



THE ATLAS OF ELSEWHERE

A Cohesive Facilitator and Student Booklet

COMPLETE EDITION Ten story-based episodes • Teacher dashboards • Student missions • Customized recording tools • Illustrated artifacts • Confidential keys • Reflection and talent-observation guidance

Grades 3–8 • 20–30 minute core episodes

Synthesized from the complete Atlas of Elsewhere curriculum collection

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One organized path through the complete series

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EPISODE CHAPTER ORDER 1 Facilitator Dashboard • 2 Student Mission • 3 Thinking Record • 4 Artifacts & Clues • 5 Confidential Key & Reflection

HOW TO USE THIS BOOKLET

One file; two audiences; five pages per episode

This edition replaces the need to move among nine overlapping source files. Repeated introductions, generic forms, and duplicate answer material have been removed. Each chapter keeps the complete instructional pathway together.

Page type	Use	Distribution
Facilitator Dashboard	Prepare and lead the episode.	Teacher only
Student Mission	Read or distribute the narrative and directive.	Students
Thinking Record	Capture the episode-specific reasoning process.	Students / teams
Artifacts & Clues	Project, print, cut, or release in stages.	Students / teams
Confidential Key & Reflection	Interpret solutions, observe talent, debrief, extend.	Teacher only; reflection prompts may be read aloud

The Four Observation Lenses

- Convergent — pattern detection, logic, precision, evidence, efficient strategy.
- Divergent — fluency, flexibility, originality, elaboration, problem sensitivity.
- Cooperative — perspective use, idea integration, communication adaptation, inclusive leadership.
- Reflective — metacognition, attribution, emotional awareness, revision, transfer.

IMPORTANT Use evidence across episodes, settings, modalities, and time. The series supports talent development and responsive planning; no single activity is a standardized gifted-identification measure.

The 25-Minute Rhythm

0–3	3–5	5–17	17–21	21–25
Story	Mission	Investigation	Explanation	Reflection

MASTER MATERIALS, CALENDAR & PREPARATION

Prepare once; reuse throughout the ten-session sequence

Category	Reusable materials
Organization	10 episode folders; clue envelopes; team bins; teacher-only key binder
Student tools	Pencils; colored pencils; sticky notes; index cards; clipboards; scrap paper
Thinking tools	Dry-erase sleeves and markers; timers; tokens; scissors; tape; rulers
Access	Enlarged print; alternate response tools; quiet option; communication cards
Evidence capture	Roster; observation pages; dated work-sample or portfolio folder

Suggested 10-Session Calendar

Session	Episode	Focus	Between-session transfer
1	The Door with No Handle	Classification	Use one strategy in a new context; bring a brief example.
2	The Village That Lost "Why"	Causal reasoning	Use one strategy in a new context; bring a brief example.
3	The Clockmaker's Impossible Order	Logic	Use one strategy in a new context; bring a brief example.
4	The Museum of Unfinished Inventions	Creative design	Use one strategy in a new context; bring a brief example.
5	The Island of Borrowed Voices	Communication	Use one strategy in a new context; bring a brief example.
6	The Trial of the Last Dragon	Evidence	Use one strategy in a new context; bring a brief example.
7	The Garden That Chooses Its Gardener	Systems	Use one strategy in a new context; bring a brief example.
8	The Message from Tomorrow	Probability	Use one strategy in a new context; bring a brief example.
9	The City Built on One Rule	Ethics	Use one strategy in a new context; bring a brief example.
10	The Map That Remembers Mistakes	Metacognition	Use one strategy in a new context; bring a brief example.

Before Every Session

☐ Read dashboard and key
 ☐ Print student pages
 ☐ Prepare artifacts
 ☐ Stage clues
 ☐ Plan teams/access
 ☐ Select observation focus
 ☐ Keep solution pages separate

FACILITATION NORMS & PRODUCTIVE STRUGGLE

Post the norms; use the least-help-first ladder

Norm	What it means
NOTICE BEFORE DECIDING	Separate observation from assumption.
GENERATE BEFORE CHOOSING	Create genuinely different possibilities.
MAKE THINKING VISIBLE	Draw, model, sort, test, question, explain.
TREAT IDEAS AS TESTABLE	Challenge reasoning without attacking people.
USE EVERY VOICE	Recognize varied communication and processing.
REVISE WITH EVIDENCE	Changing a theory is thinking working.
NAME UNCERTAINTY	Be thoughtful without pretending certainty.
LEAVE A TRAIL	Preserve wrong turns that reveal strategy.

When Students Are Stuck

1. Wait and observe.
2. Ask what is known for certain.
3. Request a different representation.
4. Identify the unused condition or perspective.
5. Offer a process tool, not content.
6. Release only the next planned clue.
7. Model an analogous example, then return responsibility.

STOP OR ADAPT Pause when the barrier is unsafe climate, inaccessible format, emotional dysregulation beyond productive challenge, or group exclusion—not simply because the task is difficult.

EPISODE 1 • The Door with No Handle

FACILITATOR DASHBOARD | Convergent Thinking • Classification • Ambiguity

PURPOSE Students construct and test classification systems, identify a likely outlier, and explain why the strongest solution accounts for every available clue.

Time	Facilitator move	Learner work
0–3	Read the story; preserve mystery.	Notice, wonder, predict.
3–5	Clarify mission, tools, and constraints.	Restate task; select a starting move.
5–17	Observe, probe, release information.	Generate, represent, test, collaborate, revise.
17–21	Request claim, evidence, uncertainty.	Explain and compare pathways.
21–25	Debrief strategy and feeling response.	Reflect and transfer.

Prepare

- Cut the nine Symbol Cards and four Door Clues.
- Place Symbol Cards faceup; keep Door Clues stacked in numerical order.
- Do not tell students that several early answers can be defended.

Materials

One Symbol Set per team • One Door Clue Set per team • Student Investigation Record • Optional scissors and envelopes

Challenge Sequence

1. Generate at least three different ways to sort the nine symbols.
2. For each system, identify an outsider or explain why there is none.
3. Reveal Door Clues one at a time. After each clue, cross out, preserve, or revise theories.
4. Submit one final claim using the frame: Symbol ___ is the most likely outsider because ___. Clues ___ support this; clue ___ might initially suggest ___, but ___.

Facilitation Questions

What are you assuming? • What evidence would make you revise? • Can you represent it another way? • Whose idea has not been examined?
• How confident are you?

ACCESS Preserve the reasoning demand while allowing drawing, manipulating, speaking, dictation, typing, quiet think time, or alternate communication when appropriate.

STUDENT MISSION 1 • The Door with No Handle

Name: _____ Team: _____ Date: _____

Mission Story

Yesterday, this wall was ordinary. This morning, a tall silver door stands where no door has ever been. It has no knob, no lock, no hinges, and no space beneath it. Nine symbols glow across its surface.

Above the symbols, a sentence slowly appears:

“Find what does not belong. Explain why. The door listens for reasoning, not guessing.”

Mara points to one symbol. “That one is different.”

“Only if your rule is the rule the door is using,” says Ivo.

The symbols shift. For a moment, nearly every symbol seems like the outsider. A second message appears:

“A clever answer finds a difference. A powerful answer survives every clue.”

You have been invited to approach the door. It will accept only a classification supported by all four clues.

Your Targets

- I can classify the same objects in more than one defensible way.
- I can test a theory against all available evidence.
- I can revise an answer without treating revision as failure.

Mission Directive

1. Generate at least three different ways to sort the nine symbols.
2. For each system, identify an outsider or explain why there is none.
3. Reveal Door Clues one at a time. After each clue, cross out, preserve, or revise theories.
4. Submit one final claim using the frame: Symbol ___ is the most likely outsider because ___. Clues ___ support this; clue ___ might initially suggest ___, but ___.

TRAVELER’S REMINDER Your first idea is information—not a promise. Make your reasoning visible so it can be tested and improved.

