



**GRADE
EIGHT**

ORAL HEALTH CURRICULUM



The dental public health professional association, Ontario Association of Public Health Dentistry (OAPHD), has specially created the following Grade 8 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 and 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:

General Topic: Grade 8 – Making Healthy Choices

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

- **C2.1:** Evaluate personal food choices on the basis of a variety of criteria, including serving size, nutrient content, energy value, ingredients (e.g. fats, carbohydrates), preparation method, and other factors that can affect health and well-being.
- **C2.2:** Demonstrate the ability to assess situations for potential dangers (e.g. oral piercing, dental grills, and tooth whitening).

In addition, this section will meet specific requirements noted in the curriculum, including:

- Enhancing students' health literacy or the skills needed to get, understand, and use information to make good decisions for health.
- Promoting students' ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being (Grade 8, Overall Expectations C2).

Activities

- **Label Reading:** Understanding the contents of food and beverages, and the implications on oral health (*This activity can also be linked with a lesson on nutrition*)
- **How Much Sugar is in Your Favourite Drink?** (*This activity can also be linked to a lesson on nutrition*)
- **Independent thinking/Class discussion:** Why is He Out Of Work? The Story of Jason Jones (*This activity can also be linked to an English lesson and/or Social Studies*)
- **Oral Health Decisions** (*This activity can also be linked to an English lesson and/or Social Studies*)

Additional Information

Ministry of Health Promotion and Sport:

- Your All Access Pass to a...Healthy Mouth Healthy You booklet (teen booklet): http://www.mhp.gov.on.ca/en/healthy-communities/public-health/teen/39-2581G_MOH_TEEN_BOOK_E.pdf
- Children in Need of Treatment (CINOT) Dental Program: <http://www.mhp.gov.on.ca/en/healthy-communities/dental/default.asp>

Ministry of Health and Long-Term Care:

- Healthy Smiles Ontario: <http://www.health.gov.on.ca/en/public/programs/dental/>

Dietitians of Canada: <http://www.dietitians.ca/>

Eat Right Ontario: <http://www.eatrightontario.ca/Doorway.aspx>

(Please note the location of the URL's can change over time.)

Oral Health = Overall Health

The following lesson will provide you with a general overview of the importance of oral health. This summary can be used to develop discussion questions or follow-up assignments for your class.

This lesson has been designed to promote the connection between oral health and overall health. This lesson has been designed to:

- Help students enhance their decision-making skills with regard to oral health and hygiene, and consider how the choices they make now could affect their lives in the future.
- Help students think critically about oral health and how it can negatively affect overall health and general well being.

Oral Health is Important for all Ages

- A baby can get cavities too and should have her/his teeth cleaned as soon as their first tooth appears.
- Serious cavities in childhood are painful and can lead to trouble sleeping and eating, low self-esteem, and problems with growth and development.
- Baby teeth are important because they help children eat crunchy fruits and vegetables, learn how to speak, and hold spaces for their adult teeth to grow in.
- The health of a person's teeth and gums has been linked to respiratory disease, cardiovascular disease, pre-term and low-birth weight babies, and diabetes.
- Having painful and/or missing teeth can negatively affect a person's confidence and can make it difficult for them to find and maintain good employment.
- Seniors with poor oral health have trouble eating healthy fruits and vegetables like carrots and apples. The pain and appearance of their infected teeth and gums can make it difficult for them to socialize with friends and stay active.

Eating for a Healthy Smile

- A main cause of tooth decay is dietary sugar, which mixes with bacteria (plaque) in your mouth to create acid. This acid weakens the hard outer layer of your tooth (enamel).
- Common sources of dietary sugar include: chocolate, cookies, cakes, and pastries; and drinks with added sugar, for example, fruit drinks, carbonated beverages (pop), and sports and energy drinks. But, “sugar” doesn’t always appear on your food labels, so it is important to check for these common “hidden sugars”. There are many types of sugars (commonly ending in “ose”) used in products, a few examples that you may see on a food label include:
 - Corn sweeteners
 - Corn syrup
 - Dextrose
 - Fructose
 - Glucose
 - Honey
 - Maple syrup
 - Molasses
 - Sucrose
- How often you consume sugar (**frequency**: i.e. continuously sipping drinks with added sugar like pop and fruit drinks) and how long sugar lingers in your mouth (**duration**: i.e. continuously sucking on hard candies) affects tooth decay. The more sugary foods you eat and drink, and the longer these foods and drinks stay in your mouth, the more likely you are to develop tooth decay.
- Sugary foods and carbohydrates that are sticky (e.g. dried fruit, granola bars, gummies, and toffee) cling to your tooth’s surface, increasing the duration of sugar on the tooth and the tooth’s exposure to decay-causing acid.

