

Healthy Teeth Bright Futures Teacher Guide

SECTION 1: INTRODUCTION

This oral health curriculum is designed to help Oregon school districts fulfill requirements of HB2969, which passed the Oregon Legislature and was signed into law in 2021.

This initiative was developed by The Healthy Teeth Bright Futures Coalition, which is comprised of representatives from philanthropic organizations, health plans, the education sector, health equity and social justice groups and health care providers who advocate for and advance children’s oral health in Oregon. The Coalition is the connective tissue across a variety of perspectives and people who care about children’s oral health and improving access to oral health care.

This initiative was prompted by both data and front-line experiences demonstrating that oral health problems disproportionately affect low-income and minority children. About a quarter of all children seen by in-school dental screening and sealant programs require follow up dental work, and nearly 10 percent of these children urgently need care within 24-48 hours. According to a December 2019 Data Brief by OHSU’s Center for Health Systems Effectiveness, among Medicaid-enrolled children, Black children had the highest rate of hospital Emergency Department visits for avoidable dental problems. In addition, peer-reviewed studies show that non-traumatic dental problems are the second-most common Emergency Department discharge diagnosis among young adults (ages 20-39). Children from more financially well-off households are not immune to these problems.

We not only believe, but also know from Coalition members’ own experiences collaborating with schools, that oral health education makes a difference in children’s health and consequently their ability to learn.

We highly recommend that schools collaborate with the state’s Health Authority-certified in-school dental screening and sealant programs, if they are not already doing so, as resources to assist teachers with practical, background information and delivery of sealant and screening services.

Development Process

[Cairn Guidance](#) was the curriculum developer of this Healthy Teeth Bright Future Curriculum. They created a K-8 and High School scope and sequence and thirty one lessons reviewed by the Healthy Teeth Bright Future Coalition in Oregon. From there, Cairn Guidance created a teacher pilot process in which teachers representing K-8 and High School from around Oregon were trained on the lessons and expected to teach the lessons, provide feedback and student work samples. From there, the Cairn Guidance team reviewed the feedback, made adjustments and finalized the curriculum. The next step was working collaboratively with [Crear Colectivo](#), an Oregon-based translation and transcreation collective that translated all of the teacher and student materials into Spanish. Finally, a graphic designer, [Kristin Black](#), put the final touches on all of the materials to ensure they were usable for students and teachers.



SECTION 2: IMPLEMENTING HIGH-QUALITY INSTRUCTION

Skills-Based Health Education

The Healthy Teeth Bright Future Curriculum is aligned to the National Health Education Standards. The National Health Education Standards are written expectations of the skills and knowledge students should have by the conclusion of high school.

Standard 1: Students will **comprehend concepts** related to health promotion and disease prevention to enhance health.

Standard 2: Students will **analyze the influence** of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to **access valid information, products, and services** to enhance health.

Standard 4: Students will demonstrate the ability to **use interpersonal communication skills** to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to **use decision-making skills** to enhance health.

Standard 6: Students will demonstrate the ability to **use goal-setting skills** to enhance health.

Standard 7: Students will demonstrate the ability to **practice health-enhancing behaviors and avoid or reduce health risks**.

Standard 8: Students will demonstrate the ability to **advocate for personal, family, and community health**.

The health education standards are centered around Standard 1, which is the knowledge or content standard. This standard defines what knowledge students should have about oral health.

Standards 2-8 are skills standards and focus on the introduction, practice, reinforcement and proficiency of the focus skill in the context of oral health.

“Skills are critical to maintaining and adopting health behaviors, and a skills-based approach supports both health outcomes and 21st century skills and learning outcomes (Benes, 2016).”

Skills-based health education emphasizes the importance of skills practice over instruction that solely focuses on content and information. Skills based health education ensures that valid and accurate content is being delivered, while also providing the opportunity for every student to master and demonstrate skills needed for healthy living throughout their lifetime. Dedicating a substantial amount of time in K-12 health education to the practice and reinforcement of the seven health skills and using health content as the situational vehicle for how students practice these skills, can achieve our goal in health education. For example, if students just *know* that secondhand smoke might harm them or that getting enough sleep at night is healthy, it does not help them actually practice and adopt health-promoting behaviors.

