

# Let's Take Care of Ourselves! *Prenons-soin de nous-mêmes!*

Grades 9–10

The activities in this package will help you learn to practice self-care, to become a lifelong learner, and to make informed decisions about your future. All of these things contribute to positive mental health! You will explore career options and development paths, and you will also see how work patterns change when people work from home. You will have opportunities to develop new skills. Finally, you will be encouraged to practice self-care and mindfulness strategies that will help you stay ready to learn and grow even during these troubling times.

You can complete many of the activities in French. If you are a French Immersion student, you will be able to complete many of these activities in that language. The links to some of the sites are also *en français*. You are encouraged to try doing some of the activities in French! It's up to you to decide what you want to do! *C'est à toi à décider ce que tu veux faire !*

To complete the activities, you might need pencils, pens, a notebook, a way to listen to music or read articles online, and other items typically found in many households. You can complete most of the activities here without using the Internet if you wish.



# Introduction

Do you want to know a secret? You're in high school, so you might have figured this out already. Or not! It's OK if you haven't thought about this before, too.

The most successful students develop strong senses of **self-awareness** (*connaissance de soi*) and **self-management** (*gestion de soi*), two very important skills and attitudes of lifelong learners:

- They see themselves as learners and recognize how they learn best. They monitor the progress of their own learning and develop new skills and abilities independently.
- They identify realistic career goals for themselves based on their strengths and abilities. They learn what they need to do to achieve them.
- They embrace challenges as opportunities to learn and grow, and they know how to ask for help. They can manage their own emotional well-being by practicing mindfulness.
- They learn from and are inspired by the successes of others.

When students have strong self-awareness and self-management, they are lifelong learners who are really well-prepared for the future!



How would you rate yourself on these skills and attitudes? Rate yourself on the following statements. You can use your replies to guide your choices as you explore the activities in this package!

Skill	Rarely	Sometimes	Often
I believe that my abilities and intelligence can be developed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I appreciate and value how I learn best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learn from and am inspired by the success of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I create realistic and relevant goals based on self-reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I seek out people or opportunities that support my personal, learning or career goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I approach changes or challenges as opportunities to grow and improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take ownership of my goals, learning, and behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I monitor the progress of my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ask for help to support my learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I advocate for myself in stressful situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to access services to support my well-being.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I sustain a healthy and balanced lifestyle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I reflect on my experiences as a way of enhancing my well-being and dealing with challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Where do you see an opportunity for improvement? How can you improve as a lifelong learner?

# Tic-Tac-Toe!

It's time to play Tic-Tac-Toe! Select three task boxes to complete. *Choisis trois taches à compléter.* Each task should take approximately one hour, but it's ok if it takes longer! Aim for one task per day. Remember it's Tic-Tac-Toe, so try to check off tasks in a horizontal, vertical or diagonal line.

<p><a href="#"><u>Create Your Own Self-Care Inventory!</u></a> <i>Crées ton propre inventaire afin de prendre soin de toi-même !</i></p>	<p><a href="#"><u>See How Careers Change Over Time!</u></a> <i>Vois comment les carrières changent avec le temps !</i></p>	<p><a href="#"><u>Explore the Way We Work!</u></a> <i>Explore comment nous travaillons !</i></p>
<p><a href="#"><u>Connect Career with a Sense of Place!</u></a> <i>Fais le lien entre la carrière et notre appartenance à un endroit !</i></p>	<p><a href="#"><u>Document Your Progress!</u></a> <i>Démontre ton progrès !</i></p>	<p><a href="#"><u>Create Entrepreneurial Opportunities in Your Community!</u></a> <i>Crée des opportunités entrepreneuriales dans ta communauté !</i></p>
<p><a href="#"><u>Learn a New Life Skill!</u></a> <i>Apprends une nouvelle habileté !</i></p>	<p><a href="#"><u>Explore the Fine Arts Critically!</u></a> <i>Explore les Arts avec un œil critique !</i></p>	<p><a href="#"><u>Study an Additional Language!</u></a> <i>Apprends une langue additionnelle !</i></p>

## Create Your Own Self-Care Inventory! *Crée ton propre inventaire afin de prendre soin de toi-même !*

To achieve a healthy and balanced lifestyle, you must practice **self-care** (*prendre soin de soi*). Self-care is both the same and different for different people. We all share the same types of needs, but we all need different things to be happy and healthy. You need to be good at self-care whether you are a student at a school or an adult who works! When you are great at managing your own self-care, you know what you need and what you have to do to be well in the following ways:

