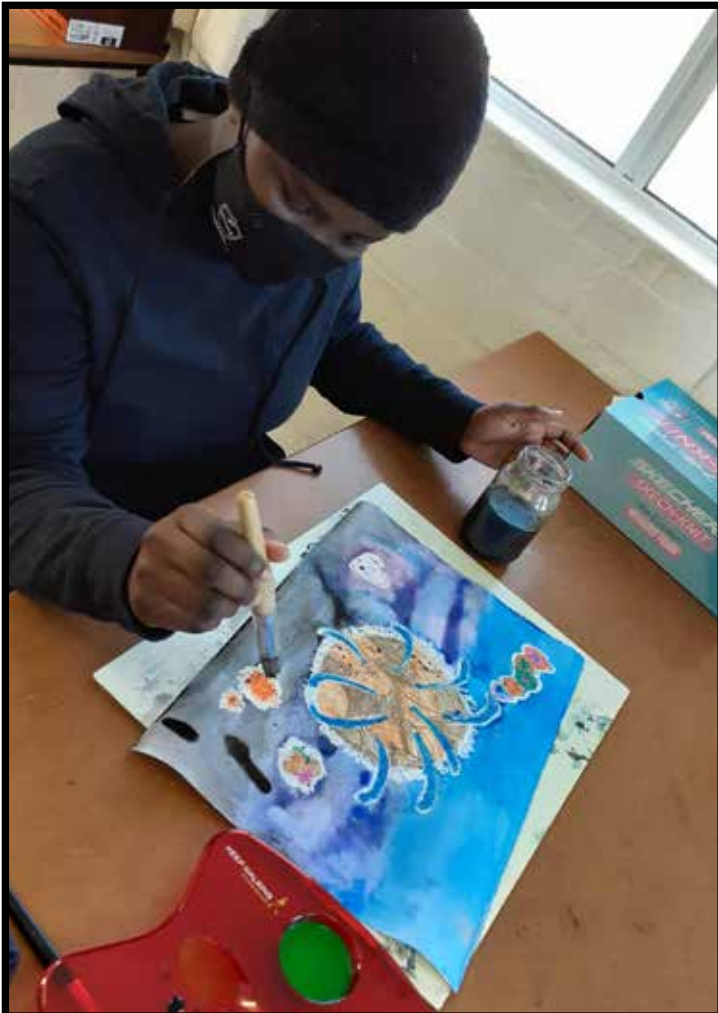




THE CORONA MONSTER AND MORE

CHRISTIANE SAVOIA & CHARLES JANSEN
AGE GROUP: 9-99



I. THE THEME AND HOW IT ADDRESSES

As the whole world has been thrust into the extreme COVID-19 crisis there is general confusion, disbelief, fear, challenges of isolation, daily survival and an unpredictable future. Children in marginalized communities have their usual challenges of survival such as food scarcity, abuse, home and community instability, misinformation, not enough good role models; all these are aggravated during lockdown periods. With insufficient space for most, the need to socially distance is difficult to understand and to execute. The threat of illness and loss – spiritually and physically may not be fully understood by the child but the emotional trauma and insecurity will be very real for them.

With this art project the aim is to provide an opportunity for children to release and express their feelings coming out of lockdown. Providing scientific microscopic images of actual viruses, cells and bacteria for close observation, information and inspiration will give tangibility to the unseen threat. The children will create their own visualizations of the invisible “enemy”, recovery and potential cure. This art project aims to empower them using creative processes.



The final stage is to gently guide them to work together, connecting their individual works into a collaborative artwork - to create a symbolic wall of hope to share the message: **We are/were separated but still linked spiritually and via tools such as communication and technology, the entire world unites to overcome, to build a new future.** A celebration will be planned, sharing a feast of immune boosting healthy foods, doing some relaxation exercises with music, and sharing feelings about the project.

This art project will incorporate close observation of microscopic images for creative inspiration and knowledge. This project incorporates the design elements of colour, abstract forms, shapes, rhythm, and repetition.

You and the children will be using two mixed media techniques (both techniques have an element of surprise):

- Firstly, wax resist (depicts a protective barrier) with watercolour (shows rapid spread). This is a representation of protection, of immunity. This small art project introduces the theme and prepares skills for a larger project.
- Secondly, scraper boards for etching images of the viruses (the contrast of the dark represents the unknown); again, starting with a small project to get comfortable with the technique, then progressing to large boards as the big art project which will be more detailed.
- Colourful threads (symbolic of communication/ separated but not alone) will be threaded through punched holes around the edges of the finished artwork.

