

RESEARCHING ORAL 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.1.7.1 Analyze the relationship between healthy behaviors and personal health.

HE.1.7.14 Identify the factors that contribute to chronic diseases.

HE.1.7.18 Analyze personal health care practices that prevent the spread of communicable and noncommunicable diseases.

HE.1.7.56 Describe the importance of a nutrient-rich diet.

Alignment with Oregon English Language Arts Literacy Standards

CCSS.ELA-LITERACY.W.7.7

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-LITERACY.W.7.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.RI.7.10

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Valuable Vocabulary

communication

health behaviors

oral health

Language of Health Literacy

Communication means...

Effective communication is important because...

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

Essential Question(s)

How can I use effective communication skills to enhance dental health?





Student Objectives

Students will be able to:

- Describe the impact of tobacco use on oral health.
- Explain why most people do not use tobacco products.
- Describe the potential consequences of tobacco trends/fads.
- Identify sugary drinks.
- Explain the importance of healthy food and drink choices for oral health.



Materials & Preparation

- Researching Oral Health Presentation
- Communication Student Handout (1 per student)
- Jigsaw Group Prompts (optional for students that may additional support or prompts during research)
- List of Resources
- Computers or devices for student use
- Notecards with symbols to delineate the 5 groups students will be placed in (1 index card per student, separating them into 5 groups)
- **Prepare:**
 - Student groups (5 expert groups needed for this lesson). Give each student a symbol drawn on an index card that delineates the group they are in. For example, star, hearts, etc. which will make up the 5 jigsaw groups needed for the next lesson.
 - Articles & resources for students to use for researching the impact of tobacco and food on oral health. Consider partnering with a Library Media Specialist to curate and provide a collection of resources to students (i.e. databases that your school subscribes to). If this is not possible, prepare the resources to be shared digitally or printed and shared.

Lesson Structure & Learning Activities

BEGINNING OF LESSON

As students come into class, distribute the Communication student handout.

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

1. Describe the impact of tobacco and vaping use on oral health.
2. Explain why most people do not use tobacco/vaping products.
3. Describe the potential consequences of tobacco, vaping trends, and fads.



4. Identify sugary drinks.
5. Explain the importance of healthy food and drink choices for oral health.

Show Slide 3. This is the introduction activity. Have students respond on their Communication handout.

Say: “Today we are going to be focusing on the skill of communication. Because we all have our own idea of what communication is and ways to communicate with each other, we are going to create a “classroom definition” of “communication” so it is inclusive for everyone.”

My definition for communication is _____.

Effective communication is important for my health because _____.

Ask students to share their definitions with a partner. Create a class definition from student responses. Give students a specific definition of communication: Example Definition: *Communication is the ability to successfully convey and share ideas and feelings.*

MIDDLE OF LESSON

Say: “In today’s lesson and in the next lesson, you will be practicing communication, specifically communicating about behavior choices and their impact on oral health. To do this, we’ll use a jigsaw activity. In a jigsaw activity, each of you will become an expert in something specific related to our topic - the impact of behavior choices on oral health. Then, you will share that information with people who do not have expertise in your topic area and they will share their expertise with you.”

Show Slide 4 to explain the process.

Say: “Today, you’ll work with your expert group to gain information about your specific topic. On the slide, each circle represents one person. All of the people in the same index card symbol group will explore and become experts on the same topic, such as how tobacco/vaping use impacts oral health. And, the other symbols will form a group to review another topic, and so on. During this time, you need to become very confident and comfortable with the information about your topic because soon you’ll be sharing that information with a group of people who have no information about your topic.”

Advance to Slide 5 for Stage 2 to appear.

Say: “During stage 2 of the jigsaw activity, you’ll move to your Jigsaw Group which is composed of one expert from each topic. Each expert will share the information with the members of the jigsaw group. The point of this activity is to not only gain information about how behavior choices can impact oral health, but also to practice effective communication. Stage 2, when you are working with your jigsaw groups will happen during our next session. Today, you are only focusing on gathering information, building knowledge, and gaining confidence in sharing the information with others.”

Split students into equal expert groups, giving each group one of the following questions as their research focus.

