

THE BEST PART OF ME

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.1.6.2 Describe qualities that contribute to a healthy body image.

HE.1.6.3 Describe the interrelationships of physical, mental, social, emotional, and environmental health in adolescence.

Alignment with Oregon English Language Arts Literacy Standards

CCSS.ELA-LITERACY.W.6.3.D

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CCSS.ELA-LITERACY.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.6.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Valuable Vocabulary

influence
self-confidence

Language of Health Literacy

Because of _____, it's easier to keep my smile working well and feeling good.

Because of _____, it's harder to keep my smile working well and looking good.

_____ influences me to keep my smile healthy.

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

Essential Question(s)

How is "smile confidence" impacted by internal and external influences?





Student Objectives

Students will be able to:

- Identify characteristics (shape, size, look, structure) of smiles that make people unique / special.
- Describe the benefits of personal care practices that promote oral health.
- Acknowledge the connection between self-confidence in smiles and personal care practices.



Materials & Preparation

- Playlist of songs about smiles (i.e., “U Smile” by Justin Bieber, “Smile” by Katy Perry, “Smile” by Uncle Kracker, “Smile” by Johnny Stimson, “Tu Sonrisa” by Elvis Crespo.)
- The Best Part of Me Presentation
- The Best Part of My Smile Handout (1 per student)
- Review:
 - [Types of poems](#)

Lesson Structure & Learning Activities

BEGINNING OF LESSON

As students come into class, have the smile song list playing and distribute student handouts.

Show Slides 1-2 to start the lesson and inform students of the goals of today’s lesson:

1. Identify characteristics of smiles that make people unique/special.
2. Describe the benefits of personal care practices that promote oral health.
3. Acknowledge the connection between self-confidence in smiles and personal care practices.

Show Slide 3: Students respond on the The Best Part of My Smile handout.

Quote: *“Use your smile to change the world, but don’t let the world change your smile.”*
~Connor Franta

Reflection Questions:

What does this mean to you? What might this quote inspire people to do? How can you connect this quote to dental health?

MIDDLE OF LESSON

Show Slide 4.

Say: “What do you think these people, or other people may love about their smiles/teeth/mouths?”
Students can answer verbally.

Desired responses:

“They love how they look.”

“They love that their smile makes them unique.”

“They love that no one else has the same exact smile as them.”

“They love how white they are.”



"They love that they show happiness."

"They love that their teeth help them eat."

"They love that their mouths make them able to talk/sing/play instruments."

"They love that their smile looks like the smile of someone in their family."

Show Slide 5-7. Read poems out loud or ask for volunteers.

Show Slide 8

Tell students to think about what they love about their smile/mouth/teeth. They should consider what it looks like, what it does for them, and how it works.

Show Slide 9

Tell students fill in #1 on the Best Part of My Smile handout.

Show Slide 10 and review the directions on the slide:

Say: **"Like the poems we just read, you will now write a poem about your own smile."**

Tell students they will choose from one of these three types of poems.

Read three options.

Show Slide 11-12 read examples of Haiku and Acrostic poems.

Show Slide 13 with poem instructions. Leave on screen as students work.

Have students fill in #2 on the Best Part of My Smile handout. Have students circle the type of poem (Haiku, free verse, acrostic)

Provide time and support for students to write their poems. Students will write their poems on the Best Part of My Smile handout.

If time permits, invite students to share their poems.

Say: **"Our mouths and smiles are important parts of who we are as humans. Our mouths help us do many things that we need and want to do. Our smiles and mouths are also sometimes an area that makes us self-conscious. It's important to recognize that we have some power and control over what we do to make our smiles and mouths work best for us. If we take the time to take care of our smiles and mouths, then we can actually boost our self-confidence. To help with this, fill in the following statements on your Best Part of My Smile handout."**

3. Things I can control to help keep my smile working well and feeling good are _____ .

4. Things that make it harder to keep my smile working well and looking good are _____ .

5. _____ influence me to keep my smile healthy."

Desired responses:

"Brush my teeth every night; toothpaste/toothbrush; my dentist; water; milk."

"My busy life; bad tasting toothpaste; laziness; forgetting; candy; soda"

"My family, my health teacher, my dentist; my doctor; my brother; my desire to have good smelling breath; my fear of someone making fun of me."



END OF LESSON

Say: "During today's class, we explored that our smiles are an important part of who we are and that we can and should take the time to appreciate all that our mouths do for us. We will continue to explore how various factors inside of ourselves and outside of us can impact how we feel about and how we take care of our mouths, teeth, and smiles."

