

DENTAL CAREERS

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.1.12.15 Identify health care practices related to physical changes during adolescent development and early adulthood.

HE.3.12.1 Use a variety of valid and reliable resources to research health information.

HE.3.12.3 Demonstrate how to access valid and reliable health products, resources, and services including but not limited to mental health, i.e., support for suicidal ideation and accessing culturally appropriate mental health support

Alignment with Oregon English Language Arts Literacy Standards

9-10.W.7 Conduct short as well as more comprehensive research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.

Valuable Vocabulary

Dentist	Receptionist
Dental Hygienist	Specialist
Dental assistant	

Language of Health Literacy

I feel confident to handle _____ because _____.

I would want to seek additional help and/or information for _____ because _____.

I know I need more information or help when _____ because _____.

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

Essential Question(s)

How might researching the field of dentistry influence career exploration in the field of healthcare?





Student Objectives

Students will be able to:

- Analyze how identifying the role of the dental office and staff may impact our overall oral healthcare;
- Investigate the career field of dentistry;
- Describe the role of and job duties associated with each career; and
- Explore post secondary education required for dental careers.



Materials & Preparation

- Dental Office Presentation (Teacher: Use as a visual aide as needed)
- Dental Office Design Instructions (1 per group)
- Scavenger Hunt Handout (1 per student)
- Dental Office Student Handout (1 per group)
- **Review:**
 - Duties and Roles of dental office staff.

Lesson Structure & Learning Activities

BEGINNING OF LESSON

Say: "We are going to spend four days learning about oral health care and how it impacts our overall wellness. In the next four lessons we will talk about the role and staff of the dental office, how healthy habits can improve or maintain our overall wellness, substances that impact our overall oral health, and how to access oral healthcare when needed. Today you will be creating your own dental office! In a group of 4 you will choose who your 'dentist' in the group is going to be. The other members in the group will be assigned one of the other office positions. Each of you will be investigating the duties, roles, and educational requirements for that position. Once you have completed this project you will be presenting your 'Dental Office' to the rest of the class."

MIDDLE OF LESSON

Place students in a group of 4. Have them work collaboratively to answer the below questions.

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

Question #1: "What are health concerns and questions people your age may have around oral health care?" Write responses on the board.

Desired responses: "What is oral healthcare; what can impact my oral health; where can I get oral healthcare; how can I access oral healthcare without insurance; I have fears or anxiety about going to the dentist; how can I improve my smile."

Question #2: "How do you know when you might need oral healthcare?" Write responses on the board.

Desired responses: "I need my teeth cleaned; I have a cavity; I have a toothache; I broke a tooth."

Say: "Review the responses on the board."



Say: "Which questions or concerns can most teenagers answer on their own?" Have them raise their hand and share out. Circle those responses in red.

Say: "Which questions or concerns do most teenagers need to research?" Have students raise their hand and share out. Circle those responses in blue.

Say: "Knowing when you need oral healthcare and being able to access oral healthcare, is important to receiving the care you need. Research indicates that an unattractive smile is one of the main concerns people have about their oral health and can impact them socially. Finding ways to overcome barriers such as cost and stress or fear of the dentist is a way to invest in our overall health. One way of eliminating stress or anxiety of visiting the dentist is understanding the role of the dental office and dental staff. Today we are going to start with the main source of care and that is with the dental office and their staff."

Hand each group a copy of the Dental Office Design Instructions. Go over the instructions with the students. Tell students they can use the step by step instructions if they need to.

Hand each student a copy of "Scavenger Hunt Handout." Explain to students that they will use this document to record their information as they research their office position.

Say: "Choose the 'dentist' in your group. Once a dentist is chosen, tell the 'dentist' to choose their staff. Staff positions will be dental hygienist, dental assistant and receptionist."

Say: "You will complete a scavenger hunt on the Internet investigating your office position. You must use a valid and reliable resource to find your information."

Say: "How would you begin to locate additional help and/or information for some of the questions?"

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

Desired responses: "Google the Internet; talk to an adult; call my dental office"

Say: "As a reminder, when using the Internet, we need to verify that a resource is offering correct, evidence-based guidance or services and can be trusted."

Say: "You will use the Scavenger Hunt Handout to document your information". Review the handout with students.

Hand each group a copy of the "Dental Office Design" and have students name the Dental Office and fill in the information for each staff member.

Have students complete the front page of the Dental Office Design.

Say: "With your staff, you will research specialty areas in the dental industry and agree on one specialty area you will provide to your patients."

If you still have time, have students research dental [specialty areas](#) and pick one they want to offer in their office. Have students use the back of the "Dental Office Design" to record their information and answer the following questions:

"What is the specialty area you will be offering?"

"Why is it important your office provides this service?"

"What are the educational requirements for this specialty area?"

Have students present their "Dental Office" to the class.



END OF LESSON

Say: "Today, we investigated dental careers, educational requirements, and the role and duties of the staff in a dental office. You learned how to create a professional office and choose a specialty area that you could incorporate within your office. As you get older it is important that you learn the skills for career exploration. This lesson is a great example as to how to go about learning different careers that are available to you, especially around oral care. In the next lesson, we will investigate positive oral health habits and how they impact our overall wellness."

Extensions & Adaptations

Enrichment & Modifications for Diverse Learners	<p>Word wall with vocabulary and images.</p> <p>Sentence frames:</p> <ol style="list-style-type: none"> To answer our health-related question, we located information from _____ because _____.
Educational Technology Integration	<p>Create your dental office on a Google Slide and present it to the class.</p>
Extensions	<p>Research several specialty areas in dentistry and complete a compare and contrast graphic organizer to learn more about how these specialties are similar and different.</p>



HEALTHY LIFESTYLES AND ORAL CARE

Health Education Standards Alignment

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- Self-Management
- Advocacy

Oregon Health Education Performance Indicator Alignment

HE.1.12.1 Predict how healthy behaviors can affect health status.

HE.1.12.4 Justify ways to reduce or prevent injuries and health problems.

HE.1.12.7 Identify and analyze barriers that prevent people from practicing a variety of healthy behaviors.

