The dental public health professional association, Ontario Association of Public Health Dentistry (OAPHD), has specially created the following Grade 6 oral health module to align with the new Ontario Curriculum, Grades 1-8: Health and Physical Education, 2009.

OAPHD would like to acknowledge the following Ontario Public Health Units for their collaborative effort in the development of this resource:

- Brant County Health Unit
- Chatham-Kent Health Unit
- Public Health Services City of Hamilton
- Haldimand-Norfolk Health Unit
- Haliburton Kawartha Pine Ridge District Health Unit
- Halton Region
- Hastings and Prince Edward Counties Health Unit
- Niagara Region Public Health
- Oxford County
- Region of Peel – Public Health
- Porcupine Health Unit
- Region of Waterloo Public Health
- Simcoe Muskoka District Health Unit
- Sudbury & District Health Unit
- Wellington-Dufferin-Guelph Health Unit
- York Region (Grade 7 Mouth guards)

OAPHD is very interested in your feedback on the following module. Please take a few moments to complete the following survey: [http://www.surveymonkey.com/s/VL2QLV9](http://www.surveymonkey.com/s/VL2QLV9)
General Topic: Grade 6 – Healthy Eating

This section covers the following expectations from The Ontario Curriculum, Grades 1-8: Health and Physical Education, 2009. (Grade 6)

- **C 2.1**: Apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices (e.g., allergies and sensitivities, likes and dislikes, oral health, food availability, media influences, cultural influences, influence of family and friends, school food and beverage policies, environmental impact, cost) to develop personal guidelines for healthier eating.

Activities

- **Acid Attacks Experiment** *(This activity can also be linked with a Science lesson.)*
- **Acid Attacks – Snack Log** *(This activity can also be linked with a lesson on nutrition.)*
- **Acid Attacks – What I Ate Today Log** *(This activity can also be linked with a lesson on nutrition.)*
- **Class Discussion – Liquid Sugar and Youth Teeth** *(This activity can also be linked with a lesson on nutrition.)*
- **Draw the Decay Process** *(This activity can also be linked with a lesson on nutrition and/or art.)*

Additional Information

- Canadian Dental Hygienist Association: [www.cdha.ca](http://www.cdha.ca)
- Health Canada: [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)
- Ontario Dental Association: [www.oda.on.ca](http://www.oda.on.ca)

*(Please note the location of the URL’s can change over time.*
Tooth Decay

- Tooth decay is caused by an “acid attack” – when plaque bacteria, which naturally-occur in our mouths, mixes with sugars from the foods and drinks we consume.
- Acid attacks typically last from 20 to 30 minutes and occur every time we eat or drink something that contains sugar.
- During this period, the acid dissolves the minerals from the tooth’s surface (demineralization) and weakens the tooth enamel (hard outer surface of the tooth). If this happens over an extended period of time, the weakened enamel can break down, forming a cavity (or tooth decay).
- At the demineralization stage, further breakdown of the enamel may be prevented through the application of fluoride (e.g., toothpaste or topical application by a dental health professional). Once a cavity has formed, the process is almost irreversible and is usually treated by the placement of a filling.
- Research has shown that how often we eat and drink sweetened foods and the form (stickiness) of sugar we consume contributes to tooth decay. The more often we snack on sweetened and sticky or acidic foods, the more likely we are to get a cavity.

Decay Process

Plaque + Sugar = Acid → Acid + Tooth = Decay

How Can You Prevent Tooth decay?

- Keep your teeth clean and remove bacteria by brushing twice a day with fluoridated toothpaste for two minutes each time, and flossing once a day.
- Choose foods that increase saliva flow to help cleanse your teeth and dilute the sugar in your mouth, for example, hard and crisp foods (e.g., broccoli, celery, and apples), cheese, and sugarless gum.
Limit sugary foods, for example sweets, and serve them only at mealtime, when your saliva levels are high. Again, your saliva will help cleanse your teeth and dilute the sugar in your mouth.

Check your label and avoid foods and drinks with added sugar. “Sugar” does not always appear on your label, so it is important to check for these common “hidden sugars”. There are many types of sugars (commonly ending in “ose”) used in some of our favourite foods and drinks; a few examples that you may see on a food label include:

- Corn sweeteners
- Lactose
- Dextrose
- Fructose
- Glucose
- Honey
- Maple syrup
- Molasses
- Sucrose
- Maltose

Glucose (dextrose, grape or corn sugar): is less sweet than table sugar and is common in sweet fruit and vegetables, such as berries, oranges, carrots, and corn.