Show Slide 6. Each student should write their research question on their handout (#1).

- How does smoking, vaping or using chewing tobacco impact oral health?
- How do food and drink choices impact oral health?
- What health behaviors improve or protect oral health?
- How does vaping impact oral health?
- What drinks are the best and worst for oral health?



Provide students with digital or print access to the articles and other resources that you have prepared and allow students to begin their research. Students should review information provided and write down notes on their student worksheet (#2). As students work, they should be encouraged to share information with their expert group members.

Provide “Jigsaw Group Prompts” for students or groups that may need additional support or prompts.

When the expert groups have gathered enough information to answer the question with detail, pull the class together.

Say: “You have now gained information that you’ll soon share with your classmates. How will you effectively communicate to share and understand this information?”

Desired responses: “Speak clearly and slowly; define words that classmates may not know; appropriate facial expressions; allow time for classmates to write down information; ask questions; do not interrupt another person; listen actively (do not zone out!); be quiet while another person is talking; sit close but not too close; nod your head and use facial expression to show understanding.”

Say: “An important part of a jigsaw activity and communication in general, is being prepared to speak about what you’re going to speak about. Go back with your expert groups and create a script for what you’ll say to each of your jigsaw groups tomorrow. Tomorrow, you will be expected to clearly share the information you learned to answer your research question with your jigsaw group. So, right now, with your expert group, practice what you’ll say, give each other support and feedback, and gain confidence because you’ll be on your own tomorrow when you share this information. Make any notes you need to on your student worksheet to help you successfully share this information with your jigsaw group tomorrow.”

The students will get back to work while you circulate and support students in creating their script.

END OF LESSON

Say: “During today’s class, you researched answers to questions about how a person’s health behavior choices can impact their oral health. Tomorrow you will share this information with your jigsaw group by using effective communication strategies. By the end of our next session, you’ll be able to answer ALL of the research questions that were posed earlier in the lesson – all because your classmates are excellent communicators!”

Show Slide 7 and **ask** students to show what they know based on this lesson. Students can answer this on the handout.

When you are with your expert group tomorrow, what will you share and how will you share it?

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.

Note: Students or the teacher should retain student handouts for use in the next lesson.



Extensions & Adaptations

Enrichment & Modifications for Diverse Learners	<p>Word wall with vocabulary and images.</p> <p>To determine groups randomly, assign each research question a color or number and randomly assign the color/number to students by giving them a bead, puff ball, or sticky note that indicates their research question.</p>
Educational Technology Integration	<p>Present slideshow using Google Slides.</p>
Extensions	<p>To integrate the skill of Accessing Reliable Resources: If students have already learned how to access reliable health resources, students should find their own resources to answer the question, using only those that they deem valid & reliable.</p> <p>Students create a visual aide to support what they will be sharing with their jigsaw group in the next lesson.</p>



COMMUNICATING ABOUT ORAL HEALTH & HEALTH BEHAVIORS

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.1.7.1 Analyze the relationship between healthy behaviors and personal health.

HE.1.7.14 Identify the factors that contribute to chronic diseases.

HE.1.7.56 Describe the importance of a nutrient-rich diet.

HE.4.7.6 Practice communication skills that foster healthy relationships.

Alignment with Oregon English Language Arts Literacy Standards

CCSS.ELA-LITERACY.SL.7.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Valuable Vocabulary

communication
oral health
context
body language
tone
speed
proximity
inflection

Language of Health Literacy

Since we are in school and communicating about health topics, we should _____ while communicating.

Understanding body language can help people understand each other because _____.

When listening to someone, I should _____ to show that I am listening to them.

Using voice effectively is important when communicating an idea because _____.

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



**Essential Question(s)**

How can I use effective communication skills to enhance oral health?

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

- Communicate clearly about nutrition and oral health.
- Communicate clearly about tobacco use, vaping and oral health.
- Summarize the benefits of healthy behavior choices for promoting oral health and maintaining positive social relationships.

