

# WHY IS IT IMPORTANT TO BRUSH AND FLOSS YOUR TEETH?

## 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.1.3.1 Identify the relationship between healthy behaviors and personal health.

HE.1.3.4 Describe ways to prevent common childhood injuries and health problems.

HE.1.3.5 Identify why it is important to seek health care.

HE.5.3.1 Recognize health-related situations that might require a decision.

HE.5.3.2 Recognize when assistance is needed in making a health-related decision.

HE.5.3.3 Recognize a healthy option when making a decision.

## Alignment with Oregon English Language Arts Literacy Standards

3.W.4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose.

3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

3.SL.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

3.SL.1d Explain their own ideas and understanding in light of the discussion.

## Valuable Vocabulary

teeth  
brushing  
flossing  
cavity  
tooth decay  
gingivitis  
plaque  
decision  
thoughtful decision  
quick decision

## Language of Health Literacy

A thoughtful decision is \_\_\_\_\_.

A quick decision is \_\_\_\_\_.

The difference between a thoughtful decision and a quick decision is \_\_\_\_\_.

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



### Essential Question(s)

What are some benefits to choosing to brush and floss daily?

What is the healthiest decision I could be making related to my teeth?

### Student Objectives

**Students will be able to:**

- Explain the benefits of proper brushing and flossing on our overall health;
- Discuss situations that may impact whether or not we brush or floss;
- Identify how decisions to brush or floss impacts our overall health; and
- Recognize outcomes of proper and improper or inconsistent brushing and flossing.

### Materials & Preparation

- Presentation (Please note: questions and answers can be posed by using applications such as Kahoot or Menti.com etc.
- Graphic Organizer (1 per group)
- **Review:**
  - [Placemat Teaching Strategy](#)
  - Background knowledge of oral health.

## Lesson Structure & Learning Activities

### BEGINNING OF LESSON

Show [slide 1](#) and have students either write down or say out loud their answers.

Show [slide 2](#).

**Say: "The answer is 'A- You will have cleaner teeth and a brighter smile.'"**

**Say: "Every day plaque collects on our teeth and can lead to tartar and stains. But brushing and flossing can sweep plaque away before it can harden into tartar. Brushing and flossing the right way every day can help keep your smile healthy and bright."**

Show [slide 3](#) and explain there are other reasons why it is important to brush and floss your teeth.

**Say: "Fresh breath is also a reason. Nobody loves bad breath ("halitosis"). There is bacteria in our mouth that can produce an odor that can be embarrassing and unhealthy. Brushing and flossing can get rid of the bacteria that cause halitosis and decay and helps our breath smell nice and fresh!"**

**Say: "Brushing cleans your teeth, gums, and where they come together. Flossing reaches areas in your mouth that a toothbrush can't. Flossing cleans between your teeth and below the surfaces of the teeth and gums. Brushing and flossing are important to keeping gums healthy. Unhealthy gums can cause gum disease, leading to other serious health problems in your mouth and body."**

**Say: "Finally, brushing and flossing your teeth daily help reduce tooth decay or cavities (when your teeth get little holes in them), reduce your gums getting diseased or sick, and may even keep your heart healthy!"**



## MIDDLE OF LESSON

**Say:** “We just discussed why flossing and brushing are so important.”

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

**Question:** “What are things that might interfere or get in the way of someone brushing and flossing their teeth?”

*Desired response:* “They are too tired; they forgot; they fell asleep; they don’t like the taste; they can’t find the tools; they ran out of toothpaste at home; they don’t have a toothbrush”

**Say:** “These examples are all about making the decision to brush and floss, or not to brush and floss.”

**Say:** “We make lots of decisions every day for all different reasons. The decisions we make are based on a variety of factors; experience, things we do, knowledge, what we know, and emotions, how we feel.”

**Ask** the students the below question and have them raise their hand if they agree with this statement:

**Question:** “I made a decision and then afterwards wished I had not.”

Show *slide 4*.

**Say:** “Sometimes we make decisions we wish we had not made because we didn’t take the time to think about ‘what is the healthiest decision I could be making related to my teeth?’ and “what will happen if I make that decision?”

