

South Carolina Department of Health
and Environmental Control's

Oral Health Activity and Information Booklet

for Afterschoolers



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Afterschoolers

South Carolina Department of Health and
Environmental Control

Background Information:

This resource guide is packed with activities designed for students in grades 1-5 who are participating in afterschool programs. The “lessons” engage elementary age children in hands-on activities that teach them how to take care of their teeth and help them understand why it is important to do so. The booklet also teaches students how important it is to choose healthy foods and encourages them to keep their smiles safe and injury free. This guide is designed for use in child care centers and in schools with afterschool programs. It is also a good resource for homeschool associations and parent and community outreach programs.

Each “lesson” includes information on the purpose of the activity, the time required to do the activity, the supplies needed, step by step directions, related resources such as books, suggestions for reinforcing lessons, and information for parents. In addition to the hands-on activities, the booklet contains reproducible puzzle pages and a section on physical activities, as well as an extensive information and resource section.

How to Use the Booklet:

Begin by reviewing the activity and gathering the needed supplies. In addition, locate the corresponding information sheets contained in the “Take Home Information” section of this booklet and make copies as needed. Introduce the concepts featured in the lesson and continue reinforcing them. This can be as simple as asking the children to complete a toothbrushing chart and providing an incentive to those who do. According to research, simple messages that are consistently reinforced and restated can make a significant impact on behavior.

“The Oral Health Activity and Information Guide for Afterschoolers,” funded by the Robert Wood Johnson Foundation, is part of the “More Smiling Faces” project.

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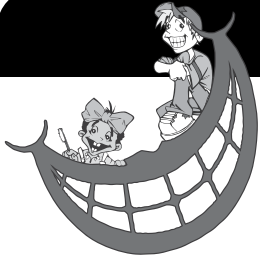
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Why We Need Teeth

Purpose:

To show students what teeth do and why they are important.

Time Allotment:

30-45 minutes

Supplies Needed:

- Several handheld mirrors
- Several slices of bread
- Scissors
- Pliers or a nutcracker
- Markers, elastic or string
- Mouth pattern for each student copied on stock paper
- Mouth graphic

Steps:

1. Using handheld mirrors, have students look inside their mouths. Help them identify the different kinds of teeth they have. Use the attached open mouth graphic as needed.

Incisors:

- Sounds like scissors.
- Cut food much like scissors cut bread.
- Your front teeth bite into food.
- Demonstration: Have the students cut bread with scissors.

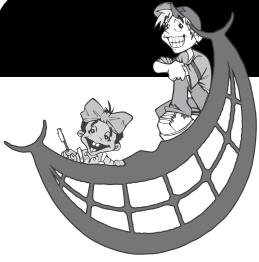
Canines:

- Dogs are referred to as canines. Do dogs have pointed teeth like you do?
- Used to tear food into smaller pieces.

Molars:

- Your large, flat back teeth.
- Their shape makes them good for crushing and grinding food into much smaller pieces so that it can be easily swallowed.
- Demonstration: Have the students take turns using pliers or a nutcracker to crush a peanut or apple slice.

2. Ask students what they like to eat. Have them determine if they could eat those foods if they did not have teeth. **Key Message: Teeth help us eat.**



3. Next have the students say some words that begin with “s”, “z” and “p”. Call attention to the fact that in order to say these words you must use your tongue and teeth. Thus, if we didn’t have teeth, we couldn’t say some words. **Key Message: Teeth help us talk.**

4. Lead the students to conclude that if teeth help us eat, talk and smile, it is very important that we take care of them.

5. For the activity: Have the students cut out and color the tooth pattern to make a tooth visor (pattern attached). It is best to use card stock paper and elastic to make a strap.

Related Resources:

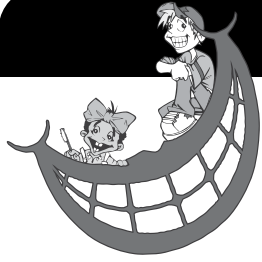
“The Tooth Book,” by Dr. Seuss

Reinforcing the Ideas:

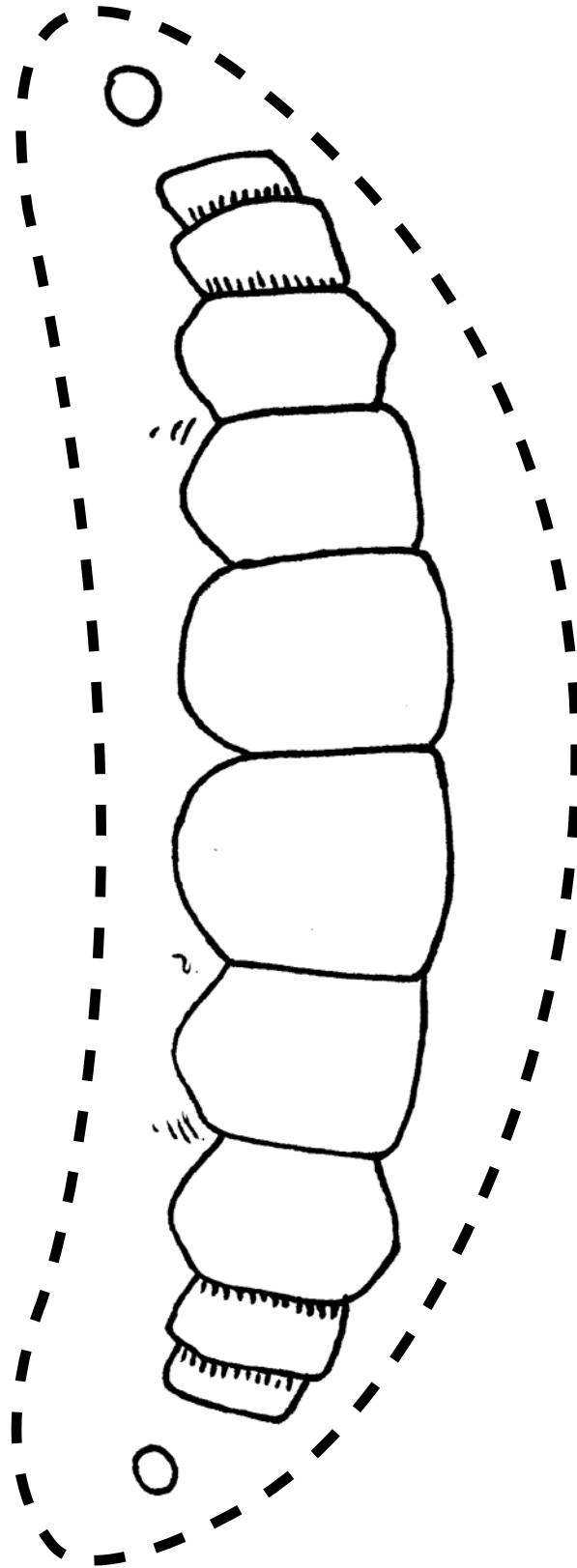
If time permits have the students put on their tooth visors and listen as you read, “The Tooth Book ” by Dr. Seuss.

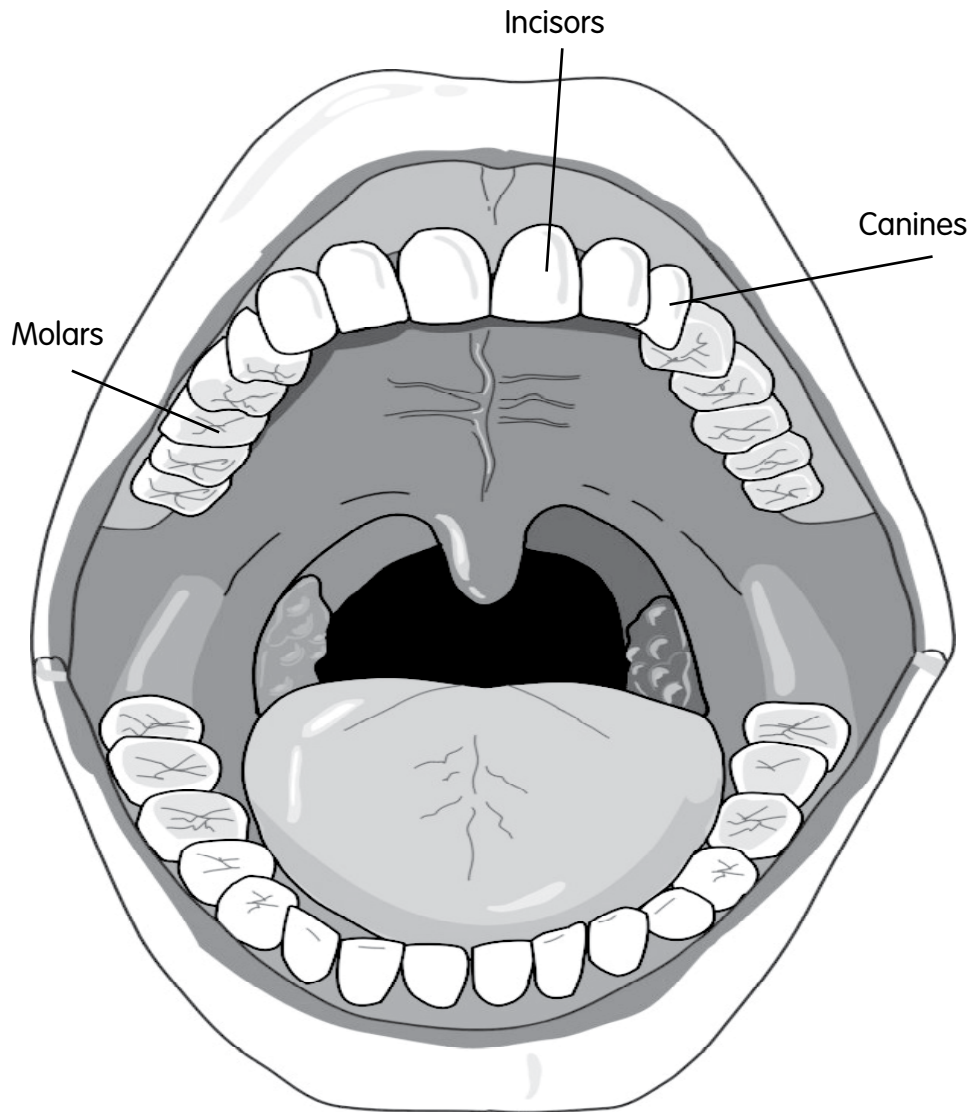
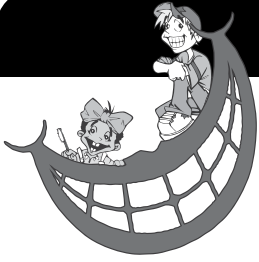
Parent Information:

Send home copies of “Brush Up...Be Smart!” found in the Take Home Information Section.

