



*Oral Health Education
Resource Kit*

Pre-K / Head Start



Dear Educator,

Enclosed please find supplemental resources provided through the West Virginia Department of Health and Human Resources Oral Health Program to aid your efforts in providing oral health education. The West Virginia Department of Education (WVDE) Content Standards and Objectives (CSOs) pertaining to oral health have been utilized in developing the presentations and materials. The CSOs have been placed at the top of each lesson to assist in ease of adaption in your classroom. The brief lessons cover core competencies, and several allow for elaboration into more advanced science and health CSOs. For additional information on oral health and learning, please find a fact sheet in the resource binder.

As a teacher, you are well aware of the direct connection between oral health and student learning. Students with preventable yet untreated oral health problems may have trouble concentrating and learning, have frequent absences from school, or develop permanent disabilities that affect their ability to learn and grow. Poor oral health has been related to decreased school performance, poor social relationships, and less success later in life.

To prevent any child from suffering due to oral disease, a basic understanding on how to achieve and maintain a healthy mouth is necessary. We are confident you will find these supplemental educational resources for oral health beneficial in addressing these critical essentials.

The educational resources have been designed to be cross-curricular in nature. The use of technology-based learning has been infused throughout the resources to further assist in implementation.

Thank you for the opportunity to provide your students with the knowledge of how to achieve a lifetime of healthy smiles!

Sincerely,



Jason Roush, DDS
West Virginia State Dental Director



Don E. Chapman, MS
Assistant Director, Office of Healthy Schools



ral Health Education

*Pre-K/Head Start Resource Kit
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Introduction

The Content Standards and Objectives (CSOs) for West Virginia Public Schools provide the framework for instruction of the knowledge and skills needed for students to lead healthy lives. The goal of this curriculum is to 1) educate students about the impact of personal hygiene on oral and overall health and 2) provide an efficient means for educators to easily infuse oral health content into existing curricula.

Healthy children who are free of dental pain will learn more effectively in the classroom. The West Virginia Oral Health Program endorses the concept of emphasizing oral health as an integral part of total body health.

Through this series, the West Virginia Oral Health Program believes that oral health can be integrated throughout the child's education. These modules were developed to help meet the CSO's for the West Virginia Public Schools in grades Pre-K – 12.

As a result of incorporating the Oral Health Education Resource kit into the elementary curriculum, the student will be able to do the following:

- Recognize the relationship between personal behavior and personal health and have an understanding of oral health promotion and dental disease prevention.
- Demonstrate an ability to identify accurate oral health information and to be able to utilize this information to positively influence oral health and total well-being.
- Demonstrate a variety of oral health behaviors that promote healthy mouths, healthy bodies and healthy communities.

The modules for grades Pre-K–12 contain lesson plans which are designed in a "ready-to-go" format for the classroom teacher.

Each lesson plan includes:

- Title
- Objectives
- Related CSO(s)
- Leading questions to engage the students
- Possible activities for students to assess knowledge/skills
- Resources for teachers

A teacher evaluation/feedback form is included with the curriculum. This form can be faxed to the WVDHHR Oral Health Program. We appreciate your comments as you integrate the oral health education information into classrooms.

An additional resource list is also included.

Teacher Evaluation

Please complete the following questions concerning the Oral Health Resource Guide.

1. Did you find the Oral Health Resource Guide useful to incorporate oral health education into your classroom?

Useful Somewhat Useful Not Useful

2. Did you like the layout of the binder?

Yes No

3. Do you feel the material was age appropriate for the grade level assigned?

Yes No

4. How many times during the school year did you refer to the guide for lesson materials?

None 1-3 times 3 or more times

5. Would you like to see more technology resources available?

Yes No, technology available was sufficient

6. Would you recommend the guide to teachers that may not be utilizing the material?

Yes No

7. Do you plan to use the guide in your teaching in future years?

Yes No

8. Please list any additional comments/concerns you may have below.

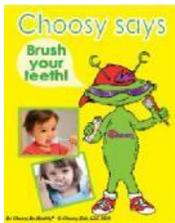


Oral Health Education Resource Guide

Universal Pre-K/Head Start Module: At a Glance

<i>Lesson Title</i>	<i>Lesson Objectives</i>	<i>WV CSOs</i>
<i>Lesson 1-Healthy Teeth are Important</i>	<p>After this lesson children will be able to</p> <ul style="list-style-type: none"> Say what it means to be healthy. Explain why their teeth are important parts of their body. List their teeth’s three main jobs. 	<p>WE.PK1.01 Demonstrate proper personal hygiene routines as modeled by teacher (e.g., brushing teeth, hand washing, covering mouth, and disposal of tissues).</p>
<i>Lesson 2-Teeth Can Get Sick</i>	<p>After this lesson children will be able to</p> <ul style="list-style-type: none"> Describe a cavity as a hole in a tooth. Tell how a tooth gets a cavity. Explain what happens to a cavity if it is not fixed. Tell who can fix a cavity. 	<p>WE.PK1.01 Demonstrate proper personal hygiene routines as modeled by teacher (e.g., brushing teeth, hand washing, covering mouth, and disposal of tissues).</p> <p>WE.PK.2.01 Identify school and community helper (e.g., teacher, policeman, school nurses, dentist, eye doctor).</p>
<i>Lesson 3-I Can Do A Lot to Keep My Teeth Healthy: Brush My Teeth</i>	<p>After this lesson children will be able to</p> <ul style="list-style-type: none"> Say why toothbrushing is important. Identify how much toothpaste should be put on the toothbrush. Demonstrate the right way to brush their teeth. Describe the best times to brush their teeth each day. 	<p>WE.PK1.01 Demonstrate proper personal hygiene routines as modeled by teacher (e.g., brushing teeth, hand washing, covering mouth, and disposal of tissues).</p>
<i>Lesson 4-I Can Do A Lot to Keep My Teeth Healthy: Use Toothpaste with Fluoride</i>	<p>After this lesson children will be able to</p> <ul style="list-style-type: none"> Explain that fluoride is in most brands of toothpaste. Describe how fluoride can help stop cavities from forming in their teeth. Show how much toothpaste they should use when they brush their teeth. 	<p>WE.PK1.01 Demonstrate proper personal hygiene routines as modeled by teacher (e.g., brushing teeth, hand washing, covering mouth, and disposal of tissues).</p>

<p>Lesson 5-I Can Do A Lot to Keep My Teeth Healthy: Eat Smart</p>	<p>After this lesson children will be able to Identify and recognize foods and drinks that are healthy and unhealthy for their bodies.</p> <p>Identify and recognize foods and drinks that are good for teeth and not good for teeth.</p> <p>Understand that foods and drinks that are healthy for their bodies are also good for their teeth.</p>	<p>WE.K.4.02 Name favorite foods (e.g. selected from Food Guide Pyramid for Children or similar resources) and select those that are healthy.</p>
<p>Lesson 6-Many People Can Help Me Take Good Care of My Teeth</p>	<p>After this lesson children will be able to Identify the most important person (—tooth helper) who can help them keep their teeth healthy.</p> <p>Identify other important tooth helpers who can help them keep their teeth healthy.</p> <p>Describe what job each tooth helper does.</p>	<p>WE.PK.2.01 Identify school and community helper(e.g., teacher, policeman, school nurses, dentist, eye doctor).</p>
<p>Lesson 7-I Can Do A Lot to Keep My Teeth Safe</p>	<p>After this lesson children will be able to Identify three ways their teeth could be injured.</p> <p>Describe what they can do to stop injuries from happening that might hurt their teeth.</p>	<p>WE.PK1.01 Demonstrate proper personal hygiene routines as modeled by teacher (e.g., brushing teeth, hand washing, covering mouth, and disposal of tissues).</p>



Note of Interest: Head Start classrooms may wish to supplement the following series of lesson plans with Choosy materials. The Choosy educational series does include a section on oral health and can be accessed at www.choosykids.com

Lesson 1

Healthy Teeth Are Important

Main Lesson Plan

Learning Objectives

- After this lesson children will be able to Say what it means to be healthy.
- Explain why their teeth are important parts of their body.
- List their teeth's three main jobs.

Background Information for Teachers

The mouth is an important part of the body. In the mouth are teeth that have three main jobs: smiling, talking, and eating. Our teeth allow us to smile, talk to others, and eat foods. Everyone has a smile that is different from anyone else's, and that makes us special.

Source: Alabama Medicaid Agency. 2004. *Smile Alabama!: Celebrate Healthy Teeth, Healthy Mouth, Healthy You!* Montgomery, AL: Alabama Medicaid Agency.

Head Start Domains and Elements

Head Start Domains	Head Start Domain Elements
Creative Arts Expression	Music
Language Development	Expressive Language, Receptive Language
Literacy Knowledge and Skills	Alphabet Knowledge, Print Concepts and Conventions
Logic and Reasoning	Reasoning and Problem Solving
Social and Emotional Development	Self-concept and Self-efficacy

Special instructions: The main lesson plan is to be held during circle time.

Description: Children will begin to learn about what it means to be healthy, point out parts of their bodies, and indicate the purpose of parts of the head. Children will also learn that their teeth have three main jobs and will describe what it would be like for them if their teeth could not do each job.

Materials (included in curriculum): Picture cards of a child smiling, a child talking on the telephone, and a child eating; *Teeth Talk: A Newsletter for Parents of Children Enrolled in Maryland's Head Start Programs* (Lesson 1: Healthy Teeth Are Important)

Materials (not included in curriculum): Small hand mirror for each child

Instructions

ASK the children: What does “healthy” mean? **LISTEN** to their answers and **REINFORCE** the correct answers: That’s right. Healthy means that you feel good and are not sick.

ASK the children: What happens when you are sick? **LISTEN** to their answers. (Children may say that they can’t play, eat, or sleep well.)

ASK the children: Why is it important to be able to do these things? **LISTEN** to their answers and **REINFORCE** the correct answers: Yes. It’s very important to keep healthy. We have many parts of our bodies that need to stay healthy. Let’s see how many parts of our bodies we can find.

ASK the children to point to each body part while you ask them the following questions:

- Where are your ears?
- Where are your eyes?
- Where is your nose?
- Where is your mouth?
- Where is your tongue?
- Where are your teeth?
- Where are your gums?
- Where are your lips?

WATCH the children point to their body parts.

ASK the children what the following body parts do:

- Ears
- Eyes
- Nose
- Mouth

LISTEN to their answers and **REINFORCE** the correct answers: That’s right. Ears hear, eyes see, noses smell, and mouths smile, talk, and eat. All of those body parts have very important jobs. There’s one body part that has more than one job. Let’s take a closer look at our mouths.



GIVE each child a hand mirror. **ASK** the children to look at the insides of their mouths in the mirrors while you ask the following questions:

- What do you see inside your mouth?
- What do your teeth look like?
- What do you see in the mirror when you smile?
- What do your lips look like?
- What does your tongue look like?

LISTEN to their answers.

SHOW the children the picture card of the girl smiling. **ASK** the children:

- What is the girl doing with her mouth?
- What would your smile look like if you didn't have any teeth?
- How would you feel if you couldn't smile?

LISTEN to their answers.

SHOW the children the picture card of the boy talking on the telephone. **ASK** the children:

- What are the children doing?
- What are they using to talk?
- Try talking without your teeth. (Ask the children to hold their lips together and try to talk.)
- How would you feel if you couldn't talk?

SHOW the children the picture card of the boy eating corn. **ASK** the children:

- What is the boy doing with his teeth?
- Could you eat without teeth?
- How would you feel if you couldn't eat?

LISTEN to their answers.

Source: Maryland Department of Health and Mental Hygiene, Office of Oral Health; Head Start Oral Health Workgroup. 2002. *Head Start Oral Health Awareness Lesson Plans: A Teacher's Guide for Creating Healthy Smiles*. Baltimore, MD: Maryland Department of Health and Mental Hygiene, Office of Oral Health. <http://www.mchoralhealth.org/PDFs/HSLessonPlans.pdf>.



Smile



Talk



Chew

TELL the children: Let's sing a song about all the important jobs our teeth do for us. The name of the song is "Smile, Talk, Chew" (sung to the tune of "The Wheels on the Bus").

Smile, Talk, Chew

This is the way we use our teeth, use our teeth, use our teeth. This is the way we use our teeth, all day long.

This is the way we use our teeth, use our teeth, use our teeth. This is the way we use our teeth, smile, smile, smile.

This is the way we use our teeth, use our teeth, use our teeth. This is the way we use our teeth, talk, talk, talk.

This is the way we use our teeth, use our teeth, use our teeth. This is the way we use our teeth, chew, chew, chew.

This is the way we use our teeth, use our teeth, use our teeth. This is the way we use our teeth, smile, talk, chew.

Source: Adapted from "The Wheels on the Bus."

GIVE *Teeth Talk: A Newsletter for Parents of Children Enrolled in Maryland's Head Start Programs* (Lesson 1: Healthy Teeth Are Important) to each child's parent and encourage the parent to reinforce the lesson plan concepts with suggested activities the family can do at home.

Teeth Talk

A Newsletter for Parents of Children Enrolled in Maryland's Head Start Programs

Things You Can Do at Home to Support Today's Lesson

- Ask your child to tell you what they learned about teeth today.
- Tell your child that they have a beautiful smile.
- Cut out pictures from magazines that show ways that people use their teeth. Have your child describe how the person is using their teeth in the picture.



Today We Learned About Why Teeth Are Important

Today your child learned that their teeth have three main jobs. These jobs are:

- Smiling
- Talking
- Eating

Your child's baby teeth are very important. They allow your child to eat healthy foods. A child with healthy teeth can play, learn, eat, and sleep better than a child with unhealthy teeth.

Teeth are important for helping your child speak clearly. Try saying the words "lamp" and "tooth" without touching your front teeth.

Having a healthy smile gives your child a good self-image. A good self-image will help your child succeed in school and in life.



A Song to Sing at Home

Smile, Talk, Chew

(Sing to the tune of "The Wheels on the Bus")

This is the way we use our teeth, use our teeth, use our teeth. This is the way we use our teeth, all day long.

This is the way we use our teeth, use our teeth, use our teeth. This is the way we use our teeth, smile, smile, smile.

This is the way we use our teeth, use our teeth, use our teeth. This is the way we use our teeth, talk, talk, talk.

This is the way we use our teeth, use our teeth, use our teeth. This is the way we use our teeth, chew, chew, chew.

This is the way we use our teeth, use our teeth, use our teeth. This is the way we use our teeth, smile, talk, chew.



Did You Know?

By age 2 most children will have 20 primary (baby) teeth. There are 10 teeth in the upper jaw and 10 teeth in the lower jaw. Children start losing their baby teeth sometime between ages 5 and 7. The first teeth that fall out are usually the front teeth on the bottom. Your child will not lose all of their baby teeth until they are 12 to 14 years old.

The American Academy of Pediatrics recommends that every child have a dental check-up by the time they are 1 year old. If your child has not seen a dentist yet or if you don't have a dentist, talk to your Head Start family service coordinator. They will help you find one.



Check for Knowledge and Understanding

- Ask the children to describe what it means to be healthy.
- Ask the children to explain why their teeth are important.
- Ask the children to list the three main jobs that their teeth have.

Small Group Supplemental/ Enrichment Activities

Head Start Domains	Head Start Domain Elements
Creative Arts Expression	Creative Movement and Dance Music
Literacy Knowledge and Skills	Book Appreciation, Phonological Awareness, Print Concepts and Conventions
Mathematics Knowledge and Skills	Number Concepts and Quantities
Physical Development and Health	Fine Motor Skills
Science Knowledge and Skills	Conceptual Knowledge of the Natural and Physical World, Scientific Skills and Methods
Social and Emotional Development	

Mouth Rhymes

Domain: Literacy Knowledge and Skills

Materials (included in curriculum): *Mouth Rhymes* (book)

Instructions: Read *Mouth Rhymes* to the children.

My Teeth

Domain: Literacy Knowledge and Skills

Materials (included in the curriculum): *My Teeth Have Many Jobs* (book)

Instructions: Read *My Teeth Have Many Jobs* to the children.



Mouth Rhymes



A mouth
can talk.

But it cannot
walk.



A mouth
can taste.



But it doesn't
like paste.



Teeth can chew.



So can a
kangaroo.

A boy can eat.



But not with his feet.



A girl can
smile.



So can a crocodile.



Lowe E. *Mouth rhymes*. In Lowe E; National Maternal and Child Oral Health Resource Center; Maryland Department of Health and Mental Hygiene, Office of Oral Health; Head Start Oral Health Workgroup. 2012. *Oral Health for Maryland's Kids: A Head Start Teacher's Guide for Creating Healthy Smiles*. Washington, DC: National Maternal and Child Oral Health Resource Center.

This publication was made possible by funding from the Maternal and Child Health Bureau (grant numbers H47MC08649 and H47MC00048), Health Resources and Services Administration, U.S. Department of Health and Human Services; the Office of Oral Health, Maryland Department of Health and Mental Hygiene; and the Head Start Collaboration Office, Maryland State Department of Education.

Oral Health for Maryland's Kids: A Head Start Teacher's Guide for Creating Healthy Smiles © 2012 by the National Maternal and Child Oral Health Resource Center, Georgetown University

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My Teeth Have Many Jobs



**My teeth have many jobs.
I use them to bite
all the tasty foods
that keep me healthy and bright.**



**My teeth have many jobs.
I use them to chew
all the yummy vegetables
that are in Mommy's stew.**

My teeth have many jobs.
I use them to smile.
When I'm with my Grandma
my smile is as wide as a mile.





**My teeth have many jobs.
I use them to talk.
I tell my Grandpa stories
when we go on a walk.**



**My teeth have many jobs.
They have a lot to do.
If I didn't have them
could I bite, smile, talk, or chew?**



Lowe E. *My teeth have many jobs*. In Lowe E; National Maternal and Child Oral Health Resource Center; Maryland Department of Health and Mental Hygiene, Office of Oral Health; Head Start Oral Health Workgroup. 2012. *Oral Health for Maryland's Kids: A Head Start Teachers Guide for Creating Healthy Smiles*. Washington, DC: National Maternal and Child Oral Health Resource Center.

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Your Smile Is Special

Domain: Social and Emotional Development

Materials (not included in curriculum):

Construction paper or paper plates

Instructions:

1. Divide the children into two groups. One group will be actors and the other will be the audience.
2. Demonstrate the following for the actors. Kneel behind a table, and hide your face and hair behind a piece of paper or a paper plate. Move your head up over the table edge, and move the paper up high enough so that only your smile shows. Ask the audience: Whose smile is this?
3. Have each of the actors do the same thing, and ask the audience to guess who each child is by their smile. Ask the audience to say something positive about each smile (for example, What a big smile! What shiny teeth!).
4. Continue the game until every child has had a chance to be an actor and show his or her special smile.

Source: Adapted with permission from Sigmon C. 2006. *Tooth Time: A Dental Education Curriculum for Preschool Children Ages 2 Through 5*. Hendersonville, NC: Henderson County Department of Public Health.

How Many Teeth?

Domain: Mathematics Knowledge and Skills

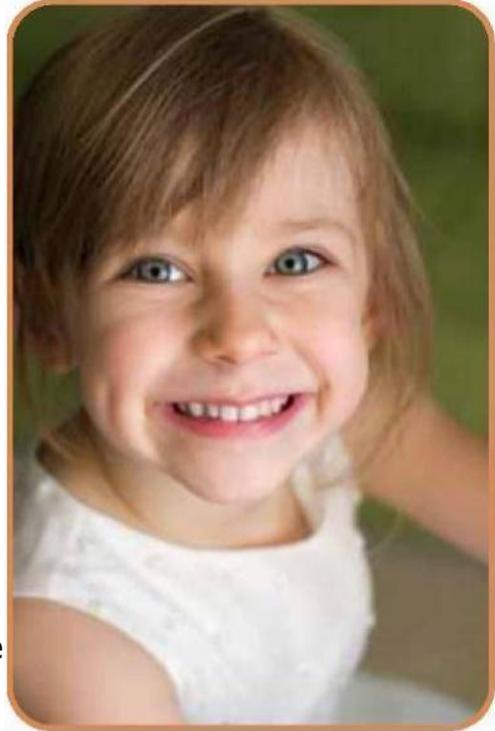
Materials (included in curriculum): Lips template

Materials (not included in curriculum):

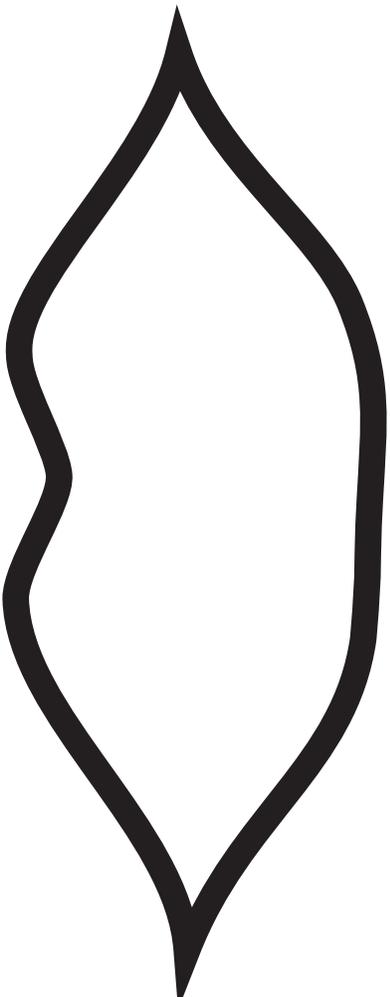
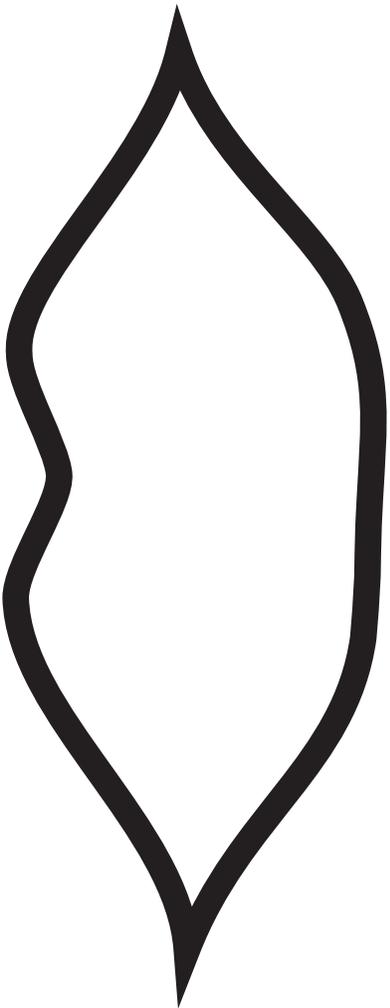
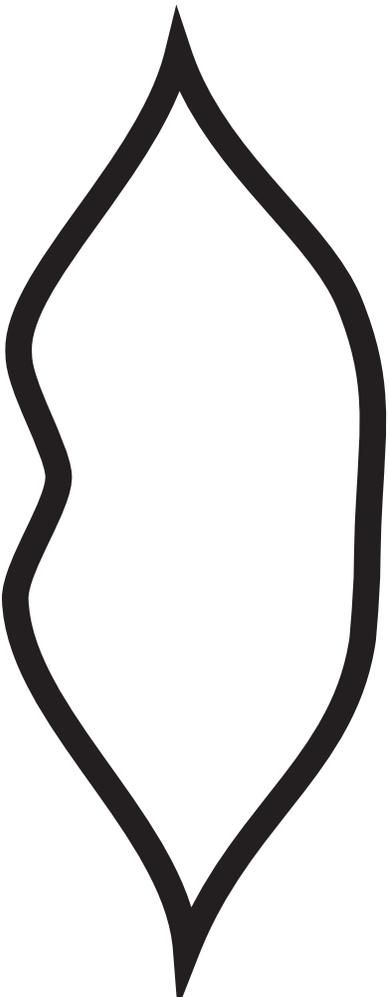
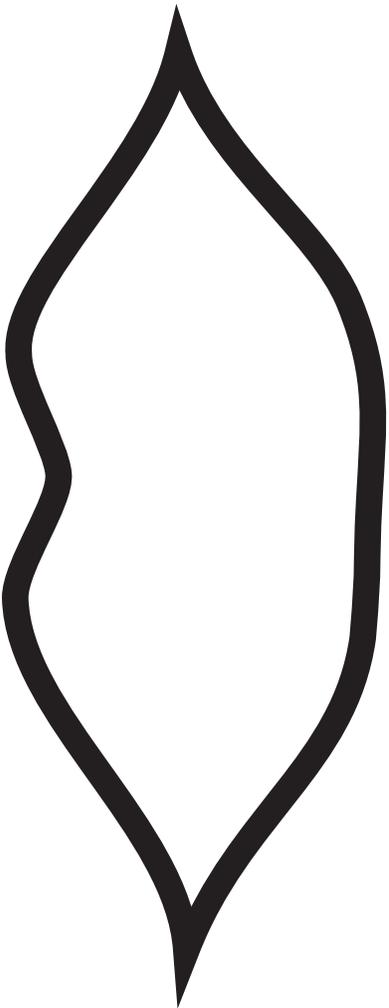
Red construction paper to make lips, white beads (can also use white paper squares or packing peanuts), glue

Instructions:

1. Hand out the paper lips, white beads, and glue.
2. Have the children count out 20 beads.
3. Have the children glue 10 beads on the top and 10 beads on the bottom of the lips to make a smile.



Source: Adapted with permission from Maryland Department of Health and Mental Hygiene, Office of Oral Health; Head Start Oral Health Workgroup. 2002. *Head Start Oral Health Awareness Lesson Plans: A Teacher's Guide for Creating Healthy Smiles*. Baltimore, MD: Maryland Department of Health and Mental Hygiene, Office of Oral Health. <http://www.mchoralhealth.org/PDFs/HSLessonPlans.pdf>.





Jobs for Teeth

Domains: Creative Arts Expression, Physical Development and Health

Materials (not included in curriculum): Magazines, scissors, construction paper, glue

Instructions:

1. Hand out the magazines, scissors, construction paper, and glue.
2. Tell the children to cut out (or help them cut out) pictures of people who are eating, talking, or smiling, and tell them to glue them onto the paper.
3. Hang the pictures around the room for all to see.

