

Teacher:

School:

**February's Healthy Habits Campaign Message is:**

Control decay! Brush your teeth every day!

Oral health is one important component of lifelong health. Specific skills for brushing and flossing, as well as information about the importance of dental health, are important aspects of comprehensive health education for elementary students. To help promote February's healthy habit, this packet contains:

<b>Oral Health Activities and Resources</b>	<b>Time needed:</b>	<b>Page Number:</b>
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Wendy Seymore, the Public Health Hygienist for Chatham County is a great resource for dental health treatment and information. Contact Wendy at (919) 777-0225.

**The key points to focus on this month are:**

- **Your teeth help you out a lot!** Just think, your teeth help you eat, smile, laugh, and talk, all things that are necessary and fun!
- **Your teeth have a lifetime of work to do for you!** Once your adult teeth come in, you're going to have them for the rest of your life. Taking care of your teeth everyday will help keep them healthy and help keep you smiling now and in the future.
- **Dental health doesn't stop at brushing!** Brushing and flossing every day is very important, but your teeth also like it when you don't eat a whole lot of sweets and when you do eat foods with lots of calcium.

**Thank you for your help promoting the health of Chatham County's students!**

## Healthy Teeth Basics

Our teeth are important—teeth let us smile, eat, talk, laugh, etc – and we only get 2 sets, the set that we start with and the ones that replace them! It’s important to do everything we can to protect our teeth from decay so that we can smile, eat, talk and laugh for many years to come.

### Eating for dental health:

Along with how we clean our teeth, the way we eat and what we eat can affect how much our teeth decay. Here are some easy ways to eat for dental health:

- Avoid sugary foods! The worse kinds of sugary foods for your teeth are things like candy and cough drops with sugar, that dissolve in your mouth over a long period of time.
- Avoid sugary beverages, such as soda and putting lots of sugar in your coffee/tea.
- Limit the number of snacks that you eat. Each time you eat food that contains sugars, the teeth are attacked by acids from the sugars for about 20 minutes.
- Foods that are eaten as part of a meal cause less harm. More saliva is released during a meal, which helps wash foods from the mouth and helps lessen the effects of acids.
- If you do snack, choose nutritious foods, such as cheese, raw vegetables, plain yogurt, or a piece of fruit. Low-fat dairy foods are particularly helpful for the dose of calcium you get from them. Crunchy fruits and vegetables are good because eating them massages your gums.

### Other tooth-Friendly Actions

Obviously, along with eating right, it’s really important to clean our teeth thoroughly every day by brushing and flossing and every 6 months, by going to the dentist.

- Brush and floss *at least* 2 times per day.
  - Brushing teeth is extremely important. Brushing your teeth removes plaque, which is an invisible layer of bacteria on your teeth that contributes to decay and can cause cavities. Cavities can be painful and expensive to fill.
- The time when your teeth are decaying most is the 20 minutes right after you have eaten. Rinse, floss, brush, or chew gum in that time-frame to keep your teeth healthy and free of decay.
- Visit your dentist regularly for a cleaning and a checkup! At the dentist’s office, the hygienist will clean your teeth thoroughly and the dentist will come in and examine your teeth to see if you have any cavities forming. They make take x-rays, too, so that they can see under the surface of the teeth a little bit more easily. Your dentist can help prevent problems from occurring and catch those that do occur while they are easy to treat.