Some inspiration for you as the art facilitator:

“Probably for the first time in history all the scientists in the world are united working against one enemy”
(Dr Leaf)

“The creation of the butterfly – after the struggle there is always a new freedom & life” (P. Dooley)

II. CURRICULUM OVERVIEW FOR 8 LESSONS

Lesson Title	Main Activities	Objective	Time (Minutes)	Materials needed
1. Welcome, we are back!	Ring time and snack time.	Establishing rhythm & stability through recurring ritual gathering the group, grounding the body and soul of each child. Nourishment and practicing gratitude.	25	Space and voice, sanitizer, masks. Prepared affirmation cards. Fruit per child.
	Introduce theme and play video on immunity. Free drawing.	Contributing towards class rules. Introducing Covid-19 compliance class procedure. Explaining for understanding the art project theme and the work space.	35	Large paper and a marker for class rules poster. A4 paper, coloured pencils, markers, rollers, crayons, etc. Covid-19 poster.
	Review of the free drawing artwork.	Practicing reflection and appreciation.	10	Prestik, wall/whiteboard to hang up artwork.
	Pack away.	Practicing taking responsibility and volunteering.	10	Cleaning aids.
	Farewell circle: verse/song/ sharing blessings and good wishes for the week.	Honoring the space and time together. Instilling a feeling of safety.	2	Space and voice.
		Total time: 82 min		Flexible time: 8 min

Lesson Title	Main Activities	Objective	Time (Minutes)	Materials needed
2. Your immune system and its colourful enemies.	Ring time and snack time.	Establishing and emphasising rhythm & stability through recurring ritual gathering the group, grounding the body and soul of each child. Nourishment and practicing gratitude.	20	Space and voice, sanitizer, masks. Covid-19 poster. Affirmation cards. Class rules poster. Fruit per child.
	Introduction to the art project. Tell a story or show video – about – germs & immunity. https://www.youtube.com/watch?v=24IYt5Z3eC4 How your immune system works (7.25 min.) https://www.youtube.com/watch?v=PzunOgYHeyg immune response TLR (5.13 min)	Understanding the art project. Introducing the theme.	20	Projector, completed artwork example, color prints of microscopic images.
	Small art project to prepare skills and knowledge for the big art project. Show images of cells & viruses, how a microscope is used (pictures or video).	Building/increasing knowledge and skills for doing wax resist. Building/increasing knowledge and skills for using watercolor. Understanding of how to use a microscope. Experiencing the wonder of the invisible world.	35	Watercolor paper, brushes, watercolor paint or ink or food coloring, wax crayons, water containers, boards to work on, cloth or paper towel, tray to put water to wet paper (or wet sponge).
	Review of the artwork.	Practicing reflection & appreciation, observe how the paint flows rapidly like the virus and is stopped by the wax 'walls' barriers against the paint like a strong protection/ immunity against the enemy/virus/germs. Expressing feelings.	10	Prestik, wall/whiteboard to put up artwork.

	Pack away.	Practicing taking responsibility and volunteering.	10	Cleaning aids.
	Farewell circle: verse/song/ sharing blessings and good wishes for the week.	Honoring the space and time together. Reinforcing a feeling of safety.	2	Space and voice.
		Total time: 82 min		Flexible time: 8 min

Lesson Title	Main Activities	Objective	Time (Minutes)	Materials needed
3. Scrapper boards discovering contrasting worlds of dark and colour	Ring time and welcome	Establishing and emphasising rhythm & stability through recurring ritual gathering the group, grounding the body and soul of each child. Nourishment and practicing gratitude.	20	Space and voice, sanitizer, masks. Covid-19 poster. Affirmation cards. Class rules poster. Fruit per child.
	Introduction to scrapper boards. Explain how to cover the board with thick wax colour, leaving no white. then show how to cover the wax with black paint, by painting left to right, leaving no visible colour. Show them how to etch/ scratch images through the paint. Explain the ratio of the premixed paint. Show & discuss all materials needed and how they will be used - refer to the finished/ completed example. Discuss the video, "viruses & immunity".	Understanding how to make scrapper boards. Understanding how to mix the scrapper board paints. Deepening knowledge of how to care for the immune system.	40	Finished/completed artwork as an example. Printed or access to images of viruses, cells, T- cells, 'warrior knights'. 1x A5 and 1 x A4 boards for each child (or whatever is possible). Premixed black paint. Wax crayons. Brushes: 1 x each child. 2 different thickness of tools that can be used for scrape the boards. Newspaper.
	Review of the artwork.	Practicing reflection and appreciation.	10	Prestik, wall/whiteboard to hang up artwork.
	Pack away.	Practicing taking responsibility and volunteering.	10	Cleaning aids.
	Farewell circle: verse/song/ sharing blessings and good wishes for the week.	Honoring the space and time together. Reinforcing a feeling of safety.	2	Space and voice.
		Total time: 82 min		Flexible time: 8 min

Lesson Title	Main Activities	Objective	Time (Minutes)	Materials needed
4. Scraper boards preparing for a creation.	Ring time and welcome.	Establishing rhythm & stability through recurring ritual gathering the group, grounding the body and soul of each child. Nourishment and practicing gratitude.	20	Space and voice, sanitizer, masks. Covid-19 poster. Affirmation cards. Class rules poster. Fruit per child.
	Prepare for large scraper boards.	Recapping on the theme, techniques & materials used.	10	Examples of finished artworks & their small scraper boards
	Etching techniques. Demonstrate the different etching techniques. Explain the difference in the lines produced with the big and smaller kebab sticks/etching tools.	Learning new etching techniques. Deepening knowledge of working on/with scraper boards.	35	1x A4 scraper boards each, wax crayons, premixed paint, etching tools like skewers, kabab sticks, pins, toothpicks etc., newspaper.
	Review of the artwork.	Practicing reflection and appreciation.	10	Prestik, wall/whiteboard to put up artwork.
	Pack away.	Practicing taking responsibility and volunteering.	10	Cleaning aids.
	Farewell circle: verse/song/sharing blessings and good wishes for the week.	Honoring the space and time together. Reinforcing a feeling of safety.	2	Space and voice.
		Total time: 87 min		Flexible time: 3 mins