Initial notice or hypothesis:

EPISODE 1 THINKING RECORD

The Door with No Handle • Make the process visible

Name: _____ Team: _____ Date: _____

Symbol	Structural features	Possible groups	Outsider under this rule	Clue check
A				
B				
C				
D				
E				
F				
G				
H				
I				

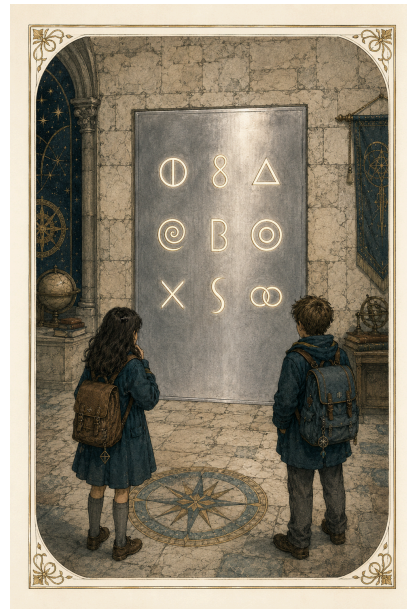
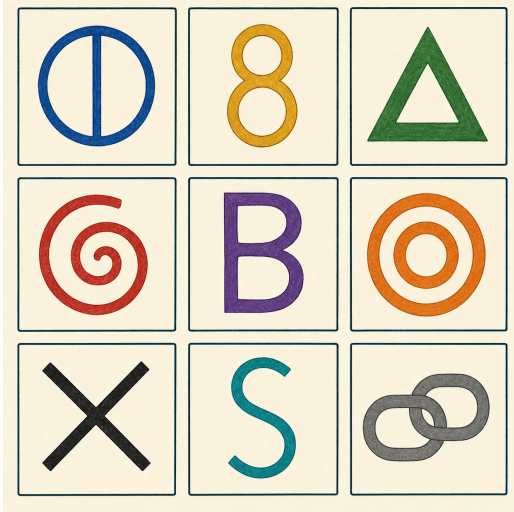
Three different classification rules

Rule	Outsider	Evidence for	Evidence against / needed

Final claim / plan / insight

EPISODE 1 ARTIFACTS & CLUE RELEASE

The Door with No Handle



Release in Order

ITEM 1 CLUE 1 — The door counts enclosed spaces, not merely visible lines.

ITEM 2 CLUE 2 — Rotation does not change a symbol's identity.

ITEM 3 CLUE 3 — Color is decoration. Structure is evidence.

ITEM 4 CLUE 4 — The outsider has exactly one enclosed region; every other symbol has either none or two.

Cut-Apart / Movable Information

A: blue circle divided by one vertical line; 0 enclosed regions	B: gold figure-eight; 2 enclosed regions	C: green triangle with a smaller triangle cutout; 1 enclosed region
D: red open spiral; 0 enclosed regions	E: purple capital B silhouette; 2 enclosed regions	F: orange double-ring target; 2 enclosed regions
G: black X; 0 enclosed regions	H: teal S-curve; 0 enclosed regions	I: gray chain of two closed loops; 2 enclosed regions

EPISODE 1 CONFIDENTIAL KEY & REFLECTION

The Door with No Handle • FACILITATOR ONLY

SOLUTION / SUCCESS GUIDANCE Symbol C is the intended outsider: it has exactly one enclosed region. The other symbols have zero or two. Accept alternate early classifications when internally consistent, but the final claim must account for all four clues. The task diagnoses evidence use more than answer speed.

Observable Talent Indicators

- Generates multiple classification dimensions before seeing clues
- Distinguishes structural features from decorative features
- Keeps a rejected theory visible and explains why it failed
- Recognizes that a rotated figure retains the same topology
- Invites or accurately restates another student's classification

Common Misconceptions

- Treating color as decisive after Clue 3
- Counting the outer boundary and the cutout inconsistently
- Changing an answer without explaining the evidentiary reason

Support Without Lowering Demand

Reduce writing while preserving reasoning. Allow movable artifacts and alternate response modes. Reveal one information set at a time. Provide a strategy tool—grid, timeline, sorting space, or representation—before supplying content help.

Reflection Prompts

1. When did your first theory become weaker?

2. What did you do when two answers seemed possible?

3. Which is more valuable in this task: speed, flexibility, or explanation? Defend your choice.

ADVANCED EXTENSION Design Symbol J so it joins the majority under the final rule but becomes the outsider under a second elegant rule. State both rules.

Observation note

Student: _____ Observable behavior: _____ Condition/context: _____

Responsive next opportunity: _____

EPISODE 2 • The Village That Lost “Why”

FACILITATOR DASHBOARD | Divergent Thinking • Causal Reasoning • Curiosity

PURPOSE Students generate varied hypotheses, identify assumptions, and design discriminating evidence tests.

Time	Facilitator move	Learner work
0–3	Read the story; preserve mystery.	Notice, wonder, predict.
3–5	Clarify mission, tools, and constraints.	Restate task; select a starting move.
5–17	Observe, probe, release information.	Generate, represent, test, collaborate, revise.
17–21	Request claim, evidence, uncertainty.	Explain and compare pathways.
21–25	Debrief strategy and feeling response.	Reflect and transfer.

Prepare

- Cut one set of Village Rule Cards per team.
- Choose one rule for the core round; reserve the others for extension.
- Prepare to reward category shifts, not merely a long list of similar ideas.

Materials

Village Rule Cards • Hypothesis Workshop page • Evidence Tokens or scrap paper

Challenge Sequence

1. Generate at least six explanations from at least four categories: practical, historical, scientific/environmental, social/cultural, accidental, or deceptive.
2. Select the three most distinct hypotheses—not simply the three favorites.
3. For each hypothesis, identify one observation that would strengthen it and one that would weaken it.
4. Choose the single piece of evidence with the greatest power to distinguish among the hypotheses.

Facilitation Questions

What are you assuming? • What evidence would make you revise? • Can you represent it another way? • Whose idea has not been examined? • How confident are you?

ACCESS Preserve the reasoning demand while allowing drawing, manipulating, speaking, dictation, typing, quiet think time, or alternate communication when appropriate.

STUDENT MISSION 2 • The Village That Lost “Why”

Name: _____ Team: _____ Date: _____

Mission Story

The village of Someday is famous for its rules. Umbrellas remain open indoors. Every bridge has one missing board. Bakers place one empty box in every window. At noon, everyone whispers.

The villagers can tell you exactly what they do. No one can explain why.

“It has always been this way,” says the mayor.

In the abandoned Hall of Questions, you find a dusty machine labeled WHY. Its three gauges read:

POSSIBILITY • PLAUSIBILITY • PROOF

The machine will restart only when investigators generate genuinely different explanations and identify evidence that could separate them. The village does not need the quickest explanation. It needs people willing to wonder carefully.

Your Targets

- I can produce several distinct explanations for an unusual event.
- I can separate a creative possibility from a supported explanation.
- I can name evidence that would help distinguish between hypotheses.

Mission Directive

1. Generate at least six explanations from at least four categories: practical, historical, scientific/environmental, social/cultural, accidental, or deceptive.
2. Select the three most distinct hypotheses—not simply the three favorites.
3. For each hypothesis, identify one observation that would strengthen it and one that would weaken it.
4. Choose the single piece of evidence with the greatest power to distinguish among the hypotheses.

TRAVELER'S REMINDER Your first idea is information—not a promise. Make your reasoning visible so it can be tested and improved.

Initial notice or hypothesis:

EPISODE 2 THINKING RECORD

The Village That Lost “Why” • Make the process visible

Name: _____ Team: _____ Date: _____

Category	Possible explanation	Causal reasoning	Evidence test
Practical / engineering			
Historical			
Scientific / environmental			
Social / cultural			
Accidental			
Deceptive / hidden			

Most discriminating evidence: _____ Why: _____

Final claim / plan / insight

EPISODE 2 ARTIFACTS & CLUE RELEASE

The Village That Lost “Why”

Village Rule Cards

RULE A — Umbrellas must remain open indoors.	RULE B — Every bridge must have one missing board.
RULE C — Bakers place one empty box in every window.	RULE D — At noon, everyone whispers.

Release in Order

ITEM 1 RULE A — Umbrellas must remain open indoors.

