

Focus Questions

What is a virus?

1. What did the BTN story explain?
2. Give three examples of things that are caused by viruses.
3. Viruses are one of the four families of _____.
4. What are the other three types of pathogens?
5. When were viruses first discovered?
6. What do viruses need to spread?
7. What is the name of the body's inbuilt virus defence?
8. What is a vaccination and how does it work?
9. What can you do to stop the spread of viruses?
10. Name three facts you learnt about viruses.

COVID-19 Contact Tracing

1. Discuss the BTN *COVID-19 Contact Tracing* story as a class and record the main points of the discussion.
2. What is contact tracing?
3. Contact tracing speeds up the spread of infectious diseases. True or false?
4. Why is contact tracing important?
5. What Australian city is currently in lockdown?
6. What New Zealand city is currently in lockdown?
7. How do lockdowns help reduce the spread of COVID-19?
8. What app is the government encouraging people to download?
9. How does the app work?
10. What questions do you have after watching the BTN story?

Handwashing

1. Before watching the BTN story discuss what you know about hand hygiene.
2. What did the BTN *Handwashing* story explain?
3. What year did Dr Semmelweis realise that handwashing was important for our health?
4. What famous nurse supported Dr Semmelweis' views about handwashing?
5. What is another word for germs?
6. What did the experiment in the BTN story show?
7. How many seconds should you wash your hands for?
8. What are good handwashing practices? Write step-by-step instructions.
9. Why are countries releasing videos about hand hygiene?
10. What did you learn from the BTN *Handwashing* story?

Teacher Resource

What is a virus?

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Activity

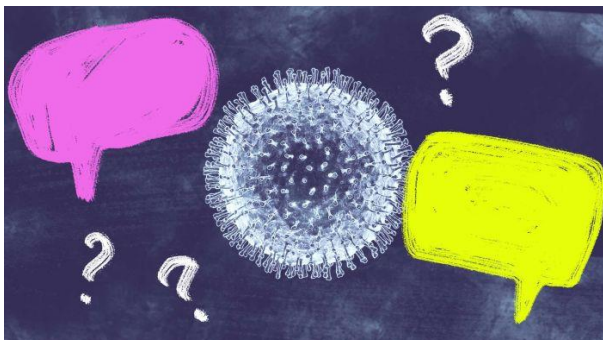
Class discussion

After watching the BTN *What is a virus?* story, hold a class discussion about the information raised in the story. The following questions may help guide the discussion:

- What did you SEE in this video?
- What does this video make your WONDER?
- What did you LEARN from this story?
- What QUESTIONS do you have after watching the story?

Questions about COVID-19

Do your students have questions about the coronavirus COVID-19? Watch BTN's [Coronavirus Questions](#) story and [Ask A Reporter](#) to learn more and find out if your students questions about COVID-19 are answered.



Key Learning

Students will investigate what a virus is and how viruses spread. Students will create a biography on the discoverer of viruses.

Curriculum

Science – Year 5 & 6

Scientific knowledge is used to solve problems and inform personal and community decisions.

With guidance, pose clarifying questions and make predictions about scientific investigations.

Science – Year 7

Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available.

Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge.

Activity

Glossary

Students will brainstorm a list of key words that relate to the BTN *What is a virus?* story. Students may want to use pictures and diagrams to illustrate the meaning and create their own glossary. Here are some words to get you started.

Pathogen	Immune system	Vaccine
Virus	Germs	Bacteria

Activity

KWLH

Hold a class discussion after watching the BTN *What is a virus?* story. What questions were raised in the discussion (what are the gaps in their knowledge)? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

<i>What do I <u>know</u>?</i>	<i>What do I <u>want</u> to know?</i>	<i>What have I <u>learnt</u>?</i>	<i><u>How</u> will I find out?</i>

Research questions for inquiry

Students will determine a focus for their inquiry and develop a key question to guide their inquiry (below are some examples). Students will collect and record information from a wide variety of sources (internet, books, newspaper and magazines).

- What is a virus? Choose one type of virus to research in more detail.
- How do viruses spread?
- Who first discovered viruses? Create a biography on the scientist who made the discovery.
- What is the difference between viruses and bacteria?

Activity

BTN story – COVID-19 Explained

Watch the following BTN [COVID-19 Explained](#) story to learn more about the coronavirus. Watch the story as a class and students will then respond to the focus questions.

