

Appendix A

Exercises

Exercise 1 – Attending Skills

Record the emotion you think is conveyed by the following body movements:

Body Movement	Emotion
Folds arms across chest	
Wrings or clenches hands	
Stands with legs spread and hands on hips	
Crosses legs, kicks foot slightly	
Strokes chin	
Keeps hands in pockets, directs eyes to the floor	
Covers mouth when speaking	
Raises eyebrows	
Winks eye	
Rubs nose or pulls at ear	
Stares sternly	
Averts eyes	
Constantly clears throat	

Brackenbury, Cheryl. *Peer Helpers Plus*. Markham: Pembroke Publishers Limited, 1995, page 42.



Exercise 2 – Active Listening, Responding to Feelings

Student Says	Student Feels	Active Listening Response
"I really studied hard and I still failed chemistry."		
"I really hate school. I'm quitting as soon as I turn sixteen."		
"My parents fight all the time. They don't even think about my brothers and me."		
"Sally gets asked to every dance. What's she got?"		
"There aren't any decent guys/girls in this school."		
"My mother treats me like a baby. Nobody else has to be in by 11pm."		
"I'd like to try out for the team but I won't make it."		
"I finally passed a math test."		

Brackenbury, Cheryl. *Peer Helpers Plus*. Markham: Pembroke Publishers Limited, 1995, page 52.



Exercise 3 – Open Questions

Change the following closed questions to open-ended questions.

Closed	Open
Did you like the dance?	What did you like about the dance?
Why aren't the dishes done?	
When are you going to do your assignment?	
Are you shy?	
Where did all your money go?	
Why do you want the car?	
How could you forget your homework again?	

Brackenbury, Cheryl. *Peer Helpers Plus*. Markham: Pembroke Publishers Limited, 1995, page 59.



Exercise 4 – “I” Statements

Read the following “You” statements and then turn them into “I” messages. The first statement is intended as an example:














































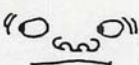













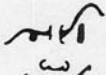



You make me so mad when you are late! You’re so inconsiderate!
I feel angry when you take so long to get ready because it makes me late, too.

1. You’re so lazy! Your room looks like a pigsty – clothes and dishes are everywhere.
2. You’re so stupid! The other kids laugh at us because of the dumb things you always say.
3. You made us lose the game. You’re such a klutz!
4. You never let me have the car. Don’t you trust me?
5. You dummy! You made us fail that assignment because you didn’t hand it in on time.

Appendix B

Handouts

Emotions

 aggressive	 alienated	 angry	 annoyed	 anxious	 apathetic	 bashful
 bored	 cautious	 confident	 confused	 curious	 depressed	 determined
 disappointed	 discouraged	 disgusted	 embarrassed	 enthusiastic	 envious	 ecstatic
 excited	 exhausted	 fearful	 frightened	 frustrated	 guilty	 happy
 helpless	 hopeful	 hostile	 humiliated	 hurt	 hysterical	 innocent
 interested	 jealous	 lonely	 loved	 lovestruck	 mischievous	 miserable
 negative	 optimistic	 pained	 paranoid	 peaceful	 proud	 puzzled
 regretful	 relieved	 sad	 satisfied	 shocked	 shy	 sorry
 stubborn	 sure	 surprised	 suspicious	 thoughtful	 undecided	 withdrawn

Your Study Habits – Self-Assessment

Here is a chart of study habits. How do you rate? For each of the following statements, circle the number that best describes your study habits.

	Never	Some- times	Usually	Always
1. My notebooks are neat and organized.	0	1	2	3
2. I complete my assignments and hand them in on time.	0	1	2	3
3. I listen carefully to directions from the teacher.	0	1	2	3
4. I ask questions in class if I do not understand.	0	1	2	3
5. I complete my homework first; then I watch TV, talk on the phone, etc.	0	1	2	3
6. I go to class prepared with all the required materials and equipment.	0	1	2	3
7. I complete my homework and study in a quiet place at home.	0	1	2	3
8. I review my notes regularly each week.	0	1	2	3
9. I use a homework book or agenda each day to record my assignments and upcoming tests.	0	1	2	3
10. I use a keyboard and hand in typed assignments.	0	1	2	3

My score out of 30 is _____.

