

Oral Health Education -

Grade 1

Objectives:

- I. -Explain why teeth are important
- II. Explain how to take care of teeth and keep them clean and healthy
- III. Demonstrate correct methods of tooth brushing
- IV. Discuss people in the community who can help take care of teeth
- V. -Nutrition--Discuss foods that are good for you and foods that are bad for your teeth

Materials for this learning module were compiled from the following sources: -

American Dental Association, *Smile Smarts* program -

United States Department of Agriculture, *My Pyramid for Kids* program -

State of Montana, Department of Public Health & Human Services, Family & Community Health Bureau

Activities are optional and should be used at the discretion of the school/organization.

For additional resources, visit:

<http://www.ada.org/public/education/teachers/ideas.asp#classroom>

<http://teanutrition.usda.gov/resources/mypyramidclassroom.html>



I. Why Teeth Are Important

Display pictures from magazines that show people smiling, eating, talking. -

Ask the children: What are these people doing with their mouths? -

Possible Responses: Eating, talking, smiling, chewing

Ask: Could you smile without a mouth? What do your teeth do for your smile? -

Possible Responses: Teeth make your smile look nice; make you look happy -

Have children pronounce the words 'teeth' and 'toothbrush.' Then have them try to say these words without their tongues touching their teeth. -

Ask them to say the word 'smile.' Then ask them to try to say 'smile' without their upper and lower teeth touching. -

Ask: What other words would be hard to say if you didn't have teeth? (Examples are words beginning with S, L, and D.) -

Ask: What is your favorite food -or- What do you like to eat for dinner? Make a list of some of these. -

Ask: Which of these foods could be easily eaten without teeth. Which ones must be chewed? -

Ask: How many of you have baby brothers and sisters? How many teeth do they have? Is a baby's food different from the food you eat? Talk about this. -

Show students carrot sticks and a jar of baby food (carrots). Have them choose which they would rather eat. Teeth are important for enjoying foods we like.

II. Keeping Teeth Clean and Healthy



Ask: What are some of the things you do to keep yourself clean?

Possible Responses: Take a bath; wash hair; wash hands -

Ask: Why do we need to clean our teeth? -

Possible Responses: To get rid of germs; so we don't get cavities; because it feels better to have a clean mouth -

Explain: Some germs in our mouth stick to the teeth. This is called plaque. We can't see plaque. It's 'invisible.'

Plaque can cause a cavity (a little hole in the tooth). So we want to clean plaque away. -

Plaque

When you brush your teeth at night, they feel clean and your mouth tastes good, right? Well, if you don't brush your teeth before going to bed, how does your mouth feel when you wake up in the morning? [Tastes bad, smells bad, teeth feel sticky.] That is because there is something else that gets on your teeth besides the food you eat. It's called plaque. Can you say "plaque"? Although you can't see it, plaque is a sticky film that is forming on your teeth all the time.

How plaque contributes to cavities.

Plaque is bad for your teeth because it contains germs. The germs in the plaque can hurt your teeth by helping to make a little hole called a cavity. What do you think happens if you take a nice strong tooth and put holes in it? [It isn't as strong any more.] Right. The tooth gets weaker. Plaque and cavities make our teeth weaker. That's why it is so important to brush all the plaque off of our teeth. How many times a day should you brush? Yes! Two times — in the morning and before going to bed at night are good times to brush.

Brush twice a day—in the morning and before going to bed at night are good times to brush!

Ask: How can we clean teeth? -

Answer: Brush them. Floss. -

Show how to brush teeth (using large toothbrush and mouth model): How we brush our teeth: gently, back - and forth, getting to all sides of our teeth. -

Toothbrushes

What kind of toothbrush do you use? [Get several answers.]

I'm going to ask you a question and give you four answers. You tell me which answer you think is the correct one. [Pass around several different examples of new toothbrushes, or use *Adult and Child-Size Toothbrushes* coloring sheet]

Here's the question: What kind of toothbrush would be easiest for you to use?

- a) A very big one
- b) One with a fancy handle
- c) A small, child-size toothbrush that is easy to hold
- d) A purple one

You're so smart! You should use a small, child-size toothbrush that is easy to hold.

Activities

1. - Using large brush, line up children as teeth and demonstrate how to brush—Use a piece of yarn held at waist-level for gum line.
2. - Have students describe when they know it is time for a new toothbrush (use *Old and New Toothbrushes* coloring sheet)
3. - Display different size toothbrushes and have students identify which are the correct size for their age (use *Adult and Child-Sized Toothbrushes* coloring sheet)

III. Proper Tooth Brushing

(Use How to Brush handout)

Activities:

1. - Graphing activity:
 - What color toothbrush do you use
 - Favorite brands of toothpaste
 - Number of toothbrushes in your house
2. - Have students demonstrate what a pea-size amount of toothpaste looks like on the drawing of a toothbrush (use *Count and Color* coloring sheet)
3. - Have students help write a song about brushing teeth and march around the room as they sing—or use the following:
4. - Have the children sing along with you, to the tune "Row, Row, Row Your Boat":

Brush, brush, brush your teeth, brush them every day.

