

Virus

Session 2

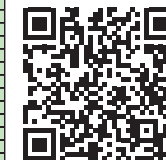
TIME

90 min.
including
break



Art of learning

THEME
15



WARM-UP: MUSICAL DANCE MEDLEY, SONG NO. 1, 4 AND 5

This will happen:	The whole group moves to the music, different movements to the different types of music, ending with the Breathing factory 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. The students spread out throughout the room, with room to move to the music.
2. Put on the playlist, song no. 1 as intro, 4 and 5 as most important. Let everyone move according to the music, in their own way, but add one instruction per song, as suggested underneath.
Warm-up 1: Kiskalász zenekar - Hepehupa Bartos Erika (gyerekdal): Play with folk dance movements, ending very quietly.
Warm-up 4: Breathing song: Tord Gustavsen Trio – At home: Start from laying down on the floor (this time: On the belly, or in a foetal position?) and focus on breathing, breathing air in and out, maybe closing their eyes. Suggestions: How is their breath different when on their belly/in foetal position? 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?
Warm-up 5: Breathing factory song: Wintergatan – Marble Machine: Day 2: Pretend to be machines. In the second half: Create 3 factory movements they can repeat, remembering them for the main activity.
3. Move directly into the main activity from warm-up.

REFLECTION: REMEMBERING INDIVIDUALLY, METHOD OF CHOICE AND HAND-WARMING CLAP

This will happen:	Individual drawing to remember today's session. Hand-warming clap in circle.
Materials needed:	A4 sheets of paper, felt pens, pencils.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open space (and classroom space).

GUIDANCE:

1. Explain that the work everyone has done today in the session will become useful later. Ask them how they think they can best remember what they've done today? Let the students come up with suggestions.
2. Give choices based on the suggestions, possibilities might include a) sitting and remembering the factory in their heads (find their own private space/lay down on the floor), b) repeating the movements using their bodies (individually) or b) to draw or write down the movements.
3. Give time for everyone to work on remembering the work they did in the session today.
4. Stand in a circle: Do a quick hand-warming clap in the circle to finish. Thank everyone for their contributions today.

NOTES

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MAIN ACTIVITY: THE BREATHING FACTORY AT WORK – BECOMING FACTORIES

This will happen: Using movements from the warm-up and inspiration from video clips to become breathing factories, using their bodies.

Materials needed: Speakers and a device to play musical playlist from.

Preparations in advance:

Preparations in the space:

The space looks like this: Open space.

GUIDANCE:

1. Show an example of the task.
2. In threes, agree on who is to start as No 1, 2 and 3. No 1 starts by sharing their machine movements from their warm-up, one movement at a time. No 2 repeats No 1's movement but makes it bigger. No 3 repeats again but makes the movement even bigger. Finally, No. 1, 2 and 3 do the biggest version of the movement again. (This whole step should progress quickly, to move from No 1 to No 2 should take no more than 3 seconds). After No 1 has shared their 3 movements, the roles within the group are swapped, so that everyone gets to be No 1, 2 and 3.
3. In the same groups, choose some of the movements from their group. How can they connect the different movements together? Keep experimenting with their movements and with combinations of bigger and smaller movements.
4. Gather everyone. Show the video clips from factory production lines, airport luggage transport from above, traffic systems (list of video clips in resource file).
5. In larger groups, create the breathing factory, using their movements and the film clips as inspiration. How does the factory work? How do they change O₂ into CO₂? How can they manage to have the production line rolling continuously without stopping? Can they use some of the factory elements from the warm-up? Work with and without the Breathing factory song in the background (Use different tempos of the song: Maybe the factory is very slow and old, or very modern and fast?)
6. Everyone presents: Show each other the different lung breathing factories. Discuss: What can they learn from this group's factory? Which factory is most similar to the reality in their bodies and why? When did the production line manage to go continuously without stopping?

NOTES