

FOOD & DRINKS & 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.1.8.1 Analyze the relationship between healthy behaviors and personal health.

HE.1.8.14 Identify the factors that contribute to chronic diseases.

Alignment with Oregon English Language Arts Literacy Standards

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Valuable Vocabulary

nutrition facts label
carbohydrate
added sugars
%DV (percent daily value)

Language of Health Literacy

_____ is important for my oral health because _____.

To improve my oral health, I am going to learn to _____ because _____.

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

Essential Question(s)

How can I take responsibility for my oral health?

Student Objectives

Students will be able to:

- Explain the importance of healthy food choices for oral health.
- Demonstrate how to read a food label.
- Compare and contrast beverages based on oral health impact.





Materials & Preparation

- Food and Drinks Oral Health presentation
- Food & Drinks & Oral Health Handout (1 per student)
- Computers for student use
- Many nutrition food labels from a variety of foods and drinks your students may eat/drink
- **Review:**
 - [ADA's Nutrition & Oral Health](#)
 - [CDC's Rethink Your Drink](#)
 - [What Food & Drinks Contain Acid & Why It Spells Trouble for Our Oral Health](#)
 - FDA's Sugar document
- **Prepare:**
 - Food drink nutrition facts labels (~8 per student; students can bring in packages of favorite foods or the teacher can provide or use internet search capabilities.)

Lesson Structure & Learning Activities

BEGINNING OF LESSON

As students come into class, distribute Food & Drinks & Oral Health handout.

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

1. Explain the importance of healthy food choices for oral health.
2. Demonstrate how to read a food label.
3. Compare and contrast beverages based on oral health impact.

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

If a nutrition label lists 31 grams of sugar per serving and there are 2.5 servings in the container, how many total grams of sugar are in the whole container of yogurt?

Desired response: "77.5 grams"

Time to Guess: Based on a daily 2000 calorie diet, how many grams of sugar is the maximum amount you should eat in a day?

Desired response: "32 grams"



MIDDLE OF LESSON

Ask students to share their responses to the introductory questions. Then, share the correct answers.

Say: “Using that information, what can you conclude about this food product – a good one for oral health or not?”

Desired response: “This drink is not healthy as it has more than double the daily maximum amount of sugar you should eat in a day.”

Show Slide 4

Ask students:

“What is the leading source of added sugar in the American diet?”

“What are health issues related to people who get too much added sugar?”

Say: “According to the Centers for Disease Control and Prevention (CDC), most of us eat and drink too many added sugars, which can lead to significant health problems. Sugary drinks are the leading source of added sugars in the American diet. People who often drink sugary drinks are more likely to face health problems, such as weight gain, obesity, type 2 diabetes, heart disease, kidney diseases, non-alcoholic liver disease, cavities, and gout, a type of arthritis. Sugar is known to damage oral health; acidic foods and drinks also play a part in oral health. Foods that have the two ‘Fs’ are likely to be high in acid and therefore can damage the hard outer covering of teeth, called enamel. The two Fs are ‘fizz’ and ‘fruit’ (citrus fruits primarily). It’s unrealistic and impossible to avoid these oral health damaging foods and drinks, but it is possible to limit them. There are also nutrients that boost oral health – specifically calcium and vitamin D. By looking at nutrition facts labels, a person can determine if the food or drink is one that boosts oral health or one that may harm it. Today’s class is all about reviewing nutrition facts labels to help make healthy decisions regarding food and drink choices.”

Show Slide 5.

Say: “This is a fruit snacks pack and its nutrition facts label. Based on the information provided here and what you know about this food, about oral health, and about nutrition, would you say that this food is a good choice for oral health?”

Desired response: “No. This food has added sugars and high carbohydrates.”

Show Slide 6. Review the information that was shared with students in 4th grade lessons.

For healthy bodies and teeth, we should aim to eat foods that have less than 5% **added sugars** and less than 20% **total carbohydrate**.

Note: DVs are the **recommended amounts of nutrients to consume or not to exceed each day**. The %DV is how much a nutrient in a single serving of an individual packaged food or dietary supplement contributes to your daily diet.

