

Acknowledgements

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Oral Health Education accessed the following resources when preparing this manual:

- Crest Care School Program: A Dental Health Unit for Grade One Students – Teacher’s Guide
- Colgate “A Global Oral Health Education Program – Teacher’s Guide for Third Grade”
- National Institutes of Health “Open Wide and Trek Inside”
- Texas Department of Health “Tattletooth II” Series
- www.askeric.org/virtual/lessons
- www.themeday.com – lesson plans

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Why Teach Oral Health?

Healthy children have the greatest opportunity to achieve their academic potential.¹ Healthy teeth and gums contribute in many ways to our daily lives. A healthy mouth promotes overall health, self-esteem, language development, social development, self-confidence, and conveying of emotions.

Poor oral health can have a direct impact on a student's learning, causing a decrease in school performance. Dental discomfort and infection may reduce a student's concentration and often results in increased absence from school. Poor oral health contributes to impaired speech development, reduced self-esteem, and poor social relationships.

“School-aged children often miss school because of dental problems... Those who do attend school with dental problems frequently report pain, fever, swelling, and lethargy, and they are often inattentive and distracted in the classroom. In addition, decayed or missing teeth can cause embarrassment.” A true solution to children’s dental problems, “...will require the cooperative efforts of all who work with children, including teachers, school nurses, child care workers, and parents.”²

As a teacher, you play a critical role in helping your students achieve good oral health. This manual is intended to assist you with this role. Oral health education can enable students to make well-informed healthy choices, build life-long dental health habits and attitudes, and develop behaviours that contribute to their overall health and well-being.

1 Calgary Rocky View Comprehensive School Partnership. **Comprehensive School Health implementation and resource manual.** Calgary Health Region, 2001.




2 Amschler, D. **A Hidden Epidemic – Dental Disparities Among Children.** *Journal of School Health.* 2003 Jan; 73 (1): 38-40.

The Oral Health Education Teacher Resource

The *Oral Health Education Teacher Resource* has been developed by the Calgary Health Region to provide “user-friendly” lesson plans and activities, to assist teachers in addressing the general outcomes outlined in Alberta Learning’s *Program of Studies in Health and Life Skills*. This *Teacher Resource* also integrates oral health concepts into Alberta Learning’s Science and Language Arts Programs of Study.



Each K-3 lesson is designed to support one or more of the following general health outcomes, as quoted from the *Program of Studies in Health and Life Skills*:

Health Outcomes






-  **Wellness Choices Outcome** – Students will make responsible and informed choices to maintain health and to promote safety for self and others.
-  **Relationship Choices Outcome** – Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.
-  **Life Learning Choices Outcome** – Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Each K-3 lesson may also support one or more of the following general outcomes for Science and Language Arts:

Science Outcomes

-  **Scientific Inquiry Outcome** – Students will use the process of scientific inquiry by asking questions, proposing ideas, observing, experimenting and interpreting evidence that is gathered.
-  **Problem Solving Outcome** – Students will use the process of scientific problem solving by identifying what is needed, proposing ways of solving the problem, trying out ideas and evaluating how things work out.











Language Arts Outcomes

-  **Exploring Thoughts and Experiences** – Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.
-  **Comprehension** – Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.
-  **Managing Information** – Students will listen, speak, read, write, view and represent to manage ideas and information.
-  **Artistry and Clarity** – Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.
-  **Respect, Support and Collaborate** – Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

How to Use the Teacher Resource

The *Oral Health Education Teacher Resource* is designed to help teachers meet the learning outcomes for oral health as specified or implied in Alberta Learning's Health and Life Skills curriculum. In addition, the lessons may be used to present or reinforce concepts from the Science and Language Arts curricula.

Icons, pictured below, are used to represent the general outcomes for Health and Life Skills, Science and Language Arts. To help distinguish which outcomes a lesson addresses, these icons will be found at the bottom of the introduction page for each lesson.

Health					
	Wellness	Relationship	Life Learning		
Science					
	Inquiry	Problem Solving			
Language Arts					
	Exploring Thoughts and Experiences	Comprehension	Managing Information	Artistry and Clarity	Respect, Support and Collaborate

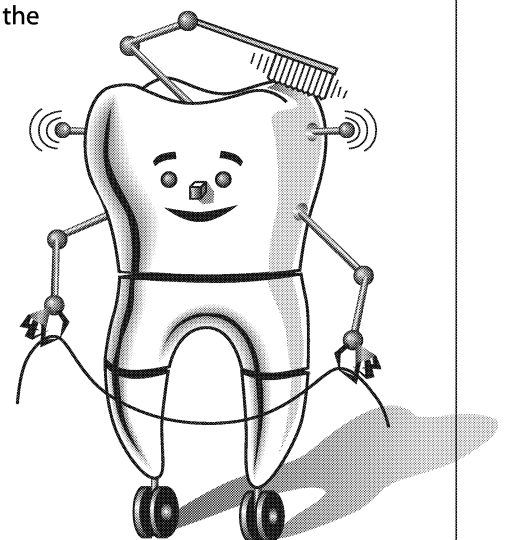
At the start of each grade there are two charts. One is a Health and Life Skills Curriculum Chart, which lists the general and specific outcomes from the Health and Life Skills curriculum that each lesson addresses. The other chart is the Integration of Curricula Chart, which lists the outcomes for Health and Life Skills, Science, and Language Arts that each lesson addresses.

The lessons are in an order that has the first lesson as an introduction lesson, the next few lessons as focusing on dental concepts, and the last lessons often being review lessons. But teachers may decide on the order and may choose to do only some lessons.

Lessons can be modified to be appropriate for each class, as abilities of the students may be different from the start to the end of the school year.

Before beginning a lesson, teachers are encouraged to read the Background Information, which provides current oral health information that will assist in teaching the lesson. In addition, web site references have been included at the end of the Background Information to help teachers and students access more information or activities, if desired.

Robo-Tooth, the mascot for this Teacher Resource, can be found throughout the pages. Robo-Tooth, a very smart robot, has much to tell students about taking care of their teeth. As a tooth, Robo-Tooth knows about the important functions that teeth serve and the importance of keeping them healthy. Robo-Tooth comes well equipped with a toothbrush and floss, always ready to clean away plaque germs!



Oral Health Background Information

The following information is intended to provide teachers with a general overview of basic dental concepts. Teachers are encouraged to read the Background Information, as it provides current oral health information that may assist in teaching. Before beginning a lesson, it may be helpful to review the specific information that pertains to the lesson activity.

Web sites are listed at the end of the Background Information. Teachers can use these web sites to access more information and expand on these basic dental concepts, if more information is desired.

Two Sets of Teeth

Primary Teeth

Primary teeth, also called baby teeth, begin to form before birth and start to erupt when a baby is about six or seven months old. By age three, children should have 20 primary teeth.

Between the ages of five and eight (Grades K to 3), children begin to lose their primary front teeth. The back primary teeth may remain in the mouth until a child is about twelve to fourteen years of age (up to Grade 9). Usually by age fourteen, children will lose all of their 20 primary / baby teeth. However, all children grow and develop at a different rate.

Primary teeth are lost when pressure from erupting permanent teeth cause the roots to dissolve. As the roots dissolve, the crowns of the primary teeth become loose and then they fall out. Many people feel that primary teeth require little care since they will be replaced. However, primary teeth do require routine preventive care and treatment services as necessary, so they are not lost prematurely.

Primary teeth are important for chewing, speech, and appearance, as well as to retain space for the permanent teeth and to serve as a foundation for the development of the jaw.

Permanent Teeth

Permanent teeth are meant to last a person's lifetime. These teeth begin to erupt between five to eight years of age. Therefore, in these early years, children need to begin developing life-long dental skills and habits to maintain healthy teeth and gums for their entire life.

Generally, the first permanent teeth to erupt replace the front primary teeth when children are between five to eight years old (Grades K to 3). About the same time, the first permanent molars, also known as the six-year molars, erupt behind the last primary teeth. By age fourteen (Grade 9) children will usually have 28 permanent teeth. The remaining 4 molars, often called wisdom teeth, can erupt starting at age sixteen to early adulthood. Counting the 4 wisdom teeth, an adult would have 32 permanent teeth.

Permanent teeth serve the important functions of helping us to chew, talk, and smile. The loss of any permanent teeth can be detrimental to these functions.

Oral Health Background Information

Children need to begin developing life-long dental skills and habits to maintain healthy teeth and gums for their entire life.

The Six-Year Molars

Six-year molars do not replace primary teeth but erupt behind the last primary molar. Because a primary tooth does not fall out as this tooth is erupting, these permanent molars are often mistaken as primary teeth. Therefore, students need to be aware of the importance of caring for these permanent teeth in order to maintain them for life. They need to be reminded, and assisted by parents, to reach the toothbrush back to these important teeth.

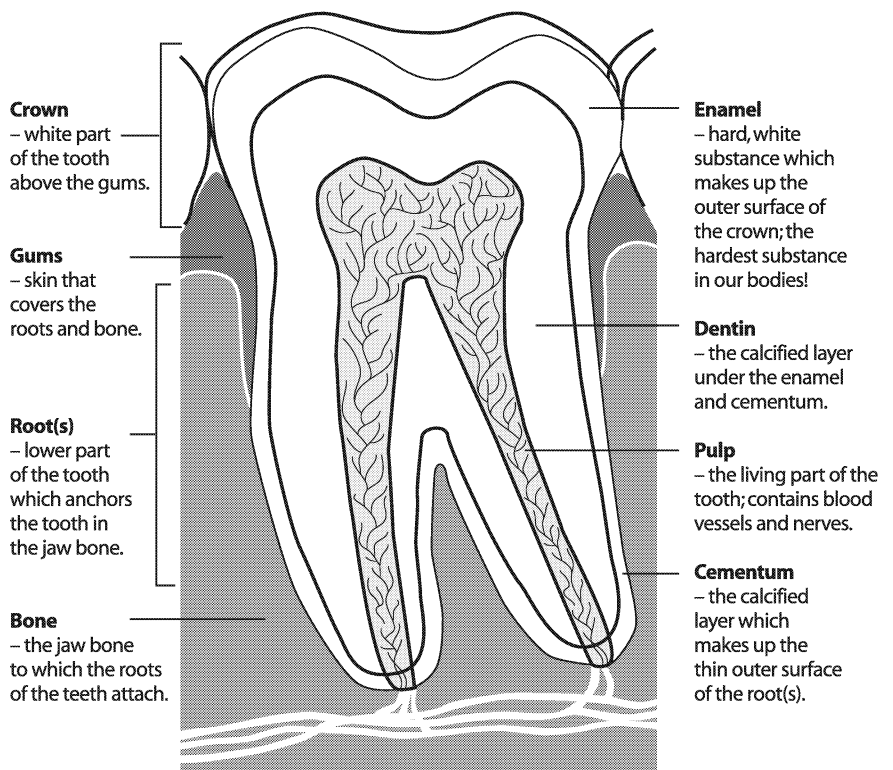
Structure and Function of Teeth

Teeth are the first step in the digestive system. Each tooth is uniquely shaped to perform different functions for eating.

Structure

All teeth have a basic structure regardless of their shape.

Structure of Teeth



Oral Health Background Information

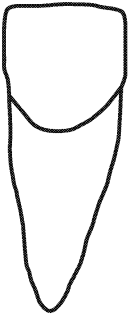
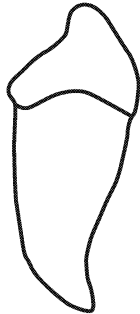
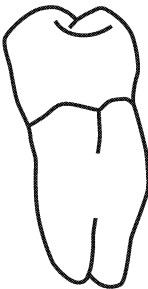
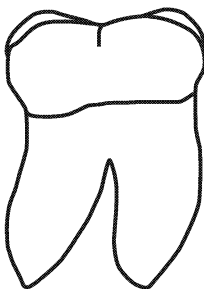
Teeth serve the important functions of helping us to chew, talk and smile.

Function

There are 4 different types of teeth, each shaped differently depending on their specific job for eating.

Types of Teeth and Their Jobs

Shape and Name

Incisor	Cuspid or Canine	Bicuspid or Premolar	Molar
			
Position front	corner	side	back
Job cutting	holding and tearing	holding and tearing, chewing and grinding	chewing and grinding
Numbers 8 – primary 8 – permanent	4 – primary 4 – permanent	0 – primary 8 – permanent	8 – primary 12 – permanent

Note: The 8 primary molars are replaced by the 8 permanent bicuspids. The 12 permanent molars do not replace any primary teeth but erupt behind them.

Oral Health Background Information

Even young children may get gingivitis.

This disease is preventable and is easily reversed by brushing thoroughly twice a day and flossing daily.

Plaque: Destroyer of Teeth and Gums

Plaque is a constantly forming film of bacteria that sticks to the tooth surfaces and along the gumline. Plaque forms in our mouths regardless of whether we are eating or not – plaque forms all the time.

Plaque may cause two diseases in our mouths: gingivitis and cavities.

Gingivitis

Gingivitis is a disease of the gums caused by toxins accumulating around the gumline. When plaque collects and is not removed by brushing and flossing, toxins are produced which irritate the gums.

If a person has gingivitis, their gums may be:

- Red in colour
- Puffy / inflamed / swollen
- Bleeding easily with brushing

Healthy gums are:

- Light pink or light brown in colour (not red)
- Flat and tight around teeth
- Not prone to bleeding easily

Even young children may get gingivitis. This disease is preventable and is easily reversed by brushing thoroughly twice a day and flossing daily. However, if red, swollen, bleeding gums do not improve, then a professional cleaning is required by the dental hygienist at the dental office.

Periodontal disease, or periodontitis, is an advanced form of gum disease that is more serious than gingivitis. It involves irreversible damage to gums and the destruction of supporting bone and periodontal ligaments, resulting in the loss of permanent teeth.

Cavities

Cavities, or tooth decay, are holes in the teeth caused by frequent exposures of the tooth surface to acid. Plaque digests sugars and starches in foods to produce acid. This acid attack can last for at least 20 minutes, dissolving some of the tooth surface. Repeated acid attacks break down the tooth surface to form a cavity.

Plaque works with foods in this process:

Plaque + sugar / starches = ACID

Repeated acid attacks + teeth = CAVITIES

Oral Health Background Information

When choosing a snack, select nutritious foods rather than sticky, sugary treats.

Cheese is a highly recommended snack that helps prevent cavities.

Save sweets and treats for special occasions; do not include as part of regular daily meals and snacks.

Healthy Foods

Children should learn early in life that they can make healthy food choices to help ensure good overall and dental health. Learning how and why to make the best food and snack choices will help their teeth and bodies grow and develop in a healthy way.

Sugary foods such as cookies, cake, and candy are not the only foods that cause cavities. Other foods containing sugars and starches – like chips and crackers, breads and cereals, even fruits – can play a role in tooth decay. The starches break down into sugars and the same acid is produced by the plaque.

Frequency and Consistency

The more frequently foods containing sugars and / or starches are eaten in a day, the more often the teeth will be exposed to the cavity-causing acid. The effects of this acid are cumulative, with more enamel being dissolved with each exposure. The duration of the acid attack is affected by the length of time it takes to consume and on the retentiveness of these sugary / starchy foods. An acid attack begins as soon as a sugary / starchy food is eaten, and it lasts for at least 20 minutes after eating is completed. Foods that are consumed slowly over a long period of time, such as sipping a can of pop throughout the day, will extend the length of the acid attack. As well, sugary / starchy foods that are retentive, such as sticky candies, will cause the acid attack to last as long as the food is stuck on the teeth. For this reason, sugary / starchy, sticky foods are the most harmful to teeth.

It is not realistic to give up eating every food which contains sugars and / or starches. In fact some of these foods – such as fruits, and breads and cereals – are nutritious food choices and are needed as part of a healthy, balanced diet. So instead of eliminating these foods, here are some things to keep in mind:

1. When choosing a snack, select nutritious foods rather than sticky, sugary treats. Encourage raw vegetables, cheese, popcorn, nuts, and fruits. Cheese is a highly recommended snack that helps prevent cavities.
2. Save sweets and treats for special occasions; do not include as part of regular daily meals and snacks. While children need snacks as part of their daily diet, it is important to remember that snacks do not mean treats.
 - Snacks ≠ treats
 - Snacks = nutritious, delicious foods
 - Treats = sugary / starchy, with little or no nutrients
3. When eating sugary / starchy foods, it is best to save them and eat them with meals and brush afterwards.

Oral Health Background Information

Candy rewards can increase the risk of tooth decay.

4. If brushing immediately after eating is not possible, then choosing to do one of the following can help to prevent cavities:

- Rinse with water (helps rinse out the sugar / starch).
- Eat a piece of cheese (neutralizes the acid).
- Chew sugar-free gum, especially gum with Xylitol (weakens the acid and removes the food).

Is Candy Rewarding?

Using candy as a reward can contribute to children's tooth decay. More sugar eaten throughout the day increases the number of acid attacks on the teeth. Consider low cost, non-food rewards such as stickers, pencils, sugar-free gum, extra privileges, or verbal praise. If candy is given, encourage children to save the treat until lunchtime and to rinse with water immediately after eating the candy.

Oral Health Background Information

Brushing should take at least 2 minutes of time and needs to be done at least every morning and night.

Until children are at least 8 years old, parents should brush their children's teeth and gums at bedtime.

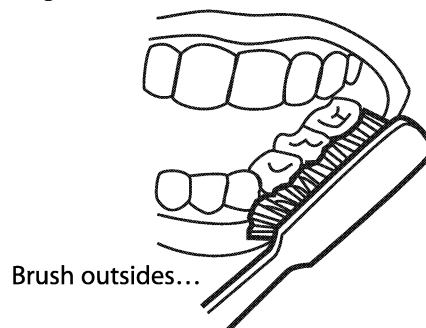
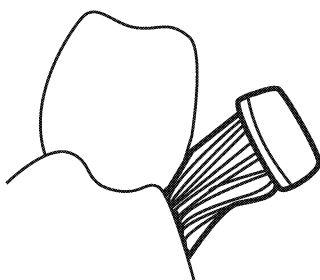
Healthy Teeth and Gums

The best way to keep a mouth healthy is to thoroughly remove plaque everyday. Brushing and flossing are the most effective methods for removing plaque.