Type of Well-Being	Description	Self-Care Activities
Workplace or Academic	Acting professionally and independently in your career or studies	<ul style="list-style-type: none"> <li>• Seek out mentoring.</li> <li>• Set-up a study or peer group.</li> <li>• Read.</li> <li>• Set and manage your own goals for work or school.</li> <li>• Balance personal time with professional time. Don't go overboard on either!</li> </ul>
Physical	Making sure you are healthy and fit	<ul style="list-style-type: none"> <li>• Develop a regular sleep routine.</li> <li>• Aim for a healthy diet.</li> <li>• Exercise.</li> <li>• Take lunch breaks.</li> <li>• Go for a walk.</li> <li>• Drop unhealthy habits or behaviours.</li> </ul>
Psychological	Keeping yourself clear-headed and ready to learn or work	<ul style="list-style-type: none"> <li>• Keep a journal.</li> <li>• Get advice from someone with more experience.</li> <li>• Make time to relax.</li> <li>• Find time for friends and family.</li> </ul>
Emotional	Allowing yourself to experience your full range of emotions safely	<ul style="list-style-type: none"> <li>• Develop healthy friendships.</li> <li>• Write down positive memories.</li> <li>• Chat with a trusted friend.</li> <li>• Pursue hobbies you enjoy.</li> <li>• Enjoy and explore age appropriate art: books, poems, movies, shows, comics, paintings, music, or performances!</li> </ul>

Type of Well-Being	Description	Self-Care Activities
Spiritual	<p>Having a sense of perspective about things beyond day-to-day life</p> <p>Feeling comfortable with your own answers to life's biggest questions</p>	<ul style="list-style-type: none"> <li>Engage in reflective practices like meditation.</li> <li>Practice yoga.</li> <li>Participate in organized religion, like joining a church, temple or mosque.</li> <li>Go on a hike.</li> </ul>
Interpersonal	Maintaining healthy, supportive relationships with a diverse group of people	<ul style="list-style-type: none"> <li>Make time for those closest to you.</li> <li>Celebrate the special events of your friends and loved ones.</li> <li>Take care to treat people as they want to be treated.</li> <li>Take care to be treated by people as you want to be treated.</li> </ul>

You challenge now is to create a self-care inventory to help you to sustain a healthy and balanced lifestyle. *Votre tâche maintenant est de créer votre propre inventaire qui vous aidera à maintenir un style de vie équilibré.* Pick one of the self-care activities from each of the categories to add to your daily routine now. You might notice areas of overlap between these categories. It is important to develop a self-care plan that is holistic and individual to you. You can circle the activities here that you like—or add new ideas that are all your own!

How will you be better at self-awareness and self-management afterwards?

Extension: Schedule Your Self-Care Activities!

You can now think about how you will schedule your activities. Plan a week or even a month to show how you will do your self-care activities. Do you think you will have to do something every day or every week? Do you think you will have to move on to harder and harder activities as time passes?

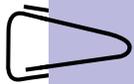
- Keep your schedule where you will see it.
- Stick to your plan and practice the activities regularly. An athlete doesn't become fit by merely "thinking" about fitness!
- Re-assess how you are doing after one month and then again after three months. Plans can take over a month to become habits, so check-in and be realistic about your own self-care plan. After a while, come back and complete the self-care assessment again to find out how you are doing with your new habits!





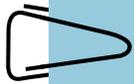
# WEEKLY/HEBDOMADAIRE:

SUNDAY DIMANCHE	MONDAY LUNDI	TUESDAY MARDI	WEDNESDAY MERCREDI	THURSDAY JEUDI	FRIDAY VENDREDI	SATURDAY SAMEDI



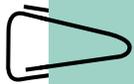
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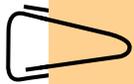
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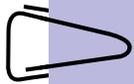
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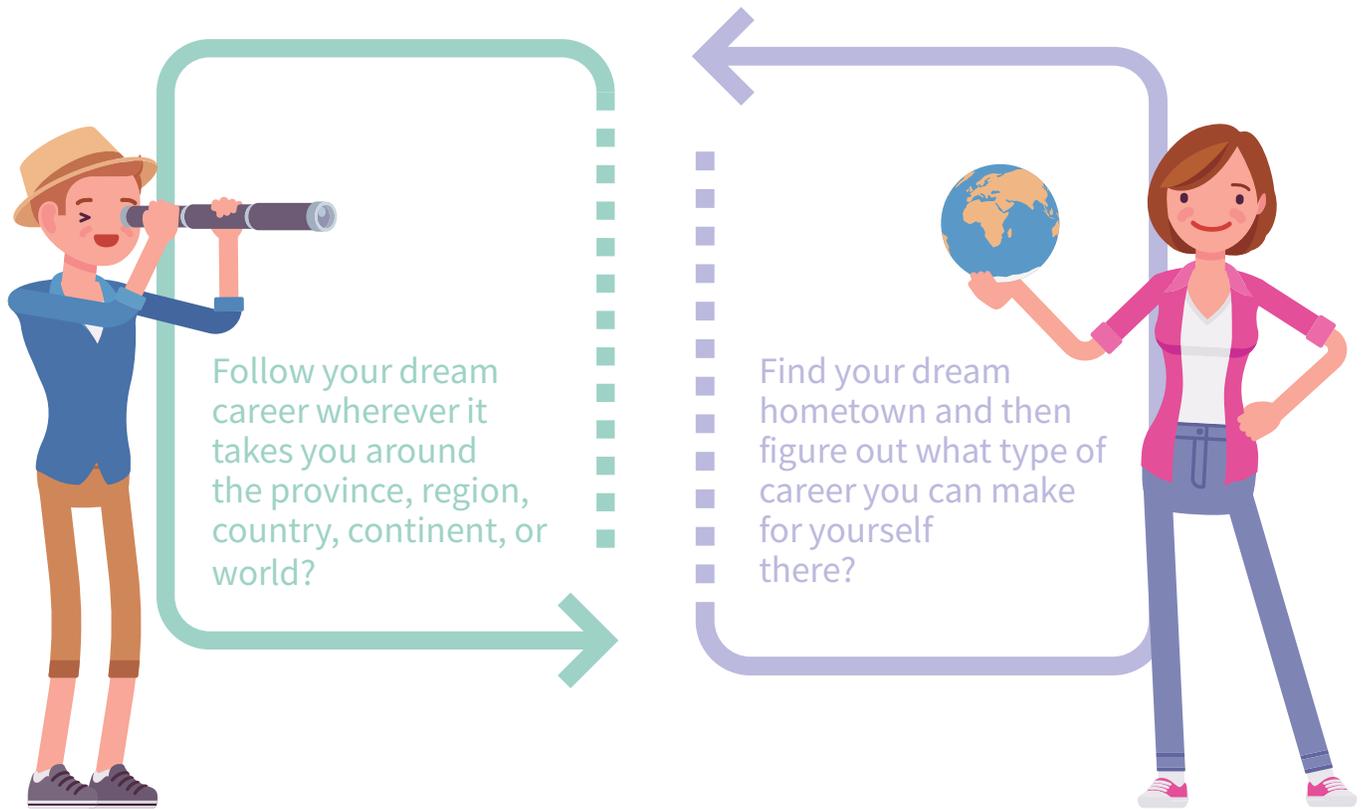






