

Saliva Testing

This lesson was written in January 2021 and reflects information available, and guidance issued at the time.



Objectives:

- To recognise that our saliva can be used to detect Coronavirus.
- To explain the testing process using key vocabulary- how to submit a sample and what happens during the test.
- To discuss how transmission to others can be limited by identifying people who are infectious, linking this to the importance of testing.

Curriculum Links:

- *English: Y3&4 - Writing: have opportunities to write for a range of real purposes and audiences*

Key Vocabulary:

- Test
- test tube
- equipment
- saliva
- laboratory
- scientist/technician
- ml

Resources:

- PowerPoint
- Video introduction
- Video clip of saliva testing
- Pictures for sequencing

FAQs:

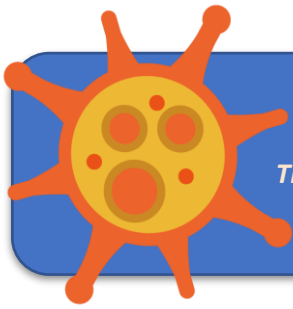
How long does the test take? Only a few minutes.

What if there isn't enough saliva in a test tube? Only half of teaspoon is enough, so hopefully you will have enough. Look for the indicator line on the tube to check. If there isn't enough saliva, the test will not show a positive or a negative result – it will be inconclusive.

Can a result be wrong? The LAMP test has been shown to be highly accurate in detecting active infections– 100 per cent specific (the ability to correctly identify those without the virus) and over 95 per cent sensitive in correctly identifying those who could transmit the virus to others. This means that false positives are extremely rare and false negatives can occur but are not common.

If I have a negative result, does it mean I can't get the virus? No, it simply means that you don't have the virus at the time when you submit your test sample (saliva).

If I have a positive result, can I get the virus again later? Yes, it is possible to get Coronavirus again.



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Introduction:

5 mins



Watch Video Introduction.

PowerPoint - main activity page. Show pictures of the **saliva testing** process and some key words. Ask the children to sequence the saliva testing pictures, labelling each step appropriately, using the correct key words.

Main Activity:

15 mins



Make "Journey of the saliva" diagram by sequencing pictures of the saliva test stages, and label each stage.

Have key words/phrases displayed on the whiteboard (PowerPoint).

Questions: What challenges can you see during the testing process (importance of correct labelling, working methodically to move each sample to the next stage, large number of tests to process)?

Plenary:

5 mins



- Children share their diagrams and talk through the steps of the testing process.
- Watch a short clip (link in PowerPoint) of the saliva journey.
- Display some of their work on COVID Warrior display (optional).



Possible Extension Activities:

- Design instruction booklets for saliva testing for younger children, using appropriate language - simple words and phrases.

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Cut out the squares and put in the correct order.