HE.1.12.8 Explain disparities that exist between access to health care and health status.

HE.1.12.10 Explain key concepts of disease prevention including lifestyle choices, prevention and detection.

HE.1.12.45 Explain key concepts of nutrition including food groups, nutrient types, adequacy of diet, portion size and moderation, food safety and disease connection.

HE.3.12.1 Use a variety of valid and reliable resources to research health information.

HE.3.12.2 Evaluate the validity and reliability of health information, products, and services.

HE.3.12.3 Demonstrate how to access valid and reliable health products, resources, and services including but not limited to mental health, i.e., support for suicidal ideation and accessing culturally appropriate mental health support.

Alignment with Oregon English Language Arts Literacy Standards

9-10.W.7 Conduct short as well as more comprehensive research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.

Valuable Vocabulary

Teeth
Nutrition
Barrier
Valid
Reliable





Language of Health Literacy

_____ is a valid/invalid resource.

The resource features _____,
which means _____.

Because the resource has _____, it
provides valid information because _____.

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



Essential Question(s)

What are the situations I can handle on
my own?

How do I know when I need help?

How do I know when I need more
information?



Student Objectives

Students will be able to:

- Identify positive oral health habits and how they impact our overall wellness;
- Explain how proper nutrition supports oral health;
- Determine the benefits of proper nutrition on oral care;
- Examine factors and barriers that may impact oral health habits; and
- Create strategies to overcome barriers that may impact oral health habits.



Materials & Preparation

- Criteria for Valid Resources Checklist (1 per group)
- Criteria For Valid Resource Checklist Teacher Guide
- Nutrition and Oral Health Handout (1 per group)
- Nutrition and Oral Health PosterMyWall Student Exemplar
- Technology to present a Mentimeter Word Cloud
- Create a [Mentimeter](https://www.menti.com) account and use these Instructions
- Write **www.menti.com** and use the code _____ on the board.
- Write "I want to seek additional information on proper nutrition to improve my oral health care because _____" on board.
- **Review:**
 - Criteria for Valid Resources Checklist
 - Criteria For Valid Resource Checklist Teacher Guide
 - Nutrition and Oral Health Handout
 - [Postermywall-How It Works](#)
 - PosterMyWall Nutrition and Oral Health Student Exemplar
 - Background knowledge on Oral Care



Lesson Structure & Learning Activities

BEGINNING OF LESSON

Say: “In our prior lesson we learned about the dental office and the dental staff. You built your own dental office, now we are going to decorate the walls of your dental office and waiting room. Your job will be to educate your patients as to the positive oral health habits that can impact our overall wellness.”

Have students use technology that is accessible. Tell students to go to www.menti.com and use the code _____.

Say: “Now type in three examples of positive oral health habits that can impact our overall wellness.”

Desired responses: “brushing, flossing, dental cleaning, sealants, fluoride, mouthwash, avoiding tobacco use, and proper nutrition.”

Explain to students that the larger the word in the Word Cloud, the more times that word was used to answer the question.

MIDDLE OF LESSON

Say: “One positive health habit we are going to focus on is proper nutrition.”

Say: “Who is willing to volunteer to answer this sentence frame?” Have them raise their hand if any of them know the answer. If not, share the example using the desired responses.

Sentence frame: “I want to seek additional information on proper nutrition to improve my oral health care because _____.”

Desired responses: “I want to avoid cavities; reduce plaque; reduce tartar; strengthen my teeth; whiter teeth.”

Say: “Today you will be researching information around the impacts of proper nutrition and oral care. The Internet is a resource we can use to research many topics. It is very important that we are able to identify whether or not a resource is valid.”

Say: “Can anyone define the term valid?” Have them raise their hand if any of them know the answer. If not, share the example using the desired responses.

Desired response: “Valid means a resource is offering correct, evidence-based guidance or services that can be trusted.”

Say: “Can anyone share how we can identify whether or not an Internet site is a valid resource?”

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

Desired responses: “Ends in .gov, .org, .edu, current information, sources are cited by other valid sources, etc.”

Say: “You will be working in groups of 4 researching one of the Internet sites. You will use a checklist to determine if it is valid or not and using evidence to justify your answer.”

Hand each group the handout “Criteria for Valid Resources Checklist.” Have students research each resource and complete the checklist. Use the “Criteria For Valid Resource Checklist Teacher Guide” to discuss the validity of each source.



Say: "Now that you are an expert on researching valid resources, in your group, you will use the Internet to research five topic areas around how nutrition can impact our overall health, while completing the Nutrition and Oral Health Care handout."

Say: "As a reminder, your job is to not only research information around nutrition and oral health care, you must also use valid resources."

Review the handout with students.

Say: "When you are done researching these five topic areas, your group will create a [Postermywall](#) promotional flier for your waiting room to educate your patients to the benefits of proper nutrition, and a strategy to overcome a barrier that may impact our overall health."

If time permits, have students share their promotional flyers with the class.

END OF LESSON

Say: "Today, we learned about the benefits of proper nutrition and how it contributes to our overall oral healthcare, and strategies to overcome barriers that may impact our overall health. In our next lesson we will be investigating substances that will impact our overall oral health, and medication that may lead to substance use disorder when treating oral pain."

Extensions & Adaptations

Enrichment & Modifications for Diverse Learners	<p>Word wall with vocabulary and images.</p> <p>Sentence frames:</p> <ol style="list-style-type: none"> 1. We found out _____ by going to _____ (source). 2. To answer our health-related question, we located information from _____ because _____.
Educational Technology Integration	<p>Use technology to participate in Menti.com, and Postermywall graphic design promotional flier.</p>
Extensions	<p>Ask students: "Who is willing to volunteer to answer this sentence frame?"</p> <p>"We found out _____ by going to _____ (source)."</p>



ORAL HEALTH & SUBSTANCES

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Oregon Health Education Performance Indicator Alignment

HE.1.12.1 Predict how healthy behaviors can affect health status.

HE.1.12.10 Explain key concepts of disease prevention including lifestyle choices, prevention and detection.

HE.1.12.44 Explain key concepts of alcohol, tobacco and other drugs including tolerance, addiction, recovery, peer pressure, short and long term health impacts (Steroid law).