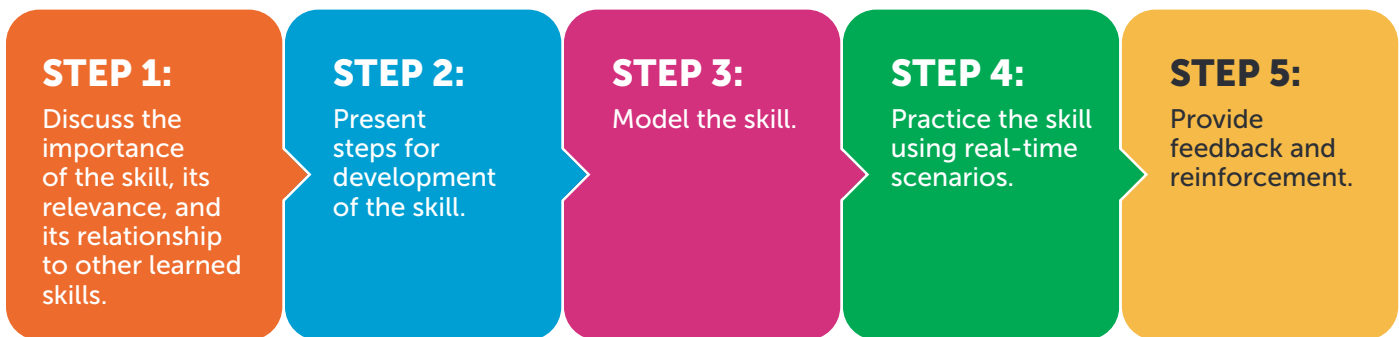


Effective health education provides students with the ability to acquire knowledge, foster healthy attitudes, develop and practice skills, and adopt behaviors to promote personal, family, and community health. A skills-based health education program includes a curriculum that is implemented through participatory methods to ensure that students develop the skills, attitudes, and beliefs to lead healthy lives (Benes & Alperin, 2016).

Skills-based health education, which should also be standards-based, refers to “the written curriculum, instructional style, and implementation” which focuses on skill development and proficiency (Benes & Alperin, 2016). Skills-based health education incorporates the use of participatory instructional methods that allow students to develop skill proficiency, address attitudes toward healthy decision-making, and build functional knowledge that will enable them to make decisions regarding their own health, wellness, and safety. A skills-based approach to health education also supports the integration of social and emotional learning (SEL) due to the overlapping nature between the five SEL competencies and seven health education skills standards. The Collaborative for Academic, Social, and Emotional Learning (CASEL) has developed a Framework for Systemic Social and Emotional Learning that identifies the five core competencies of social and emotional learning: 1) Self-awareness; 2) Self-management; 3) Responsible decision-making; 4) Relationship skills; and 5) Social awareness (Benes & Alperin, 2016).

Additionally, the National Health Education Standards and the World Health Organization (WHO) both provide models for skills development in health education. Figure 1 combines these two models and gives a framework for how each step is integrated into each skill taught in the curriculum. Although the steps are listed in order, previous steps can be addressed at any time, as needed.

Figure 1-Steps of Health Education Skill-Development (Benes & Alperin, 2016)



Effective Practices in Health Education

There is a growing body of health education research that articulates effective practices for health education programs. The research pinpoints practices associated with improved student health literacy and adoption of positive health behaviors and attitudes. This section shares criteria to consider when implementing health education instruction.

[SHAPE America](#) has also developed a summary of best practices for health education in their publication, [Appropriate Practices in School Based Health Education](#) that include:

- Creating a positive and inclusive learning environment that engages students in learning the skills they need to live healthy lives.
- Implementing a sequential, comprehensive curriculum—aligned with the National Health Education Standards and other relevant frameworks—that is skills-based, with an emphasis on developing health literacy.



- Employing instructional practices that engage students in learning and in developing their health-related skills.
- Using assessments that measure student growth, knowledge and health-related skill development.
- Advocating for a positive school culture toward health and health education.
- Maintaining high standards of practice.