Lesson Title	Main Activities	Objective	Time (Minutes)	Materials needed
5. Get started with creating -scraping/ etching	Ring time and welcome.	Establishing rhythm & stability through recurring ritual gathering the group, grounding the body and soul of each child. Nourishment and practicing gratitude.	20	Space and voice, sanitizer, masks. Covid-19 poster. Affirmation cards. Class rules poster. Fruit per child.
	Scraper boards.	Deepening knowledge of working on/with scraper boards. Learning new etching techniques.	40	Prepared boards, Etching tools - skewers, kabab sticks, pins, toothpicks etc., container to store wax scrapings.
	Review of the artworks.	Practicing reflection and appreciation.	10	Prestik, wall/whiteboard to put up artwork.
	Pack away.	Practicing taking responsibility and volunteering.	10	Cleaning aids.
	Farewell circle: verse/song/sharing blessings and good wishes for the week	Honoring the space and time together. Reinforcing a feeling of safety.	2	Space and voice.
		Total time: 82 min		Flexible time: 8 mins

Lesson Title	Main Activities	Objective	Time (Minutes)	Materials needed
6. Into a new world.	Ring time and welcome	Establishing rhythm & stability through recurring ritual gathering the group, grounding the body and soul of each child. Nourishment and practicing gratitude.	20	Space and voice, sanitizer, masks. Covid-19 poster. Affirmation cards. Class rules poster. Fruit per child.
	Scraper boards, recap the theme.	Deepening knowledge of working on/with scraper boards. Develop new etching skills. Increasing knowledge of microscopic world.	40	Prepared boards, Etching tools - skewers, kabab sticks, pins, toothpicks etc, container to store wax scrapings. Have microscopic images available for reference and examples of etchings.
	Review of the artwork.	Practicing reflection and appreciation.	10	Prestik, wall/whiteboard to put up artwork.
	Pack away.	Practicing taking responsibility and volunteering	10	Cleaning aids.
	Farewell circle: verse/song/ sharing blessings and good wishes for the week.	Honoring the space and time together. Reinforcing a feeling of safety.	2	Space and voice.
		Total time: 82 min		Flexible time: 8 mins

Lesson Title	Main Activities	Objective	Time (Minutes)	Materials needed
7. All of our worlds are linked.	Ring time and welcome.	Establishing rhythm & stability through recurring ritual gathering the group, grounding the body and soul of each child. Nourishment and practicing gratitude.	20	Space and voice, sanitizer, masks. Covid-19 poster. Affirmation cards. Class rules poster. Fruit per child.
	Discuss the threads of communication via technology & spiritually. Separated but not alone.	Recapping the theme. Instilling a feeling of belonging.	10	Space and voice.
	Scraper boards. Complete etching scraper boards. Punch a few holes around the corners and thread some strands of different colored wool. Let bits hang down to link the children's artworks together.	Deepen knowledge of working on/with scraper boards. Learn about team work. Develop social skills. Peer learning.	30	Prepared boards. Etching tools - skewers, kabab sticks, pins, toothpicks etc., Container to store wax scrapings, punch, colored wool.
	Review of the artwork.	Practicing reflection and appreciation.	10	Prestik, wall/whiteboard to put up artwork.
	Pack away.	Practicing taking responsibility and volunteering.	10	Cleaning aids.
	Farewell circle: verse/song/ sharing blessings and good wishes for the week.	Honoring the space and time together. Reinforcing a feeling of safety.	2	Space and voice.
		Total time: 82 min		Flexible time: 8 mins

Lesson Title	Main Activities	Objective	Time (Minutes)	Materials needed
8. We are not alone, stronger together!	Welcome and ring time.	Continuing rhythm & stability through recurring ritual gathering the group, grounding the body and soul of each child.	20	Space and voice, sanitizer, masks. Covid-19 poster. Affirmation cards. Class rules poster.
	Watch video &/or yoga fun.	Watching Magic school bus video &/or Breathing /yoga fun exercises to music.	15, depending if you watch the video and do the yoga.	Projector. Space. Music.
	Review of the final artwork.	Practicing reflection and appreciation.	10	Prestik, wall/whiteboard to put up the final artwork.
	Feast, celebrate. Set up table and explain immune boosting treats and give the children healthy snack packs as gifts. Take photos of the children (if appropriate) and the artwork.	Celebrating achievements. Deepening knowledge of how to care for the immune system. Enjoying healthy treats.	30	Healthy food & juice gift packs of dried fruit. Polaroid camera or similar if possible. Music.
	Pack away.	Practicing taking responsibility and volunteering.	10	Cleaning aids.
	Farewell circle: verse/song/ sharing blessings and good wishes.	Honoring the space and time together.	2	Space and voice.
		Total time: 82 min		Flexible time: 8 mins



ART PROJECT INSTRUCTIONS FOR LESSON PLANS 1-8

Lesson 1: Welcome, we are back!