ITEM 2 RULE B — Every bridge must have one missing board.

ITEM 3 RULE C — Bakers place one empty box in every window.

ITEM 4 RULE D — At noon, everyone whispers.

Cut-Apart / Movable Information

Practical: The gap allows a movable inspection panel.	Historical: The missing board commemorates a past flood rescue.	Environmental: Wind pressure would damage a fully covered bridge.
Social: Crossing requires cooperation, reinforcing community trust.	Accidental: One bridge was unfinished and later copied as tradition.	Deceptive: The apparent gap conceals a transparent load-bearing panel.

EPISODE 2 CONFIDENTIAL KEY & REFLECTION

The Village That Lost “Why” • FACILITATOR ONLY

SOLUTION / SUCCESS GUIDANCE There is intentionally no single correct explanation. Strong performance includes categorical variety, causal coherence, and evidence capable of distinguishing explanations. For Rule B, examining construction records could separate historical/accidental accounts; testing the gap under wind conditions could address an engineering hypothesis; inspecting the “gap” could test deception.

Observable Talent Indicators

- Moves across categories instead of producing cosmetic variations
- Builds on a peer’s idea to create a meaningfully new hypothesis
- Identifies evidence that could disconfirm a favored idea
- Uses causal language: because, therefore, if–then
- Separates what is imaginable from what is currently supported

Common Misconceptions

- Voting for a favorite before generating alternatives
- Offering evidence that merely repeats the hypothesis
- Treating unusual or humorous ideas as automatically weak

Support Without Lowering Demand

Reduce writing while preserving reasoning. Allow movable artifacts and alternate response modes. Reveal one information set at a time. Provide a strategy tool—grid, timeline, sorting space, or representation—before supplying content help.

Reflection Prompts

1. Which category was hardest for you to enter?

2. Did your most original idea also seem plausible? Why or why not?

3. What makes a question powerful?

ADVANCED EXTENSION Choose a second village rule and construct a single hidden cause that could plausibly explain both rules.

Observation note

Student: _____ Observable behavior: _____ Condition/context: _____

Responsive next opportunity: _____

EPISODE 3 • The Clockmaker's Impossible Order

FACILITATOR DASHBOARD | Logic • Sequencing • Productive Response to Change

PURPOSE Students solve a constraint problem, document their reasoning, and adapt when a condition changes.

Time	Facilitator move	Learner work
0–3	Read the story; preserve mystery.	Notice, wonder, predict.
3–5	Clarify mission, tools, and constraints.	Restate task; select a starting move.
5–17	Observe, probe, release information.	Generate, represent, test, collaborate, revise.
17–21	Request claim, evidence, uncertainty.	Explain and compare pathways.
21–25	Debrief strategy and feeling response.	Reflect and transfer.

Prepare

- Cut five clock/customer cards and constraints.
- Keep the Intelligence Change Card hidden until teams have a valid route.
- Provide manipulatives; do not require students to solve entirely mentally.

Materials

Clock and Customer Cards • Route Grid • Constraint Strips • Intelligence Change Card

Challenge Sequence

1. Find a sequence satisfying all six original constraints.
2. Mark the specific evidence that verifies each condition.
3. When verified, receive the Intelligence Change Card.
4. Revise the route while changing as few positions as possible.
5. Explain why the revised order works and how your team avoided starting over.

Facilitation Questions

What are you assuming? • What evidence would make you revise? • Can you represent it another way? • Whose idea has not been examined?
• How confident are you?

ACCESS Preserve the reasoning demand while allowing drawing, manipulating, speaking, dictation, typing, quiet think time, or alternate communication when appropriate.

STUDENT MISSION 3 • The Clockmaker's Impossible Order

Name: _____ Team: _____ Date: _____

Mission Story

At 4:00, the sun will touch the copper tower and the five enchanted clocks will awaken. Each must already be with its owner.

The Moon Clock cannot travel after the Sun Clock. The Tide Clock refuses to cross the square beside the Feather Clock. One customer will accept a delivery only immediately after another.

Master Oren lays five brass cards on the table. "The order exists," he says, "but it is hidden inside the restrictions."

Outside, thunder rolls.

"And in this city," he adds, "a correct plan rarely remains correct for long."

Your Targets

- I can organize constraints so I do not have to hold them all in memory.
- I can prove that a sequence works.
- I can revise efficiently when a condition changes.

Mission Directive

1. Find a sequence satisfying all six original constraints.
2. Mark the specific evidence that verifies each condition.
3. When verified, receive the Intelligence Change Card.
4. Revise the route while changing as few positions as possible.
5. Explain why the revised order works and how your team avoided starting over.

TRAVELER'S REMINDER Your first idea is information—not a promise. Make your reasoning visible so it can be tested and improved.

Initial notice or hypothesis:

EPISODE 3 THINKING RECORD

The Clockmaker's Impossible Order • Make the process visible

Name: _____ Team: _____ Date: _____

Clock	1st	2nd	3rd	4th	5th
Sun	○ / ✕	○ / ✕	○ / ✕	○ / ✕	○ / ✕
Moon	○ / ✕	○ / ✕	○ / ✕	○ / ✕	○ / ✕
Tide	○ / ✕	○ / ✕	○ / ✕	○ / ✕	○ / ✕
Gear	○ / ✕	○ / ✕	○ / ✕	○ / ✕	○ / ✕
Feather	○ / ✕	○ / ✕	○ / ✕	○ / ✕	○ / ✕

Constraint Verification

Constraint	Evidence in route	Verified
The Sun Clock is delivered before the Moon Clock.		☐
The Tide Clock is not first or fifth.		☐
The Gear Clock is delivered immediately before the Feather Clock.		☐
The Moon Clock is not adjacent to the Tide Clock.		☐
The Sun Clock is not first.		☐
The Gear Clock is delivered before the Tide Clock.		☐

Original route: 1 ____ 2 ____ 3 ____ 4 ____ 5 ____ Revised route: 1 ____ 2 ____ 3 ____ 4 ____ 5 ____

Final claim / plan / insight

EPISODE 3 ARTIFACTS & CLUE RELEASE

The Clockmaker's Impossible Order



Release in Order

ITEM 1 The Sun Clock is delivered before the Moon Clock.

ITEM 2 The Tide Clock is not first or fifth.

ITEM 3 The Gear Clock is delivered immediately before the Feather Clock.

ITEM 4 The Moon Clock is not adjacent to the Tide Clock.

ITEM 5 The Sun Clock is not first.

ITEM 6 The Gear Clock is delivered before the Tide Clock.

ITEM 7 INTELLIGENCE CHANGE — A street closes. Replace Condition 4 with: The Sun Clock must now be delivered immediately before the Tide Clock.

Cut-Apart / Movable Information

S — Sun Clock / Solara	M — Moon Clock / Nox	T — Tide Clock / Marina
G — Gear Clock / Tinker	F — Feather Clock / Aerie	BLANK CARD

EPISODE 3 CONFIDENTIAL KEY & REFLECTION

The Clockmaker's Impossible Order • FACILITATOR ONLY

SOLUTION / SUCCESS GUIDANCE Intended original order: G–F–T–S–M. It satisfies Sun before Moon; Tide is not an endpoint; Gear is immediately before Feather; Moon is not adjacent to Tide; Sun is not first; and Gear precedes Tide. The Intelligence Change explicitly replaces Condition 4. A revised valid order is G–F–S–T–M: the Gear–Feather block survives, Sun remains before Moon, Tide remains internal, Sun is not first, Gear precedes Tide, and Sun is immediately before Tide. The revision changes only the positions of Sun and Tide.

Observable Talent Indicators

- Externalizes constraints using a grid or notation
- Tests all conditions rather than stopping when the order looks right
- Identifies which old condition the new information supersedes
- Preserves useful partial structures during revision
- Manages frustration and re-engages after disruption

Common Misconceptions

- Finding a plausible order but not verifying every clue
- Assuming the change adds a condition when it explicitly replaces one
- Randomly rearranging all cards instead of locating the affected segment

Support Without Lowering Demand

Reduce writing while preserving reasoning. Allow movable artifacts and alternate response modes. Reveal one information set at a time. Provide a strategy tool—grid, timeline, sorting space, or representation—before supplying content help.

