

Virus

Session 1

TIME

90 min.
including
break



Art of learning

THEME
15



WARM-UP: MUSICAL DANCE MEDLEY, SONG NO. 1, 2 AND 4

This will happen:	The whole group moves to the music, different movements to the different types of music, ending with the Breathing song.
Materials needed:	Speakers and a device to play musical playlist from.
Preparations in advance:	Prepare a playlist, and listen to it as preparation.
Preparations in the space:	Connect speakers and devices and check it all works.
The space looks like this:	Open space.

GUIDANCE:

1. Everyone is spread out in the space, with space to move to the music.
2. Put on the playlist, song no. 1, 2 as intro, and last and most important no. 4. Let everyone move according to the music, in their own way, but add one instruction per song, as suggested below.
Warm-up 1: Kiskalász zenekar - Hepehupa Bartos Erika (gyerekdal): Play with folk dance movements, ending very quietly.
Warm-up 2: Marja Mortensson – Mehkanihks saernieh – Technical News: Pretend to be feathers, moving around in the wind according to the music.
Warm-up 4: Breathing song: Tord Gustavsen Trio – At home: Start from laying down on the floor and focus on breathing, breathing air in and out, maybe closing your eyes. Suggestions: invitation to place a hand on the belly, a hand on the chest. Give some prompts for the students to discover on their own, for instance: discover where their breath travels in their body. Where does the air enter from? Try to hold their breath. For how long can they hold their breath? How does it feel when they cannot hold it anymore? Why?
3. Move directly into the main activity from warm-up.

REFLECTION: REMEMBERING INDIVIDUAL CHOICE AND HAND-WARMING CLAP

This will happen:	Individual choice to remember today's session and hand-warming clap.
Materials needed:	Air dry clay, plasticine, paper and pencils, crayons (other materials, if any).
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space (and classroom).

GUIDANCE:

1. The students close their eyes and imagine that their lungs are in a real factory and breathing factory. What does it look like? What's inside the factory? How does the factory work?
2. Hand out the paper, pencils, crayons and air dry clay/plasticine to each student.
3. Ask everyone to open their eyes and to create something from the breathing factory on the paper or in air dry clay/plasticine to reflect what they had imagined in their heads.
4. Students write their names on the work. Display the pictures together or on a shelf and keep them for a later reflection.
5. Stand in a circle and do a quick round of the hand-warming clap to finish.
Hand-warming clap: Everyone stands in a circle, following the leader. Palms together, rubbing them back and forth to create heat in the hands. Hold the hands up, down, side to side (as they like), and end by separating the hands and after a moment: Clap the hands together. If everyone claps at the same time – perfect, if not, try once more.

MAIN ACTIVITY: HOW WE BREATHE

This will happen:	Collect everything the students already know about breathing. Fill in the gaps.
Materials needed:	Big sheets of paper (from paper roll). Felt pens, drawing pencils for each group.
Preparations in advance:	Read about how the lungs/breathing factory works (resource bank) and understand it. Prepare how to explain it.
Preparations in the space:	
The space looks like this:	Open space (and classroom space).

GUIDANCE:

1. In groups, on big sheets of paper, write down and draw everything they know about breathing. Think back to the warm-up, laying on the floor. What do they know? What do they wonder about?
2. Ask each group to share, and collect the information from all groups on the blackboard or similar, making a huge mind map.
3. Fill in the gaps of the things the students still don't know. Explain in short how the actual lung cell breathing factory works in the body (see info sheet in resource bank).

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