

# Healthy Smiles for a Lifetime



Photo by: Alan Pogue

## Sonrisas Saludables para toda la Vida

An Oral Health Training Curriculum for Promotores  
Un Currículo de Entrenamiento de la Salud Oral para Promotores

Developed by / Desarrollado por  
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The information in these lessons should not be used as a substitute for the care and advice of a personal dentist. There may be variations in care, advice and treatment that your dentist will recommend based on individual facts and circumstances.

# ***Healthy Smiles for a Lifetime***

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# ***Healthy Smiles for a Lifetime***

## **How to Use the Curriculum**

The curriculum provides detailed lessons and activities for training Lay Health Workers on dental health issues so they can return to their communities and share the information they learned. The training includes basic information on dental hygiene, tooth decay, gum disease, Baby Bottle Tooth Decay, dental injuries and extractions, and promoting health in the community.

### **Content**

The curriculum contains 7 lessons and a resources section. Overhead transparencies and handouts for each lesson can be found at the end of each lesson. The resources section includes a pre- and post-test (to be given anytime before lesson 2 and again after the lessons are complete), and an answer key, a bilingual glossary of terms that are used throughout the lessons, additional icebreakers that can be done with the group and a sample evaluation form that can be used to evaluate the training.

Below are brief descriptions of each lesson:

**Lesson 1: Dental Health: Something to Smile About:** The importance of dental health and what will be covered in the training.

**Lesson 2: Save your Smile from Tooth Decay:** Overview of tooth decay, how it happens and how it can be prevented.

**Lesson 3: Maintaining a Healthy Smile for a Lifetime:** Importance of good dental hygiene, tips for brushing and flossing, how to help young children brush and floss.

**Lesson 4: Protect your Smile from Gum Disease:** What gum disease is, causes, risk factors, and prevention.

**Lesson 5: Growing up with Healthy Smiles:** Describes infants and young children's risk for developing tooth decay by drinking from a bottle, how to prevent it, and ways to comfort a child to sleep without a bottle.

**Lesson 6: First Aid for your Smile:** What to do in case of an emergency or dental injury. Also, tips on how to promote healing after an extraction.

**Lesson 7: Building Healthy Smiles in your Community:** Teaching methods and activities that can help lay health workers share dental health messages in their communities.

To help the trainer prepare for the training, each lesson has a **Lesson Overview**. The Lesson Overview includes objectives for the lesson, estimated time of the lesson, materials, and lesson topics. Before beginning a lesson, the trainer should review the entire lesson and plan according to the Lesson Overview.

Each lesson contains notes to the trainer and activities for the lesson. Notes for the trainer are included throughout each lesson to give the trainer guidance and tips on how to do the lesson. These sections are identified by the following:

**Note to the Trainer:** Before beginning the lesson, encourage the group to participate in introductions...

Each activity is enclosed in a box to easily identify it within the lesson. Activities reinforce the selected topic or allow the group to learn more about it and share their experiences and knowledge with the group. The activities encourage participation by the group and include skits, discussions, role-playing, question and answer periods, games, brainstorming, etc. The trainer should encourage participation and questions throughout the training as well as during the activities.

Overhead transparencies and handouts have been included for use in each lesson to help the trainer share the information with the group. These can be found at the end of each lesson.

## Graphics

There are graphics to help guide the trainer and to signal the trainer to do certain things, like when to use overheads and handouts.

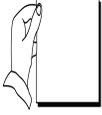
The following graphics are used in the curriculum:



***Read the following.*** The book graphic lets the trainer know when to read any information aloud to the group. The information that follows can be read directly to the participants or the trainer can put the information in their own words. The information is to connect the topics and activities within each lesson and can be followed as the trainer sees fit.



**Display and Review OHT.** The overhead projector indicates that there is an overhead transparency to accompany the written text. Often the overhead transparency is a brief summary of the written text. The trainer should be sure to review both the written text and the overhead transparency and make sure to share as much information as needed. The overheads are found at the end of each lesson.



**Distribute and Refer to Handout.** The notepad lets the trainer know that there is a handout that goes with the text and/or transparency. Many times the handout has more information than the transparency. The handouts can be found at the end of each lesson, after the overhead transparencies.

**? Ask the following question.** The question marks tells the trainer that he/she should ask the participants the question provided and wait for their responses

## **Resources**

The Resources section can be found at the end of the curriculum. It includes a bilingual glossary of terms that are used throughout the training. The glossary can be photocopied and given to participants as well. A pre- and post-test and answer key can also be found in the Resources section. The pre/post will help you evaluate the participant's knowledge gained from the training. The pre-test can be given to the participants anytime before Lesson 2. The post-test can be given to the participants after completing all the lessons. You will also find a sample evaluation form in this section. You can use this form to obtain feedback from the training participants, or you can use your own if you wish.

# ***Healthy Smiles for a Lifetime***

The estimated time for the training is about 8 hours. Here is a sample agenda to consider for the entire training:

## **Sample Training Agenda**

<b>8:00 a.m. – 9:15 a.m.</b>	<b>Introductions and Lesson 1</b>
<b>9:15 a.m. – 10:30 a.m.</b>	<b>Lesson 2</b>
<b>10:30 a.m. – 10:45 a.m.</b>	<b>Break</b>
<b>10:45 a.m. – 11:30 a.m.</b>	<b>Lesson 3</b>
<b>11:30 a.m. – 12:30 p.m.</b>	<b>Lesson 4</b>
<b>12:30 p.m. – 1:15 p.m.</b>	<b>Lunch</b>
<b>1:15 p.m. – 2:15 p.m.</b>	<b>Lesson 5</b>
<b>2:15 p.m. – 3:15 p.m.</b>	<b>Lesson 6</b>
<b>3:15 p.m. – 3:30 p.m.</b>	<b>Break</b>
<b>3:30 p.m. – 4:45 p.m.</b>	<b>Lesson 7</b>
<b>4:45 p.m.</b>	<b>Wrap-up / Q&amp;A</b>

# Lesson 1: Dental Health: Something to Smile About

## LESSON OVERVIEW

### Objectives:

By the end of the lesson, the Lay Health Worker will be able to:

1. State the purpose and objectives of the training.
2. List the topics that will be covered during the training.
3. Discuss the role of the Lay Health Worker in the community.
4. Describe the importance of dental health.

### Estimated time:

1 1/2 hours

### Materials:

- ❑ Overhead Projector
- ❑ Overhead transparencies (OHT)
- ❑ Easel
- ❑ Easel paper/newsprint paper
- ❑ Markers
- ❑ Tape

### Lesson Outline:

Introduction

- Topic 1: An Overview of the Lessons  
Topic 2: Role of the Lay Health Worker  
Topic 3: How We Learn  
Topic 4: Why Dental Health is Important  
Pre-test

# Dental Health: Something to Smile About

## LESSON

### **Introduction**

#### **Read the following:**

Welcome to the *Healthy Smiles for a Lifetime* training for Lay Health Workers. Did you know that tooth decay is the most common dental health problem in the U.S.? It is even more of a problem for migrant and seasonal farmworkers who normally do not go to the dentist. Farmworkers move a lot and many cannot pay for medical services. It is also hard for farmworkers to see a dentist because of their work schedule, language barrier and cultural differences. Many farmworkers do not go to the dentist until it is an emergency. And many have never even been to a dentist.

*Healthy Smiles for a Lifetime* focuses on preventing common dental problems like tooth decay and gum disease and talking about the barriers that keep farmworkers from being able to enjoy good dental health. Today, we will learn some easy steps we can teach farmworkers to keep their teeth and gums healthy for a lifetime. We will learn how to teach people to take good care of their teeth and gums and how they can help their children take care of theirs. We will also learn what you should do in case of a dental emergency or injury and what we can do to help heal after an extraction. The *Healthy Smiles for a Lifetime* training will show you how you can take the message of dental health into your community. So, how can we start teaching farmworkers about keeping their teeth and gums healthy?

**Note to the Trainer:** Before beginning the lesson, encourage the group to participate in introductions. You can begin the lesson with the following “icebreaker” or one of your own, if you prefer. A list of other icebreakers is found in the Resources Section.



READ

# ICE BREAKER

## Two Truths and a Lie

This activity is to help the participants learn about each other in a fun way.

**Materials:** easel paper, marker

**Time Limit:** 15 minutes

1. Introduce yourself to the group, by saying your name only.
2. Write three statements on the easel paper. Two statements are true and one is a lie. The lie should not be very obvious. For example:  
I have been a Lay Health Worker for five years.  
I lived in Mexico for ten years.  
I have a cat that is 15 years old.
3. Have the group ask you questions to get more information to find out which statement is false. For example:  
Lay Health Worker: Where do you work? What year did you start?  
Mexico: Where in Mexico? How long ago did you live there?  
Cat: What is the cat's name? What does it eat?
4. After participants have asked you questions, let them vote on which statement is a lie. Then let them know which are truths and which is a lie.
5. Have each participant repeat steps 1 to 4 until everyone has introduced themselves.

### ***Presentation of Objectives:***

#### **Display and Review OHT 1: Lesson 1 Objectives**

##### **Objectives:**

By the end of the lesson, the Lay Health Worker will be able to:

1. State the purpose and objectives of the training.
2. List the topics that will be covered during the training.
3. Discuss the role of the Lay Health Worker in the Community.
4. Describe the importance of dental health.

### ***Topic 1: An Overview of the Lessons***

#### **Display and Review OHT 2: Training Lessons**

- Lesson 1: Dental Health: Something to Smile About  
Lesson 2: Save your Smile from Tooth Decay  
Lesson 3: Maintaining a Healthy Smile for a Lifetime  
Lesson 4: Protect your Smile from Gum Disease  
Lesson 5: Growing Up with Healthy Smiles  
Lesson 6: First Aid for your Smile



DISPLAY



DISPLAY

## Lesson 7: Building Healthy Smiles in your Community

### **Topic 2: Role of the Lay Health Worker**



READ

#### **Read the following:**

As we all know, it is important to take good care of our health. That is why we are here. By learning about things we can do to make our health better and by practicing them, we can be healthier.

As Lay Health Workers, you play an important role in the health of the community. You are leaders and role models in their community and are well respected. You represent the community through different experiences like speaking the same language, and culture. You serve hard-to-reach or isolated populations, like migrant and seasonal farmworkers. Lay Health Workers, like you, teach the community about many health topics, like cancer, diabetes, HIV/AIDS, and dental health. You connect the community with health and social services and make sure that their basic needs are met. So you have a really important job.

?

ASK

#### **Ask the following question:**

- ❖ In what other ways do Lay Health Workers make a difference in their communities?

**Note to the trainer:** Possible answers may be: create trust and support, empower the community, listen to the needs of the community, etc. Allow for some discussion and write down the group's comments on easel paper and post on the wall. During this section, it is important that you praise their work and place emphasis on the value of their work.



DISPLAY

### **Display and Review OHT 3: Role of Lay Health Workers**



READ

#### **Read the following:**

Lay Health Workers:

- Serve the community
- Create trust and support
- Give emotional support
- Build community leaders
- Listen to the needs of those around them
- Inform and educate the community on health issues
- Make sure people get the services they need
- Organize and lead the community

- Motivate the community to make positive changes in their lives

**Do NOT:**

- Make decisions for others
- Give medical opinions or advice to others regarding their health
- Give incorrect information



ASK

**Ask the following question:**

- ❖ Where do Lay Health Workers work?

**Read the following:**

Lay Health Workers go door-to-door, doing home visits; they work in community centers, schools, clinics, hospitals, religious organizations, worksites, shelters, migrant labor camps, etc. They are where the people are.



READ

**Ask the following question:**

So what do you think about the role?



ASK

**Topic 3: How we Learn**

**Read the following:**

Before we talk about dental health, which may be a new topic for you, let's talk a little about the ways in which we learn new things.



