

# I NEED HELP!

## 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.1.5.1 Analyze the relationship between healthy behaviors and personal health.

HE.1.5.4 Demonstrate ways to prevent common childhood injuries and health problems.

## Alignment with Oregon English Language Arts Literacy Standards

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

## Valuable Vocabulary

problem  
need  
identify  
mouthguard  
braces

## Language of Health Literacy

I am having trouble with \_\_\_\_\_.

To help me with \_\_\_\_\_, I need \_\_\_\_\_.

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

## Essential Question(s)

How can I advocate for safe and healthy teeth in myself and my peers?





### Student Objectives

#### Students will be able to:

- Explain how oral/dental injuries from sports/activities can be prevented.
- Explain why teeth should not be used as tools.
- Describe the benefits of personal care practices that promote oral health.
- Identify when someone is experiencing a dental health problem.



### Materials & Preparation

- I Need Help! Handout (per student)
- I Need Help! Presentation
- Situation Cards
- Situation Cards Desired Responses
- Computers for student use (if using the digital article)

## Lesson Structure & Learning Activities

### BEGINNING OF LESSON

**Ask** students “Who can share what the word “Advocacy” means?”

*Desired responses:* To support; to promote.

**Say:** “Today we are going to learn about how to “Self-Advocate” for ways to keep your teeth and mouth healthy and ways to prevent oral and dental injuries from sports and daily activities.”

*Show Slides 1-2* to start the lesson.

**Ask** students “Who can share an example of a problem you have had to face or needed help from someone else?”

*Desired responses:* Forgot my lunch, woke up late for school, did not understand my math problems, was sick and needed medicine.

**Ask** students “Who could you ask for help to solve these problems?”

*Desired responses:* Family member, teacher, sibling.

**Say:** “When you ask for help to solve a problem, you are “self-advocating.” It is important to learn how to self-advocate because we can’t always solve problems on our own. Today we are going to learn how to “self-advocate”, and ask for help when we need to solve problems to keep our teeth and mouth healthy and prevent oral and dental injuries from sports and daily activities.”

*Show Slide 3*

Inform students of what they will be able to do as a result of this lesson (“I can...” statements).

“I can explain how to protect my teeth from injuries.”

“I can describe how to take care of my mouth and teeth.”

“I can identify when someone is experiencing a dental health problem.”



**Say:** “Even though as you get older, you become more independent and start to handle more things on your own, there are times that you will need the help of others to stay healthy (even as teenagers and adults).”

**Ask:** “Who can share ways to avoid injuries to our mouth and teeth during sports or daily activities?”

*Desired response:* Wear a mouthguard, wear a helmet or use headgear, do a mouth check before playing sports to check for anything that could injure your teeth like loose braces or chipped teeth, and wear a face shield.

**Ask:** “Who can share what to do if you injure your tooth during sports or daily activities?”

*Desired response:* Apply an ice pack or cold compress, see your dentist as soon as possible, you may need to have the tooth pulled or replaced.

**Ask:** What are some symptoms that someone may be experiencing if they have a dental health problem?

*Desired response:* Toothache, loose teeth, bleeding or swollen gums, chipped or cracked teeth, sensitivity to hot or cold food or drinks.

**Say:** “It is important to be able to recognize when we may be experiencing a dental health problem, but it is also important that we learn the skill of self-advocacy so we can get the help we need, from the people that can help us the most.”

## MIDDLE OF LESSON

**Say:** “You are going to be reading situations of 5th grade students who need some help solving a dental health problem. Your job is to identify what the problem is that the student needs help with. Once you have identified the problem, you will need to decide “Can I solve this problem on my own or do I need to use self-advocacy to seek support from others?” We will work through this example together and then you will work with a small group on a different situation.”

Distribute the I Need Help handout to each student. *Show Slides 4-7* and read the example situation:

### Situation 1:

**Say:** “My brother and I share a bedroom and most of the time, it’s great. We like the same things, and we get along well. Since I’m older I tend to stay up a little later than he does - he’s usually asleep by the time I’m trying to fall asleep. Unfortunately, my brother grinds his teeth. It’s so annoying and loud and it keeps me awake. Sometimes, the noise even wakes me up in the middle of the night.”

**Ask** students to write their answer to Question 1.

#### Question 1 - “What is the problem?”

Note: This question is asked from the perspective of the character. Allow students to share their answers and then advance through the slide deck and the prepared answer “The problem is my brother is grinding his teeth” will appear.

**Ask** students to write their answer to Question 2.

#### Question 2 - Can I solve this problem on my own or do I need to use self-advocacy to seek support from others?”

Note: This question is asked from the perspective of the character. Allow students to share their answers and then advance through the slide deck and the prepared answer “I need help with this because the noise is keeping me awake and maybe the teeth grinding isn’t good for his teeth.” will appear.



**Ask** students to write their answer to Question 3.

**Question 3 – “How can this behavior cause oral or dental injuries?”**

Note: This question is asked of the students - what they know - rather than the perspective of the character. Allow students to share their answers and then advance the slide and the prepared answer “Many kids grind their teeth. It’s not usually a problem, but it could hurt. Some kids need a mouthguard from a dentist if they grind their teeth.” will appear.