**Say:** “Important decisions should be made in a thoughtful way, which means we need to stop, identify the possible decisions we could make, and what can happen once we make them. The more we practice this skill, the better we will become at making healthier decisions quickly. Some decisions may even need to be made before we find ourselves in that situation. The more prepared or ready we are before we get into a situation, the more likely we are to make a healthy and safe decision.”

**Here are some examples** (feel free to share these, or have them come up with examples):

- Brush twice a day.
- Floss every day.
- Don’t chew on pens or things that aren’t food.
- Don’t bite my nails.
- Ask a parent/guardian to go to the dentist twice a year.
- Wear a mouthguard when participating in certain sports.

**Say:** “Today we are going to hear from you on decisions you can make around proper brushing and flossing.”

Place students in groups of 3-4, and distribute a graphic organizer to each group.

**Say:** “Start with one person in their group to draw or write their healthy decision in a box. Then, give it to the next person.”

Have them silently write ideas/information or draw images that relate to the question in their personal area of the graphic organizer. Give students a predetermined amount of time until it goes to the next student. Each of them will write or draw images in their own box. Once they are finished, have them discuss each others’ boxes.



Monitor the group to ensure correct information and steps are taught and provide feedback to students as necessary.

When all students in a group have finished, ask them if there was a pattern or similar answers. If time, ask if any group wants to share their graphic organizer. Assess for understanding by listening to student responses. Use information gained throughout the activity to inform instructional decisions. Have students post the charts to further share each groups' thinking with the class.

## END OF LESSON

**Say:** "Now that we know the benefits of deciding to brush and floss properly regularly, let's discuss what can happen when we make the decision not to."

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

**Question:** "What were some of the examples of benefits of brushing and flossing properly?"

*Desired response:* "Reduces risk of cavities; reduces risk of gum disease; freshens our breath; removes plaque."

**Say:** "When we do not brush and floss properly it can lead to several health problems such as tooth decay, cavities, gingivitis, and plaque buildup. Plaque has bugs and bacteria in it that covers your teeth when we sleep or move around during the day. If we don't use our toothbrush and toothpaste to brush it away, it can lead to cavities and gum disease. A sign of gum disease can be bleeding when brushing and flossing our teeth, so it is important to watch for that while brushing and flossing. Not only do we need to brush and floss properly, we also need to brush and floss regularly. What that means is, we need to make the decision to brush every day, twice a day and floss at least once a day. When we don't, it can affect our overall health. In the next lesson we will be discussing how proper brushing and flossing helps decrease or lower the risk of infectious diseases and how to also communicate or share those risks with others."

## Extensions & Adaptations

|  |  |
|--|--|
| <b>Enrichment &amp; Modifications for Diverse Learners</b> | Word wall with vocabulary and images.<br>Sentence frames:<br>1. A thoughtful decision is _____ .<br>2. A quick decision is _____ . |
| <b>Educational Technology Integration</b>                  | Have students research important decisions that will help maintain or improve our overall health.                                  |
| <b>Extensions</b>  | Have students differentiate between thoughtful and quick decisions and create a list of each.                                      |



# MAKING HEALTHY DECISIONS AROUND BRUSHING AND FLOSSING YOUR TEETH

## 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.1.3.1 Identify the relationship between healthy behaviors and personal health.

HE.1.3.4 Describe ways to prevent common childhood injuries and health problems.

HE.1.3.5 Identify why it is important to seek health care.

HE.5.3.1 Recognize health-related situations that might require a decision.

HE.5.3.2 Recognize when assistance is needed in making a health-related decision.

HE.5.3.3 Recognize a healthy option when making a decision.

## Alignment with Oregon English Language Arts Literacy Standards

3.RF.4a Read grade-level text with purpose and understanding.

3.RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

3.W.4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose.

3.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

3.SL.1d Explain their own ideas and understanding in light of the discussion.

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

## Valuable Vocabulary

|             |              |
|-------------|--------------|
| teeth       | plaque       |
| brushing    | option       |
| flossing    | outcome      |
| cavity      | positive     |
| gingivitis  | negative     |
| periodontal | analyze      |
| disease     | consequences |





### Language of Health Literacy

One option is to \_\_\_\_\_ .  
 Someone could decide to \_\_\_\_\_ ,  
 or \_\_\_\_\_ .  
 Some options are \_\_\_\_\_ .  
 I need help deciding \_\_\_\_\_  
 because \_\_\_\_\_ .  
 \_\_\_\_\_ doesn't feel healthy/safe  
 because \_\_\_\_\_ . I need help.

