

Mouth Wise

Grades 6-8



NORTH CAROLINA
DENTAL SOCIETY.

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DELTA DENTAL
FOUNDATION

Developed by **McMillen Health**

Mouth Wise

Grades 6 - 8

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LESSON 1:

Types of Diseases

National Health Education Standards

1.8.1

7.8.3

For state health education standards, please see page 27.

Objectives

The students should be able to:

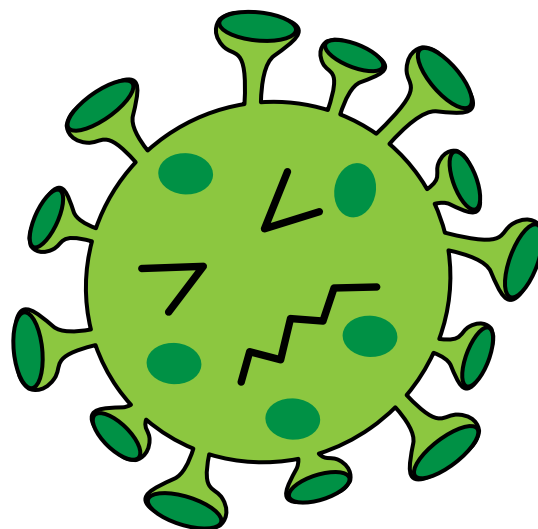
- Differentiate between communicable and chronic diseases

Materials Needed

- [“Lower Your Risk” video](#)
- [Trivia Questions Template](#), page 28, 1 copy for you
- [Lower Your Risk Handout](#), page 24, 1 copy per student
- 2 small whiteboards
- 2 dry erase markers

Introduction

Start the conversation with your students by talking to them about how illnesses can fit into different types of diseases. Communicable diseases, or infectious diseases, are contagious. They can be passed from one person to another. Chronic diseases, sometimes called non-communicable diseases, last much longer. Chronic diseases are caused by genetics, health choices, or the environment.



Class Discussion

- **Communicable diseases** are contagious diseases that spread when you come into contact with the bacteria or virus. They spread through the air, on surfaces, through contact with an infected person, by animals or insects, or in contaminated food or water.
- Communicable diseases start with bacteria or viruses that make you sick. Usually, they have an acute onset. This means symptoms occur suddenly, but don't last very long. You might be sick for a few days or even weeks, but the worst of the symptoms do not last long. Your body fights off the disease and then you feel better.

- Did you know that when you share spoons or straws with another person, you are exposing your teeth and gums to bacteria? The bacteria that cause cavities and gum disease can be spread from one person to another. This is why tooth decay and gum disease are communicable diseases.
- Can you name any diseases that would be communicable? (*Flu, colds, chickenpox, measles, pink eye, salmonella, COVID-19, tooth decay*)
- What are some ways we can avoid spreading communicable diseases? (*Handwashing, disinfecting surfaces, safe food preparation, coughing or sneezing into your sleeve, not sharing personal items including utensils and drinks, using bug spray, getting vaccines*)
- **Chronic diseases** last much longer than communicable diseases and the symptoms tend to get worse over time. These diseases are caused by genetics or unhealthy choices such as poor nutrition, not exercising, or using tobacco. Chronic diseases are not contagious like communicable diseases.
- Can you name any diseases that would be chronic? (*diabetes, cancer, heart disease, arthritis, dementia*)
- We can also develop chronic diseases that affect our mouth and teeth. Gum disease, tooth decay, and oral cancers are all chronic diseases.
- How can we help prevent getting a chronic disease? (*Eat nutritious foods, exercising, getting enough sleep, not using tobacco products, brushing and flossing teeth, seeing a dentist regularly*)



Activity



Play the "[Lower Your Risk](#)" video to show students more information about reducing risk for communicable and chronic diseases.

- After the video, use the [Trivia Questions Template](#), page 28, for the activity.
- Divide the class into two teams.
- Explain the rules of the trivia game:
 - After the teacher asks a question, each team will work together to choose an answer.
 - The team will put their final answer on the whiteboard.
 - After 30 seconds, the teacher will ask the teams to share the answer they wrote on the whiteboard.

- Each correct answer is worth 1 point.
 - There will be 10 questions in total.
 - The team with the most points wins.
 - If there is a tie between the two teams, you will need to ask the bonus question and the first team to answer correctly wins.
- At the end of the activity, provide each student with a copy of the [Lower Your Risk Handout](#) to take home.

Alternatives/Extensions

- Have students pose their own questions about communicable diseases and chronic diseases, then research the answers. In small groups, students share and discuss their questions and the answers they found.



If students are learning remotely, split the teams into breakout rooms to discuss answers to the questions. One student from each team will be the spokesperson and will provide the team's answer to the trivia question back in the main room.

