

Grade 1 Program

SmileCare



**Public Health
Santé publique**
SUDBURY & DISTRICTS

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About the Program

This resource offers easy to follow lesson plans, support materials, and student activities.

Public Health Sudbury & Districts will supplement the educator lead activities with a hands-on demonstration of proper brushing and oral hygiene.

About the program

This resource provides background information to assist the educator with the delivery of the classroom plans and activities. A variety of lesson plans and corresponding activities are involved. You can choose to do as many as you prefer. If at any time you have questions, Public Health Sudbury & Districts is here to support you.

Why teach oral health?

Healthy children have the greatest opportunity to achieve their academic potential. 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. This resource will provide educators with practical information to raise awareness of oral health concerns. 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.

As a teacher, you play a critical role in helping your students achieve good oral health. The grade 1 tooth brushing program provides educators with the necessary tools to empower students to make well-informed healthy choices, build lifelong dental health habits, and develop behaviors that contribute to their overall health and well-being.

Dental Health Centre

Create a space in the classroom designated for all activities. This area can be a fun interactive space for students to showcase their work and knowledge of good oral hygiene.

Oral Health Background Information

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 6 or 7 months old. By age 3, children should have 20 primary teeth.

Between the ages of 6 and 8, children begin to lose their primary front teeth. The back primary teeth may remain in the mouth until a child is about 12 to 13 years of age. Usually by the age 13, 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 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 5 to 8 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 5 to 8 years old. About the same time, the first permanent molars, also known as the six-year molars, erupt behind the last primary teeth. By age 14, children will usually have 28 permanent teeth. The remaining 4 molars, often called wisdom teeth, can erupt starting at age 16 to early adulthood. Counting the 4 wisdom teeth, an adult would have 32 permanent teeth.

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

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.

Oral Health Background Information

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

The six-year molars

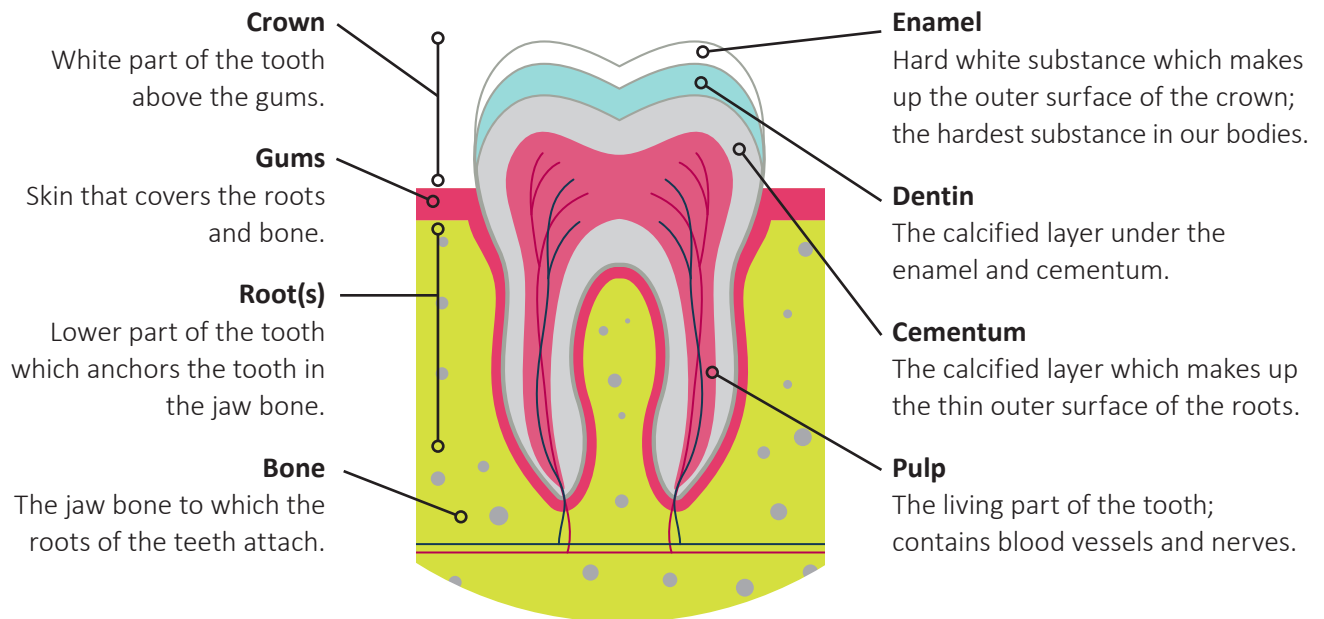
Six-year molars do not replace primary teeth but erupt behind the last primary molar. Because a primary tooth does not fall out as this tooth is erupting, these permanent molars are often mistaken as primary teeth. Therefore, students need to be aware of the importance of caring for these permanent teeth 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.





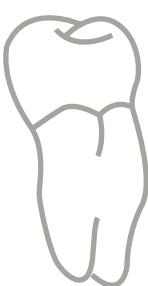
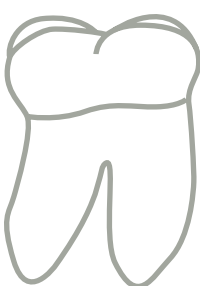
Oral Health Background Information

Function

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

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

Types of teeth and their jobs

Type	Incisor	Cuspid or Canine	Bicuspid or Premolar	Molar
Visual				
Position	front	corner	side	back
Job	cutting	holding and tearing	holding and tearing, chewing and grinding	chewing and grinding
Numbers	8-primary 8-permanent	4-primary 4-permanent	0-primary 8-permanent	8-primary 12-permanent
Note: The 8 primary molars are replaced by the 8 permanent bicuspid. 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 clear film of bacteria that sticks to the tooth surfaces and along the gumline. You may not be able to see it, but plaque is forming on your teeth all the time regardless of whether we are eating or not.

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

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 while brushing.

Healthy gums are:

- Light pink or light brown in colour.
- Flat and tight around teeth.
- Not prone to bleeding easily.

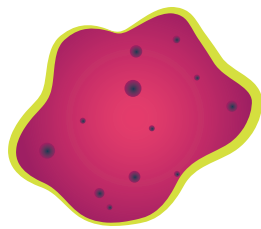
Even young children may get gingivitis. This disease is preventable and is easily reversed by brushing thoroughly twice a day and flossing daily. However, if red, swollen, bleeding gums do not improve, then a professional cleaning is required by a registered dental hygienist.

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.

Oral Health Background Information

Caries

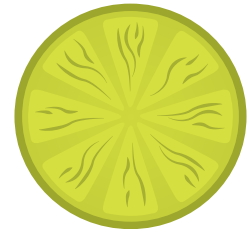
Caries, or tooth decay, are holes in the teeth (cavity) caused by frequent exposures of the tooth surface to acid. Plaque digests sugars and starches found in foods to produce acid. This acid attack can last up to 20 minutes, dissolving some of the tooth surface. Repeated acid attacks break down the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



bacteria



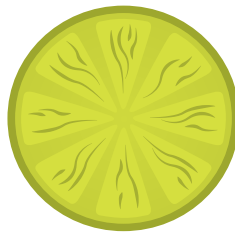
sugar



acid



tooth



acid



cavity

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 caries by neutralizing acid.

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

Oral Health and Nutrition

It's important to remember that a healthy balanced diet includes all foods. Teach children that some foods should be eaten most of the time (like the foods found in the 4 food groups) and some foods should be eaten only sometimes (like foods that are high in sugar, fat and provide little nutrients). 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 caries. Other foods containing sugars and starches-like potato 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.

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 caries 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.

Oral Health Background Information

Healthy foods

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, 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:

- When choosing a snack, select nutritious foods rather than sticky, sugary treats. Encourage raw vegetables, cheese, nuts and fruits. Cheese is a highly recommended snack that helps prevent caries.
- Sweets and treats should only be offered sometimes, they should not be part of regular daily meals and snacks. A healthy balanced meal should include 3 out of 4 food groups and a healthy balanced snack should include 2 out of 4 food groups. It's important to remember that snacks do not mean treats.

Snacks are nutritious, delicious foods.

Treats are sugary/starchy, with little or no nutrients.

- When eating sugary/starchy foods, it is best to save them and eat them with meals and brush afterwards.
- If brushing immediately after eating is not possible, then choosing to do one of the following can help to prevent caries:
 1. Rinse with water.
 2. Eat a piece of cheese to help neutralize the acid.
 3. Chew sugar-free gum, especially gum with Xylitol which 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. If candy is given, encourage children to save the treat until mealtime and to rinse with water immediately after eating the candy.



Candy rewards can increase the risk of tooth decay.

Oral Health Background Information

Brushing removes plaque from teeth, gums and tongue.

Brushing and flossing

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

Brushing needs to be done at least every morning and every night. Until children are 8 years old, their manual dexterity may not be fully developed so they need to have an adult help with brushing.

Brushing technique

Place bristles along the gumline at a 45° angle. Bristles should contact both the tooth surface and the gumline.



Gently brush the outer tooth surfaces of 2 to 3 teeth using a circular motion. Move brush to the next group of 2 to 3 teeth and repeat.



Maintain a 45° angle with bristles contacting the tooth surface and gumline. Gently continue using a circular motion along all of the inner tooth surfaces.



Tilt brush vertically behind the front teeth. Make several up and down strokes using the front half of the brush.



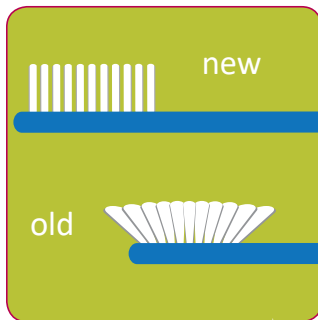
Place the brush against the biting surface of the teeth and use a gentle back and forth scrubbing motion. Brush the tongue from back to front to remove odour-producing bacteria.



Oral Health Background Information

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 if used properly.



Replace toothbrushes every 3 to 4 months or sooner if you have been sick. When in doubt, look at the bristles. If they are frayed, they won't clean teeth as thoroughly and should be replaced.

To help minimize the spread of germs, rinse your brush after every use and store it with the bristles facing up where it can air-dry. Do not share toothbrushes with family members.

Toothpaste

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

A pea-sized amount of toothpaste should be used on the toothbrush. Toothpaste should be spit out and not swallowed, and should be kept out of reach of small children.

Flossing

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



A pea-sized amount of fluoridated toothpaste prevents tooth decay by making the enamel stronger.

Make sure to spit the toothpaste out.

Oral Health Background Information

Dental checkups and cleanings should be scheduled regularly.

A visit to the dental office

Regular dental checkups help to find tooth and gum problems early, making them easier to fix. Services such as scaling, fluoride and dental sealants to help prevent caries are also provided. 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 registered dental hygienist.

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

The **receptionist** works at the desk and greets you when you come in.

The **dental assistant** helps the dentist to get their room and instruments prepared for your visit.

The **dental hygienist** cleans your teeth and teaches you how to take care of them.

The **dentist** examines, diagnoses and administers care to help prevent future problems of your teeth and gums.

Items you can find in a dental office

Dental chair: This chair moves you up and down into a laying position so that the dental health professional can see into your mouth.