**Materials & Preparation**

- Communicating About Oral Health & Health Behaviors Presentation
- Communication Student Handout from Lesson 1
- Computers for student use
- **Prepare:**
 - Locate and have available for student use: Student worksheet from last lesson
 - Student groups (5 jigsaw groups - each one composed of one student from each expert group from the last lesson)

Lesson Structure & Learning Activities

BEGINNING OF LESSON

As students come into class, distribute student worksheets used in Lesson 1.

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

1. Communicate clearly about nutrition and oral health.
2. Communicate clearly about tobacco use, vaping and oral health.
3. Summarize the benefits of healthy behavior choices for promoting oral health and maintaining positive social relationships.

Show Slide 3. This is the introduction activity. Have students respond on their Communication student handout. Direct students to brainstorm answers independently or with a partner to fill in the blanks on the student worksheet → Lesson 2 → Effective Communication Strategies (#1-5).

MIDDLE OF LESSON

Say: "In today's lesson, like the last lesson, you will be practicing communication, specifically communicating about behavior choices and their impact on oral health. To do this, we will engage in the second part of the jigsaw activity from Lesson 1. In the jigsaw activity, each of you became an expert in something specific related to our topic - the impact of behavior choices on oral health."



Say: “Today, you will share that information with people who do not have expertise in your topic area and they will share their expertise with you.”

Note: If needed, show *Slide 4* to explain the process.

Say: “You have already completed Stage 1 of the Jigsaw Activity. Today, during Stage 2 of the jigsaw activity, you will move to your Jigsaw Group which is composed of one expert from each topic. Each expert will share the information with the members of the jigsaw group. The point of this activity is to not only gain information about how behavior choices can impact oral health, but also to practice effective communication. We will start today’s class with a review of effective communication skills.”

Direct students to their student handout and show *Slide 5*.

Note: The next activity, reviewing the Introduction Activity, is intended as a review of communication skills. Go through each item quickly to ensure adequate time for group work.

Ask students to share their guesses for responses to #1.

Say: “The first step in effective communication is to determine how you should communicate depending on the context. Context is the situation or environment in which they are communicating.”

Advance to next slide to have the answer to #1 appear: “Since we are in school and communicating about health topics, we should focus and use academic language while communicating. The type of communication expected in a classroom is different from the type of communication expected elsewhere (i.e., with friends).”

Ask students to share their guesses for responses to #2.

Say: “Human brains naturally and constantly take in information about a situation or conversation based on body language, including gestures and facial expressions.”

Click to have the answer to #2 appear: “Understanding body language can help people understand each other because communication takes place with the entire body, not just the words we say.”

Ask students to share their guesses for responses to #3.

Say: “Body language is a powerful and important part of communication. The listener’s body language impacts how the speaker feels about what they are saying.”

Advance to next slide to have the answer to #3 appear: “When listening to someone, I should use proximity, facial expressions, and use gestures to show that I am listening to them.”

Proximity = How close you are to the speaker changes based on context.

Facial Expressions that might include eye contact = Looking at the person as they speak.

Approving Gestures = Nodding and using welcoming facial expressions.

Ask students to share their guesses for responses to #4.

Click to have the answer to #4 appear: “Summarizing what someone is saying helps people confirm understanding. For example, “so you are saying _____. Is that right?”

Ask students to share their guesses for responses to #5.

Say: “One of the most powerful aspects of communication is our voice. Our voice is much more than just what we are saying. Our tone, inflection, speed, and volume gives the audience insight into our meaning.”



Click to have the answer to #5 appear: *"Using voice effectively is important when communicating an idea because tone, inflection, speed, and volume gives the audience (listener) insight into our meaning."*

Have students make a circle. Tell students that the way we show emotion in our voice is through tone, volume, and speed.

Give the class an easy phrase to read such as, *"I need to brush my teeth."*

Give students different tones, volumes, or speeds to read the same phrase. Go around the circle, allowing students to practice these different voice techniques.

Debrief the activity with the following questions:

- How can your voice change the meaning of words?
- Which aspect of voice do you think makes the most impact?
- When do you think it can be challenging to control the different aspects of your voice?