Characteristics of Effective Health Education Curriculum

More specifically, experts and the evidence base suggest that effective health education programs and curricula:

1. Focus on clear health goals and related behavioral outcomes.
2. Is research-based and theory-driven.
3. Address individual values, attitudes, and beliefs.
4. Address individual and group norms that support health-enhancing behaviors.
5. Focus on reinforcing protective factors and increasing perceptions of personal risk and harmfulness of engaging in specific unhealthy practices and behaviors.
6. Address social pressures and influences.
7. Builds personal competence, social competence, and self-efficacy by strengthening skills.
8. Provide functional health knowledge that is basic, accurate, and directly correlates to health-promoting decisions and behaviors.
9. Use strategies designed to help students personalize information.
10. Provide age- and developmentally-appropriate information, learning strategies, teaching methods, and materials.
11. Incorporate learning strategies, teaching methods, and materials that are culturally responsive and sustaining.
12. Provide adequate time for instruction and learning.
13. Provide opportunities to reinforce skills and positive health behaviors.
14. Provide opportunities to make positive connections with influential others.
15. Include teacher information and plans for professional development and training that enhance effectiveness of instruction and student learning.



SECTION 3: CURRICULUM GUIDE

Lesson At-A-Glance

Grade	Number of Lessons	Unit Skill Standard Focus
Kindergarten	3	Self-Management
1	3	Goal-Setting
2	3	Interpersonal Communication
3	3	Decision-Making
4	3	Accessing Resources
5	3	Advocacy
6	3	Analyzing Influences
7	3	Interpersonal Communication
8	3	Self-Management
High School	4	Accessing Resources

*Note: Grades K-8 offer 3 lessons and High School includes 4 lessons. Each unit is skills-based for additional information and support with teaching skill, please refer to the [RMC Skill Guides](#).



Scope and Sequence

KINDERGARTEN

Lesson #	Lesson Title	National Health Education Standard (NHES) Alignment
1	Brushing and Flossing Our Teeth	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> • Explain the importance of brushing and flossing their teeth. <p>NHES 7: Self-Management</p> <ul style="list-style-type: none"> • Demonstrate steps to properly brush teeth. • Demonstrate steps to properly floss teeth.
2	How To Properly Brush and Floss Our Teeth	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> • Identify proper brushing and flossing practice. <p>NHES 7: Self-Management</p> <ul style="list-style-type: none"> • Review and practice steps to properly brush teeth. • Review and practice steps to properly floss teeth. • State what a person could do to improve their brushing or flossing.
3	Let's Practice Proper Brushing and Flossing	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> • Identify other health practices that help keep individuals healthy and safe. <p>NHES 7: Self-Management</p> <ul style="list-style-type: none"> • Explain how good hygiene improves or maintains overall health. • Explain what could happen if they do not brush or floss their teeth. • Explain when they might need to seek healthcare. • Discuss who they can tell when they might need health care.



1ST GRADE

Lesson #	Lesson Title	National Health Education Standard (NHES) Alignment
1	Teeth and Smile	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> • Explain why people have teeth. • Explain the benefits of proper brushing and flossing to improve or maintain their teeth and smile. <p>NHES 6: Goal Setting</p> <ul style="list-style-type: none"> • Explain how setting goals can help them improve or maintain their personal health care practices such as brushing and flossing.
2	Teeth and Smile	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> • Identify short term goals for proper care. <p>NHES 6: Goal Setting</p> <ul style="list-style-type: none"> • Set a short-term goal to improve or maintain their teeth or smile. • Identify trusted adults that can help individuals reach their goal.
3	Teeth and Smile	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> • Discuss who reached their goal. <p>NHES 6: Goal Setting</p> <ul style="list-style-type: none"> • Examine reasons why individuals may or may not reach their goal. • Discuss different ways to reach a goal for future health care practices.



2ND GRADE

Lesson #	Lesson Title	National Health Education Standard (NHES) Alignment
1	Let's Meet the Dental Staff	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> • Describe some staff they might meet or see in a dental office. • Identify what each staff person might do. • Identify the benefits of going to the dentist.
2	Why is it Important to Listen to the Dental Staff?	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> • Identify what can get in the way of being a good listener at the dentist office. • Identify why it is important to listen to the staff in the dentist office. <p>NHES 4: Interpersonal Communication</p> <ul style="list-style-type: none"> • Demonstrate what it looks like to listen well to the dentist. • Demonstrate what it looks like when someone is poorly listening.
3	Tell the Dentist How We Feel	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> • Identify emotions. • Discuss how someone might feel at the dentist. <p>NHES 4: Interpersonal Communication</p> <ul style="list-style-type: none"> • Identify ways in which to express our emotions. • Identify calming strategies.



