

# LET'S MEET THE DENTAL STAFF

## 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.1.2.1 Recognize examples of physical, mental, social, emotional, and environmental health.

HE.1.2.3 Identify when it is important to seek healthcare.

## Alignment with Oregon English Language Arts Literacy Standards

2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2.SL.1b Build on others' talk in conversations by linking their comments to the remarks of others

2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Valuable Vocabulary

dentist  
dental hygienist  
receptionist  
instruments  
tools  
plaque  
cavity  
filling

## Language of Health Literacy

\_\_\_\_\_ helps me take care of \_\_\_\_\_.

*Health literacy language adapted with permission from RMC Health's Health Skills Materials.*

## Essential Question(s):

How might knowing the role of the dental staff help us feel comfortable during our visit?





### Student Objectives

#### Students will be able to:

- Describe some staff they might meet or see in a dental office;
- Identify what each staff person might do; and
- Identify the benefits of going to the dentist.



### Materials & Preparation

- Pen/pencil
- Paper and markers
- Matching Activity Handout (1 per student)
- Packets of dental staff (1 per group)
- Packets of dental instruments (1 per group)
- **Review:**
  - Roles and responsibilities of the dental staff
  - Dental Staff and Tools/Instruments Presentation
  - Background knowledge of oral health

## Lesson Structure & Learning Activities

### BEGINNING OF LESSON

**Ask** students the questions below and see if any of them know the answers. If not, share the answers using the desired responses.

Using the “Dental Staff and Tools/Instruments” Presentation, show *Slide 1*

#### **Question #1: “Who knows what a dentist is?”**

*Desired response: “A doctor who takes care of our teeth and mouth.”*

#### **Question # 2: “Why is it important to go to the dentist?”**

*Desired response: “To make sure your teeth stay healthy and strong.”*

**Say:** “We go to the dentist to remove plaque on our teeth and learn ways to prevent gum disease. Going to the dentist is like when someone takes their car through the car wash. When the car goes through the car wash it washes off all the dirt and makes it clean and shiny. You go to the dentist to have the plaque on your teeth removed and make them nice and shiny.”

#### **Question # 3: “What are some things you might see in the dental office?”**

*Desired responses: “Dental chair, bright light, special tools, dental mask, and gloves”*

#### **Question # 4: “What are some of the roles of people that work in the dental office?”**

*Desired response: “The dentist makes sure that we are brushing properly, teeth are growing the correct way, and looks for cavities. They also check our teeth and gums when our mouth might be hurting. The dental assistant helps the dentist. The dental hygienist cleans our teeth and removes plaque and tartar. The receptionist greets us when we walk in, answers the phone, and makes our appointments.”*



## MIDDLE OF LESSON

**Say:** “There are a lot of people that work in the dentist office. They all do different things to help us keep our teeth and gums as healthy as possible.”

**Say:** “Today we are going to look at pictures of the dental staff and instruments or tools in the dental office. You will work with a partner or in a small group to match pictures of the staff and the different instruments each staff member uses.”

Review the images with the students using the “Dental Staff and Tools/Instruments” Presentation.

*Show Slides 3 and 4*

**Say:** “The receptionist greets us when we walk in, answers the phone, and makes our appointments. The tools a receptionist uses in the dental office is a phone and a calendar.”

*Show Slides 5 and 6*

**Say:** “The hygienist cleans our teeth and removes plaque and tartar. The tools a dental hygienist uses in the dental office are dental instruments such as a scaler to scrape the plaque and tartar off our teeth, a mirror to see all of our teeth at different angles, a polisher to make our teeth shiny and bright.”

*Show Slides 7 and 8*

**Say:** “The dentist makes sure that we are brushing properly. They also look to make sure our teeth are growing the correct way and the dentist looks for cavities. They also check our teeth and gums when our mouth might be hurting. The instruments the dentist uses in the dental office are very similar to the instruments the dental hygienist uses. One instrument they may use is a drill. The drill is used to remove cavities from our teeth to stop them from getting bigger. The dentist will then fill that hole with a filling so we can keep that tooth healthy and strong.”

