



Program Transformasi Sekolah 2025
(TS25) 2.0
Tahun 2018

KmR: Toolkit Modul 6.1

Kefahaman melalui Reka Bentuk

Connecting Heart and Mind to the Standard

Modul Teras
Merungkai Standard



IPG Kampus Pendidikan Teknik,
Bandar Enstek, Negeri Sembilan



PENGGERAK PEMBELAJARAN BERMAKNA

Bahagian Pendidikan Guru
Kementerian Pendidikan Malaysia

Kandungan KmR - 6.1 (Toolkit)

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Panel Pengubal Modul 6 (Kefahaman melalui Reka Bentuk (KmR)):

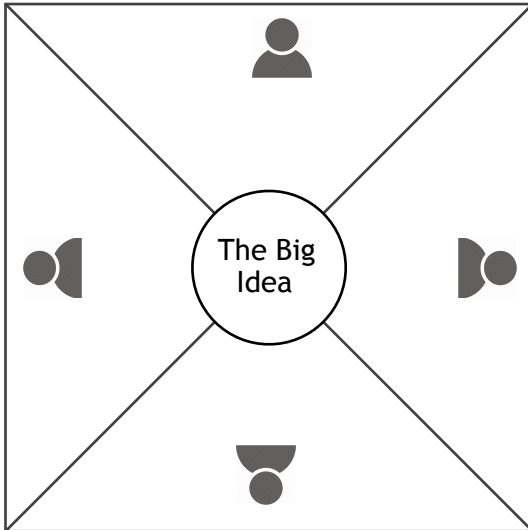
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Toolkit M6.1: Carta KWL

K-W-L		
What You K now	What You W ant to Know	What You Have L earned

Toolkit M6.1-A1-1: Mengenal pasti ‘The Big Idea’

Mengenal pasti ‘The Big Idea’	
Gariskan kata kunci dan konsep yang terdapat dalam pernyataan standard. Catatkan kata kunci tersebut di bawah:	
	
Tuliskan ‘the Big Idea’ dalam bentuk ayat atau ‘bullet’. Sediakan catatan yang perlu untuk penerangan lanjut tentang apa yang pelajar perlu TAHU dan boleh LAKUKAN.	
Empty space for writing	

Toolkit M6.1-A1-2: Senarai Semak Standard

Senarai Semak Standard

Mengenal pasti Pengetahuan dan Kemahiran
Senaraikan kata nama, kenyataan kata nama dan kata sifat yang terdapat dalam dokumen standard:
Huraikan dalam perkataan atau beberapa 'bullet', apakah pelajar perlu TAHU.
Senaraikan kata kerja dan prasa kata kerja yang telah dikenal pasti dalam dokumen standard
Huraikan dalam ayat atau beberapa 'bullet', apa yang dijangkakan pelajar DAPAT LAKUKAN

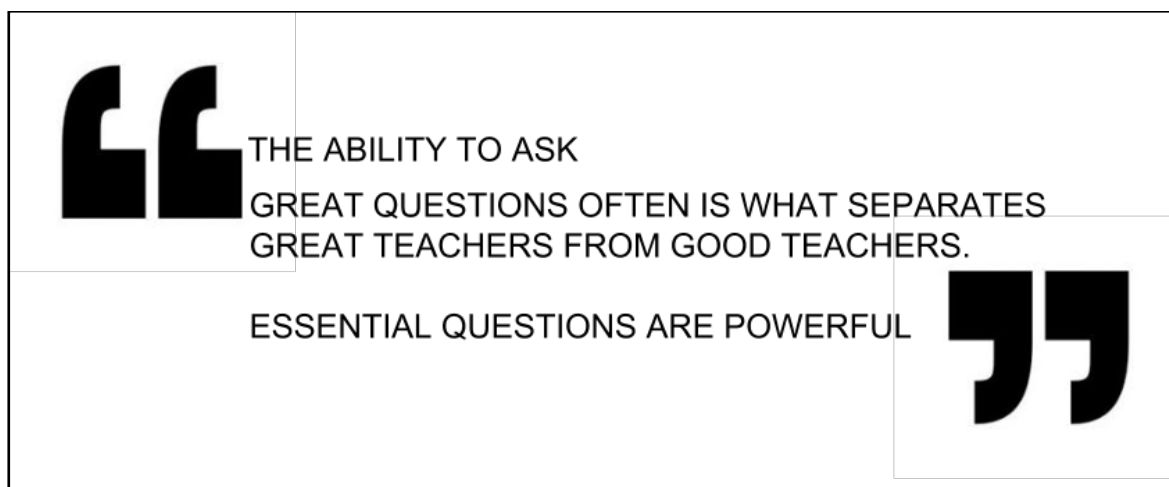
Toolkit M6.1-A2-1:

Templat Soalan Penting

Menulis Soalan Penting (SP)	
Soalan Penting (SP) yang bersifat terbuka (<i>open-ended</i>) merangkumi kandungan standard. Tuliskan soalan penting (SP) berasaskan ciri-ciri berikut: ■ <i>SP mencetuskan persoalan terhadap kerangka konseptual standard dengan mensasarkan komponen khusus standard tersebut.</i> ■ <i>Ciri-ciri SP</i> ■ <i>Provokatif dan menimbulkan pelbagai hujah / pendapat / pandangan</i> ■ <i>Tiada jawapan YA atau TIDAK</i> ■ <i>Direkabentuk sebagai panduan ke arah memahami 'the Big Idea'</i> ■ <i>Bertujuan mendalami kefahaman pelajar</i> ■ <i>Direkabentuk untuk mencetus soalan-soalan lain untuk meningkatkan kefahaman terhadap standard</i> ■ <i>Memberi fokus terhadap elemen yang terdapat dalam standard</i> ■ <i>Pelajar perlu memahami soalan</i> ■ <i>Bersifat konseptual dan menyentuh kandungan standard</i> ■ <i>Menggunakan istilah yang umum</i> ■ <i>Autentik</i>	
Soalan-soalan Penting:	

Toolkit M6.1-A2-2:

Nota Kepentingan *Essential Question*



Definition of an Essential Question:

A good essential question is the first step when designing inquiry-based learning.

Questions that probe for deeper meaning and set the stage for further questioning foster the development of critical thinking skills and higher order capabilities such as; problem solving, and the understanding of complex systems. A good essential question is the principle component of designing inquiry-based learning - the typical 'Who? What? Where? When? Why? and How?' of a course of study.

What Constitutes A Good Essential Question?

Consider the following points when creating essential questions in order to maximize effectiveness.

- ▶ In general, the best essential questions center on major issues, problems, concerns, interests, or themes relevant to students' lives and to their communities. Good essential questions are open-ended, non-judgmental, meaningful and purposeful with emotive force and intellectual bite, and invite an exploration of ideas. They encourage collaboration amongst students, teachers, and the community. They integrate technology to support the learning process.
- ▶ Consider what transcendent questions might be embedded in a topic or unit of study. 'Why?' or 'So What?' are examples of over-arching questions that help students see critical connections or relationships within a topic area. Why exactly are we studying this? How can this be applied in the larger world? What couldn't we do if we didn't understand this? What's the 'moral of the story'? What is worth remembering, after time has passed, about this topic, unit, novel, or experiment?

Toolkit M6.1-A2-2:

Nota Kepentingan *Essential Question*

For example: Why should students read the novel, Lord of the Flies? Why this book and not another? What will they gain from this experience that will make a difference to them? What are the ‘big ideas’ in this work? What makes this book a classic?

- ▶ Questions like these help teachers focus on the ‘point’ of instruction. These questions are unlike leading questions, which could help students follow key events of the plot, spot the author’s use of symbolism, or clarify characterization. Over arching questions tap into larger ideas that can be accessed during a unit such as a novel study of Lord of the Flies.
- ▶ Decide on ‘topical’ essential questions, which directly relate to a specific topic or unit of study. For example, essential questions relevant to ‘Lord of the Flies’ might include: What does it mean to be civilized? Are modern civilizations more civilized than ancient ones? What is necessary to ensure civilized behavior? Do children need to be taught to be civilized? What causes us to lose civilized behavior?
- ▶ Essential questions are also recursive; that is, they naturally reoccur, often many times, during the study of a discipline. First graders as well as college students can offer valid aesthetic judgments about what makes a book a great book, for example.
- ▶ Wiggins and McTighe argue that essential questions like those posed above have a number of critical attributes.
 - ❑ First, they are arguable; there is no single obvious ‘right’ answer. Such questions ask students to ‘uncover’ ideas, problems, controversies, philosophical positions, or perspectives.
 - ❑ Second, essential questions often reach across subject boundaries and provoke a series of ensuing and related questions that help us reach an understanding.
 - ❑ Third, these questions often strike right at the heart of a discipline, such as: What can novels tell us? Whose version of history is being told? Can we ultimately prove anything in science? How do we know what we think we know?
- ▶ Essential questions can provide a focus for sifting through the information and details of a unit of study, and they especially encourage student inquiry, discussion, and research. They involve students in personalizing their learning and developing individual insights into a topic.

Toolkit M6.1-A2-2:

Nota Kepentingan *Essential Question*

Essential Questions Are...

Core-Focused, Inquiry-Based, Reinforce Thinking Skills, Interdisciplinary, and Engaging

Core-Focused -----

- ☐ An arguable, recurring, and thought-provoking question that will guide inquiry and point toward big ideas.
- ☐ The essence of what students should examine and know in a course of study.
- ☐ Goes to the heart of a discipline. The same question can be re-asked throughout a main subject (i.e. - Mathematics), but with increasing levels of sophistication.
- ☐ Probes what is important to teach, and thus emphasizes inquiry and investigation instead of objectives.
- ☐ Learning objectives posed as a question.
- ☐ Helps to organize by providing a backbone and reference points.
- ☐ Declares the intent or the focus of the learning.
- ☐ Serves as the scope and sequence—a logical pattern of investigation as the students progress through their educational journey.

Inquiry-Based -----

- ☐ A creative choice that transforms the search for knowledge.
- ☐ Are open-ended and resist an obvious simple or single right answer. A quick and simple 'yes' or 'no' response cannot answer this type of question.
- ☐ Lead to other essential questions that are related, or to questions that are posed by students. Good questions provoke other good questions. Try to create families of related questions that can anchor a course or unit. Encourage students to create their own questions as they attempt to clarify the main Essential Question.

