**TEACHER GUIDE FOR CREATING CUSTOM CLE ACTIVITIES**

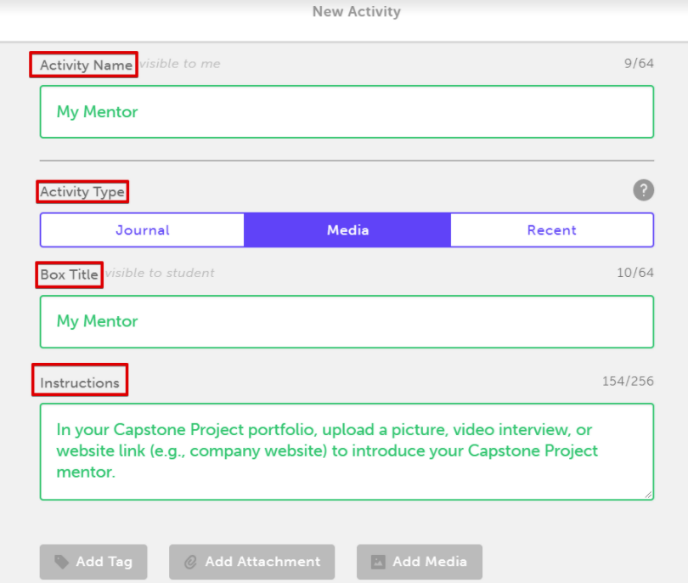
To further support your students with the activities they will be completing throughout the suggested lesson plans in the CLE Course Package, we invite you to create *Custom Class Activities* in myBlueprint.

This document serves two purposes:

* to walk you through the process of creating custom *Class Activities* that students will be completing in myBlueprint and adding to their “CLE Portfolio” to meet the CLE course curriculum
* to provide you with a list of suggested *Class Activities* for you to create, and your students to complete, which we believe will line up well with the curricular competencies of CLE
* to provide you with a list of suggested reflection prompts for each of the CLE “Big Ideas” to support inquiry with students as shown in ***Table 2: CLE Reflection Prompts*** (\*Note: students can add multiple reflections to each of the Class Activities once they’ve added them to their “CLE Portfolio”)

**HOW TO CREATE CLASS ACTIVTIES:**

To create ***Class Activities*** within your teacher account, follow the steps below. These *Class Activities* need to be assigned to the Class that you have created (i.e., Grade 10s, CLE, etc.). Each Activity can easily be assigned to one or multiple Classes. From here, you can track student completion and provide formative feedback of completed work.



To create a Class Activity, follow these steps:

1. Visit [www.myBlueprint.ca](http://www.myBlueprint.ca) and log in to your Teacher Account
2. Select **Activities** from the left hand navigation menu
3. Click **+ Create Activity**

You will notice in the image on the right that each *Class Activity* has 4 fields to fill out:

* ***Activity Name*** (visible to you)
* ***Activity Type*** (what the Activity will prompt the students to add to a portfolio)
* ***Box Title*** (Title of the Activity, visible to students)
* ***Instructions*** (explains what you want the students to complete)

*\*\*Pro Tip\*\** - At the moment, the Instructions field will only allow you to enter 256 characters. If you feel that is not enough space for your instructions, you have 2 options:

* ***Add Attachment***, with more detailed instructions
* Using ***Add Media***, record an audio or video clip with further instructions

**Your first steps:**

Prior to assigning the suggested CLE activities to your students, have all students create a CLE Portfolio within myBlueprint:

* 1. Visit [www.myBlueprint.ca](http://www.myblueprint.ca/), click **Log In** at the top right, and log in to their myBlueprint account.
  2. Select **Portfolios** from the *Home* tab.
  3. Click **+ Add Portfolio**to add a new portfolio titled ‘CLE Portfolio (*this portfolio will follow them from grade to grade).*

As students complete the Class Activities suggested in the table below, they will start populating their CLE Portfolio.

