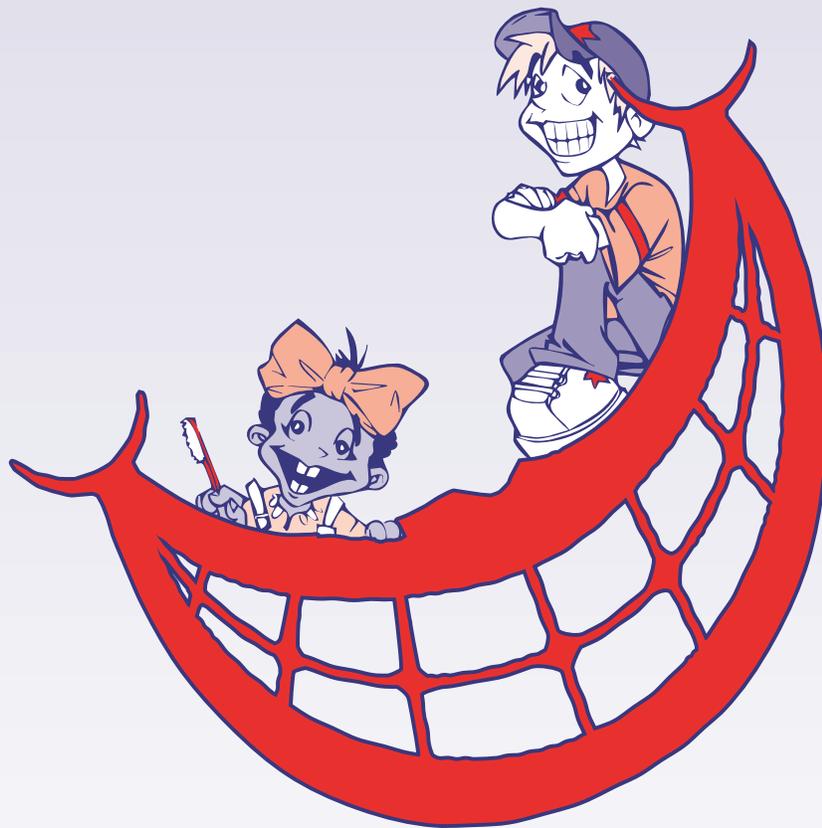


Oral Health

Supplemental Curriculum Resource

Second Grade



South Carolina Healthy Schools
Office of Adult and Community Education
Division of District and Community Services
South Carolina Department of Education

Inez M. Tenenbaum

State Superintendent of Education

The South Carolina Department of Education's Oral Health Curriculum Guides

The Oral Health Supplemental Curriculum Resource Guides were developed and endorsed by South Carolina Healthy Schools in the Office of Adult and Community Education at The South Carolina Department of Education in 2002-2003. The lessons and activities for Kindergarten, 2nd and 7th grade students were designed to reinforce the health and safety learning standards at these grade levels. The Oral Health Supplemental Curriculum Resource Guides were funded through CDC DASH Cooperative Agreement U58/CCU417047-03-02 and South Carolina Healthy Schools at the State Department of Education.

The Oral Health Supplemental Curriculum Resource Guide for Preschool, developed in 2005, draws from and was designed to be part of the original oral health curriculum resource series. The Preschool Guide, part of the *More Smiling Faces in Beautiful Places* project, was funded by a grant from the Robert Wood Johnson Foundation.

Oral Health Supplemental Resource Guides

Purpose:

These guides contain lessons that encourage students to take care of their teeth as well as teach them oral health concepts. Each of the student activities in the *Oral Health Supplemental Resource Guides* includes a list of needed materials, background information, step-by-step instructions and suggested extension and evaluation activities. These guides are primarily designed for classroom use.

Highlights:

Preschool Resource Guide

- 6 activities designed for children age 3-4
- parent tip sheets included with each activity

Kindergarten Resource Guide

- aligned with health and safety standards
- 8 hands-on activities
- additional ideas for the center-based classroom

2nd Grade Resource Guide

- introductory activities
- 12 standards-based lessons that actively engage students
- ideas for integrating oral health concepts in all subject areas
- resources for students and teachers

7th Grade Resource Guide

- 15 lessons aligned with health and safety standards
- age-appropriate lessons include preventing dental injuries, resisting tobacco use, determining healthy and unhealthy foods for teeth and bodies, and learning about orthodontics

The Oral Health Supplemental Curriculum Resource Guides are available on CD. For more information contact the Oral Health Division at 803-898-0194.

**ORAL HEALTH
SUPPLEMENTAL
CURRICULUM RESOURCE**

SECOND GRADE



**South Carolina Healthy Schools
Office of Adult and Community Education
Division of District and Community Services
South Carolina Department of Education**

2002

**Inez M. Tenenbaum
State Superintendent of Education**

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Acknowledgements

This supplemental curriculum resource guide was developed utilizing resources from a number of sources, including the *Dental Health Manual for Teachers*, published by the West Virginia Bureau for Public Health; Tattletooth II, A New Generation, a program sponsored by the Texas Department of Health; and the state-funded dental health education program SMILES, coordinated out of the San Diego County Office of Education.

The initial draft was made available to the Children's Oral Health Coalition Curriculum Committee for its review. The committee members were Dr. Linda Kaste, College of Dental Medicine, Medical University of South Carolina; Beverly Dunbar; Dee Dee Chewing, Healthy Learners; Cindy Poole, Health Reach; and Libby Brown, South Carolina Department of Health and Environmental Control. The materials were also reviewed by several district-level health coordinators: Beth Barry, Richland School District One; Lorraine Conrad, from Richland School District Two; Kitty Farnell, District Five of Lexington and Richland Counties; Sara Morgan, Lee County School District; and Joan Trezevant, Fairfield County School District. Dr. Raymond Lala, oral health coordinator at the South Carolina Department of Health and Environmental Control, was also given the opportunity to review the document and provide input.

As part of the development process, three classroom teachers from Richland District One reviewed the materials as well: Margaret Hill, Ashley Norton, and Kelli Montgomery. In addition, State Department of Education staff in the Office of Early Childhood Education, the Office of Curriculum and Standards, and the Office of Adult and Community Education were given the opportunity to review drafts of the curriculum and make suggestions.

How the *Oral Health Supplemental Curriculum Resource* Relates to South Carolina Health and Safety Curriculum Standards

The South Carolina health and safety education curriculum standards are based on seven learning standards that identify what students should know and be able to do.

Learning Standards

- A. Students will comprehend health promotion and disease-prevention concepts.
- B. Students will demonstrate the ability to access valid health information, products, and services.
- C. Students will demonstrate the ability to practice behaviors that enhance health and reduce risks.
- D. Students will analyze the influence of personal beliefs, culture, media, technology, and other factors on health.
- E. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- F. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- G. Students will demonstrate the ability to advocate for personal, family, and community health.

Additionally there are six identified content areas in which students work to fulfill each standard.

Content Areas

- I. Personal Health and Wellness
- II. Nutritional Choices
- III. Mental Health
- IV. Preventing Injuries
- V. Family Living and Healthy Sexuality
- VI. Alcohol, Tobacco, and Other Drugs

The *Oral Health Supplemental Curriculum Resource* was designed in alignment with these standards and content areas. General topics and student performance indicators were developed and correlated with specific health and safety learning standards and content areas where applicable.

Assessing the Oral Health Activities

Each of the student activities in the *Oral Health Supplemental Resource Guide* includes a suggested evaluation activity. When selecting or designing an assessment tool, one must examine the purpose of the assessment. The selection, design, and use of assessment techniques should also be guided by considerations of validity, reliability, and objectivity (i.e., the extent to which strategies will yield information that is relevant, accurate, and verifiable). To help ensure that student assessments have these three characteristics, the following guidelines may prove valuable:

- Judgments should be based on the results of multiple assessment techniques. A variety of formats and methods of assessment should be used.
- Assessment procedures should be fair to all students.
- Assessments should adequately represent the range of objectives and standards that students are expected to achieve.
- The techniques used for assessment should be compatible with the approaches used for instruction.
- The criteria for making judgments about student responses should be clearly established.

It is essential for health and safety educators and their students to be active participants in the assessment process. In fact, assessment itself might best be viewed as a learning experience—one that encourages teachers and students to reflect on their classroom experiences and to share those reflections with family, school, and community. When we see it in that light, we can easily acknowledge that assessment is involved in much of what goes on in classrooms every day. Throughout a given class period, the teacher and students continually evaluate their own work and the work of others. The challenge for health and safety educators is to find innovative ways to provide systematic feedback about students and programs.

Here are three general recommendations for assessment in health and safety:

- The type of assessment used should fit the purpose of the assessment.
- Individual classroom assessments should measure both the students' knowledge of essential facts and concepts and their ability to apply the knowledge and skills.
- Both objective and performance assessments should be used in the classroom.

Using Performance Tasks as an Assessment Tool

Performance tasks are exercises, or curriculum-embedded projects, that students complete over an extended period of time (more than one class period). The exercise involves several parts and may require multiple activities and types of responses. Students may complete some work in groups, but the final product always includes one or more individually completed components.