Dental light: This light helps the dental team member get a better, brighter view into your mouth.

Gloves and mask: These items are used like a protective shield to prevent the spread of germs.

Mouth mirror: The mouth mirror helps to see the back of your teeth.

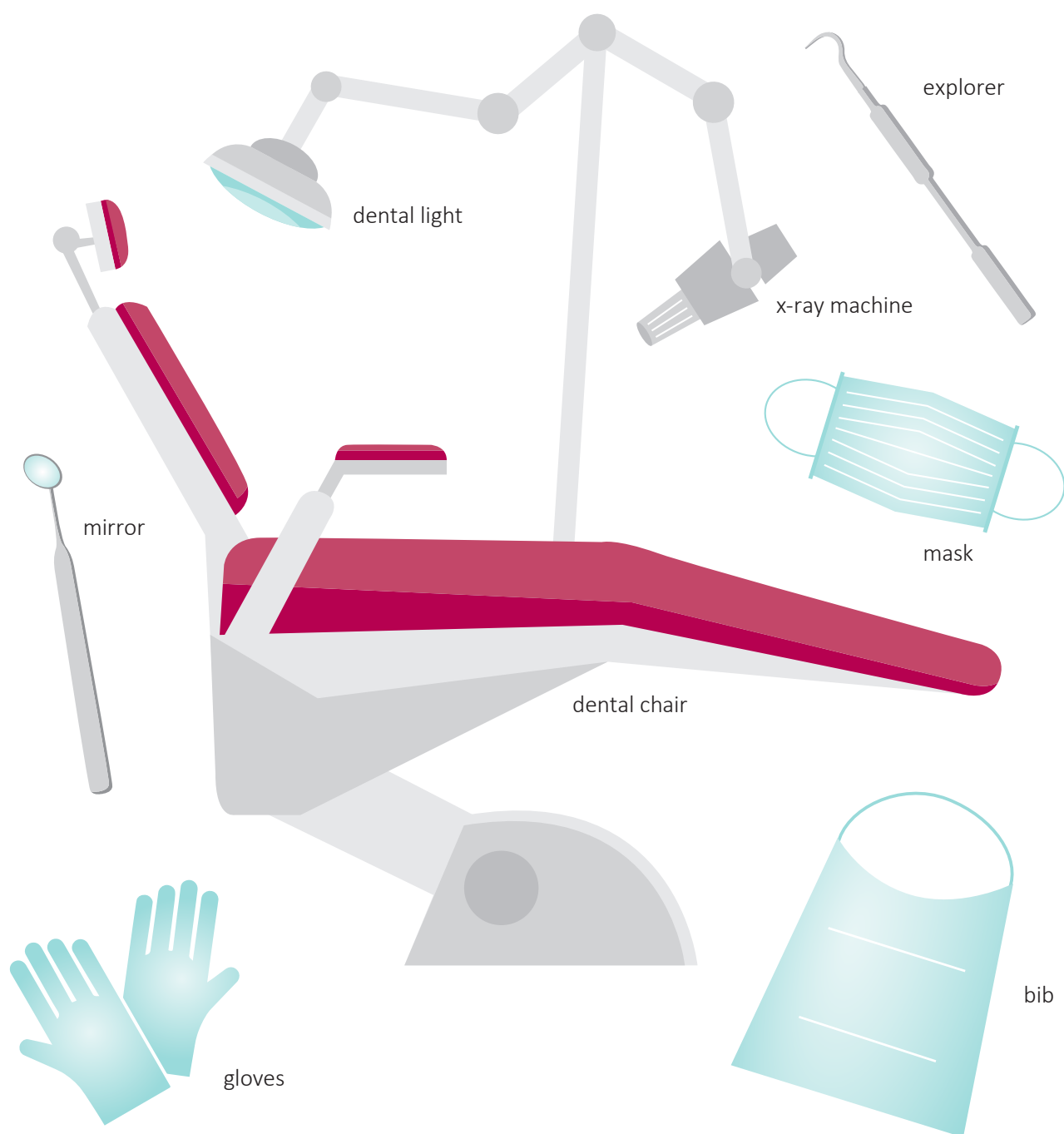
Explorer: The explorer is an instrument commonly used to enhance tactile sensation.

Dental bib: The dental bib is used to protect your clothing from any sprays or aerosols.

X-ray machine: The x-ray machine takes pictures of your teeth to help the dentist identify the health of your teeth that you can't see just by looking in your mouth.

Oral Health Background Information

Items you can find at the dental office



Lessons



Smiles Change

Learning outcomes:

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

Time:

Day 1: 40 minutes near the beginning of the school year

Day 2: 30 minutes near the end of the school year

Materials

- Large lettered title **My Changing Teeth** (made ahead by teacher).
- Area of classroom designated as **Dental Health Centre**.
- Camera to take each students' picture. Note: this lesson is based on using a camera in which pictures are available instantly. Adjust the lesson plan if using a camera in which developing time is needed.
- Photocopies of **My Teeth Are Changing** handout – 1 copy for each student.
- Photocopy of **Function of Teeth** for teacher's use.
- Photocopies of the **Mouth Model** handout – 1 copy for every student (keep for lesson 4 as well).

Activity

Day 1

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 and dress up the **Dental Health Centre**.

Explain to students that when they were born, they probably did not have teeth.

Explain to students that when they were a few months old, their first teeth started to grow into their mouths.

- Ask students if they know what this first set of teeth is called. (Baby teeth or primary teeth)
- Ask students what happens to these baby teeth as they are growing. (They become loose and fall out to make room for permanent adult teeth)

Ask students to raise their hands if they have already lost a tooth.

- Have some students share their experiences and feelings about losing a tooth.
- Explain to students that everyone loses teeth at different times.
- Explain to students that they are supposed to lose their primary/baby teeth, but a new set of teeth replaces them.

Smiles Change

Explain to students that when they are about 6 years old, they will start to grow a new set of teeth in their mouths and this is the set of teeth that they will have for life.

- Ask students if they know what this second set of teeth is called. (Adult or permanent teeth)
- Explain to students that “permanent” means something that lasts forever, and so this permanent set of teeth should last their whole life.
- Ask students to raise their hands if they have new front teeth starting to grow.
- Explain to students that these are permanent teeth.
- Ask students to raise their hands if they have any new teeth growing in the back of their mouths.
- Explain that these back permanent teeth grow in behind the baby teeth on either side of their mouths, when they are about 6 years old. These teeth are their six-year molars and it is important to remember to reach them with their toothbrush when they are brushing their teeth.
- Ask students what might happen if they lost one of their permanent teeth. (They would have an empty space in their mouth because another tooth would not grow in. This can make chewing, talking and smiling difficult.)

Discuss with students the different types of teeth and their individual function. (There are 4 different types of teeth, each shaped differently depending on their specific job for eating.)

- Show students a copy of the **Function of Teeth** diagram and go over each function.

Ask students what they can do to make sure they do not lose any of their permanent teeth. (Brush our teeth, floss our teeth, visit the dentist and eat healthy foods.)

Review with students:

- **Brushing:** Students should brush for at least 2 minutes, in a pattern all around the mouth, so no areas of the teeth and gums are missed. They should brush every morning and night, with a parent helping to ensure no areas are missed.
- **Flossing:** Students should have a parent floss their teeth once a day.
- **Visiting the dentist:** Students should visit the dental office on a regular basis for a check-up and cleaning, and as soon as possible if a tooth is broken or hurts.
- **Eating healthy foods:** Students should choose nutritious foods, and limit sugary and sticky foods to prevent cavities.

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

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

Students may need parent’s help to reach their 6 year molars with their toothbrushes.

Smiles Change

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

Handout the **Parts of the Mouth** diagram to students in groups of 3 to 4. Have students count the teeth out loud and have children write down the parts of the mouth on their handout as you review it with them.

Bring out title **My Changing Teeth**.

- Have students sound out and read the words.
- Hang in **Dental Health Centre** area.

Explain to students that throughout their Grade One year, their teeth will be changing. Tell them that as a class they are going to watch to see how their teeth change.

Explain to students that you will be taking their pictures now and then again at the end of the school year, to see how their teeth change.

- Tell students that you will be taking their pictures one at a time. Encourage students to smile and show their teeth in the picture. Option – Have a parent/guardian take a picture at home and bring to class.
- Record student's name and the date on each picture, and hang them in the **Dental Health Centre** area. Either keep the pictures on display for the remainder of the school year, or display them only temporarily, store them, and bring them out again later in the school year when taking pictures for part 2 of the lesson.
- If new students arrive during the school year, take their picture so they can join in when doing the second half of this project.

Smiles Change

Day 2 (several months later)

If the pictures are not still hanging in the classroom, bring out pictures that were taken earlier in the school year.

Explain to students that they are going to see how their teeth have changed during the school year.

- Explain to students that you are going to take their pictures again, and compare them to the pictures that were taken earlier.
- Tell students that you will be taking their pictures one at a time, and while they are waiting for their turn they will be decorating picture frames for their photographs.

Introduce the activity of decorating the **My Teeth are Changing** handout.

- Distribute a copy of the **My Teeth are Changing** handout to each student.
- Explain to students that this handout has two picture frames. In one frame they are going to glue their picture from earlier in the year. In the other frame they will glue their picture that is taken today.
- Provide students with art supplies and instruct them to decorate their picture frames.

While students are decorating their frames, take each student's picture individually. Option – Have a parent/guardian take a picture at home and bring to class.

Encourage students to smile and show their teeth in their pictures.

- Record student's name and the date on each picture.
- Distribute these pictures, along with the pictures taken earlier in the year, and have students glue them onto their **My Teeth are Changing** handouts.

When students have finished decorating their **My Teeth are Changing** handouts, have them bring their sheets to the group area and gather as a class.

Remind students that as they grow, their bodies go through physical changes. One special change happens with their teeth. Explain to students that now they are going to talk about the changes that have occurred in their teeth in Grade One, by comparing their pictures from earlier in the school year to now.

*Everyone is unique
and we all lose
teeth at different
times.*

Smiles Change

Have some students hold up their **My Teeth are Changing** handout and tell the class the changes they see between the two pictures. Encourage students to talk about their primary and permanent teeth. Discuss with students that there are similarities and differences between each student, and emphasize that everyone loses teeth at different times.

Have students hang their **My Teeth are Changing** handouts in the **Dental Health Centre** area before sending them home.

Optional Activities

Instead of taking 2 pictures of each student during the school year, have students bring in a baby picture and use that as the “before” picture. Then take the students’ pictures now and use those as the second pictures, to be compared to their baby pictures.