Direct students to answer the question based on the nutrition facts label on this slide.

*Note: This nutrition facts label is for frozen lasagna.

Is this a food that is good for oral health?

Desired response: “Yes.”

Explain using evidence from the nutrition facts label.

Desired response: “Although there is no Vitamin D, there is less than 20% total carbohydrates and no added sugars.”



Say: "I've just demonstrated how to use a nutrition facts label to gain information about foods and drinks which can be used to make decisions about whether or not to consume something. You will now do the same with foods and drinks that you enjoy. List your favorite foods and drinks in the chart on your handout. Aim to list at least eight in total, making sure that you list favorite foods AND drinks. Then look at the nutrition facts labels for each food individually or with your table group. *(show slide 7)* First, look at the carbohydrates. If the nutrition facts label indicates that the food has less than 20%DV, then put a checkmark in the carbohydrate column. Then look at the added sugars. If the nutrition facts label indicates that the food has less than 5%DV, then put a checkmark in the added sugars column. Then look for calcium and Vitamin D. If either are present in the food/drink, check the appropriate column. Finally, total the number of checkmarks to help you determine how orally healthy this food/drink item is. An example has been done for you."

Show slide 8 and refer students to view the example on their handout. Have students work independently or with a table group, through all listed foods and drinks with teacher and peer support as needed, using the gathered and available nutrition facts labels and/or the internet to search for nutrition facts labels for each item.

* An engaging alternative to having students look up their favorite food/drink is to bring in example food labels to hand out to each table group. Table groups can review and trade with other groups for more interaction.

When students complete the analysis of nutrition facts labels, they will organize their information on the **student handout** in the following categories. If time permits, have students share something that surprised them (i.e. "I was surprised that orange juice scored in the OK range.") with classmates.

- Foods and Drinks that are GREAT for oral health (score of 3-4):
- Foods and Drink that are GOOD for oral health (score of 2):
- Foods and Drinks that are OK for oral health (score of 1):
- Foods and Drinks that HARM oral health (score of 0):

END OF LESSON

Say: "During today's class, you explored nutrition facts labels with a lens of oral health. How do healthy food choices support oral health?"

Desired responses: "Choosing foods that are low in carbohydrates, especially added sugars reduces harm to the mouth and teeth. Choosing foods and drinks that are low in acidity protects the mouth and teeth. Choosing foods and drinks that have calcium and vitamin D protect oral health."

Say: "During our next class, we will investigate the responsibility that each of you has to protect your own oral health."

Show slide 9 and **ask** students to show what they know based on this lesson. Students can answer this on the student worksheet or on the slide.

Name one food and one drink that you like AND that promotes oral health.

Review student answers to these questions to assess student achievement. Reteaching should be planned if needed based on results of this assessment. 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>Students work collaboratively to evaluate favorite foods and drinks.</p> <p>Students color code their favorite food/drinks chart. A red dot (score of 0) = this food damages/harms oral health. A yellow dot (score of 1) = this food does not strongly promote oral health. A green dot (score of 2-4) = this food promotes oral health</p>
Educational Technology Integration	<p>Present slideshow using Google Slides.</p> <p>Use Fooducate and/or MyFitnessPal to access nutrition facts information</p>
Extensions	<p>Explore nutrition facts labels of foods and drinks offered in the school cafeteria.</p> <p>Share resources about sugary drinks with families.</p>



TAKING RESPONSIBILITY FOR 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.7.8.1 Justify the importance of assuming responsibility for personal health behaviors.

HE.7.8.2 Evaluate healthy practices and behaviors that can maintain or improve the health of self and others.

HE.7.8.11 Evaluate behaviors to avoid or reduce health risks to self and others.

Alignment with Oregon English Language Arts Literacy Standards

CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Valuable Vocabulary

responsible
responsibility

Language of Health Literacy

Responsibility means _____.

To be responsible means _____.

I want to be more responsible for _____ because _____.

_____ is important for my health because _____.

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

Essential Question(s)

How can I take responsibility for my oral health?





Student Objectives

Students will be able to:

- Analyze personal drink habits that contribute to oral health.
- Explain the importance of being responsible for personal oral / dental health behaviors
- Choose healthier drink options.