Reflection Prompts

1. How did you reduce the load on your memory?

2. What part of your first plan survived the change?

3. How do you react when new information damages work you were proud of?

ADVANCED EXTENSION Write one additional constraint that makes the original solution unique, then justify uniqueness.

Observation note

Student: _____ Observable behavior: _____ Condition/context: _____

Responsive next opportunity: _____

EPISODE 4 • The Museum of Unfinished Inventions

FACILITATOR DASHBOARD | Creative Problem-Solving • Engineering • Risk-Taking

PURPOSE Students improve a flawed invention under constraints and communicate both value and remaining limitations.

Time	Facilitator move	Learner work
0–3	Read the story; preserve mystery.	Notice, wonder, predict.
3–5	Clarify mission, tools, and constraints.	Restate task; select a starting move.
5–17	Observe, probe, release information.	Generate, represent, test, collaborate, revise.
17–21	Request claim, evidence, uncertainty.	Explain and compare pathways.
21–25	Debrief strategy and feeling response.	Reflect and transfer.

Prepare

- Cut invention and constraint cards.
- Assign or allow teams to choose inventions.
- Emphasize conceptual design; artistic polish is not the objective.

Materials

Unfinished Invention Cards • Constraint Cards • Design Blueprint • Optional building scraps

Challenge Sequence

1. Preserve the invention's defining ability.
2. Generate at least three substantially different fixes.
3. Draw and label the selected redesign.
4. Spend no more than 10 resource points and satisfy the assigned constraint.
5. Prepare a 45-second museum pitch that honestly identifies one remaining limitation.

Facilitation Questions

What are you assuming? • What evidence would make you revise? • Can you represent it another way? • Whose idea has not been examined?
• How confident are you?

ACCESS Preserve the reasoning demand while allowing drawing, manipulating, speaking, dictation, typing, quiet think time, or alternate communication when appropriate.

STUDENT MISSION 4 • The Museum of Unfinished Inventions

Name: _____ Team: _____ Date: _____

Mission Story

At midnight, the Museum of Unfinished Inventions begins to fade.

Its shelves hold brilliant almos: a cup that keeps every drink cold but cannot be held; a backpack that follows its owner but fears stairs; shoes that leap over puddles but refuse to stop jumping.

Curator Vale explains that each inventor quit when the flaw appeared.

“The museum does not preserve failure,” she says. “It preserves the moment before a better question.”

One invention must become useful before the final bell. You may not remove its special ability, and the museum’s budget is painfully small.

Your Targets

- I can find opportunity inside an unfinished idea.
- I can create many approaches before selecting one.
- I can improve an idea while honoring real constraints.

Mission Directive

1. Preserve the invention’s defining ability.
2. Generate at least three substantially different fixes.
3. Draw and label the selected redesign.
4. Spend no more than 10 resource points and satisfy the assigned constraint.
5. Prepare a 45-second museum pitch that honestly identifies one remaining limitation.

TRAVELER’S REMINDER Your first idea is information—not a promise. Make your reasoning visible so it can be tested and improved.

Initial notice or hypothesis:

EPISODE 4 THINKING RECORD

The Museum of Unfinished Inventions • Make the process visible

Name: _____ Team: _____ Date: _____

Concept 1	Concept 2	Concept 3
Sketch / explain	Sketch / explain	Sketch / explain

Resource Budget — 10 points

Part / material	Purpose	Cost	Running total	Constraint check

Selected design: _____ Remaining limitation: _____

Final claim / plan / insight

EPISODE 4 ARTIFACTS & CLUE RELEASE

The Museum of Unfinished Inventions



Release in Order

ITEM 1 CONSTRAINT 1 — No electricity may be added.

ITEM 2 CONSTRAINT 2 — Only two new parts may be attached.

ITEM 3 CONSTRAINT 3 — The redesign must work for users with limited hand strength.

ITEM 4 CONSTRAINT 4 — The redesign must be repairable without special tools.

Cut-Apart / Movable Information

Frost Cup: keeps liquid cold indefinitely; exterior is too cold to touch.	Follow-Me Pack: follows its owner; cannot climb stairs.	Puddle Jumper Shoes: leap over water; continue bouncing afterward.
Truth Pencil: detects inaccurate writing; loudly interrupts every sentence.	Sun Blanket: generates warmth in sunlight; becomes rigid when warm.	Whisper Bell: alerts only its owner; cannot distinguish danger from ordinary sound.

EPISODE 4 CONFIDENTIAL KEY & REFLECTION

The Museum of Unfinished Inventions • FACILITATOR ONLY

SOLUTION / SUCCESS GUIDANCE No single design is required. Evaluate preservation of function, genuine variety across early concepts, constraint compliance, causal explanation, and honest limitation analysis. Resource costs may be assigned by teams if consistently justified.

Observable Talent Indicators

- Notices a less obvious user or failure condition
- Produces structurally different concepts
- Combines ideas without merely piling on features
- Uses constraints to sharpen rather than shut down thinking
- Names a limitation without devaluing the entire design

Common Misconceptions

- Solving the problem by removing the magical function
- Decorating instead of redesigning
- Claiming the invention has no limitations

Support Without Lowering Demand

Reduce writing while preserving reasoning. Allow movable artifacts and alternate response modes. Reveal one information set at a time. Provide a strategy tool—grid, timeline, sorting space, or representation—before supplying content help.

Reflection Prompts

1. Which constraint improved your thinking?

2. What idea did your team reject too quickly?

3. How can unfinished work be valuable?

ADVANCED EXTENSION Create a museum placard explaining how the original flaw led directly to the final breakthrough.

Observation note

Student: _____ Observable behavior: _____ Condition/context: _____

Responsive next opportunity: _____

EPISODE 5 • The Island of Borrowed Voices

FACILITATOR DASHBOARD | Cooperation • Symbolic Communication • Empathy

PURPOSE Students coordinate a rescue while using different communication modes and then analyze access, power, and inclusion.

Time	Facilitator move	Learner work
0–3	Read the story; preserve mystery.	Notice, wonder, predict.
3–5	Clarify mission, tools, and constraints.	Restate task; select a starting move.
5–17	Observe, probe, release information.	Generate, represent, test, collaborate, revise.
17–21	Request claim, evidence, uncertainty.	Explain and compare pathways.
21–25	Debrief strategy and feeling response.	Reflect and transfer.

Prepare

- Assign one private Voice Card per student.
- Create teams of 4–6; combine compatible cards for smaller groups.
- Explain that students may always opt out of gesture or performance and receive a different mode.

Materials

Private Voice Cards • Rescue Map • Supply Tokens • Team Plan page

Challenge Sequence

1. Develop a route from Beach to Lighthouse while avoiding two hazards.
2. Transport Lens, Rope, and Fuel; the raft carries only two items at once.
3. Every member must contribute information before the plan is submitted.
4. No one may violate their private communication rule.
5. After planning, teams may use ordinary speech to reconstruct how understanding developed.

Facilitation Questions

What are you assuming? • What evidence would make you revise? • Can you represent it another way? • Whose idea has not been examined? • How confident are you?

ACCESS Preserve the reasoning demand while allowing drawing, manipulating, speaking, dictation, typing, quiet think time, or alternate communication when appropriate.

STUDENT MISSION 5 • The Island of Borrowed Voices

Name: _____ Team: _____ Date: _____

Mission Story

Echo Island borrows every visitor's voice.

When you step ashore, your words vanish and return in an unfamiliar form. One traveler can communicate only with diagrams. Another may use questions but never statements. A third has gestures. A fourth has numbers.

Across the island, the lighthouse lens has cracked. A storm will arrive in twelve minutes. Your team must transport a replacement lens, rope, and signal fuel to the lighthouse.

The island is not testing whether everyone communicates in the same way. It is testing whether a group can become intelligent enough to understand its differences.

Your Targets

- I can communicate an idea in more than one form.
- I can notice and use contributions that are easy to overlook.
- I can adapt when another person processes information differently.