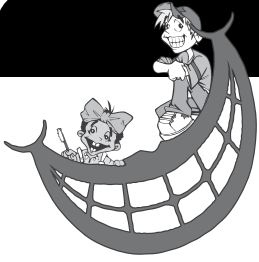


Carefully cut along the dotted lines to cut out your tooth visor. Tie a string on each side and wear it as you listen to, "The Tooth Book " by Dr. Suess!





**Graphic of an
Open Adult Mouth**



Teeth, Teeth, Teeth

Purpose:

This simple interactive activity helps students understand the different types of teeth they have and what they are used for.

Time Allotment:

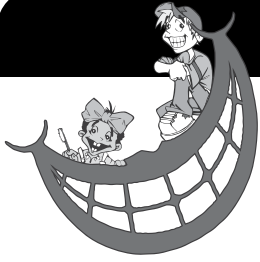
45-60 minutes

Supplies Needed:

- Flip chart
- Apple slices
- Several small handheld mirrors
- Large marshmallows
- Scissors
- Toothpicks
- Construction paper cut in an oval shape and folded in the middle (or use paper plates).
- Glue
- Yarn

Steps:

1. Introduce the activity by having the students choose a partner. Pass out the mirrors and give them a few minutes to look inside their mouth and their partner's mouth. Encourage them to count their teeth and notice the different shapes and sizes.
2. Bring the group back together and ask the students to describe what they saw. Record their responses on chart paper. If needed, use questions such as:
 - How many teeth did you see?
 - Do all the teeth look the same?
 - Are all teeth the same shape and size?
3. Next, pass out apple slices. Have the students sit face to face with their partners. Tell them to observe what happens as they take turns eating the apple.
4. Bring the group back together, and have them describe what they saw.



5. Encourage them as needed with questions such as:

- What teeth did you use to bite the apple?
- What teeth did you use to chew the apple?

6. Next, explain to the students that the front teeth they used for biting are their incisors, the pointed teeth are referred to as canines, and the back teeth they used for chewing the apple slices are called molars.

7. For the activity,

- Have the students make a set of teeth out of marshmallows.
- Give each student eight marshmallows to flatten to represent incisors.
- Flatten and clip the corners of four more marshmallows to represent the canines.
- Using a toothpick indent 12 marshmallows in the middle to represent the molars.
- Glue the marshmallow “teeth” onto the construction paper “mouth”. Refer to the graphic. Keep in mind the correct order: three molars on each side (top and bottom), one canine on each side (top and bottom), and four incisors across the front (top and bottom).
- Allow the glue to dry, 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.”

Related Resources:

“Up Close: Teeth That Stab and Grind,” by Diane Swanson.

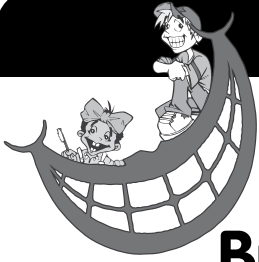
Reinforcing the Ideas:

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.

Have students draw a picture of the inside of their mouths. Have them include the different types of teeth, the tongue, the lips, the gums and so on. Ask them to describe to you what they drew.

Working in small groups, have the students create commercials that describe teeth and promote good dental care. They can perform them for the class.





Brushing Up on Good Dental Health

Purpose:

To help students understand three main things they can do to keep their teeth healthy and white: brush, eat healthy foods and go to the dentist.

Time Allotment:

Two to three 30-minute activity sessions

Supplies Needed:

- "The Berenstain Bears Visit the Dentist," by Stan and Jan Berenstain
- Hard boiled eggs
- Spoons and plastic cups
- Dark colored soda
- Several toothbrushes and toothpaste
- Old magazines and grocery store fliers
- Scissors, markers and glue
- Poster board

Steps:

1. Introduce the activity by asking the students to list some ways they keep themselves healthy and clean. Responses could be: take baths, wash hands, go to the doctor, brush teeth.
2. Ask the students why they wash their hands and brush their teeth. Responses could include: to get rid of germs, to prevent cavities, to keep our teeth clean and bright. Explain that some of the germs in our mouths stick to our teeth. This sticky film is called plaque. Plaque can cause a cavity or a hole in the tooth if it is not cleaned away.
3. Ask students to raise their hands if they have been to the dentist. Then encourage discussion by asking them:
 - What does a dentist do?
 - Why do people go to the dentist?
4. After students share their responses, read the book, "The Berenstain Bears Visit the Dentist." Ask students questions about the book such as,
 - What was your favorite part of the book?
 - What happened to Sister Bear?
 - Why do you think Sister Bear got a cavity?



