

The Mystery of the Moving Box

Overview



Art of learning



OVERVIEW OF THEME 8

GOALS	To explore and investigate. To use a range of approaches, techniques and tools to record and categorise information. To develop confidence in expressing their own thoughts and 'gut feelings'. To practise listening, sharing, working alone and in groups and working conceptually with real and imagined objects. The students create materials, and list, categorise and explore the evidence to draw conclusions about what it is telling them. In the warm-up, they explore counting, dividing and multiplication through singing and the use of their bodies. In the reflection, they build their memory muscles and deepen their understanding of 'gut feelings' and consider how they themselves might be represented.
SUMMARY	The students investigate the mystery of the Moving Box in the role of detectives with the aim of returning it to its rightful owner. Each session supports their investigation by exploring the contents of the Moving Box.

GENERAL GUIDANCE ON THE THEME 8: In choosing the items to go into the Moving Box, try to understand that they will need to tell a story and that the owner will be revealed on Day 6. Ideally try to identify the owner as soon as possible and involve them in the decisions on what goes into the Moving Box. The students should work with their own ideas and be supported to explore and share them and their 'gut feelings'. For this the students will need time to think and so it is fine to have silence while they do that. So that all students contribute, try to avoid 'hands up' and instead invite different students to contribute their ideas and acknowledge their bravery in sharing. That way all students can expect that they may be called out to contribute, not just those that are confident or can immediately come up with an answer. Work in an 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. It will be best to work in the same space for the whole theme. It should have a good space to display all the work the students produce.

THEME 8	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
Content Summary	<p>Warm-up: The students will sing the number song with simple movements.</p> <p>Main activity: 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.</p> <p>Reflection: Students look at the objects and then they are covered from view. The students have to remember the objects.</p>	<p>Warm-up: The students will sing the number song with simple movements on even or odd numbers.</p> <p>Main activity: 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.</p> <p>Reflection: Students work in pairs. Students look at the objects and then they are covered from view. The students have to remember the objects.</p>	<p>Warm up: Day 3 The students will sing the number song with simple 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.</p> <p>Main activity: Day 3 and 4. The students will hang their posters from Day 1.</p> <p>Otherwise see suggestions for activities.</p> <p>Reflection: 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 (and some objects are removed) and they have to remember them.</p>	<p>Warm up: The students will sing the number song. Add in more complex body movements and change the body movement to every 5th number.</p> <p>Main activity: The students work on their own to develop a profile for the owner of the Moving Box.</p> <p>Reflection: Students use their 'gut feeling' to guess what objects are under the cloth.</p>	<p>Warm-up: The students will sing the number song with a clap on each number that can be divided by 3.</p> <p>Main activity: All the work of the students is displayed, and they are visited 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.</p> <p>Reflection: 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.</p>
Space	Open space.	Open space.	Open space or a classroom and space for students to work at tables or on the floor in groups.	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.	Open space.

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THEME 8	DAY 1	DAY 2	TEACHER LED DAY 3-4	DAY 5	DAY 6
Materials <ul style="list-style-type: none"> • The words to and a recording of the number song. • Items from the Moving Box • A cloth, blanket, sheet or large piece of fabric. • A4 sheets of paper for each student and pens/pencils. • A cardboard Moving Box filled lots of different, messy and intriguing contents, see "Preparations in advance" below. 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. 	<ul style="list-style-type: none"> • The words to and a recording of the number song. • Items from the Moving Box. • A cloth, blanket, sheet or large piece of fabric. • A4 sheets of paper for each student and pens/pencils. • The Moving Box from the previous day. • 2 to 3 new items for the box • Magnifying glasses and disposable gloves. • 2 x A2 (or A3) sheets of paper for each group and coloured pens/pencils for each group. 	<ul style="list-style-type: none"> • Words to the number song. • Items from the Moving Box. • A cloth, blanket, sheet or large piece of fabric. • A4 sheets of paper for each student and pens/pencils. • 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. 	<ul style="list-style-type: none"> • Words to the number song. • 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. • The Moving Box and its contents displayed. • Notes from people 'leads' who claim the box is theirs. • Paper – A4. • Copies of the profile sheet. • Pencils. 	<ul style="list-style-type: none"> • Words to the number song. • A cloth. • Flipchart paper and pens or white board and pens. 	
Preparations in advance <ul style="list-style-type: none"> • Learn the song by heart. • A photograph to show where the Moving Box was found. • The Moving Box is filled with interesting items (20 or more). 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. 	<ul style="list-style-type: none"> • Learn the song by heart. • Find the 2 - 3 new items (for example, a hair band, a ring, a receipt). • Place all the items from Day 1 on a table in the classroom along with magnifying glasses and disposable gloves. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Gather a range of items to go under the cloth and hide them under before the session starts (around 10). • Notes from people 'leads' who think the Moving Box is theirs. • The profile sheet – 1 copy per student plus a few spares. 	<ul style="list-style-type: none"> • Flipchart paper and pens or white board and pens. • 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. The visitor might wear a costume and be in 'role'. • 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. 	

NOTES

The Mystery of the Moving Box

Session 1

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:	
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 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?

This will happen:	Students work on their own. 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 of paper for each student and pens/pencils.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	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

The Mystery of the Moving Box

Session 1

TIME

90 min.
including
break



Art of learning

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

This will happen:	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.
Materials needed:	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.
Preparations in advance:	A photograph to show where the Moving Box was found. The Moving Box is filled with interesting items.
The space looks like this:	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.

The Mystery of the Moving Box

Session 2

TIME

90 min.
including
break



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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.

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The Mystery of the Moving Box

Session 2

TIME

90 min.
including
break



Art of learning

THEME
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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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The Mystery of the Moving Box

Session 3-4

TIME

90 min.
including
break



Art of learning

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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:

- The class gathers in a circle. Invite the students to sing the number song.
- 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.
- 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.
- 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:

- 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.
- 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.
- 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.
- Reveal what was removed
- Reflection: Was it difficult or easy to see what had been removed. What helped you to remember?

Time: 15 minutes.

DAY 4:

- 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.
- 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

The Mystery of the Moving Box

Session 3-4

TIME

90 min.
including
break



Art of learning

THEME
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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

The Mystery of the Moving Box

Session 5

TIME

90 min.
including
break



Art of learning

THEME
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WARM-UP: THE NUMBERS SONG

This will happen:	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.
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 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?

This will happen:	Reflection: What is under the cloth?
Materials needed:	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.
Preparations in advance:	Gather a range of items (around 10) to go under the cloth and hide them under before the session starts.
Preparations in the space:	
The space looks like this:	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

The Mystery of the Moving Box

Session 5

TIME

90 min.
including
break



Art of learning

THEME
8



MAIN ACTIVITY: THE MYSTERY OF THE MOVING BOX PART 5

This will happen:	The students work on their own to develop a profile for the owner of the Moving Box.
Materials needed:	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.
Preparations in advance:	Notes from people 'leads' who think the Moving Box is theirs. The profile sheet – 1 copy per student plus a few spares.
Preparations in the space:	
The space looks like this:	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:

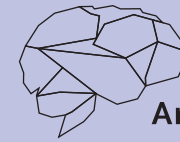
1. Highlight all the work done so far by the students in their role as detectives and declare that they are now well underway with their investigation to find the owner of the Moving Box! Gather all the students closely together and quietly say that all their hard work has really paid off. The posters 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.

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

The Mystery of the Moving Box

Session 6

TIME

90 min.
including
break



Art of learning

THEME
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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