

SAMPLE



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MIGHTY MINDS
Educational Consultants

FUNDAMENTALS

OF SENIOR LEADERSHIP

By Steven McCabe



SAMPLE



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CLICK TO
GET TO
EACH
SECTION

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HOW TO USE THIS EBOOK

Welcome to *Fundamentals of Senior Learning*.

This eBook contains activities to complement the skills included in our *Pathways to Success* program. It is designed to be used primarily by teachers to assign extra work for students to complete for *Pathways to Success*.

We have also developed the **Mighty Minds Assistant App** to help you access the content with corresponding sections in *Pathways to Success*. You can also visit www.mightyminds.com.au/assistant for more information.

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CCEs and Their Basket



α alpha	β beta	θ theta	
COMPREHEND & COLLECT	STRUCTURE & SEQUENCE	ANALYSE, ASSESS & CONCLUDE	
Verbs	Verbs	Verbs	
recognise recall/remember interpret (words, symbols, pictures, illustrations, tables, diagrams, maps, graphs) identify: feel translate find: search/locate list: record observe: measure	structure written text and mathematical arguments compare/contrast classify interrelate generalise pattern read visualise apply strategies to trial and test	deduce infer interpret	
Desirable features for A-standard	Desirable features for A-standard	Desirable features for A-standard	Desirable features for A-standard
<ul style="list-style-type: none"> comprehends facts and literal meanings over a wide range of material extracts information in various styles such as poetry, instructions, text, diagrams 	<ul style="list-style-type: none"> organises and presents information in a range of ways: <ul style="list-style-type: none"> explicit and implicit assumptions, distinguishes factors, influences and assesses principles, predicts conclusions - considers many possibilities from a wide range of complicated material in making sound judgements 	<ul style="list-style-type: none"> demonstrates confident and flexible proficiency with written language, a skilled and effective control of structure, and a consistent ability to develop clearly and sensitively, a relevant central idea writes effectively and accurately produces clear, coherent and accurate information of the highest visual appeal 	<ul style="list-style-type: none"> determines and uses appropriate techniques for making exact and approximate calculations solves problems involving a number of pieces of information



SAMPLE



Introduction to the CCEs

The Common Curriculum Elements (CCEs) are the generic skills that you learn in school. This list gives you a good idea of what you will be tested on in every assessment item in the QCS Tests at the end of Year 12.

Read the list below. Do you understand every item? Can you think of other examples of these items on the list? If there are any CCEs that you are unsure about, have a look at the following pages.



CCE	Description
Recognising letters, words and other symbols (a1)	Identifying familiar letters, words and symbols. Examples might include mathematical symbols, Chinese characters, or everyday symbols such as traffic signs.
Finding material in an indexed collection (a2)	Examples of indexed collections include libraries, databases, encyclopaedias, directories, yearbooks, directories, maps, and instruction manuals.
Recalling/remembering (a3)	This CCE tests your ability to recall information. It includes general knowledge up to Year 10 level. Students are tested on their recall of knowledge.
Interpreting the meaning of words or other symbols (a4)	Understanding the meaning of words or symbols (for examples).
Interpreting the meaning of pictures/illustrations (a5)	Understanding the meaning of visual stimuli.
Interpreting the meaning of tables or diagrams or maps or graphs (a6)	Understanding the meaning of tables, diagrams, maps and graphs, and interpreting this information.
Translating from one form to another (a7)	Translating information from one form to the one in which it was provided. This includes translating between symbols, graphs, mathematical material and visual information.
Compiling data (a8)	Compiling data involves collecting and counting numerical data in an organised way. For example, you might collect data on the varying heights of people in a class.
Classifying information (a9)	Classifying information involves being able to identify specific information from a source and placing it into one or more predetermined categories – such as male/female; under 18/over 18; red/blue/black.
Empathising (a10)	Empathising requires you to appreciate views or emotions other than your own. It involves identifying with the personalities or characteristics of people in a particular situation. For example, at a funeral you might empathise (recognise and understand) with people who are mourning because you understand that they have experienced a loss and are sad.
Recognising familiar 2D and 3D shapes.	