Materials & Preparation

- Taking Responsibility for Oral Health Presentation
- Taking Responsibility for Oral Health Handout (1 per student)
- Rethink Your Drink Handout (1 per student)
- Sentence Starter Signs place 4 of these up around the room with chart paper [4 stations]. or write the sentence starter directly on chart paper.
- Computers for student use
- **Review:**
 - [How Much Sugar & Calories are in Your Favorite Drink?](#)

Lesson Structure & Learning Activities

BEGINNING OF LESSON

As students come into class, distribute the Taking Responsibility for Oral Health handout.

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

1. Analyze personal drink habits that contribute to oral health.
2. Explain the importance of being responsible for personal oral health behaviors
3. Choose healthier drink options.

Show Slide 3. This is the introduction activity. Students respond on the student worksheet.

Responsibility means _____.

To be responsible means _____.

Say: "In today's class, we will explore why and how you should take responsibility for your oral health. With that in mind, please share with your partner how you responded to the introduction activity."

Invite partnerships to share responses with the large group and consider sharing one or both of the following descriptions of responsibility.

- Responsibility means being dependable, making good choices, and taking accountability for your actions. (Source: PBS)
- Responsibility is about doing the things we are supposed to do, and accepting the positive or negative outcomes of our actions. (Source: Talking with Trees)



Say: "How can 8th graders be responsible and take responsibility for their oral health?"

Desired Responses: "Commit to brushing/flossing each day; accept the outcomes if we choose not to care for teeth (i.e. smelly breath, stuff stuck between teeth, social and/or physical discomfort at dental visit, cavities); attending dental appointments; choosing water or milk to drink on most occasions."

MIDDLE OF LESSON

Direct students to their Taking Responsibility for Oral Health handout.

Say: "Imagine yourself in the situations in section 2 of the worksheet. For each one, write an answer that shows you taking responsibility for your oral health by making the choice that is best for oral health."

Situation	The responsible choice is...
It's lunchtime and you get to choose your drink. Your options are iced tea or bottled water.	<i>Bottled water</i>
You're at sports practice and it's break time. You get to choose which drink to hydrate – Sports Drink or water.	<i>Water</i>
It's expected that everyone in school carries their own reusable water bottle throughout the day to keep hydrated. It's expected that the bottles are filled with water, but you know many people put other drinks, like sparkling water, soda, sports drinks, and tea. You get to choose how to fill your reusable bottle.	<i>Water or seltzer</i>
You are the last person to go to bed in your household each night. You get to choose a snack and drink before you go to bed, without anyone knowing what you eat or drink.	<i>Choose a healthy snack and water, then brush teeth after eating.</i> <i>*Ideas for snacks found here.</i>
You're provided with two snack options in the middle of the day. You need to choose one: either orange slices or carrot sticks.	<i>Carrot sticks. (Orange slices are healthy foods and not a terrible choice, but they are acidic; carrots are a better choice for oral health.)</i>
You're at a dental appointment and the hygienist asks you about your brushing and flossing habits. The expectation is that you brush twice a day and floss once per day.	<i>*Student answers will vary but should be the truth about what their practices are, even if they're not meeting expectations.</i> <i>*Some students do not have access to floss. Suggest ways for students to access floss if needed.</i>
With a group of friends ordering pizza for a school event, you are given the responsibility of choosing the 2 liter drink that comes with the pizza you ordered to share. There are only two options that everyone likes – orange soda or cola.	<i>Cola (has less sugar)</i>
You're at the community pool on a hot summer day for a family reunion. The drinks available are lemonade and sweet tea.	<i>Lemonade (has less sugar)</i>
You tried vaping a while ago and it has become a habit. You'd like to stop and have tried before, but it hasn't worked because you get sucked back into vaping with your friends.	<i>Ask for help from a trusted adult (parent, counselor, coach). "I need help. I've been vaping and I'd like to stop, but I can't do it on my own."</i>



Say: “Those scenarios were fictional – you may have been in them in the past, or maybe not. You might encounter them in the future, but maybe not. Let’s bring this conversation of oral health responsibility to your actual, real life, with a focus on the beverages you choose to drink. As you participate in this next activity, be honest. In most instances in your life, you are responsible for what you drink.”