Although performance tasks will require health facts and concepts specific to the context of the assessment, they are intended to assess thinking and behavioral skills such as accessing information, analyzing influences, decision making, and communication (i.e., refusal skills or advocacy).

Tasks at the kindergarten level could include brainstorming and other group work. Drawing pictures that represent concepts, role-playing, improvisations, and reenactments enable students to explore their understanding of various experiences. Performance tasks are intended to be grounded in authentic student experiences, investigations, and interactions that are genuine for students in their home, school, or community environments. Performance assessments are especially well suited to certain content areas since they allow teachers to directly observe the application of the desired skill.

(Source: *South Carolina Health and Safety Education Curriculum*, South Carolina Department of Education.)

General Health and Safety Topics and Student Performance Indicators

I. Oral Health and Overall Health

CONTENT AREA I: PERSONAL HEALTH AND WELLNESS

Learning Standard 1: Comprehend health promotion and disease-prevention concepts.

Student Performance Indicators:

- A. The student will be able to identify personal practices that promote a healthy lifestyle (e.g., washing hands, brushing teeth, using fluoride, getting proper nutrition).
- B. The student will be able to identify the structure and functions of the major body systems (e.g., describe a healthy mouth, the function of teeth, and the process of losing teeth).

Learning Standard 2: Access valid health information, products, and services.

Student Performance Indicator:

The student will be able to identify sources and services that promote oral/dental health and prevent disease.

Learning Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

Student Performance Indicator:

The student will be able to determine and use strategies to improve or maintain personal health, including good oral/dental care.

Learning Standard 6: Use goal-setting and decision-making skills to enhance health.

Student Performance Indicator:

The student will be able to develop and implement a personal health and wellness program with specific goals related to oral health.

II. Oral Health and Nutrition

CONTENT AREA II: NUTRITIONAL CHOICES

Learning Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

Student Performance Indicator:

The student will be able to select foods that will have a positive impact on his or her oral health as well as general health.

Learning Standard 6: Use goal-setting and decision-making skills to enhance health.

Student Performance Indicators:

- A. The student will be able to make healthy nutritional choices.
- B. The student will be able to predict the effects of positive and negative nutritional choices on oral health

III. Self-Esteem

CONTENT AREA III: MENTAL HEALTH

Learning Standard 1: Comprehend health promotion and disease-prevention concepts.

Student Performance Indicators:

- A. The student will be able to describe characteristics and behaviors that promote sound mental health.
- B. The student will be able to identify ways that poor oral health can affect a person's self-esteem.

IV. Injury Prevention

CONTENT AREA IV: PREVENTING INJURIES

Learning Standard 1: Comprehend health promotion and disease-prevention concepts.

Student Performance Indicators:

- A. The student will be able to explain the relationship between positive health behaviors and the prevention of oral/dental injuries.
- B. The student will be able to identify and develop safety strategies to prevent oral/dental injuries.

Learning Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

Student Performance Indicators:

- A. The student will be able to demonstrate strategies for avoiding or minimizing unsafe situations.
- B. The student will be able to respond appropriately to emergency dental situations, including the use of first-aid procedures for the mouth and teeth.

Learning Standard 6: Use goal-setting and decision-making skills to enhance health.

Student Performance Indicator:

The student will be able to use an age-appropriate decision-making process to reduce risks of harm to self and others.

V. Oral Health and Tobacco Use

CONTENT AREA VI: ALCOHOL, TOBACCO, AND OTHER DRUGS

Learning Standard 1: Comprehend health promotion and disease-prevention concepts.

Student Performance Indicator:

The student will be able to identify the short- and long-term effects of the use of smokeless tobacco on one's oral health and general health.

Learning Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

Student Performance Indicator:

The student will be able to use his or her knowledge of the health risks to refrain from using smokeless tobacco.

Learning Standard 4: Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

Student Performance Indicator:

The student will be able to recognize the influences of peers and family on behaviors related to the use of smokeless tobacco.

Learning Standard 5: Use interpersonal communication skills to enhance health.

Student Performance Indicators:

- A. The student will be able to describe skills and strategies he or she can utilize to avoid using smokeless tobacco.
- B. The student will be able to use effective verbal and nonverbal communication skills to express the healthy choice concerning the use of smokeless tobacco.

Content Target Area Matrix

Content Area I

Personal Health and Wellness

RATIONALE: Seven of ten leading causes of death are related to personal behavior and lifestyle choices. Physical wellness and personal responsibility for the practice of health-enhancing behaviors are basic components of health in today's world. Students learn personal health skills best within an environment that supports the development and maintenance of positive health behaviors, as well as understanding the causes, effects, treatment, and prevention of diseases.

LEARNING STANDARDS	ORAL HEALTH STUDENT PERFORMANCE INDICATORS FOR GRADES K–2
1. Students will comprehend health promotion and disease-prevention concepts.	By the end of grade two, students should be able to <ul style="list-style-type: none"> • identify personal practices that promote a healthy lifestyle (e.g., washing hands, brushing teeth, using fluoride, getting proper nutrition) and • identify the structure and functions of the major body systems (e.g., describe a healthy mouth, the function of teeth, and the process of losing teeth).
2. Students will access valid health information, products, and services.	By the end of grade two, students should be able to <ul style="list-style-type: none"> • identify sources and services that promote oral/dental health and prevent disease and • describe what happens during a visit to the dentist and will recognize the importance of regular dental checkups.
3. Students will demonstrate the ability to practice behaviors that enhance health and reduce risks.	By the end of grade two, students should be able to <ul style="list-style-type: none"> • determine and use strategies to improve or maintain personal health, including good dental care.
6. Students will use goal-setting and decision-making skills to enhance health.	By the end of grade two, students should be able to <ul style="list-style-type: none"> • develop and implement a personal health and wellness program with specific goals related to oral health.

Content Area II
Nutritional Choices

RATIONALE: An effective nutrition-education program contributes to lifelong health. Diverse nutrition practices and changing nutritional needs throughout the life cycle require balancing daily food intake. Healthy eating habits reduce the risks of one’s developing chronic diseases and other health problems.

LEARNING STANDARDS	ORAL HEALTH STUDENT PERFORMANCE INDICATORS FOR GRADES K–2
3. Students will demonstrate the ability to practice behaviors that enhance health and reduce risks.	By the end of grade two, students should be able to <ul style="list-style-type: none"> • select foods that will have a positive impact on their oral health as well as general health.
5. Students will use interpersonal communication skills to enhance health.	By the end of grade two, students should be able to <ul style="list-style-type: none"> • use effective communication skills to explain what foods are beneficial to oral health.
6. Students will use goal-setting and decision-making skills to enhance health.	By the end of grade two, students should be able to <ul style="list-style-type: none"> • make healthy nutritional choices and • predict the effects of positive and negative nutritional choices on oral health.

Content Area III
Mental Health

RATIONALE: A positive self-image is an important component of mental health. Emotional health includes the ability to express needs, wants; and feelings; to handle emotions in positive ways; to manage anger and conflict; and to deal with frustration. Stress management provides the coping skills for maintaining positive mental health. Interpersonal communication skills promote the individual's network of social support by helping him or her build and maintain healthy relationships.

LEARNING STANDARD	ORAL HEALTH STUDENT PERFORMANCE INDICATORS FOR GRADES K–2
1. Students will comprehend health promotion and disease-prevention concepts.	By the end of grade two, students should be able to <ul style="list-style-type: none">• describe characteristics and behaviors that promote sound mental health and• identify ways that poor oral health can affect a person's self-esteem.

Content Area IV
Preventing Injuries

RATIONALE: Whether measured in the number of deaths, the dollar costs for treatment, or the potential years of life lost, injury ranks the highest among health problems affecting children and youth. Violent and self-destructive behaviors significantly contribute to this leading cause of death among the school-aged population. Effective safety education promotes beliefs and practices that enable students to avoid or reduce the risk of injuries that occur on streets and highways; in the community, the workplace, the home; and at school.

LEARNING STANDARDS	ORAL HEALTH STUDENT PERFORMANCE INDICATORS FOR GRADES K–2
1. Students will comprehend health promotion and disease-prevention concepts.	By the end of grade two, students should be able to <ul style="list-style-type: none"> • explain the relationship between positive health behaviors and the prevention of oral/dental injuries and • identify and develop safety strategies to prevent oral/dental injuries.
3. Students will demonstrate the ability to practice behaviors that enhance health and reduce risks.	By the end of grade two, students should be able to <ul style="list-style-type: none"> • demonstrate strategies for avoiding or minimizing unsafe situations and • respond appropriately to emergency dental situations, including the use of first-aid procedures for the mouth and teeth.
6. Students will use goal-setting and decision-making skills to enhance health.	By the end of grade two, students should be able to <ul style="list-style-type: none"> • use an age-appropriate decision-making process to reduce the risk of harm to self and others.

Content Area VI

Alcohol, Tobacco, and Other Drugs

RATIONALE: Substance abuse pervades our society, and students must understand its lifelong physical, emotional, and economic consequences. They must develop skills for resisting peer, social, and media influences on their personal choices.