Put the students in pairs or small groups. Hand each group of students the Matching Activity handout.

**Say:** “Now it’s your turn to match the tool with the person in the dentist office.”

Have the students draw lines from the tool with the person/people at the dental office. Tell students to raise their hand when they have completed the activity. Go over the answers using the presentation slides again.

**Say:** “What might be some benefits of going to the dentist?” Have students raise their hand if any of them know the answer. If not, share the answers using the desired responses.

*Desired responses:* “Cleans our teeth, checks for cavities, makes sure our teeth are growing correctly.”

**Say:** “If you have pain, or questions about your teeth, who else might you ask other than the dentist office?” Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

*Desired responses:* “School nurse, school counselor, school-based health center, regular doctor”

**Say:** “You are going to draw a picture of yourself or someone you know with a big smile on your/ their face. When you are done drawing your picture, you will write down two benefits of going to the dentist under your picture.”

Use the sentence frame “Two benefits of going to the dentist are \_\_\_\_\_ and \_\_\_\_\_.”

Have students hand in their drawings and post them around the room.



## END OF LESSON

Inform students that in the next lesson we will be talking about active listening and the importance of being a good listener at the dental office.

## Extensions & Adaptations

<b>Enrichment &amp; Modifications for Diverse Learners</b>	Word wall with vocabulary and images.  Sentence frames: 1. Two reasons going to the dentist is good for me are _____ and _____.
<b>Educational Technology Integration</b>	Students use devices to search for roles at a dentist office online and what tools staff might use.
<b>Extensions</b>	Invite a dentist or dental hygienist to be a guest speaker in your classroom. Use the <a href="#">American Dental Association resource</a> to find one near you.



# WHY IS IT IMPORTANT TO LISTEN TO THE DENTAL STAFF?

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HE.1.2.1 Recognize examples of physical, mental, social, emotional, and environmental health.

HE.1.2.2 Describe safe behaviors and ways to reduce risk of common childhood injuries

HE.1.2.3 Identify when it is important to seek healthcare.

HE.4.2.2 Demonstrate effective active listening skills.

## Alignment with Oregon English Language Arts Literacy Standards

2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2.SL.1b Build on others' talk in conversations by linking their comments to the remarks of others

2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Valuable Vocabulary

Listen  
Look  
Face-reading  
Body language

## Language of Health Literacy

Listening is important because \_\_\_\_\_.

Listening helps me \_\_\_\_\_.

*Health literacy language adapted with permission from RMC Health's Health Skills Materials.*

## Essential Question(s):

How might being a good listener help us during our visit to the dentist?





### Student Objectives

#### Students will be able to:

- Demonstrate what it looks like to listen well to the dentist;
- Demonstrate what it looks like when someone is poorly listening;
- Identify what can get in the way of being a good listener at the dentist office; and
- Identify why it is important to listen to the staff in the dentist office.



### Materials & Preparation

- White board or chart paper.
- Set up technology to *Why is it Important to Listen to the Dental Staff?* Presentation.
- Post sentence frame on board - "It is important to be a good listener at the dentist because \_\_\_\_\_?"
- Review:
  - Review the article [Role Plays as an SEL Teaching Tool](#) as to the importance of building health literacy and SEL skills through role play.

## Lesson Structure & Learning Activities

### BEGINNING OF LESSON

**Say:** "In our last lesson we talked about the dental staff and their role in the dental office."

**Ask** students these questions and see if any of them know the answers. Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

**Question #1: "Who can tell me the role of the dentist?"**

*Desired response: "A doctor who takes care of our teeth and mouth."*

**Question #2: "Who can tell me the role of the Hygienist?"**

*Desired response: "A friendly professional who teaches you how to clean your teeth, talks to you about fluoride and good dental habits, and checks for tooth decay and other oral health problems."*

**Question #3: "Who can tell me the role of the receptionist?"**

*Desired response: "The person at the front desk that greets you when you walk in, answers the phone, and helps schedule your dental appointments."*

**Question #4: "Who can tell me one benefit of going to the dentist?"**

*Desired response: "Regular visits help keep your teeth clean, they can help if you have pain."*

**Say:** "It is not only important to know who the staff are at the dental office and the benefits of going to the dentist, but also to know how to be a good listener when we are there."