LESSON 2: Responding to Injuries

National Health Education Standards

3.8.4

8.8.1

For state health education standards, please see page 27.

Objectives

The students should be able to:

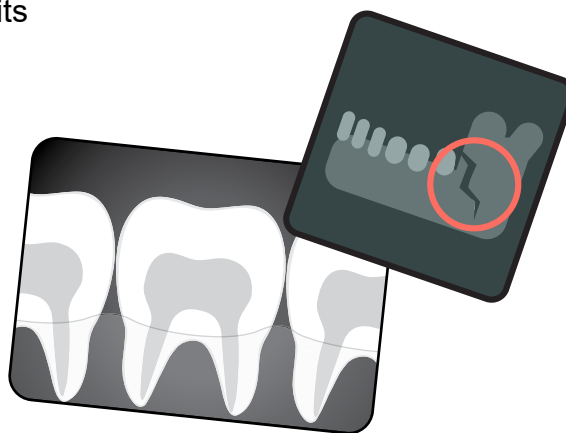
- Demonstrate techniques of basic first aid and procedures for treating injuries and emergencies
- Explain the procedures for health screenings, checkups, and other early detection measures in terms of their health-related benefits

Materials Needed

- [“X-ray Exam” video](#)

Optional Materials:

- [First Aid for Dental Emergencies Handout](#), page 21, 1 copy per student



Introduction

Start the conversation with your students by talking about the importance of protecting our teeth and mouth. Every day we make choices that can affect the short-term and long-term health of our teeth. Brushing twice a day with fluoride toothpaste and flossing daily can keep our teeth healthy and clean. But we also need to know what activities might be dangerous for our teeth and what to do in an emergency if our teeth or mouth get injured.

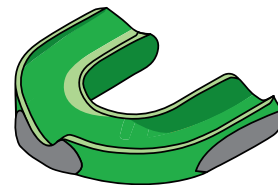
Class Discussion

- We need to take care of our teeth every day, but also should have regular dental check-ups to catch problems before they get worse.
- How many times a year should you be going to the dentist? (*two times a year*)
- By middle school, we have usually lost all our primary (or baby) teeth and have most or all of our permanent teeth. The dentist will be monitoring this progress and the development of wisdom teeth. The dentist may also need to make a referral to an orthodontist.

- Let's talk about some common ways you might hurt your teeth or mouth. Can someone share a common way your mouth or teeth could be injured? (*sports injuries, injuries from braces, vaping injuries, using teeth as tools*)

- **Sports injuries**

- Mouth and tooth injuries can happen in all sports, not just contact sports.
- To prevent injuries, use a mouthguard for all sports activities. Your dentist can make you a mouthguard. If you have braces, your orthodontist can also make you a special mouthguard.



- **Injuries from braces**

- The brackets and wires of your braces can hurt the inside of your mouth. If you receive a mouth injury while you have braces, you may have more damage to the soft tissue in your mouth.
- To prevent injuries, do not skip orthodontist appointments. Your orthodontist needs to consistently monitor your braces. Contact your orthodontist right away if you're having pain or problems with your braces.

- **Using teeth as tools**

- If you use your teeth as a tool, you risk breaking or cracking your teeth. Opening packages with your teeth, holding items by your teeth, or chewing on non-food items all put teeth at risk. This behavior can cause cuts on your lips or gums that can become infected.

- **Vaping injuries**

- There have been thousands of cases of vape pens and e-cigarettes exploding or burning users. The explosions can break your jaw, break teeth, and cause serious burns.



Activity



Play "[X-ray Exam](#)" video for students.

- In the video, students will be shown x-ray images of different mouth-related injuries.
- Throughout the video, you will pause and give students time to respond to questions in the video.

Alternatives/Extensions

- Give each student a copy of the [First Aid for Dental Emergencies Handout](#). Ask them to read about how to respond to tooth and mouth injuries.



If students are learning remotely, students can watch the "[X-ray Exam](#)" video individually and write down their responses to the questions.

LESSON 3:

Choosing Healthy Beverages

National Health Education Standards
5.8.6

For state health education standards, please see page 27.

Objectives

The students should be able to:

- Differentiate the health effects of beverages that are nutrient-dense from those high in sugar and calories

Materials Needed

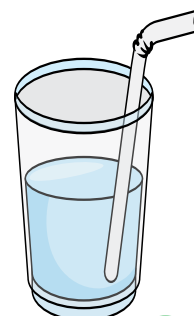
- [“Good Choice, Best Choice” video](#)
- [Good Choice, Best Choice Discussion Template](#), page 22, 1 copy for yourself
- [A Better Beverage Handout](#), page 17, 1 copy per student

Introduction

Start the conversation with your students by reminding them that every day, they have the power to make healthy choices. Simple choices like what beverages we drink can make an impact on the health of our body and our teeth. By swapping sugary, high-calorie, acidic beverages for water or nutrient-dense beverages, we can take care of our teeth and our body.