READ

How do we learn new things? By reading the paper, watching TV or listening to the radio? Maybe by watching someone else do something and then trying it out for ourselves? *(Wait for responses and then continue reading.)*

Have you ever seen a child touch something hot before? The child probably did not touch it again. Many times, we learn things from things we've done.

Do you remember when you first learned how to drive a car? Did you read a book about it and then go outside and start up the car? No, most of us learned as we did it.

We learn by touching, smelling, tasting, listening, and seeing. The more senses we use, the more we will remember and learn.



ASK

**Ask the following question:**

- ❖ How can we make learning fun?



READ

**Read the following:**

It is important to use the many senses when we learn. Most of us learn better when we are able to practice what we learn. It is also important to talk using words that everyone understands. We use different ways of learning in *Healthy Smiles for a Lifetime* that can be fun, interesting, and full of new information. We will introduce new topics using simple words so that you can feel good in what you learn and easily share this information with your community. We use many of the principles of Popular Education, a form of adult education. This type of learning is one in which everyone learns together and from each other. We will learn more about teaching methods in Lesson 7.



DISPLAY

**Display and Review OHT 4: Training Objectives**

After participating in this training, you will be able to:

1. Help people talk about and overcome barriers to dental health.
2. Talk about ways to prevent tooth decay and gum disease.
3. Teach people how to brush their teeth and floss their gums correctly.
4. Educate parents on how to prevent infants and young children from getting tooth decay.
5. Help people get over their fear of going to the dentist.
6. Know what to do in case of a dental emergency.
7. Use the materials from this training to educate and motivate the community to take care of their dental health.

In this training, you may be learning a lot of new information. For some of you, it may just be a review of things you already know. Many times, when you are in the community, people may ask you questions about things you do not know or sometimes you may not be able to explain something to someone.

**?**

ASK

**Ask the following questions:**

- ❖ Is it ok to say that you do not know something?
- ❖ How can you respond to a question or comment when you do not know the answer?

Do not feel bad if you do not know the answer. It is ok if you are not an expert and do not know everything. What is important is that you share the right information with the community so that they can make good decisions about their own health. It is better to say that you do not know something than to give someone the wrong information. Be sure to let the person know that you will look for the information and get back to them as soon as possible.

**Topic 4: Why Dental Health is Important**



READ

***Read the Following:***

A healthy mouth is important to the health and well being of people of all ages, from infants to the young to the old. Healthy smiles are important for a lifetime.

A healthy mouth is more than just healthy teeth. It also includes the:

- ❖ Gums
- ❖ Palate
- ❖ Tongue
- ❖ Lips
- ❖ Inside of the cheeks
- ❖ Upper and lower jaw bones
- ❖ Throat
- ❖ Saliva glands
- ❖ Muscles

The mouth is a special part of the body and it is connected to other body systems, like the digestive and respiratory systems. We use our mouth to chew and swallow food so that it can be digested by the body. We also use our mouth to breathe in air that is necessary for life. A healthy mouth means a healthy body.

Not everyone understands how important the mouth and face are. Yet, they help us every day in many ways.

## **ACTIVITY 1**

### **BRAINSTORM: How we use our face and mouth**

In this activity, we will brainstorm on how we use our mouth and face every day.

**Materials:** markers, easel paper, easel

**Time Limit:** 5 minutes

1. Ask the participants the following: What are the ways in which we use our mouth and face every day?
2. Encourage everyone to share ideas and write them down on the easel paper for the group to see.
3. The ideas should include responses from the following section. If any information below has not been mentioned, please review it with the group.

### **Display and Review OHT 5: How We Use Our Face and Mouth**

The face and mouth are very important in our day-to-day lives.



DISPLAY

They allow us to:

- ❖ Speak
- ❖ Smile
- ❖ Sigh
- ❖ Kiss
- ❖ Smell
- ❖ Taste
- ❖ Touch
- ❖ Eat
- ❖ Swallow
- ❖ Cry
- ❖ Talk
- ❖ Sing
- ❖ Laugh
- ❖ Whistle
- ❖ Frown
- ❖ Yawn



ASK

**Ask the following question:**

- ❖ Now that we have talked about the different ways we use our mouth and face, can anyone tell me why dental health is important?

**Note to the trainer:** Participants may say, “to keep our teeth healthy”, “to talk”, “to smile nicely”, etc.

**Display and Review OHT 6 and Distribute H 1: Why Dental Health is Important**



DISPLAY



DISTRIBUTE

**Dental health is important for:**

- **General Health**  
Infections from a bad tooth can spread to other parts of your body. A healthy mouth keeps your body healthy and without pain.
- **Self-Confidence and Relating to Others**  
Healthy teeth that look good help you feel good. Feeling good about yourself helps you work, play and be happy.
- **Talking**  
When you talk, your lips and tongue touch the teeth to help you make many sounds.
- **Healthy Eating**  
Teeth tear food into small pieces so that you can swallow it and digest it better. Also, eating healthy foods and snacks, like fresh fruits and vegetables, is good for your dental health.
- **Fresh Breath**  
Keeping your mouth clean helps prevent bad breath and makes teeth and gums healthy.

➤ **Concentration at School and Work**

Tooth pain and problems can get in the way of how well we do our work. Feeling pain and getting sick can distract us and not let us to do our best in school and at work. Every year, many people miss a lot of work time because of dental problems and emergency visits to the dentist. We will be talking more about going to the dentist in the following lessons.

**Read the following:**

The mouth and face are parts of the body that are easy to check. They are also places where germs and disease can enter the body.

The “mouth is a mirror” of our body. We may see or feel signs and symptoms of diseases in the mouth that affect other parts of the body. For example, dry mouth or breath that smells sweet may be a sign of diabetes. Also, the joints in the jaw can show signs of arthritis. If your mouth is not healthy, you are not healthy.

**Pre-Test**

**Note to the Trainer:** Hand out the pre-test to each participant before beginning the next lesson; it can be found in the Resources Section. Let the participants know that they will not be graded and that it is not important to know the answers. It is just to see what they know about the topic before the training. Also, let them know that they will be doing the same test at the end of the training to see what they learned. You will review the answers as a group. Give the participants about 15 to 20 minutes to do the test. Collect the tests once everyone has finished and then begin the next lesson.



READ



DISTRIBUTE

# Lesson 2: Save your Smile from Tooth Decay

## OVERVIEW

### Objectives:

By the end of the lesson, the Lay Health Worker will be able to:

1. Describe what tooth decay is and how it happens.
2. State the causes and types of tooth decay.
3. List the signs and symptoms of tooth decay.
4. Talk about ways to prevent tooth decay.

### Estimated Time:

1 hour, 15 minutes

### Materials:

- ❑ Overhead Projector
- ❑ Overhead transparencies (OHT)
- ❑ Handouts (H)
- ❑ Easel paper/newsprint paper
- ❑ Easel
- ❑ Markers
- ❑ Tape
- ❑ Several bruised apples (optional)
- ❑ Knife (optional)

### Lesson Outline:

- Topic 1: What is Tooth Decay?
- Topic 2: Causes of Tooth Decay
- Topic 3: Signs and Symptoms of Tooth Decay
- Topic 4: Types of Tooth Decay
- Topic 5: Preventing Tooth Decay
- Topic 6: Summary

# Save your Smile from Tooth Decay

## LESSON

### ACTIVITY 1

#### Participant Testimonial

**Materials:** none

**Time Limit:** no more than 15 minutes

1. Ask the group for 1 or 2 volunteers to share a personal story about tooth decay/cavity, whether it was them or one of their family members. Ask them how it felt physically, how it felt emotionally, and what they did about it.
2. Ask the participants how they think this could have been prevented?
3. Encourage the participants to ask questions.
4. Once they are done, let the participants know that in this lesson they will learn about the different types of tooth decay, and how they can be prevented.

#### ***Presentation of Objectives:***

#### **Display and Review OHT 1: Lesson 2 Objectives**

#### **Objectives**

By the end of the lesson, the Lay Health Worker will be able to:

1. Describe what tooth decay is and how it happens.
2. State the causes and types of tooth decay.
3. List the signs and symptoms of tooth decay.
4. Talk about ways to prevent tooth decay.

#### ***Topic 1: What is Tooth Decay?***

#### ***Read the following:***

Most people do not think about tooth decay. Although, it usually happens in children and young adults, it can happen to anyone. Tooth decay can start as soon as a tooth shows up in a baby's mouth and can go on for the rest of life. Anyone can get tooth decay as long as there are natural teeth in the mouth.

#### **Ask the following questions:**

- ❖ Can someone tell me what tooth decay is?
- ❖ Can someone tell me what another common word for tooth decay is?



DISPLAY



READ



ASK



DISPLAY



DISTRIBUTE



READ

So that we can understand what tooth decay is, we first need to learn what our teeth are made of.

**Display and Review OHT 2 and Distribute H 1: Tooth Anatomy** (*Leave this up as you go over the following section and point to the parts as you talk about each one or you can use a tooth model if you have one.*)

**Read the following:**

The part of the tooth that you see when you look in your mouth is called the **crown** (but not the type of crown that a dentist puts in your mouth). The top part of the crown is used to chew food. The crown is made of a layer that protects the teeth called **enamel**. Enamel is the hardest material in the body and has the most minerals. Just under the enamel is **dentin**, a material that is harder than bone. Dentin has nerve endings that make us feel pain. The **gum** surrounds the bottom of the tooth.

The **root** of the tooth is made of blood vessels and nerves. The root goes all the way down into the jawbone and gives movement and feeling to the tooth. The tooth sits in an opening in the bone called the socket.

The **jawbone** holds all the teeth and gives support and movement for the mouth and teeth for chewing. Now we are going to talk about how tooth decay affects the teeth.

- Tooth decay is a process that destroys the minerals that the tooth is made of and forms a hole (or cavity) in the tooth.
- Tooth decay usually starts on the parts of the teeth we use to chew or bite, between the teeth and on the roots of teeth.
- Tooth decay can spread all the way to the nerve found inside the tooth.

## OPTIONAL ACTIVITY 2

### Demonstration of the Tooth Decay Process

**Materials:** several bruised apples, knife

While you talk about the tooth decay process below, cut an apple through a bruise to show the group how the bruise spreads through the apple.



READ

**Read the following:**

### HOW TOOTH DECAY HAPPENS

- Tooth decay is like an apple with a bruise or a tiny brown spot. The spot spreads through the apple and gets bigger and deeper, until it covers and spoils the whole apple.
- Tooth decay can spread through the tooth in the same way. But it can be treated if it is found early.

### **Topic 2: Causes of Tooth Decay**

**Ask the following question:**

- ❖ Can anyone tell me what causes tooth decay?

### **Display and Review OHT 3: Tooth Decay**

- Germs you cannot see, called bacteria, live in your mouth all the time.
- Some of these bacteria form a sticky film or coating, called plaque, which sticks to the teeth.
- The bacteria use food, like sugars and starches, to make acids.
- The acids in the plaque destroy the enamel on the top of the tooth and form cavities.
- This can cause an infection in the tooth and can spread to other parts of the mouth, face or body.

### **Topic 3: Signs and Symptoms of Tooth Decay**

**Read the following:**

Let's start by talking about the difference between signs and symptoms.

A **sign** is something you **see**, like bleeding or swelling, or it can be something you **measure** like temperature.

A **symptom** is something you **feel**, like dizziness, nausea or pain.

**Ask the following questions:**

- ❖ Do any of you know someone who has had a cavity?
- ❖ Have any of you had a cavity before?
- ❖ How did you find out?

### **Display and Review OHT 4 and Distribute H 2: Signs and Symptoms of Tooth Decay**

?

ASK



DISPLAY



READ

?

ASK



DISPLAY



DISTRIBUTE

The first sign of tooth decay is a chalky white spot. As it grows, it can become a dark spot or a hole. This can happen on any part of a tooth or between two teeth. This makes some cavities really hard to see.