HE.3.12.1 Use a variety of valid and reliable resources to research health information.

HE.3.12.2 Evaluate the validity and reliability of health information, products, and services.

HE.3.12.3 Demonstrate how to access valid and reliable health products, resources, and services including but not limited to mental health, i.e., support for suicidal ideation and accessing culturally appropriate mental health support.

Alignment with Oregon English Language Arts Literacy Standards

9-10.W.7 Conduct short as well as more comprehensive research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.

Valuable Vocabulary

valid
caustic materials
substance
opioid

overuse
misuse
substance use disorder



Language of Health Literacy

To figure out _____, I located _____ and _____.

By collecting a variety of sources I was able to _____ because _____.

We use _____ (source) because _____.

We found out _____ by going to _____ (source).

To answer our health-related question, we located information from _____ because _____.

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

Essential Question(s)

Where are all the different sources that I can get health information/services?

What people could I go to for valid and reliable health information/services?

Student Objectives

Students will be able to:

- Examine caustic materials and how they impact our oral health;
- Investigate the effects of AOD on oral health;
- Explain the use of opioids in dental pain, and how overuse or misuse can lead to opiate substance use disorder; and
- Evaluate when additional adult or professional help may be needed around the use of opiates.

Materials & Preparation

- Technology
- Valid Resources Checklist
- 4 Categories That Impact Oral Health Teacher Guide
- Valid Resources Checklist (1 per pair)
- Opioid Data and Statistics Infographic Presentation
- [Take Action to Prevent Addiction \(cdc.gov\)](https://www.cdc.gov)
- Refrigerator Magnet Activity (1 per group)
- How _____ Impacts Our Oral Health Handout (1 per student)
- **Prepare:** [Padlet.com](https://padlet.com)
 - Setting up a Padlet Instructions

Lesson Structure & Learning Activities

BEGINNING OF LESSON

Say: "In our previous lesson, we learned about the benefits of proper nutrition and how it contributes to our overall oral healthcare, and strategies to overcome barriers that may impact our overall health."



Today, we are going to investigate substances that impact our overall oral health, and medication that may lead to substance use disorder when treating oral pain."

MIDDLE OF LESSON

Say: "There are many substances that can impact our overall oral healthcare. On a [Padlet](#) you will have the opportunity to list as many substances that you can think of that can impact our oral health. There will be 4 categories: illicit substances, recreational substances, caustic materials and other."

Note: Use the "4 Categories That Impact Oral Health" teachers guide to add any additional examples students may have missed.

Ask the students this question and have them either nod or raise their hand.

Say: "How many of you were surprised at all the substances that impact our oral health?"

Say: "There are many substances and materials that can impact our oral health. Today, we are going to practice locating additional information around these substances, and identifying how to search for additional help."

Ask students these questions and see if any of them know the answers. If not, share the answers using the desired responses. Chart student responses.

Question #1: "How can you locate valid information on how substances impact our oral health?"
Desired responses: "Research the Internet; scholarly articles; medical journals; people; websites; videos; print materials."

Question #2: "How would you locate a valid resource for when someone may need additional help?"
Desired responses: "Research the Internet; contact a community resource; nurse's office; counselor's office."

Say: "In the previous lesson we learned how to evaluate a source for its validity. Today, we will focus on locating help and information around oral health care. With a partner you will research a topic area under one of the 4 categories from our Padlet, and explain how this substance impacts our oral health."

Have students choose or assign a topic area.

Say: "To do this you will need to locate a valid resource for your topic area and complete the document Valid Resources Checklist explaining what makes this a valid resource. You will then use that valid resource and complete the questions on the "How _____ impacts our oral health" handout."

Handout the document and review questions with students.

Say: "When you are done, you will present your findings to the class."

Say: "One substance that not only impacts our oral health, but our overall health is the use of opioids. Opioids are legally prescribed medications used to manage or treat pain, particularly around oral surgeries such as wisdom teeth removal. In recent years we are finding that opioids can be addictive when misused. An addiction to opioids is known as an Opioid Use Disorder (OUD.) As a result, we are seeing an increase in opioid addiction and overdose both locally and nationally."

Present the Opioid Data and Statistics Infographic and present the local and national data and statistics.

Say: "Can anyone share what is most concerning with this information?"

Have the students raise their hand if they want to share. If not, share the answers using the desired responses.



Desired responses: "Increase in opioid use; misuse; Opioid Use Disorder; and overdose."

Note: Oregon is higher than the national average.

Note: During the next area of focus, emphasis that students advocate for alternative methods of pain control.

Say: "Because the data and statistics around opioid use, misuse and use disorder is so high, it is extremely important individuals learn how to advocate for other methods of pain management such as over-the-counter or prescription analgesic to reduce the risk, while also being able to identify when adult or professional help is needed. Individually you will read through the CDC Fact Sheet "[Take Action to Prevent Addiction](#)."

Either have students research the website or handout copies of the Fact Sheet.

After reading through the CDC Fact Sheet "[Take Action to Prevent Addiction](#)" have students answer the question, "We found out _____ by going to _____ (source)." Have students share their answers with the class.

Say: "Over the last two lessons, you created your own dental office and a 'Poster My Wall' flyer to educate your clients in your office of the benefits of proper nutrition and oral health. You will now create a "refrigerator magnet" that your clients can place in their kitchen with a message around substance use prevention, particularly opioids, and when professional help is needed."

END OF LESSON

Say: "Today we learned about substances that will impact our overall oral health, and medication that may lead to substance use disorder when treating oral pain. In our next lesson we will learn about how to access oral care when we need it, and how to overcome barriers we may face."

Extensions & Adaptations

Enrichment & Modifications for Diverse Learners	<p>Word wall with vocabulary and images.</p> <p>Sentence frames:</p> <ol style="list-style-type: none"> To figure out _____, I located _____ and _____. By collecting a variety of sources I was able to _____ because _____. We use _____ (source) because _____. We found out _____ by going to _____ (source). To answer our health-related question, we located information from _____ because _____.
Educational Technology Integration	<p>Research facts around substance use and impacts on oral health. Review data and statistics around opioid use, misuse, and use disorder. Investigate when and how to get help around opioid use, misuse, and use disorder.</p>
Extensions	<p>To answer our health-related question, we located information from _____ because _____.</p>



ACCESS TO CARE

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- Goal Setting
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- Advocacy

Oregon Health Education Performance Indicator Alignment

HE.1.12.5 Describe the importance of accessing medical care and self-care and exams.