Class Discussion

- As you get older, your parents may be making fewer choices for you, such as what foods you eat and what beverages you drink. Now that it is up to you to choose, you will want to make healthy choices for your body and your teeth. Water and nutrient-dense beverages are the best beverages for your body. Nutrient-dense beverages have lots of vitamins and minerals in them.
- What are some healthy, nutrient-dense beverages? (*naturally-flavored waters, plain milk, unsweetened plant-based milk, herbal teas*)
- In addition to nutrient-dense beverages, you will also want to drink plenty of water to stay hydrated. You should aim for 6-8 cups of water each day.



- What are some beverages that are not healthy for us? (*soda, energy drinks, sugary drinks, blended/flavored coffees*)
- These beverages have high calories and high sugar content. Sugary drinks contribute to weight gain and chronic diseases like type 2 diabetes and heart disease.
- If you choose to drink a sugary drink, it is best to drink it in one sitting, such as at a meal. Sipping on a sugary drink all day means your teeth are being repeatedly exposed to sugar.
- Black teas and black coffees are choices with very low calories, but may lead to staining of teeth.
- Sugary beverages also contribute to tooth decay. The bacteria in your mouth feed on sugar, creating acid that causes tooth decay.
- Soda is particularly bad for teeth because it contains both sugar and acid, leading to faster tooth decay.
- Some beverages seem nutrient-dense because they have added vitamins and minerals. Beverages like energy drinks, sports drinks, vitamin-enhanced waters, and juice are advertised as healthy; but, when you look at the labels, you will see that they are high in sugar and calories.



Activity



Play the [“Good Choice, Best Choice” video](#).

- Pause where the video indicates to discuss the questions as a group. There will be three scenarios in the video for students to discuss.
- Use the [Good Choice, Best Choice Discussion Template](#), page 22, to guide the students as they discuss the scenarios in the video.
- Students will write their responses to the video questions on the [A Better Beverage Handout](#), page 17.
- At the end of the video, students will respond to a writing prompt on the handout.

Alternatives/Extensions

- Have students reflect on their typical beverages choices and then write a paragraph evaluating the sugar, calories, and nutrient density of their own beverage choices.



If students are learning remotely, complete the [A Better Beverage Handout](#), page 17, virtually.

LESSON 4: Your Personal Nutrition Plan

National Health
Education Standards

5.8.4

6.8.3

For state health education
standards, please see page 27.

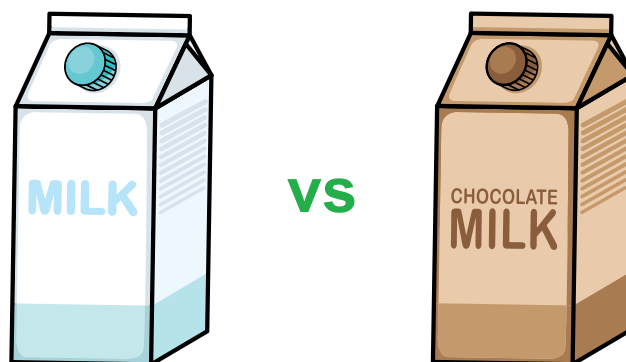
Objectives

The students should be able to:

- Develop a personal nutrition plan

Materials Needed

- [“Food Matters” video](#)
- [Nutrition Plan Template](#), page 25, 1 copy per student
- [Better Nutrition, Better Health Handout](#), page 19, 1 copy per student



Introduction

Start the conversation with your students by talking about how the drinks we choose can impact our health. We need to find out if a drink has lots of nutrients, sugar, or calories to determine if it is healthy. Water and milk are the best choices for our body and our teeth. Drinks with lots of sugar are okay sometimes, but are not healthy for our bodies and our teeth.

Class Discussion

- Making healthy choices for our meals does not mean we have to make perfect choices all the time. Knowing which foods are nutritious and why we should choose them is a good guiding tool for making decisions.
- Why should we choose nutritious foods? (*dental health, part of preventing chronic disease, vitamins and minerals, best energy source, fiber for digestion*)
- The foods we eat affect our bodies and our teeth. Sugary foods contribute to chronic disease. Sugary foods also feed the bacteria on our teeth, causing more acid that leads to cavities.
- Staying hydrated should be part of your nutrition plan too. When you drink plenty of water, your body functions at its best. Your goal should be 6-8 cups of water each day.
- How are you making food choices right now? (*eating what parents choose, what school*)

offers, packing lunches, helping make grocery list)

- As you get older, you will start having more responsibility for what you eat. You should start making healthy food and beverage choices now so that the choices become a habit.

