

The Mystery of the Moving Box

Session 2

TIME

90 min.
including
break



Art of learning

THEME
8



WARM-UP: THE NUMBERS SONG

This will happen:	The students will sing the number song. Add in new movements and make the movement only on specific numbers 1, 3, 5 (odd numbers) or 2, 4, 6 (even numbers) and so on.
Materials needed:	
Preparations in advance:	To learn the song by heart.
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

1. The class gathers in a circle. The adult asks the students if they remember the song from Day 1. They sing the song together.
2. The students are asked if they can also remember the movement they made to the song. They sing the song with the movement from Day 1.
3. Next the students are asked to identify a new movement to use with the song which they will use on each number. They sing again.
4. They are asked to use the movement on 1 but miss a number each time so 1, 3, 5, or 2, 4, 6 and so on. Repeat.
5. Finally ask the students what they know about the numbers they did the movement to – do they know what they are called. Odd numbers and even numbers. How do they remember what odd numbers are?

Time: 10 minutes.

REFLECTION: WHAT IS UNDER THE CLOTH?

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

GUIDANCE:

1. Ask the students to get into pairs. 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. Give each pair a piece of paper and something to write with. Working together they are asked to write down or draw all the things that are under the blanket. They must number each item they remember as follows: 1, 2, 3, and so on.
3. Ask each pair to call out how many items they remembered. Take away the cloth and then ask students to call out any of the items they forgot. Ask if there were any items that lots of pairs forgot. Was it easier or harder to do this in a pair? Did they remember more items than on Day 1? What might help them to remember?

Time: 15 minutes.

NOTES

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MAIN ACTIVITY: THEY MYSTERY OF THE MOVING BOX PART 2

This will happen:	The session is a continuation of Day 1 but new evidence has emerged. The students continue in the role of detectives and work in the same groups as Day 1 to sort the objects and create a table of contents.
Materials needed:	The Moving Box from the previous day. 2 to 3 new items (for example, a hair band, a ring, a receipt). Magnifying glasses and disposable gloves. 2 x A2 (or A3) sheets of paper for each group and coloured pens/pencils for each group
Preparations in advance:	Place all the items from Day 1 on a table in the classroom along with magnifying glasses and disposable gloves.
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

1. The students are gathered together in their groups around the objects on the table and the adult thanks them for their good detective work so far. State that more clues have been discovered. Explain that they were in their car and must have fallen out of the Moving Box onto the floor. So there is new evidence to consider in the case of the mystery of the Moving Box! The new objects are revealed slowly and quietly and the class is given the opportunity to look at them – but not touch them! Ask the class to do their best pose as a detective. The detectives are then asked what this new evidence can tell them about the owner of the Moving Box.
2. The students discuss this in their groups for a few minutes and then some of the groups are asked to share their ideas.
3. Say that all the evidence including the new evidence must be secured and protected. Ask what tips do the detectives have about how to do that. Ask how they make sure there is an accurate overview of what is in the box? Ideas from the students are invited.
4. Explain that there are many ways to get an overview and that they have an assignment for the groups of detectives to work on. Each group is given a large sheet of paper and some coloured pens/pencils. Together they have to draw or write down information about the evidence they have. This important information will be sent to the police so that they know exactly what items have been lost by the owner of the Moving Box. Each group has four detective tasks to complete. For each task a student from each group can go to the table and examine the objects. The four tasks are explained:
 1. How many objects are there of each colour (how many red, blue and so on). Write and/or draw them.
 2. How many things have something to do with numbers? Write and/or draw them.
 3. How many different shapes are there? Write and/or draw them.
 4. How many things are hard and how many things are soft? Write and/or draw them.Ensure that they understand that all members of the group should contribute. Offer support to groups who are finding this difficult by asking questions or by supporting them with the writing/recording. When the time is up (30 minutes), ask some of the groups to share their findings with the class.
5. State that they are working well as detectives and are getting a good overview of the evidence. But challenge them to look even more closely at it to really open their eyes and to switch on their detective brains fully. Each group is given a new large sheet of paper. Ask them to make a table of contents for the Moving Box.
 - Do they know what a table of contents is?
 - Where have they seen a table of contents before (in a book, instructions in a game)?Provide an explanation if the students are unclear (for example, a list, with categories and so on). Allow the groups to work through the task and decide how they will make their table of contents. Remind them that everyone should take part and that means they must plan together how to make their table of contents, to take turns drawing, writing and examining the objects (but remind them only one person from each group can examine the object at a time and that they should wear gloves and use the magnifying glass if that is useful (so there should only be a small number of students examining the evidence). Only offer support if necessary by asking questions and challenging their thinking by offering alternative ideas. Give the students the remaining time to complete the task.
6. Give the students a time limit and once time is up thank them for their hard work as detectives. Remind them that they still have the posters from Day 1 and these, along with the table of contents from today will be returned to them for the next sessions.

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