

Mission: Possible Week 3

Mission: Possible is a six-week unit for kids aged 4-9 to use design thinking to get involved in solving problems around them. It asks the question, "How can I be a problem seeker and problem solver in order to make a positive impact in our community?" It's interdisciplinary. It's hands-on and experiential. It's fun!



Mission: Possible

A project of Einstein Academy
#doingthepossible

Mission of the Week:

How can I help my community?

Segment 1:

Exploration - How can I be creative and think possible?

Mini Mission - Come up with a creative solution

- *For ages 4-6* - Parents could do this activity with their children, modeling possibilities and encouraging as much creativity as possible.
- *For ages 7-9* - Start with the activity in the guide and then come up with your own problem and solution. Think details - how exactly would the problem be solved?

Send Us - Share your problem and solution with us
(MissionPossible@EinsteinAcademyCO.org)!

Segment 2:

Exploration - What is community?

Mini Mission - Identify a community of which you are a part to solve a problem

- *For ages 4-6* - Parents could help kids consider their communities by asking them questions about their activities and likes.
- *For ages 7-9* - Consider what role each of these communities play for you. Are there communities that are more valuable to you? In what ways? What do you think defines a community?

Send Us - Share your community with us
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Segment 3:

Exploration - How do we start solving a problem?

Mini Mission - Identify a problem to solve

- *For ages 4-6* - Parents could help walk kids through the process of identifying a problem. What makes this a problem?
- *For ages 7-9* - Consider lots of different problems and interview people from the selected community to help you choose. What makes what you chose an important problem to solve? How will solving it make things better for the community?

Send Us - Share your problem with us (MissionPossible@EinsteinAcademyCO.org)!

Segment 4:

Exploration - How can I make my solution the best by starting with a prototype?

Mini Mission - Create a prototype

- *For ages 4-6* - Parents should let kids lead as much as possible, thinking about what might work.
- *For ages 7-9* - Try creating several different versions of the prototype. Maybe start by drawing and then by modeling and then testing and modeling with different materials. What changes are you making and why?

Send Us - Share your prototype with us (MissionPossible@EinsteinAcademyCO.org)!

Share with us and others what you are doing by using the hashtags
#doingthepossible
and
#einsteinacademyco
on social media!

Segment 5:

Exploration - How can I use iteration to make my solution even better?

Mini Mission - Gather feedback and iterate to improve your solution

- For ages 4-6 - Parents could help kids solicit feedback and consider how to use it to improve the solution.
- For ages 7-9 - Try getting a variety of feedback. What do you do if the feedback conflicts with someone else's feedback or what you think is best?

Send Us - Share your solution with us (MissionPossible@EinsteinAcademyCO.org)!

Optional Family Mission:

Exploration - How can we use the materials we have at home to solve problems?

Mini-Mission - Take upcycling to the next level

- In Week 2, one of the problems we explored was the idea of upcycling and keeping things from going to the trash by finding them new purpose.
- Using the concept of upcycling, as a family, work to build a version of a solution to the problem identified.
 - For example, while the prototype might have been made out of a cardboard box, is there a plastic bin or some scrap wood around that might be used?
 - Consider -- How can using different materials change the solution? Which materials would be ideal? What about of the materials you have available?
- Make sure everyone has a voice, and every plays a role...and make sure to have fun!

Einstein Academy is a private school opening in Denver, CO in August 2020 with grades k-5. For more information about the school or Mission: Possible, see EinsteinAcademyCO.org.

Students will... (Standards covered this week)		
Understand...	Know (content)...	Be able to do (skills)...
<p>Solving problems involves looking at things in new and different ways.</p> <p>I should focus on solving problems that impact others in addition to those that impact me.</p> <p>I am part of many different communities.</p> <p>Sometimes great things come from mistakes.</p>	<p>The value of learning from mistakes.</p> <p>The many communities of which I am a part.</p> <p>The role of a prototype and iteration.</p> <p>From whom to most effectively solicit feedback.</p>	<p>Think creatively about how to solve a problem.</p> <p>Take steps to identify and solve problems.</p> <p>Solicit valuable feedback and use it to iterate.</p> <p>Try new things and learn from mistakes to find the best solution.</p>
<p>Literacy - Engage in dialogue and learn new information through active listening, gathering information from a variety of resources to answer questions.</p> <p>Social studies - Advocate for ideas to improve a community</p> <p>Science - Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints</p> <p>Essential Skills - Informed Risk Taking, Adaptability/Flexibility, Awareness</p> <p>Judaic Studies - Explain what makes a community and what the obligation of the individual is to the community (see Judaic enrichment)</p>		

Note: These are a sampling of the standards integrated into this unit. Recognizing that Mission: Possible participants span many grades and readiness-levels, this is a generic structure meant to include everyone. Additional activities integrating grade-level standards in specific disciplines (such as math, literacy, science, and social studies) tied to this material are available. This is especially true for math where levels vary drastically from student to student. Please email us, and we'd be happy to provide those resources.