### MIDDLE OF LESSON

Introduce the slide on listening steps, show *Slide 2*

**Please note:** to provide culturally inclusive instruction, please be aware of any cultural or traditional practices that may not be reflected in the desired responses below. Please adapt and modify examples according to your audience.



**Ask** students these questions and see if any of them know the answers. Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

**Question #1: "Who can describe what it looks like to be a good listener?"**

*Desired response: "Not speaking while others are talking, proper body language, facial expressions,, nodding."*

**Question #2: "Describe what it looks like when someone is listening poorly."**

*Desired response: "Talking while others are talking, not keeping your hands to yourself, not looking at the speaker (be aware of cultural differences)."*

**Say: "When someone is being a good listener it is called 'Active Listening.' When someone is being a poor listener it is called 'Inactive Listening.'"**

**Say: "Let us practice being an ACTIVE listener. I am going to ask all of you if you are having a good day. You are going to nod your head yes or no, depending on how your day is going."**

**Say: "Are you having a good day?"** Students should nod one way or the other.

**Say: "Now, let us practice being an INACTIVE listener. I am now going to ask you if you are having a good day and you are going to cross your arms and look away from me and talk to someone close to you, ignoring my questions."**

**Say: "Are you having a good day?"** Students should demonstrate inactive listening.

**Say: "Now that we have defined and practiced what active and inactive listening is, we are going to look at images of active and inactive listening."**

Show the two slides that show this. - Images will include active listening examples of eye contact, not speaking, facial expressions (*Slide 3*). Inactive listening will include images of plugging ears, looking away, talking to others (*Slide 4*).

**Ask** the students these two questions using the sentence frames and have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

Write responses on the board as students share for future reference.

**Question #1: "What are things that may get in the way of active listening at the dentist?"**

*Desired responses: "Being distracted, being scared, feeling uncomfortable."*

**Question #2: "It is important to be a good listener at the dentist because \_\_\_\_\_?"**

*Desired responses:*

*"They tell us how to properly brush and floss."*

*"They tell us if we have a cavity or gum disease."*

**Say: "Now we are going to talk about how to actively communicate our wants, needs, and feelings when we are visiting the dentist. Let's practice being a good listener."**

**Say: "With a partner, we are going to role-play being at the dentist. One of you will be the dentist and one of you will be the patient."**

Place students in pairs.

**Say: "Decide who is the dentist and who is the patient."**

Provide wait time for students to decide amongst themselves.

**Say: "Raise your hand if you are the dentist."**

**Say: "Raise your hand if you are the patient."**



Say: "If you are the dentist, look at your patient and say, 'Show me how to open your mouth real wide.' If you are the patient, you are going to look towards the dentist and open your mouth real wide. Let's practice."

Say: "Dentist's... 'How did your patient do following your instructions?'"

*Desired response:* "They listened to what I said and did what I told them to do."

Say: "How did you feel when your partner listened to you?"

*Desired response:* "I felt heard, I felt important, I understood."

Have students switch roles.

Say: "The patient is now the dentist and the dentist is now the patient. Raise your hand if you are the dentist. Raise your hand if you are the patient. If you are the dentist, look at your patient and say, 'Let me take a look at your teeth, open wide!' If you are the patient, you are going to look towards the dentist and open your mouth real wide. Let's practice."

Say: "Dentist's... 'How did your patient do following your instructions?'"

*Desired response:* "They listened to what I said and did what I told them to do."

Say: "How did it feel when your partner listened to you?"

*Desired response:* "I felt heard, I felt important, I understood."

In pairs, have students talk about these two prompts with each other.

*Prompt #1:* "Listening is important because \_\_\_\_\_."

*Prompt #2:* "Listening helps me \_\_\_\_\_."

Have students share their answers.

