

Viral Life

Summary

Students will learn basic vocabulary related to viruses and participate in an activity to see how viruses spread

Main Core Tie

Health Education - 6th Grade

[Strand 3: SAFETY AND DISEASE PREVENTION \(SDP\) Standard 6.SDP.5:](#)

Time Frame

1 class periods of 45 minutes each

Group Size

Large Groups

Life Skills

Communication

Materials

Visual example of a virus
one small cup per student
3 o.z. hydrogen peroxide
water
bleach
medicine dropper

Background for Teachers

Facts about Bird Flu
Facts about 1918 Spanish Flu epidemic

Intended Learning Outcomes

Students will know the basic makeup of a virus.
Students will know essential vocabulary related to viral disease.
Students will describe how disease spreads.

Instructional Procedures

Begin with questions about what is a virus.
Define virus as well as other vocabulary throughout discussion.
Short discussion about bird flu and 1918 Spanish Flu epidemic.
Discuss how a virus is spread.
Classroom demonstration as follows:
Each student is given a numbered cup w/ 3o.z. of water. One cup contains hydrogen peroxide (make mental note of cup #)
Instruct students to pair up and pour entire contents of student A's cup into student B's cup then pour 1/2 of contents back into student A's cup. Repeat twice emphasizing not to exchange with same student twice. Instruct students to write down who they exchange

with.

Teacher goes to each student and puts 2-3 cups of bleach in each cup. If it fizzes the cup is infected.

Through open discussion see if students can trace who had the original "infected cup".

Discuss basic ways to avoid catching and spreading viruses.

Strategies for Diverse Learners

The lesson is a combination of oral and hands on with the entire class participating

Extensions

A table chart can be set up to help the students trace the original infected cup.

Assessment Plan

Students will complete a vocabulary mix and match word sheet.

Students will trace infection to original cup.

Authors

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