HE.1.12.7 Identify and analyze barriers that prevent people from practicing a variety of healthy behaviors.

HE.1.12.8 Explain disparities that exist between access to health care and health status.

HE.3.12.1 Use a variety of valid and reliable resources to research health information.

HE.3.12.2 Evaluate the validity and reliability of health information, products, and services.

HE.3.12.3 Demonstrate how to access valid and reliable health products, resources, and services including but not limited to mental health, i.e., support for suicidal ideation and accessing culturally appropriate mental health support.

HE.3.12.4 Determine the accessibility of valid and reliable products and services that enhance health and resources or solutions to overcome barriers to access.

Alignment with Oregon English Language Arts Literacy Standards

9-10.W.7 Conduct short as well as more comprehensive research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.

Valuable Vocabulary

Valid
Reliability
Barrier



Language of Health Literacy

A reliable resource is _____.

In order for a resource to be reliable, it needs to _____.

A barrier to accessing _____ may be _____.

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

Essential Question(s)

Why is it important for a resource to be valid and reliable?

How can a reliable resource promote the health outcome you are seeking?

How can an unreliable resource make it harder to achieve the health outcome you are seeking?

Student Objectives

Students will be able to:

- Describe the importance of assessing oral health care and screenings;
- Analyze ways in which to access care;
- Demonstrate how to access care;
- Identify barriers to accessing or practicing care; and
- Determine the accessibility of valid and reliable products and services that enhance health and resources or solutions to overcome barriers to access.

Materials & Preparation

- Technology
- Criteria for Reliable Resources Checklist (1 per pair)
- Zeoob.com Social Media Page instructions (1 per pair)
- Zeoob.com Social Media Page Student Exemplar
- **Review:**
 - Criteria for Reliable Resources Checklist
 - [Zeoob.com website](#)
 - Zeoob.com Social Media Page instructions.
 - Zeoob.com Social Media Page Student Exemplar

Lesson Structure & Learning Activities

BEGINNING OF LESSON

Say: "In our previous lesson we learned about how substances can impact our oral health care. Today, we are going to learn about how to access oral care when we need it. You will participate in a learning activity called 'Rolestorming'." Rolestorming is like brainstorming with a twist. Instead of just brainstorming ideas to help the community access oral health care and overcome barriers they may face, you will become the patient that needs the care. By putting yourselves in the shoes of the individual community member it allows you to; focus on the problem, come up with a solution, consider what is best for the individual who lacks the ability to access care, and create a plan to overcome barriers. Once you have come up with several ideas on how to access care and overcome barriers you will create a social media site for your dental office, educating the community on the importance of health care and screenings, and how to access care when needed."



MIDDLE OF LESSON

Say: “Can anyone share the importance of assessing oral health care and screenings?” Have students raise their hand if any of them know the answer. If not, share the answers using the desired responses.

Desired responses: “Detect cavities; check for plaque and tartar; check gums for gum disease; careful examination of your tongue, throat, face, head, and neck; looking for signs of swelling, redness, or possible cancer.”

Note: Explain to students that oral health care and screenings are very important, however not every individual has access to care.

Say: “Can anyone share what may interfere with receiving oral health care and screenings?” Have them raise their hand if any of them know the answer. If not, share the answers using the desired responses.

Desired responses: “Do not like going to the dentist; do not have private or public insurance; can’t afford to pay out of pocket; can’t get time off from school or work to receive dental care; do not have transportation to get to dental appointments; live in communities without fluoridated water or school sealant programs.”

Note: Explain to students oral health care and screenings are very important, we need to be able to find alternative ways to access that care when needed.

Say: “In lesson 2, we learned how to decide if a resource is valid. Today, we are going to research two valid resources in our community where we can access care. Once we decide if the resources are valid, we then must determine if we can reliably access the resource when we need it. Reliability means we are able to depend on something or someone consistently. Consistently means, all the time.”

Say: “Can anyone share a person in your life that they would describe as reliable?” Have students raise their hand if any of them know the answer. If not, share the answers using the desired responses.

Desired responses: “Family member; teacher; coach; clergy; partner.”

Say: “What is it about that person that makes you feel they are reliable?” Have students raise their hand if any of them know the answer. If not, share the answers using the desired responses.

Desired responses: “They are always there for me; I can trust them; they help me when I need it.”

Say: “With a partner you will be researching two resources in our community that provide access to oral healthcare. You will use the Criteria for Reliable Resources Checklist to evaluate these two sources for reliability.”

Have students get with a partner and hand out the Criteria for Reliable Resources Checklist to each pair. Review the handout with students.

Say: “With your partner, you are going to ‘rolestorm’ how to access care, and how to overcome barriers that may exist interfering with accessing that resource. It is important to put yourselves in the shoes of others in order to be creative in finding ways to access care and overcome barriers if needed.”

Say: “With your partner, you will build your own social media site for your dental office. You will be educating the community on how to access oral healthcare when needed, and how to overcome barriers that may interfere with accessibility. You will use the social media app [Zeob.com](https://www.zeob.com) in order to generate your own social media platform.”

Show Zeob.com Social Media Page Student Exemplar as an example.



Handout the Zeoob.com Social Media Page instructions document.

END OF LESSON

Ask students to reflect on these questions and volunteer to share their answers. If a student does not volunteer, share the answers using the desired responses.

Question #1: "How does valid and reliable help and information enhance my health?"

Desired responses: "It provides us with trustworthy and reliable information; it guides us to make decisions for healthy habits; it provides us with consistent information when we need it."

Question #2: "How does invalid and/or unreliable help and information get in the way of living a healthy life?"

Desired responses: "It misleads us with inaccurate information; may encourage dangerous behavior"

Question #3: "What barriers did I encounter accessing valid help and information?"