Reinforce Thinking Skills -----

- ☐ Are deliberately thought provoking counter intuitive, and/or controversial.
- ☐ Require students to draw upon content knowledge, personal experience, and other information they have gathered to construct their own answers.
- ☐ Causes students to search for an answer using critical thinking (ultimately using Bloom's higher order thinking—Analyze, Synthesize, Evaluate).

Interdisciplinary -----

- ☐ Most essential questions are interdisciplinary in nature. They usually cut across lines created by schools and scholars to mark the terrain of departments and disciplines.
- ☐ Usually lend themselves well to multidisciplinary investigations, requiring for example, that students apply the skills and perspectives of math and language arts to social studies or science.

Toolkit M6.1-A2-2:

Nota Kepentingan *Essential Question*

Engaging -----

- ❑ Can be revisited throughout the unit to engage students in evolving dialogue and debate.
- ❑ Should engage students by using real-life applied problem solving.
- ❑ Should be created to provoke and sustain student interest. Engaging questions are thought provoking, likely to produce interesting student questions, and take into consideration diverse interests and learning styles.

Writing An Essential Question

Essential Questions are powerful, directive and commit students to critical thinking.

Effective questioning strategy by teachers is required to promote thinking by students. The ability to ask great questions often separates great teachers from good ones. Essential questions are powerful, directive, and commit students to the process of critical thinking through inquiry. Ultimately, the answer to the essential question will require that students craft a response that involves knowledge construction. This new knowledge building occurs through the integration of discrete pieces of information obtained during the research process. Answers to essential questions are a direct measure of student understanding.

Avoiding the Simple Question

Writing questions such as ‘What is cancer?’ simply asks students to move information from one point (the resource) to another (their paper). By asking this type of question, you license the student to plagiarize. Instead of the above question, we may ask students the essential question: ‘What plan could you develop that would reduce your likelihood of developing cancer?’ This is a more powerful question than ‘What is cancer?’ However, the question is not yet finished. At this point, it is helpful to visualize the answer. In this case, a student could answer this question by developing a list of strategies. They are still moving information. A much better question is: ‘What plan could you develop that would reduce your likelihood of developing cancer? Your plan can have only two strategies. Defend why you selected those two strategies.’ In this case, the question requires students to discriminate among the potential list of strategies, and then defend their choice.

THE ABILITY TO ASK. GREAT QUESTIONS OFTEN IS WHAT SEPARATES GREAT TEACHERS FROM GOOD TEACHERS. ESSENTIAL QUESTIONS ARE POWERFUL.

More Examples -----

- Is it acceptable to clone human beings?
- What invention of the 20th Century has had the greatest impact? Justify your

Toolkit M6.1-A2-2:

Nota Kepentingan *Essential Question*

response.

- Who was the greatest home run hitter in baseball history?
- Which credit card is best for me?
- What plan could be developed to reduce the impact of zebra mussels on the Great Lakes ecosystem? Your plan can include three strategies.
- What is the best plan for losing 20 pounds? Your plan can include 3 strategies.
- What plan could I use to prepare for a 5K run? The plan can include 2 strategies.