Impacts of Tooth Decay

- Tooth decay, especially if left untreated, can negatively impact many facets of your life, including:
 - **Overall health** → bacteria in your mouth can spread to the rest of your body, which may lead to infection or illness
 - **School performance** → pain from tooth decay can affect concentration and school attendance, and can cause sleep loss and disruptive behaviour

- **Emotional health** → pain from tooth decay may impact your ability to speak; pain and/or visible decay may also affect the look of your smile, as well as your self-esteem and self-confidence
- **Growth and development** → pain from tooth decay can affect your ability to chew (i.e. difficulty chewing hard vegetables), making it difficult to achieve a balanced diet

Preventing Tooth Decay

- Choose foods that are nutritious and do not contain added sugars. These foods are beneficial for both your dental and overall health:
 - Cheese (recommend $\leq 20\%$ M.F. [Milk Fat])
 - Plain yogurt (recommend $\leq 2\%$ M.F.)
 - Vegetables
 - Eggs
 - Nuts (at home snacks)
 - Seeds (sunflower and pumpkin)
- 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.
- Watch for hidden sugars (e.g. corn sweeteners, corn syrup, dextrose, fructose, glucose, honey, maple syrup, molasses, and sucrose) and limit your consumption of foods and drinks that contain these sugars.
- Avoid sticky foods, for example dried fruit, granola bars, gummies, and toffee, because they cling to your teeth longer and increase your exposure to decay-causing acid.
- Snacking between meals, when saliva levels are low, can leave your teeth susceptible to acid. Choose nutritious snacks between meals that work to cleanse your teeth (listed above). Also, drink water between meals to keep your body hydrated. Water is a sugar-free way to keep hydrated; it is also good for both your oral health and overall health, as well.

- Limit how often (frequency) you consume sugar and how long (duration) sugar is in your mouth. Avoid sucking on hard candies (duration) and sipping drinks with added sugar (frequency), as these can increase your risk of tooth decay.
- Avoid drinks with added sugar (e.g. fruit drinks, pop, sports drinks, and energy drinks). These drinks should only be consumed occasionally and at mealtime when saliva levels are high; this will help neutralize the acid caused by the high sugar contents.
- Proper oral hygiene is the best way to prevent tooth decay. Brush your teeth twice daily for two minutes each time with fluoridated toothpaste, and floss your teeth once daily.

Accessing Dental Care

One third of people in Ontario do not see a dentist on a regular basis¹. Some of the reasons for this include:

- **Lack of transportation:** Some people are unable to physically get to a dental office because they do not own a car or they may live in a remote area with no access to public transportation.
- **Fear:** Some people avoid going to the dentist due to fear of getting a dental procedure done.
- **Not knowing that dental care is important:** Some people do not realize that the health of their teeth and gums affects the health of the rest of their body.
- **Cost:** The Ontario Health Insurance Program (OHIP) does not cover dental care, and dental care can be costly. Cost is one of the most common and serious barriers to accessing dental care for people who do not have private dental insurance or cannot afford the cost of their dental care.

Financial Assistance for Dental 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>).
- **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/>)

References

American Dental Association. (2005). *Watch your smile*. Retrieved from <http://www.ada.org/3257.aspx#top>

¹ (Matear, D., & Locker, D. (2000). Oral disorders, systemic health, well-being and the quality of life. Community Dental Health Services Research Unit. Faculty of Dentistry, University of Toronto.)

American Dental Association. (2002). Diet and tooth decay. *Journal of the American Dental Association*, 133, 527.

Calgary Health Region. (2009). Community oral health re-think your drink. Retrieved from http://www.calgaryhealthregion.ca/programs/dental/pdf/rtyd/rtyd_display07.pdf

Matear, D., & Locker, D. (2000). Oral disorders, systemic health, well-being and the quality of life. Community Dental Health Services Research Unit. Faculty of Dentistry, University of Toronto.