**Source:** American Dental Association at [www.ada.org](http://www.ada.org)

<b>Demonstration</b>	<b>How Do I Clean My Teeth?</b>
<i>Standard Course of Study Objectives and Essential Standards</i>	Kindergarten: <ul style="list-style-type: none"> <li>• 2.02</li> <li>• K.PCH.1.2</li> </ul> 1 <sup>st</sup> grade: <ul style="list-style-type: none"> <li>• 2.06</li> </ul> 2 <sup>nd</sup> grade: <ul style="list-style-type: none"> <li>• 2.01</li> <li>• 2.PCH.1.1, 1.2</li> </ul>
<i>Time Needed</i>	10-15 minutes
<i>Organization/ Equipment</i>	<i>Organization:</i> <ul style="list-style-type: none"> <li>• This is a large group activity.</li> </ul> <i>Equipment</i> <ul style="list-style-type: none"> <li>• A toothbrush and floss or yarn (depending on the size of your tooth model) for the demonstration.</li> <li>• A bottle of mouthwash for show and tell.</li> <li>• Tooth Model: Either an egg carton or a cardboard box with “teeth” cut on one side. Be sure to cut the spaces between the teeth so that you can demonstrate flossing.</li> <li>• Copies of the “How to Floss” handout for each student.</li> <li>• Copies of the “How to Brush” handout for each student.</li> <li>• Copies of the Oral Health calendar for each student.</li> </ul>
<i>Teacher Introduction</i>	The goal of this lesson is to help the students understand why cleaning their teeth is such an important part of health and also how to do it properly.
<i>Rules and Directions</i>	<ul style="list-style-type: none"> <li>• Start by asking students how they keep their bodies and their hands clean. Potential responses include: bath, shower, hand washing, hand sanitizer.</li> <li>• Validate their responses and add that they also have to wash their teeth to keep them clean. Ask the students how they clean their teeth.</li> <li>• Ask if anyone knows how many times they should brush their teeth every day? (Two times.) What about flossing? (At least once per day, but it’s best to floss whenever you brush.)</li> <li>• Ask the group if they know why flossing is important. If no one knows, explain that flossing helps remove pieces of food that are stuck between the teeth. These are usually things that the toothbrush by itself cannot remove. Ask the group for some examples of things they have had stuck in between their teeth to personalize the information.</li> <li>• Tell the students you are going to show them how flossing works using your tooth model. Demonstrate, using the “How to floss” handout as a guide. The students can follow along by looking at the handout and observing the demonstration.</li> <li>• Ask the group what they do after flossing. If they need prompting, give a hint (brushing).</li> <li>• Ask the group if they know why brushing teeth is important. If no one knows, explain that plaque – which is an invisible bacteria that covers the teeth and can eat away at the teeth, causing decay – needs to be washed off, this is done by brushing teeth.</li> <li>• Use the “How to Brush” handout as a guide for talking through/demonstrating how to properly brush your teeth. Again, use your tooth model to show with a toothbrush how to brush properly. Before you start, make sure that all the students know what “gums” are and where they are in their mouths. Here are a few other things to mention about brushing teeth.           <ul style="list-style-type: none"> <li>○ Make sure you aren’t just brushing at your gums really hard. That’s why you are supposed to angle your toothbrush a little bit.</li> <li>○ Move the toothbrush back and forth in short strokes.</li> <li>○ Brush the outer, inside, and chewing surfaces of all your teeth: have the students</li> </ul> </li> </ul>

	<p>point to them on themselves.</p> <ul style="list-style-type: none"> <li>○ To clean the inside surfaces of the front teeth, tilt the brush vertically and make several up and down strokes: make sure to model this part so that the students see how it looks different.</li> <li>○ Brush the tongue lightly to remove bacteria and keep your breath smelling and tasting fresh!</li> </ul> <ul style="list-style-type: none"> <li>● Ask the students if they have any questions about flossing or brushing.</li> <li>● Tell students that it's always good to do something to clean their teeth after they eat because right after eating is when acids in the mouth attack the teeth. Ask the class if they know a good way to clean their teeth if they don't have their toothbrushes with them at the moment. If there are no ideas, tell them that it is fine to rinse their mouths with water or with mouthwash. Remind the students that mouthwash should not be swallowed – and neither should toothpaste.</li> <li>● Pass out the Oral Health Calendar and tell students that they can take it home and use it to help them remember to brush and floss enough every day. If you want to, you can ask students to bring it back at the end of the month and reward their brushing/flossing.</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>● Ask students if they remember how often they are supposed to brush and floss and what they learned during the demonstration.</li> </ul>
Sources/ Resources	<p>Shining Smiles Curriculum: <a href="http://www.ada.org/3262.aspx">http://www.ada.org/3262.aspx</a></p> <p>Crawford the Cat: Video about brushing teeth - <a href="http://www.youtube.com/watch?v=wdhptrhn2tM">http://www.youtube.com/watch?v=wdhptrhn2tM</a></p> <p>Storybook called <i>Alvin the Alligator Learns a Lesson: A story about Brushing and Flossing Teeth</i> by Donna Weatherford</p>