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| **Curricular Competencies** | **ACTIVITY DETAILS** | **REFLECTION PROMPTS** |
| **EXAMINE** | | |
| Examine the influences of personal and public profiles on career-life opportunities | * ***Activity Name*** (visible to you): Personal and public profiles * ***Activity Type***: Media * ***Box Title*** (visible to students): Personal and public profiles * ***Instructions***: Add a picture from your Social Media profile to your CLE Portfolio. Title your photo “Personal and Public Profiles”. (Don’t have social media profile? Upload a picture of yourself instead!) * **\* Optional:** If you are doing the Digital Citizenship Lesson Extension Activity, have students upload a video of their digital citizenship school project presentation *OR* an audio-recording of their student-led discussion addressing the reflection questions | 1. What type of information do you share online? Do you think of this personal profile as a way to connect with your friends, or as a public profile that family, schools, or potential employers might view? Explain your thinking. 2. Provide an example of how an online public profile can help you get hired for a job or achieve a career/life goal you may have. 3. How might personal information shared online cause harm to your public profile or make it more difficult for you to achieve your goals? |
| Identify risks and appreciate benefits associated with personal and public digital footprints | * ***Activity Name*** (visible to you): Digital Citizenship Reflection * ***Activity Type***: Journal * ***Box Title*** (visible to students): My Digital Citizenship Journal * ***Instructions***: Add a journal entry to your CLE Portfolio titled ‘My Digital Citizenship Journal’ to answer the following questions: What are the benefits of sharing personal information online? What are the risks of sharing online? How has digital technology changed relationships? Is this positive or negative, and why? * **\*Optional:** If you are doing the *Digital Citizenship* lesson plan with your class, invite students to take a picture and/or upload their *Cyberbulling Awareness* poster to their journal entry | 1. How can you avoid and prevent cyberbulling in your school community? 2. What strategies can you apply when using electronic communication technologies (i.e., social media platforms) to ensure your safety, privacy, and the respect of others? 3. What is your digital footprint and how can it affect your public image (i.e., scholarships, employment, reputation, and social status)? |
| Consider the role of personal and employment networks in exploring career-life opportunities | Prior to completing this activity, students will:   1. Click ***Job Search*** and type in a subject area or sector of interest 2. Research two (2) opportunities to identify how they might expand their network to “get the foot in the door”  * ***Activity Name*** (visible to you): Expanding Personal and Employment Networks * ***Activity Type***: Journal * ***Box Title*** (visible to students): Expanding my personal network * ***Instructions***: Add a journal titled ‘Expanding my personal network’ to your CLE Portfolio and reflect on the benefits of expanding your network for your career/life plan. | 1. What are the benefits of expanding your network in your chosen area/sector? 2. How will you initiate a conversation or connection with someone in your chosen area/sector? 3. What is your intended outcome of connecting with someone new (i.e. volunteer opportunity, work opportunity, etc.)? |
| **INTERACT** | | |
| Apply a mentor’s guidance in career-life exploration | * ***Activity Name*** (visible to you): Community Mentor * ***Activity Type***: Media * ***Box Title*** (visible to students): My Mentor * ***Instructions***: Upload an image of your mentor to your CLE Portfolio. | 1. What does leadership mean to you? 2. What makes your mentor a great leader? 3. How has your mentor helped you in establishing your post-secondary goals? 4. What motivates you to become a leader? |
| Collaborate with supportive community members to explore the reciprocal influences of career-life choices | * ***Activity Name*** (visible to you): Community Member Career Path Interview * ***Activity Type***: Journal * ***Box Title*** (visible to students): Community Member Career Path Interview * ***Instructions***: Add a journal entry titled “Community Member Interview” to your CLE Portfolio. Attach an audio/video recording of your interview. Share 3 things you learned about this individual’s career path and two things that surprised you the most (and why). | 1. How did you show that you are an active listener during the Mock Interview? 2. In what ways does your network of family, peers, and community members help you broaden your career awareness and options? 3. How has this individual shown characteristics of a lifelong learner (i.e., what habits of mind and attitudes have they displayed over time)? |
| Communicate with intent to highlight personal strengths, talents, accomplishments, and abilities | * ***Activity Name*** (visible to you): My Accomplishments * ***Activity Type***: Media * ***Box Title*** (visible to students): My Accomplishments * ***Instructions***: Upload media evidence of your talents and/or accomplishments to your CLE Portfolio. * ***\*Optional***:Following this activity, students can document their skills, abilities, achievements and accomplishments using the *Resume* builder. Invite students to upload their updated resume to their CLE Portfolio. | 1. What challenges did you have to overcome to get to where you are today? 2. Who helped you in developing these talents and/or reaching these accomplishments? 3. What are you most proud about your talents/accomplishments of and why? |
| **EXPERIENCE** | | |