Show Slides 14-15 and ask students to show what they know based on this lesson.

Say: "What is one thing that you love about your smile/mouth?"

Say: "What is one thing that you do to keep your mouth healthy?"

Review student answers to these questions to assess student achievement. Reteaching should be planned if needed based on the results of this lesson. Answers can be shared with the class, if time permits or as you feel appropriate.

Extensions & Adaptations

Enrichment & Modifications for Diverse Learners	<p>Collaborate with an ELA teacher or Library Media Specialist for poetry writing.</p> <p>Students take a digital picture of their smile and annotate on it what makes it special/unique/amazing.</p> <p>Take a picture of each student's smile; display it in the classroom (with student permission) with their poem.</p> <p>Word wall with vocabulary and images.</p>
Educational Technology Integration	<p>Present slideshow using Google Slides.</p> <p>Use Poem Generator to guide students in creating different styles of poems</p>
Extensions	<p>To gain access to Confident Me! - A single and 6-lesson middle school curriculum that focuses on body confidence, self-esteem, body talk, and appearance discrimination, complete the Google Form at this link and you will be sent the entire program.</p>



INFLUENCES ON DENTAL HEALTH

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.2.6.1 Recognize the influence of culture on health beliefs, practices, and behaviors.

HE.2.6.3 Examine how messages from the media influence health behaviors.

HE.2.6.4 Describe how peers influence healthy and unhealthy behaviors.

HE.2.6.5 Describe how friends and family can influence ideas about body image.

Alignment with Oregon English Language Arts Literacy Standards

CCSS.ELA-LITERACY.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.6.2.A

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Valuable Vocabulary

influence

internal influence

external influence

Language of Health Literacy

I tend to _____ because of _____ .

_____ influences my dental care by _____ .

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

Essential Question(s)

How is "smile confidence" impacted by internal and external influences?





Student Objectives

Students will be able to:

- Identify various internal and external influences (*peers, culture, media, community, family, school*) on the care of teeth and mouth.
- Examine how orthodontics can impact a person's self-confidence.
- Explain how an individual can impact others' health choices.



Materials & Preparation

- Influences on Dental Health Presentation
- Influences Handout (1 per student)
- Quick Facts: Toothbrushing Infographic (1 per student)
- Post it/Sticky notes (~4 per student)
- How to Brush Your Teeth [video](#)

Lesson Structure & Learning Activities

BEGINNING OF LESSON

Show *Slides 1-2* to start the lesson and inform students of the goals of today's lesson:

1. Identify internal and external influences on how a person cares for their teeth and mouth.
2. Examine how orthodontics can impact a person's self-confidence.
3. Explain how an individual can impact others' health choices.

Show *Slide 3* and distribute the Quick Facts: Toothbrushing infographic. Students will use the Influences handout to respond to Slide 3.

Tell students they will read the Quick Facts: Toothbrushing Infographic.

Say: After reading the Quick Facts: Toothbrushing Infographic you will complete these sentence frames:

One thing I learned or that captured my attention is:

This information is important for middle school students to know because:

I brush my teeth because:

Show how to brush your teeth [video](#).

MIDDLE OF LESSON

Show *Slide 4*.

Say: "Today's lesson is all about what influences how we take care of and feel about our smiles. Perhaps the quick facts you just read and/or the video on toothbrushing can influence you positively! As with all health choices, the choices we make about caring for our teeth and mouths are influenced by many factors. An influence is the power to have an effect on something or someone (ex. Knowledge, parents, school, emotions). There are two different categories of influences. (1) External Influences which are influences that are outside of yourself. An example would be the adults I live with influence me to take care of myself. (2) Internal Influences which are influences that develop



within a person from their experiences, values and beliefs. An example of this is that I know that I need to brush my teeth each night because it keeps them clean and healthy.”

Learning Activity 1: Affinity Mapping

Show Slide 5

Say: “Think - but don’t share yet- about this: What types of influences do you know? What influences (or impacts) the way that a person takes care of their teeth?”

As students think, as you distribute 4 sticky notes to each student. Have students write their responses to the question on the sticky notes; one influence per sticky note. Some students may need more sticky notes, but all students should aim to come up with at least 4 influences, with some being external influences and some being internal influences.