5. Next, hold up a hard-boiled egg. Tell the class that the egg represents how their teeth look now-- nice and white. Then, hold up a cup of soda. Tell them that this soda represents foods that are bad for their teeth. Ask the students what foods they think are good for their teeth and what foods are unhealthy. List their responses on chart paper if available.

6. Organize students in pairs or groups of three. Tell the students that when they receive both the egg and the soda, they should very gently place the egg into the soda with the spoon. Pass out the materials. Inform students that when they put the egg into the cup, they should put it off to the side and not play with it.

7. Next, have each group cut out pictures of different foods from magazines and grocery store ads that you have provided. Guide them as needed in understanding that sugary, sticky foods are not good for teeth and can be difficult to clean off of teeth. Set the pictures aside and have them return to their egg experiment.

8. Instruct students to take the egg out of the cup and notice how it looks. Pass out the toothbrushes and the toothpaste to each group. Instruct each group to gently brush their egg. Tell them that it is very important to brush their teeth. If they didn't brush, then their teeth would stay brown like the egg was before brushing. Discuss how many times a day students should brush their teeth—at least two times.

9. As a review, ask the following:

- What did the egg look like when you pulled it out of the dark soda?
- What did it look like after you brushed the egg?
- Is it important for you to brush your teeth? If so, why is it important?
- How many times a day should you brush your teeth?

10. Help the students identify three main ways they can keep their teeth healthy and bright—brush, go to the dentist and eat healthy foods.

11. Have the students return to their groups and the pictures of healthy and unhealthy foods they cut from the magazines. Provide them poster board, glue, markers and scissors for them to use in creating posters that advertise foods that promote good dental health. Encourage them to be creative! If time permits have each group share their posters/ads.

Related Resources:

"Tooth Decay and Cavities," by Alvin Silverstein, Virginia B. Silverstein, Virginia Silverstein, Laura Silverstein Nunn

"Eat Your Vegetables! Drink Your Milk!" by Alvin Silverstein, Virginia B. Silverstein, Virginia Silverstein, Laura Silverstein Nunn

"Meet Your Teeth," by Linda Schwartz, Barbara Dever and Kelly Kennedy



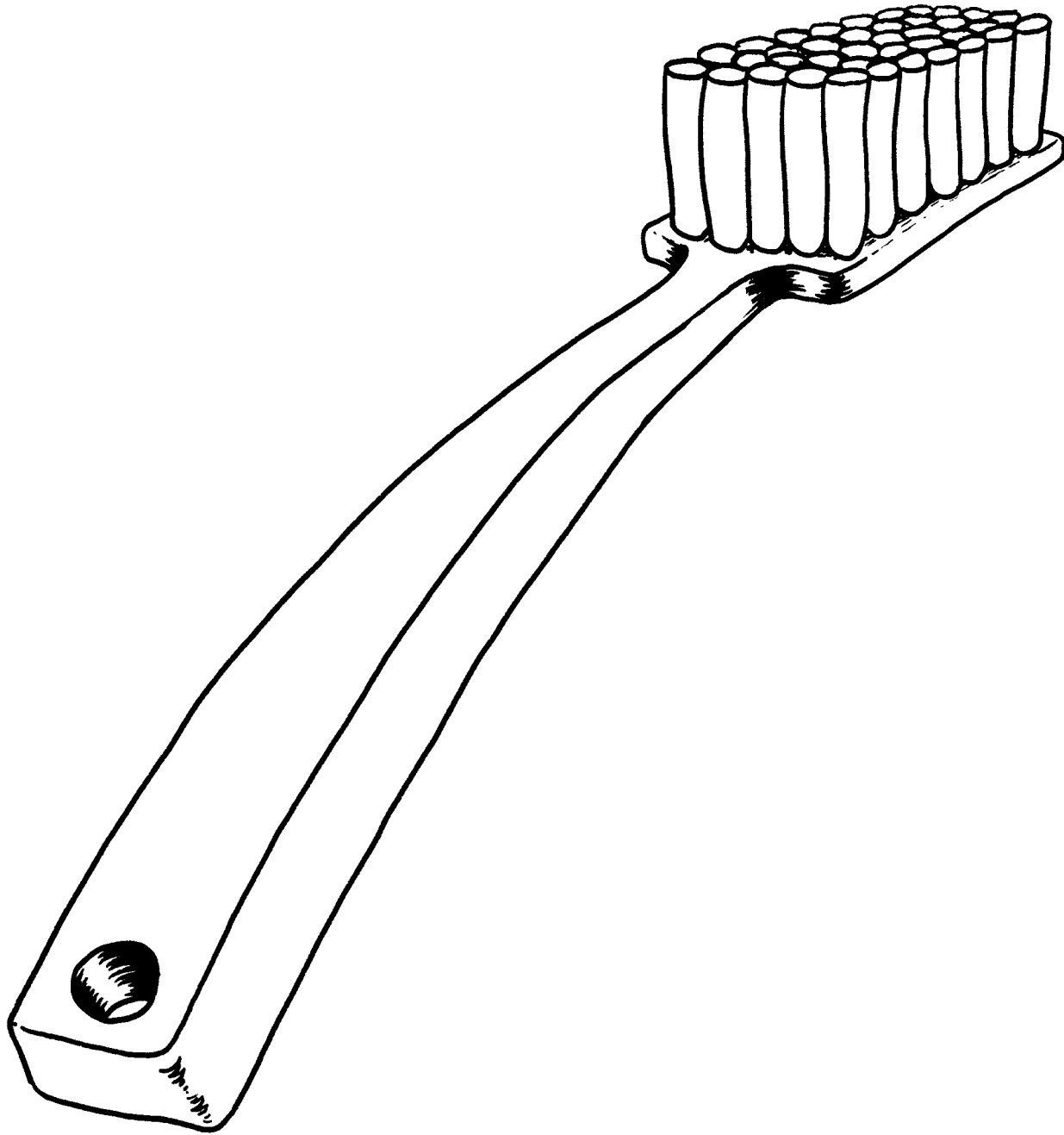
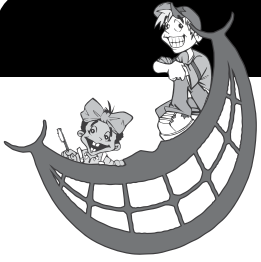
Reinforcing the Ideas:

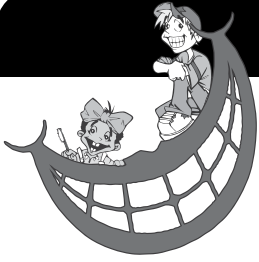
Put the student posters up in the classroom as a reminder. Begin a classroom chart for students to record the number of times they brushed their teeth.

Using the toothbrush template, have the students design cool toothbrush handles.

Parent Information:

Send home "How to Brush Your Teeth" and "Sealing Out Decay" found in the Take Home Information Section.





Fill Your Plate!

Purpose:

To help students identify foods that are good and bad for their dental health.

Time Allotment:

30-45 minutes

Supplies Needed:

- Red, green and yellow marker
- Chart paper
- Placemats for each student (pattern included)
- Magazines with pictures of food or grocery store ads from newspaper.
- Scissors and glue
- Crayons or markers if using food patterns

Steps:

1. Begin by asking students to tell you some of their favorite foods. Write the foods on chart paper if available.
2. Explain to students that some foods are better than others for their teeth. Tell them that foods high in sugar can cause cavities in their teeth.
Explain to them that a cavity is a hole that forms in their teeth. Proper nutrition and good oral health are directly related. Share nutrition information below as needed.
3. A balanced diet has foods from each of the five main food groups:
 - Meats, eggs, and legumes;
 - Fruits;
 - Vegetables
 - Milk and dairy products; and
 - Breads, cereals, and grain products.
 - Other foods not included in these groups are sweets, fats, oils, chips and other processed snack foods, alcohol and other beverages, and condiments.
 - Foods high in carbohydrates such as pasta and bread also contain high amounts of sugar so they should be eaten in limited amounts.
 - Certain foods help teeth grow and maintain healthy gums. These include foods:
 - o Rich in calcium, phosphorus, and vitamin D (milk and dairy products);
 - o Rich in vitamin C (citrus fruits, broccoli, and strawberries);
 - o Rich in vitamin A (dark leafy vegetables, carrots, and yellow squash).



4. After giving them some background information, ask the students to look at the list of favorite foods listed on the chart paper. Using a red and green marker, circle the food choices that are not good for teeth in red and the food choices that are good for their teeth in green. Use a yellow marker to circle the foods they should eat in limited amounts such as breads, crackers and other processed snacks.

5. For the activity

- Give each student a blank placemat. Have them cut out pictures of healthy food choices from magazines and glue them onto the plate. Depending on the age of the child, they could draw and label the foods instead.
- Guide them in filling their plates with healthy foods. If time permits allow the students to fill another plate with unhealthy food choices.
- After the students have had a chance to “fill their plates” allow each student an opportunity to share with the class what they selected.

Related Resources:

Ehlert, Lois. “Eating the Alphabet.” San Diego

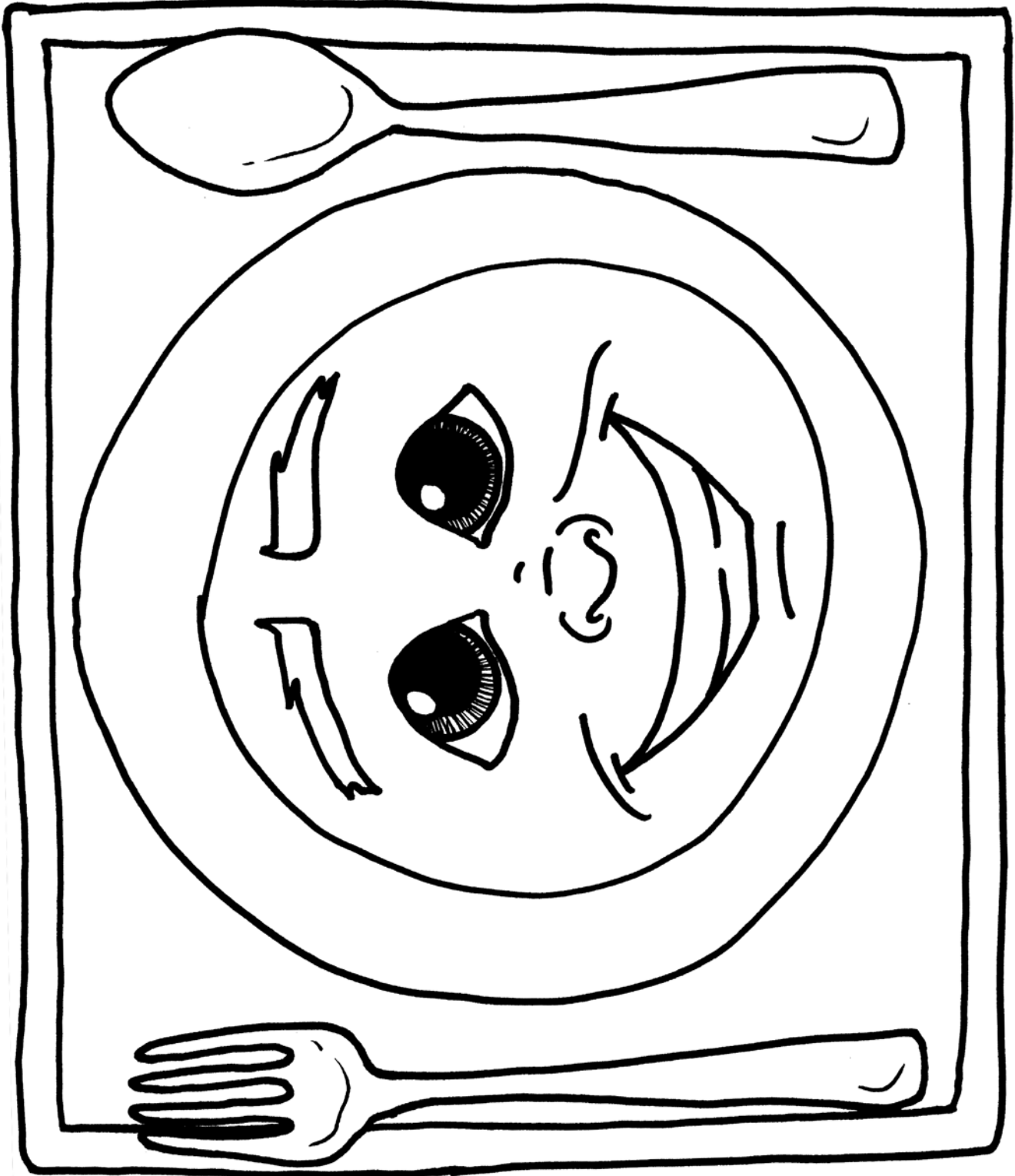
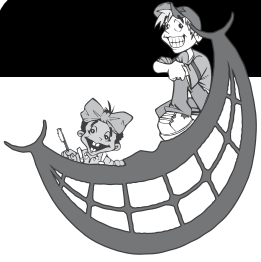
Rockwell, Lizzy. “Good Enough to Eat: A Kid’s Guide to Food and Nutrition.”

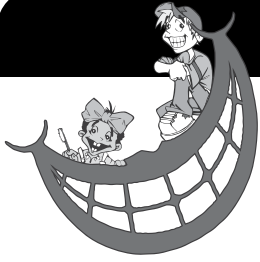
Reinforcing the Ideas:

The decorated placemats from the activity would make a great bulletin board or could be laminated for use at home.

Parent Information:

Send home parent sheets, “Eating Away at Tooth Decay” and “How Can You Snack Smart?”





Floss It!

Adapted from an activity on the Healthy Teeth Web site. <http://www.healthyteeth.org>

Purpose:

To help students understand how flossing teeth works and why it is important to floss their teeth every day.

Time Allotment:

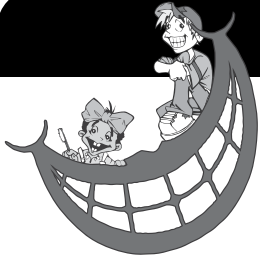
30-45 minutes

Supplies Needed:

- Rubber gloves
- Jar of peanut butter and something to spread it with
- Dental floss for each student
- Toothbrush
- Glue, scissors and paper

Steps:

1. Begin by asking the students if they brush their teeth twice a day. Next ask them if they floss their teeth. Explain that sometimes we have food particles on our teeth that cannot be removed through brushing.
2. Divide the students into groups of three.
3. Begin by instructing the groups to put the glove on the hand of one group member. They should hold their hand with the fingers extended but tightly together, pointing upward (their hand with the glove should look like they're going to give their friend a "high five.")
4. Next, have the student wearing the glove spread his fingers apart, and have the other group members spread peanut butter between his gloved fingers - make sure to get the peanut butter deep between the finger joints. When this is complete, have the student tighten his fingers together again.
5. In this experiment, explain to the students that the fingers represent their teeth, and the peanut butter between them is food that gets trapped between teeth when you eat.
6. With the fingers of the gloved hand held tightly together and held upward, have the students use the toothbrush to try and scrub the peanut butter away (remind the students not to move their fingers apart). Observe the results. Are the teeth clean?
7. Have someone else try to remove the peanut butter using dental floss. Then ask the students, which does a better job - the toothbrush or the floss?
8. Repeat the experiment as needed. Clearly convey the key message: A toothbrush simply can't reach all the places between your teeth. Dental floss can do a much better job of removing food between teeth. If food particles are not removed, they can cause gum disease and cavities.



9. For a hands-on activity have the students make a picture using dental floss and glue titled...Floss Teeth Everyday!

Related Resources:

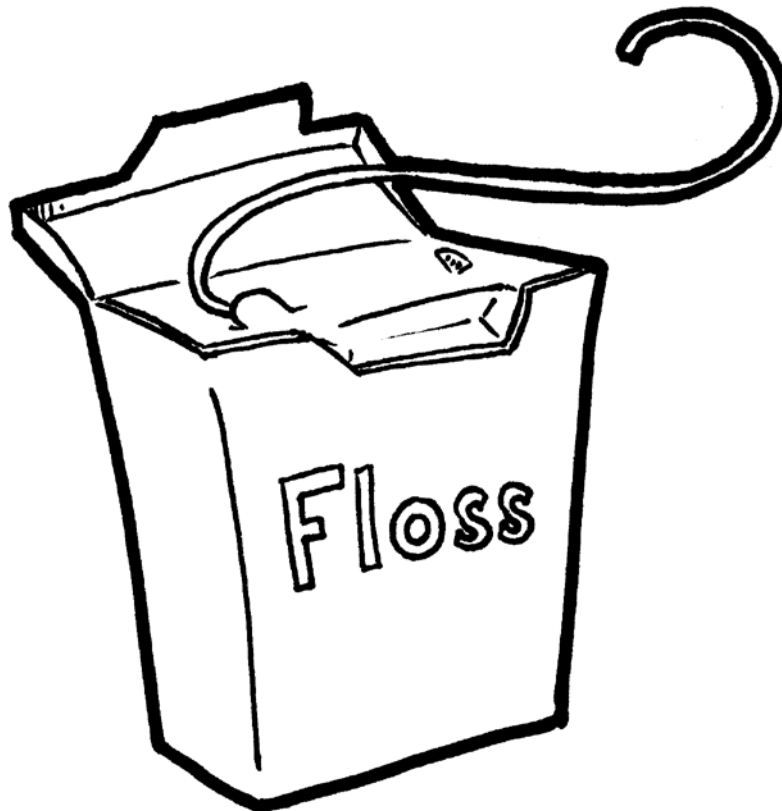
Refer to the Web site <http://www.healthyteeth.org/index.html>.

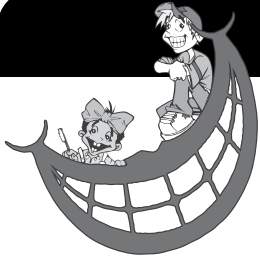
Reinforcing the Ideas:

Post the student pictures and dental floss messages around the room or create a bulletin board. If possible, photograph the students doing the activity and create a bulletin board. Chart the number of times in a month that the students report that they flossed their teeth.

Parent Information:

Send home the parent information sheet, "Flossing" found in the Take Home Information Section.





Are You Losing It?

Purpose:

To stimulate student interest in dental health and help them understand the need to take care of their baby teeth and their permanent teeth.

Time Allotment:

30-45 minutes

Supplies Needed:

- If available, the BG Roo animal model. Visit their Web site for ordering information, <http://www.teachingaid.com/2prodln.html>
- Copy of "The Legend of BG Roo, The Aussie Toothfairy" booklet.
- Copy of the book "Throw Your Tooth on the Roof: Tooth Traditions from Around the World," by Shelby B. Beeler and/or "Tooth Tales from Around the World," by Marlene Targ Brill.
- Class chart for tracking number of teeth lost.
- Toothbrush

Steps:

1. Begin by asking the students to raise their hand if they have lost any teeth. Record their responses on the class chart for tracking number of teeth lost.
2. Ask them what they did with their lost teeth. Continue with questions such as:
 - How many teeth did you have? (Answer: 20)
 - How many teeth does an adult have? (Answer: 32)
 - How do you take care of your teeth?
 - Is it important to take care of baby teeth even though you will lose them? (Answer: Yes—damaged or diseased baby teeth can affect the permanent teeth underneath.)
3. Next, tell the students that people around the world have different customs and traditions. Today you are going to share with them what people from around the world do when they lose a tooth.
4. Share one of the books mentioned in the "Supplies Needed" section. If available, use the BG Roo model to demonstrate for the children how to brush their teeth. (Refer to How to Brush Teeth in the Take Home Information section for instructions on how to brush teeth).
5. As a follow-up to the book you shared, ask the students to tell you which tooth tradition they liked the best.