Source: Adapted with permission from Maryland Department of Health and Mental Hygiene, Office of Oral Health; Head Start Oral Health Workgroup. 2002. *Head Start Oral Health Awareness Lesson Plans: A Teacher's Guide for Creating Healthy Smiles*. Baltimore, MD: Maryland Department of Health and Mental Hygiene, Office of Oral Health.

<http://www.mchoralhealth.org/PDFs/HSLessonPlans.pdf>.

My Mouth

Domains: Science Knowledge and Skills, Social and Emotional Development

Materials (not included in curriculum): Small hand mirror for each child

Instructions: Give each child a mirror. Have them look in their mouths. Ask them the following questions:

- What do you see in the mirror when you smile?
- What do your lips look like?
- What do you see inside your mouth?
- What do your teeth look like?
- Are there any spaces between your teeth?

Source: Adapted with permission from Alabama Medicaid Agency. 2004. *Smile Alabama!: Celebrate Healthy Teeth, Healthy Mouth, Healthy You!* Montgomery, AL: Alabama Medicaid Agency.

Lesson Plan Sources

Alabama Medicaid Agency. 2004. *Smile Alabama!: Celebrate Healthy Teeth, Healthy Mouth, Healthy You!* Montgomery, AL: Alabama Medicaid Agency.

Maryland Department of Health and Mental Hygiene, Office of Oral Health
Head Start Oral Health Workgroup. 2002. *Head Start Oral Health
Awareness Lesson Plans: A Teacher's Guide for Creating Healthy Smiles.*
Baltimore, MD: Maryland Department of Health and Mental Hygiene, Office
of Oral Health. <http://www.mchoralhealth.org/PDFs/HSLessonPlans.pdf>.

Sigmon C. 2006. *Tooth Time: A Dental Education Curriculum for
Preschool Children Ages 2 Through 5.* Hendersonville, NC: Henderson
County Department of Public Health.

"The Wheels on the Bus."

Lesson 2

Teeth Can Get Sick

Main Lesson Plan

Learning Objectives

After this lesson children will be able to

- Describe a cavity as a hole in a tooth.
- Tell how a tooth gets a cavity.
- Explain what happens to a cavity if it is not fixed.
- Tell who can fix a cavity.

Background Information for Teachers

Tooth decay is the most common childhood illness in the United States today. It is five times more common than asthma and seven times more common than hay fever. When germs that stick to teeth eat sugar in foods or drinks, an acid is made. The acid destroys the tooth surface and makes a hole (cavity). Cavities do not heal like cuts or scrapes. Once the tooth has decay, the hole will get bigger and bigger until the whole tooth decays. The only way to stop the hole from becoming larger and larger is to have a dentist fix it.

Source: U.S. Department of Health and Human Services. 2000. *Oral Health in America: A Report of the Surgeon General*. Rockville, MD: National Institute of Dental and Craniofacial Research.
<http://www.nidcr.nih.gov/DataStatistics/SurgeonGeneral>.

Head Start Domains and Elements

Creative Arts Expression	Music
Language Development	Expressive Language, Receptive Language
Literacy Knowledge and Skills	Alphabet Knowledge, Book Appreciation, Print Concepts and Conventions
Logic and Reasoning	Reasoning and Problem Solving, Symbolic Representation
Physical Development and Health	Health Knowledge and Practice
Social Studies Knowledge and Skills	Family and Community

Special instructions: The main lesson plan is to be held during circle time.

Description: Children will be introduced to the concept of tooth decay. Picture cards of germs and sugar will be shown to illustrate the cause of tooth decay.

Materials (included in curriculum): Picture cards of a tooth with a cavity (C—Cavity), a dentist (D—Dentist), germs (G—Germs), a microscope (M—Microscope), and a teaspoon of sugar (S— Sugar); and *Teeth Talk: A Newsletter for Parents of Children Enrolled in Maryland’s Head Start Programs* (Lesson 2: Teeth Can Get Sick)

Instructions

TELL the children: Remember when we talked about our mouths? We talked about our teeth, which are in our mouths, and we talked about the important jobs that teeth do. Who can tell me what those important jobs are?

LISTEN to their answers and **REINFORCE** the correct answers: That’s right. The mouth helps us smile, talk, and eat/chew.

TELL the children: Did you know that teeth can get sick? They get sick by getting cavities.

ASK the children: Does anyone know what a cavity is? **LISTEN** to their answers and **REINFORCE** the correct answers: Yes. A cavity is a hole in a tooth.

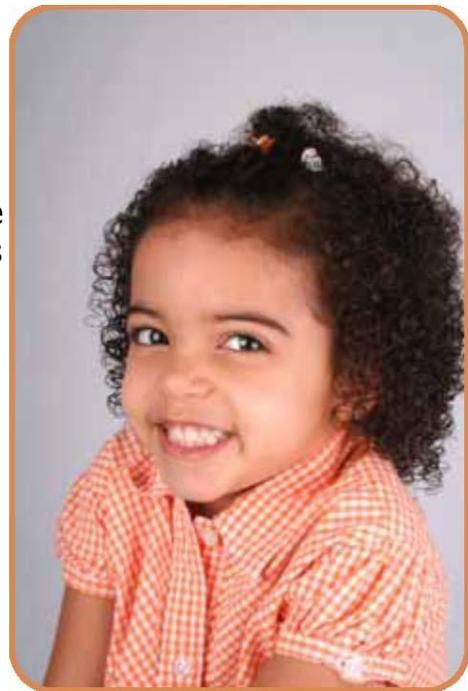
SHOW the children the picture card of a tooth with a cavity. **ASK** the children: How can a tooth get a cavity? **LISTEN** to their answers.

TELL the children: To get a cavity, you need three things. The first thing you need is a tooth. Anyone who has a tooth in your mouth, please raise your hand. Hmmm. It looks like everyone in the room has a tooth. Guess that means that we can all get a cavity.

The second thing you need to get a cavity is germs.

ASK the children: Who knows what germs are? **LISTEN** to their answers.

ASK the children: What do germs look like? **LISTEN** to their answers. **TELL** the children: Germs are invisible. **ASK** the children. What does invisible



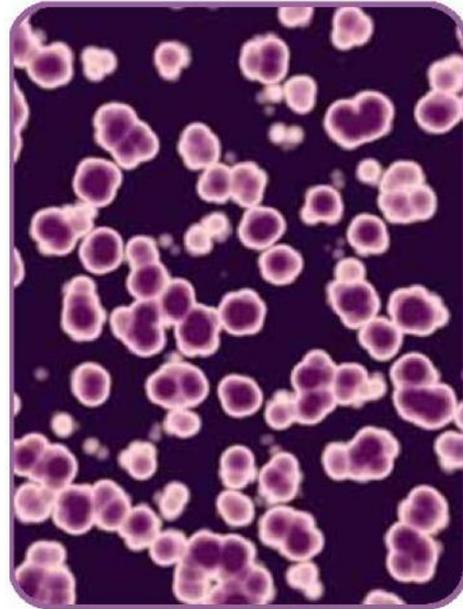
mean? **LISTEN** to their answers and **REINFORCE** the correct answers: That's right. Invisible means that you can't see it. You can't see germs unless you look at them through a special instrument called a microscope. Microscopes can let you see very teeny, tiny things.

SHOW the children the picture card of the microscope, then **SHOW** the children the picture card of what the germs look like under the microscope.

TELL the children: Guess what—everyone has germs in their mouths! And those germs like to stick to your teeth.

Some germs are bad for us and can make us sick. That's when we get a cold or the flu. Some of the germs in your mouth are bad for your teeth and can make your teeth sick.

TELL the children: When a tooth gets sick, it gets a cavity. And the third thing you need to make a cavity in your tooth is sugar! Germs love sugar! Sugar makes germs very strong! When germs are strong they can make a hole in your tooth. **SHOW** the children the picture card of a teaspoon of sugar.



ASK the children: How do the germs in your mouth get sugar? **LISTEN** to their answers and **REINFORCE** the correct answers: Yes. The germs get sugar when we put food or a drink with sugar in our mouths.

ASK the children: Can you tell me what foods have a lot of sugar?

LISTEN to their answers and **REINFORCE** the correct answers: That's right. Foods like cookies, candy, cake, and ice cream have a lot of sugar.

ASK the children: What about drinks? What drinks have a lot of sugar?

LISTEN to their answers and **REINFORCE** the correct answers: Correct. Drinks like soda pop, lemonade, and fruit drinks have a lot of sugar.

TELL the children: Let's pretend that we have a cavity our tooth.

ASK the children: Can our tooth get better on its own? **LISTEN** to their answers and **REINFORCE** the correct answers: That's right. It can't. It needs to be fixed.

ASK the children: Who do you think can help us fix a cavity in our tooth? **LISTEN** to their answers and **REINFORCE** the correct answers: Yes. A dentist can help us fix a cavity.

SHOW the children the picture card of a dentist.

ASK the children: Now let's pretend that we have a tooth with a cavity and we don't get the cavity fixed by a dentist. What do you think will happen to the cavity if we leave it alone? **LISTEN** to their answers and **REINFORCE** the correct answers: That's right. The cavity will keep getting bigger and bigger and it can hurt.

ASK the children: If you have a cavity, how will your smile look? How will you be able to chew your food? How well will you be able to talk? **LISTEN** to their answers and **REINFORCE** the correct answers: Correct. Your smile won't look as nice as before, and it might hurt to chew. It could be hard to talk, too.

TELL the children: Let's sing a song about how we can get tooth decay. The name of the song is "Tooth Decay" (sung to the tune of "The Wheels on the Bus").

Tooth Decay

I'm a germ and I like your teeth Like your teeth Like your teeth I'm a germ
and I like your teeth I'll stick around all day.

My favorite food is sugar, sugar, sugar Sugar, sugar, sugar Sugar, sugar,
sugar My favorite food is sugar, sugar, sugar It helps me make decay.

Sugar makes me strong, strong, strong Strong, strong, strong Strong,
strong, strong Sugar makes me strong, strong, strong So I can make decay.

Watch how many treats you eat Treats you eat Treats you eat Watch how
many treats you eat To keep decay away.

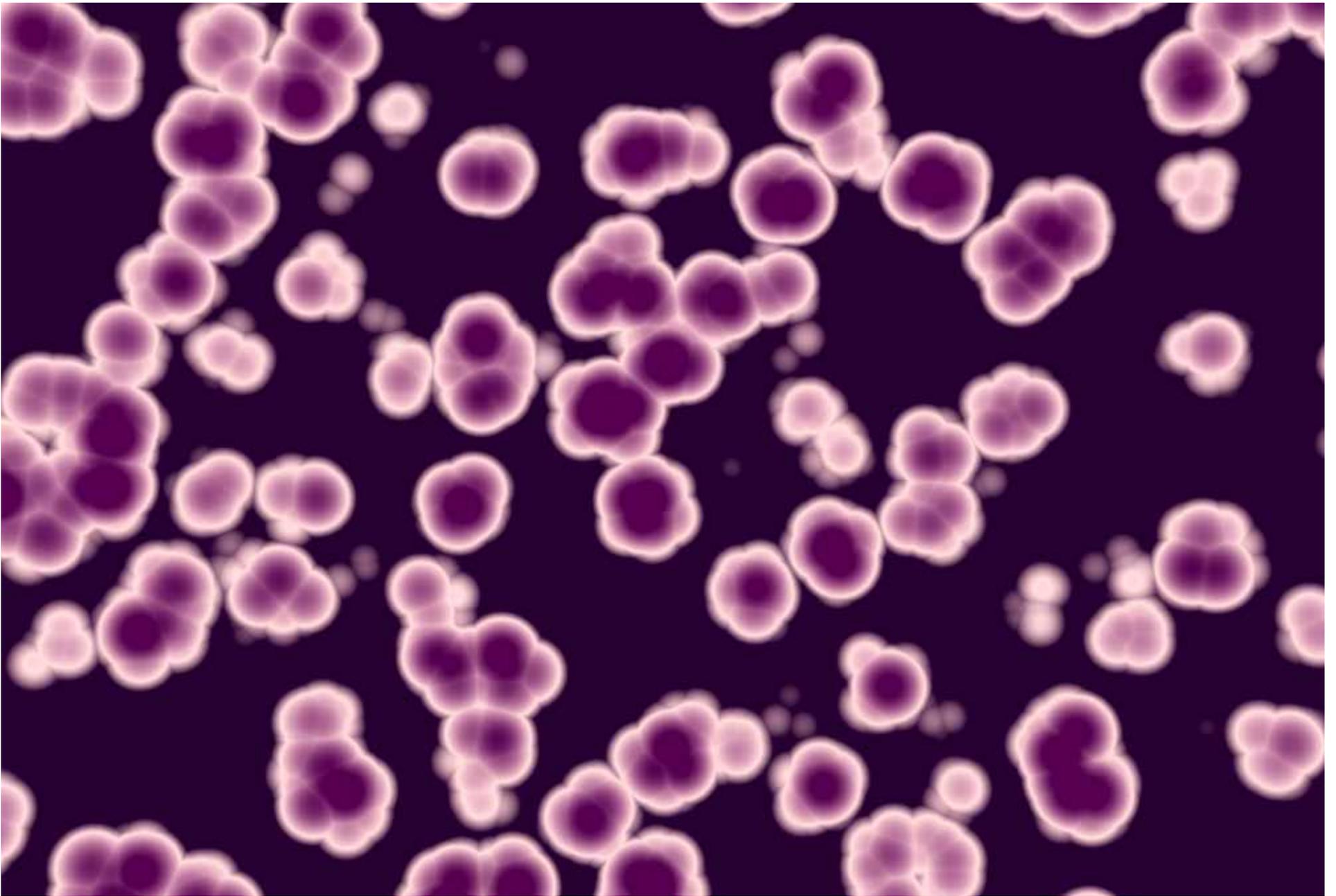
Source: Adapted from "The Wheels on the Bus."



Cavity



Microscope



Germs



Sugar



Dentist

Check for Knowledge and Understanding

- Ask the children to explain what a cavity is.
- Ask the children to describe how a cavity gets in a tooth.
- Ask the children to explain what happens if a tooth has a cavity and we do not get it fixed.
- Ask the children to say who can fix a cavity.



Teeth Talk

A Newsletter for Parents of Children Enrolled in Maryland's Head Start Programs

Things You Can Do at Home to Support Today's Lesson

- Ask your child to tell you what they learned about teeth today.
- Ask your child to explain what a cavity is.
- Ask your child to tell you how a cavity is made.
- Ask your child to tell you who can fix a cavity.
- Ask your child to explain why it is important to have a cavity fixed.



Today We Learned That Teeth Can Get Cavities

Today your child learned about cavities. A cavity is a hole in a tooth. To get a cavity you need three things:

- Germs
- Teeth
- Sugar

Everyone has germs in their mouth that can cause cavities. You can only see these germs through a microscope.

The germs that cause cavities love to eat sugar in foods or drinks. When germs eat sugar, they break down the hard outer covering of the tooth. If sugar is in the mouth for a long time, it gives the germs more time to make a cavity.

Cavities do not heal like cuts or scrapes. Once the tooth has a cavity, the hole will get bigger and bigger and can cause pain and infection. The only way to stop a cavity from getting bigger is to have a dentist fix it.



A Song to Sing at Home

Tooth Decay

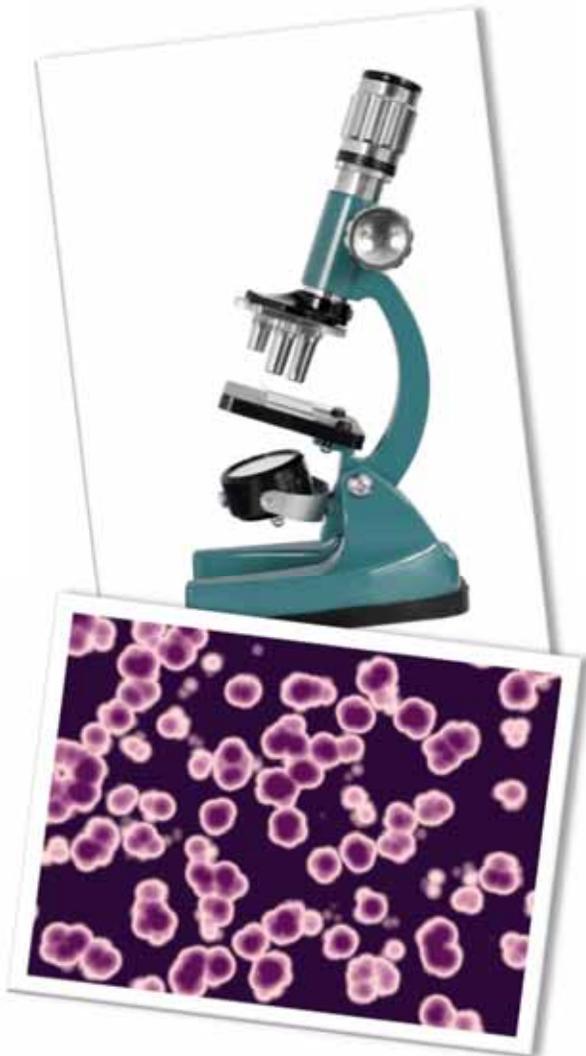
(Sing to the tune of "The Wheels on the Bus")

I'm a germ and I like your teeth
Like your teeth
Like your teeth
I'm a germ and I like your teeth
I'll stick around all day.

My favorite food is sugar, sugar, sugar
Sugar, sugar, sugar
Sugar, sugar, sugar
My favorite food is sugar, sugar, sugar
It helps me make decay.

Sugar makes me strong, strong, strong
Strong, strong, strong
Strong, strong, strong
Sugar makes me strong, strong, strong
So I can make decay.

Watch how many treats you eat
Treats you eat
Treats you eat
Watch how many treats you eat
To keep decay away.



Did You Know?

Tooth decay is the most common childhood illness in the United States today.

Children ages 2 to 6 have more cavities than children did 10 years ago. Scientists think this is because children are eating and drinking more foods and drinks that are high in sugar. Children who drink juice, sports drinks, soda pop, and other sweet drinks between meals are more likely to get tooth decay than children who drink water or milk.





Small Group Supplemental/ Enrichment Activities

Head Start Domains	Head Start Domain Elements
Approaches to Learning	Initiative and Curiosity, Persistence and Attentiveness
Language Development	Expressive Language, Receptive Language
Literacy Knowledge and Skills	Book Appreciation, Print Concepts and Conventions
Logic and Reasoning	Reasoning and Problem Solving
Physical Development and Health	Fine Motor Skills, Health Knowledge and Practice
Social and Emotional Development	Self-concept and Self-efficacy
Social Studies Knowledge and Skills	Family and Community

How Is a Cavity Made?

Domain: Literacy Knowledge and Skills

Materials (included in curriculum): *How Is a Cavity Made?* (book)

Instructions: Read *How Is a Cavity Made?* to the children.

My Cavity Book

Domain: Approaches to Learning, Language Development, Logic and Reasoning

Materials (not included in curriculum): One piece of paper for each child, crayons or markers

Instructions:

1. Tell the children they are going to make a picture book about cavities.
2. Tell each child to fold the paper in half to make a book.
3. Ask each child to draw a picture of a face on the cover of the book.
4. Start the story by saying —when I brushed my teeth I saw a little hole. ||
5. Ask the children to finish the story by drawing how that little hole got in the tooth in the pages of the book.
6. Have each child show his or her story to the other children.
7. Hang the books around the room for all to see.



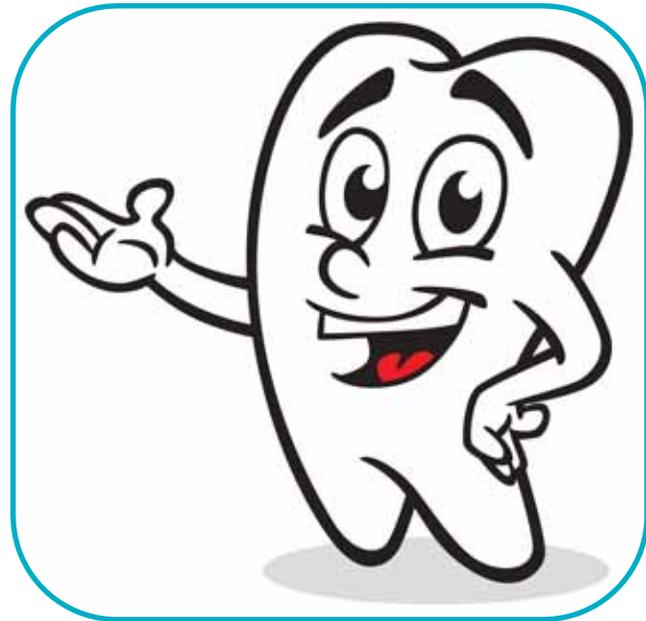
How Is a Cavity Made?

**Have you ever wondered
how a tooth can get a
cavity?**

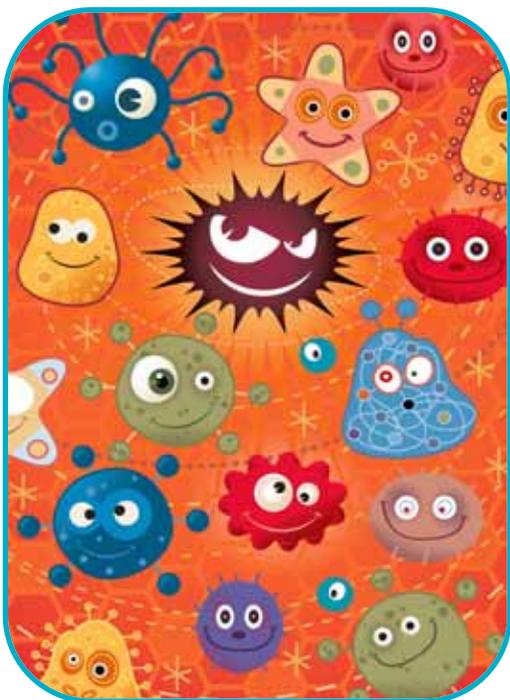


First you need a tooth.

**Do you
have a
tooth?**



Then you need some germs.



**Did you know
that we all have
germs in our
mouth?**

Then you need some sugar.

What foods
and drinks
are made
with lots of
sugar?



Germs love
sugar! Sugar
makes germs
strong.

When germs are strong they can make a hole in your tooth.



A hole in your tooth is called a cavity. Can you see the cavity?





A dentist can fix a cavity.



Lowe E. *How is a cavity made?* In Lowe E; National Maternal and Child Oral Health Resource Center; Maryland Department of Health and Mental Hygiene, Office of Oral Health; Head Start Oral Health Workgroup. 2012. *Oral Health for Maryland's Kids: A Head Start Teachers Guide for Creating Healthy Smiles*. Washington, DC: National Maternal and Child Oral Health Resource Center.

This publication was made possible by funding from the Maternal and Child Health Bureau (grant numbers H47MC08649 and H47MC00048), Health Resources and Services Administration, U.S. Department of Health and Human Services; the Office of Oral Health, Maryland Department of Health and Mental Hygiene; and the Head Start Collaboration Office, Maryland State Department of Education.

Oral Health for Maryland's Kids: A Head Start Teachers' Guide for Creating Healthy Smiles © 2012 by the National Maternal and Child Oral Health Resource Center, Georgetown University

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Cavities Change How I Look

Domains: Language Development, Social and Emotional Development

Materials (included in curriculum): Eight picture cards with two pictures of the same child smiling

Materials (not included in curriculum): Brown or black erasable markers

Instructions:

1. Give one picture card to each child.
2. Ask the children to color a cavity on one of the teeth on the picture marked "Cavities."
3. Tell each child to hold up their picture card for all the children to see.
4. Ask the children to describe the difference between their picture with "No Cavities" and their picture with "Cavities."
5. Ask the children to describe how the child in their picture might feel with a cavity in one of his or her teeth.

Note: This same activity could be done using a digital camera. Take a picture of each child and print two copies of the picture. Instruct the child to color in one of his or her teeth and compare it to the "before" picture.

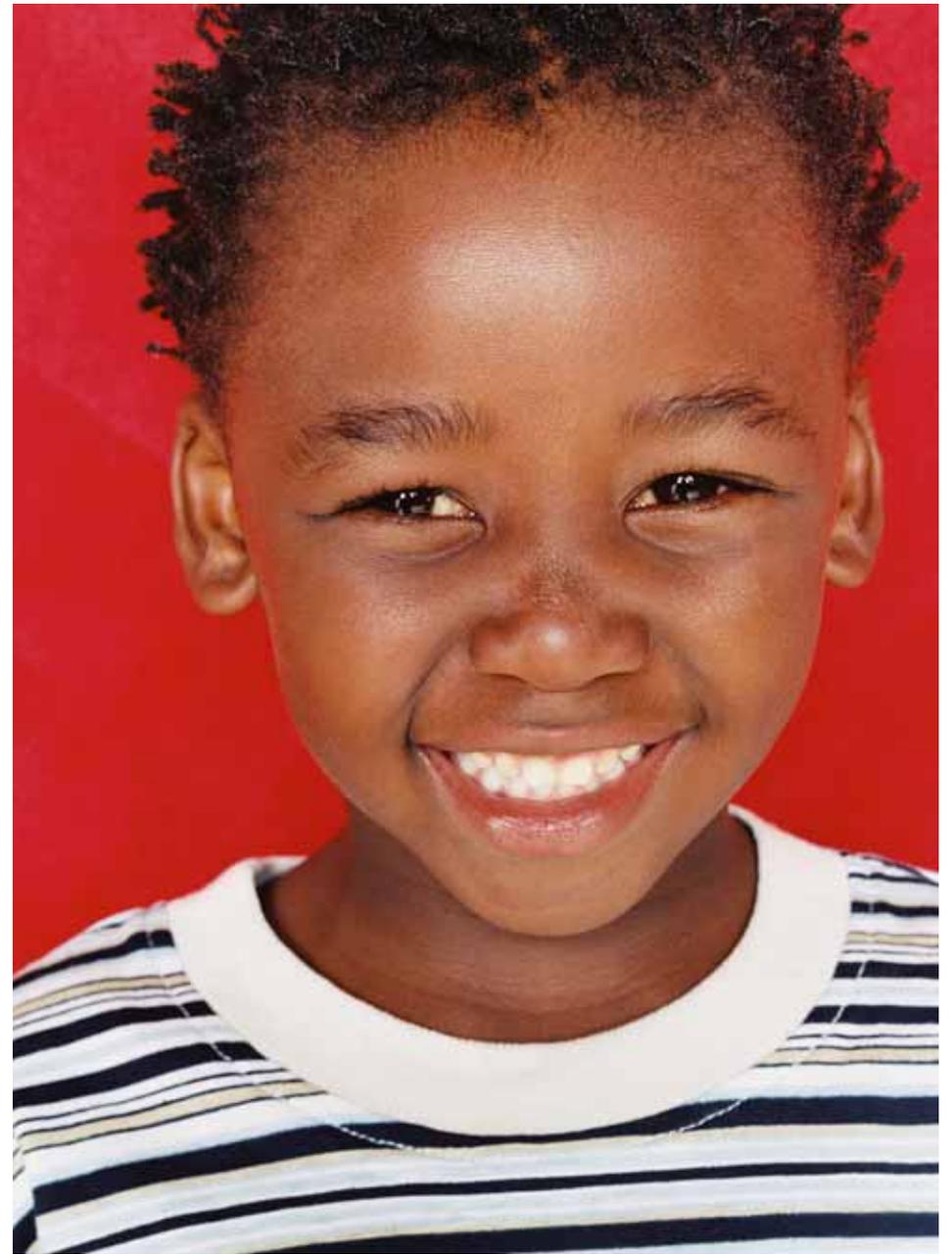
Source: Adapted with permission from South Carolina Department of Education, South Carolina Healthy Schools. 2005. *Oral Health Supplemental Curriculum Resource*. Columbia, SC: South Carolina Department of Education, South Carolina Healthy Schools.