If the concept of the tooth fairy is appropriate with your students:

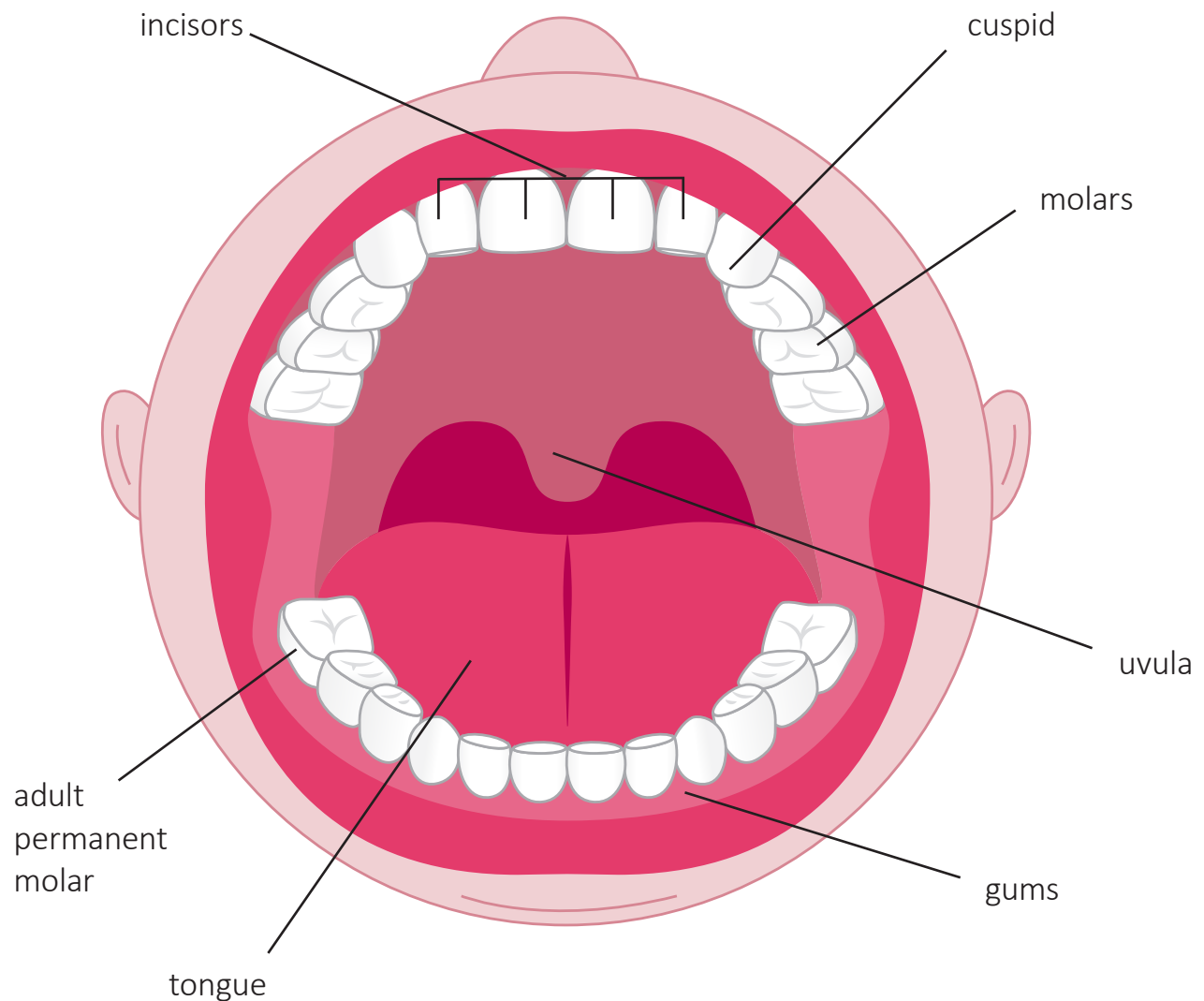
- Discuss the tooth fairy and students’ experiences with putting a tooth under their pillow. Then have students write a short story (about 3 to 10 sentences long) about what they think the tooth fairy does with all those primary/baby teeth, and draw a picture of what they think the tooth fairy looks like.
- Borrow books from the library about the Tooth Fairy. Some examples are; *What do the fairies do with all those teeth?* By Michel Luppens and Philippe Beha, *The Tooth Fairy* by Sharon Peters, and *Tooth Fairy Magic* by Joanne Barkan.

Arrange to have a parent bring a baby to class and have the students discuss the differences they notice between the baby’s mouth and their mouths.

Arrange for a dental professional to visit the class to check each students’ mouth, specifically looking for how many primary teeth, permanent teeth and 6-year molars that each student has. Parental consent may be necessary for this activity.

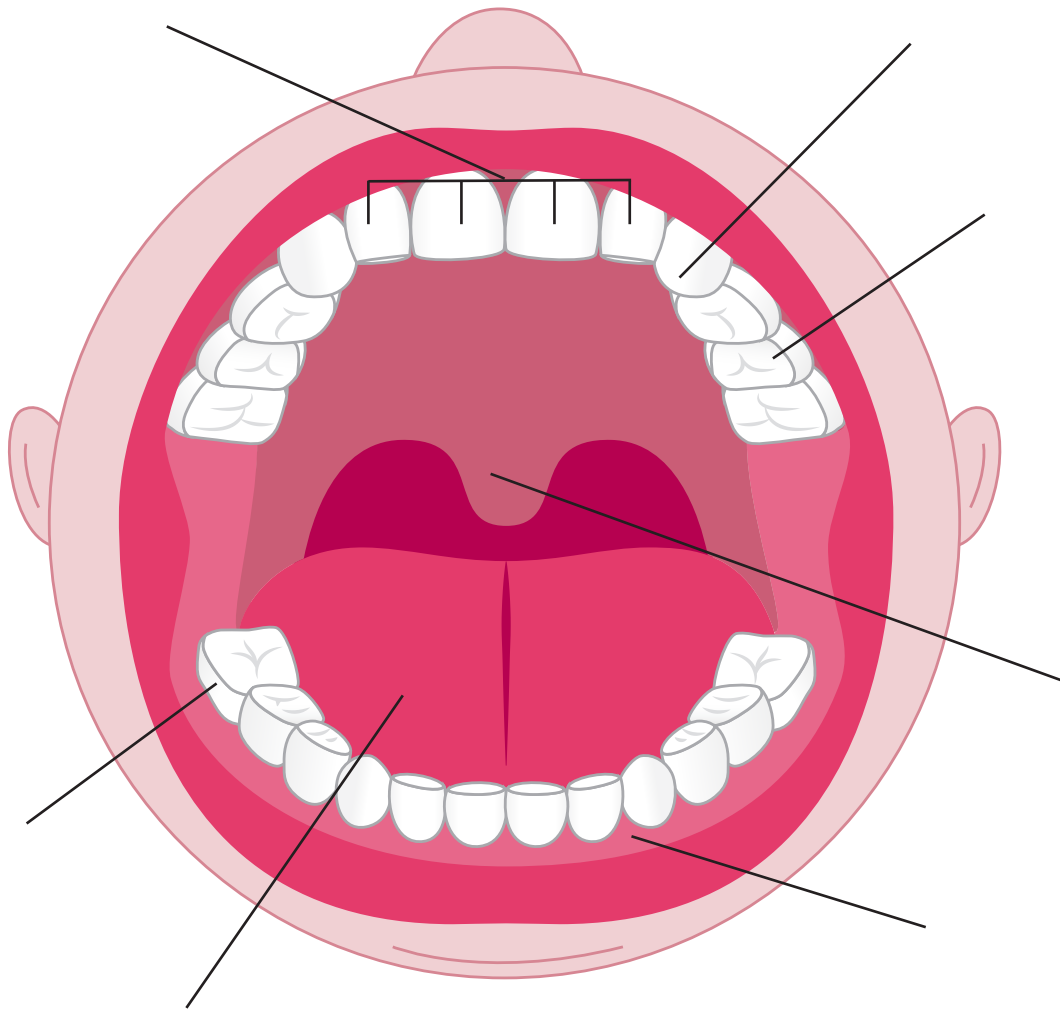
Parts of the Mouth

Here is a picture that shows your teeth and parts of the mouth.



Parts of the Mouth

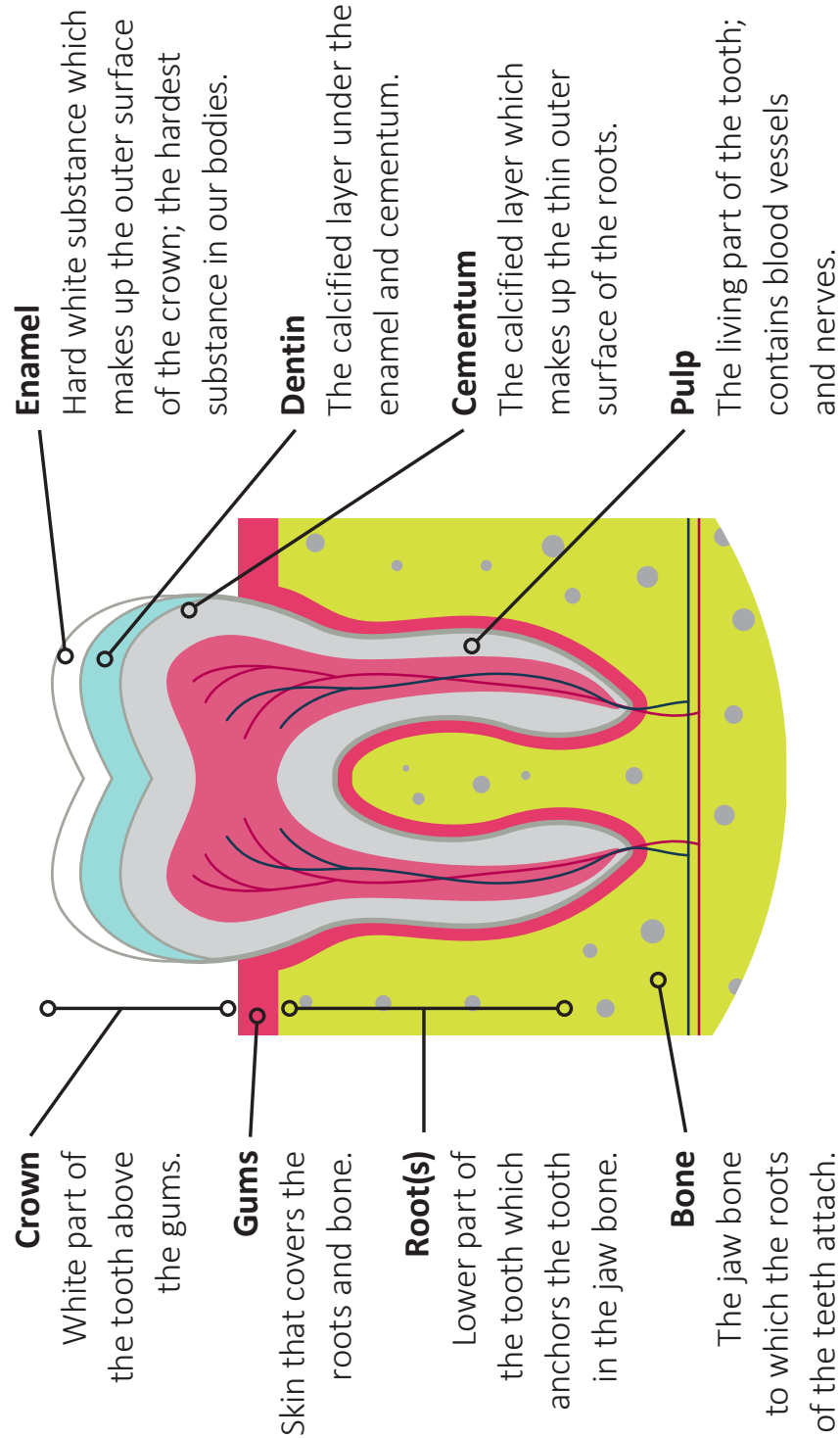
Here is a picture that shows your teeth and parts of the mouth. Let's count them together out loud, 24 teeth! Have children write down the parts of the mouth as you review it with them.