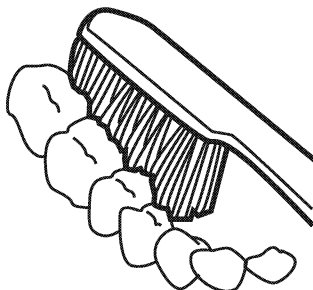
Brushing

Brushing removes plaque from the teeth, gums, and tongue. When placing the toothbrush, the bristles should be directed at a 45-degree angle to the teeth, pointing toward the gums. One recommended toothbrushing method is to move the brush in small circular motions, counting 10 circles in each spot. Only light pressure should be used – hard scrubbing should be avoided. All areas need to be brushed – the outside (cheek side), the inside (tongue / palate side), and the tops (chewing surfaces) of the teeth. Brushing should take at least two minutes of time. The tongue should also be gently brushed.

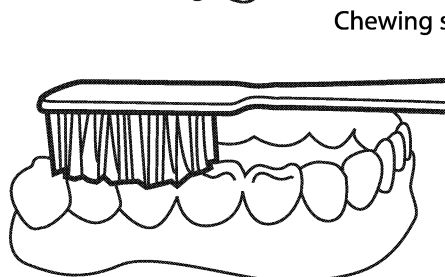
Brush both teeth and gums, holding the bristles at a 45-degree angle



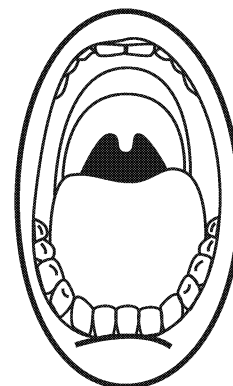
Brush outsides...



Insides...



Chewing surfaces...



Tongue

Oral Health Background Information

Fluoride toothpaste prevents cavities by making tooth enamel stronger.



Reminders:

- **Use no more than a pea-sized amount**
- **Do not swallow**
- **Spit out after brushing**
- **Keep out of reach of young children**

Brushing needs to be done at least every morning and every night. Until children are eight years old, their manual dexterity may not be fully developed so they need to have an adult help with brushing, at least once in the day, preferably at bedtime.

Ideally, children should brush their teeth after every time they eat, but this is not realistic. If children eat sugary / starchy foods at school and are not able to brush, encourage them to have a drink of water to help rinse out the sugar / starch.

Choosing A Toothbrush

Dental health professionals recommend using soft-bristled toothbrushes to remove plaque effectively from the teeth and gumline, while avoiding tooth abrasion and gum trauma. Toothbrushes come in a variety of sizes. Children should use toothbrushes small enough to access every tooth surface.

Manual toothbrushes and electric toothbrushes are both effective. Both require manual dexterity and proper technique to effectively remove plaque. Electric toothbrushes do not automatically brush children's teeth. However, advantages of using an electric toothbrush include:

- Motivation for children to brush due to the fun nature and novelty of the electric toothbrush.
- Some electric toothbrushes have timers to encourage children to brush longer.
- Some electric toothbrushes may be helpful for children with physical disabilities.

Toothpaste

Fluoride in toothpaste strengthens tooth enamel, making the tooth surfaces more resistant to cavity-causing acid. Brushing every morning and night with a fluoride toothpaste helps to prevent cavities. Toothpaste does not clean the teeth – the mechanical action of a toothbrush and floss removes plaque.

A pea-sized amount of toothpaste, or less, should be used on the toothbrush. Children under six years of age should have an adult dispense the toothpaste. Toothpaste should be spit out and not swallowed, and should be kept out of the reach of small children.

Flossing

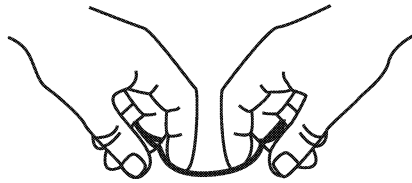
Daily flossing can help prevent cavities and gum diseases like gingivitis. Since toothbrush bristles cannot clean all tooth surfaces, flossing is needed once a day to remove plaque and food from between the teeth and under the gumline.

Parents should be flossing their children's teeth. Children may begin to floss on their own starting at age ten (Grade 5), and even then they may still need adult help.

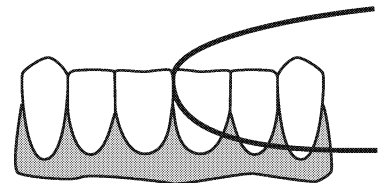
Oral Health Background Information

Flossing is needed once a day to remove plaque and food from between the teeth and under the gumline.

Fluoride is a mineral that helps prevent cavities.



Pinch floss with thumbs and index fingers, to help guide the floss.



Curve the floss in a "C" shape and gently move up and down the side of each tooth.

Protecting Teeth

Fluoride

Fluoride is a mineral that helps prevent cavities in three ways:

1. Fluoride becomes part of the tooth structure, making the tooth enamel stronger and therefore more resistant to acid attacks.
2. Fluoride is retained in the saliva and inhibits the plaque bacteria from producing acid.
3. When a tooth surface is slightly damaged by acid, a cavity can be reversed if the enamel is repaired by fluoride. Fluoride enhances the remineralization process which binds minerals, such as calcium, back into the tooth structure, preventing cavities.

Fluoride works on the inside of the teeth – systemically – when teeth are forming and growing under the gum. It also works from the outside of the teeth – topically – after the teeth have erupted into the mouth.

The systemic sources of fluoride include water (natural or added through water fluoridation), fluoride supplements, and some foods and drinks. Topical fluoride is found in most toothpastes, some mouthwashes and is also applied by a dental health professional in a school or office setting.

Calcium

Teeth are composed of many minerals, one of which is calcium. Calcium helps build strong bones and teeth. It is initially incorporated into teeth as they grow and develop. But after teeth have formed, calcium is still important as it can restore tooth minerals that are lost due to acid attacks.

Oral Health Background Information

Sealants can help protect teeth from cavities for many years.

The mouth is the most frequently injured area of the body among children and young adults when playing sports.

Calcium is found in milk products, some fruits and vegetables, and some legumes and nuts. Cheese is an excellent source. It not only provides calcium, but cheese also increases the secretion and alters the composition of saliva, neutralizing both plaque and acids and increasing the clearance of food from the mouth. Therefore eating a piece of cheese with a meal, dessert, or snack, is recommended to help prevent cavities.

Sealants

Dental sealants are thin protective plastic coatings applied to the chewing surfaces of the molars by dental health professionals. They act as a physical barrier, filling the pits and grooves where food and bacteria can stick and cause cavities. Although they help protect the chewing surfaces, it is still important to brush these areas thoroughly. Sealants do not protect areas in between the teeth, therefore it is important to floss these surfaces.

Permanent molars can be sealed as soon as they erupt – between the ages of five and seven (Grades K to 2) for the first molars and ages eleven and fourteen (Grades 6 to 9) for the second molars. Sealants can help protect teeth from cavities for many years. However, they can wear down over time and should be checked during regular dental visits.

Smile Protectors

The mouth is the most frequently injured area of the body among children and young adults when playing sports. Mouthguards work like shock absorbers for the mouth. They provide a cushion to redistribute the force from impacts that could break or loosen teeth, dislocate the jaw or cause a concussion. They also protect the lips, cheeks, and tongue, so they are not accidentally bitten.

Mouthguards are available commercially from sports stores and custom-made by dental offices. Commercial mouthguards are pre-formed for a person to fit at home. Mouthguards from a dental office give the best protection and comfort, as they are specifically designed for each individual. Children need to replace their mouthguards regularly because as their mouths grow, teeth are lost and new teeth erupt.

Anyone active in sports should wear a mouthguard to help prevent painful and costly mouth injuries.

Mouth injuries can also happen in instances other than when playing sports. It is important to keep teeth safe, to prevent them from getting hurt or broken. If teeth are not protected they may chip, break or be knocked out. This may cause mouths to be hurt and damaged teeth can make chewing, speaking, and smiling more difficult.

Oral Health Background Information

Mouthguards from a dental office give the best protection and comfort, as they are specifically designed for each individual.

Ways to Keep Teeth Safe

- Wear safety gear for playing sports and practices – like mouthguards, helmets, and face shields.
- Be aware of others around you – don't swing bats or kick balls when others are unaware or within reach.
- Always wear your seatbelt.
- Don't use your teeth as tools – teeth are not meant for opening bags or holding things such as pencils, eyeglasses, etc.
- Don't push others at the water fountain or on playground equipment.

A Knocked-Out Tooth!

If a permanent tooth (not a primary tooth) is knocked out, it is possible for that tooth to be put back in its place and to heal so that the tooth can be saved. It is important to act quickly when a permanent tooth is knocked out, in order to have better success in saving the tooth. The actions to be taken are described as follows:

If it is a primary tooth:

- Leave it out
- Instruct child to inform their parent, who should discuss with dentist at next dental appointment

If it is a permanent tooth:

- Find the tooth
- Handle by the crown only, not the root portion
- Choose one of the following, depending on whether it is possible to reinsert the tooth:
 1. Reinsert Tooth
 - Gently rinse off tooth, if necessary, without over handling
 - Try to reinsert into tooth socket
 - Have child bite on clean piece of cloth or gauze, to hold tooth in place
 - Have child see a dentist as soon as possible

OR

2. Unable to Reinsert Tooth

- Keep tooth moist in cool milk or water
- Have child take the tooth and see a dentist as soon as possible

Oral Health Background Information

Dental checkups and cleanings should be scheduled regularly – at least once a year, or as often as the dentist recommends.

A Visit to the Dental Office

By the time children are in school, they should have had a few visits to a dental office. Dental checkups and cleanings should be scheduled regularly – at least once a year, or as often as the dentist recommends. Regular dental checkups help to find tooth and gum problems early, making them easier to fix. A dental visit also provides services, such as fluorides and sealants, to help prevent cavities. As well, these appointments are opportunities to learn how to take care of the teeth and gums, and for parents and children to ask questions.

Some children may be worried about having a dental appointment. Explanations about the dental office and equipment and the roles and responsibilities of dental health professionals will help children understand what to expect when visiting the dentist and dental hygienist.

There are a variety of dental health professionals who work as a team to promote life-long dental health habits and positive attitudes to help you keep your teeth for a lifetime!

Web Site References

See these web sites for more information.

If more information is desired about any of the topics in the Background Information, these web sites are good references:

www.ada.org

A site full of information, as well as animations, about different oral health topics.

- Developed by the American Dental Association

www.adha.org

Clicking on *Patient Education* brings up a variety of dental topics about which this site offers information.

- Developed by the American Dental Hygienists' Association

www.askadentalhygienist.com

Under the *Oral Health* section, many current dental topics are explained and discussed.

- Developed by the Alberta Dental Hygienists' Association

www.cda-adc.ca

The *Your Oral Health* section has information about various dental topics. One topic includes *Information for Parents and Teachers*.

- Developed by the Canadian Dental Association

www.cdha.ca

The *Oral Care Centre* section contains facts and tips, and information about frequently asked questions.

- Developed by the Canadian Dental Hygienists' Association

www.parentsplace.com

Click on *Dentist*, under *ask the expert*, and information about many different dental topics can be accessed.

- Developed by iVillage

www.umanitoba.ca/outreach/wisdomtooth

This site contains information about a variety of dental topics.

- Developed by the University of Manitoba, School of Dental Hygiene

<http://yourhealth.calgaryhealthregion.ca>

Under the *Health Topics* section, click on *Dental Health Mouth and Teeth*. This will provide access to information about various dental topics.

- Developed by the Calgary Health Region

Web Site References

For more lesson plans and activities, try these web sites.

Have your students check out these interactive web sites for fun ways to learn about oral health.

Many web sites also contain great ideas for classroom lesson activities and computer games for students to play, which focus on dental health education. Some of these web sites have been listed under Optional Activities in the lessons for this manual, when the web site activities reinforce the lessons taught. Here are some web sites to try:

www.abcteach.com/directory/theme_units/science/teeth

This site contains print-off sheets for puzzles, songs, and tooth-shaped storybooks.

- Developed by teachers

www.ada.org

Under the *Animations & Games* section, many different computer games can be accessed for students of various ages.

- Developed by the American Dental Association

www.adha.org/kidstuff/index.html

Here you can locate commonly asked questions, access games for students to play or locate other neat links.

- Developed by the American Dental Hygienists' Association

www.atozteacherstuff.com/lessonplans

This site has a variety of lesson plans, when the word "Dental" is typed in as the search word. The lesson plans are labeled for the grade(s) they are most appropriate for.

- Developed by a teacher, for teachers

www.bmcc.org/Headstart/Dental

This site contains several lesson plans, which address a variety of different dental topics.

- Developed by the Head Start Bureau of the U.S. Department of Health and Human Services

www.colgate.com

The Colgate Company has developed a site where a variety of different activities can be accessed by clicking on *Kids World*. Options include: Brushing charts, artwork, colouring pages, Toothman and Tell the Tooth games, fun facts, and other kids links. Have a look and enjoy the variety of this site!

- Developed by the Colgate-Palmolive company

www.colgatebsbf.com

This is another site from Colgate. It features games, activities, and facts for kids in Kindergarten to Grade 3. Along with oral health information the activities incorporate skills of art, social studies, cultural awareness, etc.

- Developed by the Colgate-Palmolive company

Web Site References

Some of these web sites are listed under Optional Activities, specific for each lesson.

www.crestkids.com

This site has a variety of interactive computer games that teach and reinforce dental health concepts.

- Developed by Proctor and Gamble

www.dupagehealth.org/health_ed/dental_month.html

A web site with a variety of activities organized into different dental topics.

- Developed by the DuPage County Health Department

www.educate.org.uk/teacher_zone

Typing in the word "dental" in the *Search* section, will provide access to some science lesson plans which focus on dental health. There are also some worksheets that can be printed.

- Developed by Schoolsnet

www.healthyteeth.org

This oral health education site provides information about a variety of topics. Topics include: teeth and gums, prevention, cavities, braces, experiments and activities, tobacco, and a visit to the dentist.

- Developed by the Nova Scotia Dental Association

www.jbutler.com

Click on the *United States* version and then on the *Kids Stuff* section and it will bring you into a site where there is information, games and printable activities.

- Developed by Sunstar Butler

www.kinderhive.net/teeth.html

A site filled with activities, books, videos, and songs that can be used to teach a dental health lesson.

- Developed by a teacher

www.liberty.k12.ga.us/techconnect/dental.htm

An excellent summary of many great web sites that can be accessed for: information, activities, lesson plans, and resources.

- Developed by Liberty County Technology Office

www.mndental.org

A web site with classroom activities for preschool to grade 12, as well as games and colouring sheets. The section titled *Sip All Day Get Decay* has excellent information and interactive activities which show how soda pop can affect teeth.

- Developed by the Minnesota Dental Association

Web Site References

www.sdcoe.k12.ca.us/smiles/activities.html

This site contains dental storybooks, puppets and songbooks to make.

- Developed by the San Diego County, Office of Education

www.sportsdentistry.com

This site is helpful to access more information or pictures about mouthguards and what to do if a tooth is knocked out.

- Developed by Sports Dentistry Online

www.teachingheart.net/teeth.html

This web site has instructions for several activities, as well as songs and poems and books to read, that can reinforce dental concepts.

- Developed by a teacher

www.thesmilestones.com

A site with interactive computer games, short stories to read, and songs.

- Developed by John Poulter

www.themeday.com/toothday_theme_home.htm

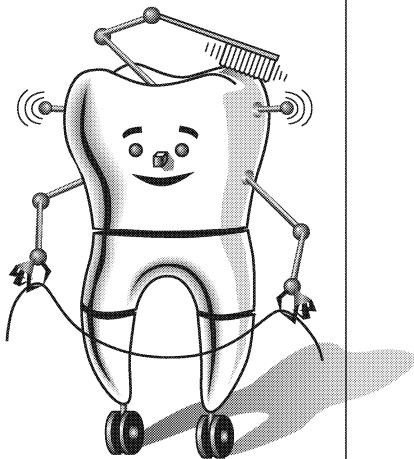
This site contains dental health lesson plans that are integrated into other subjects, links to other web sites, and lists of storybooks that have dental themes.

- Developed by a teacher

www.wku.edu/~melanie.franks/unit.html



This web site contains several lesson plans for dental health lessons.

- Developed by a teacher



Health and Life Skills Curriculum Chart

This chart shows which oral health lessons for Grade One are designed to meet the general and specific outcomes in the Health and Life Skills curriculum. Numbers (e.g. W-1.2) are listed which correspond to the specific outcomes as outlined in the curriculum.

General Outcomes	Specific Outcomes	Lessons
 Wellness Choices		
W-1.2	Demonstrate positive hygiene and health care habits	1, 2, 3, 5, 6, 7, 8, 9
W-1.3	Identify the specific physical changes that occur during early childhood	7
W-1.4	Identify physical characteristics that make themselves both similar to and different from others	7, 8
W-1.5	Recognize the importance of basic, healthy, nutritional choices to well-being of self	1, 3, 4, 7, 8
W-1.6	Determine safe and responsible use of various household / garage substances	1, 2, 5
W-1.8	Determine reasons for and apply safety rules at home and at school	1, 2, 5
W-1.9	Describe and apply appropriate street safety behaviours in the community	7, 8
W-1.10	Recognize community helpers, and identify how to seek their help	6
 Relationship Choices		
R-1.1	Recognize and demonstrate various ways to express feelings	8
R-1.2	Identify physiological responses to feelings	8
R-1.3	Identify positive and negative feelings associated with stress/change	7
R-1.5	Identify the characteristics of being a good friend	1, 8
R-1.6	Examine how personal behaviour and attitudes can influence the feelings and actions of others	8
R-1.8	Work cooperatively with a partner	3, 4, 6
R-1.9	Recognize and accept individual differences within groups	6, 7, 8

Health and Life Skills Curriculum Chart

General Outcomes
Specific Outcomes
Lessons

Life Learning Choices

L-1.1	Demonstrate independence in completing tasks and activities, when appropriate	1, 2, 5, 7, 8, 9
L-1.2	Explore different ways to know, or come to know, new things	2, 3, 4, 5, 7, 8
L-1.3	Identify steps of a decision-making process for an age-appropriate issue	3, 4
L-1.4	Define a goal, and recognize that setting goals helps accomplish tasks	2
L-1.5	Recognize interests, strengths and skills of self	2, 4, 5, 6, 9
L-1.6	Demonstrate an awareness of the ways in which people perform responsibilities in the community, including paid and unpaid work	6
L-1.8	Select and perform volunteer tasks in the classroom	2

Integration of Curricula Chart

Each oral health lesson for the Grade One level addresses more than one general health outcome and is integrated with other curricula. This chart identifies all of the general outcomes for Health and Life Skills, Science, and Language Arts, which are covered in each oral health lesson. Under the general outcomes for Health and Life Skills, numbers are listed (e.g. W-1.2) which refer to the specific health outcomes for each lesson, as outlined in Alberta Learning's Program of Studies in Health and Life Skills.

