

Bacteria & Virus

Michigan Merit - HIV and other STIs Prevention

6.2 Summarize the symptoms, modes of transmissions, consequences and methods to prevent HIV and other STIs, and conclude that abstinence is the most effective way to avoid HIV or other STIs.

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6.3 Summarize the criteria for who should be tested and the advantages of early diagnosis and treatment of HIV and other STIs.

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6.6 Evaluate one's personal perception or risk for HIV and other STIs.

USE:

- Demonstrate understanding of the definition of "sexual contact", modes of transmissions, risk factors and reduction.
- To show how quickly a bacteria & a virus can spread within a population
- To discuss:
 - How number of partners increases chances of infection with bacteria/virus STIs.
 - How a person can have an STI and not know it / show no symptoms
 - How to reduce risk of infection
 - The difference between bacterial and viral STIs
 - What is sexual contact that could cause transmission?
- Link transmission of HIV and other STI to personal perception of risk.

PREPARATION:

- Purchase or make color indicators. Suggestions are M&M, skittles, or marbles, paper pieces in 10 different colors.
- Purchase white paper plates - one per person
- Separate "indicators" into color groups and put approximately 20-30 pieces of the same color in a Ziploc type bag. (each student should have the same number of indicators/candies)
- Each person will begin with only one color of marker/candy.

Source: Linda DeZwarte Carter, Regional Educator, Planned Parenthood of Greater Iowa, Bonnie Lopez, Wayne State University Student, 2009

Adaptation: Su Nottingham, The Health Connection, Inc.

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- Using two types of indicators helps distinguish between virus and bacteria.
- Make a color code (write on white/blackboard and cover with chart-paper or screen) or (make overhead if needed)

CODE for colors:

1. M & M Plain brown = Healthy (with treatment or abstinence)
2. M & M Blue = condoms
3. M & M Green = Trichomoniasis
4. M & M Yellow = Gonorrhea
5. M & M Red = Chlamydia
6. M & M Orange = Syphilis
7. Skittles Green = HIV
8. Skittles red = Hepatitis B
9. Skittles Orange = Herpes
10. Skittles Yellow = HPV

Note: bacterial infections = M&Ms and viral infections = Skittles

IMPLEMENTATION:

Step One:

- Give each person a bag with "candy". If using real candy, indicate they should not eat any candy at the beginning of the activity.

Step Two:

- Instruct students to move around the room and exchange indicators with as many people as they can in the allotted time. (3-4 minutes)
- If using candy, show students how to pour candies into another person's bag instead of touching the candy with their fingers.
- They should give 1,2 or 3 "candies to each person as they exchange.
- As they exchange, they will give a variety of colors, and may give any colors they receive as they exchange.

Step Three:

- Have student take their seats.
- Give each a white paper plate

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- Have each person separate their indicators / candy into color and type groups
- Count the total number of:
 - of indicators/candies and write on the plate/paper. (grand total of all colors and types of candies (example: 35 total))
 - Count of the number of colors/types (total Example 6 M&M 3 Skittles = 9 total)
 - each color and each type and write the amounts on the paper plate OR on a separate sheet of paper. (Example: 4 blue M&M, 2 Green M & M etc.)

Step Four:

- Discussion Questions:
 - Who has the highest total number of indicators/candies?
 - Who as the highest number of colors?

Step Five:

- **Reveal the Color Key Overhead in view (or write key on white/blackboard)**
- Explain that each indicator/candy represents the aspect of a STI.
- Tell why each color represents (overhead, written on board, or handout)
- Discussions Questions:
 - Does sexual contact just mean intercourse?
 - What does this tell us about transmission of STIs?
 - After a person is treated for an STI, can they get it or another one again?
 - Do more partners = higher risk?
 - Can someone have an STI and not know it?
 - What lessens or eliminates risk?
 - Does treatment mean cured?
 - What is the difference between bacterial and viral STIs?

TEACHER TIPS:

- If students are careful and safely transfer candies (if used) without touching the candies, or provided plastic gloves, they may consume the candies. May substitute a variety of colors/items for same effect.

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(with treatment or abstinence)

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