Desired responses (use these ideas to prompt students if needed):

“My family, my dentist, how my teeth feel, my braces, my palate expander, my orthodontist, having toothbrush/toothpaste/floss, what I know, what I ate for lunch/snack, what drinks are available, my friends, shows, movies, social media, lack of dental insurance, lack of bilingual dentists, my motivation/laziness, my stress level, how tired I am, that looking nice is important to me, being healthy is important to me, my knowledge, my culture, how long my sister takes in the bathroom, how busy I am, my self-confidence”

Arrange the students into small groups of 4-5 students each. Students will bring their sticky notes with them and attempt to organize them following this *Affinity Mapping* protocol from [Cult of Pedagogy](#):

Basic Structure: Have students begin grouping the sticky notes into categories of their choosing, then label the categories and discuss why the ideas fit within them.

Once the sticky notes have been organized, student groups should complete this sentence and share with the class.

Say: “Based on our organizing of the sticky notes, the biggest influences on how a person takes care of their teeth is/are...”

Learning Activity 2: Analyzing Personal Influences

Say: “The previous activity was about people in general and is not specific to you. This next activity will take what you have just learned about the influences on taking care of teeth and apply it to yourself. You are going to grade YOUR influences.”

Show [Slide 6](#) and explain the activity. Students will identify two internal and two external influences that positively impact their own dental health behaviors. Then students will provide evidence/explanation about each influence. Show [Slide 7](#) as examples:

An <i>Internal</i> Influence in my Dental Health Life	I have braces and want them to do their best work.
This influences my behavior by:	I know that taking care of my teeth means taking care of my braces. I don’t love how braces look right now and I get bummed that I have to have them sometimes, but I know that if I take care of my teeth and my braces now, I’ll have the teeth I want sooner. That boosts my self-confidence and makes me want to take better care of my teeth.
An <i>External</i> Influence in my Dental Health Life	My bathroom
This influences my behavior by:	My bathroom is right next to my bedroom so I have easy access to what I need to brush and floss my teeth.



Have students complete this activity on the Influences handout. If time permits, invite students to share one of their influences, and the explanation.

END OF LESSON

Say: “When you’re faced with an opportunity to do something that isn’t healthy for your teeth, think about what’s influencing this decision and then think about the positive influences in your life. Hopefully, these influences can overpower the influences that encourage unhealthy behaviors. By allowing positive influences to be a strong presence in your life, you are taking care of your teeth, you are acting as a role model for others, and you’re boosting your own self-confidence. During today’s class, we explored what influences the way we care for our teeth and mouths. We learned that the care for our teeth is influenced by factors inside of ourselves, like the knowledge that brushing your teeth keeps your teeth healthy and by factors outside of ourselves, like the fact that our friends expect us to not have stinky breath! We will continue this topic of dental health during our next lesson when we continue to analyze how various influences impact the choices we make and the feelings we have about our smiles.”

Show Slide 8-9 and **ask** students to show what they know based on this lesson.

“What are 2 **internal** influences on dental health?”

“What are 2 **external** influences on dental health?”

Review student answers to these questions to assess student achievement. Reteaching should be planned if needed based on the results of this lesson. Answers can be shared with the class or not as appropriate.

Extensions & Adaptations

Enrichment & Modifications for Diverse Learners	Word wall with vocabulary and images. Sentence starters: <ul style="list-style-type: none"> • I tend to _____ because of _____ . • _____ influences my dental care by _____ .
Educational Technology Integration	Present slideshow using Google Slides. Use Jamboard’s sticky notes for affinity mapping activity rather than actual sticky notes.
Extensions	To gain access to Confident Me! - A single and 6-lesson middle school curriculum that focuses on body confidence, self-esteem, body talk, and appearance discrimination, complete the Google Form at this link and you will be sent the entire program.



ANALYZING INFLUENCES ON CHOICES

✓ 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.2.6.1 Recognize the influence of culture on health beliefs, practices, and behaviors.

HE.2.6.3 Examine how messages from the media influence health behaviors.

HE.2.6.4 Describe how peers influence healthy and unhealthy behaviors.

✓ Alignment with Oregon English Language Arts Literacy Standards

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

💬 Valuable Vocabulary

confidence
influence
self-talk

😊 Language of Health Literacy

_____ is an important influence in my life because _____.

_____ make(s) it easier for me to _____ because _____.

_____ make(s) it harder for me to _____ because _____.

If _____ continues to be an influence on me _____, it may mean _____.

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

❓ Essential Question(s)

How is "smile confidence" impacted by internal and external influences?





Student Objectives

Students will be able to:

- Describe how various influences impact oral health choices now.
- Describe how various influences may impact a person's future oral health status.
- Determine which influences are most powerful in one's oral health choices.