Oral Health Lessons	Health and Life Skills			Other Curricula	
	Wellness	Relationship	Life Learning	Science	Language Arts
1	W-1.2 W-1.5 W-1.6 W-1.8	R-1.5	L-1.1		Comprehension Managing Information Respect, Support & Collaborate
2	W-1.2 W-1.6 W-1.8		L-1.1 L-1.2 L-1.4 L-1.5 L-1.8		Exploring Thoughts & Experiences Comprehension Managing Information
3	W-1.2 W-1.5	R-1.8	L-1.2 L-1.3	Inquiry	Managing Information Artistry & Clarity Respect, Support & Collaborate
4	W-1.5	R-1.8	L-1.2 L-1.3 L-1.5	Inquiry	Exploring Thoughts & Experiences Managing Information Respect, Support & Collaborate
5	W-1.2 W-1.6 W-1.8		L-1.1 L-1.2 L-1.5	Inquiry Problem Solving	Exploring Thoughts & Experiences Managing Information Artistry & Clarity
6	W-1.2 W-1.10	R-1.8 R-1.9	L-1.5 L-1.6		Exploring Thoughts & Experiences Comprehension Respect, Support & Collaborate
7	W-1.2 W-1.3 W-1.4 W-1.5 W-1.9	R-1.3 R-1.9	L-1.1 L-1.2	Inquiry	Exploring Thoughts & Experiences Comprehension Managing Information
8	W-1.2 W-1.4 W-1.5 W-1.9	R-1.1 R-1.2 R-1.5 R-1.6 R-1.9	L-1.1 L-1.2	Inquiry	Comprehension Managing Information Artistry & Clarity
9	W-1.2		L-1.1 L-1.5		Exploring Thoughts & Experiences Comprehension Artistry & Clarity

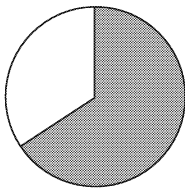
Bright Smile and the Three Robo-Teeth

General Outcome Wellness Choices

Specific Outcome
Students will demonstrate positive hygiene and health care habits.

Dental Outcome
Students will demonstrate an awareness of positive dental hygiene and oral health care habits.

Time: 40 minutes



Materials

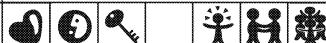
- Photocopy of **I am Robo-Tooth** enlarged, for “Dental Health Centre”
- Designated “Dental Health Centre” area in the classroom (can be chosen during class time; optional to maintain throughout the school year)
- Copy of “The Story of Bright Smile and the Three Robo-Teeth” – for teacher’s use only
- Large lettered title “Bright Smile and Healthy Teeth” (made ahead by teacher)
- Photocopies of **Bright Smile and the 3 Robo-Teeth** handout – 1 copy for each student
- Crayons / pencil crayons

Activity

- Review information the students learned about their teeth in Kindergarten:
 - Teeth are important because they help us: chew, talk, smile / look nice.
 - To keep our teeth healthy we need to: brush our teeth at least twice a day, eat healthy foods and visit the dentist.
- Hold up enlarged picture of **I am Robo-Tooth**.
 - Ask students if any of them have seen Robo-Tooth before.
 - Explain to students that Robo-Tooth is a very smart robot who knows a lot about teeth. Robo-Tooth has come to visit the class to help the students learn more about their teeth.
- Have students choose a special place in the classroom for the “Dental Health Centre.”
 - Hang enlarged picture of Robo-Tooth in this designated area.
 - Advise students that there will be on-going projects that will support the “Dental Health Centre.”
- Read “The Story of Bright Smile and the Three Robo-Teeth” to students.
- Review the story with the students by asking them:
 - Which food did Bright Smile choose to eat?
(The egg)
 - Why did she choose the egg?
(It was just right; it was the healthy and nutritious choice; it wasn’t too sticky or sweet like the other foods.)
 - What can sticky, sweet foods do to our teeth?
(They can make cavities / holes in our teeth.)
 - Which toothbrush did Bright Smile choose to use?
(The new, soft one)
 - Why did she not choose the other toothbrushes?
(One was used and worn out; one was hard and this could hurt her gums.)
 - What did Bright Smile choose to use for cleaning between her teeth?
(The floss)

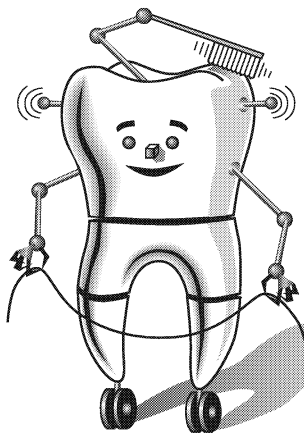
HEALTH

LANGUAGE ARTS



Bright Smile and the Three Robo-Teeth

Robo-Tooth says, “To keep our teeth healthy we need to brush our teeth, eat healthy foods and visit the dentist.”



- Why did she not choose the other spoons?
(The string was too thick and the thread was too thin, which may have hurt her gums.)
- Bright Smile went into the Robo-Tooth’s cottage even though no one answered the door to let her in. Should you go into someone else’s house if they are not home?
(No, we should wait until they are home and invite us in.)
- Should you help yourself to someone else’s food or things without them offering these to you?
(No, we should wait until they offer to share with us.)
- Bright Smile used Baby Robo-Tooth’s toothbrush. Would it be okay for Baby Robo-Tooth to use that toothbrush now?
(No, the toothbrush was used by Bright Smile and would have her germs on it.)
- What did Bright Smile say at the end of the story to the Robo-Tooth family, which a good friend might say?
(She said thank you and said she would bring a new toothbrush back for Baby Robo-Tooth.)
- Why was the little girl called Bright Smile?
(She had shiny, healthy teeth and she loved to smile.)

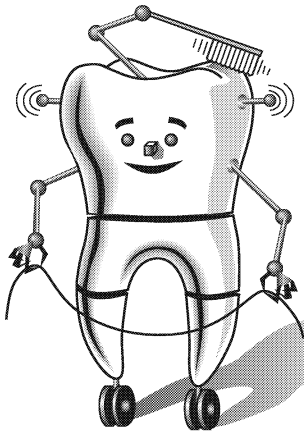
- Bring out the title “Bright Smile and Healthy Teeth.”
 - Have the students sound out and read the words in the title.
 - Hang in the designated “Dental Health Centre” area.
- Distribute a **Bright Smile and the 3 Robo-Teeth** handout to each student.
 - Have students draw and colour a picture about their favourite part of the story, and colour Robo-Tooth.
 - Hang pictures in the “Dental Health Centre.” After displaying the pictures, have each student take their picture home to show their parents and to tell their parents what they remember from the story.

Optional Activities

- Using the pictures they have drawn about “The Story of Bright Smile and the Three Robo-Teeth,” have each student show their picture to the class, and explain why this was their favourite part of the story.
- Have students re-enact the story.
- Make flannel board characters of: Bright Smile, the three Robo-Teeth, the house, the plates of food, the toothbrushes, and the spoons. These should be made ahead of time and used while reading the story.
- Distribute a **Robo-Tooth Colouring Sheet** to each student, or have copies available for students during their station time. Have students colour, draw a face with a smile and teeth, and put their name on their sheet. Hang completed pictures in the “Dental Health Centre.”

The Story of Bright Smile and the Three Robo-Teeth

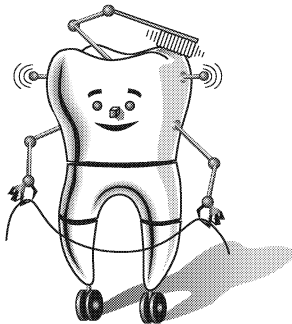
Once upon a time in the forest, there lived three Robo-Teeth. One was a big Papa Robo-Tooth, one was a medium-sized Mama Robo-Tooth, and one was a small Baby Robo-Tooth.



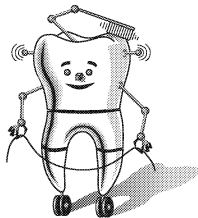
One morning, the three Robo-Teeth sat down to eat breakfast, but found it was much too hot. So the Robo-Teeth decided to take a walk in the woods while their breakfast cooled.

Meanwhile, in another part of the forest, a little girl named Bright Smile was taking a walk. The little girl was called Bright Smile because she had such shiny, healthy teeth and she loved to smile.

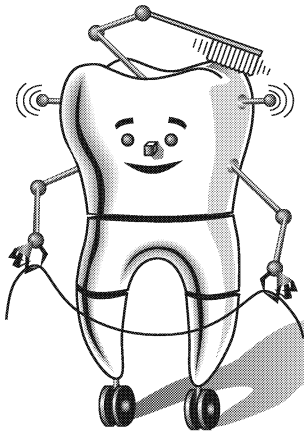
Not long after the three Robo-Teeth had left, Bright Smile arrived at their cottage. She knocked at the door and when nobody answered, she decided to go inside to look around. Bright Smile was hungry after her long walk, so she went to look in the kitchen first. On the table she saw three different plates of food and she decided to try them all. First she sat in a big chair in front of a big plate. On the plate was toast and honey. Bright Smile took one bite. "Ooh! This is too sticky!" she said. So she tried the sugarcoated doughnut on the medium-sized plate. "This one is too sweet!" she exclaimed. Finally she took a bite of the egg on the small plate. "This one is just right!" said Bright Smile and she ate it all up.



After eating, Bright Smile decided to find the bathroom so she could clean her teeth and gums. In the bathroom she opened a drawer and found three toothbrushes. She picked up the first one. "Ooh! This one is too worn out. Besides, it has been used by someone else so I shouldn't use this brush." She picked up the second toothbrush. She felt this one. "Ouch," she cried, "This toothbrush is much too hard! I could hurt my gums if I use a toothbrush this hard." Finally she picked up the last toothbrush. It was new. Bright Smile opened the package and felt this toothbrush and it was just right. It felt soft. So Bright Smile put a pea-sized amount of fluoride toothpaste on the bristles and brushed her teeth and gums for two minutes.

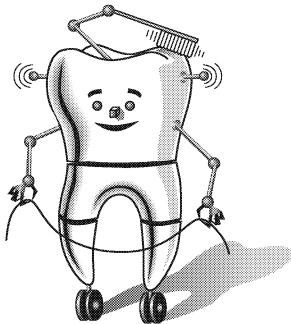


The Story of Bright Smile and the Three Robo-Teeth

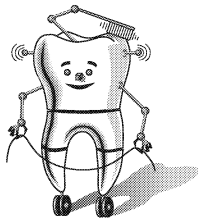


Next, Bright Smile looked for something that could clean between her teeth. In the drawer she found three spools. Bright Smile unraveled some string from the first spool. "This string is too thick to clean in between my teeth," she said. So she unwound some thread from the second spool and tried it between her teeth. "Thread is too thin and could hurt my gums!" she exclaimed. Finally, she pulled a piece of floss off the third spool. "Oh, this dental floss is just right for cleaning between my teeth," she said. Bright Smile started to floss between all of her teeth.

Meanwhile, the three Robo-Teeth had arrived home. They went to the kitchen to eat their breakfast when they noticed something was wrong. "Someone has been eating my toast and honey!" exclaimed Papa Robo-Tooth. "Someone's been eating my doughnut!" exclaimed Mama Robo-Tooth. "Someone's been eating my egg!" cried Baby Robo-Tooth, "and they ate it all up!"



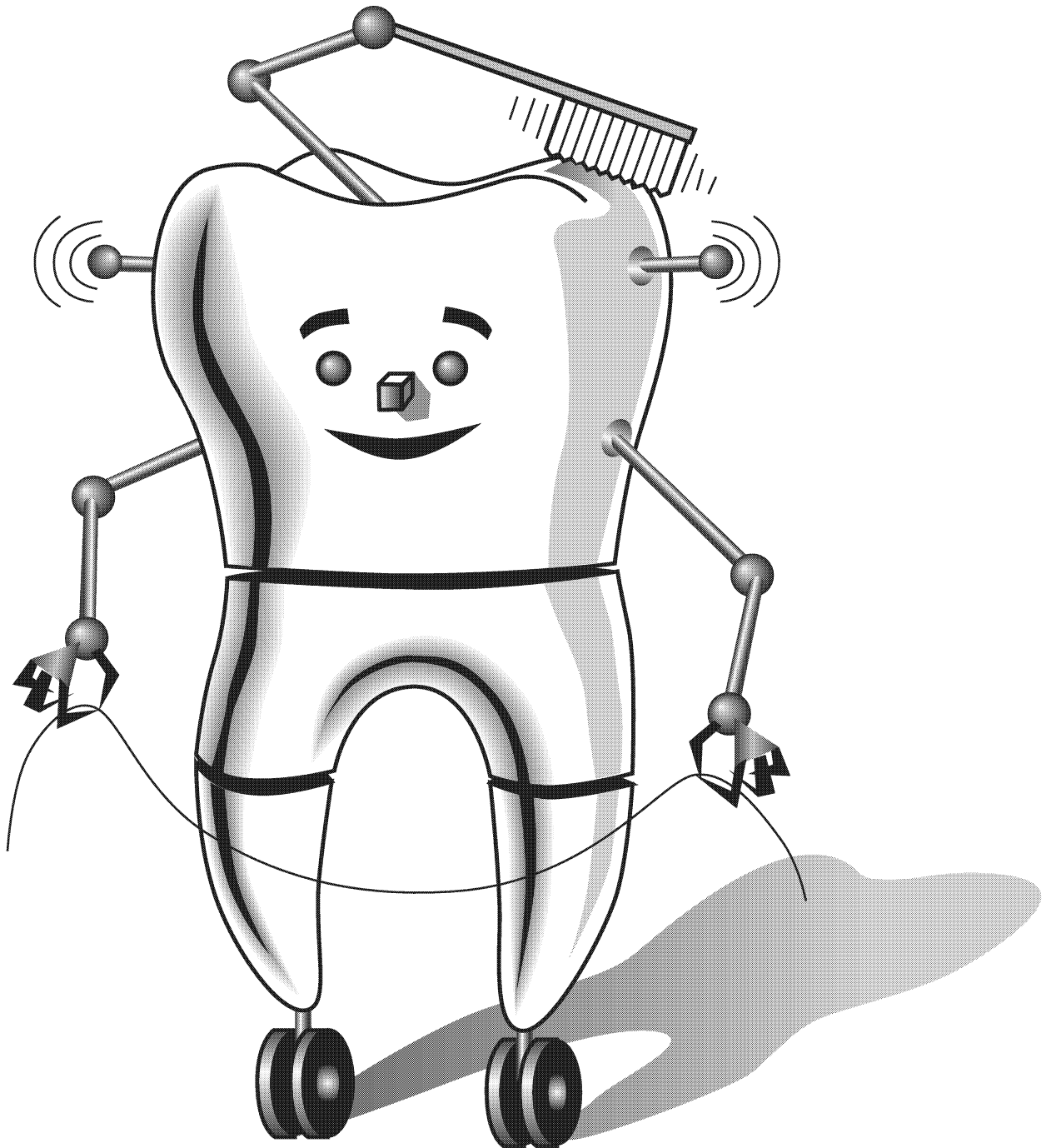
The Robo-Teeth wanted to find the person who had been eating their breakfast. They looked in the living room and bedroom but could not find anyone. Then Baby Robo-Tooth looked in the bathroom and there was Bright Smile, flossing her teeth. At first Bright Smile was afraid of the three Robo-Teeth, but she found out that they were very friendly Robo-Teeth. "What are you doing?" the Robo-Teeth asked. "I'm cleaning my teeth and gums," replied Bright Smile. "If you want to have a healthy smile, you have to brush and floss every day and eat foods without sugar," Bright Smile said. "And you have to visit the dentist," added Baby Robo-Tooth. "That's where I learned to take care of my smile, and the dentist gave me that soft toothbrush and dental floss." "That reminds me," exclaimed Bright Smile, "I have a dental appointment today!"

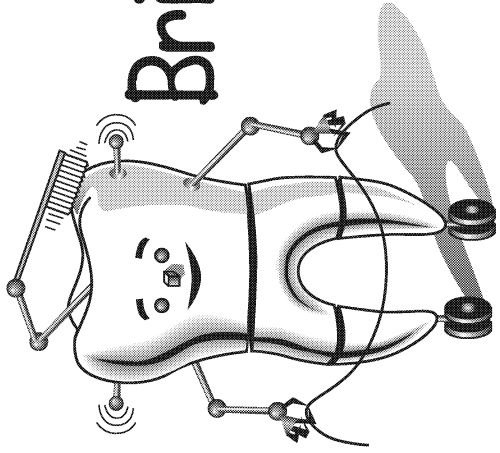


Bright Smile said "Thank you" to the three Robo-Teeth for breakfast and promised Baby Robo-Tooth that she would bring him a new toothbrush from the dentist. "I'd better hurry now or I might be late," said Bright Smile, and off she ran to see the dentist.

(Enlarge for hanging in "Dental Health Centre.")

