



# Dentistry

## Merit Badge Workbook

This workbook can help you but you still need to read the merit badge pamphlet.

The work space provided for each requirement should be used by the Scout to make notes for discussing the item with his counselor, not for providing the full and complete answers. Each Scout must do each requirement.

No one may add or subtract from the official requirements found in **Boy Scout Requirements** (Pub. 33216 – SKU 34765).

The requirements were last issued or revised in 2010 • This workbook was updated in June 2012.

Scout's Name: \_\_\_\_\_

Unit: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_

Counselor's Phone No.: \_\_\_\_\_

<http://www.USScouts.Org> • <http://www.MeritBadge.Org>

Please submit errors, omissions, comments or suggestions about this **workbook** to: [Workbooks@USScouts.Org](mailto:Workbooks@USScouts.Org)  
Comments or suggestions for changes to the **requirements** for the **merit badge** should be sent to: [Merit.Badge@Scouting.Org](mailto:Merit.Badge@Scouting.Org)

1. Using x-ray (radiographic) films and with your counselor's guidance, study the tooth structure and look for decay. Then do the following:
  - a. Using the radiographs as a guide, draw a lower molar. Label its parts and surfaces. Show surrounding structures such as bone and gum tissues.
  - b. Show on your drawing where the nerves and blood vessels enter the tooth.
  - c. Show on your drawing where bacterial plaque is most likely to be found.

2. Do the following:

a. Tell or write about what causes dental decay and gum disease. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tell how each of the following contributes to dental decay and gum disease: bacterial plaque, sugars, and acid.

Bacterial plaque: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Sugars, \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Acid: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

b. Tell the possible causes for traumatic tooth loss, describe the types of mouth guards used to prevent tooth trauma, and list the athletic activities during which a person should wear a mouth guard. \_\_\_\_\_

Causes: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Types of mouth guards: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Athletic activities: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

c. Explain the first-aid procedure for saving a tooth that has been knocked out. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

d. Discuss how the use of tobacco products can negatively affect your oral health \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Arrange for a visit with a dentist. Before you go, ask whether your visit can include a dental examination and a plaque-control demonstration. Afterward, ask questions about things you want to know. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Then tell your counselor what the dentist does in a checkup examination. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. Do TWO of the following:

a. Name at least five instruments and five pieces of equipment a dentist uses.

Instruments:

\_\_\_\_\_  
\_\_\_\_\_

Equipment:

\_\_\_\_\_  
\_\_\_\_\_

b. With the help of a dentist, prepare a dental stone cast using a vibrator, a mixing bowl, a water measure, a plastic measure, model stone, and a spatula.

c. Keep a record of everything you eat for three days. Circle those items that could provide the sugars that bacterial plaque needs to make acid.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List snacks that you should avoid to help maintain the best oral health.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. Discuss with your merit badge counselor the following:

a. How fluorides help prevent tooth decay and the ways fluorides can be provided to the teeth. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

and the ways fluorides can be provided to the teeth. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

b. How the mouth is related to the rest of the body. Topics might include chewing, saliva, enzymes, nutrition, and speech.

Chewing: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Saliva: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Enzymes: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Nutrition: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Speech: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

6. Do TWO of the following:

- a. Make a model tooth of soap, clay, papier-mâché, or wax. Using a string and a large hand brush, show your troop or a school class proper toothbrushing and flossing procedures.
- b. Make a poster on prevention of dental disease. Show the importance of good oral health.

- c. Collect at least five advertisements for different toothpastes. List the claims that each one makes. Tell about the accuracy of the advertisements.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

- d. Write a feature story for your school newspaper on the proper care of teeth and gums.

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- e. Make drawings and write about the progress of dental decay.


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Describe the types of dental filling and treatments a dentist can use to repair dental decay problems. \_\_\_\_\_

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7. Find out about three career opportunities in dentistry.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

Pick one and find out the education, training, and experience required for this profession.

Career: \_\_\_\_\_

Education: \_\_\_\_\_

Training: \_\_\_\_\_

Experience: \_\_\_\_\_

Discuss this with your counselor, and explain why this profession might interest you. \_\_\_\_\_

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**Requirement resources can be found here:**  
[http://www.meritbadge.org/wiki/index.php/Dentistry#Requirement\\_resources](http://www.meritbadge.org/wiki/index.php/Dentistry#Requirement_resources)

## Important excerpts from the [‘Guide To Advancement’](#), No. 33088:

Effective January 1, 2012, the ‘Guide to Advancement’ (which replaced the publication ‘Advancement Committee Policies and Procedures’) is now the official Boy Scouts of America source on advancement policies and procedures.

- [ Inside front cover, and 5.0.1.4 ] — **Unauthorized Changes to Advancement Program**

**No council, committee, district, unit, or individual has the authority to add to, or subtract from, advancement requirements.** (There are limited exceptions relating only to youth members with disabilities. For details see section 10, “Advancement for Members With Special Needs”.)

- [ Inside front cover, and 7.0.1.1 ] — The [‘Guide to Safe Scouting’](#) Applies

Policies and procedures outlined in the ‘Guide to Safe Scouting’, No. 34416, apply to all BSA activities, including those related to advancement and Eagle Scout service projects. [Note: Always reference the online version, which is updated quarterly.]

- [ 7.0.3.1 ] — **The Buddy System and Certifying Completion**

Youth members must not meet one-on-one with adults. Sessions with counselors must take place where others can view the interaction, or the Scout must have a buddy: a friend, parent, guardian, brother, sister, or other relative—or better yet, another Scout working on the same badge—along with him attending the session. When the Scout meets with the counselor, he should bring any required projects. If these cannot be transported, he should present evidence, such as photographs or adult certification. His unit leader, for example, might state that a satisfactory bridge or tower has been built for the Pioneering merit badge, or that meals were prepared for Cooking. If there are questions that requirements were met, a counselor may confirm with adults involved. Once satisfied, the counselor signs the blue card using the date upon which the Scout completed the requirements, or in the case of partials, initials the individual requirements passed.

- [ 7.0.3.2 ] — **Group Instruction**

It is acceptable—and sometimes desirable—for merit badges to be taught in group settings. This often occurs at camp and merit badge midways or similar events. Interactive group discussions can support learning. The method can also be attractive to “guest experts” assisting registered and approved counselors. Slide shows, skits, demonstrations, panels, and various other techniques can also be employed, but as any teacher can attest, not everyone will learn all the material.

There must be attention to each individual’s projects and his fulfillment of *all* requirements. We must know that every Scout—actually and *personally*—completed them. If, for example, a requirement uses words like “show,” “demonstrate,” or “discuss,” then every Scout must do that. It is unacceptable to award badges on the basis of sitting in classrooms *watching* demonstrations, or remaining silent during discussions. Because of the importance of individual attention in the merit badge plan, group instruction should be limited to those scenarios where the benefits are compelling.

- [ 7.0.3.3 ] — **Partial Completions**

Scouts need not pass all requirements with one counselor. The Application for Merit Badge has a place to record what has been finished—a “partial.” In the center section on the reverse of the blue card, the counselor initials for each requirement passed. In the case of a partial completion, he or she does not retain the counselor’s portion of the card. A subsequent counselor may choose not to accept partial work, but this should be rare. A Scout, if he believes he is being treated unfairly, may work with his Scoutmaster to find another counselor. An example for the use of a signed partial would be to take it to camp as proof of prerequisites. Partials have no expiration except the 18th birthday.--