

# Acknowledgements

This resource resulted from the vision and efforts of Community Oral Health Education Services, Healthy Living, Calgary Health Region.

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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](http://www.askeric.org/virtual/lessons)
- [www.themeday.com](http://www.themeday.com) – lesson plans

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# Why Teach Oral Health?

Healthy children have the greatest opportunity to achieve their academic potential.<sup>1</sup> 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.”<sup>2</sup>**

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.

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

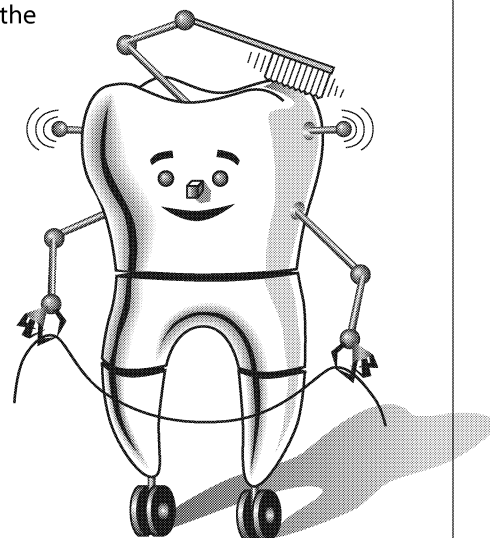
At the start of each grade there are two charts. One is a Health and Life Skills Curriculum Chart, which lists the general and specific outcomes from the Health and Life Skills curriculum that each lesson addresses. The other chart is the Integration of Curricula Chart, which lists the outcomes for Health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

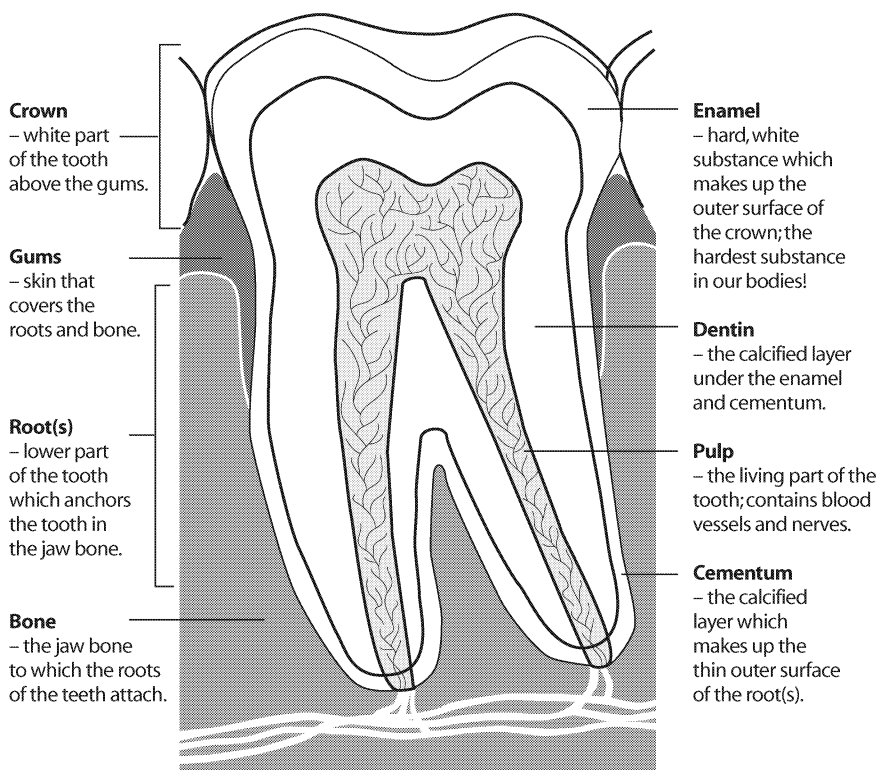
## Structure and Function of Teeth

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


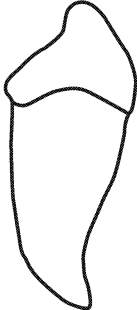
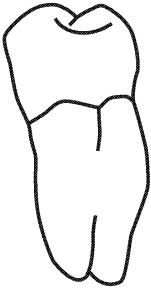
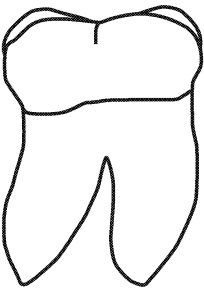
**Teeth serve the important functions of helping us to chew, talk and smile.**

**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
			
<b>Position</b> front	corner	side	back
<b>Job</b> cutting	holding and tearing	holding and tearing, chewing and grinding	chewing and grinding
<b>Numbers</b> 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.**

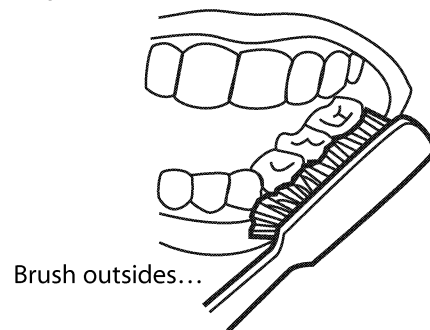
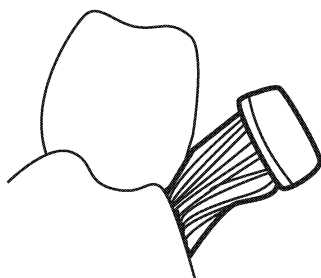
## Healthy Teeth and Gums

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.

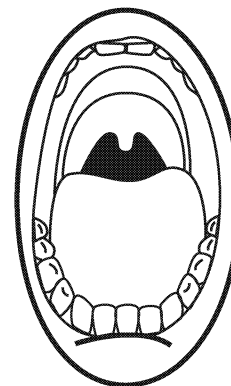
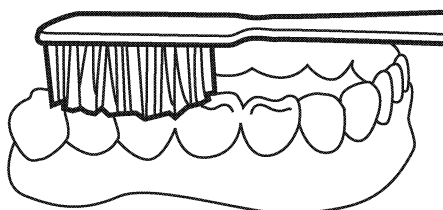
### Brushing

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



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

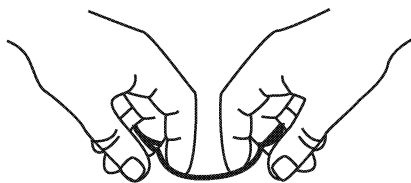
Daily flossing can help prevent cavities and gum diseases like gingivitis. Since toothbrush bristles cannot clean all tooth surfaces, flossing is needed once a day to remove plaque and food from between the teeth and under the gumline.

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.

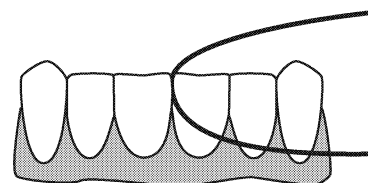
# Oral Health Background Information

**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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://www.themeday.com/toothday_theme_home.htm)

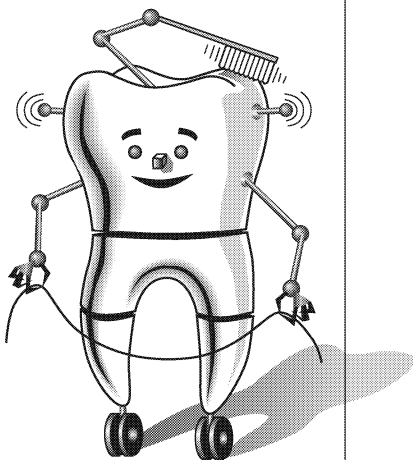
This site contains dental health lesson plans that are integrated into other subjects, links to other web sites, and lists of storybooks that have dental themes.

- Developed by a teacher

[www.wku.edu/~melanie.franks/unit.html](http://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 Kindergarten are designed to meet the general and specific outcomes in the Health and Life Skills curriculum. Numbers (e.g. W-K.2) are listed which correspond to the specific outcomes as outlined in the curriculum.

General Outcomes	Specific Outcomes	Lessons
<b>Wellness Choices</b>		
W-K.2	Identify and use positive hygiene and health care habits	1, 2, 5, 7, 9
W-K.4	Identify external body parts, and describe the function of each	1, 7, 8
W-K.5	Recognize that nutritious foods are needed for growth and to feel good	3, 4, 9
W-K.6	Recognize that some household substances may be harmful	2
W-K.7	Identify unsafe situations, and identify safety rules for protection	2, 6
W-K.9	Describe and observe safety rules in the home and school	6
<b>Relationship Choices</b>		
R-K.1	Demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words	8
R-K.2	Explore the relationship between feelings and behaving	7, 8, 9
R-K.4	Identify and begin to demonstrate effective listening	1, 2, 3, 5, 6, 8, 9
R-K.6	Demonstrate a positive, caring attitude toward others	4, 6, 8
R-K.8	Demonstrate sharing behaviour	4
R-K.9	Recognize that individuals are members of various and differing groups	5
<b>Life Learning Choices</b>		
L-K.1	Select, engage in and complete some independent learning tasks, and seek assistance, as necessary	2, 3, 5, 7, 9
L-K.3	Develop an awareness of situations where decisions are made	2, 3, 4, 6
L-K.6	Demonstrate awareness of the ways in which people take care of responsibilities at home and school	2, 5, 6

# Integration of Curricula Chart

Each oral health lesson for the Kindergarten 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-K.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-K.2 W-K.4	R-K.4			Exploring Thoughts & Experiences Comprehension
2	W-K.2 W-K.6 W-K.7	R-K.4	L-K.1 L-K.3 L-K.6		Exploring Thoughts & Experiences Comprehension Respect, Support & Collaborate
3	W-K.5	R-K.4	L-K.1 L-K.3	Inquiry	Exploring Thoughts & Experiences Comprehension Managing Information
4	W-K.5	R-K.6 R-K.8	L-K.3	Problem Solving	Managing Information Respect, Support & Collaborate
5	W-K.2	R-K.4 R-K.9	L-K.1 L-K.6	Inquiry	Exploring Thoughts & Experiences Comprehension Managing Information
6	W-K.7 W-K.9	R-K.4 R-K.6	L-K.3 L-K.6	Inquiry	Exploring Thoughts & Experiences Artistry & Clarity Respect, Support & Collaborate
7	W-K.2 W-K.4	R-K.2	L-K.1		Exploring Thoughts & Experiences Comprehension Artistry & Clarity
8	W-K.4	R-K.1 R-K.2 R-K.4 R-K.6			Exploring Thoughts & Experiences Managing Information Respect, Support & Collaborate
9	W-K.2 W-K.5	R-K.2 R-K.4	L-K.1		Comprehension Artistry & Clarity



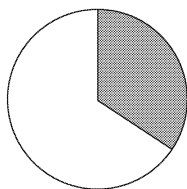
# Teeth are Important

## General Outcome Wellness Choices

Specific Outcome  
**Students will identify and use positive hygiene and health care habits.**

Dental Outcome  
**Students will become aware of the functions of teeth and state ways to keep teeth healthy.**

Time: 20 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)
- Large lettered title "Teeth are Important" (made ahead by the teacher)
- Large chart paper
- Markers – for use on chart paper
- Photocopies of **Robo-Tooth Colouring Sheet** – 1 copy for each student
- Crayons

## Activity

- Using the enlarged **I am Robo-Tooth** picture, introduce students to Robo-Tooth. Explain that Robo-Tooth is a very smart robot who knows a lot about teeth.
- Have students choose a special place in the classroom for the "Dental Health Centre."
- Advise students that there will be on-going projects that will support the "Dental Health Centre."
- Hang enlarged picture of Robo-Tooth in the designated "Dental Health Centre" area.
- Bring out title "Teeth are Important."
  - Hang in "Dental Health Centre" area.
  - Have students sound out and read the words.
- Discuss with students why teeth are important:
  - i.e. teeth help us to chew, talk and smile / look nice.
  - Print responses on chart paper and hang in "Dental Health Centre."
- Have students pretend 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 and to say the words "Thursday," "teeth" and "sister." Could they say these words easily? Have them say these words again when they do not have their lips curled over their teeth. Can they say the words easier now?  
(Yes, because our tongues and lips need to press against our teeth when we speak.)