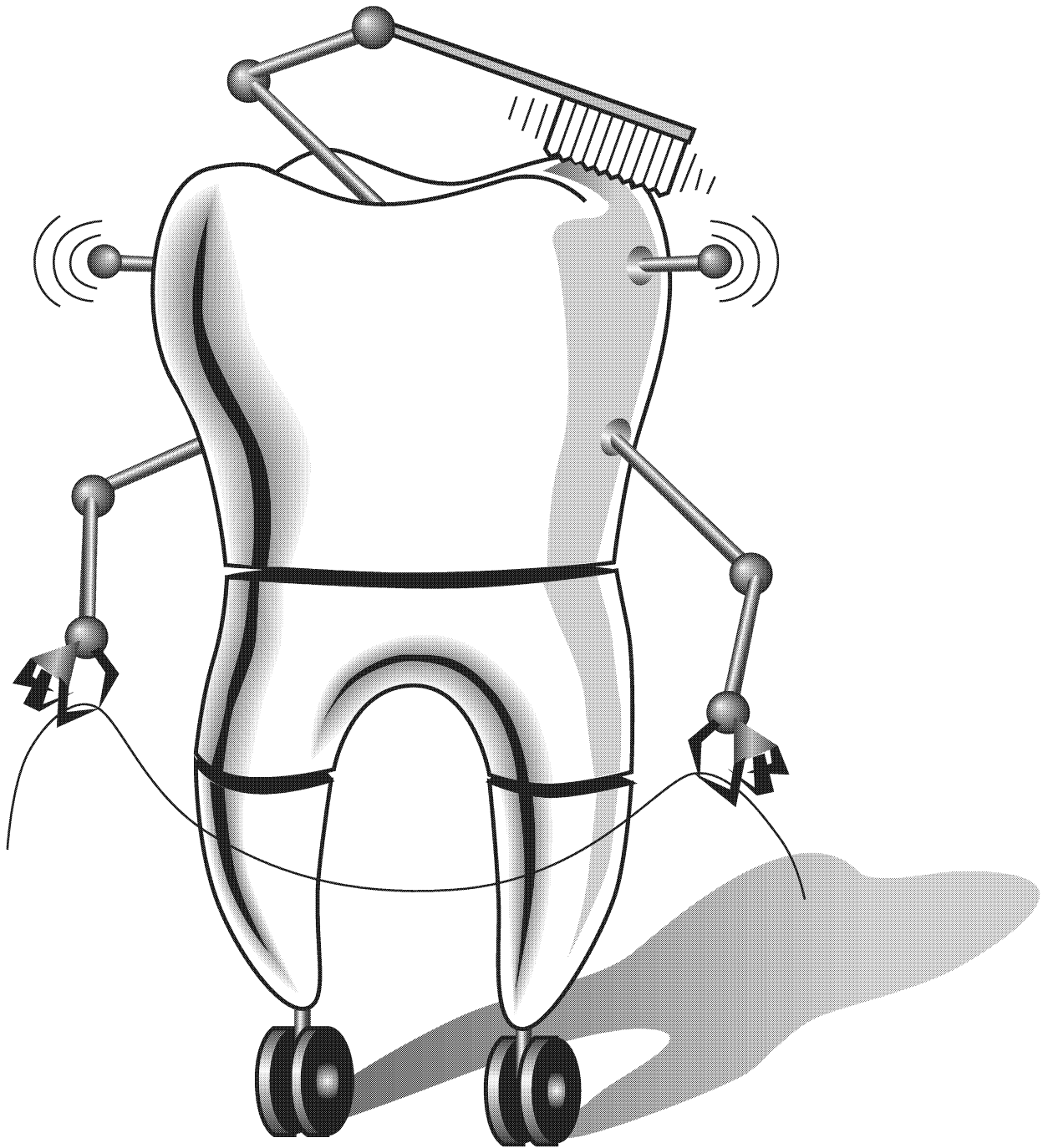
I am Robo-Tooth





Bright Smile and the 3 Robo-Teeth

Robo-Tooth Colouring Sheet



NAME: _____

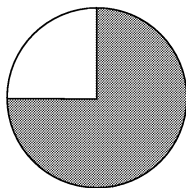
Brushing Daily is Fun

General Outcome Wellness Choices

Specific Outcome
Students will demonstrate positive hygiene and health care habits.

Dental Outcome
Students will practice a thorough brushing technique.

Time: 45 minutes



Materials

- Option – **I am Robo-Tooth** picture enlarged (found in Lesson 1)
- Chalkboard or whiteboard with words “Who, What, Where, When, Why, How” written on it
- Area of classroom designated as “Dental Health Centre” – as set up in Lesson 1
- Photocopy of **Mouth Model** – make 1 copy for brushing demonstration; teacher should cut out, and glue or tape together, ahead of class time (may take 5-10 minutes)
- Option – borrow plastic mouth model and toothbrush from local health centre (to be used instead of paper mouth model for brushing demonstration)
- Option – ask each student to bring a clean new toothbrush in its package to class
- 1 toothbrush for use on painted hand, and can also be used on paper mouth model
- Tempera paint
- Piece of yarn approximately 30-45 cm long (12-18 inches)
- Photocopies – 1 copy for each student of handouts (can be printed back-to-back):
 - **How Does Robo-Tooth Brush?**
 - **Robo-Tooth’s Weekly Brushing Chart**
- Option – photocopies of **Toothbrushing Award** – as needed
- Photocopies – 1 copy for each student of handouts (can be printed back-to-back):
 - **Robo-Tooth Shows Where to Brush**
 - **Where Does Robo-Tooth Brush?**
- Copy of **Where Does Robo-Tooth Brush? – Answer Key** – for teacher’s reference only

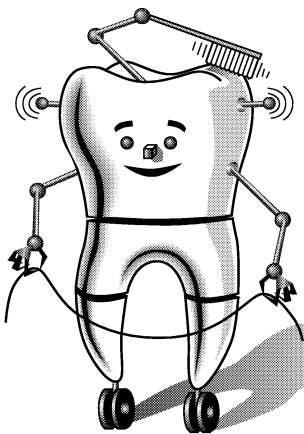
Activity

- Tell students that you are going to play a quick guessing game with them, so you want them to listen to your story and guess what you forgot to do this morning.
 - Say to students, “This morning I woke up, I got out of bed and I made my bed. I brushed my hair and I washed my face. Then I got dressed and ate breakfast. I got into my car and drove to school, and here I am. What did I forget to do?”
(Students may give a variety of answers, some of which may be correct. But try to prompt students to come up with the answer that you forgot to brush your teeth.)
 - Ask students if it is important to brush their teeth every morning.
(Yes, we all should brush our teeth in the morning.)



Brushing Daily is Fun

Brush at least twice a day – every morning and night. Brushing before bed is very important.



- Introduce students to Robo-Tooth as described in Lesson 1, if students are not familiar with Robo-Tooth. Option – use enlarged picture of **I Am Robo-Tooth** for this introduction.
- Tell students that you are going to ask them some questions to find out what they know about toothbrushing. Explain that you are going to use the words: who, what, where, when, why and how, to ask these questions. (Point to the words on the chalkboard or whiteboard.)
 - Point to the word “Who” and have students read the word.
 - Ask the students, “Who should use a toothbrush?”
(Any person who has teeth; special toothbrushes are also available for some animals.)
 - Point to the word “What” and have students read the word.
 - Ask students, “What do you do with a toothbrush?”
(Brush your teeth and gums; clean your mouth.)
 - Point to the word “Where” and have students read the word.
 - Ask students, “Where should you brush?”
(All of the teeth, your gums, your tongue; when you are in the bathroom!)
 - Point to the word “When” and have students read the word.
 - Ask students, “When should you brush your teeth?”
(At least twice a day – every morning and night; ideally after every time you eat.)
 - Point to the word “Why” and have students read the word.
 - Ask students, “Why do you need to brush your teeth?”
(To clean our mouths; to remove food and plaque / germs; to prevent cavities; to prevent bad breath.)
 - Point to the word “How” and have students read the word.
 - Say to students, “The last question is, how do you brush your teeth? Robo-Tooth has given me some instructions about toothbrushing and asked me to share them with you.”
- Explain to students that Robo-Tooth has a special way of brushing to tell them about.
 - Explain that Robo-Tooth says that moving the toothbrush in small gentle circles is a good way to brush, and we should make 10 circles in each area that is brushed.
 - Ask students to hold their pointer finger up and to draw small imaginary circles in the air. Have them count to 10 with you, while they are making circles in the air. Option – can anyone count to 10 in a different language?
 - Explain that Robo-Tooth says to brush the outsides, the insides, and the chewing bumps of our teeth and to gently brush our tongues.
 - Explain that Robo-Tooth says it is good to follow a pattern when brushing the outsides and insides of the teeth; a pattern of: back, corner, front, corner, back.
 - Have students point, on the outside of their faces, to the areas to be brushed: back, corner, front, corner, back.

Brushing Daily is Fun

Take at least 2 minutes to brush the outside, the inside and the chewing surfaces of the teeth.

To remove plaque thoroughly, brush in a pattern – brush all areas of the teeth, along the gums and the tongue.

- Bring out paper mouth model that was made ahead of time, or use plastic mouth model and brush that were borrowed. Explain to students that you are going to use this mouth model to show them how Robo-Tooth brushes.
- Explain to students that they will be following along with you as you demonstrate on the mouth model.
 - If students have brought toothbrushes to class, ask them to get their toothbrushes and explain that they will be brushing along with you. Note: if students are brushing in class, they will occasionally have to swallow their saliva. As toothpaste is not being used, explain to students that they can swallow as needed.
 - If students did not bring toothbrushes, explain that you want them to count along with you.
- Explain to students that now they are ready to brush.
 - Using a toothbrush or your pointer finger, demonstrate on the mouth model, brushing the outside surfaces of the top teeth first. Start at the last back tooth on the right side and brush your way along the surfaces until you reach the last back tooth on the left side. Follow the pattern of back, corner, front, corner, back – count to 10 in each area, making very small circles with the brush angled (45-degrees) toward the gums.
 - Open the mouth model and brush the inside surfaces of the top teeth. Again, start on one side and brush until you reach the last back tooth on the other side. Continue to follow the pattern – back, corner, front, corner, back – counting to 10, making small circles, and angling the brush.
 - Open the mouth model and brush the chewing surfaces of the top back teeth. Count to 10 on both the right and left sides.
 - Repeat the above instructions for the bottom teeth – outside, inside, and chewing surfaces.
 - Pretend on the mouth model to brush the tongue, using a gentle sweeping motion. Encourage students to brush their tongues, when brushing at home.
 - Have students carefully place their brushes back into the packages, for returning home.
- Explain to students that they may use toothpaste when they brush at home. Fluoride in toothpaste makes teeth stronger and helps prevent cavities. Toothpaste does not clean the teeth – brushing cleans the teeth.
 - Discuss that they should use only a small amount of toothpaste, i.e. the size of a small green pea, or the size of the fingernail on their smallest finger.
 - Discuss that toothpaste should be spit out and not swallowed.

Brushing Daily is Fun

Toothpaste does not clean the teeth – brushing cleans the teeth. Fluoride in toothpaste makes teeth stronger.

Until they are at least 8 years old, children need an adult to brush their teeth and gums before they go to bed.

Students may have new back teeth, which are “adult” teeth and must last all of their life.

- Ask students how many minutes they should take to brush their teeth. *(At least two minutes, so that the plaque is cleaned away from all places where germs can hide.)*
- Ask students to think of ways they could time the two-minute brushing. *(Use egg timer; set stove or microwave timer; ask parent to watch clock; brush while listening to one of their favourite songs – most songs are usually at least two minutes long.)*
- Emphasize that brushing at night before bed is very important. Why do the students think this is important? *(It is important to have clean mouths when we sleep – even when we sleep, the plaque germs can harm our teeth if we have not brushed the germs away.)*
- Explain to students that even though they are getting to be big boys and girls, they need a parent / adult to help them brush their teeth and gums before they go to bed. Brushing all of their teeth well, especially the new ones at the back, can be difficult and they need adult help until they are at least 8 years old. The new back teeth are “adult” teeth and must last all their life.
- Explain to students that besides brushing there is something else they should do to clean their teeth. Do they know what that is? *(Flossing)*
- Explain to students that floss cleans plaque / germs and food away from places their toothbrushes cannot clean. Do they know where floss cleans? *(In between our teeth)*
- Tell students that you are going to demonstrate how brushing and flossing clean different places.
 - Have one student volunteer to stand in front of the class to have their hand painted. Explain to students that the paint will wash off after the demonstration.
 - Ask the student to hold his / her hand up in the air.
 - Paint the student’s hand with thick tempera paint. Paint both sides of the hand, the tops of the fingers and in between the fingers, covering all areas.
 - Have the student close his / her fingers together and explain to the class that his / her fingers represent teeth which are side-by-side in our mouths.
 - Use the toothbrush to brush the front and back of the student’s hand and the tips of his / her fingers, while the student continues to keep his / her fingers closed together.
 - Ask the student to open his / her fingers and to show the class the paint that is left in between.

Brushing Daily is Fun

Floss cleans plaque and food from between the teeth where the toothbrush cannot clean.

- Explain to students that the paint that remains in between the fingers is like the plaque / germs and food that remains in between our teeth if we don't floss.
 - Use the piece of yarn to floss in between the student's fingers to show the class how flossing works. Gently curve the yarn around each finger and move the floss up and down the sides of each finger, to remove the paint.
 - Ask the student to show the class that his / her fingers are now clean in between.
- Ask students how often they need to floss in one day.
(Once a day)
 - Explain to students that flossing will be hard for them to do at this age so they must have their parents help them with flossing.
 - Explain to students that even though they need to get their parents to floss their teeth and to brush their teeth at night, they should start to be independent to remember that their teeth and gums must be brushed and flossed every day.
 - Give each student a copy of the double-sided handout **Robo-Tooth's Weekly Brushing Chart** and **How Does Robo-Tooth Brush?**
 - Explain that the brushing chart will help them to remember to brush their teeth every morning and night. For each morning that they brush their teeth, they should colour in a sun for that particular day. For each night that they brush their teeth, they should colour in a moon. The instructions on the back are for their parents.
 - Tell students that at the end of the two weeks, they should have a parent sign their brushing chart and should bring it back to class.
 - Returned brushing charts can be hung in the "Dental Health Centre" area.
 - Option – make copies of the **Toothbrushing Award** and fill them out for each student who returns a completed brushing chart.
 - Give each student a copy of the double-sided handout **Robo-Tooth Shows Where to Brush** and **Where Does Robo-Tooth Brush?**
 - Review the **Robo-Tooth Shows Where to Brush** side with the students.
 - Instruct students to turn to the **Where Does Robo-Tooth Brush?** side and to draw a line from the word to the matching picture of where to brush. Students may colour the pictures.
 - Have students take these home. Encourage students to hang them in their bathrooms to remind them about toothbrushing.

Brushing Daily is Fun

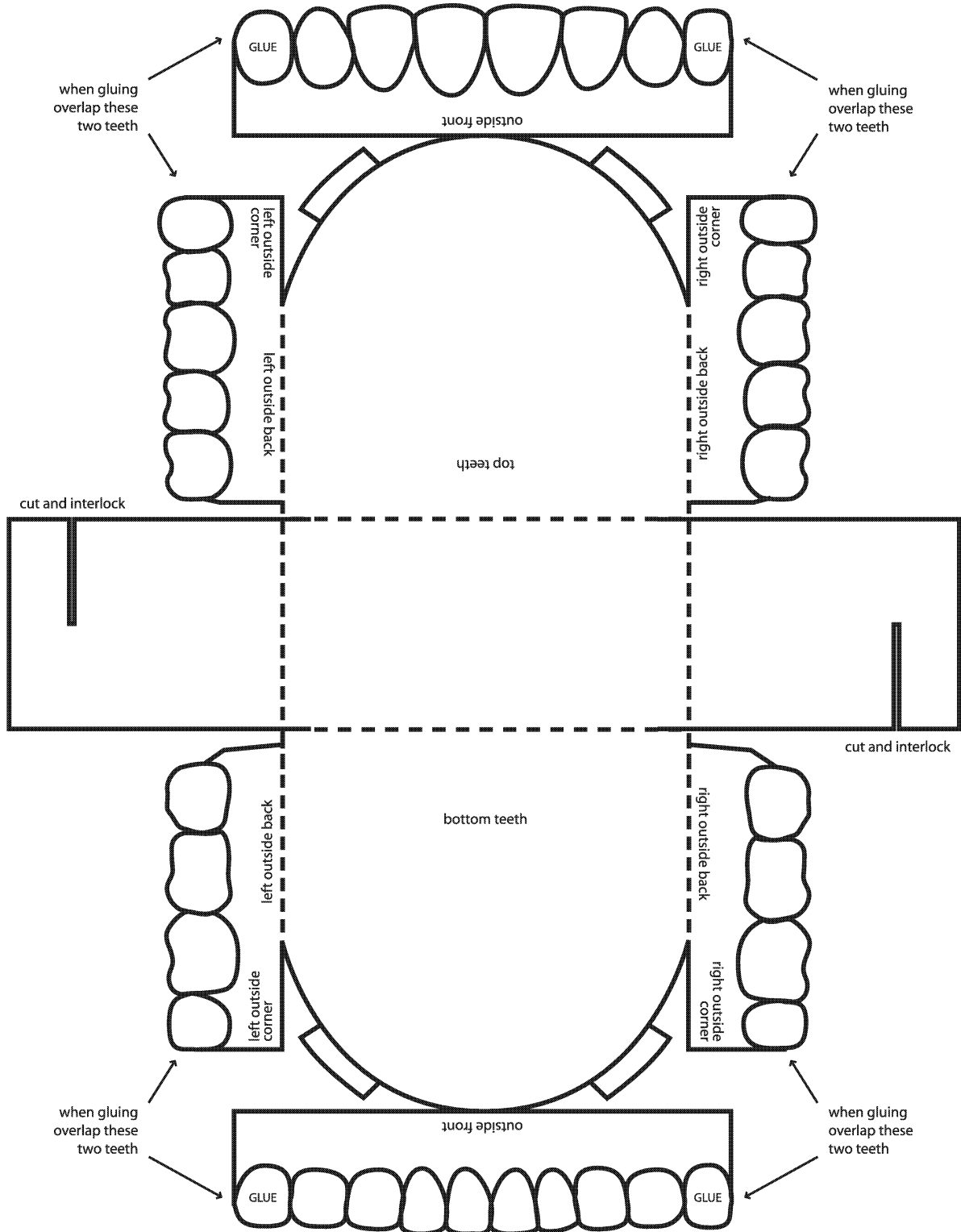
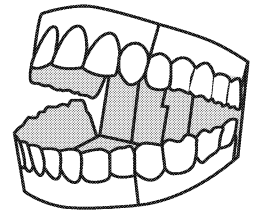
Using timers or a song on the radio will help students brush for the recommended 2 minutes.