Structure of Teeth

Structure

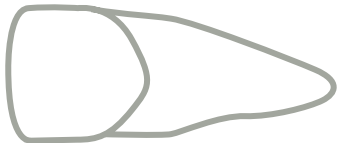
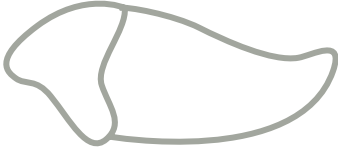

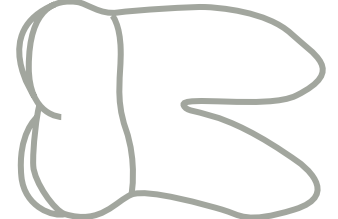
All teeth have a basic structure regardless of their shape.



Function of Teeth

Function

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

Type	Incisor	Cuspid or Canine	Bicuspid or Premolar	Molar
Visual				
Position	front	corner	side	back
Job	cutting	holding and tearing	holding and tearing, chewing and grinding	chewing and grinding
Numbers	8-primary 8-permanent	4-primary 4-permanent	0-primary 8-permanent	8-primary 12-permanent
Note: The 8 primary molars are replaced by the 8 permanent bicuspids. The 12 permanent molars do not replace any primary teeth but erupt behind them.				

Lesson 1

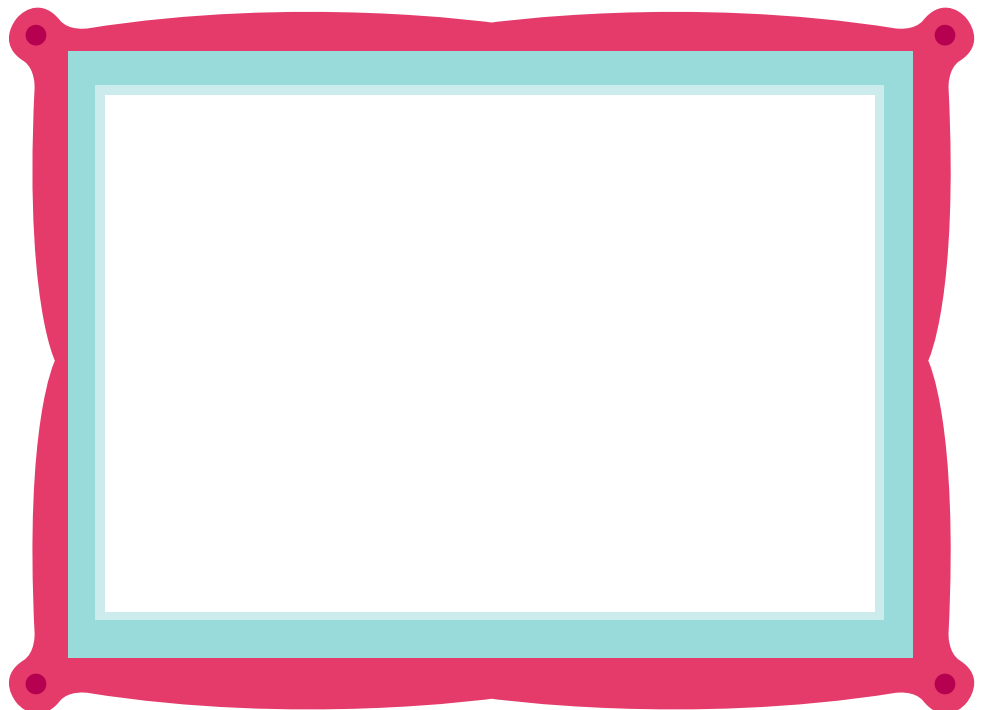
My Teeth Are Changing

Glue your picture on each frame.



This is what my teeth used to look like.

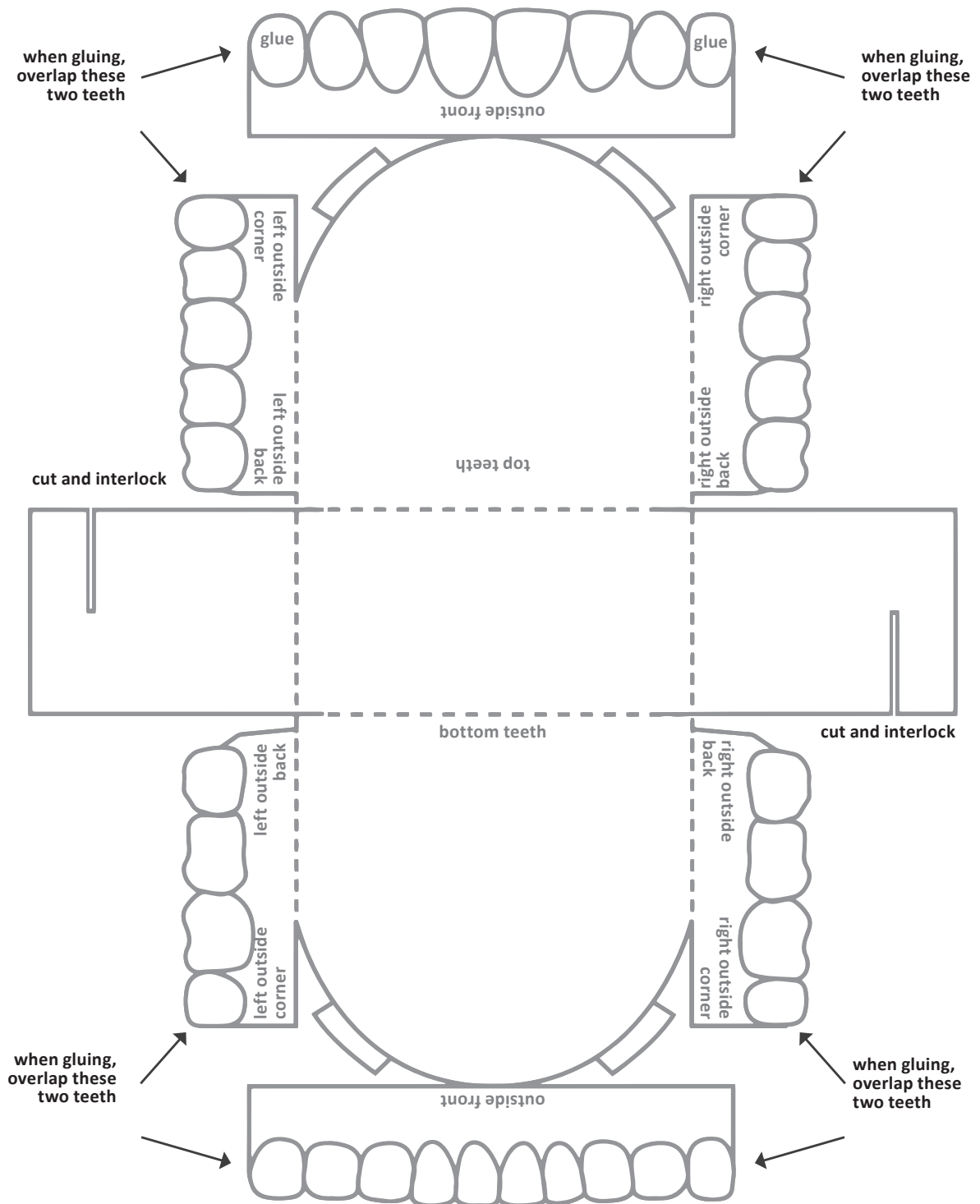
This is my smile now.



Lesson 1

Mouth Model

To be used with toothbrushing demonstration in lesson 4.



Happy Teeth Like Healthy Food

Materials:

- Photocopies of **The Healthy Snack Restaurant** handout — one copy for every 3 to 4 students (Ideal if enlarged)
- Chart paper with the title “Healthy snacks make my teeth happy...” written on the top of the paper
- Magazines and/or grocery store flyers
- Option-teacher to gather pictures of foods to eat most often, for the “Healthy snacks make my teeth happy...” chart, ahead of time
- Area of classroom designated as **Dental Health Centre** - as set up in Lesson 1
- Scissors
- Glue
- Crayons
- Photocopies of **Healthy Tooth vs Unhealthy Tooth** handout — one copy for every 3 to 4 students (Ideal if enlarged)

Activity 1

Explain to students that as a group they are going to spend some time talking about how different foods affect their teeth.

Ask students to share any information that they already know about the relationship between food and teeth. (Sugary, sticky foods can be harmful to our teeth so should be consumed less often (e.g. juice, marshmallow, candy); Foods from the 4 food groups are the best choices for our teeth and should be consumed more often (e.g. cheese, water, carrots, apples).

Explain to students that it’s important to remember that a healthy balanced diet includes all foods. Explain 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.

Explain to students that certain foods along with the plaque/germs in our mouths can cause cavities/holes in our teeth.

Learning Outcomes:

Students will recognize the importance of basic, healthy, nutritional choices for well being.

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

Time: 45 minutes

Happy Teeth Like Healthy Food

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

Ask students what plaque is. (Plaque is a soft, sticky film that builds up on your teeth that contains millions of bacteria that live on our teeth, gums and tongue.)

Ask students how a cavity is formed. Plaque contains bacteria that feed on the sugars and starches in the food you eat and produce an acid. This acid attack can last 20 minutes, dissolving some of the tooth surface. Repeated acid attacks break down the tooth surface and form a cavity.

Ask students what types of foods work with plaque to cause cavities (Sweet, sugary and sticky foods e.g. candy).

Give each student a copy of **How Cavities are Formed** diagram.

- Instruct students to rearrange items in order of a cavity being formed.
- Review the order and answer any questions students may have.

Explain to students that not only the sugar in food but also the stickiness of the food determines if that food causes cavities in our teeth.

Explain to students that they are going to talk about 2 different types of sugary foods-those that are **sticky** and those that are **non-sticky**.

Explain to students that sticky, sugary foods contribute to more cavities than non-sticky, sugary foods.

Ask students why they think sticky foods may be more harmful to teeth than non-sticky foods. (Sticky, sugary foods provide sugar to the plaque for as long as the food sticks to the teeth. Non-sticky, sugary foods provide sugar to the plaque for a shorter amount of time).

Ask students if they think it is okay to eat sugary, sticky foods. (Yes, it is okay to eat these foods but they should be eaten less often and best with a meal and not as a snack. Healthy foods, from the 4 food groups, should be what we eat most often, especially for snacks).

Ask students what they should do to prevent cavities after they eat a sugary, sticky food. (Brush their teeth, if at school and no option to brush, drink water).

Explain to students that brushing after eating these foods is the best thing they can do for their teeth. But sometimes they are not at home and cannot brush their teeth right away. What do they think they should do then? (They can have a drink of water, eat a piece of cheese, or chew sugarless gum after eating the food).

Explain to students that since we do not want plaque to cause cavities in our teeth, we should eat these sugary food less often.