Introduction to the CCEs

CCE	MEANING
Searching and locating items/information (α52)	This might include finding relevant information or data.
Observing systematically (α53)	Looking at given information in a way that leads to a meaningful or useful conclusion.
Gesturing (α55)	This CCE tests your ability to use hand movements and gestures to communicate information – such as surprise, anger, etc.
Manipulating/operating/using equipment (α57)	This refers to your ability to interact with objects or represented through diagrams or models respectively.
Structuring/organising extended written text (β21)	Being able to structure and organise written text in a specific structure (e.g., introduction, main body, conclusion).
Structuring/organising a mathematical argument (β22)	Being able to structure and organise mathematical sequences and steps in a logical and coherent way.
Comparing, contrasting (β29)	Being able to compare and display the similarities and differences between two or more things. This refers to your ability to represent information by displaying them as contrary.
Classifying (β30)	Being able to categorise data into categories that either have been predefined or devised on your own.
Interrelating ideas/issues (β31)	Being able to connect and relate between ideas, themes and issues across various contexts.
Applying knowledge and theories (β32)	Being able to use provided methods to test the validity or correctness of ideas and theories. This might require you to use a proposed formula or theory to solve a problem or generate the correct answer.
Inferring (β33)	Being able to infer or deduce a general statement or position from information provided to you.
Recognising patterns (β34)	Being able to acknowledge and identify trends, patterns, designs and important relationships.
Visualising (β35)	Being able to recognise and describe/notate (i.e., draw) visual concepts and physical appearances from a detailed verbal or written description. This includes spatial concepts (i.e., the Earth's curvature) and scientific ideas (i.e., kinetic theory).



SAMPLE



Introduction to the CCEs

CCE	MEANING
Reaching a conclusion which is necessarily true provided a given set of assumptions is true (032)	Being able to deduce meaning from a given set of assumptions which is 'true'.
Reaching a conclusion which is consistent with a given set of assumptions (033)	Inferring meaning from a given set of assumptions which is 'true'.
Inserting an intermediate between members of a series (034)	Given a series (e.g., 7, 14, 21, 28, 35, 42, 49, 56, 63, 70, 77, 84, 91, 98, 105, 112, 119, 126, 133, 140, 147, 154, 161, 168, 175, 182, 189, 196, 203, 210, 217, 224, 231, 238, 245, 252, 259, 266, 273, 280, 287, 294, 301, 308, 315, 322, 329, 336, 343, 350, 357, 364, 371, 378, 385, 392, 399, 406, 413, 420, 427, 434, 441, 448, 455, 462, 469, 476, 483, 490, 497, 504, 511, 518, 525, 532, 539, 546, 553, 560, 567, 574, 581, 588, 595, 602, 609, 616, 623, 630, 637, 644, 651, 658, 665, 672, 679, 686, 693, 700, 707, 714, 721, 728, 735, 742, 749, 756, 763, 770, 777, 784, 791, 798, 805, 812, 819, 826, 833, 840, 847, 854, 861, 868, 875, 882, 889, 896, 903, 910, 917, 924, 931, 938, 945, 952, 959, 966, 973, 980, 987, 994, 1001, 1008, 1015, 1022, 1029, 1036, 1043, 1050, 1057, 1064, 1071, 1078, 1085, 1092, 1099, 1106, 1113, 1120, 1127, 1134, 1141, 1148, 1155, 1162, 1169, 1176, 1183, 1190, 1197, 1204, 1211, 1218, 1225, 1232, 1239, 1246, 1253, 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Introduction to the CCEs

CCE	MEANING
Compiling results in a tabular form (π14)	Creating a table that makes use of appropriate columns to present information effectively.
Graphing (π15)	Constructing and interpreting graphs.
Setting out/presenting/arranging/ displaying (π20)	Being able to present information in a clear and concise manner.
Explaining to others (π26)	Being able to present information for an occurrence. If applicable, ensure clarity and accuracy as to the cause and effect.
Expounding a viewpoint (π27)	Presenting a clear and concise opinion.
Creating/composing/devising (π46)	For example, creating a system similar to some already existing.
Sketching/drawing (π60)	Creating a 'simple form' that focusses on the main detail or accuracy. Drawing pictorially with detail and accuracy. Drawing a flowchart.
Calculating with or without calculators (Φ16)	Being able to calculate the accuracy of numerical data as required in a given context. Deciding whether using a calculator or not.
Estimating magnitude (Φ17)	Being able to estimate a reasonably accurate number or quantity for use in a given context. This is done by using a rational process (such as an estimation) or by experience using known quantities or numbers.
Approximating (Φ18)	Being able to use a rational process (i.e., measuring, rounding) to come up with a number or quantity that is accurate to a specific degree.
Applying a formula (Φ19)	Being able to use a given set of steps or instructions to reach an answer or solve a problem.



