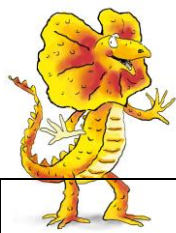




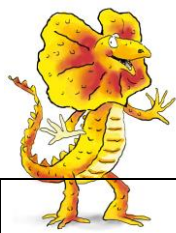
Year 9/10 Adolescent Health Program – Piercings and teeth

Teeth jewellery and oral health: Piercings	Introductory exercise	Activating background knowledge and beliefs	Worksheet Intro task Piercings think pair share	
	<p>A number of articles have been provided together with several approaches to their use.</p>	<p>Idea 1 Card Cluster</p> <ol style="list-style-type: none"> 1. Small groups are given one short article each. They read them and write a card for each of the pieces of information which falls into one of the following categories: <i>Types, Materials, Risks (short term, long term), Ways to reduce damage to teeth and mouth, Worst case scenarios</i> 2. One student from each group comes and places their group's cards under the appropriate heading. 3. Discuss what the overall message is 4. Students could then: <ul style="list-style-type: none"> • Develop notes from the cards • Each group/pairs could be allocated a heading and write a paragraph which is read back to class (in unison for the nervous!) 	<p>Idea 1 requires blue tack Teeth Art 1 to 8 Card Cluster piercings Article 1 To pierce or not to pierce http://www.knowyourteeth.com/infobites/abc/article/?abc=t&iid=321&aid=1300 Article 2 Mouth grills oral piercings: Do you know the risks? Maryellen Cicione Article 3 Dentists tell athletes Keep mouth guard take out barbell http://www.knowyourteeth.com/infobites/abc/article/?abc=d&iid=321&aid=1298 Article 4 A Fatal Fad more trouble than chipped teeth http://www.knowyourteeth.com/infobites/abc/article/?abc=a&iid=321&aid=1297 Article 5 Oral piercing risks and safety measures http://www.safepiercing.org/publications/brochures/troubleshooting/ Article 6 Oral piercings http://www.bodyjewelleryshop.com/body_piercing_information/piercing-places-on-body/oral-piercings/ Article 7 Warnings for teens</p>	<p>Students with disability</p> <ul style="list-style-type: none"> • Activity may be suitable for a student who has difficulties with writing as only a couple of words are required • A student who is reluctant to speak out the front may be prepared to place the cards • A student with severe disability may be able to help place the cards • A student who uses a braille machine may be able to produce the points <p>Students for whom English is an additional language or dialect</p> <ul style="list-style-type: none"> • If in a group of mixed language abilities then the 'safe' talking atmosphere is useful. • Practise going out to the front of the class but not having to talk • Engage in incidental talk whilst placing cards



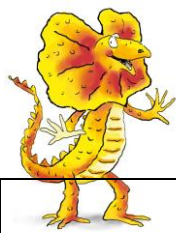
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			<p>Teeth and jewellery http://www.sciencedaily.com/releases/2008/06/080620125615.htm Article 8 Article 1 To pierce of not to pierce http://www.knowyourteeth.com/info/bites/abc/article/?abc=t&iid=321&aid=1300 Article 2 No longer available Article 3 Dentists tell athletes Keep mouth guard take out barbell http://www.knowyourteeth.com/infobites/abc/article/?abc=d&iid=321&aid=1298 Article 4 A Fatal Fad more trouble than chipped teeth http://www.knowyourteeth.com/infobites/abc/article/?abc=a&iid=321&aid=1297 Article 5 Oral piercing risks and safety measures http://www.safepiercing.org/publications/brochures/troubleshooting/ Article 6 Oral piercings http://www.bodyjewelleryshop.com/body_piercing_information/piercing-places-on-body/oral-piercings/ Article 7 Warnings for teens Teeth and jewellery http://www.sciencedaily.com/releases/2008/06/080620125615.htm Article 8 Online piercings and tatoos kits http://www.aegis.org/DisplayContent/?SectionID=377214</p>	
		<p>Idea 2</p> <ul style="list-style-type: none"> Students work collaboratively to read one article, take notes and then present findings as a group 	<p>Year 9 HPE Teeth piercings task instruct reflect</p> <p>Instruction and reflection</p>	<p>This approach has more emphasis on listening and presentation skills.</p> <p>Student Diversity</p>



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		<ul style="list-style-type: none"> Study notes: Students take notes as groups speak. They can have time between each speaker to catch up. 	sheet <i>Piercing task worksheet</i> hyperlink Worksheet Teeth piercings present outline The worksheet is the same for each group so a retrieval chart (perhaps on A3) would be a good way for students to take notes as each group member speaks.	Each student has an opportunity to rehearse his/her presentation in the group who must ensure that each member is prepared in a positive manner. A reminder of how to give constructive (rather than destructive) criticism will probably be required!
		Other ideas There are many ways of using the articles: different groupings; number of articles.		EAL/D Need the support of working with someone else at least for one article.
	Concluding exercise	Go back to the introductory worksheet and re-do the checklist.	Worksheet <i>Piercings and tattoos: Think pair share</i> (students use the same sheet as before)	
	Possible assessment	Short answers		GATE Write an argumentative (one side) or discursive (both sides) essay.
	Risks when travelling overseas	Reading strategy: Skimming and scanning	<i>Bali travel and HIV</i> article http://www.travelvax.com.au/News/a-holiday-tattoo-may-be-more-than-skin-deep.html <i>Bali travel and HIV</i> worksheet	
	Body art	Reading strategy: Skimming and scanning Working independently to take notes onto a framework.	Brochure available from WA health department Discuss suitable frameworks and each student chooses one that suits him/her.	This activity would be good after the class has had practise with the skills of skimming and scanning and note taking using a framework.
http://www.dcp.wa.gov.au/Search/Pages/result.s.aspx?k=piercings	Using extra resources (no worksheets provided)	Ideas for use 1. Investigate the current government and self-regulation of the piercing industry. Use the	Extra resource 1 <i>Piercings and body image infomercial</i> [article for parents] http://www.life123.com/pare	Resource 1 deals with ways parents can approach piercings. Also provides students with ideas how to



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		<p>strategies contained in the previous</p> <ol style="list-style-type: none"> 2. Re-design the poster for non-English readers – refer to oral and facial piercing only 3. Write conversation between a parent/child discussing getting a piercing 	<p>nting/tweens-teens/body-image/alternatives-to-your-teens-desire-for-a-lip-pierci.shtml</p> <p>Extra resource 2 <i>Piercing FAQ WA Business Government of Western Australia Department of Child Protection</i> http://www.dcp.wa.gov.au/Se arch/Pages/results.aspx?k=pie rcings (resources 3,4 and 5 here also</p> <p>Extra resource 3 <i>Piercing FAQ WA Parents</i></p> <p>Extra resource 4 <i>Poster</i></p> <p>Extra resource 5 <i>WA health department piercings</i> http://www.public.health.wa.gov.au/3/1085/2/skin_penetration.pm Many articles here that could be selection to suit various classes</p> <p>Extra resource 6 <i>WA child piercing and the law</i> http://www.dcp.wa.gov.au/CHILDPROTECTION/Pages/BodyPiercingOfYoungPeople.aspx</p>	<p>look as if they have one!</p> <p>Resources 2-6 deal with the legal aspects of piercings</p> <p>Diversity EAL/D Idea 2 write in first language/dialect or English GATE feature article for inclusion in a particular publication.</p>
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