<http://www.mchoralhealth.org/Materials/Multiples/SC.html>





No Cavities



Cavities



No Cavities



Cavities



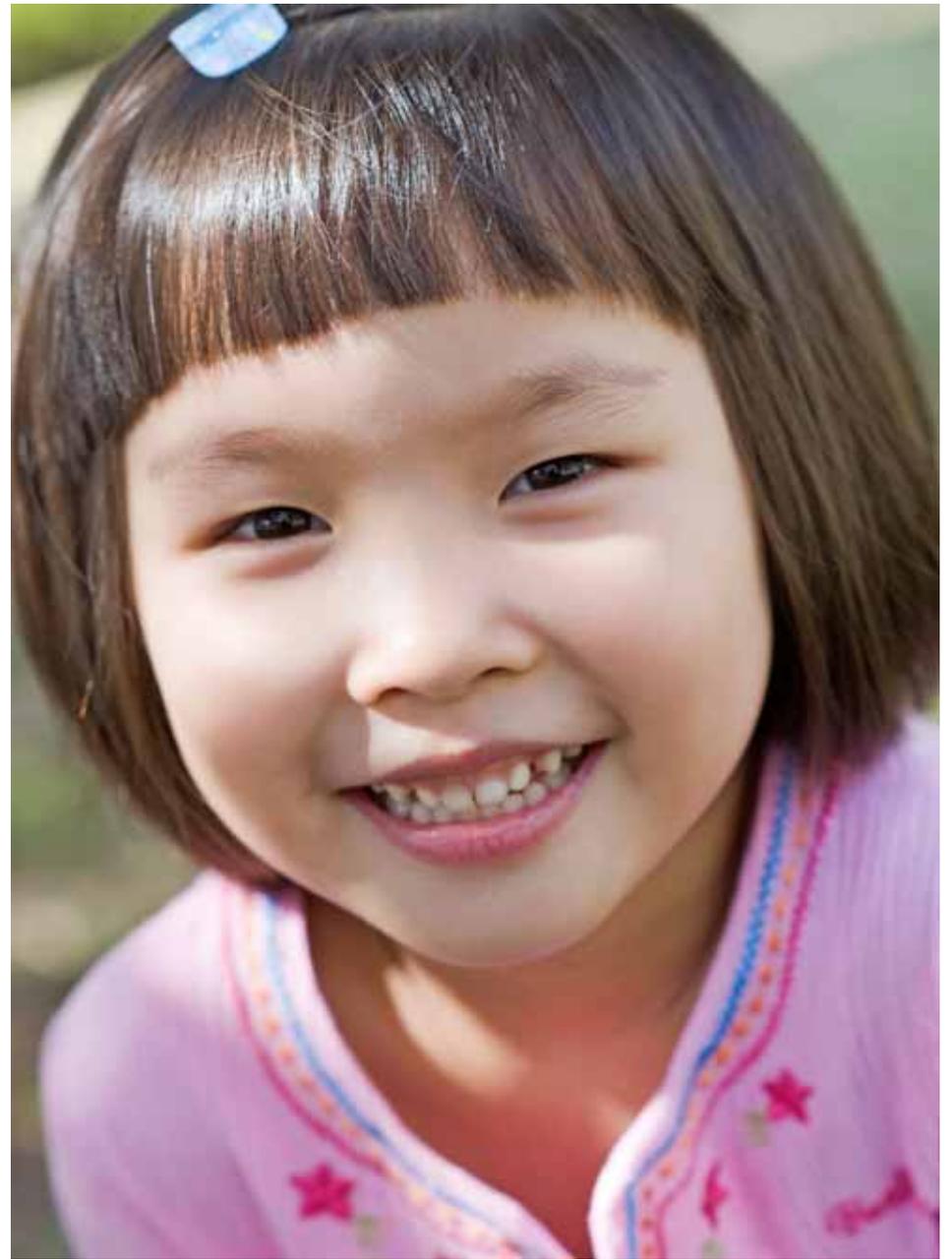
No Cavities



Cavities



No Cavities



Cavities



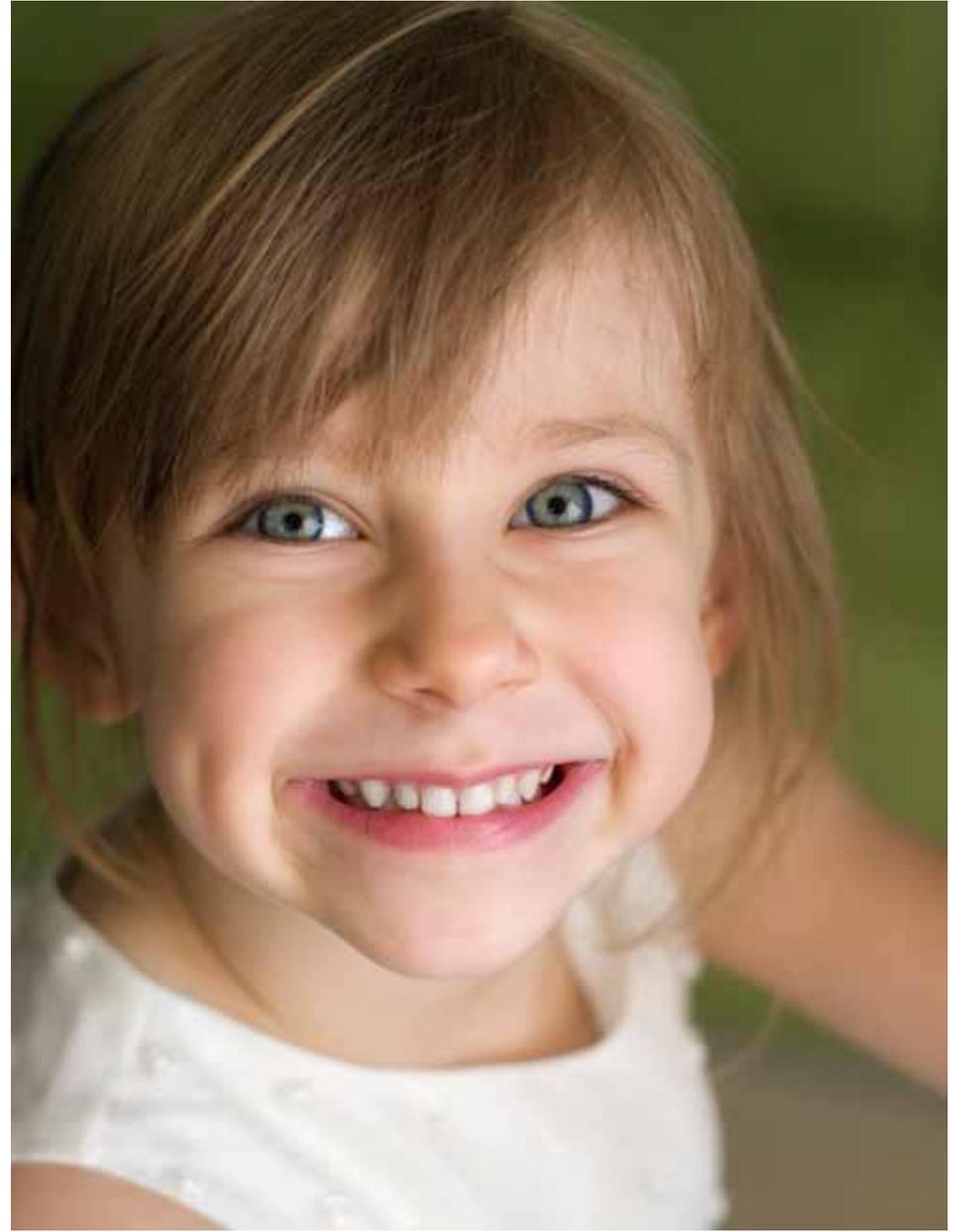
No Cavities



Cavities



No Cavities



Cavities



No Cavities



Cavities



No Cavities



Cavities

Filling Decayed Teeth

Domain: Logic and Reasoning, Physical Development and Health, Social Studies Knowledge and Skills **Materials (not included in curriculum):** Construction paper, scissors, modeling clay, glue or paste

Instructions:

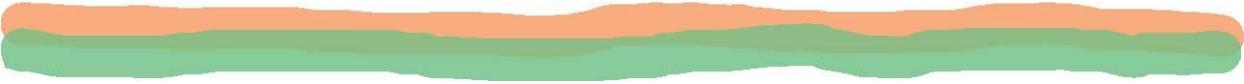
1. Give each child a piece of construction paper, and ask the children to draw a face on the paper.
2. Using modeling clay, have each child pinch off 10 small pieces of clay and form them into individual balls.
3. Tell the children to pretend that each piece of modeling clay is a tooth, and have them paste or glue the pieces onto their face's mouth.
4. Poke a hole into one or two of each child's modeling clay teeth with safety scissors, and explain to them that the hole is a cavity.
5. Ask the children to pretend that they are dentists and their job is to fix the cavity.
6. Tell the children to use a different colored piece of modeling clay to fill the hole.



7. Explain to the children that this is what the dentist does to fix cavities.
-

This is the way we brush our teeth





Lesson Plan Sources

- South Carolina Department of Education, South Carolina Healthy Schools. 2005. *Oral Health Supplemental Curriculum Resource*. Columbia, SC: South Carolina Department of Education, South Carolina Healthy Schools. <http://www.mchoralhealth.org/Materials/Multiples/SC.html>.
- U.S. Department of Health and Human Services. 2000. *Oral Health in America: A Report of the Surgeon General*. Rockville, MD: National Institute of Dental and Craniofacial Research. <http://www.nidcr.nih.gov/DataStatistics/SurgeonGeneral>.
- "The Wheels on the Bus."



Lesson 3

I Can Do a Lot to Keep My Teeth Healthy: Brush My Teeth

Main Lesson Plan

Learning Objectives

After this lesson children will be able to

- Say why toothbrushing is important.
- Identify how much toothpaste should be put on the toothbrush.
- Demonstrate the right way to brush their teeth.
- Describe the best times to brush their teeth each day.

Background Information for Teachers

The most important way to prevent tooth decay is by taking good care of your teeth. Brushing teeth at least twice a day with a pea-size amount of fluoridated toothpaste and eating healthy foods that are low in sugar are the best ways to prevent tooth decay. The best times to brush your teeth are in the morning and before going to bed at night. It is okay for children to brush more than two times a day. Young children do not have the fine motor skills to brush their teeth well on their own. An adult (for example, a parent, a grandparent, a baby-sitter, or a teacher) should help young children brush their teeth. Toothbrushes should never be shared with anyone.

Modeling good toothbrushing techniques is also an important way to teach children the importance of brushing. Having all the children brush their teeth together in class is a good approach for modeling appropriate behavior. It also prevents cross-contamination of toothbrushes because the children are separated from each other.

Children should use child-size toothbrushes with soft bristles. If the bristles do not stand straight up, the toothbrush should be replaced.

Source: American Academy of Pediatric Dentistry, Council on Clinical Affairs. 2010–2011. Early childhood caries (ECC): Classification, consequences, and preventive strategies. *Pediatric Dentistry* 32(6 Suppl.):41–44.

http://www.aapd.org/media/Policies_Guidelines/P_ECCClassifications.pdf.

Head Start Domains and Elements

Head Start Domains	Head Start Domain Elements
Approaches to Learning	Cooperation, Persistence and Attentiveness
Language Development	Expressive Language, Receptive Language
Literacy Knowledge and Skills	Book Appreciation, Print Concepts and Conventions
Logic and Reasoning	Reasoning and Problem Solving
Physical Development and Health	Fine Motor Skills, Health Knowledge and Practice

Special instructions: The main lesson plan is to be held at a worktable with children sitting in chairs.

Description: Children will learn about the type of toothbrush to use for brushing teeth, how to recognize an old toothbrush, the best times for brushing their teeth, and whether it is okay to share a toothbrush. Children will receive instructions on how to brush their teeth and a demonstration of proper toothbrushing technique, and, after that, the class will brush their teeth together.

Materials (included in curriculum): Picture cards of an adult- and child-size toothbrush (T— Toothbrush), an old toothbrush (O—Old toothbrush) and a new toothbrush (N—New toothbrush), a placemat for each child with picture instructions for how to brush at the table, and toothpaste with fluoride (T—Toothpaste); *Brush Your Teeth Please: A Pop-Up Book*; *Teeth Talk: A Newsletter for Parents of Children Enrolled in Maryland’s Head Start Programs* (Lesson 3: Brush to Keep Teeth Healthy)

Materials (not included in curriculum): Tube of fluoridated toothpaste, child-size toothbrush with soft bristles for each child that is labeled with the child’s name, paper cup for each child, napkin for each child



Toothbrushes



New toothbrush



Old toothbrush



Toothpaste

Instructions

ASK the children: Remember when we talked about the three things that are needed to get a cavity in a tooth? What are those three things again? **LISTEN** to their answers and **REINFORCE** the correct answers: Yes. The three things are a tooth, germs, and sugar.

TELL the children: There's one thing we can do every day to stop teeth from getting cavities.

ASK the children: Who can tell me what that one thing might be? **LISTEN** to their answers and **REINFORCE** the correct answers: That's right. We can brush the germs off our teeth.

READ *Brush Your Teeth Please: A Pop-Up Book* to the children.

ASK the children: What tool did the animals use to brush the germs off their teeth?

LISTEN to their answers and **REINFORCE** the correct answers: Yes. A toothbrush! Like the bear, chimp, hippo, and lion, we can all use a toothbrush to brush the germs off our teeth.

SHOW the children a picture card of an adult-size and a child-size toothbrush.

ASK the children: Which of these toothbrushes would be the best size for you? **LISTEN** to their answers and **REINFORCE** the correct answers: Yes. The smaller one.

ASK the children: Why do you think a smaller toothbrush would work better inside your mouth? **LISTEN** to their answers and **REINFORCE** the correct answers: That's right. Your mouth is smaller than a grown-up's. A grown-up size toothbrush wouldn't do a very good job of cleaning your teeth because it's too big.

ASK the children: What about the bristles? Who can show me where the bristles are on the toothbrush in this picture card?

SHOW the children the picture card of the child-size toothbrush. **WATCH** what the children point to in the picture of the toothbrush.

TELL the children: The bristles on your toothbrush are very important because they brush the germs off your teeth. It's important that your toothbrush bristles are straight because they clean your teeth better than toothbrush bristles that are bent over.

SHOW the children the picture card of a new toothbrush and the picture card of the old toothbrush.

ASK the children: Which toothbrush would do a better job of cleaning your teeth? **LISTEN** to their answers and **REINFORCE** the correct answers: That's right. The new toothbrush.

ASK the children: Do you think it's a good idea to share the same toothbrush with another person? **LISTEN** to their answers and **REINFORCE** the correct answers: No. It's not a good idea to share toothbrushes. Toothbrushes can spread germs, and if the person who used your toothbrush was sick, you could get their germs from the toothbrush and get sick too.

ASK the children: How should teeth be brushed? **LISTEN** to their answers and **REINFORCE** the correct answers.

GIVE each child a placemat and **TELL** the children: I am giving each of you a toothbrushing placemat. The toothbrushing placemat has pictures that show the best way to brush your teeth while you are in school. We are going to brush our teeth together at the table every day. Before it's your turn to brush, I am going to show you all the steps for brushing your teeth. Follow me by putting your finger on the picture in the placemat that shows what I am doing.



TELL the children: The first thing you do to your toothbrush is to put some toothpaste on the edge of a paper cup. You only need a little bit of toothpaste.

SHOW the children the tube of toothpaste, and squeeze out a pea-size amount onto the rim of a cup. **SHOW** them the cup with the toothpaste on it.

TELL the children: This is all you need. The next thing you do is scoop the toothpaste onto the bristles of your toothbrush. **SHOW** the children how you scoop the toothpaste from the rim of the cup.

WATCH the children point to the correct picture on the placemat.

TELL the children: After the toothpaste is on your toothbrush bristles, point

the bristles toward your teeth, and move the toothbrush bristles in little circles against your teeth.

ASK the children: Should the bristles touch your gums? **LISTEN** to their answers and **REINFORCE** the correct answers: Yes, they should. Germs like to hide where your gums and your teeth touch each other. Remember, you're using a toothbrush with soft bristles. Because they're soft, they won't hurt your gums.

(*Note:* Some children might say that their gums bleed when they brush them. If gums bleed, that means that the germs have been on the teeth close to the gums for a long time. Tell the children to keep brushing, and the bleeding will stop after a few days. Healthy gums should never bleed.)

ASK the children: What parts of your teeth should you brush? **LISTEN** to their answers.

TELL the children: Germs stick to every side of your teeth. That means you have to brush every side of your teeth. On the outside where your teeth touch your cheek and lips, on the inside where your teeth touch your tongue, and on top where your teeth chew up your food! After you are done brushing, wipe your mouth with the napkin, and put the napkin in the cup.

SHOW the children how you brush your teeth with your toothbrush. (*Note:* Be sure to brush the outside, inside, and top of your teeth.) **WATCH** the children point to the correct picture on the placemat.

Wipe your mouth and put the napkin in the cup. **WATCH** the children point to the correct picture on the placemat.

Throw the cup into the wastebasket. **WATCH** the children point to the correct picture on the placemat.

TELL the children: Here's one thing I bet you didn't know. You don't have to rinse your mouth with water after you're done brushing. We will learn why later.

Okay. Let's talk about the best times to brush our teeth. Teeth should be brushed in the morning and before you go to bed at night. Germs try to stick to your teeth all the time. In the morning you want to brush away the germs that stuck to your teeth while you were sleeping. Just before you go to bed at night you want to brush away the germs that stuck to your teeth during the day.

ASK the children: Do you think it's okay to brush your teeth more than two times every day?

LISTEN to their answers and **REINFORCE** the correct answers: It sure is.

You can brush your teeth as many times during the day as you want to. No matter how many times you brush during the day, make sure to brush your teeth in the morning and the very last thing you do before you go to bed at night. Those are the two most important times to brush every day.

Now we are going to practice brushing our teeth.

GIVE each child his or her toothbrush, a cup with a pea-size amount of fluoridated toothpaste on the rim, and a napkin.

TELL the children to scoop the toothpaste onto the bristles of their toothbrush and begin brushing their teeth. Remind them that they need to brush the outside, inside, and top of their teeth using small circular strokes. After they have finished brushing, tell them to wipe their mouth and put the napkin into the cup. The cups should be placed in the wastebasket, and the children should put their toothbrushes away.

Note: Encourage the children to use the placemat as a guide if they forget what step is next.

Sources: Maryland Department of Health and Mental Hygiene, Office of Oral Health; Head Start Oral Health Workgroup. 2002. *Head Start Oral Health Awareness Lesson Plans: A Teacher's Guide for Creating Healthy Smiles* (Lesson 3: Brush to Keep Teeth Healthy). Baltimore, MD: Maryland Department of Health and Mental Hygiene, Office of Oral Health.
<http://www.mchoralhealth.org/PDFs/HSLessonPlans.pdf>.

Adapted with permission from Shore Up! Head Start Program. 2010. *Toothbrushing Protocol*. Salisbury, MD: Shore Up! Head Start Program.

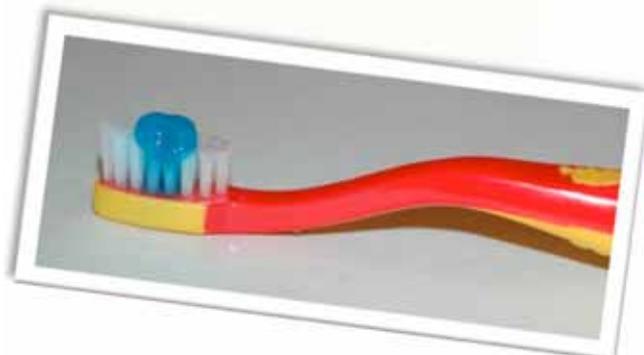
GIVE *Teeth Talk: A Newsletter for Parents of Children Enrolled in Maryland's Head Start Programs* (Lesson 3: Brush to Keep Teeth Healthy) to each child's parent and encourage the parent to reinforce the lesson plan concepts with suggested activities the family can do at home.

Teeth Talk

A Newsletter for Parents of Children Enrolled in Maryland's Head Start Programs

Things You Can Do at Home to Support Today's Lesson

- Ask your child to tell you what they learned about teeth today.
- Brush your teeth at the same time your child does. Modeling is a good way to teach them that brushing is important.
- After your child brushes their teeth, you should brush them again to clean the places they may have missed. Children don't have the fine motor skills to brush their teeth well.



Today We Learned That We Can Brush to Keep Our Teeth Healthy

Today your child learned that brushing their teeth is one of the most important things they can do to keep their teeth healthy. They learned they should use a toothbrush that:

- Is made for children. An adult-size toothbrush is too big to do a good job of cleaning children's teeth.
- Has soft bristles. Soft bristles clean better because they bend around the curves of teeth and gums.

Children only need to put a little bit of toothpaste on their toothbrush—about the size of a pea.

It is important to brush the outside, inside, and top of every tooth. When the children are done, they spit out the leftover toothpaste. They should not rinse afterward. Not rinsing gives the fluoride in the toothpaste more time to make the teeth strong.

Even though the children brush their teeth at school, the best times to brush are in the morning and just before going to sleep at night.

Toothbrushes should not be shared. Sharing toothbrushes spreads germs.

A Song to Sing at Home

Keeping Teeth Healthy

(Sing to the tune of "The Wheels on the Bus.")

The toothbrush in my hand goes brush,
brush, brush
Brush, brush, brush, brush, brush, brush
The toothbrush in my hand goes brush,
brush, brush
Brush all the germs away.

The toothpaste in my tube goes squeeze,
squeeze, squeeze
Squeeze, squeeze, squeeze, squeeze, squeeze,
squeeze

The toothpaste in my tube goes squeeze,
squeeze, squeeze
Squeeze the size of a pea.

The teeth in my mouth go smile, smile, smile
Smile, smile, smile, smile, smile, smile
The teeth in my mouth go smile, smile, smile
Smile and keep me healthy.



Did You Know?

Toothbrushes can wear out. After a while, toothbrush bristles will bend or fray. When they start to look like the picture on the right, it's time to get a new one.

A toothbrush with bristles that stand straight up does a better job of cleaning teeth than one with bent or frayed bristles.

It usually takes 3 to 4 months for a toothbrush to wear out. When buying a new toothbrush for your child, look for one that's made for children and has soft bristles. Less-expensive toothbrushes can be found at discount stores.



Check for Knowledge and Understanding

- Ask the children to tell you what times of the day are the best times to brush their teeth.
- Give each child a tube of toothpaste, and tell them to squeeze the amount of toothpaste they should use onto a paper towel or piece of waxed paper.
- Observe each child's toothbrushing technique during the class's toothbrushing time.
- Ask the children to tell you what times of the day are the best times to brush their teeth.



Small Group Supplemental/ Enrichment Activities

My Toothbrush Rhyme

Head Start Domains	Head Start Domain Elements
Creative Arts Expression	Art, Music
Language Development	Expressive Language, Receptive Language
Literacy Knowledge and Skills	Book Appreciation, Phonological Awareness, Print Concepts and Conventions
Physical Development and Health	Fine Motor Skills

Domains: Creative Arts Expression, Literacy Knowledge and Skills

Instructions: Have the children clap to the rhythm as they repeat the following poem: I have a little toothbrush I hold it very tight I brush my teeth each morning And then again at night.

Source: Adapted from "Dapple-Gray."