- Sharp, dull or throbbing pain
- Pain when food gets caught inside a hole on the tooth
- Pain when drinking something cold or hot
- Pain when eating something sweet
- Trouble chewing food
- Sensitive or sore teeth
- A bad taste or smell in your mouth
- Swelling in the mouth or the gums next to a tooth
- Swelling that may form a sore with pus
- Swelling of your face

***Read the following:***

Did you know that many times most cavities do not cause pain or that some can only be seen with an X-Ray? People are surprised when they learn they have cavities, because they don't have any signs or symptoms. This is because the cavity is on the outside part of the tooth, called the enamel. The tooth may begin to get sensitive only when the cavity enters the inside of the tooth, or the dentin. This is where there are nerve endings that make us feel pain. That is why it is important to have regular dental visits, so that the tooth decay can be found and treated early before there is any pain.

***Topic 4: Types of Tooth Decay***

***Read the following:***

There are five types of tooth decay:

- Baby Bottle Tooth Decay
- Tooth decay on the crowns of teeth
- Tooth decay on the roots of teeth
- Recurrent tooth decay
- Tooth decay from dry mouth

Let's look at each of these a little more closely.

**Display and Review OHT 5 and Distribute H 3: Types of Tooth Decay**

➤ ***Baby Bottle Tooth Decay***

- Tooth decay in infants and children is called Baby Bottle Tooth Decay.
- It is a dental problem that can destroy the teeth of a young child.



READ



READ



DISPLAY



DISTRIBUTE

- It happens when the teeth are always in contact with drinks that have sugar, like juice, juice drinks, soda, milk, and formula.
- It often happens in the upper front teeth, but it can happen to any tooth.

**Note to the trainer:** Baby Bottle Tooth Decay is a very common type of tooth decay among children, and it can be easily prevented. This is why, we will learn more about it in Lesson 5.

➤ ***Tooth Decay on the Crowns of Teeth***

- The crown is the part of the tooth that is above the gums and can be seen when you look in your mouth.
- Tooth decay often happens on the sides of teeth or in between teeth.
- Tooth decay also happens on the biting or chewing surfaces of teeth.
- This type of cavity happens because it is hard for the toothbrush to clean these areas well. The acids in plaque that are not removed by the toothbrush destroy the tooth.

➤ ***Tooth Decay on the Roots of Teeth***

- The roots of teeth are found underneath the part of the gums that we cannot see.
- As a person gets older, their gums may separate from their teeth. This leaves the roots of the teeth showing.
- The outer layer of the root is soft. If the gum is not there to protect it, this area is more likely to decay.
- Tooth decay on the crowns of the teeth that is not treated may get worse and spread to the roots of the teeth. The roots can get damaged and may even die. The only way to save the tooth may be a root canal, a procedure that saves the damaged or dead root. Ask your dentist for more information.

➤ ***Recurrent Decay***

- Recurrent decay is when you have a cavity in the same place more than one time.
- A recurrent cavity can happen around places that already have a filling or areas that have an artificial or replacement crown on them.
- There is more chance for a cavity to form because these areas are not as smooth as the natural tooth. So plaque can easily form on these areas and cause decay.

➤ ***Tooth Decay from Dry Mouth***

- Dry mouth is when there is not enough saliva in the mouth.
- Saliva is important because it has minerals that help make the teeth strong.
- Saliva also helps wash your teeth and get rid of the acids that cause tooth decay.
- When there is not enough saliva in the mouth to wash the teeth, there is a higher chance of decay.

- Dry mouth may be caused by:
  - ❖ Side effects of some medicines, like those used to treat high blood pressure and depression.
  - ❖ Diseases like diabetes and HIV/AIDS.
  - ❖ Chemotherapy and radiation therapy for cancer treatment.
- Talk to your dentist if you have a dry mouth.

### **Topic 5: Preventing Tooth Decay**



ASK

**Ask the following question:**

- ❖ How can you prevent tooth decay?



READ

**Read the following:**

People used to think that as you got older you naturally lost your teeth. Now we know that this is not true.

You can prevent tooth decay by brushing your teeth with fluoride toothpaste, using dental floss and getting dental sealants. Making healthy food choices and having regular dental visits also helps prevent tooth decay. We will talk more about these in the following lessons. First, let's talk about fluoride and dental sealants.



ASK

**Ask the following question:**

- ❖ What can you all tell me about fluoride?



DISPLAY

### **Display and Review OHT 6: Fluoride**

Fluoride helps prevent tooth decay in both children and adults. Fluoride is a mineral that is found in our bodies, mostly in our teeth and bones. You can also find fluoride in tap water, toothpaste, and mouthwash. Drinking tap water with fluoride is an easy and cheap way to prevent tooth decay. Regular brushing with fluoride toothpaste also helps prevent tooth decay. You can also use mouthwash with fluoride or your dentist can also put fluoride on your teeth during a visit. We will be talking about brushing and flossing in the next lesson.

**Ask the following question:**

- ❖ How does fluoride protect us from cavities?

Fluoride:

- Makes teeth stronger.
- Fixes small areas of tooth decay before they become bigger cavities.
- Weakens some germs in the mouth so it is harder for them to cause tooth decay.



ASK



READ

**Read the following:**

Fluoride works best on the smooth surfaces of teeth, like the sides, front and back of the teeth. However, the chewing surfaces on the back of the teeth are rough and uneven because they have tiny grooves. Food and germs can get stuck in the grooves and stay there a long time because the toothbrush cannot remove them. This is when tooth decay often begins. But dental sealants can be used to prevent this from happening.



ASK

**Ask the following question:**

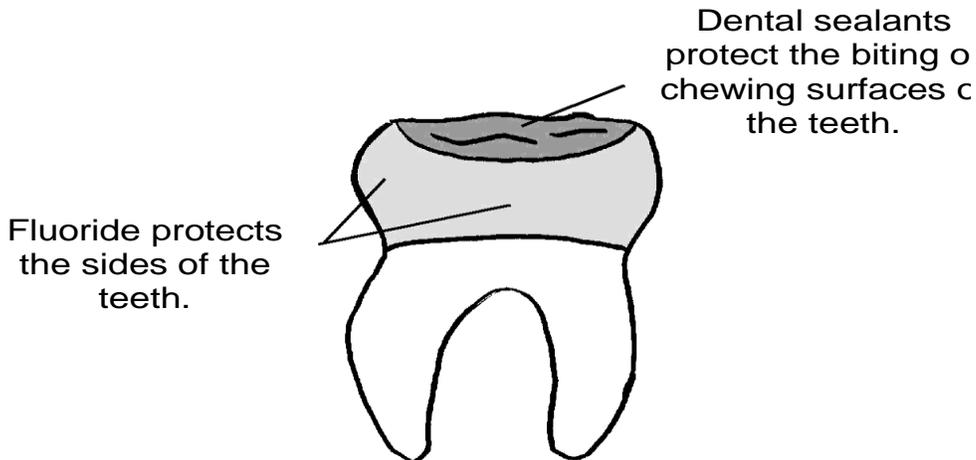
- ❖ Has anyone heard of dental sealants before?
- ❖ What are they?



DISPLAY

**Display and Review OHT 7: Dental Sealants**

- Dental sealants are thin, plastic coatings that are painted on the chewing surfaces of the back teeth. They seal the tooth to prevent bacteria from getting in and forming a cavity.
- Most tooth decay in young children and teens happens on the parts of the teeth used for chewing.
- Dental sealants are painted on the teeth as a liquid. The liquid gets hard fast to help protect the teeth by putting a protective covering over them.
- Dental sealants can be put on in dental offices, clinics, and sometimes in school dental programs.



**Read the following:**

Eating healthy and seeing your dentist regularly is important, not only so you won't get cavities but for your overall dental health. The kinds of foods you eat are important in keeping your body healthy and strong and help your body fight infections. Going to the dentist every six months, is important in keeping your teeth and gums healthy. By going to the dentist regularly, the dentist can find and treat a cavity early, before you may feel any pain. We will talk more about



READ

eating healthy and dentist visits in Lesson 4: Protect Yourself Against Gum Disease.

## ACTIVITY 3

### Brainstorm: Barriers to Dental Health

This activity will give the participants an opportunity to talk about barriers that exist in the community that prevent people from having good dental health and how lay health workers can respond to them.

**Materials:** easel Paper/newsprint paper, markers, tape

**Time Limit:** 10 minutes

1. Ask the following questions and write them on the easel paper:
  - Do you think poor dental health is a problem in your community?
  - Why do you think people in your community do not have good dental health?
  - What keeps people from going to the dentist?
  - Why do you think people do not like to talk about their dental health?
2. Make two columns on the easel paper/newsprint paper: one for barriers, the other for solutions.
3. Write down the barriers under the barrier column and the solutions under the solutions column.
4. You may want to bring up barriers that are not included and talk about those. Other barriers might include: poor diet, no access to dental services.
5. Brainstorm with the participants about the different ways that people in the community can overcome these barriers and what role lay health workers can play. *(For example: If poor diet is mentioned, the lay health worker can give some tips on how to choose healthy snacks and eat a balanced diet or if they bring up something. If they mention that they do with not having the money to pay for dental care, then the lay health worker can provide the participants with a list of low cost dental clinics in the area.)*

**Note to the trainer:** Let the participants know that you will be talking more about dental visits in Lesson 4.

### **Topic 6: Summary**

#### **Display and Review OHT 8: Summary Points**

- ✓ Tooth decay is a process that destroys the minerals that the tooth is made of and makes a hole in the tooth.



DISPLAY

- ✓ Tooth decay is caused by bacteria in plaque, which turns sugar from food into acids. These acids break down the tooth enamel to form a cavity.
- ✓ Tooth decay may form on the crowns or roots of the teeth.
- ✓ Tooth decay starts as a chalky white spot and as it spreads, becomes a dark spot or a hole.
- ✓ Signs of tooth decay may include tooth pain, swelling or sores on the gums.
- ✓ Other signs of tooth decay include bad taste or smell in the mouth, trouble chewing food, or sensitive teeth.
- ✓ You can prevent tooth decay by drinking tap water with fluoride, brushing your teeth with fluoride toothpaste, flossing, getting dental sealants, eating healthy and going to the dentist every six months.

# Lesson 3: Maintaining a Healthy Smile for a Lifetime

## OVERVIEW

### Objectives:

By the end of the lesson, the Lay Health Worker will be able to:

1. Describe the importance of tooth brushing and flossing.
2. List tips for tooth brushing and flossing.
3. Teach children how to brush their teeth properly.

### Estimated Time:

45 minutes to 1 hour

### Materials:

- ❑ Overhead Projector
- ❑ Overhead transparencies (OHT)
- ❑ Handouts (H)
- ❑ Easel paper/newsprint paper
- ❑ Easel
- ❑ Markers
- ❑ Tape
- ❑ Toothbrushes (enough to give one to each participant)
- ❑ Dental floss (enough to give each participant about 18" of floss)

### Lesson Outline:

Skit

Topic 1: Brushing Your Teeth

Topic 2: Using Dental Floss

Topic 3: Cleaning Your Child's Teeth and Gums

Topic 4: Summary

# Maintaining a Healthy Smile for a Lifetime

## LESSON

### ACTIVITY 1

#### SKIT:

#### Maintaining a Healthy Smile for a Lifetime

**Materials:** 2 volunteers, H 1: Skit

**Time Limit:** no more than 15 minutes

1. Ask the group for two volunteers to read and act out the following skit.
2. Give the volunteers **H 1** and let them review the skit a few minutes before they act it out.
3. When the volunteers have finished, ask the group the following questions and encourage discussion:
  - What happened in this skit/drama?
  - What is the problem?
  - What caused this problem?
  - How can it be solved?
  - Does this problem exist in your community?
  - What do you think about the skit/drama?