Right, left, up, down, clean the plaque away.

Brush. brush, brush your teeth, brush them every day.

Front, back, take off the plaque, now we smile all day.

(ADA, 2009)



Remind students to use just a tiny bit of toothpaste. Spit it out after brushing. Brush 2 times each day.

IV. The Dentist and the Dental Helpers

(Use Visiting the Dentist coloring sheet)

Ask: How many of you have visited the dentist? What things did you see when you went there? (As the children identify these things, incorporate information about what each of these is used for.) -

Possible Responses: Chair that moves up and down (so people of different sizes can sit in it and the dentist can look in the mouths more easily); special light (so the dentist can see your mouth better); small round mirror (to see the backs and sides of teeth); the X-ray machine (to take pictures of teeth); the explorer, or 'tooth-feeler' (helps dentist count your teeth and helps find decay). -

Ask: Who else (besides the dentist) did you see at the office? -

Possible Responses: Dental hygienist, dental assistant, receptionist. Talk briefly about how they help the dentist. -

Ask: Why is it important to visit the dentist? -

Possible Responses: The dentist helps you keep your teeth healthy. The dentist will see if you have a cavity and if you do, may fix it with a filling. To see if we are cleaning our teeth properly, if they are growing properly. -

Activity

Have students form groups and role play visiting the dentist making sure all the people mentioned in the class discussion are included. May use Visiting the Dentist coloring sheet.

Follow up questions:

-  Why are your teeth important?
-  How can you take care of your teeth?
-  How many times a day should you brush your teeth?
-  How much toothpaste should you use?
-  What can happen if you don't brush your teeth?
-  What is plaque?

Introduce plan to track brushing with ADA Oral Care Calendar (use worksheet) and create an incentive for completing the calendar.

Prevention

Plaque and Decay

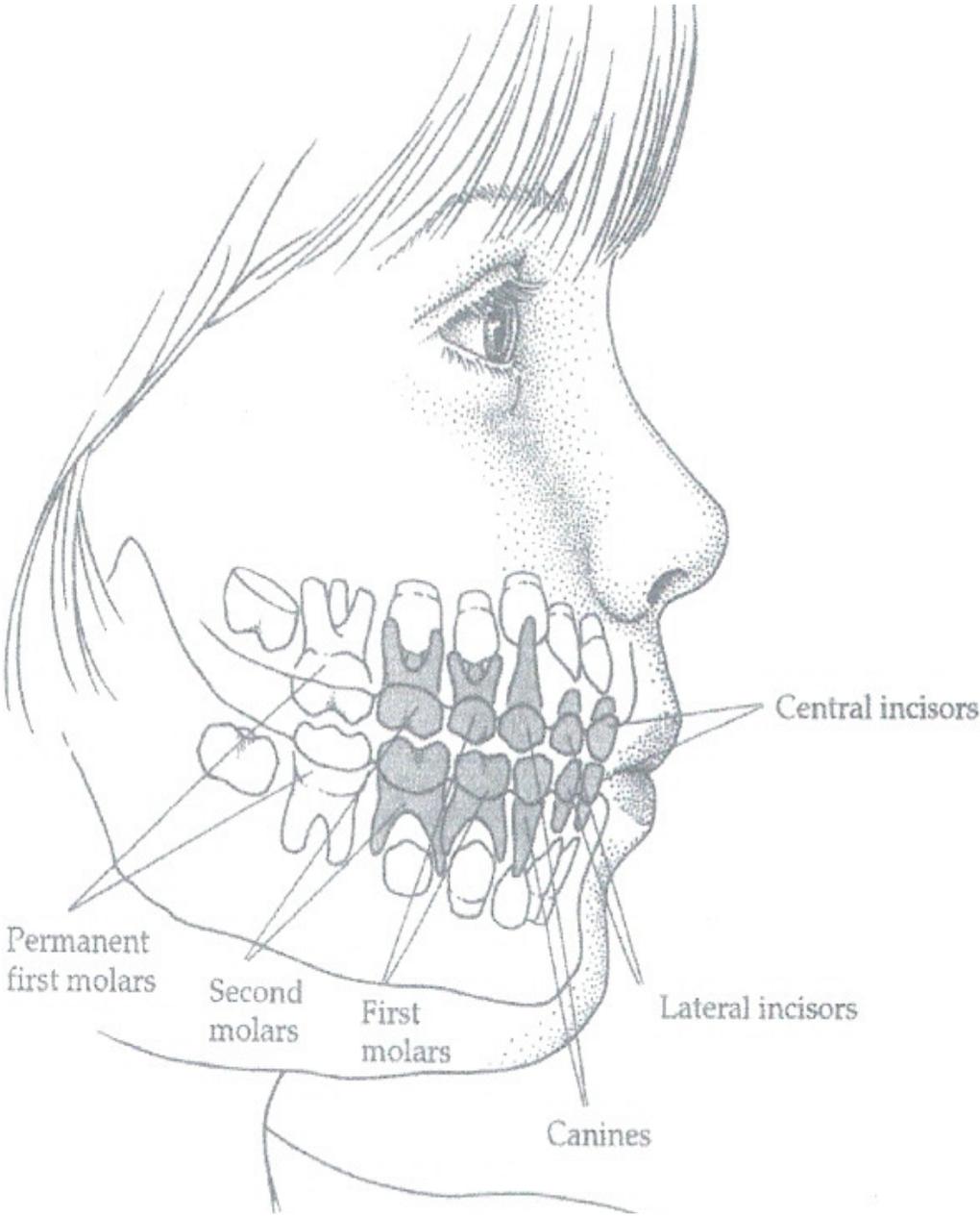
Plaque—a nearly colorless film on teeth, contains acid-producing bacteria that cause decay.