Give each student a “Rethink Your Drink” handout.

Say: “Here are examples of beverages that 8th graders typically consume. Think about how often you drink these beverages and organize these cards into the three categories - “I drink this often” “I drink this sometimes” and “I drink this rarely or never.”

Say: “If you drink this product “often” put a checkmark in the box next to the product. If you drink this product “sometimes” put a plus sign in the box next to the product. If you “rarely or never” drink this product, put a X in the box next to the product.”

Provide students the time and space to complete this analysis and then direct them to answer the questions on the student worksheet (Section 3) based on their categorization. Consider sharing or showing [How Much Sugar & Calories are in Your Favorite Drink?](#) with students as a reference to utilize when reflecting on their categorization.

Place students into small groups (3-4 students each). Task each group with writing at least three reasons that explain why it is important for 8th graders to be responsible for their oral health in their daily lives. Have groups write each reason on a separate sentence starter sign. Then have groups share their reasons aloud. Post each groups’ responses around the classroom.

Desired responses: “Protect teeth from cavities; prevent tooth loss; prevent gum disease; keep breath fresh; keep teeth from having stuff stuck between them; act as a role model for younger siblings/cousins/etc.; build self-confidence; build self-efficacy; build assertiveness skills; meet parents’ expectations; reduce financial costs to family associated with poor dental hygiene; have confidence in ability to care for self.”

END OF LESSON

Say: “During today’s class, you analyzed your responsibilities when it comes to your oral health, specifically focused on choosing beverages that support and promote oral health. During our next session, you will design a plan to make an oral health practice a habit.”

Show Slides 4-5. Ask students to show what they know based on this lesson. Students can answer this on the student worksheet.

How can you take responsibility for your own oral health?

Why is it important for you to be responsible for your own 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. Students complete language of health literacy statements.
Educational Technology Integration	Present slideshow using Google Slides.
Extensions	Share this document with students and/or families. Provide students with materials for creating a visual poster of responsibility. Have students create a poster that shows their responsibilities related to oral health using words and images. Remind students of the tasks they wish to be responsible for and have them include these on their poster in a unique way. For example, students could put these responsibilities in a unique shape, such as a smile or star, or highlight them using a different color.



HEALTHY PRACTICES TO HABITS

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.1.8.13 Describe the benefits of and barriers to practicing healthy behaviors.

HE.7.8.1 Justify the importance of assuming responsibility for personal health behaviors.

HE.7.8.2 Evaluate healthy practices and behaviors that can maintain or improve the health of self and others.

Alignment with Oregon English Language Arts Literacy Standards

CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Valuable Vocabulary

health practice
improve
barrier
consistently
responsibility

Language of Health Literacy

To be more responsible for my oral health, I am going to make sure I _____ because _____.

A potential barrier I may face is _____. To overcome this barrier, I will _____.

To continue practicing this health action in my daily life, I need to _____.

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

Essential Question(s)

How can I take responsibility for my oral health?



Student Objectives

Students will be able to:

- Summarize the oral / dental health benefits of good hygiene practices, healthy food choices and being tobacco free.
- Create a personal wellness plan to boost and maintain oral / dental health.

Materials & Preparation

- Healthy Practices to Habits Presentation
- Healthy Practices to Habits Handout (1 per student)
- How to Brush Teeth (graphic by ADA) (1 per student)
- How to Floss Teeth (graphic by ADA) (1 per student)
- Optional: Model of mouth/teeth, floss, toothbrush (for demonstration purposes)
- Optional: [Toothbrushing Video](#)
- Optional: [Flossing Video](#)
- Barriers to Proper Oral Health Document
- Four Corners Sign
- Computers for student use
- **Review:**
 - The focus of this lesson is the skill of self-management. When teaching students this skill, there is often overlap with other skills. Utilize the following RMC Health Education Resources for further support and information as needed:
- See Access Valid & Reliable Resource for guidance on supporting students to locate helpful resources.
- See Decision-Making & Goal setting for guidance on strategies for following through on decisions and tracking progress.
- See Goal setting for guidance on supporting students to track their use of health practices and to set goals on developing healthy habits.
- If there are students who have braces, review how to brush and floss with braces so that their oral health goals can be supported appropriately.
- [Four Corners Teaching Strategy](#)
- **Prepare:**
 - Create a personal exemplar of Sections 2-4 of the student worksheet
 - Hang Four Corner Signs (Strongly Agree, Agree, Strongly Disagree, Disagree) around the room.