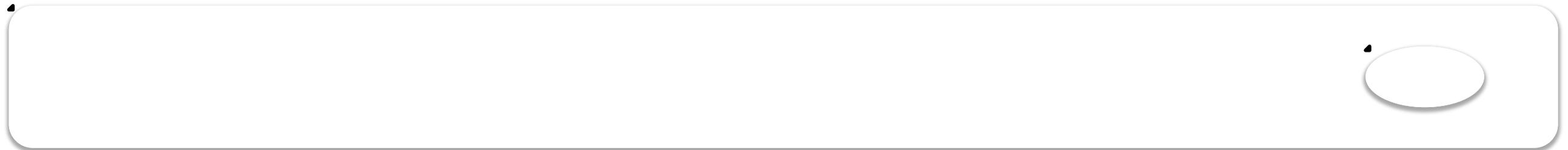
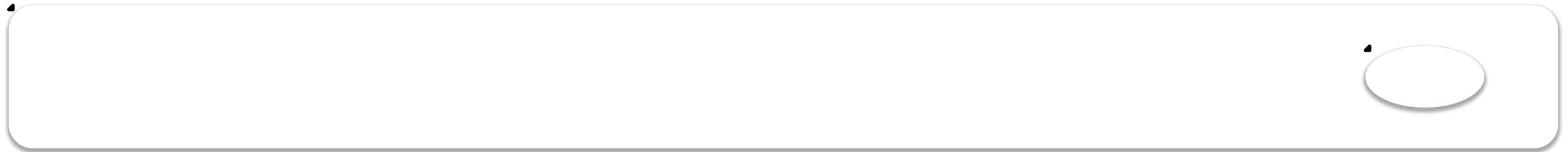
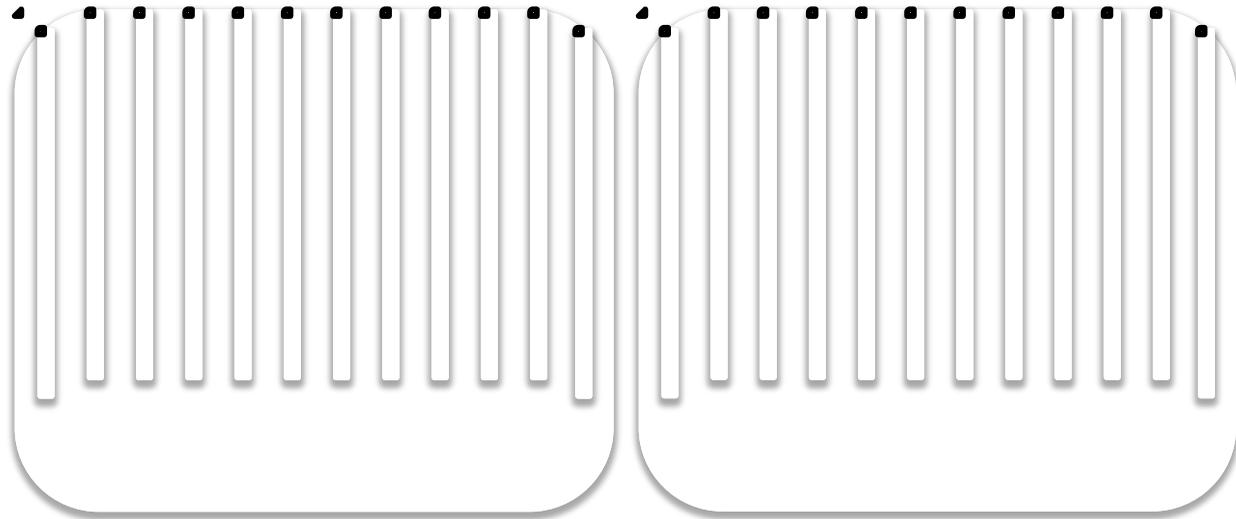


Make a Toothbrush

Domains: Creative Arts Expression, Language Development, Physical Development and Health **Materials (included in curriculum):** Toothbrush-handle tracing template, toothbrush-bristles tracing template **Materials (not included in curriculum):** Construction paper of various colors, scissors, glue, markers or crayons

Instructions:

1. Instruct the children to pick out two pieces of paper. They should be two different colors.
2. Using the tracing templates, help the children trace a toothbrush handle on one piece of paper. Then help them trace the bristles on the other piece of paper.
3. Have the children cut out the toothbrush handles and bristles (or help them).
4. Glue the bristles onto the toothbrush handles.
5. Have the children write their names (or write their names yourself) on the toothbrush handles, and then have them decorate their toothbrushes with the markers or crayons.
6. Ask the children to describe their toothbrushes and explain why they chose their colors and what their designs mean.
7. Hang the toothbrushes around the classroom for all to see.



Keeping Teeth Healthy

Domain: Creative Arts Expression **Instructions:** Sing to the tune of “The Wheels on the Bus.”

Keeping Teeth Healthy

The toothbrush in my hand goes brush, brush, brush
Brush, brush, brush, brush, brush, brush
The toothbrush in my hand goes brush, brush, brush
Brush all the germs away.

The toothpaste in my tube goes squeeze, squeeze, squeeze
squeeze, squeeze, squeeze, squeeze, squeeze
The toothpaste in my tube goes squeeze, squeeze, squeeze
Squeeze the size of a pea.

The teeth in my mouth go smile, smile, smile
smile, smile, smile, smile, smile, smile
The teeth in my mouth go smile, smile, smile
Smile and keep me healthy.

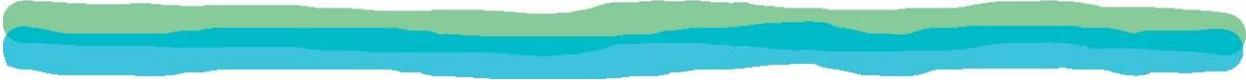
Source: Adapted from “The Wheels on the Bus.”





Lesson Plan Sources

- American Academy of Pediatric Dentistry, Council on Clinical Affairs. 2010–2011. Early childhood caries (ECC): Classification, consequences, and preventive strategies. *Pediatric Dentistry* 32(6 Suppl.):41–44.
http://www.aapd.org/media/Policies_Guidelines/P_ECCClassifications.pdf.
- “Dapple-Gray.”
- Maryland Department of Health and Mental Hygiene, Office of Oral Health; Head Start Oral Health Workgroup. 2002. *Head Start Oral Health Awareness Lesson Plans: A Teacher’s Guide for Creating Healthy Smiles*. Baltimore, MD: Maryland Department of Health and Mental Hygiene, Office of Oral Health.
<http://www.mchoralhealth.org/PDFs/HSLessonPlans.pdf>.
- Shore Up! Head Start Program. 2010. *Toothbrushing Protocol*. Salisbury, MD: Shore Up! Head Start Program.
- “The Wheels on the Bus.”



Lesson 4

I Can Do a Lot to Keep My Teeth Healthy: Use Toothpaste with Fluoride

Main Lesson Plan

Learning Objectives

After this lesson children will be able to

- Explain that fluoride is in most brands of toothpaste.
- Describe how fluoride can help stop cavities from forming in their teeth.
- Show how much toothpaste they should use when they brush their teeth.

Background Information for Teachers

Fluoride is safe and effective for preventing tooth decay. It works in two ways.

- 1 It makes it hard for the germs that cause tooth decay to make acids that destroy tooth surfaces.
- 2 It makes the outer surfaces of the tooth strong, so that acids have trouble destroying the tooth.

Using toothpaste with fluoride is the best way to apply fluoride to the teeth. Toothpaste with fluoride should be used every time a child brushes. Only a small amount of toothpaste should be put on the toothbrush. Children should not rinse their mouths with water or anything else after they brush, so that the fluoride can soak into the teeth.

Source: American Academy of Pediatric Dentistry, Liaison with Other Groups Committee. 2010–2011. Guidelines on fluoride therapy. *Pediatric Dentistry* 32(6):143–146. http://aapd.org/media/Policies_Guidelines/G_FluorideTherapy.pdf.

Head Start Domains and Elements

Head Start Domains	Head Start Domain Elements
Approaches to Learning	Persistence and Attentiveness
Language Development	Expressive Language, Receptive Language
Literacy Knowledge and Skills	Book Appreciation, Print Concepts and Conventions
Logic and Reasoning	Reasoning and Problem Solving
Physical Development and Health	Fine Motor Skills, Physical Health Status

Special instructions: The main lesson plan is to be held during circle time.

Description: Through discussion and reading, children will be introduced to fluoride in toothpaste. They will learn that fluoride can make their teeth strong and that it can help stop germs from making acids that destroy tooth surfaces.

Materials (included in curriculum): Picture card of a child-size toothbrush with a pea-size amount of toothpaste; *Flora Fluoride to the Rescue* (book); Teeth Talk: A Newsletter for Parents (Lesson 4: Fluoride Keeps Teeth Healthy)

Instructions

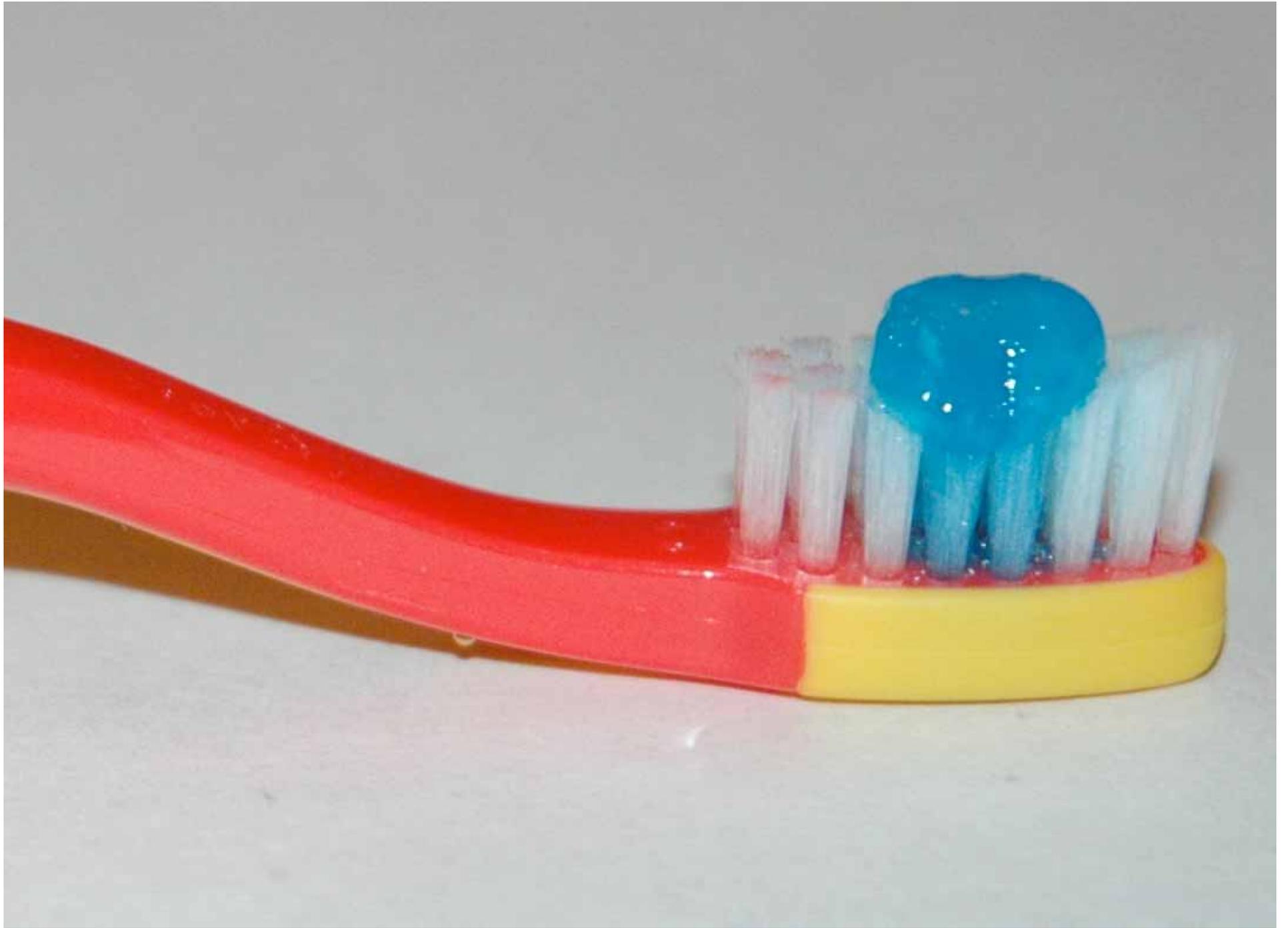
TELL the children: One of the most important things we can do to keep our teeth healthy is to brush our teeth using toothpaste with fluoride. Fluoride does two things. Fluoride makes our teeth strong. Fluoride makes teeth stronger than the germs that keep trying to make holes in our teeth. Fluoride stops cavities from happening.



Fluoride turns your teeth into super teeth!

The other neat thing about fluoride is that you only need a little bit to make your teeth strong. Remember, when we brush our teeth, we only use a little bit—about the size of a pea.

SHOW the children the picture card of a child’s toothbrush with a pea-size amount of toothpaste.





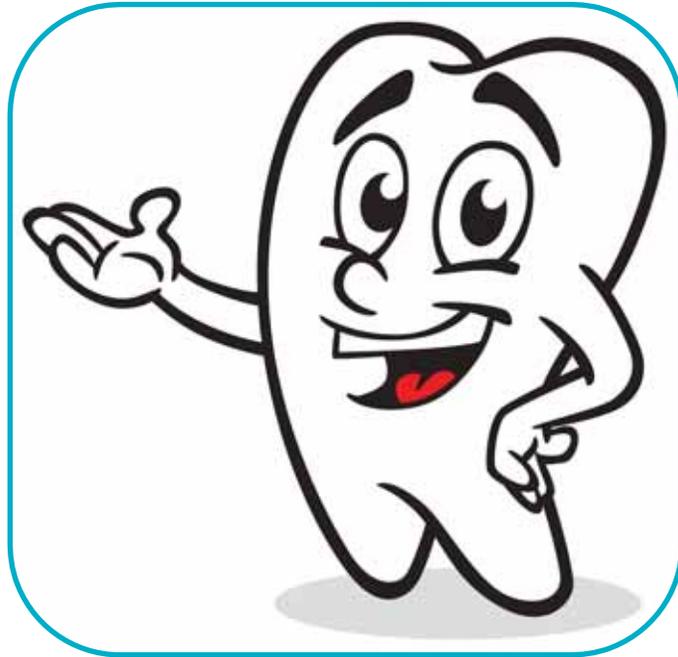
Flora Fluoride to the Rescue

Hello!
My name is Flora Fluoride.



I live inside of your tube of
toothpaste.

I have special powers that can
turn your teeth into **SUPER
TEETH!**



This is my friend Timothy.
He's a tooth.



When Timothy
is brushed with
toothpaste that
has fluoride...

He becomes a
SUPER TOOTH!



A **SUPER TOOTH** is so strong it can fight the germs that make cavities.





You can have **SUPER TEETH** too. All you have to do is brush with toothpaste that has me — Flora Fluoride.

You don't need a lot, just a dot.



Lowe E. 2012. *Flora Fluoride to the rescue*. In Lowe E; National Maternal and Child Oral Health Resource Center; Maryland Department of Health and Mental Hygiene, Office of Oral Health; Head Start Oral Health Workgroup. 2012. *Oral Health for Maryland's Kids: A Head Start Teachers Guide for Creating Healthy Smiles*. Washington, DC: National Maternal and Child Oral Health Resource Center.

This publication was made possible by funding from the Maternal and Child Health Bureau (grant numbers H47MC08649 and H47MC00048), Health Resources and Services Administration, U.S. Department of Health and Human Services; the Office of Oral Health, Maryland Department of Health and Mental Hygiene; and the Head Start Collaboration Office, Maryland State Department of Education.

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Website: <http://www.mchoralhealth.org>

TELL the children: That's all you need.

TELL the children: We want to make sure the fluoride has a long time to soak into our teeth so they can be really, really strong.

ASK the children: What's one thing we can do to keep the fluoride toothpaste on our teeth for a long time? **LISTEN** to their answers.

TELL the children: Instead of rinsing our mouth with water after we brush, we can spit the extra toothpaste out and leave a little bit in our mouth. There's still a little fluoride left on our teeth that will soak in and make our teeth super teeth.

READ *Flora Fluoride to the Rescue* to the children.

GIVE *Teeth Talk: A Newsletter for Parents of Children Enrolled in Maryland's Head Start Programs* (Lesson 4: Fluoride Keeps Teeth Healthy) to each child's parent and encourage the parent to reinforce the lesson plan concepts with suggested activities the family can do at home.

Check for Knowledge and Understanding

- Ask the children to explain where they can find fluoride.
 - Ask the children to describe how fluoride can help stop cavities from forming in their teeth.
 - Before the class brushes their teeth, squeeze three different amounts of toothpaste onto a paper plate. One should be a pea-size amount. Ask the children to point to the amount that they should use on their toothbrushes.
-

Teeth Talk

A Newsletter for Parents of Children Enrolled in Maryland's Head Start Programs

Things You Can Do at Home to Support Today's Lesson

- Ask your child to tell you what they learned about teeth today.
- Put a pea-size amount of toothpaste on your child's toothbrush for them. The picture below shows what a pea-size amount of fluoride toothpaste looks like.
- When your child is done brushing, watch to make sure that your child spits out all of the leftover toothpaste.
- Tell your child not to rinse with water when they are done brushing.
- Brush your teeth with your child.



Today We Learned That Fluoride Keeps Our Teeth Strong

Today your child learned that fluoride stops cavities from forming in their teeth. Fluoride works to stop cavities in two ways:

1. It makes it hard for the germs that cause tooth decay to make acids that break down tooth surfaces.
2. It makes the outer surfaces of the tooth strong, so that the acids have trouble breaking down the hard outer layer of the tooth.

Your child learned that using toothpaste with fluoride is the best way to put fluoride on their teeth. Toothpaste with fluoride should be used every time children brush.

All your child needs is a very small amount of toothpaste. The size should be no bigger than a pea.

Your child also learned that they don't need to rinse after that because the tiny amount of fluoride that is left in their mouth will soak into their teeth.

A Song to Sing at Home

I Am Flora

(Sing to the tune of "Frere Jacques")

I am Flora, I am Flora, yes I am, yes I am
I have super powers, I have super powers
Yes I do, yes I do.

I have fluoride, I have fluoride
Yes I do, yes I do
I make teeth strong, I make teeth strong
Yes I do, yes I do.

I make super teeth, I make super teeth
Yes I do, yes I do
They don't get cavities, they don't get cavities
No they don't, no they don't.

Brush with me every day, brush with me every
day
Please do, please do
Morning and night, morning and night
Please do, please do.



Did You Know?

Fluoride was first discovered in water. It is the 13th most common ingredient in the earth's crust.

Fluoride fights cavities in two ways.

- When children drink water with fluoride, it becomes part of the adult teeth that are growing in their jaws. This makes teeth strong.
- When children brush with toothpaste with fluoride or have fluoride put on their teeth at a dental office, the fluoride soaks into the outer layers of teeth. This makes the outer layers of the teeth strong. It also makes it hard for the germs that cause tooth decay to make acids that break down tooth surfaces.



Small Group Supplemental/Enrichment Activities

Head Start Domains	Head Start Domain Elements
Approaches to Learning	Cooperation Initiative and Curiosity Persistence and Attentiveness
Creative Arts Expression	Art, Music
Physical Development and Health	Fine Motor Skills, Health Status and Practices

Super Tooth Puppet

Domains: Approaches to Learning, Creative Arts Expression, Physical Development and Health

Materials (included in curriculum): One super tooth puppet template for each child

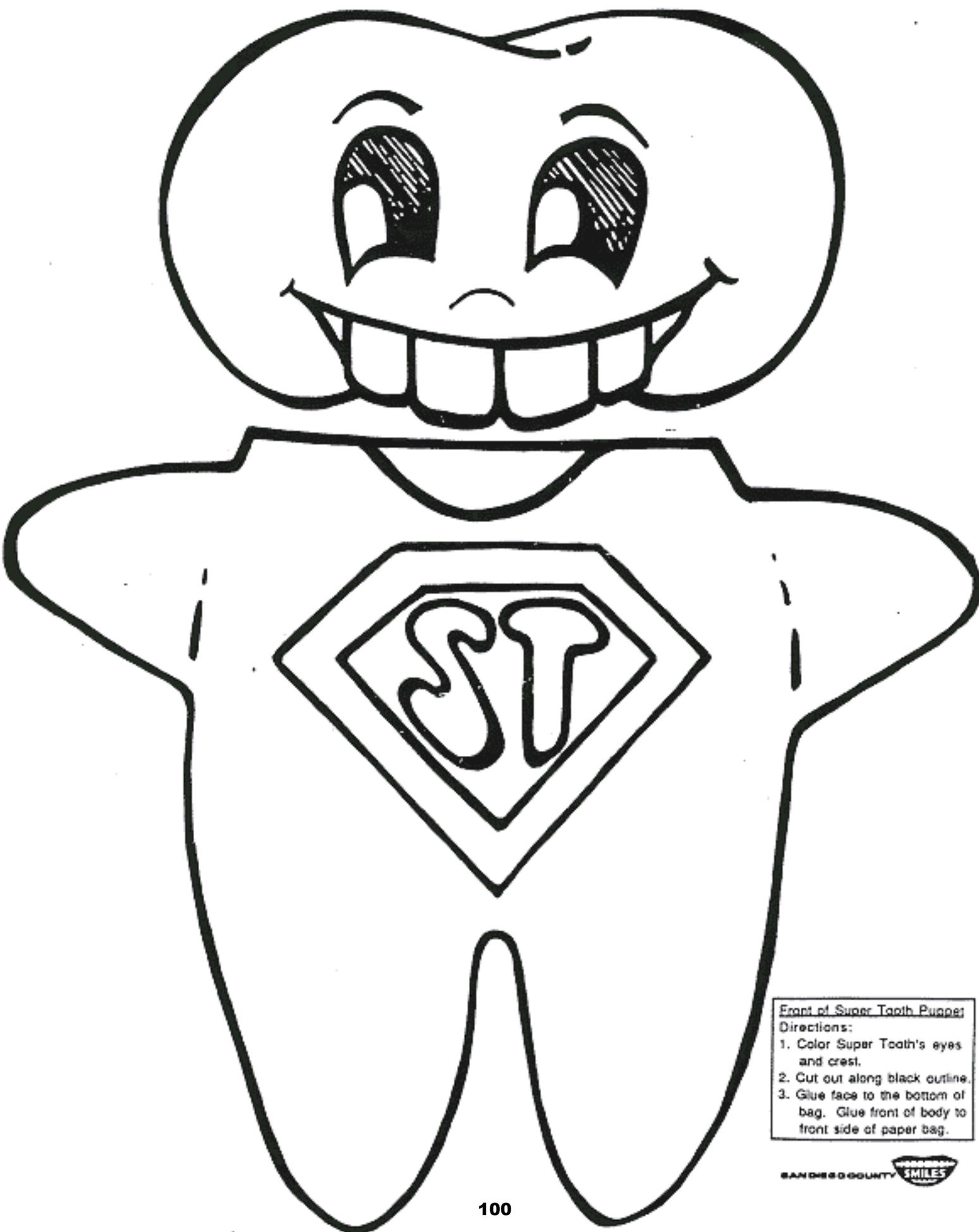
Materials (not included in curriculum): One lunch bag for each child, markers or crayons, glue, scissors

Instructions:

1. Have each child color and cut out the super tooth puppet template.
2. Glue the template pieces to the paper bag.
3. Have the children write their names (or write their names yourself) on their puppets, and post the puppets around the room for all to see.

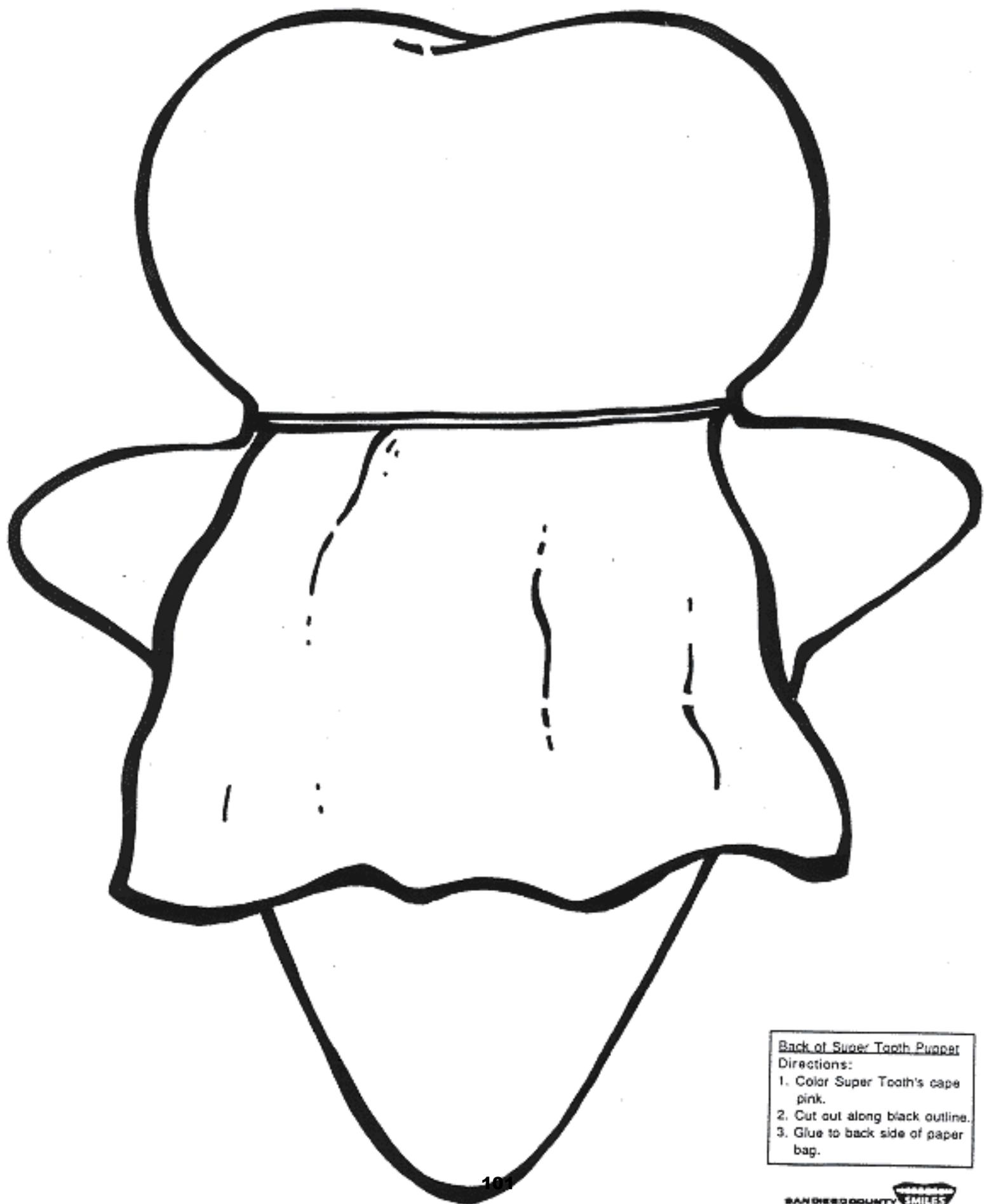
Source: Adapted with permission from San Diego County Office of Education, Smiles—Children’s Dental Disease Prevention Program. 1988. *Super Tooth Puppet*. San Diego, CA: San Diego County Office of Education: Smiles-Children’s Disease Prevention Program.





