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 with 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...
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.

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