3RD GRADE

Lesson #	Lesson Title	National Health Education Standard (NHES) Alignment
1	Why is it Important to Brush and Floss Your Teeth?	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> Explain the benefits of proper brushing and flossing on our overall health. <p>NHES 5: Decision Making</p> <ul style="list-style-type: none"> Discuss situations that may impact whether or not we brush or floss. Identify how decisions to brush or floss impacts our overall health. Recognize outcomes of proper and improper or inconsistent brushing and flossing.
2	Making Healthy Decisions Around Brushing and Flossing Your Teeth	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> Identify how proper brushing and flossing helps decrease the risk of infectious diseases. Identify infectious disease that may result from improper brushing and flossing. <p>NHES 5: Decision Making</p> <ul style="list-style-type: none"> Discuss ways to decrease the risk of infectious disease by applying decision making skills. Recognize ways to communicate how to decrease the risk to others.
3	Communicating Decisions Around Proper Oral Health Care	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> Identify when someone may need health care. Identify different types of health care. <p>NHES 5: Decision Making</p> <ul style="list-style-type: none"> Demonstrate how to communicate different types of health care. Identify how to choose the appropriate type of health care needed, by using the decision making process.



4TH GRADE

Lesson #	Lesson Title	National Health Education Standard (NHES) Alignment
1	Sugar and Oral Health	NHES 1: Health Concepts <ul style="list-style-type: none">• Explain the impact of sugar on teeth. NHES 3: Accessing Resources <ul style="list-style-type: none">• Describe eating habits that protect oral health.
2	Finding Sugar on Nutrition Labels	NHES 1: Health Concepts <ul style="list-style-type: none">• Locate sugar information on a food label. NHES 3: Accessing Resources <ul style="list-style-type: none">• Read a food label to identify sugary foods and drinks.
3	Effective Communication and Our Health	NHES 1: Health Concepts <ul style="list-style-type: none">• Explain the connection between nutrient-rich foods and oral health. NHES 3: Accessing Resources <ul style="list-style-type: none">• Using nutrition labels, identify food/drink choices that promote oral health.



5TH GRADE

Lesson #	Lesson Title	National Health Education Standard (NHES) Alignment
1	I Need Help!	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> Describe the benefits of personal care practices that promote oral health. Identify when someone is experiencing a dental health problem. <p>NHES 8: Advocacy</p> <ul style="list-style-type: none"> Explain how oral/dental injuries from sports/activities can be prevented. Explain why teeth should not be used as tools.
2	Who Can Help?	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> Identify who can help with dental health related problems. <p>NHES 8: Advocacy</p> <ul style="list-style-type: none"> Demonstrate how to gain help needed for dental health and safety issues.
3	We Can Help!	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> Identify ways to encourage others to promote oral health & safety among peers. <p>NHES 8: Advocacy</p> <ul style="list-style-type: none"> Provide factual information to improve the oral/dental health and wellness of others. Advocate for peers to make positive oral/dental health choices.



6TH GRADE

Lesson #	Lesson Title	National Health Education Standard (NHES) Alignment
1	The Best Part of Me	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> Identify characteristics (shape, size, look, structure) of smiles that make people unique/special. Describe the benefits of personal care practices that promote oral health. <p>NHES 2: Analyzing Influences</p> <ul style="list-style-type: none"> Acknowledge the connection between self-confidence in smiles and personal care practices.
2	The Influences on Dental Health	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> Identify various internal and external influences (<i>peers, culture, media, community, family, school</i>) on the care of teeth and mouth. <p>NHES 2: Analyzing Influences</p> <ul style="list-style-type: none"> Examine how orthodontics can impact a person’s self-confidence. Explain how an individual can impact others’ health choices.
3	Assertive Communication	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> Describe how various influences impact oral health choices now. Describe how various influences may impact a person’s future oral health status. <p>NHES 2: Analyzing Influences</p> <ul style="list-style-type: none"> Determine which influences are most powerful in one’s oral health choices.



