

Viruses 2

Session 1

TIME

90 min.
including
break



Art of learning

THEME
16



TRIGGER: TEACHER IN ROLE AS VACCINE DEVELOPER DELIVERS IMPORTANT INFORMATION

This will happen:	A vaccine developer/researcher (Teacher in Role) gives the students an important assignment.
Materials needed:	Costume for vaccine developer/researcher – teacher in role.
Preparations in advance:	Costumes, background history and role insights.
Preparations in the space:	
The space looks like this:	

A vaccine developer/researcher (Teacher in Role) enters the classroom and is stressed. There has been a virus alert, about a so-called Coronavirus. They have heard that there has been such a virus spreading here and need all the information they can get in order to develop as good a vaccine as possible. They say they want to learn how the breathing factory works, how the virus attacks and how the immune system protects the body, so that the vaccine can be as good as possible. And they want to see it in practice to understand it. They say if they come back in a few days, can the students show them with their bodies how the respiratory system, the virus and the immune system work, and maybe also what the vaccine can do? And then they can take that information back to the vaccine lab and make a customised vaccine.

Vaccine developer/researcher (Teacher in Role) goes out.

WARM-UP: DANCE MEDLEY, OPTIONAL SONG AND SONG NO. 7

This will happen:	The whole group of students moves to the music, with different movements to each song. Ends with the Immune System song.
Materials needed:	Speakers (preferably larger than mini) and something to play music from.
Preparations in advance:	Prepare the playlist and listen through the songs in preparation.
Preparations in the space:	Connect speakers and the music player, and check that everything works.
The space looks like this:	Open room.

GUIDANCE:

- The students spread out throughout the room, with room to move to the music.
- Put on the playlist, with an optional song (preferably 5 or 6) as an intro. Let the students move freely to the music, but add an instruction to each song, as suggested below (or choose something else). The latest and most important song is No. 7: The Immune system song, with a new instruction in Part 2 where the vaccine comes from.
 - Song 5: Breathing Factory song:** Wintergatan - Marble Machine: Play with elements from the breathing factory session. Individually or in groups.
 - Song 6: Coronavirus song:** L'Orchester de Contrebasses - Bass, bass, bass, bass, bass and bass. Pretend to be a spy sneaking around hiding from the enemy. Move silently, fast or slow, constantly on guard. Play with the movements.
 - Song 7: Immune system song:** Prokofiev - Romeo and Juliet, Op. 64, Act 1, scene 2: Dance of the Knights. Pretend they're in the military. 1st half: Supervisor gives military (and with humour) instructions to get everyone to walk in line, stop, greet, and so on. 2nd half: The vaccine is coming. Play around with how the immune system gathers and receives information, which they then spread between them.
- Go directly from the warm-up and into the main activity.

REFLECTION: REMEMBERING INDIVIDUAL, OPTIONAL METHOD AND HAND-WARMING CLAP

This will happen:	Individual remembering method and hand-warming clap.
Materials needed:	Clay, sheets and pencils, crayons (or other materials).
Preparations in advance:	
Preparations in the space:	
The space looks like this:	Open room (and classroom).

GUIDANCE:

- How can they best remember what they have been working on today? Have students make suggestions.
- Give students options, based on their suggestions. The options can include a) Sit by themselves and think through in silence b) Draw or write down what they want to remember c) Use the clay and make something that complements the clay from the previous topic d) Another way.
- Give students time to remember, in the way they choose.
- 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.

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MAIN ACTIVITY: WHAT IS A VACCINE?

This will happen:	Students share their own insights and knowledge about vaccines with each other on large sheets. Sharing, common mind maps and knowledge.
Materials needed:	Large sheets of paper (from paper roll). Drawing and writing tools. Whiteboard with writing utensils. Screen and player for NRK online TV broadcast.
Preparations in advance:	Read up on how the vaccine works (fact sheet in the resource bank) and understand it. Prepare how you can explain it.
Preparations in the space:	Check that the technical equipment works.
The space looks like this:	Open room (and classroom).

GUIDANCE:

1. Say that the students will now gather everything they know about vaccines.
2. In groups, on large sheets, draw and write everything they know about vaccines. Help each other... Each student certainly knows different things! What do they not know? What are they wondering?
3. Ask each group to share what they have come up with and gather the information from all the groups on a board or similar, like a huge mind map/drawing.
4. Praise the students for all they can do together!
5. Watch one of these films (or select a extract to watch) they include some information about viruses and vaccines
What is a virus? - Viruses for children - Science for Kids - YouTube:
<https://www.youtube.com/watch?v=GFm45J8d7HI&t=15s>
What Is the Immune System for Kids | Learn all about how the body fights off bad germs/pathogens - YouTube: <https://www.youtube.com/watch?v=cVIEqR1t9bQ>
6. Fill in the gaps between what the students already know and the film and answer their questions. If it has not already happened, briefly explain how the vaccine works in the body.

youtube.com



youtube.com



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