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



### Essential Question(s)

How does listing several options help us  
 make important decisions?  
 When might someone need help making  
 a decision?  
 Who might be an adult that can help  
 make important decisions?



### Student Objectives

#### Students will be able to:

- Identify how proper brushing and flossing helps decrease the risk of infectious diseases;
- Identify infectious disease that may result from improper brushing and flossing;
- Discuss ways to decrease the risk of infectious disease by applying decision making skills; and
- Recognize ways to communicate how to decrease the risk to others.



### Materials & Preparation

- Decision Making Scenarios and Questions (1 per pair/group)
- **Review:**
  - Decision Making Scenarios and Questions
  - Background knowledge of oral health.
  - Ask the school nurse if they have toothpaste/toothbrushes in case students do not have access

## Lesson Structure & Learning Activities

### BEGINNING OF LESSON

**Say:** "I was craving chocolate last night, so I decided to buy a big bag of candy. Before I knew it, I ate the whole bag!"

**Say:** "How do you think I felt after I ate the whole bag of candy?" Have students raise their hand if any of them know the answer. If not, share the answers using the desired responses.

*Desired response:* "Sick to your stomach; yucky; you had a headache"

**Say:** "I did not feel good at all! What should I have done instead of eating the whole bag?"



Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

*Desired response: "I should have only eaten 1-2 pieces, not eaten candy at all."*

**Say: "I could have decided to eat only one piece of candy, share my candy with someone so I did not eat it all, or not eaten any candy at all. By making one of those decisions, I would not have felt sick."**

**Say: "In our previous lesson we talked about how our decisions have an impact or an effect on our overall health. Just like eating a whole bag of candy, deciding not to brush and floss properly can also impact or affect our overall health."**

## MIDDLE OF LESSON

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

**Question: "What are some reasons we might decide not to brush and floss our teeth?"**

*Desired response: "I forgot; I didn't feel like it; I was tired; I was already in bed; I got up late"*

**Question: "What are some consequences or harmful things that can happen from not brushing?"**

*Desired response: "Cavities; gum disease; bad breath"*

**Say: "There are lots of different types of infectious diseases we can get when we do not brush and floss our teeth properly. An infectious disease can be caused by bacteria that enters the body and can make us feel sick. We have bacteria in our mouth that love to feed on sugary, sticky foods and drinks, and food stuck between our teeth that can cause cavities and gingivitis. Cavities are one of the most common oral infections in our mouth and can cause pain. Gingivitis is also a common oral infection in our mouth and grows when bacteria lives in the gum line causing redness and swelling in the gums. It causes pain too. That is why it is so important to brush our teeth twice a day and floss at least once a day and make decisions that support or help us around proper brushing and flossing. When we do that, we decrease or lower the number of bacteria that are in our mouth."**

Distribute the Decision-Making Scenarios and Questions handout.

**Say: "Here is a handout with 3 scenarios on it. With a partner or in your group, you will read through three scenarios, analyze or study the scenarios, and predict or imagine options or choices that would encourage proper brushing and flossing. Come up with three options or choices and complete the sentence frame for each scenario. You will then choose one of the options or choices and predict or imagine a positive outcome or ending for making that decision. Complete the sentence frame and identify the positive outcome or ending for each scenario. Remember what we learned in the last lesson- what is the healthiest decision that can be made?"**

**Teacher:**

Monitor the students to ensure correct options and outcomes are provided or use desired responses. Also, provide feedback to students as necessary.

*Desired responses:*

Scenario 1: Jayden

*Jayden options: "Use a flosser; use a WaterPik; have an adult help them floss"*

*Jayden positive outcomes: "Decreases cavities, gingivitis, plaque, bad breath, and or improves our smile and oral health."*



### Scenario 2: Juanita

*Juanita options: "Create a checklist for things to do in the morning and at night; put a reminder on the bathroom mirror; have an adult remind them in the morning and at night"*

*Juanita positive outcomes: "Decreases cavities, gingivitis, plaque, bad breath, and or improves our smile and oral health."*

### Scenario 3: Pax

*Desired responses: Pax options: "Get up earlier; brush teeth at school; have an adult wake them up."*

*Pax positive outcomes: "Decreases risk of cavities, gingivitis, plaque, bad breath, and or improves our smile and oral health."*

**Ask** students to volunteer and share an example from a scenario reading their sentence frames.

Explain to students the importance of predicting or thinking about possible outcomes before we make a decision. When we can predict an outcome, we are less likely to make an unhealthy or unsafe decision.