Mission Directive

1. Develop a route from Beach to Lighthouse while avoiding two hazards.
2. Transport Lens, Rope, and Fuel; the raft carries only two items at once.
3. Every member must contribute information before the plan is submitted.
4. No one may violate their private communication rule.
5. After planning, teams may use ordinary speech to reconstruct how understanding developed.

TRAVELER'S REMINDER Your first idea is information—not a promise. Make your reasoning visible so it can be tested and improved.

Initial notice or hypothesis:

EPISODE 5 THINKING RECORD

The Island of Borrowed Voices • Make the process visible

Name: _____ Team: _____ Date: _____

Team member / mode	Message attempted	How it was interpreted	Adaptation that helped

Rescue Plan

Contribution that was easiest to miss: _____ How we made it visible: _____

Final claim / plan / insight

EPISODE 5 ARTIFACTS & CLUE RELEASE

The Island of Borrowed Voices



Release in Order

ITEM 1 Marsh route: short, but the Lens cannot cross the marsh.

ITEM 2 Cliff route: requires Rope.

ITEM 3 Cave route: safe only when exactly three travelers enter together.

ITEM 4 River raft: carries two supply items, plus travelers.

ITEM 5 Old bridge: Fuel may not cross it.

ITEM 6 Lighthouse path: final group must arrive with Lens and Fuel.

Cut-Apart / Movable Information

DIAGRAMMER — Communicate by drawing shapes, arrows, maps, or icons. No letters or numbers.	QUESTIONER — Speak only in questions.	GESTURE MAKER — Communicate through voluntary movement or object placement; no acting is required.
NUMBER KEEPER — Use numbers, equations, tallies, and comparison signs only.	METAPHOR MAKER — Use comparisons: “The cave is like...”	SUMMARIZER — Once per minute, write one sentence describing what you think the group means.

EPISODE 5 CONFIDENTIAL KEY & REFLECTION

The Island of Borrowed Voices • FACILITATOR ONLY

SOLUTION / SUCCESS GUIDANCE Multiple routes can work if constraints are honored. The core assessment is communication adaptation and inclusive coordination. A workable conceptual plan uses the cliff route with Rope and avoids moving Lens through the marsh or Fuel across the old bridge.

Observable Talent Indicators

- Waits to interpret before dismissing an unfamiliar contribution
- Translates between modes for the group
- Checks whether a quiet contribution was understood
- Changes personal communication strategy based on feedback
- Uses leadership to increase participation rather than control decisions

Common Misconceptions

- Treating the activity as charades
- Assuming speech-based modes are automatically more useful
- Finishing without evidence that every member contributed

Support Without Lowering Demand

Reduce writing while preserving reasoning. Allow movable artifacts and alternate response modes. Reveal one information set at a time. Provide a strategy tool—grid, timeline, sorting space, or representation—before supplying content help.

Reflection Prompts

1. Whose contribution was easiest to miss?

2. When did the group begin to understand your mode?

3. What does this activity suggest about how schools recognize ability?

ADVANCED EXTENSION Redesign one map feature so a communication mode that was initially difficult becomes essential.

Observation note

Student: _____ Observable behavior: _____ Condition/context: _____

Responsive next opportunity: _____

EPISODE 6 • The Trial of the Last Dragon

FACILITATOR DASHBOARD | Evidence Evaluation • Perspective • Fair-Mindedness

PURPOSE Students distinguish fact, inference, and assumption; weigh reliability; and construct a calibrated verdict.

Time	Facilitator move	Learner work
0–3	Read the story; preserve mystery.	Notice, wonder, predict.
3–5	Clarify mission, tools, and constraints.	Restate task; select a starting move.
5–17	Observe, probe, release information.	Generate, represent, test, collaborate, revise.
17–21	Request claim, evidence, uncertainty.	Explain and compare pathways.
21–25	Debrief strategy and feeling response.	Reflect and transfer.

Prepare

- Place evidence in a numbered envelope.
- Assign a reader, evidence manager, skeptic, and recorder if helpful.
- Avoid presenting acquittal as proof that nothing happened.

Materials

Case File • Witness Statements • Evidence Cards • Timeline Strip • Verdict Form

Challenge Sequence

1. Classify each statement or exhibit.
2. Construct a timeline from 5:40 to 6:30.
3. Identify two witness limitations or contradictions.
4. Develop the strongest case for responsibility and the strongest case against it.
5. Choose: responsible, not proven, or insufficient evidence. State confidence and what evidence could change the verdict.

Facilitation Questions

What are you assuming? • What evidence would make you revise? • Can you represent it another way? • Whose idea has not been examined?
• How confident are you?

ACCESS Preserve the reasoning demand while allowing drawing, manipulating, speaking, dictation, typing, quiet think time, or alternate communication when appropriate.

STUDENT MISSION 6 • The Trial of the Last Dragon

Name: _____ Team: _____ Date: _____

Mission Story

The kingdom's winter grain is gone. At sunrise, the final dragon was found sleeping near the burned storehouse.

"The case is obvious," declares the royal steward.

But the dragon's wings are wet, the burn marks begin inside the building, and every witness tells a slightly different story.

The court has one hour before the dragon is exiled forever.

Your task is not to prove the story you prefer. Your task is to determine what the evidence permits you to claim—and what remains uncertain.

Your Targets

- I can label the difference between evidence and interpretation.
- I can evaluate a source without accepting or rejecting everything it says.
- I can change my position when evidence changes.

Mission Directive

1. Classify each statement or exhibit.
2. Construct a timeline from 5:40 to 6:30.
3. Identify two witness limitations or contradictions.
4. Develop the strongest case for responsibility and the strongest case against it.
5. Choose: responsible, not proven, or insufficient evidence. State confidence and what evidence could change the verdict.

TRAVELER'S REMINDER Your first idea is information—not a promise. Make your reasoning visible so it can be tested and improved.

Initial notice or hypothesis:

EPISODE 6 THINKING RECORD

The Trial of the Last Dragon • Make the process visible

Name: _____ Team: _____ Date: _____

Exhibit / witness	Direct observation	Inference	Assumption / limitation	Effect on confidence
A				
B				
C				
D				
E				
F				
Witness 1				
Witness 2				

Verdict: ☐ Responsible ☐ Not proven ☐ Insufficient evidence Confidence: _____%

Evidence that would most change my verdict: _____

Final claim / plan / insight

EPISODE 6 ARTIFACTS & CLUE RELEASE

The Trial of the Last Dragon



Release in Order

ITEM 1 Exhibit A — Storehouse door was locked from outside at 6:10.

ITEM 2 Exhibit B — Burn pattern begins beside an interior lantern, not at the roof.

ITEM 3 Exhibit C — Dragon scales found near the grain are three months old.

ITEM 4 Exhibit D — Rain began at 5:55; the dragon's wings were wet at 6:20.

ITEM 5 Exhibit E — Grain cart tracks leave through the east gate at approximately 5:50.

ITEM 6 Exhibit F — Inventory ledger shows six missing sacks the previous evening.

Cut-Apart / Movable Information

Miller: "I saw an orange glow above the roof at 6:05. I assumed it was dragon fire."	Guard: "The dragon flew over the east wall before dawn. I could not see what it carried."	Steward: "No person had permission to remove grain. The dragon has frightened villagers before."
Stable Child: "A covered cart left the east gate while the sky was still dark. I could not identify the driver."	BLANK CARD	BLANK CARD

EPISODE 6 CONFIDENTIAL KEY & REFLECTION

The Trial of the Last Dragon • FACILITATOR ONLY

SOLUTION / SUCCESS GUIDANCE The evidence does not prove the dragon destroyed or stole the grain. Interior ignition, old scales, cart tracks, prior missing sacks, and witness limitations support “not proven” or “insufficient evidence.” Students may still argue partial involvement if they carefully qualify the claim. Reward calibration and evidence linkage.

