


# Viruses 2

## Session 6

WARNING

 preparations

TIME

90 min.  
including  
break



Art of learning

THEME  
**16**



### WARM-UP: DANCE MEDLEY, CHOOSE SONGS THAT GIVE POSITIVE ENERGY AND PREPARE FOR VIEWING

<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 player, and check that everything works.
<b>The space looks like this:</b>	The room view should take place in.

#### GUIDANCE:

- The students spread out throughout the room, with room to move to the music.
- Put on the playlist. Choose songs that provide good energy and prepare students for the show.
  - 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 you 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 breath – 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: THANK EACH OTHER WITH STICKY NOTES AND HAND-WARMING CLAP

<b>This will happen:</b>	Students write sticky notes with positive things about others in the group, and stick the notes on their backs.
<b>Materials needed:</b>	A pile of sticky notes for each student (at least 1 for each of the others in the group) and pen/pencil for each student.
<b>Preparations in advance:</b>	
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	The room view should take place in.

#### GUIDANCE:

- Divide into groups (4-8 in each group). Each student receives a pile of sticky notes and a pen/pencil. They should think of something they can thank the others in the group for, in the work with the performance. Maybe they were helpful? Did they or anyone else support them? Did they get to do something they had been excited about? Who was a good friend? Ask the students to write one or more words, or a symbol on a sticky note, and go and hang the note on the back of the person in the group they are thinking of. Repeat until everyone in the group has received a note from them. (Possibly a version with more autonomy, and more risk: They must not attach a note to everyone, but it is everyone's responsibility that everyone has received some notes).
- Let everyone read their own notes, and if they want to, take them home.
- Have a quick conversation about the experience of receiving good notes from the others in the group, and how it was experienced to think of nice things about the others in the group.
- Stand in a circle, and take a quick round of hand-warming as a conclusion.

### NOTES

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### MAIN ACTIVITY: PERFORMANCE

<b>This will happen:</b>	Performance to an audience (and vaccine developer/researcher).
<b>Materials needed:</b>	What is needed for the performance? Possible equipment for recording the performance, if the vaccine developer/researcher is not present. Costume for vaccine developer/researcher – Teacher in Role.
<b>Preparations in advance:</b>	Ensure that the room and audiences are ready. Review the role and background story and what is to be conveyed as Teacher in Role.
<b>Preparations in the space:</b>	
<b>The space looks like this:</b>	A room where the performance is taking place.

#### GUIDANCE:

1. Give a pep talk in advance of the performance. Focus on supporting each other, being a good friend, staying focused on what they are going to do, and having fun! Use hand-warming claps to get the focus right before the audience is let in.
2. Performance. Either the vaccine developer/researcher is present and watches carefully, otherwise the performance is filmed and the vaccine manufacturer comes and picks up the recording at the end.
3. Any questions and answers from the public and vaccine developer/researcher.
4. The vaccine developer/researcher thanks the students for good information and for the performance, takes the recording/notes with them and leaves.
5. Tidy up.

#### 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-up 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.

### NOTES