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Increasing Efficiency

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Increased focus on problem solving

How can you improve?



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Reading The Quest'

1. Pick up your pen



2. Read t'

3. Underline



5. ✓

of
to do



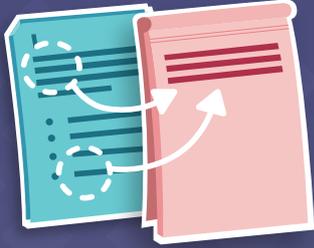
Choose your method of answering the question



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Answering The Question



1. Include key facts from

2. Provide clear, concise statements



3. Support your statements with evidence (facts, statistics, quotes)

4. Review your answer to ensure it addresses the question



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Brain Teaser One

You're travelling in the woods with a wolf, a chicken and a bag of chicken feed when you come to a river with a small raft. You need to cross the river, but the raft is only big enough for you and one passenger. If you leave the wolf and the chicken alone together, the wolf will eat the chicken. If you leave the chicken alone with the feed, the chicken will eat it. Nothing will happen if you're there to supervise.



SPACE FOR WORKING

Dashed rectangular box for working space.

SAMPLE



Brain Teaser Two

While walking through a forest, you come to a fork in the road. Each path has a guard next to it. You know that only one of the guards is a liar, and one is a truth-teller, but you don't know which is which. You can ask one question to find the right path. Which question do you ask?



Horizontal lines for writing an answer.





Brain Teaser Three

What is deaf, dumb and blind but always tells the truth?

Unscramble the letters below to find four words. When you've unscrambled the words, use the stars to find the answer to the riddle.

GZAAINM ▶	★ ★
FDIFRNTEE ▶	★
SRCHREEA ▶	★
SRCEEROU ▶	



SAMPLE



Brain Teaser

Find your way through the maze. The first three letters and the last three letters are bold.

I	U			E	G	Y	F	L	T	H	L	R					
A				Q	K	K	U	I	T	W	K	U					
				P	P	J	J	B	S	O	F	G	A				
				H	E	L	Q	S	G	S	H	G	A	T			
				K	L	M	W	A	L	Q	P	O	S	O			
				P	G	A	A	A	W	O	W	L	L	B	N		
				H	W	H	B	Y	Z	H	Y	D	M	D	V	I	
				P	S	Q	A	M	R	T	D	D	J	K	T	C	M
				L	A	F	Z	Y	I	N	H	S	H	L	H	E	J





Brain Teaser Five

Make as many words of three or more letters as you can from the word below. Write your answers on the lines. Each letter can only be used once.

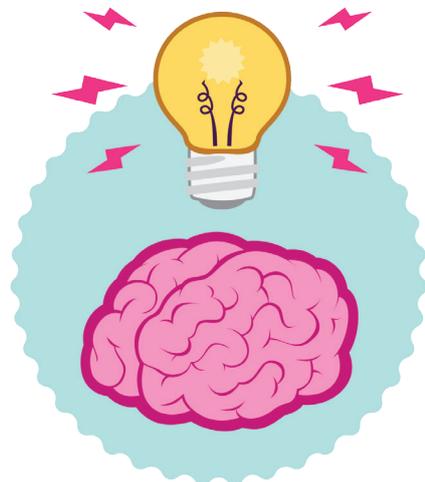
QUEENSLAND



Brain Teaser

Try to solve the riddle.

