

# The Mystery of the Moving Box

## Session 1

TIME

90 min.  
including  
break



Art of learning

THEME  
8



### WARM-UP: THE NUMBERS SONG

<b>This will happen:</b>	The students will sing the number song.
<b>Materials needed:</b>	
<b>Preparations in advance:</b>	To learn the song by heart.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. The class gathers in a circle. The adult invites the students to close their eyes, open their ears and to listen to a song they are about to sing. They sing the song.
2. The students are asked to open their eyes, to share what they think the song was about and whether they have heard it before.
3. The words to the song are shared and everyone is asked to sing along to the song. Repeat the song one more time.
4. The adult explains that this is going to be a bit more difficult and that they are going to introduce a movement along with the song. Ask the students for ideas as to what part of their body they could move when each number is sung. Use one of the student's ideas and try to see if it is possible to incorporate the body movement whilst singing. If it is difficult, ask the students how they might improve – for example, slowing the singing down or trying it with another part of the body. Try out some of their ideas.
5. Finally ask the students:
  - How do they feel about this number song?
  - How do they remember songs?

### REFLECTION: WHAT IS UNDER THE CLOTH?

<b>This will happen:</b>	Students work on their own. Students look at the objects and then they are covered from view. The students have to remember the objects.
<b>Materials needed:</b>	Items from the Moving Box. A cloth, blanket, sheet or large piece of fabric. A4 sheets of paper for each student and pens/pencils.
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. The objects from the Moving Box are on the cloth on the floor and students are asked to gather around them so that they can see them clearly. They are asked to use their eyes, switch on their memory muscles and are given a time count up to 20 using the number song. When the song reaches 20 then the adult hides the items from view using the cloth.
2. The adult gives each student a piece of paper and something to write with. Working on their own they are asked to write down or draw all the things that are under the cloth.
3. Ask the students to share some of the things they remembered.
4. Take away the cloth and ask students to identify some of the items they forgot.
5. Ask them:
  - What helped them to remember?

### NOTES

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### MAIN ACTIVITY: THEY MYSTERY OF THE MOVING BOX PART 1

<b>This will happen:</b>	The adult brings a cardboard Moving Box into the school. The students take on the role of detectives. They try to guess who the Moving Box belongs to by analysing the objects in the box and other details that allow them to consider what the objects say about their owner. The students make posters that they hang up at school to try to get the owner of the Moving Box to reveal themselves.
<b>Materials needed:</b>	A cloth, blanket, sheet or large piece of fabric. A cardboard Moving Box filled with lots of different, messy and intriguing contents – about 20 items. There should be a balance of colours/objects/textures/old and new, some of which might support stereotypical or fixed mindsets/views: for example, a pink soft toy. Other suggestions include: a receipt from a grocery store, a train/bus/flight ticket, a book, trinkets, an item associated with the local area, jewellery, a clock, picture of a person with a greeting at the back, a 'to-do' list, a guide book, some interesting stones, a ball, a key with a label on it, a mug, a blanket, foreign currency, something written in a foreign language, something with a strong smell, something that makes a noise when moved. Large sheets of paper (preferably A1 size) x 2 for each group and coloured pens/pencils for each group to write down their ideas and to draw their poster. Tape to hang the posters. Disposable gloves. A photograph to show where the Moving Box was found.
<b>Preparations in advance:</b>	A photograph to show where the Moving Box was found. The Moving Box is filled with interesting items.
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. The adult brings the Moving Box into the circle next to them and explains that something unusual happened to them on their way to the school this morning. They don't mention the Moving Box specifically but invite the students to try to guess what the unusual event was. They take some suggestions and then reveal that they found the Moving Box and where they found it by mentioning the place, street etc.
2. They say that the box is filled with lots of different personal items which might suggest that the person filled the box to move it to or from another place but then left it on the street. The students are invited to come and look at the box but not to open it. Ask what clues they can get from the box by looking at it. There is no name on the box and the adult explains that they are not sure about what to do. Ask the students what they think should be done with the box.  
The ideas are gathered – they might include opening the box but do not do that yet, simply acknowledge that as a suggestion, lifting the box to see how heavy it is, shaking the box to see if the contents make a noise, smelling the box, looking at the box itself to see if it reveals any information (is it old, damaged, does it have any labels on it?) The ideas from the students are acknowledged. (5 minutes for 1 & 2)
3. The adult states that the Moving Box must have an owner and the students are challenged to be detectives and to try their best to discover who that is. The adult explains that good detectives ask lots of questions and use their senses (eyes, ears, smell and touch) to try to discover and reveal things. Do they have any ideas about who might have left the box in the street and why it was left behind? The students discuss this for 2-3 minutes in small groups of 3 or 4 people sitting close to them.
4. Each group is invited to share their ideas/theories about who the Moving Box belongs to and why it has been left behind. The adults briefly reflect on the ideas, highlighting similarities and differences from the groups.
5. The adult states that they are not going to open the box but instead use detective powers to try to guess what is inside the box. They ask the whole class some questions:
  - What clues might the closed box reveal?
  - What can they do to investigate its contents without opening it?
6. The adult then suggests that perhaps if the Moving Box was opened, it might reveal far more about the owner and support the work of the students as detectives. Ask what a detective might do before opening the box and taking out any of its contents. What tools and equipment do detectives use?
7. The ideas of the students are listened to. The adult suggests that it is important not to get the class fingerprints on the contents of the box. They say that using disposable gloves might be a good idea (if the students have not already suggested this). They all put on their gloves.
8. Ask the class to stand up and do their best pose as a detective. Some of the children are invited to open the box and carefully remove each item. Each item should carefully and quietly be passed around the circle and students should be invited to look carefully at the items. Once they have been shown, they should be placed carefully on a cloth on the floor.
9. State that they now have more clues as to who owns the Moving Box. Everyone in the class is now a detective and is working to solve the case and identify the owner of the box.
10. The students work in their small groups. Each group is given a large sheet of paper and some coloured pens/pencils. The groups look at the objects removed from the box and are asked to examine them carefully using all their senses and they are reminded to use gloves if they handle them. On their sheet of paper they should write down all the clues they find and whether they can make connections between the clues. Give the students 20 minutes to do this. They can write their ideas down, use keywords, use mind maps, draw their ideas or use symbols. Offer support to students who are finding this difficult by asking questions or by supporting them with the writing/recording. When the time is up, ask each group of detectives to come up with a name or an image for their group to record on their sheet of paper. All the objects should be placed back on the cloth on the floor.
11. Bring all the students together to look at the objects on the cloth – ask if they have come any closer in their investigation – do they have any idea who the owner of the Moving Box is? Listen to their ideas.
12. Suggest if they make a poster about the box that the owner might come forward. Hand out the paper and drawing materials and invite the students to work in their groups to create a poster. Give the students the opportunity to decide what they want to include on the poster and 20 minutes to make it. A discussion on where the poster should be displayed will follow on in the next sessions.