Materials & Preparation

- Analyzing Influences on Choices Presentation
- Partner/Group Work Scenarios
- Analyzing Influences on Choices Handout (1 per student)
- **Review:**
 - Analyzing Influences on Choices Answer Key
- Access to Quip videos: [Good Habits](#), [Healthy Habits](#), [It's Not What You Use](#)

Lesson Structure & Learning Activities

BEGINNING OF LESSON

As students come into class, distribute Analyzing Influences on Choices handout.

Show Slides 1-2 to start the lesson and inform students of the goals of today's lesson:

1. Describe how various influences impact oral health choices now.
2. Describe how various influences may impact a person's future oral health status.
3. Determine which influences are most powerful in one's oral health choices.

Show Slide 3: This is the introduction activity. Have students respond on the Analyzing Influences on Choices handout.

Give students 3 minutes to write down several examples to the question "What influences your dental health choices?"

After 3 minutes tell students to "Draw a checkmark next to internal influences. Draw an arrow next to external influences."

Have students share examples.

MIDDLE OF LESSON

Show Slide 4.

Say: "You'll be working in groups to analyze the influences on various fictional character's dental health and smile confidence. Smile confidence is when someone feels good about their smile. Each group will be working together to analyze a scenario, identify the internal and external factors that are influencing your character's decisions, and how those decisions impact their overall dental health. Once every group has finished, each group will share their scenario and their answers to the questions with the class. Be sure people in your group are contributing to the conversation and work."



Set up groups and hand each one a different scenario from the partner/group work scenarios document. Provide time for students to work collaboratively and complete questions 1-5 on their Analyzing Influences on Choices handout. Circulate as students work, providing support and questioning as needed. Encourage students to share their thoughts and opinions, especially when they differ from their partner's.

1. Juan is a 6th grader in a family who values healthy living. Everyone in the family takes good care of their physical, social, and mental health. One night, after having a quick snack of yogurt with strawberries, Juan heads to bed earlier than usual because he's so tired. Juan is in bed when he realizes that he forgot to brush his teeth before climbing into bed. Because he loves the feeling of freshly brushed and flossed teeth, Juan decides to get out of bed and go brush his teeth.
 - a. What is internally influencing Juan's decision?
 - b. What is externally influencing Juan's decision?
 - c. How will Juan's choice to get out of bed and brush his teeth impact him right now?
 - d. How will Juan's choice to get out of bed and brush his teeth impact him in the future?
 - e. How might Juan's confidence about his smile be impacted by this choice?
2. Anayi's orthodontist's office is next door to her school; many students walk from school to their appointment and back. Anayi has an orthodontist appointment today during her study hall. During this appointment, Anayi will have the chance to get the color on her braces changed. She's super excited about this because the light green color she has now makes it look like she has lettuce on her teeth and she hates how it looks. While there is a sidewalk directly connecting the orthodontist's office to school, so it's an easy walk, it's also cold outside and Anayi has homework she needs to get done before a class later in the day. Anayi could easily say she "forgot" to go to the appointment.
 - a. What is internally influencing Anayi's decision?
 - b. Are these internal influences pushing Anayi towards making a healthy decision or an unhealthy one?
 - c. What is externally influencing Anayi's decision?
 - d. Are these external influences pushing Anayi towards making a healthy decision or an unhealthy one?
 - e. Based on the information you have, what do you think Anayi will do? Why?
3. Qin loves her smile, especially that it looks like her mom's and proud that her smile represents a connection to her heritage and ancestry. One thing that Qin is struggling with though is taking care of her smile during school. Her parents and dentist request that she brush her teeth after each meal. Qin thinks this is a great idea and does brush after eating breakfast and dinner, but brushing her teeth at school feels weird and her friends don't do it. No one else does it and there isn't much time left in the lunch period after eating. Qin is a rule follower and eager to please her parents. She also is also eager to take good care of herself.
 - a. What is internally influencing Qin's decision?
 - b. Are these internal influences pushing Qin towards making a healthy decision or an unhealthy one?
 - c. What is externally influencing Qin's decision?
 - d. Are these external influences pushing Qin towards making a healthy decision or an unhealthy one?
 - e. Based on the information you have, what do you think Qin will do? Why?