From Ms. Ruth MacDonald, Elliot Lake Secondary School, Elliot Lake, Ontario

Study Guide Strategies for Success

Listen

- Concentrate on what is being said and tune out other distractions
- Ask questions if something isn't clear to you
- Be alert to the feelings and style of the speaker
- Listen for the meanings and ideas beyond the words

Take Note

- Jot down only important facts and ideas
- Use your own words, rather than the instructor's
- Keep notes organized by dating and numbering pages
- Learn note taking techniques such as outlining and mapping

Remember It

- Review on a daily and weekly basis what you have learned in each subject
- Summarize a chapter from a textbook, the contents of a lecture, or points of a discussion
- Apply what you have learned as soon and as often as possible
- Avoid overwhelming your brain with facts

Choose the Right Place

- Do your work in the same place
- Ensure your work space is well lit
- Keep your work space uncluttered
- Sit up in a chair, don't lay on your bed or floor
- Avoid distractions such as the TV or radio

Go Beyond

- Home work is the extension of work done at school. The purpose is to reinforce what you are learning. Make it a habit to do homework every day after school
- When you are interested in a particular topic, do some home study. Home study is the opportunity to explore a topic for its personal enrichment

From Ms. Ruth MacDonald, Elliot Lake Secondary School, Elliot Lake, Ontario

Test Taking Strategies for Students

- Give your best answer, even if you are not sure about it. A partial answer is better than no answer
- Refer to the “Key Instructional Terms” below for help
- Someone else will be marking your work. Be sure your answers are as clear and complete as possible so no “guessing” by the marker is required
- Use the word “**because**” in the explanation of your answer. It will force you to justify or explain your thinking
- When asked to explain your reasoning or to describe a process, remember to use a combination of words, numbers, graphs, diagrams, symbols, charts, and/or pictures
- Do not leave any spaces/questions blank. Blank spaces frustrate and surprise the markers
- Be sure that every answer page includes your identification code and page number
- Keep your work tidy and organized; this makes for much easier marking. The marker is not familiar with your handwriting – be legible
- Follow the steps of the problem-solving process. If it is posted in your classroom, refer to it for help
- Beware of 2 part questions. Circle or underline all of the instructional words
- Try not to use “I don’t know” as an answer. Give every question your best try
- If you have trouble with a question, put a mark beside it and go back to complete it later
- Know how much time you have to do each section of the test and be aware of how much time remains
- If you have time at the end, go back and re-read the questions and your answers. Improve your answers if possible
- Before your work is completed, check to be sure that:
 - Your identification is on every page
 - Your pages are numbered in order
 - You have included all your answer pages

Key Instructional Terms

- Describe: Explain about something in a step by step manner. Use words, numbers, graphs, diagrams, symbols, charts, and/or pictures
- Compare: Explain what is the same and what is different
- Give reasons for your answers: Explain your reasoning in your own words. Give reasons and evidence to show your answer is correct or proper
- Explain: Use words and symbols to make your solutions clear and understandable
- Show your work: Record all calculations. Include all the steps you went through to get your answer. Use words, numbers, graphs, symbols, charts, and/or pictures
- List: Write down or identify in point form

From Ms. Ruth MacDonald, Elliot Lake Secondary School, Elliot Lake, Ontario

Test Taking Skills

Be Prepared

- Find out what kind of exam you are getting ready for (essay type or objective) and exactly what material will be on the test
- Set up a study schedule to ensure that you cover the required material
- Avoid cramming. Complete your review well before the exam so you'll have time to get any questions you may have answered before hand
- Memorize essential facts and formulas
- Arrange in order of priority. Spend more time studying for things there will be more of
- Prepare sample questions and answer them without consulting your notes
- Wear comfortable clothes for better concentration
- Come with all the equipment you will need for your test: ruler, calculator, pens, etc.
- Relax beforehand to alleviate stress

Write On!