**Say: "Who listed getting help from an adult as one of the options?"** Have students raise their hand or snap their fingers if this applies to them.

Explain to students that making important decisions can be difficult sometimes and may require getting help from an adult. Being able to recognize or identify when you need help from an adult is an important skill that can help us make healthy and safe decisions our entire life.

**Say: "If I had asked another adult if they thought it was okay for me to eat the entire bag of candy, what do you think they would have told me?"** Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

*Desired responses: "They would have told you no, because it will make you sick; that is way too much candy."*

**Say: "What might be another scenario when someone may need to ask an adult for help with brushing and flossing?"** Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

*Desired responses: "When they don't have a toothbrush, toothpaste or floss, they need help brushing, flossing."*

Inform students that they might be able to go to the school nurse and access oral healthcare products at school if needed.

## END OF LESSON

**Say: "In the next lesson, we will identify when someone may need oral health care, discuss different types of oral health care, and ways to communicate the different types with others."**





## Extensions & Adaptations

|  |  |
|--|--|
| <b>Enrichment &amp; Modifications for Diverse Learners</b> | <p>Word wall with vocabulary and images.</p> <p>Sentence frames:</p> <ol style="list-style-type: none"> <li>1. One option is to _____ .</li> <li>2. Someone could decide to, _____ , or _____ .</li> <li>3. Some options are _____ .</li> </ol>                |
| <b>Educational Technology Integration</b>                  | <p>Have students analyze situations in the media and predict outcomes of specific behaviors.</p>   |
| <b>Extensions</b>  | <p>Have students analyze their overall health practices and answer one or all of the following questions:</p> <p>“How healthy are my habits?”</p> <p>“What habits do I need to change?”</p> <p>_____ doesn’t feel healthy/safe because _____. I need help.</p> |



# COMMUNICATING DECISIONS AROUND PROPER ORAL HEALTH CARE

## Health Education Standards Alignment

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## Oregon Health Education Performance Indicator Alignment

HE.1.3.1 Identify the relationship between healthy behaviors and personal health.

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HE.1.3.5 Identify why it is important to seek health care.

HE.5.3.1 Recognize health-related situations that might require a decision.

HE.5.3.2 Recognize when assistance is needed in making a health-related decision.

HE.5.3.3 Recognize a healthy option when making a decision.

## Alignment with Oregon English Language Arts Literacy Standards

3.W.1b Provide reasons that support the opinion.

3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

3.W.4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose.

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

## Valuable Vocabulary

teeth  
brushing  
flossing  
cavity  
gingivitis  
plaque  
filling  
sealant  
prevention  
treatment

## Language of Health Literacy

I have decided to \_\_\_\_\_.

I made this decision because \_\_\_\_\_.

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

## Essential Question(s)

How might knowing the difference between prevention and treatment inform us as to which type of health care we may need?

How might knowing different types of oral health care help us decide which type of health care is needed?





## Student Objectives

### Students will be able to:

- Identify when someone may need health care;
- Identify different types of health care;
- Demonstrate how to communicate different types of health care; and
- Identify how to choose the appropriate type of health care needed, by using the decision making process.



## Materials & Preparation

- Decision Making Role Play Handout- distribute 1 per pair
- Reflection Questions- distribute 1 per pair/ group depending on how many students the teacher wants to work together
- [Seal Out Tooth Decay Video](#) (1:46)
- **Review:**
  - [Seal Out Tooth Decay Video](#) (1:46)
  - Background knowledge of oral health.
- **Prepare:**
  - Draw a T-Chart on the board or on chart paper. Write PREVENTION on left, and NEEDS TREATMENT on right.
  - Copies of Decision Making Role Play- per pair/group depending on how many students the teacher wants to work together
  - Copies of Reflection Questions- per pair/ group depending on how many students the teacher wants to work together
  - Technology for “Seal Out Tooth Decay” video

## Lesson Structure & Learning Activities

### BEGINNING OF LESSON

**Say:** “In the previous lesson we discussed the process of decision making and infectious diseases that can be caused by improper or wrong brushing and flossing.”