Front of Super Tooth Puppet
Directions:
1. Color Super Tooth's eyes and crest.
2. Cut out along black outline.
3. Glue face to the bottom of bag. Glue front of body to front side of paper bag.





Back of Super Tooth Puppet

Directions:

1. Color Super Tooth's cape pink.
2. Cut out along black outline.
3. Glue to back side of paper bag.



I Am Flora

Domain: Creative Arts Expression **Instructions:** Sing to the tune of “Frere Jacques.”

I Am Flora

I am Flora, I am Flora Yes I am, yes I am I have super powers, I have super powers Yes I do, yes I do.

I have fluoride, I have fluoride Yes I do, yes I do I make teeth strong, I make teeth strong Yes I do, yes I do.

I make super teeth, I make super teeth Yes I do, yes I do They don't get cavities, they don't get cavities No they don't, no they don't.

Brush with me every day, brush with me everyday Please do, please do Morning and night, morning and night Please do, please do.

Source: Adapted from “Frere Jacques.”

Lesson Plan Sources

American Academy of Pediatric Dentistry, Liaison with Other Groups Committee. 2010–2011. Guidelines on fluoride therapy. *Pediatric Dentistry* 32(6):143–146. http://aapd.org/media/Policies_Guidelines/G_FluorideTherapy.pdf.

“Frere Jacques.”

San Diego County Office of Education, Smiles—Children’s Dental Disease Prevention Program. 1988. *Super Tooth Puppet*. San Diego, CA: San Diego County Office of Education: Smiles—Children’s Disease Prevention Program.



Lesson 5

I Can Do a Lot to Keep My Teeth Healthy: Eat Smart

Main Lesson Plan

Learning Objectives

After this lesson children will be able to

- Identify and recognize foods and drinks that are healthy and unhealthy for their bodies.
- Identify and recognize foods and drinks that are good for teeth and not good for teeth.
- Understand that foods and drinks that are healthy for their bodies are also good for their teeth.

Background Information for Teachers

Children need to develop healthy eating habits when they are young to maintain good oral health and overall health and well-being. Snacking is important for young children. They have small stomachs and need to eat frequently to meet their nutrition needs. Healthy foods and drinks like fruits, vegetables, breads and pastas, and milk and other milk products contain some sugar. Because they are healthy, they should not be avoided. But it is important to limit snacking on foods and drinks high in sugar and to offer snacks at regular times between meals.

Source: Holt K, Barzel R. 2004. *Open Wide: Oral Health Training for Health Professionals*. Washington, DC: National Maternal and Child Oral Health Resource Center. <http://www.mchoralhealth.org/OpenWide/index.htm>.

Head Start Domains and Elements

Head Start Domains	Head Start Domain Elements
Language Development	Expressive Language, Receptive Language
Literacy Knowledge and Skills	Alphabet Knowledge Book Appreciation Print Concepts and Conventions

Special instructions: The main lesson plan is to be held during circle time.

Description: Through discussion and reading, children will be introduced to foods and drinks that help keep their bodies healthy. They will also learn that foods and drinks that help keep their bodies healthy are good for their teeth, too.

Materials (included in curriculum): *Mama Kanga and Baby Joey Eat Smart* (book); *Teeth Talk: A Newsletter for Parents of Children Enrolled in Maryland's Head Start Programs* (Lesson 5: Eating Smart Keeps Teeth Healthy)

Instructions

TELL the children: Today we are going to talk about foods and drinks that are healthy for our bodies and for our teeth.

ASK the children: Did you know that foods and drinks that help keep your body healthy are good for your teeth too? Remember when we talked about being healthy? Who remembers what healthy means? **LISTEN** to their answers.

TELL the children: Healthy means that you are not sick and that your body feels good. It means you can play, learn, and grow.

ASK the children: Remember our story about how a cavity is made? Can someone tell me what makes germs strong? **LISTEN** to their answers and **REINFORCE** the correct answers: That's right. Sugar makes germs strong. When germs are strong they can make cavities.



Mama Kanga and Baby Joey Eat Smart

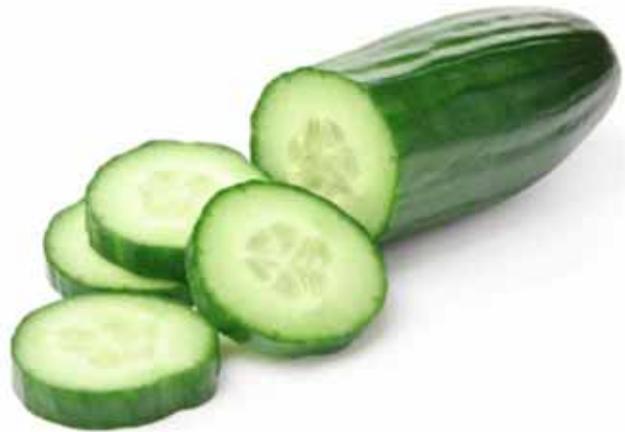
Mamma Kanga wants to keep Baby Joey healthy by eating smart. She says it's as easy as ABC.

Apple



Bananas

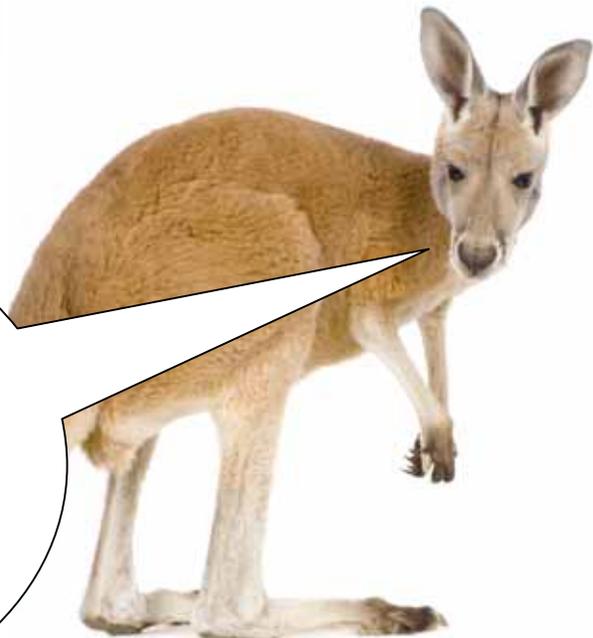
Cucumber



Dragon Fruit

It grows in
Mexico and
China.

Mama Kanga
feeds me good
food so I stay
healthy.



Eggs



Fish



Grapes



Hamburger



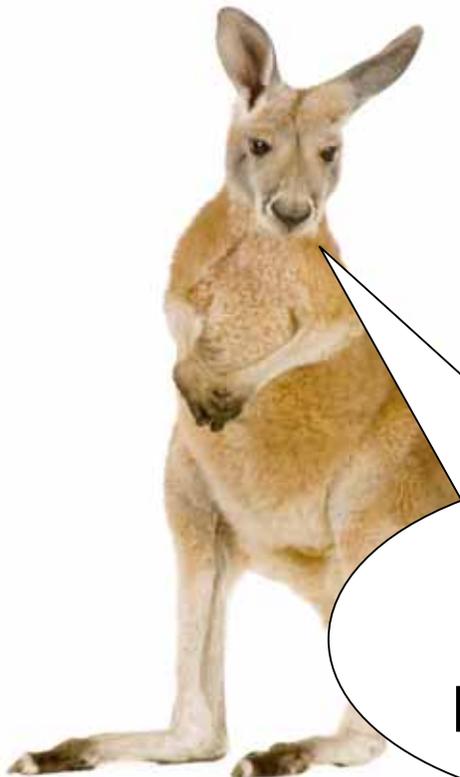


Ice Cream

It's a sometimes food.

Juice

Orange is best.
But not too much.



What's your
favorite
healthy food?



Kale

Lentils



Milk

Noodles





Orange



Pear



Queso

It's a Spanish word for cheese.

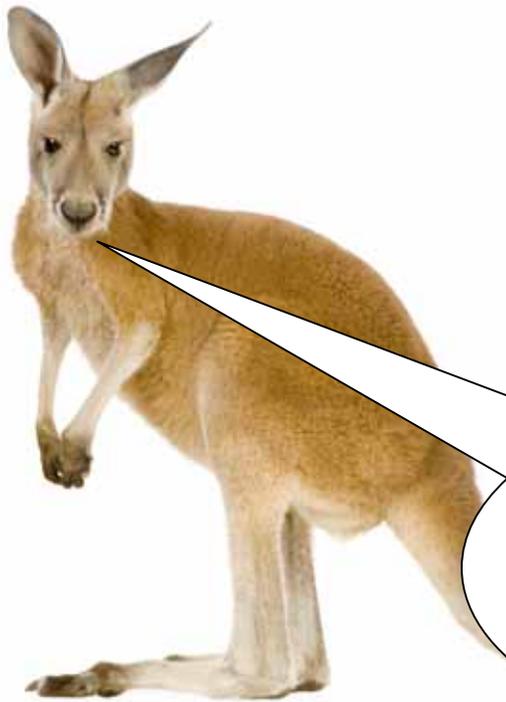
Raspberries





Squash

Tomatoes



I like healthy
food.
Do you?



Uglifruit

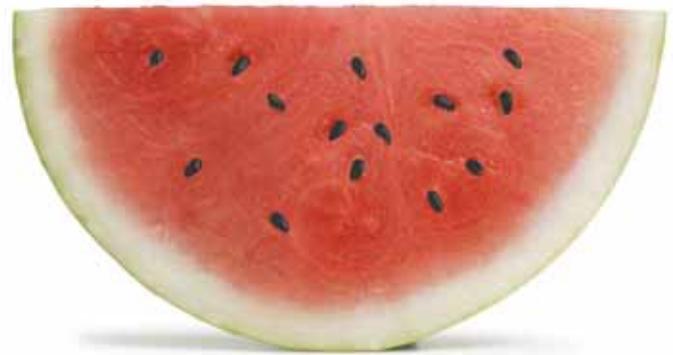
Vieiras

It's a Spanish word for scallops.



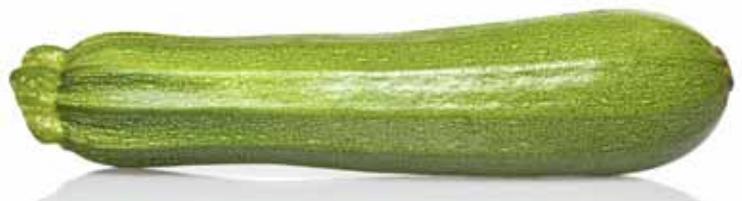
Water

Xigua
It's a Chinese
word for
watermelon.



Yogurt

Zucchini





**Healthy
food is
yummy!**

Leo C, Lowe E. *Mama Kanga and Baby Joey eat smart*. In Lowe E; National Maternal and Child Oral Health Resource Center; Maryland Department of Health and Mental Hygiene, Office of Oral Health; Head Start Oral Health Workgroup. 2012. *Oral Health for Maryland's Kids: A Head Start Teachers Guide for Creating Healthy Smiles*. Washington, DC: National Maternal and Child Oral Health Resource Center.

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ASK the children: Can you think of some kinds of foods and drinks that we can eat that don't have a lot of sugar? **LISTEN** to their answers.

TELL the children: You have named a lot of really good foods and drinks that don't have a lot of sugar. I have a couple of friends I want you to meet. Their names are Mama Kanga and Baby Joey. They are really smart eaters. Let's find out how they eat smart.

READ Mama Kanga and Baby Joey Eat Smart to the children.

GIVE Teeth Talk: A Newsletter for Parents of Children Enrolled in Maryland's Head Start Programs (Lesson 5: Eating Smart Keeps Teeth Healthy) to each child's parent and encourage the parent to reinforce the lesson plan concepts with suggested activities the family can do at home.

Check for Knowledge and Understanding

ASK the children to pick pictures of foods and drinks that are healthy for their bodies.

ASK the children to pick pictures of foods and drinks that are not healthy for their bodies.

ASK the children to pick pictures of foods and drinks that are good for their teeth.

ASK the children to pick pictures of foods and drinks that are not good for their teeth.

ASK the children if there are any differences between foods and drinks that are healthy for their bodies and good for their teeth.

Teeth Talk

A Newsletter for Parents of Children Enrolled in Maryland's Head Start Programs

Things You Can Do at Home to Support Today's Lesson

- Ask your child to tell you what they learned about teeth today.
- Ask your child to tell you what foods and drinks are healthy for their body and good for their teeth.
- Ask your child to tell you what foods and drinks are not healthy for their body and not good for their teeth.
- Offer your child water or milk when they are thirsty.



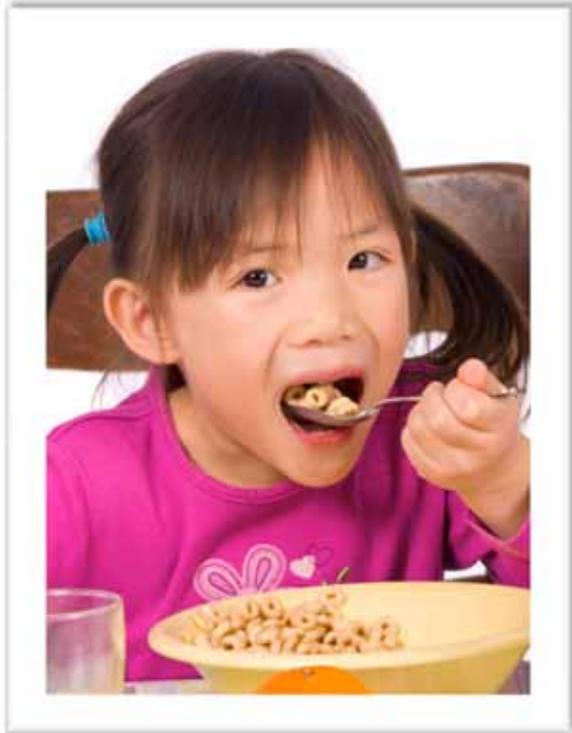
Today We Learned How to Eat Smart to Keep Our Teeth Healthy

Today your child learned that foods and drinks that help keep their body healthy are good for their teeth, too.

Your child learned about foods and drinks that don't have a lot of sugar. They also learned about foods and drinks that are high in sugar, such as cookies, candy, cake, ice cream, soda pop, lemonade, and fruit drinks.

Every time your child eats or drinks something with sugar (even if it's a little bit of sugar), germs that stick to teeth make acids. Once acid is made, it stays on their teeth for 20–40 minutes. If your child eats or drinks something high in sugar all day, then they will have acid on their teeth all day. That gives the acid a long time to destroy tooth surfaces and make a hole (a cavity).

Every once in a while it's OK to give your child foods or drinks that are high in sugar. If so, serve them at mealtime instead of as a snack.



A Song to Sing at Home

Foods That Are Good for Me

(Sing to the tune of "Old MacDonald")

Old MacDonald had a farm
E-I-E-I-O.

And on his farm he grew good food
E-I-E-I-O.

With an apple here and an apple there
Here an apple, there an apple
Everywhere an apple, apple
Old MacDonald had a farm
E-I-E-I-O.

Repeat the verse using foods named by your child as foods that are good for teeth.



Did You Know?

A lot of drinks are high in sugar. Some drinks that are high in sugar are:

- Sport drinks like Gatorade, Powerade, Propel, and Vitamin Water
- Soda pop like Coke, 7UP, Mountain Dew, and Pepsi
- Fruit juices like apple juice, grape juice, and orange juice

Pediatricians and other health professionals recommend that children drink no more than 4 ounces of juice a day. They also suggest that children eat raw fruit instead of canned fruit packed in syrup or fruit juices.

You can find out how much sugar is in packaged food you serve your child. Check the Nutrition Facts label. Sugar amounts are shown in grams.

To figure out how many teaspoons of sugar there are in foods and drinks, divide the grams by 4. Four grams equal 1 teaspoon.

Nutrition Facts

Serving Size 248 g

Amount Per Serving

Calories 114 **Calories from Fat 3**

% Daily Value*

Total Fat 0g 0%

Saturated Fat 0g 0%

Trans Fat

Cholesterol 0mg 0%

Sodium 10mg 0%

Total Carbohydrate 28g 9%

Dietary Fiber 0g 2%

Sugars 24g

Protein 0g

Vitamin A 0% • Vitamin C 159%

Calcium 2% • Iron 2%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.



Small Group Supplemental/ Enrichment Activities

Head Start Domains	Head Start Domain Elements
Approaches to Learning	Initiative and Curiosity
Creative Arts Expression	Art, Music
Literacy Knowledge and Skills	Early Writing, Print Concepts and Conventions
Logic and Reasoning	Reasoning and Problem Solving, Symbolic Representation
Mathematics Knowledge and Skills	Geometry and Spatial Sense, Number Relationships and Operations Patterns
Physical Development and Health	Fine Motor Skills, Physical Health Status
Science Knowledge and Skills	Scientific Knowledge, Scientific Skills and Methods
Social and Emotional Development	Self-concept and Self-efficacy, Self-regulation, Social Relationships
Social Studies Knowledge and Skills	Family and Community

Shopping with Mama Kanga and Baby Joey

Domains: Creative Arts Expression, Logic and Reasoning, Physical Development and Health, Social and Emotional Development, Social Studies Knowledge and Skills

Materials (included in curriculum): Pictures cards of healthy foods and drinks and foods and drinks high in sugar (Note: If available, plastic foods and drinks may be used in place of the pictures.)

Materials (not included in curriculum): Grocery bags

Instructions:

- 1 Place picture cards or plastic foods and drinks around the area. Keep the food groups together (for example, fruits, vegetables, grains, milk and milk products, meats and beans, and foods and drinks high in sugar).
- 2 Tell the children that they are going grocery shopping like Mama Kanga and Baby Joey.
- 3 Tell the children to pick foods and drinks that they like from each group and put the foods and drinks in their grocery bags.
- 4 See what foods and drinks the children picked, and talk about their selections. Were most of the foods and drinks they selected good for their teeth?



Apple



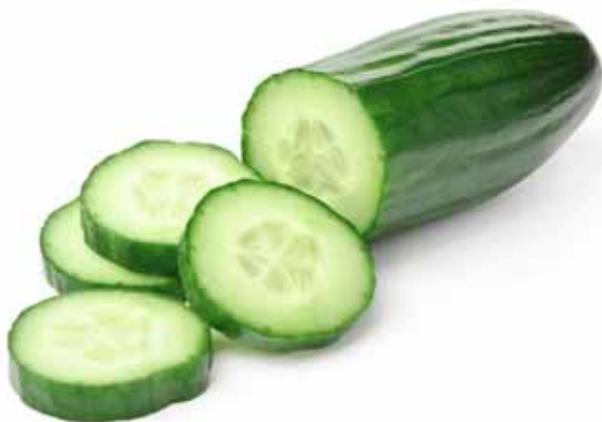
Dragon Fruit



Bananas



Eggs



Cucumber



Fish



Grapes



Juice



Hamburger



Kale



Ice Cream



Lentils



Milk



Pear



Noodles



Queso



Orange



Raspberries



Squash



Vieiras



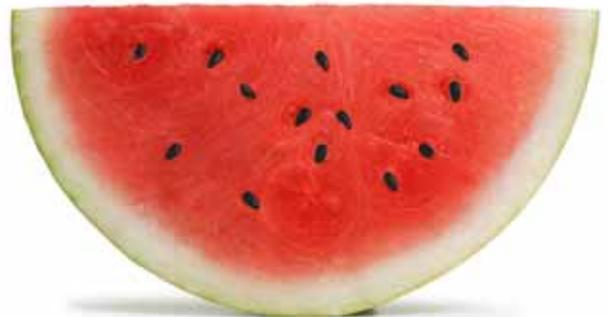
Tomatoes



Water



Uglifruit



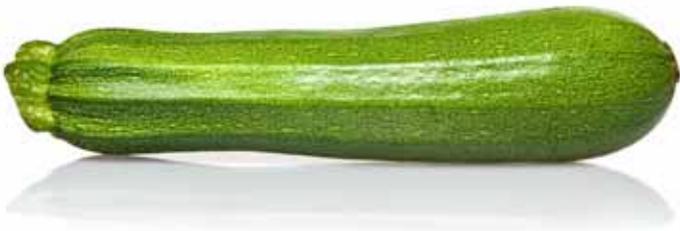
Xigua



Yogurt



Cheese Puffs



Zucchini



Candy



Chocolate



Raisins



Chips



Cake



Soda Pop



Donut



Cookies



Sport Drink



Pudding



Cereal



Jello



Chocolate Milk



Fruit Bar



Lollipop

Apple



2³/₄ teaspoons

Vanilla Ice Cream



6 teaspoons

Whole Milk



2³/₄ teaspoons

Soda Pop



5 teaspoons

Carrots



1¹/₄ teaspoons

Apple Juice



5 teaspoons

Macaroni



$\frac{1}{4}$ teaspoon

Cheese



$\frac{1}{4}$ teaspoons

Chicken



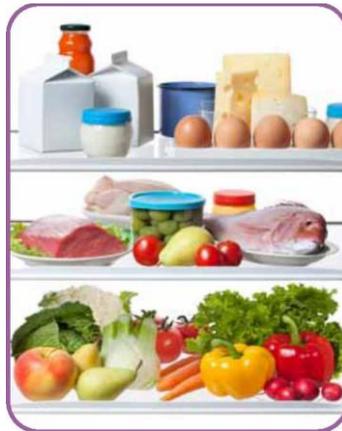
0 teaspoons

Make Your Own Plate

Domains: Creative Arts Expression, Logic and Reasoning, Physical Development and Health **Materials (included in the curriculum):** *MyPlate* template **Materials (not included in the curriculum):** Crayons, paper plates, magazines (optional), scissors (optional), glue (optional)

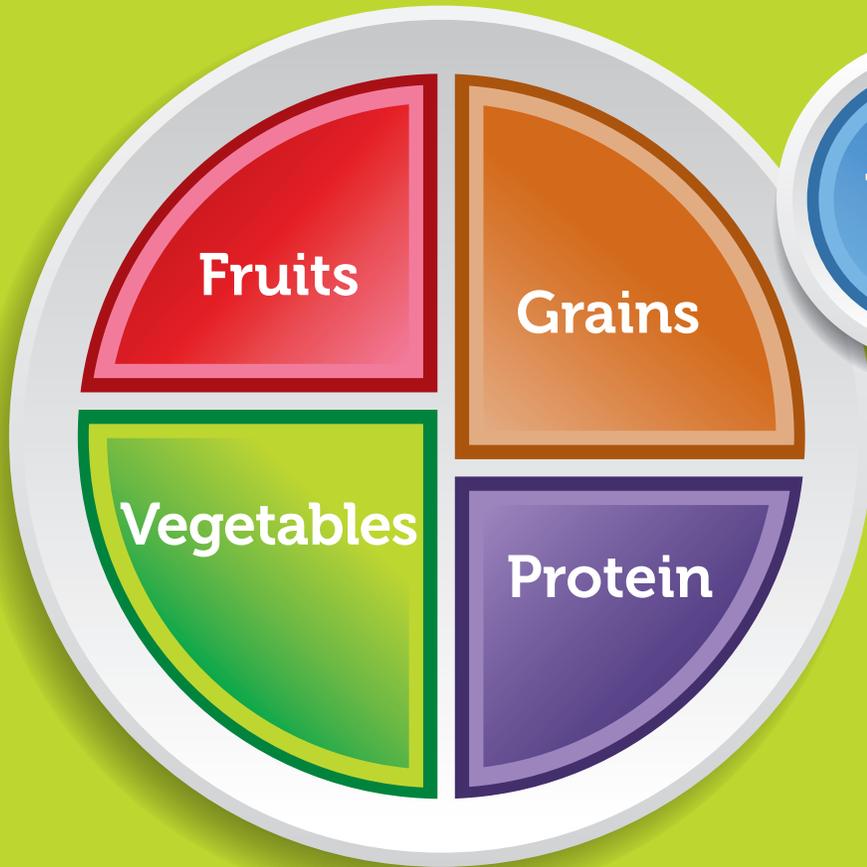
Instructions:

1. Review healthy foods and drinks that children might eat for breakfast, lunch, dinner, or a snack.
2. Give each child a copy of the *MyPlate* template and a paper plate. Have the children use the *MyPlate* template as a model, and tell them to copy the outline of each section onto their paper plate. *Note:* The colors of each section should match or be similar to those on the template.
3. Explain to the children that they are going to design a plate of food they would like to eat and drink and that there are five kinds of food that should be on their plate: fruits (red), vegetables (green), grains (brown), proteins (purple), and dairy (blue). Give the children examples of foods and drinks in each food category.
4. Have the children draw or cut out pictures of foods and drinks from magazines and glue them onto the correct section of the plate.
5. Remind the children that it would be nice to see at least one food or drink in each section of their plate.



Sources:

Adapted with permission from Sigmon C. 2006. *Tooth Time: A Dental Education Curriculum for Preschool Children Ages 2 Through 5*. Hendersonville, NC: Henderson County Department of Public Health.
U.S. Department of Agriculture, Center for Nutrition Policy and Promotion. 2011. *MyPlate*. Washington, DC: U.S. Department of Agriculture.
<http://www.choosemyplate.gov>.