-  Each time we eat foods with sugar or starch, these bacteria produce acids that attack tooth enamel for at least 20 minutes.

Decay—after repeated attacks, a hole (or cavity) can form through dissolved enamel. You can help prevent decay and cavities through:

-  Daily brushing, flossing and rinsing
-  Healthy eating
-  Regular dental checkups

TOOTH DEVELOPMENT -



Missing Teeth Graph -

12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
0						
	Central Incisor	Lateral Incisor	Other	Central Incisor	Lateral Incisor	Other
	Top	Top	Top	Bottom	Bottom	Bottom

Color/Brand of Toothbrush & Toothpaste Graph -

12								
11								
10								
9								
8								
7								
6								
5								
4								
3								
2								
1								
0								
	Electric	Regular	Color	Color	Color	Brand or color	Brand or color	Brand or color
	Toothbrush	Toothbrush	Toothbrush	Toothbrush	Toothbrush	Toothpaste	Toothpaste	Toothpaste

Adult and Child-Size Toothbrushes

Which one would be easiest for him to use?



Count and Color

Chris has been very busy drawing pictures of toothbrushes!
Count the toothbrushes. Draw a pea-sized ball of toothpaste on each toothbrush.
Color the toothbrushes bright, happy colors!

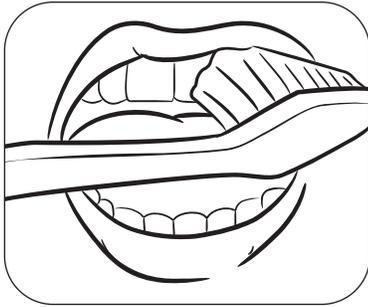


Finders Keepers

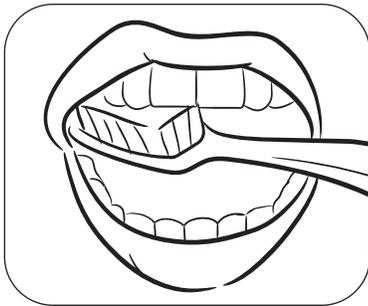
Color the things that help you keep your mouth healthy.



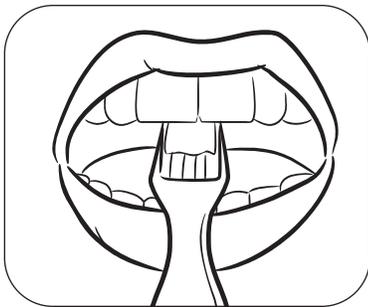
How to Brush



- Place the toothbrush at a 45-degree angle to the gums.

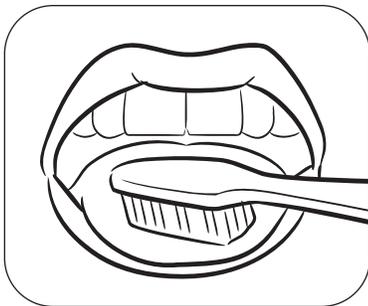


- Move the brush back and forth gently in short strokes.