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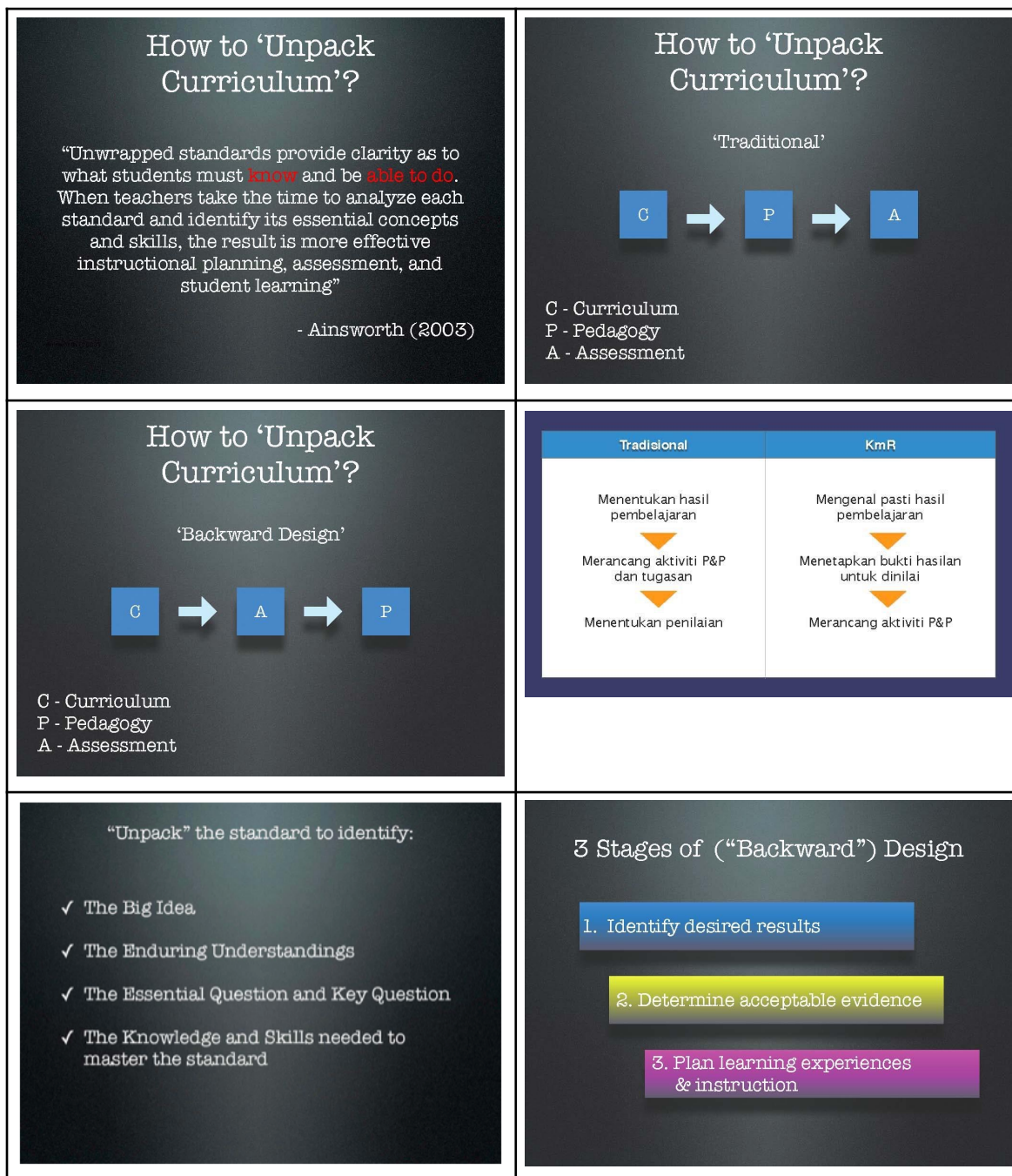
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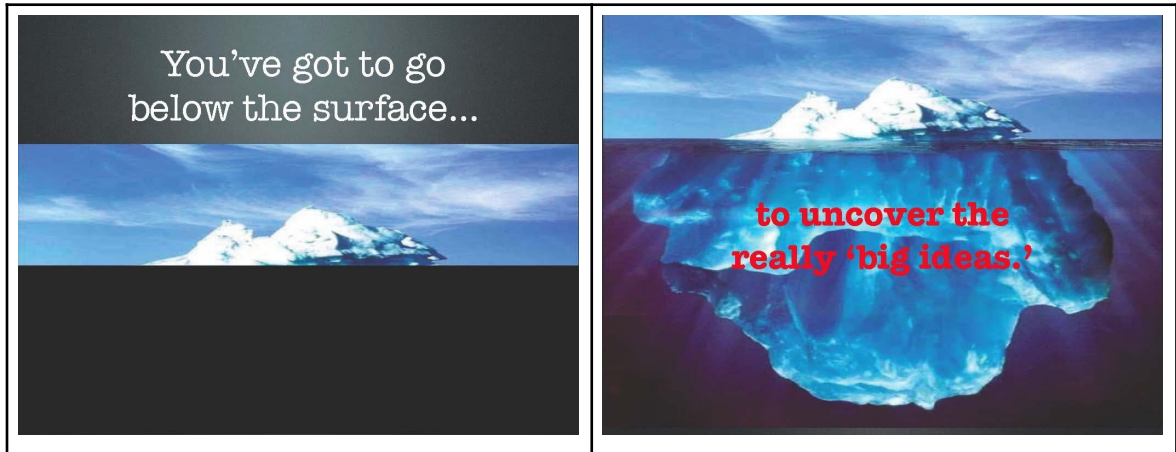
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Toolkit M6.1-A3-1: Nota KmR vs Konvensional



Toolkit M6.1-A3-1: Nota KmR vs Konvensional



Toolkit M6.1-A4-1:

Video - Sistem Pendidikan Terbaik Dunia

SENARAI VIDEO :

Sistem Pendidikan Dunia - Strong Performers and Successful Reformers in Education

1.	Singapore - Strong Performers and Successful Reformers in Education Tempoh: min 18.20 A strong education system has enabled Singapore to develop a modern vibrant economy. Well trained and highly motivated teachers are central to its success.	URL: http://www.youtube.com/watch?v=Km25TAnPbl4
2.	Finland - Strong Performers and Successful Reformers in Education Tempoh: min 18.53 Finland's schools are well integrated in communities and teachers are highly committed, making it a top PISA performer with little variation among pupils of differing backgrounds.	URL: www.youtube.com/watch?v=ZwD1v73O4VI
3.	Shanghai, China - Strong Performers and Successful Reformers in Education Tempoh: min 19.46 A drive by Shanghai authorities to help low-performing schools and students took the city's secondary-school students to top place in the PISA 2009 tests.	URL: http://www.youtube.com/watch?v=yxT94FXwSPM
4.	Korea - Strong Performers and Successful Reformers in Education Tempoh: min 15.48 Building on the successes of its fast-developing ICT sector, Korea is using digital technology to stimulate a creative approach to learning that gives students access to education materials wherever and whenever they want.	URL: http://www.youtube.com/watch?v=OJhzdlBUPs0

Toolkit M6.1-A4-1:

