

JOBS YOU'VE NEVER HEARD OF

One idea must land: “mining” is not a job — it’s hundreds of different jobs, in six families, and some of them are stranger than anything students could invent.

WE ARE LEARNING

The real breadth of resource-sector careers — trades, tech, science, logistics, environment, community — and how to verify that a job actually exists.

CURRICULUM · VERBATIM

“The factors that influence the decisions people make about where to live and their perceptions of the liveability of places” — Y7 Geography (SCSA, implementation 2026) · plus Career Learning.

SPARK THE RIDDLE

- **Show the image. Say nothing about it.** Students answer the riddle first — guesses locked. **Then reveal:** this is a remote operations controller in Perth. The haul trucks on those screens are real, they weigh hundreds of tonnes, and they are driving RIGHT NOW — more than a thousand kilometres away in the Pilbara. Office job, city home, giant trucks. Minds tend to break a little here; let them.

CORE JOB OR FAKE

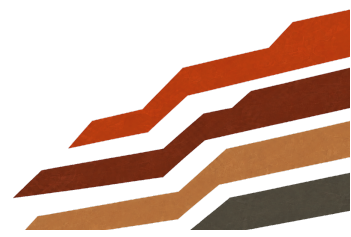
- **Rules first, energy high:** stand for real, seated for fake, no half-standing. Read the 18 titles from the card deck in a shuffled order, hold the room’s vote for three seconds, then call it — and for every REAL job, land its one-line wow fact (on the cards). Students tally their own score out of 18.
- **Pace it like a game show,** not a quiz: quick, loud, no discussion between rounds. Save the arguments for the proof hunt — tell them exactly that when they groan.

WORKSHOP THE PROOF HUNT + THE SIX FAMILIES

- **Three minutes, pairs, devices:** one hard-to-believe real job, one piece of WA proof. Job ad, company page or video all count. The rule carries over from last unit and they know it: **no source, no evidence.** Harvest two or three finds aloud.
- **The families sort:** six families on the board, class places the game’s real jobs into them. Then the guess-the-number moment: how many DIFFERENT kinds of jobs on one big site? Take guesses, then land it: **hundreds** — from chefs to scientists to train drivers. The true/false fix kills the biggest myth: plenty of these jobs never go near a pit (Perth control rooms, labs, offices, ports).

LAND IT STARTING STATS + THE SALARY LOCK

- **The character sheet flips the lens from jobs to THEM.** Circles first, then the family match, then three jobs worth scouting. Frame it in their language: “these are your starting stats — the build comes later.”
- **The salary lock is next lesson’s engine:** a haul truck operator’s pay, guessed now, checked against live job ads next lesson. No changing answers. The gap between guess and reality is Lesson 2’s opening minute — collect or photograph the locks.



■ GAME ANSWERS — AT A GLANCE

REAL (12): remote operations controller · drone surveyor · shotfirer · environmental scientist · underwater welder · mine rescue team member · camp chef · exploration geologist · heavy diesel fitter · iron ore train driver · community relations officer · mine site paramedic. **FAKE (6):** ore whisperer · dust sommelier · truck psychologist · conveyor belt DJ · rock polisher · blast echo listener. The last two are the sneaky ones — they sound plausible on purpose. When half the room stands for “rock polisher,” enjoy it.

■ WHY THIS LESSON IS BUILT LIKE A GAME

By this point in the year, engagement is earned, not assumed. Every block here is designed for a 12–13 year old brain: movement (stand-sit voting), competition (a score they own), surprise (the riddle and the wow facts), identity (starting stats), choice (they pick the job to verify), and a cliffhanger (the locked salary guess). If energy dips, shorten blocks — never lengthen them.

■ REPRESENTATION — SAY IT, DON'T SKIP IT

When the game ends, say one sentence plainly: every job on those cards is done by women and men across WA — controllers, fitters, geologists, train drivers, all of it. Don't turn it into a lecture; one matter-of-fact sentence from you moves the needle more than a poster ever will.

■ PROBING QUESTIONS WHILE YOU CIRCULATE

- “Which family surprised you by existing at all?” (Usually community or environment.)
- “Your proof — would it convince the class sceptic? What's missing?”
- “Which of the five channels would the environmental scientist check first?” (Unit 3 never left.)
- “If the truck drives itself, what is the controller actually paid for?” (Judgment. Let that one hang.)

■ DIFFERENTIATION

Support: the six families stay on the board all lesson with one example each; the proof hunt search string is printed on the sheet. **Extend:** the nineteenth card — invent one FAKE job so plausible it would fool the class, and be ready to explain what makes a fake believable. (It's the same skill as spotting one.)

■ RUNNING SHORT — THE CUT LINE

Play 12 cards instead of 18 (keep both sneaky fakes). Protect the riddle reveal, the proof hunt, the character sheet, and the salary lock — Lesson 2 opens with it.

■ MISCONCEPTIONS TO WATCH

“Mining = one job, the miner” (hundreds of roles, six families) · “you need university for all of it” (park it — Lesson 2 maps the four training routes properly) · “all the jobs are at the mine” (control rooms, labs, ports and offices say otherwise).

