

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 6 — Lesson 1

Curriculum Focus: Religion and Family Life

Learning Goal: Students will be able to identify family related stress and reflect on ways to manage that stress.

Curriculum Links B3.2 Identify some day to day stresses and tensions that all families experience. B3.3 Describe some strategies for managing day to day family stress.	Materials Blackboard/Whiteboard <i>All About Me</i> online planner. Access to computers. Chart paper and markers. Paper and writing utensil.
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Minds On (Classroom) **This lesson deals with families and stress, be cognizant of the fact that students may share information that is sensitive. Be sure to closely monitor student responses.

1. Engage the class in a discussion about stress. “What is stress?” (Answers will vary but anything that refers to pressure, nervousness, anxiety caused by external/internal influences is acceptable). Co-create a definition for stress with the students and write on the board.
2. Ask the class: “What are some positive strategies for coping with stress?” (exercise, communication, sleep, prayer, counselling, friends, etc.)
3. Have the students turn to the person beside them and discuss the following question: “What types of things cause stress for you and your family?” Provide 5 minutes to discuss. After 5 minutes, have each pair join with another pair. Provide each group of 4 with chart paper and a couple of markers. Explain to class that they will be working in their groups to create a mind map with the words ‘Family Stresses’ at the centre. Have the students come up with as many examples as they can for the causes of family stress and list them on their mind map.
4. Once students have completed the task have 2 members from each group post their chart paper on the board and share them with the class. Keep each chart paper posted on the board for students to use later.
5. Once all groups have shared, have the students return to their groups and do the following. Using all of the examples on the board, choose 1 cause of stress and discuss how a family might find a way to help cope with the chosen stressful situation.
6. Have each group share their example and their strategy with the class.
7. Once all groups have shared, have the students independently complete the following response: “Families face many stresses in their day to day lives. Some good ways to cope with stress are . . .”
8. Have students hand in their responses. These will be distributed back to students when they use the AAM Online Planner.

Action (Computer Lab)

Once you have arrived in the lab, distribute the reflections done in the Minds On section of the lesson.

1. Have students login to the *All About Me (AAM)* planner.
2. Click on 'Add Box'.
3. Click on 'Personal' and click continue.
4. Have students title the box 'Dealing with Stress'. This would go in the smaller, upper box.
5. In the lower, larger box have students enter their responses from the Mind's on portion of the lesson.

Consolidation (Suggested)

1. Teacher circulates to ensure students are on task and have followed instructions effectively.

Pathways: Grade 6 — Lesson 2

Curriculum Focus: Religion and Family Life

Learning Goal: Students will be able to recognize that saints are excellent examples for how to try and live our lives.

Curriculum Links ML3.4 Examine the lives of saints and provide examples of how their lives modeled for us what it means to lead a moral and holy life (e.g. St. Brother Andre, Oscar Romero, Dorothy Day, St. Padre Pio, Blessed Mother Teresa).	Materials Blackboard/Whiteboard <i>All About Me</i> online planner. Access to computers. Paper and writing utensil. LCD projector
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Minds On (Classroom)

1. Engage the class in a discussion about Mother Teresa. “Who was Mother Teresa?” (A Catholic nun who dedicated her life to caring for the sick, the poor and downtrodden. Much of her work focused on the people of Calcutta). Students should be familiar with Mother Teresa but may need some prompting and detail from the teacher. (Important to note that MT has not yet been canonized as a saint but has been beatified and should eventually be sainted).
2. Explain to the class that they will be watching a short video about the life of Mother Teresa. As they watch the film, have them consider the following: ‘What makes Mother Teresa a good example for how to live our lives?’ Write question on the board for students to refer to as they watch the film. Encourage jot notes for those who need them.
3. Present the following Youtube video: <https://www.youtube.com/watch?v=pSV-5o32vTU>
4. Discuss the question that was asked prior to watching the video with the class.
5. Explain to class that Mother Teresa is an extraordinary example BUT we can all find ways to be examples for others in our own lives. Ask the class: “How can we be better examples for others in the way we live our lives?” List suggestions on board as the class shares answers.
6. Have the students respond to following in writing. Explain 2 ways that you can be an example for others in the way in which you live your life.
7. Explain to the class that they need to hold on to this reflection for later use with the All About Me online planner.

Action (Computer Lab)

Once you have arrived in the lab, distribute the reflections done in the Minds On section of the lesson.

1. Have students login to the *All About Me* (AAM) planner.
2. Click on ‘Add Box’.

3. Click on 'Personal' and click continue.
4. Have students title the box 'Being an Example for Others'. This would go in the smaller, upper box.
5. In the lower, larger box have students enter their response from the Minds On activity.

Consolidation (Suggested)

1. A follow up assignment could be a report on the life of another saint. The focus question could be HOW the chosen saint exemplifies a moral and holy life.

Pathways: Grade 6 — Lesson 3

Curriculum Focus: Religion and Family Life

Learning Goal: Students will be able to write a prayer asking for God's help for those in need.

Curriculum Links PR1.2 – Identify real life situations of injustice (poverty, starvation, oppression, prejudice, environmental harm, etc.) and develop interesting prayers on behalf of those in need.	Materials Blackboard/Whiteboard <i>All About Me</i> online planner. Access to computers. Paper and writing utensil. Visual examples of injustice—poverty, starvation, prejudice, oppression, environmental harm.
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Minds On (Classroom)

1. Display the visual examples of injustice so that the class can see them. Begin by referring to one of the pictures and ask the students to describe what is happening in the picture. Continue to do so for each of the visuals.
2. Ask the students how they feel when they see and talk about what is happening in the images. Ideally, your discussion should lead to some understanding of empathy and wanting to help with the situations represented in the images.
3. Ask the class: “What are some ways that we can help people in need?” There will be a number of valid suggestions. Ideally, one of the suggestions will be prayer. If prayer is not suggested, teacher can lead students to a recognition that prayer is way to help people in need.
4. Explain to the class that today they will be writing a prayer that asks for God to help with someone or something in need of assistance. They may choose from one of the examples given in the visuals or choose another. If they choose another they will need teacher approval. Explain that a prayer is simple in structure and comes from your heart. Your prayer should have 5 components: 1. A title. 2. An opening address (i.e. Dear God, God Our Father, Father in Heaven) 3. An explanation of who or what is being prayed for. 4. An explanation of why God's support is needed. 5. A closing address: (Thank you Lord, In Jesus' Name, We ask in Your name).
5. Use ability grouping to pair the students and have them begin working on a first draft together. Explain that once they have completed the prayer, they are to conference with their teacher. After conferencing, they are BOTH to write out a final draft with any changes or suggestions that were made during the conference. Explain to the class that they need to hold on to this reflection for later use with the All About Me online planner.
6. Tell students to store the prayer and hold on to it until they are given time to add it to their AAM portfolio.

Action (Computer Lab)

Before you leave for the computer lab, ensure that all students have their prayers.

1. Have students login to the *All About Me (AAM)* planner.
2. Click on 'Add Box'.
3. Click on 'Personal' and click continue.
4. Have students use the title box to type in the title for their prayer. This would go in the smaller, upper box.
5. In the lower, larger box have students enter their prayers.

Consolidation (Suggested)

1. Prayers could be used as end of day or beginning of day prayers.