Activity

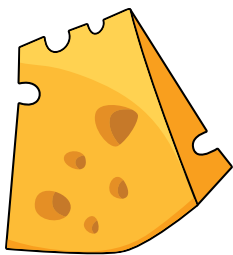


Play the [“Food Matters” video](#).

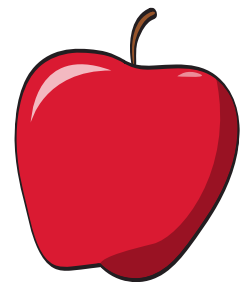
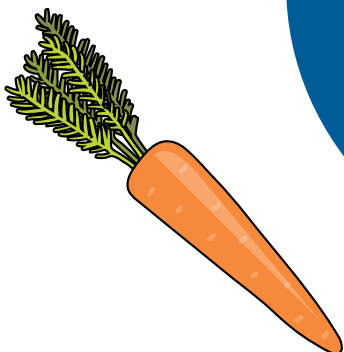
- Hand out the [Nutrition Plan Template](#), one to each student.
- Hand out the [Better Nutrition, Better Health Handout](#), one to each student.
- Allow students time to complete a one-week nutrition plan using the [Better Nutrition, Better Health Handout](#) as a resource

Alternatives/Extensions

- Have students include additional healthy behaviors in their nutrition plans.
 - For example:
 - I will drink a glass of water at each meal.
 - I will floss every day.
 - I will not watch television or videos while I eat.
 - I will help my parents create a grocery list.
 - I will go for a walk after dinner.



If students are learning remotely, they can complete the [Nutrition Plan Template](#) digitally, using the [Better Nutrition, Better Health Handout](#) as a resource.



LESSON 5:

Consequences of Tobacco

National Health
Education Standards

5.8.5

5.8.7

For state health education standards, please see page 27.

Objectives

The students should be able to:

- Explain the immediate social and physical consequences of tobacco use, including spit tobacco

Materials Needed

- [“Feel Better Without Tobacco” video](#)
- [Better Without Tobacco Template](#), page 20, 1 copy per student
- [I Am... Template](#), page 23, 1 copy per student
- [Avoiding Vaping Handout](#), page 18, 1 copy per student

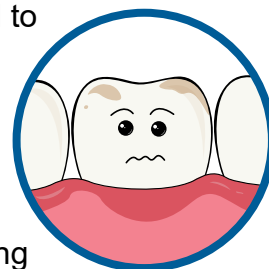


Introduction

Start the conversation with students by talking to them about the consequences of tobacco use. Explain how using tobacco is dangerous. The longer someone uses tobacco, the more serious the health risks. Using tobacco, including e-cigarettes, vape pens, and spit tobacco, has immediate consequences too.

Class Discussion

- We know that using tobacco has dangerous consequences for our health. If you use tobacco for a long time, you can develop chronic diseases that can lead to death. These include cancer, lung disease, and heart disease.
- What are some short-term consequences of using tobacco? (*chronic cough, staining of teeth, mouth sores, decreased taste or smell, dry mouth that allows bacteria to grow*)
- There are also consequences that can happen immediately after smoking tobacco. These include decreased blood flow, dizziness, headache, nausea, coughing, and bad breath.



- Spit tobacco, also called smokeless tobacco and chewing tobacco, has immediate consequences such as bad breath, dizziness, nausea, and irritation of lips, teeth, and gums.
- Becoming addicted to the nicotine in a tobacco product can happen very quickly. Nicotine can start affecting your brain after using a tobacco product just one time. It only takes 10 seconds for nicotine to travel through your blood from your mouth to your brain!
- Tobacco products are not safe, even to “just try” them. For your health, you should always say no.

Activity 1



Play the [“Feel Better Without Tobacco” video](#) to show students the long-term, short-term, and immediate consequences of tobacco use.

- Give each student a copy of the [Better Without Tobacco Template](#).
- Have students break into small groups to discuss the questions and write down their answers in the space provided on the template.
- Invite students to share what they discussed.
- Give each student a copy of the [Avoiding Vaping Handout](#) and ask them to review the different ways to turn down someone who offers them a tobacco product.



Activity 2

- Hand out the [I Am... Template](#), one for each student.
- Read examples from the template. Encourage students to complete the rest of the template with their ideas.
- Allow students time to complete the activity.

Alternatives/Extensions

- Students can break into pairs and share 2 items from their completed [I Am... Template](#).



If students are learning remotely, students can complete the activities virtually by watching the video and having discussions online in small groups. Students can complete the [Better Without Tobacco Template](#) and the [I Am... Template](#) digitally.

LESSON 6:

The Power of Messaging

National Health
Education Standards

5.8.6

8.8.2

8.8.4

For state health education standards, please see page 27.