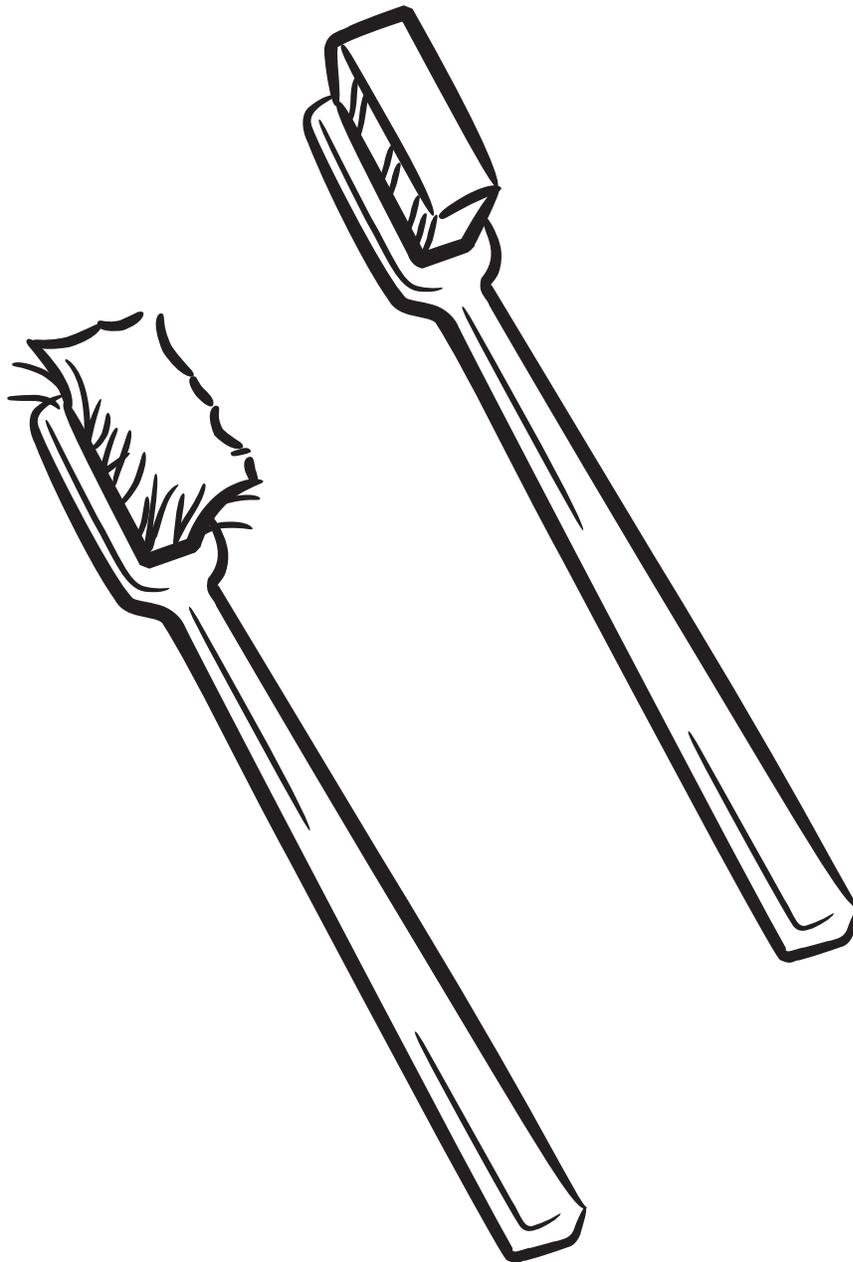
- Brush the outer surfaces, the inside surfaces and the chewing surfaces of all teeth.

- To clean the inside surface of the front teeth, tilt the brush vertically and make several up-and-down strokes.



- Brush your tongue to remove bacteria and keep your breath fresh.