Fructose (fruit sugar): is much sweeter than cane sugar and is found in honey and ripe fruit.

Sucrose (table sugar): is found in cane or beet sugar, brown sugar, and molasses.

Lactose (milk sugar): is produced by animals and is found in milk.

Maltose (malt sugar): is found in malted breakfast cereals and some infant formulas.

Limit your consumption of drinks with added sugar. For students, most of their favourite drinks contain a lot of added sugar; plus, the constant sipping of drinks with added sugar can increase risk of tooth decay.

White milk, chocolate milk, 100% fruit and vegetable juice are considered healthy beverage because they contain vitamins and minerals; but, they do contain naturally-occurring sugar that can also cause tooth decay if they come in contact with teeth for a prolonged amount of time. With regard to the effect it has on teeth, naturally-occurring sugar is no different than added sugar. Be sure to save these drinks for mealtime, when your saliva levels are high; your saliva will help cleanse your teeth and neutralize the acid in your mouth.

The table below highlights the sugar content of some common favourite drinks. Take a look and see how much sugar you are consuming.
Sugar Contents of Common Drinks

<table>
<thead>
<tr>
<th>Drink (600 ml)</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>0 tsp</td>
</tr>
<tr>
<td>Milk</td>
<td>8 tsp (natural)</td>
</tr>
<tr>
<td>100% Fruit juice</td>
<td>18 tsp (natural)</td>
</tr>
<tr>
<td>Flavoured milk</td>
<td>16 tsp (8 added + 8 natural)</td>
</tr>
<tr>
<td>Sports drink</td>
<td>12 tsp (added)</td>
</tr>
<tr>
<td>Fruit drink</td>
<td>18 tsp (16 added + 2 natural)</td>
</tr>
<tr>
<td>Chocolate bar milkshake</td>
<td>23 tsp (14 added + 9 natural)</td>
</tr>
<tr>
<td>Pop</td>
<td>17 tsp (added)</td>
</tr>
<tr>
<td>Energy drink</td>
<td>16 tsp (added)</td>
</tr>
<tr>
<td>The Big One (2 L – pop)</td>
<td>58 tsp (added)</td>
</tr>
</tbody>
</table>

Oral Hygiene

- Proper oral hygiene is the best way to prevent tooth decay. Brush your teeth twice daily with a pea-sized amount of fluoridated toothpaste for two minutes each time, and floss your teeth once daily.

- Your teeth affect your life in many ways. A healthy mouth allows you to chew and swallow foods and drinks, as well as speak and smile. To achieve and maintain a healthy smile, you must keep your teeth clean.

- Keeping your teeth clean is critical to maintaining a healthy smile and preventing cavities. The plaque (clear sticky film) bacteria (already present in your mouth) mix with sugar (from the foods and drinks you consume) to produce acid. It is this acid that wears away the hard outer layer of your teeth (enamel), and produces a cavity. Therefore, we must work hard to remove the bacteria that cling to your teeth by brushing and flossing daily.

Brushing

- You should brush your teeth two times a day for two minutes each time (hard scrubbing should be avoided – to prevent gum recession and tooth sensitivity) with a pea-sized amount of fluoride toothpaste.
• Ask your parent/caregiver to help to make sure you are doing a good job. (Supervision and adult assisted brushing is advised for children six years of age and younger. The Canadian Dental Association recommends to continue supervising until your child can write (not print) on their own.)

• Hold your toothbrush at a 45-degree angle and gently brush in circular strokes from where the tooth and gum meet to the tip of the tooth. Be sure to brush all outside and inside surfaces of each tooth.

• Clean the pits and crevices on the chewing surface of your teeth with short sweeping strokes. And, brush your tongue to remove bacteria and to freshen your breath.

Style of toothbrush
• When selecting a toothbrush, remember the following:
  o Your toothbrush should have a small head so it is easy to move around inside your mouth, and should fit comfortably in your hand.
  o Your toothbrush should have soft bristles.

Toothbrush Maintenance
• Rinse your toothbrush with water after every use and let air dry.
• Replace your toothbrush when it has become visibly worn or frayed (typically after 3 months).
• Replace your toothbrush after any illness, cold, or flu.

Flossing
• Flossing is also important to keep your mouth clean and free from bacteria. Flossing helps remove bacteria from in between your teeth – where your toothbrush cannot reach.

• It is important to have your parent/caregiver help you floss.

• To floss, start with a 30-35 cm (elbow’s length) piece of floss and wrap the floss around your two middle fingers.

• For your upper teeth, use your two index fingers and thumbs to guide the floss. Your thumbs should be on the outside.