Say: "Now that we have reviewed effective communication techniques, you are going to practice them in your jigsaw groups. You will communicate effectively about your areas of expertise, one at a time. When you are sharing information, be sure to employ the effective speaking skills discussed moments ago; when you are listening to information, be sure to employ the effective listening skills we just discussed. When you are listening, you should be taking notes about the research topics on your handout."

Show Slide 11

Say: "As the experts are sharing their information, you will take notes on your student worksheet and identify what you learned during the presentation. You will also identify the effective communication skills you saw or heard while your classmate was presenting."

Provide students time to move into their jigsaw groups and begin sharing. Circulate among the groups, providing feedback on communication skills (both listening and speaking) as students share.

When all experts have shared information, *show Slide 11* and prompt jigsaw groups to discuss this question: *"How do healthy behavior choices promote oral health and positive social relationships?"* using information from the jigsaw as well as personal experience to inform their thoughts and opinions. While the student answers are important (and will vary), the opportunity to practice unplanned communication skills is more important.

Desired responses: "Communicating effectively is a healthy behavior choice that improves social relationships; eating well and avoiding tobacco improves physical health; when a person has confidence in their physical health this tends to improve their social health; communicating effectively about oral health can get questions/concerns addressed when needed with parents and/or medical professionals."

END OF LESSON

Say: "Today, we reviewed communication skills and you had the opportunity to practice your communication skills. You also learned or were reminded of the impact that tobacco use and food/drink choices have on oral health. Using tobacco and having a less nutrient-rich diet will negatively impact our health overall, including oral health. During our next session, you will explore and practice different communication skills that will help you protect your oral health from the effects of tobacco use and poor nutrition."



Show Slide 13 and **ask** students to show what they know based on this lesson. Students can answer this on their student handout.

Refer to the list of communication strategies on your student worksheet.

Which ones did you do well today?

Which ones do you need to practice more?

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	<p>Word wall with vocabulary and images.</p> <p>Collaborate with related service providers and/or special education teachers to support students with communication disorders and/or developmental disabilities to successfully participate in this lesson.</p>
Educational Technology Integration	<p>Present slideshow using Google Slides.</p>
Extensions	<p>If the interpersonal communication skill has not yet been taught and practiced by students, include an experiential activity for each of the communication strategies.</p> <p>Refer to RMC Health Education - Interpersonal Communication Stage 1 for Grades 6-8 for ideas.</p> <p>Explore communication disorders and developmental disabilities. Learn about how people with and without said disorders/disabilities can still communicate effectively.</p> <p>American Speech-Language-Hearing Association</p> <p>KidsHealth</p> <p>Social Thinking</p>



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Oregon Health Education Performance Indicator Alignment

HE.1.7.1 Analyze the relationship between healthy behaviors and personal health.

HE.1.7.56 Describe the importance of a nutrient-rich diet.

Alignment with Oregon English Language Arts Literacy Standards

CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 here for specific expectations.)

Valuable Vocabulary

communication
body language
listening
engage
voice

Language of Health Literacy

Effective communication is important because _____.

When I am in _____, it is important to communicate by _____.

Body language is important in communicating with others because _____.

When listening to someone, I should _____ to show that I am listening to them.

In order to effectively convey _____, I must _____ because _____.

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

Essential Question(s)

How can I use effective communication skills to enhance oral health?





Student Objectives

Students will be able to:

- Demonstrate the use of effective verbal and non-verbal communication related to oral health.
- Communicate clearly about nutrition and oral health.
- Communicate clearly about tobacco use and oral health.
- Propose improvements for personal communication techniques.



Materials & Preparation

- Communicating About Oral Health & Health Behaviors Presentation
- Communicating About Oral Health & Health Behaviors Handout (1 per student)
- Computers for student use

Lesson Structure & Learning Activities

BEGINNING OF LESSON

As students come into class, distribute the Communicating About Oral Health & Health Behaviors handout.

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

1. Demonstrate the use of effective verbal and non-verbal communication related to oral health.
2. Communicate clearly about nutrition and oral health.
3. Communicate clearly about tobacco use and oral health.
4. Propose improvements for personal communication techniques.

Show Slide 3: This is the introduction activity. Students respond on the Communicating About Oral Health & Health Behaviors handout.