LEARNING STANDARDS	ORAL HEALTH STUDENT PERFORMANCE INDICATORS FOR GRADES K-2
1. Students will comprehend health promotion and disease-prevention concepts.	By the end of grade two, students should be able to <ul style="list-style-type: none">• identify the short- and long-term effects of the use of smokeless tobacco on one's oral health and general health.
3. Students will demonstrate the ability to practice behaviors that enhance health and reduce risks.	By the end of grade two, students should be able to <ul style="list-style-type: none">• use their knowledge of the health risks to refrain from using smokeless tobacco.
4. Students will analyze influence of personal beliefs, culture, media, technology, and other factors on health.	By the end of grade two, students should be able to <ul style="list-style-type: none">• recognize the influences of peers and family on behaviors related to the use of smokeless tobacco.
5. Students will use interpersonal communication skills to enhance health.	By the end of grade two, students should be able to <ul style="list-style-type: none">• describe skills and strategies they can utilize to avoid using smokeless tobacco and• use effective verbal and nonverbal communication skills to express the healthy choice concerning the use of smokeless tobacco.

Introductory Activities

Here is an idea to capture and keep your students interested and involved in learning about oral health.

An Apple a Day

Materials needed:

- apple
- stick



1. Show students an apple. Ask them to pretend it is a tooth.
2. Use the stick to poke a hole in the apple. Set the apple aside and observe it for several days. Explain to students that the hole in the apple represents a cavity and shows how it can take over and destroy a tooth.
3. Share observations and reiterate to students the ways to prevent tooth decay (brushing, flossing, dental visits).

Get Acquainted with Your Mouth!



Materials needed:

- small mirrors
 - large marshmallows
 - scissors
 - toothpicks
 - construction paper cut in the shape of a mouth and folded in the middle
 - glue
 - yarn
1. Have students examine the inside of their mouths with a mirror. Talk with students about their teeth. Are all teeth the same? Why are some bigger than others. Why do we have pointed teeth?
 2. Have some students make a set of teeth out of marshmallows. Give them 8 marshmallows to flatten to represent incisors. Flatten and clip the corners of 4 more marshmallows to represent the canines. Using a toothpick indent 12 marshmallows in the middle to represent the molars.
 3. Attach with glue the marshmallow “teeth” onto the construction paper “mouth”. Keep in mind the correct order: 3 molars on each side (top and bottom), 1 canine on each side (top and bottom), and 4 incisors across the front (top and bottom).
 4. Allow the glue to dry and then use the model to explain the different types of teeth we have and what each type is used for—chewing, tearing, and so forth. The model can also be used to show how food gets stuck between teeth. Let the students take turns using the yarn to gently floss the “teeth.”

Oral Health Activities



Activity 1

CONTENT AREA I: PERSONAL HEALTH AND WELLNESS

Learning Standard 1: Comprehend health promotion and disease-prevention concepts.

Student Performance Indicator:

The student will be able to identify the structure and functions of the major body systems (e.g., describe a healthy mouth, the function of teeth, and the process of losing teeth).

Factual Information	Materials	Lesson
<p>A healthy mouth has many characteristics.</p> <p>A healthy mouth has a pleasant odor, pink gums, cavity-free teeth, no prematurely missing teeth, and correct spacing between the teeth. An unhealthy mouth may have a foul odor, red swollen gums, bleeding sores, missing teeth, and cavities.</p> <p>A person’s mouth has many functions that are essential to the body’s digestion of food. Discuss with your students the functions of the mouth and teeth. Explain that the mouth is actually a whole system of related parts that includes the lips, teeth, and tongue. Once food passes the lips, the tongue and saliva both work to move the food around to the different teeth, which have different tasks. (Our tongue pushes the food around our mouth, and the saliva helps the food move more easily.)</p>	<p>For classroom activity:</p> <ul style="list-style-type: none"> • crackers • apples 	<p>Begin the lesson by giving each student a simple food that they will need to bite and chew, such as a cracker or section of an apple. Students should wait to hear your instructions before putting the food in their mouths. Tell them to close their eyes and focus on what their teeth are doing as they begin to eat. Give them an idea of what to focus on by asking them these questions before they eat:</p> <ul style="list-style-type: none"> • Do you bite off part of the item? Which teeth do you use to bite it? Where does the food go next? • How does it get there? • What happens to the food at the next set of teeth? Then where does it go?

Factual Information	Materials	Lesson
<p>The teeth process the food into smaller bits by grinding it. The incisors and canines do the biting, cutting, and tearing, and the molars and bicuspid do the crushing and grinding necessary to prepare food so it can be swallowed and digested.</p> <p>Supplemental literature:</p> <ul style="list-style-type: none"> • <i>Dragon Teeth and Parrot Beaks</i>, by Almute Grohmann • <i>Meet Your Teeth</i>, by Linda Schwartz • <i>How Many Teeth?</i>, by Paul Showers • <i>Up Close: Teeth That Stab and Grind</i>, by Diane Swanson 	<p>For extension activity:</p> <ul style="list-style-type: none"> • <i>Up Close: Teeth That Stab and Grind</i>, by Diane Swanson <p>For evaluation:</p> <ul style="list-style-type: none"> • paper • markers • several handheld mirrors 	<p>Lead students in a discussion about the functions of different teeth and the roles of saliva, the cheeks, the tongue, the teeth, the gums, the lips and the roof of the mouth.</p> <p>Have students try to say selected words (e.g., “lollipop,” “tinker toys,” “dirty dishes”) without using their tongues. Then have them try to say words without using their lips. Discuss the differences.</p> <p>Next have students pull their lips over their teeth and try to eat a cracker. Discuss the importance of teeth in eating.</p>

Extension

- Read with the class the book *Up Close: Teeth That Stab and Grind*. Discuss the different types of teeth that animals have and how animals use their teeth to eat.

Evaluation

- Have students draw a picture of the inside of their mouths. Have them include the different types of teeth, the tongue, the lips, and so on. Ask them to describe to you the role of the different parts.

Activity 2

CONTENT AREA I: PERSONAL HEALTH AND WELLNESS

Learning Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

Student Performance Indicator:

The student will be able to determine and use strategies to improve or maintain personal health, including good oral/dental care.

Learning Standard 6: Use goal-setting and decision-making skills to enhance health.

Student Performance Indicator:

The student will be able to develop and implement a personal health and wellness program with specific goals related to oral health.

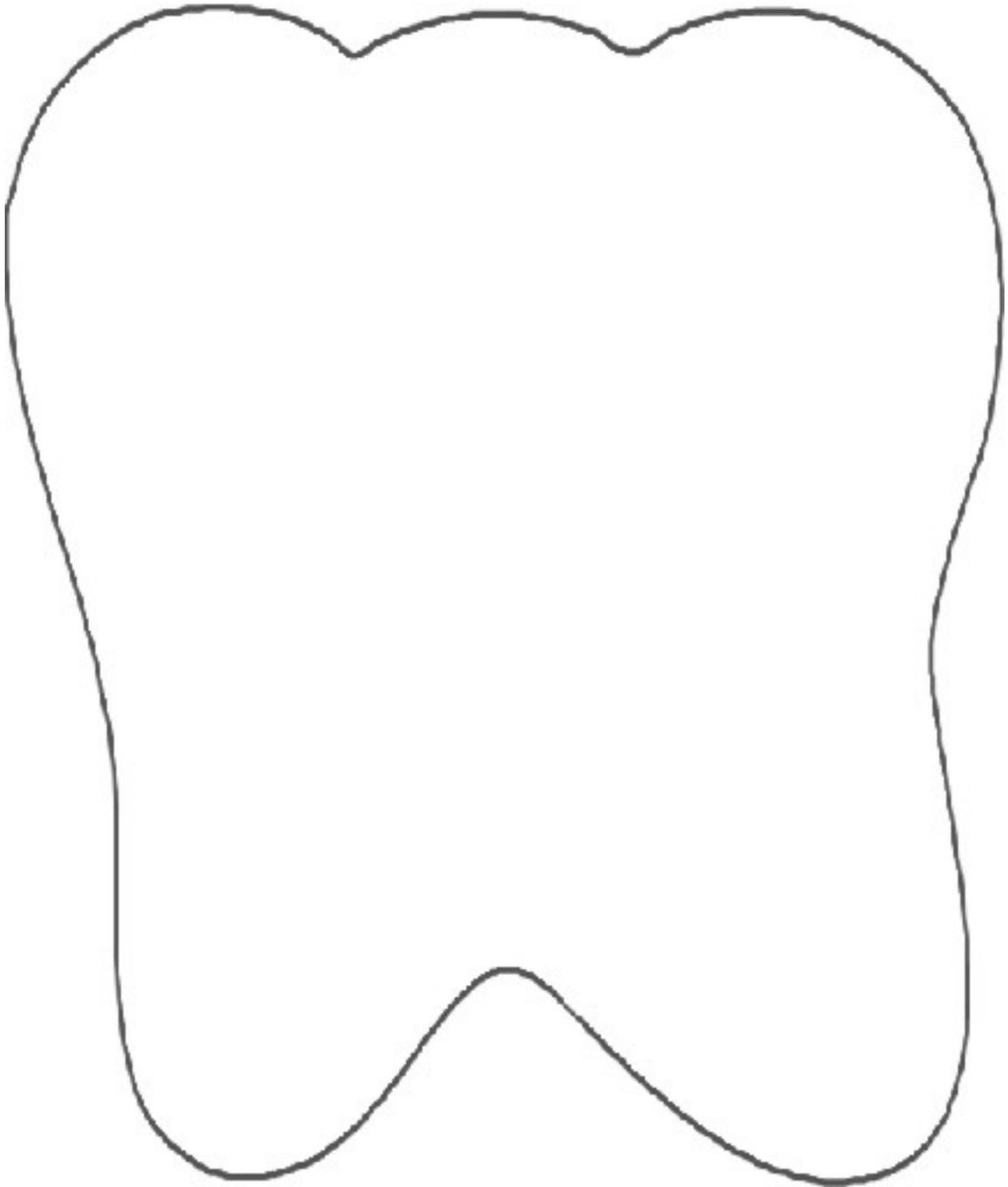
Factual Information	Materials	Lesson
<p>Individuals are responsible for maintaining their health through good health habits.</p> <p>Share with students what causes a cavity to form: Tooth decay is caused when bacteria in your mouth combines with food to leave a sticky film called plaque. Plaque combines with sugar from foods and forms an acid. This acid eats a hole, or cavity, in the tooth's enamel. Over time the cavity gets bigger and bigger. The decay spreads, invading the tooth's dentin, which is the bonelike material surrounding the pulp. (See the picture of a healthy tooth in the "Additional Resources" section.)</p>	<p>For classroom activity:</p> <ul style="list-style-type: none"> • toothbrushes and dental floss for each student (if possible) 	<p>Have students brainstorm ways they can take care of their health (e.g., wear a coat when it is cold, get proper rest, eat foods that are good for you, brush your teeth).</p> <p>Share with students how a cavity forms. (Use the introductory activity "An Apple a Day," above, and the picture of a healthy tooth in the "Additional Resources" section.)</p> <p>Have a school nurse or visiting dental hygienist demonstrate the proper way to brush and floss teeth. Or use the "Proper Way to Brush Teeth" sheet, below.</p> <p>Have the students work together to write a paragraph explaining to someone how to brush his or her teeth. Emphasize the need to include each step in the process.</p>

