

**Student Accounts**

Students log in to their portfolio by following these steps:

1. Visit [www.myBlueprint.ca/aam](http://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](http://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](http://www.myBlueprint.ca/aam) > click “Watch Video”

**Sample Lesson Plans**

Visit [www.myBlueprint.ca/aam](http://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](mailto:help@myBlueprint.ca).

## Pathways: Grade 4 — Lesson 1

### *Curriculum Focus: Religion and Family Life*

*Learning Goal: Students will be able to recognize how we serve as stewards of the earth.*

<b>Curriculum Links</b> LS2.3 Identify and describe ways that we are called as human beings to be responsible stewards who protect the environment and promote creation (i.e. natural ecological world in which we live that has its origins in the creative will and purpose of God).	<b>Materials</b> Blackboard/Whiteboard <i>All About Me</i> online planner. Access to computers. Paper and writing utensil.
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### **Minds On (Classroom)**

1. Initiate a class discussion by asking: “What does it mean when we say ‘God calls us to be stewards of the Earth?’” (*To care for, watch over, look after, respect the earth.*).
2. As they respond, write down the terms that relate to stewardship on the board. As a class come up with a student friendly version of the sentence ‘God calls us to be stewards of the earth’. (i.e. God wants us to respect the earth).
3. When you have consolidated some understanding of being stewards of the earth, ask the class to suggest ways that they demonstrate respect for the earth. List suggestions on the board using the heading **Things We Do**. Take one example and ask the class how the chosen example demonstrates showing respect for the earth.
4. Ask the class: ‘Are there ways that we can show respect for the earth that are not on our list?’ Create a second list of suggestions on the board with the heading **Things We Could Do**. Take one example and ask the class how the chosen example demonstrates showing respect for the earth.
5. Have the students respond in writing to each of the following questions:
  - a) Choose 1 idea from the **Things We Do** list (other than the one we chose as an example) and explain HOW the idea helps us demonstrate respect for the environment.
  - b) Choose 1 idea from the **Things We Could Do** list (other than the one we chose as an example) and explain HOW the idea helps us demonstrate respect for the environment.

### **Action (Computer Lab)**

\*\* Students will need to bring their written response from the Minds On section with them to the lab.

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 and Values’ icon and click continue.

5. Click 'Values' and click continue.
6. Choose the 'Caring for the Environment' icon and click on it, then click continue. The value will appear on their wall.
7. Have students click on the reflection button at the bottom of the 'Caring for the Environment' box and type in their response from the Minds On activity.

**Consolidation** (Suggested)

1. Provide an *Exit Ticket* with a fill in the blank statement:

I take care of the earth when I \_\_\_\_\_.

## Pathways: Grade 4 — Lesson 2

### *Curriculum Focus: Religion and Family Life*

*Learning Goal: Students will be able to recognize how the gifts God gives us can help to strengthen our relationship with God.*

<b>Curriculum Links</b> CL2.3 Identify certain gifts coming from God which when we experience them in our lives, transform us and those who are in relationship with us (wonders of nature, the beauty of the arts, laughter of a baby, the love of a parent or guardian).	<b>Materials</b> Blackboard/Whiteboard <i>All About Me</i> online planner. Access to computers. Paper and writing utensil.
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### **Minds On (Classroom)**

1. Initiate a class discussion by asking: “Raise your hand if you have ever seen a beautiful sunset.” (Repeat the question exchanging ‘a beautiful sunset’ with a rainbow, mountains, a newborn baby, a beautiful painting, etc.).
2. Ask the class to think about one of the examples you mentioned. Once they have pictured the example, ask: “What feelings did you have when you saw the thing that you are thinking about?” (happiness, amazement, excitement, joy, etc.) As the students respond with words or phrases, write them on the board. Ideally, you would like one of the responses to be a synonym for amazement. This may take some guidance or even paraphrasing by the teacher.
3. Discuss what it means to be amazed with the class to ensure all students have an understanding of its meaning. As a class, come up with a student created definition of the word amazed. Write it on the board.
4. Ask the students: “Who created all of the things that we were thinking about in the first part of our discussion?” (For the elements in the natural world students should make a clear connection that they come from God. Things made by humans may need an explanation in terms of being *inspired* by God). Ask the students: “Does seeing all of these things in the world around us make our relationship with God stronger?” (Yes)
5. With the person beside you, talk about HOW the amazing things in the world around us strengthen our relationship with God? Provide 5 minutes to discuss.
6. As a class, have pairings share some of their ideas.