Objectives

The students should be able to:

- Analyze policies and laws related to the sale and use of tobacco products in terms of their purposes and benefits
- Predict the potential effect of anti-tobacco messages on the use of tobacco by youth and adults
- Identify positive alternatives to the use of alcohol and drugs
- Use advocacy skills to promote the avoidance of alcohol, tobacco, and drugs by others



Materials Needed

- [“Better Options” video](#)
- [Sending a Message Handout](#), page 26, 1 copy per student

Introduction

Start the conversation with your students by talking about how policies, laws, and messages can impact our health choices. Policies like “no-smoking” policies prevent people from smoking inside or even outside certain businesses. Laws prevent tobacco companies from directly advertising to children. On social media, we also see messages that will influence the choices we make for our health.

Class Discussion

- Did you know that starting in 2019, the federal minimum age to buy tobacco products was changed to 21 years old? Why do you think this change was made? (Almost everyone who uses tobacco products starts when they are young. The law was changed because so many middle school and high school students were trying e-cigarettes.)
- Researchers have studied what makes tobacco products popular. Policymakers use this information to help make new laws and policies that reduce tobacco use.

- One example is that the U.S. Department of Housing and Urban Development created a “smoke-free policy” for public housing. How do you think this will affect the popularity of smoking?
- The Food and Drug Administration (FDA) created a campaign that advertised anti-tobacco messages on social media, commercials, posters in school bathrooms, and websites that were popular to children and teenagers. Do you think this would be effective? Why?
- E-cigarette companies use advertising to get people to try their products. One message that e-cigarette advertisements use is how vaping can be a safe alternative to cigarettes. We know that this is not true. E-cigarettes can be very dangerous for the health of your teeth, mouth, and lungs.
 - E-cigarettes can cause burns or even explode in your mouth. Vaping also causes dry mouth, which increases the risk of tooth decay and gum disease. Our saliva reduces bacteria growth, neutralizes acid, and washes away food. Vaping prevents your mouth from producing enough saliva. The nicotine in e-cigarettes restricts blood flow which prevents the nutrients in our blood from reaching our teeth and gums. This increases our risk of infection.
 - E-cigarettes harm overall health too. Nicotine damages the parts of the brain that control attention, mood, impulse control, and learning. The liquid used in e-cigarettes is harmful to the lungs and can be poisonous if accidentally swallowed, breathed in, or absorbed through skin or eyes.



Play the [“Better Options” video](#) to show student healthy alternatives to using tobacco, drugs, and alcohol.

Activity

- Explain the activity to students:
 - Students will develop plans for a multi-media project such as a poster, short PowerPoint, video, social media post, or blog post to share an anti-tobacco message.
 - Students will plan the design of their project by creating outlines, scripts, sketches, or video shot lists, depending on the type of media they choose.
 - The message should target middle school students.
 - Encourage students to include at least one reason tobacco products are harmful to oral health.
 - Students will share their plans and describe the reasons they chose certain messages.
- Give students time to complete the [Sending a Message Handout](#), page 26.
- Invite students to share their project plans.

If students are learning remotely, they can complete the activity virtually by watching the video and completing a digital version of the [Sending a Message Handout](#).

Alternatives/Extensions

- Students can spend time over the next two weeks completing a media project using the plans they developed in the activity.

Mouth Wise

Grades 6 - 8

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Name _____

A Better Beverage



Scenario 1: Betty can order a French Vanilla Frappuccino with whipped cream, regular fruit juice, or an iced herbal tea. Which is the best choice and why?

Scenario 2: What are some healthy beverages Michael could choose? Which beverage would be the best choice?

Scenario 3: Jaden can choose between white milk, chocolate milk, and orange juice. Which beverage would be the best choice and why?

Write a short paragraph summarizing how the group chose a beverage in each scenario. Share your thoughts on how to choose healthy beverages.



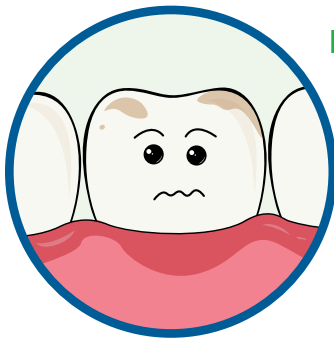
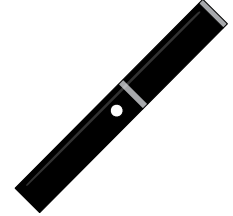
Tip for Home: Fill water bottles and keep them in the refrigerator. Then you can just grab and go!

Avoiding Vaping

99% of all liquids used in e-cigarettes contain nicotine, the addictive chemical found in cigarettes. Teenage brains are still developing and are more likely to become addicted to nicotine.