## Connect Career with a Sense of Place! *Fais le lien entre la carrière et notre appartenance à un endroit !*

Would you rather...? *Quelle serait ta préférence...?*



Do you want to build a career-life plan around where you want to live, or do you want to live where you can pursue the career you really want to do?

If you had to move somewhere else for your career-life plan, where do you believe that would be? How would your life have to change? What cultural and lifestyle differences might you encounter? How would they challenge you?

Think about an actor or entertainer who has to move **to** a big city to succeed or a farmer or an agronomist (*Look it up!*) who has to move **away from** a big city!

Weigh the pros and cons for each option, and then, write a page to explain your choice.



## See How Careers Change Over Time! *Vois comment les carrières changent avec le temps !*

As time passes, some things change; some things stay the same. Workplaces are no different. *Avec le temps, il y a des choses qui changent et d'autres qui ne changent pas. Les lieux de travail ne font pas exception.* Do you think that the skills and expectations of a job thirty years ago may have been very different from the same job today? Do you think the skills and expectations today will change again when we look at that job thirty years from now? Will some jobs no longer exist?

In this activity, you will try to identify how the career you're interested in might have been changed or how it might be changing now. How will you research this? Identify two or three people who work in that field, and prepare to interview them. Ideally, you could find someone who is retired from the job, someone in the middle of their career, and someone who is just beginning their career. Here are some questions you can consider asking them to get you started!

What do you do during your day-to-day work?

What skills do you rely on each day on the job?

How has your job has changed over the years?

What is the future for your field of work?

If you plan to have a career in a new field of work, find people who were in a similar line of work (e.g., If you would like to be a YouTube star, find someone who has retired from the entertainment industry even if they worked in a different medium).



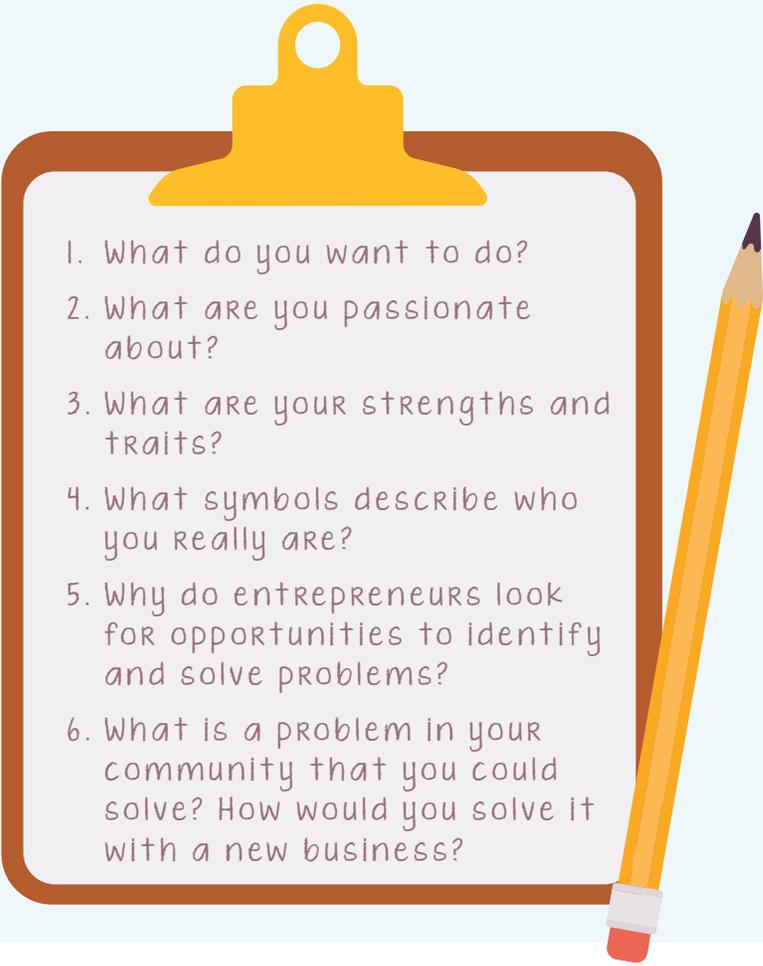
## Create Entrepreneurial Opportunities in Your Community! *Crée des opportunités entrepreneuriales dans ta communauté !*