Factual Information	Materials	Lesson
<p>Lead your students to an understanding that limiting the amount of time food remains on teeth is an important part of caring for teeth properly. Brushing and flossing are the best ways to remove plaque and help prevent tooth decay and gum disease. Some items that many people regard as good plaque removers— toothpaste, mouthwash, apples, celery, carrots, baking soda, and water— are actually ineffective. The best plaque removers are a toothbrush and dental floss.</p> <p>Students should be encouraged to take their time when brushing their teeth, spending at least three minutes each time they brush. Use “The Proper Way to Brush and Floss Teeth” sheet, below, and review with students the proper way to brush their teeth.</p> <p>Supplemental literature:</p> <ul style="list-style-type: none"> • <i>Brushing Well</i>, by Helen Frost • <i>Brush Your Teeth Please</i>, by Leslie McGuire • <i>Those Icky Sticky Smelly Cavity-Causing but Invisible Germs</i>, by Judith Anne Rice 	<p>For classroom activity:</p> <ul style="list-style-type: none"> • several brown lunch bags filled with items that are not good plaque removers and items that are good plaque removers <p>For evaluation:</p> <ul style="list-style-type: none"> • a tooth-shaped sheet of paper for each student (Use the pattern below.) • a copy of “Start Each Day with a Smile!!!” monthly brush calendar for each student 	<p>Make grab bags with some of the items discussed as possible plaque removers. Have students reach in the bag, select an item, and indicate whether or not it helps remove plaque. Expand by having students explain why or why not the item is a good plaque remover.</p> <p>Assist students in making a dental health plan that includes a signed agreement stating they will brush and floss daily. (Use the “My Dental Health” sheet, below.)</p>

Evaluation

- On the tooth-shaped sheet of paper, have each student write a sentence about why it is important for us to brush and floss our teeth. Measure how each child progresses in following his or her individualized dental health plan. Distribute “Start Each Day with a Smile!!!” monthly brush calendars so that students can mark the days they brush and floss.

Tooth Pattern

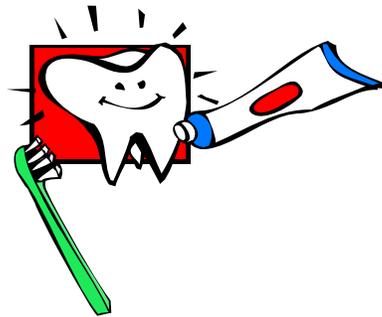


The Proper Way to Brush and Floss Teeth

Brushing

1. Place a pea-sized dab of toothpaste on the toothbrush.
2. Place the brush at the gum line and begin brushing in small, gentle circles.
3. Brush one or two teeth at a time, moving in an established routine (left to right or right to left; top first, then bottom, or vice versa).
4. Brush the outside of all teeth, then the inside.
5. Brush the chewing surfaces last, using a firm back-and-forth motion to remove cavity-causing germs that collect in deep grooves of the tooth's surface.

Dentists recommend changing your toothbrush at least every three to four months or whenever it appears worn. And remember to replace a toothbrush that was used during an illness such as a cold.



Flossing

After brushing, use floss to clean in the tight spaces between your teeth and under the gums. Parents should assist children under the age of ten with flossing.

1. Using about twelve inches of floss, wound around the middle fingers on both hands. Hold the floss tight between the thumbs and forefingers with about one inch of floss between them.
2. Gently guide the floss between teeth. Do not push it into the gums. Instead, curve the floss into a C-shape against the side of the tooth at the gum line. Hold the floss against the tooth and scrape the side, of the tooth moving the floss away from the gum using an up and down motion.

It may be easier for children to use a loop of floss: tie the ends together into a circle, holding the floss between the thumbs and forefingers and proceed as detailed above.

MY DENTAL HEALTH PLAN

I, _____, will try to brush my teeth _____ times a day and
(name) (#)

will floss my teeth _____ times a week.
(#)

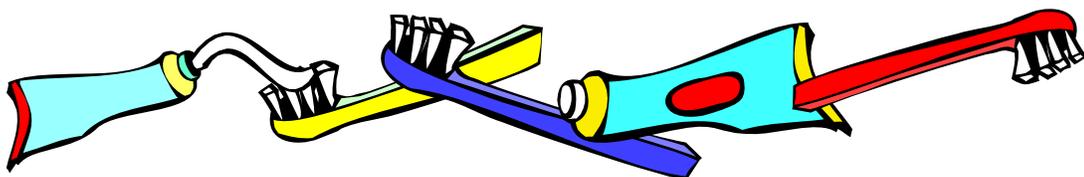
These are some things I can do to help me be successful in my plan: (check the ones that you will do):

- Brush my teeth before I go to school.
- Ask my mother/father/guardian to remind me to brush my teeth.
- Buy a new toothbrush, some dental floss, and a new kind of toothpaste.
- Brush my teeth before I go to bed.
- Visit the dentist regularly.

(Sign your name.)

Date

Parent's/guardian's signature



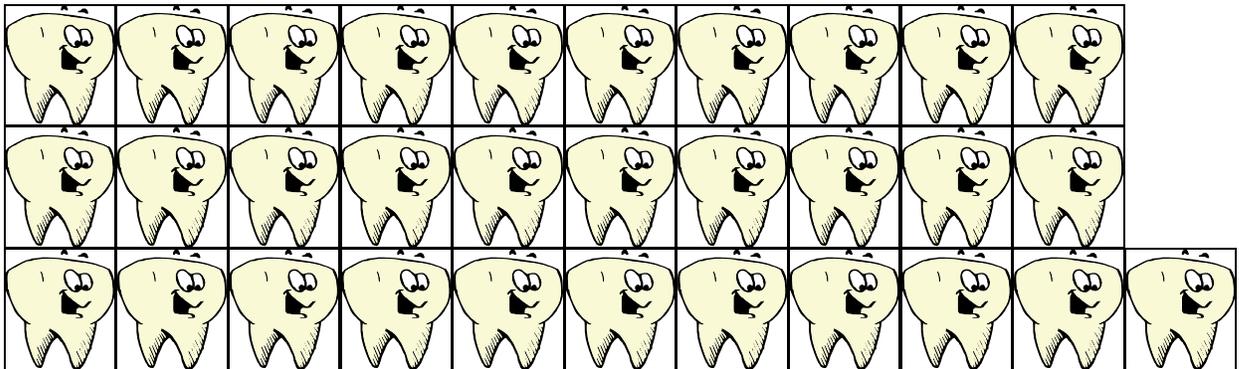


Start Each Day with a Smile!!!



Cut and paste a tooth on each day that you brush and floss.