<b>Educational Game</b>	<b>Dental Health Extravaganza (Relay Race &amp; Brainstorm)</b>
<i>Standard Course of Study Objectives and Essential Standards</i>	Kindergarten: <ul style="list-style-type: none"> <li>• 2.02</li> <li>• K.NPA.1.2</li> </ul> 1 <sup>st</sup> grade: <ul style="list-style-type: none"> <li>• 2.06</li> </ul> 2 <sup>nd</sup> grade: <ul style="list-style-type: none"> <li>• 2.01</li> <li>• 2.PCH.1.1</li> </ul>
<i>Time Needed</i>	15-20 minutes
<i>Organization/ Equipment</i>	<p><b>Organization:</b></p> <ul style="list-style-type: none"> <li>• For part one (relay race): Set out the items (or pictures of items) that help dental health and items that don't help dental health so that you have one mixed pile for both teams.</li> <li>• Designate starting locations for each team that are 10+ feet away from their piles of dental health items. Putting tape on the floor at the starting location is one way to do this. You will also place the "healthy" and "unhealthy" boxes around the starting locations.</li> <li>• For part two (brainstorm): Students can sit at their desks on in a semi-circle on the floor.</li> </ul> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• For this activity you'll need a whole collection of items or pictures of items that are both tooth-friendly and not, including: floss, toothbrush, toothpaste, toothpicks, mouthwash, water, sugarless gum, soda, candy, throat lozenges, etc. You will need enough for two teams.</li> <li>• A "healthy" box and an "unhealthy" box for each team to place their items into accordingly during the race.</li> <li>• Two large pieces of flip chart paper with the questions (see below in Rules and Directions) written on top OR divide the white board up into 2 sections and label each section with one of the questions below.</li> </ul>
<i>Teacher Introduction</i>	<p>In part one of this activity, students will get a chance to identify things that help their dental health and things that harm their teeth. In part two of this activity, students will get to brainstorm the methods for maintaining good dental health and also the benefits of good dental health.</p>
<i>Rules and Directions</i>	<ul style="list-style-type: none"> <li>• If possible, set the relay race up before you start giving the following instructions so that you can point over to the relay race materials in your explanation of how the game will work.</li> <li>• Tell the students that in this lesson they will get to do a relay race and a brainstorm about dental health.</li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• Ask the students: Who remembers how many times it is recommended they brush each day? (Two times.) How many times should they floss per day? (At least 1 time per day.) What is a good alternative to brushing if you don't have your toothbrush with you at the moment? (Rinse mouth with water or mouthwash.) What parts of your teeth should you brush? (All sides – inside, outside, chewing side.)</li> </ul> <p><b>Relay Race:</b></p> <ul style="list-style-type: none"> <li>• Let the students know that right now they are going to do a relay race. They will be learning about things that are good for their teeth and things that are not good for their teeth. Then they will discuss ways to achieve good dental health.</li> <li>• Ask the group if they know of some things that are not good for their teeth. Examples: sugary foods, soda, never going to the dentist, etc. Now ask for some ideas of things that ARE good for their teeth? Examples: toothbrushes, toothpaste, floss, sugarless gum, vegetables because they don't have much sugar, etc.</li> <li>• Direct the students' attention to the relay race materials – the piles of items and the starting points for the teams.</li> <li>• Let the students know that in this relay race they will be fast-walking (or moving in whatever</li> </ul>

	<p>other way you designate) since there may not be a lot of extra space in your classroom.</p> <ul style="list-style-type: none"> <li>• Tell the students that their goal as a team is to collect all of the things that are not good for their teeth into their team’s “unhealthy” box and all the things that ARE good for their teeth into the “healthy” box.</li> <li>• They will do this by taking turns (just like how a normal relay race works) fast-walking to the pile, choosing an object, then returning to their team and placing the object in the appropriate box.</li> <li>• Let the students know that at the end of the relay race, you will sort through the boxes as a group, see how they did putting objects in the right categories, and talk about why certain things are healthy and unhealthy for their teeth.</li> <li>• Ask if the students have any questions.</li> <li>• Divide the class into two teams and complete the relay race – it probably won’t take more than a few minutes – and sort through each team’s boxes to see how they did. Lead a short discussion with the group about any items that were misplaced. Also, take this time to reiterate that right after they eat, especially, right after they eat sugary foods, their teeth are being attacked by acids that can cause decay. This is why it’s good to limit sugary foods and to brush or wash out the mouth after eating.</li> </ul> <p><b>Brainstorm:</b></p> <ul style="list-style-type: none"> <li>• Comment on what a good job the students did on the relay race, and turn their attention toward the next goal of brainstorming about the benefits of good dental health and the how-to of good dental health.</li> <li>• The questions for the top of the flipcharts are: (1) Why do we want to keep our teeth healthy? and (2) How do we keep our teeth healthy?</li> <li>• Pose the first question to the students. Under the questions, write the students’ responses. If they are having a hard time coming up with ideas, ask leading questions. Potential responses include: so we can laugh, smile, eat; so we don’t lose them; so that our mouths don’t smell bad; because having healthy teeth is part of being healthy. Find a moment to reinforce the idea that you only get one set of adult teeth after your baby teeth fall out, so it’s important to keep them healthy.</li> <li>• Move to the second question and remind them to think about the items from the relay race. Potential responses include: brush; floss; chew sugarless gum; don’t eat a lot of sugar; rinse with mouthwash; go to the dentist regularly to get a check-up; don’t eat a lot of things that get stuck in between the teeth, etc.</li> <li>• At the end of the lesson remind them about the Oral Health Calendar you gave them during the last dental health lesson.</li> </ul> <p><b>Wrap-Up:</b></p> <ul style="list-style-type: none"> <li>• Everyone share one thing they will try to do from now on to keep their teeth healthy.</li> </ul>
<i>Variations</i>	<ul style="list-style-type: none"> <li>• Only do the relay race or the brainstorm, or do them as separate lessons.</li> <li>• Modify the questions you ask in the brainstorm to address different aspects of the Standard Course of Study Objectives.</li> </ul>