

# Viruses 2

## Session 3-4

TIME

90 min.  
including  
break



Art of Learning

THEME  
**16**



### WARM-UP: DANCE MEDLEY, CHOOSE SONGS THAT GIVE POSITIVE ENERGY, AND/OR THAT ARE RELEVANT TO THE WORK WITH THE SHOW

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

#### GUIDANCE:

- The students are scattered throughout the room, with room to move to the music.
- Put on the playlist. Choose songs that the students think are fun to dance to, and preferably songs that repeat: breathing (song 4), breathing factory (song 5), virus (song 6) and immune system (song 7).  
Song 1: Kiskalász zenekar - Hepehupa Bartos Erika (gyerekdal): Play with folk dance movements to the song, and follow the dynamics of the song from high and high to low and low.  
Song 2: Marja Mortensson – Mehkanihks saernieh - *Technical News*: Imagine that they are a feather, moving with the wind and the music.  
Song 3: Josefine and Oskar, MGPjr: *Infect yourself with joy*: Choose a couple of movements, individually or in pairs, which they repeat in the reference (as a kind of mini-choreography).  
Song 4: The breathing song: Tord Gustavsen Trio - *At home*: Start by lying on the floor and focusing on the breathing - breathe air into the body and out of the body. Maybe with your eyes closed? Suggestion: Place one hand on the abdomen and one hand on the chest. Ask questions that students can think about and feel for: Where does the air come in? Where is it going? Try to hold your breath. How long can you keep it? How does it feel when you can no longer hold it? Why?  
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, etc. 2nd half: The vaccine is coming. Play 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 CHOICE AND HAND-WARMING CLAP

|                                   |  |
|-----------------------------------|--|
| <b>This will happen:</b>          | Session 3: Individual choice plasticine to remember today's session. Hand-warming clap. Session 4: Plan to communicate viruses to the artist. Hand-warming clap. |
| <b>Materials needed:</b>          | Clay, plasticine, paper and pencils, crayons (other materials, if any) as needed for Sessions 3 and 4.   |
| <b>Preparations in advance:</b>   |  |
| <b>Preparations in the space:</b> |  |
| <b>The space looks like this:</b> | Open space (and classroom).  |

#### GUIDANCE:

##### Session 3:

- The students close their eyes and imagine how the virus infiltrates the body and the breathing factory. What does it look like? How do they work in the factory?
- Hand out the paper, pencils, crayons and clay/plasticine to each student. Have more plasticine for those who need it.
- Ask everyone to open their eyes and to create something from the breathing factory on the paper or in clay/plasticine to reflect what they had imagined in their heads.
- Students write their names on the work. Display the pictures together or on a shelf and keep them for a later reflection.

##### Session 4:

- Explain that what students now know about viruses is important that the artist also learns. Invite students to think about what they know about viruses, and choose one thing they think is important, which they will tell/explain to the artist when they arrive in Session 5.
- Once they have chosen their thing, they can go to the next step, which is to figure out how they will share this important point with the artist. Draw/write/tell/display? Give a few minutes to prepare or practise what they're about to convey.

##### Session 3 and 4, ending:

Stand in a circle and take a quick round of hand-warming claps.  
 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.  
 Finish in a good place and thank everyone for today.

NOTES

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### SUGGESTIONS FOR MAIN ACTIVITIES

#### Continue the work of the performance

##### Suggestions for the performance:

- Students should be active in the development of the performance. The process is most important, the product is secondary.
- Form: dance, play, or roleplay. Can be based on one or more of the exercises/games/warm-ups from the virus theme.
- All students are active, and all students have important tasks in the implementation (but may have different roles/tasks).
- An audience is invited in addition to the vaccine developer/researcher.
- Costumes/props/symbols can be used.

##### Suggestions for exercises that can be used in the process:

- In groups, make something that can show how the immune system works. Show to each other. Choose one of the groups' ideas, or a mixture of several, and enlarge it so that all students can take part.
- Create costume elements that can separate viruses and the other actors from each other.
- Create role cards for the various actors: What does the virus want? What is it afraid of? What kind of powers does it have? What can destroy it?
- Create multiple parts and give different groups responsibility for creating the content of each part.

#### Other suggestions:

Work with the difference between facts/truth and opinions. Particularly relevant if in the conversation about the vaccine there is scepticism about the vaccine and possible conspiracy theories about Covid-19 and vaccines.

- Exercise on facts/truth and opinions: Everyone who thinks... (Resource bank: T1603-4 Facts versus opinions)

The one in the middle should say an opinion, and everyone who agrees should change seats.

The one standing in the middle should try to find a vacant chair. The person who does not get a chair stands in the middle and has to say a new opinion.

#### Part 1: Opinions.

Give a few examples at the beginning, so everyone understands:

- Everyone who thinks that Manchester United is the best football team...
- Everyone who thinks that sunglasses are cool...
- Everyone who thinks that tacos are the best dinner...
- Anyone who thinks that yellow is nicer than red...
- Anyone who thinks that... (Let the students come up with opinions they say.)

#### Part 2: True/Fact or an Opinion?

Draw cards from the centre (resource bank): Some are opinions, some are facts/true. If the card drawn is fact/true, then everyone should jump sideways two chairs to the left. If the card drawn is an opinion, those who believe this should change places (as before).

Talk about it after each card: Was this true/fact or an opinion? Write down the control questions (resource bank), so that everyone can remind themselves of them, and check out whether the control questions can help to separate truth/facts from opinion.

#### Part 3: Reflection

Have you been unsure if something was true/false, or if it was an opinion?

Why is it important to be able to distinguish between truth/facts and opinions?

- Paint the clay from the reflection in the previous week and use the clay to create an exhibition that complements the performance in Session 6.

### NOTES