

# The Mystery of the Moving Box

## Session 5

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. Add in more complex body movements and change the body movement to a number that can be divided by 5.
<b>Materials needed:</b>	Words to the number song.
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. The class gathers in a circle. Invite one of the students to lead the singing of the song.
2. Say that they are going to sing the song again. It is going to be more difficult but with hard work and focus they might be able to do it. They have to make a different body movement on each number that can be divided by 5. So move their right hand (1, 2, 3, 4, 5) then change to move their right foot (6, 7, 8, 9, 10), then nod their head (11, 12, 13, 14, 15) and move their shoulders up (16, 17, 18, 19, 20). They sing the song. Then repeat, repeat. The complexity is reduced or increased but not so that it is too easy as this should be challenging.
3. Finally ask the students:
  - How was the number song today?
  - How could they improve their work? What strategies might help them improve (for example, looking at each other for clues, slowing the number song down)
  - How could they make this more challenging tomorrow? These ideas are collected and introduced in the final warm up on Day 6.

Time: 10 minutes.

### REFLEXIÓ: MI VAN A LEPEL ALATT?

<b>This will happen:</b>	Reflection: What is under the cloth?
<b>Materials needed:</b>	A range of different items to be hidden under the cloth – some should be easy to recognise, others more difficult – for example a ball, a bean bag, a book, a piece of wood, a bottle, a pencil case, a soft toy, a stone. A cloth, blanket, sheet or large piece of fabric.
<b>Preparations in advance:</b>	Gather a range of items (around 10) to go under the cloth and hide them under before the session starts.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space.

#### GUIDANCE:

1. Ask the students to look at the cloth and use their 'gut feeling' to try to guess the objects that are underneath. Ask them to keep the ideas in their heads and not to shout them out.
2. After a few minutes of looking, students are asked to share some of their gut feelings.
3. The students are then invited to touch the objects under the cloth but again not to shout their ideas out.
4. Again get the students to share their gut feelings and ask if their gut feeling has changed. Why?
5. Remove the blanket to reveal the objects and ask if their gut feeling was right. How did they feel about sharing their gut feelings? Was this easy or hard? When might it be more difficult to share their gut feeling?

Time: 15 minutes.

### NOTES

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### MAIN ACTIVITY: THE MYSTERY OF THE MOVING BOX PART 5

<b>This will happen:</b>	The students work on their own to develop a profile for the owner of the Moving Box.
<b>Materials needed:</b>	The Moving Box and its contents displayed. Notes from 'case persons' who claim the box is theirs. Paper – A4. Copies of the profile sheet. Pencils.
<b>Preparations in advance:</b>	Notes from people 'leads' who think the Moving Box is theirs. The profile sheet – 1 copy per student plus a few spares.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space or a classroom with desks and chairs cleared away so that there is space for students to work on the floor in groups.

#### GUIDANCE:

1. Highlight all the work done so far by the students in their role as detectives and declare that they are now well underway with their investigation to find the owner of the Moving Box! Gather all the students closely together and quietly say that all their hard work has really paid off. The posters they displayed around the school have created lots of interest. Some new leads\* have arrived from people who say that they have lost a box! However, more than one person says they think the box belongs to them. Ask the students how can that be?  
Listen to the ideas that emerge from the students.  
\* They may have called in to the school, left a note in the teachers' room, put a sticky note on the posters – this should contain some small pieces of information about the person – name, age, where they live, where they think they lost the box.
2. Explain that even though someone says the Moving Box belongs to them that doesn't mean that it is true. It might be that people are telling lies or they might have lost a different box [also refer to ideas that emerged from the students]. And as detectives they have to work hard to find the truth so it can be returned to the rightful owner. The objects in the box provide information as does where it was found. Ask the students to consider what they think they know about the person who has lost the box.
3. Explain that whilst it is important that they listen to other people's ideas, it is also really important to take notice of their own ideas. That they should listen to the thoughts in their own heads, trust themselves, their ideas and share them. Students are given some paper and pencils. Using the clues, they work on their own to write down/draw everything they believe they know about the owner of the Moving Box. Allow the students to work this out on their own and only offer support if necessary. Ask them to think about whether the owner is an adult or a child, what they enjoy, have they lived here long, what their hair colour is.
4. In small groups they discuss their ideas.
5. Ask the students:  
Have they heard the terms 'gut feeling' or 'using your instinct'?  
What do they think that means?  
Has this happened to them before?  
Do they get a feeling in their body when this happens? Where?
6. Explain that detectives develop 'profiles' of people to help solve crimes or to return property to their owners. They share the information on the profile sheet and explain that working on their own and with their 'gut feelings' they will draw what they think the owner looks like and then write their own ideas/theories about the owner of the Moving Box. They are reminded to imagine the owner, to think carefully about the clues, to listen and trust their gut feelings and then record the following information on the owner: their age, height, hobby, favourite food, favourite colour, what they enjoy and anything else important that their 'gut' is telling them. This profile is a summary of their individual thoughts about the owner of the Moving Box.
7. Once the profiles are complete, ask some of the students to share their ideas. They then explore:  
What gut feelings did they get  
Is it always a good feeling? When might it not be a good feeling?  
When is it difficult to share what they feel?
8. The students hang their profiles alongside the other work. They are thanked for their efforts and for being brave in sharing their thoughts and gut feelings.