Note: Students may not know anything about teeth grinding and that is fine. Use this as an opportunity to build knowledge.

**Show Slide 5.**

Place students into small groups of 2-3 and give each group a situation card. Instruct students read the situation together and then work to collaboratively answer the three questions on the student worksheet. Circulate to support and guide student interactions/conversations.

Invite student groups to share their situation as well as their responses. When groups discuss mouthguards, show **slide 9** which shows the difference between sports mouthguards and nightguards.

Show the question on **Slide 10**.

**Ask** “Who can share with the class what a self-advocate is?”

**Say: “Identifying when you need help is the first part of being a self-advocate. What are some ways you can self-advocate when you have a problem?”**

Allow students to share responses and then advance to the next slide to show the answer.

*Desired response:* “Self-advocacy is asking for support in order to solve a problem we are facing.” Allow students to write updated answers, if needed.

**Say: “Being a self-advocate is an important part of being a healthy kid and pre-teen.”**

## END OF LESSON

**Show Slide 12.**

**Say: “Now we know what problems we may face related to our teeth and that we sometimes will need help to handle these problems. During our next dental health lesson, we will work to answer the question: ‘Who can help with these situations; How can they help; and how can we effectively ask for the help we need?’”**

**Show Slide 13.**

**Ask** students to show what they know based on this lesson. This is the question form of the “I can...” statements from the beginning of the lesson.

**Say: “We know that brushing and flossing teeth is healthy and necessary every day. How else can you keep your teeth safe and healthy?”**

*Desired responses:*

“Wearing mouth guards during sporting activities.”

“Not using teeth as tools to open things.”

“Not chewing pencils.”

“Avoiding fingernail biting.”

“Use hands to carry things - not teeth.”



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

## Extensions & Adaptations

<p><b>Enrichment &amp; Modifications for Diverse Learners</b></p>	<p>Word wall with vocabulary and images.</p> <p>When students are writing, have them utilize a Claim-Evidence-Reasoning framework. For example, with the Intro Activity:</p> <p><b>Prompt:</b> Describe a time when you needed help from someone else (like a parent, a teacher, a friend, a doctor) to help you stay healthy.</p> <p><b>Claim Starter:</b> <i>"I needed help when..."</i></p> <p><b>Evidence Starter:</b> <i>"I needed help because _____."</i> Note: this evidence is from a student's life, not textual evidence.</p> <p><b>Reasoning Prompt:</b> <i>"What or whose help did you need?"</i></p> <p>Work with the English as a New Language (ENL) teacher to translate the materials for this lesson into the student's primary language.</p>
<p><b>Educational Technology Integration</b></p>	<p>Present slideshow using Google Slides.</p>
<p><b>Extensions</b></p>	<p>Invite a dentist, orthodontist, or dental hygienist as a guest speaker to share how to keep teeth safe and healthy.</p> <p>Invite a coach or Physical Education teacher to talk about and show safety equipment used in sports to protect teeth and mouth.</p>



# WHO CAN HELP?

## 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.1.5.1 Analyze the relationship between healthy behaviors and personal health.

HE.1.5.4 Demonstrate ways to prevent common childhood injuries and health problems.

## Alignment with Oregon English Language Arts Literacy Standards

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

## Valuable Vocabulary

self-advocacy  
help  
trusted adult  
clear  
direct

## Language of Health Literacy

\_\_\_\_\_ is a person who helps me when \_\_\_\_\_.

\_\_\_\_\_ could help me with \_\_\_\_\_.

I would \_\_\_\_\_ to get attention from \_\_\_\_\_.

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

## Essential Question(s)

How can I advocate for safe and healthy teeth in myself and my peers?





### Student Objectives

#### Students will be able to:

- Identify who can help with dental health related problems.
- Demonstrate how to gain help needed for dental health and safety issues.



### Materials & Preparation

- Who Can Help? Handout (1 per student)
- Who Can Help? Presentation
- Who Can Help Us With Dental Care and Dental Injuries
- Situation Cards

## Lesson Structure & Learning Activities

### BEGINNING OF LESSON

**Show Slides 1-2** to start the lesson. Inform students of what they will be able to do as a result of this lesson (“I can...” statements).

“I can name people who will help with tooth/mouth problems.”

“I can ask for the help that I need.”

**Show Slide 3.**

**Say: “During our last lesson we identified problems we may face that could result in oral or dental injuries. Today we’ll explore individuals who can help us overcome problems we cannot solve on our own, and the best way to ask for help when we need it.”**

Distribute the Who Can Help? handout student worksheet for students to complete this activity.

**Say: “With a partner you will analyze a situation and complete a sentence frame identifying a problem.”**

**Situation:** *“My mouth hurts around a few of my teeth and my gums bleed near that spot sometimes, too.”*

Imagine that you are the person who said this. Finish this sentence:

“I need help with \_\_\_\_\_ because \_\_\_\_\_.”