Old & New Toothbrushes

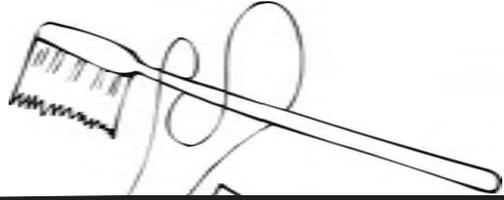




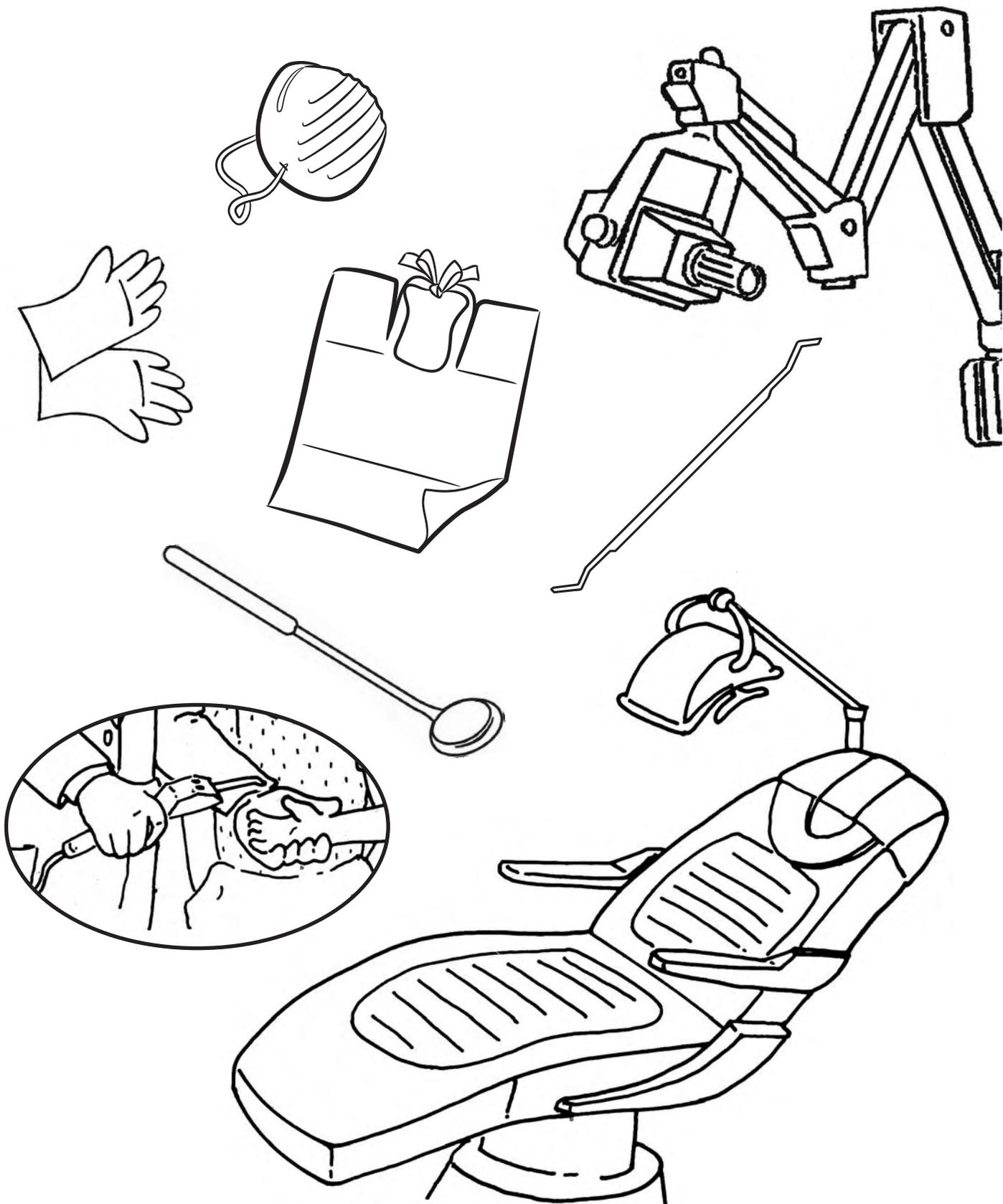
Oral Care Calendar

Put a happy face in the box when you brush twice each day.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Visiting the Dentist



NUTRITION



A Close Look at MyPyramid For Kids

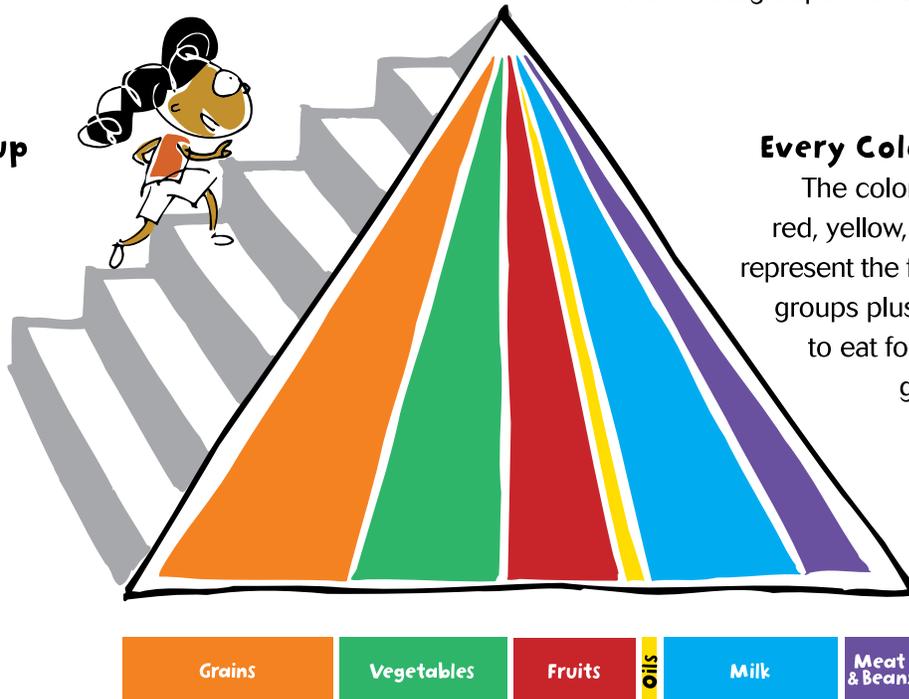
MyPyramid for Kids reminds you to be physically active every day, or most days, and to make healthy food choices. Every part of the new symbol has a message for you. Can you figure it out?