HEALTH

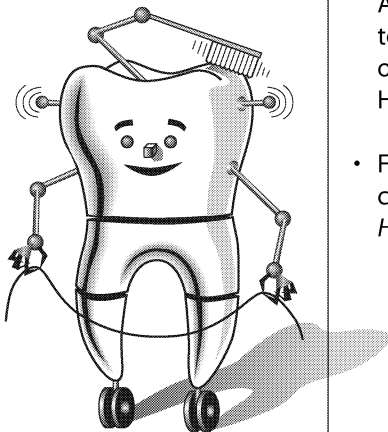
LANGUAGE ARTS





# Teeth are Important

**Since teeth have important jobs, it is important to take care of them so teeth stay healthy and last a lifetime.**



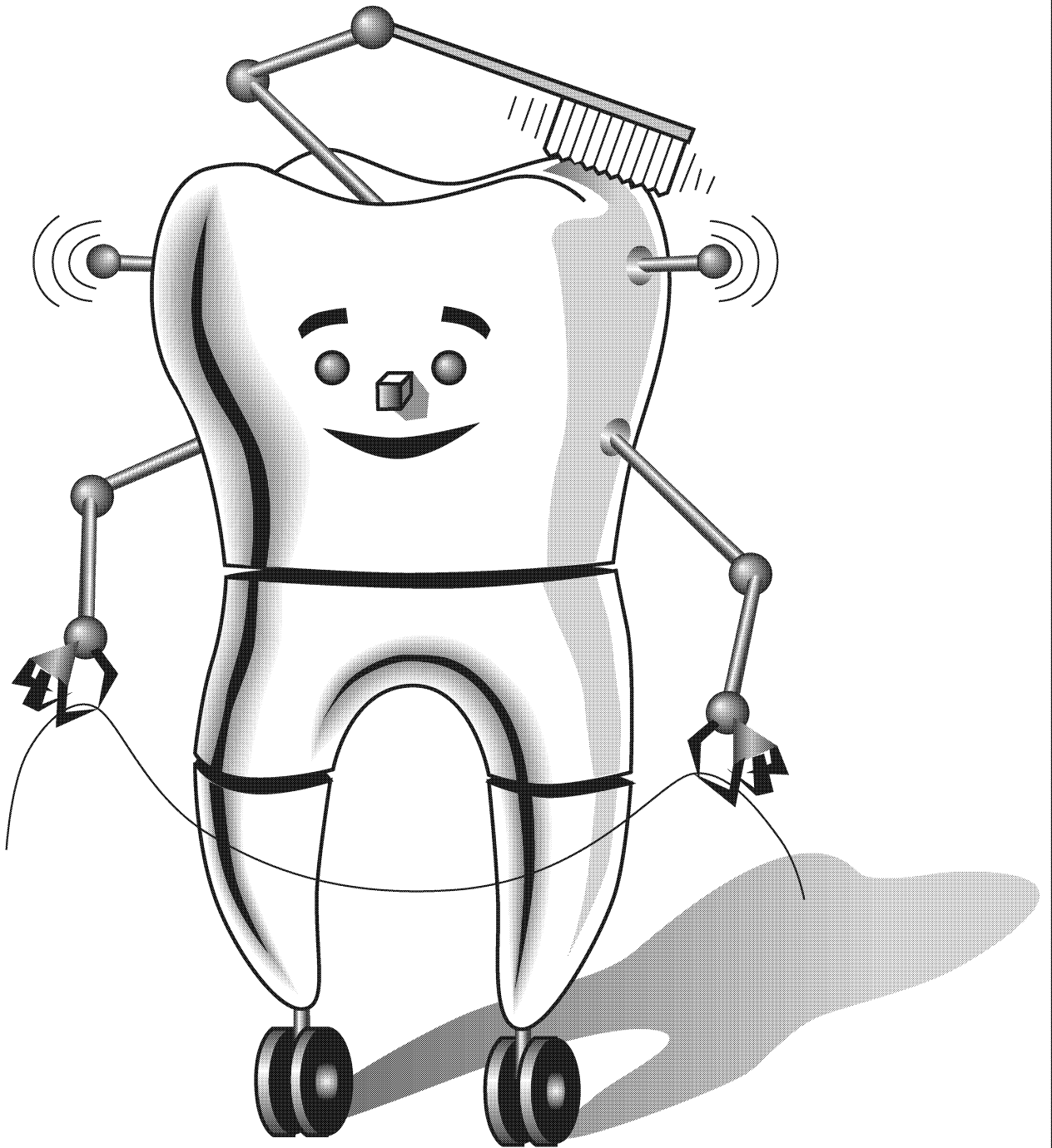
- Do they have nice smiles like this? Ask the students to look at each other while their lips are curled around their teeth. Then have students uncurl their lips and smile at each other. Can they see the difference their teeth make in their smiles?
- Explain that since teeth have important jobs, it is important to take care of them so teeth stay healthy and last a lifetime.
- Discuss with students ways to keep teeth healthy:
  - On chart paper write title “Ways to Keep Teeth Healthy.”
  - Ask students to state ways to keep teeth healthy. (*Brush, floss, visit the dentist, eat healthy foods.*)
  - Print responses on the chart paper and place in designated “Dental Health Centre” area in the classroom.
- Distribute a copy of **Robo-Tooth Colouring Sheet** to each student.
  - Have students colour, draw a face with a smile and teeth, and put their name on their **Robo-Tooth Colouring Sheet**.
  - Have each student hang their **Robo-Tooth Colouring Sheet** in the special “Dental Health Centre.”

## Optional Activities

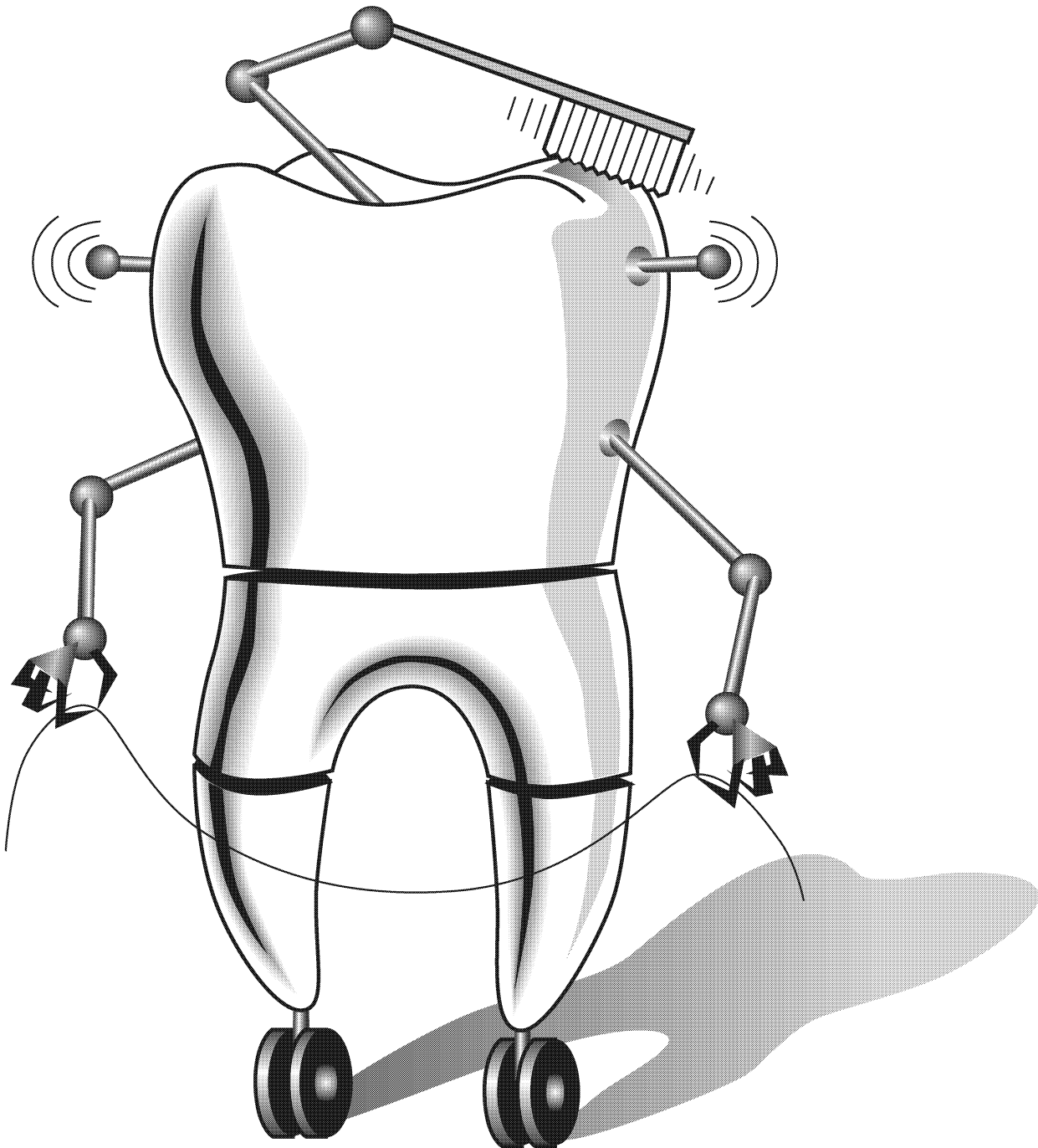
- Distribute a copy of **I Can Keep My Teeth Healthy By...** to each student. Ask students to draw and colour a picture of something they can do to keep their teeth healthy (e.g. brushing, flossing, visiting the dental office, and eating healthy foods). Hang these pictures in the “Dental Health Centre.”
- For an additional lesson, visit [www.atozteacherstuff.com/lessonplans](http://www.atozteacherstuff.com/lessonplans); click on *Grades K-2* under *Health* section, then click on the first *Dental Health Unit*, and then *Lesson Three: Teeth at Work*.

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

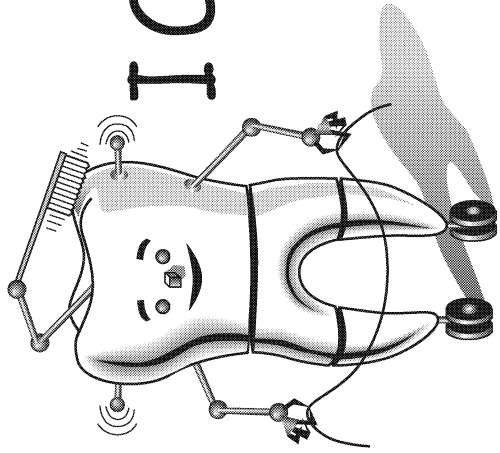
# I am Robo-Tooth



# Robo-Tooth Colouring Sheet



NAME: \_\_\_\_\_



I Can Keep My Teeth Healthy By ...

# Brushing Morning and Night

## General Outcome Wellness Choices

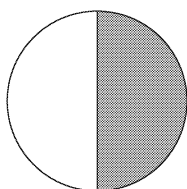
### Specific Outcome

**Students will identify and use positive hygiene and health care habits.**

### Dental Outcome

**Students will discuss reasons for and frequency of tooth-brushing, and will practice a thorough brushing technique.**

Time: 30 minutes



## Materials

- Option – **I am Robo-Tooth** picture enlarged (found 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 – teacher to bring 1 toothbrush, for use on paper mouth model during brushing demonstration
- 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
- 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**
- Area of classroom designated as "Dental Health Centre" – as set up in Lesson 1
- Option – photocopies of **Toothbrushing Award** – as needed

## Activity

- Explain to students that as a group they are going to spend some time talking about things that require cleaning.
- Ask students if they have ever seen someone washing a car. Have they ever helped wash a car?
  - Ask students why cars need to be washed.  
(*The cars get dirty as they sit outside or are driven.*)
  - Ask students what might happen if people did not wash their cars.  
(*The cars would not look as nice; mechanical parts may quit working; the car might start to rust.*)
- Ask students if they have helped with washing dishes.
  - Ask students why dishes need to be washed.  
(*The dishes get food and germs on them as we use them.*)
  - Ask students what might happen if people did not wash their dishes.  
(*The food and germs would stay on the dishes; you would not be able to use the dishes; the dishes would not look nice; the dishes might start to smell.*)
- Ask students if it is also important for us to clean our teeth.
  - Ask students why teeth need to be cleaned.  
(*Our teeth are similar to cars and dishes – they will get dirty as we are using them and even when we are not using them; there are germs, called plaque, which can harm our teeth if they are not cleaned away.*)

HEALTH

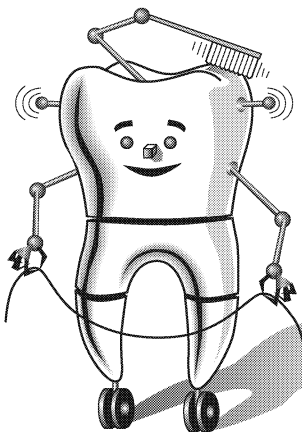
LANGUAGE ARTS



# Brushing Morning and Night

**Brushing at night, before bed, is very important.**

**Can anyone count to 10 in a different language?**



- Ask students what might happen if we do not clean our teeth. *(They will feel fuzzy; they might not look as nice; they may start to smell, the plaque can start to make holes, or cavities, in our teeth; if we have cavities, our teeth may not work as well as they should.)*
- Ask students how we clean our teeth. *(By brushing, flossing, having them cleaned at the dental office.)*
- Explain to students that what they just listed are ways to clean our teeth and today's lesson is going to focus on brushing.
- Ask students how many times in one day we should brush our teeth. *(At least two times in one day – every morning and every night to remove the plaque germs; if they can also brush after eating lunch, supper, and sugary snacks, that is even better!)*
- Emphasize that brushing at night, before bed, is very important.
- 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 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.
- 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 at least two minutes long.)*
- 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.
- 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?

# Brushing Morning and Night

**Brush for at least 2 minutes in a pattern all around the mouth, so no areas are missed.**

**To remove plaque thoroughly, brush all areas of the teeth, along the gums, and the tongue.**

- 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.
- 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.

# Brushing Morning and Night

**A brushing chart can be a fun way to help students remember to brush their teeth every morning and night.**

- 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.
- 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 and night that they brush their teeth, they should colour in a star for that particular day. The instructions on the back are for their parents.
  - Tell students that at the end of the week, 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.