And then fill in this blank:

Identifying when you need help is the first step of being a self- \_\_\_\_\_.

Invite students to share their responses. Once students have shared their responses, reinforce the correct response, *“I need help with my teeth and gums because they hurt and sometimes bleed. Identifying when you need help is the first step of being a self-advocate.”*

### MIDDLE OF LESSON

**Say: “In the last lesson, your job was to identify a problem and if the problem could be solved by yourself or if you needed support from others. Today we’re moving onto the next step of self-advocacy. During today’s lesson you will be processing “Who should I ask for help when I have a problem I can’t solve on my own, and what is the best way to ask for what I need.” Sometimes when we need help, we are reluctant or shy to ask for it, but as we know, it’s important to ask for help when it comes to concerns, especially around our dental health.”**



**Say:** “There are many people at school, at home, and in our community that can help us solve problems. In a small group you are going to work together to identify people who can help us when we have a problem or need help with dental health. You will work together to brainstorm as many examples as possible of people that can help us solve problems in our home, in our school, and in our community around dental health.”

Distribute the “Who Can Help Us With Dental Care and Dental Injuries” handout. Have students brainstorm as many examples as possible.

**Ask** students “Who can share examples of people that can help us with dental care and dental injuries at home?”

*Desired responses:* “Parent, family member, neighbor.”

**Ask** students “Who can share examples of people that can help us with dental care and dental injuries at school?”

*Desired responses:* “Teacher, school nurse, counselor.”

**Ask** students “Who can share examples of people that can help us with dental care and dental injuries in our community?”

*Desired responses:* “Dentist, doctor, hospital, community health center, Boys and Girls Club.”

**Say:** “Now that you have identified several people that can help us solve problems for dental care or dental injuries, let’s talk about strategies or ways to get their help or support.”

*Show Slide 4*

Read through “Strategies to Ask for Help.”

*Show Slide 5-8*

**Say:** “With a partner or small group you will read through one of the situations from our last lesson. You will decide “who” you are going to ask for help, what “strategy” you will use to get their help, and what you will say to ask for support. Here is an example:

“When I get home from school, I’m carrying my backpack, my lunch bag, sometimes my water bottle and sometimes my coat – it’s a lot of stuff. Because I’m the first one home from school, I have to get the mail and unlock the house, too. I use every possible body part to hold all of my stuff...including my teeth!”

The person I will ask for help from is my neighbor.

The strategy I will use to ask for help is non-verbal communication by waving my hands.

I will ask for support by saying “can you please help me unlock my door so I don’t have to use my teeth to hold my stuff?”

Distribute Situation Cards.

**Ask** “Who can share an example from your situation card?”

**Say:** “Being a self-advocate means that you can recognize when you need help and then ask for help when you need it. You successfully worked on this skill today with dental health situations, however, this is true for any health topic. If you need help, you need to ask for it. Being a self-advocate is an important part of being a healthy kid and pre-teen.”





## END OF LESSON

*Show Slide 9.*

**Say:** “During our next dental health lesson, we’ll work on advocating for the health of others.”

*Show Slide 10.*

**Ask** students to show what they know based on this lesson. These are the question forms of the “I can...” statements from the beginning of the lesson.

**Who** would you ask for help if you needed help keeping your teeth healthy?

**Why** would you ask this person?

**How** would you ask this person?

Review student answers to these questions to assess student achievement of objectives. 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

<b>Enrichment &amp; Modifications for Diverse Learners</b>	<p>Word wall with vocabulary and images.</p> <p>Switch group memberships so that students are working with different peers in different situations.</p> <p>Work with the English as a New Language (ENL) teacher to translate the materials for this lesson into students’ primary language. The ENL teacher can also support English Language Learners during the class session.</p>
<b>Educational Technology Integration</b>	<p>Present slideshow using Google Slides.</p>
<b>Extensions</b>	<p>Student groups can role play their situations, including asking for help.</p>



# WE CAN HELP!

## 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.8.5.2 Encourage others to make positive health choices.

## Alignment with Oregon English Language Arts Literacy Standards

CCSS.ELA-LITERACY.SL.5.1  
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

## Valuable Vocabulary

peer  
peer advocacy  
action  
help  
solution  
helpful  
issue

## Language of Health Literacy

I noticed that you are having an issue with \_\_\_\_\_.

Can I help \_\_\_\_\_?

I can't help with \_\_\_\_\_, but I can help with \_\_\_\_\_.

I will \_\_\_\_\_ to help.

I need to get \_\_\_\_\_ to help with this issue.

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

## Essential Question(s)

How can I advocate for safe and healthy teeth in myself and my peers?





### Student Objectives

#### Students will be able to:

- Identify ways to encourage others to promote oral health & safety among peers.
- Provide factual information to improve the oral/dental health and wellness of others.
- Advocate for peers to make positive oral/dental health choices.