Happy Teeth Like Healthy Food

Give each student a copy of **Healthy Tooth vs Unhealthy Tooth**.

- Tell students they must draw a line from food to the appropriate tooth.
- Tooth with little to no plaque gets food from 4 food groups that should be eaten more often.
- Tooth with lots of plaque gets sugary or sticky food that should be eaten less often.
- Ask students if there are any other foods that are not listed they think should be added.

Explain to students that healthy foods, from the 4 food groups, are good for our bodies and our teeth so these foods should be eaten most often.

Tell students that they are going to spend some time talking about healthy snacks.

- Bring out the chart paper with the title **Healthy snacks make my teeth happy**.
- Ask students to state foods that they think are healthy, “Most of the time” snacks. On the chart paper, write the names of the foods or use picture that you have prepared ahead of time. (Foods such as fruits, vegetables, cheese, whole grain cracker.)
- Hang chart in the **Dental Health Centre**, or place in an area that will be visible for students while they are working on **The Healthy Snack Restaurant** menu.

Explain to students that when choosing foods to eat they need to think about whether the food has sugar as well as whether the food will stick to their teeth.

Tell students that they are now going to work in groups to make **Healthy Snack Restaurants**.

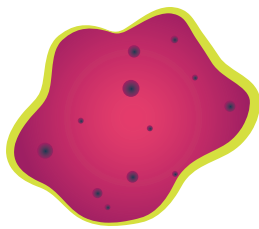
- Divide students into groups of 3 or 4.
- Distribute a copy of **The Healthy Snack Restaurant** handout and magazines and grocery store flyers to each group.
- Instruct students to work in their groups to create a menu for their snack restaurant by finding pictures of healthy snacks in magazines or flyers, cutting out the pictures and gluing them on the handout. Emphasize to students that these healthy snacks should be nutritious and not sugary or sticky foods. Students can also draw pictures if they wish.
- Each group should think up a name for their **Healthy Snack Restaurant** and, with guidance, write the name on their menu.
- Once the menus are completed, have students in their groups “play” restaurant. They can take turns being the waiter/waitress, cook and customer. (Ideal to make a restaurant section in the classroom where students can play during free time.)

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

How cavities are formed

Caries (cavities)

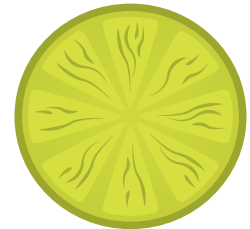
Caries, or tooth decay, are holes in the teeth (cavity) caused by frequent exposures of the tooth surface to acid. Plaque digests sugars and starches found in foods to produce acid. This acid attack can last up to 20 minutes, dissolving some of the tooth surface. Repeated acid attacks break down the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



bacteria



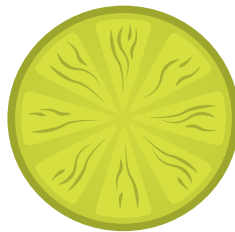
sugar



acid



tooth



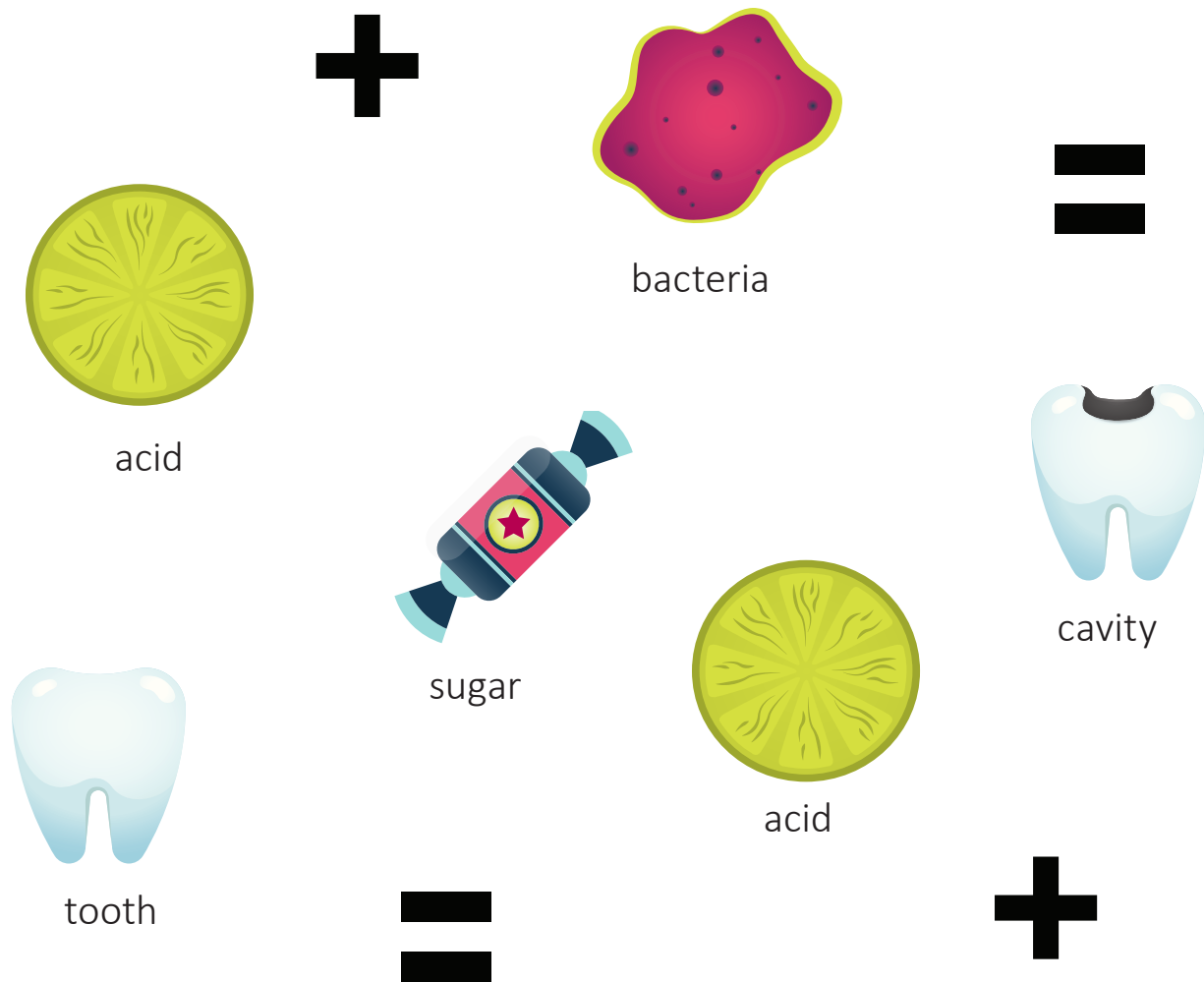
acid



cavity

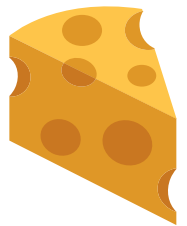
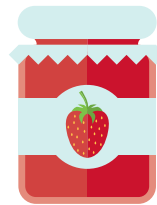
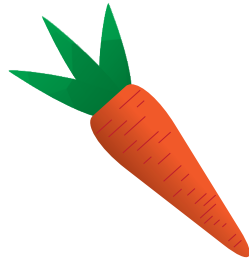
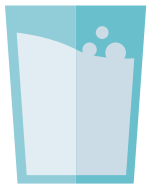
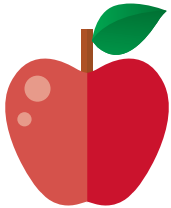
How cavities are formed

- Instruct students to cut out and rearrange the items in order of a cavity being formed.
- Review the order and answer any questions students may have.



Healthy Tooth vs Unhealthy Tooth

Draw a line from the food item to the appropriate tooth.



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

the Healthy Snack Restaurant

Bright Smile and the Three Robo-Teeth

Learning outcome:

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

Time: 40 minutes

Materials needed:

- Photocopy of **I am Robo-Tooth** enlarged, for **Dental Health Centre**.
- Designated **Dental Health Centre** area in the classroom; optional to maintain throughout the school year.
- Copy of **The Story of Bright Smile and Healthy Teeth**, for teacher's use only.
- Large lettered title of **Bright Smile and the Three Robo-Teeth** handout – 1 copy for each student.
- Crayons/pencil crayons.

Activity

Review information the students learned about their teeth.

- Teeth are important because they help us: chew, talk, smile/look nice.
- To keep our teeth healthy we need to: brush our teeth at least twice a day, eat healthy foods and visit the dentist.

Hold up enlarged picture of **I am Robo-Tooth**.

- Ask students if any of them have seen Robo-Tooth before.
- Explain to students that Robo-Tooth is a very smart robot who knows a lot about teeth. Robo-Tooth has come to visit the class to help the students learn more about their teeth.
- Hang picture of Robo-Tooth in the **Dental Health Centre**.

Read **The Story of Bright Smile and the Three Robo-Teeth** to students
Review the story with the students by asking them:

Q. Which food did Bright Smile choose to eat?

A. The egg.

Q. Why did she choose the egg?

A. It was just right; it was the healthy and nutritious choice; it wasn't too sticky or sweet like the other foods.

Q. What can sticky, sweet foods do to your teeth?

A. They can make cavities/holes in our teeth.

Q. Which toothbrush did Bright Smile choose to use?

A. The new, soft one.

Q. Why did she not choose the other toothbrushes?

A. One was used and worn out; one was hard and this could hurt her gums.

Bright Smile and the Three Robo-Teeth

- Q. What did Bright Smile choose to use for cleaning between her teeth?
A. The floss.
- Q. Should you help yourself to someone else's food or things without them offering these to you?
A. No, we should wait until they offer to share with us.
- Q. Bright Smile used Baby Robo-Tooth's toothbrush. Would it be okay for Baby Robo-Tooth to use that toothbrush now?
A. No, the toothbrush was used by Bright Smile and would have her germs on it.
- Q. What did Bright Smile say at the end of the story to the Robo-Tooth family, which a good friend might say?
A. She said thank you and said she would bring a new toothbrush back for Baby Robo-Tooth.
- Q. Why was the little girl called Bright Smile?
A. She had shiny, healthy teeth and loved to smile.

Bring out the title **Bright Smile and Healthy Teeth**.

- Have students sound out and read the words in the title.
- Hang in the designated **Dental Health Centre** area.

Distribute a **Bright Smile and the three Robo-Teeth** handout to each student.

- Have students draw and colour a picture about their favorite part of the story, and colour Robo-Tooth.
- Hang pictures in the **Dental Health Centre**. After displaying the pictures, have each student take their picture home to show their parents and to tell their parent's what they remember from the story.

Optional Activities

- Using the pictures they have drawn about **The Story of Bright Smile and the Three Robo-Teeth**, have each student show their picture to the class, and explain why this was their favorite part of the story.
- Have students re-enact the story.
- Distribute a **Robo-Tooth Colouring Sheet** to each student, or have copies available for students during their station time. Have students colour, draw a face with a smile and teeth, and put their name on their sheet. Hang completed pictures in the **Dental Health Centre**.

