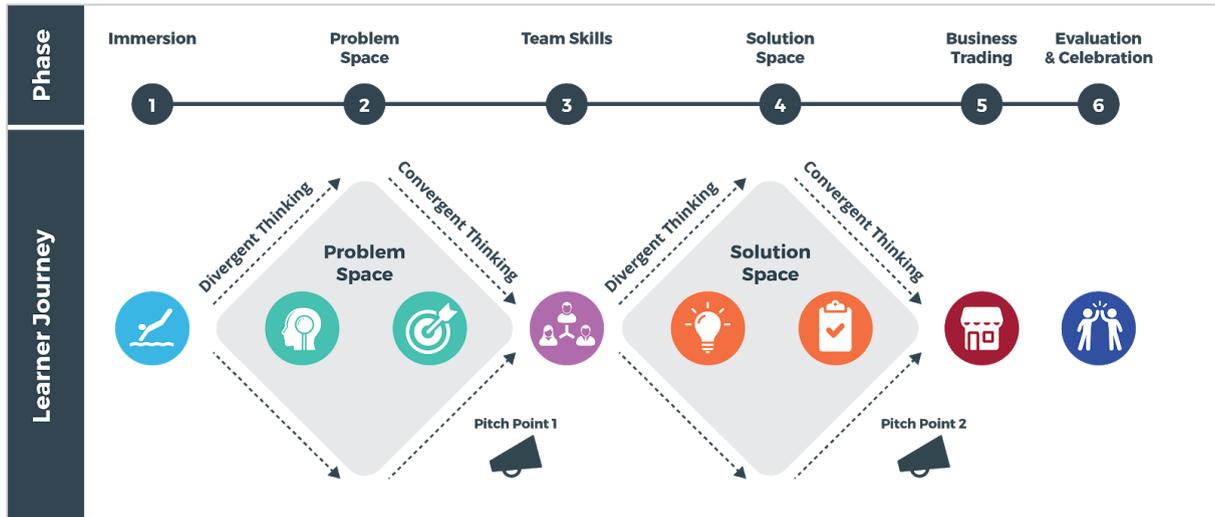


# Redesigned \$20 Boss Toolkit Learning Overview



## Phase Timing

Timing is based on approx 3 x 50-minute sessions per week across nine weeks (1250 mins total)

Phase	Timing	Running Total	Term Weeks (approx)
<b>Phase 1: Immersion</b>	Lessons 1 - 5 5 x 50 mins = 250 mins	250 mins	Week 1 - 2
<b>Phase 2: Problem Space</b>	Lessons 6 - 10 5 x 50 mins = 250 mins	500 mins	Week 2 - 4
<b>Phase 3: Team Skills</b>	Lessons 11 - 12 2 x 50 mins = 100 mins	600 mins	Week 4
<b>Phase 4: Solution Space</b>	Lessons 13 - 23 11 x 50 mins = 550 mins	1150 mins	Week 4 - 7
<b>Phase 5: Business Trading</b>	Lesson 24 1 x 50 mins to use in class	1200 mins	Week 8
<b>Phase 6: Evaluation &amp; Celebration</b>	Lesson 25 1 x 50 mins	1250 mins	Week 9
<b>Total program timing</b>	<b>25 x 50 mins = 1250 mins</b>		

# Phase 1: Immersion

The purpose of the Immersion phase is to get students **doing** as quickly as possible. The immersion lessons are designed to give students an overview of the deeper learning that happens later in the program. In this phase, the whole class will build shared experiences that can be referred back to once groups are formed in phase two. This phase also gives students the chance to test working with different combinations of peers before they decide on their enterprise teams.

## Lessons

Lessons	Timing
Lesson 1: Enterprise skills are for everyone! <ul style="list-style-type: none"> <li>- How can we use critical thinking to understand how enterprise skills can be used?</li> </ul>	1 x 50 min session
Lesson 2 & 3: Use design thinking to find and solve problems <ul style="list-style-type: none"> <li>- How can we use creativity and innovation, critical thinking, problem solving and communication to come up with product/service ideas? *</li> </ul> *Best delivered as a double session	2 x 50 min sessions
Lesson 4 & 5: Design a financially sustainable enterprise <ul style="list-style-type: none"> <li>- How can we use financial capabilities to create a financially sustainable enterprise?*</li> </ul> *Best delivered as a double session	2 x 50 min sessions
<b>Total phase timing</b>	<b>5 x 50 mins = 250 mins</b>

