Future Thinkers

ABCN
Business Partnering with Education

Vision:	Future Thinkers aims to build creative and innovative problem-solving skills through the process of design thinking, a human-centred approach to innovation increasingly used by organisations to transform challenges into opportunities.		
Description:	This designing thinking program involves small groups of students working with mentors in teams to design solutions to a problem using design-thinking methodology. Students present their solution to the challenge at the end of the program. A key feature of the Future Thinkers program is the mentoring provided by industry professionals throughout the session.		
Impact Areas:	Innovation	Key Skills & Mindsets:	Problem-solving and critical thinking
Years:	Years 9-10	Duration:	**Face to face program:** 3 hours **Digital program:** 4 hours
Australian Curriculum General Capabilities:	Literacy Numeracy Information Communication and Technology Capability Critical and Creative Thinking Personal and Social Capability Ethical Understanding Intercultural Understanding	Student Wellbeing Framework: Key Elements	**Leadership:** Visible leadership to inspire positive school communities **Inclusion:** Inclusive and connected school culture **Student Voice:** Authentic student participation **Partnerships:** Effective family and community partnerships **Support:** Wellbeing and support for positive behaviour
Australian Curriculum Achievement Standard:	**English:** ● Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. **History:** ● Analyse sources to identify motivations, values and attitudes. ● Analyse the causes and effects of events and developments and make judgments about their importance ● Explain the motives and actions of people at the time **Geography:** ● Analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments **Health and Physical Education:** ● Critically analyse contextual factors that influence identities, relationships, decisions and behaviours ● Apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing **Work Studies:** ● Propose explanations and predict outcomes ● Synthesise data and information to form reasoned conclusions ● Select and apply appropriate communication methods in a range of contexts ● Evaluate findings, propose actions, make recommendations and present these to an audience of stakeholders ● Collect and interpret information on different cultural approaches to ways of working		

Session Outcomes	Australian Curriculum General Capabilities	Wellbeing Framework
1. **Design Thinking Principles** ● Develop a broader perception of success criteria ● Develop strategies to overcome uncertainty, ambiguity and discomfort caused by change ● Explore design thinking principles (Discover, Define, Dream, Design and Deliver) ● Apply effective communication, collaboration and teamwork skills	**Composing texts through speaking, writing and creating:** Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts (Digital FUTURE THINKERS ONLY) **Communicating with ICT:** Select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge **Inquiring – identifying, exploring and organising information and ideas:** Pose questions to critically analyse complex issues/abstract ideas **Self-awareness:** Reflect critically on their emotional responses to challenging situations in a wide range of learning/social/work-related contexts	**(L)** Actively seek and incorporate students' perspectives about safety and wellbeing in order to promote positive learning outcomes **(I)** Foster and maintain positive, caring and respectful student–peer, student–teacher, teacher–parent and teacher–teacher relationships **(SV)** Create and maintain inclusive and interactive learning environments to encourage active student participation to foster a sense of connectedness **(SV)** Collaborate with students to develop strategies to enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces **(P)** Proactively build collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing **(S)** Embed wellbeing and positive behaviour support strategies that are evidence-informed, promote resilience and align with the needs of the school community
2. **Design Thinking in Action** ● Develop an understanding of core enterprise skills such as creativity, problem solving and critical thinking ● Apply design thinking principles (Discover, Define, Dream, Design and Deliver) ● Develop empathy and human-centred solutions to problems ● Apply effective communication skills to deliver design concepts	**Estimating and calculating with whole numbers:** Solve and model problems involving complex data by estimating and calculating using a variety of efficient mental, written and digital strategies **Using spatial reasoning:** Create and interpret maps, models and diagrams using a range of mapping tools **Generating ideas, possibilities and actions:** Assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action **Analysing, synthesising and evaluating reasoning and procedures:** Evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified **Self-management:** Evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations **Social awareness:** Plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels **Social management:** Develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making **Reasoning in decision making and actions:** Analyse the objectivity or subjectivity behind decision making where there are many possible consequences **Recognising culture and developing respect:** Understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world	