#### ***Presentation of Objectives:***

#### **Display and Review OHT 1: Lesson 3 Objectives**

#### **Objectives**

By the end of the lesson, the Lay Health Worker will be able to:

1. Describe the importance of tooth brushing and flossing.
2. List tips for tooth brushing and flossing.
3. Teach children how to brush their teeth properly.

#### ***Topic 1: Brushing Your Teeth***

#### **Ask the following question:**

- ❖ Why is it important to take care of your teeth and gums?



DISTRIBUTE



DISPLAY



ASK



READ

**Read the following:**

If you do not clean your teeth and gums well, the food and plaque stays in the mouth and can hurt your teeth and gums. Plaque is a sticky film or coating of germs that form on the teeth. It mixes with food and can irritate your gums. Little pieces of food will stay longer in the grooves of your teeth and the spaces between the teeth. This is where tooth and gum problems start, like tooth decay and gum disease.

One very important way to prevent tooth decay is by brushing your teeth every day with fluoride toothpaste. Brushing helps prevent plaque from building up on your teeth and gums. You should brush your teeth at least twice a day. You can brush your teeth in the morning when you wake up and again before you go to bed. It is also a good idea to brush after every meal. Use a soft toothbrush to clean your teeth. Make sure everyone in the house has his or her own toothbrush. By following these easy steps for brushing, you can have a healthy smile for a lifetime.



DISPLAY

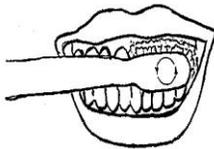
**Display and Review OHT 2 and Distribute H 2: Tooth Brushing Tips**

The right way to brush takes at least two minutes. Most people do not brush their teeth for that long.

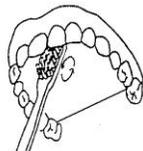
Brush any way that is comfortable, but DO NOT scrub hard back and forth.



DISTRIBUTE



Small circular motions are easy to do and work well.



Use the tip of your toothbrush to brush the inside of your front teeth.



Make sure you also reach your back teeth. Clean the tops and sides where the grooves are.



Be sure to brush the inside of your back teeth. Move your toothbrush to reach this area or use the tip of your toothbrush. Back teeth are harder to reach, so it is important to brush them well.

Brush your tongue for a fresh feeling.



READ

**Read the following:**

It is better to clean your teeth and gums well once every day than to clean them poorly many times a day. Cleaning your teeth is like building a house: to do a good job you need to work slowly and carefully.

## ACTIVITY 2

### Brushing Your Teeth

The purpose of this activity is to practice teaching others how to brush their teeth.

**Materials:** a toothbrush for each participant, H 2: Tooth Brushing Tips

**Time limit:** 10 minutes

1. Divide the participants into groups of two.
2. Using **H 2** as a guide, have the pairs practice teaching each other how to properly brush their teeth. Give the pairs about 5 minutes to practice.
3. After 5 minutes, ask for a volunteer to lead the group in brushing their teeth.
4. Have the group give the volunteer feedback.

### **Topic 2: Using Dental Floss**

**Read the following:**

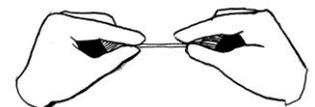
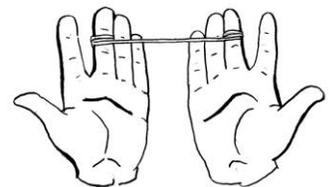
Cleaning between the teeth is also very important to prevent the buildup of bacteria and plaque. One way to clean between the teeth is with dental floss. Flossing gets rid of plaque and food from between the teeth and under the gums. These are places the toothbrush cannot reach. Plaque that is not removed can get hard and turn into tartar. If tartar stays on your teeth, it will irritate your gums and damage the bone, causing gum disease. Brushing and flossing cannot remove tartar. Only a dentist can. We will talk more about gum disease in Lesson 4.

**Note to the trainer:** Give each participant about a foot and a half of dental floss. Have the participants practice the tips below using the floss.

### **Display and Review OHT 3 and Distribute H 3: Flossing Tips**

Follow these tips when flossing:

- Take an 18 inch piece of floss and wind it around your middle fingers.
- Hold the floss tight with your thumb and index (pointer) finger.



DISTRIBUTE



READ

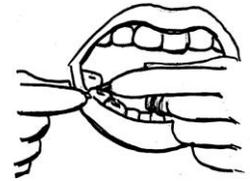
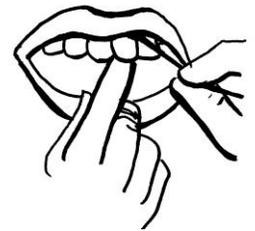


DISPLAY



DISTRIBUTE

- Gently slide the floss between your teeth. Do not snap it into place-this could harm your gums.
- Wrap the floss on the side of the tooth and gently slide it into the space between your tooth and gums. Move the floss up and down to rub the side of the tooth.
- Floss in between every tooth and the back of the last tooth.
- You should floss every day.



READ

***Read the following:***

Do not get discouraged. Flossing is a skill that takes practice. When you first start to floss, your gums may bleed. As you keep flossing every day, your gums will get healthier and the bleeding should stop. If the bleeding does not stop, you should have a dentist check your gums.

***Topic 3: Cleaning Your Child's Teeth and Gums***

?

ASK

**Ask the following question:**

- ❖ Is it important to clean a baby's mouth even if they don't have teeth?



READ

***Read the following:***

It is very important to keep your baby's mouth clean, even if they don't have teeth yet. Wiping your baby's gums with a clean, wet washcloth after they eat helps prevent bacteria from forming.

Small children cannot clean their teeth and gums well enough by themselves. They need help from older children or adults. Children learn a new habit by practicing it themselves. Until they are able to do a good job by themselves, they still need someone to help them. Here are a few tips for getting a good start on cleaning your child's teeth and gums.



DISPLAY

**Display and Review OHT 4 and Distribute H 4: How to Clean Your Child's Teeth and Gums**



DISTRIBUTE

- Before your child has any teeth, you should wipe their gums with a wet washcloth after every meal.
- When their first teeth show up, gently brush their teeth with a small, extra-soft toothbrush. Replace the toothbrush every three months, or when it is worn or frayed.
- Gently lift your baby's lips and cheeks to check the front teeth. Also, look and check the teeth and gums in the back of their mouth. Check for early signs of spots, stains, or sores on your baby's teeth and gums.

- If you see anything that does not look right, take your child to a dentist right away to have it checked.
- By the time your child is two years old, you should brush their teeth once or twice a day (after breakfast and before bedtime). You can brush your child's teeth by holding them in your arms or holding them on your lap.
- When you are sure that your child will spit and not swallow toothpaste, you should start using fluoride toothpaste. Use only a pea-sized amount of toothpaste. Young children tend to swallow most of the toothpaste. Swallowing too much of it can cause permanent stains on their teeth.
- Floss your child's teeth where there are two teeth that are touching.
- Be sure to take your child to the dentist regularly, starting around the first birthday.
- Ask your doctor or dentist if your child is getting enough fluoride each day. Fluoride helps prevent tooth decay and may be found in community tap water, toothpaste, and mouth rinses.



***Read the following:***

Remember to be a good example. Adults and older children can be role models for younger children. Older children can clean their own teeth but even they need reminders to brush their teeth and floss every day. They also need to be reminded to take their time. Taking a little time each day to clean your teeth and gums can help you keep your teeth for a lifetime.

***Topic 4: Summary***

**Display and Review OHT 5: Summary Points**

- ✓ Cleaning your teeth and gums every day can help you keep your teeth for a lifetime.
- ✓ Plaque is a sticky film or coating of germs that form on the teeth.
- ✓ If plaque is not removed, it can harden and turn into tartar and irritate the gums. Only a dentist can remove tartar.
- ✓ Brushing with fluoride toothpaste and flossing removes plaque and helps prevent tooth decay and gum disease.
- ✓ You should brush your teeth with fluoride toothpaste at least twice a day and floss the gums every day.
- ✓ Help your young children brush their teeth.



READ



DISPLAY

# Lesson 4: Protect your Smile from Gum Disease

## LESSON OVERVIEW

### Objectives:

By the end of the lesson, the Lay Health Worker will be able to:

1. Discuss the importance of healthy gums.
2. List the signs and symptoms of gum disease.
3. List the risk factors of gum disease.
4. Talk about ways to prevent gum disease.

### Estimated Time:

1 hour to 1 hour 15 minutes

### Materials:

- ❑ Overhead Projector
- ❑ Overhead Transparencies (OHT)
- ❑ Handouts (H)
- ❑ Easel paper/newsprint paper
- ❑ Easel
- ❑ Marker
- ❑ Tape

### Lesson Outline:

- Topic 1: Gum Disease
- Topic 2: Signs and Symptoms
- Topic 3: Risk Factors
- Topic 4: Preventing Gum Disease
- Topic 5: Dentist Visits
- Topic 6: Summary

# Protect your Smile from Gum Disease

## LESSON

### ACTIVITY 1

#### What do we know about gum disease?

**Materials:** none

**Time Limit:** no more than 15 minutes

1. Ask the group the following questions:  
What is gum disease?  
How do you think it looks?  
How do you think one gets gum disease?  
Is it contagious?  
Does anyone know someone with gum disease?
2. Allow for free discussion.
3. Once they are done, let the participants know that in this lesson they will learn about the gum disease, including things like: who can get it, and how it can be prevented.

#### ***Presentation of Objectives:***

#### **Display and Review OHT 1: Lesson 4 Objectives**

#### **Objectives**

By the end of the lesson, the Lay Health Worker will be able to:

1. Discuss the importance of healthy gums.
2. List the signs and symptoms of gum disease.
3. List the risk factors of gum disease.
4. Talk about ways to prevent gum disease.

#### ***Topic 1: Gum Disease***

#### ***Read the following:***

Cleaning your teeth every day and going to the dentist regularly can prevent gum disease. Regular visits to the dentist are important to find and treat gum disease early. If gum disease has already started, it can often be treated so that you don't lose your teeth. Most people do not know that they have gum disease because it does not hurt when it starts.



DISPLAY



READ



ASK

**Ask the following question:**

- ❖ Why do we need healthy gums?

Your gums are important for holding each tooth in place. They fit tightly around your teeth, and help to keep them strong. Healthy gums and teeth are important for eating, talking and smiling. Whatever your age, it is important to keep your mouth clean, healthy and feeling good. Remember; when you think of your teeth also think of your gums.



ASK

**Ask the following question:**

- ❖ Have any of you ever heard of gum disease?
- ❖ Can someone tell me what gum disease is?

**Read the following:**

Gum disease is a danger to the health of your teeth and gums. It may even have health effects on the rest of your body. The good news is that you can prevent gum disease with just a few minutes a day. We'll talk more about this later in the lesson.

Gum disease is also called periodontal disease. It starts as red and bleeding gums and can lead to an infection of the tissues and bone that hold the teeth in place.



ASK

**Ask the following question:**

- ❖ Can someone tell me what causes gum disease?

**Note to the trainer:** Ask the group to tell you what they remember about plaque from other lessons. If any of the information from the next section is not mentioned, please read it and discuss with the group.

**Display and Review OHT 2: Causes of Gum Disease**

- Gum disease is caused by plaque. Plaque is a sticky film or coating of bacteria that forms on the teeth, above and below the gum line. Everyone has bacteria in their mouth. But, the bacteria in plaque can irritate the gums and damage the bone.
- As we learned in Lesson 2, plaque can be removed by brushing and flossing. Plaque that is not removed can harden and turn into tartar. If tartar stays on the teeth, it will continue to irritate the gums and damage the bone.
- Brushing and flossing cannot remove tartar. Only a dentist can.



ASK

**Ask the following question:**

- ❖ What else do we know about gum disease?



READ



DISPLAY



DISPLAY

### **Display and Review OHT 3: Two Types of Gum Disease**

There are two main kinds of gum disease: gingivitis & periodontal disease.