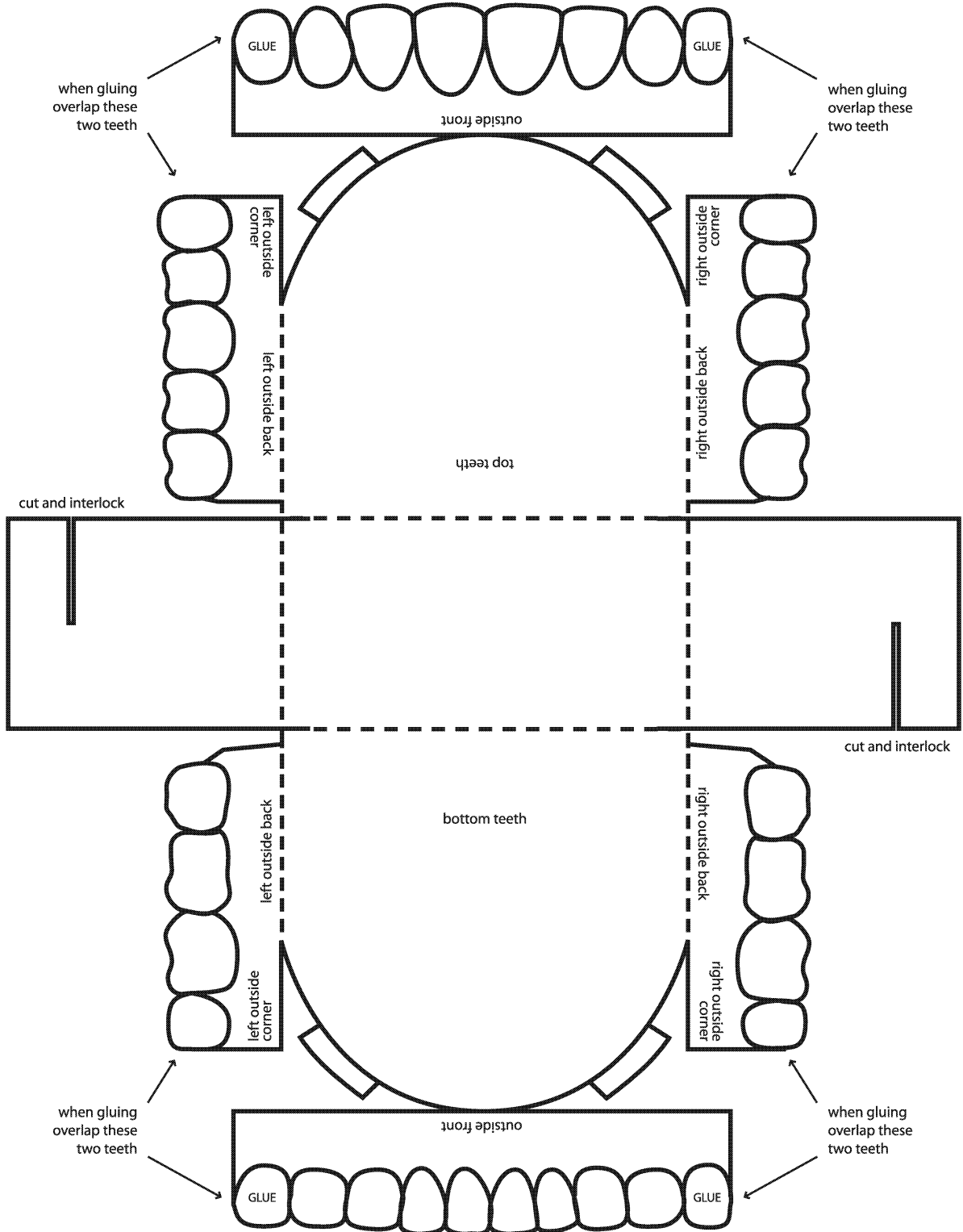
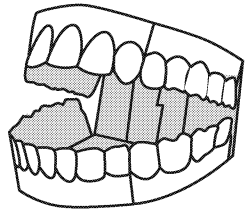
### Optional Activities

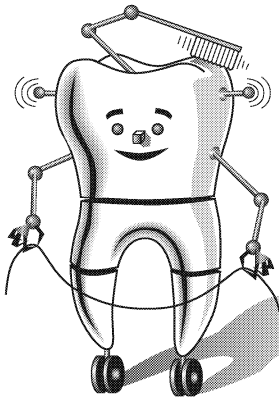
- Make extra copies of **Robo-Tooth's Weekly Brushing Chart** for additional weeks of brushing.
- Visit [www.kinderhive.net/teeth.html](http://www.kinderhive.net/teeth.html). This site has songs, poems, and other activity ideas.



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

# Mouth Model

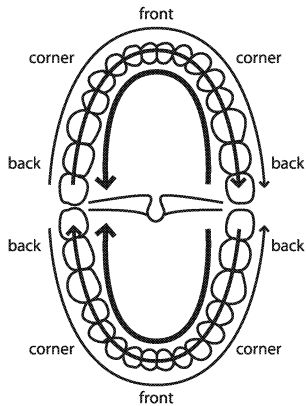




# How Does Robo-Tooth Brush?

## 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.

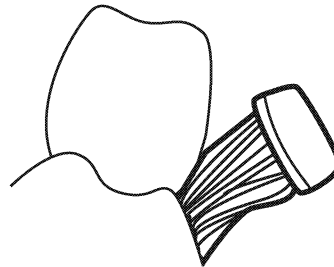


Brush outside, inside, and chewing surfaces of the teeth.

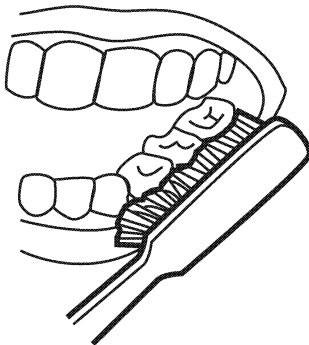
Follow a pattern on the top and bottom.

Brush both teeth and gums.

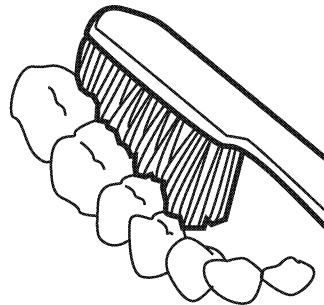
Hold the toothbrush bristles at an angle (45°) against the gums.



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

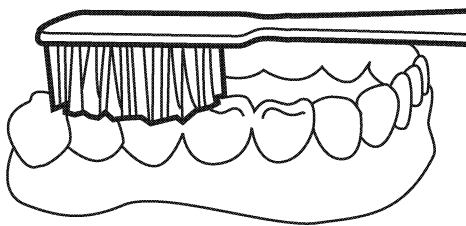


Brush the outsides of the teeth along the gums, following the order of back → corner → front → corner → back.

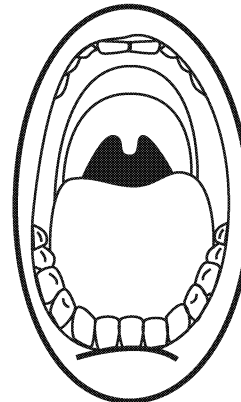


Brush the insides of the teeth along the gums, following the order of back → corner → front → corner → back.

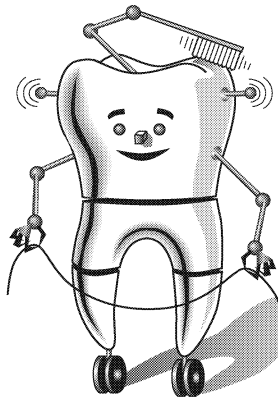
Brush the chewing surfaces of the teeth.



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

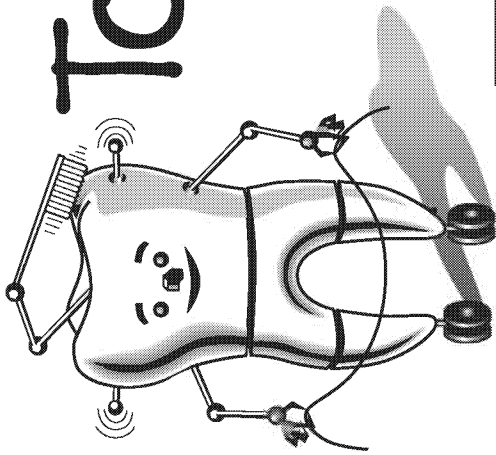
Colour a star for every time you brush your teeth. At the end of the week, have your parent sign on the bottom of the page and return this chart to your teacher.

Oops! – if you forget to brush, do not colour the star.

Day of the Week	Morning	Evening
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Parent's Signature



# Toothbrushing Award

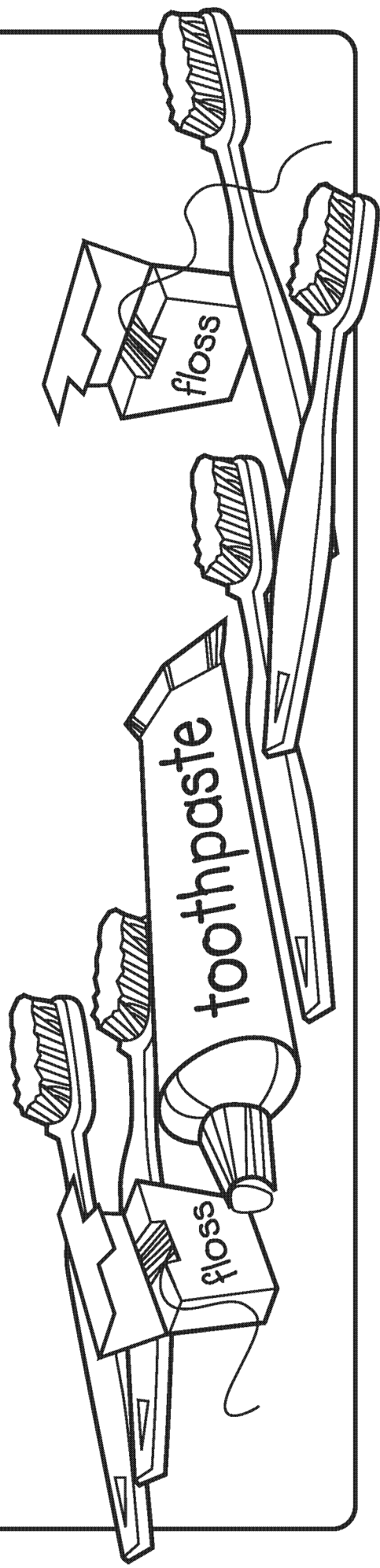
Presented To

\_\_\_\_\_

For Brushing Every Morning and Night for One Week

Teacher

Date



# Foods That Make Me Smile

## General Outcome Wellness Choices

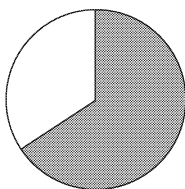
### Specific Outcome

**Students will recognize that nutritious foods are needed for growth and to feel good, have energy.**

### Dental Outcome

**Students will categorize foods according to frequency and amounts in which the foods should be eaten to prevent cavities.**

Time: 40 minutes



## Materials

- Area of classroom designated as “Dental Health Centre” – as set up in Lesson 1
- 2 large pieces of chart paper with “Most of the Time Foods” written on one, and “Sometimes Foods” written on the other
- Markers – for use on chart paper
- Option – teacher to gather pictures of foods for each chart, ahead of time
- Magazines and grocery store flyers
- Scissors
- Glue
- Crayons
- Photocopies - 1 copy for each student of handouts:
  - **These are Most of the Time Foods** (ideal if copied on 11x 17 paper)
  - **These are Sometimes Foods** (ideal if copied on 8x10 paper)

## 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 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 germs / plaque 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 the plaque to cause cavities.  
(*Sweet, sugary and sticky foods, candy, etc.*)
  - Explain to students that plaque eats the sugar to live and grow. The more sugar that you feed the plaque, the more cavities the plaque can make in your teeth.
  - Ask students what types of food they can eat, that do not cause the plaque to grow and make cavities.  
(*Healthy foods from the 4 food groups.*)
- Explain to students that sugary foods are okay to eat sometimes and so you are going to refer to them as “Sometimes Foods.”
  - Ask students what “sometimes” means.  
(*Once in awhile; not every day.*)
  - Ask students how often a food should be eaten if it is considered a “Sometimes Food.”  
(*Once in awhile; not every day; not every meal or snack.*)

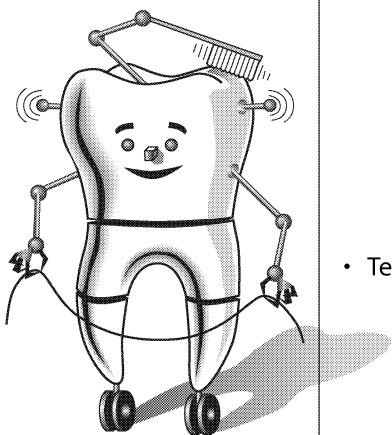
HEALTH

SCIENCE

LANGUAGE ARTS

# Foods That Make Me Smile

**Foods from the 4 main food groups are healthy for our bodies and our teeth.**



- 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 are good for our bodies and our teeth so these foods can be eaten often and you are going to refer to these foods as “Most of the Time Foods.”
  - Ask students what “most of the time” means. *(Almost all of the time; maybe every day.)*
  - Ask students how often a food should be eaten if it is considered a “Most of the Time Food.” *(Often; most days; most meals; most snacks.)*
- Explain to students that since these foods do not feed the plaque, these should be the foods that we pick most of the time when choosing a food to eat. “Most of the Time” means: with every meal, at least once a day or on most days, or as snacks.
- Bring out the 2 pieces of chart paper with the titles “Sometimes Foods” and “Most of the Time Foods.”
  - Ask students to state foods that they think are “Sometimes Foods.” On the chart paper, write the names of the foods or use pictures that you have prepared ahead of time. *(Foods such as candies, pop, donuts, cookies, etc.)*
  - Ask students to state foods that they think are “Most of the Time Foods.” 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 charts in “Dental Health Centre.”
- Tell students that they are going to go shopping for food.
  - Distribute one copy of the **These are Most of the Time Foods** handout and one copy of the **These are Sometimes Foods** handout to each student. (Note: If these were copied onto 11x17 and 8x10 paper respectively, explain to students that the papers are different sizes because they should be eating more of the “Most of the Time Foods” and less of the “Sometimes Foods.”)
  - Provide students with flyers and magazines and instruct them to look for pictures of foods and to glue the pictures onto the handout sheet they think is appropriate. Emphasize that most of the pictures should be “Most of the Time Foods.” Students can also draw pictures of foods if they wish.