Say: "Let us review your answers to the questions..." 'Listening is important because...' and 'Listening helps me...'. We practiced being an active listener so we can eliminate situations that may get in the way of active listening, and we discussed why it is important to be a good listener."

## END OF LESSON

Say: "In the next lesson we are going to practice the skill of speaking to the dentist and telling them how we might be feeling. We will also be learning about and practicing self-awareness strategies we can use when we might be feeling upset or scared when we are at the dentist."

## Extensions & Adaptations

<b>Enrichment &amp; Modifications for Diverse Learners</b>	Word wall with vocabulary and images. Sentence frames: "It is important to be a good listener at the dentist because _____?"
<b>Educational Technology Integration</b>	Students use devices to search for more images of active listening.
<b>Extensions</b>	Students practice active listening in other situations.





# TELLING THE DENTIST HOW WE FEEL

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HE.1.2.1 Recognize examples of physical, mental, social, emotional, and environmental health.

HE.1.2.2 Describe safe behaviors and ways to reduce risk of common childhood injuries

HE.1.2.3 Identify when it is important to seek healthcare.

HE.4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

HE.4.2.2 Demonstrate effective active listening skills.

## Alignment with Oregon English Language Arts Literacy Standards

2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2.SL.1b Build on others' talk in conversations by linking their comments to the remarks of others

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2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Valuable Vocabulary

Communicate  
Speak  
Voice  
Volume  
Feelings

## Language of Health Literacy

My face helps me communicate because \_\_\_\_\_.

My body helps me communicate because \_\_\_\_\_.

*Health literacy language adapted with permission from RMC Health's Health Skills Materials.*

## Essential Question(s):

How might being a good listener help us during our visit to the dentist?





### Student Objectives

#### Students will be able to:

- Identify emotions;
- Discuss how someone might feel at the dentist;
- Identify ways in which to express our emotions; and
- Identify calming strategies.



### Materials & Preparation

- White board or chart paper.
- Markers
- "I Feel..." Handout.
- Telling the Dentist How We Feel Presentation
- **Review:**
  - [Role Plays as an SEL Teaching Tool](#)
  - Background knowledge of oral health.

## Lesson Structure & Learning Activities

### BEGINNING OF LESSON

Introduce speaking by showing *Slide 2* of the presentation. Ask the following questions and discuss:

#### Question #1: "How do I talk to others?"

*Desired responses: "I use my voice; I use words that describe what I'm feeling."*

#### Question #2: "How do I let others know how I feel?"

*Desired responses: "I use my voice; I can share what emotions I have."*

#### Question #3: "How do I ask for help?"

*Desired responses: "I ask questions; I share how I feel."*

Ask students these questions and see if any of them know the answers. Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses. Show the second slide in the presentation.

#### Question #4 "What emotions do you see in these images?"

*Desired response: "Happy, sad, mad, love, excited"*

**Say: "Who can show me an emotion on their face or using their body?"**

Allow students to show you an emotion.

**Say: "This is called body language. When you are not using any words, but your body is communicating."**

#### Question #5: "What are some emotions someone may feel while visiting the dentist?"

*Desired response: "Scared, frightened, uneasy, excited"*

#### Question #6: "Why is it important to be able to tell the dentist how we are feeling?"

*Desired response: "So they know if we are scared, they know if something hurts"*

#### Question #7: "What might make it difficult to tell the dentist how you feel?"

*Desired response: "Scared, hard to talk with instruments in my mouth"*



**Question #8: "What are some things we could tell the dentist that would make us feel better?"**

*Desired response: "I'm scared, can you tell me what you are doing and why you are doing it, if something hurts can I raise my hand?"*

**Say: "Now, we will practice saying some of those things to a partner."** Have students pair up and share any of the responses on *Slide 3*.

