

WHY THIS GROUND MATTERS TO THE WORLD

One idea must land: this unit's knowledge, synthesised onto one page that makes a stranger care — and judged by criteria the students hold in their own hands first.

WE ARE LEARNING

To synthesise the unit — classification, location, significance — into an Annotated Resource Profile, working like commissioned analysts against a known rubric.

CURRICULUM • VERBATIM

"The classification of environmental resources as renewable or non-renewable" + HASS skills strands: Questioning and researching • Analysing • Evaluating • Communicating and reflecting — Revised WA Curriculum (SCSA, implementation 2026).

SPARK THE WORLD'S SHOPPING LIST

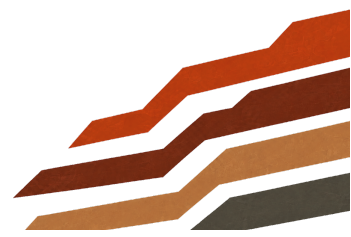
- **Do:** handout p1 — solo matching, 30 seconds, then neighbour-compare, then class check. **Answers:** iron ore → B • lithium → A • LNG → E • bauxite → C • nickel → F • gold → D.
- **Ask:** "Lock your prediction — WA's biggest export by value?" **Reveal:** iron ore, and the unit's anchor number returns: over **\$230 billion** of resources leaves WA every year (WA Dept. of Mines, 2024).
- **Say:** "Today you stop being students of this unit and become its analysts. A global firm just commissioned you."

CORE GRADE THE PRO

- **Show:** the exemplar profile (this lesson's image, projected large). **Hand out:** the Assessment Pack — rubric on every desk.
- **Do:** pairs judge the exemplar: two strengths (named to rubric rows) + one specific upgrade. Harvest a few of each; insist on rubric-row language.
- **Why it matters:** students who judge work against criteria before creating internalise the criteria. Say it plainly: "the rubric is not a secret — it's your map."

WORKSHOP THE PROFILE STUDIO

- **Do:** commissions locked on handout p2 (resource + three known facts + map plan), THEN devices open — Canva, PowerPoint or Word; printed template for anyone who prefers paper. File naming: **Surname_Resource_Profile.**
- **Enforce:** skeleton before decoration — headline zone, map inset, three fact blocks, sources line. Circulate for "so what?" annotations; that's where the thinking lives.
- **Checkpoint (last 10 minutes of studio time):** every analyst shows one fact + its annotation to their partner for a fact-check-and-so-what test.



LAND IT

THE ONE-LINE PITCH + THE PLAN

- Two headline drafts, stronger one circled; exit ticket captures their best fact, their research plan (a checkable source), and the due date — fill the submission line with your class's method before photocopying, or dictate it.

■ RUNNING THE SUMMATIVE FROM HERE

Lesson 5 launches the task; completion runs across your following sessions and/or home time — the task sheet leaves conditions and the due date to you. Digital submissions are the default where devices allow; the print template is an equal-status fallback, not a punishment. Keep the rubric visible every session the profile is open.

■ PROBING QUESTIONS WHILE YOU CIRCULATE

- “Who is your profile FOR — and what will an investor skim first?”
- “Would that fact survive a fact-check? Show me where you'd check it.”
- “What's the ‘so what?’ of that number — why would someone in Tokyo or Berlin care?”
- “If your page had no resource name on it, would a reader still know why it matters?”

■ DIFFERENTIATION

Support: pair analysts on one commission; conference at the commission box before devices open; the print template gives the skeleton for free. **Extend:** add the water footnote — what Lessons 3–4 taught about the resource's water story — and a rival-exporter line: who else sells this to the world, and why should the client still watch WA?

■ RUNNING SHORT — THE CUT LINE

Trim the match-game debrief to the answers only. Protect “Grade the pro”, the locked commission, and the one-line pitch — a student who leaves with those three has launched.

■ MISCONCEPTIONS TO WATCH

“More facts = better profile” (five annotated beats fifteen pasted) · “research = copy-paste” (the “so what?” rule kills this — enforce it) · “decoration first” (skeleton, then beauty).

Match-game pairings and the \$230B+ figure are established and verified; everything students add must carry a checkable source — that's requirement 3, and it's the program's brand.