**Say:** “Can anyone share the two diseases we talked about?” Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

*Desired responses:* “Cavities; gingivitis”

**Say:** “Both of these diseases require some type of treatment or care. Today, we are going to talk about when someone may need oral health care, types of oral health care, and how to communicate or talk to someone about appropriate or the right types of oral health care when needed.”



## MIDDLE OF LESSON

**Say:** “There are two different types of oral health care: prevention and treatment. When we ride a bike, we wear a helmet to protect our brain in case we fall. The helmet protects our brain and helps prevent a brain injury. Brushing and flossing properly can help prevent diseases in our mouth.”

**Say:** “What other preventative things do we do to help prevent pain, injury or disease?”

*Desired responses:* “Eat well to reduce cancer; wear a seatbelt to keep us safe in cars; look both ways to cross the street so we don’t get hit.”

**Say:** “Can anyone share other ways we can prevent oral diseases (diseases in our mouth)?” Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

*Desired responses:* “Going to the dentist; getting our teeth cleaned; flossing; getting cavities filled.”

Write responses on the left side of the T-Chart under PREVENTION on the board/chart paper.

**Say:** “Going to the dentist and having our teeth cleaned also helps prevent disease as it removes plaque buildup on our teeth. Fluoride can help prevent cavities, but it is important to use it properly. Improper use can be dangerous. You can get fluoride in many ways such as fluoride in our toothpaste, some of us have it in the water that we drink (not bottled water), if you do not have it in your water, you can get tablets or drops from your dentist, or it can be brushed on during your dental visit.”

**Say:** “Do any of you have sealants on your back teeth?” Have them raise their hand or nod if any of them have. ”

**Say:** “Sealants are thin, plastic coatings painted on the chewing surfaces of the teeth, they also help protect our adult teeth against cavities and tooth decay. Just like we use a brush to paint pictures, the dentist uses a brush to paint clear sealants on our teeth.”

Show the Video “[Seal Out Tooth Decay Video](#).” (1:46). Getting sealants is a form of prevention. Add that to the T-Chart if it is not there yet.

**Say:** “The second type of oral health care is treatment.”

**Say:** “Have any of you had an ear infection?” Have them raise their hand or nod if any of them have.

**Say:** “When we have something that is hurting, like an ear infection, we need to get treatment to make the pain go away. When we need treatment, we need to go to the doctor. When we have pain in our mouth, we may need treatment to help make the pain go away. When we need treatment, we go to the dentist.”

**Say:** “What are some examples of injuries that may need to get treated?”

*Desired responses:* “A deep cut might need stitches; a splinter needs to be removed.”

**Say:** “What are some things that can cause pain in our mouth and might need treatment?” Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

*Desired responses:* “Cavity; gingivitis; tooth pain; broken tooth.”

Write responses on the right side of the T-Chart under NEEDS TREATMENT on the board.



**Say: "You are going to have an opportunity or a chance to practice making decisions. With a partner/ group you are going to complete a cartoon strip, communicating or talking about decisions around proper oral health care. You will identify the decision that the person in the scenario should make and explain why they chose the option they did. When you are done filling in the cartoon strip, with your partner you will complete the reflection questions."**

Distribute the Decision-Making Role Play handout and Reflection Questions to each pair. You can either divide the cartoon scenarios up and have each pair complete one of the scenarios, or have each pair complete all three based on allocated time.

Monitor the pairs to ensure correct information is presented, and provide feedback to students as necessary.

Have students share cartoon strips to class. Post around the room for reinforcement of learning.