# Phase 2: Problem Space

*Within the problem space, learners develop a deeper understanding of what a social enterprise is and how they can think global but act local. Learners investigate undermet or unmet needs in their local community to find the problem their enterprise will seek to solve through products and services. They create and deliver persuasive pitches about why their identified local community problem should be solved and how the problem is related to broader global issues.*

## Lessons

Lessons	Timing
Lesson 6: Social Enterprises Make Impact (Students form enterprise teams.) <ul style="list-style-type: none"> <li>- How can we use critical thinking to more deeply understand what a social enterprise is and the different methods they use to make an impact?</li> <li>- How are we using global citizenship when thinking about the impact a social enterprise can have?</li> </ul>	1 x 50 mins
Lesson 7: It takes empathy to find a real problem* <ul style="list-style-type: none"> <li>- How can we use communication skills to build empathy with other people?</li> <li>- How can we use critical thinking skills and teamwork to plan for our empathy interviews?</li> </ul> *Between Lessons 7 & 8 students conduct empathy interviews	1 x 50 mins
Lesson 8: From interviews to user needs <ul style="list-style-type: none"> <li>- How can we use critical thinking skills to analyse the information collected from our empathy interviews?</li> <li>- How can we use critical thinking skills to define a local community need?</li> </ul>	1 x 50 mins
Lesson 9: Pitch the problem - Preparation (Think global. Act local) <ul style="list-style-type: none"> <li>- How can we use critical thinking and digital literacy skills to create a persuasive pitch about:               <ul style="list-style-type: none"> <li>- Why our chosen problem must be solved?</li> <li>- Why our impact area is so important?</li> </ul> </li> </ul>	1 x 50 mins
Lesson 10: Pitch the problem - Presentation (Think global. Act local)* <ul style="list-style-type: none"> <li>- How can we use presentation skills to deliver a persuasive pitch about why our chosen problem must be solved and why our impact area is so important?</li> <li>- How can we use communication skills to give pitchers feedback on their presentation skills?</li> </ul>	1 x 50 mins

*Recommended that teachers distribute start-up capital post-pitch	
<b>Total Phase timing</b>	<b>5 x 50 mins = 250 mins</b>

## Phase 3: Team Skills

*This phase provides the opportunity to take a deep dive into team skills. Learners participate in a range of collaborative tasks with their enterprise teams, which challenge them to communicate effectively and respectfully, negotiate and resolve conflict and be leaders in their own unique ways. The team challenges culminate in each enterprise team creating a shared team agreement about how they want to work together.*

### Lessons

Lessons	Timing
Lessons 11 & 12: We're in this together <ul style="list-style-type: none"> <li>- How can we communicate effectively and work collaboratively?</li> <li>- How can we negotiate and resolve conflict if and when it arises?</li> <li>- What are the different ways to be a leader?</li> <li>- How do we want to work together in our enterprise team?</li> </ul>	2 x 50 min session
<b>Total phase timing</b>	<b>2 x 50 mins = 100 mins</b>

# Phase 4: Solution Space

The solution space is the longest stage in the \$20 Boss learner journey. Learners follow the design process to create their products and services alongside developing business and financial management skills. More specifically, learners:

- Move through ideation, prototyping and testing phases to develop innovative design solutions that serve the needs of their target market
- Create a marketing campaign designed with target markets in mind
- Create and follow a project management plan
- Develop a financial plan to ensure their enterprise is sustainable
- Pitch their solution

## Lessons

Lessons	Timing
Lesson 13: Ideate! <ul style="list-style-type: none"> <li>- How can we use creativity and innovation to generate many different ideas for solving our chosen problem?</li> <li>- How can we use critical thinking to identify the ideas which are worth developing further?</li> </ul>	1 x 50 mins
Lesson 14: How ethical is our competition? <ul style="list-style-type: none"> <li>- How can we use digital literacy skills to research competitor's prices and business ethics?</li> <li>- How can we use financial capability and critical thinking to identify the relationship between our competition's prices and business ethics?</li> </ul>	1 x 50 mins
Lesson 15 : Prototype, Test, Iterate. <ul style="list-style-type: none"> <li>- How can we apply creativity and innovation in using methods and materials for quickly prototyping our product or service ideas?</li> <li>- How can we use communication skills to test (get feedback) on our prototype?</li> <li>- How can we use critical thinking to assess whether we should alter our prototyping approach or modify our idea?</li> </ul>	1 x 50 mins