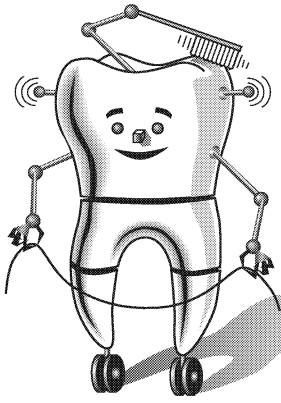
Optional Activities

- Make extra copies of **Robo-Tooth's Weekly Brushing Chart** for additional weeks of brushing.
- Visit www.ms-flossy.com/sindex.html and click on *Brushing Song* to find some fun songs about brushing that you can teach to your students.
- Print off a worksheet that helps students practice telling the time and reminds them when to brush. Find this at www.colgatebsbf.com. Click on *Kids*, and then on *Grades K-1*. Select *Brush Champion* and then *Toothbrush Patch Time to Brush*.

For teacher's use only – to be used for toothbrushing demonstration

Mouth Model

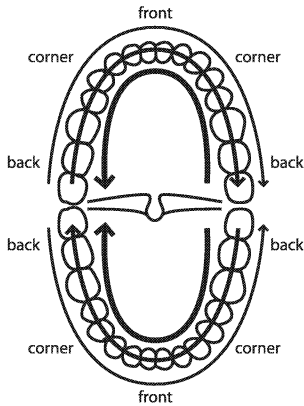




How Does Robo-Tooth Brush?

PARENTS:

Until children are at least 8 years old, parents should brush their children's teeth and gums at bedtime. When helping your child brush, please follow these simple instructions.

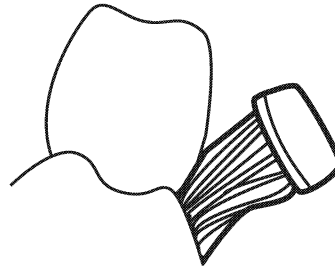


Brush outside, inside, and chewing surfaces of the teeth.

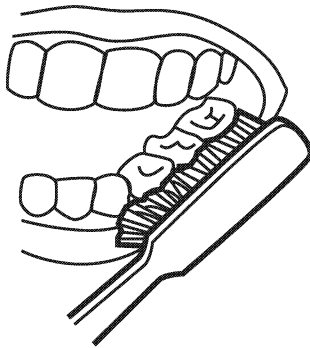
Follow a pattern on the top and bottom.

Brush both teeth and gums.

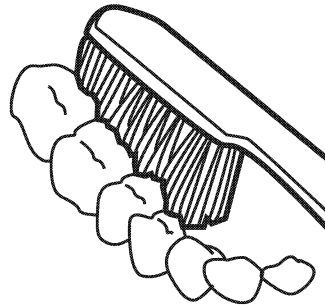
Hold the toothbrush bristles at an angle (45°) against the gums.



Move the toothbrush in small circular motions, counting to 10 for every two teeth.

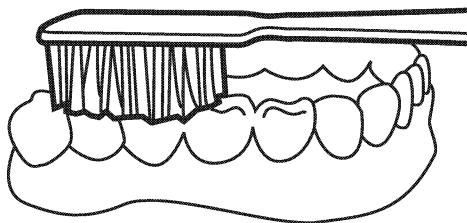


Brush the outsides of the teeth along the gums, following the order of back → corner → front → corner → back.

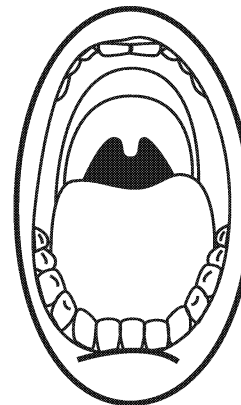


Brush the insides of the teeth along the gums, following the order of back → corner → front → corner → back.

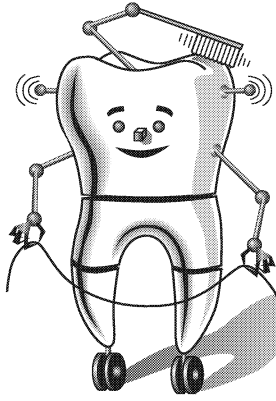
Brush the chewing surfaces of the teeth.



Remember to gently brush the tongue.



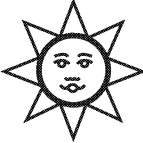

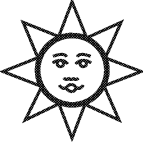

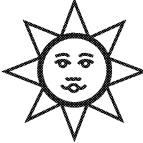

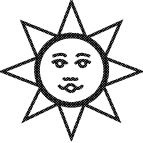

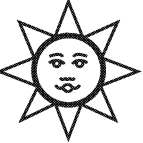

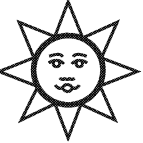

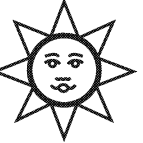

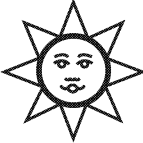

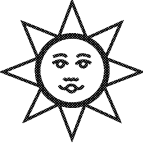

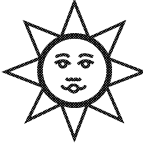

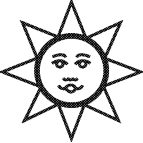

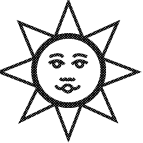

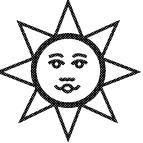

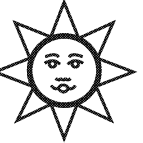

- Use no more than a pea-sized amount of fluoride toothpaste.
- Parents should dispense the toothpaste. Keep out of reach of small children.
- Toothpaste should be spit out and not swallowed.



Robo-Tooth's Weekly Brushing Chart

Circle or colour the sun or moon when you brush your teeth!
Sun for morning and moon for bedtime. Have parent sign and return to teacher.

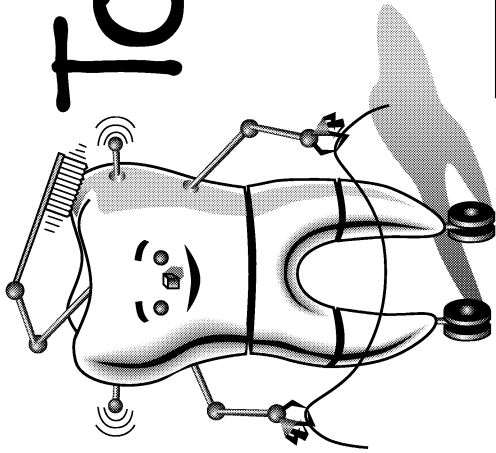
Oops! If you forget to brush, do not circle or colour.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1	 	 	 	 	 	 	 
Week 2	 	 	 	 	 	 	 

Until children are 8 years old, parents should brush their children's teeth and gums at bedtime.

Student's Name

Parent's Signature



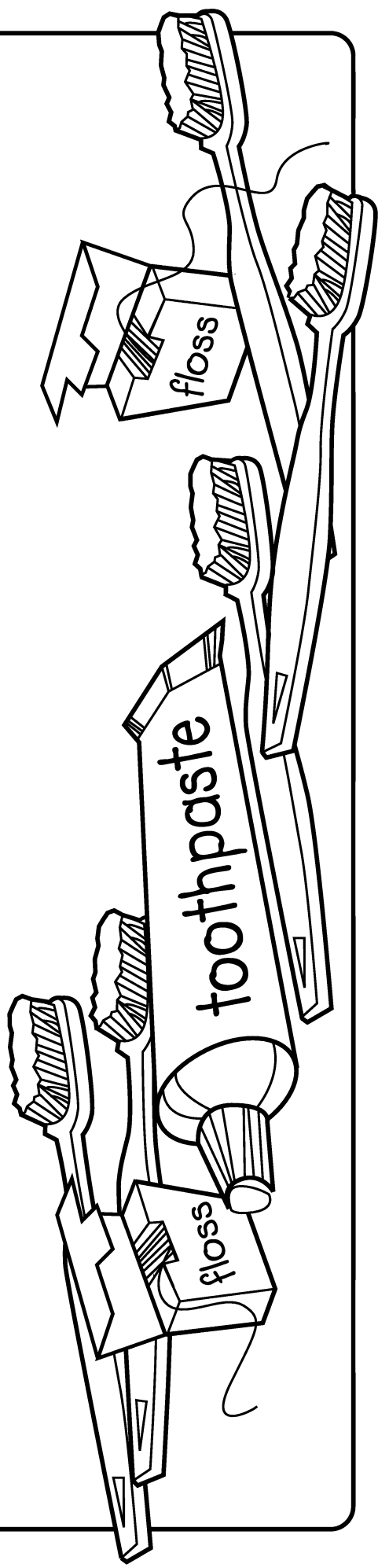
Toothbrushing Award

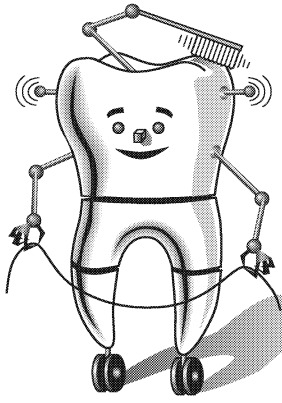
Presented To

For Brushing Every Morning and Night for Two Weeks

Teacher

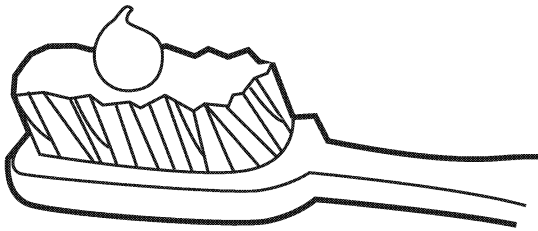
Date



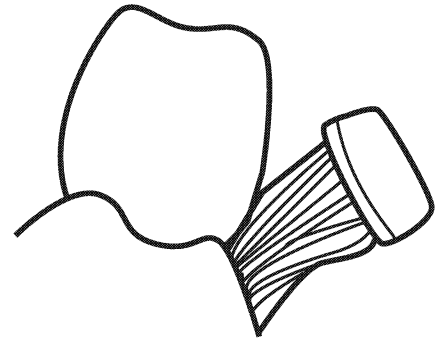


Robo-Tooth Shows Where to Brush

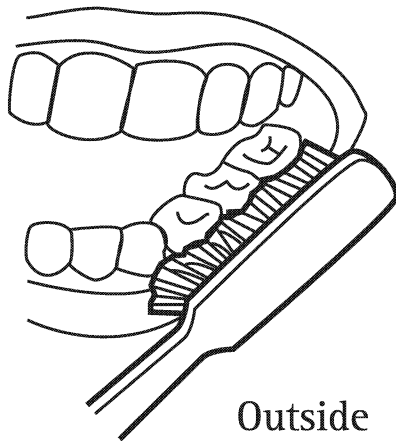
Brush teeth and gums – morning and night –
for 2 minutes.



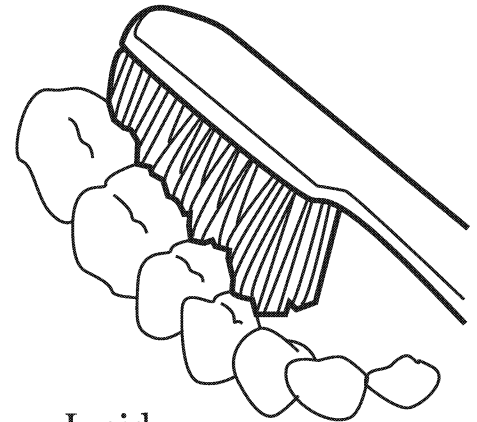
Use a pea-sized amount
of fluoride toothpaste



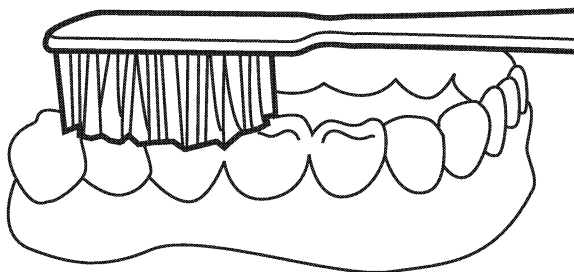
Brush the teeth and the gums



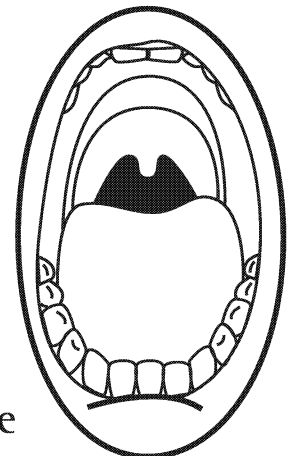
Outside



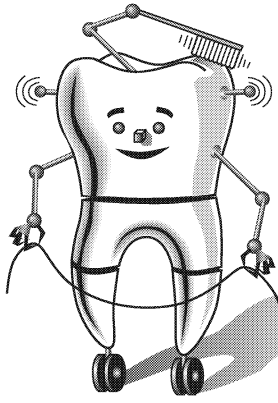
Inside



Chewing bumps



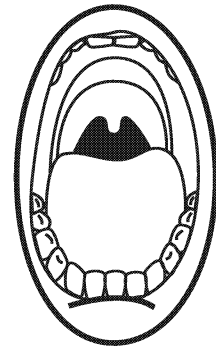
Tongue



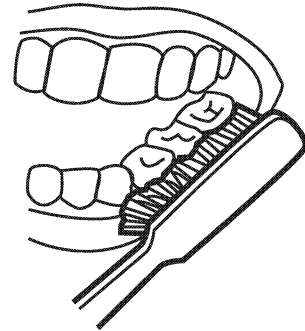
Where Does Robo-Tooth Brush?

Draw a line from the word to the matching picture of where to brush.

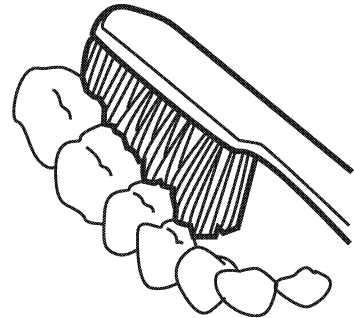
Outside



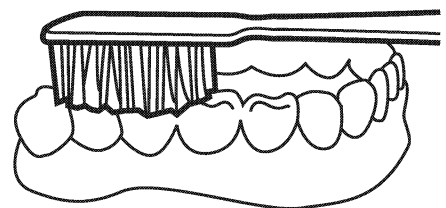
Inside

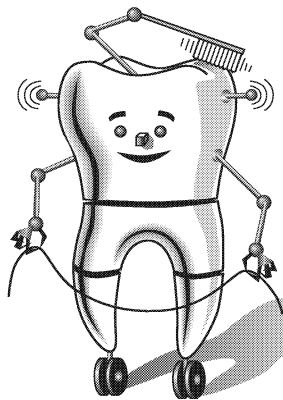


Chewing Bumps



Tongue

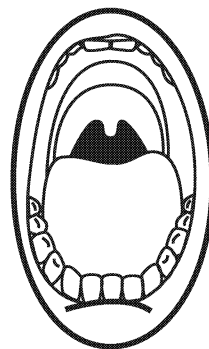




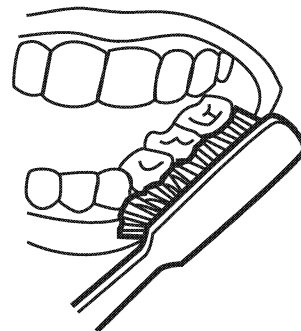
Where Does Robo-Tooth Brush?

Draw a line from the word to the matching picture of where to brush.

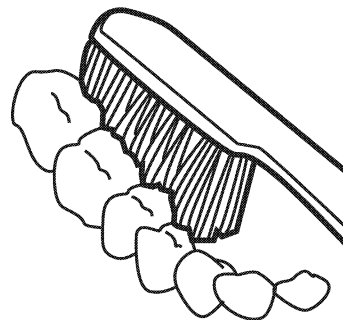
Outside



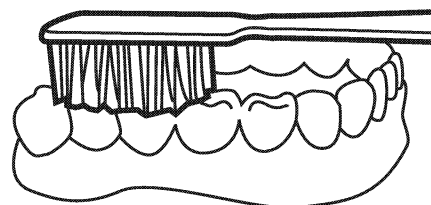
Inside



Chewing
Bumps



Tongue



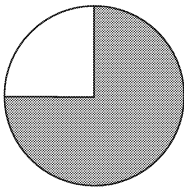
Happy Teeth Like Healthy Food

General Outcome Wellness Choices

Specific Outcome
Students will recognize the importance of basic, healthy, nutritional choices to well-being of self.

Dental Outcome
Students will recognize the importance of healthy food and snack choices for healthy teeth.