Lesson Structure & Learning Activities

BEGINNING OF LESSON

As students come into class, distribute the Healthy Practices to Habits handout.



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

1. Summarize the oral health benefits of good hygiene practices, healthy food choices and being tobacco free.
2. Create a personal wellness plan to boost and maintain oral health.

Show Slide 3: This is the introductory activity. Have students respond on their handout (Section 1).

Say: "A health practice is an action an individual does to support or maintain their health. What health practices do you do? They can be about any health practice. Looking both ways before crossing the street, wearing a seatbelt, calling a friend when feeling down. List as many as you can!"

Invite students to share their lists with a partner, encouraging them to add on health practices that they did not originally list. Remind students that health is multidimensional and then have partnerships ensure that they have listed not only physical health practices, but also mental and social health practices as well. Finally, have students highlight or circle any health practices that promote oral health.

Say: "During today's class, you will build a plan to begin, improve or continue a health practice that promotes oral health."

Ask students to share ideas for health practices that promote oral health and record them for all students to see. Add answers that students do not provide.

Desired responses: "Brush teeth twice per day; floss teeth once per day*; quit tobacco/vaping products; drink mostly water and milk; choose low sugar snacks; drink water after eating when you can't brush; do not chew on fingernails/pencils; wear mouthguard consistently and correctly; brush tongue; avoid alcohol."*

*When students provide these answers (brushing, flossing), use it as an opportunity to review and reinforce the proper way to brush and floss teeth. Use the ADA handouts and/or teeth models with toothbrush and floss, if available, to demonstrate the steps. If not available, show [Toothbrushing Video](#) on tooth brushing and [Flossing Video](#) on flossing.

Note: Going to the dentist twice a year and changing toothbrush every 3 months are also oral health practices, but are less aligned with the focus of this lesson. Be sure to mention these, but discourage students from using them throughout the rest of the lesson.

MIDDLE OF LESSON

Say: "Now that we have identified practices that promote oral health, we are going to discuss barriers or things that can get in the way of improving or maintaining our oral health care. If you look around the room you will see I have hung four signs. The signs are Strongly Agree, Agree, Strongly Disagree, and Disagree. When I read a statement, you will go to the corner that represents your answer. With a small group you will brainstorm barriers to that practice. Each group will report out one barrier that your group identified and as a class, we will discuss ways in which to overcome that barrier."

Read statements to students using the Barriers to Proper Oral Health document. Have them report to their designated corner. Use the document to prompt discussion of ways to overcome those barriers.

Refer students to **Healthy Practices to Habits handout** Section 2. Students will complete this independently, but with your support. Consider showing your exemplar to students.

Tell students that the information on this worksheet will only be shared with other students if they choose; otherwise it will only be shared with the teacher. Encourage students to conference with each other and/or with you as they work through these questions. During this time, ensure that students are including health benefits of the health practice they choose (i.e. reduce tartar, prevent cavities).



Ask student volunteers to share their examples.

Say: “In order to develop healthy habits, we need to use our health practices regularly. Think about how you will continue to grow your oral health practices in your daily life.”

Have students write down how they will make sure they use their oral health practice regularly (Section 3). Provide students with strategies they can use to form healthy habits, such as setting an alarm, tracking their use, having an accountability person, regular journaling and reflecting, etc.

Show Slide 4:

Invite students to share their oral health wellness plans with peers, if comfortable. For each student sharing their plan, ask the other students to provide feedback using the following prompts:

- What do you notice about this plan?
- What do you wonder about this plan?
- What are some other ways this action can be practiced daily?

With this feedback, the sharing student as well as classmates can make adjustments to their plans.

