

The Connections Lab

SCHOOL INFORMATION	
School name:	McGill University
Address:	3700 Peel – Education Building
Telephone number:	514-398-4913
Supervisor:	Steven Shaw
Email:	Steven.shaw@mcgill.ca
Contact Reference:	Damyan Edwards (514-880-5132)
Email:	Mark-damyan.edwards@mail.mcgill.ca

LESSON 1 WORKSHEET – Checklist	
<input type="checkbox"/>	Create homework contract in journal
<input type="checkbox"/>	Create study space
<input type="checkbox"/>	Create and follow personal schedule
<input type="checkbox"/>	Use agenda to keep track of homework
<input type="checkbox"/>	Use agenda to plan ahead
<input type="checkbox"/>	Use study strategies while completing homework
<input type="checkbox"/>	Use checklist to help pay attention to small details
<input type="checkbox"/>	Work independently and only ask for help if necessary
<input type="checkbox"/>	Bring journals to Lesson 8
<input type="checkbox"/>	Express and share reflections with peers
<input type="checkbox"/>	Work in groups and make collaborative decisions
<input type="checkbox"/>	Completed Independent Learning module

LESSON 2 WORKSHEET – Creating a Homework Space



LESSON 3 WORKSHEET – Creating a Homework Schedule

After School	Monday	Tuesday	Wednesday	Thursday	Friday
4:00 – 4:30					
4:30 – 5:00					
5:00 – 5:30					
5:30 – 6:00					
6:00 – 6:30					
6:30 – 7:00					
7:00 – 7:30					
7:30 – 8:00					
8:00 – 8:30					
8:30 – 9:00+					

LESSON 5 WORKSHEET – Planning Ahead for School Assignments/Tests

Activity 1 (done together): Katie has a math assignment due Wednesday and a spelling test on Friday. Her teacher also wants her to read 10 pages for her book report due Thursday.

Activity 2 (done in groups): Josh is a sports athlete who is having difficulty dividing appropriate time between homework and his personal life. Josh plays basketball for his High School Team. He has practice every Monday, Wednesday, and Friday, from 6:00pm to 8:00pm. During the day, he is at school from 9:00am to 3:45pm, Monday through Friday. This week, he has a math test on Wednesday, a 5-minute oral presentation on Thursday, 12 pages to read for English class for Thursday, and a 750-word ethics essay to write for Friday. Using the schedule below, divide Josh’s time appropriately so that he has enough time to study, eat, sleep minimum 8 hours, and attend his practices.

	Monday	Tuesday	Wednesday	Thursday	Friday
After School					
4:00 – 4:30					
4:30 – 5:00					
5:00 – 5:30					
5:30 – 6:00					
6:00 – 6:30					
6:30 – 7:00					
7:00 – 7:30					
7:30 – 8:00					
8:00 – 8:30					
8:30 – 9:00+					

LESSON 6 WORKSHEET – Strategies While Completing Homework**Activity:**

Lisa is a student in Grade 11. She likes going to school, and enjoys reading, writing, and spelling, but she struggles with math. On Wednesday, Lisa’s teacher gave the class the following homework assignments: make sentences using 5 weekly spelling words, finish math worksheet, and read 7 pages of the monthly novel for the book report due at the end of the month. Using what you have learned so far, what are some strategies that Lisa can use during homework time? What are some strategies that she can do with subjects that she struggles with?

Strategies Lisa can use:

Strategies I usually use:

Strategies I will use tonight:

LESSON 7 WORKSHEET – Paying Attention to Detail

Note-Taking:

- 1) Write clearly so that you can understand your writing when you go back to it.
- 2) Write as much as you can.
- 3) If time does not permit you to write all of your notes, write only the most relevant and important things that will aid you in remembering the topic you were covering.
- 4) The other points also apply when highlighting notes in a text. Highlight the most relevant sentences and words in a paragraph.
- 5) Review your notes after you write or highlight them. Reading your notes again will allow your brain to encode a lot more information!

Strategies to Pay Attention:

- 1) Encourage yourselves and use other verbal cues to re-direct your attention to the task.
- 2) Minimize the electronics and distracting stimuli in the environment!
- 3) Have an alarm or timer to remind you to revert your attention back to the task.
- 4) Look through answers starting from the last question.

Systematic Relaxation:

- 1) Breathing exercises and monitoring heart rate.
- 2) Clenching muscles and fists.
- 3) Laugh out loud (this lowers stress and helps boost your mood!)
- 4) Go run! In fact, any exercise that increases your heart rate can reduce stress (jogging, swimming, pumping iron, walking around the house, or stretching).
- 5) Listen to music: Music is a soothing way to calm your nerves and deal with stress.

LESSON 8 WORKSHEET – When to Ask for Help**Activity 1:**

Bryan had trouble completing his geometry homework last Tuesday evening. Instead of doing the homework on his own, he got his good friend Rick to do it all for him. He then had his parents review the homework before submitting it the next day.

What are some of the steps Bryan could have taken before asking for help?

When do you think Bryan should have asked for help?

Activity 2:

Bryan had trouble completing his math work in class. He was asked to solve:

- 1) What is the product of $(2x - 4)$ and $(-x)$?

Based on what we learned, what are some questions that Bryan can ask his teacher to clarify, without asking for the answer?

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LESSON 9 WORKSHEET – Students Teaching Their Peers

Oral expression:

Independent learning:

Reflections:

How are reflections a good source of academic improvement and a good source of sharing ideas?

Activity:

Notes for 2-minute presentation on your homework habit from your journal entry and also improvements you would like to make to that specific homework routine.

Ways to improve partner's work habits:

LESSON 10 WORKSHEET – Group Work and Review**Activity:**

Damian is a 19 year old student at John Abbott College. He struggles with Physics and Chemistry in the Pure and Applied Science program. He excels at English and French. Damian is also on the men's varsity volleyball team. He gets home after practice three times a week and he is exhausted. With the heavy course load this semester, Damian is very anxious on days where he needs to do assignments. Usually, he asks for help from his friends and his parents and rarely works on Chemistry or Physics problems himself. One of the problems with Chemistry and Physics is that Damian does not keep up with the material that the teachers go over with in class. And so when he gets home, he is usually confused with the topics that were covered. It doesn't help that his room is a mess and he shares rooms with a really loud brother. Damian is stressed when he gets home and so he does not study much. When tests and deadlines approach, he gets even more anxious because he did not study. Therefore, his life is one big vicious circle of stress, low confidence, and minimal studying.

In groups of 3-4, come up with a 2 minute presentation that you will prepare for the class. Please address these points:

- 1) Create a realistic schedule for Damian that divides his time for studies and personal life appropriately.

- 2) What are some ways that Damian can focus better during class time and what are strategies to improve his note-taking?

- 3) What are some ways that Damian could improve his homework space?

- 4) Include at least 5 different strategies that Damian can use to relax and things he can do to solve his homework, before asking someone for help.
