

LIVE IN OR FLY IN?

This is not a misery lesson. Both lives are good lives with different price tags — the game lets students feel the price tags for themselves. Keep it light; the honesty lands harder that way.

WE ARE LEARNING

The liveability decision resource workers actually make — residential town versus FIFO — and how the same liveability factors from this whole year decide it.

CURRICULUM · VERBATIM

“The influence of accessibility to services and facilities on the liveability of places” — Y7 Geography (SCSA, implementation 2026) · plus Career Learning.

FIRST THE SENSITIVITY CHECK — BEFORE ANYTHING ELSE

- **Some students in the room live this lesson at home.** A FIFO parent means the game is about THEIR kitchen table. The handout names it warmly (“you’re today’s expert — share as much as you want, and nothing you don’t”). Never single anyone out, never ask “whose dad flies?”, and if a student volunteers expertise, give it the floor — it will be better than the day cards.

SPARK GUT-LOCKS + CRACK THE CODE

- **Locks on the record, hands up per option, tally on the board** — the class will re-vote at the end and the swing is the story. Then roster code: 8/6, 2/1, “swing” — and the representation check lands as a quiz question, not a lecture: all kinds of workers fly, women and men.

CORE LIVE THE SWING — DAY CARDS ON PAGE 2

- **Read each day with energy, pause, meters scored, next day.** Ten cards, about a minute each. The room should be laughing at Day 5’s dog and quiet at Day 5’s video call — that contrast IS the lesson. No discussion between days; save it for the week verdicts.
- **After each week:** pluses counted, “could I live this?” called. Quick hands: who’s surprised by their own meters? The game teaches what a lecture can’t — the same day scores differently for different people, which is literally the curriculum: perception of liveability.

LAND IT DIARIES · MYTH-BUSTER · THE RE-VOTE

- **Diaries read aloud (two volunteers), marks made:** best thing underlined, hardest boxed — both diaries contain both, by design. The trap question “the same thing that’s good in both lives” has many right answers: community, purpose, the pay, the pride.
- **Myth-buster (4 min):** real towns, one genuine surprise each, source required. Expect waterparks, cafes, speedways, art galleries — the point lands itself: resource towns are real towns.
- **The re-vote closes it:** tally against the opening board. Gut-locks that MOVED get celebrated — “changing your mind on evidence is the most senior skill in this room.” Then the L4 seed: one question a real worker will actually answer next lesson. Collect them — they’re next week’s script.

THE DAY CARDS — YOUR SCRIPT, READ WITH THEATRE

WEEK ONE — FIFO, 8/6 swing

Day 1 · fly out: Alarm at 3:40am. Airport full of hi-vis. You sleep the whole flight and wake up somewhere red. Tonight's room is small, clean, yours — and the mess hall does soft serve.

Day 3 · on site: Twelve-hour shift, but the crew is funny and the machine you operate costs more than a house. Someone stuck a photo of their cat on the crib-room fridge (crib room = the site's lunch room). It's a good fridge.

Day 5 · the call home: Your best mate's party is tonight. You video-call in from 1,400 km away; the dog looks at the phone, confused. The pay hit your account this morning — it's a serious number. Both things are true at once.

Day 8 · fly home: Last shift done. The plane lands and someone small sprints across the airport at you. You have six days off — and absolutely nothing planned. Freedom level: illegal.

Day 10 · home days: Wednesday, 10am, beach, empty. Everyone you know is at work or school. It's paradise. It's also a bit quiet. You text the crew's group chat.

WEEK TWO — TOWN

Day 1 · five-minute drive: You leave home at 6:20 and clock on at 6:25. Your city cousin's commute is 90 minutes. You send her a photo of your driveway. She does not reply.

Day 3 · after work: Home by 4:30, daylight left over. Footy training, then dinner with people you'll see again tomorrow, and the day after. Half the town knows your name. You're deciding if you like that. (You like it.)

Day 5 · the heat: 43 degrees. The air conditioner is your best friend and closest confidant. The nearest big concert is a flight away and your favourite band just announced a tour. You are not on the map.

Day 6 · the weekend: Camping at the gorge with three families. Swimming hole, no phone signal, best sleep of the year. The tourists paid thousands to be here. You drove twenty minutes.

Day 7 · town life: Sunday markets, the new waterpark, and the lab tech from work waves from her ute. Small town, big sky, real life. Your city friends still refuse to believe you.

RUNNING THE METERS + THE CUT LINE

No right answers, ever — if a student pluses what another minuses, point at it: “THAT is perception of liveability. Same day, different verdict.” Running short: play four days per week (cut Day 3 both weeks), protect the re-vote and the L4 question harvest — those questions are next lesson's script.

MISCONCEPTIONS TO WATCH

“FIFO = sad, town = boring” (both lives are chosen happily by thousands — the diaries show why) · “mining towns have nothing” (the myth-buster kills this with sources) · “you pick once, forever” (workers switch between these lives all the time — doors connect, remember).