7TH GRADE

Lesson #	Lesson Title	National Health Education Standard (NHES) Alignment
1	Researching Oral Health	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> • Describe the impact of tobacco use on oral health. • Describe the potential consequences of tobacco trends/fads. • Identify sugary drinks. <p>NHES 4: Interpersonal Communication</p> <ul style="list-style-type: none"> • Explain why most people do not use tobacco products. • Explain the importance of healthy food and drink choices for oral health.
2	Communicating About Oral Health & Health Behaviors	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> • Summarize the benefits of healthy behavior choices for promoting oral health and maintaining positive social relationships. <p>NHES 4: Interpersonal Communication</p> <ul style="list-style-type: none"> • Communicate clearly about nutrition and oral health. • Communicate clearly about tobacco use, vaping and oral health.
3	Communicating About Oral Health & Health Behaviors	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> • Propose improvements for personal communication techniques. <p>NHES 4: Interpersonal Communication</p> <ul style="list-style-type: none"> • Demonstrate the use of effective verbal and non-verbal communication related to oral health. • Communicate clearly about nutrition and oral health. • Communicate clearly about tobacco use and oral health.



8TH GRADE

Lesson #	Lesson Title	National Health Education Standard (NHES) Alignment
1	Food & Drinks & Oral Health	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none">• Explain the importance of healthy food choices for oral health. <p>NHES 7: Self-Management</p> <ul style="list-style-type: none">• Demonstrate how to read a food label.• Compare and contrast beverages based on oral health impact.
2	Taking Responsibility for Oral Health	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none">• Analyze personal drink habits that contribute to oral health. <p>NHES 7: Self-Management</p> <ul style="list-style-type: none">• Explain the importance of being responsible for personal oral/dental health behaviors.• Choose healthier drink options.
3	Healthy Practices to Habits	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none">• Summarize the oral/dental health benefits of good hygiene practices, healthy food choices and being tobacco free. <p>NHES 7: Self-Management</p> <ul style="list-style-type: none">• Create a personal wellness plan to boost and maintain oral/dental health.



HIGH SCHOOL

Lesson #	Lesson Title	National Health Education Standard (NHES) Alignment
1	Dental Careers	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> Analyze how identifying the role of the dental office and staff may impact our overall oral healthcare. Describe the role of and job duties associated with each career. <p>NHES 3: Accessing Resources</p> <ul style="list-style-type: none"> Investigate the career field of dentistry. Explore post-secondary education required for dental careers.
2	Healthy Lifestyles and Oral Care	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> Identify positive oral health habits and how they impact our overall wellness. Explain how proper nutrition supports oral health. Determine the benefits of proper nutrition on oral care. <p>NHES 3: Accessing Resources</p> <ul style="list-style-type: none"> Examine factors and barriers that may impact oral health habits. Create strategies to overcome barriers that may impact oral health habits.
3	Oral Health and Substances	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> Explain the use of opioids in dental pain, and how overuse or misuse can lead to opiate substance use disorder. <p>NHES 3: Accessing Resources</p> <ul style="list-style-type: none"> Examine caustic materials and how they impact our oral health. Investigate the effects of AOD on oral health. Evaluate when additional adult or professional help may be needed around the use of opiates.
4	Access to Care	<p>NHES 1: Health Concepts</p> <ul style="list-style-type: none"> Describe the importance of assessing oral health care and screenings. <p>NHES 3: Accessing Resources</p> <ul style="list-style-type: none"> Analyze ways in which to access care. Demonstrate how to access care. Identify barriers to accessing or practicing care. Determine the accessibility of valid and reliable products and services that enhance health and resources or solutions to overcome barriers to access.



Implementation

This curriculum is meant to be implemented every year in grades Kindergarten through High School. All lessons are aligned to the National Health Education Standards (NHES). Each lesson has been developed to be implemented within a 45-minute time block. While the hope is this curriculum is taught by a certified health education teacher, all the lessons are fully scripted, for those instances when a certified health educator is not available. All lessons follow the same structure commencing with beginning of lesson activities, transitioning to middle of lesson activities, and concluding with an end of lesson activity; also, lessons include an extension and suggested adaptations and modifications for diverse learners. Additionally, the units, in grades Kindergarten-8th, contain three lessons, and the high school unit contains four. The high school lessons can be taught consecutively in one grade, or one lesson per grade level.

Anatomy of a Lesson

Please see below components that are included in each lesson.