## END OF LESSON

**Say: "One of the most important steps in the skill of Decision-Making is to actually make a decision and follow through with it. Today was an important day demonstrating or showing how to make a healthy decision around oral health care and communicating or talking about our decision to others. Being able to reflect back on our decisions and ask ourselves "would I or wouldn't I do this again?" and, "why?" is another skill that will help us become better decision makers when we need to make important decisions through our life, not just around oral health care."**

## Extensions & Adaptations

|  |  |
|--|--|
| <b>Enrichment &amp; Modifications for Diverse Learners</b> | <p>Word wall with vocabulary and images.</p> <p>Sentence frames:</p> <ol style="list-style-type: none"> <li>1. I have decided to _____.</li> <li>2. I made this decision because _____.</li> <li>3. I would/would not make the same decision because _____.</li> </ol> |
| <b>Educational Technology Integration</b>                  | <p>Have students research the benefits of fluoride and sealants.</p>   |
| <b>Extensions</b>  | <p>Have students complete the Cartoon Strip creating their own sentences and responses.</p>  |



Name(s): \_\_\_\_\_



## Decision Making Scenarios and Questions Handout

Analyze or review the scenario below and brainstorm or think about options or choices that could help the person brush and floss properly. **Complete the questions that follow.**

**Jayden brushes his teeth twice a day but doesn't floss. He knows that it's important but he has a hard time reaching the back, so he just figures why bother.**

Help Jayden brainstorm or think about options that could help Jayden floss his teeth at least once a day.

Jayden could decide to \_\_\_\_\_,  
\_\_\_\_\_, or  
\_\_\_\_\_.

**If Jayden follows your advice, predict or imagine what a positive outcome or ending will be for making that decision.**

If Jayden decides to \_\_\_\_\_,  
then \_\_\_\_\_ (will happen).

Name(s): \_\_\_\_\_



# Decision Making Scenarios and Questions Handout

Analyze or review the scenario below and brainstorm or think about options or choices that could help the person brush and floss properly. **Complete the questions that follow.**

**Juanita brushes when she remembers to, which isn't very often. Most of the time she doesn't remember to brush or floss her teeth until after she has already left for school or went to bed.**

Help Juanita brainstorm or think about options that could help Juanita brush her teeth twice a day and floss her teeth at least once a day.

Juanita could decide to \_\_\_\_\_ ,  
\_\_\_\_\_, or  
\_\_\_\_\_ .

**If Juanita follows your advice, predict or imagine what a positive outcome or ending will be for making that decision.**

If Juanita decides to \_\_\_\_\_ ,  
then \_\_\_\_\_ (will happen).

Name(s): \_\_\_\_\_



# Decision Making Scenarios and Questions Handout

Analyze or review the scenario below and brainstorm or think about options or choices that could help the person brush and floss properly. **Complete the questions that follow.**

**Pax gets up late for school every morning. Because of that they only brush their teeth once a day.**

Help brainstorm options that could help Pax brush their teeth twice a day and floss at least once a day.

Pax could decide to \_\_\_\_\_ ,  
\_\_\_\_\_, or  
\_\_\_\_\_ .

**If Pax follows your advice, predict or imagine what a positive outcome or ending will be for making that decision.**

If Pax decides to \_\_\_\_\_ ,  
then \_\_\_\_\_ (will happen).





# Graphic Organizer

Name: \_\_\_\_\_

The healthiest decision I could be making for my teeth is:

Name: \_\_\_\_\_

The healthiest decision I could be making for my teeth is:

Name: \_\_\_\_\_

The healthiest decision I could be making for my teeth is:

Name: \_\_\_\_\_

The healthiest decision I could be making for my teeth is:



# Decision-Making Role Play

Name(s): \_\_\_\_\_

Hey Jayden, I heard you broke a tooth. What do you think you should do?



I have decided to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



That is an interesting idea, why did you decide that?



I made this decision because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Would you make the same decision again?



I would/would not make the same decision because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# Decision-Making Role Play

Name(s): \_\_\_\_\_

Hey Pax, I heard you broke a tooth. What do you think you should do?



I have decided to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



That is an interesting idea, why did you decide that?



I made this decision because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Would you make the same decision again?



I would/would not make the same decision because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# Decision-Making Role Play

Name(s): \_\_\_\_\_

Hey Juanita, I heard you broke a tooth. What do you think you should do?



I have decided to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



That is an interesting idea, why did you decide that?



I made this decision because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Would you make the same decision again?



I would/would not make the same decision because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# Reflection Questions

Name(s): \_\_\_\_\_

We choose \_\_\_\_\_ (who) to make a decision for.

We choose \_\_\_\_\_ (prevention or treatment)

because \_\_\_\_\_ .

**What do we need to remember the next time we have to make the same decision?**