

THE Q&A

The encounter lesson. A real voice does what no worksheet can — but only if the class arrives as press, not audience. The structure below makes silence impossible and awkwardness survivable.

WE ARE LEARNING

How to get real knowledge from a real person: question craft, exact quotation, fact-checking — and what working life actually feels like from someone living it.

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 QUESTION SURGERY + DEAD OR LIVE

- **Hand back the Lesson 3 question box.** Every student runs their own question through the three tests — Google test, yes/no test, so-what test — and rebuilds it. The warm-up sort calibrates the room fast (FIFO's meaning: DEAD; day 4 of a swing: LIVE). Desks then pick their single best question. Ruthlessness is the lesson: **you don't spend a human on what Google knows.**

SETUP CASTING THE CONFERENCE

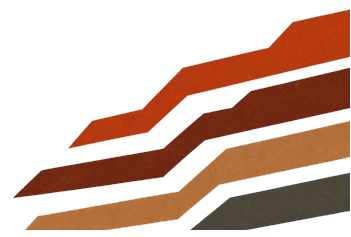
- **Every student holds a job:** one anchor, desk reporters (one per job family), quote-catchers (two or three — exact words only), a fact-checker (catches numbers for later verification — the no-source-no-evidence rule now applies to spoken claims too), a timekeeper. In a full class, desks hold two or three reporters each who agree on their asker — every extra body is a quote-catcher. Badges filled in on page 1. Nobody is an audience member; audiences drift, press corps don't.

CORE THE CONFERENCE ITSELF

- **Run the protocol exactly as printed on the student page 2:** anchor's welcome → 2-minute opener → desk rounds with one follow-up each → lightning round → the signature closer: **“What do you know now that you wish you'd known at 12?”** — always the same, always last. It's the program's question; guests give it their best answer every single time.
- **Lightning round bank** (read fast, keep it fun): best meal on site? • first thing you do when you get home? • weirdest thing in your work bag? • the sound of your workplace in one word? • what would 12-year-old you say if they could see you now?

LAND IT DEBRIEF + THE DRAFT

- **Debrief in the press room:** best quotes read aloud by the catchers, the fact-checker files the numbers to verify, the front-page sentences shared. Then **draft day:** two inside picks, two outside picks, locked — Lesson 5 opens with the evidence hunt on exactly these four. Wildcards welcomed loudly.



■ THE FALLBACK PROTOCOL — THE LESSON NEVER DIES

PLAN A — live guest (video call or in person), partner-facilitated where available. Brief the guest beforehand: audience is 12–13, two-minute opener, no slides, bring one photo or object from work, expect a lightning round and the closer question — send it to them in advance so their answer is ready. School visitor and online-guest protocols apply as for any external speaker.

PLAN B — recorded worker video. The conference still runs: desks “ask” before pressing play on each segment, quote-catchers still catch, and the class marks which of their questions the video answered — and which it couldn't. The gap becomes the lesson: recordings can't do follow-ups. Real sources can.

PLAN C — teacher-in-role, using the character card below. Announce it straight: “you're getting an understudy today — the press corps treats the understudy exactly like the star.” Y7 forgives theatre; it does not forgive cancellation.

■ THE UNDERSTUDY — CHARACTER CARD (FICTION FOR THE CLASSROOM)

ALEX TORRES · 29 · drone surveyor · FIFO 8/6 out of Perth. Was a checkout kid at 15, hated school until a TAFE taster day put a drone controller in their hands. First job: trades assistant, direct entry. Saved, did the TAFE course, now maps a pit the size of a suburb before morning tea. Best day: spotting a wedge-tailed eagle nest on the survey and rerouting the flight path around it. Hardest day: little brother's grand final, day 3 of a swing, watched the last quarter on a phone in the wet mess (the site's social room). Wish-I'd-known-at-12: “the kids who looked like they had it all figured out — they didn't. Nobody does. You just need one door, not the whole map.”

■ SAFEGUARDING & SENSITIVITY

Standard school external-speaker protocols apply for Plan A. Steer questions away from the guest's personal finances (“what do YOU earn” becomes “what can someone in your role earn” — rehearse this swap with the desks beforehand). If the guest is FIFO, students with FIFO parents may hear their own house described — same care as Lesson 3, same rule: experts by choice, never by exposure.

■ IF THE ROOM GOES QUIET — TWO RESCUE MOVES

(1) The anchor deploys the closer early — it reliably restarts everything, and you can still end on it again. (2) You ask the guest: “what's a question students never ask you, but should?” — then hand their answer straight to the nearest desk as a free follow-up. Silence rarely survives either move.

■ RUNNING SHORT — THE CUT LINE

Cut the warm-up sort, never the surgery. Protect the conference, the closer, and THE DRAFT — Lesson 5 cannot start without the four picks locked.

■ MISCONCEPTIONS TO WATCH

“Good questions sound impressive” (good questions get answers nobody had — the true/false on page 3 nails it) · “the guest's life is THE life” (one worker is one data point; the profile needs sources, plural) · “quotes can be roughly right” (exact words or it isn't a quote — evidence rules don't bend for speech).

