

Student Accounts

Students log in to their portfolio by following these steps:

1. Visit www.myBlueprint.ca/aam
2. Enter Username: **hcdsb**
3. Enter Password: Ontario Education # (OEN)

Teacher Access to Student Accounts/Share Portfolio

- Teachers can log in to individual student accounts using the student credentials.
- Students can share their portfolio with the “Share” button at the top right of their account.

Teacher Demo Accounts: *Specific Teacher Accounts Will Be Available Soon

As a teacher, you can log in to a demo account with these steps:

1. Visit www.myBlueprint.ca/aam
2. Enter Username: hcdsb
3. Password: (Provided at last year’s April PA Day).

3-Minute Intro Video

Visit www.myBlueprint.ca/aam > click “Watch Video”

Sample Lesson Plans

Visit www.myBlueprint.ca/aam and scroll down to download sample lesson plans. For additional lesson plans, please contact us (see below).

Feedback & Support

We plan to continuously improve All About Me Portfolio based on your feedback. Please contact us with any suggestions, questions or concerns at help@myBlueprint.ca.

Pathways: Grade 3—Lesson 1

Curriculum Focus: Religion and Family Life

****Duration:** *May take 2 Religion periods.*

Learning Goal: Students will recognize that families are a type of community.

Curriculum Links LS1.2 Link the concept of Christian community inspired by the Holy Spirit (communion with God and one another) with the need to be truthful, to act justly, and to be motivated by love in our relationships with others; and describe the characteristics of a school or family that modelled Christian communion (e.g. respect, . . . opportunity for education). B1.1 Recognize the value of their special family customs. B3.1 Describe some unique characteristics of their families.	Materials Paper and writing utensil. <i>All About Me</i> online planner. Access to computers. Exit Ticket
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Minds On

1. Before the lesson begins write the following definition on your whiteboard/blackboard:
Community - a group of people living in the same place or having a particular set of characteristics in common. (*A clarification of the term ‘characteristics’ may be needed before moving forward*).
2. Ask, “Based on the definition, why might our families be considered to be communities?” (*They live together, they have things in common*). * It is important to be sensitive to the nature of some of the family structures within your classroom when asking this question. In particular, the concept of living ‘together’ may need further explanation and heightened sensitivity.
3. Ask, “What are some characteristics that your family members have in common?” (*Answers will vary, but looking for things like: Catholic, cultural traits, honesty, love, respect, foods, and likes/dislikes*).
4. Clarify that the class understands that our families could be considered communities.
5. Ask, “Are our families’ members of God’s community?” (*Yes*).
6. Ask, “What are some characteristics that God wants the members of God’s community to have?” (*Honesty, respect, kindness, stewardship of the earth, trust, love*).
7. Ask, “How does God call us to use these characteristics?” (*Answers will vary, but in essence should be in keeping with making the world a better place or creating a Heaven on earth.*)

Action

1. Have students login to the *All About Me* planner.
2. Click on ‘Add Box’.
3. Click on ‘About Me’ icon and click continue.
4. Click on ‘My Family’ icon and click continue.

5. In the box provided, type in the names of the people in your family (e.g. Mom, Dad, Sarah, Joe).
6. Once done typing, click continue. The box will appear on the student's *All About Me* wall.
7. Have students click on the circles at the bottom of the box and the words 'Add Reflection' will appear.
8. Provide students with the following prompt: 'What are 3 characteristics that your family shares?' It would be helpful for the teacher to model the phrasing of the answer - verbally or on a whiteboard if available. (*Ideally, they will choose things like love and trust. However, answers such as 'We love hockey' or 'We are Italian' are also acceptable.*)

Consolidation (Suggested)

Have an *Exit Ticket* asking:

Name one characteristic that is important to God's community?

Connections and Next Steps (Suggested)

- * Next Religion class, remind students about what they talked about and did last class. Discuss what the term *family custom/tradition* means. Survey the class for customs/traditions that are unique to their families. Ask "Who takes part in these customs/traditions?" (*Family, friends*). Ask, "Are the customs/traditions fun?" (*Yes for the most part*). Ask, "Why are they fun?" (*Bring family together, celebrations, happy, loving, etc.*) Ask, "Do family customs/traditions give us an opportunity to express ourselves in ways that God calls us to?" (*Yes*).

Pathways: Grade 3—Lesson 2

Curriculum Focus: Religion and Family Life

Learning Goal: Students will recognize that our strengths are a gift from God.