Desired responses: "The source isn't consistent; the source isn't always available; I don't have the resources to use this source."

Question #4: "What actions did I take to access valid help and information?"

Desired responses: "Found alternative sources for care; found alternative ways to access care."

Say: "This is the end of our oral healthcare lessons. Within this unit you learned roles and duties to the dental office, healthy habits and oral healthcare, substance that may impact our overall oral healthcare, and how to access oral healthcare when needed."

Extensions & Adaptations

Enrichment & Modifications for Diverse Learners	<p>Word wall with vocabulary and images.</p> <p>Sentence frames:</p> <ol style="list-style-type: none"> 1. A reliable resource is _____. 2. In order for a resource to be reliable, it needs to _____. 3. A barrier to accessing _____ may be _____.
Educational Technology Integration	<p>Research multiple sources of online oral healthcare and assess for reliability.</p> <p>Create social media page using Zeoob.com</p>
Extensions	<p>I know this resource is reliable because _____.</p> <p>_____ (resource) is more reliable than _____ (resource) because _____.</p> <p>Because I do not have access to _____, it will be more difficult to _____.</p> <p>Because of _____, it will be more difficult for me to access _____.</p> <p>I do not have access to _____. However, I do have access to _____.</p>





Dental Office Design Instructions

DENTAL OFFICE DESIGN INSTRUCTIONS:

Pick the dentist in your group.

Dentists: You have just graduated from Dental School and want to open your own office. Your goal is to create the infrastructure of the Support Staff to help run the new dental office. You are responsible for the entire design and creation of the dental office and staff, and will oversee the whole process of your new dental office.

Here are the goals you want to achieve:

1. Name your Dental Office.
2. Elect the rest of your staff (group) and place them into a position where you believe they will benefit your dental office. Positions include dental hygienist, dental assistant, and receptionist.
3. Each staff member will investigate their position and provide information outlining:
 - 3 Roles or duties of the position
 - 3 Skills needed
 - Educational requirements.
4. Complete the Dental Office Outline.
 - a. As a group, decide on one specialty area you want to offer to your patients. Make sure to answer/include the following information...What the specialty area is
 - b. How can this specialty area help people in your local community?
 - c. What educational requirements are needed for this position?
 - d. What services does it provide?

Your group will put the design together and present it to the class.



Scavenger Hunt Handout

STUDENT WORKSHEET

Circle the position you are researching:

Dentist

Dental Hygienist

Dental Assistant

Receptionist

Role and duties of the position:

Skills needed:

Educational requirements:

Names: _____

Name of Dental Office: _____

Dentist: _____

Dental Assistant: _____

Dental Hygienist: _____

Receptionist: _____



Names: _____

Specialty Area:

What is the specialty area you will be offering? _____

Why is it important your office provides this service? _____

What are the educational requirements for this specialty area? _____



Criteria for Valid Resources Checklist

Research each resource below and evaluate for validity.

Oral Health Guide	Yes/No	Evidence From Source
Is the author(s)/ provider(s) credentials listed?		
Is the site or resource from a respected organization (.gov, .edu, or .org)?		
Is the information based in fact rather than opinion?		
Is the site or resources current?		
Does the information educate you without appealing to your emotions?		
Can you find the same information in another resource?		



Criteria for Valid Resources Checklist

Research each resource below and evaluate for validity.

The Dental Diet	Yes/No	Evidence From Source
Is the author(s)/ provider(s) credentials listed?		
Is the site or resource from a respected organization (.gov, .edu, or .org)?		
Is the information based in fact rather than opinion?		
Is the site or resources current?		
Does the information educate you without appealing to your emotions?		
Can you find the same information in another resource?		



Criteria for Valid Resources Checklist

Research each resource below and evaluate for validity.

<u>Eat Right</u>	Yes/No	Evidence From Source
Is the author(s)/ provider(s) credentials listed?		
Is the site or resource from a respected organization (.gov, .edu, or .org)?		
Is the information based in fact rather than opinion?		
Is the site or resources current?		
Does the information educate you without appealing to your emotions?		
Can you find the same information in another resource?		



Criteria for Valid Resources Checklist

Research each resource below and evaluate for validity.

Mouth Healthy	Yes/No	Evidence From Source
Is the author(s)/ provider(s) credentials listed?		
Is the site or resource from a respected organization (.gov, .edu, or .org)?		
Is the information based in fact rather than opinion?		
Is the site or resources current?		
Does the information educate you without appealing to your emotions?		
Can you find the same information in another resource?		



Criteria for Valid Resources Checklist

TEACHERS GUIDE

Research each resource below and evaluate for validity.

Resources:	Valid Resource? Yes? No?	Evidence from Resource of validity:
Oral Health Guide	NO	<i>Valid Resource is listed organization Appeals to emotions</i>
The Dental Diet	NO	<i>Valid Resource is listed organization Not current</i>
Eat Right	YES	<i>Valid Resource is listed Current.</i>
Mouth Healthy	YES	<i>Valid Resource is listed</i>



Nutrition And Oral Health Care Handout

STUDENT WORKSHEET

Identify three examples of how nutrition impacts your overall health?

1.

2.

3.

We found out _____ by going to _____ (source). We know it is a valid resource because _____.

Identify three foods that are good for your teeth?

1.

2.

3.

We found out _____ by going to _____ (source). We know it is a valid resource because _____.

Identify three foods that may be damaging to your oral health.

1.

2.

3.

We found out _____ by going to _____ (source). We know it is a valid resource because _____.



Nutrition And Oral Health Care Handout

STUDENT WORKSHEET

Identify three impacts sugary drinks can have on our oral health.

1.

2.

3.

We found out _____ by going to _____ (source). We know it is a valid resource because _____.

Identify three factors or barriers that may impact oral health and a strategy to overcome that barrier.

1.

2.

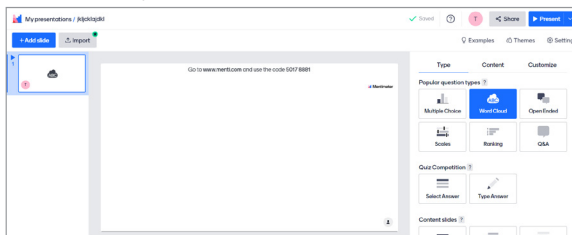
3.