Choose **MyPlate**.gov

Healthy Teeth Food Booklets

Domains: Creative Arts Expression, Literacy Knowledge and Skills, Logic and Reasoning, Mathematics Knowledge and Skills, Physical Development and Health

Materials (included in curriculum): Book-cover template for each child, template with an outline of a happy tooth and a sad tooth for each child

Materials (not included in curriculum): One piece of paper for each child, glue, crayons or markers, scissors

Instructions:

1. Tell the children to color the book-cover template and then cut it out.
2. Tell the children to cut out the happy and sad tooth from the template.
3. Fold the paper in half to make a book.
4. Glue the book-cover templates onto the books, and glue the happy and sad teeth onto the top of each page inside the book.
5. Ask the children to think about whether their favorite foods and drinks are healthy or not healthy for their teeth.
6. Have the children draw pictures of their favorite foods and drinks that are healthy for their teeth on the page with the happy tooth.
7. Have the children draw pictures of their favorite foods and drinks that are not healthy for their teeth on the page with the sad tooth.
8. Ask the children to count the number of foods and drinks under the happy tooth and the number of foods and drinks under the sad tooth. Ask the children which has more foods and drinks? The happy tooth or the sad tooth?
9. Have the children write their own names (or write their names yourself) on the backs of their books.
10. Hang the books around the room for all to see.

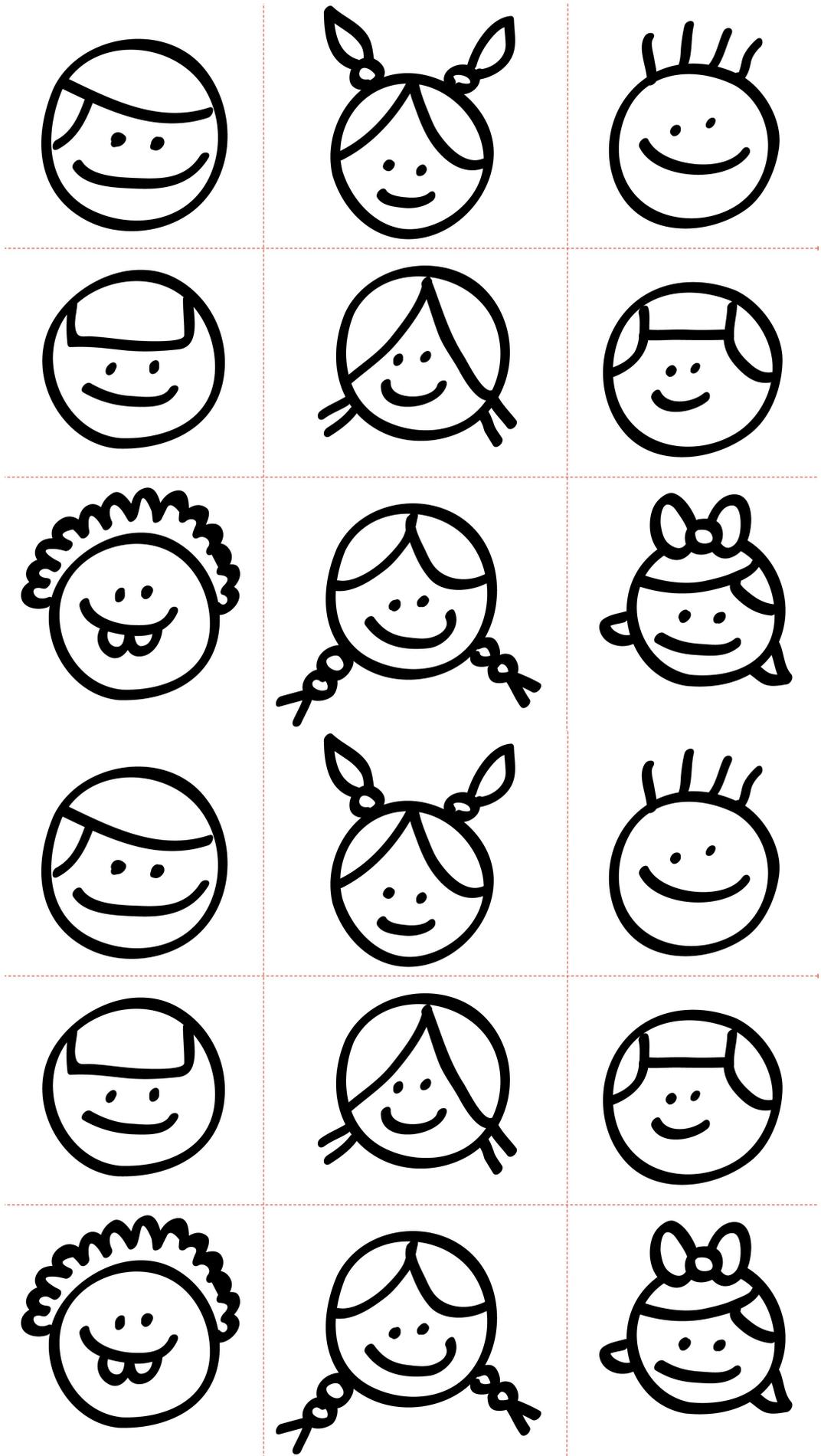


My Healthy Teeth Food Book

My name is: _____

**I count ____ healthy teeth foods
and drinks on this page.**

**I count ____ unhealthy foods
and drinks on this page.**





How Much Sugar?

Domains: Approaches to Learning, Logic and Reasoning, Physical Development and Health, Science Knowledge and Skills

Materials (included in curriculum): Picture cards of an apple, a bowl of vanilla ice cream, a glass of whole milk, a glass of apple juice, a glass of soda pop, carrot slices, a bowl of macaroni, cheese, and a bowl of chicken; and the amount of sugar in each.

Sugar amounts: Vanilla ice cream—6 teaspoons, apple juice—5 teaspoons, soda pop—5 teaspoons, apple—2_ teaspoons, whole milk—2_ teaspoons, carrot—1_ teaspoons, macaroni—_ teaspoon, cheese—_ teaspoon, and chicken—0 teaspoons. (Note: Sugar amounts are based on a 1-cup [8 oz] serving of each food.)

Materials (not included in curriculum):

Container of sugar (sand can be used to represent sugar), measuring spoons, paper plate for each picture card

Instructions:

1. Arrange the picture cards of foods and drinks on a table.
2. Place a paper plate next to each picture card.
3. Tell the children that they are going to find out how much sugar is in different foods and drinks.
4. Show the children the picture cards of foods and drinks. Point to the amount of sugar in each food and drink shown on the picture card.
5. Show the children how to use the measuring spoons.
6. Have the children measure the amount of sugar in each food and drink onto the paper plate next to each picture card.
7. Ask the children which food or drink has the most sugar, which food or drink has the least sugar.
8. Ask the children which foods and drinks are good for their teeth and which foods and drinks are not good for their teeth.
9. Remind the children that the foods and drinks that are good for their teeth are also good for their bodies.

Source: Adapted with permission from Walker J, Leo C. 2006. How Much Sugar? Baltimore, MD: Maryland Department of Health and Mental Hygiene, Office of Oral Health.

Foods That Are Good For Me

Domain: Creative Arts Expression **Instructions:** Sing to the tune of “Old MacDonald Had a Farm.”

Foods That Are Good For Me

Old MacDonald had a farm, E-I-E-I-O And on his farm he grew good food, E-I-E-I-O With an apple here and an apple there Here an apple, there an apple, everywhere an apple, apple Old MacDonald had a farm, E-I-E-I-O.

Repeat the verse using foods named by the children as foods that are good for teeth.

Source: Adapted from “Old McDonald Had a Farm.”

Lesson Plan Sources

Holt K, Barzel R. 2004. *Open Wide: Oral Health Training for Health Professionals*. Washington, DC: National Maternal and Child Oral Health Resource Center. <http://www.mchoralhealth.org/OpenWide/index.htm>.

“Old MacDonald Had a Farm.”

Sigmon C. 2006. *Tooth Time: A Dental Education Curriculum for Preschool Children Ages 2 Through 5*. Hendersonville, NC: Henderson County Department of Public Health.

U.S. Department of Agriculture, Center for Nutrition Policy and Promotion. 2011. *MyPlate*. Washington, DC: U.S. Department of Agriculture. <http://www.choosemyplate.gov>.

Walker J, Leo C. 2006. *How Much Sugar?* Baltimore, MD: Maryland Department of Health and Mental Hygiene Office of Oral Health.

Lesson 6

Many People Can Help Me Take Good Care of My Teeth

Main Lesson Plan

Learning Objectives

After this lesson children will be able to

- Identify the most important person (“tooth helper”) who can help them keep their teeth healthy.
- Identify other important tooth helpers who can help them keep their teeth healthy.
- Describe what job each tooth helper does.

Background Information for Teachers

There are many people who can help children keep their teeth healthy. These “tooth helpers” include parents, grandparents, baby-sitters, teachers, dentists, dental hygienists, and other dental office staff. Each tooth helper has an important job.

Three- and four-year-olds do not have the fine motor skills they need to clean every part of every tooth in their mouth. They also often forget to brush their teeth. Parents, grandparents, baby-sitters, and teachers can remind children when it’s time to brush. They should also check children’s teeth and brush the teeth children may have missed, such as the inside of the back teeth. Parents, grandparents, baby-sitters, and teachers should decide what and when young children eat and drink.

Dentists, dental hygienists, and other dental office staff are important tooth helpers, too. They check for cavities and provide care to prevent tooth decay.

Source: Casamassimo P, Holt K, eds. 2004. *Bright Futures in Practice: Oral Health—Pocket Guide*. Washington, DC: National Maternal and Child Oral Health Resource Center. <http://www.mchoralhealth.org/pocket.html>.

Head Start Domains and Elements

Head Start Domains	Head Start Domain Elements
Language Development	Expressive Language, Receptive Language
Literacy Knowledge and Skills	Book Appreciation, Print Concepts and Conventions
Social Studies Knowledge and Skills	Family and Community

Special instructions: The main lesson plan is to be held during circle time.

Description: Through discussion and reading, children will learn that there are many people who can help them keep their teeth clean and healthy. These people include parents, grandparents, baby-sitters, teachers, dentists, dental hygienists, and dental office staff.

Materials (included in curriculum): *My Dental Pals* (book); *Teeth Talk: A Newsletter for Parents of Children Enrolled in Maryland's Head Start Programs* (Lesson 6: Many People Help Me Take Care of My Teeth)

Instructions



TELL the children: Today we're going to talk about people who are tooth helpers. Tooth helpers are people who help you keep your teeth clean and healthy.

ASK the children: Who do you think is your most important tooth helper? LISTEN to their answers.

ASK the children: What things can you do to keep your teeth clean and healthy? LISTEN to their answers.

TELL the children: There are many things that you can do to keep your teeth from getting cavities in them.

You can eat healthy foods and drinks that don't have a lot of sugar.



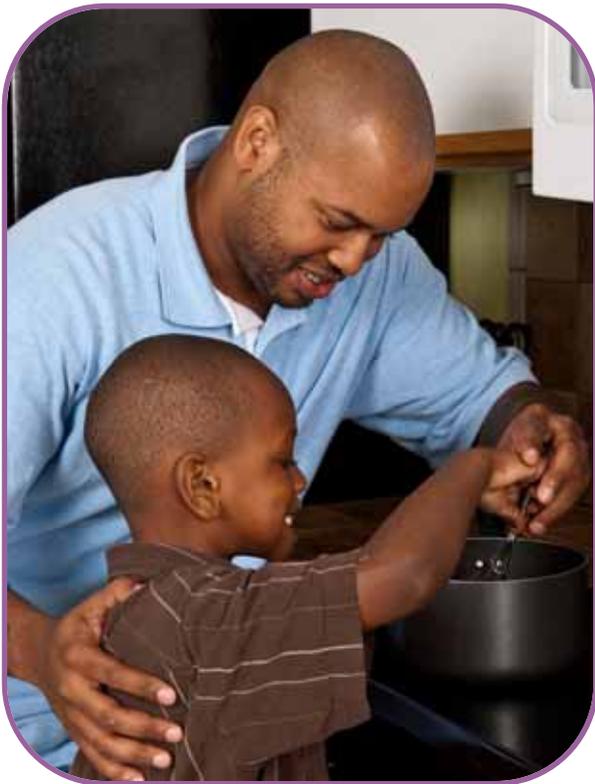
My Dental Pals

I know lots of people who can help me keep my teeth healthy.
They are my dental pals.



My most important dental
pal is **ME!**

My mom is
my dental pal
when she helps
me brush every
day.



My dad is my
dental pal when
he feeds me
healthy food.

My big sister is my dental pal when she helps me with my bike helmet.

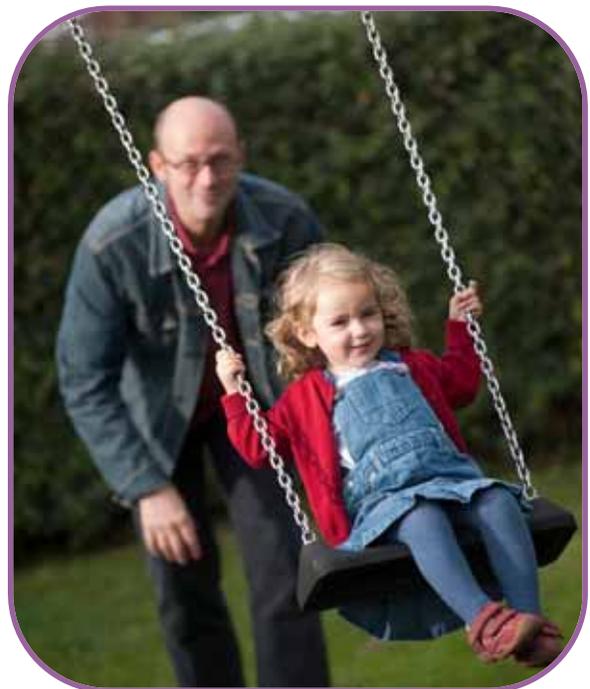


My teacher is my dental pal when she gives me milk to drink.

My baby-sitter is my dental pal when she watches so I don't bump my teeth.



My grandpa is my dental pal when he doesn't push too high.



The dentist is my dental pal when he checks my teeth for cavities.



The dental hygienist is my dental pal when she makes my teeth shiny and white.



Can you find other dental pals?

Lowe E. *My dental pals*. In Lowe E; National Maternal and Child Oral Health Resource Center; Maryland Department of Health and Mental Hygiene, Office of Oral Health; Head Start Oral Health Workgroup. 2012. *Oral Health for Maryland's Kids: A Head Start Teachers Guide for Creating Healthy Smiles*. Washington, DC: National Maternal and Child Oral Health Resource Center.

This publication was made possible by funding from the Maternal and Child Health Bureau (grant numbers H47MC08649 and H47MC00048), Health Resources and Services Administration, U.S. Department of Health and Human Services; the Office of Oral Health, Maryland Department of Health and Mental Hygiene; and the Head Start Collaboration Office, Maryland State Department of Education.

Oral Health for Maryland's Kids: A Head Start Teachers' Guide for Creating Healthy Smiles © 2012 by the National Maternal and Child Oral Health Resource Center, Georgetown University

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E-mail: OHRCinfo@georgetown.edu
Website: <http://www.mchoralhealth.org>

- You can eat smart by saving foods and drinks high in sugar for a mealtime.
- You can use toothpaste with fluoride when you brush your teeth to turn your teeth into super teeth!

That means that you're a tooth helper. In fact, you're the most important tooth helper of all. You're the most important tooth helper because you can do these things every single day.

There are many other important tooth helpers. Some you see every day and some you don't see every day. All of these tooth helpers have very important jobs that help you keep your teeth clean and healthy. Let's meet them.

READ *My Dental Pals* to the children.

ASK the children: Can you think of some other things that the book talked about that these tooth helpers can do to help you keep your teeth healthy?

LISTEN to their answers.

TELL the children:

- They can give you foods and drinks that don't have a lot of sugar.
- They can remind you when it's time to brush your teeth so you don't forget.
- They can check after you brush your teeth to see if you brushed every single tooth. They can also help you by brushing the hard spots that you missed with your toothbrush.

Source: Maryland Department of Health and Mental Hygiene, Office of Oral Health; Head Start Oral Health Workgroup. 2002. *Head Start Oral Health Awareness Lesson Plans: A Teacher's Guide for Creating Healthy Smiles*. Baltimore, MD: Maryland Department of Health and Mental Hygiene, Office of Oral Health. <http://www.mchoralhealth.org/PDFs/HSLessonPlans.pdf>.

GIVE *Teeth Talk: A Newsletter for Parents of Children Enrolled in Maryland's Head Start Programs* (Lesson 6: Many People Help Me Take Care of My Teeth) to each child's parent and encourage the parent to reinforce the lesson plan concepts with suggested activities the family can do at home.

Teeth Talk

A Newsletter for Parents of Children Enrolled in Maryland's Head Start Programs

Things You Can Do at Home to Support Today's Lesson

- Ask your child to tell you what they learned about teeth today.
- After your child brushes their teeth, you should brush them again to clean the places they may have missed.
- Make sure your child uses a pea-size amount of toothpaste with fluoride when they brush.
- Have a dentist check your child's teeth for cavities at least once a year.



Today We Learned That Many People Can Help Us Keep Our Teeth Healthy

Today your child learned that many people can help them keep their teeth clean and healthy. These "tooth helpers" include:

- Parents and grandparents
- Baby-sitters
- Teachers
- Dentists, dental hygienists, and other dental office staff

Your child, like other three- and four-year-olds, do not have the fine motor skills they need to clean every part of every tooth in their mouth. They often forget to brush, too.

Parents, grandparents, baby-sitters, and teachers can remind children when it's time to brush. They should also check children's teeth and brush the teeth children may have missed, such as the inside of the back teeth.

Dentists, dental hygienists, and other dental staff are important tooth helpers. They check for cavities and provide care to prevent tooth decay.



A Song to Sing at Home

The Dentist Is My Pal

(Sing to the tune of "Farmer in the Dell")

Chorus

The dentist is my pal
 The dentist is my pal
 His chair goes up (arms in the air)
 His chair goes down (touch the ground)
 The dentist is my pal.

He has a waiting room
 With lots of things to do
 Books and toys for boys and girls
 Are waiting there for you.

Chorus (repeat)

He has me open wide
 And then he looks inside
 Carefully he checks my teeth
 And keeps them shining bright.

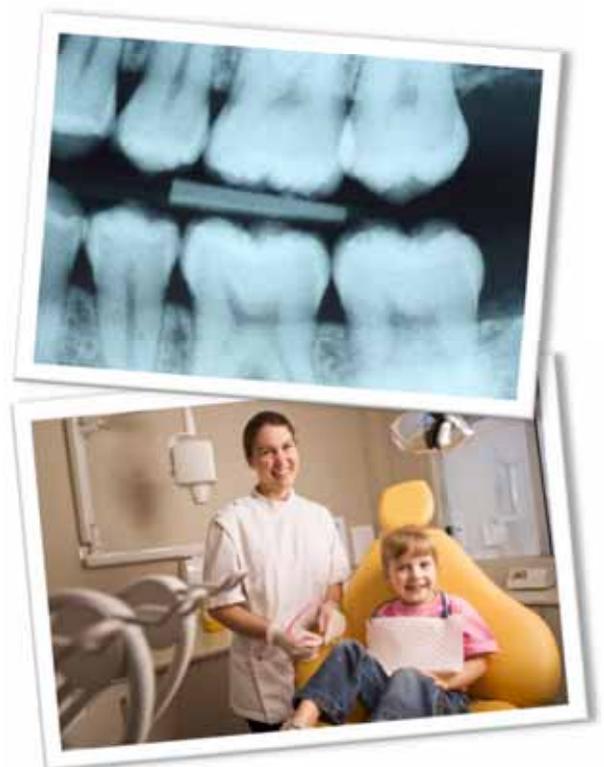
Chorus (repeat)

Did You Know?

Children become afraid of going to the dentist when they hear stories about bad experiences from parents, other adults, and older brothers and sisters.

Help prepare your child for their first dental visit by not making a big deal out of it. Dentists and dental hygienists want a first visit to be easy and fun for the child.

During a child's first dental visit, they usually have their teeth checked by counting the number of teeth. Sometimes pictures (X-rays) are taken. A dental hygienist may clean the child's teeth. In many offices, the child can touch everything before it goes into their mouth.



Check for Knowledge and Understanding

- Ask the children to name their most important tooth helper who can help them keep their teeth clean and healthy.
- Ask the children to name other important tooth helpers that they see every day, almost every day, or once in awhile, who can help them keep their teeth clean and healthy.
- Ask the children to describe what each tooth helper does.



Small Group Supplemental/Enrichment Activities

Head Start Domains	Head Start Domain Elements
Creative Arts Expression	Dramatic Play, Music
Physical Development and Health	Fine Motor Skills, Health Knowledge and Practice, Physical Health Status
Social and Emotional Development	Social Relationships, Self-concept and Self-efficacy
Social Studies Knowledge and Skills	Family and Community

Visit the Dentist Role Play

Domains: Creative Arts Expression, Physical Development and Health, Social and Emotional Development, Social Studies Knowledge and Skills

Materials (included in curriculum): Picture cards of a mouth mirror, dental explorer, X-rays, dental appointment book, dental appointment clocks, dentist chart

Materials (not included in curriculum): Two white shirts (to serve as lab coats for the dentist and dental hygienist), paper napkins (to serve as patient bibs for the patients), magazines, storybooks, games

Instructions:

1. Tell the **children** to set up a dental office.
2. Select a child to play the patient, a receptionist, a dental hygienist, and a dentist.
3. Make sure the children do not put anything into their own or each other's mouths.

Source: Adapted with permission from Alabama Medicaid Agency. 2004. *Smile Alabama!: Celebrate Healthy Teeth, Healthy Mouth, Healthy You!* Montgomery, AL: Alabama Medicaid Agency.

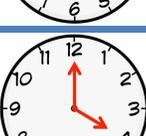
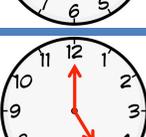




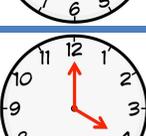
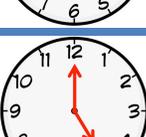


Dental Appointment Book

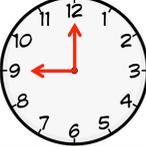
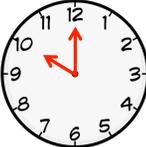
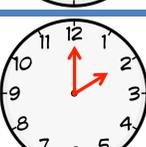
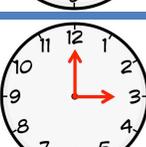
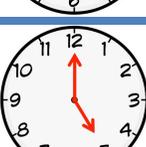
Dental Appointments

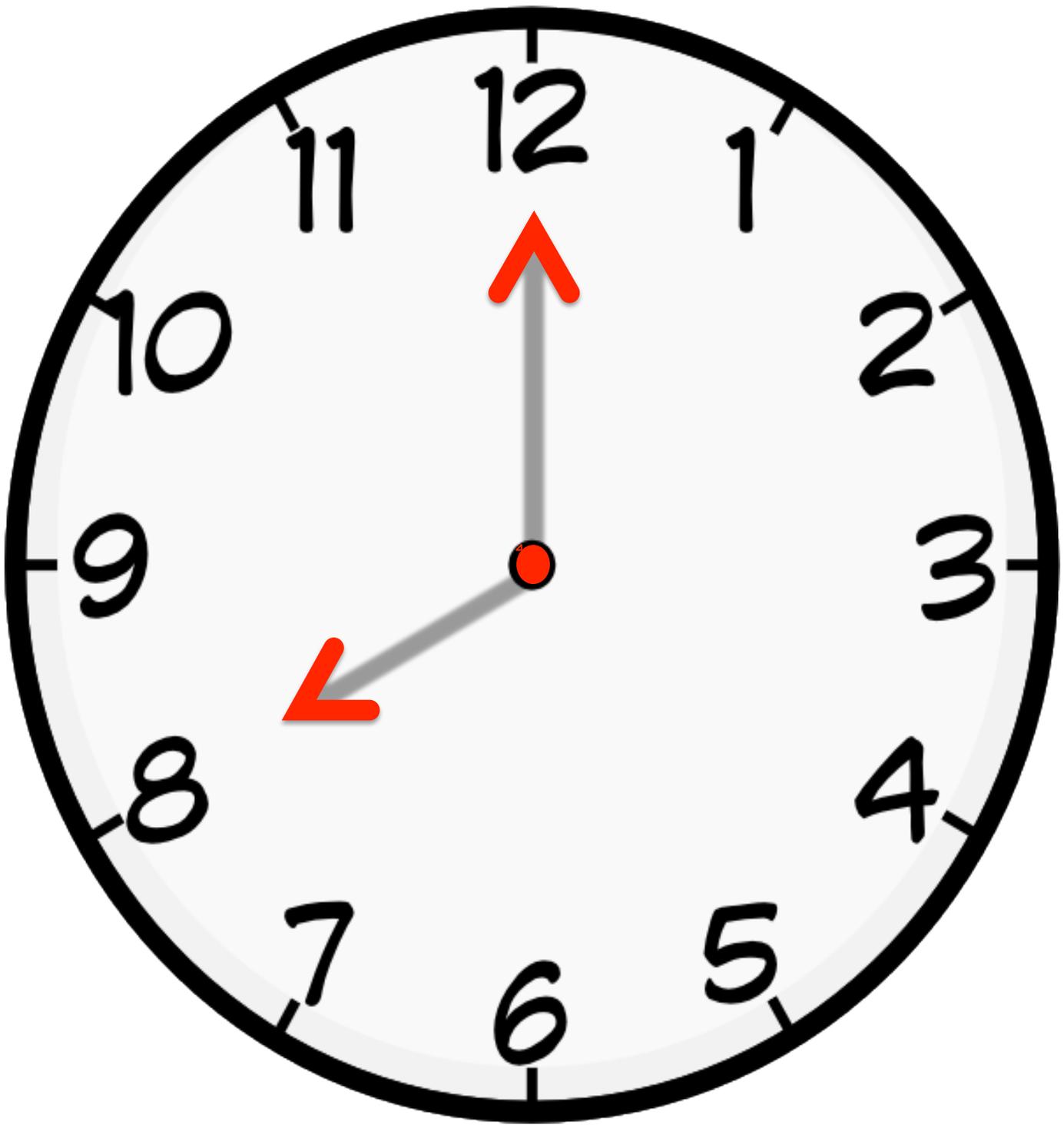
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Dental Appointments