- First skim the whole exam and read all directions. Make sure all the pages are there
- Estimate how much time you should spend on each question. Let the value of each question be your guide
- To boost your confidence, begin with the questions that you can answer most easily
- Underline key words such as discuss, compare, explain, contrast, list, describe, and outline. Answer accordingly
- Read the questions several times to be sure you've understood them
- Organize your paragraph-length answers in the following way
 - Make a rough outline of the points you want to touch on
 - Begin with a thesis statement that includes the key words of the question
 - Support the statement with specific examples and detailed information
 - Come to a conclusion by very briefly summing up your answer
- Always write an answer in paragraph form unless the questions calls for otherwise
- Number your answers exactly as they appear on the exam paper. Do not change 2 to II or ii, etc.
- If you run out of time while answering a particular question, leave room and return to it later
- Leave yourself enough time at the end of the examination to review what you've written, correct spelling and grammatical errors

Be Objective

- Don't rush through questions in a panic. Pace yourself according to how much time you have allotted to each question
- Answer the easiest questions first, then return to the ones you have left out. Sometimes test hints will lead to answers
- Don't guess answers unless there is no penalty for guessing
- Before looking at the possible answers to a multiple choice question, try to form the answer in your mind. Then look at the choices given
- Don't change the first answer that comes to mind unless you're absolutely positive it is wrong

A Guide to Exam Time Prepping

There is no overnight formula for getting better grades, but you can boost your marks significantly with preparation and planning

TIME MANAGEMENT

- Enter major term tests and project due dates on a monthly calendar
- Record daily homework and minor assignments in a pocket- sized notebook

NOTE TAKING

- Each loose-leaf page should contain the date, major and minor headings, and a page number
- Include all chalkboard notes and class handouts. Label graphs and diagrams
- Leave a margin for inserting key words or ideas while reviewing
- Underline, circle, or star important information. Write in ink

STUDY ENVIRONMENT

- Select one study location with good lighting, a firm chair and a flat writing surface
- Keep reference materials and stationary supplies on hand
- Eliminate distractions and interruptions such as telephones, radios, and TVs

STUDY STRATEGIES

- Study a difficult subject first. Set a definite time limit and then move to easier or more interesting work
- Skim each lesson quickly. Get an overview, keep the purpose in mind, then tackle details and difficulties

- Review pertinent textbook chapters and make use of glossaries, indexes, footnotes, maps, diagrams, etc.
- Know the exam format: essay question, short answer, multiple choice, etc.
- Write summaries in outline form; prepare lists; recite material aloud without referring to notes; tell someone what you have learned; test your knowledge with flash card question-and-answer items
- Allow for brief breaks of not more than five or ten minutes between study periods. The length of study periods will vary with the individual and the type of material studied

PLAN AND SCHEDULE

- Post a copy of your exam schedule including the date, time and place of each exam
- Set a target mark for each course and estimate the amount of study time needed to reach your goal
- Prepared a weekly review schedule noting the hours allotted for each course. Allow enough time to cover all course material
- Listen for the teacher's tips on what will be emphasized. Never assume something won't be included unless told so specifically

WRITING THE EXAM

- Read and follow all instructions carefully

- Scan the entire paper before beginning to write. Note major questions and schedule your time accordingly
- Answer the questions you know best
- Reread difficult questions and underline significant words (e.g. compare, contrast, evaluate)
- Use the marking scheme as a guide to provide an appropriate number of main ideas or facts

POST-EXAM CHECKLIST

- Identify areas for improvement

Examination

- Not well prepared for exam
- Failed to read questions properly
- Gave incomplete answers
- Didn't finish the questions
- Careless work
- Did not reread answers
- Notes were incomplete
- Notes were incorrect
- Diagrams not done properly
- Became confused during exam

Class Work

- Not paying attention
- Did not correct work taken in class
- Did not understand work in class
- Did not participate in class

Term Work

- Not prepared for term tests
- Notes not complete for term tests
- Regular review not practiced
- Notes not kept up each day
- Assignments not completed or handed in