E-cigarettes are not a healthy alternative to smoking cigarettes. The liquid contains:

- Carcinogens (chemicals that cause cancer)
- Heavy metals
- Acrolein (an herbicide used to kill weeds)
- Diethylene glycol (used to make antifreeze)
- Diacetyl (chemical in flavor that can cause the chronic lung disease called “Popcorn Lung”)
- And dozens more toxic chemicals



E-cigarettes Harm Your Teeth and Gums:

- E-cigarettes can cause burns or even explode in your mouth.
- Vaping dries out your mouth, allowing bacteria to grow and damage teeth and gums.
- Nicotine in e-cigarette liquids restricts blood flow to teeth.
- E-cigarette users are more likely to start smoking cigarettes.

How would you respond if you were offered an e-cigarette?

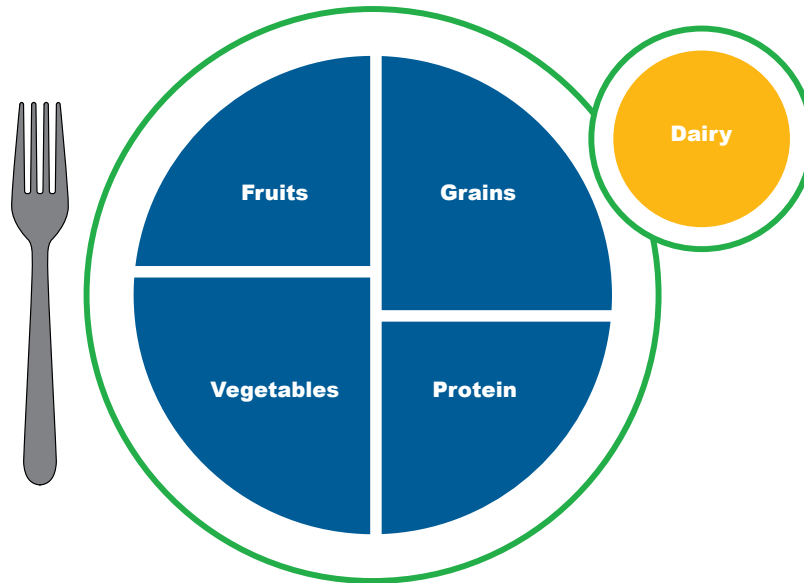
- “I’m not interested.”
- “No thanks!”
- Change the subject
- Make a joke
- Walk away
- _____
(add your own response)
- _____
(add your own response)



Tip for Home: If someone in your home smokes or vapes, ask them to not smoke in the house or car.

Name _____

Better Nutrition, Better Health



Fill-Up on Fruits and Vegetables

Fill half your plate with fruits and vegetables at meals.

Swap for Whole Grains

Choose whole-wheat bread or brown rice over processed white bread and white rice.

Skip Sugary Foods and Beverages

Protect your teeth by making sugary foods and beverages a once-in-a-while treat.

Commit to Trying New Foods

A vegetable I have never tried is _____.

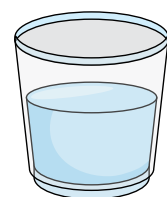
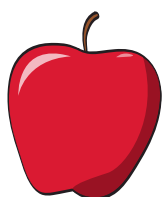
A fruit I have never tried is _____.

A protein I have never tried is _____.

A grain I have never tried is _____.



Tip for Home: Look up videos online about how to clean, prep, and cook new foods.



Name _____

Better Without Tobacco



Discussion Question 1: With all the consequences of tobacco, why do you think kids still choose to try smoking?

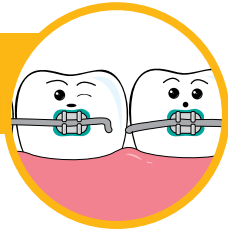
Discussion Question 2: What are some healthy alternatives to using tobacco?

Discussion Question 3: What questions or thoughts do you have after the video and discussions?

First Aid for Dental Emergencies

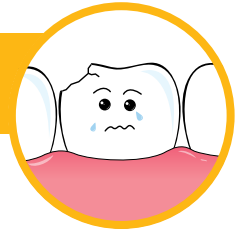
Remember, in all cases to **stay calm** and reassure the person; **wear gloves** if blood and/or saliva is present; and do not give pain relievers **unless a person gives consent**.