SUN	MON	TUES	WED	THURS	FRI	SAT



My child, _____, brushed and flossed on each of the days indicated.

(signature of parent/guardian)

Activity 3

CONTENT AREA I: PERSONAL HEALTH AND WELLNESS

Learning Standard 1: Comprehend health promotion and disease-prevention concepts.

Student Performance Indicator:

The student will be able to identify personal practices that promote a healthy lifestyle (e.g., washing hands, brushing teeth, using fluoride, getting proper nutrition).

Learning Standard 2: Access valid health information, products, and services.

Student Performance Indicator:

The student will be able to identify sources and services that promote oral/dental health and prevent disease.

Factual Information	Materials	Lesson
<p>Fluoride makes teeth strong, and sealants help protect teeth from decay.</p> <p>Fluoride is a substance that helps to strengthen our teeth. It can be obtained through fluoridated drinking water, fluoride tablets and drops, toothpaste and mouth rinse with fluoride, and dental office treatments.</p> <p>Supplemental literature:</p> <ul style="list-style-type: none"> • <i>My Dentist, My Friend</i>, by Patrick K. Hallinan • <i>Healthy Teeth: A Users Manual</i>, by Marvin J. Schissel and John E. Dodes 	<p>For classroom activity:</p> <ul style="list-style-type: none"> • ice • gloves • “Sources of Fluoride” sheet 	<p>Select several students to represent unfluoridated teeth. Have them hold a piece of ice in their bare hands as long as they can. Then have the students put on gloves, and hand them another piece of ice. Ask them to describe the difference between the two experiences. Lead students to the conclusion that the gloves protect your hands from the cold just as fluoride and sealants protect your teeth from decay. Review with students the sources of fluoride. (Refer to the “Sources of Fluoride” sheet, below.)</p> <p>Do the experiment described on the “Fluoride Experiment” sheet, below.</p>

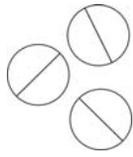
<p>Visiting the dentist regularly is another way to help prevent tooth decay. The dentist is a friend, and you should not be afraid to visit him or her.</p> <p>Dental Office Staff</p> <p>Dentist: a licensed professional who helps prevent, diagnose, and treat diseases of the oral cavity.</p> <p>Dental hygienist: a licensed professional who provides preventative services such as cleanings fluoride treatments, and patient education.</p> <p>Dental assistant: a person who performs tasks to help the dentist.</p> <p>Receptionist: a person who schedules appointments, answers the phone, and assists with financial record keeping and insurance paperwork.</p>	<p>For classroom activity:</p> <ul style="list-style-type: none"> • lab coats, if possible • copies of the “Dental Office Staff” sheet (below) to use as a reference • dental instruments or the pictures on the “Dental Instruments” sheet (below), enlarged, cut out, and mounted on poster board 	<p>Have students role-play several different scenarios involving a visit to the dentist. For background, explain to students the role of the dentist and his or her assistants: the dental hygienist, the dental assistant, and the receptionist.</p> <p>Divide the class into small groups. Give each group a different situation to act out for the class. Display the dental instruments and distribute the lab coats, if you have them.</p> <p>Suggestions for role-play:</p> <ol style="list-style-type: none"> 1. A student goes to the dentist for a dental exam. The dental assistant welcomes the patient; the dental hygienist cleans the teeth and gives a fluoride treatment; the dentist does a visual exam and takes an X ray. (6 students) 2. A student goes to the dentist for a dental exam, but this time the dentist finds a cavity and has to repair it. (6 students) 3. A student visits the dentist because of a toothache. The dentist repairs the problem, and the student leaves happy. (6 students)
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		<p>4. A student visits the dentist after having a tooth knocked out. He or she has rinsed off the tooth, put it in a glass of milk, and brought it to the dentist's office. The dentist is able to put the tooth back in the student's mouth. (6 students)</p>
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Evaluation

- Participation in the role-playing exercise will be the primary form of assessment. Have students share how they feel when they have to go to the dentist. Ask them to explain how they may feel differently now that they know more about what is taking place.

Sources of Fluoride



tablets



drops



fluoridated drinking water



toothpaste



dental office treatment



mouth rinse

Dental Office Staff



dentist



dental hygienist



dental assistant



receptionist

Dental Instruments



explorer



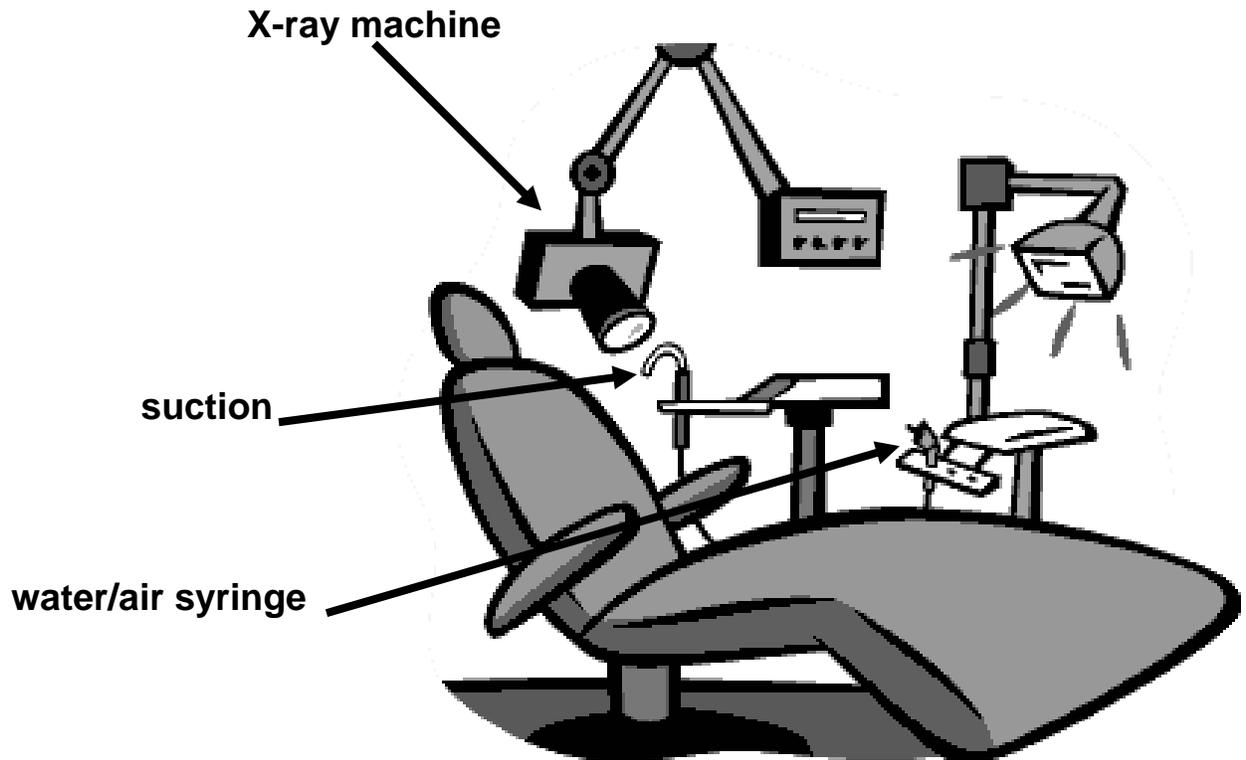
scaler



mouth mirror



drill



Fluoride Experiment

Materials needed:

- two hard-boiled eggs
- fluoride gel or solution (from dental office)
- three clean plastic containers
- several cans of dark soda
- water



Process:

1. Place a hard-boiled egg in one of the plastic containers and cover it with the fluoride gel or solution. Let the egg soak in the fluoride for twenty-four hours. Remove the egg and rinse it with water.
2. Place this “treated” egg in one of the two remaining clean containers, and place the “untreated” egg in the other.
3. Cover both eggs with dark soda. Change the solution every twelve hours for two days.

Conclusion:

The “untreated” egg will begin to dissolve slightly, and the shell will become stained by the dark soda. The “treated” egg should not show a reaction until much later. Thus the conclusion could be drawn that the use of fluoride helps strengthen teeth and protect them from decay.

Activity 4

CONTENT AREA III: MENTAL HEALTH

Learning Standard 1: Comprehend health promotion and disease-prevention concepts.

Student Performance Indicators:

- A. The student will be able to describe characteristics and behaviors that promote sound mental health.
- B. The student will be able to identify ways that poor oral health can affect a person’s self-esteem.

Factual Information	Materials	Lesson
<p>The oral cavity affects the way a person looks, speaks, and eats.</p> <p>An unhealthy oral cavity affects many body functions.</p> <p>Supplemental literature:</p> <ul style="list-style-type: none"> • <i>Open Wide: Tooth School Inside</i>, by Laurie Keller 	<p>For classroom activity:</p> <ul style="list-style-type: none"> • paper • crayons or markers <p>For evaluation:</p> <ul style="list-style-type: none"> • a copy of the “What Does a Healthy Mouth Look Like?” sheet for each student 	<p>Have students draw pictures of a smiling person with healthy teeth, a smiling person with missing and crooked teeth, and a smiling person with no teeth. Share and discuss how different from one another the three people look—and how they each probably have different self-concepts.</p> <p>Discuss the effects of smiling: How does it make you feel and look? What role do your teeth play in your smiling?</p> <p>Discuss with students how the following conditions could affect their food choices, appearance, and overall health:</p> <ul style="list-style-type: none"> • an unfilled cavity • swollen, bleeding gums • a cut on your tongue, and • a missing tooth.