➤ ***Gingivitis***

- Gingivitis is the mildest form of gum disease.
- When plaque and tartar are on the teeth for a long time they cause the gums to become red, swollen, and bleed easily.
- A person can stop gingivitis by brushing and flossing every day and by going to the dentist regularly for a cleaning. This type of gum disease does not cause a person's teeth to fall out.

➤ ***Periodontal Disease***

- When a person does not treat gingivitis, it can turn into periodontitis (this means swelling around the tooth).
- Periodontal disease is the more advanced form of gum disease.
- The gums and bone that hold the teeth can become damaged and loose and if it is left untreated, they may have to be removed.
- It is important to treat gum disease early before it spreads to the tissues and bone.

### ***Topic 2: Signs and Symptoms***



ASK

**Ask the following question:**

- ❖ What are the signs and symptoms of gum disease?

***Read the following:***

The early symptoms of gum disease look like gingivitis. But by the time we notice most of the signs and symptoms of gum disease, the disease is already in its advanced stages. The signs and symptoms include:

### **Display and Review OHT 4: Signs and Symptoms**

#### **Distribute and Refer to: H 1: Prevent and Protect Yourself from Gum Disease**

- Red, swollen, or tender gums
- Gums that bleed easily when a person brushes or flosses their teeth
- Gums that have pulled away from the teeth and are not tight around the teeth
- Bad breath or bad taste in the mouth that does not go away
- Pus between the teeth and gums
- Adult teeth (one or more) that become loose or change position
- A change in the way the teeth fit together when a person bites
- A change in the fit of partial dentures



READ



DISPLAY



DISTRIBUTE



DISPLAY

## ACTIVITY 2

### QUIZ:

### Do You Have Gum Disease?



DISTRIBUTE

The purpose of this activity is for the participants to become more familiar with the signs and symptoms of gum disease.

**Materials:** H 2: and OHT 5: Do You Have Gum Disease?

**Time Limit:** 5-10 minutes

1. Pass out **H 2** to the group.
2. Give the participants about 5 minutes to complete. Let the participants know that their answers will not be shared with the rest of the group.
3. Go over each question with the group (**OHT 5**) and answer any questions they have about signs and symptoms.

**Note to the trainer:** Let the participants know that H 2 can be used in the community to get people to think about their dental health.

### **Topic 3: Risk Factors**

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ASK

**Ask the following question:**

- ❖ Can anyone tell me what a risk factor is? (*Possible responses may include: something that raises your chances of getting sick, things that are bad for you, etc.*)



READ

**Read the following:**

Plaque is the main cause of gum disease, but there are certain things that can increase our chances of getting a disease or illness. Some things we can control and others we cannot.

Anyone can get gum disease but some people may be more at risk of getting it. Factors that may cause someone's gums to have problems are:

### **Display and Review OHT 6: Risk Factors**



DISPLAY

- ❑ **Smoking or tobacco use**  
Smoking, dipping, or chewing tobacco raises the chances of getting gum disease.

- ❑ **Diabetes**  
People with diabetes have a greater chance of getting infections like gum disease. Gum infections can make it hard to control blood sugar. Once a gum infection starts, it can take a long time to heal. If the infection is severe, teeth can become loose and may have to be taken out.
- ❑ **Genes**  
Parents or grandparents may pass on certain genes that give a person more of a chance of getting gum disease.
- ❑ **Hormonal changes**  
For women, puberty, pregnancy and menopause are times when hormones change and can affect the gums. These changes make the gums more sensitive and make it easier for gum disease to develop. Pregnant women who have gum disease have a higher chance of giving birth to a baby early and with low birth weight.
- ❑ **Stress**  
Stress can be linked to gum disease because it makes it more difficult for the body to fight off infections.
- ❑ **Medicines**  
Some medicines may affect a person's gums, so it is important that people ask their doctor if any of the medicines they are taking can do so.
- ❑ **Poor nutrition**  
A diet without certain nutrients can make it harder for your body to fight off infections, like gum disease.
- ❑ **Other health problems**  
People who have diseases like cancer or AIDS may receive treatments that can affect the health of their gums. Also, people with gum disease may be at higher risk for developing heart disease, stroke, and respiratory disease.

### ***Topic 4: Preventing Gum Disease***

**Ask the following question:**

- ❖ How can a person prevent gum disease?

**Note to the trainer:** Possible answers may be: brushing and flossing every day, going to the dentist regularly, etc.

**Display and Review OHT 7: Preventing Gum Disease**



ASK



DISPLAY



READ

**Read the following:**

A person can easily prevent gum disease by practicing good dental habits and taking care of their teeth and gums. A person can protect their gums the same way that they would protect their teeth, by brushing and flossing every day. You can also prevent gum disease by eating healthy foods and visiting the dentist regularly.

?

ASK

**Ask the following question:**

- ❖ How can eating healthy prevent gum disease?

**Read the following:**

Your diet is important for your health as well as your dental health by helping prevent gum disease.



READ

- Eat different kinds of foods including fruits, vegetables, meats, nuts, seeds, grains, breads, milk and dairy products. Eating from all the food groups is important for your body to get all of the nutrients it needs for good health.
- Control the number of snacks that you eat. Each time you eat food that contains sugars or starches, the teeth are attacked by acids for some time after you eat. These acids are very powerful and can destroy the hard enamel that covers your teeth. Remember, that is how cavities start.
- If you do snack, eat healthy foods, like cheese, raw vegetables, or fresh fruit.
- Stay away from sweets between meals. If you do eat sweets, it is best to eat them with your meal. Foods that you eat as part of a meal aren't as bad for your teeth. This is because when you eat a meal, your mouth makes more saliva to help wash foods out of the mouth. Saliva also controls the damage from acids to your teeth.
- Good nutrition helps you fight infections, like gum disease.

**Topic 5: Dentist Visits**

?

ASK

**Ask the following questions:**

- ❖ How many of you have been to the dentist?
- ❖ How was it?
- ❖ What did the dentist do?

**Read the following:**

Regular visits to the dentist are important to find gum disease and treat it early. If you already have gum disease, it can often be treated to prevent tooth loss.



READ

You may find people in the community who have never been to a dentist. To help them feel better about going to the dentist, let's talk about what happens during a regular dental check-up.



ASK



READ



DISTRIBUTE



DISPLAY

During regular dental visits, the dentist may clean your teeth to remove plaque and tartar and put some fluoride on your teeth. The dentist may also give you tips on how to keep your teeth and gums healthy. If you have diabetes or are taking any medicines, the dentist may give you special instructions for taking care of your teeth and gums. During the check-up, the dentist will examine your teeth and gums to look for any problems, like cavities or gum disease.

**Ask the following question:**

- ❖ How does the dentist find cavities?

**Read the following:**

Most cavities are found in the early stages during regular dental visits. There are many ways to find cavities, but the most common is by doing a clinical exam and taking X-rays.

During a clinical exam, a dentist uses a mirror and a hand-held instrument, called an “explorer” to touch the tooth to look for cavities. If the dentist finds a soft part of the tooth, it is probably a cavity.

X-rays of the teeth are useful in finding cavities between teeth and under the gum-line. X-rays may find some cavities before the eye can see them.

There are different ways to treat cavities. You should talk to the dentist about which option is best for you.

It is important to find a clinic where you can get regular dental care. Remember, going to the dentist regularly, every six months, gives the dentist a chance to find any problems early before you feel any pain. Being afraid of the dentist keeps people away from dental care. If you are worried, ask your dentist about new ways to help you feel better about your dental visits.

**Distribute and Refer to H: 3 Tooth Decay is Preventable**

**Topic 6: Summary**

**Display and Review OHT 8: Summary Points**

- ✓ Your gums are important for holding each tooth in place. They fit tightly around your teeth, and help to keep them strong.
- ✓ Gum disease is an infection of the tissues and bone that hold the teeth.
- ✓ Red, swollen, tender or bleeding gums may be signs of gingivitis, or the beginning of periodontal disease.
- ✓ Loose teeth or teeth that move can be a sign of periodontal disease.
- ✓ The main cause of gum disease is plaque.
- ✓ Other factors such as smoking tobacco or having diabetes may affect your gums.
- ✓ Brushing and flossing carefully everyday helps prevent gum disease.

- ✓ Good nutrition can help prevent infections like gum disease.
- ✓ Regular dental visits are important to find gum disease and treat it in its early stages.

# Lesson 5: Growing Up with Healthy Smiles

## LESSON OVERVIEW

### Objectives:

By the end of the lesson, the Lay Health Worker will be able to:

1. Discuss the importance of baby teeth for a child's growth and development.
2. Describe what Baby Bottle Tooth Decay is.
3. Identify the causes of Baby Bottle Tooth Decay.
4. List ways to prevent Baby Bottle Tooth Decay.
5. List ways for putting a child to sleep without the bottle.

### Estimated Time:

1 hour

### Materials:

- Overhead Projector
- Overhead Transparencies (OHT)
- Handouts (H)
- Easel paper/newsprint paper
- Easel
- Marker
- Tape

### Lesson Outline:

Skit

- Topic 1: Why are Baby Teeth Important?  
Topic 2: Baby Bottle Tooth Decay  
Topic 3: How to Prevent Baby Bottle Tooth Decay  
Topic 4: Putting Your Baby to Sleep without a Bottle  
Topic 5: Summary

# Growing up with Healthy Smiles

## LESSON

### ACTIVITY 1

#### SKIT:

#### Growing up with Healthy Smiles

**Materials:** 2 volunteers, H 1: Skit

**Time Limit:** no more than 15 minutes

1. Ask the group for two volunteers to read and act out the following skit.
2. Give the volunteers **H 1** and let them review the skit a few minutes before they act it out.
3. When the volunteers have finished, ask the group the following questions and encourage discussion:
  - What happened in this skit/drama?
  - What is the problem?
  - What caused this problem?
  - How can it be solved?
  - Does this problem exist in your community?
  - What do you think about the skit?

#### ***Presentation of Objectives:***

#### **Display and Review OHT 1: Lesson 5 Objectives**

#### **Objectives**

By the end of the lesson, the Lay Health Worker will be able to:

1. Discuss the importance of baby teeth for a child's growth and development.
2. Describe what Baby Bottle Tooth Decay is.
3. Identify the causes of Baby Bottle Tooth Decay.
4. List ways to prevent Baby Bottle Tooth Decay.
5. List ways for putting a child to sleep without the bottle.

#### ***Topic 1: Why are Baby Teeth Important?***

***Read the following:***

Healthy Smiles for a Lifetime-An Oral Health Training Curriculum for Promotores  
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DISTRIBUTE



DISPLAY



READ

Remember when your child began to get their teeth. Think about how excited you were when that first tooth came in. What did that mean to you? Maybe you were proud that your little one was growing up and would soon be able to chew foods.

Do you remember when your child lost their first tooth or when you lost your first tooth? Several years probably went by after getting your first baby tooth and losing your first tooth. What if you lost all your baby teeth by the time you were five years old?

**?**

ASK

**Ask the following questions:**

- ❖ How do you think that would affect your health?
- ❖ Can anyone tell me how many baby teeth there are?
- ❖ Do you know how long they last?

Let's learn about baby teeth. There are 20 baby teeth, also called primary teeth. The baby teeth are used during childhood – some of them until a child is 10 or 12 years old.

Many people think that baby teeth are not important because the child is going to lose them. But, now we know that baby teeth are important for healthy growth and development in children. That is why it is important to start good health habits early so that our teeth last a lifetime.

**?**

ASK

**Ask the following question:**

- ❖ Why are baby teeth important? (*Offer some responses*)

**Note to the trainer:** Write down the group's answers on easel paper and then review OHT 2.



DISPLAY

**Display and Review OHT 2: Why are Baby Teeth Important?**

Children need strong healthy teeth:

- ◆ To bite and chew food
- ◆ To speak clearly
- ◆ To smile nicely
- ◆ For the child's appearance and self-confidence



READ

***Read the following:***

Baby teeth are important because they help form the shape of the face. Baby teeth also save spaces needed for adult teeth by guiding them into place so they can grow straight. If a baby tooth is lost too early, the adult teeth may come in crooked or crowded. Just like an adult, the way a child's mouth feels and looks affects how they speak and relate with others.