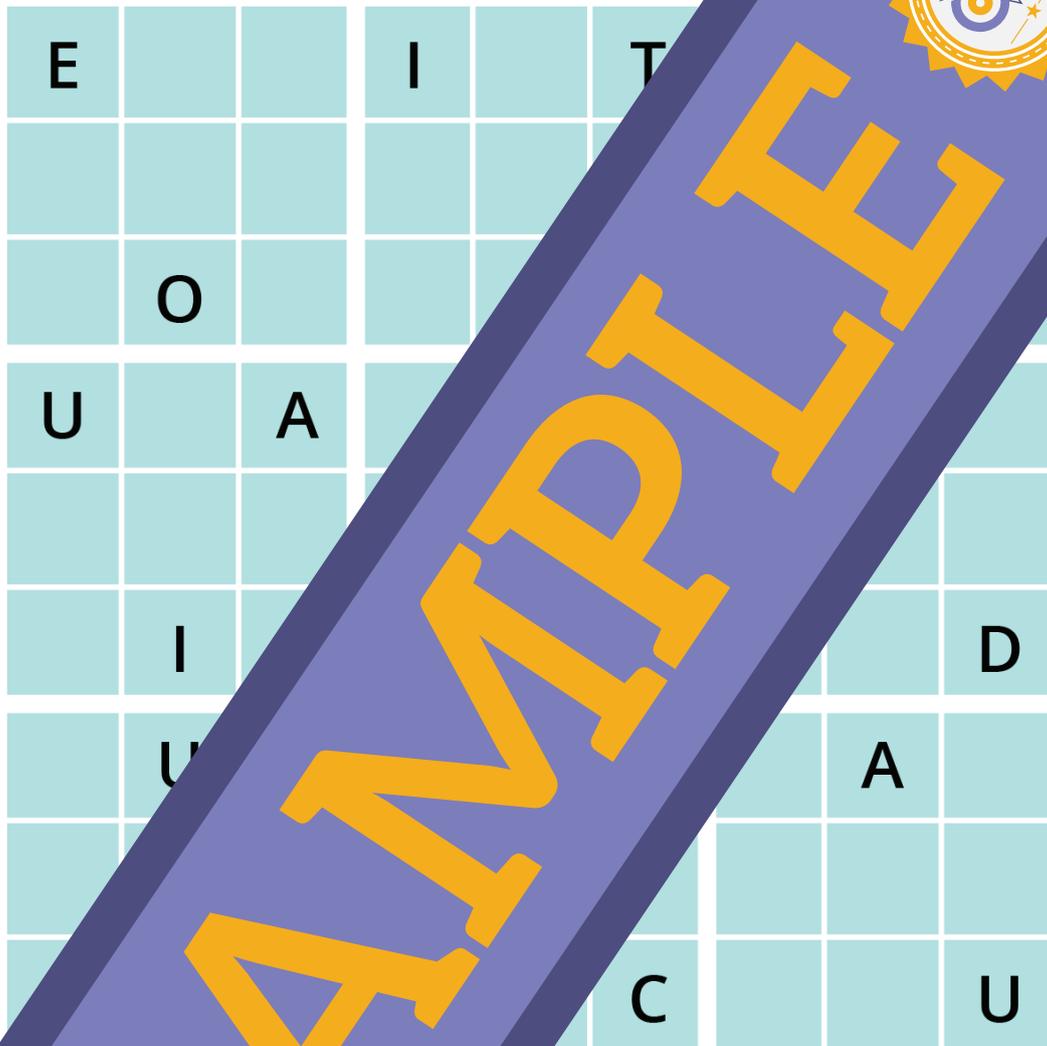
1. What gets wet the more it dries? _____
2. I can run but I cannot move. What am I? _____
3. What gets bigger the more you take away? _____
4. What has a face and two legs but cannot walk? _____
5. What has a head and a tail but has no body? _____





Brain Teaser Seven

Complete the word Sudoku below by filling in the cells so that each 3x3 square contains the letters E D U C A T I O N. You can only have one of each letter in each square and

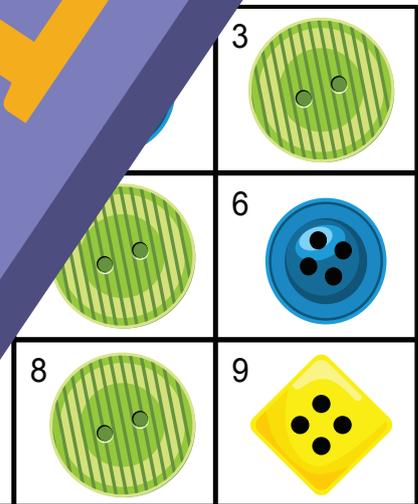




Brain Teaser Eight

Professor George Parker recently displayed his prize collection of rare buttons of Fashion. The nine buttons pictured have the following descriptions: yellow diamond button (boxes 1 and 9), round blue button (boxes 2, 6 and 7) and the green stripy button (boxes 3, 4, 5, 8 and 9), the position of each button with its city of origin and the name of the fellow who purchased?