We found out _____ by going to _____ (source). We know it is a valid resource because _____.

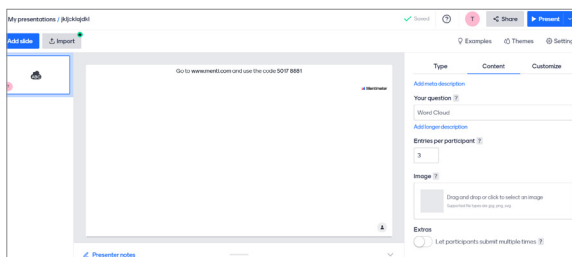


Mentimeter Instructions

1. Use the interactive app [Mentimeter](#).
2. Create a free Mentimeter account.
3. Click on [My Presentations](#)
4. Click on + [New Presentation](#)
5. Name your presentation
6. Click on the presentation
7. Click on Type



8. Click on Word Cloud



9. Type in the Question "What are three examples of positive oral health habits that can impact our overall wellness?"
10. Choose the number of entries you want to allow students to submit.
11. Click on Present
12. Tell students "Go to **www.menti.com** and use the code _____."

Explain to students that the larger the word, the more times that word was used to answer the question.



PosterMyWall Nutrition and Oral Health

STUDENT EXEMPLAR



Nutrition and Oral Health

How nutrition impacts your overall health

A balanced diet with plenty of vitamins and minerals helps your body build strong teeth and healthy gums.

Malnutrition can lead to delayed tooth development and eruption, enamel hypoplasia (thin enamel), cavity formation, and decreased collagen production.

Periodontal diseases can lead to increased risk of heart disease, heart attack, and stroke.





Foods that are good for your teeth:

Yogurt and cheeses

Leafy greens

Lean proteins

Nuts



Foods that may be damaging to your oral health:

Citrus

Chewy candy

Carbonated soft drinks

Factors or barriers that may impact oral health and a strategy to overcome that barrier:

- Access to resources-mobile on-site dental clinics.
- Cost or no insurance-dental students to serve vulnerable communities
- Poor oral health literacy-Preventive programs in our schools



Identify three impacts sugary drinks can have on our oral health.

- bacteria get energy from the sugar, but in the process produce acid
- preventing your mouth from returning to a normal acidity level between meals.



4 Categories That Impact Oral Health

CAUSTIC MATERIALS (metals/acids)

- piercings
 - tongue
 - lip
 - cheek
- stomach acid
 - bulimia
 - acid reflux

RECREATIONAL MATERIALS

- tobacco
- chewing tobacco
- vaping
- marijuana
- alcohol
- coffee
- tea

ILLICIT SUBSTANCES

- cocaine
- ecstasy
- heroin
- methamphetamine
- opioids
- inhalants
- LSD

OTHER

- sugar
- citrus
- ice
- gum
- soda



How _____ Impacts Our Oral Health Handout

STUDENT WORKSHEET

We researched the topic of: _____.

We found out that _____ impacts our oral

health by going to _____ (source).

We know that our source is valid because _____.



Criteria for Valid Resources Checklist

Investigate your topic. Identify resources used during your investigation and evaluate for validity.

Resource used:	Yes/No	Evidence From Source
Is the author(s)/ provider(s) credentials listed?		
Is the site or resource from a respected organization (.gov, .edu, or .org)?		
Is the information based in fact rather than opinion?		
Is the site or resources current?		
Does the information educate you without appealing to your emotions?		
Can you find the same information in another resource?		