| Demonstrate inclusive, respectful, and safe interactions in diverse career-life environments | * ***Activity Name*** (visible to you): Conflict Resolution * ***Activity Type***: Journal * ***Box Title*** (visible to students): My Conflict Resolution Strategies * ***Instructions***: Add a journal entry to your CLE Portfolio titled ‘My Conflict Resolution Strategies’ to detail a conflict you have been part of and the communication strategies you used to come to a resolution. * **\*Optional:** If you are doing the *Conflict Resolution Strategies* lesson plan with your class, invite students to record their group’s skit/scenario and group discussion. Students can then upload the video (or audio recording) to their journal entry as evidence of learning. | 1. How do you think you can improve your communications skills? 2. Which communication skills (good and bad) do you tend to use during a conflict? Explain. 3. With whom do you tend to use good communication skills? Why do you think that is? 4. Why are good communication skills important in the workplace? |
| Identify career-life challenges and opportunities, and generate and apply strategies | * ***Activity Name*** (visible to you): Career-Life Challenges * ***Activity Type***: Recent * ***Box Title*** (visible to students): Identifying Challenges with Career Planning * ***Instructions***: Using the Occupations planner, search and favourite an occupation of interest that relates to your Career Cluster (i.e., Your “Career Cluster” is listed in your *Knowledge Survey* report). Add this occupation to your CLE Portfolio. | 1. Identify two (2) challenges you may face when planning for this occupation (i.e., Are you eligible for this program? What are the post-secondary requirements for this occupation? Are you eligible for a related post-secondary program? What courses will you need to take in high school to be eligible?). 2. How can you overcome these challenges? 3. Who can support you in overcoming these challenges? What resources do you have in your school and community to help you along this career pathway? |
| Explore and connect experiential learning both inside and outside of school with possible preferred career-life pathways | Prior to completing this activity, students will:   1. Click ***Job Search > Volunteer***and identify two (2) volunteer opportunities of interest in your area. 2. Favourite these opportunities by clicking on the heart. 3. Click ***Goals*** and create a goal called “Becoming a volunteer” and an action plan (with at least 3 tasks) for making a plan to connect with a volunteer organization in order to get involved. 4. Once you’ve completed your goal, add your volunteer experience to your resume.  * ***Activity Name*** (visible to you): Experiential Learning * ***Activity Type***: Recent * ***Box Title*** (visible to students): My Experiential Learning Opportunities * ***Instructions***: Add your resume to your CLE Portfolio. Ensure that you have added your volunteer and extra-curricular experiences to your resume. | 1. How can your volunteer and extra-curricular experiences help you explore your career-life interests and introduce you to new possibilities? 2. What skills did you develop during your volunteer experience(s)? 3. How did the process of identifying an opportunity and creating a plan to connect with a volunteer organization help you? |
| Practice effective strategies for healthy school/work/life balance | * ***Activity Name*** (visible to you): Healthy School/Work/Life Balance * ***Activity Type***: Recent * ***Box Title*** (visible to students): Time Management Goal Setting * ***Instructions***: Create a goal to improve your time management skills and create an action plan with a minimum of three (3) steps. Add this goal to your CLE Portfolio and reflect on your progress. Make changes to your action plan as needed. * **\*Optional:** If you are doing the *Time Management Strategies* Lesson plan with your class, invite your students to take a picture or their *Time Tracker Schedule* and upload this to their portfolio. | 1. How will improving your time management skills help to reduce stress in your life? 2. How will strong time management skills help with your emotional well-being? 3. What is one strategy that you can use if you notice your school/work/life balance is off? |
| **INITIATE** | | |
| Explore and reflect on career-life roles, personal growth, and initial planning for preferred career-life pathways | Prior to completing this activity, students will:   1. Click ***Who Am I***and complete the first three surveys (Learning Styles, Personality, and Interests surveys) 2. Go to *Who Am I* ***> Match Results tab*** and complete the Compatibility Survey for three (3) jobs that interest you 3. Click on the occupation titles for those that interest you the most to explore their overview pages. 4. Favourite two (2) occupations by clicking on the heart icon.  * ***Activity Name*** (visible to you): Career/Life Roles * ***Activity Type***: Recent * ***Box Title*** (visible to students): Career/Life Roles Reflection Activity * ***Instructions***: Add an occupation of interest to your CLE Portfolio. | 1. What appeals to you most about this occupation (i.e., How do your interests/personality/learning styles align with this occupation)? 2. How would you need to grow and develop as a person to succeed in this career (i.e., what employability skills are needed to be successful in this occupation)? 3. What challenges might you face in balancing the demands of this career with other goals in your personal life (e.g. family, wellness, hobbies)? |
| Develop preliminary profiles and flexible plans for career-life learning journeys | * ***Activity Name*** (visible to you): Goal setting activity * ***Activity Type***: Recent * ***Box Title*** (visible to students): Planning and Goal-setting for Careers * ***Instructions***: In the *Goals* section, read the Student Guide. Add a career-focused goal to your account (with at least 3 tasks to your action plan) for how you plan on developing an employability skill in the medium term. Once you've created the goal, add it to your CLE Portfolio. | 1. After reading the Student Guide, what does S.M.A.R.T. goal setting mean to you? 2. How would the employability skill you chose to work on help to make you a good fit for an occupation pathway you're interested in? |