If your mouth could talk to you, what would it tell you about how healthy it is and how you're treating it?

Invite students to share responses, encouraging them to utilize tone, inflection, speed and body language that matches their response(s).

Desired responses:

"My mouth would say:

- *thank you for brushing my teeth every day*
- *stop drinking so much coffee/soda*
- *water is delicious and milk is nutritious*
- *thanks for wearing a mouthguard during sports*
- *food tastes better than fingernails and pencils – please stop chewing on those things.*
- *I'm healthy thanks to your choices*
- *I'm struggling a little bit*
- *Please brush my teeth all the way to gum line*
- *Candy tastes good to my tongue, but my teeth don't like the sugar leftover afterwards*
- *Love the crunchy veggies you're eating for lunch"*



MIDDLE OF LESSON

Direct students to look at the Communication Checklist on their student handout and discuss each item, encouraging students to practice each of these good communicator practices during the next three activities.

Show Slide 4. Tell students that they will write a 30-60 second speech about keeping mouths healthy and happy. Give students time to reflect on the prompt and write down their speech on their student handout. When students are ready, have them perform their speeches with a partner. Encourage students to practice voice strategies (from the previous lesson) when performing their speech. After a person shares, have the partner give one positive and one area to improve. Have students share speeches with 3-5 partners.

END OF LESSON

To wrap up the lesson

Say: “During today’s class, you practiced communication skills in the context of oral health. Being able to communicate effectively about health topics will help you be a healthy individual - you will be able to express your needs, wants, and feelings, understand others, and ask for help when you need it.”

Show Slide 5 and **ask** students to show what they know based on this lesson. Students can answer this on the student worksheet.

How can I use effective communication skills to enhance oral 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. Student to complete Language of Health Literacy statements.
Educational Technology Integration	Present slideshow using Google Slides. Students record one minute speeches on FlipGrid (or similar platform). Classmates view and provide recorded feedback.



Extensions

Place students into groups of three for a triad conversation. Assign each person one of the following roles: speaker, listener, and observer. Explain to students that the speaker talks, the listener engages, and the observer takes notes and gives feedback. Tell students that they will be each of the roles for this activity. Give students an oral health topic that is easy for them to talk about (i.e. taking care of teeth, impact of nutrition on oral health). Have students engage in triad conversations for 2-3 minutes for each round. Provide each student with a communication checklist (from student worksheet) to give feedback to listeners and speakers. After the conversations are complete, have students complete a personal reflection explaining how they believe they did and answer the following questions:

- How does my communication style impact those around me?
- When do I change my communication style?
- How do I know when I should change my strategy?
- How do I communicate to others when I don't agree with their actions?

Encourage students to talk about oral health with families in the near future.

Students collaboratively create a one minute speech, record it, and share with younger peers.





Communication Student Handout

STUDENT WORKSHEET

Introduction Activity

1. My definition for **Communication** is...

2. **Effective communication** is important for my health because...

Classroom definition of "**Communication**" is:

Expert Group Notes:

1. Question our group is researching:

2. Information that helps answer this question:

Show What You Know

When you are with your expert group tomorrow, what will you share and how will you share it?

Example:

Our group researched the topic of _____.

The information we found was:

This information is important to know for our overall oral health because:

I will effectively communicate and share this information by:



Communication Student Handout

STUDENT WORKSHEET

LESSON 2:

Effective Communication Reminders:

1. Since we are in school and communicating about health topics, we should _____ while communicating. The type of communication expected in a classroom is _____ than the type of communication expected elsewhere.
2. Understanding body language can help people understand each other because _____.
3. When listening to someone, I should _____ to show that I am listening to them.
4. _____ what someone is saying helps people confirm understanding. For example, "so you are saying _____. Is that right?"
5. Using voice effectively is important when communicating an idea because _____.