### PART A

Everyone could be an entrepreneur in some way! *Tout le monde peut être entrepreneur à sa façon !* We all have different and special strengths that make us unique and allow us to work together as part of a team. What makes you special and different? Use these traits to help create an artistic representation of yourself. You can draw, create a collage by cutting and gluing lots of pictures together, or create a 3D model out of clay!

### PART B

Would you like to be an entrepreneur? *Tu veux être entrepreneur ?* Answer the following questions in your notebook.

- 
1. What do you want to do?
  2. What are you passionate about?
  3. What are your strengths and traits?
  4. What symbols describe who you really are?
  5. Why do entrepreneurs look for opportunities to identify and solve problems?
  6. What is a problem in your community that you could solve? How would you solve it with a new business?

Does being an entrepreneur sound like a career option you're interested in? Explain why or why not in writing.

## Explore the Fine Arts Critically! *Explore les Arts avec un œil critique !*

Both Music and Visual Arts can be analysed by examining the choices artists make in the creation of their work. By manipulating the ELEMENTS the artist attempts to communicate something to the audience. There are comparisons to be drawn between the elements of ART and MUSIC.



- 1** Using the definitions provided in the first two columns, choose a piece of art or music to analyze. Comment on as many of the elements as you are able. Answer below.
- 2** Find a complementary work. If you started with art choose a piece of music. If you started with music choose a piece of art. Use the following page to continue answering.
- 3** Explain why you feel one piece complements the other, making reference to as many elements as possible.
- 4** Why did you choose these examples? What impact do they have on you?

# MUSIC

**Melody** is the main idea (tune) of the piece

**Beat** is the steady pulse of the music.

**Rhythm** is the patterns of sound and silence.

**Harmony** is two or more notes played at the same time. Two notes is an interval, three or more notes is a chord. How the notes sound together effects the mood.

**Form** is the shape of the piece. In pop music think about the patterns made by the chorus and verse.

**Timbre (Colour)** is the type of sound or instrument being used.

**Texture** is the layers of sound. What is playing when.

**Tempo** is the speed of the music.

**Dynamics** is the changes in sound intensity (soft to loud).

# ART

**Line** is the path of a moving dot. For the path to be a line it must be longer than it is wide. There are many types of lines. For example: straight, curved, wavy, broken, thick, thin etc.

**Shape** is an enclosed space. There are two types of shapes, organic and geometric. Shapes are 2-dimensional.

**Form** is a three dimensional shape.

**Colour** is caused by differing qualities of light being reflected or emitted by an object. The light reflecting back is what we see as colour.

**Value** is the lightness or darkness of a colour. Often referred to as shading or tone.

**Texture** is the way something feels when you touch it. In drawing often the texture is an illusion.

**Space** refers to distances or areas around, between or within components of a piece.

# THE ELEMENTS OF FINE ARTS

?

MY COMPLIMENTARY PIECE

HOW DO THEY COMPARE?

HOW DO THEY AFFECT ME?

Title:

Artist:

Art form:

Genre:

My analysis is:

## Explore the Way We Work! *Explores comment nous travaillons !*

Working from home has become the new normal for New Brunswickers in 2020. How does this change how we work? What do you think? *Que penses-tu ?*

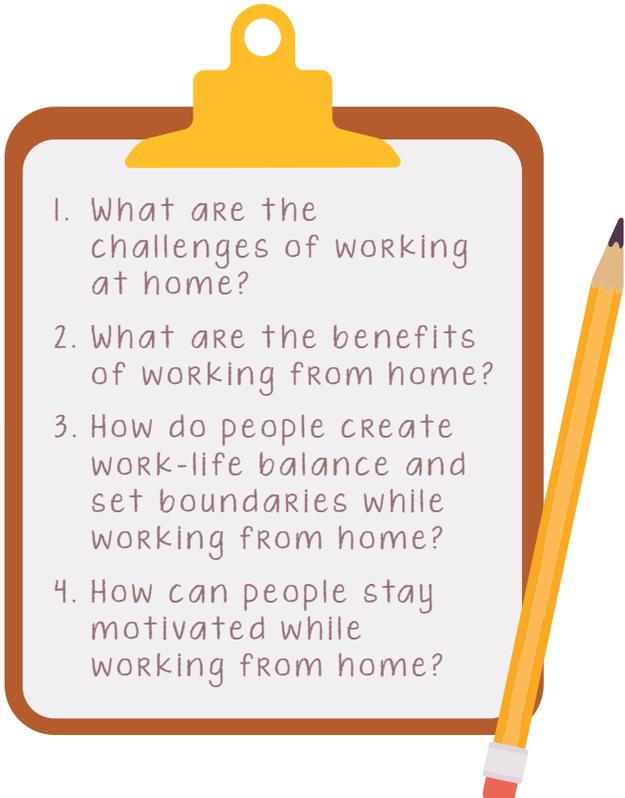
In this activity, you will research the challenges and benefits of working from home by interviewing someone you know who is working from home, by reading articles on the subject, or both.