Be Physically Active Every Day

The person climbing the stairs reminds you to do something active every day, like running, walking the dog, playing, swimming, biking, or climbing lots of stairs.

Choose Healthier Foods From Each Group

Why are the colored stripes wider at the bottom of the pyramid? Every food group has foods that you should eat more often than others; these foods are at the bottom of the pyramid.



Eat More From Some Food Groups Than Others

Did you notice that some of the color stripes are wider than others? The different sizes remind you to choose more foods from the food groups with the widest stripes.

Every Color Every Day

The colors orange, green, red, yellow, blue, and purple represent the five different food groups plus oils. Remember to eat foods from all food groups every day.

Make Choices That Are Right for You

MyPyramid.gov is a Web site that will give everyone in the family personal ideas on how to eat better and exercise more.

Take One Step at a Time

You do not need to change overnight what you eat and how you exercise. Just start with one new, good thing, and add a new one every day.



Lesson 1:

Exploring *MyPyramid for Kids*

Lesson Highlights

Objective

Students will:

- Learn that foods are divided into food groups.
- Learn the colors that represent the food groups.
- Participate in physical activity while learning about the importance of daily physical activity as a part of good health.

Curriculum Connections:

Science, Health, Physical education, Language arts

Student Skills Developed:

- Thinking skills – categorization
- Thinking skills – analyzing information presented in a chart
- Understanding symbols
- Conceptualizing complex things as whole, and as simplified parts

Materials:

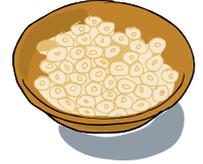
- *MyPyramid for Kids* classroom poster
- *MyPyramid for Kids* black-and-white handout for each student
- 3 x 5 cards



Getting Started:

Hang the *MyPyramid for Kids* poster where your students can see it.

Ask students to describe what they see – colored stripes, pictures of food, stairs, and so on. Use this discussion to assess your students' understanding of *MyPyramid for Kids*.



Activity: What's On the Poster?

1. Point out that foods on the poster are arranged in groups.

Help students use the key to learn which color represents which food group. Which of the colored stripes are the largest? Point out that these are foods that children should choose more often. Which are the smallest? These are foods that children should choose less often.

2. Point out that everyone needs food to live and grow.

But if people eat too much of some foods high in sugar and fat, they don't have enough room to eat other foods that are good for them. Ask students to name healthy choices from each of the food groups.

3. Discuss each food group in turn.

Ask students to identify the foods they know that are shown on the poster. What are some other foods from each group that they like or know about?

4. At this age, some students may not know what a "grain" is.

Grains come from plants like wheat, corn, and oats. They are used to make foods like bread, cereal, tortillas, and corn muffins. Popcorn is a grain-group food, too.

5. What's the thin yellow stripe?

It represents oils, which can be found in foods like nuts or fish or added to foods as soft margarine or salad oil. Note how thin the stripe is. Most people need to limit the amount of oils they eat.

6. Why are there stairs?

They represent physical activity. Look at the variety of activities shown on the poster. How many do you see? Part of being healthy is keeping physically active. Ask students to describe some of the ways they stay active. (Remind them that walking the dog, doing household chores and other daily activities count, as well as sports activities.)

7. Give each student a copy of the *MyPyramid for Kids* handout.

Using the wall poster as a reference, have students color the stripes to match the colors on the poster. In the space provided have students draw or paste a picture of a smart food choice from each group and write in the name of the food group. You may want to have students bring in pictures of their own food choices for healthy eating from each group and make their own pyramid.

Group Activity: Moving More Game

Physical activity is important for good health. Children need to eat enough food to support growth and should be physically active at least 60 minutes every day, or most days. This game helps kids think about the many ways to be physically active while playing a movement game.

Ask students to brainstorm about active things they like to do. These could be sports moves like dunking a basketball and kicking a soccer ball, dance moves like hip hop or ballet, or just everyday activities like raking leaves or climbing stairs. As students make suggestions, write each on a 3 x 5 card.

Now have students go to the front of the room. Draw a card and read what's on it. Have students act out that movement for 15 to 30 seconds. Then draw another card. If your students are readers, they can also take turns drawing and reading cards. To keep the tempo up, add some music in the background. (Power Panther™ songs are included on the enclosed CD ROM.)