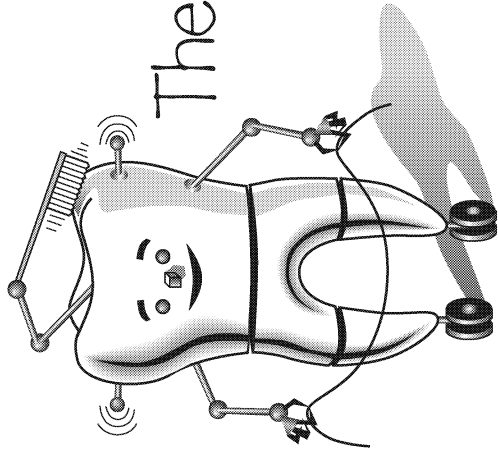
# Foods That Make Me Smile

**Students can help their families learn more about food choices, by taking handouts home and showing them to their parents.**

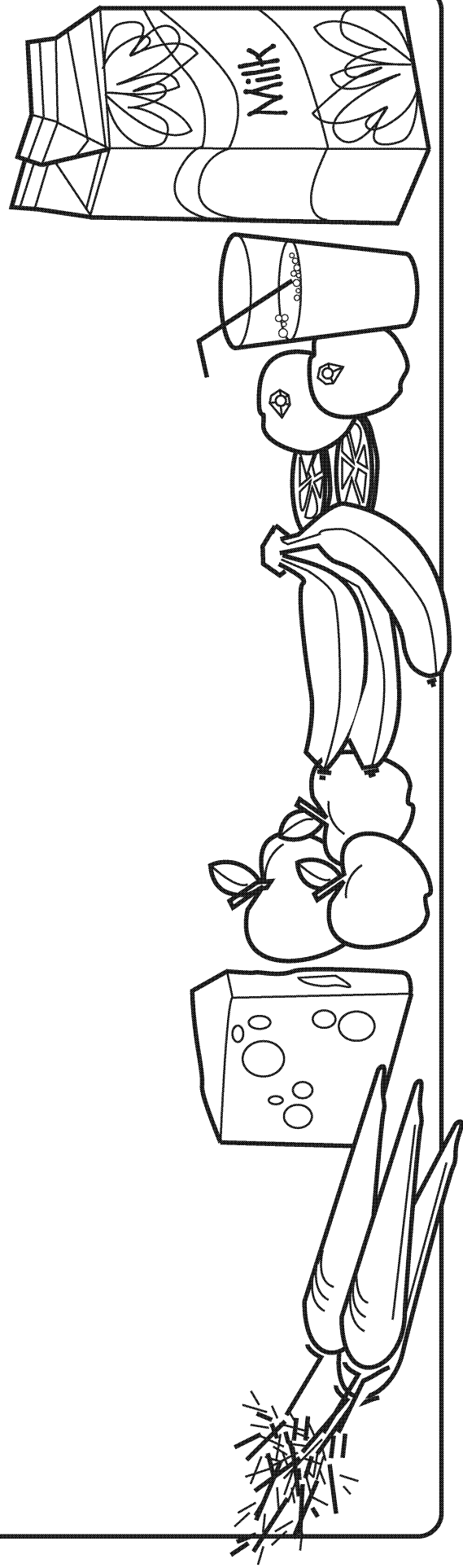
- Instruct students to take home completed handouts and show them to their parents. (This will be especially helpful if you are planning to do Lesson 4, which asks students to bring foods from home.)
- If planning to do Lesson 4, you have the option to send the **Robo-Tooth's Snack Celebration** parent letter for Lesson 4 home at this time, giving students instructions on what foods to bring. Option – encourage students to bring a food from their ethnic background.

### **Optional Activities**

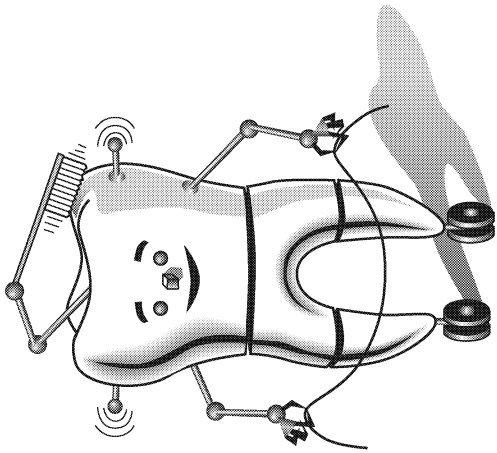
- The above shopping for food activity can be done as a class, instead of individually. Have each student cut out 1 of the "Sometimes Foods" and 2 or more "Most of the Time Foods," and as a class determine on which chart the food belongs. Attach the pictures to the appropriate chart.
- Set up a grocery store station in a section of the classroom. Equip this with a variety of plastic foods, empty food containers, shopping basket(s), play money, a toy cash register, etc. Students can role play going shopping and should be encouraged to buy mainly healthy, "Most of the Time Foods."
- If students have access to computers, have them visit [www.adha.org/kidstuff/index.html](http://www.adha.org/kidstuff/index.html). They can go to *Play a Game*, and then select *After School Treats*. Note: students will need help with this game, as reading is involved.
- Access an extra activity by visiting [www.mndental.org](http://www.mndental.org). Click on *Classroom Activities*, then click on *Activities for Grades K-3*, and then scroll down to *Create a meal for dental health*.



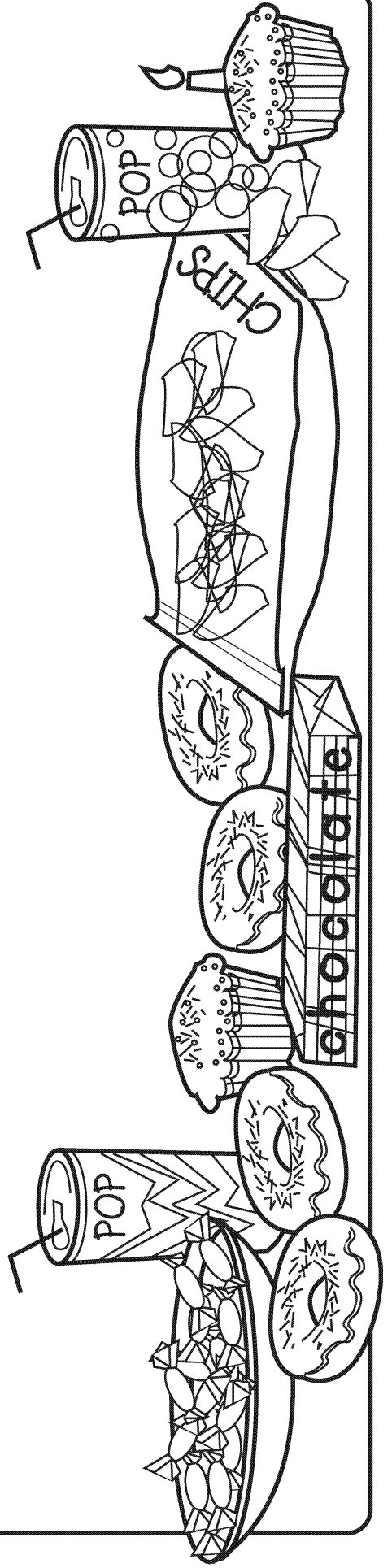
These are **Most** of the Time Foods







# These are Sometimes Foods



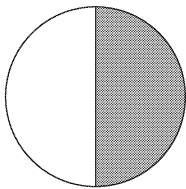
# Robo-Tooth Eats Healthy Snacks

*General Outcome*  
**Life Learning Choices**

*Specific Outcome*  
**Students will develop an awareness of situations where decisions are made.**

*Dental Outcome*  
**Students will distinguish between foods that can be eaten anytime and those that should be eaten only occasionally, to help prevent cavities.**

*Time: 30 minutes*



**Materials**

- Photocopies of **Robo-Tooth's Snack Celebration** parent letter – 1 copy for each student. Have students take letter home approximately 1 week before lesson activity. Mark date for celebration on the letter. Note: indicate on the letters if any foods should be avoided, due to students' allergies.
- Options for "Healthy Snack Celebration":
  - Invite parents to the celebration; add invitation statement to the letter
  - Encourage students to bring a food from their ethnic background to make it a multicultural snack celebration
- Samples of "Most of the Time Foods" and "Sometimes Foods" brought by students, as outlined in the parent letter
- Option - teacher may want to have a few extra snacks on hand in case some students forget to bring snacks
- Paper plates – 2 per group of 3 to 4 students: 1 labeled "Sometimes Foods" and 1 labeled "Most of the Time Foods"; teacher to label ahead of time
- Photocopy of **I am Robo-Tooth** picture enlarged (found in Lesson 1)
- Option – area of classroom designated as "Dental Health Centre" – as set up in Lesson 1

**Activity**

- Review with students the discussion topics of Lesson 3:
  - Ask students why some foods are considered "Sometimes Foods."  
*(These are foods that are not as nutritious and can cause cavities in our teeth, because they feed the plaque. We can prevent cavities by making sure we don't feed the plaque too often, so we should only eat these sugary foods sometimes.)*
  - Ask students how often a food should be eaten if it is considered a "Sometimes Food."  
*(Once in awhile, not every meal, not every day, about once a week, or only as a treat or on special occasions.)*
  - Ask students why some foods are considered "Most of the Time Foods."  
*(These are foods that are healthy for our bodies and they don't feed the plaque. So these are foods that we should pick most of the time when we are choosing foods to eat.)*
  - Ask students how often a food should be eaten if it is considered a "Most of the Time Food."  
*(Often, most days, most meals or as most snacks.)*
- Explain to students that they are going to spend some time looking at the different snacks they brought.
  - Divide students into groups of 3 or 4.
  - Have students bring their snacks when they join their groups.

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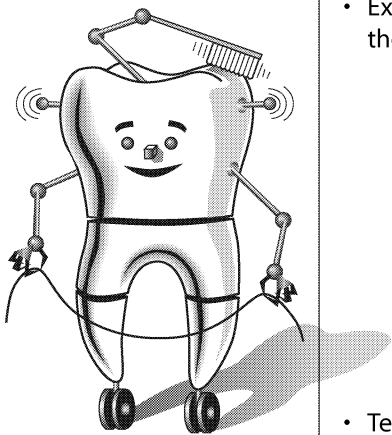
LANGUAGE ARTS



# Robo-Tooth Eats Healthy Snacks

**“Most of the Time Foods” should be eaten for most meals and snacks.**

**“Sometimes Foods” should be eaten only occasionally.**



- Distribute two paper plates to each group, one labeled “Sometimes Foods” and the other labeled “Most of the Time Foods.”
- Ask students to work in their groups and to place each snack onto the appropriate plate. Instruct students to leave snacks in their bags or wrapping.
- Introduce students to Robo-Tooth as described in Lesson 1, if Robo-Tooth has not been introduced to students before.
  - Use enlarged picture of **I am Robo-Tooth** for this introduction.
  - Hang picture in “Dental Health Centre” or place in an area that will be visible to and accessible for students (eg. on a chair in the front of the classroom).
- Explain to students that Robo-Tooth is very proud of them for learning about the “Sometimes Foods” and “Most of the Time Foods.”
  - Tell students that it would be polite for them to share some of their snacks with Robo-Tooth, and ask them which foods would be best for Robo-Tooth to eat.  
*(The “Most of the Time Foods,” since they are healthy choices and won’t cause cavities in Robo-Tooth’s teeth.)*
  - Ask students to place their plates of “Most of the Time Foods” under the Robo-Tooth picture.
- Explain to students that their “Sometimes Foods” snacks are still okay for them to eat, as long as they only eat them occasionally.
  - Ask students what they should do to prevent cavities, after they eat a “Sometimes Food.”  
*(Brush their teeth.)*
  - Ask students when they think it would be best to eat these foods if they were going to eat them.  
*(When eating a meal at home and they can brush their teeth right away.)*
  - Ask students what they could do if they ate a sugary food at school and they couldn’t brush their teeth right away.  
*(They could have a drink of water which can help to wash the sugar off their teeth.)*
- Tell students that today they are not going to eat these “Sometimes Foods” at school but that you want them to take these snacks home so that they can eat them after a meal and when they can brush their teeth.
  - Instruct each student to take their own “Sometimes Foods” snack from the group plate.
  - Have students place these snacks in their backpacks so that they can take them home.
- Tell students that Robo-Tooth ate a good healthy breakfast / lunch and doesn’t have any room to eat the students’ “Most of the Time Foods” snacks, but is very grateful that they were willing to share.