[Article 1](#)

[Article 2](#)

Are you learning English as an additional language? You can copy the text from each article into Microsoft Word to see it in your first language!

1. Click the **Review** ribbon.
2. Click the **Translate** button.
3. Click **Translate Document**.

- 
1. What are the challenges of working at home?
  2. What are the benefits of working from home?
  3. How do people create work-life balance and set boundaries while working from home?
  4. How can people stay motivated while working from home?



## Learn a New Life Skill! *Apprends une nouvelle habileté !*

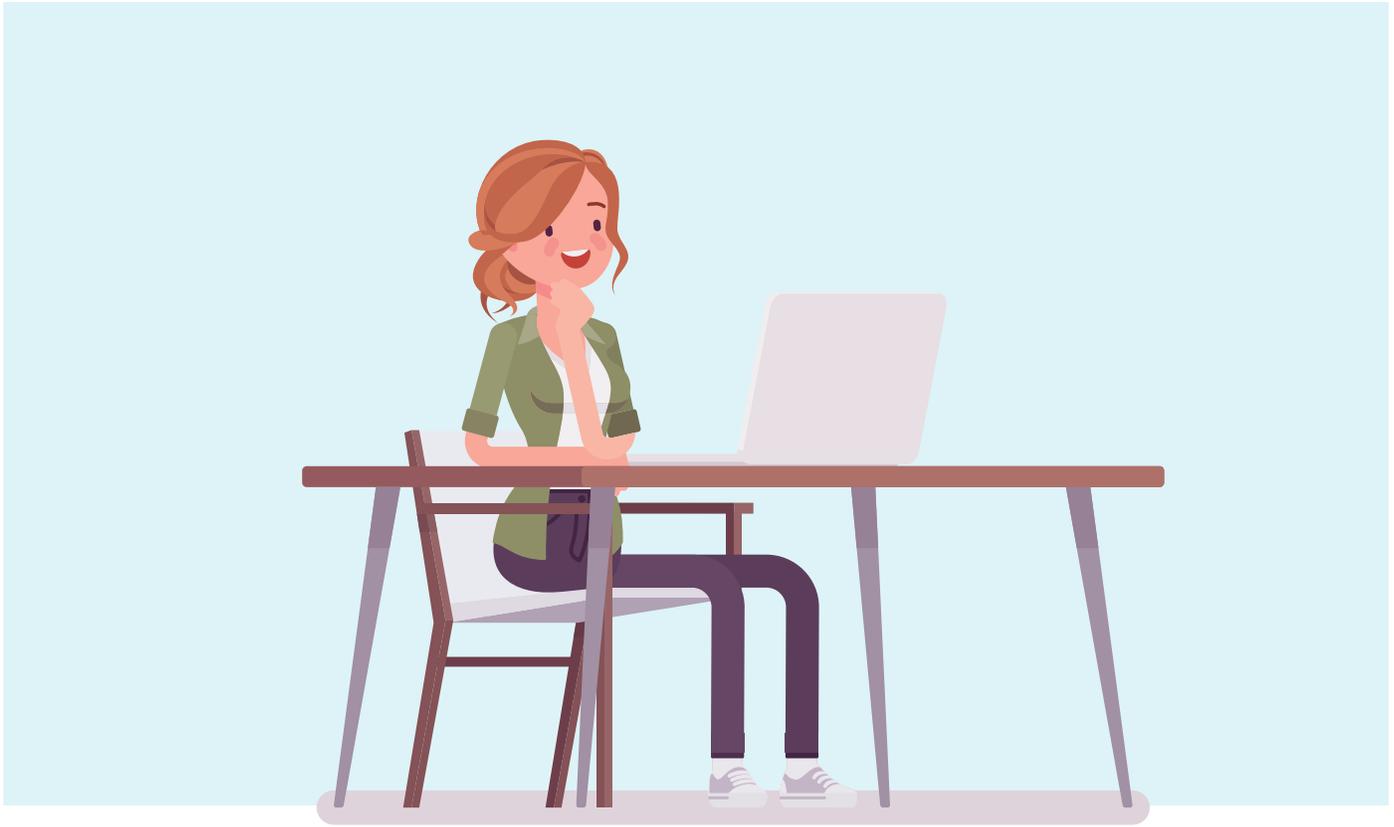
Have you always wanted to learn a new skill? Now is your chance to learn something new! *Voici votre chance d`apprendre quelque chose de nouveau !* There are a lot of possibilities; the choice is yours! *Il existe une multitude de possibilités ; c`est ton choix!* What could you learn with the resources in your household? Do you have a family member who could teach you something they can do? Do you know someone who could teach you a skill virtually?