• For your lower teeth, use your two index fingers; when guiding the floss, your fingers should be no more than 2.5cm apart.

• Gently guide the floss between your teeth using a “see-saw” motion.
• Move the floss up and down on the side in of the tooth in a “C” shape motion 2-3 times or until clean.
Financial Assistance for Oral Care

There are limited programs available in Ontario for children and youth with no dental insurance. The following list provides a description of what is available.

- **Children In Need Of Treatment (CINOT)** dental program provides emergency dental treatment for children 0-17 years of age whose families are not on social assistance, do not have insurance, and cannot afford to pay for their dental treatment ([http://www.mhp.gov.on.ca/en/healthy-communities/dental/default.asp](http://www.mhp.gov.on.ca/en/healthy-communities/dental/default.asp)).

- **Healthy Smiles Ontario (HSO)** is a new program for children and youth 0-17 years of age who do not have access to any form of dental coverage. This is a preventive and basic dental care program. Children and youth who are members of a household with an Adjusted Family Net Income of $20,000 per year or below may be eligible ([http://www.health.gov.on.ca/en/public/programs/dental/](http://www.health.gov.on.ca/en/public/programs/dental/)).
References


Activity 1: Acid Attacks Experiment

Materials Needed:
- 2 eggs
- 2 small glass bowls
- Water
- Vinegar

Preparation:

<table>
<thead>
<tr>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Bring the materials listed above to class</td>
</tr>
</tbody>
</table>

Activity:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
<th>Time Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong></td>
<td></td>
<td>2 days (total)</td>
</tr>
<tr>
<td>● Have students write down their observations of the eggshells at the beginning of the experiment</td>
<td>● Students will record their observations of the eggshells at the beginning of the experiment</td>
<td></td>
</tr>
<tr>
<td>● Ask students what the purpose of an eggshell is (if needed, prompt them to answer that it protects the inside)</td>
<td>● Students will indicate their thoughts as to what will happen to the water- and vinegar-soaked eggshells</td>
<td></td>
</tr>
<tr>
<td>● Ask students what they think will happen to the eggshell 1) when the eggshell is soaked in vinegar and 2) when the eggshell is soaked in water</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Ask for two students to volunteer to crack an egg and clean the eggshells (with water – assist students to safely dispose of the egg yolks)</td>
<td>● Two students will volunteer to assist with the experiment</td>
<td></td>
</tr>
<tr>
<td>● Have the two students place their respective eggshells in one of the two small glass bowls</td>
<td>● Remaining students will follow the experiment</td>
<td></td>
</tr>
</tbody>
</table>
aside
- Have the other student pour vinegar over the top of the shell and set aside
- Leave both eggshells for 48 hours

**Conclusion:**
Note: The vinegar-soaked eggshell will be softer than the water-soaked eggshell
- Have students write down their observations of the eggshells
- Highlight the link between the vinegar-soaked eggshell and the enamel of their teeth when exposed to acid; this highlights the concept of duration – continuous exposure to sugar weakens the enamel of the affected tooth
- Reinforce that eating too many sugary foods and beverages will create acid that weakens their tooth enamel and can lead to tooth decay

- Students will record their observations of the eggshells at the end of the experiment
- Students will make the link between the water- and vinegar-soaked eggshells and discuss how, like the vinegar-soaked eggshell, their teeth can weaken and decay from too much exposure to acid
Activity 2: Acid Attacks Snack Worksheet Log

Materials Needed:
- Copies of the attached “Acid Attacks Snack Worksheet” handout

Preparation:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
<th>Time Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
<th>Time Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Introduction:
- Distribute the handout to students to work independently

Content:
- Have students take home the diary and record all of the snacks (food and drink) they consume in 1 day (this does not pertain to meals, only snacks)
- Have students record “Yes” when they consume a snack that contains sugar (have students ask an adult for help in determining if their snack contains sugar)
- Have students bring their completed handouts to class the next day to discuss

Conclusion:
- Discuss the students’ choices, and how nutritious foods benefit their oral and
<table>
<thead>
<tr>
<th>overall health</th>
<th>can affect their oral health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage students in developing healthy snack alternatives: cheese, nuts (at home), crisp fruit and vegetables, plain popcorn, plain yogurt, etc.</td>
<td></td>
</tr>
<tr>
<td>Remind students to limit their sugar intake, especially between meals</td>
<td></td>
</tr>
</tbody>
</table>
Activity 3: Acid Attacks - What I Ate Today Log

Materials Needed:
- Copies of the attached “Acid Attacks – What I Ate Today Worksheet”

Preparation:

<table>
<thead>
<tr>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Print attached “Acid Attacks – What I Ate Today Worksheet” for each student</td>
</tr>
</tbody>
</table>

Activity:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
<th>Time Required</th>
</tr>
</thead>
</table>
| **Introduction:**
  • Distribute the handout to students to work independently |
  • Students will work independently |
  • 1 day (total) |
  • 1 hour class discussion |
| **Content:**
  • Have students take home the diary and record all of the food and drinks (meals) they consume in 1 day |
  • Students will work independently to record all of the food and drinks they consume in 1 day |
| **Conclusion:**
  • Discuss the students’ choices, and how nutritious foods benefit their oral and overall health |
  • Students will discuss their food and drink options and how eating food/drinks with sugar can affect their oral health |
  • Have students think about healthy alternatives to some of their favourite high-sugar food and drinks |
  • Remind students to limit their sugar intake, especially between meals |
| **Students** | **Time Required** |
| **Students** | **Time Required** |
| **Students** | **Time Required** |
| **Students** | **Time Required** |
| **Students** | **Time Required** |
Activity 4: Class Discussion – Liquid Sugar and Your Teeth

Materials Needed:
- Above table: Sugar Contents of Common Drinks

Optional: plastic bags filled with the corresponding number of teaspoons of sugar to represent each of the favourite drinks in the table: Sugar Contents of Common Drinks

Activity:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
<th>Time Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong>&lt;br&gt;• Talk to students about how sugar can negatively affect their oral health (frequency and duration of sugar intake, tooth decay, and common names for sugar)</td>
<td></td>
<td>• 30 minutes</td>
</tr>
<tr>
<td><strong>Content:</strong>&lt;br&gt;• Engage students in a discussion about their favourite drinks. Ask them to name their favourite drinks and tally them on the chalk or whiteboard&lt;br&gt;• Ask students how many teaspoons of sugar they think are in some of their favourite drinks&lt;br&gt;• Discuss the actual number of teaspoons in their favourite drinks (using table provided for examples)&lt;br&gt;• Ask students how often they drink sugar sweetened beverages and why (prompt Students will engage in class discussion on their favourite drinks and their impact on their oral health)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students will engage in class discussion on their favourite drinks and their impact on their oral health
– they taste good, convenient, provide energy, during sports games, etc.).

- Ask students to identify low-sugar alternatives, such as 100% fruit and vegetable juice, low-fat milk, and water, and encourage them to drink these instead

- Ask students when the best time to drink sugar sweetened beverages is (prompt for with meals – when saliva levels are high to help neutralize the acid in their mouths), and discuss the importance of good oral hygiene (brushing twice a day for two minutes each time with fluoridated toothpaste and flossing once daily) for a healthy smile

Optional: Show students or have them guess which drink matches the plastic bag filled with sugar. Discuss the importance of balancing health and taste and when best to drink sugar sweetened beverages (at mealtime). Highlight the importance of drinking for a balanced diet; promote the importance of 100% fruit juice (in moderation), low-fat milk, and water
Activity 5: Draw the Decay Process

Materials Needed:
- Pencil crayons, markers, or shading pencils
- White paper
- Optional: construction paper, scissors, glue

Preparation:

<table>
<thead>
<tr>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bring materials listed above to class, or ensure students have these items at class</td>
</tr>
</tbody>
</table>

Activity:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
<th>Time Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Discuss the chain of decay with students (image available above)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Talk to students about how acid forms when you consume a lot of sugar (food and drinks) and it mixes with the bacteria already present in our mouths to form acid. This acid then attacks the hard outer layer of our teeth (enamel), weakening it and resulting in a cavity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will work independently</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Have students draw their interpretation of the chain of decay – have them interpret what bacteria look like, as well as a tooth, and acid. Have them include how a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 hour (instructions and independent work)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 minutes for class discussion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A cavity can form (tooth enamel is weakened by acid [acid is formed by bacteria mixing with sugar])

- Optional: students can cut and make a collage of the decay process using construction paper, glue, and scissors (instead of only drawing it)
- Have students write the decay process to accompany their drawing/collage.

**Conclusion:**

- Discuss the students' interpretation of the decay process.
- Have students think about healthy alternatives to some of their favourite high-sugar foods and drinks
- Remind students to limit their sugar intake, especially between meals
- Remind students and discuss with them proper oral hygiene techniques (brushing two times daily with fluoridated toothpaste for two minutes each time and flossing once daily)

- Students will discuss their interpretation of the decay process
Acid Attacks - Snack Worksheet

Please use the table below to record all of the snacks (both food and drink) that you consume in one day!

