publicly presenting your product prototype • Get some feedback • Assess and adjust your prototype • Do you feel more confident about your business?			
SEVEN	**Production and Operations**	60 minutes	**Students will:** • 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 + minutes	• **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.	**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 effects of proposed actions (ACHASSI081) L C P	**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 response to an issue or challenge, and predict the probable effects (ACHASSI104)	**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 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

	MODULE TITLE	TIMING	OUTCOMES	YEAR 4	YEAR 5	YEAR 6
NINE	**Attracting Customers**	180 + minutes	**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 day • Practise money handling and giving change from various denominations of fake 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 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	**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 **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 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	**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 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

	MODULE TITLE	TIMING	OUTCOMES	YEAR 4	YEAR 5	YEAR 6
TEN	**Market Day**	Various	**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	**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 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 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 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	**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 **Mathematics** Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies (ACMNA132) L N ICT C

	MODULE TITLE	TIMING	OUTCOMES	YEAR 4	YEAR 5	YEAR 6
WRAP UP	**Optional Wrap up Module**	60 minutes	**Students will:** • Reflect on successes and improvements • Discuss teamwork and the strengths and challenges • Discuss 'pivoting' from their market day and product development • Classify pivoting actions into Product, Price, Place and Promotion • Reflect on the overall program of Ready, Set and Go.	**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 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 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 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	**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
COMPETITION	**Competition Entry (Optional)** KIDPRENEUR CHALLENGE		All Kidpreneurs who have been through the ReadySetGo program have the option to create a pitch video to enter the Kidpreneur Challenge competition and win great prizes for themselves and their schools. More information will be sent regarding the competition throughout Term 3, including great tips and ideas for creating a brilliant video pitch presentation **Students will:** • View past Kidpreneur entries and discuss options for delivering their pitch video • Develop a script to deliver key messages about their business journey - Ready, Set and Go. • Develop a pitch video of no more than 90 seconds	**Media Arts** Plan, create and present media artworks for specific purposes with awareness of responsible media practice (ACAMAM060) L ICT C P E **English** **Interacting with others** Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689) L 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 **English** **Interacting with others** 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 **English** **Interacting with others** 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