**?**

ASK

**Ask the following question:**

- ❖ Can you think of other reasons why baby teeth are important? (*Offer some suggestions*)

**Topic 2: Baby Bottle Tooth Decay**

**Read the following:**

When your baby starts to cry, do you give them a bottle of milk, fruit juice, or some other sweet drink to calm them? Do you also give your baby a bottle at naptime or bedtime? Did you know these habits can cause your baby's teeth to get cavities?

**Ask the following question:**

- ❖ What is Baby Bottle Tooth Decay?

**Display and Review OHT 3: Baby Bottle Tooth Decay**

- Tooth decay, or cavities, in infants and children is called Baby Bottle Tooth Decay.
- It is a dental problem that can destroy the teeth of a young child.
- It often happens in the upper front teeth but it can happen to any tooth.
- The cavity starts as a white spot on the surface of the tooth. At this point the decay may be stopped or reversed.
- The sooner white spots are found the sooner the cavity can be stopped.
- If white spots are not stopped, they may become a cavity very quickly.
- Tooth decay can start as soon as a tooth appears in the mouth.

**Display and Review OHT 4: Healthy Teeth and Tooth Decay**

**Ask the following question:**

- ❖ What causes Baby Bottle Tooth Decay?

**Display and Review OHT 5: Causes of Baby Bottle Tooth Decay**

**Read the following:**

- Baby Bottle Tooth Decay happens when sugary liquids from a bottle stay on the teeth for a long time. This can happen if you let your child suck on a bottle or breastfeed for a long time, like when they are asleep.
- Plaque is a sticky film or coating of germs that forms on the teeth. The plaque mixes with the sugars in the liquid to form acids in the mouth. The acids attack the teeth and cause cavities.



READ



ASK



DISPLAY



DISPLAY



ASK



DISPLAY



READ

- Any drinks that contain sugar may cause Baby Bottle Tooth Decay, like:
  - Fruit Juice
  - Juice drinks (Juice and sugar, like: Hi-C, Capri Sun, Jumex, etc.)
  - Drinks with added sugar (Kool-Aid)
  - Sweetened tea
  - Soda
  - Milk
  - Infant formula

### **Topic 3: How to Prevent Baby Bottle Tooth Decay**

#### **Read the following:**

Baby Bottle Tooth Decay can cause a lot of pain and can lead to expensive doctor's visits. But Baby Bottle Tooth Decay can do more than damage the teeth: It can also affect how your child talks and communicates, how they eat or play, and how they relate to others. Many parents do not know that baby's teeth can decay. By the time they notice the decay, it may be too late to save the teeth. You can stop this from happening to your child.

#### **Ask the following question:**

- ❖ After learning about Baby Bottle Tooth Decay and what causes it, how do you think it can be prevented?

**Note to the trainer:** Write down the group's responses on the easel paper. The answers should include responses from the next section. If any information has not been mentioned, please read and talk about it with the participants.

#### **Display and Review OHT 6 and Distribute H 2: Preventing Baby Bottle Tooth Decay**

#### **Read the following:**

- Before your baby is even born, it is important to think about how you and your baby will stay healthy. One thing you can do is **eat a well-balanced diet when you are pregnant.**
- It is also important to think about how you will feed your baby. **Breastfeeding is the best way to feed your baby.**
- If you do not breastfeed, **put your child to bed without a bottle at bedtime or naptime.**
- **If your child needs a bottle to sleep, fill it with plain water or use a clean pacifier.** (*Tip: You may need to start by slowly adding water to the bottle until you are only giving water to your child.*)



READ



ASK



DISPLAY



DISTRIBUTE



READ

- **Do not use the bottle as a pacifier during the day.** Only give your baby a bottle during meals. Drinking from a bottle filled with sweet drinks all day long will cause tooth decay.
- **If your baby uses a pacifier, do not dip it in anything sweet like sugar or honey.**
- **At around the age of six months, begin teaching your child to drink from a cup.** Drinking from a cup does not cause the liquid to collect around the teeth, like with a bottle, but it should still not be taken to bed.
- **Close to your child's first birthday, begin to slowly take the bottle away.**
- **Do not give your child drinks like sodas, Kool-aid, sweetened tea and other sweet drinks.**
- **Encourage older children to eat low-sugar snacks, like whole fruits, cheese and fresh vegetables instead of cookies and candy or fruit in syrup.** Do not give your child sticky and chewy candy.

It is important to start healthy habits early so that your children grow up knowing how to be healthy and how to prevent problems as they get older. It only takes a few minutes a day to care for your child's teeth. This will help your child's smile have a healthy beginning.

#### **Display and Review OHT 7: Clean and Check Your Baby's Teeth**

- Clean your baby's mouth and gums with a clean, wet washcloth after each meal. When their first teeth show up gently brush their teeth using a small, extra-soft toothbrush.
- Gently lift your baby's lips and cheeks to check the front teeth. Also look and check the teeth and gums in the back of their mouth. Check for early signs of spots, stains or sores on your baby's teeth and gums.
- If you see anything that does not look right, take your child to a dentist right away to have it checked.
- Be sure to take your child to the dentist regularly, starting around their first birthday.
- Ask your doctor or dentist if your child is getting enough fluoride each day. Fluoride helps prevent tooth decay and can be found in tap water, toothpaste, and mouth washes.

#### ***Topic 4: Putting Your Baby to Sleep without a Bottle***

**Ask the following question:**

- ❖ What can you do to make your baby comfortable at bedtime?

Your child may cry or fight when going to sleep. The following tips may help your child feel secure, calm and may help them go to sleep easier.

#### **Display and Review OHT 8: Comforting Your Baby without a Bottle**



DISPLAY

?

ASK



DISPLAY

- ♥ Give them a clean pacifier instead of the bottle.
- ♥ Hold and rock your child.
- ♥ Hold your child in your arms, walk slowly and gently pat their back.
- ♥ Sing to them or play music.
- ♥ Use a musical toy.
- ♥ Give them a favorite blanket or toy.
- ♥ Read to your child.
- ♥ Give them a back rub.
- ♥ Give them a warm bath before bedtime.
- ♥ Remember, you are making these changes out of love.

## ACTIVITY 2

### DISCUSSION: Comforting Children to Sleep

The purpose of this activity is to share ideas and experiences of comforting a child without using a bottle.

**Materials:** none

**Time Limit:** 10 minutes

1. Divide the group into three small groups.
2. Have each group discuss ways to put children to sleep using the following questions:
  - Does anyone want to share their experiences with their own children?
  - Have you tried any of these?
  - Which ones worked for you?
  - What did you do?
3. Give the groups about five minutes to discuss.
4. Have one person from each group report back to the full group about what they discussed.
5. Give feedback to the suggestions given by the participants. If any of the answers are incorrect, inappropriate or harmful to children be sure to correct.

### ***Topic 5: Summary***

**Display and Review OHT 9: Summary Points**

**Distribute H 3: Growing up with Healthy Smiles**



DISPLAY



DISTRIBUTE

- ✓ Baby teeth are important for healthy growth and development in infants and young children.
- ✓ Tooth decay can start as soon as baby teeth appear in the mouth.
- ✓ Tooth decay in infants and young children is called Baby Bottle Tooth Decay.
- ✓ Baby Bottle Tooth Decay happens when the baby sucks for a long time on a bottle filled with liquid that has sugar, like juice or milk.
- ✓ Putting your baby to bed or naptime without a bottle can prevent Baby Bottle Tooth Decay.
- ✓ Start to teach your child to drink from a cup around six months and slowly take away the bottle by age one.

# Lesson 6: First Aid for your Smile

## LESSON OVERVIEW

### Objectives:

By the end of the lesson, the Lay Health Worker will be able to:

1. Discuss what to do for certain dental injuries.
2. Identify the causes of a toothache and how to treat it.
3. List possible problems of tooth loss.
4. Describe ways to help with healing after an extraction.
5. Name ways to prevent tooth loss.

### Estimated Time:

1 ½ hours

### Materials:

- ❑ Overhead Projector
- ❑ Overhead Transparencies (OHT)
- ❑ Handouts (H)
- ❑ Easel paper/newsprint paper
- ❑ Easel
- ❑ Marker
- ❑ Tape

### Lesson Outline:

- Topic 1: Dental Injuries  
Topic 2: Toothaches  
Topic 3: When a Tooth has to be Pulled Out  
Topic 4: Preventing Tooth Loss  
Topic 5: Summary

# First Aid for your Smile

## LESSON

### ACTIVITY 1

#### Participant Testimonial

**Materials:** none

**Time Limit:** no more than 15 minutes

1. Ask the group for 1 or 2 volunteers to share a personal story about a dental/oral injury. Give them examples of dental injuries like a broken tooth, knocked out tooth, bitten tongue, etc. Ask them how it felt physically, how it felt emotionally, and what they did to treat it.
2. Ask the participants how they think this could have been prevented?
3. Encourage the participants to ask questions.
4. Once they are done, let the participants know that in this lesson they will learn about the different types of dental injuries, and simple first aid for them.

#### ***Presentation of Objectives:***

#### **Display and Review OHT 1: Lesson 6 Objectives**

#### **Objectives**

By the end of the lesson, the Lay Health Worker will be able to:

1. Discuss what to do for certain dental injuries.
2. Identify the causes of a toothache and how to treat it.
3. List possible problems of tooth loss.
4. Describe ways to help with healing after an extraction.
5. Name ways to prevent tooth loss.

#### ***Topic 1: Dental Injuries***

#### ***Read the following:***

Every tooth in our mouth is important for talking, eating and keeping teeth in their place. When adult (permanent) teeth grow into place it is natural to lose baby (primary) teeth. Tooth loss does not have to happen in adults. Simple first aid for our teeth can help prevent tooth loss caused by injuries to our teeth. Knowing what to do in a dental emergency can make the difference between saving and losing a tooth. Time is really important in saving teeth.



DISPLAY



READ



READ

**Read the following:**

Most dental injuries happen in children, but they can happen to people of all ages. Dental injuries can happen in a car or sports accident, an intentional (*injury made to the teeth/tooth on purpose*), or falls at home or in the fields. If your tooth or your child's tooth is injured, or if the tooth has been knocked out, you need to get to a dental office or clinic as soon as possible. That tooth may be able to be saved. The treatment needed for a dental emergency will depend on the type of injury and how serious it is. But, sometimes teeth cannot be saved and the tooth may need to be pulled.



DISPLAY

Let's look at a few types of dental injuries and talk about what you should do in these situations.

**Display and Review OHT 2 and Distribute H 1: Dental Injuries**



DISTRIBUTE

➤ **Loose Tooth**

- A loose tooth in a child, ages 5 to 11, may be a sign of an adult tooth pushing the baby tooth out.
- A loose tooth, especially in adults, can be a sign of disease or injury.
- Loose teeth should be checked by a dentist as soon as possible.

➤ **Something Caught Between the Teeth**

- Try to gently remove something caught between your teeth with dental floss.
- Slide the floss carefully in between the teeth so that you don't cut the gums.
- If you do not have floss, you can try to use a piece of thread.
- Do not use a sharp or pointed object.
- If you cannot remove it, go to a dental office or clinic.

➤ **Bitten Tongue or Lip**

- Clean the area gently with a cloth.
- Put direct pressure to the injured area. Place a cold cloth or ice wrapped in a cloth on the lip or tongue to keep the swelling down.
- If the bleeding does not stop or the injury is severe, CALL 911 if possible. If not, go to a hospital emergency room immediately.