END OF LESSON

Say: “During today’s class, you created a plan for taking responsibility for your oral health. I encourage you to share your plan with the person or people who can support you in being successful.”

Show Slide 5-6 and **ask** students to show what they know based on this lesson. Students can answer this on the student worksheet.

Complete the sentence: Responsibility managing my oral health means _____.

What are the oral health benefits of brushing and flossing your teeth, eating and drinking healthy foods, and being tobacco/vape free?

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. Have students demonstrate their chosen health practices in school. This may be challenging depending on the health practices chosen.
Educational Technology Integration	Present slideshow using Google Slides.



Extensions

After students have had time to use their selected health practice, have students reflect on how using the health-practice has enhanced their personal health or helped them prevent things that are unhealthy. Ask students questions that will help them understand the importance of looking back on their health behaviors and learning from them. For example, ask the following questions:

- How did the oral health practice improve my health?
- Do I use this oral health practice consistently? Why or why not?
- Are there other oral health practices that I could add?
- What barriers did I experience trying to use this oral health practice regularly? How did I overcome these barriers?
- Do I need any additional support to take on this responsibility? If so, what support do I need?





Food & Drinks & Oral Health Handout

STUDENT WORKSHEET

Intro Activity

If a nutrition label lists 31 grams of sugar per serving and there are 2.5 servings in the container, how many total grams of sugar are in the 20 ounce Mt. Dew?

Time to Guess: Based on a daily 2000 calorie diet, how many grams of sugar is the **maximum** amount you should eat in a day?

When Reviewing Foods and Drinks

Less than _____%DV carbohydrates

Less than _____%DV added sugars

Bonus 1: _____

Bonus 2: _____

Favorite Food/Drink	Carbs (less than 20%DV)	Added Sugars (less than 5%DV)	Calcium Bonus	Vitamin D Bonus	Total
<i>Example: Gatorade</i>	✔				1

Foods and Drinks that are GREAT for oral health (score of 3-4):

Foods and Drink that are GOOD for oral health (score of 2):

Foods and Drinks that are OK for oral health (score of 1):

Foods and Drinks that HARM oral health (score of 0):



Rethink your Drink! Handout

STUDENT WORKSHEET

Read through each product.

If you drink this product **"often"** put a check mark in the box next to the product.



If you drink this product **"sometimes"** put a plus sign in the box next to the product



If you drink this product **"rarely or never"** put a X in the box next to the product.



Water	
Unsweetened Tea	
Lemonade	
Sweet Tea	
Fruit Punch	
Grape Juice	
Milk	

Diet Cola	
Sports Drink	
Orange Juice	
Cola	
Root Beer	
Orange Soda	
Coffee with Creamer	



Taking Responsibility for Oral Health Handout

STUDENT WORKSHEET

SECTION 1:

Intro Activity: Complete these sentences.

Responsibility means _____

To be responsible means _____

SECTION 2:

Situation	The responsible choice is...
It's lunchtime and you get to choose your drink. Your options are iced tea or bottled water.	
You're at sports practice and it's break time. You get to choose which drink to hydrate – Sports Drink or water.	
It's expected that everyone in school carries their own reusable water bottle throughout the day to keep hydrated. It's expected that the bottles are filled with water, but you know many people put other drinks, like sparkling water, soda, sports drinks, and tea. You get to choose how to fill your reusable bottle.	
You are the last person to go to bed in your household each night. You get to choose a snack and drink before you go to bed, without anyone knowing what you eat or drink.	
You're provided with two snack options in the middle of the day. You need to choose one: either orange slices or carrot sticks.	
You're at a dental appointment and the hygienist asks you about your brushing and flossing habits. The expectation is that you brush twice a day and floss once per day.	
With a group of friends ordering pizza for a school event, you are given the responsibility of choosing the 2 liter drink that comes with the pizza you ordered to share. There are only two options that everyone likes – orange soda or cola.	



Taking Responsibility for Oral Health Handout

STUDENT WORKSHEET

You're at the community pool on a hot summer day for a family reunion. The drinks available are lemonade and sweet tea.