Video - Sistem Pendidikan Terbaik Dunia

5.	Ontario, Canada - Strong Performers and Successful Reformers in Education Tempoh: min 17.23 Provincial governments run education in Canada, and Ontario shows how high-school students can do well whatever their family background, first language or place of birth.	URL: http://www.youtube.com/watch?v=p4d9o6RpYDM
6.	Germany - Strong Performers and Successful Reformers in Education Tempoh: min 18.47 When the first PISA tests in 2000 placed German students well below the average in OECD countries for reading and literacy, the nation was shocked. The revelation sparked a nationwide debate about Germany's school system and what was needed to improve it.	URL: http://www.youtube.com/watch?v=q4vVwWBqlCM
7.	Portugal - Strong Performers and Successful Reformers in Education Tempoh: min 18.27 Faced with widespread underperformance and inequalities of opportunity and outcomes, Portugal is reorganizing and modernizing its school network, grouping schools in 'clusters' that offer better facilities for all.	URL: http://www.youtube.com/watch?v=M0zY8lcEIT8
8.	Japan - Strong Performers and Successful Reformers in Education Tempoh: min 17.57 To help students develop critical thinking and problem-solving skills, the government requires students to study topics from different viewpoints and draw links between what they observe.	URL: http://www.youtube.com/watch?v=yglnMvH30QU

Toolkit M6.1-A4-1:

Video - Sistem Pendidikan Terbaik Dunia

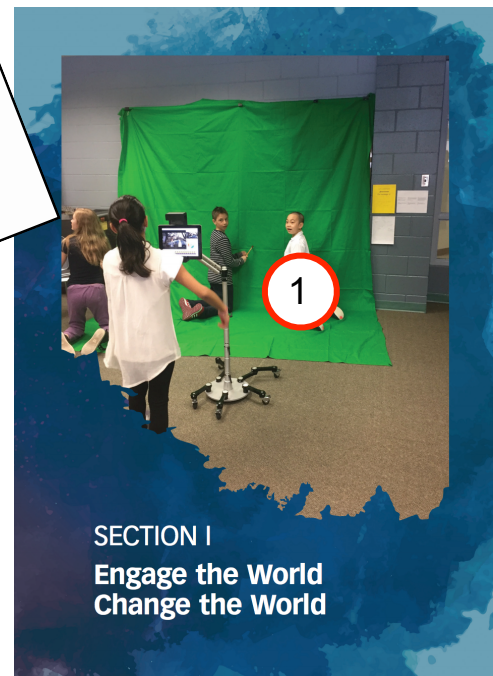
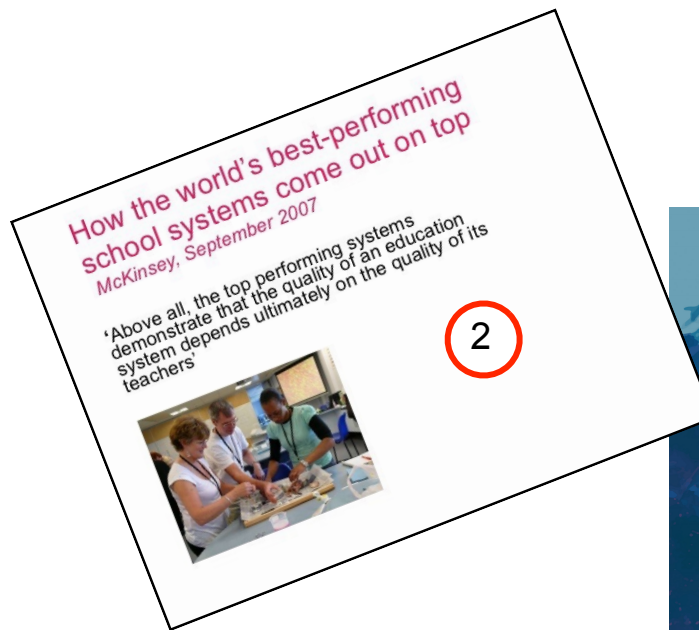
9.	Brazil - Strong Performers and Successful Reformers in Education Tempoh: min 21.50 In a decentralized system dogged by uneven teacher quality, poor infrastructure and low student commitment, Brazil is using benchmarking to identify problems and drive reform.	URL: http://www.youtube.com/watch?v=Sm6zAMEmfYs
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Toolkit M6.1-A4-2:

Artikel - *How the world's best-performing school systems come out on top & Deep Learning*

ARTIKEL :

1	Deep Learning: Engage the World Change the World (2017)
3	How the world's best-performing school systems come out on top (February, 2008)