Observable Talent Indicators

- Separates observation from a witness’s conclusion
- Uses source limitations specifically rather than calling a source 'bad'
- Builds the opposing case fairly
- Updates confidence numerically or verbally
- Uses uncertainty language accurately

Common Misconceptions

- Equating presence with causation
- Treating 'not proven' as proof of innocence
- Ignoring evidence that conflicts with the preferred narrative

Support Without Lowering Demand

Reduce writing while preserving reasoning. Allow movable artifacts and alternate response modes. Reveal one information set at a time. Provide a strategy tool—grid, timeline, sorting space, or representation—before supplying content help.

Reflection Prompts

1. Which evidence most changed your confidence?

2. Did you judge a source based on status or on information quality?

3. How is uncertainty different from indecision?

ADVANCED EXTENSION Write one new exhibit that would sharply increase confidence and one that would sharply decrease it.

Observation note

Student: _____ Observable behavior: _____ Condition/context: _____

Responsive next opportunity: _____

EPISODE 7 • The Garden That Chooses Its Gardener

FACILITATOR DASHBOARD | Systems Thinking • Trade-Offs • Strengths and Liabilities

PURPOSE Students map system effects, identify trade-offs, and recommend leadership for a living garden.

Time	Facilitator move	Learner work
0–3	Read the story; preserve mystery.	Notice, wonder, predict.
3–5	Clarify mission, tools, and constraints.	Restate task; select a starting move.
5–17	Observe, probe, release information.	Generate, represent, test, collaborate, revise.
17–21	Request claim, evidence, uncertainty.	Explain and compare pathways.
21–25	Debrief strategy and feeling response.	Reflect and transfer.

Prepare

- Cut four candidate profiles.
- Give each team five priority tokens to allocate.
- Expect different defensible recommendations.

Materials

Garden System Map • Candidate Profiles • Priority Tokens • Decision Memo

Challenge Sequence

1. Predict at least three direct and three indirect effects for each candidate considered.
2. Identify one strength that could become harmful when overused.
3. Recommend one keeper, a partnership, or a rotating arrangement.
4. Include one safeguard and one indicator that would trigger reconsideration.
5. Explain who benefits, who bears risk, and what remains uncertain.

Facilitation Questions

What are you assuming? • What evidence would make you revise? • Can you represent it another way? • Whose idea has not been examined? • How confident are you?

ACCESS Preserve the reasoning demand while allowing drawing, manipulating, speaking, dictation, typing, quiet think time, or alternate communication when appropriate.

STUDENT MISSION 7 • The Garden That Chooses Its Gardener

Name: _____ Team: _____ Date: _____

Mission Story

The Garden of Veyra changes to match its keeper.

With patient Keeper Moss, seedlings thrive—but invasive vines do too. With decisive Keeper Flint, pests disappear—but so do many pollinators. Keeper Lumen produces astonishing fruit, while the soil weakens beneath it.

The garden must choose its next keeper before the equinox. Its wells, insects, soil, fruit trees, medicine beds, and village food supply are connected.

The garden asks one question:

“Who will care for all of me, including the parts no one notices until they are gone?”

Your Targets

- I can trace direct and indirect effects in a system.
- I can recognize that a strength may create a new problem.
- I can justify an imperfect decision using priorities and evidence.

Mission Directive

1. Predict at least three direct and three indirect effects for each candidate considered.
2. Identify one strength that could become harmful when overused.
3. Recommend one keeper, a partnership, or a rotating arrangement.
4. Include one safeguard and one indicator that would trigger reconsideration.
5. Explain who benefits, who bears risk, and what remains uncertain.

TRAVELER'S REMINDER Your first idea is information—not a promise. Make your reasoning visible so it can be tested and improved.

Initial notice or hypothesis:

EPISODE 7 THINKING RECORD

The Garden That Chooses Its Gardener • Make the process visible

Name: _____ Team: _____ Date: _____

Priority tokens: Food ____ Biodiversity ____ Water ____ Medicine ____ Long-term soil ____ TOTAL = 5

Starting action	Direct effect	Then...	Indirect effect	Benefit	Risk / trade-off

Recommendation: _____ Safeguard: _____ Reconsider when: _____

Final claim / plan / insight

EPISODE 7 ARTIFACTS & CLUE RELEASE

The Garden That Chooses Its Gardener



Release in Order

ITEM 1 More flowers → more pollinators → more fruit.

ITEM 2 More irrigation → short-term growth but lower well levels.

ITEM 3 Fewer insects → fewer pests and fewer pollinators.

ITEM 4 Fast harvests → more food now and weaker soil later.

ITEM 5 Dense ground cover → less erosion and greater invasive-vine spread.

Cut-Apart / Movable Information

MOSS — Patient nurturer: +seedling survival, +ground cover, -speed of intervention.	FLINT — Decisive controller: +rapid pest reduction, -insect diversity.	LUMEN — Production innovator: +fruit yield, -soil nutrients.
RILL — Water optimizer: +efficient irrigation, risk of prioritizing measurable crops over medicine beds.	BLANK CARD	BLANK CARD

EPISODE 7 CONFIDENTIAL KEY & REFLECTION

The Garden That Chooses Its Gardener • FACILITATOR ONLY

SOLUTION / SUCCESS GUIDANCE No universally correct keeper exists. Strong decisions align with declared priorities, trace second-order effects, include safeguards, and specify a monitoring trigger. A partnership can be strong only if roles and conflict rules are explicit.

Observable Talent Indicators

- Traces feedback beyond a single cause-effect pair
- Names less visible stakeholders or system elements
- Reframes a candidate's strength as context-dependent
- Uses priorities consistently instead of retrofitting them
- Designs monitoring rather than claiming certainty

Common Misconceptions

- Adding all candidates without specifying governance
- Listing pros and cons without showing relationships
- Treating equal benefit to all parts as realistically attainable

Support Without Lowering Demand

Reduce writing while preserving reasoning. Allow movable artifacts and alternate response modes. Reveal one information set at a time. Provide a strategy tool—grid, timeline, sorting space, or representation—before supplying content help.

Reflection Prompts

1. Which system effect was easiest to overlook?

2. When can a strength become a liability?

3. What makes a trade-off fair?

ADVANCED EXTENSION Introduce a three-year drought. Revise the recommendation without erasing the original reasoning.

Observation note

Student: _____ Observable behavior: _____ Condition/context: _____

Responsive next opportunity: _____

EPISODE 8 • The Message from Tomorrow

FACILITATOR DASHBOARD | Inference • Probability • Decision-Making Under Uncertainty

PURPOSE Students reconstruct a damaged warning, rank possibilities, and choose a proportionate response.

Time	Facilitator move	Learner work
0–3	Read the story; preserve mystery.	Notice, wonder, predict.
3–5	Clarify mission, tools, and constraints.	Restate task; select a starting move.
5–17	Observe, probe, release information.	Generate, represent, test, collaborate, revise.
17–21	Request claim, evidence, uncertainty.	Explain and compare pathways.
21–25	Debrief strategy and feeling response.	Reflect and transfer.

Prepare

- Cut fragments and release them in rounds.
- Do not require a single reconstructed sentence.
- Discuss low-cost precaution versus high-cost action.

Materials

Transmission Fragments • Possibility Board • Confidence Scale • Decision Card

Challenge Sequence

1. Generate at least four complete interpretations.
2. Update each interpretation after every fragment.
3. Separate evidence that changes likelihood from evidence that changes consequence.
4. Recommend a response proportional to risk and reversibility.
5. Request one additional piece of information with the highest expected value.

Facilitation Questions

What are you assuming? • What evidence would make you revise? • Can you represent it another way? • Whose idea has not been examined?
• How confident are you?

ACCESS Preserve the reasoning demand while allowing drawing, manipulating, speaking, dictation, typing, quiet think time, or alternate communication when appropriate.

STUDENT MISSION 8 • The Message from Tomorrow

Name: _____ Team: _____ Date: _____

Mission Story

At 9:17, the classroom radio activates.

Your own voices emerge through the static—from tomorrow.

“Do not let them open the _____ when the _____ turns _____.”

The transmission breaks. A second fragment arrives: “We thought it meant the vault. We were wrong about the first noun.”

In twenty minutes, three objects are scheduled to be opened. Two gauges are changing color.

