

# 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 describe in simple words the testing process - how to submit a sample and what happens during the test.
- To order in the right sequence the steps followed during a saliva test.
- To talk about how transmission to others can be limited by identifying people who are infectious.

## Curriculum Links:

- **Communication & Language:** *They develop their own narratives and explanations by connecting ideas or events*

## Key Vocabulary:

- test tube
- saliva
- laboratory
- scientist

## Resources:

- Power point
- Video clip of saliva testing (optional)
- Pictures for sequencing
- Strips of paper for the booklet

## FAQs:

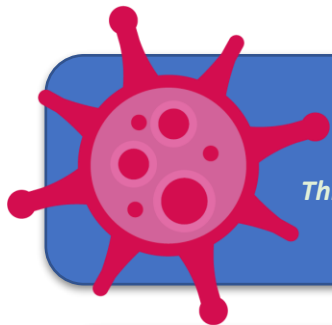
**How long does the test take?** Only a few minutes.

**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.



Year R

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5 mins



## Introduction:

Watch Video Introduction.

Look at the PowerPoint - Main activity page.

Show steps of the saliva testing process.

Read the instructions for each step.

20 mins



## Main Activity:

Put up "Sequence pictures of the saliva test" page with pictures muddled up.

Give out paper and pictures, children to cut out and glue them on in order.

Have key words displayed, so the children can label the pictures (extension).

*\*This can also be done as a whole class using PowerPoint slides to sequence and label the testing process.*

### Questions:

Why do you think it is important to label your test correctly?

How much saliva is needed in each test tube?

## Plenary:

5 mins



- Children share their booklets and talk through the steps of the testing process.
- If role play is set up, use children's booklets to display there.



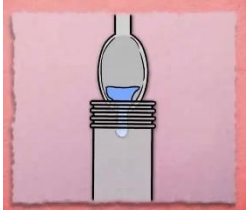
## Possible Extension Activities:

- Use lego or junk modelling to make a model of a Lab- think about the robots that might be used.
- Role play a drive-through testing centre using toy cars and a garage.
- Watch a short clip (link in PowerPoint) of the saliva journey to the Lab.
- Spot the difference in the Lab (on Storicise website) link [here](#)

## Saliva testing

Cut out the squares and put in the correct order.

Pour spit in the pot.



Wash your hands.



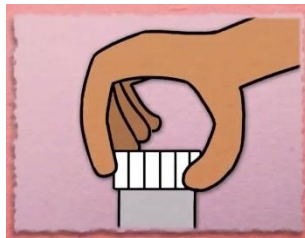
Place in the bag and seal.



Stick the label on.



Screw the lid on.



Wash your hands.



Spit on a spoon.