Broken Braces and Wires



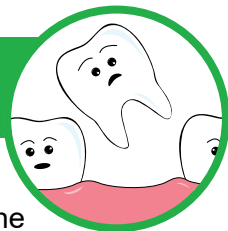
- Cover broken wires with wax or gauze until the child can be seen by an orthodontist.
- Do not remove the wire embedded in the cheek, tongue, or gums.
- **The child should see their orthodontist immediately.**

Broken Tooth



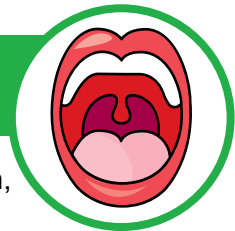
- Gently clean dirt from the injured area with warm water.
- Place a cold compress on the face over the injured area.
- Locate and save any broken tooth fragments if possible.
- **See a dentist immediately.**

Knocked Out Permanent Tooth



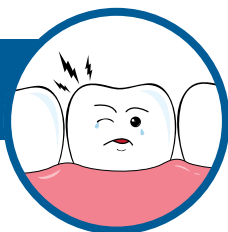
- Find the tooth. Handle the tooth by the top of the tooth, not the root.
- Gently replace the tooth in its socket and hold the tooth in place.
- If the tooth cannot be reinserted into the socket, put the tooth into a cup of fresh milk. Do not put the tooth into tap water.
- **See a dentist immediately.** A tooth that is quickly reimplanted has a good chance of being saved.

Cut or Bitten Tongue, Lip, or Cheek



- Clean area with a clean, wet cloth.
- Apply pressure with cloth to stop the bleeding.
- Apply ice to the swollen or bruised areas.
- **If bleeding does not stop after 15 minutes, or with pressure, the child should be seen by a dentist or doctor.**

Toothache or Abscess



- Rinse the mouth well with warm salt water to remove any food debris.
- Do not place aspirin on the site of the toothache because it may cause burning.
- If the face is swollen, place a cold compress on the outside of the cheek.
- **See a dentist as soon as possible.**

Possible Broken Jaw



- **Immediately call 911.**
- The person's jaw line may appear distorted.
- Keep the person still and calm. Make sure the person can breathe.



Tip for Home: Save a screenshot or photo of this handout. Hang a copy on your refrigerator too!

Good Choice, Best Choice Discussion

Scenario 1:

Discussion Prompt: *Betty can order a French Vanilla Frappuccino with whipped cream, regular fruit juice, or an iced herbal tea. Which is the best choice and why?*

- Questions for students to consider:
 - How much sugar is in each drink?
 - (information found on nutrition labels in the video)
 - What did you notice about how many calories are in each drink?
 - (French Vanilla Frappuccino has highest calories, iced herbal tea has zero calories)



Scenario 2:

Discussion Prompt: *What are some healthy beverages Michael could choose? Which beverage would be the best choice?*

- Questions for students to consider:
 - What information can we use to make our decision?
 - (calories, sugar content, nutrient-density)
 - Where could we find that information?
 - (checking nutrition labels)

Scenario 3:

Discussion Prompt: *Jaden can choose between white milk, chocolate milk, and orange juice. Which beverage would be the best choice and why?*

- Questions for students to consider:
 - How much sugar is in each drink?
 - (information found on nutrition labels in video)
 - How does a sugary drink affect your body and your teeth?
 - (sugar contributes to chronic disease, sugary drinks increase acid on teeth which can lead to cavities)



Name _____

I Am...

Reflect on the goals you have for your health and write them down.

Examples:

- I am...committed to getting enough sleep.
- I am...going to take a deep breath when I am frustrated.
- I am...taking a walk every day after school.

Complete the page by filling out each “I am...” statement.

1. *I am* _____

2. *I am* _____

3. *I am* _____

4. *I am* _____

5. *I am* _____

Name _____

Lower Your Risk

Making healthy choices in all these areas can lower your risk of developing a chronic disease:

Remember, you have control over your health!

- Nutrition – eat healthy, balanced meals
- Sleep – 8-10 hours each night
- Exercise – 60 minutes of physical activity each day
- Manage stress – talk to someone you trust if you are feeling stressed
- Regular checkups with doctor and dentist
- Do not use tobacco or alcohol

Which of these do you do well? _____

Which of these could you improve? _____

How? _____

Twice daily toothbrushing with a fluoride toothpaste and daily flossing are healthy habits that take care of your teeth and also prevent you from getting sick. Bacteria in your mouth can enter your bloodstream through cavities. Once in your bloodstream, this bacteria can cause infections in other parts of your body, which is called a secondary infection.

You should visit the dentist two times a year for regular checkups. The dentist will make sure you are not developing cavities. If you have a toothache, you should contact the dentist right away.



Tips for Home: Prevent the Spread

- Wash your hands for 20 seconds
 - After using the bathroom
 - Before and after eating or preparing food
 - After blowing your nose, coughing, or sneezing
- Cough or sneeze into a tissue or your elbow
- Stay home if you are feeling sick
- Do not share personal items like forks and straws



