



# WHOLE MOUTH HEALTH

# Welcome!

## Workbook 2

### "Define"

## Workbooks instead of workshops

With many parts of the world facing an unprecedented emergency from COVID-19, we are continuing to work through workbooks and distributed activities rather than running face-to-face workshops.

We know these workbooks can't completely replicate what would happen in a workshop, but we think there are some big benefits from the process, including letting us work with many people who wouldn't normally get the chance to contribute to a project like this.



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Before we begin, make sure you have:

- A comfortable place to sit and work
- A pen or dark coloured pencil
- **(Optional)** A snack and drink
- **(Optional)** When you see this picture, you may wish to take a photo of your completed pages. This book will be posted back to the research team, so you may find it useful to keep photos of each completed task for your personal records.



**If you've got what you need from the list  
above then let's begin!**

## Welcome!

If you completed our first workbook's activities, welcome back! If you're new to the project, welcome!

In this workbook, we will be:

- Sharing insights we gathered from around the world
- Giving you some "answers" from our experts about some of the things we asked about last time, and
- Working together to decide which areas are most interesting, and where we should prioritise our oral health messaging.

## Who has taken part?

Our first workbook was completed by people all over the world. Take a look at the infographic opposite to see who took part.



**Workbook 1:  
Complete!**

Last time, we gathered lots of information about your oral health experiences.



**Workbook 2:  
Now**

We've taken the data from across the world, and squeezed it all into this booklet to review together. Your job is to help us decide which areas to prioritise.



**UK**

Participants here are **over the age of 60**, still **living at home** and taking care of their own teeth.



**Switzerland**

Participants here are **university students** who are responsible for their own dental care now that they have left home.



**Chile**

Participants here are **pregnant mothers** who will soon be caring for two mouths and teaching their children new dental habits.



**Nigeria**

Here it's **school-age children** who are taking part. They worked through the activities with help from their teachers.



**Australia**

Participants here are **over the age of 60**, but unlike the UK they are living in care homes and might have assistance with their dental care.



### Workbook 3: Next

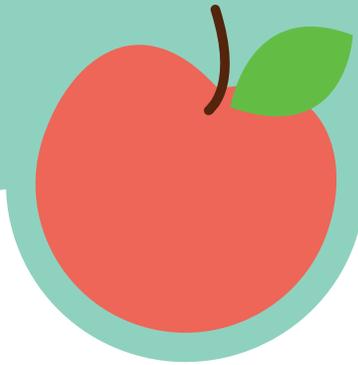
We'll be asking for your ideas about how we can promote the messages you choose in workbook 2



### Project Report: Later

We'll send you a project report with all our findings and ideas

# Activity 1: What's Interesting?



You will need:



This workbook



1x sticker sheet  
(in your envelope)



### Task

- Take out the responses sticker sheet from the back of this booklet
- Place reaction stickers on things you think are interesting / unexpected etc.
- Add detail by writing responses to some of the questions



### Why?

We've done some analysis as a team, but we want to know what you think because you're an expert of your own experience.

We'll use your feedback to design some resources and begin to generate ideas for making 'whole mouth health' something people really care about.

# 1A: Most vivid memories of oral health



## ? Help

How to read this data:

- The **size** of the bubbles represents how many people selected this item as a **strong** memory associated with their mouth health.
- The colour represents if most people said this was a **positive** (green), **negative** (red) or **neutral** (orange) memory.

### What we noticed about this data:

Other than the 'tooth fairy', most strong memories of oral health were either negative or neutral rather than positive.

Many of the strong memories identified relate to the childhood experiences.

We were surprised that having a tooth removed by a dentist was remembered as a negative experience by more people than having a toothache.

We were surprised that people remember their first visit to a dentist as a neutral rather than positive experience.

### What do you notice about this data?

### Does anything about this data surprise you?

*If you run out of space, there's some extra pages at the back of this booklet*



## 1B: Lifelong behaviours



### Task Reminder

- We collected lots of information about people's behaviours at different times of their lives. You can see some of this in the background of this page, but we've pulled out some highlights.
- Stick any of the responses stickers onto anything that you find interesting / unexpected / insightful etc.
- Add extra detail to your response by writing on the page opposite.

**Most people who reported removing their own teeth were taking out baby teeth, but some were removing adult teeth themselves to 'cure' a toothache.**

**Most people reported cleaning their teeth twice daily regardless of where in the world they lived.** This seems to be a very widely known 'rule of thumb' for good oral health.