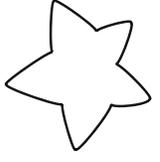
Lunchroom Link:

Look at the lunch menu for today. Ask students into which food groups each of the items on the menu would fit. You may need to explain mixed foods like pizza and hamburgers, which fit in several groups. (Pizza = grain, milk, vegetable, meat)



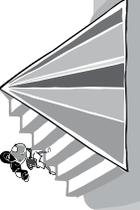
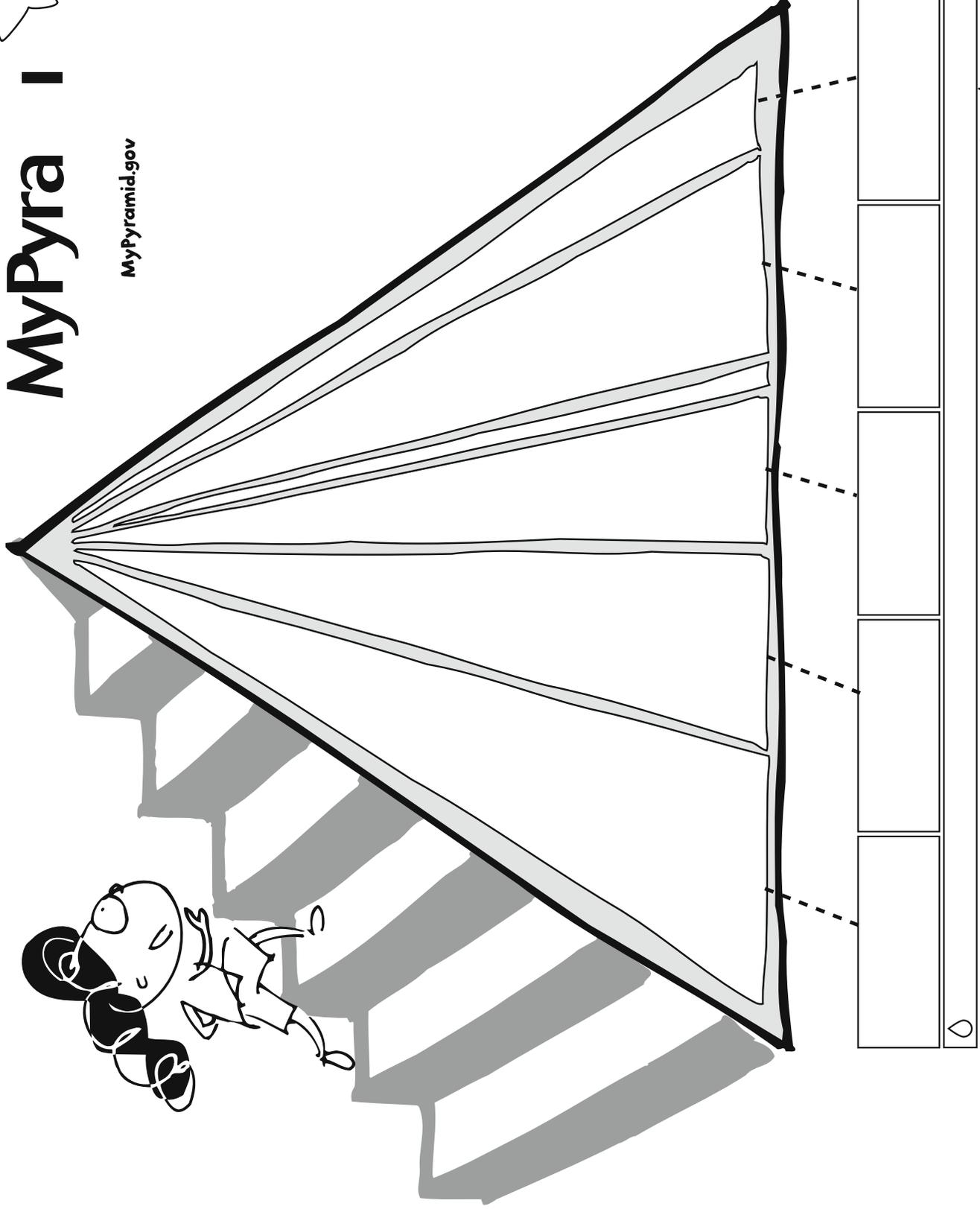
Home Connection:

Have students take their copy of the *MyPyramid for Kids* handout home to their parents. Encourage them to talk with parents about what they have learned. Also ask students to identify foods from each food group at home.



MyPyra I

MyPyramid.gov





Lesson 3:

Vary Your Veggies and Focus on Fruits

Lesson Highlights

Objective

Students will:

- Identify fruits and vegetables in their diet.
- Learn to graph the number of fruits and vegetables they eat.