➤ **Broken or Chipped Tooth**

- Rinse your mouth with water to keep the area clean.
- To keep the swelling down, place a cold cloth or ice wrapped in a cloth on the face next to the injured tooth.
- Go to a dental office or clinic as soon as possible.

➤ **Knocked-Out Tooth**

By acting quickly during an emergency, an adult tooth that has been knocked out can often be saved and last for many years. It is important to be prepared and know what to do. Be sure to act quickly but calmly and to follow these steps:

- Find the tooth and pick it up by the crown (the chewing surface), not by the root.
  - If the tooth is dirty, gently rinse it with clean water.
    - ❖ **DO NOT** scrub the tooth.
    - ❖ **DO NOT** use soaps or chemicals.
    - ❖ **DO NOT** dry the tooth.
    - ❖ **DO NOT** wrap it in a tissue or cloth.
  - If it is an adult tooth, try to put the tooth back in its space again and bite down gently on gauze or a wet tea bag to keep the tooth in its place (tooth socket). Be careful not to swallow the tooth. The sooner the tooth is put back in, the better the chance it can be saved.
  - If you cannot put the tooth back into its space, put it in a container, cup, or plastic bag and cover it with milk or water.
  - If the tooth is a baby tooth (primary tooth), **DO NOT** try to put the baby tooth back into the mouth.
  - After a tooth is knocked out, there may be some bleeding. To help stop the bleeding, bite firmly on a piece of gauze for about 30 minutes. Place new gauze over the area and bite firmly for about another 30 minutes. Keep doing this until the bleeding stops.
  - **Go to a dental office or clinic immediately.** The sooner you get dental attention, the more likely it is to successfully replace the tooth.
- **Possible Broken Jaw**
- If you think your jaw is broken, wrap the jaw with a towel or a bandana to prevent the jaw from moving.
  - Get someone to CALL 911 if it is possible, if not go to a hospital emergency room immediately.
  - If there is not a hospital nearby, go to the nearest Migrant Health Center, and if you do not know where one is, get someone to call the Call for Health Line at-1-800-377-9968 to find out.

**Read the following:**

As we have seen from the curriculum, many injuries and accidents can happen on the field or while at work. For this reason, it is important to follow the first aid instructions above and to let your field supervisor know of your injury immediately so that they can get more help if needed.

**Topic 2: Toothaches**

**Ask the following question:**

- ❖ What causes a toothache?

**Read the following:**



READ



ASK



READ

Dental injuries can hurt a tooth, bone, or gums causing a toothache. Gum disease or tooth decay can also cause an infection that may give you a toothache. When there is an infection, pus can form on the inside of a tooth, at the end of the root, or in the jawbone. This formation of pus is called an abscess. As more pus collects, it will cause a lot of pressure on the tooth and gum. This is why an abscess causes a lot of pain. It is important to know that these infections can spread to other parts of the mouth, face, or body and cause other complications. So, it is important that you see your dentist right away.

If you have ever had a toothache, you know it can be very painful. Here are a few steps you can follow if you have a toothache.



DISPLAY

### **Display and Review OHT 3 and Distribute H 2: Toothaches**



DISTRIBUTE

- Rinse your mouth with water to keep the area clean.
- Use a toothbrush or dental floss to gently remove any food that might be caught in the tooth.
- If there is swelling, place a cold cloth (or ice wrapped in a cloth) on the face next to the sore tooth. (Do not use heat).
- Do not put aspirin on the gums or around the aching tooth because it can burn the mouth and do more harm than good.
- Go to a dental office or clinic, as soon as possible, to find out if the tooth can be fixed or if the tooth needs to be pulled (extracted).
- Some of the treatments for toothaches are getting a filling, a crown, treatment of the tooth nerve (root canal), or special gum treatment.
- Sometimes a tooth cannot be saved and it may need to be taken out. When a tooth is taken out, it is called an extraction.
- An extraction should be the last choice for treatment. Your natural teeth work best. If possible, always try to save your teeth instead of having them pulled.

### ***Topic 3: When a Tooth has to be Pulled Out***

Sometimes teeth have to be pulled because of an infection as a result of tooth decay, gum disease or an injury. Losing a tooth can cause some problems.



ASK

**Ask the following question:**

- ❖ What are some problems you may have if you lose a tooth?



DISPLAY

### **Display and Review OHT 4: Possible Problems with Tooth Loss**



READ

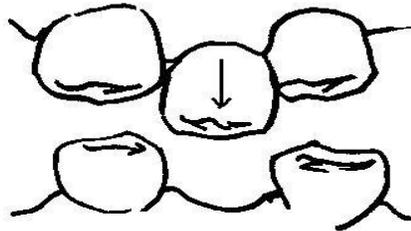
***Read the following:***

Every tooth in your mouth is important for talking, chewing and in keeping teeth in their place.

- If a back tooth is pulled out, other back teeth may move into its space.



- The teeth on each side of the space may begin to move into the space. Because there is no tooth to bite on and give pressure the same tooth in the opposite jaw may grow longer.



- If teeth move, they may cause problems in chewing food and may change the shape of your face.
- If you do lose teeth, they should be replaced. Teeth and gums work best when you replace a lost tooth.
- There are several treatments available to replace some or all of your missing teeth. These include bridges, partial dentures, full dentures, or implants. Ask your dentist about these different options.

After a tooth has been taken out, the area usually takes a few days to heal. In the meantime, there are a few things you need to do to help heal, prevent complications, make you comfortable, and help your mouth heal.

**Note to the trainer:** Tell the participants the following: **It is important to remember that after a tooth is pulled out (or extracted), you should follow the instructions and directions of your dentist. If you have pain that is severe or lasts for a long time, swelling, bleeding, or fever, call your dentist immediately. The following information about healing, after a tooth is pulled out, should not replace the advice of your dentist.**

**Display and Review OHT 5 and Distribute H 3: Healing after a Tooth is Pulled Out**



DISPLAY



DISTRIBUTE

➤ **Anesthetic**

- An anesthetic is a drug that causes the mouth or other part of the body to feel numb. Dentists use anesthetics when they have to pull out a tooth so that you don't feel pain.
- The amount of time your mouth will be numb after an extraction depends on the type of anesthetic you have received.
- While your mouth is numb, be careful not to bite your cheek, lip or tongue because the place you have bit will hurt after the numbness wears off.
- The numbness should go away in a few hours.

➤ **Bleeding**

- Some bleeding is expected after an extraction. To stop the bleeding, bite firmly on a piece of gauze for about 30 minutes. Place new gauze over the extraction area and bite firmly for about another 30 minutes. Repeat if necessary.
- If the bleeding does not stop in about two hours, wet a tea bag, and bite on it firmly until the bleeding stops. If this does not help, call the dentist.

➤ **Blood Clot**

- A blood clot forms after an extraction. This is an important part of healing. You should stay away from things that will bother the blood clot.
- The first day after your extraction, **do not** smoke, rinse, spit, or blow your nose hard and **do not** use a straw for drinking. These things may bother the blood clot, cause pain, and make the healing take longer.
- For the first day after an extraction, try not to lift anything heavy, work in the fields where you are bending, or spend a lot of time in the sun.

➤ **Rinsing**

- After the first day, rinse your mouth **gently** with warm salt water.
- Remember to **NOT** rinse strongly because this can disturb the blood clot.
- Do not use mouthwash during the first few days. This will burn the area and be painful.

➤ **Medicines**

- Your dentist may give you medicines to help with pain and prevent infection.
- If you get medicines, follow the instructions from your dentist or pharmacist.

➤ **Swelling and Pain**

- After a tooth is pulled, you may have some pain and see some swelling.
- To help lessen the swelling and pain, place a cold cloth or ice wrapped in a cloth on the face next to the pulled tooth.

➤ **Food and Drinks**

- Drink lots of liquids and eat healthy, soft food.
- It is important that you maintain a healthy diet so that your mouth can heal.
- Do not drink anything hot or alcoholic.

- For about two days, try to chew food on the opposite side of where the tooth was pulled.
- **Brushing and Flossing**
  - It is important that you keep brushing and flossing your teeth after the first day to help get rid of the bad breath and taste that happens after a tooth is pulled.
  - After the first day, you may brush your teeth and **gently** let the water flow from your mouth. Do not spit.
  - Always use a soft toothbrush.
  - Do not use toothpicks after you have a tooth pulled because you may hurt the area where the tooth was.
  - Do not use mouthwash during the first few days. This will burn the area and be painful.

### **Topic 4: Preventing Tooth Loss**

**Ask the following question:**

- ❖ Think about what we have learned about preventing cavities, gum disease, and dental injuries. What can you do to prevent tooth loss?

**Note to the trainer:** Write answers on the easel paper. Responses should include answers from the following section. Review OHT 6 for any information that is not included.

**Read the following:**

Tooth loss does not have to be a necessary part of life. You can prevent tooth loss by taking care of your teeth and gums and leading a safe, healthy life. You can do this by practicing the following:

### **Display and Review OHT 6 and Distribute H 4: Preventing Tooth Loss**

- Drink water with fluoride, if possible.
- Brush your teeth every day with fluoride toothpaste.
- Use other fluoride products like mouth washes.
- Floss your teeth every day.
- See your dentist every six months.
- Remember you can visit the Migrant Health Center Dental Clinic in your area.
- Get dental sealants to protect the biting surfaces of your teeth.
- Eat a balanced diet with healthy snacks.
- Do not eat a lot of foods that are high in sugar.
- Do not smoke or use other tobacco products.



ASK



READ



DISPLAY



DISTRIBUTE

### KEEP IN MIND:

- Always wear your seatbelts and use child car seats for children under 4 when in your car.
- Have children follow safety rules when they are playing to prevent falls and dental injuries, like no pushing and shoving or running with dangerous objects.
- Wear mouth guards and helmets when playing sports and recreational activities.
- Be careful when working around farm animals, farming equipment or machinery. Do not use farm equipment or machinery unless you have been trained to use it.
- Always be careful when using ladders or hand held equipment that may cause dental injuries.

## **Topic 5: Summary**

### **Display and Review OHT 7: Summary Points**

- ✓ Knowing what to do in a dental emergency can make the difference between saving and losing a tooth.
- ✓ If your tooth is injured or has been knocked out, you need to go to a dental office or clinic as soon as possible.
- ✓ The treatment needed for a dental injury will depend on type of injury and how serious it is.
- ✓ Toothaches may be caused by dental injuries, tooth decay, or gum disease.
- ✓ Sometimes teeth cannot be saved and the tooth may need to be pulled (extracted).
- ✓ Pulling out a tooth should be the last option for treatment. Your natural teeth work best. If possible, always try to save your teeth instead of having them pulled.
- ✓ One possible problem of tooth loss is that other teeth in your mouth may move. This may cause problems in chewing and eating and may change the shape of your face.
- ✓ After a tooth is pulled out, you should follow the instructions and directions of your dentist. The extraction area should heal in a few days. If you have long lasting or severe pain, swelling, bleeding, or fever, call your dentist immediately.
- ✓ You can prevent tooth loss by brushing your teeth with fluoride tooth paste, flossing daily, getting dental sealants, eating a balanced diet and having regular dental visits.



DISPLAY

# Lesson 7: Building Healthy Smiles in your Community

## LESSON OVERVIEW

### Objectives:

By the end of the lesson, the Lay Health Worker will be able to:

1. Identify basic principles of popular education.
2. Identify common teaching methods used in popular education.
3. Use specific teaching methods and strategies for sharing dental health messages in the community.