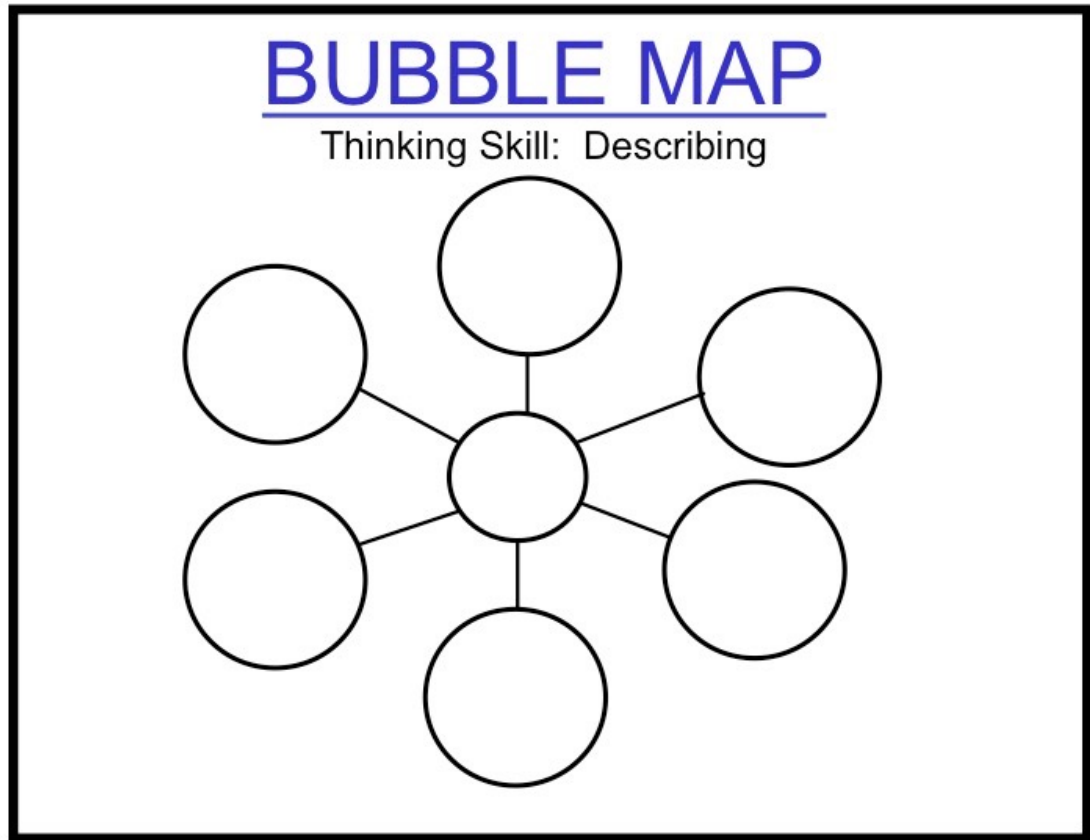
Membuat rumusan bagi kedua-dua artikel dengan menggunakan infografik.

Toolkit M6.1-A4-3: Senarai Semak Video

Senarai Semak Video - Sistem Pendidikan Terbaik Dunia

Negara	Ciri-ciri	Implikasi terhadap amalan PdP (PBD dan 6C)
Korea	Persekitaran digital dalam kalangan pelajar	Guru dan pelajar mengintegrasikan teknologi dalam bilik darjah - contohnya pelajar menganalisis maklumat melalui Internet
Singapore		
Brazil		
German		
Finland		
Jepun		
Portugal		
Shanghai		

Toolkit M6.1-A4-4: Templat Bubble Map



Toolkit M6.1: ‘Wows & Wonders’

Mencari “Wows and Wonders”

- Menilai Hasil Kerja

Matlamat aktiviti ini adalah untuk mendapatkan pemahaman tentang aktiviti bimbingan berdasarkan konteks dan hasil kerja agar selari dengan matlamat bimbingan. Bentuk kumpulan yang terdiri dari empat hingga enam peserta dan gunakan protokol “Wows and Wonders” yang disediakan di bawah. Lantik seorang ahli kumpulan sebagai pembentang dan seorang lagi sebagai fasilitator.

Pembentang: Seorang peserta akan berkongsi hasil kerja. (Anda boleh menggunakan jurnal yang menggambarkan pengalaman berkongsi program ini dengan pentabdir sekolah atau pengalaman memilih dan mendapatkan guru kolaboratif.)

Fasilitator: Seorang peserta (bukan pembimbing yang berkongsi hasil kerja) bertindak sebagai fasilitator. Tugasnya adalah untuk memastikan aktiviti berterusan dan berjalan lancar, bertindak juga sebagai penjaga masa dan memastikan setiap peserta berpeluang untuk menyumbangkan idea.

- ▶ **Lima/Tiga minit** diperuntukkan untuk Pembentang berkongsi hasil kerja. Ini termasuk penjelasan kepada rakan sejawat memahami isi kandungan dan matlamat dan perkara lain yang relevan.
- ▶ **Lima/Tiga minit** diperuntukkan untuk menilai hasil kerja bertulis secara senyap. Peserta berpeluang untuk menilai hasil kerja dan membuat nota ringkas atau soalan-soalan.
- ▶ **Lima/Tiga minit** diperuntukkan untuk perbincangan kumpulan. Rakan sejawat mengemukakan soalan berbentuk penjelasan tentang hasil kerja. Soalan-soalan ini akan dapat membantu pembaca memahami isi kandungan kerja dan bagaimana ianya telah dilaksanakan. (Soalan -soalan ini biasanya adalah soalan yang mudah dijawab oleh pembentang)
- ▶ **Lima/Tiga minit** diperuntukkan untuk WOWS (Rakan sejawat memberikan komen mengenai WOWS dari hasil kerja tersebut) Nyatakan kefahaman yang anda perolehi dari menilai hasil kerja tersebut. Gambarkan penjelasan isi kandungan hasil kerja tersebut kepada pembaca.
- ▶ **Sepuluh/Tujuh minit** diperuntukkan untuk WONDERS (Rakan sejawat memberi komen mengenai WONDERS dari hasil kerja tersebut) Apakah soalan-soalan yang berkaitan yang boleh diutarakan? Bagaimana ianya mempengaruhi tugas kita sebagai pembimbing? Apa yang boleh dilakukan untuk meningkatkan kualiti berinteraksi? (Pembentang berdiam diri dan mengambil nota)
- ▶ **Lima ke sepuluh/tujuh minit** diperuntukkan untuk MAKLUMBALAS (Pembentang mengambil masa untuk menilai apa yang telah di pelajari). Pembentang menilai semula bagaimana dia boleh menggunakan komen yang diberikan. Apa yang boleh menbuatkan dia berfikir secara berbeza mengenai hasil kerja yang dibentangkan.
- ▶ **Lima/Tiga minit** diperuntukkan untuk DEBRIEF didalam kumpulan kecil. Peserta dan pembentang menilai protokol yang dilalui. Apa yang berkesan dan berguna semasa melalui proses tersebut. Apa yang sukar? Bagaimana ianya boleh digunakan dalam situasi yang lain.