Ring time and welcome.	Establishing rhythm & stability through recurring ritual gathering the group, grounding the body and soul of each child. Nourishment and practicing gratitude.	25	Space and voice, sanitizer, masks. Prepared affirmation cards. Fruit per child.
Introduce theme and play video on immunity. Free drawing.	Contributing towards class rules. Introducing Covid-19 compliance class procedure. Explaining for understanding the art project theme and the work space.	35	Large paper and a marker for class rules poster. A4 paper, colored pencils, markers, rollers, crayons etc. Covid-19 poster.
Review of the free drawing artwork.	Practicing reflection and appreciation.	10	Prestik, wall/whiteboard to put up artwork.
Pack away.	Practicing taking responsibility and volunteering.	10	Cleaning aids.
Farewell circle: verse/song/ sharing blessings and good wishes for the week.	Honoring the space and time together. Instilling a feeling of safety.	2	Space and voice.
Total time: 82 min			Flexible time: 8 min

Instructions:

1. Welcome the children/class, sanitize hands, check that everyone has a mask, refer to COVID-19 poster and explain the new health routine and procedures and why.
2. Get the children/class to sit or stand in a fruit circle 1.5 meters apart, everyone gives their names, while they are eating their fruits, let them come up with rules for the class and explain appropriate behavior in the classroom. Write up their class rules on a poster (put up for every lesson thereafter).
3. Let some of the children choose an affirmation card and ask them to say what's on the card by making up an action to match. See Appendix 1 for the affirmation card templates.

Affirmations:

I AM STRONG, I AM KIND, I AM HEALTHY, I AM SMART, I AM HAPPY, I AM PEACEFUL, I AM UNIQUE, I AM CALM, I AM CARING, I AM LOVED

4. Ask the children to have a seat 1.5m apart at the desks/tables that are set up with all the art materials the children will need for the lesson.
5. Play video or read a story on how the immune system works

<https://www.youtube.com/watch?v=24IYt5Z3eC4>
 How your immune system works (7.25 mins)

<https://www.youtube.com/watch?v=PzunOgYHeyg>
 Immune system TLR (7.10 mins)

<https://www.youtube.com/watch?v=x7KKkElpyKQ>
 Soap & water or sanitiser? (6.14 mins)

Link to story to read with pictures (viruses and immunity):
<https://primaryimmune.org/wp-content/uploads/2011/04/Our-Immune-System.pdf>

6. After the video or story let the children do a free drawing of the topic on A4 white paper using the coloured drawing materials provided. These drawings are serving as assessment drawings in this process. With e.g. the Goethean observation method you can come to great insights about the support the children are needing.
7. Put up the art works and allow the children to comment about the artworks. No negative comments about the artist allowed, all comments must not be intentionally hurtful.
8. When the children are done, let the class clean up and pack away all the materials they used.
9. Gather in the farewell circle sing/say farewell verse and send the children home/off.

Suggested farewell verse:

If your best was not as good as you hoped it would be, You could still say, "I gave today ALL that I had in me."

LESSON 2: YOUR IMMUNE SYSTEM AND ITS COLOURFUL ENEMIES

Ring time and welcome.	Establishing rhythm & stability through recurring ritual gathering the group, grounding the body and soul of each child. Nourishment and practicing gratitude.	20	Space and voice, sanitizer, masks. Covid-19 poster. Affirmation cards. Class rules poster. Fruit per child.
Introduction to the art project. Tell a story or show video – about – germs & immunity. https://www.youtube.com/watch?v=24IYt5Z3eC4 How your immune system works (7.25 min.) https://www.youtube.com/watch?v=PzunOgYHeyg immune response TLR (5.13 min)	Understanding the art project. Introducing the theme.	20	Projector, completed artwork example, color prints of microscopic images.
Small art project to prepare skills and knowledge for the big art project. Show images of cells & viruses, how a microscope is used (pictures or video).	Building/increasing knowledge and skills for doing wax resist. Building/increasing knowledge and skills for using watercolor. Understanding of how to use a microscope. Experiencing the wonder of the invisible world.	20	Watercolor paper, brushes, watercolor paint or ink or food coloring, wax crayons, water containers, boards to work on, cloth or paper towel, tray to put water to wet paper (or wet sponge).
Review of the artwork.	Practicing reflection & appreciation, observe how the paint flows rapidly like the virus and is stopped by the wax 'walls' barriers against the paint like a strong protection/ immunity against the enemy/virus/germs. Expressing feelings.	10	Prestik, wall/whiteboard to put up artwork.
Pack away.	Practicing taking responsibility and volunteering.	10	Cleaning aids.
Farewell circle: verse/song/sharing blessings and good wishes for the week.	Honoring the space and time together. Reinforcing a feeling of safety.	2	Space and voice.
	Total time: 82 min		Flexible time: 8 min

Instructions:

- Welcome the children/class, sanitize hands, check that everyone has a mask, refer to COVID-19 poster and remind of the new health routine and procedures and why.
- Get them to sit or stand in a fruit circle, making sure they are at least 1,5 meters apart, and everyone gives their names, while they are eating their fruit, go over rules for the class and recap previous lesson. Let them wash their hands after their fruit
- Let some of the children choose an affirmation card and ask them to say what's on the card by making up an action to match. See Appendix 1. Use the same cards you made for lesson 1.
- Ask the children to have a seat 1.5m apart at the tables/desks that are set up with all the art materials the children will need for the lesson.
- Introduce the theme. Show a video of germs and immunity or read the story then discuss briefly, ask questions. See appendices 3 and 4 for video and story/picture references.
- Allow children to look at printed photos of cells, bacteria, viruses or on a screen. If available, look at specimens using a microscope, as they take turns to look through the microscope, the rest of the class can continue with their artworks.
- Explain that they will do a small art project to prepare for the big one, it will help them to understand how their immunity works. They will also learn the techniques of wax resist, watercolor & how to use a microscope.
- Show examples of finished artworks. Encourage and instruct them to draw their version of cells with wax crayon, emphasize that they must make sure that the wax is thick (press hard with crayon) and with no gaps in the cell walls.
- Once the children have a finished drawing, they can dampen their paper either in a tray or with a clean wet sponge.
- They can then experiment adding watercolor paint with brushes and observe how it rapidly spreads and mixes. Show the children that where the wax walls are thick, the paint cannot penetrate but it can get through cracks & thin walls.
- Allow to dry in the sun or a hairdryer may speed up the process. When dry, they can put up their pictures on the wall/whiteboard to display.
- Let the group sit and look at the art works, observe together & discuss what they discovered and if it helped them understand more about how viruses spread, and immunity protects. They can also discuss how they felt doing the technique. Encourage them to mention things they liked about the process and even things they did not like, but this is provided that their dislikes do not hurt any other child's feelings.
- When the children are done, let the class clean up and pack away all the materials they used.
- Gather in the farewell circle sing/say farewell verse and send the children home/off.

LESSON 3. CONTRASTING WORLDS OF DARK AND COLOR

Ring time and welcome.	Establish rhythm & stability through recurring ritual gathering the group, grounding the body and soul of each child. Nourishment and practicing gratitude.	20	Space and voice, sanitizer, masks. Covid-19 poster. Affirmation cards. Class rules poster. Fruit per child.
Introduction to scraper boards. Explain how to cover the board with thick wax colour, leaving no white. Then show how to cover the wax with black paint, by painting left to right, leaving no visible colour. Show them how to etch/scratch images through the paint. Explain the ratio of the premixed paint. Show & discuss all materials needed and how they will be used - refer to the finished/completed example. Discuss the video, "viruses & immunity".	Understanding how to make scraper boards. Understanding how to mix the scraper board paints. Deepen knowledge of how to care for the immune system.	40	Finished/completed artwork as an example. Printed or access to images of viruses, cells, T- cells, 'warrior knights'. 1x A5 and 1 x A4 boards for each child (or whatever is possible). Premixed black paint. Wax crayons. Brushes: 1 x each child. 2 different thickness of tools that can be used for scrape the boards. Newspaper.
Review of the artwork.	Practicing reflection and appreciation.	10	Prestik, wall/whiteboard to put up artwork.
Pack away.	Practicing taking responsibility and volunteering.	10	Cleaning aids.
Farewell circle: verse/song/ sharing blessings and good wishes for the week.	Honoring the space and time together. Reinforcing a feeling of safety.	2	Space and voice.
	Total time: 82 min		Flexible time: 8 min

Instructions:

- Welcome the children/class, sanitize hands, check that everyone has a mask, refer to COVID-19 poster and remind of the new health routine and procedures and why.
- Get them to sit or stand in a fruit circle, making sure they are at least 1,5 meters apart, and everyone gives their names, while they are eating their fruit, go over their rules for the class and recap previous lesson. Let them wash their hands after their fruit
- Let some of the children choose an affirmation card and ask them to say what's on the card by making up an action to match. See Appendix 1. Use the same cards you made for lesson 1.
- Ask the children to have a seat 1.5m apart at the desks that is set up with all the art materials the children would need for the lesson.
- Show them the printed (or online) images of viruses, cells, T- cells again and show a picture of a 'warrior knight' that symbolizes our immune systems. It's strong and brave.
- Instruct that they will do a small art project to prepare for the big one, give each student 2 x 200g white Bristol boards one to be A4 and the other A3.
- Have a finished example of a scraper board and all the materials that will be used. Explain the ratio of premixed paint. Before starting, cover the tables with newspaper and have soapy water for cleaning.
- Paint Recipe: black (or dark contrast color) acrylic ink and black (or same color) tempera paint, dishwash liquid, containers/jars with lid to store mixed paint. Mix 30% acrylic ink and 60% tempera paint and 10% dishwash liquid
- Instruct and show them how to cover the boards completely with thick wax color, leaving no white. Explain they must press hard with wax crayon. Wipe off all loose bits of wax before next stage.
- Show the children how to cover the boards with the premixed paint, painting carefully with a broad brush from left to right, edge to edge (horizontally), covering all the wax color. Cover both boards with the paint and place in drying rack or on table to dry for the next week.
- Review and reflection. Let the group sit observe & discuss what they discovered. Contrast, dark & color, they can also discuss how they felt doing the techniques: effort required, challenges etc. They can mention things they liked about the process and even things they did not like, but this is provided that their dislikes do not hurt any child's feelings.
- Everybody cleans and packs away the art materials.
- Gather in the farewell circle sing/say farewell verse and send the children home/off.