Take it to the next step, too. Do you have a skill that you can share? *As-tu une habileté que tu pourrais partager ?* You could help a younger sibling with their school work—or a parent with a new dance move!



## Study an Additional Language! *Apprends une langue additionnelle !*

You can benefit from learning an additional language beyond work and travel. What a great way to practice your skills of self-awareness (*connaissance de soi*) and self-management (*gestion de soi-même*) while you have the time!



### Test Yourself

What do you already know in additional languages? Your additional languages could be Mi'kmaw, Wolastoqey, English, French, Spanish, Mandarin, Vietnamese, Italian, German, or any other language in the world that wasn't your first! What can you already understand, read, write or hear in your additional languages? *Que sais-tu déjà faire dans ta langue additionnelle ?*



Are you learning English now? Is English your additional language?

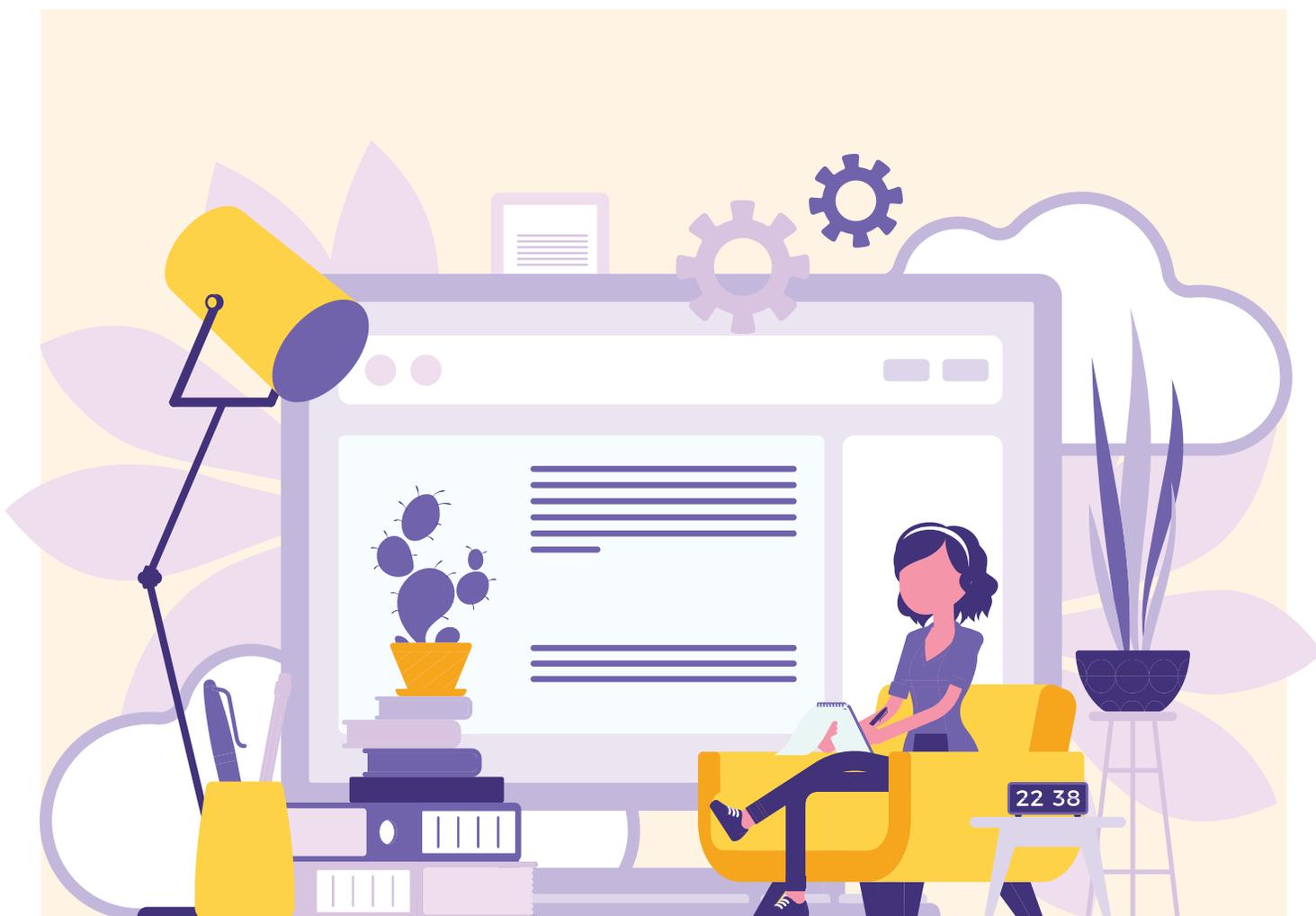
**[Here is a great website for learning English for teenagers!](#)**