<table>
<thead>
<tr>
<th>Snack Time</th>
<th>Snack items (list all of the snack items, including drinks consumed)</th>
<th>Did your snack (both food and drinks) contain sugar: Yes or No?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Snack Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Snack Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After Dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total “Yes” responses</td>
</tr>
</tbody>
</table>

Please list all snack items and mark if they contain sugar.
# Acid Attacks – What I Ate Today Worksheet

Please use the table below to record all of the foods and drinks you consume for breakfast, lunch, and dinner – for one day!

<table>
<thead>
<tr>
<th>Meal</th>
<th>Food &amp; Drinks Consumed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
</tr>
</tbody>
</table>
General Topic: Personal Safety and Injury Prevention

This section covers the following expectations from The Ontario Curriculum, Grades 1-8: Health and Physical Education, 2009.

- C 3.2: Recognize the responsibilities and risk associated with caring for themselves and others (e.g., while babysitting, staying home alone, caring for pets, volunteering in the community, assisting someone with a disability, preparing meals, travelling to and from school and other locations) and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations (e.g., safe practices for preparing food, responses to allergic reactions, fire, sport injuries, dental emergencies, hypothermia, bullying).

Activities:

- Dental Emergencies – Class Discussion

Introduction

- Injuries are the most common causes of mouth trauma.
- Most injuries occur in children and adolescents, with 80% of fractured teeth occurring in children.
- Most oral/facial injuries occur:
  - At home,
  - At school (specifically in May, June, and September), and
  - During sports and recreation (e.g., baseball and soccer).

Mouthguards

- Mouthguards significantly reduce the number of oral injuries during sports.
- Mouthguards help prevent damage to teeth, lips, cheeks, mouth, and jaw.
- Mouthguards should be worn during practice and games of all contact sports, including basketball, baseball, soccer, hockey, squash, racquetball, lacrosse, rugby, football, wrestling, and martial arts.
• Mouthguards are recommended for non-contact sports, such as in-line skating, skateboarding, and bicycling.

There are three common types of mouthguards:

• **Stock or ready made mouthguard:**
  o This type is the least expensive and can be bought at most sport stores.
  o It is the least desirable of the three types because it is sold as one size fits all and does not conform to an individual mouth well.
  o Athletes complain that stock or ready made mouthguards do not fit well and interfere with breathing and speaking.

• **Boil and bite mouthguard:**
  o This type of mouthguard is placed in hot water for a period of time so that it can soften and be moulded to the teeth.
  o These mouthguards are also sold at sport stores and are relatively inexpensive.
  o This type of mouthguard does not offer a perfect fit, can also be uncomfortable, and can interfere with breathing and speaking.

• **Custom-made mouthguard:**
  o This is a mouthguard that is made by a dental professional.
  o This type is a little more expensive, but offers the best fit and is the most comfortable for speaking, breathing and enjoying playing a sport.
  o This is the best choice for a sports mouthguard.
Dental Emergencies

The following are guidelines only. Every emergency and situation is different. Remember to consult a dentist or doctor, or your local Emergency Department for immediate assistance.

Toothache:
- Call your dentist as soon as possible.

Chipped or broken tooth:
- Call your dentist as soon as possible.

Knocked out tooth:
- Call your dentist as soon as possible.
- If the tooth is an adult (permanent) tooth, put it back in its place (socket).
- If the tooth cannot be put in its socket, place it under your tongue.
- If there is a chance the tooth will be swallowed, put the tooth in a container of cold milk.

Badly bitten lip or tongue
- If there is bleeding, use a clean cloth and press down on the part of the mouth that is bleeding.
- If there is swelling, use an ice pack to keep the swelling down.
- If the bleeding does not stop, go to the Emergency Department as soon as possible.

Lost filling:
- Put a piece of softened sugarless gum in the place where the filling was.
- See your dentist as soon as possible.
References


**Activity: Class Discussion about Dental Emergencies**

### Preparation:

<table>
<thead>
<tr>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read background information</td>
</tr>
</tbody>
</table>

### Activity:

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Student</th>
<th>Time Required</th>
</tr>
</thead>
</table>
| **Introduction:**  
• Introduce the list of common dental emergencies and suggested responses to handle specific situations | | • 30 minutes |
| **Content:**  
• Have students provide personal experiences of dental emergencies. Ask them to share the steps they took or others (parents/guardians) took in assisting with the emergency | • Students will provide personal experiences of dental emergencies for class discussion |
| **Conclusion:**  
• Ensure that students understand that every emergency and situation is different. Remember to consult a dentist or doctor, or their local Emergency Department for immediate assistance | |