### Estimated time:

1 hour 30 minutes

### Materials:

- ❑ Overhead Projector
- ❑ Overhead transparencies (OHT)
- ❑ Handouts (H)
- ❑ Easel
- ❑ Easel paper/newsprint paper
- ❑ Markers
- ❑ Tape
- ❑ Music (radio or CD)

### Lesson Outline:

- Topic 1: Popular Education
- Topic 2: Using Popular Education in the Community
- Topic 3: Teaching Methods
- Topic 4: Teaching Methods Practice
- Topic 5: Conducting Group Sessions
- Topic 6: Conducting One on One Sessions
- Post Test

# Building Healthy Smiles in your Community

## LESSON

**Note to the trainer:** Steps 1-3 of the following activity need to be prepared for in advance.

### ACTIVITY 1

#### The Cabbage

The following activity can be used as a fun and interactive review of the material covered in the training.

**Materials:** 12 sheets of plain paper, marker, music (radio or CD player)

**Time:** 10 minutes

1. Take 12 sheets of blank paper and write down the following 12 phrases, each on a separate piece of paper:
  - *Name two ways to prevent Baby Bottle Tooth Decay*
  - *True or False: Baby teeth are not important because we are going to lose them anyway*
  - *What causes gum disease?*
  - *Name two ways to put a baby to sleep without a bottle*
  - *Name two ways to prevent tooth decay*
  - *Name two things that contain fluoride*
  - *Name three types of tooth decay*
  - *Name three signs and symptoms of tooth decay*
  - *Name two risk factors of gum disease*
  - *Name one reason why people do not go to the dentist and how you as a Lay Health Worker can address it*
  - *Why is it important to brush and floss every day?*
  - *Name two ways to prevent tooth loss*
2. Crumple one piece of paper into a ball.
3. Wrap the next sheet of paper around the first piece and continue with the other sheets of paper until you have a layered crumpled ball of paper, creating a sort of lettuce or cabbage.
4. Have the participants form a circle.
5. Give one participant the cabbage to hold.
6. Turn on the music and have the participants throw the cabbage to each other.
7. When the music stops, whoever has the cabbage in hand, must peel off a sheet of paper, read the question or statement and answer it.
8. Each participant should be allowed to answer by them self.

9. If the participant feels uncomfortable, let them know it is OK to call on someone in the group to help them out.

### ***Presentation of Objectives:***

#### **Display and Review OHT 1: Lesson 7 Objectives**

##### **Objectives:**

By the end of the lesson, the Lay Health Worker will be able to:

1. Identify basic principles of popular education.
2. Identify common teaching methods used in popular education.
3. Use specific teaching methods and strategies for sharing dental health messages in the community.

#### ***Topic 1: Popular Education***

##### **Ask the following questions:**

- ❖ Has anyone heard of Popular Education?
- ❖ What does the word “popular” mean to you?

**Note to the trainer:** Possible answers may be: not boring, for the people, in service of the people, liberating, empowering, participatory, etc.

##### ***Read the following:***

It is important to use the many different senses when you learn. Most people learn better when they are able to practice what they learn. It is also important to talk using words that everyone understands. As you may have noticed, we have used different ways of learning included throughout this training that can be fun, interesting, and full of new information. We use many of the principles of Popular Education, a form of adult education. This type of learning is one in which everyone learns together and from each other’s experiences and comes from a man named Paulo Freire.

Paulo Freire is a Brazilian educator and the founder of Popular Education. Popular Education is also referred to as non-formal adult education. He taught us that adult education should be an empowering process, enabling men and women to understand their own world and make their own decisions. Freire was aware that poverty, disease, oppression and discrimination can make people doubt their self-worth.

Education must be designed to help people become more critical, creative, free, active and responsible members of their families and communities. People will act on the issues on which they have strong feelings. We will be learning more about Popular Education in this lesson.



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ASK



READ



DISPLAY

## **Display and Review OHT 2: Characteristics of Popular Education**

The following are important characteristics of popular education:

- Everyone is respected and treated as an equal
- All ideas are valued
- Recognizes that everyone has knowledge
- Promotes change
- Everything turns into an opportunity to learn
- Everyone teaches, everyone learns
- Encourages everyone to participate and interact, ask questions, discuss
- Creates leadership
- Encourages people to make their own decisions and to find solutions to their problems

## ***Topic 2: Using Popular Education in the Community***

### ***Read the following:***

We want to use basic principles of popular education to help the community improve their health. How do we go about this? Are we trying to bring about social change? Yes, we want people to change their behaviors and attitudes in order to improve their health. Sometimes it takes more than just one individual to make a change. Sometimes there are barriers keeping that person from making changes in their life. Earlier in the training, we talked about barriers to dental health and how we can overcome them. Lay Health Workers are very important in putting popular education into practice. You understand your community the best: the traditions and values, the culture, why people are poor and sick, why people are disadvantaged, oppressed and discriminated against. Lay Health Workers bring about social change because they are willing to support their community in making changes to improve their lives and lead them along the way.

Lay Health Workers do this by listening to the community, asking questions and leading discussions. Examples of questions used are:

- What do you see happening (in this skit, situation, etc)?
- What is the problem?
- What caused this problem?
- How can it be solved?
- Does this problem exist in your community?
- What do you think about it?

Now let's talk about other teaching methods that can be useful for Lay Health Workers.

## ***Topic 3: Teaching Methods***

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ASK

**Ask the following questions:**

- ❖ How does someone learn in school? (*Possible answers are: sitting in desks in front of teachers, teacher is the expert, a lot of lecture and no interaction, etc.*)
- ❖ What do you think about this kind of learning?



READ

**Read the following:**

How we learn something is as important as what we are learning. Learning can and should be a lifelong process. It does not have to be limited to what happens early in life, only at school. We are always learning. As Lay Health Workers, you may encounter people in the community who have not had the opportunity to go to school or finish school. They may not be used to formal education.

Popular education is about learning from each other's experiences. Earlier in the training, we talked about how we learn new things. We learn in many different ways. Using different teaching styles helps us learn more. We all learn more when we take an active role in learning.

One form of popular education that works well are games like the one we played at the beginning of this lesson.

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ASK

**Ask the following questions:**

- ❖ Why do you think it was an effective way to learn?
- ❖ What other ways do you think are effective ways to teach or learn something?

**Read the following:**

Popular education is a useful tool when promoting health issues in the community. Popular education uses song, dance, poetry, photos, art, storytelling, videos, etc. The purpose is to encourage participation, improve communication, show respect for cultural values, and to help people understand information better and make it relevant to their lives.

Here are some teaching methods that can be used that will encourage learning and participation from people in your community when you are doing outreach. We have used many of these methods already during the training.



READ

**Display and Review OHT 3: Teaching Methods**

➤ **Brainstorming**

Brainstorming is based on the basic belief that everyone knows a great deal because of their life experiences. The ground rule for brainstorming is that all ideas are accepted. That is, there are no right or wrong answers and everyone has a right to state their ideas.

In brainstorming, a topic or question is presented and the participants respond with their ideas. All ideas can be listed on a board, chart paper or cards. It is important that you do not comment verbally or non-verbally on any of the



DISPLAY

responses but that you remain neutral. As you can see, this strategy is used through out the curriculum.

➤ **Role-play**

Role-plays can be used to apply and practice the skills the participants are learning. Examples of role-plays are: teaching someone how to properly brush their teeth, or showing Lay Health Workers how to conduct home visits.

In order for a role-play to be successful, you should:

- State the rules and objectives.
- Define the roles of each participant in the role-play.
- Describe the situation and introduce the characters to the group
- Give a time limit for the role-play. Generally, role-plays should not last longer than five minutes.
- Ask the group questions after the role-play is finished about what happened and encourage discussion.
- Ask for feedback from the group and participants.

➤ **Songs**

Songs are another way to teach people about a particular subject. For example: how many of us know a song that just seems to stick in our mind. Songs can do that. And we can make up a song that teaches a subject like how to brush your teeth.

➤ **Games**

Games are a good way to learn new information or reinforce information. They also allow the Lay Health Worker to be creative in sharing information. Games should encourage participation by everyone involved but should not put pressure on anyone to know all the answers. The cabbage activity at the beginning of the lesson is an example of a game.

➤ **Icebreakers**

Icebreakers allow participants to get to know each other in a fun and interactive way and to feel more comfortable within the group. It is always important to allow people to introduce themselves when people do not know each other.

**Note to the trainer:** Examples of icebreakers can be found in the Resources section. Feel free to make copies and distribute to the participants.

## ***Topic 4: Teaching Methods Practice***

## ACTIVITY 2

### Teaching Methods Practice

This activity allows the participants to practice different teaching methods.

**Materials:** none

**Time Limit:** no more than 30 minutes

1. Divide the participants into 3 or 4 groups.
2. Assign each group a teaching method: Brainstorming, Role-play, Song, Game, or Icebreaker, and let each group know that they will be using a teaching method to teach the rest of the participants about dental health.
3. Let each group choose a topic from those covered in the training, such as tooth decay or gum disease.
4. Once each group has chosen a topic, give them 10 minutes to practice teaching their topic using one of the chosen teaching methods.
5. After ten minutes of practice, ask each group to lead the rest of the group in their activity.
6. Ask the participants to provide feedback on each practice session.

#### ***Topic 5: Conducting Group Sessions***

**Display and Review OHT 4 and Distribute H 1: Group Session Guide**

The following is a guide that the Lay Health Worker can use during group outreach sessions:

- 1. Icebreaker**
  - Allows everyone to feel at ease and to get to know each other better.
  - These are good to do when it's the first time with a group or if the people don't know each other.
- 2. Brainstorm**
  - Useful activity to see what the group already knows about a topic and to get an idea of what issues to focus on.
- 3. Share information**
  - This can be done through role-play, handouts, questions, discussion, people's experiences, etc.
  - It is important that we allow time to get feedback from participants. We can all learn from each other.



DISPLAY



DISTRIBUTE

#### 4. Reinforce the information

- Repeat the information through an activity or see if the participants remember the information that was shared by playing a game or asking questions.

#### 5. Evaluation

- Ask the participants what they liked and did not like and how they would do things differently. Evaluation is important to see how effective your session was and to help you plan for future sessions.
- In the Resources Section of this training curriculum, you will find a Sample Evaluation Form. You can use this form to find out what the participants thought about your training.

### **Topic 6: Conducting One on One Sessions**

#### **Display and Review OHT 5 and Distribute H 2: One on One Session Guide**



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The following is a guide that the Lay Health Workers can use for one-on-one sessions in the community:

#### 1. Introduce yourself

- Be sure to greet the person, give them your name, the name of your organization and what it does, and ask for their name.

#### 2. Ask about their experiences with tooth decay (or other topic)

- Motivate the person to ask you questions.
- Create trust in order to open communication between you.
- LISTEN!

#### 3. Offer more information on the topic

- Mention key points of prevention
- Offer information on dental health services

#### 4. Thank them for their time and offer to come back with additional information, if requested.

#### Ask the following questions:

- ❖ What are the different ways that people communicate with each other? (Possible answers may be: voice, facial expressions, hands, etc.)
- ❖ When people communicate with each other, what are some things that they do that show negative feelings or emotions? (Possible answers may be: fidgeting, looking around, not using eye contact, sighing, interrupting, etc.)

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ASK

- ❖ What are some examples of good communication? (Possible answers may be: listening, using eye contact, etc.)

## ACTIVITY 3

### Role-play

This activity allows the Lay Health Workers to practice doing educational encounters in the community.

**Materials:** none

**Time Limit:** 20 minutes

1. Divide the participants into groups of 2.
2. Have the groups practice doing individual sessions using good and bad communication.
3. Give the participants about 10 minutes to practice.
4. After ten minutes, ask the group for 4 volunteers, 2 to show an encounter using bad communication and 2 to show an encounter using good communication.
5. Ask the group to give feedback on these encounters.

### **Post-Test**

**Note to the trainer:** Hand out the post-test to each participant before beginning the next lesson. Give the participants about 15 to 20 minutes to complete the test. Collect the tests once everyone has finished. Review the answers with the group using the **Pre/Post-Test Answer Key** found in the **Resources** section. Once they finish the Post Test, distribute a Training Evaluation Form also found in the Resources section, and ask each participant to fill one out and turn it in.



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