LESSON 4. PREPARING FOR A CREATION

Ring time and welcome.	Establishing rhythm & stability through recurring ritual gathering the group, grounding the body and soul of each child. Nourishment and practicing gratitude.	20	Space and voice, sanitizer, masks. Covid-19 poster. Affirmation cards. Class rules poster. Fruit per child.
Prepare for large scraper boards.	Recapping on the theme, techniques & materials used.	10	Examples of finished artworks & their small scraper boards.
Etching techniques. Demonstrate the different etching techniques. Explain the difference in the lines produced with the big and smaller kebab sticks/etching tools.	Learning new etching techniques. Deepening knowledge of working on/with scraper boards.	35	1x A4 scraper boards each, wax crayons, premixed paint, etching tools like skewers, kabab sticks, pins, toothpicks etc, newspaper.
Review of the artwork.	Practicing reflection and appreciation.	10	Prestik, wall/whiteboard to put up artwork.
Pack away.	Practicing taking responsibility and volunteering.	10	Cleaning aids.
Farewell circle: verse/song/ sharing blessings and good wishes for the week.	Honoring the space and time together. Reinforcing a feeling of safety.	2	Space and voice.
	Total time: 87 min		Flexible time: 3 min

Instructions:

1. Welcome the children/class, sanitize hands, check that everyone has a mask, refer to COVID-19 poster and remind of the new health routine and procedures and why.
2. Get them to sit or stand in a fruit circle, making sure they are at least 1,5 meters apart and everyone gives their names, while they are eating their fruit, go over rules for their class and recap previous lesson. Let them wash their hands after their fruit
3. Let some of the children choose an affirmation card and ask them to say what's on the card by making up an action to match. See Appendix 1. Use the same cards you made for lesson 1.
4. Ask the children to have a seat 1.5m apart at the tables/desks that is set up with all the art materials the children would need for the lesson.
5. Demonstrate using the kebab stick and toothpick different etching methods i.e. cross etching, curve etching and other methods you can think of. Collect the scrapings on paper and save in a container to use in a future project.
6. Instruct and encourage the children that they start their etching process on the A4 scraper board they prepared last lesson. The children should have created two scraper boards, a small one and a big one each. Use the small boards as a test sample for the children to experience how to etch. Remember to cover the work surface with newspaper before starting.
7. Allow the children to explore on the small scraper boards how to use the scraping/etching tools. This will be a free drawing, if the children finish quickly allow them to sketch a design on paper for the big scraper board next lesson.
8. Review and reflection. Let the group sit observe & discuss what they discovered, effort required, challenges etc. They can mention things they liked about the process and even things they did not like, but this is provided that their dislikes do not hurt any child's feelings.
9. Everybody cleans and packs away the art materials.
10. Gather in the farewell circle sing/say farewell verse and send the children home.



LESSON 5. START CREATING YOUR MICROSCOPIC WORLD

Ring time and welcome.	Establishing rhythm & stability through recurring ritual gathering the group, grounding the body and soul of each child. Nourishment and practicing gratitude.	20	Space and voice, sanitizer, masks. Covid-19 poster. Affirmation cards. Class rules poster. Fruit per child.
Scraper boards.	Deepening knowledge of working on/with scraper boards. Learning new etching techniques.	40	Prepared boards, Etching tools - skewers, kabab sticks, pins, toothpicks etc, container to store wax scrapings.
Review of the artworks.	Practicing reflection and appreciation.	10	Prestik, wall/whiteboard to put up artwork.
Pack away.	Practicing taking responsibility and volunteering.	10	Cleaning aids.
Farewell circle: verse/song/ sharing blessings and good wishes for the week	Honoring the space and time together. Reinforcing a feeling of safety	2	Space and voice.
	Total time: 82 min		Flexible time: 8 min

Instructions:

- Welcome the children/class, sanitize hands, check that everyone has a mask, refer to COVID-19 poster and remind of the new health routine and procedures and why.
- Get them to sit or stand in a fruit circle, making sure they are at least 1,5 meters apart, and everyone gives their names, while they are eating their fruit, go over rules for the class and recap previous lesson. Let them wash their hands after their fruit
- Let some of the children choose an affirmation card and ask them to say what's on the card by making up an action to match. See Appendix 1. Use the same cards you made for lesson 1.
- Ask the children to have a seat 1.5m apart at the desks that is set up with all the art materials the children would need for the lesson.
- Before allowing the children to start on the scraper boards, hand out some scrap pieces of paper so they can first draw out/sketch their planned artwork / the design.
- Instruct that they start the etching process on the A3 board. They can refer to their small scraper boards, previous drawings, wax resist works of cells and viruses. Also refer them again to the microscopic images for inspiration to create their own cells and viruses. Remember to cover the work surface with newspaper before starting.
- Explain to the class they can do any drawing on the scraper board that relates to the topic they have been working with for the last 4 weeks.
- Inform children that they will have two more sessions to complete the detailed artworks. This gives them a sense of future and purpose.
- Review and reflection. Let the group sit observe & discuss their learnings and their efforts and challenges etc. No sharing should hurt any other child's feelings.
- Everybody cleans and packs away the art materials.

- Gather in the farewell circle sing/say farewell verse and send the children home.