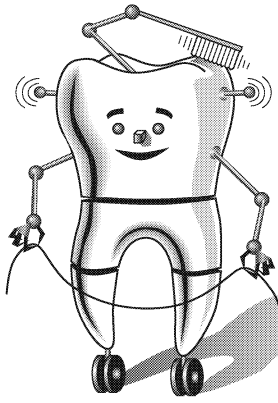
# Robo-Tooth Eats Healthy Snacks

**If students eat a sugary food at school, they can have a drink of water to help rinse the sugar off of their teeth.**

- Tell students that they are going to eat these “Most of the Time Foods” snacks for their “Healthy Snack Celebration.”
  - Instruct students to go and retrieve their own “Most of the Time Foods” snack and to take it to their desks.
  - Have students wash their hands.
  - Give students time to eat these snacks and emphasize to them how good these snacks can taste.
  - Option – create a fun celebration atmosphere by playing music, etc.

### **Optional Activities**

- For Show-and-Tell have students talk about their “Most of the Time Foods.”
- Change the activity to have more of a visual contrast between the “Sometimes Foods” and the “Most of the Time Foods.” Use two different sizes of plates – a smaller size for the “Sometimes Foods” and a larger size for the “Most of the Time Foods.” You may want students to bring one “Sometimes Foods” and two “Most of the Time Foods.” If students bring their lunch to school, these foods can also be categorized.
- Have your students try the computer activities listed under “Optional Activities” in Lesson 3.



# Robo-Tooth's Snack Celebration

Date to bring in snacks:  
\_\_\_\_\_

Some ideas of foods  
from each category:

## Most of the Time Foods

- apple
- carrot sticks
- celery
- cheese
- orange
- yogurt
- mango slices
- pepperoni sticks
- milk
- jicama
- lychee fruit

## Sometimes Foods

- candy
- "fruit" leather
- potato chips
- cookies
- chocolate bars
- cake
- cereal squares
- donuts
- soda pop

Dear Parents,

At school, your child is learning about the importance of good dental health. We are emphasizing toothbrushing as an important way to prevent tooth decay, and are also talking about how foods affect our teeth.

In our discussion about foods, we have classified foods as "Most of the Time Foods" and "Sometimes Foods." The "Most of the Time Foods" are foods that are healthy for our bodies and teeth, and so we should eat these foods every day, for most meals and snacks. The "Sometimes Foods" are foods that are not as nutritious and can cause cavities in our teeth because they are sweet and often sticky. These foods should just be eaten sometimes as a treat, but not every day.

In class we are going to spend some time looking at different snack foods during a "Healthy Snack Celebration." For that day, I am asking that you send with your child, one sample of a "Most of the Time Food" and a sample of a "Sometimes Food." See the list for some ideas of foods from each category. Please have each of the snacks in a wrapper or a plastic bag, with the name of your child written on the bag.

Thank you so much for your support with this snack activity. Remember when planning family meals and snacks, most of the choices should be from the "Most of the Time Foods" category. If you have any questions, please contact me.

Sincerely,

\_\_\_\_\_  
Teacher

# What is in the Dental Office?

## General Outcome

### Life Learning Choices

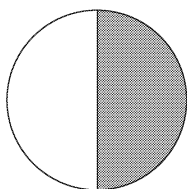
## Specific Outcome

**Students will demonstrate awareness of the ways in which people take care of responsibilities in the home and school.**

## Dental Outcome

**Students will identify and describe items that may be found in a dental office, and the roles and responsibilities of the dental health professionals who work there.**

Time: 30 minutes



## Materials

- Samples of tools (e.g. hammer, wrench, screwdriver)
- Samples of “dental tools” (e.g. toothbrush, toothpaste, floss)
- Photocopy of **Items in a Dental Office** – 1 copy of each page for teacher to cut out along dotted lines, for use as flip cards.  
Options – colour, enlarge, or mount on cardboard
- Photocopies of **Things in a Dental Office** – 1 copy for each student
- Copy of **Things in a Dental Office – Answer Key** – for teacher’s reference only
- Crayons
- Area of classroom designated as “Dental Health Centre” – as set up in Lesson 1

## Activity

- Hold up the samples of tools (not the “dental tools” at this time).
  - Ask students what they are.  
(*Tools*)
  - What are they used for?  
(*Building things, fixing things*)
- Explain to students that you also have brought some “dental tools” to class – hold up toothbrush, toothpaste and floss.
  - Ask students what these tools are used for.  
(*Cleaning our teeth and gums; keeping our teeth strong; cleaning between our teeth.*)
  - Explain to students that these tools for our teeth are used at home. There are other special tooth tools that we will not find in our house, but we may see these tools in a certain office. Ask students if they know where they might see these other tooth tools.  
(*The dentist’s office*)
- Explain to students that you are going to show them pictures of some of the special tooth tools they may see in a dental office. Hold up the flip card pictures that you cut out from **Items in a Dental Office** and discuss each item. Ask students to tell you what each of the following dental tools does or what it is for:
  - **Chair** (*The chair is where you sit when you go to the dental office. The chair moves up and down, and can sit you up or lean you back, so that the dental workers can see your teeth easily.*)
  - **Light** (*A special light that shines on your teeth, making it easier to see them.*)
  - **Gloves** (*Special gloves that dental workers wear on their hands before they touch your mouth. The gloves help stop germs from being passed between you and the dental worker.*)

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# What is in the Dental Office?

**Students who have not yet visited the dental office should ask their parent(s) about the date for their first dental visit.**

**There are different workers in the dental office who work together with you to help keep your teeth healthy and strong.**

- Mask (A special mask that dental workers wear to cover their noses and mouths before they look in your mouth. Masks also help to stop germs from being passed between you and the dental worker.)
  - Bib (A paper or plastic covering that is placed on top of your shirt so that your shirt stays clean.)
  - Sprayer (A special tool that sprays water and air into your mouth, to rinse or dry your teeth.)
  - X-ray (A special picture of the inside parts of your teeth that cannot be seen by just looking with your eyes.)
  - X-ray Machine (Special tool that takes the X-ray pictures. This machine works like a camera.)
  - Mirror (A special little mirror that helps the dental worker see inside your mouth.)
  - Explorer (A special tool used to count your teeth and to check to see if your teeth are strong.)
  - Polisher (Special tool that helps to clean plaque off your teeth. It is like an electric toothbrush and it sometimes tickles your gums so it is sometimes called the "tooth-tickler.")
  - Fluoride (Special foam that is put on with trays or painted on your teeth, to make your teeth stronger. It usually comes in different flavours and it is very important that you do not swallow it.)
- 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 the 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.
  - Ask students to tell you about the following workers at the dental office and what they do:
    - 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 the dentist. Sometimes polishes children's teeth. Teaches you how to keep your teeth and gums healthy.)
    - Receptionist (Answers the phone, takes messages and makes appointments for you.)

# What is in the Dental Office?

**Students should work as a team with their parents to take care of their teeth between visits to the dental office.**

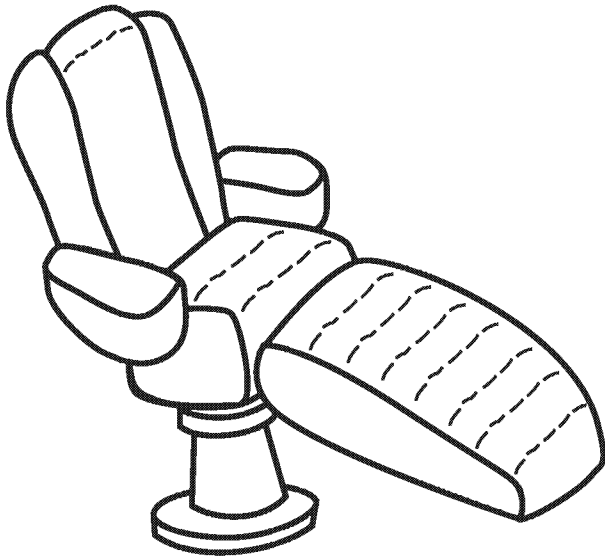
- Ask students if they have any family, friends, or neighbours who work in a dental office. Explain to students that these dental workers also have roles and responsibilities outside the dental office (i.e. they may also be a parent, brother, sister, friend, etc.).
- Explain to students that although dental workers will help them keep their teeth healthy and strong, it is not the dental workers' responsibility to clean students' teeth every day at home.
  - Ask students who should be responsible for cleaning their teeth every day.  
*(They should be; they should get help from a parent until they are at least 8 years old.)*
  - Explain to students that they should work as a team with their parents, to take care of their teeth between visits to the dental office.
- Distribute a copy of **Things in a Dental Office** to each student.
  - Have students circle and colour pictures of things that they may see in the dental office.
  - Hang completed pictures in "Dental Health Centre" before sending them home.

### Optional Activities

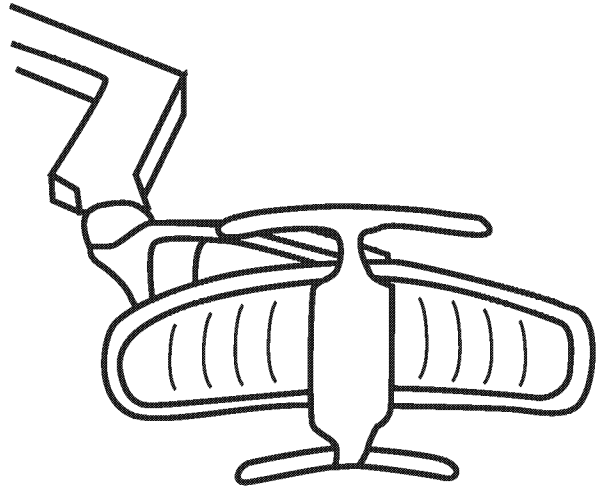
- Have students role-play their experiences of going to the dentist. If some students have not been to the dentist they can role-play what they think it might be like.
- Set up a dental office station in your classroom. Bring in items such as a lounging-style lawn chair, white adult size shirts for dental coats, napkins for the bibs and a desk lamp or flashlight for the light. Have a toy phone and paper with pencils available so someone can play the role of the receptionist. Dolls or stuffed animals can be used as patients, or students can take turns being the patient. Emphasize to the class that they should not touch or put things in another student's mouth, but they should just pretend to look. Could have "dentist," "dental hygienist," or "dental assistant" tell "patient" how to take care of their teeth.
- Obtain books from the library about visiting a dental office.
- Arrange a class tour to a local dental office. After the tour, have students draw a picture about their visit.
- If students have computer access, have them visit [www.jbutler.com](http://www.jbutler.com). Click on the *United States* version and choose *Kid's Stuff*, and then *visit to dental office*. Note – students will need help with this game, as reading is involved.
- Print off a fun booklet activity for students from [www.sdcoe.k12.ca.us/smiles/visit.html](http://www.sdcoe.k12.ca.us/smiles/visit.html).