How would you rate yourself on these skills and attitudes? Rate yourself on the following statements. If you speak more than one additional language, complete the chart for each of them. *(And good job! Et bonne travaille !)*

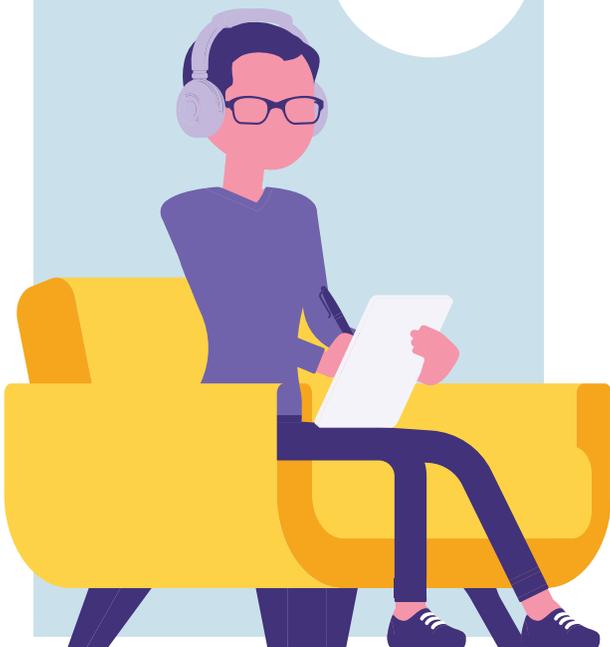
Skill	Rarely	Sometimes	Often
I can understand words I already know when they are spoken slowly and clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand most new words and ideas when I listen to TV shows, classes, videos, or speakers in my additional language. I get the point!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can understand when I hear people speak the language after I get used to a new accent. Bring it on!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I recognize familiar words and phrases when I read them online or in simple books or stories.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read simple texts in my additional language, such as news articles, short stories, and emails or texts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can read almost anything in my additional language. No problem!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can talk with someone in my additional language when they are being kind and taking their time with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can interact with someone in my additional language without needing to prepare first. Our conversation would be mostly normal even if I did need a little help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't think anyone listening to me converse in an additional language would realize that this isn't my first language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write simple phrases and sentences in my additional language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write longer stories, emails, texts, or assignments in my additional language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can write anything in my additional language. Want to see?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*These ratings have been adapted from the Common European Framework of Reference for Languages (CEFR). If you want to assess your ability to speak French or any other additional language in greater detail, check out the self-rating scales in the French Language Learning section of [the Learning at Home: Resources for Families site](#).*

How could you improve in your additional languages?



## Additional Resources!



## Find Resources for your Additional Language!

Do you have resources in your home in your additional language? Can you listen to radio programs in French? Can you watch TV channels in another language? Are you online?

When you are looking to expand your skills in your additional language or to try learning a new language, don't forget to go to the library—online. The New Brunswick Public Library has a lot of stuff you can use for free.

[Check out their site to see all the options and possibilities open to you.](#)

[Visitez le site des bibliothèques publiques du Nouveau-Brunswick afin de voir toutes les possibilités qui s'ouvrent à vous.](#)

## Tips for Learning a Language Online! *Trucs pour apprendre une langue en ligne !*

- 1** Make practicing your additional language part of your daily routine. By practicing your language skills at the same time every day, you'll make it part of your habits. You will stick with it longer.
- 2** Practice all parts of the language, including reading, writing, listening, and speaking. It's easy to focus on the one that you like most, but you'll be better at your additional language if you are more well-rounded!
- 3** Seek help! Do you know someone who can tutor you on the phone or online?
- 4** Keep a notebook or a journal to help you remember what you are learning.
- 5** Look up subjects you enjoy in your additional language. That way, you will be very motivated to understand. For example, [ESPN has a Spanish site!](#)



- 6** Accept your mistakes! Practicing anything means making mistakes.
- 7** Listen to music in your additional language! What a fun way to hear how it's pronounced and to learn new words!
- 8** With your adults' permission, check out apps like Duolingo or Rosetta Stone. [Rosetta Stone](#) is available for free with your NB library card ([You can ask for a new library card here](#)).

## Document Your Progress! *Démontre ton progrès !*

All New Brunswick high school students have access to **myBlueprint**, a web platform that helps you build a better sense of who you are and how that may help you find a fulfilling and rewarding career path.

If you already have an account, you can log in and get started! If you need an account, reach out to your homeroom teacher for help! Every student in the province has access to this tool.

You can complete two types of activities in myBlueprint:

- Documenting your learning for you and your teachers to access it later (It is easy to organize your files in myBlueprint in portfolios.)
- Learning more about your strengths and interests to help you plan for a future career

Now is a great time to use this tool to keep a record of your own learning during social distancing and to plan for your own future!

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### Create a Portfolio

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You can save your documents, files, pictures, videos and more to myBlueprint in portfolios. This is a great way to make sure you always have your files throughout your high school years in a place you can access from home and school.

