Activity lesson plans

DPad: My stickers

Length:
25-30 minutes

Objectives

By the end of this lesson, students will:

- Be able to name the skills used by workers at Career Town locations and explain how some skills can be used for different jobs.

Inquiry prompts

- What skills do people use at their jobs?
- How can workers use the same skills at different jobs?

Before you begin

1. Ensure you can access your **DPad** in your demo student account and can project your screen for your students to see. In order to view your stickers with students, you will need to have completed Career Town locations.
2. Ensure that students are able to log into their accounts and access their **Dpad**. For this activity, it's ideal students have all or most of them completed at least 3 locations.
3. Decide whether to take discussion/brainstorming notes with your class via a slide deck and project for students to view, or on a whiteboard in the physical classroom.

Teaching strategies

1 Pose the following question to students: What are skills? Define "skill" as a class (ex: the ability to do something specific). What types of skills do you need for school? How are these skills similar to or different than the skills you use at home or for a hobby?

2 Prompt students to think about the kinds of tasks that the workers in Career Town perform and make a list of at least three different jobs from three different Career Town locations. Create a bubble map, with the three locations in circles, and then brainstorm as a class the main tasks that are performed at each location. Make sure to separate the tasks by the type of job. Some examples:

- Farmer (Farm): Feeding and caring for animals, growing crops.
- Doctor (Hospital): Diagnosing illness, prescribing medicine.
- Curator (Art gallery): Finding and buying art, deciding how to display art items.
- Crane operator (Construction site): Moving a crane, balancing weight.
- Accountant (Pet grooming shop): Tracking money, deciding how money is spent.
- Police officer (Park): Patrolling, investigating.

    NOTE: For a complete list of occupations and characters check out the [Career Town locations](#) article.

Materials required

- Computers or tablets with Internet access
- Whiteboard and whiteboard markers, Smartboard, or projector

Artifacts

Students create scenes in the **My stickers** section of their **Dpad** and will discuss which skills can be transferred to different work environments.

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3 Once you've created your bubble map, discuss what types of skills workers need to perform those tasks, and on the bubble map, record these skills and branch out to them from the related tasks. Some examples:

- Farmer: Growing crops. Skill: Working with hands.
- Doctor: Diagnosing illness. Skill: Problem solving.
- Curator: Deciding how to display art items. Skill: Innovating.
- Crane operator: Moving a crane. Skill: Operating machines.
- Accountant: Tracking money. Skill: Being organized.
- Police officer: Investigating. Skill: Critical thinking.

4 Once students have brainstormed skills, discuss which skills might be used for more than one career. Some examples:

- Operating machines: Crane operator and Farmer.
- Problem solving: Doctor and Police officer.
- Being organized: Curator and Accountant.

5 Now, in your demo student account, access your **DPad**, then project it for students to see. Click the **My stickers** icon on the **DPad** screen.

6 When the first scene appears, ask students to name the Career Town location the scene is from and who works there. Then ask students which stickers (below the scene) would normally go in that scene and what skills/workers they represent.

7 As a class, review the other stickers below the scene and discuss what skills or tasks they represent (ex: hammer for building things, paintbrush for drawing). Drag the stickers onto the screen one by one and ask the class to consider if there are any other skills or tasks a worker could use or do in that scene. Could someone use a hammer in an art gallery? A paintbrush on a farm? What skill would they be using?

8 Use the arrows to the left and right of the screen to move to another location and repeat the process again.

9 Direct students to log into their accounts and access their **Dpad**, then click on **My stickers**, just as you modeled earlier. Tell students that they have 5 minutes to create a scene on their **Dpad** using a Career Town location and stickers that would normally go with a different location. Encourage students to think about who would work in that location and what skills they would use or tasks they would perform, and use the stickers to show that.

10 When students are done creating their scenes, ask for a few volunteers to share their scenes and explain who would work there and what skills they would use.

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