### Materials & Preparation

- We Can Help! Presentation
- We Can Help! Handout
- Paper Toothbrushes (9 toothbrushes for an activity or if possible, one per student) OR print out 9 toothbrush images
- Problem Situation Cards (1 set of cards)
- Kid President [video](#) (5 min)

## Lesson Structure & Learning Activities

### BEGINNING OF LESSON

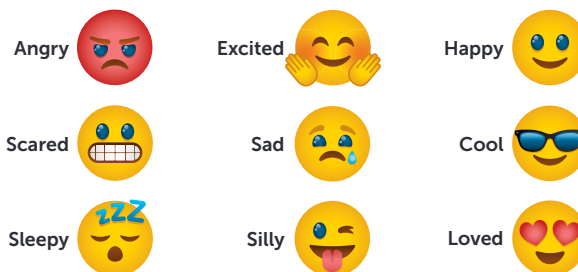
*Show Slides 1-2* to start the lesson and inform students of what they will be able to do as a result of this lesson (I can...statements).

I can...Encourage and support other people to make healthy choices.

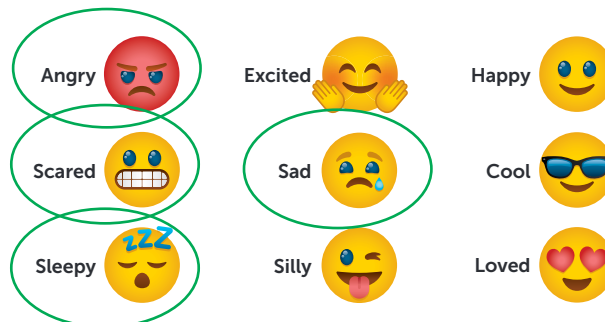
*Show Slide 3:* Remind students that this is not a graded activity, but rather an opportunity to get their minds onto peer advocacy.

Distribute the We Can Help! handout for students to complete this activity.

*Which faces show a person who might need help with something? Circle them.*



Invite students to share their responses. Once students have shared their responses, reinforce the correct responses:



**Say:** “People often show their emotions on their faces and when someone is showing that they are angry, scared, sad, or sleepy on their face, they might need help. All people, even kids, can help people when they need it.”

Then share the purpose of today’s lesson: “During our last lesson, we explored self-advocacy related to dental health. Today we’ll explore how to advocate for others to keep their teeth and mouths healthy and safe. When we stand up for and help ourselves, we are being self-advocates; when we stand up for and try to help other kids, it’s called peer advocacy. Peer advocacy is what today’s lesson is all about.”

## MIDDLE OF LESSON

### Learning activity 1:

**Say:** “You may not always know what problem someone is facing and if someone actually needs help. Often we can tell by someone’s body language and expressions that they are upset, but we may not be able to tell the problem they are facing or if they really need our help. It is natural to want to help others because when we help others, we create a better, stronger community. There are many benefits to giving to others; we must also be aware of other people’s boundaries when offering support.”

Show the video on *Slide 5*. This Kid President video explains the importance of giving to others.

After the video, allow time for students to independently answer the following questions on the student handout. Use *Slides 6-9* as a visual aid for discussion. Then facilitate a discussion with students about their responses. Student responses will vary significantly; some suggested answers are included below.

- How do you feel when you offer someone help? *happy, confident, helpful, satisfied*
- How can giving to others make the community stronger? *People give what they get so when people help each other, they will often help back, making the community healthier and happier.*
- Are there ever times when you shouldn’t offer help? *if helping puts you at risk for getting hurt or in trouble*
- Is it okay for someone to say they don’t need your help? *yes; it’s also OK to offer help again at a later time if you think they still may need/want it*

### Learning Activity 2:

**Say:** “Kid President talked about ways we can give back and help our community. We can also help in small ways when we recognize that someone may need it. For this activity, I will give some of you a situation card.”

Pass out situation cards to select students, making a mental note of who received the card about the sleepover. You will call on this person first.

**Say:** “When I call on you, please come to me and tell me and the class what your problem is. I will offer to help you and I hope that you’ll say yes to my offer of help”

**Call up** the sleepover student and after the student shares their problem, offer to help. The student will accept the offer of help and then you’ll provide them with a toothbrush. Don’t hesitate to play up the giving help with statements like, “I’m so happy to help you! I can definitely help you! Here’s a toothbrush!” Then, call up the rest of the students with situation cards one by one and follow the same process.



Please note: As this activity progresses, students will become very confused! They'll wonder why you are giving every student a toothbrush when that's not what everyone needs. That's the point of the activity. Capitalize on their confusion to engage them in the activity. Processing the activity will occur soon!