Time: 45 minutes



Materials

- Apple, carrot, marshmallow, chocolate bar (with cream, caramel, peanut butter, or nougat filling; chocolate bar should be at room temperature or warmer)
- Knife for cutting food
- Chart paper with title “Healthy snacks make my teeth happy...” written on the top of the paper
- Markers – for use on chart paper
- Option – teacher to gather pictures of healthy foods, for the “Healthy snacks make my teeth happy...” chart, ahead of time
- Area of classroom designated as “Dental Health Centre” – as set up in Lesson 1
- Photocopies of **The Healthy Snack Restaurant** handout – 1 copy for every 3-4 students (ideal if enlarged by 150% and copied onto 11x17 paper)
- Magazines and / or grocery store flyers
- Scissors
- Glue
- Crayons

Activity

- Explain to students that as a group they are going to spend some time talking about how different foods affect their teeth.
- Ask students to share any information that they already know about the relationship between food and teeth.
(Sugary foods can be harmful to our teeth; healthy foods, from the 4 food groups, are the best choices for our teeth.)
- Explain to students that certain foods work with the plaque / germs in our mouths to cause cavities / holes in our teeth.
 - Ask students what plaque is.
(Germs that live in our mouths that can cause problems for our teeth and gums if we don't clean these germs away every day.)
 - Ask students what types of foods work with plaque to cause cavities.
(Sweet, sugary and sticky foods, candy, etc.)
- Explain to students that not only the sugar in food but also the stickiness of the food determines if that food causes cavities in our teeth.
- Explain to students that they are going to talk about 2 different types of sugary foods – those that are sticky and those that are non-sticky.
- Tell students that you are going to show them that some foods are sticky and some are non-sticky.
 - Show students the apple, carrot, marshmallow and chocolate bar.

HEALTH

SCIENCE

LANGUAGE ARTS



Happy Teeth Like Healthy Food

Sticky, sugary foods contribute to more cavities than non-sticky, sugary foods.

- Cut the apple and carrot with a knife and show students how clean the knife stays.
- Relate this to teeth by explaining that the knife is cutting into the foods like our teeth bite into foods. Ask students if they think these foods would stick to their teeth.
(No)
- Cut the marshmallow and chocolate bar and show that they stick to the knife.
- Relate this to teeth and ask students if they think these foods would stick to their teeth.
(Yes)
- Explain to students that sticky, sugary foods contribute to more cavities than non-sticky, sugary foods.
- Ask students why they think sticky foods may be more harmful to teeth than non-sticky foods.
(Sticky, sugary foods provide sugar to the plaque for as long as the food sticks to the teeth. Non-sticky, sugary foods provide sugar to the plaque for a shorter amount of time.)
- Ask students if they think it is okay to eat sugary, sticky foods.
(Yes, it is okay to eat these foods but they should be eaten only sometimes and best with a meal and not as a snack. Healthy foods, from the 4 food groups, should be what we eat most of the time, especially for snacks.)
- Ask students what they should do to prevent cavities after they eat a sugary, sticky food.
(Brush their teeth.)
- Explain to students that brushing after eating these foods is the best thing they can do for their teeth. But sometimes they are not at home and cannot brush their teeth right away. What do they think they should do then?
(They can have a drink of water, eat a piece of cheese, or chew sugarless gum after eating the food.)
- Explain to students that since we do not want plaque to cause cavities in our teeth, we should eat these sugary foods only sometimes. “Sometimes” means: not every meal, not every day, about once a week, or only as a treat or on special occasions.
- Explain to students that healthy foods, from the 4 food groups, are good for our bodies and our teeth so these foods can be eaten often or most of the time. “Most of the time” means: with every meal, or at least once a day or on most days, or as snacks.
- Tell students that they are going to spend some time talking about healthy snacks.
 - Bring out the chart paper with the title “Healthy snacks make my teeth happy...”

Happy Teeth Like Healthy Food

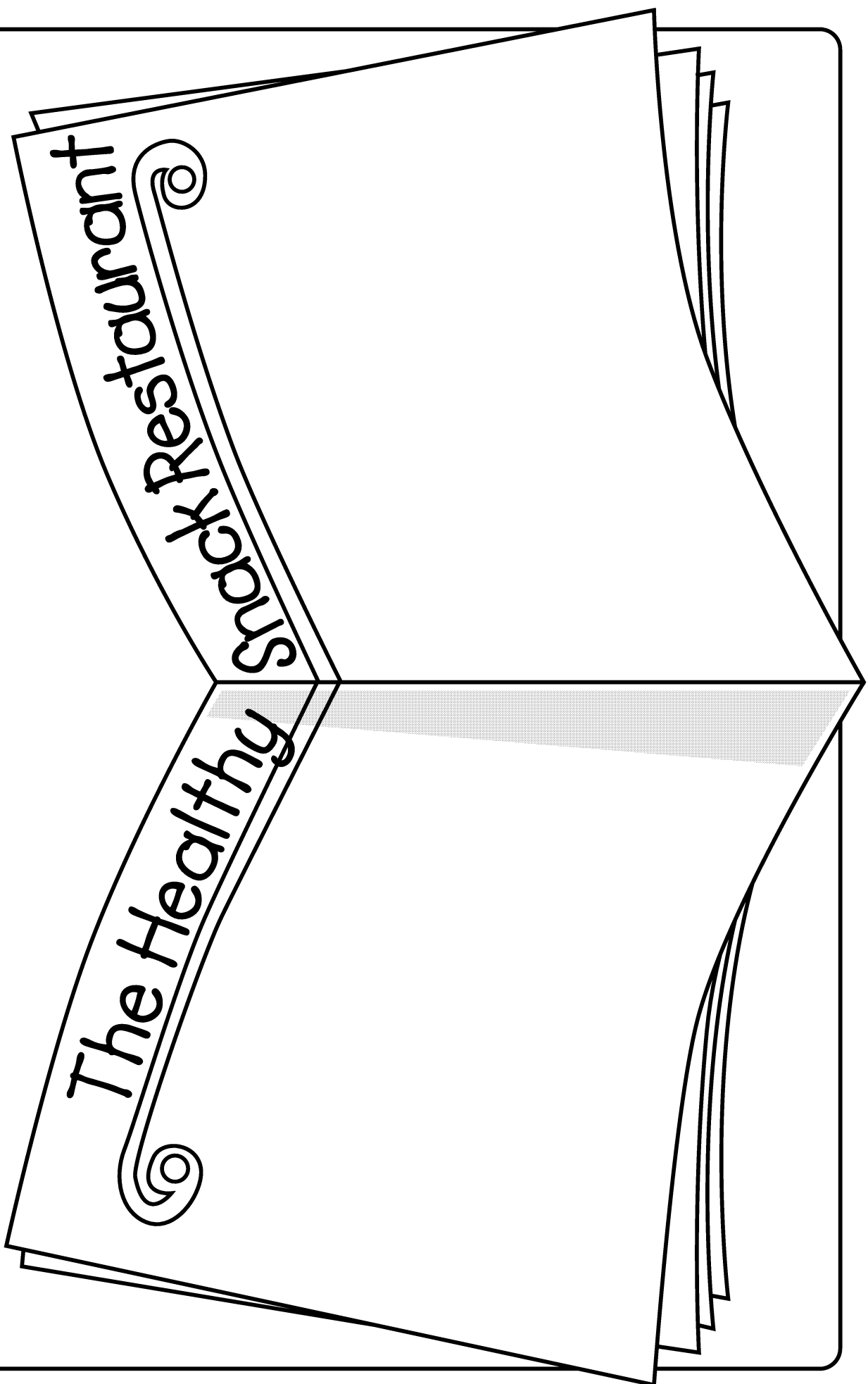
When you cannot brush after eating a sugary food, have a drink of water, eat a piece of cheese, or chew sugarless gum.

- Ask students to state foods that they think are healthy, “most of the time” snacks. On the chart paper, write the names of the foods or use pictures that you have prepared ahead of time. (*Foods such as fruits, vegetables, cheese, popcorn, etc.*)
- Hang chart in the “Dental Health Centre,” or place in an area that will be visible for students while they are working on **The Healthy Snack Restaurant** menu.
- Explain to students that when choosing foods to eat they need to think about whether the food has sugar as well as whether the food will stick to their teeth.
- Tell students that they are now going to work in groups to make “Healthy Snack Restaurants.”
 - Divide students into groups of three or four.
 - Distribute a copy of **The Healthy Snack Restaurant** handout and magazines and grocery store flyers to each group.
 - Instruct students to work in their groups to create a menu for their snack restaurant by finding pictures of healthy snacks in magazines or flyers, cutting out the pictures and gluing them on the handout. Emphasize to students that these healthy snacks should be nutritious and not sugary or sticky foods. Students can also draw pictures if they wish.
 - Each group should think up a name for their “Healthy Snack Restaurant” and, with guidance, write the name on their menu.
 - Once the menus are completed, have students in their groups “play” restaurant. They can take turns being the waiter / waitress, cook and customer. (Ideal to make a restaurant section in the classroom where students can play during free time. Have a variety of pretend food, empty food containers, plastic dishes and cutlery, napkins, etc.)

Optional Activities

- Bring extra apples and carrots so that enough pieces can be cut for each student. Distribute the pieces during the discussion about healthy foods and emphasize to students how good these snacks can taste, that they are healthy foods, and they do not stick easily to their teeth.
- If students have access to computers, have them visit www.adha.org/kidstuff/index.html. They can go to *Play a Game*, and then select *After School Treats*. Note: students will need some help with this game, as reading is involved.
- Have students examine the stickiness of foods by trying some extra activities found at www.childhealthonline.org. Click on *Sample Activities* and then scroll down to *Sticky Snacks*.

Create your own menu by cutting out pictures of healthy snacks and pasting them on this menu.



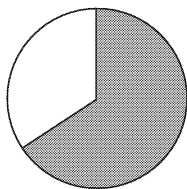
Making “Sense” of Foods

General Outcome
Life Learning Choices

Specific Outcome
Students will explore different ways to know, or come to know, new things.

Dental Outcome
Students will discover that their senses help them choose foods which they like to eat and are healthy for their teeth.

Time: 40 minutes



Materials

- Photocopy of **I am Robo-Tooth** picture enlarged (found in Lesson 1)
- Chart paper with **Robo-Tooth’s Senses Chart** copied onto it (made ahead by teacher)
- Area of classroom designated as “Dental Health Centre” – as set up in Lesson 1
- Variety of foods (1 food for each group of students) that impact the senses (i.e. onion, garlic, cereal, pudding, milk, bread, fruits, vegetables, gum, cookie, gelatin-type food, popcorn, etc.)
- Chalkboard, whiteboard, or blank piece of chart paper

Activity

- Explain to students that they are going to spend some time talking about the 5 senses.
- Ask students to raise their hands if they have ever been in an animal barn or to the zoo.
 - Ask students how they know that animals are there when they go to the zoo or into a barn.
(They can see the animals, hear them, smell them, touch them.)
 - Explain to students that seeing, hearing, smelling and touching are called “senses.” These senses let them know that animals are at the zoo or in the barn.
- Introduce students to Robo-Tooth as described in Lesson 1, if students are not familiar with Robo-Tooth.
 - Use enlarged picture of **I am Robo-Tooth** for this introduction.
 - Hang picture in “Dental Health Centre” area.
 - Explain to students that besides knowing about teeth, Robo-Tooth also knows about the 5 senses. Robo-Tooth has come to visit the class to help the students learn about their 5 senses.
- Tell students that different parts of their bodies help with different senses.
 - Bring out chart paper with large version of **Robo-Tooth’s Senses Chart**.
 - For each body part on the chart, have the students read the word and tell you which sense that body part provides. Write the students’ responses in the “sense” column, corresponding to the body parts.
 - Eyes – *See*
 - Ears – *Hear*
 - Nose – *Smell*
 - Tongue – *Taste*
 - Skin – *Touch*
 - Hang chart in “Dental Health Centre” area.

HEALTH

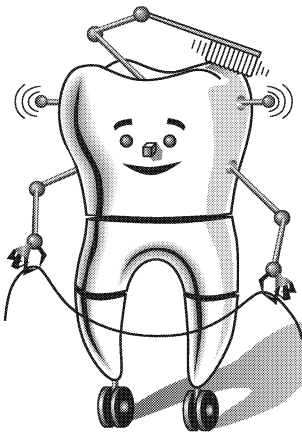
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Making “Sense” of Foods

We often choose to eat foods that appeal to our senses.



- Explain to students that these 5 senses help them learn about the world around them and help them to make decisions in their lives. One of the decisions their senses help them with is choosing which foods they want to eat.
- Tell students that one food that appeals to all of their senses, and often makes it desirable to eat, is popcorn.
 - Ask students to raise their hand if they have ever eaten popcorn. Have they ever helped make popcorn?
 - Explain to students that their eyes help them see popcorn. What does popcorn look like?
(Popcorn pieces look white and fluffy, with a brown colour where the kernel is.)
 - Discuss that their ears can help them hear popcorn being made. What does it sound like?
(Popcorn makes a crackling and popping sound when it is being made.)
 - Their nose helps them smell the popcorn. How would they describe the smell?
(Popcorn does not have a strong smell but it has its own unique smell; it might smell buttery, if butter is put on top.)
 - Their tongue helps them taste popcorn. How would they describe its taste?
(Popcorn does not have a strong taste; if butter and salt are added then it tastes buttery and salty.)
 - Their skin helps them touch popcorn. How does it feel?
(Popcorn feels slightly crisp, and lightly crunchy; it may feel greasy, if butter is put on top.)
 - Ask students to raise their hands if they are hungry for popcorn now that they have been talking about it. Explain that since popcorn appeals to our senses, we like to eat it.
- Tell students that they are going to spend some time using their senses to explore some foods.
 - Divide the students into small groups and provide each group with a food that impacts the senses.
 - Explain to students that they are going to work in groups and use one sense at a time, to examine the food that their group has. Walk students through each sense by having students discuss in their groups:
 - what their eyes see when they look at their food
 - what their ears hear from their food, if it makes any sound
 - what their nose smells when they sniff their food
 - what their tongue tastes if they bite into their food.
(You may choose to not have students taste the foods but to describe the taste by any past experiences they have had with eating their particular food.)
 - how their food feels when they use the skin on their fingers to touch their food.

Making “Sense” of Foods

To have healthy teeth choose foods that are not sugary and that do not stick to the teeth.

- Have groups share with the rest of the class some of the sensory descriptions of the food they have examined.
- Explain to students that we often choose to eat foods that appeal to our senses, but if we want to have healthy teeth we should also choose foods based on two other criteria. (This should be a review of Lesson 3. However if Lesson 3 was not taught, then use sections of it to explain the concepts of sugary and sticky foods.) Ask the students if they know what else they should think about when they are choosing foods?
(Whether it is a sugary food or a healthy food, and whether it is a sticky food or not.)
- Explain to students that they can use some of the 5 senses to determine if a food is sugary.
 - Refer back to the **Robo-Tooth’s Senses Chart**.
 - For each sense that was written on the chart, have the students discuss if that sense would help them determine if a food is sugary.
 - Eyes – See
(We can use our eyes to see if the food has sugar on the outside of it. We can tell that a food has sugar in it if we can read the ingredients on the labels.)
 - Ears – Hear
(Our ears will not help us determine if a food has sugar.)
 - Nose – Smell
(Our nose may help to smell sweetness from the food.)
 - Tongue – Taste
(Our tongues will provide the best sense for determining if a food is sugary, because it tastes that a food has sugar.)
 - Skin – Touch
(Using our fingers, teeth and tongues, we may be able to feel that some foods have sugar by their texture.)
- Explain to students that they can use some of the 5 senses to determine if a food is sticky.
 - Refer back to the **Robo-Tooth’s Senses Chart**.
 - For each sense that was written on the chart, have the students discuss if that sense would help them determine if a food is sticky.
 - Eyes – See
(From looking at its outward appearance, our eyes may be able to determine if a food is sticky.)
 - Ears – Hear
(Our ears may help us to determine if a food is sticky by listening for sounds when we are opening the food, to hear if it is sticking to its wrapper.)
 - Nose – Smell
(Our nose will not help us determine if a food is sticky.)

Making “Sense” of Foods

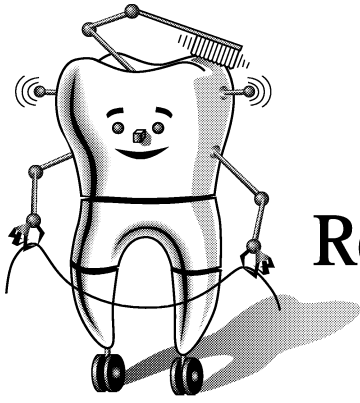
Clean teeth feel smooth to the tongue.

- Tongue – Taste
(Our tongues cannot taste that a food is sticky, but they can feel that a food is sticky.)
- Skin – Touch
(Our fingers, teeth and tongues, will provide the best sense to determine if a food is sticky, because they feel that a food is sticky.)

- Ask students to list some foods that would both appeal to their senses and be healthy for their teeth. Write responses on the chalkboard, whiteboard or piece of chart paper.

Optional Activities

- Bring to class a hot-air popcorn maker, popcorn kernels, a large bowl, and some napkins. Make the popcorn during the discussion about how popcorn impacts our senses. Have students use their senses to describe what they see, hear and smell when the popcorn is being made. Have students wash their hands. Give each student a napkin with some popcorn on it, and have students describe how the popcorn feels and tastes.
- Instead of having each group of students examine only one food, the foods could be rotated through the groups so that each group examines every food. Once each group has examined and discussed every food, have the groups share with the rest of the class some of the sensory descriptions of the last food they examined.
- Give students an opportunity to use their senses to sort foods by trying the activity found at www.childhealthonline.org. Click on *Sample Activities* and then scroll down to *Sorting Activity*.
- Encourage students to use their 5 senses when they brush their teeth at home tonight. For example, have them: look in the mirror as they brush; listen to the sound of the toothbrush bristles on their teeth (noisy) compared to the sound on their gums (quiet); smell and taste that they have fresher breath after brushing; feel with their tongue the fuzzy coating of plaque on their teeth before brushing compared to the smooth feeling after brushing.



