Roulette

Summary

This activity will help the students to understand the odds in obtaining HIV.

Time Frame

1 class periods of 45 minutes each

Group Size

Small Groups

Life Skills

Social & Civic Responsibility

Materials

    1 die per student
    optional- 3 X 5 cards

Instructional Procedures

This activity is designed to help students understand that there are some serious risks involved in having sex outside of a faithful marriage (a monogamous relationship where neither partner is carrying the virus). Students will understand having intercouse without this protection is very much like playing Russian Roulette and very much a gamble.

1. Place the students in groups of 4 and give them one die per group and each student a 3x5 card to figure out a math problem for later. Next, assign the 4 students in each group a number from 1 to 4 depending on where they are sitting. Then relate to the students that those students who are sitting in the 1 spot will begin first by shaking the dice. Before allowing them to roll the dice, explain the rules and what the object of this activity is.

Explain that you are going to play Russian Roulette but will use dice instead of a gun. Explain the rules of Russian Roulette and how it is played with a gun. (The object of this activity is to help the students understand how unprotected sex, especially with more than one partner, is very much like playing Russian Roulette. The reason for this is that each time a person participates in sexual intercourse with someone without being sure that person does not carry an STD-Sexually Transmitted Disease- or HIV virus, he is at risk of contracting one of the diseases; whereas, he is not at risk if the relationship is monogamous and neither partner is carrying the virus.) Tell the students, 'It is a gamble with your life. Is it worth the gamble?'

Ask Students, 'What are your odds? Let us assume that the 6 on the roll of the dice represents a person with HIV.' Procede as follows: The person sitting in the 1 spot rolls the dice first; 2 position rolls second; 3 position rolls third; 4 position rolls fourth. Each person will roll the dice and then pass it on to the next position. As soon as someone rolls a 6 on the dice they have contracted HIV (analogy) and are out of the game and may now eventually lose their life. Each person is responsible in keeping track of how many times you rolled the dice until you rolled a 6. Some people may only roll a dice once or maybe 10 times before they rolled a 6. Repeat, 'It is a gamble with your life. Is it worth the gamble?' Have the students next figure a math problem on a 3x5 card (or on own paper)to determine their individual odds of contracting one of the diseases. If they rolled the dice once (1 out of 1 or 1/1)=100 and they represent the people in the world who contracted HIV the first time they had sex. If someone rolled twice before obtaining a 6, his odds would be 50 (1 out of 2 or 1/2) ; if rolled three times=33.3; four rolls=25; five rolls=20; 6 rolls=17; 7 rolls=14; 8 rolls=12.5; 9 rolls=11; 10 rolls=10.

After the groups have completed shaking the dice and obtained their percentage obtain the class average (add up percentages and divide by the number of students). Relate the average percentage of the classroom to chances of contracting STD's or HIV. (Hopefully this object lesson will show the students that having sex outside of a faithful marriage may eventually spell death or HIV. It is just a matter of time.)

Closure: Go over some of the statistics of people who have HIV and STD's. Help the students understand that having sex outside of an faithful marriage is a gamble with their lives.

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