

# Virus

## Session 5

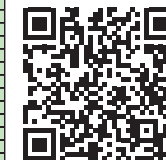
TIME

90 min.  
including  
break



Art of learning

THEME  
15



### WARM-UP: MUSICAL DANCE MEDLEY, SONG OF CHOICE, THEN 6 AND 7

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

#### GUIDANCE:

1. The students spread out throughout the room, with room to move to the music.
2. Put on the playlist, song of choice as intro, 6 and 7 as most important. Let everyone move according to the music, in their own way, but add one instruction per song, as suggested below.  
**Warm-up 6: The Coronavirus song:** L'Orchestre de Contrebasses – Bass, bass, bass, bass, bass & bass. Pretend to be a spy, sneaking and hiding from the police. Move silently, fast and slow, on the alert. Play with the movements.  
**Warm-up 7: The Immune system song:** Prokofjev – *Romeo and Juliet*, Op. 64, Act 1, scene 2: Dance of the Knights. Be military. First experiment on their own. Then use a military command voice to make everyone walk in lines, stop, go (and opposites).
3. Move directly into the main activity from warm-up.

### REFLECTION: REMEMBERING INDIVIDUALLY AND HAND-WARMING FLAP

<b>This will happen:</b>	Individual choice to remember today's session and hand-warming clap in a circle.
<b>Materials needed:</b>	Air-dry clay, plasticine, paper and pencils, crayons etc.
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	Open space (and classroom).

#### GUIDANCE:

1. The students close their eyes and imagine how the immune system works to protect the body and the breathing factory from viruses. What does the immune system 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 from Sessions 1 & 3. Have more air dry clay/plasticine available if needed.
3. Ask everyone to open their eyes and to create something from the immune system 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

NOTES

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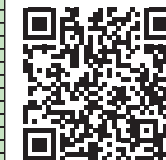
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### MAIN ACTIVITY: THE IMMUNE SYSTEM INTRODUCED. VIRUS AND IMMUNE SYSTEM – GAME.

**This will happen:** Present the Coronavirus (from Session 3-4) to the artist. Play 'virus and immune system' game. Explain the immune system briefly.

**Materials needed:** Template with roles for 'virus and immune system' game (resource bank). Extra blank notes to fill in roles for variations of the game.

**Preparations in advance:** Read about the immune system (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. Present the Coronavirus (from session 3-4) to the artist.

2. Play the game 'virus and immune system' aka 'murder in the darkness'

Rules of the game: All the students pick a note with a role written on it (breathing factory/virus/immune system). The person being the immune system has to announce its role, the others have to keep their roles a secret. Everyone except the immune system (detective) walks around in the space, shaking hands with each other. The immune system is observing, trying to find out who the virus (murderer) is.

The virus squeezes the hand of his/her victims a bit hard, to infect them with the virus.

If they are infected, they have to count to 3 in their head, then cough and show other virus symptoms (ask for ideas of the symptoms from the students!) and then fall down to the floor, sick.

The game continues until either the virus has infected all the breathing factories, or until the immune system has identified who the virus is.

Variations: For these, the immune system (once identified) has to leave the room, and the virus mutates/ the rules are changed. The immune system must identify the system in order to find the virus.

- Counting to 6 before falling down sick (it gets more difficult to follow the source of contamination).
- The virus infects by another method (for example, blinking the eyes, touch on the shoulder, a big smile – get the students to suggest the new methods).
- Those that are infected get to infect one other breathing factory person before they fall down sick.

3. Explain briefly how the immune system works in the body (see info sheet in resource bank), linking it to the game and the warm-up.

#### NOTES