You cannot wait for certainty. You also cannot shut down the entire city every time a message is unclear.

Your Targets

- I can distinguish possible from probable.
- I can state confidence in proportion to evidence.
- I can identify the information with the greatest decision value.

Mission Directive

1. Generate at least four complete interpretations.
2. Update each interpretation after every fragment.
3. Separate evidence that changes likelihood from evidence that changes consequence.
4. Recommend a response proportional to risk and reversibility.
5. Request one additional piece of information with the highest expected value.

TRAVELER’S REMINDER Your first idea is information—not a promise. Make your reasoning visible so it can be tested and improved.

Initial notice or hypothesis:

EPISODE 8 THINKING RECORD

The Message from Tomorrow • Make the process visible

Name: _____ Team: _____ Date: _____

Interpretation	Start	F1	F2	F3	F4	F5	Reason for change
	1-4	1-4	1-4	1-4	1-4	1-4	
	1-4	1-4	1-4	1-4	1-4	1-4	
	1-4	1-4	1-4	1-4	1-4	1-4	
	1-4	1-4	1-4	1-4	1-4	1-4	

Risk Calibration

Leading interpretation	Likelihood	Consequence	Reversibility	Proportionate response

Highest-value missing fact: _____

Final claim / plan / insight

EPISODE 8 ARTIFACTS & CLUE RELEASE

The Message from Tomorrow



Release in Order

ITEM 1 Fragment 1 — “The first noun has hinges, but it is not a door.”

ITEM 2 Fragment 2 — “The second noun measures pressure.”

ITEM 3 Fragment 3 — “The color is not red.”

ITEM 4 Fragment 4 — Maintenance list: hatch opens 9:40; archive opens 10:00; greenhouse dome opens 10:15.

ITEM 5 Fragment 5 — Boiler pressure gauge is moving from green toward amber; weather gauge remains blue.

Cut-Apart / Movable Information

Possible first nouns: hatch, archive box, greenhouse dome, instrument case.

Possible second nouns: boiler gauge, weather gauge, crowd meter, tide dial.

Possible colors: amber, blue, violet, white.

EPISODE 8 CONFIDENTIAL KEY & REFLECTION

The Message from Tomorrow • FACILITATOR ONLY

SOLUTION / SUCCESS GUIDANCE The most supported reconstruction is “Do not let them open the hatch when the boiler gauge turns amber.” The best response is to pause the 9:40 hatch opening and inspect boiler conditions—a targeted, reversible precaution. Reward alternatives that are explicitly calibrated.

Observable Talent Indicators

- Maintains multiple live hypotheses
- Updates probability rather than merely adding details
- Separates severity from likelihood
- Chooses a reversible, proportionate action
- Asks for information that could actually alter the decision

Common Misconceptions

- Treating every completion as equally likely
- Choosing the most dramatic interpretation
- Seeking information that is interesting but decision-irrelevant

Support Without Lowering Demand

Reduce writing while preserving reasoning. Allow movable artifacts and alternate response modes. Reveal one information set at a time. Provide a strategy tool—grid, timeline, sorting space, or representation—before supplying content help.

Reflection Prompts

1. How certain did you need to be before acting?

2. What is the difference between caution and panic?

3. Which missing fact had the greatest value?

ADVANCED EXTENSION Create a sixth fragment that reverses the leading interpretation without contradicting any existing fragment.

Observation note

Student: _____ Observable behavior: _____ Condition/context: _____

Responsive next opportunity: _____

EPISODE 9 • The City Built on One Rule

FACILITATOR DASHBOARD | Ethical Reasoning • Exceptions • Principled Dissent

PURPOSE Students test a simple rule against complex cases and revise it to protect both collective welfare and individual rights.

Time	Facilitator move	Learner work
0–3	Read the story; preserve mystery.	Notice, wonder, predict.
3–5	Clarify mission, tools, and constraints.	Restate task; select a starting move.
5–17	Observe, probe, release information.	Generate, represent, test, collaborate, revise.
17–21	Request claim, evidence, uncertainty.	Explain and compare pathways.
21–25	Debrief strategy and feeling response.	Reflect and transfer.

Prepare

- Cut council cases.
- Establish discussion norms: challenge reasoning, paraphrase before rebuttal, allow a pass.
- Avoid announcing one ethical framework as the answer.

Materials

City Charter • Council Cases • Stakeholder Lens • Rule Revision Form

Challenge Sequence

1. Identify every stakeholder, including absent and future stakeholders.
2. Apply the original rule and record its result.
3. Identify a right, threshold, or long-term effect the rule overlooks.
4. Construct the strongest defense of the original rule before criticizing it.
5. Revise the charter in 20 words or fewer and test it against two cases.

Facilitation Questions

What are you assuming? • What evidence would make you revise? • Can you represent it another way? • Whose idea has not been examined?
• How confident are you?

ACCESS Preserve the reasoning demand while allowing drawing, manipulating, speaking, dictation, typing, quiet think time, or alternate communication when appropriate.

STUDENT MISSION 9 • The City Built on One Rule

Name: _____ Team: _____ Date: _____

Mission Story

The city of Concord solved disagreement with one sentence:

“Every decision must benefit the greatest number of people.”

For years, roads improved, festivals grew, and votes became quick. Then four cases reached the council.

A medical device could help twelve people but requires taking the only power source from one child’s breathing machine. A new road saves thousands of minutes but destroys the home of three families. A popular celebration fills the square but makes it inaccessible to citizens who cannot tolerate the noise.

The rule produces answers. The council must decide whether it produces justice.

Your Targets

- I can test a rule using difficult cases.
- I can identify stakeholders who are easy to overlook.
- I can disagree with an idea while treating people fairly.

Mission Directive

1. Identify every stakeholder, including absent and future stakeholders.
2. Apply the original rule and record its result.
3. Identify a right, threshold, or long-term effect the rule overlooks.
4. Construct the strongest defense of the original rule before criticizing it.
5. Revise the charter in 20 words or fewer and test it against two cases.

TRAVELER’S REMINDER Your first idea is information—not a promise. Make your reasoning visible so it can be tested and improved.

Initial notice or hypothesis:

EPISODE 9 THINKING RECORD

The City Built on One Rule • Make the process visible

Name: _____ Team: _____ Date: _____

Stakeholder	Present / absent / future	Benefit	Cost / harm	Consent?	Reversible?	Right / need

Original-rule result: _____ What it overlooks: _____

Revised rule — 20 words or fewer:

Final claim / plan / insight

EPISODE 9 ARTIFACTS & CLUE RELEASE

The City Built on One Rule



Release in Order

ITEM 1 CASE 1 — The Last Battery: power a festival clinic serving 12 or one child's breathing device.

ITEM 2 CASE 2 — The Fast Road: save 2,000 commuters six minutes daily or displace three families.

ITEM 3 CASE 3 — The Quiet Citizen: hold a beloved loud festival or redesign it at added cost.

ITEM 4 CASE 4 — The Future Well: use water for today's crops or preserve enough for residents five years from now.

Cut-Apart / Movable Information

Stakeholder lenses: Who benefits? Who pays? Who cannot consent? Who is absent? Who is affected later? Is the harm reversible? Is a basic right involved?

BLANK CARD

BLANK CARD

EPISODE 9 CONFIDENTIAL KEY & REFLECTION

The City Built on One Rule • FACILITATOR ONLY

SOLUTION / SUCCESS GUIDANCE There is no single required charter. Strong revisions retain concern for broad benefit while adding protections such as basic rights, disproportionate harm, future effects, voice, or reversibility. Example: “Choose the greatest sustainable benefit without violating basic rights or imposing severe avoidable harm on an unrepresented few.”

Observable Talent Indicators

- Finds hidden or future stakeholders
- Steel-mans the rule before rebutting it
- Distinguishes inconvenience from severe harm
- Applies a revised principle consistently
- Disagrees using reasons rather than identity or volume

Common Misconceptions

- Assuming fairness always means equal outcomes
- Adding so many exceptions that the rule gives no guidance
- Counting people without considering magnitude or rights

Support Without Lowering Demand

Reduce writing while preserving reasoning. Allow movable artifacts and alternate response modes. Reveal one information set at a time. Provide a strategy tool—grid, timeline, sorting space, or representation—before supplying content help.

