

THE REAL NUMBERS

Possibly the first time school has ever talked money and jobs with these students. The goal is doors opening — not careers being picked. Ban “what do you want to be?” — replace it with “what do you want to know more about?”

WE ARE LEARNING

What resource-sector jobs really pay and require — verified against live job ads — and the four training routes (apprenticeship, TAFE, university, direct entry).

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.

PREP THE MORNING OF — TEN MINUTES THAT MAKE THE LESSON

- **This lesson runs on live data, on purpose — printed salary figures go stale; job boards don't.** The morning you teach: open a major job board (Seek and Indeed both work well; any big board your school allows is fine), search “haul truck operator WA”, note the going rate from two or three current ads. Then pick FIVE jobs from the Lesson 1 deck and note one advertised salary for each — these become your OVER/UNDER lines. Screenshot or keep the tabs open for the reveals.

SPARK THE RECKONING

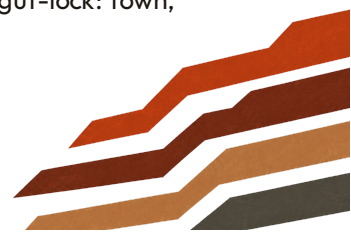
- **Locked guesses out, no mercy, no changes.** Project the live job board, search haul truck operator together, and let the class read a real ad off the screen. Students calculate their gap. Most of the room will be wrong by tens of thousands — in BOTH directions. That gap is the lesson's fuel: “you've been guessing about your own future. Today we stop guessing.”

CORE OVER OR UNDER + THE LIVE ADS HUNT

- **The wall game:** name a job and your line, class walks to the OVER wall or the UNDER wall, then reveal the real ad. Five rounds, fast. Different bodies-moving mechanic from last lesson's stand-sit — keep the energy loud and the reveals theatrical.
- **The hunt (8 min, pairs, devices):** each pair finds one live WA ad for a job from THEIR Lesson 1 shortlist and files the scout report. “Salary not listed” is a finding, not a failure — harvest it: why would a company hide the number? (Negotiation, competition, wide ranges — let them theorise first.)

LAND IT FOUR DOORS + THE HONEST QUESTION

- **The four doors, framed as promise:** all open, none is the back door — and the apprenticeship reveal (“paid to learn”) reliably drops jaws at this age. Shortlist jobs get matched to doors; wrong matches are fine, Lesson 5's profile will verify.
- **The honest question seeds Lesson 3:** why does remote pay MORE? Land the truth gently: the extra money buys something from you — distance from home, long swings, missing Saturdays. Then the gut-lock: town, FIFO, or neither. Next lesson tests it.



■ HANDLING MONEY TALK WITH 12-YEAR-OLDS — THE GUARDRAILS

Keep every comparison between JOBS, never between families — no “what do your parents earn.” If a student announces a family salary, receive it neutrally and steer back to the ads. The message that must land: big numbers are REACHABLE, through four different doors, from exactly where they're sitting — and money is one factor among many, which is precisely where this unit goes next.

■ WHY THE NUMBERS STAY LIVE

Nothing in the student pack prints a salary figure — by design. Students pull today's numbers from today's ads, which means the lesson is accurate the day you teach it, this year and in five years. It also quietly teaches the real skill: anyone can look up what a job pays. Now they know that forever.

■ ROUTE ANSWERS FOR THE MATCHING TASK

Heavy diesel fitter — apprenticeship · drone surveyor — TAFE or direct entry · exploration geologist & environmental scientist — university · haul truck / train operators — often direct entry with on-site training · camp chef — apprenticeship or TAFE · mine site paramedic — university or TAFE-to-degree · shotfirer — experience plus licence. Odd one out on the handout: the diesel fitter (apprenticeship, not degree).

■ PROBING QUESTIONS WHILE YOU CIRCULATE

- “Your ad says ‘FIFO 8/6’ — what do you reckon that means?” (Park the answer: next lesson.)
- “The ad lists a requirement you don't have. At what age COULD you have it?” (Futures feel closer when counted in years.)
- “Two ads, same job, different pay — what could explain the gap?”
- “Who in your family took which door? Does the pattern have to repeat?” (Only if it arises naturally — never force it.)

■ DIFFERENTIATION

Support: pre-load one job board tab and a search string; pair confident readers with developing ones for the ad hunt — real ads use adult language. **Extend:** find the SAME job advertised in two different locations and explain the pay gap using this unit's word: liveability.

■ RUNNING SHORT — THE CUT LINE

Three OVER/UNDER rounds instead of five. Protect the reckoning, the live hunt, the four doors, and the FIFO gut-lock — Lesson 3 opens with it.

■ MISCONCEPTIONS TO WATCH

“Uni is the only smart-kid route” (four doors, all open — say it twice) · “big pay is free money” (the honest question answers this) · “I have to decide NOW” (nobody is picking anything — they're scouting what exists).