Curriculum Links	Materials
A1.1 Recognize and appreciate the variety of people in their classroom. A2.3 Recognize that their talents and gifts are meant to be shared with others. A3.3 Identify some of the talents and gifts that God has given them.	Paper and writing utensil. <i>All About Me</i> online planner. Access to computers.

Minds On

1. Ask, “How does it make you feel when someone tells you that you are good at something?” (*Good, proud, loved, valued, etc.*)
2. Explain, “When we are good at something this is called a strength. Our strengths are a gift from God.”
3. “Give an example of a time when someone made you feel good about yourself by recognizing one of your strengths? (*Answers will vary.*)
4. Ask, “Does God want us to be kind to one another?” (*Yes*) Ask, “Is complimenting someone a good example of being kind?” (*Yes*)
5. Ask, “Why does God want us to feel good about ourselves?” (*God wants us to be happy, we treat others better when we feel good about ourselves, we respect ourselves, we love ourselves.*)
6. Explain, “When we respect and value ourselves, and feel valued by others we have what is called DIGNITY. God teaches us that everyone -regardless of differences or similarities- deserves to have dignity.

Action

1. Have students login to the *All About Me* planner.
2. Click on ‘Add Box’.
3. Click on ‘About Me’ icon and click continue.
4. Click on ‘Strengths/Values’ icon and click continue.
5. Click on ‘Strengths’ and click continue.
6. “You will see 8 different choices on the screen. 7 of the choices are specific strengths and 1 of them is ‘Other’. If you see a strength that applies to you, click on it and click continue, and it will be added to your wall. If you do not see a specific strength that applies to you, click ‘Other’ and click continue. Type in a strength and click continue. Your strength will appear on your wall.”
7. Repeat steps 1 - 6 to add a second strength to your wall.

Consolidation (Suggested)

Have students respond to the following question in their Religion notebook:

How can I use **one** of my strengths to help others?

Connections and Next Steps (Suggested)

* Next Religion class, remind students about what they talked about and did last class. Review the term ‘dignity’ and its meaning. Ask the students if they can provide any examples of situations where a person or group of people may have lost their dignity. *(This is a fairly difficult concept and may require some teacher prompting. Examples could range from teasing to bullying, to community or global situations that children may be aware of).* Conclude the discussion by reminding students that God calls us to look for ways to help others to have dignity.

Pathways: Grade 3—Lesson 3

Curriculum Focus: Religion and Family Life

Learning Goal: Students will recognize that all people are different and that we are called to love all people.

Curriculum Links	Materials
LS2.3 Describe ways that all human beings are equal (i.e. personal human dignity) and also are created with differences (i.e. male and female, race, ethnicity, etc.) and identify that we can demonstrate our appreciation and respect for this diversity (e.g. inclusion of all, sharing what we have with less fortunate, etc.).	<i>All About Me</i> online planner. Access to a computer and LCD.

Minds On

1. Teacher provides some background information regarding the Good Samaritan parable. In particular, the understanding that Samaritans were greatly disliked.
2. Introduce the parable of the Good Samaritan using the following video (Search- Good Samaritan: Bible Stories Jingu kid). Be sure to watch the video prior to showing your students. The video is 6 and a half minutes long.
3. Discuss the video as a class. Ask: “Who leaves the beaten man on the road?” “Were you surprised by this? Why?” “Which person ends up helping the beaten man?” “Were you surprised by this? Why?”
4. Lead a discussion with the class around what the message of the parable is. Lead the students to an understanding of loving your neighbour regardless of any differences that you may have.

Action

1. Have students login to the *All About Me* planner.
2. Click on ‘Add Box’.
3. Click on ‘About Me’ icon and click continue.
4. Click on ‘Strengths/Values’ icon and click continue.
5. Click on ‘Values’ and click continue.
6. Click on ‘Helping Others’ and click continue.
7. Provide the students with the question: Describe a time when you helped someone other than a family member or close friend.

Consolidation (Suggested)

High Fives

- a) Provide the students with an 8 1/2 x 11 piece of construction paper.
- b) Explain that they are going to be creating a ‘High Five’ hand to celebrate an action that demonstrates God’s call to ‘love our neighbour’.

- c) Instruct students to trace and cut out an outline of their hand.
- d) In the palm of the cut out hand, write down one thing they have done to help someone in the last week. No names, just the action.
- e) Once all students have completed their 'High Five' hands, display high fives in the classroom—bulletin board, classroom door, desks.

Connections and Next Steps (Suggested)

- * Introduce students to Mother Theresa and her works. Make connections between her works and how her actions are motivated by her desire to 'love her neighbour' and provide dignity for all.