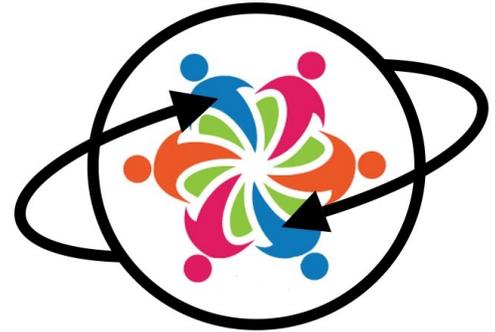


Mission: Possible Week 1

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 be a problem seeker and problem solver?

Segment 1:

Exploration - What is a problem?

Mini Mission - Problem-seeking scavenger hunt

- For ages 4-6 - Parents could frame the scavenger hunt with additional questions such as: What do you think a "problem" is? What is hard for you? What is hard about _____ (brushing teeth, getting dressed, getting water)?
- For ages 7-9 - Look for problems through the lens of another person. What might mom see as a problem? My little brother? Also, try to find at least two "problems" for each category mentioned.

Send Us - Share your scavenger hunt findings with us (MissionPossible@EinsteinAcademyCO.org)!

Segment 2:

Exploration - How can we be a problem-seeker?

Mini Mission - Forming questions

- For ages 4-6 - Parents could encourage questions that ask about feelings and comparative aspects (harder/easier, happier/more sad).
- For ages 7-9 - Think about being "empathetic" versus being "sympathetic." For a great video that describes the difference, click [here](#).

Send Us - Share your list of questions 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 3:

Exploration - What problems are people having?

Mini Mission - Asking questions

- For ages 4-6 - Parents should encourage kids to start with one family member and help them think of how to remember the answers (Draw pictures? Write a few words?)
- For ages 7-9 - As you interview family members, think about things they have in common and see if any of them have similar problems. You can change your questions as you go if you get an idea from one person.

Send Us - Share one thing learned from your interviews with us (MissionPossible@EinsteinAcademyCO.org)!

Segment 4:

Exploration - What problem can we solve and how?

Mini Mission - Identify a problem and start solving

- For ages 4-6 - Parents should encourage kids to be as independent as possible in this process, letting their thoughts be big and allowing them the space to be creative. They'll have lots of time to be practical later in life. Right now, it's about creativity.
- For ages 7-9 - Experiment with the process of "prototyping" by creating a possible solution, testing it out, getting feedback from your family members and changing your design to make it even better. Try different supplies and ways of doing it until you get it just right (or closer to "just right" because it'll never be perfect).

Send Us - Share with us a drawing or picture of a model of what you are thinking (MissionPossible@EinsteinAcademyCO.org)!

Segment 5:

Exploration - How can we make the world just a little bit better by being problem solvers?

Mini Mission - Launch the solution

- For ages 4-6 - Parents should encourage kids to think how they came up with their solution and how it solves the problem.
- For ages 7-9 - Make sure to share your thinking process and reflections about what you learned and how you feel. Where might you see the next step of your solution going? What would you do with more time or different supplies?

Send Us - Share with us what problem you solved, how you solved it, and what you made better through solving your problem (MissionPossible@EinsteinAcademyCO.org)!

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.

Optional Family Mission:

Exploration - What problems do I notice in my neighborhood?

Mini-Mission - Neighborhood walk

- Walk around the neighborhood and identify problems (branch over the sidewalk, broken fence post, burnt out light bulb). Discuss:
 - How could we help solve these problems?
 - How would solving these problems make us feel?
- Consider: Are there neighbors that we know who could use help? Such as...
 - Walking the dogs of elderly friends
 - Shoveling snow during the next spring storm
 - Creating chalk art messages to make people smile

Students will... (Standards covered this week)		
Understand...	Know (content)...	Be able to do (skills)...
<p>I have the ability to help people and make a difference, even from my home.</p> <p>I have a really cool, engaging opportunity to learn and contribute.</p>	<p>The value of being a problem seeker and problem solver.</p> <p>The importance of understanding people's true problems before looking for a solution.</p>	<p>Look for opportunities to help in the home.</p> <p>Start to identify problems and think of solutions.</p> <p>Empathize with others.</p> <p>Perform the steps of the design thinking process.</p>
<p>Literacy - Use inquiry skills to create questions, gather information, answer questions, and communicate findings. Express opinions, using reasons (in writing and/or oral expression)</p> <p>Social studies - Advocate for ideas to improve communities</p> <p>Science - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p> <p>Essential Skills - Civic Engagement, Critical Thinking/Problem Solving, Creativity/Innovation</p> <p>Judaic Studies - Understand our obligation to each other and our community, starting with those closest to us.</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.