# Items in a Dental Office



Chair



Light

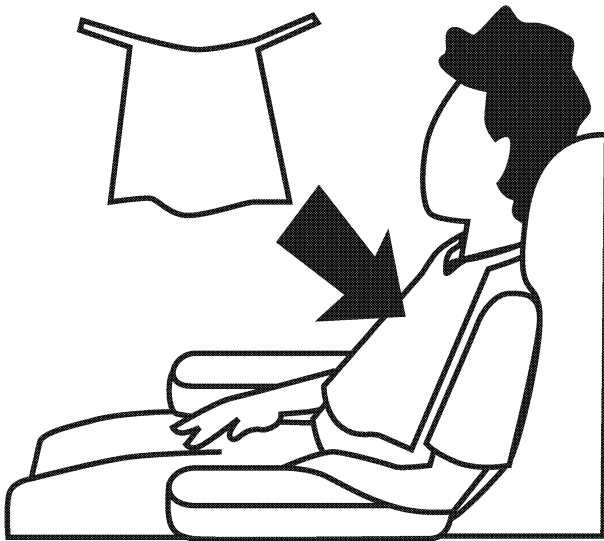


Gloves

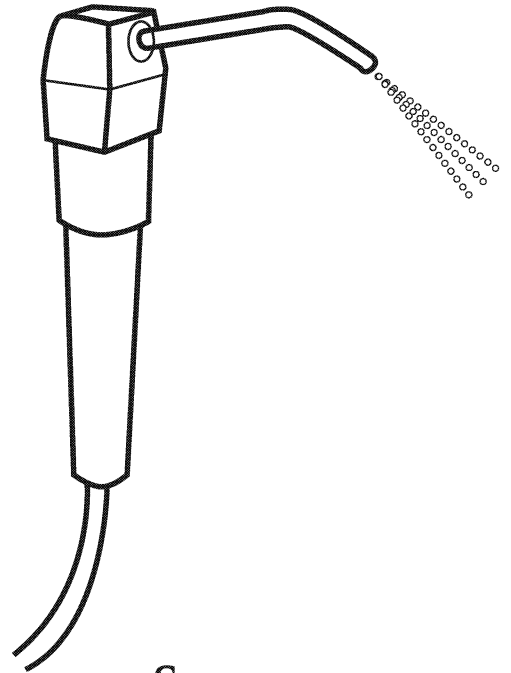


Mask

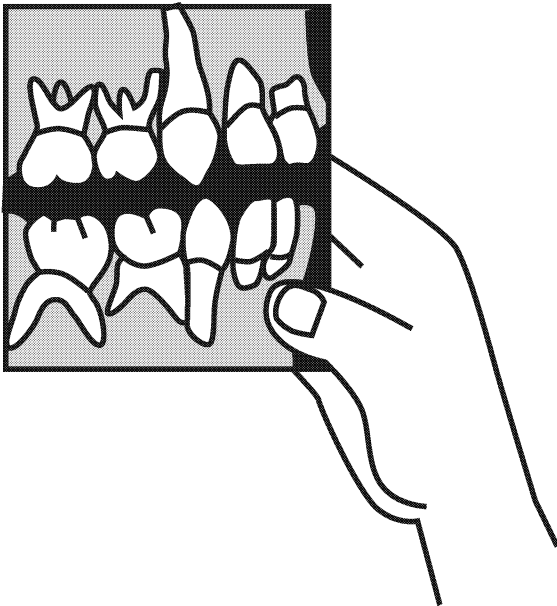
# Items in a Dental Office



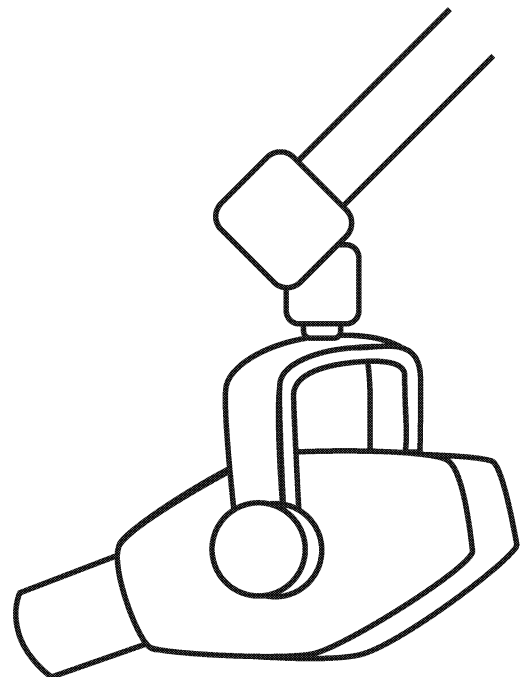
Bib



Sprayer

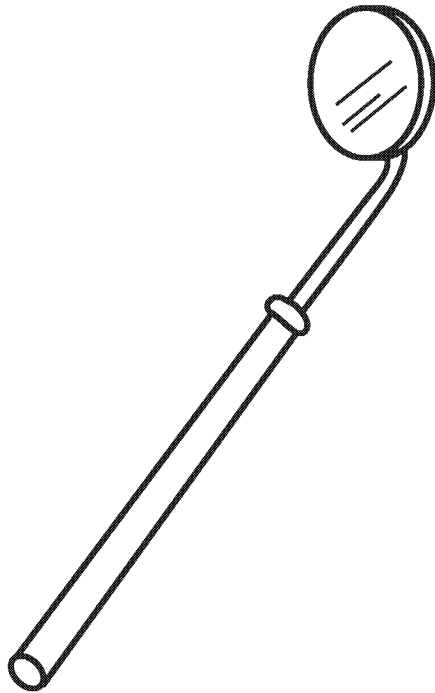


X-ray

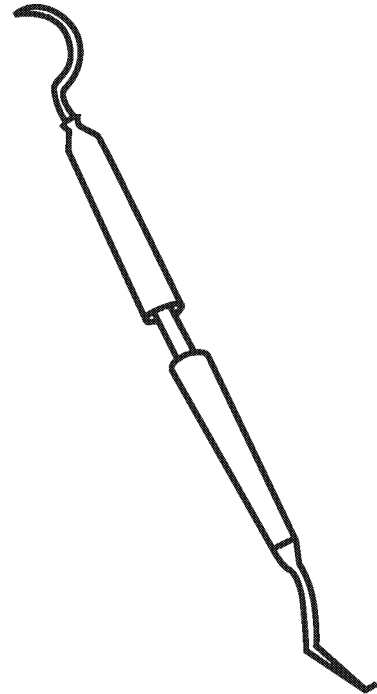


X-ray Machine

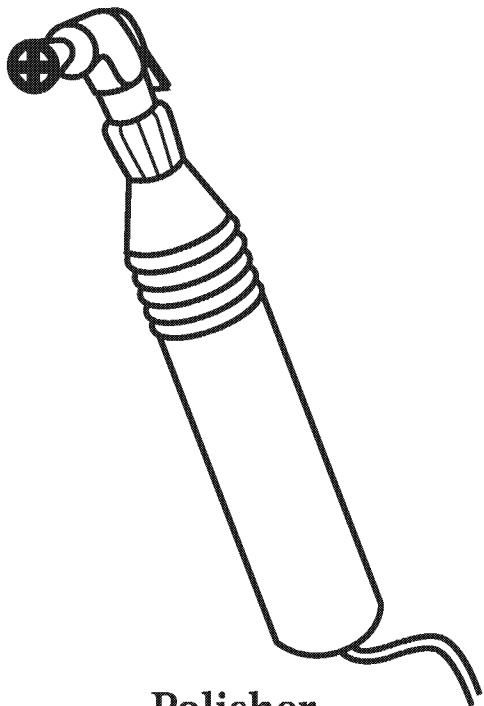
# Items in a Dental Office



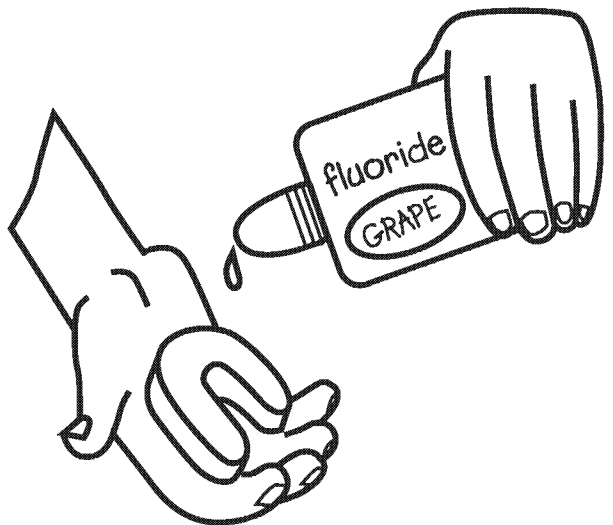
Mirror



Explorer



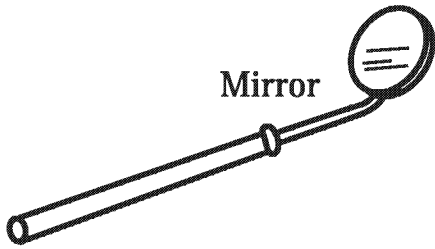
Polisher



Fluoride

# Things in a Dental Office

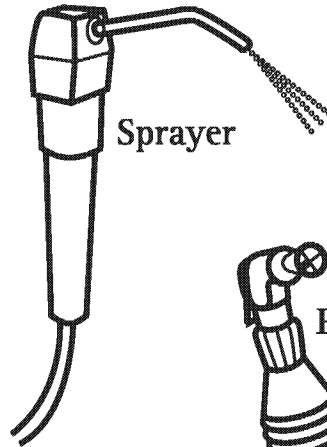
Circle and colour the things you may see in a dental office.



Mirror



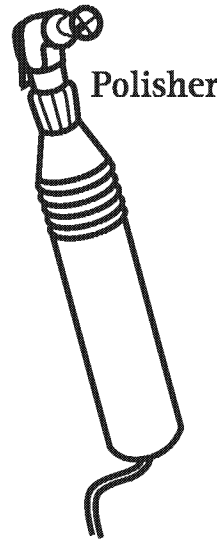
Animal Doctor



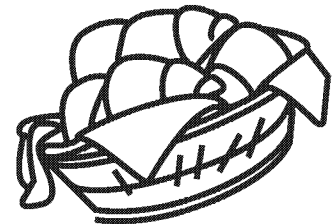
Sprayer



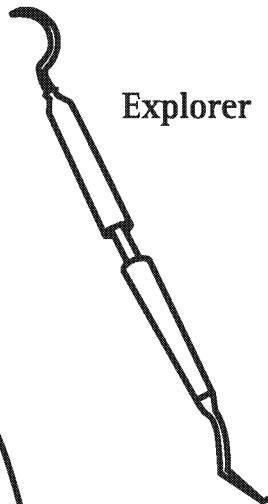
Sailboat



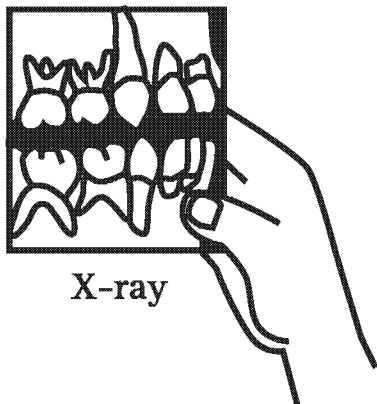
Polisher



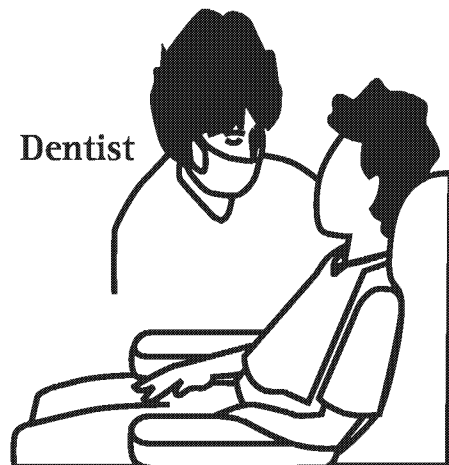
Basket of Bread



Explorer

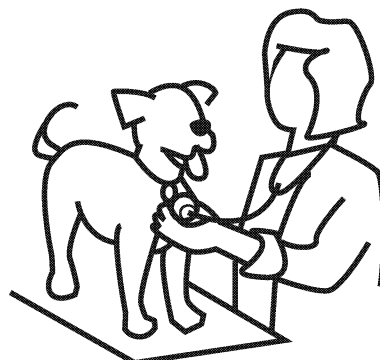
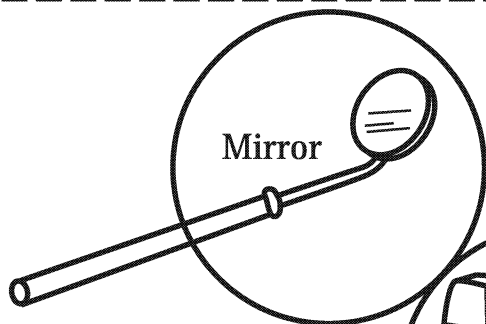


X-ray

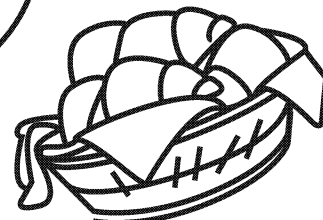
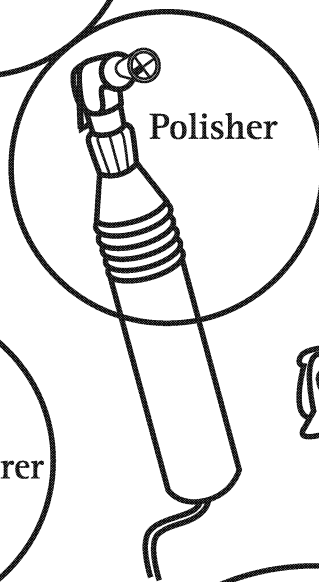
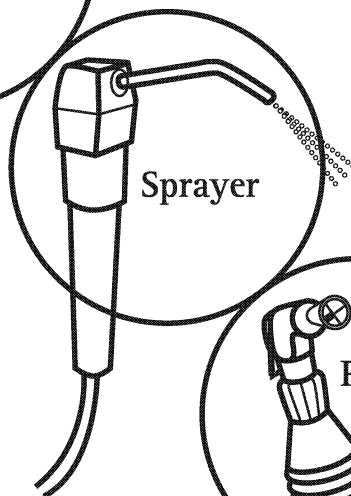


Dentist

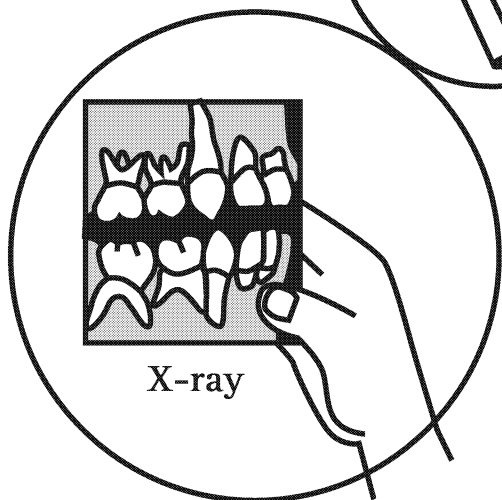
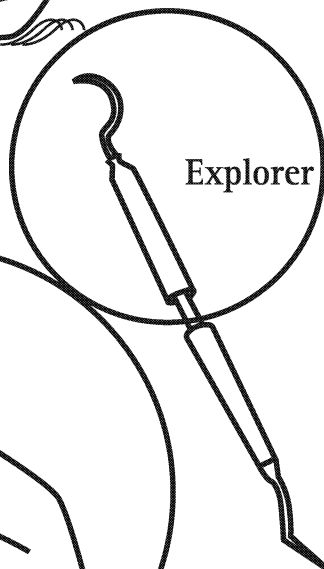
# Things in a Dental Office