Reflection Prompts

1. When should a majority be limited?

2. Which stakeholder was easiest to overlook?

3. How did you show respect while disagreeing?

ADVANCED EXTENSION Write a case that exposes a weakness in your own revised rule, then amend it once more.

Observation note

Student: _____ Observable behavior: _____ Condition/context: _____

Responsive next opportunity: _____

EPISODE 10 • The Map That Remembers Mistakes

FACILITATOR DASHBOARD | Metacognition • Transfer • Healthy Achievement

PURPOSE Students analyze unsuccessful strategies, extract transferable learning, and build an individualized strategy field guide.

Time	Facilitator move	Learner work
0–3	Read the story; preserve mystery.	Notice, wonder, predict.
3–5	Clarify mission, tools, and constraints.	Restate task; select a starting move.
5–17	Observe, probe, release information.	Generate, represent, test, collaborate, revise.
17–21	Request claim, evidence, uncertainty.	Explain and compare pathways.
21–25	Debrief strategy and feeling response.	Reflect and transfer.

Prepare

- Select examples from prior episodes without naming students.
- Normalize private reflection; no student must disclose a personal mistake publicly.
- Prepare strategy tokens: pause, represent, generate, test, ask, revise, monitor, explain.

Materials

Mistake Map • Strategy Tokens • Four Scenario Cards • Personal Field Guide

Challenge Sequence

1. Sort scenario cards by obstacle: missing information, flawed assumption, communication breakdown, constraint violation, or inflexibility.
2. Match each obstacle to a useful next strategy.
3. Reconstruct one wrong turn into a productive sequence: attempt → signal → interpretation → adjustment → transfer.
4. Complete a private Personal Field Guide.
5. Solve the final riddle using the first letters of the strongest strategies: Pause, Represent, Observe, Build, Explain = PROBE.

Facilitation Questions

What are you assuming? • What evidence would make you revise? • Can you represent it another way? • Whose idea has not been examined?
• How confident are you?

ACCESS Preserve the reasoning demand while allowing drawing, manipulating, speaking, dictation, typing, quiet think time, or alternate communication when appropriate.

STUDENT MISSION 10 • The Map That Remembers Mistakes

Name: _____ Team: _____ Date: _____

Mission Story

The final page of the Atlas is covered with wrong turns.

There is the classification the door rejected, the clock route broken by new information, the invention that violated its constraint, and the verdict formed too quickly.

At first, the marks look like a record of failure.

Then they begin to connect.

Every abandoned route points toward a strategy: draw what memory cannot hold; generate before judging; test the favorite explanation; listen for the voice the group has missed.

The Atlas was never measuring how rarely you were wrong. It was mapping what you could learn when being wrong became useful.

Your Targets

- I can describe a strategy without labeling myself.
- I can identify when a mistake is informative.
- I can choose a next strategy based on the kind of obstacle I face.

Mission Directive

1. Sort scenario cards by obstacle: missing information, flawed assumption, communication breakdown, constraint violation, or inflexibility.
2. Match each obstacle to a useful next strategy.
3. Reconstruct one wrong turn into a productive sequence: attempt → signal → interpretation → adjustment → transfer.
4. Complete a private Personal Field Guide.
5. Solve the final riddle using the first letters of the strongest strategies: Pause, Represent, Observe, Build, Explain = PROBE.

TRAVELER'S REMINDER Your first idea is information—not a promise. Make your reasoning visible so it can be tested and improved.

Initial notice or hypothesis:

EPISODE 10 THINKING RECORD

The Map That Remembers Mistakes • Make the process visible

Name: _____ Team: _____ Date: _____

Wrong turn / attempt	Signal	Interpretation	Adjustment	Strategy transferred

Personal Field Guide

A strength I noticed:

A recurring obstacle:

A signal I can notice:

A strategy I will test:

A challenge I am ready for:

Final claim / plan / insight

EPISODE 10 ARTIFACTS & CLUE RELEASE

The Map That Remembers Mistakes



Release in Order

ITEM 1 SCENARIO A — A team keeps rearranging cards but never records the constraints.

ITEM 2 SCENARIO B — A team produces one invention and begins decorating it.

ITEM 3 SCENARIO C — A jury discounts a witness because the witness is young.

ITEM 4 SCENARIO D — A council's plan lists benefits but no indirect effects.

Cut-Apart / Movable Information

PAUSE — Slow the commitment, not necessarily the thinking.	REPRESENT — Put information outside your head.	GENERATE — Produce distinct possibilities before selecting.
TEST — Seek evidence that could prove your favorite idea wrong.	ASK — Request clarification or invite a missing perspective.	REVISE — Change the model while preserving useful work.
MONITOR — Check progress, emotion, participation, and evidence.	EXPLAIN — Make the reasoning inspectable.	BLANK CARD

EPISODE 10 CONFIDENTIAL KEY & REFLECTION

The Map That Remembers Mistakes • FACILITATOR ONLY

SOLUTION / SUCCESS GUIDANCE Scenario A: representation/monitoring; B: generation/testing; C: testing assumptions/perspective; D: systems representation/monitoring. Other matches are acceptable when justified. The field guide is not scored for vulnerability; assess specificity and strategy knowledge.

Observable Talent Indicators

- Uses strategy language instead of fixed-ability labels
- Identifies a meaningful signal that should trigger change
- Transfers a strategy between unlike tasks
- Recognizes emotional responses as information, not commands
- Sets a specific, observable next-time action

Common Misconceptions

- Calling every error productive without extracting information
- Writing vague goals such as 'try harder'
- Confusing reflection with self-criticism

Support Without Lowering Demand

Reduce writing while preserving reasoning. Allow movable artifacts and alternate response modes. Reveal one information set at a time. Provide a strategy tool—grid, timeline, sorting space, or representation—before supplying content help.

Reflection Prompts

1. Which kind of obstacle appears most often for you?

2. What signal tells you it is time to change strategies?

3. How has your definition of a strong thinker changed?

ADVANCED EXTENSION Design a new Atlas trial that would reveal a strength not clearly visible in the first nine episodes.

Observation note

Student: _____ Observable behavior: _____ Condition/context: _____

Responsive next opportunity: _____

CROSS-EPISODE TALENT OBSERVATION

Patterns, access conditions, and responsive next steps

Episode	Convergent evidence	Divergent evidence	Cooperative evidence	Reflective evidence
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Synthesis

Repeated strengths and evidence:

Conditions that revealed capability:

Interests and intensity:

Responses to ambiguity, change, and error:

Recommended depth, pacing, grouping, acceleration, mentorship, or affective support:

DOCUMENTATION LANGUAGE During Episode(s) ____, the learner demonstrated [observable behavior] under [conditions]. A responsive next opportunity would be [specific extension or support].

PRINTING, ASSEMBLY & REPRODUCIBLE USE

A single-file workflow

Need	Print these pages	Recommended setting
Facilitator binder	Pages 1–57	Duplex; long-edge; confidential marker tabs
Single episode teacher set	Five-page chapter	Duplex; keep page 5 confidential
Student packet	Mission + Thinking Record	Duplex or two single-sided pages
Team artifacts	Artifact & Clue page	Single-sided; cardstock for cut cards
Observation	Page 56	Single-sided for writing space

Assembly

8. Keep one uncut master copy.
9. Place each five-page chapter behind an episode divider.
10. Mark every Confidential Key page with a teacher-only tab.
11. Cut cards and store in an episode-numbered envelope.
12. Place staged clues in order; separate Intelligence Changes.
13. After use, inventory pieces and file selected work samples.

Reproducible Use Note

This booklet is an original educational resource. Educators may reproduce student-facing mission pages, thinking records, and artifact pages for their own students and instructional programs. Keep confidential solution guidance out of student copies.

FINAL CHECK Before printing a student packet, verify that it contains only the Student Mission, Thinking Record, and appropriate Artifact & Clue page.