1. Professor Parker purchased buttons of the same variety of buttons from each of the following cities: London, New York, Paris, Perth, Rome, Sydney, Venice, Melbourne and Brisbane.
2. The button from Venice is pictured either immediately above or immediately below the one from Penny.
3. One of the round blue buttons is from Rome and is pictured immediately to the right of the button obtained from Frank.
4. The yellow diamond button bought from Dirk is pictured immediately to the right of the round blue button (bought in Melbourne).
5. The green stripy button from Perth is pictured immediately to the right of the button from Brisbane.
6. The button bought from Gina is pictured at the top of the column numbered 6.
7. The button from London is pictured immediately below the one purchased from Betty (which is not immediately to the left of the one bought from Frank) and all three buttons are of different varieties.
8. The button purchased from Nancy is from New York and the button from New York are of different varieties. The button from Nancy is pictured immediately below the button from Betty.
9. The button from Paris is pictured immediately below the one from Betty (which is on the same row as the button from Frank) immediately next to the button from Betty. The button from Grace, which is from Perth, is pictured immediately to the right of the button from Paris.



NUMBER	NAME
1	



MOTIVATIONAL ACTIVITIES



35 Excuses

Everyone makes excuses.

While an excuse can make you feel better at a particular time, often worse later on (e.g., last minute cramming, feeling guilty, getting l

Excuses often have no 'substance'; they are just feelings that ha study. They are simply a sign of negative self-talk.

Keep this checklist handy and review it each night to see identify your excuses, you can work to remove them as soon as them continue day after day.

Some excuses to allow you to 'put things off' are:

1. I don't feel like it.
2. I'm hungry... I'll just get a snack first.
3. I'm too tired.
4. The work is boring.
5. I'm not in the mood.
6. The work is too difficult.
7. I don't understand the topic.
8. It's too late in the semester.
9. I'll never use this information.
10. This is stupid.
11. There's plenty of time.
12. I revised this last time.
13. The test is weeks away.
14. There's too much to do.
15. The teacher is unfair.
16. I don't have time.
17. I get bored.
18. I don't know how to do it.
19. I can't do it.
20. I don't know if I study or not.
- 21.
- 22.
- 23.



the job I want.
relax first.

people failed at school.
ks.

and then I fail, I can pretend that I could have got an 'A' if I really wanted to.



Motivating Yourself

The following is a list of motivational quotes. Write your favourites and create one of your own that motivates you.



"You have brains in your head, you have feet in your hands. You go in any direction you choose. You're on top or you're on the bottom. It's all what you know. And YOU are the guy who knows it."
- Dr Seuss, children's author

"Change will not come if we wait for someone else to lead us. It will come if we realize the need and have the courage to stand up to the tyrants that sit in our temples and halls. We are the ones we've been waiting for. We are the change we've been waiting for."
- Barack Obama

"Success is falling down seven times and getting up eight."
- Jon Bon Jovi

"Twenty years from now you will regret the things you didn't do than by the things you did. So close the book, sail away from the safe harbor, catch the wind in your sails. Explore."

"Success is not the absence of failure, it is the absence of loss of enthusiasm."
- Winston Churchill, Prime Minister.

"Success is not the sum of goals you don't take."
- Wayne Gretzky, hockey player and coach.

"Success is not the absence of failure; but we often look so long and so hard at the things that we do not see the one which has been hidden for us."
- Alexander Graham Bell, inventor of the telephone.



SAMPLE



Motivating Yourself



"If you always do what you've always done, you'll always get what you've always got."
- Henry Ford, founder of Ford Motor Company

"The best way to predict your future is to create it."
- Abraham Lincoln, former President

"A journey of a thousand miles begins with a single step."
- Lao Tze, Chinese philosopher

"If you always do what you've always done, you'll always get what you've always got."
- Henry Ford

"Men are not prisoners of fate, but only of their own minds."
- Frank B. Rowland

"The future is not something we create it."
- Albert Einstein

"If you're right, you're right."
- Henry Ford

"I will do it again more intelligently."
- Henry Ford

"I'm not on the Forbes list of the richest people in the world. If I'm not there, I go to work."
- Bill Clinton, American comedian



SAMPLE



Motivating Yourself

"We all have ability. The difference is how we use it."
- Stevie Wonder, American singer