Toolkit M6.1: 'Wows & Wonders'

Langkah 1:

Peserta secara berpasangan menyediakan rancangan pengajaran ringkas berasaskan Templat Pengajaran PdP

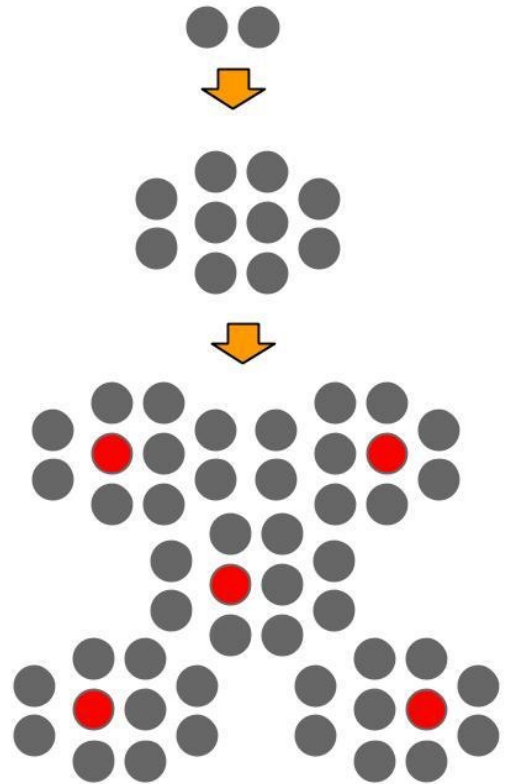
Langkah 2:

5 pasangan akan berkongsi hasil masing-masing menggunakan **Wows and Wonders Protocol**. Satu rumusan bersama disediakan berdasarkan hasil perbincangan.

Langkah 3:

Wakil kumpulan yang dilantik (10 orang) berkongsi hasil kumpulan masing-masing. Semua peserta diberikan peluang untuk memberi pandangan atau mengemukakan soalan. Pembentang atau ahli kumpulan lain diberi ruang untuk memberi penjelasan.

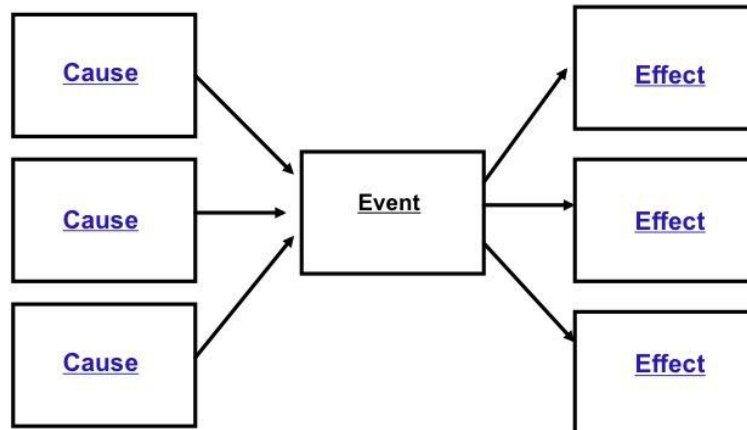
Fasilitator memberi input, ulasan dan rumusan setelah semua wakil kumpulan membuat pembentangan.



Toolkit M6.1 'Multi-Flow Map'

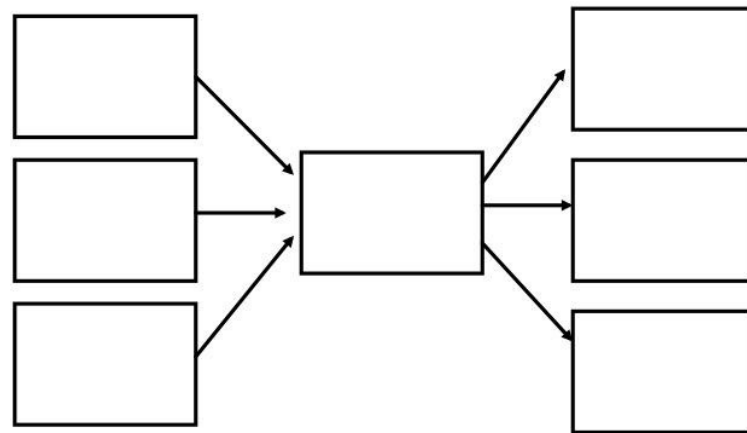
MULTI-FLOW MAP

Thinking Skill: seeing causes and effects of events



MULTI-FLOW MAP

Thinking Skill: seeing causes and effects of events



Toolkit M6.1-A5-1: Kajian Kes - Klip Video

Kajian Kes 1: SMK Batu 4, Grik, Perak

Video memaparkan Projek KmR yang dilaksanakan di SMK Batu 4, Grik, Perak. Melibatkan murid dan guru Tingkatan 3.