Jigsaw Group Notes:

	Information I learned:	Effective Communication I saw or heard.
How does smoking or using chewing tobacco impact oral health?	I learned that:	<input type="checkbox"/> Spoke clear and slow <input type="checkbox"/> Defined words <input type="checkbox"/> Facial Expressions <input type="checkbox"/> Allowed time for notetaking
How do food and drink choices impact oral health? or using chewing tobacco impact oral health?	I learned that:	<input type="checkbox"/> Spoke clear and slow <input type="checkbox"/> Defined words <input type="checkbox"/> Facial Expressions <input type="checkbox"/> Allowed time for notetaking
What health behaviors improve or protect oral health?	I learned that:	<input type="checkbox"/> Spoke clear and slow <input type="checkbox"/> Defined words <input type="checkbox"/> Facial Expressions <input type="checkbox"/> Allowed time for notetaking



Communication Student Handout

STUDENT WORKSHEET

<p>How does vaping impact oral health?</p>	<p>I learned that:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Spoke clear and slow <input type="checkbox"/> Defined words <input type="checkbox"/> Facial Expressions <input type="checkbox"/> Allowed time for notetaking
<p>What drinks are the best and worst for oral health? Why?</p>	<p>I learned that:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Spoke clear and slow <input type="checkbox"/> Defined words <input type="checkbox"/> Facial Expressions <input type="checkbox"/> Allowed time for notetaking

Show What You Know

When you are with your expert group tomorrow, what will you share and how will you share it?

JIGSAW GROUP NOTES:

Question:	Digging Deeper
How does smoking or using chewing tobacco impact oral health?	<p>Smoking can impact our oral health by:</p> <ol style="list-style-type: none">1.2.3. <p>Chewing tobacco can impact our oral health by:</p> <ol style="list-style-type: none">1.2.3.
How do food and drink choices impact oral health?or using chewing tobacco impact oral health?	<p>Food choices can impact our oral health positively by:</p> <ol style="list-style-type: none">1.2.3. <p>Food choices can impact our oral health negatively by:</p> <ol style="list-style-type: none">1.2.3. <p>Drink choices can impact our oral health positively by:</p> <ol style="list-style-type: none">1.2.3. <p>Drink choices can impact our oral health negatively by:</p> <ol style="list-style-type: none">1.2.3.

Question:	Digging Deeper
What health behaviors improve or protect oral health?	<p>Health behaviors that can improve our oral health are:</p> <ol style="list-style-type: none">1.2.3. <p>Health behaviors that can protect our oral health are:</p> <ol style="list-style-type: none">1.2.3.
How does vaping impact oral health?	<p>Vaping can impact our oral health by:</p> <ol style="list-style-type: none">1.2.3.
What drinks are the best and worst for oral health? Why?	<p>Drinks that are best for our oral health are:</p> <ol style="list-style-type: none">1.2.3. <p>Drinks that are worst for our oral health are:</p> <ol style="list-style-type: none">1.2.3.

LIST OF RESOURCES:

[Smoking Stinks](#) Kids Health

[What Is Smokeless Tobacco](#) Kids Health

[What is Tobacco](#) Kids Health

[Smoking](#) Kids Health

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

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

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

[Smoking and Tobacco](#) Mouth Healthy

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

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

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

[Gum Disease](#) Kids Health

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

[Diet and Dental Health](#) Mouth Healthy

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

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

[Tobacco and Vaping](#) Massachusetts Dental Society



Communicating About Oral Health & Health Behaviors Handout

STUDENT WORKSHEET

Introduction Activity

If your mouth could talk to you, what would it tell you about how healthy it is and how you're treating it?

30-60 Second Speech

How to keep mouths healthy and happy



Communicating About Oral Health & Health Behaviors Handout

STUDENT WORKSHEET

Communication Checklist

When I **speak**, I need to:

Use non-verbal communication effectively

- Facial Expressions with listener(s)
- Appropriate posture
- Appropriate hand gestures

Use voice effectively

- Tone
- Inflection
- Speed
- Volume

After you speak, reflect on your actions as a speaker. Check off any of the items above that you did well.

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When I **listen**, I need to:

- Use appropriate body language
- Engage with the speaker
  - Ask questions
  - Summarize what you hear

After you listen to others, reflect on your actions as a listener. Check off any of the items above that you did well.

### Show What You Know

How can you use effective communication skills to enhance oral health?