**Say: "When we are upset or scared it might be hard to tell the dentist how we are feeling."**

**Say: "What might be some things we might say to the dentist or hygienist?"**

**Say: "Now it is your turn to practice telling the dentist or hygienist how you are feeling. With a partner, we are going to role-play talking to the dentist. One of you will be the dentist, one of you will be the patient. Get with your partner. Decide who is the dentist, and who the patient. Raise your hand if you are the dentist. Raise your hand if you are the patient."**

**Say: "If you are the patient, look at the dentist and say, 'I feel \_\_\_\_\_, and I need help with \_\_\_\_\_. ' You may use examples from the list on slide 4 or come up with your own. If you are the dentist, make sure you practice your active listening from the last lesson."**

**Say to the student dentists: "How does your patient feel?...How do you know that?"**

*Desired response: "They feel...and I know that because (responses will vary)."*

**Say to the student patients: "How do you know the dentist was actively listening to you?"**

*Desired response: "Their facial expression, they nodded, they said 'OK'."*

**Say: "Now let's switch roles. The patient will now be the dentist and the dentist will now be the patient. Raise your hand if you are the dentist."**

**Say: "Raise your hand if you are the patient. If you are the patient, look at the dentist and say 'I feel \_\_\_\_\_, and need help with \_\_\_\_\_. '."**

You may use examples from the list on *slide 4* or come up with your own. Practice.

**Say to the student dentists: "How does your patient feel?...How do you know that?"**

*Desired response: "They feel and I know that because (responses will vary)."*

**Say to the student patients: "How do you know the dentist was actively listening to you?"**

*Desired response: "Their facial expression; they nodded; they said 'OK'."*

## END OF LESSON

**Say: "One way of helping us with our emotions when we are feeling upset or scared is to practice self-awareness. Self-Awareness means we are aware of our feelings so we can appropriately demonstrate and express how we are feeling and ask for what we need."**

Ask students these two questions and have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

**Question #1: "How does it feel being able to share our feelings in a positive way?"**

*Desired response: "It feels good; it feels safe."*

**Question #2: "How does it feel when we do not share our feelings in a positive way?"**

*Desired response: "It feels uneasy; it makes me feel bad."*

**Say: "One way to help us share our feelings in a positive way is to use a strategy that is calming. Today we are going to practice using deep breathing. Deep breathing can help us calm down so we can share our feelings in a positive way."**



Say: "I want you to pretend you are a whale in the ocean. Sitting crisscross applesauce, sit up tall and take a deep breath in, hold it while you count to 5 with your fingers then tilt your head up to blow it out of the blowhole."

Have students practice these 2 to 3 times.

Say: "Today was an important day of learning how to tell an adult how we may be feeling and how to ask for help. We learned a strategy that will help us calm down in order to share our feelings in a positive way. We also practiced how to be an active listener. These are skills that will help us be a healthier communicator."

## Extensions & Adaptations

<b>Enrichment &amp; Modifications for Diverse Learners</b>	<p>Word wall with vocabulary and images.</p> <p>Sentence frames: "I feel _____, and need help with _____?"</p> <p>Please note: I Feel... handout with sentence frames can to be used prior to implementation of role plays, if needed.</p>
<b>Educational Technology Integration</b>	<p>Students use devices to search for Self-Awareness calming methods.</p>
<b>Extensions</b>	<p>Students practice "I feel _____, and need help with _____" in other situations.</p>



# Matching Tools and Instruments with the Staff at the Dentist

**Instructions:** Draw a line between the instrument or tool and the person that might use it. In some cases, an instrument or tool might be used by two people in the dentist office.

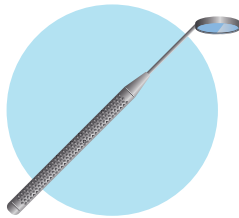
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Phone



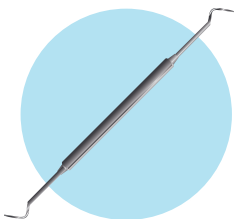
Mirror



Calendar



Scaler



Dental  
Polisher



Dentist



Hygienist



Receptionist





I feel...



I feel \_\_\_\_\_ , and I need help with \_\_\_\_\_ .



I feel...



I feel \_\_\_\_\_ , so could you \_\_\_\_\_ .