4. In Taylor’s community, using tobacco products is common - among teenagers and adults. Some people smoke, others vape, and some use chewing tobacco and pipes. Taylor has learned about the effects of using tobacco products, including that they often discolor a user’s teeth. This sounds gross to Taylor. Even though it is common for people to use in the community and even within Taylor’s family, Taylor has decided to never use tobacco products.
 - a. What is internally influencing Taylor’s decision?
 - b. What is externally influencing Taylor’s decision?
 - c. How will Taylor’s choice to not use tobacco products impact him right now?
 - d. How will Taylor’s choice to not use tobacco products impact him in the future?
 - e. How might Taylor’s confidence about his smile be impacted by this choice?

Review answers.

Say: “You’ve successfully identified many influences on the lives of Juan, Anayi, Qin, and, Taylor. It’s important to understand that there is a whole business whose job it is to influence people – this is what advertising is all about. We are now going to take a look at advertisements for dental health products and examine how these video ads that are often seen on YouTube and other social media sites try to influence us to buy their product by highlighting the health benefits.”

**Note: Slides 5-7 are advertisements from Quip. They are trying to sell products; they are also sharing tips for good dental hygiene. The advertisements also highlight a variety of shapes of smiles - be sure to point this out to students, as the company is being inclusive and sending the message that smiles come in all shapes and sizes.*

Show the [video](#) on *Slide 5*. Students will answer the question “Is this ad an internal or external influence? Why?” on #5 of the student worksheet.

Show the [video](#) on *Slide 6*. Students will answer the question “What information does this ad share to influence a viewer to make dentally healthy choices?” on #6 of the student worksheet.

Show the [video](#) on *Slide 7*. Students will answer the question “How does this ad try to influence a viewer?” on #7 of the student worksheet.

Show Slide 8.

Ask students to indicate their answer to “Do these ads influence you to take better care of your smile?” on their Analyzing Influences on Choices handout. Share responses digitally or through conversation. Student responses will vary; highlight the diversity that is represented by students’ answers to showcase that we are all impacted differently by different influences.

Say: “Advertisements are one form of media. What other forms of media can influence how we take care of our smiles?”

Desired responses: “Social media; movies; shows.”

Say: “What messages do you get from the media about healthy smiles?”

Desired responses: “Very white teeth are preferable; very straight teeth are preferable.”

Say: “Healthy teeth build great smiles. There are various shapes and sizes of smiles, teeth, and lips and it’s important to remind yourself that the images we see in the media are not usually real, but instead enhanced to be ‘perfect’, but in reality there is no perfect. It’s important to focus on healthy smiles.”



END OF LESSON

Say: “During today’s class and throughout these dental health lessons, we explored how our feelings and behaviors related to our smiles are influenced by internal and external factors. Hopefully, you are more aware of the influences that exist and how they impact the choices you make. Remember that while we are influenced by many factors, both internally and externally, ultimately, each individual has the power to make their own choices related to taking care of their smile.”

Show Slide 9 and ask students to show what they know based on this lesson.

“What influences you the most in the choices you make about taking care of your teeth/mouth/smile? Is this a positive or negative influence?

Is this an internal or external influence?”

Review student answers to these questions to assess student achievement. Reteaching should be planned if needed based on the results of this lesson. Answers can be shared with the class, if time permits or as you feel appropriate.

Extensions & Adaptations

Enrichment & Modifications for Diverse Learners	<p>Word wall with vocabulary and images.</p> <p>Students fill in blanks of “Language of Health Literacy” statements.</p>
Educational Technology Integration	<p>Present slideshow using Google Slides.</p>
Extensions	<p>To lead into the skill of advocacy, invite students to create a list of statements 6th graders can say to themselves and/or their peers to influence/encourage healthy choices related to dental health care and smile confidence.</p> <p>Article reading: Taking Care of Teeth articles (teen kid versions)</p> <p>Students fill in blanks of “Language of Health Literacy” statements.</p> <p>To gain access to Confident Me! - A single and 6-lesson middle school curriculum that focuses on body confidence, self-esteem, body talk, and appearance discrimination, complete the Google Form at this link and you will be sent the entire program.</p>





The Best Part of My Smile Handout

STUDENT WORKSHEET

Reflection:

The Best Part of My Smile poem:

1. The best part of my smile/mouth is: _____

2. The type of poem I am going to write is: (circle one)

- a. Haiku
- b. Free verse
- c. Acrostic

Poem goes here! ↓



The Best Part of My Smile Handout

STUDENT WORKSHEET

3. Things I can control to help keep my smile working well and feeling good are

4. Things that make it harder to keep my smile working well and looking good are

5. _____ influences me to keep my smile healthy.

