

The Mystery of the Moving Box

Session 6

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.
Materials needed:	Words to the number song.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

1. The class gathers in a circle. Invite one of the students to lead the singing of the number song.
2. Say that they are going to sing the song again. It is going to be more difficult, and they are going to use the movement ideas that the class came up with the previous day. These different body movements are introduced on different numbers (yesterday it was on all numbers that can be divided by 5) today it will be all numbers that can be divided by 4. The complexity is reduced or increased but not so that it is too easy as this should be challenging – for example, it could be on all numbers that can be divided by 3.
3. Finally ask the students:
 - How did they start the number song on Day 1? Was it easy?
 - How has it become more complicated?
 - What have they learned from practising the number song?
 - What has helped them to improve their skills?

Time: 10 minutes.

REFLECTION

This will happen:	The students use their gut feelings to imagine what object other students have put under the cloth. This object should be something they feel represents them.
Materials needed:	A cloth.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space.

GUIDANCE:

1. The students work in pairs and they discuss one item each that they would place under the cloth that would represent them. It should be something important/precious/personal to them. It would be the thing that they would place first in their own Moving Box and it would be at the top of their list of contents. They should keep the item a secret in their pair.
2. The students gather in a circle and are asked to imagine they have the item in their hands and are then invited to place it under the cloth – carefully and quietly. The adults also do this.
3. The adult removes the cloth and invites the class to use their gut feeling to imagine what items are revealed. Ideas are shared and then in turn each student calls out their object. Then ask:
 - Were any of their gut feelings right?
 - How did they feel about sharing their gut feelings this time?
 - Was this easy or hard?
 - Were any of the objects similar?
 - What surprised them the most about the objects and did they tell something new/interesting about their class members that they didn't know before?

NOTES

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MAIN ACTIVITY: THE MYSTERY OF THE MOVING BOX

This will happen:	All the work of the students is displayed and they are visited/contacted by the owner of the Moving Box. The owner shares the story of how it came to be lost and also information about themselves. The students consider the facts against their own ideas and their profiles of the owner.
Materials needed:	Flipchart paper and pens or white board and pens.
Preparations in advance:	Have a person in the role of the owner of the Moving Box come to visit or to Zoom into the classroom. If necessary set up the Zoom/Teams call and have a laptop, screen, microphone and speaker ready. Ensure the owner has a list of items in the Moving Box, has seen them so they know what they look like and has also completed their own profile sheet which will be shared with the students. The visitor might wear a costume and be in 'role'.
Preparations in the space:	Flipchart paper and pens or white board and pens.
The space looks like this:	Open space.

GUIDANCE:

1. Explain that someone important wants to meet with the class (this might happen in person or digitally) and ask:
 - Why might this person want to meet them?
 - Who might the person be?The adult explains that they think it is the rightful owner of the Moving Box but that the students have to be ready with some questions to ask them to make sure that they are telling the truth.
2. In small groups they are asked to identify two questions they want to ask the person to check that they are the real owner. They discuss their question and agree who from the group will ask them (they might want to go and look at all their work displayed to support them to formulate their questions).
3. The visitor arrives (either physically or digitally via Zoom/Teams) and they introduce themselves to the class – just basic information like their name and age. They say that they are so glad that their Moving Box has been found as it is very important to them. They thank the class for creating the posters, ask if the class has kept the box and its contents safe and if they also received their note.
4. Representatives from each group come forward and ask their questions. The visitor explains any final details about how the Moving Box became lost.
5. The visitor is asked to leave the room (or the Zoom/Teams call is placed on mute) for a moment and the class discusses their answer to the questions and any other information that the visitor shared. They then vote on whether they believe them. Once the voting is complete the visitor is asked to return (or the sound is returned). If they agree, one person from the class is invited to return the box to the visitor (or to say that the box will be posted to them soon) and all the class clap in celebration.
6. The visitor says that the students have been just like detectives and thanks them for returning the box safely. The students are asked to explain to the visitor all the work that they have carried out as detectives including the profile sheet. The students are invited to ask the visitor to share with them the information from the profile sheet and the adult records this on a flipchart or whiteboard. The students compare the visitor's answers to their profile sheets from Day 5. Ask:
 - Were any of their gut feelings correct?
 - How do they feel now that they have met the owner of the Moving Box?
 - What surprised them the most about the owner and the information they told them?
7. Finally, the students are thanked for all the work they have done and for sharing and using their gut feelings.

NOTES