Factual Information	Materials	Lesson
		<p>Have students share their favorite foods, and list them on the board. Erase the foods they could not eat because of these (above) conditions. Discuss the foods they can eat because they have healthy teeth (corn on the cob, hotdogs, carrot sticks, etc.)</p>

Evaluation

- Have students complete their “What Does a Healthy Mouth Look Like?” sheets (see below). Extend this activity by having students use the sheet to “test” their parents and or siblings.

What Does a Healthy Mouth Look Like?

Complete this exercise by using a mirror, or do it with a partner. Read each of the following questions and either circle **yes** or **no** or **fill in the blank**:

- | | | |
|--|-------|----|
| Are your gums pink? | yes | no |
| Do your gums bleed? | yes | no |
| Have you lost any baby teeth yet? | yes | no |
| Have you ever lost a tooth in an accident? | yes | no |
| Do you have any cavities? | yes | no |
| Do you have sores and/or cuts in your mouth? | yes | no |
| Is your breath fresh? | yes | no |
| Count your teeth. How many do you have? | _____ | |
| How many teeth have you lost? | _____ | |



Activity 5

CONTENT AREA II: NUTRITIONAL CHOICES

Learning Standard 6: Use goal-setting and decision-making skills to enhance health.

Student Performance Indicators:

- A. The student will be able to make healthy nutritional choices.
- B. The student will be able to predict the effects of positive and negative nutritional choices on oral health.

Factual Information	Materials	Lesson
<p>Sweets like cookies, brownies, cakes, pies, honey, and candy contain a lot of sugar. Sugars in foods react with the bacteria in the mouth to produce an acid. This acid attacks tooth enamel and creates decay. To reduce the harmful effects of sweets, we should eat them in moderation and with a meal or protective foods. Always brush your teeth after eating sweets.</p> <p>Supplemental literature:</p> <ul style="list-style-type: none"> • <i>Ooey Gooey</i>, by Erica Farber and J. R. Sansevere • <i>Rotten Teeth</i>, by Laura Simms 	<p>For classroom activity:</p> <ul style="list-style-type: none"> • ingredients and supplies for preparing selected healthy snacks (See the “Healthy Recipes” sheet below.) • brown lunch bag for each student. • paper • crayons, markers • scissors. 	<p>Prepare the nonsweet snacks on the “Healthy Recipes” sheet (below) and have a tasting party! (This is a good introductory lesson.)</p> <p>Share information about the harmful effects of sweets on oral health and the ways to reduce these effects.</p> <p>Brainstorm with students a list of healthy snacks. Have them illustrate good snacks on a sheet of drawing paper. Then have students cut them out from the paper and place them in their lunch bags. If there’s time allow the students to decorate their bags.</p> <p>Challenge students to reduce the amount of candy and sugared foods they eat each day.</p>

Extension

- Have students take home their “snack bags” to share with their parents.

Evaluation

- After completing the next lesson, activity 6, invite another class to a tasting party. Have members of your class share what they have learned about the effect that nutrition has on oral health. They may want to present the advertisements they complete in activity 6. The visiting class may enjoy participating in the “Go fish!” game.

Healthy Recipes

Celery Boats

Stuff celery with pureed cottage cheese or sugarless peanut butter and top with sunflower seeds, roasted sesame seeds, paprika, or caraway. A sliced cucumber wedge on a toothpick makes a great sail!



Veggie or Fruit Kabobs

Arrange a variety of fruits or vegetables on toothpicks. Try radishes, mushrooms, cucumbers, carrots, cherry tomatoes, or broccoli. Suggested fruits are apple wedges, melon balls, orange sections, banana slices, grapes, berries, cantaloupe squares, and pineapple.



Frozen Crunch Pops

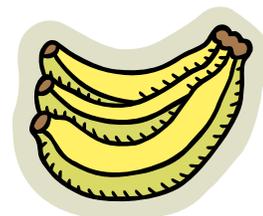
- 1 8-ounce container vanilla yogurt
- ½ cup applesauce
- ½ cup chopped nuts
- 4 dashes of cinnamon
- 2 paper cups
- 2 ice cream sticks



Pour the yogurt into small mixing bowl. Add the applesauce and chopped nuts. Shake in the cinnamon. Mix well. Spoon half of the mixture into each paper cup. Put in an ice cream stick into each cup. Freeze at least two hours. Remove paper cups from frozen pop and serve. Makes two servings.

Orange-Banana Shake or Frosty

- 4 ripe bananas
- ½ cup unsweetened orange juice
- ¼ tsp. vanilla
- 4 cups of milk
- 1 cup crushed ice



Using a blender, combine the first four ingredients. Add crushed ice to thicken. Serves six.

Nutty Treats

Shape softened low-fat cream cheese, cheddar cheese, or sugarless peanut butter into balls and roll in chopped nuts, roasted sesame seeds, or parsley. Chill before serving.



Apple Delights

Slice apple wedges and baste with melted margarine. Top with cinnamon. Bake for 30 minutes at 350 degrees. Serve warm or chilled. Can also be prepared in a toaster oven.

Activity 6

CONTENT AREA II: NUTRITIONAL CHOICES

Learning Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

Student Performance Indicator:

The student will be able to distinguish between healthy and unhealthy food choices and recognize their impact on oral health.

Learning Standard 6: Use goal-setting and decision-making skills to enhance health.

Student Performance Indicators:

A. The student will be able to make healthy nutritional choices.

B. The student will be able to predict the effects of positive and negative nutritional choices on oral health.

Factual Information	Materials	Lesson
<p>A balanced diet has foods from each of the four main food groups:</p> <ul style="list-style-type: none"> • meats, eggs, and legumes; • fruits and vegetables; • milk and dairy products; and • breads, cereals, and grain products. <p>Other foods not included in these groups are sweets, fats, oils, chips and other processed snack foods; alcohol and other beverages; and condiments.</p>	<p>For classroom activity:</p> <ul style="list-style-type: none"> • pictures of food cut from magazines • tape • paper clips • string or yarn • magnets • several yardsticks • paper, crayons, pencils 	<p>For this “Go fish!” game, tape a paper clip to each picture of food cut from magazines, making sure that one half of the paper clip extends beyond the edge of the picture. Then create a fishing pole by taping string or yarn to the end of a yardstick. Tie a magnet to the end of the string. Place the food pictures in a hidden area (e.g., behind a desk or table). Then have students take turns with the poles, fishing for food. When the student “catches” a food picture, he or she must identify it as a food that is healthy or unhealthy for our teeth.</p>

Evaluation

- Have students work in pairs to make advertisements for foods that are healthy for our teeth. Discuss the basic components of an effective advertisement.

Activity 7

CONTENT AREA IV: PREVENTING INJURIES

Learning Standard 1: Comprehend health promotion and disease-prevention concepts.

Student Performance Indicators:

- A. The student will be able to explain the relationship between positive health behaviors and the prevention of oral/dental injuries.
- B. The student will be able to identify and develop safety strategies to prevent oral/dental injuries.

Factual Information	Materials	Lesson
<p>There are specific precautions a person can take to lessen his or her likelihood of injury.</p>	<p>For classroom activity:</p> <ul style="list-style-type: none"> • a copy of the “Safety Rules to Prevent Oral Injuries” for each student • poster board • markers, crayons, and/or paint • scissors 	<p>Brainstorm with the class a list of unsafe activities that could lead to injury. Some examples are</p> <ul style="list-style-type: none"> • pushing or tripping another person, • running beside a pool, • jumping out of a swing, • standing in a chair, • engaging in horseplay while a person is drinking or eating, • not wearing safety equipment while playing sports, and • not wearing a seatbelt when riding in a car. <p>Brainstorm with the class several rules that promote safety and help prevent oral injuries.</p> <p>Use the list of unsafe activities. Have students work in pairs to make posters promoting a safety rule that would prevent oral injury. The poster could be divided into two sides with one side illustrating the consequences of <i>not</i> following the rule and the other side showing the rule being followed.</p>

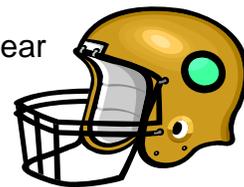
Factual Information	Materials	Lesson
<p>Wearing protective equipment while playing sports can help prevent injury. Mouth guards help prevent injury to the mouth area, especially the teeth, lips, cheeks, and tongue. They can also help protect against head and neck injuries.</p> <p>See the “Safety Rules to Help Prevent Oral Injuries” handout.</p>	<p>For classroom activity:</p> <ul style="list-style-type: none"> • books or sports • magazines • actual examples of protective equipment (mouth guards, knee pads, helmets, etc.) 	<p>Ask students what protective equipment they use while participating in sports. If possible bring in books and sports magazines as an additional resource for students.</p> <p>Invite a coach or an athlete to talk with students about how to prevent oral injuries while playing sports.</p>

Evaluation

- Have students share their posters with the class. Display in the hallway so that student throughout the school can learn about how to be safe. Send home a copy of the “Safety Rules to Prevent Oral Injuries” handout for parents to read over with their children and refer to as a reference.