Show What You Know #1:

Show What You Know #2:



Influences Handout

STUDENT WORKSHEET

Introduction Activity:

One thing I learned or that captured my attention is:

This information is important for middle school students to know because:

I brush my teeth because:

My Influences:

<p>An Internal Influence in my Dental Health Life</p>	
<p>This influences my behavior by:</p>	
<p>An Internal Influence in my Dental Health Life</p>	
<p>This influences my behavior by:</p>	



Influences Handout

STUDENT WORKSHEET

My Influences:

An **External**
Influence in
my Dental
Health Life

This
influences my
behavior by:

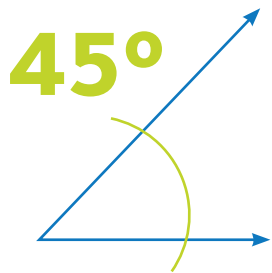
An **External**
Influence in
my Dental
Health Life

This
influences my
behavior by:

Quick Facts: **Toothbrushing**

2 minutes  **2** times per day

The American Dental Association recommends brushing twice a day for two minutes with fluoride toothpaste. Nothing works better to remove plaque and prevent cavities.



Dentists recommend placing your toothbrush at a 45-degree angle to the gums.

3 to **4**

Make sure to replace your toothbrush every three to four months. Bristles that become frayed and worn will be less effective at cleaning teeth.



Look for toothbrushes that display the ADA Seal of Acceptance.



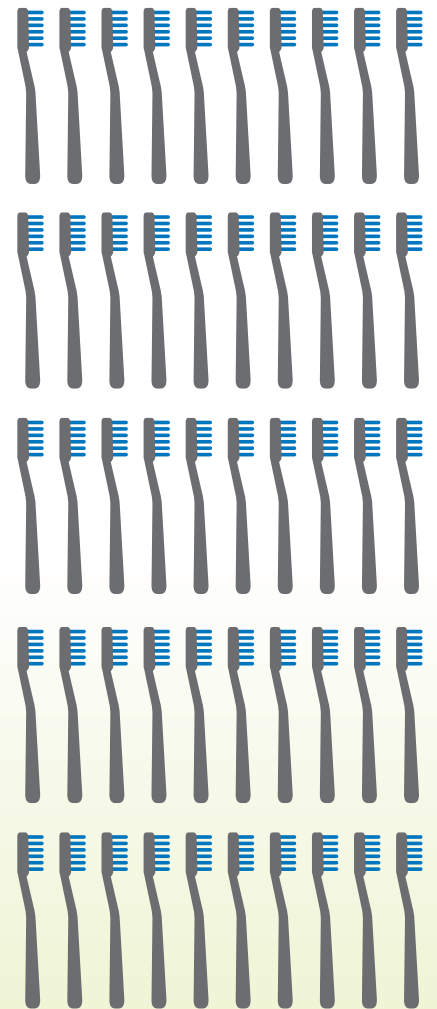
No one knows who invented toothpaste. The famous Greek physician Hippocrates advised people to “wash their teeth” and included recipes for toothpaste dating back to the 4th-5th century.



vs.



Both manual and powered toothbrushes can effectively and thoroughly clean teeth. People who have difficulty using a manual toothbrush may find powered toothbrushes easier to use. Your dentist can help you decide which type.



 = 10 years

500:

Number of years the toothbrush has been going strong!

In fact, did you know the toothbrush was invented in 1498 in China? That's according to a 17th century encyclopedia drawing. The nylon bristled toothbrush that we use today was introduced in 1938.



Brought to you by the **ADA** American Dental Association®

For more facts about your dental health, visit **MouthHealthy.org**.



Analyzing Influences on Choices Handout

STUDENT WORKSHEET

Introduction Activity:

What influences your dental health choices?

Partner Work Scenarios:

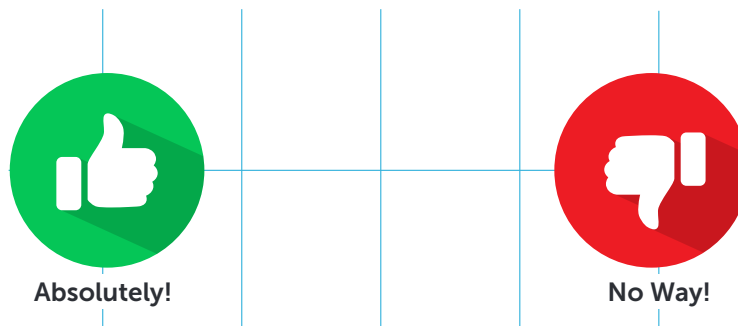
Our groups scenario character is _____:

Answer the **five questions** from your group work scenario handout below:

- 1.
- 2.
- 2.
- 4.
- 5.