Problems:

- I'm at a sleepover and forgot my toothbrush
- I need a mouthguard for my activity
- I can't open my Gatorade
- I ran out of toothpaste
- I'm biting on my pencil because I'm nervous
- I hurt my finger
- I forgot my homework at home
- I don't feel good.
- I need to brush my teeth before I go to orthodontist

**Process** this activity with the students using the following questions:

- How did I find out if the kids wanted my help? *You asked them if they wanted help.*
- Did the kids want my help? *Yes*
- Did I provide the help that each person needed? *Only 2 people (sleepover & orthodontist) got something that was actually helpful; the others got something, but it wasn't helpful.*

**Share** the takeaway message with students, "It's important that we make sure we are providing the help that people actually need! Don't just assume you can fix the problem with the resources you have. You may have to enlist the help of other people and you can use your SELF-advocacy skills to help your peer and/or you can encourage them to be a self-advocate. In this activity, the only thing that I had to help people was toothbrushes, but the student who didn't feel good did not need a toothbrush. What should I have done instead? You should have said, *"I can't help you myself, but I can walk you down to the nurse's office."* What should I have said to the student who needed a mouthguard for football? You should have said, *"I got my mouthguard at Target in the sporting section and it works great. Maybe you can ask your parents to bring you there this weekend."* Offering to help someone who needs it is so kind and sometimes you can help the person yourself; remember that it's OK to help them get the help they need instead of helping them yourself; you may not have the solution to their issue."

**Show Slide 9** and say, "Now it's your turn! On the left side of the slide are the steps we take to be an advocate."

1. Ask to help
2. Determine how to help
3. Take action

**"On the right side is a situation during which you could be a peer advocate. Using these steps to guide you and remembering what you just saw and what we just talked about, describe how you will advocate for your friend in this situation."** Students can complete this on their handout or on the PearDeck slide. This can be done independently or with a partner/trio.

Student answers will vary; anticipated answer:

1. Ask to help: *Say, "I saw that crash and I see that you're bleeding. Can I help you?"*



- Determine how to help *Getting my friend a drink of water and bringing them to my PE teacher or school nurse would be good. I could say, "Do you want a drink of water? Or do you want me to bring you to an adult?"*
- Take action *Say, "I'll get the PE teacher to help," and then get the PE teacher. I'll do whatever else my friend needs me to as long as it feels safe and OK to me.*

If time permits, students should share responses with the class.

If you gave out actual toothbrushes during this activity to the participants, make sure every student gets one now; pass them out during this independent work time.

## END OF LESSON

To wrap up the advocacy and dental health lessons, **share**, "During these dental health lessons, you learned more than just how to keep your teeth safe. You also explored and practiced advocacy. Remember that it is important to be a self-advocate and a peer advocate."

*Show Slides 11-12* and ask students to show what they know based on all of the lessons in this sequence. This is the essential question that has guided these lessons. Note that these questions are focused on the skill of advocacy.

How can you advocate for your own dental health?

How can you act as an advocate for other people's health and well-being?

### *Anticipated responses:*

Self-advocacy: recognize when a problem develops, ask for help when needed

Peer advocacy: offer to help when you see someone in need, provide help or information to others

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

<b>Enrichment &amp; Modifications for Diverse Learners</b>	<p>Word wall with vocabulary and images.</p> <p>Switch group memberships so that students are working with different peers in different situations.</p> <p>Student groups can work on more than one situation's flowchart.</p> <p>Work with an ENL teacher to translate the materials for this lesson into students' primary language. The ENL teacher can also support English Language Learners during the class session.</p>
<b>Educational Technology Integration</b>	<p>Present slideshow using Google Slides.</p>
<b>Extensions</b>	<p>Student groups can role play their situations, including asking for help.</p> <p>Student groups can trade flowcharts and evaluate each other's work, providing comments on appropriate answers and suggestions for improvement.</p>





# I Need Help! Handout

## Example:

"My brother and I share a bedroom and most of the time, it's great. We like the same things and we get along pretty well. Since I am older, I tend to stay up a little later than he does. He is usually asleep by the time I am trying to fall asleep. Unfortunately, my brother grinds his teeth. It's so annoying and loud and it keeps me awake. Sometimes, the noise even wakes me up in the middle of the night."

1. What is the problem?	2. Can I solve this problem on my own or do I need to use self-advocacy to seek support from others?	3. How can this behavior cause oral or dental injuries?

## My Group's Situation:

1. What is the problem?	2. Can I solve this problem on my own or do I need to use self-advocacy to seek support from others?	3. How can this behavior cause oral or dental injuries?
<i>The problem is...</i>	<i>I can solve this problem on my own or I need to use self-advocacy to seek support from others? because...</i>	<i>We know this behavior can cause oral or dental injuries because...</i>

Self-Advocacy is: \_\_\_\_\_



# Situation Cards

**Teacher Preparation:** Below are situation cards to be given to each group of students. Print, and cut out each situation card prior to class. During class, distribute a card to each group.

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## SITUATION 1:

"When I get home from school, I'm carrying my backpack, my lunch bag, sometimes my water bottle and sometimes my coat – it's a lot of stuff. Because I'm the first one home from school, I have to get the mail and unlock the house, too. I use every possible body part to hold all of my stuff...including my teeth!"

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## SITUATION 2:

"I'm planning to start playing football soon. Many of my friends play and I'm super excited. The team will give me some things that I need – a uniform, pads and helmet. My friends say that I have to get my own mouthguard and cleats. If I don't have these, I can't play. I have cleats from other sports, but I've never used a mouthguard before."

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## SITUATION 3:

"I just got braces and while I don't love them, I know that they're going to do great things for my teeth. I like that I get to pick the colors sometimes, but I don't like how they scratch on the inside of my mouth."