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

Lesson 3

The Story of Bright Smile and the Three Robo-Teeth



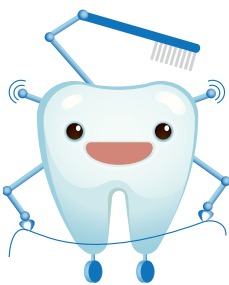
Once upon a time in the forest, there lived three Robo-Teeth. One was a big Papa Robo-Tooth, one was a medium-sized Mama Robo-Tooth, and one was a small Baby Robo-Tooth.

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

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



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



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

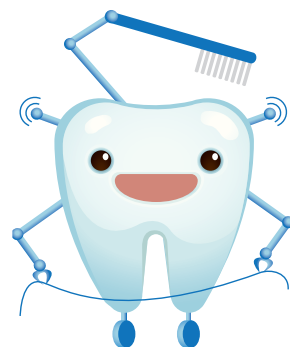
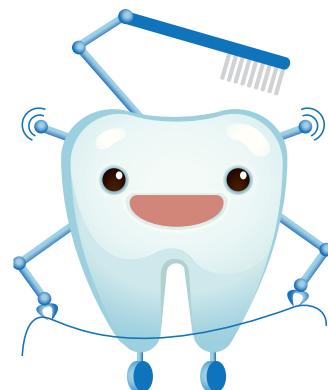
Lesson 3

The Story of Bright Smile and the Three Robo-Teeth *continued*

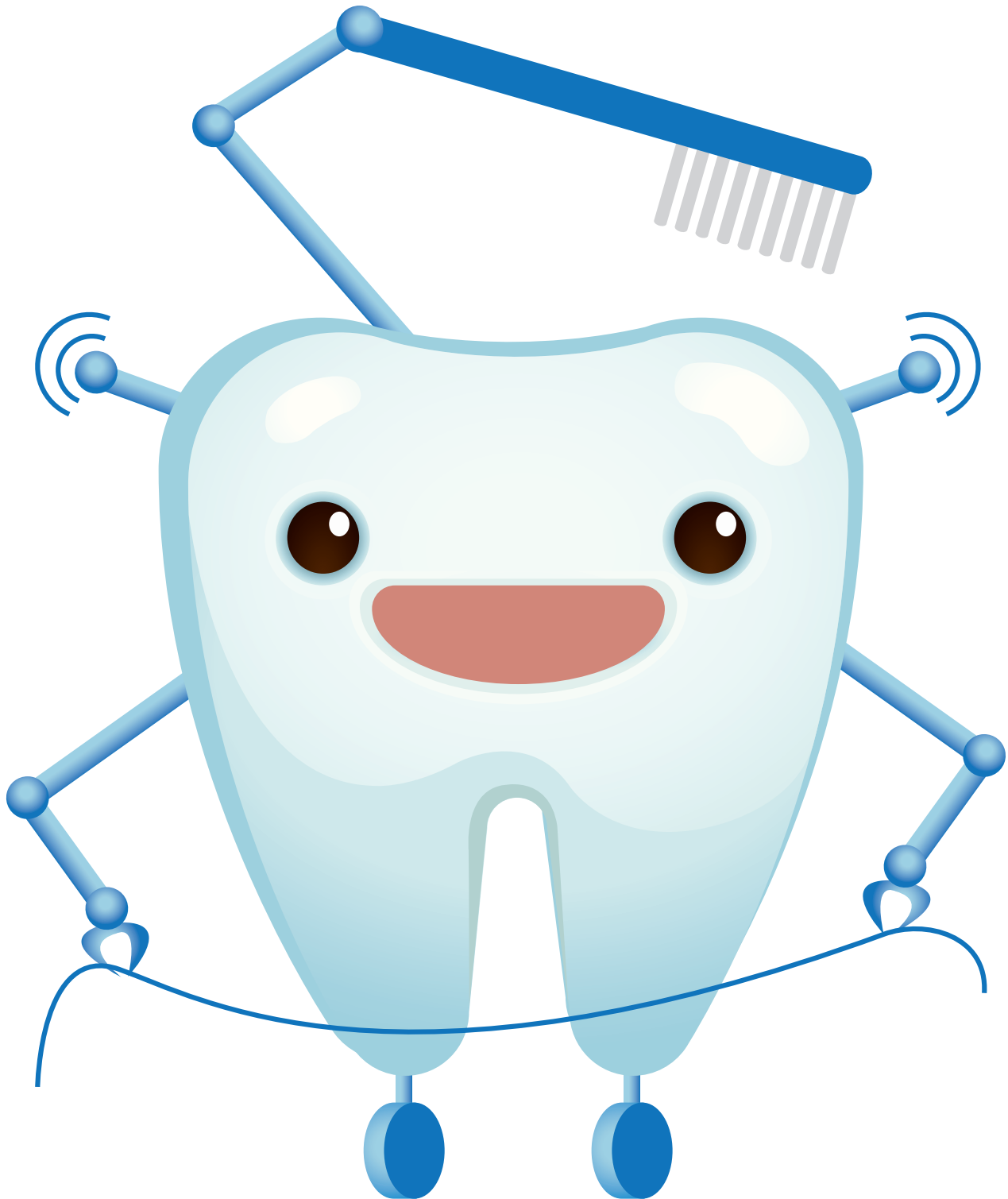
Meanwhile, the Three Robo-Teeth had arrived home. They went to the kitchen to eat their breakfast when they noticed something was wrong. "Someone has been eating my toast and honey!" exclaimed Papa Robo-Tooth. "Someone's been eating my doughnut!" exclaimed Mama Robo-Tooth. "Someone's been eating my egg!"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

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

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



I am Robo-Tooth

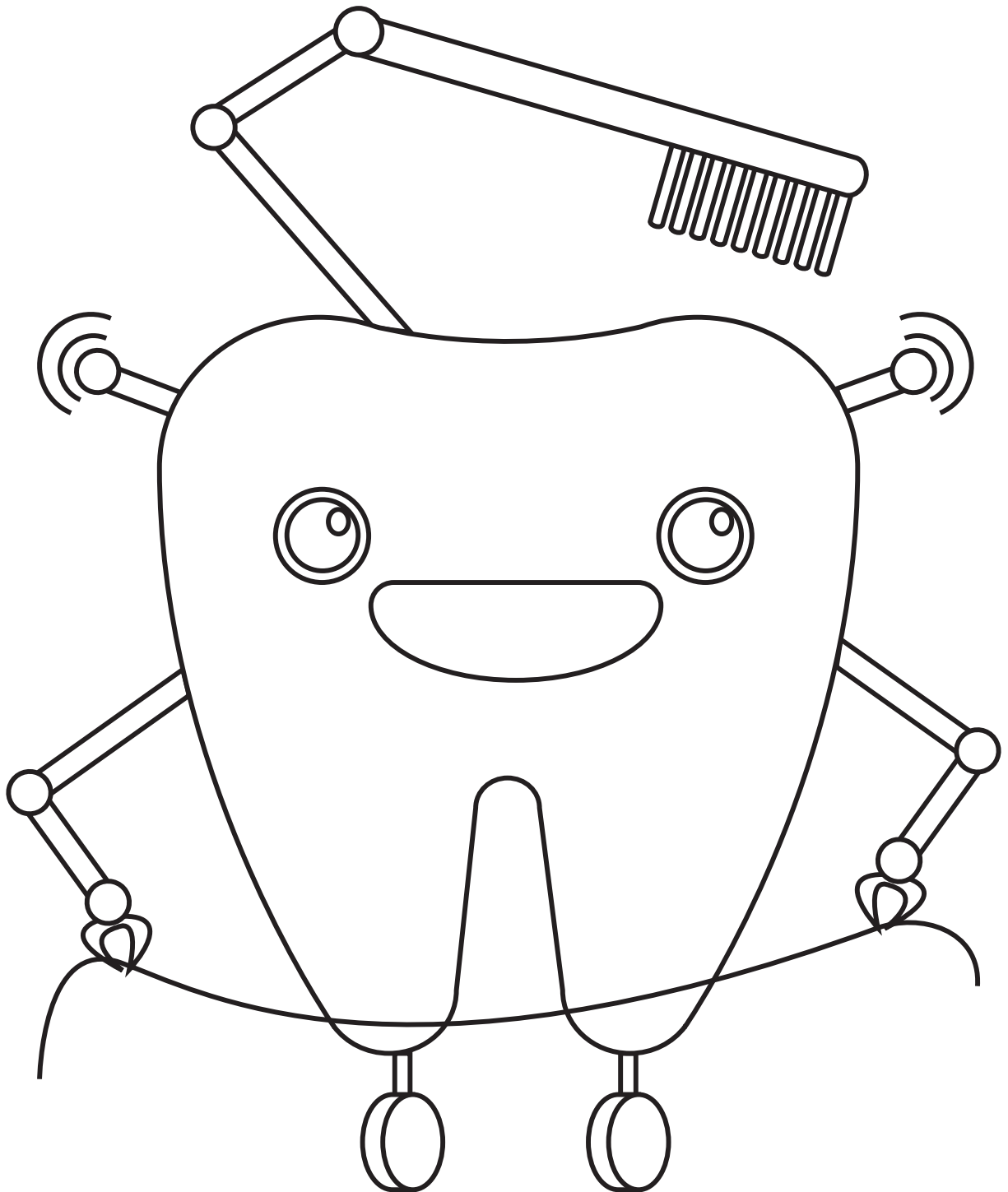


Lesson 3

Bright Smile and the Three Robo-Teeth

Draw a picture of your favorite part of the story.

Robo-Tooth Colouring Sheet



Brushing Daily Is Fun

Materials:

- Option – **I am Robo-Tooth** picture enlarged (found in Lesson 3).
- Chalkboard or whiteboard with words “Who, What, Where, When, Why, How” written on it.
- Area of classroom designated as “Dental Health Centre” – as set up in Lesson 1.
- Photocopy of **Mouth Model** – make 1 copy for brushing demonstration; teacher should cut out, and glue or tape together, ahead of class time (may take 5-10 minutes).
- Option – borrow plastic mouth model and toothbrush from Public Health Sudbury & Districts (to be used instead of paper mouth model for brushing demonstration).
- Materials – use mouth model in Lesson 1
- 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).
 1. **How Does Robo-Tooth Brush?**
 2. **Robo-Tooth’s Weekly Brushing Award** – as needed.
- Copy of **Where Does Robo-Tooth Brush?** – Answer key – for teacher’s reference only.

Activity

Tell students that you are going to play a quick guessing game with them, so you want them to listen to your story and guess what you forgot to do this morning.

1. Say to students, “This morning I woke up and made my bed. I brushed my hair, washed my face, got dressed and ate breakfast. I drove my car to school and here I am. What did I forget to do?” (Students may give a variety of answers, some of which may be correct. But try to prompt students to come up with the answer that you forgot to brush your teeth.)
2. Ask students if it is important to brush their teeth every morning. (Yes, we should all brush our teeth in the morning.)

Introduce students to Robo-Tooth as described in Lesson 3, if students are not familiar with Robo-Tooth. Option – use enlarged picture of **I Am Robo-Tooth** for this introduction.

Learning outcome:

Students will demonstrate positive hygiene and health care habits.

Students will recognize the importance of teeth and the anatomy of the mouth.