Safety Rules to Help Prevent Oral Injuries

- A. When participating in vigorous activities and contact sports, always wear a properly fitted helmet and mouth guard.
- B. Wear a catcher's mask when receiving pitched balls.
- C. Keep your skateboard under control, and do not push or shove other skateboarders.
- D. Use a ladder to climb out of the pool.
- E. Do not run alongside a pool or engage in horseplay around a pool area.
- F. Do not push, hit, or throw things at people while they are drinking from a water fountain.
- G. Always wear a seat belt when riding in a car.
- H. Be extra cautious when riding a bike in rainy weather. Watch out for trees, stumps, and other objects in your path.
- I. Remain seated in a swing, and do not jump from or walk under a moving swing.



Activity 8

CONTENT AREA IV: PREVENTING INJURIES

Learning Standard 1: Comprehend health promotion and disease-prevention concepts.

Student Performance Indicator:

The student will be able to identify and develop safety strategies to prevent oral/dental injuries.

Learning Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

Student Performance Indicator:

The student will be able to demonstrate strategies for avoiding or minimizing unsafe situations.

Learning Standard 6: Use goal-setting and decision making skills to enhance health.

Student Performance Indicator:

The student will be able to use an age-appropriate decision-making process to reduce the risk of harm to self and others.

Factual Information	Materials	Lesson
We can make our homes safer and help prevent injuries.	For classroom activity and evaluation: <ul style="list-style-type: none">• a copy of the “Home Safe Home” checklist for each student	Have students share their experiences concerning the injuries they have had at home. Tell students to walk through their homes and look for things that might cause an oral injury. Have them complete the attached “Home Safe Home” safety checklist with the help of their parents. In the bottom section of the checklist, have students list areas in their home that need to be made safer.

Evaluation

- Have students complete the checklist, share the results with the class, and agree to help their parents make improvements in their home.

Home Safe Home



Walk through your home and check for things that might cause an oral injury. If the item or situation is present in your home, circle YES. If it is not, circle NO.

- | | | |
|---|-----|----|
| • Toys are scattered on the floor. | YES | NO |
| • Drawers and cabinet doors are left open. | YES | NO |
| • Family members wear helmets when playing sports or riding bikes or scooters. | YES | NO |
| • Family members wear mouth guards when playing sports. | YES | NO |
| • Objects (toys, rakes, etc.) are left lying in the yard. | YES | NO |
| • Items are left on the stairs. | YES | NO |
| • Family members wear seat belts in the car. | YES | NO |
| • Floors are left wet. | YES | NO |
| • Family members walk around with objects (hard candy, pens, etc.) in their mouths. | YES | NO |

List or describe areas in your house that need to be made safer:

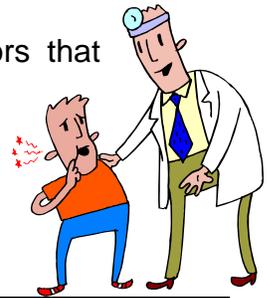
Activity 9

CONTENT AREA IV: PREVENTING INJURIES

Learning Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

Student Performance Indicator:

The student will be able to respond appropriately to emergency dental situations, including the use of first-aid procedures for the mouth and teeth.



Factual Information	Materials	Lesson
<p>Responding properly to an oral injury can greatly reduce the harm it does. (For specific information, see the “Dental First Aid” sheet, below.)</p>	<p>For classroom activity:</p> <ul style="list-style-type: none"> • paper, crayons, markers, pencils • materials to make bound books (if students are making books) • a copy of the “Dental First Aid” sheet and the “Dental First Aid Supplies” sheet for each student 	<p>Ask students if they have ever had an oral injury. If they have, ask them to share their experiences with the class.</p> <p>Using the “Dental First Aid” sheet, explain to students the proper responses to dental emergencies.</p> <p>Have students draw a picture and/or write a story about a person who has experienced a dental injury and is receiving the appropriate treatment.</p> <p>Set aside some time for the students to share their pictures and/or stories.</p>

Evaluation

- Have students take the “Dental First Aid” and “Dental First Aid Supplies” sheets home to their parents. Tell them to ask their parents to post these sheets somewhere in their home.

Dental First Aid

Despite safety precautions and mouth guards, oral injuries do occur. These are the basic steps to take when a child sustains such an injury:

1. Clean any dirt and debris from the injured area with warm water.
2. Place cold compresses on the child's face next to the injured area to minimize swelling.
3. Take the child to the dentist as soon as possible.

RESPONDING TO SPECIFIC INJURIES

Permanent Tooth Knocked-Out

1. Find the tooth but do not handle it by the roots.
2. Rinse it gently with water.
3. Have the child place the tooth back in the socket and hold it with a finger or tissue. If the child is unable to do this, place the tooth in a glass of milk or place it in saliva. As a last resort, place the tooth in a glass of water. The tooth must not dry out!
4. Take the child to the dentist immediately.



Tooth Loosened or Chipped

1. Clean the area and avoid moving the tooth.
2. Apply a cold compress to minimize swelling.
3. Take the child to the dentist immediately.

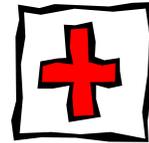
Tooth Pushed into Gums

1. Wash the area with warm water.
2. Do not attempt to move the tooth.
3. Take the child to the dentist immediately.

For additional information, see the “Dental First Aid Supplies” sheet.

Always remember to follow OSHA guidelines when you are dealing with an injury that may involve blood.

Dental First Aid Supplies



The following items should be kept on hand for dental emergencies:

- **cotton swabs**—to stop bleeding, to clean the injury
- **tea bags**—to stop bleeding by pressing wet tea bag on bleeding injury
- **dental floss**—to remove objects from between teeth
- **interdental cleaner or toothpicks**—to remove objects wedged between teeth
- **dental wax (or paraffin)**—to protect cheeks or gums from a chipped tooth or protruding orthodontic wire
- **ice pack**—to reduce swelling
- **handkerchief**—to immobilize a broken jaw
- **milk**—to store a tooth that has been knocked out until the person can get to a dentist

Activity 10

CONTENT AREA VI: ALCOHOL, TOBACCO, AND OTHER DRUGS

Learning Standard 1: Comprehend health promotion and disease-prevention concepts.

Student Performance Indicator:

- The student will be able to identify the short- and long-term effects of the use of smokeless tobacco on one's oral health and general health.

Factual Information	Materials	Lesson
<p>Smokeless tobacco is a tobacco product that is not smoked but placed between the cheek and the gum. It comes in two forms: snuff and chewing tobacco.</p> <p>Using smokeless tobacco can cause bad breath, discolored teeth, receding gums, tooth loss, high blood pressure, and increased heart rate.</p>	<p>For classroom activity:</p> <ul style="list-style-type: none"> • several hardboiled eggs • tobacco juice (can be extracted from chewing tobacco) • clear plastic cups <p>For evaluation:</p> <ul style="list-style-type: none"> • 3" x 5" index cards for each student • pencils 	<p>Explore with students their level of familiarity with smokeless tobacco.</p> <p>Conduct this experiment:</p> <p>Pour tobacco juice in plastic cup. Then place a hardboiled egg in the cup of tobacco juice. Have students observe it daily, noting the stains, damage, and smells that occur. Relate what happens to the egg to the effect that smokeless tobacco has on the mouth and teeth.</p>

Evaluation

- In pairs have students relay to their partners what they have learned about the effects of smokeless tobacco on our mouths, teeth, and overall health. Give each pair of students two index cards and ask them to write or dictate a sentence about why they *would not* or *should not* use smokeless tobacco. Post their index cards on a wall or bulletin board in the classroom as a reminder of the harmful effects of smokeless tobacco.

Activity 11

CONTENT AREA VI: ALCOHOL, TOBACCO, AND OTHER DRUGS

Learning Standard 3: Demonstrate the ability to practice behaviors that enhance health and reduce risks.

Student Performance Indicator:

The student will be able to use his or her knowledge of the health risks to refrain from using smokeless tobacco.

Factual Information	Materials	Lesson
<p>Smokeless tobacco has short- and long-term effects on oral health and general health.</p> <p>Smokeless tobacco is very addictive, even more addictive than cigarette smoking. It also can cause cancer of the pharynx, larynx, and esophagus. Smokeless tobacco also causes gum recession, bad breath, discolored teeth, and tooth loss. In addition using smokeless tobacco increases your heart rate and raises your blood pressure.</p> <p>Peer pressure, curiosity, and the fact that other family members use smokeless tobacco are cited as reasons why young people begin using these products.</p>		<p>Invite a representative from the American Cancer Society to use the “Mr. Grossmouth” model in discussing the effects of smokeless tobacco.</p> <p>Encourage students to explain how they can use their knowledge of the health risks to keep from using smokeless tobacco.</p>

Evaluation

- Have students write thank you notes to the representative from the American Cancer Society citing three things they learned from the presentation.