Refrigerator Magnet Activity

STUDENT EXEMPLAR





Refrigerator Magnet Activity

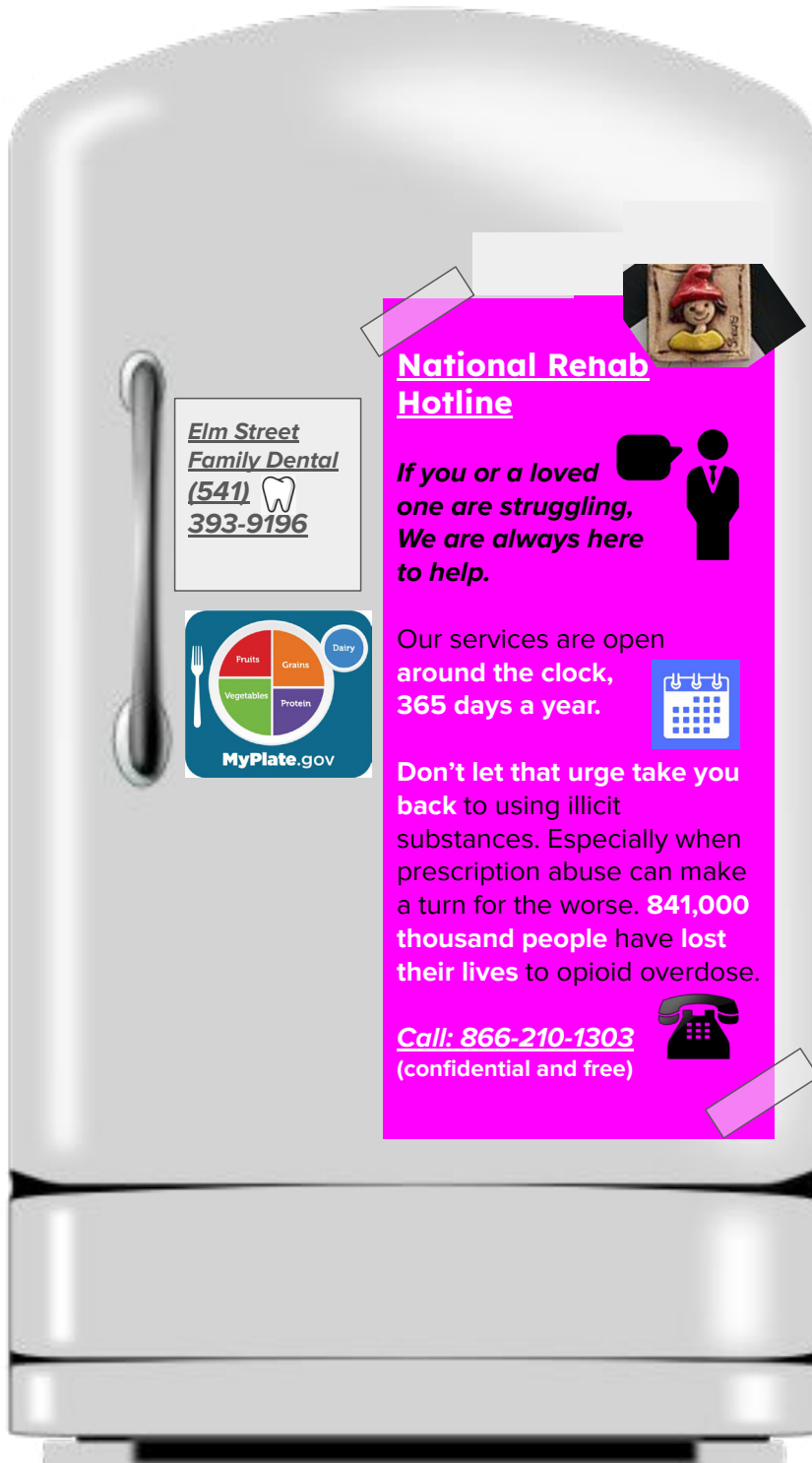
STUDENT EXEMPLAR



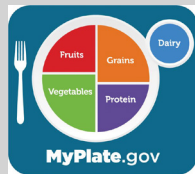


Refrigerator Magnet Activity

STUDENT EXEMPLAR



**Elm Street
Family Dental**
(541) 393-9196



National Rehab Hotline

If you or a loved one are struggling, We are always here to help.

Our services are open **around the clock, 365 days a year.**

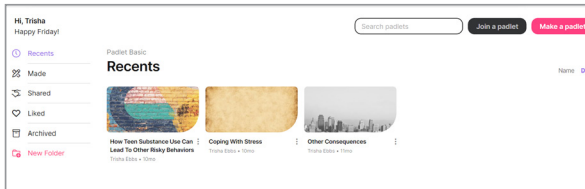
Don't let that urge take you back to using illicit substances. Especially when prescription abuse can make a turn for the worse. 841,000 thousand people have lost their lives to opioid overdose.

Call: 866-210-1303
(confidential and free)

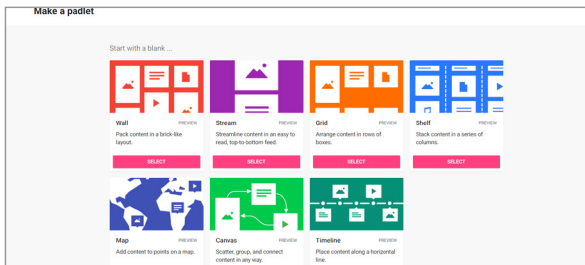


Padlet Instructions

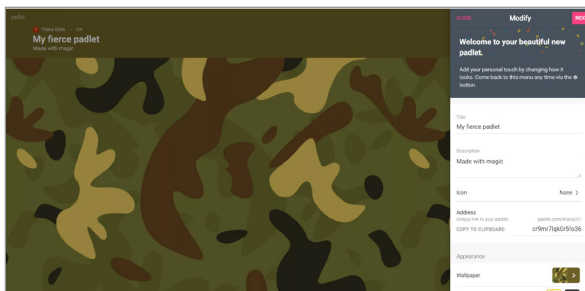
1. Use the interactive app [Padlet](#).
2. Create a free Padlet account.
3. Click on Make A Padlet



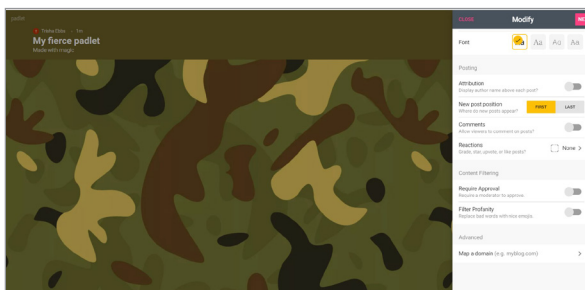
4. Click on Layout of choice.



5. Name your Padlet under "Title." You can change the background image by clicking on "wallpaper."



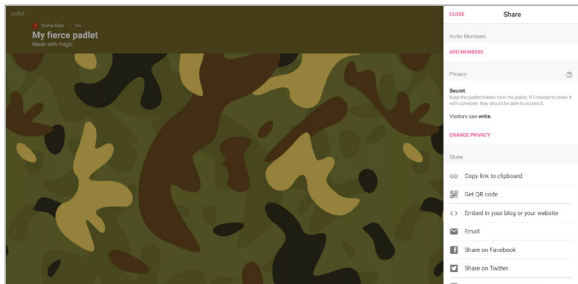
6. Make sure you "turn on" the "comments" option so students can type in the boxes.