Time: 45 minutes

Brushing Daily Is Fun

Brush at least twice a day – every morning and every night for 2 minutes each time.

Brushing before bed is very important.

Tell students that you are going to ask them some questions to find out what they know about tooth brushing. Explain that you are going to use the words: who, what, where, when, why and how to ask these questions. (Point to the words on the board.)

Point to the word “Who” and have students read the word.

Q. Ask the students, “Who should use a toothbrush?”

A. Any person who has teeth.

Point to the word “What” and have students read the word.

Q. Ask the students, “What do you do with a toothbrush?”

A. Brush your teeth and gums; clean your mouth.

Point to the word, “Where” and have students read the word.

Q. Ask the students, “Where should you brush?”

A. All of the teeth surfaces, front, back and tops of teeth, your gums and your tongue.

Point to the word “When” and have students read the word.

Q. Ask the students, “When should you brush your teeth?”

A. At least twice a day – every morning and every night; ideally after every time you eat.

Point to the word, “Why” and have students read the word.

Q. Ask the students, “Why do you need to brush your teeth?”

A. To clean our mouths; to remove food and plaque/germs; to prevent dental decay; to prevent bad breath.

Point to the word, “How” and have students read the word. Say to the students, the last question is, “How” you brush your teeth? 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.
- Explain that Robo-Tooth says to brush the outsides, the insides, and the chewing surfaces and to gently brush our tongues.
- Explain that Robo-Tooth says it is good to follow a pattern when brushing the outsides and insides of the teeth — a pattern of back, corner, front, corner, back.
- Have students point, on the outside of their faces, to the areas to be brushed back, corner, front, corner, back.

Brushing Daily Is Fun

Bring out paper mouth model that was made ahead of time, or use plastic mouth model and tooth brush that were borrowed from Public Health Sudbury & Districts. 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 brought toothbrushes to class, ask them to get them 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 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, and 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 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 outward 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.

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

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

Brushing Daily Is Fun

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

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

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

Explain to students that they may use toothpaste when they brush at home. Fluoride in toothpaste makes teeth stronger and helps prevent cavities. Toothpaste alone does not clean the teeth – brushing cleans the teeth.

- Discuss that they should use only a small amount of toothpaste, ie. The size of a small green pea.
- Explain that toothpaste should be spit out and not swallowed.

Ask students how many minutes they should take to brush their teeth. (At least 2 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 favorite songs; purchase a toothbrush with a timer built in.)

Emphasize that brushing at night before bed is very important. Why do the students think this is important? (At night, while you sleep, the secretion of saliva decreases, leaving your teeth more exposed to dental caries (also known as decay or cavities.)

Explain to students that even though they are getting to be big boys and girls, they need a parent/adult to help them brush their teeth and gums before they go to bed. Brushing all of their teeth well, especially the new ones at the back, can be difficult and they need adult help until they are at least 8 years old. The new back teeth are “adult” teeth and must last all of their life.

Explain to students that besides brushing there is something else they should do to clean their teeth. Do they know what it is? (Flossing)

Explain to students that floss cleans plaque/germs and food debris away from places their toothbrushes cannot clean. Do they know where floss cleans? (In between our teeth)

Ask students how often they need to floss in one day. (Once a day)

Explain to students that flossing will be hard for them to do at this age so they must have their parents help them with flossing.

Explain to students that even though they need to get their parents/adult to floss their teeth and to brush their teeth at night, they should start to be independent to remember that their teeth and gums must be brushed and flossed every day.

Brushing Daily Is Fun

Give each student a copy of the handouts **Robo-Tooth's Weekly Brushing Chart** and **How Does Robo-Tooth Brush?**

- Explain how the brushing chart will help them to remember to brush their teeth every morning and night. For each morning that they brush their teeth, they should colour in a sun for that particular day. For each night that they brush their teeth, they should colour in a moon. The instructions on the back are for their parents.
- Tell students that at the end of the two weeks, they should have a parent sign their brushing chart and should bring it back to class.
- Returned brushing charts can be hung in the **Dental Health Centre** area
- Make copies of the **Tooth Brushing Award** and fill them out for each student who returns a completed brushing chart. (Optional)

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

Give each student a copy of the handouts **Robo-Tooth Shows Where to Brush** and **Where Does Robo-Tooth Brush?**

- Review the **Robo-Tooth Shows Where to Brush** sheet with the students.
- Instruct students to turn to the **Where Does Robo-Tooth Brush?** sheet and to draw a line from the word to the matching picture of where to brush. Students may colour the pictures.
- Have students take these home. Encourage students to hang them in their bathrooms to remind them about tooth brushing.

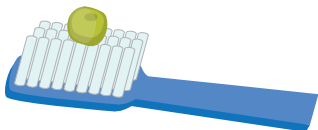
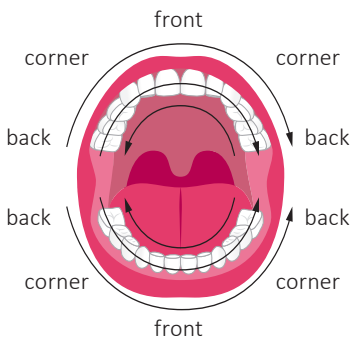


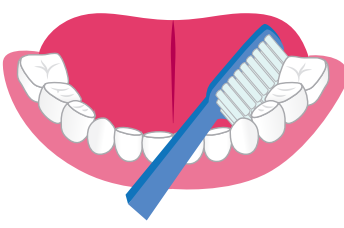
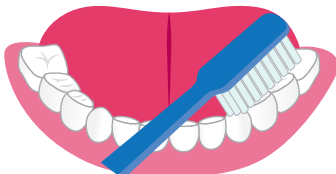

Optional activities:

- Give each student a copy of the **Toothpaste Designer** handout. Have students work in groups to create a tube of toothpaste. Things to include; a name, flavour, colour and super power. Once completed, have groups present their tube of toothpaste to the rest of the class and can be hung in the **Dental Health Centre** area.
- Make copies of **Monthly Brushing Chart** for additional weeks of brushing.

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

How Does Robo-Tooth Brush?

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

		<ul style="list-style-type: none"> • Use no more than a pea-sized amount of fluoride toothpaste. • Parents should dispense the toothpaste. • Toothpaste should be spit out and not swallowed. 	
	<p>Brush outside, inside, and chewing surfaces of the teeth.</p> <p>Follow a pattern on the top and bottom.</p>		<p>Place bristles along the gumline at a 45° angle. Bristles should contact both the tooth surface and the gumline. Move the toothbrush in small circular motions.</p>
	<p>Brush the outsides of the teeth along the gums, following the order of:</p> <p>back → corner → front → corner → back.</p>		<p>Brush the insides of the teeth along the gums, following the order of:</p> <p>back → corner → front → corner → back.</p>
	<p>Brush the chewing surfaces of the teeth.</p>		<p>Remember to gently brush the tongue.</p>

Where Does Robo-Tooth Brush?

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

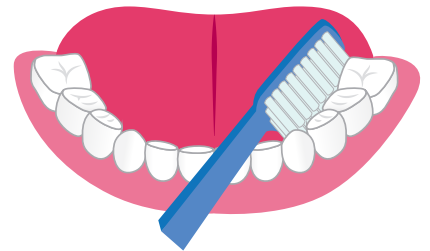
Outside



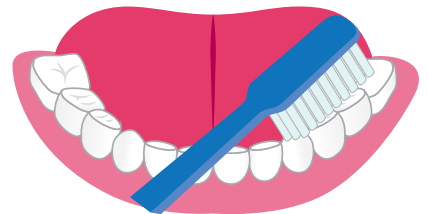
Inside



Chewing bumps



Tongue



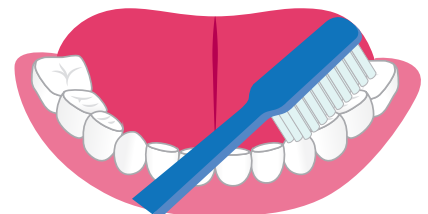
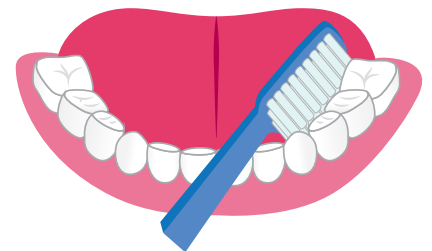
Where Does Robo-Tooth Brush? Answers

Outside

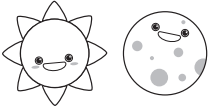
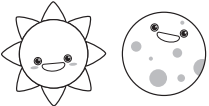
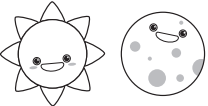
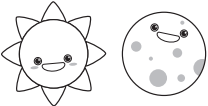
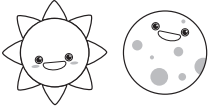
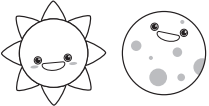
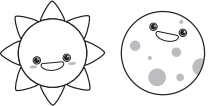
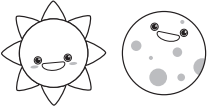
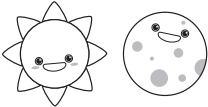
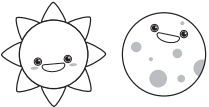
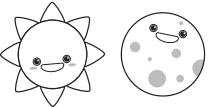
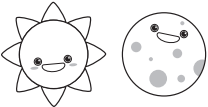
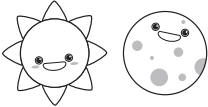
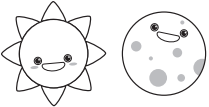
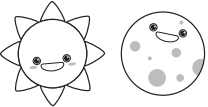
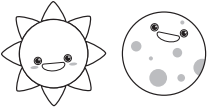
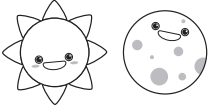
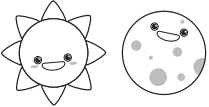
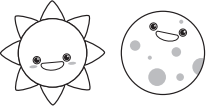
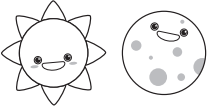
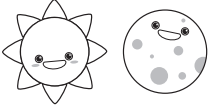
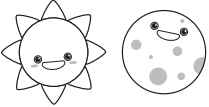
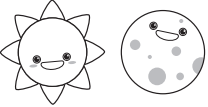
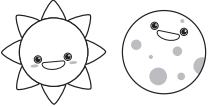
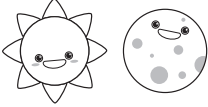
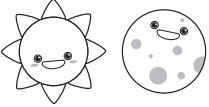
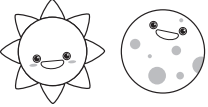
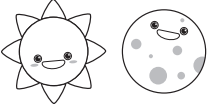
Inside

Chewing bumps

Tongue



Weekly Brushing Chart

Day	Week 1	Week 2	Week 3	Week 4
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