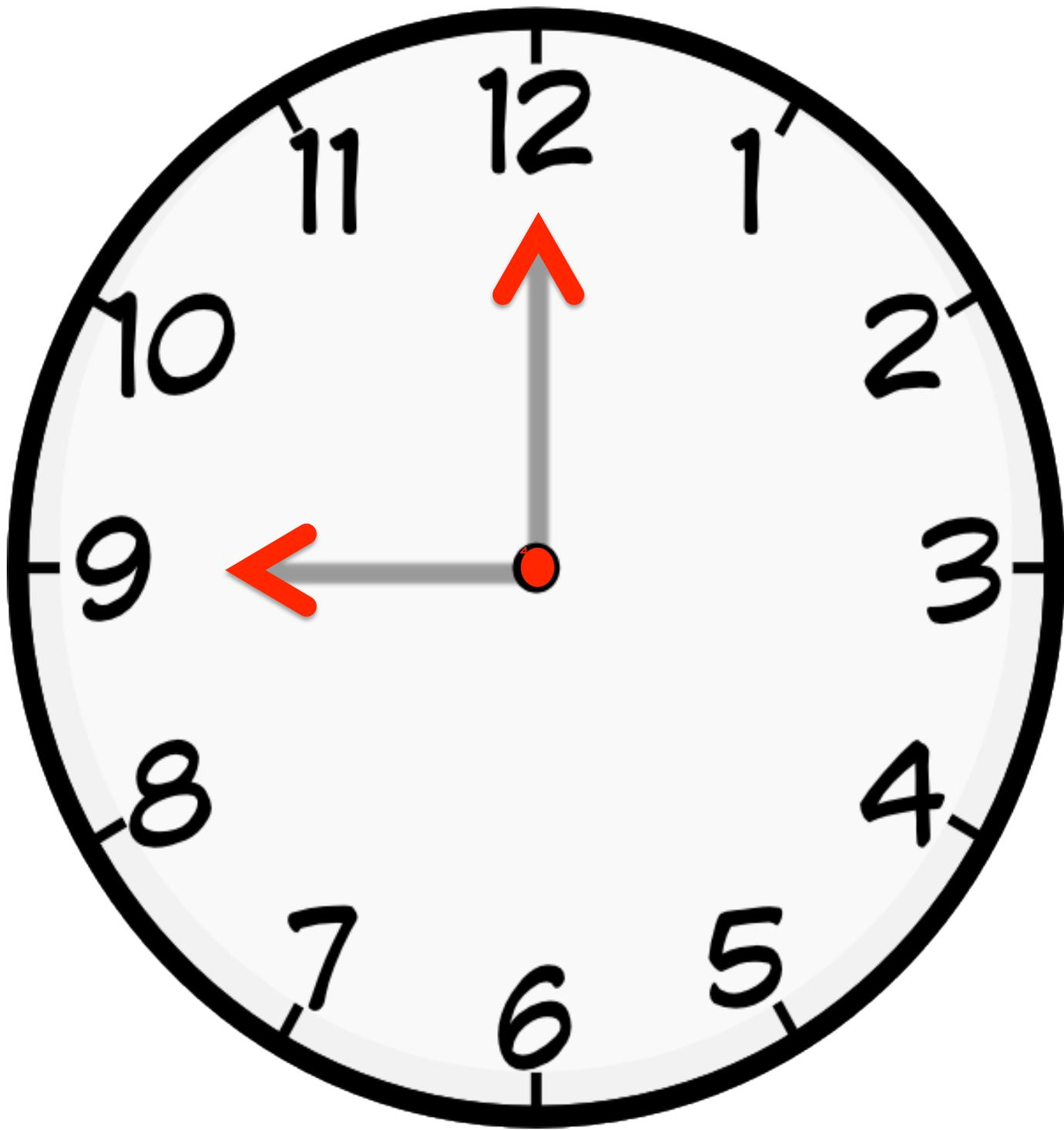
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Dental Appointments

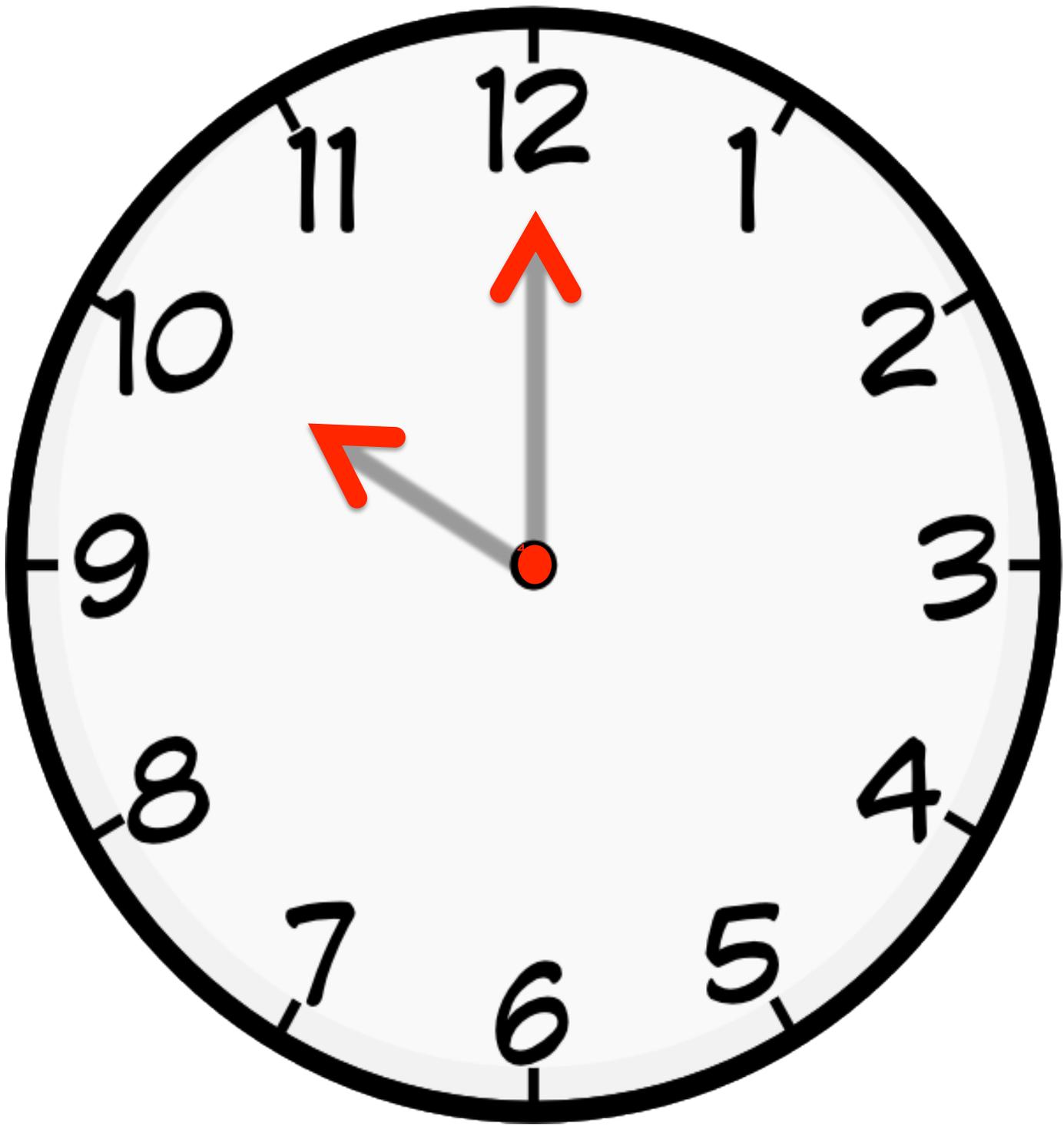
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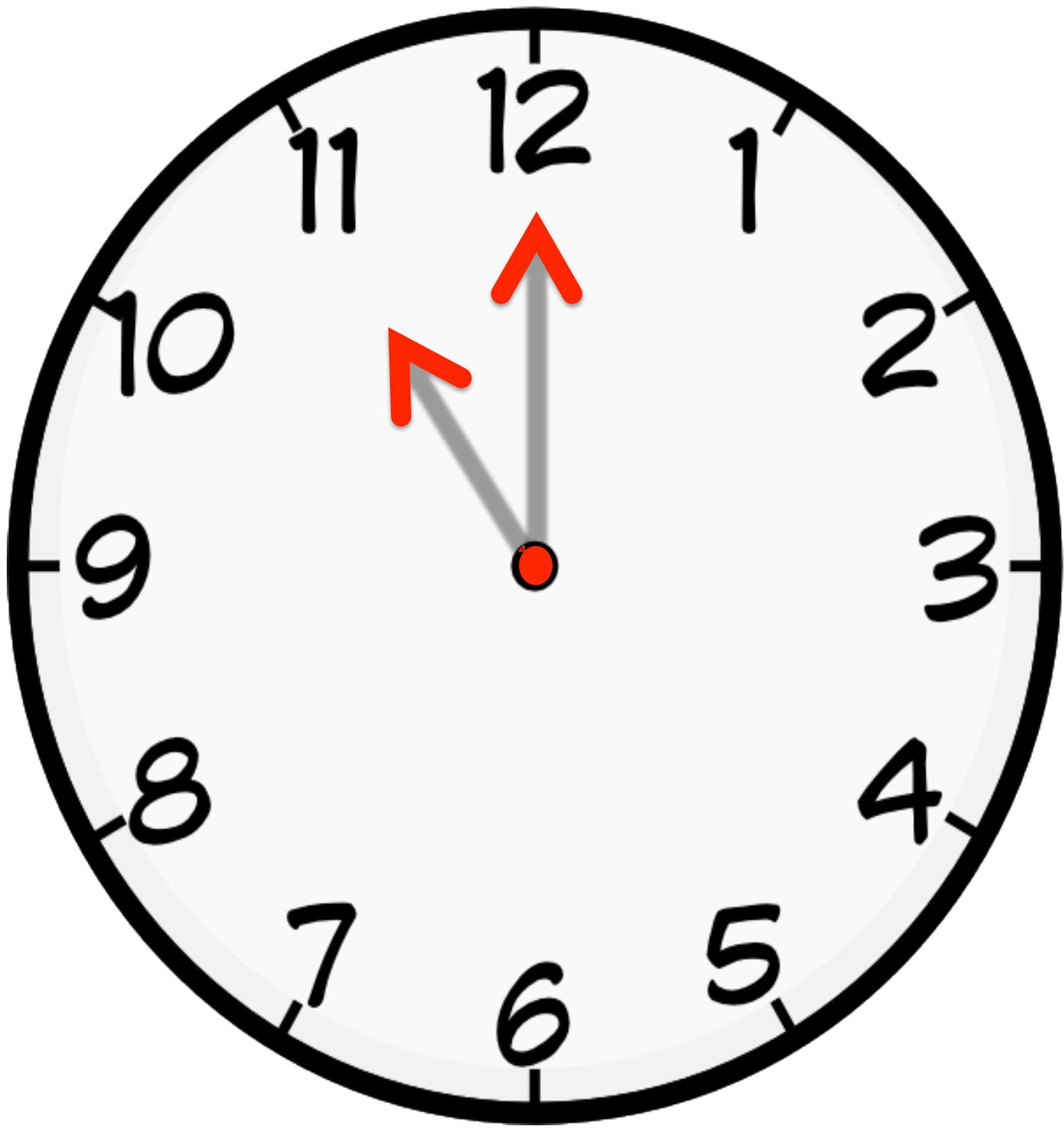
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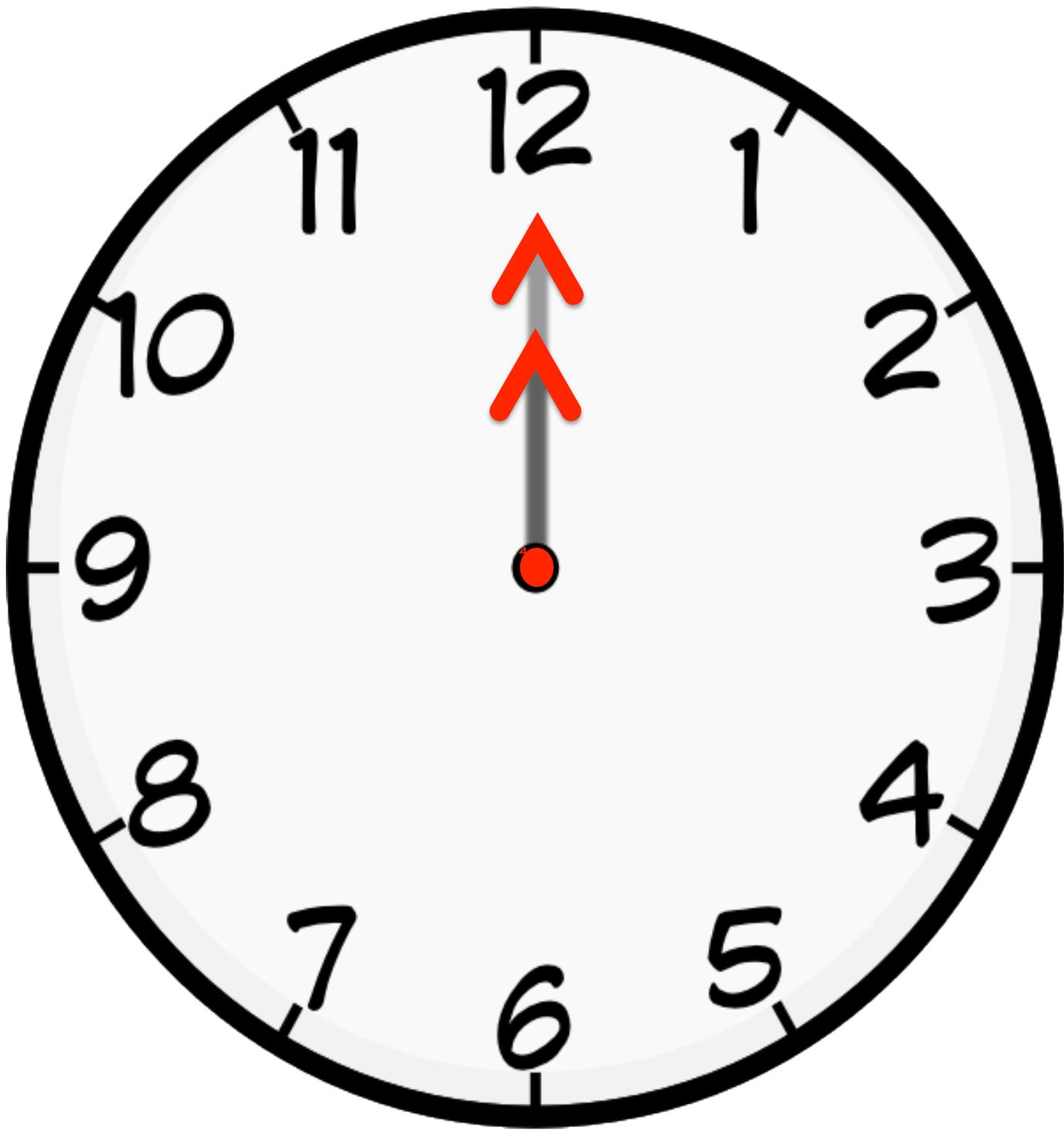
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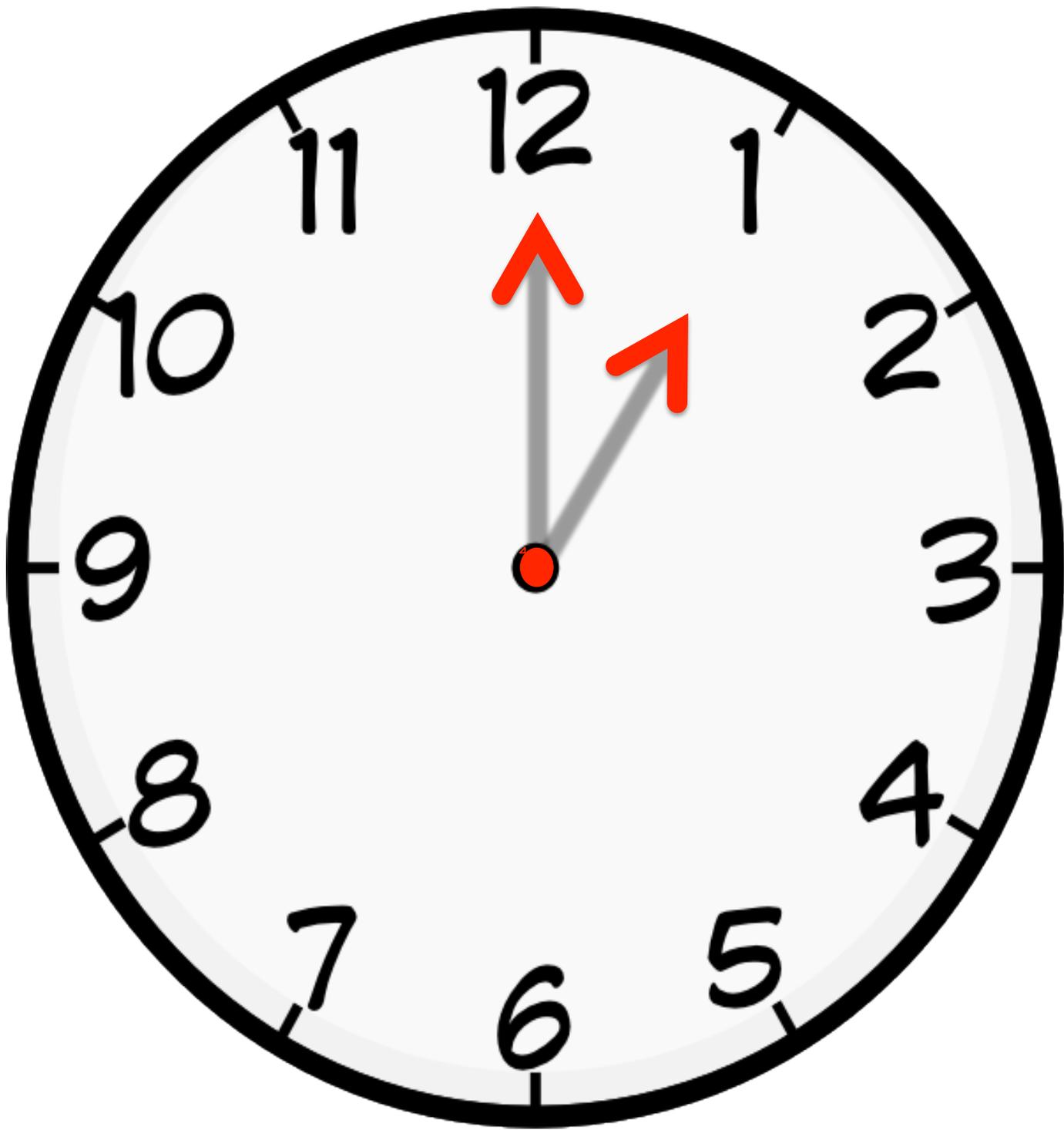
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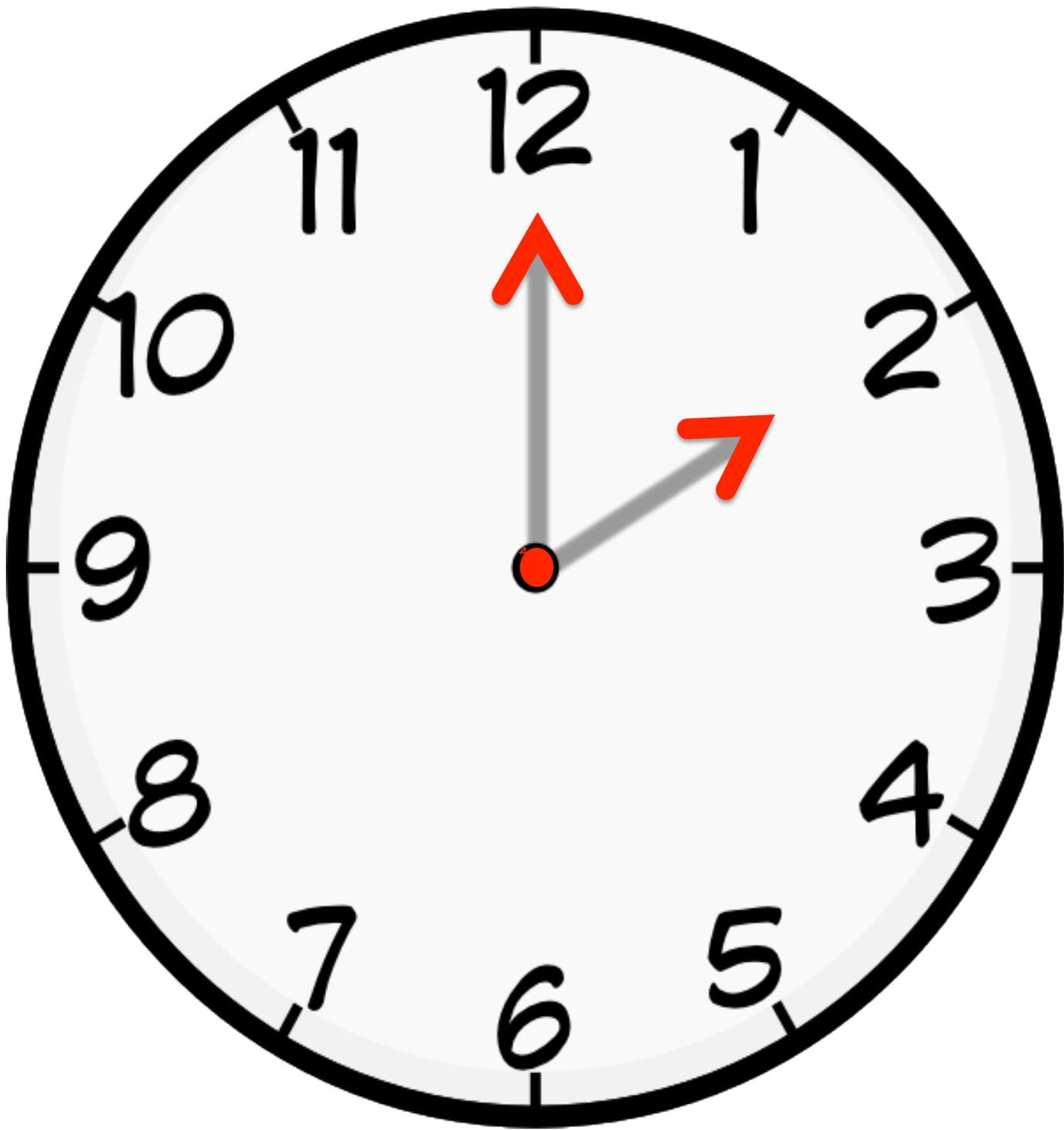
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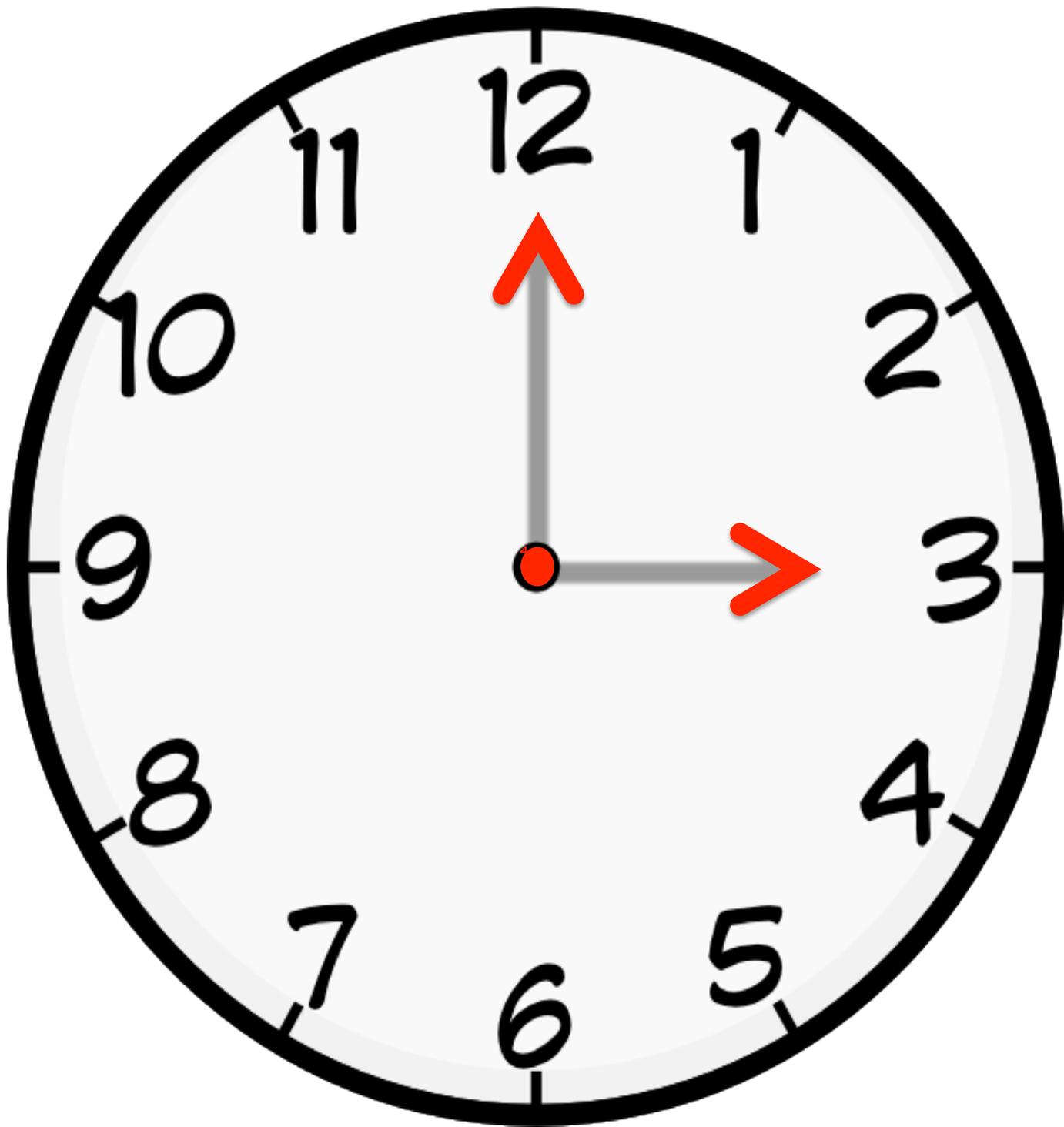
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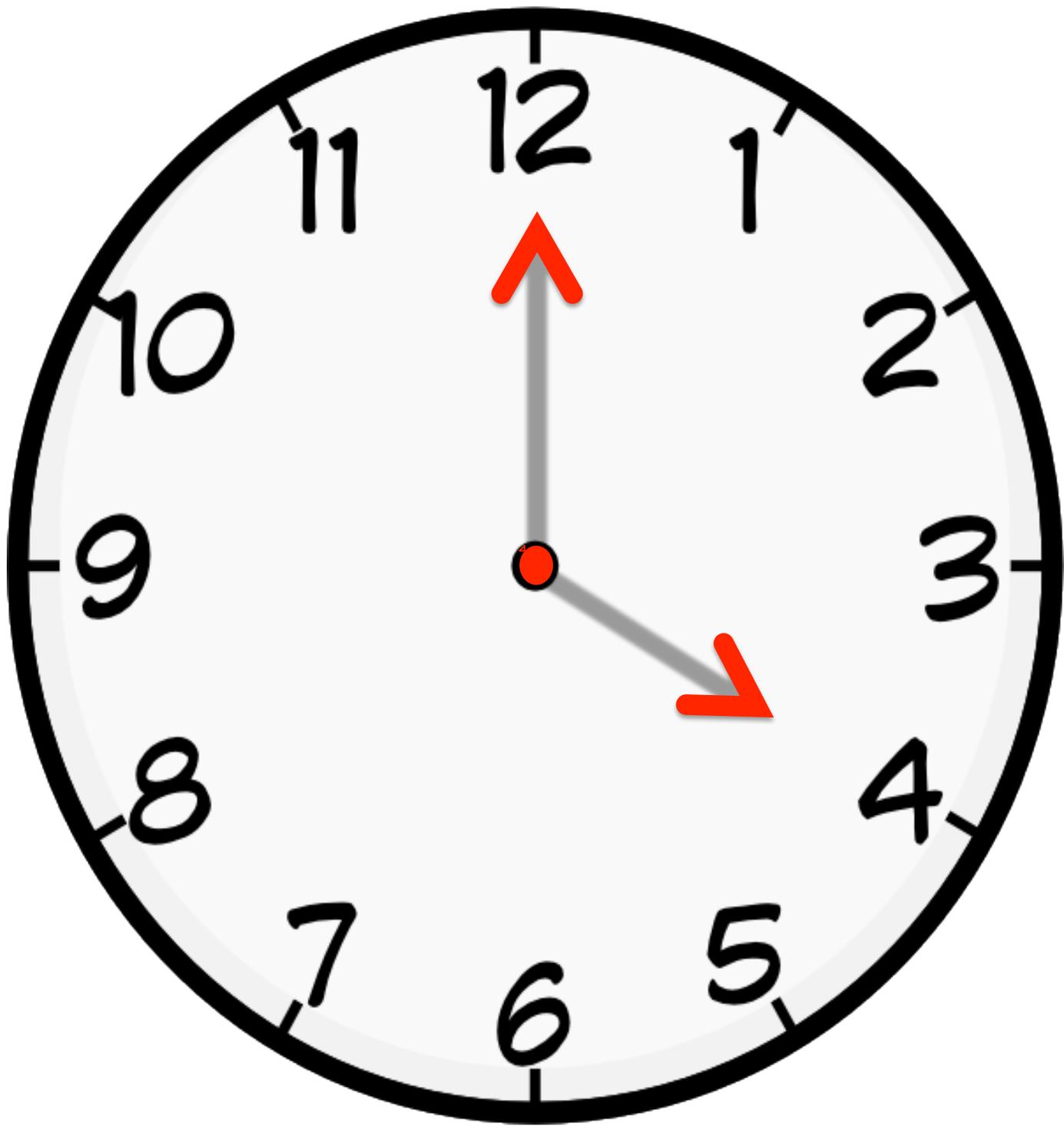
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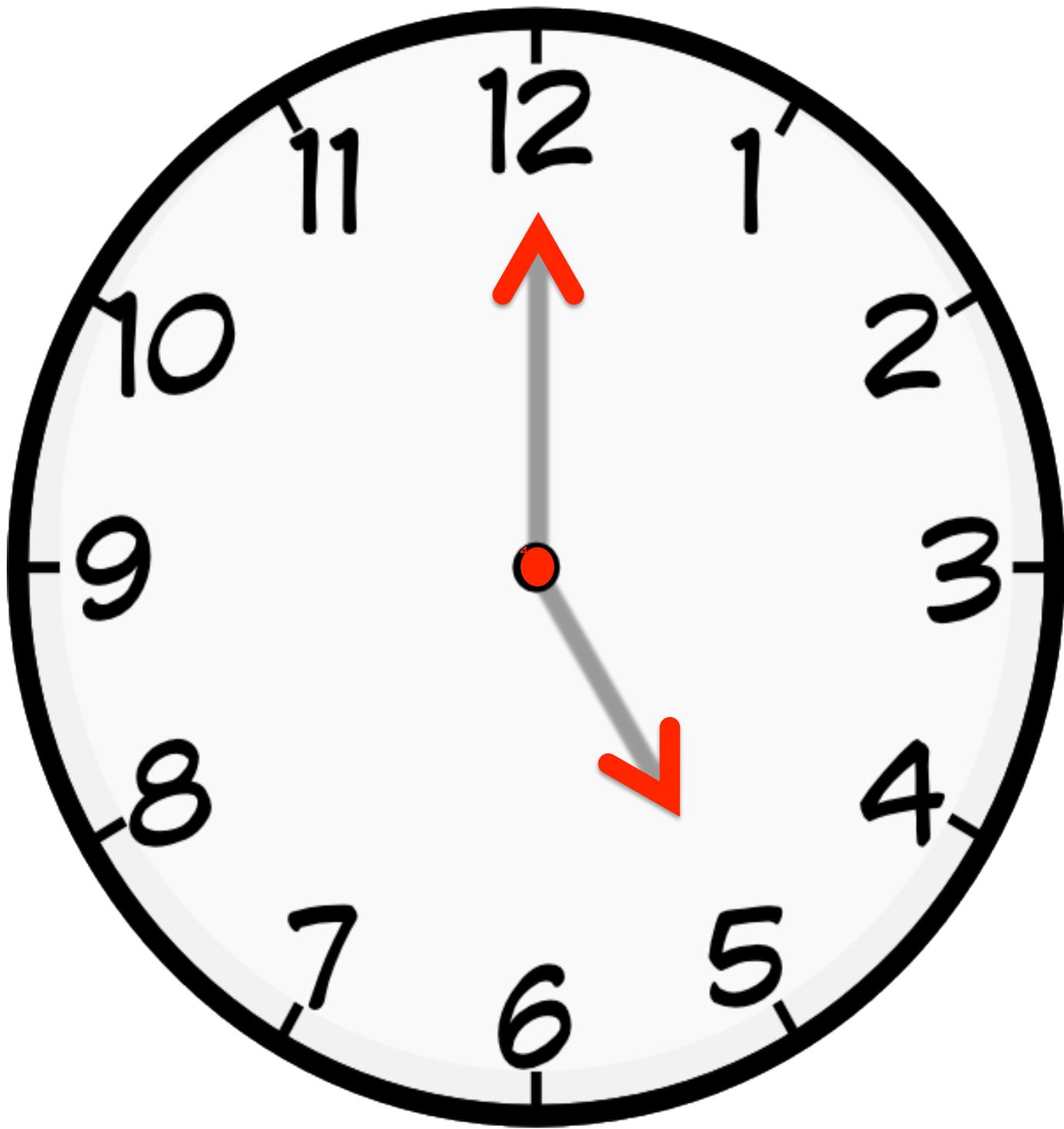
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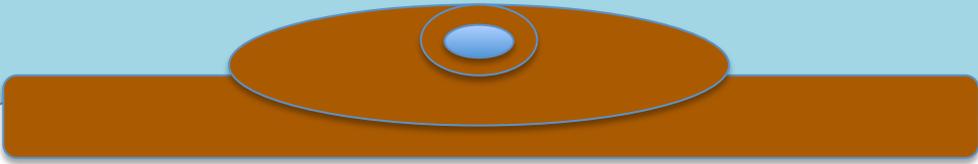
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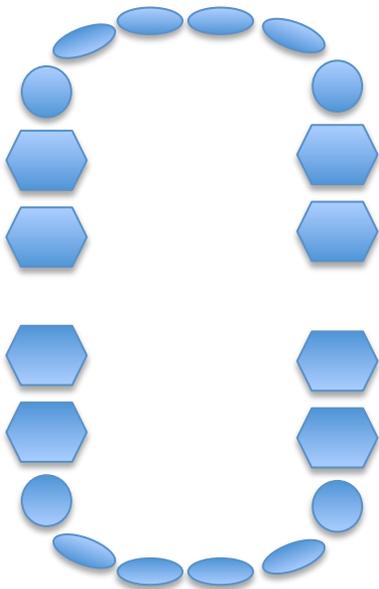