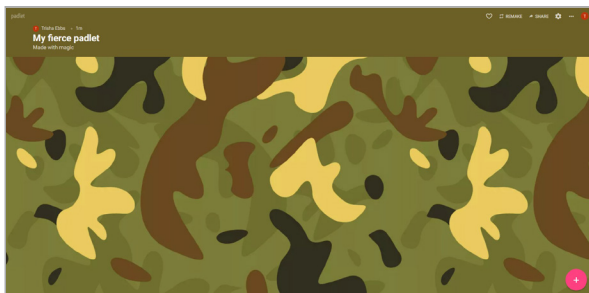


Padlet Instructions

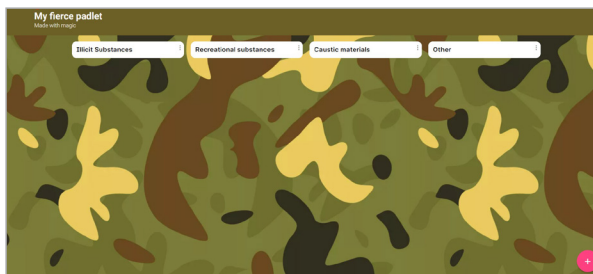
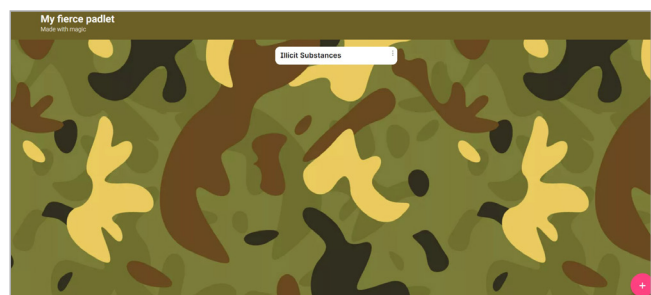
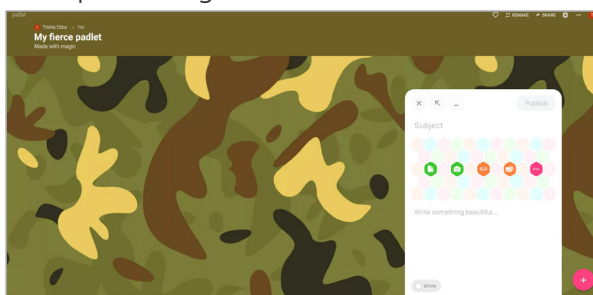
7. Click on "Share." Change privacy settings to "Secret." This allows students to access your Padlet.



8. Click on the + sign bottom right hand corner.



9. Where it says "Subject" type in question or category you want students adding comments to. Click on "Publish" and add any additional questions or categories by clicking on the + sign and then publishing.



10. Copy and share the link with your students for access.



Criteria for Reliable Resources Checklist

Research two community resources for accessing oral healthcare, explain why these resources are valid, and complete the checklist below. Once you have completed the checklist, answer the two questions at the bottom around barriers to accessing this resource.

RESOURCE #1

[Boys & Girls Clubs of America](#) - Search a club near you in the "Find A Club" box on the top right of the page. You will investigate which clubs in Oregon offer dental care. Once you find a club, explain why it is valid, and complete the checklist below for personal reliability.

Because the resource has _____, it provides valid information because _____.

RESOURCE #2

Research and identify a valid resource in your community. Explain why it is valid, and complete the checklist below for personal reliability.

Because the resource has _____, it provides valid information because _____.

Criteria for Reliable Resources:	Yes? No?	Evidence From Source:
Will you be able to access this resource when you need it?		
Is this resource free? If not, do you have the money you need to pay for this resource?		
Do you need transportation to receive this resource? If so, can you get there?		
Are there any potential barriers to accessing this resource that need to be considered?		



Criteria for Reliable Resources Checklist

Choose one of your resources and answer the two questions below.

A barrier to accessing this resource may be _____.

Because I do not have access to _____, it will be more difficult to _____.



Zeob Social Media Page Instructions

You have just learned how to research valid and reliable sources. Your job now is to create a social media page for your dental office. You will use the app [Zeob.com](https://zeob.com) to educate your community on how to access oral healthcare. You can choose any of the platforms provided. You must answer the questions below to build your social media page.

1. Identify the health resource being provided.
2. Identify two valid and reliable sources a person can ask for health information and or help.
3. Identify two valid and reliable places a person can access oral health information and or get help.
4. Identify a barrier a person may face when accessing health information and or help.
5. Identify two ways in which a person may overcome barriers to accessing oral health information and or help.
6. Identify two action steps a person can take to access health information and or help.



Zeobob.com Social Media

STUDENT EXEMPLAR

Happy Smiles Dental  · [Follow](#)
Albany, OR



146,934 likes

Happy Smiles Dental Dental care shouldn't be hard to find. Happy Smiles Dental is here to help! Heres a link to help you find some low cost dental care options! 😊

[https://www.oregondental.org/for-the-public/low-cost-dental-care ...](https://www.oregondental.org/for-the-public/low-cost-dental-care)
more

View all 1,098 comment

 Add a comment...

2 days ago

Happy Smiles Dental  · [Follow](#)
Albany, OR



146,934 likes

Happy Smiles Dental Need help finding that perfect place to get your perfect smile? These two resources are great to call for information on a plane that works for you!

Dental Lifeline Network: 1-800-767-6334
ENDS (Exceptional Needs Dental Services): 1-800-644-1859 ... more

View all 1,007 comment

 Add a comment...

5 days ago



Zeobob.com Social Media

STUDENT EXEMPLAR

 **Happy Smiles Dental** · Follow
Albany, OR



148,934 likes

Happy Smiles Dental Don't know if you can get there? No worries! The bus system has been toll free for a few years! Heres the link to the schedules!
Albany: <https://www.cityofalbany.net/transportation/albany-transit-system>
Corvallis: <https://www.corvallisoregon.gov/cts/page/routes>
Not cool with public transit? No problem! Calling a taxi and getting a ride is cheaper than ever!
Albany Taxi: (503) 302-1493
Corvallis Taxi: (541) 829-1103 ... more

View all 1,067 comment

 Add a comment...

5 days ago

 **Happy Smiles Dental** · Follow
Albany, OR



148,934 likes

Happy Smiles Dental If you're not sure where to start on your dental care journey, don't be afraid! It takes everyone a bit of courage to take their first steps. Calling around and using the resources listed on our previous posts is a great place to start, but sometimes all it takes is asking a friend or neighbor for advice! ... more

View all 1,067 comment

 Add a comment...

5 days ago



Zeobob.com Social Media

STUDENT EXEMPLAR

Happy Smiles Dental · Follow
Albany, OR

146,934 likes

Happy Smiles Dental Need a place to go to ask more questions face to face? We got you covered! Here are two fantastic places to go for more help!
Assistance League of Corvallis: 547 NW 9th St. Corvallis, OR 97330
Boys and Girls Club of Albany - Childrens Dental Clinic: 1215 Hill Street SE Albany, OR 97322 ... more

View all 1,007 comment

Add a comment...

5 days ago