Ministry of Health and Long-Term Care. (2010). Healthy Smiles Ontario. Retrieved from <http://www.health.gov.on.ca/en/public/programs/dental/>

Ministry of Health Promotion and Sport. (2010). Dental Health (CINOT). Retrieved from <http://www.mhp.gov.on.ca/en/healthy-communities/dental/default.asp>

The Lung Association. (2000) *Lungs Are For Life –Grade 5 Lesson Plans & Resources. IBEAR Model-The Problem Solver*. Retrieved from http://www.google.ca/search?hl=en&source=hp&q=ELGIN+IBEAR+DECISION&meta=&aq=f&aqi=&aql=&oq=&gs_rfai=

Toronto Star. (2007). “Jason Jones.” (Photograph). *Why is he out of work?* Toronto: Toronto Star.

Welsh, M. (2007, February 10). Why is He Out of Work? *Toronto Star*. Retrieved from <http://www.thestar.com/News/article/180323#article>

Activity 1: Label Reading

Materials Needed:

- Food and beverage labels (assorted)
- Copies of the attached “Look at the label” handout

Preparation:

Teacher	Students
<ul style="list-style-type: none">• Bring to class additional food and beverage labels for variety (ensure to collect labels for sticky sweet foods and drinks with added sugar)• Bring copies of the attached “Look at the label” handout for each student• Request that each student bring at least one food label to class	<ul style="list-style-type: none">• Bring to class one food or beverage label

Activity:

Teacher	Students	Time Required
<p>Introduction:</p> <ul style="list-style-type: none">• Divide the class into small groups (3 to 4 students) <p>Content:</p> <ul style="list-style-type: none">• Distribute the “Look at the label” handout• Have students work together to analyse their food and beverage labels, considering their oral health and overall health <p>Conclusion:</p> <ul style="list-style-type: none">• Discuss the food and beverage labels, and how these items affect their dental and overall health (i.e. hidden sugars [1 tsp or sugar = 4 grams of sugar])• Discuss how the consumption of these foods and beverages (i.e. frequency and duration) can have further implications on their oral health	<ul style="list-style-type: none">• Students will be divided into small groups• Students will work together to analyse their food and beverage labels using the “Look at the label” handout• Students will discuss which food and beverage labels contained the most sugar and identify hidden sugars (i.e. honey, molasses, sugars ending in “ose”)	<ul style="list-style-type: none">• 1 hour (30 minutes for group work and 30 minutes for discussion)

Activity 2: How Much Sugar is in Your Favourite Drink?

Materials Needed:

- Copies of the attached “How Much Sugar is in Your Favourite Drink?” worksheet

Preparation:

Teacher
<ul style="list-style-type: none">• Bring copies of the attached worksheet for each students, and one copy of the attached teacher’s reference document

Activity:

Teacher	Students	Time Required
<p>Introduction:</p> <ul style="list-style-type: none">• Distribute worksheet to students to work independently <p>Content:</p> <ul style="list-style-type: none">• Based on your lesson on healthy foods and beverages for their teeth, students will estimate how many teaspoons of sugar (1 teaspoon = 4 grams of sugar) are in each of their favourite drinks <p>Conclusion:</p> <ul style="list-style-type: none">• Discuss healthy food and beverage options for students, as it relates to their oral and overall health• Engage students in discussion on healthy snack and beverage options (i.e. limiting consumption of these beverages, and consuming them at mealtime only – when saliva levels are high to help neutralise the acid in their mouths)	<ul style="list-style-type: none">• Students will work independently• Students will estimate how many teaspoons of sugar are in each of the drinks listed	<ul style="list-style-type: none">• 20 minutes

Activity 3: Why is He Out Of Work? The Story of Jason Jones

Materials Needed:

- Toronto Star Article: (<http://www.thestar.com/News/article/180323#article>)
- Writing materials (for optional group work)
- Copies of Jason Jones picture before treatment (attached)
- YouTube video on Jason's transformation: <http://www.youtube.com/watch?v=HUBuRU-HPkA>

Preparation:

Teacher
<ul style="list-style-type: none"> • Set up visual aid for students to view picture of Jason Jones, newspaper article and transformation

Activity:

Teacher	Students	Time Required
<p>Introduction:</p> <ul style="list-style-type: none"> • This activity can be done individually or in small groups <p>Content:</p> <ul style="list-style-type: none"> • Review the story of Jason Jones (Toronto Star article and picture) • Have students take turns reading the article <p>Article summary:</p> <ul style="list-style-type: none"> • Jason Jones is a 25-year-old man and almost all of his teeth are missing • For many years, Jason lived with a mouthful of decayed teeth and exposed nerves. Jason had a hard time holding a job, due to the pain • Jason's pain became unbearable. He had all but two of his teeth removed <p>Why did this happen?</p> <ul style="list-style-type: none"> • In Ontario, dental care is not covered under the Ontario Health Insurance Plan (OHIP), the province's health insurance program. 	<ul style="list-style-type: none"> • Students will be divided into small groups (or work independently) • Students will take turns reading the article aloud to the class • Students will discuss the article and answer the questions • Students will write a narrative in the voice of Jason Jones. 	<ul style="list-style-type: none"> • 30 minutes

This means a person can go to a hospital emergency room and get treated for pain or an infection in any other part of their body, except for their mouth

- His entire life Jason has worked at full time, low paying jobs that never offered dental insurance. So, he lost his teeth because he could never afford to pay for regular dental check-ups and treatment

Discuss the following questions with the students:

- Why do you think Jason is out of work? (Possible answers include: The pain in his mouth makes it unbearable to work; eating very little, he may not have the energy to work; he can't afford to pay a dentist to fix his teeth; no one will hire a person with no teeth/a toothless smile; and dental treatment is not paid for by the government/ covered under the Ontario Health Insurance Program (OHIP) like other health care services

Probing questions:

- Have you ever had a toothache? If so, how did this toothache affect your ability to go to school, play a sport, eat, talk with confidence or do any of your regular activities?
- Why do you think having a healthy smile can affect your ability to get a job?
- Take another look at Jason's picture. What would you think if you went to a restaurant and Jason was your waiter?
- What decisions could you make now that could prevent what happened to Jason from happening to you?
- What steps can you take to care for your teeth? (Possible answers include: brush at least 2 times per day for 2 minutes; floss daily; go to the dentist for regular check ups; choose nutritious tooth friendly snacks from Canada's Food Guide, i.e. fruit, vegetables, whole grain breads: <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>; choose beverages like 100% fruit or vegetable juice, milk, or water; avoid

<p>beverages with added sugar (e.g. pop, fruit drinks, sports drinks, slushies)).</p> <ul style="list-style-type: none"> • What could the Ontario government do to prevent what happened to Jason from happening to other people? (Possible answers include: the government could include dental care under OHIP; there could be a program that pays for dental treatment for people who can't afford to pay for it; there could be a dental preventive program available for all people in Ontario, which could include regular dental check ups and cleanings for everyone; and educate people about the importance of taking care of their oral health and about how the health of the mouth affects the health of the body). • To evaluate their comprehension of the main ideas, student should write a narrative in the voice of Jason Jones providing advice to their classmates about why oral health is important and what they can do <i>now</i> to prevent oral health problems in the future <p>Conclusion:</p> <ul style="list-style-type: none"> • In addition to learning about a number of issues that have an impact on oral health, this lesson will help students enhance their ability to think critically about how choices they make today, regarding their oral health, could affect their future 		
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Additional Resources

YouTube video on Jason's transformation: <http://www.youtube.com/watch?v=HUBuRU-HPkA>

(Please note that the location of URL's can change over time.)

Activity 4: Oral Health Decisions

Materials Needed:

- Your All Access Pass to a...Healthy Mouth Healthy You booklet (http://www.mhp.gov.on.ca/en/healthy-communities/public-health/teen/39-2581G_MOH_TEEN_BOOK_E.pdf)
- Writing materials (for optional group work)
- IBEAR Decision Making Method handout
- Grade 8 Decision Making Activity - Scenarios

Preparation:

Teachers
<ul style="list-style-type: none">• Your All Access Pass to a...Healthy Mouth Healthy You is a booklet on oral health, focusing on issues pertinent to teens• Topics include tobacco use, oral piercing, and gingivitis. The following lesson is based on this resource. To review and print individual pages, please see http://www.mhp.gov.on.ca/en/healthy-communities/public-health/teen/39-2581G_MOH_TEEN_BOOK_E.pdf

