

Detective me



Concept:
Investigation and inquiry



Recommended:
Kindergarten



Length:
35-85 minutes

About this lesson

In this lesson, students will learn about the role of a detective, draw pictures of themselves as a detective, and use clues to guess what's inside a mystery box. While we suggest Kindergarten as the recommended grade level for this activity, you can adapt it to suit the needs and interests of your class.

Learning objectives

By the end of this lesson, students will:

- Identify what a detective does
- Create a self-portrait as a detective
- Ask questions to find clues about a mystery object
- Identify tools used by people in different jobs

Driving question

What do detectives (like Detective Jill) do?

Future ready skills

Critical thinking

Collaboration

Lesson Breakdown

40-50
Minutes

[Activity 1 - Detective brainstorm](#)

In this activity, students brainstorm what detectives do and what they are like, and draw themselves as detectives investigating a case.

35-45
minutes

[Activity 2 - Mystery object](#)

In this activity students use questions to gather clues to guess the mystery object.

In-app My Files

Upload a photo of students' drawings to the **My Files** app on their **Dpad**.

Lesson vocabulary

- Detective
- Investigate
- Case
- Clue
- Mystery

Detective brainstorm



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Inquiry prompts

- What do detectives (like Detective Jill) do to solve a mystery?
- What are some "good questions" a detective might ask? What tools might they use to investigate a case?
- What makes a good detective?

Instructions

In this activity, students brainstorm what detectives do and what they are like and draw themselves as detectives investigating a case.

- 1 With your class, brainstorm about the tasks and responsibilities of a detective. Ask them, "What do detectives (like Detective Jill) do?"
- 2 Draw attention to answers that emphasize asking questions and finding information to solve problems.
- 3 Ask students to list the characteristics of good detectives (e.g. curiosity), some of the questions that detectives might ask, and the tools that detectives might use to investigate cases.
- 4 Have students draw a picture of themselves as a detective investigating an exciting case.
- 5 Ask all or a few students to share their drawings and explain the case they're investigating.

Tip: To expand this activity, you can ask students to also think about the questions that someone in a different occupation might ask as part of their job, or what tools they might use. For example, a doctor might ask patients how they are feeling and use a stethoscope to listen to their heartbeat, a construction worker might ask what materials to use to build a house and use a hammer to put nails into a piece of wood, and a scientist might ask why certain birds behave the way they do and use a computer to keep track of their research.

Materials Required

- Paper
- Crayons

Artifacts

Students' detective drawings.

Mystery object



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Inquiry Prompts

- What question can you ask to find a clue?
- How do clues help us solve a mystery?
- How can we work together to solve a mystery?

Instructions

In this activity students use questions to gather clues to guess the mystery object.

- 1 Place a mystery object (such as a large seashell, a toy car, or a piece of fruit) inside a box that can be closed and easily passed around in a circle.
- 2 Have students gather in a seated circle and introduce the class as a detective team working to identify a mystery object.
- 3 Hand the box to the first student. Allow them to gently shake the box or feel its weight, but remind the group: no peeking!
- 4 Have the student ask you one question about what's in the box to gather a clue (e.g., "Is it something to eat?"). After answering, have the student take one guess out loud as to what they think the mystery object could be. (Don't tell them if their guess is correct or not.)
- 5 Instruct the student to pass the box to their neighbour to continue the investigation.
 - Encourage students to listen closely to the clues their classmates uncover so they can use that information to refine their own guesses.
- 6 Once the box has travelled around the entire circle, lead a "3-2-1" countdown and open the box to reveal the mystery object!
- 7 Have a short class discussion about all of the interesting clues and guesses and whether or not anyone guessed the mystery object correctly.

Materials Required:

- Mystery object
- Cardboard box to hold the mystery object

Artifacts

None for this activity