You tried vaping a while ago and it has become a habit. You'd like to stop and have tried before, but it hasn't worked because you get sucked back into vaping with your friends.

Section 3:

1. Choose one drink from the "I drink this often" category. _____
 - a. When do you drink this?
 - b. Why do you drink this?
 - c. Is this drink a responsible choice? Explain why or why not.
2. Choose a different drink from the "I drink this often" category. _____
 - a. When do you drink this?
 - b. Why do you drink this?
 - c. Is this drink a responsible choice? Explain why or why not.
3. Choose a drink from the "I drink this sometimes" category. _____
 - a. When do you drink this?
 - b. Why do you drink this?
 - c. Is this drink a responsible choice? Explain why or why not.



Taking Responsibility for Oral Health Handout

STUDENT WORKSHEET

4. Choose a drink from the "I drink this rarely or never" category _____
- When do you drink this?
 - Why do you drink this?
 - Is this drink a responsible choice? Explain why or why not.
5. You've just analyzed the drinks you consume. Based on this information, and keeping in mind oral health, how responsible are you being with the beverage choices you make?
- What can you continue to do to maintain responsibility over your oral health?
 - What can you realistically change to increase your responsibility over your oral health?

Show What You Know: #1

How can you take responsibility for your own oral health?

Show What You Know: #2

Why is it important for you to be responsible for your own oral health?



Healthy Practices to Habits Handout

STUDENT WORKSHEET

SECTION 1:

Intro Activity

A health practice is an action an individual does to support or maintain their health.

What health practices do you do? List as many as you can!

SECTION 2:

In order to improve or maintain my oral health I will need to:

This practice is important to me because:

By taking responsibility for my oral health, the benefits I hope to see are:

A barrier or something that might get in the way of this practice is:

I can overcome this barrier by:



Healthy Practices to Habits Handout

STUDENT WORKSHEET

SECTION 3:

1. How can you make sure that you use your oral health practice regularly?

2. Complete the sentence:

To practice this health action in my daily life, I need to _____
_____.

Show What You Know #1

Complete the sentence:

Responsibility managing my oral health means _____
_____.

Show What You Know #2

What are the oral health benefits of brushing & flossing your teeth, eating and drinking healthy foods, and being tobacco/vape free?



Barriers to Proper Oral Health

It's easy for middle school students to brush their teeth twice a day.

Barriers: tired, forgot to bring my toothbrush with me, no toothpaste, no toothbrush

Ways to overcome barriers: carry an extra toothbrush with me, go to the Boys and Girls Club and receive free to low-cost dental care and supplies, set a reminder on my phone to brush my teeth twice a day.

It's easy for middle school students to floss their teeth once a day.

Barriers: tired, forgot, it hurts my gums, it gets stuck between my teeth, no floss, my braces get in the way

Ways to overcome barriers: carry floss with me, go to the Boys and Girls Club and receive free to low-cost dental care and supplies, use a flosser, learn how to use floss properly in order to decrease the sensitivity, set a reminder on my phone to floss my teeth once a day, get special floss or "Gum Go Betweens" from my orthodontist or use a water flosser.

It's hard to resist high sugary drinks.

Barriers: they taste good, they are easy to get, sugar cravings

Ways to overcome barriers: read food labels to see how much sugar is "really" in those drinks, carry a water bottle and fill up on water, educate your family and friends on the sugar amounts and make a goal to decrease the amount of sugary drinks you consume.

Most middle school students eat healthy foods that are low in added sugar.

Barriers: too expensive, too busy, don't like the taste, don't have anything healthy at home

Ways to overcome barriers: shop at lower priced stores, ask family to purchase healthy snacks, set a goal to decrease the amount of high sugary snacks and replace with healthier snacks, research ideas for how to make healthy snacks that taste good.

Most middle school students avoid snacks that are high in sugar.

Barriers: they taste good, they are easy to get, sugar cravings, they are cheaper than healthy snacks, it's easier to grab a sugary snack than make or cut up a healthy snack.