Activity 12

CONTENT AREA VI: ALCOHOL, TOBACCO, AND OTHER DRUGS

Learning Standard 4: Analyze the influence of personal beliefs, culture, mass media, technology, and other factors on health.

Student Performance Indicator:

The student will be able to recognize the influences of peers and family on behaviors related to the use of smokeless tobacco.

Learning Standard 5: Use interpersonal communication skills to enhance health.

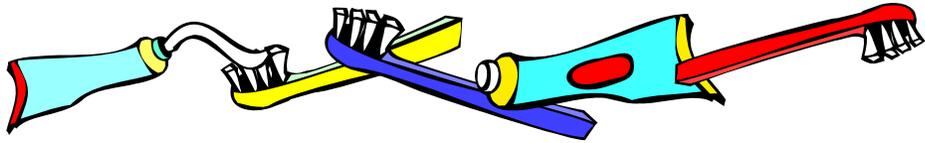
Student Performance Indicators:

- A. The student will be able to describe skills and strategies he or she can utilize to avoid using smokeless tobacco.
- B. The student will be able to use effective verbal and nonverbal communication skills to express the healthy choice concerning the use of smokeless tobacco.

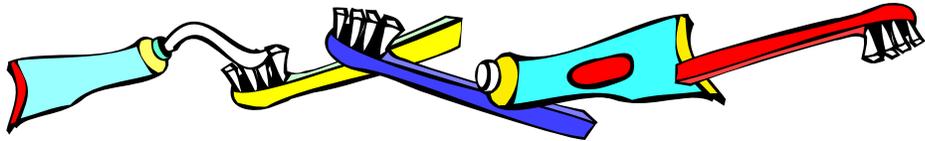
Factual Information	Materials	Lesson
<p>Students may encounter peers who encourage them to try smokeless tobacco. There are several reasons smokeless tobacco use is on the rise:</p> <ul style="list-style-type: none"> • People believe that it is not harmful. • There is peer pressure to start and continue, particularly among athletes. • People easily become addicted to it. 	<p>For classroom activity:</p> <ul style="list-style-type: none"> • paper, crayons, and/or markers 	<p>Discuss the fact that students may encounter peer pressure to try smokeless tobacco. Stress the theme “Just say no thanks!”</p> <p>Have students volunteer to role-play for the class possible responses to the following comments from peers:</p> <ul style="list-style-type: none"> • “You won’t be my friend if you don’t try it.” • “You’re a baby if you don’t try it.” • “Chewing this won’t hurt you. It’s not as bad as a cigarette.” • “Everybody on the team does it.” <p>If there is time, have students draw a cartoon depicting one of the situations described above.</p>

Evaluation

- Use the role-playing exercise and the completion of a cartoon as the primary assessment tools.



ADDITIONAL RESOURCES



Oral Health Activities and Ideas

Imaginative Play

- Have students pantomime reactions to various dental health situations such as these:
 - a. how to brush your teeth,
 - b. how a clean tooth feels,
 - c. how a dirty mouth feels,
 - d. how you react when you discover a loose tooth, and
 - e. how to smile when your front tooth is missing.

Math

- Have different toothbrushes on hand for students to count and sort according to size and color.
- Have students graph the colors of their toothbrushes, their favorite brands of toothpaste, and the number of toothbrushes in their house. Expand the activity by having students survey another class.
- Use dental facts to create math word problems:
 - A. We have 20 primary teeth and 32 permanent teeth. How many teeth will we have during our lifetime?
 - B. We have 20 primary teeth and 32 permanent teeth. How many more permanent teeth do we have than primary teeth?
 - C. John has lost 8 primary teeth. How many does he have left?

Art

- Paint pictures with toothbrushes.
- Have students draw a picture of themselves with a big smile!
- Students can use paper bags to make “healthy mouth” and “unhealthy mouth” puppets. The bottom of the paper bags make great open mouths!

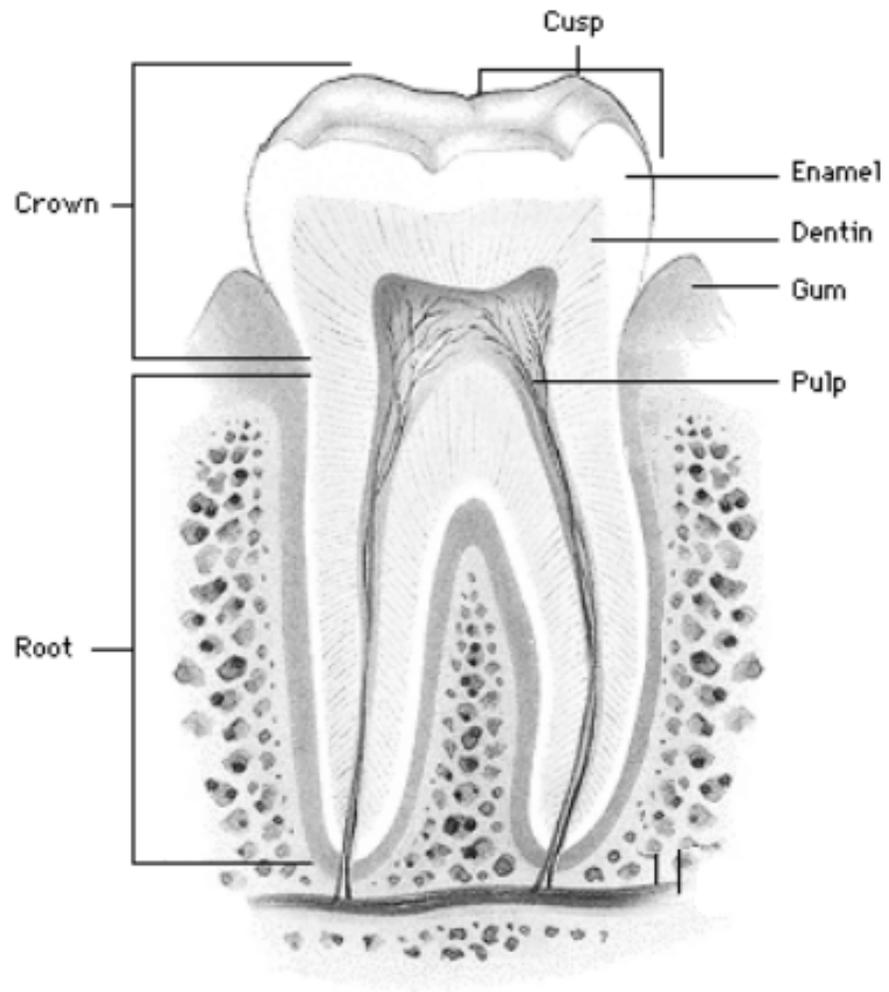
Language Arts

- Provide story starters to encourage creative writing and thinking:
 - “This morning when I was brushing my teeth, something strange started to happen. My teeth began to turn green. . . .”
 - “The tooth fairy called me last night and asked me if I could take her place for a few days. The first thing I did was. . . .”
 - “An alien from outer space has appeared in your room and wants to know what teeth are and why they are important. . . .”
- On tooth-shaped paper, have students write step-by-step instructions on how to brush teeth.
- *Tooth similes.* Have students write similes relating to oral health:
 - “Teeth are like. . . .”
 - “A toothbrush is like a. . . .”
 - “Dental floss is like. . . .”
- Include as many books as you can in your reading area for students to read and explore.

Science

- Demonstrate the effects of the decay process by growing a “garbage garden.” Have students put bits of leftover food from their lunches into clear plastic cups. Cover the cups tightly with plastic wrap and tape shut. Set the cups in a warm spot, and have students observe and record daily their observations. Emphasize to students that the decay in the cup is not the same kind of decay that occurs in their mouths but that it is a good example of the results of the decay process. The bad smell is a symptom of decay, just as bad breath is.
- Have students use a laminated picture of a tooth to label the parts of a healthy tooth. Refer to the picture of a healthy tooth below.
- Using pink clay and white navy beans, have student create a model of their teeth. Note there should be 10 teeth in each gum.
- Set up a display of different kinds of teeth and skulls if they are available. Encourage students to examine the different types of teeth they see.

A Healthy Tooth



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1429 Senate Street
Columbia, SC 29201
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For additional information on harmful effects of tobacco on oral health:

South Carolina Department of Alcohol and Other Drug Abuse Services (DAODAS)

101 Business Park Blvd.
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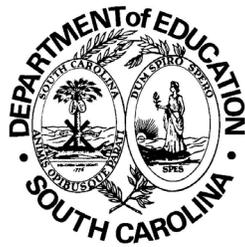
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The Second Grade Oral Health Supplemental Curriculum Resource was funded through CDC DASH Cooperative Agreement U58/CCU417047-03-02 and South Carolina Healthy Schools at the State Department of Education.



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