"What would you attempt to do if you knew you could not fail?"
- Robert Schuller, American televangelist

"If you don't build your dream, someone else will build theirs."
- Dhirubhai Ambani, Indian businessman

"Every artist was first an amateur."
- Ralph Waldo Emerson

"Your work is to discover what you are made of, to give
- Hindu Prince, Indian philosopher

"Our greatest glory is not in never failing, but in rising every time we fall."
- Confucius, Chinese philosopher

"There is no such thing as a deadline."
- Mark Twain, American author



SAMPLE

In the following extract, there are a number of examples of fused sentences:

He always enjoyed the morning
at that time of day, the room
the world left him alone
way he wanted it to be
grown tired of human
had been let down
before he didn't
had grown cynical
that he was now



Exercise One

In the following passage, indicate whether the sentences are fused. There are two instances of fused sentences in the passage.

There is a real concern about genetic engineering is still in its infancy,² but there are distinct classes in the USA,³ Firstly,⁴ there will be a genetically enhanced elite, they will have 'super' abilities. The majority of citizens, however, will form part of an underclass. The elite will leave the Earth to live elsewhere in the solar system. It is possible that there will be a mass transfer of people among the planets. In some situations,¹¹ groups of genetically 'superior' people could be created. In a democratic,¹³ if elites think that this is the way of the future, they will go to the Internet.¹⁶ There is change in the air ordinary people are claiming the planet for all humankind.

- 10. Correct Incorrect
- 11. Correct Incorrect
- 12. Correct Incorrect
- 13. Correct Incorrect
- 14. Correct Incorrect
- 15. Correct Incorrect
- 16. Correct Incorrect
- 17. Correct Incorrect
- 18. Correct Incorrect



Where should the satellites be placed?

Commas

Commas are often used incorrectly or not at all when they are required. If you go to the end of the page you will find a long list of situations in which you are expected to use a comma. This list is quite complicated! Just remember that a full stop indicates a halt, whereas a comma indicates a pause. A good way to identify whether a comma is needed is to (quietly) read the sentence aloud as if you were speaking. Whilst doing this, try to find pauses and groups of words (such as lists) that are separated from the main 'point' of your sentence. Below are some examples.

Mr Brown, the local butcher, has only three fingers on his left hand.
According to the Weather Bureau, we are in for a dry summer.
The matches, mirror, whistle and first-aid kit were packed in a box.
The place, which is marked on the map, is in a very remote area.
"Mary, please come here," requested her mother.



Exercise Two

Add commas where necessary.

1. There goes Mr Jones the owner of the shop.
2. Leaving at dawn we reached the village at dusk.
3. I was very angry and then I went home in a rage.
4. It was if I rightly remember the day.
5. Laughter song and the sound of the wind.
6. The black cat came to the door and leave our porch.
7. The USA spends 0.1% of its GDP to overseas aid.
8. It was a very hot day.





Exercise Three

Circle any unnecessary commas in the following sentences:

1. I was going about my business, when I saw, an unpleasant incident.
2. She was proud of her red, dress, which her grandmother had.
3. It is only a matter of opinion, that America did the right.
4. Because of his past experiences, he was wary, of most.
5. If only you knew, what she had been through, you.
6. We purchased lollies, balloons, and whistles.
7. You will soon learn, not to make fun of.



Apostrophes

Most of you will understand the use of an apostrophe to indicate possession. Some examples are: John's, shouldn't and I'm. There are two elements to apostrophes: who owns something and what is owned. We put the apostrophe in the word representing the owner, and the object or quality that is owned. Consider the example below.

1. We have a dog and we have a kennel. Put them next to each other:

The dog kept the kennel.

Now we add an apostrophe:

The dog's kept the kennel's.

Why do we need apostrophes. We add an s simply so that the words flow better.

SAMPLE



more than one dog and more than one kennel.

there must be an apostrophe after dogs to indicate this:

in the previous example? Simply because it is not needed as the words flow together s and you will hear why it is not needed.

People who are unsure of the use of the apostrophe might consider putting an apostrophe there if there is an s there. In this case, the kennels don't own anything and, therefore, it is wrong to put an apostrophe there. Besides, if a word has an apostrophe, it must have something immediately after it. Complete the following exercises.



Exercise Four

Insert apostrophes into the following.

1. The yachts sails



3. The horses hoooves and hooves



6. The childrens games