Animal Doctor



Basket of Bread



X-ray



Dentist

# Keeping My Teeth Safe

## General Outcome Wellness Choices

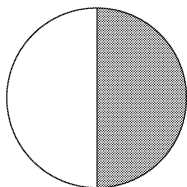
### Specific Outcome

**Students will identify unsafe situations and identify safety rules for protection.**

### Dental Outcome

**Students will identify situations in which mouth injuries could occur and identify safety rules for protecting teeth.**

Time: 30 minutes



## Materials

- Large lettered title “Ways To Keep My Teeth Safe” (made ahead by teacher)
- Area of classroom designated as “Dental Health Centre” – as set up in Lesson 1
- Access to school hallway, water fountain, playground
- Option – magazine pictures of a person wearing a helmet, a seatbelt, a mouthguard, etc.
- Photocopies of **I Can Keep My Teeth Safe By...** - 1 copy for each student
- Crayons

## Activity

- Explain to students that they are going to spend some time talking about keeping their teeth safe.
- Bring out title “Ways To Keep My Teeth Safe.”
  - Hang in “Dental Health Centre.”
  - Point to the word “safe” in the title. Ask students what it means to keep something safe.  
(*To protect it, to stop it from getting hurt or broken.*)
- Ask students to give reasons as to why it is important to keep teeth safe.  
(*If teeth are not protected they may chip, break or fall out. This may cause our mouths to hurt, and damaged teeth can make chewing, speaking and smiling more difficult.*)
- Explain to students that they are going to walk around the school and talk about some places where tooth accidents could occur.
- Take students out to the hallway.
  - Ask students how tooth accidents can occur in school hallways.  
(*They may fall and bump their teeth if they are running in the hallway or get tripped; they may get bumped in the mouth if they are not watching how close they are to other students.*)
  - Ask students what they can do to keep their teeth safe when they are in the hallway.  
(*They can walk and not run; they should be careful not to trip others; they should be alert and watch what is happening with others when they are walking down the hallway or stairs.*)
- Gather students around a water fountain, and have a student stand at the water fountain pretending to take a drink.
  - Ask students what might happen if someone bumped this student while he / she was at the water fountain.  
(*He / she may chip or break their teeth, or cut their lips.*)

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# Keeping My Teeth Safe

**Damaged teeth can make chewing, speaking and smiling more difficult.**

- Ask students what they can do to keep their teeth safe when they are at the water fountain.  
*(They should stand quietly in line and wait their turn to have a drink; they should not push and shove other students while at the water fountain.)*
- Take students out to the playground.
  - Ask students to talk about how tooth accidents might occur on the playground.  
*(If students push each other while on the playground equipment; tripping while running; not watching when kicking balls; standing too close to the swings.)*
  - Ask students what they can do to keep their teeth safe while out on the playground.  
*(They should not push each other; they should be careful when running, kicking balls, or near the swings.)*
- Return to classroom.
- Explain to students that there are other situations in which it is important to keep teeth safe. (Option to use magazine pictures for this discussion, to help students visualize.)
  - Ask students if they play sports and what sports they play.  
*(Soccer, hockey, rodeo, etc.)*
  - Ask students what equipment they can wear to keep their teeth safe.  
*(Mouthguards, helmets, faceshields.)*
  - Explain to students that besides wearing protective equipment, they can also keep their teeth safe by being aware of others around them while playing sports. It is important that they don't swing bats or kick balls when others are unaware or within reach.
  - Ask students how they can keep their teeth safe when riding in the car.  
*(Always wear a seatbelt so they don't bump their mouth if the car stops quickly.)*
  - Ask students if chewing on pencils or opening things with their teeth can harm their teeth.  
*(Yes. We can keep our teeth safe by using our hands to hold things such as our pencils, and using scissors to open bags. We should not use teeth as tools.)*
- Explain to students that they also need to know what to do if they have a tooth accident. Ask students what they think they should do if they have an accident with their teeth.  
*(The best thing to do is to tell an adult immediately, who should call your dentist.)*

# Keeping My Teeth Safe

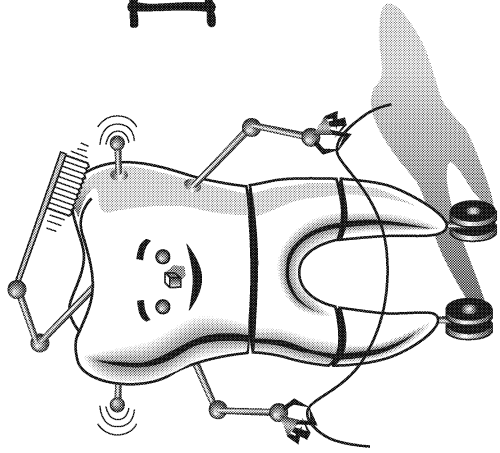
**To keep teeth safe when playing sports, students should wear mouthguards, helmets and face shields.**

- Distribute a copy of **I Can Keep My Teeth Safe By...** to each student.
  - Ask students to draw and colour a picture of something they can do to keep their teeth safe. Encourage pictures such as:
    - Wearing a mouthguard while playing their favourite sport.
    - Wearing a helmet while bike riding or playing a sport.
    - Playing safe on the playground or sports field.
    - Wearing their seatbelt.
    - Standing in line at the water fountain.
  - Hang pictures in "Dental Health Centre" area of classroom.

### **Optional Activities**

- Find more lesson ideas by visiting [www.dupagehealth.org/health\\_ed/emergencies.html](http://www.dupagehealth.org/health_ed/emergencies.html), or visiting [www.bmcc.org/Headstart/Dental](http://www.bmcc.org/Headstart/Dental) and clicking on *Keeping Teeth Safe*.





I Can Keep My Teeth Safe By...

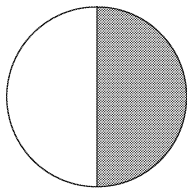
# Smile

*General Outcome*  
**Relationship Choices**

*Specific Outcome*  
**Students will explore the relationship between feelings and behaving.**

*Dental Outcome*  
**Students will explore the feelings that are experienced with a smile.**

*Time: 30 minutes*



**Materials**

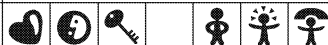
- Chalkboard or whiteboard
- A pre-made laminated **Smile Placemat** as an example (made ahead by teacher)
- Copies of **Smile Placemat** handout – 1 copy for each student (ideal if enlarged by 150% and copied onto 11x17 paper)
- Magazines
- Scissors
- Crayons or markers
- Glue

**Activity**

- Have students share any experiences that they have had with teeth (can also include animal teeth). Ideas of things you could encourage students to discuss are: experiences at the dental office, stories about losing a tooth, brushing, parents brushing and flossing their teeth, what they do every day to take care of their teeth, etc.
- Ask students why healthy teeth are important.  
*(Healthy teeth help us chew, talk and smile / look nice. If our teeth are not healthy, they may not be able to do these jobs as well.)*
- Ask students to list ways they can keep their teeth healthy.  
*(Brush, floss, visit the dentist, eat healthy foods, wear a mouthguard when playing sports.)*
- Explain to students that healthy teeth and a healthy smile often go together. Ask students why they think this happens.  
*(Healthy teeth are clean and shiny so it makes it easy to smile.)*
- Print the word “Smile” on the board.
  - Have students sound out and identify the letters in the word.
  - Have students smile. Tell them how nice they look when they smile.
  - Ask them how they feel when they smile.  
*(It makes us feel good when we smile.)*
  - Ask students why smiles are important.  
*(It shows other people that we are happy; it can make someone else happy when they see us smile.)*

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# Smile

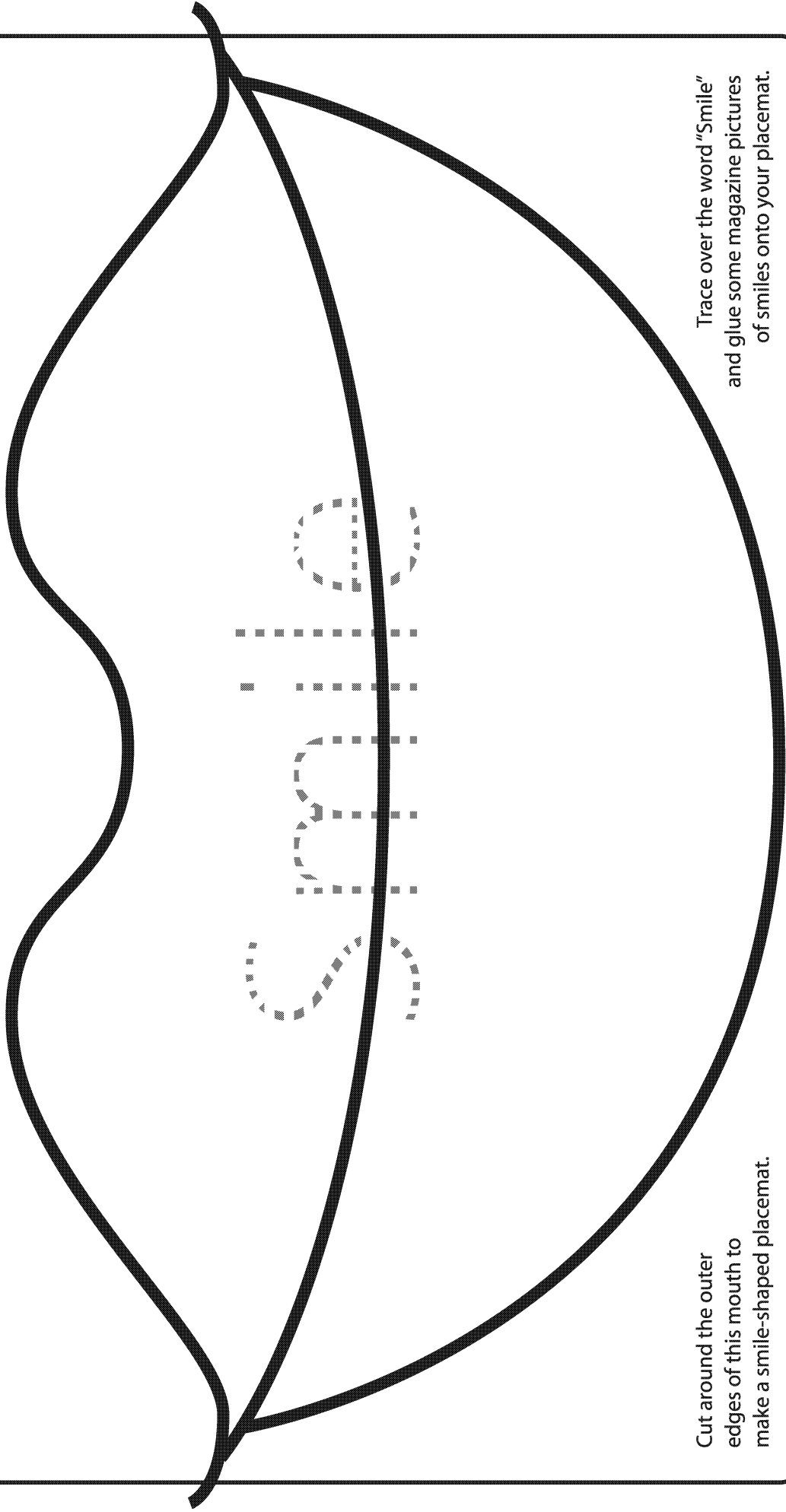
**Healthy teeth  
and a healthy  
smile often go  
together.**

- Introduce the activity of designing a **Smile Placemat**.
  - Show students the pre-made placemat and explain that they are going to make their own placemat which they will be able to take home. Tell students that the placemat can be used while eating at home, and it should remind them to take care of their smiles by eating healthy foods and brushing their teeth after they eat.
  - Provide each student with a photocopy of the **Smile Placemat** sheet.
  - Have students trace over the letters “Smile” with a crayon or marker.
  - Have students decorate their placemat by colouring and gluing pictures of smiling faces from magazines.
  - Have students cut around the outer edges of the smile so the placemat will be smile-shaped.
  - Option – laminate placemats before students take them home.

#### **Optional Activities**

- Try the *Bulletin Board Idea* described on [www.teachingheart.net/teeth.html](http://www.teachingheart.net/teeth.html). Scroll about half way down the page to find this.
- Visit [www.abcteach.com/directory/theme\\_units/science/teeth](http://www.abcteach.com/directory/theme_units/science/teeth), and under *Item*, select *Toothy Smiles*.

# Smile Placemat



Trace over the word "Smile"  
and glue some magazine pictures  
of smiles onto your placemat.

Cut around the outer  
edges of this mouth to  
make a smile-shaped placemat.