Name _____

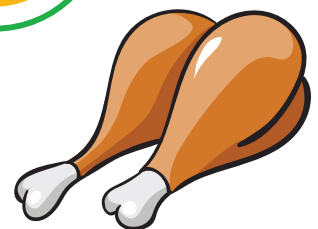
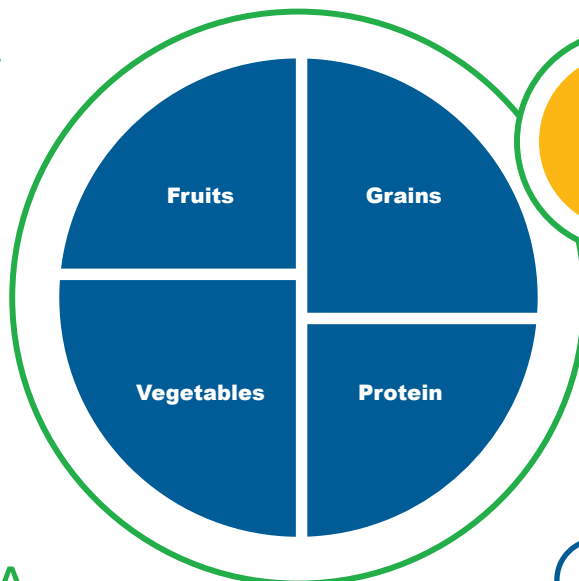
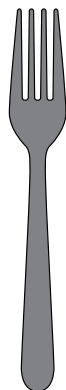
Nutrition Plan



	Breakfast	Lunch	Supper	Snacks
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				



Hint:



Name _____

Sending a Message

What is the main message of the project? _____

What are 3 details to support your main message?

1. _____

2. _____

3. _____

What type of media do you want to create (pick one)? (video, PowerPoint, poster, social media post, or blog post) _____

Use the space below to plan the outline or design of your media project.



Tip for Home: Talk to your parent about your project. Share what you learned about how laws and the media impact our health choices. This can give you more ideas for your project!

Grade 6-8 State Standards Alignment

North Carolina Essential Standards: Health Education

Lesson 1	6.PCH.1.2
Lesson 2	7.PCH.4.2 9.PCH.1.3
Lesson 3	6.NPA.2.2
Lesson 4	7.NPA.1.1 8.NPA.2.2
Lesson 5	6.ATOD.2.1
Lesson 6	8.ATOD.1.1, 1.2, 3.2, 3.3

Indiana Academic Standards for Health & Wellness

Lesson 1	8.1.1, 8.7.3
Lesson 2	8.3.4, 8.8.1
Lesson 3	8.5.4
Lesson 4	8.5.4, 8.6.4
Lesson 5	8.5.3
Lesson 6	8.5.4, 8.8.6, 8.8.8

Michigan Health Education Expectations

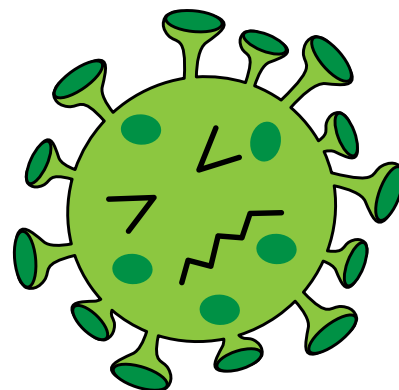
Lesson 1	6th 5.1 7th/8th 5.2, 5.4
Lesson 2	6th 3.7 7th/8th 5.3, 5.6, 5.5
Lesson 3	6th 1.1 7th/8th 1.3
Lesson 4	6th 1.7 7th/8th 1.11
Lesson 5	6th 2.4, 2.11
Lesson 6	6th 2.2, 2.4 7th/8th 2.1

Ohio Health Education

Ohio state law does not allow the State Board of Education to adopt Health Education Standards. As such, please refer to the National Standards for Health Education given in each lesson.

Trivia Questions

- What are three ways to avoid communicable diseases?
 - *Handwashing, disinfecting surfaces, safe food preparation, coughing or sneezing into your sleeve, not sharing personal items including utensils and drinks, using bug spray, getting vaccines*
- Name 2 chronic diseases.
 - *Diabetes, cancer, heart disease, arthritis, dementia*
- Diabetes is a non-communicable disease. True or false?
 - *False*
- Chronic diseases tend to get worse overtime. True or false?
 - *True*
- Name 2 communicable diseases.
 - *Flu, colds, chickenpox, measles, pink eye, salmonella, COVID-19, tooth decay*
- Name 1 way to reduce your risk of chronic disease.
 - *Eat nutritious foods, exercising, getting enough sleep, not using tobacco products, brushing and flossing teeth, seeing a dentist regularly*
- Tobacco is a risk factor for chronic disease. True or false?
 - *True*
- Foodborne illness, like salmonella, is an example of communicable disease. True or false?
 - *False*
- Not sharing personal items can keep you from getting which kind of disease, communicable or chronic?
 - *Communicable*
- An acute disease has a sudden onset. True or false?
 - *True*
- (BONUS) Name 5 communicable diseases.
 - *Flu, colds, chickenpox, measles, pink eye, salmonella, COVID-19, tooth decay*





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