LESSON 6. INTO A NEW WORLD

Ring time and welcome.	Establishing rhythm & stability through recurring ritual gathering the group, grounding the body and soul of each child. Nourishment and practicing gratitude.	20	Space and voice, sanitizer, masks. Covid-19 poster. Affirmation cards. Class rules poster. Fruit per child.
Scraper boards, recap the theme.	Deepening knowledge of working on/with scraper boards. Developing new etching skills. Increasing knowledge of microscopic world.	40	Prepared boards, Etching tools - skewers, kabab sticks, pins, toothpicks etc, container to store wax scrapings. Have microscopic images available for reference and examples of etchings.
Review of the artwork.	Practicing reflection and appreciation.	10	Prestik, wall/whiteboard to put up artwork.
Pack away.	Practicing taking responsibility and volunteering	10	Cleaning aids
Farewell circle: verse/song/ sharing blessings and good wishes for the week.	Honoring the space and time together. Reinforcing a feeling of safety.	2	Space and voice
	Total time: 82 min		Flexible time: 8 min

Instructions:

1. Welcome the children/class, sanitize hands, check that everyone has a mask, refer to COVID-19 poster and remind of the new health routine and procedures and why.
2. Get them to sit or stand in a fruit circle, making sure they are at least 1,5 meters apart, and everyone gives their names, while they are eating their fruit, go over rules for the class and recap previous lesson. Let them wash/wipe their hands after their fruit.
3. Let some of the children choose an affirmation card and ask them to say what's on the card by making up an action to match. See Appendix 1. Use the same cards you made for lesson 1.
4. Ask the children to have a seat 1.5m apart at the desks that is set up with all the art materials the children would need for the lesson.
5. Instruct that they continue the etching process on the large scraper boards, at this process the teacher should guide the children to use more than just lines for their drawings, guide the children to use the black of the scraper board as part of their drawings. (show the children examples of different scraper board art)
6. Inform the class that they have one more session to complete their artworks, (this is not to rush them but make them aware of the time they have left).
7. Review and reflection.
8. Everybody cleans and packs away the art materials.
9. Gather in the farewell circle sing/say farewell verse and send the children home.



LESSON 7. ALL OUR LIVES ARE LINKED

Ring time and welcome.	Establishing rhythm & stability through recurring ritual gathering the group, grounding the body and soul of each child. Nourishment and practicing gratitude.	20	Space and voice, sanitizer, masks. Covid-19 poster. Affirmation cards. Class rules poster. Fruit per child.
Discuss the threads of communication via technology & spiritually. Separated but not alone.	Recapping the theme. Instilling feelings of belonging.	10	Space and voice.
Scraper boards. Complete etching scraper boards. Punch a few holes around the corners and thread some strands of different colored wool. Let bits hang down to link the children's artworks together.	Deepening knowledge of working on/with scraper boards. Learning about team work. Developing social skills. Peer learning.	30	Prepared boards. Etching tools - skewers, kabab sticks, pins, toothpicks etc, Container to store wax scrapings, punch, colored wool.
Review of the artwork.	Practicing reflection and appreciation.	10	Prestik, wall/whiteboard to put up artwork.
Pack away.	Practicing taking responsibility and volunteering.	10	Cleaning aids.
Farewell circle: verse/song/ sharing blessings and good wishes for the week.	Honoring the space and time together. Reinforcing a feeling of safety.	2	Space and voice.
	Total time: 82 min		Flexible time: 8 min

Instructions:

- Welcome the children/class, sanitize hands, check that everyone has a mask, refer to COVID-19 poster and remind of the new health routine and procedures and why.
- Get them to sit or stand in a fruit circle, making sure they are at least 1,5 meters apart, and everyone gives their names, while they are eating their fruit, go over rules for the class and recap previous lesson (the threads of communication we had/have via phones, internet, TV etc. the physical and the spiritual in our thoughts and prayers). Let them wash their hands after their fruit
- Let some of the children choose an affirmation card and ask them to say what's on the card by making up an action to match. See Appendix 1. Use the same cards you made for lesson 1.
- Ask the children to have a seat 1.5m apart at the desks that is set up with all the art materials the children would need for the lesson.
- Instruct that they complete the detailed etching process on the scraper boards.
- Leave enough time to complete the final process, have precut 30/40cm lengths of brightly colored wool/ribbon ready, enough for each artwork, have one or more punches strong enough to use on the 200g board. (alternatively, a strong darning needle that wool can be threaded through could be used).
- Assist each child to punch some holes around the four corners of the boards to thread strands of different brightly colored wool or ribbon through and knot to keep in place. Let threads hang about 15 centimeters to represent "strands of communication" linking the artworks.
- Display all works up on the wall
- Review and reflection: Let the group sit and look at the art works, observe and discuss what they discovered. They can also discuss how they felt doing the whole process, what was learnt and how they feel. They can mention things they liked about the process and even things they did not like, but this is provided that their dislikes do not hurt any child's feelings.
- Everybody cleans and packs away the art materials.
- Gather in the farewell circle sing/say farewell verse and send the children home.