Curriculum Connections:

Math, Science, Health, Language arts

Student Skills Developed:

- Graphing
- Recording data in a chart
- Making predictions

Materials:

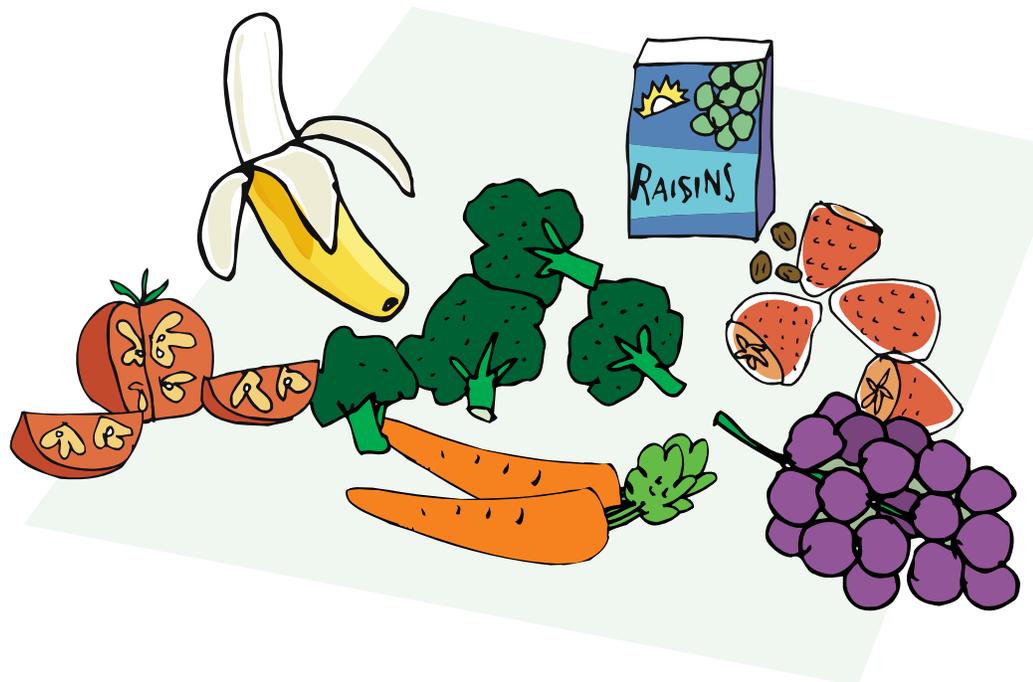
- *My Fruit and Vegetable Diary* reproducible for each student
- Holepunch
- Scissors for each student
- Yarn or string
- *Fruit and Vegetable Challenge Kit*

Getting Started:

Challenge students to name as many fruits and vegetables as they can in 1 minute. Write these on the board by food group.

Activity: Fruit and Veggie Diary

1. Point out that fruits and vegetables are foods children need to grow and be healthy.
2. Ask children to look at the list they just developed. Are there any fruits or vegetables they have never tried? Introduce additional foods they may not have identified.
3. Distribute the *My Fruit and Vegetable Diary* reproducible to each student. Have students cut out the pages and put them in the correct order. Punch a hole through the upper-left-hand corner and have children tie the diary with yarn or string. Every day for a week have students write (or draw a picture of) all the fruits and vegetables they ate that day.
4. At the end of the week, ask students to name the foods they ate. Talk about the variety of fruits and vegetables.



Group Activity: Graph It

You can turn the information from the Fruit and Vegetable Diaries into a graphing activity. Ask students to total the number of fruits and vegetables the class ate the day before. Help the class present this information in the form of a graph for your classroom wall. (You might use green squares to represent vegetables and red squares to represent fruits, just like the stripes on *MyPyramid for Kids*.) Each day, they can graph the class totals or their personal totals. (Add an individual graph option. Talk about how children can increase the number of fruits and vegetables on their graph.)



Lunchroom Link:

Have students identify the fruits and vegetables they ate for lunch today. Include those who ate the school lunch and those who brought a lunch from home. Work with the Cafeteria Manager to introduce new foods to students. Use the enclosed *Fruit and Vegetable Challenge Kit*; follow the instructions in the folder.



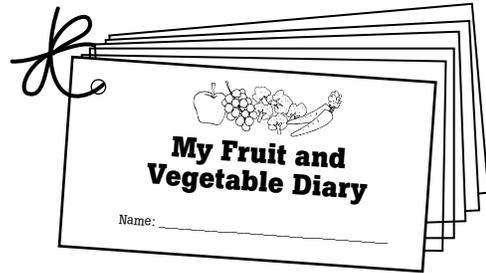
Home Connection:

Have students share their fruit and vegetable diary with their parents.

Name: _____

Make a Fruit and Vegetable Diary

1. Cut out the pages on the dotted lines.
2. Put them in the correct order.
3. Have your teacher make a hole through the circle.
4. Tie the pages together.
5. Draw or write the fruits and vegetables you eat.
6. How many fruits and vegetables did you eat each day?



My Fruit and Vegetable Diary

Name: _____

MONDAY

Fruits

Vegetables

TUESDAY

Fruits

Vegetables

WEDNESDAY

Fruits

Vegetables

THURSDAY

Fruits

Vegetables

FRIDAY

Fruits

Vegetables