5:00 PM



Dentist Chart

Name: _____



Do you brush your teeth?

Do you use toothpaste with fluoride?

Do you eat healthy food?

Notes:



The Dentist Is My Pal

Domain: Creative Arts Expression **Instructions:** Sign to the tune of “The Farmer in the Dell.”

The Dentist Is My Pal

The dentist is my pal The dentist is my pal His chair goes up (arms in the air)
His chair goes down (touch the ground) The dentist is my pal.
He has a waiting room With lots of things to do Books and toys for boys and girls
Are waiting there for you.
Chorus (repeat)
He has me open wide And then he looks inside Carefully he checks my teeth
And keeps them shining bright.
Chorus (repeat)

Source: Adapted from “The Farmer in the Dell.”

Lesson Plan Sources

- Alabama Medicaid Agency. 2004. *Smile Alabama!: Celebrate Healthy Teeth, Healthy Mouth, Healthy You!* Montgomery, AL: Alabama Medicaid Agency.
- Casamassimo P, Holt K, eds. 2004. *Bright Futures in Practice: Oral Health—Pocket Guide..* Washington, DC: National Maternal and Child Oral Health Resource Center. <http://www.mchoralhealth.org/pocket.html>.
- “The Farmer in the Dell.”
- Maryland Department of Health and Mental Hygiene, Office of Oral Health; Head Start Oral Health Workgroup. 2002. *Head Start Oral Health Awareness Lesson Plans: A Teacher’s Guide for Creating Healthy Smiles.* Baltimore, MD: Maryland Department of Health and Mental Hygiene, Office of Oral Health. <http://www.mchoralhealth.org/PDFs/HSLessonPlans.pdf>.



Lesson 7

I Can Do a Lot to Keep My Teeth Safe

Main Lesson Plan

Learning Objectives

After this lesson children will be able to

- Identify three ways their teeth could be injured.
- Describe what they can do to stop injuries from happening that might hurt their teeth.

Background Information for Teachers

Injuries to teeth are common, especially among young children. Almost one-third of 5-year-olds have injured their primary teeth. Most injuries happen from falls. Often, injuries happen from tripping over things left on the ground, being pushed or shoved by another child, jumping on furniture, or running with something in the child's mouth.

Source: Andreasen JO, Andreasen FM. 1994. Classification, etiology and epidemiology of traumatic dental injuries. In Andreasen JO, Andreasen FM, eds. *Textbook and Color Atlas of Traumatic Injuries to the Teeth* (3rd ed.). Copenhagen, Denmark: Munksgaard.

Head Start Domains and Elements

Head Start Domains	Head Start Domain Elements
Language Development	Expressive Language, Receptive Language
Literacy Knowledge and Skills	Alphabet Knowledge, Print Concepts and Conventions
Physical Development and Health	Physical Health Status

Special instructions: The main lesson plan is to be held during circle time.

Description: Through discussion, children will learn where teeth can be bumped or hurt. After the discussion, children will go on a safety hunt to identify how tooth injuries can happen.

Materials (included in curriculum): Picture cards of a boy riding a bicycle without a helmet and not looking where he's going, a girl writing in a notebook with a pencil in her mouth, children pushing each other and running from a classroom, a boy standing on a slide, boys fighting, a girl jumping on a bed, a girl not wearing her seatbelt, and a boy kneeling on a chair; *Teeth Talk: A Newsletter for Parents of Children Enrolled in Maryland's Head Start Programs* (Lesson 7: Keep Teeth Safe)



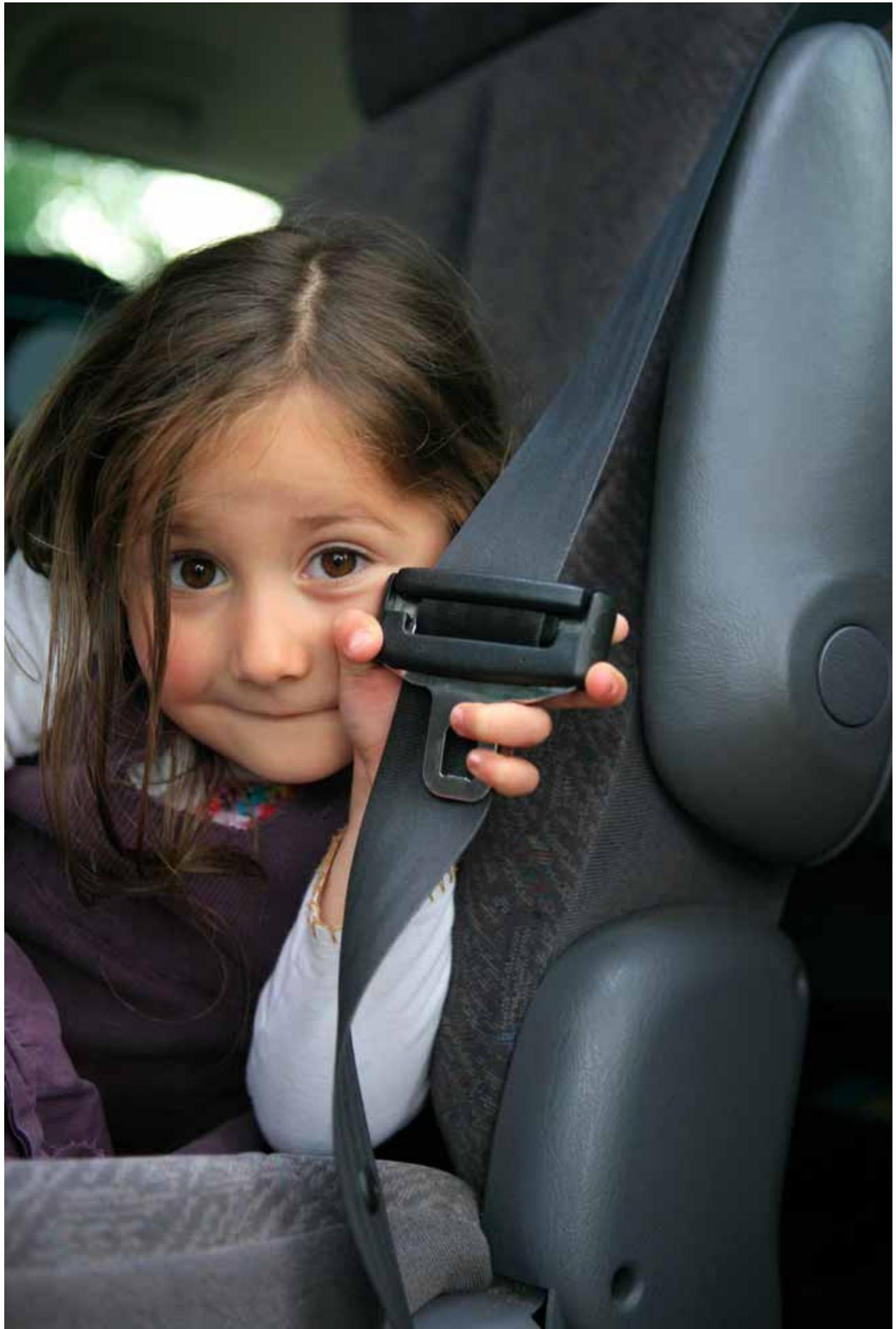














Instructions

TELL the children: Today we are going to learn how to keep our teeth safe. Teeth can get hurt if we are not careful. When we hurt our teeth it usually happens because we are not being careful.

ASK the children: Can you tell me how teeth can be injured? **LISTEN** to their answers.

TELL the children: Teeth can be hurt or injured by not being careful.

ASK the children: Where can injuries happen? **LISTEN** to their answers and **REINFORCE** the correct answers: That's right. Tooth injuries can happen anywhere. They can happen in any room in your home. They can happen at your grandmother's and grandfather's home, your babysitter's home, and your friend's home. They can even happen at school. Tooth injuries can happen on the playground, in the car, and on a bicycle.



ASK the children: Can you think of any place where a tooth injury can't happen?

LISTEN to their answers and

REINFORCE the correct answers: I can't think of any place where a tooth injury can't happen. It can happen anywhere.

ASK the children: Have any of you ever hurt your tooth? What happened to your tooth?

How did it happen? **LISTEN** to their answers.

TELL the children: There are a lot of things that could happen to a tooth when it's injured.

- It can get bumped and hurt
- It can break
- It can get knocked out
- It can be pushed into the gums

ASK the children: So how do you think we can keep our teeth safe? **LISTEN** to their answers and **REINFORCE** the correct answers: You have a lot of good ideas. I'm going to show you some picture cards where a tooth could be hurt. I want you to look at the picture card and tell me what needs to be

done to keep teeth safe.

SHOW the children the following picture cards:

- Picture card of a boy riding a bicycle without helmet and not looking where he's going
- Picture card of a girl writing in notebook with a pencil in her mouth
- Picture card of children pushing each other and running from a classroom
- Picture card of a boy standing on a slide
- Picture card of boys fighting
- Picture card of a girl jumping on a bed
- Picture card of a girl not wearing a seatbelt
- Picture card of a boy kneeling on a chair

LISTEN to their answers. TELL the children:
You came up with some really good answers.
There are lots of things we can do to stop
tooth injuries from happening.

Some big things to remember are:

- Stop and think about what can happen to teeth when you push or hit someone.
- Pay attention while you're walking, running, riding your bike, or climbing on playground toys.
- Pick your toys up from the floor, playground, or yard so you and others don't trip over them.
- Sit with your bottom on chairs, sofas, and stools. Don't stand on them.
- Never ever run, walk, or jump with something in your mouth.



SHOW the children ways to keep from bumping or hurting their mouths or teeth in an outdoor or indoor play area. Examples include:

- Riding toys—Take turns riding a toy, and don't push the person riding the toy.
- Sandboxes—Don't leave toys in the sandbox that you or others could trip on.
- Swings—Don't walk in front of others on swings, and don't jump off swings.

- Cars—Use seatbelts when riding in cars.
- Water fountains—Don't push others while waiting to drink from a water fountain.

Sources:

Adapted with permission from South Carolina Department of Education, South Carolina Healthy Schools. 2005. *Oral Health Supplemental Curriculum Resource*. Columbia, SC: South Carolina Department of Education, South Carolina Healthy Schools.

<http://www.mchoralhealth.org/Materials/Multiples/SC.html>.

Adapted with permission from Sigmon C. 2006. *Tooth Time: A Dental Education Curriculum for Preschool Children Ages 2 Through 5*. Hendersonville, NC: Henderson County Department of Public Health.

GIVE *Teeth Talk: A Newsletter for Parents of Children Enrolled in Maryland's Head Start Programs* (Lesson 7: Keep Teeth Safe) to each child's parent and encourage the parent to reinforce the lesson plan concepts with suggested activities the family can do at home.

Check for Knowledge and Understanding

- Ask the children to name three ways their teeth could be injured.
- Ask the children to describe what they can do to stop injuries from happening that might hurt their teeth.

Teeth Talk

A Newsletter for Parents of Children Enrolled in Maryland's Head Start Programs

Things You Can Do at Home to Support Today's Lesson

- Ask your child to tell you what they learned about teeth today.
- Take your child on a tooth safety hunt in your home, yard, or playground and ask them to identify some tooth injuries that could happen in each place.
- Make sure your child sits in the back seat and buckled into a car safety seat when in a car, truck, van, or bus.
- Have your child wear a helmet when riding a bicycle, a scooter, or other ride-on toys.



Today We Learned That We Can Keep Our Teeth Safe

Today your child learned about how to keep teeth safe from injury. They learned that when a tooth is injured it could:

- Get bumped and be sore or bleed
- Break off
- Get knocked out
- Be pushed into their gums

Tooth injury can happen anywhere. Here are some of the places they can happen:

- At home
- At grandmother's and grandfather's home
- At the baby-sitter's home
- At a friend's home
- At school
- On the playground
- In a car, truck, van, or bus
- On a bicycle, a scooter, or other ride-on toys

A Song to Sing at Home

I Keep My Teeth Safe

(Sing to the tune of "Farmer in the Dell.")

I keep my teeth safe
I keep my teeth safe
High ho, smiley-o
I keep my teeth safe.

I never push and shove
I never push and shove
High ho, smiley-o
I never push and shove.

I wear my helmet when I bike
I wear my helmet when I bike
High ho, smiley-o
I wear my helmet when I bike.

My seatbelt's always on, my seatbelt's
always on
High ho, smiley-o
My seatbelt's always on.

I always pick up toys
I always pick up toys
High ho, smiley-o
I always pick up toys.

I never jump on beds
I never jump on beds
High ho, smiley-o
I never jump on beds.



Did You Know?

Injuries to teeth are common, especially among young children. Almost one-third of 5-year-olds have injured their primary teeth.

Most injuries happen from falls. Often, injuries happen from tripping over things left on the ground, being pushed or shoved by another child, jumping on furniture, or running with something in the mouth.





Small Group Supplemental/Enrichment Activities

Head Start Domains	Head Start Domain Elements
Approaches to Learning	Cooperation, Initiative and Curiosity
Creative Arts Expression	Art, Music
Language Development	Expressive Language, Receptive Language
Literacy Knowledge and Skills	Early Writing, Print Concepts and Conventions
Logic and Reasoning	Reasoning and Problem Solving
Physical Development and Health	Fine Motor Skills, Health, Physical Status
Science Knowledge and Skills	Scientific Skills and Methods
Social and Emotional Development	Social Relationships, Self-concept and Self-efficacy, Self-Regulation

Safety Stories

Domains: Approaches to Learning, Language Development, Literacy Knowledge and Skills, Logic and Reasoning, Science Knowledge and Skills

Materials (included in curriculum): Picture cards of ways in which children can injure their teeth.

Instructions:

1. Place all the picture cards face down on a table.
2. Tell one child to select one picture card and to look at it.
3. Tell the child to pretend that the child in the picture card hurt his or her tooth.
4. Ask the child to describe how the child in the picture card might have hurt his or her tooth.
5. Ask the child to tell you what the child in the picture card could have done to not hurt his or her tooth.
6. Repeat the process until all children have told their story.







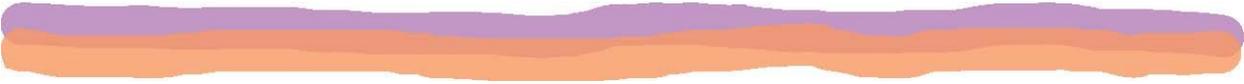
Tooth Safety Signs

Domains: Creative Arts Expression, Literacy Knowledge and Skills, Logic and Reasoning, Physical Development and Health, Social and Emotional Development **Materials (not included in the curriculum):** Paper, crayons or markers

Instructions:

1. Hand out one piece of paper and crayons or markers to each child.
2. Tell the children to make a tooth safety sign that could be put up in a house, a classroom, or a playground.
3. Have the children write their names (or write their names yourself) on their signs.
4. Ask each child to talk about his or her safety sign with the rest of the class.
5. Hang the safety signs around the room for all to see.

Source: Adapted with permission from South Carolina Department of Education, South Carolina Healthy Schools. 2005. *Oral Health Supplemental Curriculum Resource*. Columbia, SC: South Carolina Department of Education, South Carolina Healthy Schools.
<http://www.mchoralhealth.org/Materials/Multiples/SC.html>.



I Keep My Teeth Safe

Domain: Creative Arts Expression **Instructions:** Sing to the tune of “The Farmer in the Dell.”

I Keep My Teeth Safe

I keep my teeth safe, I keep my teeth safe Hi ho, smiley-o I keep my teeth safe.

I never push and shove, I never push and shove Hi ho, smiley-o I never push and shove.

I wear my helmet when I bike, I wear my helmet when I bike Hi ho, smiley-o I wear my helmet when I bike.

My seatbelt’s always on, my seatbelt’s always on Hi ho, smiley-o My seatbelt’s always on.

I always pick up toys, I always pick up toys Hi ho, smiley-o I always pick up toys.

I never jump on beds, I never jump on beds Hi ho, smiley-o I never jump on beds.

Source: Adapted from “The Farmer in the Dell.”

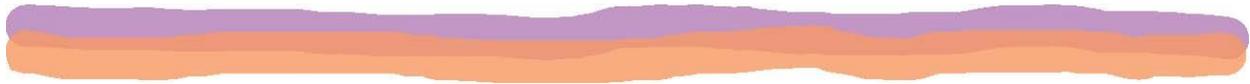
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References and Resources

Lowe E; National Maternal and Child Oral Health Resource Center; Maryland Department of Health and Mental Hygiene, Office of Oral Health; Head Start Oral Health Workgroup. 2012.

Oral Health for Maryland's Kids: A Head Start Teacher's Guide for Creating Healthy Smiles. Washington, DC: National Maternal and Child Oral Health Resource Center.

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