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## SITUATION 4:

"I just got braces and while I don't love them, I know that they are going to do great things for my teeth. Our class was playing and working hard in P.E. and I got hit in the face with a ball...or maybe an arm...I'm not sure! Whatever it was, it knocked one of the brackets loose and it feels like it's falling off my tooth."

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## SITUATION 5:

"Pretty much everyday I have the same lunch...a sandwich, a milkbox, pretzels, carrot sticks, and some sort of treat. It's so easy to pack my lunch because my family buys individual packages of almost everything – all I have to do is grab it and toss it in my lunch bag. It's easy to make my lunch, but it is NOT easy to open up those packages. Sometimes I cannot get the straw through the milkbox foil, so I bite it to start a hole. Other days, I can't rip open the bag of pretzels, or carrots, or my dessert, so I just bite, hold tight and tear. Sometimes it works, sometimes it doesn't work and I end up slamming my hands and food on my desk..and my teeth hurt."





# Situation Cards

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## SITUATION 6:

"After gymnastics practice each day, I refuel a bit with some sports drink. Those bottles are impossible to open. All of my teammates have trouble, too and most of our parents won't help because they want us to be able to handle the situation. Most of the time, we end up using our mouths/teeth to open them."

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## SITUATION 7:

"I sit next to one of my best friends in school this year. It actually works out really well – we don't talk (too much) when we're not supposed to and we get to work together on assignments often. We are a good team. We obviously can't work together on tests, but I do notice something about my best friend during tests. He's always chewing on his pencil when he's taking a test. I think he's nervous."

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## SITUATION 8:

"I have no fingernails. Well, I do, but not much. I chew them constantly. I don't know why I do it...maybe I'm bored. Maybe I'm nervous about something. Maybe it's just a habit. Maybe I do it because my older sister and my dad do it. Sometimes I bite my nails so much that they bleed."

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# Situation Cards – Desired Responses

Below are situation cards along with desired responses and talking points for the teacher's reference.

## SITUATION 1:

"When I get home from school, I'm carrying my backpack, my lunch bag, sometimes my water bottle and sometimes my coat – it's a lot of stuff. Because I'm the first one home from school, I have to get the mail and unlock the house, too. I use every possible body part to hold all of my stuff...including my teeth!"

What is the problem?	Can I solve this problem on my own or do I need to use self-advocacy to seek support from others?	How can this behavior cause oral or dental injuries?
<i>"I need help with carrying so much stuff into the house after school."</i>	<i>"I need help with this because I am carrying stuff with my teeth."</i>	Note: Student answers will vary based on prior knowledge and experience. Even though many animals' mouths are built to carry items, human teeth are not. Carrying items with teeth can damage teeth or cause germs to enter the body.

## SITUATION 2:

"I'm planning to start playing football soon. Many of my friends play and I'm super excited. The team will give me some things that I need – a uniform, pads and helmet. My friends say that I have to get my own mouthguard and cleats. If I don't have these, I can't play. I have cleats from other sports, but I've never used a mouthguard before."

What is the problem? What do I need help with?	Can I solve this problem on my own or do I need to use self-advocacy to seek support from others?	How can this behavior cause oral or dental injuries? What do we know about this?
<i>"I need help with getting a mouthguard for football."</i>	<i>"I need help with this because a mouthguard is required for football."</i>	Note: Student answers will vary based on prior knowledge and experience. Mouthguards protect teeth during sports. Mouthguards are required in football, ice hockey, lacrosse, and field hockey. They are recommended in basketball and baseball as well as bicycling, soccer, skateboarding, wrestling and volleyball.



# Situation Cards – Desired Responses

## SITUATION 3:

"I just got braces and while I don't love them, I know that they're going to do great things for my teeth. I like that I get to pick the colors sometimes, but I don't like how they scratch on the inside of my mouth."

What is the problem? What do I need help with?	Can I solve this problem on my own or do I need to use self-advocacy to seek support from others?	How can this behavior cause oral or dental injuries? What do we know about this?
<p><i>"I need help with my braces."</i></p>	<p><i>"I need this help because they are hurting the inside of my mouth."</i></p>	<p>Note: Student answers will vary based on prior knowledge and experience.</p> <p><b>Why Do People Need Braces?</b> Braces help straighten teeth. As you made your way through childhood, your "baby" teeth fell out one by one, replaced by permanent adult teeth. Some people's adult teeth grow in at the right angle and with the right spacing. But many people's teeth don't. They can grow in crooked, crowded, or overlapping.</p> <p>A person also could have an upper jaw and lower jaw that are different sizes. When the lower half of the jaw is too small, it makes the upper jaw hang over when the jaw is shut. This is called an <i>overbite</i>. When the opposite happens (the lower half of the jaw is larger than the upper half), it's called an <i>underbite</i>.</p> <p>When teeth don't line up as they should, this can interfere with chewing. Teeth that aren't aligned correctly also can be harder to brush and keep clean, which can lead to tooth decay, cavities, and gum disease. And finally, many people who have crooked teeth may feel self-conscious about how they look. Braces can help them feel better about their smile.</p> <p><a href="https://kidshealth.org">KidsHealth.org</a></p>



# Situation Cards – Desired Responses

## SITUATION 4:

"I just got braces and while I don't love them, I know that they are going to do great things for my teeth. Our class was playing and working hard in P.E. and I got hit in the face with a ball...or maybe an arm...I'm not sure! Whatever it was, it knocked one of the brackets loose and it feels like it's falling off my tooth."

