

# Viruses 2

## Session 5

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 the music player, 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 their 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 their breath. How long can they keep it? How does it feel when they 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: REMEMBER INDIVIDUAL, OPTIONAL METHOD AND HAND-WARMING CLAP

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

#### GUIDANCE:

- How can they best remember what they have been working on today? Remember back to the previous session. How did it go then? Let the students come up with suggestions for improvements, methods that worked, and possibly suggestions for new methods.
- Give students options, based on their suggestions.
- Give students time to remember, in the way they choose.
- Stand in a circle and do a quick round of hand-warming clap as a conclusion.

#### NOTES

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### MAIN ACTIVITY: CREATE A PERFORMANCE – COMPLETION

<b>This will happen:</b>	Continue working with the performance. Prepare for the performance in Session 6.
<b>Materials needed:</b>	What is needed for the performance?
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	A room where the performance can take place.

#### GUIDANCE:

##### Continue the work of the performance.

- Complete the performance.
- Work to ensure that everyone knows what they are going to do, is independent in their tasks and is confident in what they are going to do during the performance in Session 6.
- Have a tour of the space where the performance will take place.
- Invite the audience (if not done).
- If there is an exhibition of other things the students have made as a supplement to the performance, this is made clear.

##### Instructions for the show:

- Students should be active in the development of the performance. The process is most important, the product is secondary.
- Form: dance, play, or role play. 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.

### NOTES