<p>Lesson 16: Cash flow tells a story. Budgets can change the plotline!</p> <ul style="list-style-type: none"> <li>- How can we use financial capability and critical thinking to: <ul style="list-style-type: none"> <li>- Prioritise purchases within a budget?</li> <li>- Uncover the story cash flow is telling?</li> <li>- Create a personal budget?</li> </ul> </li> </ul>	1 x 50 mins
<p>Lesson 17: The pieces of the profit puzzle</p> <ul style="list-style-type: none"> <li>- How can we use financial capability to: <ul style="list-style-type: none"> <li>- Calculate product/service unit costs?</li> <li>- Decide on a selling price that will allow us to make profit?</li> </ul> </li> </ul>	1 x 50 mins
<p>Lesson 18: Start-up costs and projected profit/loss</p> <ul style="list-style-type: none"> <li>- How can we use financial capability to: <ul style="list-style-type: none"> <li>- Calculate start-up costs?</li> <li>- Estimate future profit/loss?</li> </ul> </li> </ul>	1 x 50 mins
<p>Lesson 19 : You gotta have a plan!</p> <ul style="list-style-type: none"> <li>- How can we use project management skills to plan out the steps needed to have a successful business trading period?</li> <li>- How can we use communication skills and teamwork to make sure that all team members are taking on a fair amount of responsibility for tasks within the project plan?</li> </ul> <p><b>NOTE:</b> This project plan is intended to support students to work independently outside of classroom time to get their product or service ready for trading week.</p>	1 x 50 mins
<p>Lesson 20: What's your story?</p> <ul style="list-style-type: none"> <li>- How can we use critical thinking to identify how marketing affects consumer choices?</li> <li>- How can we use creative thinking to generate different ideas for how to market our product or service?</li> </ul>	1 x 50 mins
<p>Lesson 21: How to tell your story</p> <ul style="list-style-type: none"> <li>- How can we use critical thinking to identify how marketing affects consumer choices?</li> <li>- How can we use creative thinking to generate different ideas for how we could market our product or service?</li> <li>- How can we use communication and presentation skills to communicate our enterprise's intended message? How might we use digital literacy to market our enterprise?</li> </ul>	1 x 50 mins
<p>Lesson 22: Pitch the Solution (Preparation)</p>	1 x 50 mins

- How can we use critical and creative thinking, financial capability skills and communication skills to structure and create a persuasive pitch?	
Lesson 23: Pitch the Solution (Presentation)	1 x 50 mins
- How can we use presentation skills and digital literacy skills to deliver our enterprise pitch?	
- How can we use communication skills to address questions from the audience?	
<b>Total phase timing</b>	<b>11 x 50 mins = 550 mins</b>

## Phase 5: Business Trading

*During the business trading phase, students explicitly focus on selling their products or services. This is a particularly exciting phase for students because they get to see how their business operates with real customers and real income in the mix!*

*Remember—rarely does everything go to plan within business trading!*

*Unexpected weather happens; team members have differences of opinions; market stall items get forgotten; the internet crashes!*

*All of these events provide meaningful context for exploring and expanding resilience and creative problem solving.*

*We understand that different schools will run the business trading period differently.*

*Schools who run the \$20 Boss program over one--and-a-half or two terms are well-positioned to factor a longer business trading period into program delivery.*

*As it stands, the timing and pacing of the \$20 Boss lesson sequence lends itself to a week-long trading period in the final two weeks of term.*

### Lessons

Lessons	Timing
Lesson 24: Trading Preparation	1 x 50 min session
- How can we use critical thinking to identify possible risks to our business' profitability?	
- How can we use critical and creative thinking to come up with ways to prevent or fix these risks?	
- How can we use financial capability to re-think our budgets, taking into account possible risks?	
<b>Total phase timing</b>	<b>1 x 50 mins = 50 mins</b>

# Phase 6: Evaluation & Celebration

*Anything worth starting and seeing through is worth finishing well!*

*The evaluation and celebration phase provides students with the opportunity to reflect on their personal and team achievements across the duration of the \$20 Boss program, as well as their enterprise skills growth. Teachers are provided with a diverse range of tasks to support students to evaluate their business successes and reflect on what they've learned. Student-driven celebration options, which allow students to take responsibility for organising the celebration event, are offered as a way to round off the \$20 Boss experience.*

## Lessons

Lessons	Timing
Lesson 25: Evaluate & Celebrate! <ul style="list-style-type: none"> <li>- How can we use critical thinking to reflect on our enterprise skills growth during the \$20 Boss program?</li> </ul>	1 x 50 min session
Final lesson used for class party or class awards ceremony that was planned for in Lesson 25	1 x 50 min session
<b>Total phase timing</b>	<b>2 x 50 mins = 100 mins</b>