1. Discuss the BTN *Coronavirus Explained* story as a class and record the main points of the discussion.
2. Where was the coronavirus first found? Find using Google Maps.
3. What type of market do they think the virus started in?



4. What does the Latin word 'corona' mean?
5. What are the symptoms of coronavirus?
6. Coronavirus can be transmitted from animals to humans. True or false?
7. What is China doing to stop the spread of coronavirus?
8. Which organisation has declared a global health emergency?
9. How did the BTN story make you feel? Discuss with another student.

Activity

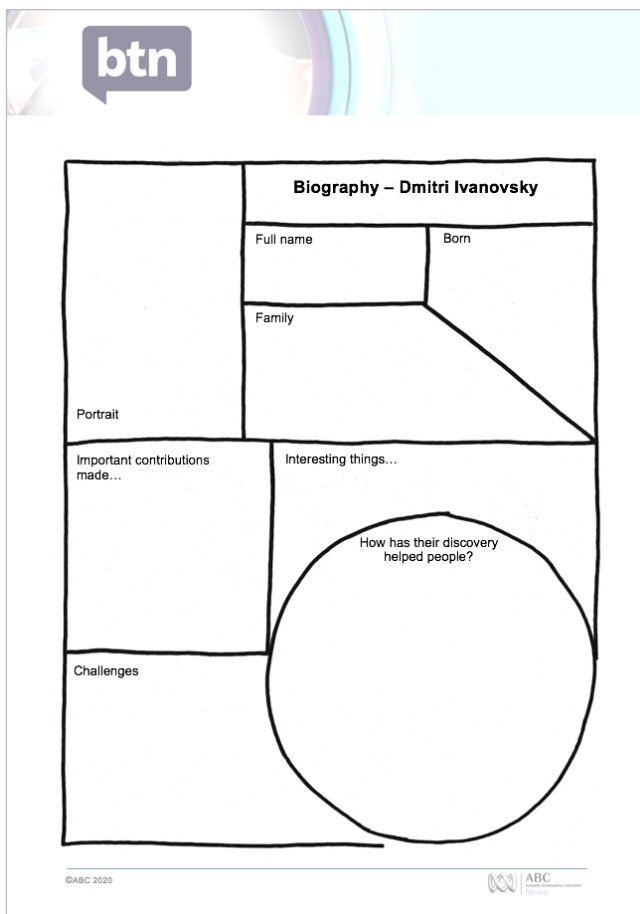
Create a biography

Using the Biography Organiser template at the end of this activity, students will find and record information about Dmitri Ivanovsky, the discoverer of viruses. Some possible areas of research include:

- Where and when were they born?
- What are some of their achievements?
Choose one to explore in more detail.
- What inspired/motivated them?
- What were their challenges?
- How are their achievements recognised?
- How have they made an impact on people's lives?
- How did they change our understanding of the world?
- What do you admire about them?
- Imagine you could sit down and talk to them. What questions would you ask about their life and work?

Present your findings in an interesting way.

- Give a presentation on their achievements.
- Make a "Did you know?" for other students.
- Write a letter thanking them for their achievements and how they have changed the world.
- Create a timeline highlighting significant events.



The Biography Organiser template is a worksheet for creating a biography of Dmitri Ivanovsky. It features a large 'Portrait' box on the left. On the right, there is a section titled 'Biography – Dmitri Ivanovsky' which includes fields for 'Full name', 'Born', and 'Family'. Below these, there are two main sections: 'Important contributions made...' and 'Interesting things...'. The 'Interesting things...' section contains a large circle with the text 'How has their discovery helped people?'. At the bottom left, there is a box labeled 'Challenges'. The template is branded with the 'btn' logo at the top left and the 'ABC' logo at the bottom right.