Grade 1 Lesson 2

TEETH AND SMILE

Health Education Standards Alignment

- Health Concepts
- Analyzing Influences
- Accessing Valid & Reliable Resources
- Interpersonal Communication
- Decision Making
- Goal Setting
- Self-Management
- Advocacy

Oregon Health Education Performance Indicator Alignment

- HE.1.1.2 Discuss safe behaviors and ways to reduce risk of common childhood injuries.
- HE.1.1.3 Identify when it is important to seek healthcare.
- HE.6.1.1 Describe a short-term personal health goal and take action toward achieving the goal.
- HE.6.1.2 Describe resources to achieve health-related goals.

Valuable Vocabulary

teeth brushing	plaque growth
flossing	goal
cavity	

Language of Health Literacy

A goal is...
Goals are important because...
Health literacy language adapted with permission from RMC Health's Health Skills Materials.

Alignment with Oregon English Language Arts Literacy Standards

- 1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- 1.SL.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- 1.SL.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- 1.SL.6 Produce complete sentences when appropriate to task and situation.

Essential Question(s)

- Why is goal setting important?
- What makes a goal helpful for my growth?
- How can I create a goal that is meaningful?
- Who can help me reach my goal?
- How can I keep track of my goal?



**Student Objectives****Students will be able to:**

- Identify short-term goals for proper care;
- Set a short term goal to improve or maintain their teeth or smile; and
- Identify trusted adults that can help individuals reach their goal.

**Materials & Preparation**

- Poem "I Think I Can" Presentation.
 - Set up technology to present "I Think I Can" poem
- Goal Setting handout (Print 1 per group)

The lesson plan includes student objectives that will be addressed through the lesson experiences.

Each lesson includes a list of regarded materials and resources for implementation.

Lesson Structure & Learning Activities

BEGINNING OF LESSON

Ask students these three questions and have them either nod or raise their hand.

"Who has heard the word goal?"

"Who knows what a goal is?"

"Who has ever set a goal?"

Say: "A goal is something you are trying to do or achieve."

Say: "I am going to read the poem "I Think I Can." As I am reading this poem, I want you to follow along with the words on the screen. Listen to the words and think about what goal this person is setting for themselves, or trying to do, and what they do to help achieve their goal."

Read the poem from start to finish the first time.

Then, read the poem a second time through. While reading the poem the second time, break down each paragraph and how it relates to goal setting.

Say: "What is the goal of this person in paragraph one?"

Desired response: "Finish a task."

Say: "In paragraph two what are two things this person does to help them achieve or reach their goal?"

Desired response: "Adjust and ask for help."

Say: "In paragraph three, what does this person do if they do not achieve their goal?"

Desired response: "They try again."

Say: "A goal is something you want that is put in action with a plan, or something you try to do, just like this person in the poem. Today, we are going to learn the skill of goal setting in order to help us maintain or improve our overall health, especially around proper brushing and flossing."

The body of each lesson incorporates scripted language and desired student responses.



SECTION 4: RESOURCES

This section includes resources that can support curriculum implementation.

Skills-Based Resources

RMC [Skills Guides](#)

[National Health Education Standards](#)

Oral Health Resources

[Smoking Stinks](#) Kids Health

[What Is Smokeless Tobacco](#) Kids Health

[What is Tobacco](#) Kids Health

[Smoking](#) Kids Health

[Smoking, Gum Disease, and Tooth Loss](#) Center for Disease Control and Prevention

[Smoking and Oral Health](#) Oral Health Foundation

[Effects of Smoking and Vaping on Oral Health](#) Better Health Channel

[Smoking and Tobacco](#) Mouth Healthy

Queen Victoria Hospital: [The Effect that Smoking Has on Your Oral Health](#)

[How to Take Care of Your Teeth](#) Kids Health

[What's a Cavity?](#) Kids Health

[Gum Disease](#) Kids Health

[Taking Care of Your Teeth](#) Kids Health

[Diet and Dental Health](#) Mouth Healthy

[How Poor Nutrition Negatively Affects Oral Health](#) Briglia Dental Group

[Need Another Reason Not to Vape? Your Oral Health is at Risk](#) American Heart Association

[Tobacco and Vaping](#) Massachusetts Dental Society



SECTION 5: REFERENCES

- Benes, S., & Alperin, H. (2016). The essentials of teaching health education: Curriculum, instruction, and assessment. Human Kinetics
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