

The Mystery of the Moving Box

Session 3-4

TIME

90 min.
including
break



Art of learning

THEME
8



WARM-UP: THE NUMBERS SONG

This will happen:	Day 3: The students will sing the number song. Add in new movements and make them only on numbers that can be divided by 5 and then those that can be multiplied by 5 (note this is all numbers). Day 4: same as Day 3 but using the number 2.
Materials needed:	Words to the number song.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

DAY 3:

1. The class gathers in a circle. Invite the students to sing the number song.
2. The students are asked to identify a new movement to use with the song which they will do on each number that can be divided by 5. Try this first. Then if necessary ask the students which numbers up to 20 can be divided by 5 – a number line might be helpful to illustrate this. Repeat.
3. Ask them to use the same movement but this time with all the numbers that can be multiplied by 5 (note this is all numbers but this isn't revealed to the students). Try this. Then ask students which numbers can be multiplied by 5 and then if necessary, explain that it is all numbers. Repeat.
4. Finally ask the students:
 - What do they know about the number 5?
 - Do they like the number 5 – why or why not?
 - What is special about multiplying numbers?

Time: 10 minutes.

DAY 4:

On Day 4 replace the number 5 with the number 2 or 4.

REFLECTION: WHAT IS UNDER THE CLOTH?

This will happen:	Students work on their own or in pairs (vary this for the reflection from day to day). Students look at the objects, then they are covered from view (some removed) and they have to remember them. Students try to remember which items have been removed.
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:

DAY 3:

1. Ask the students to get into pairs but working with someone they don't sit near in class. 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. Ask them to use their eyes, switch on their memory muscles and give 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. Students close their eyes. The adult removes a couple of items from the Moving Box. Students open their eyes and are allowed to see the objects under the cloth briefly.
3. 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 have been removed.
4. Reveal what was removed
5. Reflection: Was it difficult or easy to see what had been removed. What helped you to remember?

Time: 15 minutes.

DAY 4:

1. The students work on their own sitting on the floor. Ask them to imagine all the objects in the Moving Box. Which 2 things would they like to keep themselves, if they were allowed. Ask them to close their eyes and think of the two objects. Draw or write the objects on a sheet of paper.
2. Give them a few minutes and then have them share their objects with a partner or in small groups. Finish by thanking the students for their good thinking.

NOTES

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MAIN ACTIVITY: THE MYSTERY OF THE MOVING BOX

This will happen:	The students will hang their posters from Day 1 and then display the evidence so far and work as detectives to review it.
Materials needed:	The Moving Box. Electrician's tape/masking tape. Red wool or red twine. Pins. Sticky notes. Sheets of paper and coloured pens/pencils. Map of the local area where the Moving Box was found.
Preparations in advance:	Gather all the materials created by the students on this theme so far. Clear a space for all the evidence to be displayed (it will need a lot of space!) and more will be needed for the final days of this theme.
Preparations in the space:	
The space looks like this:	Classroom and space for students to work at tables or on the floor in groups.

GUIDANCE: DAY 3 AND 4:

The students should work in groups to identify the best places in the school to hang their posters from Day 1. The posters are displayed.

Crime Scene Investigation with Surveying and/or Map

Go to the place where the box was found and investigate. Are there any tracks? Other clues? Where is the closest house, car, road, etc. Use a tape measuring device (how long does it take to walk there? How many steps? How many meters?) to find out how far away the box was found from the school, the road, etc.

Draw a map of the area and include important discovery points and mark any other buildings or features that are relevant to the case.

Evidence Wall

Work with the students to display the 'evidence' gathered so far. This will include their notes, posters and drawings from their work so far. What is important is that care over the display is taken and that the students have responsibility for that. They should be displayed in a way that looks like a real investigation by a detective.

In these two sessions the main aims should be to create a professional display and for the students to work on analysing their existing 'evidence'. For example, they could draw their own maps of where the Moving Box was found and identify how close it is to the nearest house, to a place to park a car or to the school (they could use different forms of measurement – how many steps, how much time it takes).

They could look to see if there are any patterns in their own evidence by using sticky notes, red wool or red twine with pins to join up any links.

This process could be repeated by comparing evidence between groups. Ask the groups:

- Are there any similarities with the patterns of other groups?
- What patterns from other groups are interesting?



NOTES