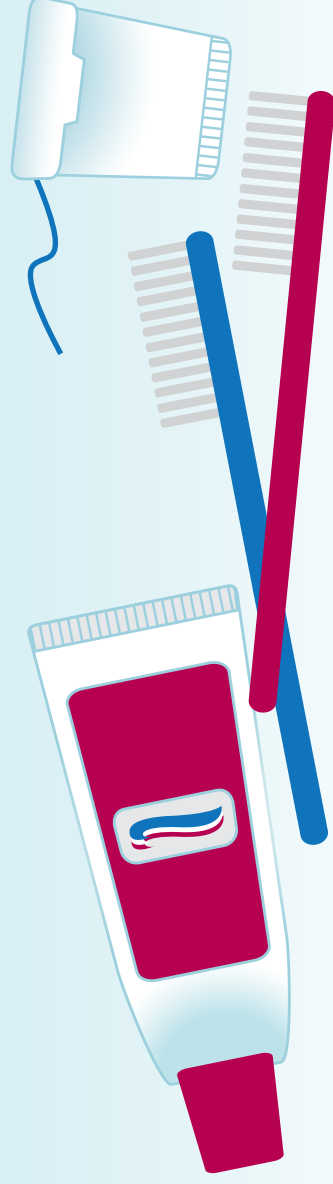
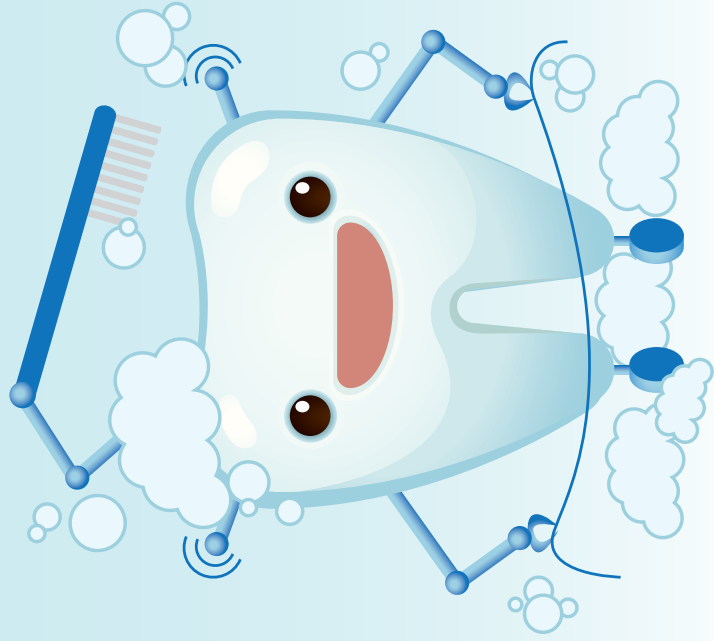
Toothbrushing Award

Presented to

For brushing every morning and night for two weeks

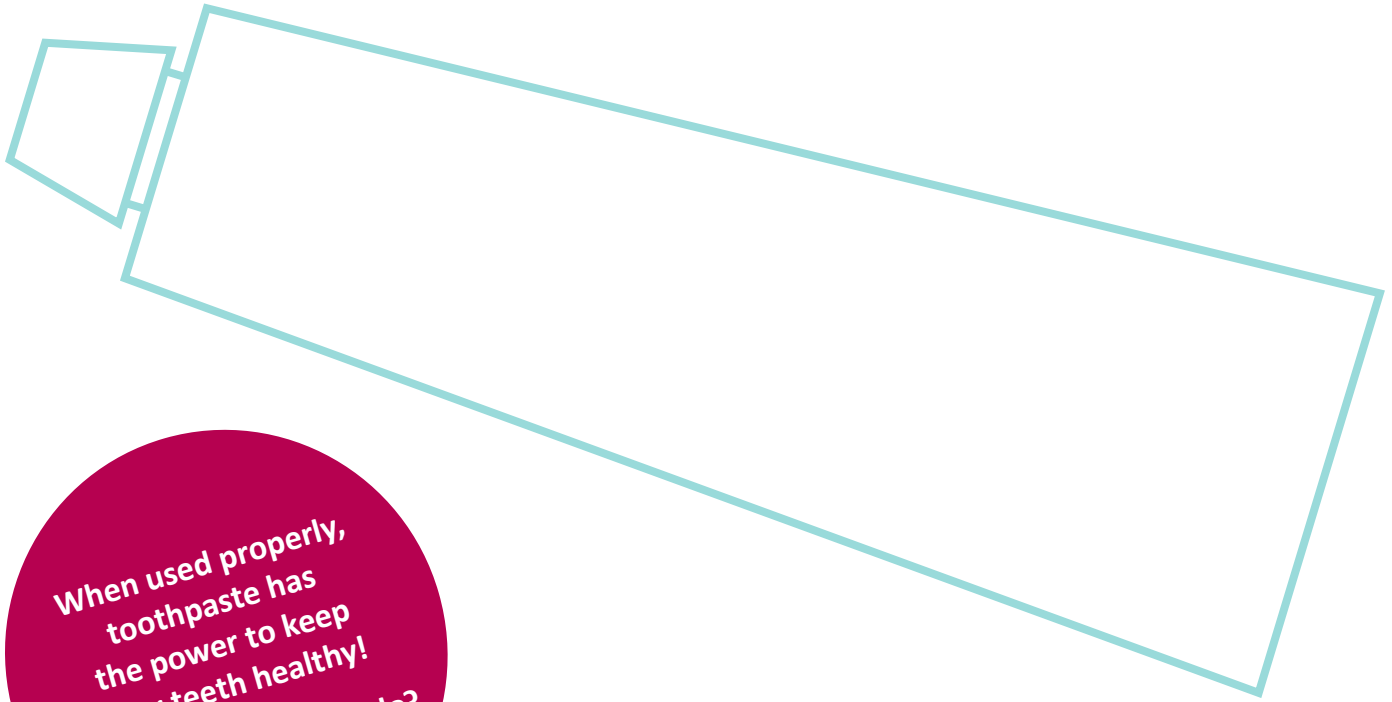
Teacher

Date



Toothpaste Designer

Create your perfect tube of toothpaste! Colour the tube and tell us more about the toothpaste in the box below.



When used properly,
toothpaste has
the power to keep
your teeth healthy!
What else will yours do?

name:

flavour:

colour:

super power:

Dental Workers in Our Community

Learning outcome:

Students will demonstrate an awareness of how dental professionals help people in their community.

Time: 40 minutes

Materials:

- Chalkboard or whiteboard
- Photocopy 1 hand-out **Visiting the Dental Office Matching Game** for each student.

Activity 1:

Explain to students that they are going to spend some time talking about a person everyone should visit to keep their teeth healthy. Ask students if they know who it is. (The dentist)

Ask students to raise their hands if they have visited a dental office. Have some students take turns talking about their experiences at the dental office. (Downplay painful experiences and focus on positive ones.)

Ask students when they should go to the dental office. (Every 6 months for a check-up and cleaning, and as soon as possible if a tooth hurts.) Encourage students who have not visited the dental office to ask their parent(s)/guardian(s) about the date for their first dental visit.

Explain to students that there are different workers in a dental office. The workers may be men or women, and they all work together with you to help keep your teeth healthy and strong. Have students list any dental office workers that they know. Write the list on the board. The list should include: Dentist, Dental Hygienist, Dental Assistant and Receptionist. Explain to students that each of these workers has a special job. Ask students if they know what the jobs are of any of the dental workers who are on the list.

Explain the roles as follows:

- **Dentist:** Checks your teeth to see if they are healthy. Looks for cavities and fixes teeth.
- **Dental Hygienist:** Cleans and polishes teeth for adults and children. Takes X-rays and applies fluoride (which strengthens your teeth). Also, teaches you how to keep your teeth and gums healthy.
- **Dental Assistant:** Takes you to the dental room and sets up the dental tools needed for your appointment. Works with the dentist to help with your visit. Also, teaches you how to keep your teeth and gums healthy.
- **Receptionist:** Greets you as you walk in the dental office. Answers the phone, takes messages, and makes appointments for you.

Dental Workers in Our Community

Activity 2:

Explain to students what interesting things you can find in a dental office.

- **Dental chair:** The dental chair moves you down and up or in a laying position.
- **Dental light:** This light is right above your head to help see inside your dark mouth.
- **Gloves and masks:** Gloves and masks are worn by dental team members to protect the spread of germs like a protective shield.
- **Mouth mirror:** This tiny mirror is used to help see the back of your teeth and mouth.
- **Explorer:** This instrument known as the “feeler” to help the dentist or dental hygienist count your teeth.
- **Dental bib:** The dental bib is to protect your clothing from any spray from the instruments.
- **X-ray machine:** The x-ray machine is used to take pictures of your teeth to help the dentist identify the health of your teeth that you can’t see by looking in your mouth.

Give each student a copy of the **Visiting the dental office match game**.

- Get students to read the words and match with the correct picture.

Dental office workers help you keep your teeth healthy and strong.

Students should have regular check-ups and dental cleanings.

Visiting the Dental Office Matching Game

gloves

mirror

dental chair

explorer



mask

X-ray

dental bib

dental light

What a Toothy Character

Materials:

- Photocopy of **I am Robo-Tooth** picture enlarged (found in Lesson 3)
- Chalkboard or whiteboard
- Students' notebooks and /or paper
- Pencils
- Crayons/pencil crayons
- Area of classroom designated as **Dental Health Centre**, as set up in Lesson 1

Activity:

Explain to students that they are going to spend some time writing stories.

Discuss with students some of the different characters in a story and why they are important (e.g. main character, "good guys and bad guys," etc.)

Have the students describe some characters they are familiar with from their favourite stories, videos or movies.

Explain to students that each character is different (e.g. each has a particular name, traits, appearance) and that different words are often used to describe the characters. (e.g. adjectives).

Have students use 3 words to describe their favorite character. (e.g. the tall, green, two-eyed frog).

Explain to students that they can use words to describe teeth. What words would they use to describe healthy teeth? (e.g. clean, shiny, strong, etc.).

Ask students to list some things they can do to keep their teeth healthy. (e.g. brush, floss, eat healthy foods/limit sugary foods, visit the dentist regularly).

Bring out enlarged picture of **I am Robo-Tooth** and introduce students to Robo-Tooth as described in Lesson 3, if students have not been introduced to Robo-Tooth before.

Learning outcomes:

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

Students will review the dental concepts they have previously learned.

Time: 30 minutes

What a Toothy Character

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

- Have students list words that describe Robo-Tooth
- Record responses on the board and have the students copy the words in their notebooks/paper

Have students write a story (3 to 10 sentences long) about Robo-Tooth, using descriptive words in their story. May want to suggest topics to students such as:

- Robo-Tooth visits the dentist
- Robo-Tooth eats healthy foods
- Robo-Tooth brushes

Have students draw an illustration to go with their story.

Display stories and pictures in the **Dental Health Centre** area.

Optional Activities

Have students share their Robo-Tooth stories and pictures with the rest of the class.

Have students write stories about themselves as the main character instead of Robo-Tooth.

Have students write their stories on paper in the shape of a tooth.

Notes & Resources

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There is a thick yellow header bar at the top of the page. The paper appears to be part of a notebook or a document template.

Additional Resources

Here are some entertaining videos to share with the students on brushing, flossing and visiting the dentist.

https://www.youtube.com/watch?v=TkSQCyl_rfY

<https://www.youtube.com/watch?v=kB-rfGKJk6Q>

<https://www.youtube.com/watch?v=hlaY5JoYWIA>



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