Useful Websites

Coronavirus Questions – BTN

<https://www.abc.net.au/btn/classroom/coronavirus-questions/12024698>

COVID-19 Explained – BTN

<https://www.abc.net.au/btn/classroom/coronavirus-explained/11933838>

How does a virus work? – ABC Education

<https://education.abc.net.au/home/#!/media/2238712/how-does-a-virus-work->

Biography – Dmitri Ivanovsky					
Portrait	<table border="1"> <tr> <td>Full name</td> <td>Born</td> </tr> <tr> <td colspan="2">Family</td> </tr> </table>	Full name	Born	Family	
	Full name	Born			
Family					
Important contributions made...	<p>Interesting things...</p> <div> <p>How has their discovery helped people?</p> </div>				
Challenges					

Teacher Resource

Handwashing

Focus Questions

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5. What is another word for germs?
6. What did the experiment in the BTN story show?
7. How many seconds should you wash your hands for?
8. What are good handwashing practices? Write step-by-step instructions.
9. Why are countries releasing videos about hand hygiene?
10. What did you learn from the BTN *Handwashing* story?

Activity

What do you see, think and wonder?

After watching the BTN *Handwashing* story, students will respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What did you LEARN from this story?
- What was SURPRISING about this story?
- What QUESTIONS do you have about this story?

Activity

Glossary

Students will brainstorm a list of key words and terms that relate to the BTN *Handwashing* story. Students may want to use pictures and diagrams to illustrate the meaning and create their own glossary. Here are some words to get you started.

Germs	Hygiene	Contagious
Virus	Bacteria	Preventative
Contamination	Public health	Infectious

Key Learning

Students will plan and practise strategies to promote good hand hygiene in their community.

Curriculum

Health – Year 3-4

Identify and practise strategies to promote health, safety and wellbeing.

Describe strategies to make the classroom and playground healthy, safe and active spaces.

Discuss and interpret health information and messages in the media and internet.

Health – Year 5-6

Plan and practise strategies to promote health, safety and wellbeing.

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities.

Health – Year 7-8

Investigate and select strategies to promote health, safety and wellbeing.

Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities.

Activity

Campaign

Students will design a public education campaign to raise awareness about good hand hygiene and the importance of handwashing. Students will need to think about their campaign's aim, target audience, and the value of raising awareness at their school. Use [Canva](#) to design a poster to put up around your school and the wider community.

To create a school awareness campaign, students will need to identify the following:

- When should you wash your hands? Make a list.
- What are good handwashing practices? Write step-by-step instructions.
- Why is handwashing so important?
- How can you teach other kids about good hand hygiene? Think of creative ways you can teach kids your message about handwashing.

Some questions to consider when designing your campaign:

- What is the campaign's main aim?
- Do you have a slogan or message? What is it?
- Who is your target audience?
- What is the best way to communicate the message?

Discuss with students how they will get their message out there to help raise public awareness. Some possibilities include:

- Short film or animation
- Community service announcement (for television or radio).
- Press release (create posters to be put up around the school or pamphlets to give to all students).

Activity

Public service announcements

Because the coronavirus COVID-19 is a global concern, video PSAs (public service announcements) are emerging from all corners of the globe. As well as government productions, individuals including comedians, musicians and TikTokers, are making and sharing their own videos about handwashing.

Watch the following videos to see how people in other countries are communicating the message about good hygiene and handwashing.



[Instagram – Danial Kheirikhah from Iran](#)



[YouTube - Vietnam's Ministry of Health](#)



[YouTube - Quang Đăng](#)



[YouTube - Japan's Ministry of Health](#)

After watching the videos hold a discussion about PSAs (public service announcements) and why they are important. Students will then respond to the following:

- What is a public service announcement?
- What was your favourite video about handwashing? Why?
- What video most effectively communicated good hand hygiene?
- Choose one of the videos and describe what is happening. What message does it communicate? What is the purpose of the video?
- In small groups create your own short video about handwashing and why it is important.

Useful Websites

Handwashing – BTN

<https://www.abc.net.au/btn/classroom/handwashing/10539976>

Handwashing – Health Direct

<https://www.healthdirect.gov.au/hand-washing>

Global Handwashing Day

<https://globalhandwashing.org/global-handwashing-day/>

Handwashing: why it's important – Better Health

<https://www.betterhealth.vic.gov.au/health/ConditionsAndTreatments/handwashing-why-its-important>

Coronavirus Explained – BTN

<https://www.abc.net.au/btn/classroom/coronavirus-explained/11933838>

Hands are important in containing coronavirus and now is the time to start good hygiene habits – ABC News

<https://www.abc.net.au/news/health/2020-03-01/hand-washings-role-in-stopping-coronavirus-covid-19-spread/12014020>