Robo-Tooth's Senses Chart

Body Part	Sense
Eyes	
Ears	
Nose	
Tongue	
Skin	

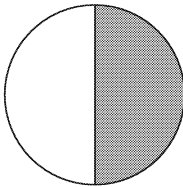
Making Toothpaste

General Outcome
Life Learning Choices

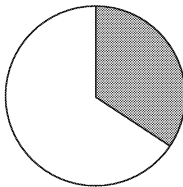
Specific Outcome
Students will explore different ways to know, or come to know, new things.

Dental Outcome
Students will discover new things about teeth and toothpaste.

Day 1, Time: 30 minutes



Day 2, Time: 20 minutes



Materials

- Chalkboard or whiteboard
- Table with ingredients for toothpaste set up buffet style in classroom (set up ahead by teacher)
- Ingredients for making toothpaste – amounts required for each student:
 - Baking soda (2 teaspoons)
 - Salt (1/4 teaspoon)
 - Water (1/2 teaspoon)
 - Food flavouring extract, i.e. peppermint, orange, mint (about 3 drops)
- Teaspoons – 4 in total: 3 for measuring baking soda, salt and water; 1 for mixing
- Small plastic bags with a zip-type seal – 1 for each student
- Photocopies of **Tube of Toothpaste** handout – 1 copy for each student
- Crayons / pencil crayons
- Area of classroom designated as “Dental Health Centre” – as set up in Lesson 1

Activity

Day One

- Explain to students that the lessons today and tomorrow are going to be about something that they can use to help keep their teeth healthy. The item is toothpaste.
- Ask students if they think that toothpaste helps to clean their teeth or whether it can make their teeth stronger.
(It makes teeth stronger.)
- Explain to students that toothpaste does not clean the teeth, it is the action of a toothbrush and floss that removes plaque. But toothpaste makes your teeth stronger if it has fluoride in it.
- Print the word “Fluoride” on the chalkboard or whiteboard.
 - Have the students read the word.
 - Ask students if they know where they can get fluoride from, besides toothpaste.
(The dental office, some drinking water, some foods and drinks, some mouthwashes.)
- Discuss with students that there are many different types and brands / names of toothpaste.
 - Ask students if they have ever helped their parents shop for toothpaste.
 - Ask students to give reasons why their family buys the type of toothpaste that they use.
(It tastes better than others; it comes in a nicer container; it has more interesting commercials than others, etc.)

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Making Toothpaste

Use no more than a pea-sized amount of toothpaste.

Do not swallow the toothpaste – spit it out after brushing.

- Ask students what they think would be the best type of toothpaste to buy.
(A toothpaste that contains fluoride.)
- Ask students how much toothpaste they should put on their toothbrush.
(The size of a small green pea, or the size of the fingernail on their smallest finger.)
- Explain to students that many types of toothpaste taste good. Ask them if they think they should swallow toothpaste.
(No. Do not swallow toothpaste. It is important to spit toothpaste out. Fluoride is for our teeth and not our tummies.)
- Explain to students that there are many types of toothpaste in the store but they can also make toothpaste, and this is what they are going to do in class today.
 - Explain to students that the ingredients for making today's toothpaste are on a designated table in the classroom.
 - Read list of ingredients to students: baking soda, salt, water, and flavouring. Ask students what is missing in the toothpaste ingredients.
(Fluoride)
 - Explain to students that fluoride will not be put into this "homemade" toothpaste, but they are going to make a small amount of this toothpaste to see what it is like.
 - Have each student proceed to the table and help them to place the required ingredients for making toothpaste in their small plastic bag and to mix the contents thoroughly using the spoon. Once mixed, the students should zip the bag closed and take their bag of toothpaste back to their desks.
 - Instruct the students to take their toothpaste home and encourage them to use it that night and compare it to "store-bought" toothpaste. Encourage them to use only a small amount of this toothpaste and remind them not to swallow the toothpaste. Students should be looking for differences in taste, smell, feel, colour, etc. between the two toothpastes. This should be a follow-up of Lesson 4 on the 5 senses. However, if Lesson 4 was not done then use sections from that lesson to explain the concept of the 5 senses.
 - Explain to students that tomorrow they will spend some class time discussing what they thought of the "homemade" toothpaste compared to their "store-bought" toothpaste.

Day Two

- Have a discussion with students about their experiences of using "homemade" toothpaste.
 - Have students share whether they liked or did not like the toothpaste.

Making Toothpaste

When buying toothpaste, choose one with fluoride.

- Have students discuss similarities and differences they noticed between the “homemade” toothpaste and the “store-bought” toothpaste they usually use. Encourage students to discuss similarities and differences in taste, smell, feel, colour, etc.
- Explain to students that even though toothpaste can be made at home, using “store-bought” toothpaste that contains fluoride is the better choice because the fluoride makes their teeth stronger.
- Explain to students that they are going to pretend that they each own a company that makes toothpaste. They are in charge of designing a toothpaste tube for a brand new toothpaste with fluoride. Their tube design should contain:
 - A name for their toothpaste.
 - The word “fluoride” on the tube.
 - The flavour of their toothpaste (i.e. mint, grape, etc.).
 - Pictures and colours to decorate the tube.
- Distribute handout **Tube of Toothpaste** to each student.
 - Have crayons / pencil crayons available for students.
 - Hang completed pictures in the “Dental Health Centre” area.

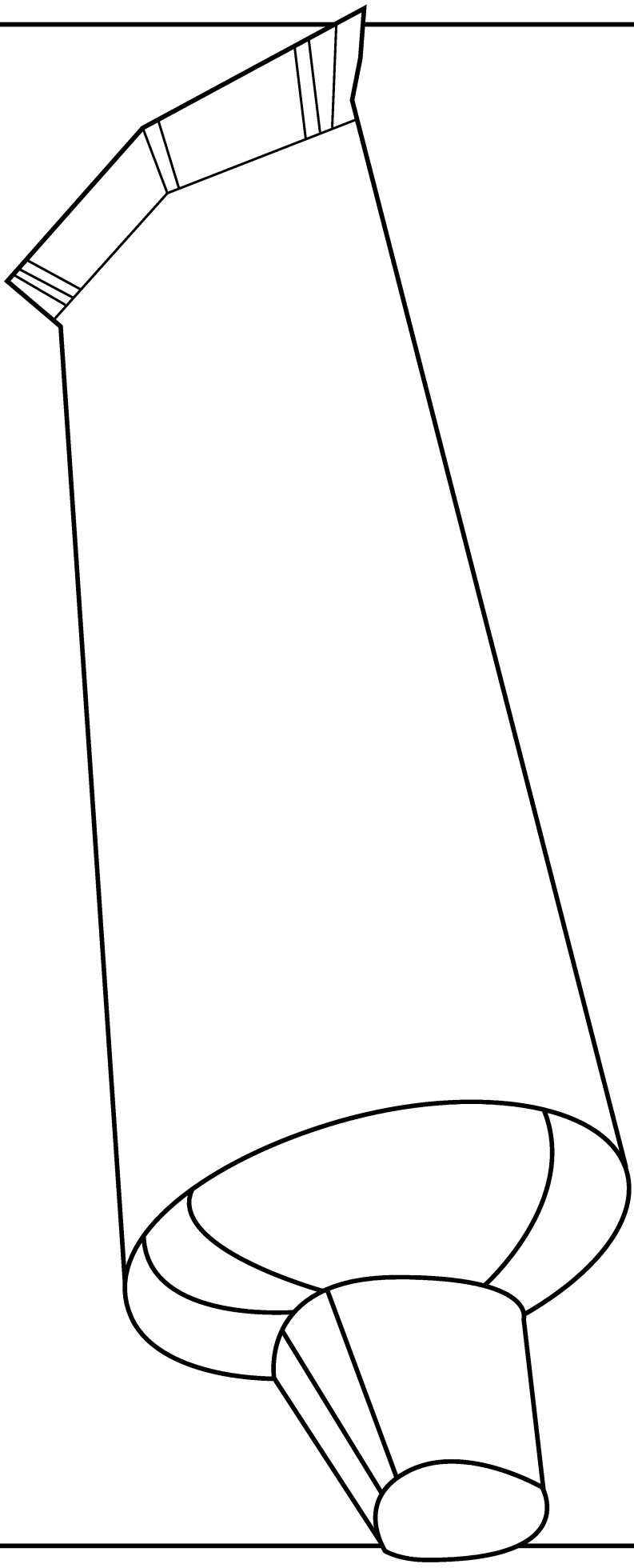
Optional Activities

- The activity of making the toothpaste can be completed by the teacher only, and not individually by the students. Make enough toothpaste for each student to have a taste in class. Dispense using separate cotton-tipped applicators for each student. Have students rub cotton-tipped applicators along their front teeth (students may want to rinse afterward). As described in the lesson, discuss their impressions of this toothpaste compared to their toothpaste at home.
- Find a colouring sheet about the amount of toothpaste to use by visiting www.dupagehealth.org/health_ed/dental_month.html and clicking on *Toothpaste*.
- Try some of the activities listed under *Day 3* at www.wku.edu/~melanie.franks/unit.html.

Tube of Toothpaste

Design your own tube of toothpaste.

Think of a fun name for your toothpaste and write it on the tube. Colour the tube in your own creative design.



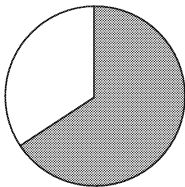
Dental Workers in Our Community

General Outcome
Life Learning Choices

Specific Outcome
Students will demonstrate an awareness of the ways in which people perform responsibilities in the community, including paid and unpaid work.

Dental Outcome
Students will demonstrate an awareness of the ways in which dental professionals perform responsibilities to help people in their community.

Time: 40 minutes



Materials

- Chalkboard or whiteboard

Activity

- Explain to students that they are going to spend some time talking about a person everyone should visit to keep their teeth healthy. Ask students if they know who it is.
(The Dentist)
- Ask students to raise their hands if they have visited a dental office.
 - Have some students take turns talking about their experiences at the dental office. (Downplay painful experiences and focus on positive ones.)
 - Ask students when they should go to the dental office.
(At least once a year for a check-up and cleaning, and as soon as possible if a tooth is broken or hurts.)
 - Encourage students who have not visited the dental office to ask their parent(s) about the date for their first dental visit.
- Explain to students that there are different workers in a dental office. The workers may be men or women, and they all work together with you to help you keep your teeth healthy and strong.
- Have students list any dental office workers that they know.
 - Write the list on the board.
 - List should include: Dentist, Dental Hygienist, Dental Assistant and Receptionist.
- Explain to students that each of these workers has a special job.
 - Ask students if they know what the jobs are of any of the dental workers who are on the list.
 - Explain the roles as follows:
 - Dentist *(Checks your teeth to see if they are healthy. Looks for cavities and fixes teeth.)*
 - Dental Hygienist *(Cleans and polishes teeth for adults and children. Takes X-rays and applies fluoride. Teaches you how to keep your teeth and gums healthy.)*
 - Dental Assistant *(Takes you to the dental room and sets up the dental tools. Works with dentist. Sometimes polishes children's teeth. Teaches you how to keep your teeth and gums healthy.)*
 - Receptionist *(Greets you, answers the phone, takes messages, and makes appointments for you.)*

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Dental Workers in Our Community

Students should have a check-up and cleaning at least once a year.

Dental workers help you keep your teeth healthy and strong.

- Explain to students that they are now going to work in pairs to make and act out commercials for dental offices. Each group will be its own dental office and will make a 30-second commercial to tell people what happens in their office and to tell people why they should want to go to their particular dental office.
 - Divide students into pairs.
 - Give the groups time to plan and practice their commercial. Each group should include in their commercial:
 - A name for their dental office
 - One group member pretending to be one of the dental workers and talking about what they do in their office.
 - The other group member has the option of being a patient, a different dental worker, or the commercial announcer. They should talk about why it is important to go to the dentist.
 - Have each group perform their commercial for the rest of the class.

Optional Activities

- Arrange a class tour to a local dental office.
- Invite a dental professional to come and talk to the class.
- Print off a fun booklet activity from www.sdcoe.k12.ca.us/smiles/visit.html.
- To find more information about the roles of dental workers, and to access further activities, visit www.dupagehealth.org/health_ed/dental_month.html and click on *Dental Visit*.
- If students have computer access, have them visit www.ada.org. Click on *Animations & Games*, and then *Visit the Dentist with Marty*. This will start an interactive story which students can listen to and read along with, as Marty takes a trip to the dentist.

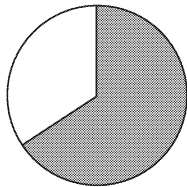
Smiles Change

General Outcome Wellness Choices

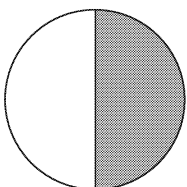
Specific Outcome
Students will identify the specific physical changes that occur during early childhood.

Dental Outcome
Students will identify the changes that occur with their teeth during early childhood.

*Day 1, Time: 40 minutes
near the beginning
of the school year*



*Day 2, Time: 30 minutes
near the end of the
school year*



Materials

- Large lettered title “My Changing Teeth” (made ahead by teacher)
- Area of classroom designated as “Dental Health Centre” – as set up in Lesson 1
- Small empty containers for decorating (e.g. plastic film containers, crayon boxes, small gift boxes, etc.) – each student to bring 1 container to class. Approximately 1 week before lesson activity, tell students they will need to bring in such a container by the particular day of the lesson.
- Option – teacher may want to have a few extra containers on hand in case some students forget to bring them
- Option – a pre-made sample of an “I’ve Lost a Tooth” container (decorated ahead by teacher)
- Supplies for decorating containers and **My Teeth are Changing** handouts:
 - Coloured construction or tissue paper
 - Glitter, beads, sequins, ribbon, yarn
 - Crayons
 - Glue
 - Scissors
- Camera to take each students’ picture. Note: this lesson is based on using a camera in which pictures are available instantly. Adjust the lesson plan if using a camera in which developing time is needed.
- Photocopies of **My Teeth are Changing** handout – 1 copy for each student

Activity

Day One

- Ask students if they have a baby brother or sister or cousin or neighbour.
- Have students talk about whether or not the baby has teeth.
- Explain to students that when they were born, they probably did not have teeth.
- Explain to students that when they were a few months old their first teeth started to grow into their mouths.
 - Ask students if they know what this first set of teeth is called. (*Baby teeth or primary teeth*)
 - Ask students what happens to these baby teeth as they are growing. (*They become loose and fall out.*)
- Ask students to raise their hands if they have already lost a tooth.
 - Have some students share their experiences and feelings about losing a tooth.
 - Explain to students that everyone loses teeth at different times. Tell students that those who have not lost any teeth yet will probably lose their front teeth this year or next.

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Smiles Change

Baby, or primary teeth, will fall out, but do require care so they are not lost too soon.

Permanent, or adult teeth, are meant to last a lifetime.

Students may need parent's help to reach their six-year molars with their toothbrush.

- Explain to students that they are supposed to lose their primary / baby teeth, but a new set of teeth replaces them. They should never lose this second set of teeth.
- Tell students that you want them to imagine what it might be like to lose something that they would not want to lose.
 - Ask students to close their eyes and think of an item or object that is very special to them. This item should be something which is so special that they would be very sad if they lost it (e.g. a favourite toy, book, necklace, etc.).
 - Ask students to pretend that they have lost their special item, and to think about how this would make them feel.
 - Ask some students to share with the class what special item they were thinking of and how they would feel about losing it.
- Explain to students that when they are about 6 years old, they will start to grow a new set of teeth in their mouths and this is the set of teeth that they are not supposed to lose.
 - Ask students if they know what this second set of teeth is called. (*Adult teeth or permanent teeth*)
 - Explain to students that “permanent” means something that lasts forever, and so this permanent set of teeth should last their whole life.
 - Ask students to raise their hands if they have new front teeth starting to grow.
 - Explain to students that these are permanent teeth.
 - Ask students to raise their hands if they have any new teeth growing in the back of their mouths.
 - Explain that these back permanent teeth grow in behind the baby teeth on either side of their mouths, when they are about 6 years old. These teeth are their six-year molars and it is important to remember to reach them with their toothbrush.
 - Ask students what might happen if they lost one of their permanent teeth. (*They would have an empty space in their mouth because another tooth would not grow in. This can make chewing, talking and smiling difficult.*)
- Ask students what they can do to make sure they do not lose any of their permanent teeth. (*Brush our teeth, floss our teeth, visit the dentist and eat healthy foods.*)
- Review with students:
 - **Brushing** – students should brush for at least 2 minutes, in a pattern all around the mouth, so no areas of the teeth and gums are missed. They should brush every morning and night, with a parent helping at bedtime.
 - **Flossing** – students should have a parent floss their teeth once a day.

Smiles Change

Throughout Grade One, students will see how their teeth are changing and may have feelings to share about losing a tooth.

- Visiting the dentist – students should visit the dental office at least once a year for a check-up and cleaning, and as soon as possible if a tooth is broken or hurts.
- Keeping teeth safe – students should protect teeth from being broken or hurt by wearing mouthguards, helmets and face shields when playing sports.
- Eating healthy foods – students should choose nutritious foods, and limit sugary and sticky foods to prevent cavities.
- Bring out title “My Changing Teeth.”
 - Have students sound out and read the words.
 - Hang in “Dental Health Centre” area.
- Explain to students that throughout their Grade One year, their teeth will be changing. Tell them that as a class they are going to watch to see how their teeth change.
 - Explain to students that you will be taking their pictures now and then again at the end of the school year, to see how their teeth change.
 - Tell students that you will be taking their pictures one at a time, and while they are waiting for their turn they will be making an “I’ve Lost a Tooth” container.
- Introduce the activity of making an “I’ve Lost a Tooth” container.
 - Ask students to get the containers they have brought, and place them on their desks.
 - Tell students that they are going to decorate these containers so they have a special place to put the baby teeth they lose.
 - If a sample was made, show it to the students at this time and explain that they will make their own.
 - Provide students with the supplies for decorating their containers.
 - Instruct students to decorate their containers in their own creative way by colouring their containers, and / or gluing pieces of paper, glitter, beads, sequins, ribbon or yarn onto their containers.
 - Emphasize to students that they will need to be able to open and close their container after it is decorated, so they need to keep this in mind when decorating. Remind students that they should not glue their container closed.
 - Instruct students to take their completed container home and to tell their families about their special tooth container and what they learned today about primary and permanent teeth.
- While students are decorating their containers, take each student’s picture individually. Option – have a parent volunteer take the pictures.
 - Encourage students to smile and show their teeth in their picture.
 - Record student’s name and the date on each picture, and hang them in the “Dental Health Centre” area. Either keep the pictures on display

Smiles Change

As students grow their bodies go through physical changes. One special change happens with their teeth.

for the remainder of the school year, or display them only temporarily, store them, and bring them out again later in the school year when taking pictures for part 2 of the lesson.