What is the problem? What do I need help with?	Can I solve this problem on my own or do I need to use self-advocacy to seek support from others?	How can this behavior cause oral or dental injuries? What do we know about this?
<p>"I need help with my braces."</p>	<p>"I need this help because one of the brackets feels loose."</p>	<p>Note: Student answers will vary based on prior knowledge and experience.</p> <p><b>Why Do People Need Braces?</b> Braces help straighten teeth. As you made your way through childhood, your "baby" teeth fell out one by one, replaced by permanent adult teeth. Some people's adult teeth grow in at the right angle and with the right spacing. But many people's teeth don't. They can grow in crooked, crowded, or overlapping.</p> <p>A person also could have an upper jaw and lower jaw that are different sizes. When the lower half of the jaw is too small, it makes the upper jaw hang over when the jaw is shut. This is called an <i>overbite</i>. When the opposite happens (the lower half of the jaw is larger than the upper half), it's called an <i>underbite</i>.</p> <p>When teeth don't line up as they should, this can interfere with chewing. Teeth that aren't aligned correctly also can be harder to brush and keep clean, which can lead to tooth decay, cavities, and gum disease. And finally, many people who have crooked teeth may feel self-conscious about how they look. Braces can help them feel better about their smile.</p> <p><a href="https://kidshealth.org">KidsHealth.org</a></p>



# Situation Cards – Desired Responses

## SITUATION 5:

"Pretty much everyday I have the same lunch...a sandwich, a milkbox, pretzels, carrot sticks, and some sort of treat. It's so easy to pack my lunch because my family buys individual packages of almost everything – all I have to do is grab it and toss it in my lunch bag. It's easy to make my lunch, but it is NOT easy to open up those packages. Sometimes I cannot get the straw through the milkbox foil, so I bite it to start a hole. Other days, I can't rip open the bag of pretzels, or carrots, or my dessert, so I just bite, hold tight and tear. Sometimes it works, sometimes it doesn't work and I end up slamming my hands and food on my desk..and my teeth hurt."

What is the problem? What do I need help with?	Can I solve this problem on my own or do I need to use self-advocacy to seek support from others?	How can this behavior cause oral or dental injuries? What do we know about this?
<i>"I need help with opening my lunch."</i>	<i>"I need help with this because I am opening my lunch items with my teeth."</i>	Note: Student answers will vary based on prior knowledge and experience.  Teeth are meant for chewing, they are not meant to be used as tools. Using teeth as tools can hurt teeth, gums and/or lips.  *This situation is a great opportunity to remind students to rinse their mouths with water after eating lunch or snack while at school. This is beneficial to dental health and helps reduce cavities.

## SITUATION 6:

"After gymnastics practice each day, I refuel a bit with some sports drink. Those bottles are impossible to open. All of my teammates have trouble, too and most of our parents won't help because they want us to be able to handle the situation. Most of the time, we end up using our mouths/teeth to open them."

What is the problem? What do I need help with?	Can I solve this problem on my own or do I need to use self-advocacy to seek support from others?	How can this behavior cause oral or dental injuries? What do we know about this?
<i>"I need help with opening my sports drink."</i>	<i>"I need help with this because I'm opening my sports drink with my teeth."</i>  <i>Alternatively: "I need help with this because I'm drinking a high sugar beverage."</i>	Note: Student answers will vary based on prior knowledge and experience.  Teeth are meant for chewing, they are not meant to be used as tools. Using teeth as tools can hurt teeth, gums and/or lips.  *This situation is a great opportunity to remind students to drink water and have a snack to refuel. This is beneficial to dental health and helps reduce cavities.



# Situation Cards – Desired Responses

## SITUATION 7:

"I sit next to one of my best friends in school this year. It actually works out really well – we don't talk (too much) when we're not supposed to and we get to work together on assignments often. We are a good team. We obviously can't work together on tests, but I do notice something about my best friend during tests. He's always chewing on his pencil when he's taking a test. I think he's nervous."

What is the problem? What do I need help with?	Can I solve this problem on my own or do I need to use self-advocacy to seek support from others?	How can this behavior cause oral or dental injuries? What do we know about this?
<i>"I need help with my friend chewing on pencils."</i>	<i>"I need help with this because he's nervous and chewing on pencils isn't healthy."</i>	<p>Note: Student answers will vary based on prior knowledge and experience.</p> <p>Chewing on pencils can easily spread germs and damage teeth.</p>

## SITUATION 8:

"I have no fingernails. Well, I do, but not much. I chew them constantly. I don't know why I do it...maybe I'm bored. Maybe I'm nervous about something. Maybe it's just a habit. Maybe I do it because my older sister and my dad do it. Sometimes I bite my nails so much that they bleed."