Quip Advertisements

1. Is this ad an internal or external influence? Why?
2. What information does this ad share to influence a viewer to make dentally healthy choices?
3. How does this ad try to influence a viewer?
4. Mark where you fall on this spectrum:





Analyzing Influences on Choices Handout

ANSWER KEY

Introduction Activity:

Student answers will vary.

Partner Work Scenarios:

1. Juan is a 6th grader in a family who values healthy living. Everyone in the family takes good care of their physical, social, and mental health. One night, after having a quick snack of yogurt with strawberries, Juan heads to bed earlier than usual because he's so tired. Juan is in bed when he realizes that he forgot to brush his teeth before climbing into bed. Because he loves the feeling of freshly brushed and flossed teeth, Juan decides to get out of bed and go brush his teeth.
 - a. What is internally influencing Juan's decision? *"Tired, loves feeling of clean teeth"*
 - b. What is externally influencing Juan's decision? *"Family that values health"*
 - c. How will Juan's choice to get out of bed and brush his teeth impact him right now? *"He gets the good feeling after brushing teeth, feels good about himself, parents will be proud that he chose to brush teeth"*
 - d. How will Juan's choice to get out of bed and brush his teeth impact him in the future? *"He'll remember the brush his teeth before getting into bed"*
 - e. How might Juan's confidence about his smile be impacted by this choice? *"He'll feel confident and proud about taking care of his dental health."*
2. Anayi's orthodontist's office is next door to her school; many students walk from school to their appointment and back. Anayi has an orthodontist appointment today during her study hall. During this appointment, Anayi will have the chance to get the color on her braces changed. She's super excited about this because the light green color she has now makes it look like she has lettuce on her teeth and she hates how it looks. It's an easy walk to the office because there is a sidewalk directly connecting the orthodontist's office to school, but it's also cold outside and Anayi has homework she needs to get done before a class later in the day. Anayi could easily say she "forgot" to go to the appointment.
 - a. What is internally influencing Anayi's decision? *"She hates how her braces look right now, she needs to get homework done, and thinks it's easy to say that she forgot."*
 - b. Are these internal influences pushing Anayi towards making a healthy decision or an unhealthy one? *"Some are pushing her towards making a healthy decision; others are pushing her towards making an unhealthy one."*
 - c. What is externally influencing Anayi's decision? *"Easy walk; appointment is scheduled with the office; many other students walk."*
 - d. Are these external influences pushing Anayi towards making a healthy decision or an unhealthy one? *"Some are pushing her towards making a healthy decision; others are pushing her towards making an unhealthy one."*
 - e. Based on the information you have, what do you think Anayi will do? Why? *"Student answers will vary; be sure to ensure that students validate their response with an explanation using internal and external influences as evidence."*



Analyzing Influences on Choices Handout

ANSWER KEY

3. Qin loves her smile, especially that it looks like her mom's and proud that her smile represents a connection to her heritage and ancestry. One thing that Qin is struggling with though is taking care of her smile during school. Her parents and dentist request that she brush her teeth after each meal. Qin thinks this is a great idea and does brush after eating breakfast and dinner, but brushing her teeth at school feels weird. No one else does it and there isn't much time left in the lunch period after eating. Qin is a rule follower and eager to please her parents. She also is also eager to take good care of herself.
 - a. What is internally influencing Qin's decision? *"Loves her smile; rule follower; eager to please parents; eager to take care of herself."*
 - b. Are these internal influences pushing Qin towards making a healthy decision or an unhealthy one? *"A healthy decision - brushing her teeth."*
 - c. What is externally influencing Qin's decision? *"Parents and the dentist want her to brush at school; no time after lunch; no other kids brush at school."*
 - d. Are these external influences pushing Qin towards making a healthy decision or an unhealthy one? *"Some are pushing her towards making the decision to not brush teeth; one influence is pushing her towards making the decision to brush her teeth."*
 - e. Based on the information you have, what do you think Qin will do? Why? *"Student answers will vary; be sure to ensure that students validate their response with an explanation using internal and external influences as evidence. Bring up during this one that increased the power of peer influence during middle school."*
4. In Taylor's community, using tobacco products is common - among teenagers and adults. Some people smoke, others vape, and some use chewing tobacco and pipes. Taylor has learned about the effects of using tobacco products, including that they often discolor a user's teeth. The sounds gross to Taylor. Even though it's a norm in the community and even within Taylor's family, Taylor has decided to never use tobacco products.
 - a. What is internally influencing Taylor's decision? *"Knows effects of tobacco products; thinks discolored teeth is gross"*
 - b. What is externally influencing Taylors' decision? *"Tobacco use is a norm in the community and in the family"*
 - c. How will Taylor's choice to not use tobacco products impact them right now? *"Taylor will not experience the short term effects of tobacco products; Taylor may feel different/excluded from the community."*
 - d. How will Taylor's choice to not use tobacco products impact them in the future? *"Taylor will not experience the long term effects of tobacco use."*
 - e. How might Taylor's confidence about their smile be impacted by this choice? *"Taylor will feel confident that their smile/teeth are not discolored from tobacco use."*