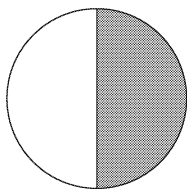
# Expressing Myself

*General Outcome*  
**Relationship Choices**

*Specific Outcome*  
**Students will demonstrate knowledge of different kinds of feelings and a vocabulary of feeling words.**

*Dental Outcome*  
**Students will explore the relationship between different feelings, and how teeth contribute to these feelings and how the feelings are expressed.**

*Time: 30 minutes*



**Materials**

- Large lettered title “Teeth and Our Feelings” (made ahead by teacher)
- Area of classroom designated as “Dental Health Centre” – as set up in Lesson 1
- Photocopies of **Feelings are Important** handout – 1 copy for each student
- Magazines
- Scissors
- Glue

**Activity**

- Explain to students that as a group they are going to spend some time talking about feelings.
- 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.
  - Ask students to demonstrate how their faces might look if their teeth are clean and healthy. (Students should smile.)
- Bring out title “Teeth and Our Feelings.”
  - Have students sound out and read the words.
  - Hang in “Dental Health Centre” area.
- Ask students to state some of the feelings that they know about. (*Happy, sad, angry, afraid, surprised, etc.*) For each feeling:
  - 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.
  - Ask students to share instances when they have experienced that particular feeling.
- 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.*)

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# Expressing Myself

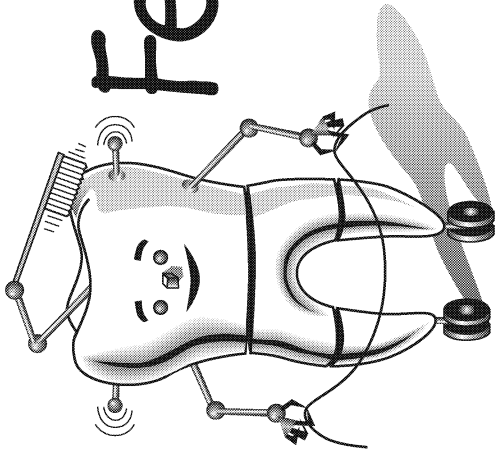
**Teeth help us make facial expressions that show how we feel, and healthy teeth help us feel good.**

**Everyone's smile looks different.**

- 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.)*
- Ask students to state how they can make others feel good about themselves.  
*(Be nice, share things, compliment others, do not tease.)*
- Explain to students that now they are going to look at pictures of different facial expressions.
  - Distribute a copy of the **Feelings are Important** handout to each student.
  - Hand out magazines and have students cut out pictures of facial expressions. Pictures of animal faces can also be used.
  - Glue pictures on the **Feelings are Important** handout.
  - Have students hang their **Feelings are Important** handouts in the "Dental Health Centre" area.

## Optional Activities

- For Show-and-Tell, have each student talk about at least one picture on their **Feelings are Important** handout.
- Have a camera available to take a picture of each student while they are demonstrating the different facial expressions. Write, "This is what my face looks like when I am (sad, happy, etc.)," on the bottom of the picture and hang pictures up in the "Dental Health Centre" area.
- Read a book about feelings to the students.
- When reading any book with illustrations showing various facial expressions, show these pictures to the students to reinforce this lesson on feelings.



Feelings are Important

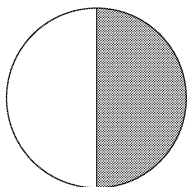
# Let's Sing About Teeth

*General Outcome*  
**Relationship Choices**

*Specific Outcome*  
**Students will explore the relationship between feelings and behaving.**

*Dental Outcome*  
**Students will review dental words while exploring the relationship between feelings and behaviour.**

*Time: 30 minutes*



**Materials**

- Enclosed page with the song "If You're Happy and You Know It" and list of "Ideas for Dental Verses"
- Chart paper with selected dental verses (made ahead by teacher)
- Option – **I am Robo-Tooth** picture enlarged (found in Lesson 1)
- Photocopies of **Robo-Tooth Smiles** – 1 copy for each student.  
Note: using the 2 master copies from this manual, copy double-sided onto 1 piece of paper per student, ensuring page numbers follow in order. Fold along dotted lines to make a booklet.
- Crayons
- Area of classroom designated as "Dental Health Centre" – as set up in Lesson 1

**Activity**

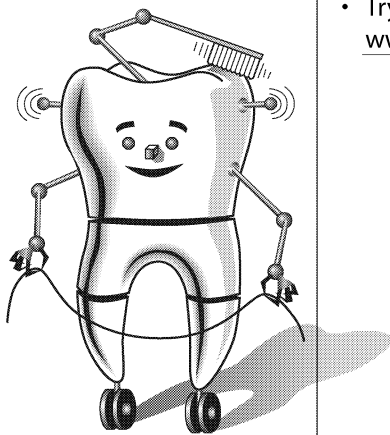
- Review with students that they need their teeth to talk and pronounce words properly. Explain that today they are going to use their teeth to sing a song.
- Have students share words that relate to teeth (i.e. tooth, gums, toothbrush, toothpaste, floss, dentist, smile, etc.).
- Explain to students that they are going to try to use some of these words in a song. They will practice the song, learn the new words, and then sing the song again with revised words and actions.
- Lead students in singing and doing the actions to the song, "If You're Happy and You Know It."
- Bring out chart paper, which has ideas for new words and verses written on it (made ahead by teacher).
  - Have students sound out and read the dental words for one of the verses of the song.
  - Help students think of an action and / or sound for this new verse. For example, for the verse "brush your teeth," have students pantomime a brushing motion using their finger. For the "see your dentist" verse, have students open their mouths wide.
  - Lead students in singing, substituting the new words in place of "clap your hands," and doing the action for this verse. For example:  
If you're happy and you know it, brush your teeth!  
If you're happy and you know it, brush your teeth!  
If you're happy and you know it  
Then your smile will surely show it  
If you're happy and you know it, brush your teeth!
  - Repeat for each new verse listed on the chart paper.





# Let's Sing About Teeth

## Teeth help us talk and sing!



- Option – change more of the words in the song. For example:  
If your teeth are clean and shiny, smile bright!  
If your teeth are clean and shiny, smile bright!  
If your teeth are clean and shiny  
You can smile really kindly,  
If your teeth are clean and shiny, smile bright!
  - Explain to students that now that they have sung songs about teeth and being happy, they are going to discover some things that make Robo-Tooth happy.
    - 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** or the Robo-Tooth picture on the **Robo-Tooth Smiles** handout.
    - Distribute a copy of **Robo-Tooth Smiles** booklet to each student.
    - Have students colour the pictures and draw pictures where asked.
    - Hang booklets in “Dental Health Centre.”
    - Have students take completed booklets home to show their families.
- Optional Activities**
- Bring in a copy of the “Brush Your Teeth” song by Raffi. Have students think up actions and sing along.
  - Try the “Happy Teeth Song,” found at [www.dupagehealth.org/health\\_ed/dental\\_month.html](http://www.dupagehealth.org/health_ed/dental_month.html).

# If You're Happy and You Know It

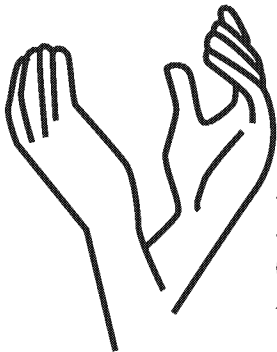
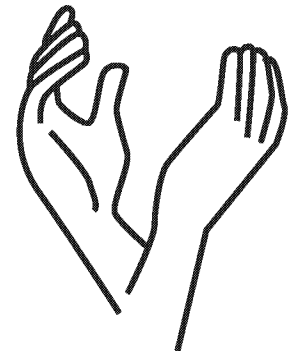
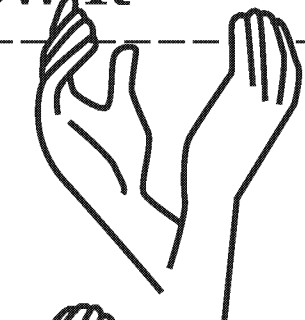
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If you're happy and you know it,  
Clap your hands! (clap, clap)

If you're happy and you know it,  
Clap your hands! (clap, clap)

If you're happy and you know it,  
Then your face will surely show it,

If you're happy and you know it,  
Clap your hands! (clap, clap)



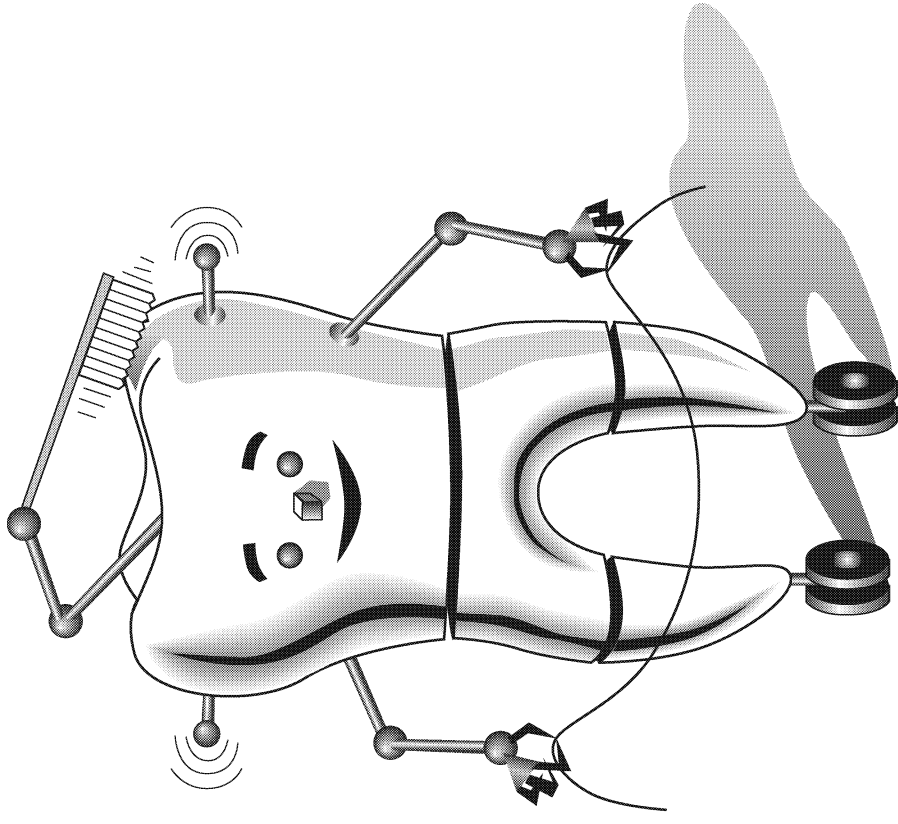
## Ideas for Dental Verses

Choose from this list of ideas, the dental verses for your students to sing. Write these or other ideas on a piece of chart paper.

### Dental Verses

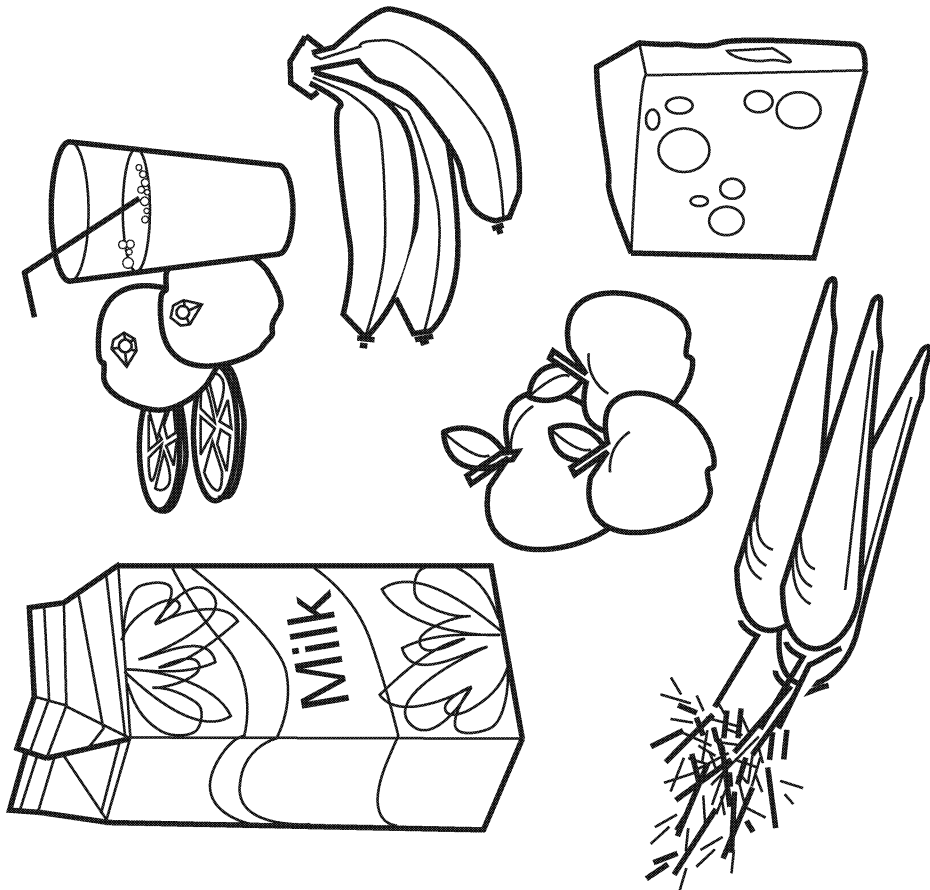
- Brush your teeth
  - Brush your tongue
  - Floss your teeth
  - Eat a carrot
  - Eat some cheese
  - Drink some milk
  - See your dentist
  - Show your teeth
  - Smile at me
  - Smile, smile, smile
-

# Robo-Tooth Smiles



Smiling faces make Robo-Tooth happy. If you're happy and you know it, draw your smile.

Brushing teeth makes Robo-Tooth happy.  
Brush morning and night.



Healthy foods make Robo-Tooth happy.  
Colour Robo-Tooth's favourite healthy foods.

Visiting the dentist makes Robo-Tooth happy.  
Draw a picture of you and your dentist.