LESSON 8. STRONGER TOGETHER, WE ARE NOT ALONE

Ring time and welcome.	Rhythm & stability through recurring ritual gathering the group, grounding the body and soul of each child.	20	Space and voice, sanitizer, masks. Covid-19 poster. Affirmation cards. Class rules poster. Fruit per child.
Watch video &/or yoga fun.	Magic school bus &/or Breathing /yoga fun exercises to music.	15, depending if you watch the video and do the yoga.	Projector Space Music
Review of the final artwork.	Practicing reflection and appreciation.	10	Prestik wall/whiteboard to put up the final artwork.
Feast, celebrate. Set up table and explain immune boosting treats and give the children healthy snack packs as gifts. Take photos of the children (if appropriate) and the artwork.	Celebrate achievements. Deepen knowledge of how to care for the immune system. Enjoy healthy treats.	30	Healthy food & juice gift packs of dried fruit. Polaroid camera or similar if possible. Music.
Pack away.	Practicing taking responsibility and volunteering.	10	Cleaning aids.
Farewell circle: verse/song/ sharing blessings and good wishes.	Honoring the space and time together. Instilling a feeling of safety.		Space and voice.
	Total time: 82 min		Flexible time: 8 min

Instructions:

1. Welcome the children/class, sanitize hands, check that everyone has a mask, refer to COVID-19 poster and remind of the new health routine and procedures and why.
2. Get them to sit or stand in a circle, making sure they are at least 1,5 meters apart, and everyone says their names, go over their rules for the class and say/read some of the affirmations learned over the past 7 lessons.
3. Have tables set with a feast of immune boosting foods like citrus fruits, pawpaw, snack vegetables and hummus, juice etc. and gift packs of dried fruits. Talk about how healthy foods boost one's immune system.
4. Have yoga /breathing fun exercise session with music and/or watch the Magic school bus video again. Watch your timing if you choose to do both.
5. Put up their final artwork masterpiece and let them reflect on the whole process a little. Everyone must continue to be sure not to hurt anyone else's feelings in the reflection process.
6. Congratulate the children for completing their project. Encourage them to clap as a group for themselves and one another.
7. Hand out gift packs, take photos.
8. Say blessings and say farewell.

1. AFFIRMATIONS – cards for each one to be prepared for welcome ring time.

- I AM STRONG**
- I AM KIND**
- I AM HEALTHY**
- I AM SMART**
- I AM PEACEFUL**
- I AM HAPPY**
- I AM UNIQUE**
- I AM CALM**
- I AM CARING**
- I AM LOVED**

The participants can decide on a physical action or sign for each.

2. RYMING VERSE FOR DEPARTURE – “YOUR BEST” author unknown

...first part for context but not to be read out –

If you always do your best, then you’ll never have to *wonder* about what you could have done if you had summoned all your *thunder*.

**If your best was not as good as you hoped it would be,
You could still say,
“I gave today ALL that I had in me.”**

3. Video Links about viruses and immunity.

<https://www.youtube.com/watch?v=83g0yZ5Y0Fg>
Magic school bus (24 min) Inside Ralpie - germs & immunity

<https://www.youtube.com/watch?v=24IYt5Z3eC4>
How your immune system works (7.25 min.)

<https://www.youtube.com/watch?v=PzunOgYHeyg>
immune system

<https://www.youtube.com/watch?v=x7KKkElpyKQ>
soap & water or sanitiser

4. Link to story (viruses and immunity) - PDF
Story from The Immune deficiency Foundation
<https://primaryimmune.org/wp-content/uploads/2011/04/Our-Immune-System.pdf>

5. Books to purchase:

“Body Battles”
By Rita Golden Gelman and Elroy Freem (Illustrator)
Scholastic, 199
ISBN:0590449737
Ages 4-9
This book introduces children to the natural defensive weapons

in their bodies. Explore the wonders of mucus, cilia, earwax, skin, stomach acid, and the immune system.

“Germs! Germs! Germs!”
(Hello Reader Science Level 3)
By Bobbi Katz and Steve Bjorkman (Illustrator)
Scholastic, 1996

ISBN: 0590672959

Ages 4-8

Germs tell their side of the story in this unusual book from the Beginning Reader Science series. The germs, shown as colorful, rather hyperactive monsters, explain that they live everywhere but look for a spot where they can spread disease. Soon they’re cavorting in someone’s mouth, crying, “Give us someplace dark and damp. What a perfect place to camp!” That illustration alone could inspire a week’s worth of diligent toothbrushing. Showing an odd bunch of funny-looking and highly excitable varmints playing, working, and whizzing across the pages, the cartoonlike ink drawings are washed with bright watercolors. An appealing introduction to germs and health, this will fill a niche in hygiene units at the preschool and primary-grade levels. [Carolyn Phelan, Booklist.]

“Johnny Germ Head”
By James Quigley and JoAnn Adinolfi (Illustrator)
Redfeather Book from Henry Holt, 1997

ISBN: 0805053956

Ages 7-10

Johnny Jarvis’s preoccupation with germs began with the gift of a microscope when he was seven and escalated to an almost obsessive-compulsive behaviour, thus his nickname, Johnny Germ Head. Now eight, he sees everything through germ-covered glasses. When a boy at school becomes ill, Johnny yells for everyone to run, in order to avoid the harmful germs being spewed out. He refuses to take a swim test at Kraft Kamp for fear of what’s in the pool. Johnny conquers his paranoia in the end, after he saves a toddler from a moat at an amusement park. Then, when he is rewarded with five airline tickets to other parks, he begins to imagine all the things that could go wrong in the air. The main character is well developed, but it’s difficult to believe that the other children don’t avoid him like the plague, although they do make fun of him. The pacing keeps readers interested and amused. Simple, black-and-white cartoons suit the humor of the story, complete with the depiction of enlarged germs chasing down their victims. [DeAnn Tabuchi, New York Public Library. School Library Journal 1997.]