**TABLE 2: CLE REFLECTION PROMPTS**

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| **Career Life Education** | |
| **Big Ideas** | **Sample Reflection Prompts** |
| **Finding Balance between personal and work life promotes well-being** | *Sample questions to support inquiry with students:*   * What tools and strategies help us maintain balance between our personal and professional lives? * In what ways can we approach career life challenges and stressors to sustain a healthy balance? * How can we use our knowledge about maintaining balance to nurture our own well-being? |
| **Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options** | *Sample questions to support inquiry with students:*   * In what ways can our networks of family, peers, and community members help us develop confidence and initiative in career life development? * How can our networks help us explore our career life interests and introduce us to new possibilities? * What communication and collaboration strategies can we use to broaden our networks? * In what ways can we positively represent ourselves digitally in the global network? |
| **Lifelong learning fosters career-life opportunities** | *Sample questions to support inquiry with students:*   * What habits of mind and attitudes helps us develop as lifelong learners? * As lifelong learners, how can we tap into our strengths, interests, and competencies when exploring emerging career life opportunities? * In what ways can we use experiences accompanied by reflection to foster our growth as lifelong learners? |
| **Big Ideas** | **Sample Reflection Prompts** |
| **Career-life decisions are influenced by internal and external factors, including local and global trends.** | *Sample questions to support inquiry with students:*   * How do self-awareness and knowledge of my skills, talents, passions, and potential challenges contribute to career/life choices? * How might knowledge of local and global economic trends prepare us to make viable career life decisions? * In light of local and global trends, how might we use interests and strengths to position ourselves for success? * How can local contexts, including sense of place, inform our career life role choices? |
| **Career-life choices are made in a recurring cycle of planning, reflecting, adapting, and deciding.** | *Sample questions to support inquiry with students:*   * How might we create open-ended career life goals to foster adaptability in a rapidly changing world? * What tools and strategies can help us commit to short term goals, while keeping our minds open to emerging possibilities? * How can we draw on our strengths and interests to determine what learning we would like to pursue next? * What additional opportunities are needed to inform our next steps in career life development? |