Activity:

Teacher Activities	Student Activities	Time Required
<p>Introduction:</p> <ul style="list-style-type: none">• This activity can be done individually or in small groups• Introduce to students the concept of decision-making skills by asking a few “what if” questions (what if your friend asked you to see a movie, what would you do?)• Ask the students the following questions using the movie example:<ol style="list-style-type: none">1. What would your decision be and how would you carry it out?2. Who and what do you have to consider before making this decision (i.e. will your parents approve, can you afford the movie ticket, how will you get to the theatre?)?• Emphasize to students that there are several steps and issues to consider when working through a decision, for example: is the decision really important to you; are you taking any risks; will your decision affect anyone else; can you live with your decision; and are there any short- or long-term consequences with your decision?• Ask students why we need to make decisions, why some decisions are harder to make than others, and who or what influences the decisions they make (peers, family, religion, etc.) <p>Content:</p> <ul style="list-style-type: none">• Introduce the IBEAR Decision-Making Method• Have the students apply the IBEAR method to one of the sample scenarios	<ul style="list-style-type: none">• Students will work either independently or in small groups• Students will discuss how they make decisions and who/what they consider when making a decision• Students will review the IBEAR Decision-Making Method and apply the steps to a scenario	<ul style="list-style-type: none">• 1 hour

<ul style="list-style-type: none">• Have the students read a scenario aloud and have them offer suggestions on how they can make an effective decision and solve the problem/issue• Emphasize the fourth bullet of the IBEAR Model. Stress that they should be assertive and defend their choices, especially in situations with their peers <p>Optional group work:</p> <ul style="list-style-type: none">• Break the students into small groups of 3 to 4 students and assign each of the remaining scenarios. Have group work through the scenario using the decision-making model and have them discuss their actions with the class <p>Conclusion:</p> <ul style="list-style-type: none">• Along with learning about a number of issues that relate to oral health, this lesson will help students enhance their ability to make thoughtful decisions that will affect their oral health and overall health		
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Look at the label

Nutrition information on food labels...

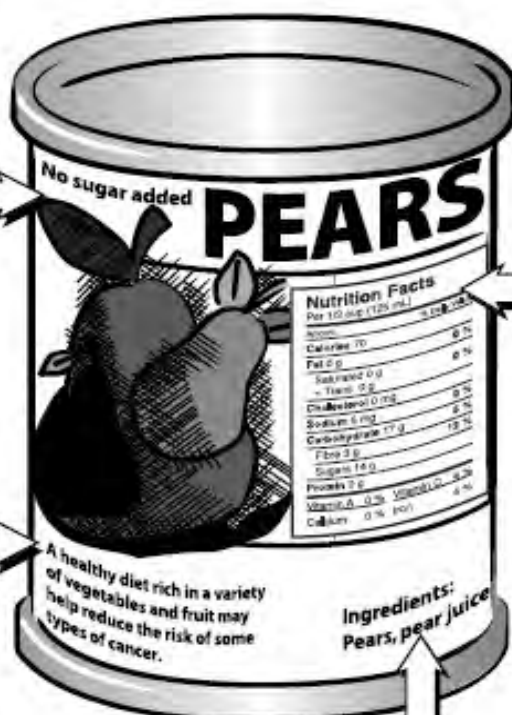
- Helps you make informed food choices
- Helps you follow Canada's Food Guide
- Is required on most packaged foods
- Is based on Health Canada's regulations



Nutrition claims

There are two types of nutrition claims:

- 1) **Nutrient content claims** tell you about one nutrient such as sodium, fat or sugar.
- 2) **Health claims** tell you how your diet can affect your health.



Nutrition Facts table

The Nutrition Facts table provides you with information on the Calories and 13 nutrients for the serving size shown.

Nutrition Facts

Per 1/2 cup (125 mL)

Amount	% Daily Value
Calories 70	
Fat 0 g	0 %
Saturated 0 g	0 %
+ Trans 0 g	0 %
Cholesterol 0 mg	
Sodium 5 mg	0 %
Carbohydrate 17 g	6 %
Fibre 3 g	12 %
Sugars 14 g	
Protein 0 g	
Vitamin A 0 %	Vitamin C 4 %
Calcium 0 %	Iron 4 %

Ingredient list

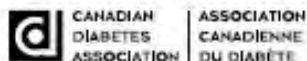
The ingredient list tells you what ingredients are in a packaged food.