Kajian Kes 2: SK Teluk Kemang, Port Dickson, N. Sembilan

Video memaparkan Projek KmR yang dilaksanakan di SK Teluk Kemang, Port Dickson, N. Sembilan. Melibatkan guru-guru tahun empat yang mengajar mata pelajaran B. Malaysia, B. Inggeris, Sains dan Matematik.



Toolkit M6.1-A5-2: Senarai Semak PBD*

Toolkit M6.1-A5-2

Persekitaran PdP dalam Klip Video	Elemen / Aspek PBD	Justifikasi

*Pentaksiran Bilik Darjah

Toolkit M6.1-A5-3: Senarai Semak 6C (Kompetensi Pembelajaran Bermakna)

Senarai Semak Video (6C):

Persekitaran PdP dalam Klip Video	Elemen / Dimensi 6C	Justifikasi

Toolkit M6.1-A5-3: Senarai Semak 6C (Kompetensi Pembelajaran Bermakna)

Kompetensi Pembelajaran Bermakna (Senarai Dimensi)



Toolkit M6.1-A5-4: **Senarai Semak Kaedah PdP**

Senarai Semak Video (Kaedah PdP):

Persekitaran PdP dalam Klip Video	Kaedah PdP	Justifikasi

Toolkit M6.1-A6-1: Templat Perancangan PdP - KmR

Tempat Perancangan PdP - KmR

Peringkat 1 : Hasil Diharapkan (Desired Result)
Hasil Pembelajaran (G): Apakah matlamat / objektif yang berkaitan atau relevan (Standard Kandungan dan Standard Pembelajaran) yang ingin dicapai melalui perancangan ini?

Kefahaman (U): Pelajar akan memahami tentang ... - Apakah 'the BIG Idea?' Pemahaman Abadi (Enduring Understanding) - Apakah kefahaman khusus yang diperlukan tentangnya?	Soalan Pencetus Idea (Essential Question) (Q): Apakah soalan provokatif (mencabar) yang boleh menarik minat, rasa ingin tahu dan memindahkan pembelajaran?
Pengetahuan (K): Pelajar mengetahui ...	Kemahiran (S): Pelajar boleh membuat / melakukan ...

- Apakah pengetahuan dan kemahiran penting akan diperoleh oleh pelajar melalui perancangan ini? - Apakah yang pelajar boleh lakukan sebagai hasil daripada pengetahuan dan kemahiran tersebut?

Peringkat 2 : Bukti Pentaksiran (Assessment Evidence)

Tugasan Pembelajaran (Task): - Apakah tugas pembelajaran yang boleh menunjukkan pencapaian pelajar dalam standard kandungan dan standard pembelajaran? - Apakah kriteria yang digunakan untuk mentaksir pencapaian tugas pembelajaran yang pelajar tunjuk atau hasilkan?	Bukti (Evidence): Pengumpulan bukti: - proses - produk Merangkumi: - Pengetahuan - Kemahiran - Kompetensi 6C Bukti Lain: - Bukti lain (kuiz, ujian, pemerhatian, jurnal) menunjukkan pencapaian pelajar. - Bagaimanakah pelajar melakukan refleksi terhadap pembelajaran mereka?
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Peringkat 3: Pelan Pembelajaran

Aktiviti Pembelajaran (L):

- **W**here = *ke mana arah tujuan*
- **H**ook = *menarik minat pelajar*
- **E**quip = *membantu pelajar meneroka dan mengalami idea utama*
- **R**ethink = *menyediakan ruang dan peluang untuk pelajar berfikir dan menyemak terhadap kefahaman dan tugas*
- **E**valuate = *pelajar diberi peluang menilai kerja mereka dan implikasinya*
- **T**ailored = *sesuai dengan kepelbagaian kebolehan atau latar belakang pelajar*
- **O**rganized = *melibatkan pelajar secara maksimum dan berkesan*

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H a b i t s o f M i n d

 1. Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.	 2. Managing impulsivity Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.
 3. Listening with understanding and empathy Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.	 4. Thinking flexibly Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.
 5. Thinking about your thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.	 6. Striving for accuracy Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.
 7. Questioning and problem posing How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.	 8. Applying past knowledge to new situations Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.
 9. Thinking and communicating with clarity and precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.	 10. Gather data through all senses: Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.
 11. Creating, imagining, and innovating Try a different way! Generating new and novel ideas, fluency, originality	 12. Responding with wonderment and awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.
 13. Taking responsible risks Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.	 14. Finding humor Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.
 15. Thinking interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work.	 16. Remaining open to continuous learning I have so much more to learn! Having humility and pride when admitting we don't know; resisting complacency.

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