### **Action (Computer Lab)**

\*\* Students will need to bring their written response from the Minds On section with them to the lab.

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 and Values’ icon and click continue.

5. Click 'Values' and click continue.
6. Choose the 'Caring for the Environment' icon and click on it, then click continue. The value will appear on their wall.
7. Have students click on the reflection button at the bottom of the 'Caring for the Environment' box and type in their response from the Minds On activity.

**Consolidation** (Suggested)

1. Provide an *Exit Ticket* with a fill in the blank statement:

I take care of the earth when I \_\_\_\_\_.

## Pathways: Grade 4 — Lesson 3

### *Curriculum Focus: Religion and Family Life*

*Learning Goal: Students will be able to recognize how keeping commitments helps us to achieve goals.*

<b>Curriculum Links</b> D2.1 Explain the meaning of commitment. D2.2 Recognize the need for thought before making a commitment. D3.1 Identify some of their commitments.	<b>Materials</b> Blackboard/Whiteboard <i>All About Me</i> online planner. Access to computers. Paper and writing utensil.
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### **Minds On (Classroom)**

1. Initiate a discussion with your class by stating: “A wedding vow is a promise that is made during a wedding ceremony. With the person beside you, talk about what you think some of promises a couple makes to one another during their wedding.
2. After providing some time for discussion between partners, ask the class to share some of their thoughts about possible vows. List the ideas on the board. Once a list is created, teacher can highlight the suggestions that are most closely linked to actual vows.
3. Ask the class: “Do you think that these promises or vows are easy to keep?” (Ideally, some yes and some no). “Do you think people who make their wedding vows have put a lot of time and thought into getting married?” (yes) “Why?” (It is forever, you want stick with it, we make a promise to God when we say them, marriage is a big commitment). If students do not mention the word commitment help lead them to the understanding of how marriage vows are a commitment. In the case of marriage God asks us to fulfill our commitment forever. Our commitment to God and our spouse helps us to be successful with our marriage.
4. “With the person beside you discuss other areas of your life where being committed to something helps you to be successful.” (sports, school, dance, etc.) “How do we show that we are committed to these things?” (practice, play on teams, train, tutors, do homework, etc.) “Does being committed to something help us to achieve our goals?” (Yes) Summarize by explaining that when we have goals that we want to achieve, commitment to accomplishing those goals is important.
5. Ask students: “What does it mean when we call something a short term goal?” (Discuss with class leading the students to an understanding of short term being a goal accomplished over days, weeks, or even a month).
6. Have the students respond to the following in writing: a) Choose 1 short term goal for something in your life that you are committed to become better at doing. b) Use 1-3 jot notes to explain how you will accomplish your short term goal. (It would be helpful for the teacher to model an example of this activity on the board for students).

### **Action (Computer Lab)**

\*\* Students will need to bring their written response from the Minds On section with them to the lab.

1. Have students login to the *All About Me (AAM)* planner.
2. Click on 'Add Box'.
3. Click on 'My Goals' icon and click continue.
4. Click on 'Short Term' icon and click continue.
5. Students will type in their short term goal from the Minds On activity completed above.  
When done, click continue. The 'My Goals' box will appear on their AAM wall.
6. Have students click on the reflection button at the bottom of the 'My Goals' box and type in their 3 jot notes from the Minds On activity.

**Consolidation** (Suggested)

1. Have students write brief reflection about a time when their commitment to something helped them to be successful.