Healthy Eating is in Store for You
Faites provision de saine alimentation

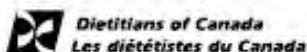
Fact Sheet #1

www.healthyeatingisinstore.ca



ADVISORY COMMITTEE:

- Canadian Council of Food & Nutrition
- Canadian Council of Grocery Distributors
- Canadian Home Economics Association
- Canadian Public Health Association
- Consumers' Association of Canada
- Food and Consumer Products of Canada
- Heart and Stroke Foundation of Canada - Health Check™ Program
- Kraft Canada Inc.
- Shop Smart Tours Inc.



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How Much Sugar is in Your Favourite Drink?



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Complete the “Guess” column below by estimating how many teaspoons of sugar (1 teaspoon = 4 grams) are in each of drinks displayed above. Then, as a class, complete the “Actual” column by comparing your estimates with the actual totals.

Drink (600 ml)	Sugar Amount	
	Guess	Actual
Water		
Milk		
100% Fruit juice		
Flavoured milk		
Sports drink		
Fruit drink		
Chocolate bar milkshake		
Pop		
Energy drink		
The Big One (2 L - pop)		

How Much Sugar is in Your Favourite Drink? - Teacher's Reference



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Drink (600 ml)	Actual
Water	0 tsp
Milk	8 tsp (natural)
100% Fruit juice	18 tsp (natural)
Flavoured milk	16 tsp (8 added + 8 natural)
Sports drink	12 tsp (added)
Fruit drink	18 tsp (16 added + 2 natural)
Chocolate bar milkshake	23 tsp (14 added + 9 natural)
Pop	17 tsp (added)
Energy drink	16 tsp (added)
The Big One (2 L - pop)	58 tsp (added)

Jason Jones before Dental Treatment



IBEAR Decision-Making Method²

Answer the following questions to help solve a problem and arrive at a good decision. Act out the scenario to show how you would resolve the conflict:

1. Identify the real problem

- What exactly is the situation? Is there more than one problem?

2. Brainstorm for alternatives

- What are the options? What are the positive and negative consequences for each action?

3. Evaluate the alternatives and choose one

- Based on all your information and the consequences mentioned, which solution is the best choice? Why? Ask yourself: will this decision protect my health and the health of others, protect my safety and the safety of others, break the law, or go against what I believe is right?

4. Act on your decision

- Follow through with your plan. Is there anything else you need to consider before you act? Select the best choice and follow through.

5. Re-evaluate your decision, if necessary

- Did you make a good choice? Do you need to go back and revisit the problem? What did you learn? Would you make the same choice again? Why or why not?

² The Lung Association – Lungs Are For Life Lesson Plans and Resources (<http://www.lungsareforlife.ca/>)

Oral Health Decisions – Scenarios

1. Oral Piercing

- You and a friend are considering getting an oral piercing done. You are thinking about piercing your tongue and your friend is thinking about piercing her lip. You haven't mentioned it to your parents, but your friend discussed it with hers and they do not think that getting an oral piercing is a good idea. What should you do?

2. Gingivitis and Periodontal Disease

- You are brushing your teeth once a week at the most. Your gums bleed every time you brush your teeth. You want the bleeding to stop. What should you do?

3. Tooth Whiteners

- It seems like all of the Hollywood actors and actresses have really white teeth. You want to have teeth like that too. Recently, when you were out shopping, you noticed a number of tooth whitening products that are available. You have some money that you have saved up. Using over-the-counter tooth whitening products seems to be a cheap and easy way to get the white teeth that you want. What should you do?

4. Braces

- You just had your braces put on and have to wear them for the next two years. Your orthodontist recommended that you stay away from eating sticky and sugary foods, but you really like candy. What should you do?

5. Mouthguards

- You know that a mouthguard is mandatory to play hockey. You are at an out-of-town tournament and have forgotten yours at home. What should you do?

6. Tobacco

- You are at a party with a group of your friends. There are people there from other schools and you want to fit in with the crowd. Someone offers you a cigarette, which you decline because you know about the risks of smoking. You notice a tin of spit tobacco being passed around. What should you do?