What is the problem? What do I need help with?	Can I solve this problem on my own or do I need to use self-advocacy to seek support from others?	How can this behavior cause oral or dental injuries? What do we know about this?
<i>"I need help with my habit of biting my fingernails."</i>	<i>"I need help with this because biting fingernails is unhealthy."</i>	<p>Note: Student answers will vary based on prior knowledge and experience.</p> <p>Chewing on fingernails can easily spread germs and damage teeth.</p> <p>Nail biting is one of the most common childhood habits.</p>



# Situation Cards

## SITUATION 1:

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The person I will ask for help from is	The strategy I will use to ask for help is	I will ask for support by

## SITUATION 2:

"I'm planning to start playing football soon. Many of my friends play and I'm super excited. The team will give me some things that I need – a uniform, pads and helmet. My friends say that I have to get my own mouthguard and cleats. If I don't have these, I can't play. I have cleats from other sports, but I've never used a mouthguard before."

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# Who Can Help? Handout

**Situation:** “My mouth hurts around a few of my teeth and my gums bleed near that spot sometimes, too.”

Imagine that you are the person who said this. Finish this sentence:

I need help with \_\_\_\_\_ because \_\_\_\_\_ .

And then fill in this blank:

- Identifying when you need help is the first step of being a self-\_\_\_\_\_ .

## Class Example:

“My brother and I share a bedroom and most of the time, it’s great. We like the same things and we get along pretty well. Since I’m older I tend to stay up a little later than he does - he’s usually asleep by the time I’m trying to fall asleep. Unfortunately, my brother grinds his teeth. It’s so annoying and loud and it keeps me awake. Sometimes, the noise even wakes me up in the middle of the night.”





# Who Can Help? Handout

Your group's responses for your assigned situation.

In a few words, what is the problem?

I can solve this problem on my own.

I need someone else's help to solve this problem.

To solve this problem, I will:

Who can help you solve this problem?

Why is this person a good helper in this situation?

If this doesn't solve the problem, what will you do? Who will you ask for help and why?

What will you say?  
I'm having trouble with \_\_\_\_\_.

Can you help me \_\_\_\_\_.

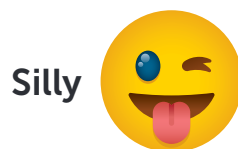
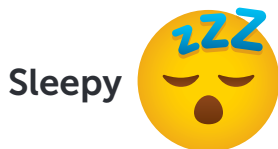
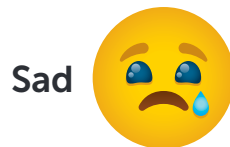
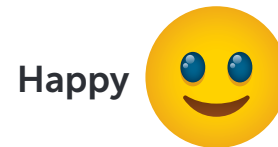
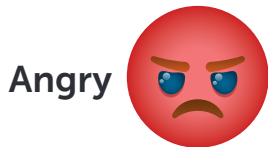
When will you say it?



# We Can Help! Handout

## STUDENT WORKSHEET

Which faces show a person who might need help with something? Circle them.



### Kid President - Giving Back video questions

- How do you feel when you offer someone help?
- How can giving to others make the community stronger?
- Are there ever times when you shouldn't offer help?
- Is it okay for someone to say they don't need your help?



# We Can Help! Handout

## STUDENT WORKSHEET

### Being An Advocate:

1. Ask to help
2. Determine how to help
3. Take Action

Imagine that your friend's tooth is bleeding and hurting after a crash with another classmate during PE. What will you say and do to act as an advocate?

- 1.
- 2.
- 3.





# Problem Situation Cards:

Teacher to make one set of cards.

I'm at a sleepover and forgot  
my toothbrush

I need a mouthguard for  
my activity

I can't open my Gatorade

I ran out of toothpaste

I'm biting on my pencil because  
I'm nervous

I hurt my finger

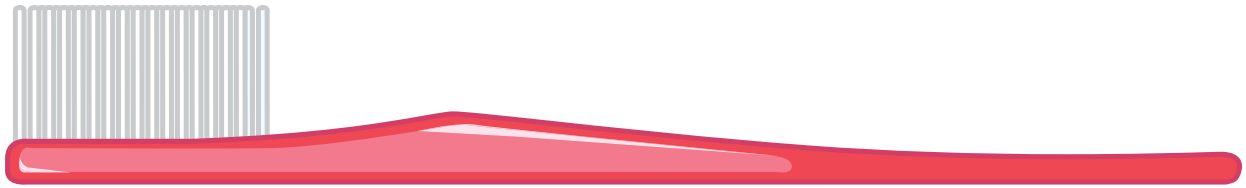
I forgot my homework at home

I don't feel good.

I need to brush my teeth before I  
go to orthodontist



**Note for Teacher: Make 9 copies of this toothbrush if actual toothbrushes are not available.**







# Who Can Help Us With Dental Care and Dental Injuries



At Home



At School



In the  
Community