Ways to overcome barriers: read food labels to see how much sugar is "really" in those products, educate your family and friends on the sugar amounts and make a goal to decrease the amount of sugary snacks you consume, shop at stores where healthy snacks are on sale or cheaper than other high-priced stores, set a time to cut up fruits or vegetables and put them in containers so they are easy to grab-on-the-go. (Ask students for examples of easy grab on the go snacks they enjoy.)

**8th graders need to take responsibility
for their oral health because...**

Strongly Agree

Agree

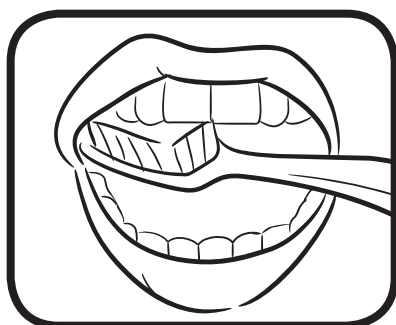
Strongly Disagree

Disagree

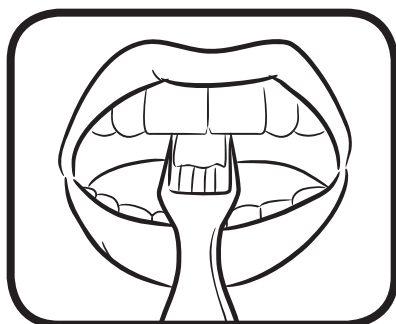
How to Brush



- Place the toothbrush at a 45-degree angle to the gums.

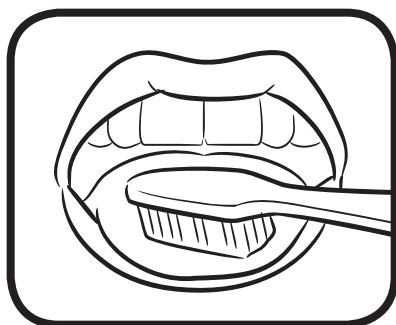


- Move the brush back and forth gently in short strokes.



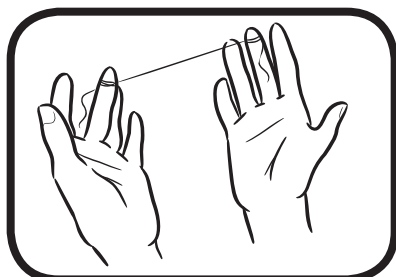
- Brush the outer surfaces, the inside surfaces and the chewing surfaces of all teeth.

- To clean the inside surface of the front teeth, tilt the brush vertically and make several up-and-down strokes.

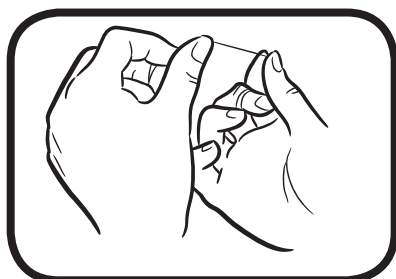


- Brush your tongue to remove bacteria and keep your breath fresh.

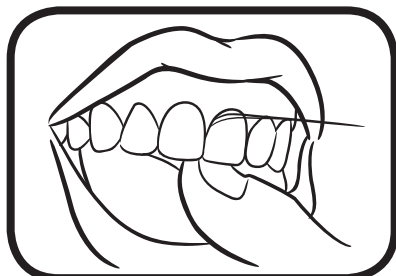
How to Floss



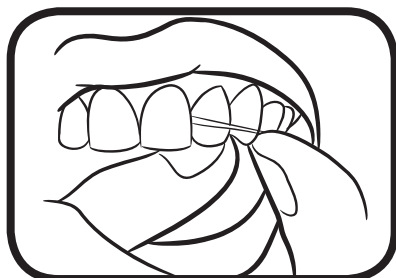
- Use about 18 inches of floss wound around one of your middle fingers, with the rest wound around the opposite middle finger.



- Hold the floss tightly between the thumbs and forefingers and gently insert it between the teeth.



- Curve the floss into a "C" shape against the side of the tooth.



- Rub the floss gently up and down, keeping it pressed against the tooth. Don't jerk or snap the floss.



- Floss all your teeth. Don't forget to floss behind your back teeth.