- If new students arrive during the school year, take their picture so they can join in when doing the second half of this project.

Day Two (several months later)

- If the pictures are not still hanging in the classroom, bring out pictures that were taken earlier in the school year.
- Explain to students that they are going to see how their teeth have changed during Grade One.
 - Explain to students that you are going to take their pictures again, and compare them to the pictures that were taken earlier.
 - Tell students that you will be taking their pictures one at a time, and while they are waiting for their turn they will be decorating picture frames for their photographs.
- Introduce the activity of decorating the **My Teeth are Changing** handout.
 - Distribute a copy of the **My Teeth are Changing** handout to each student.
 - Explain to students that this handout has two picture frames. In one frame they are going to glue their picture from earlier in the year. In the other frame they will glue their picture that is taken today.
 - Provide students with art supplies and instruct them to decorate their picture frames.
- While students are decorating their frames, take each student's picture individually. Option – have a parent volunteer take the pictures.
 - Encourage students to smile and show their teeth in their pictures.
 - Record student's name and the date on each picture.
 - Distribute these pictures, along with the pictures taken earlier in the year, and have students glue them onto their **My Teeth are Changing** handouts.
- When students have finished decorating their **My Teeth are Changing** handouts, have them bring their sheets to the group area and gather as a class.
- Remind students that as they grow, their bodies go through physical changes. One special change happens with their teeth.
- Explain to students that now they are going to talk about the changes that have occurred in their teeth in Grade One, by comparing their pictures from earlier in the school year to now.

Smiles Change

Everyone is unique and loses teeth at different times.

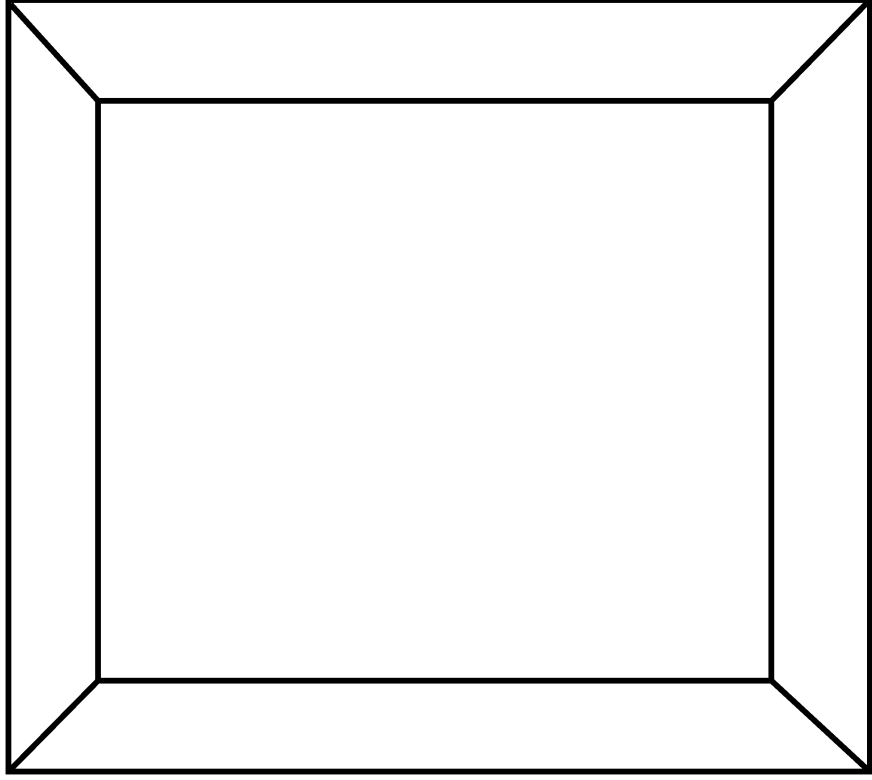
- Have some students hold up their **My Teeth are Changing** handout and tell the class the changes they see between the two pictures. Encourage students to talk about their primary and permanent teeth.
- Discuss with students that there are similarities and differences between each student, and emphasize that everyone loses teeth at different times.
- Have students hang their **My Teeth are Changing** handouts in the “Dental Health Centre” area before sending them home.

Optional Activities

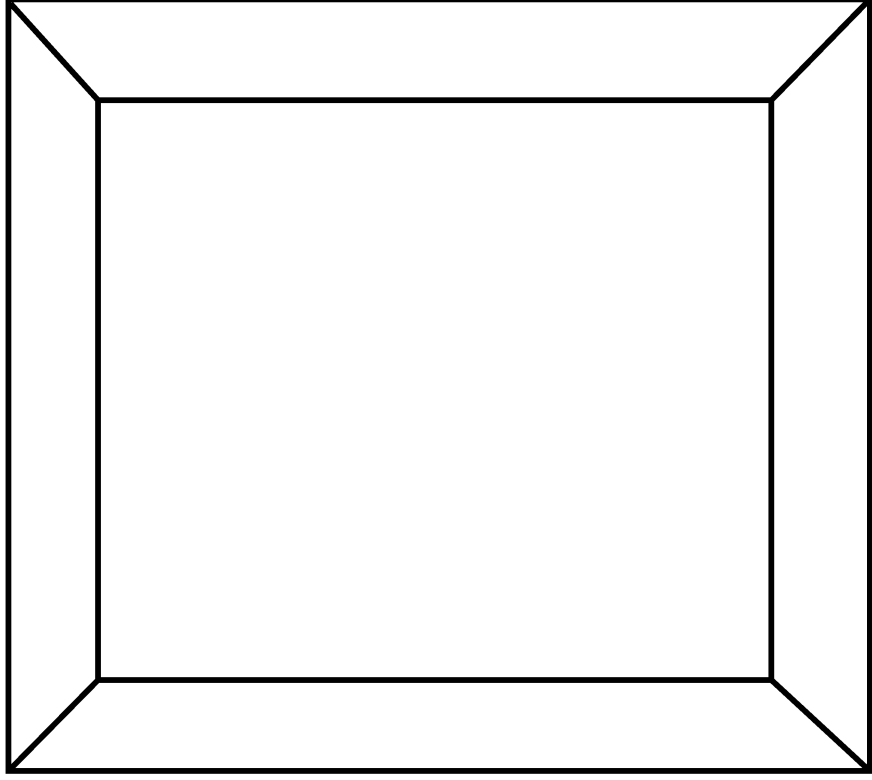
- Instead of taking 2 pictures of each student during the school year, have students bring in a baby picture and use that as the “before” picture. Then take the students’ pictures now and use those as the second pictures, to be compared to their baby pictures.
- Instead of having students bring in containers to decorate for their “I’ve Lost a Tooth” project, have each student decorate an envelope or print off the paper tooth pocket from www.sdcoe.k12.ca.us/smiles. Click on *Student Activities for Fun*, and then on *My Tooth Packet*.
- If the concept of the tooth fairy is appropriate with your students:
 - Discuss the tooth fairy and students’ experiences with putting a tooth under their pillow. Then have students write a short story (about 3 – 10 sentences long) about what they think the tooth fairy does with all those primary / baby teeth, and draw a picture of what they think the tooth fairy looks like.
 - Borrow books from the library about the Tooth Fairy. Some examples are: *What do the fairies do with all those teeth?* by Michel Luppens and Philippe Beha, *The Tooth Fairy* by Sharon Peters, and *Tooth Fairy Magic* by Joanne Barkan.
- Arrange to have a parent bring a baby to class and have the students discuss the differences they notice between the baby’s mouth and their mouths.
- Arrange for a dental professional to visit the class to check each student’s mouth, specifically looking for how many primary teeth, permanent teeth and six-year molars that each student has. Parental consent may be necessary for this activity.

My Teeth are Changing

Decorate the picture frames and glue your pictures inside each frame.



This is what my teeth used to look like.



This is my smile now.

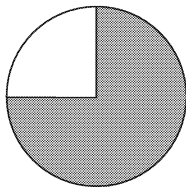
Animals, Teeth and Food

General Outcome Wellness Choices

Specific Outcome
Students will identify physical characteristics that make themselves both similar to and different from others.

Dental Outcome
Students will learn about the functions of teeth and how their teeth are different than animals' teeth.

Time: 45 minutes



Materials

- Large lettered title "Animals and Their Teeth" (made ahead by teacher)
- Books and magazines about animals; teacher to either collect these ahead of time, or take students to library during class time
- Paper
- Crayons / pencil crayons
- Area of classroom designated as "Dental Health Centre" – as set up in Lesson 1

Activity

- Explain to students that they are going to spend some time talking about the jobs of teeth in both people and animals.
- Explain to students that teeth are very important because they help us do three things / jobs. Ask students if they know what three things / jobs our teeth help us do.
(Chew, talk, smile / look nice.)
- Explain to students that if they did not have teeth, it would be hard for them to eat, talk and smile.
- Have students pretend that they have no teeth by curling their lips over their teeth.
 - Do they think they would be able to eat an apple like this? Ask students to pantomime how they might eat something – do this with lips curled and without lips curled.
 - Can they talk very well like this? Ask them to curl their lips over their teeth again and to say the words "Thursday," "teeth," and "sister." Could they say these words easily and clearly? Have them say these words again when they do not have their lips curled over their teeth. Can they say the words easier and more clearly now?
(Yes, because our tongues and lips need to press against our teeth to help us speak clearly.)
 - Do they have nice smiles like this? Ask the students to look at each other while their lips are curled around their teeth. Then have the students uncurl their lips and smile at each other. Can they see the difference their teeth make in their smiles?
- Explain that since teeth have important jobs, it is important to take care of them so teeth stay healthy and last a lifetime.
- Ask students to list some things they can do to keep their teeth healthy.
(Brush, floss, eat healthy foods / limit sugary foods, visit the dentist regularly, wear a mouthguard when playing sports, etc.)

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Animals, Teeth and Food

Teeth help us chew, talk and smile.

Healthy teeth and a happy smile generally go together.

Teeth help our faces make expressions to show how we feel.

- Explain to students that healthy teeth and a happy smile generally go together. Ask students why they think this happens.
(Healthy teeth are clean and shiny so it makes it easy to smile.)
- Ask students why it is important to be able to smile.
(It is a sign of friendliness; makes us and other people feel good.)
- Ask the students how they feel when they smile.
(Happy)
- Explain to students that feeling happy is one particular feeling but there are many other feelings that we experience.
- Explain to students that their teeth play a role in feelings. Teeth help their faces make expressions that show how they feel, and healthy teeth help them feel good.
- Explain to students that they are going to demonstrate how their teeth help make facial expressions.
 - Ask students to state some of the feelings that they know about.
(Happy, sad, angry, afraid, surprised, etc.).
 - For each feeling listed, ask students to show how their faces might look when they are experiencing that particular feeling. Emphasize how their mouths and teeth help with showing each facial expression.
- Explain that a person can influence how another person feels.
 - Ask one student to stand in front of the class and make a sad face so all of the students can see. Ask the other students how this makes them feel.
(It makes them sad to see someone else sad.)
 - Ask another student to stand in front of the class and make a happy face so all of the other students can see. Ask the other students how this makes them feel.
(It makes them happy to see someone is happy.)
 - Ask students how they would feel if someone said something nice about them.
(It would make them happy.)
 - Ask students how they would feel if someone teased them about something.
(It would make them sad, mad.)
- Explain to students that everyone's smile looks different. Ask students if it is okay to tease another student if their smile looks different than theirs.
(No. Teasing is not okay; teasing can hurt someone and make them sad; everyone is supposed to look different.)

Animals, Teeth and Food

Animals' teeth are suited to the different foods they eat.

- Ask students to state how they can make others feel good about themselves.
(Be nice, share things, compliment others, do not tease.)
- Ask students if they know who else has teeth besides people.
(Animals)
- Bring out title "Animals and Their Teeth."
 - Hang in "Dental Health Centre" area.
 - Have students sound out and read the words.
- Ask students if animal teeth do the same jobs as human teeth.
 - Do an animal's teeth help it smile and express its feelings?
(Yes, but slightly different than people. You may be able to tell when an animal is angry because they show their teeth.)
 - Do an animal's teeth help it talk?
(No, because animals don't talk. But some animals do make noises.)
 - Do an animal's teeth help it eat?
(Yes)
- Explain to students that animals have different numbers of teeth and different shaped teeth than people. Each type of animal has unique teeth because of the food they eat.
- Explain to students that they are going to learn about the teeth of different animals and the foods they eat.
 - Explain to students that they will be using books and magazines for this project. Make books and magazines available to students by either distributing books that were collected ahead of time and having students share, as necessary, or take students to the library to find their own books.
 - Instruct students to individually think of an animal that they would like to learn about. Option – have each student choose a different animal than their classmates, to have more of a variety of animals to learn about.
 - Have each student, with guidance, read about and look at pictures of their chosen animal. They should look for information about the animal's teeth and the foods it eats.
 - Distribute paper and crayons / pencil crayons.
 - Have students draw a picture of their animal, showing their teeth, and the food the animal eats.
 - Have each student, with guidance, write 1-3 sentences about their animal, its teeth and the food it eats. Students can include an interesting fact about the teeth. Examples:
 - A beaver has 2 big front teeth. It uses them to chew on trees.
 - A horse has lots of big, flat teeth. It uses them to chew grass and hay.

Animals, Teeth and Food

- A shark has many teeth. Their teeth are sharp to eat slippery fish. They are always growing new teeth if any teeth fall out.
- Display pictures in the “Dental Health Centre” area.

Optional Activities

- Have students share their pictures with the rest of the class, and have them comment on their particular animal’s teeth and the food the animal eats.
- Arrange a class trip to a zoo or farm before students draw their pictures. During the trip, encourage the students to observe the animals’ teeth and the food they eat. After the trip, have students draw a picture and write sentences, as described in the lesson, about one of the animals they saw.
- Have students choose dinosaurs instead of animals to be the subject of their project.
- For some interesting facts about animal teeth visit <http://smilekids.deltadentalca.org/index.html> and click on *Healthy Teeth*. Or visit www.jbutler.com, click on the *United States* version and then on *Kid’s Stuff*. Select *Amazing Foods* and then click on *Tooth Facts*.
- Try some of the activities listed under *Day 4* at www.wku.edu/~melanie.franks/unit.html.

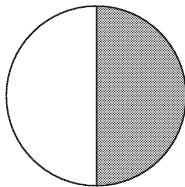
What a Toothy Character

General Outcome
Life Learning Choices

Specific Outcome
Students will demonstrate independence in completing tasks and activities, when appropriate.

Dental Outcome
Students will review the dental concepts they have previously learned.

Time: 30 minutes



Materials

- Photocopy of **I am Robo-Tooth** picture enlarged (found in Lesson 1)
- Chalkboard or whiteboard
- Students' notebooks and / or paper
- Pencils
- Crayons / pencil crayons
- Area of classroom designated as "Dental Health Centre" – as set up in Lesson 1

Activity

- Explain to students that they are going to spend some time writing stories.
- Discuss with students some of the different characters in a story and why they are important (e.g. main character, "good guys and bad guys," etc.).
- Have the students describe some characters they are familiar with from their favourite stories, videos or movies.
- Explain to students that each character is different (i.e. each has a particular name, traits, appearance) and that different words are often used to describe the characters (i.e. adjectives).
- Have some students use 3 words to describe their favourite character. For example, the tall, green, two-eyed frog.
- Explain to students that they can use words to describe teeth. What words would they use to describe healthy teeth?
(*Clean, shiny, strong, etc.*)
- Ask students to list some things they can do to keep their teeth healthy.
(*Brush, floss, eat healthy foods / limit sugary foods, visit the dentist regularly, wear a mouthguard when playing sports, etc.*)
- Bring out enlarged picture of **I am Robo-Tooth** and introduce students to Robo-Tooth as described in Lesson 1, if students have not been introduced to Robo-Tooth before.
 - Have students list words that describe Robo-Tooth.
 - Record responses on the board and have the students copy the words in their notebooks / paper.
- Have students write a story (3-10 sentences long) about Robo-Tooth, using descriptive words in their story. May want to suggest topics to students such as:
 - Robo-Tooth Visits the Dentist
 - Robo-Tooth Eats Healthy Foods
 - Robo-Tooth Brushes

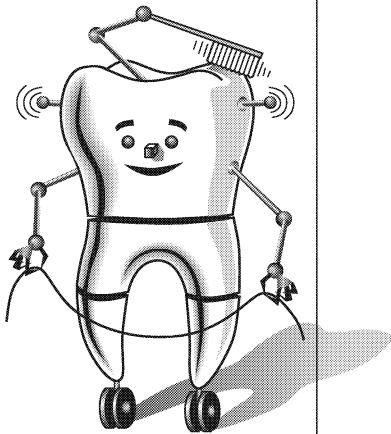
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What a Toothy Character

Students can use descriptive words to write a story about Robo-Tooth and how to keep their teeth healthy.



- Have students draw an illustration to go with their story.
- Display stories and pictures in the “Dental Health Centre” area.

Optional Activities

- Have students share their Robo-Tooth stories and pictures with the rest of the class.
- Have students write stories about themselves as the main character instead of Robo-Tooth, if not introducing Robo-Tooth to students.
- Have students write their stories on paper in the shape of a tooth. A pattern for the tooth can be found at www.dupagehealth.org/health_ed/dental_month.html. Select *Tooth Project*, and then follow the instructions under *Story*.