**Early 20s or late 20s were the most common times to deliberately avoid dental checkups.** But, for most people this seemed to only last a few years before they started again. Reasons for stopping were generally related to either being scared of the dentist, or the cost of visiting a dentist.

**The regular consumption of sugary foods and drinks was consistent across our younger cohorts, while our older groups did not report doing this as much.** About one third of people reported giving up sugary foods to improve their oral health, while most described more general health benefits.

**In Nigeria, people reported flossing consistently from an early age while in other countries, this doesn't start until people are in their mid-20s.** Most people told us they flossed because they were told it would lead to good oral health, with only a few saying it made them feel better.

**The likelihood of answering the question about recreational drugs was strongly related to country.** We wonder how people would feel if their dentist asked them this question?

Attended regular checkups

Deliberately avoided regular checkups

Attended dentist only when

Sm  
use

Take  
drug

Take  
medication

**The most common reason to attend regular checkups was: "my parent(s) forced me".**

**Is there anything about this that surprised you?**

Empty rectangular box for writing a response to the question above.

**Do you have any other comments on what we have identified?**

Empty rectangular box for writing a response to the question above.



# 1C: Features of a healthy mouth



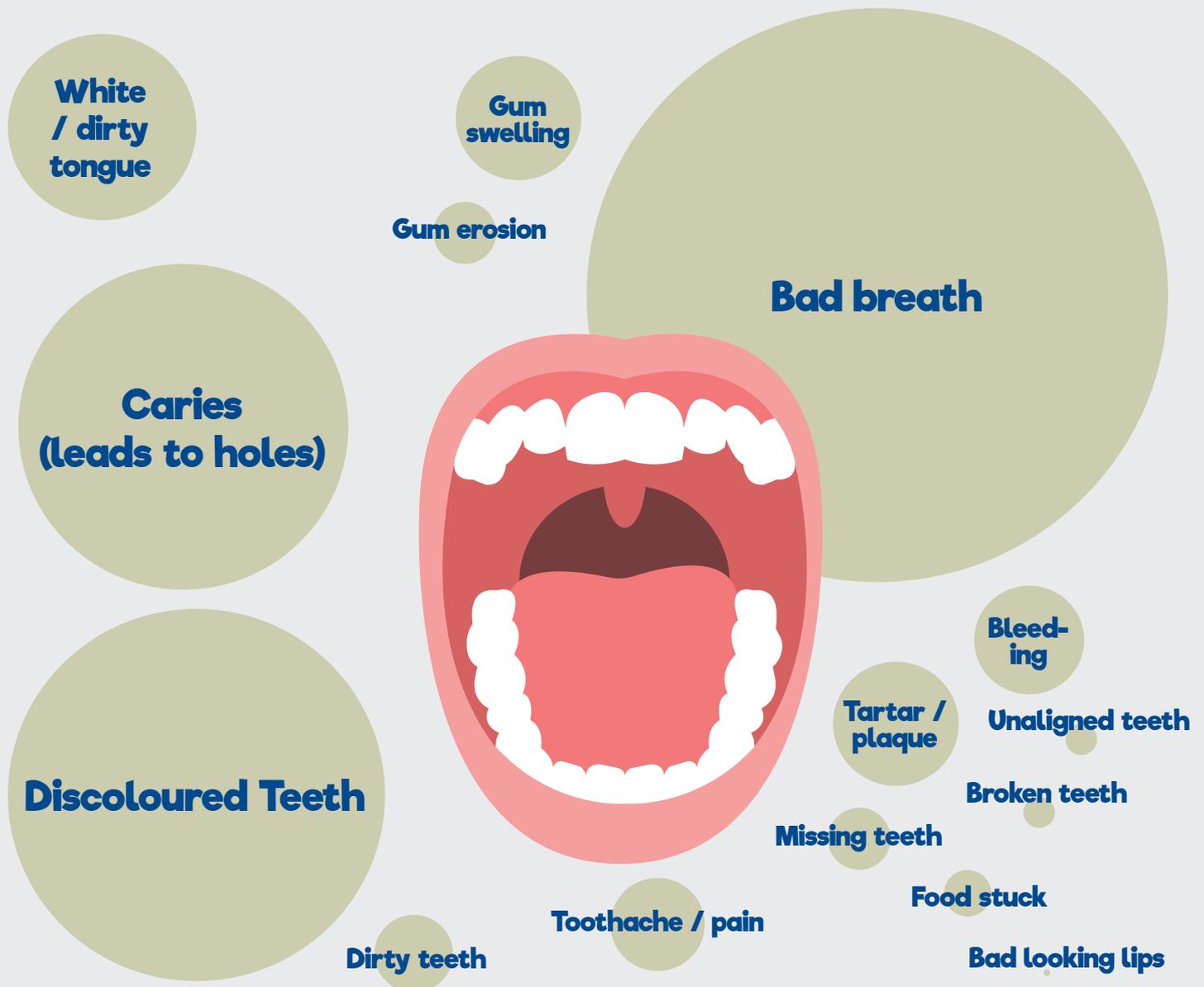
## What we noticed:

The two main ways we describe a healthy or unhealthy mouth are the colour of people's teeth and how their breath smells.

When looking at both healthy and unhealthy, many comments relate to looks rather than health. In particular, an assumption that a full set of straight white teeth signals a healthy mouth.

Beyond 'good breath' and visual elements, many of the "healthy" descriptors focus on the absence of pain, disease, or other problems, rather than on descriptions of what "good health" might mean.

# Features of an unhealthy mouth



**What do you notice about both the healthy and unhealthy mouth descriptions?  
What did we miss?**

# Activity 2: Knowledge Check



You will need:

3x Quiz Packs

Photographs of your answers from  
workbook 1 (optional)





### Task

- Find the three quiz booklets from your envelope
- Follow the instructions in the booklets to:
  - think about what you thought,
  - look at what others' thought, then
  - see what our dental experts thought.
- Remember to add a tick to show us which surprised you, or which you found interesting



### Why?

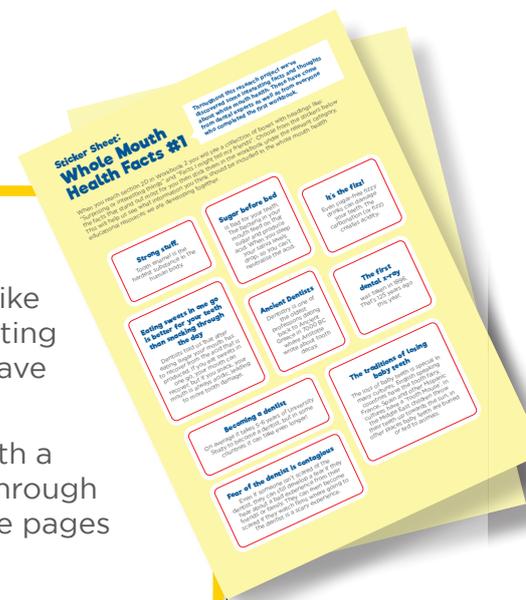
We will use the things you say are interesting or surprising to decide what information to put into the next activity

## 2D: Fun Facts



### Task

- Once you've completed the three quiz booklets, we'd like to ask you to help us identify some of the most interesting facts or thoughts about whole mouth health that we have discovered while creating this workbook.
- You will find a yellow sticker sheet in your envelope with a range of "fun facts" about whole mouth health. Look through these, and stick any that match the categories on these pages into the workbook.



### Why?

We will use your analysis to guide which of these we put into an educational resource that we will ask you to try out in our final interactive workbook.

### Surprising or interesting things:

**The number 1 fact that I think everyone should know:**

**The facts I might tell my friends:**

# Congratulations!

You've reached the end of the second workbook

We would like to thank you again for taking the time to contribute to this project as a co-researcher.

Before you send this booklet back to us, **make sure you have taken a photo of each page you've written on (if you want to)**. These photos are also a precaution, so that if anything goes wrong in the post, the work you've done won't be lost.



The next step is to put this booklet into the envelope provided and post it back to us. Once we receive booklets from the co-researchers around the world we will collate the findings and use them to create our final interactive workbook.

Once again, thank you for taking part in the first step of this Low Contact Co-design Process, we hope you enjoyed it and we look forward to continuing this journey with you.

**We'll be in touch soon!**

**The Whole Mouth Health Research Team**

# Before you go, how was it?

Last time we asked for your general feedback on your experience of completing the booklet. This time we would really appreciate your thoughts on how the information was displayed. Use the space below to tell us if you found the information graphics easy to understand or if you struggled to make sense of them. We'll use your feedback to improve the way we share data in the next workbook.

**On a scale of 0 (very bad) to 5 (very good) how easy was it to interpret the data using the visuals we provided (Please circle)**



**0**

**1**

**2**

**3**

**4**

**5**



**What was the easiest activity or piece of data to understand?**

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**Did you find anything difficult to understand?**

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