1. Click **Home** in the menu on the left-hand side of the screen, and then click **Portfolios**.
2. Click **+ Add Portfolio**.
3. Enter a name for your portfolio. It could be Career-Life Portfolio and be something you use and re-use throughout high school. It could be named COVID-19 to be a place to upload projects you've worked on during this period of physical distancing.



## Add a File to Your Portfolio

1. When you want add files to your portfolio, you click the **+ Add Box**.
2. Click **Add Media**.
3. Click the type of file you want to upload.
4. Drop the file into the dialog box and click **Upload**.
5. Enter a title and a description for your file. You can even add a tag to find it faster later. Then, click **Post**.



You can create and maintain more than portfolio in myBlueprint.

## Who Am I?

myBlueprint includes a lot of ways for you to explore your strengths and interests as you consider potential careers.

1. Click **Who Am I** in the menu on the left-hand side of the screen to access the surveys that will help you learn your strengths and interests.
2. Complete the surveys available here: Learning Styles, Personality, Interests, Knowledge and Motivation.
3. As you complete each survey, you can save the results to your Career-Life portfolio by clicking the **Add to Portfolio** button.
4. You can also write a **reflection** for the survey results by clicking the **Add Reflection** button. Were you surprised by the results? Did you get the results you would have expected? Why or why not?

You won't learn exactly what your job should be from the surveys, but you will be able to continue to think about yourself and the path you are on—a very valuable exercise for a lifelong learner.



## Post-Secondary or Occupation Planning

myBlueprint includes a lot of ways for you to explore your strengths and interests as you consider potential careers.

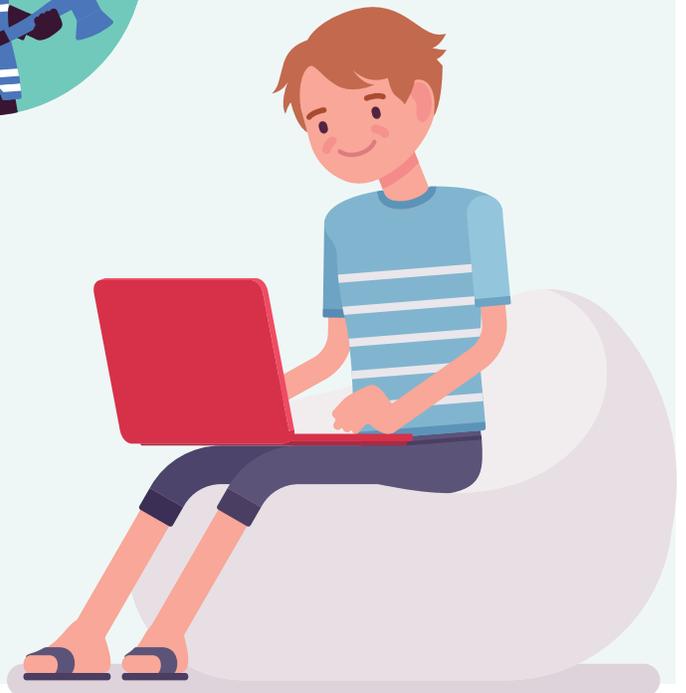
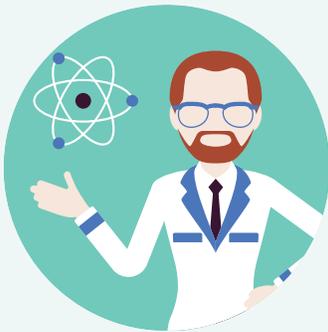
1. Click **Post-Secondary** in the menu on the left-hand of the screen.
2. You will then have to click one of three routes: **Apprenticeship, College & University, or Workplace.**

or

1. Click **Work** in the menu on the left-hand side of the screen.
2. You can then click **Occupations, Resumes, Cover Letters, or Job Search.**

You can access **a lot** of information and guidance on career paths, resume writing, university and degree programs, and employment opportunities in myBlueprint. Pick at least two opportunities you're interested in and add them to your Career-Life Portfolio!

All of your favoured post-secondary opportunities and occupations are saved in the **Favourites** section, located in the menu on the left-hand side of the screen.



## Journal Reflection

When you have had a chance to investigate myBlueprint and have used it to document some of your learning during this physical distancing and to investigate your plans after high school, add a reflection to your Career-Life portfolio.

Your reflection should be at least 50–100 words. You should include what you and what you learned as you completed these activities. Were you surprised by anything you found?

1. In your portfolio, click **Add Box**.
2. Click **Add Journal**.

myBlueprint can be a fun and engaging tool to explore your options. Your portfolios and the documents you create—from resumes to budgets—will stay in your portfolios for as long as you need them. Feel free to explore and build new portfolios and ideas!



# Final Reflection

Think about everything you have completed this week. Do you think you have found ways you can to be a more independent learner? Do you feel better about managing your own well-being and learning? Do you have a sense of your chosen career and professional interests?

What kind of reflection will you create? *Quel genre de réflexion vas-tu créer ?*