Quip Advertisements

1. Is this ad an internal or external influence? Why? *"External because it's outside of a viewer."*
2. What information does this ad share to influence a viewer to make dentally healthy choices? *"Brush for 2 minutes, twice a day; floss every day; create an oral health routine; change toothbrush every 3 months."*
3. How does this ad try to influence a viewer? *"sarcasm/humor; highlighting the simplicity of taking care of your smile."*



Partner Group Work Scenarios

Group Work Scenario:

Juan is a 6th grader in a family who values healthy living. Everyone in the family takes good care of their physical, social, and mental health. One night, after having a quick snack of yogurt with strawberries, Juan heads to bed earlier than usual because he's so tired. Juan is in bed when he realizes that he forgot to brush his teeth before climbing into bed. Because he loves the feeling of freshly brushed and flossed teeth, Juan decides to get out of bed and go brush his teeth.

1. What is internally influencing Juan's decision?
2. What is externally influencing Juan's decision?
3. How will Juan's choice to get out of bed and brush his teeth impact him right now?
4. How will Juan's choice to get out of bed and brush his teeth impact him in the future?
5. How might Juan's confidence about his smile be impacted by this choice?

Group Work Scenario:

Anayi's orthodontist's office is next door to her school; many students walk from school to their appointment and back. Anayi has an orthodontist appointment today during her study hall. During this appointment, Anayi will have the chance to get the color on her braces changed. She's super excited about this because the light green color she has now makes it look like she has lettuce on her teeth and she hates how it looks. It's an easy walk to the office because there is a sidewalk directly connecting the orthodontist's office to school, but it's also cold outside and Anayi has homework she needs to get done before a class later in the day. Anayi could easily say she "forgot" to go to the appointment.

1. What is internally influencing Anayi's decision?
2. Are these internal influences pushing Anayi towards making a healthy decision or an unhealthy one?
3. What is externally influencing Anayi's decision?
4. Are these external influences pushing Anayi towards making a healthy decision or an unhealthy one?
5. Based on the information you have, what do you think Anayi will do? Why?



Partner Group Work Scenarios

Group Work Scenario:

Qin loves her smile, especially that it looks like her mom's and proud that her smile represents a connection to her heritage and ancestry. One thing that Qin is struggling with though is taking care of her smile during school. Her parents and dentist request that she brush her teeth after each meal. Qin thinks this is a great idea and does brush after eating breakfast and dinner, but brushing her teeth at school feels weird. No one else does it and there isn't much time left in the lunch period after eating. Qin is a rule follower and eager to please her parents. She also is also eager to take good care of herself.

1. What is internally influencing Qin's decision?
2. Are these internal influences pushing Qin towards making a healthy decision or an unhealthy one?
3. What is externally influencing Qin's decision?
4. Are these external influences pushing Qin towards making a healthy decision or an unhealthy one?
5. Based on the information you have, what do you think Qin will do? Why?

Group Work Scenario:

In **Taylor's** community, using tobacco products is common - among teenagers and adults. Some people smoke, others vape, and some use chewing tobacco and pipes. Taylor has learned about the effects of using tobacco products, including that they often discolor a user's teeth. The sounds gross to Taylor. Even though it's a norm in the community and even within Taylor's family, Taylor has decided to never use tobacco products.

1. What is internally influencing Taylor's decision?
2. What is externally influencing Taylors' decision?
3. How will Taylor's choice to not use tobacco products impact him right now?
4. How will Taylor's choice to not use tobacco products impact him in the future?
5. How might Taylor's confidence about his smile be impacted by this choice?