Related Resources:

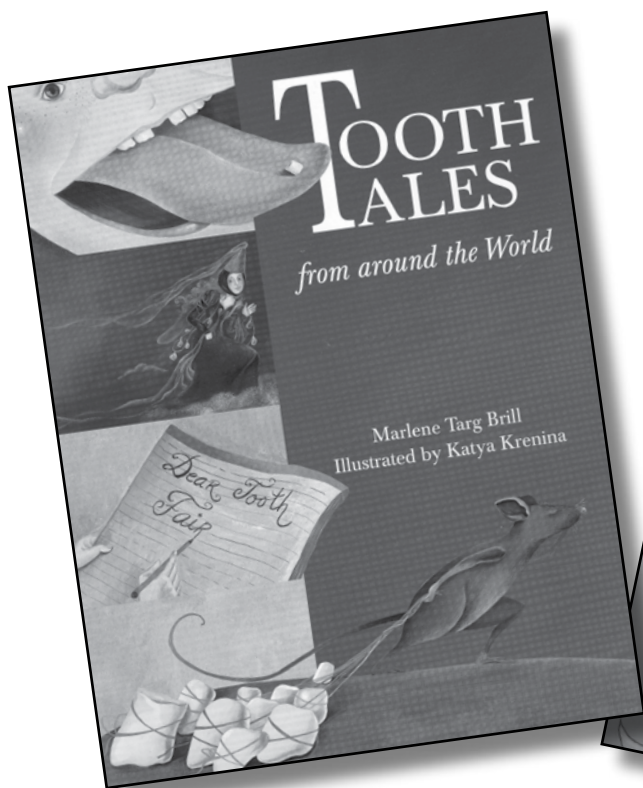
“Throw Your Tooth on the Roof: Tooth Traditions from Around the World,” by Shelby B. Beeler and/or “Tooth Tales from Around the World,” by Marlene Targ Brill.

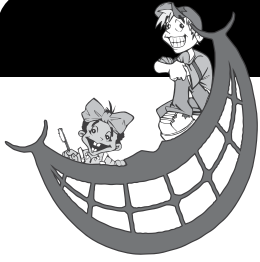
Reinforcing the Ideas:

Continue to chart the teeth that members of the group lose. You may also want to chart the number of times the children brush and floss their teeth.

Parent Information:

Send home the information sheet, “Losing Baby Teeth...What a Parent Should Know” found in the Take Home Information Section.





Start Each Day with a Smile!

Purpose:

To help children

- Understand and use strategies to improve or maintain their dental health and
- Develop and implement a personal dental health plan with specific goals.

Time Allotment:

30-45 minutes

Supplies Needed:

- Copies of "My Dental Health Plan" and "Start Each Day with a Smile" monthly brush calendar for each child
- Dental health puppet or mouth model
- Two-minute timer
- Copy of the book, "Those Icky Sticky Smelly Cavity-Causing but Invisible Germs," by Judith Anne Rice.

Steps:

1. Explain to the children that they are responsible for maintaining their health through good health habits. Ask them to share some examples of good health habits: hand washing, brushing teeth, eating healthy foods, getting enough sleep, exercising, etc.
2. Tell the children you are going to help them learn how to keep their teeth healthy. Show them the picture of a healthy tooth.
3. Explain to the children that they have 20 teeth and that those teeth will fall out and permanent teeth will take their place. Ask those who have already lost teeth to raise their hands.
4. Next share with the children that even though they will lose their teeth and get permanent ones, they need to take care of all their teeth.
5. Share with them 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 can cause pain.
 - 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.
 - Encourage children to take their time when brushing their teeth, spending at least two minutes each time they brush.



6. Using the puppet or model of the mouth, review with the children the proper way to brush their teeth. Refer to the How to Brush Your Teeth Sheet in the Take Home Information section. Set the timer and demonstrate brushing for two minutes-the recommended amount of time a person should brush their teeth.
7. Allow the children to take turns brushing the puppet's teeth.
8. Next, assist the students in making a dental health plan that includes a signed agreement stating they will brush and floss daily. (Use the "My Dental Health Plan" sheet.)
9. Share the book, "Those Icky Sticky Smelly Cavity-Causing but Invisible Germs," by Judith Anne Rice.

Related Resources:

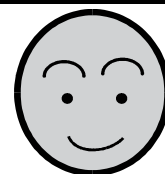
- "Brushing Well," by Helen Frost
- "Brush Your Teeth Please," by Leslie McGuire

Reinforcing the Ideas:

Give the children a copy of the "Start Each Day with a Smile" chart to complete each time they brush their teeth.

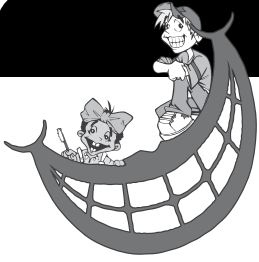


START EACH DAY WITH A SMILE




Draw a smile on each day that you brush and floss.

Sun	Mon	Tues	Wed	Thurs	Fri	Sat



MY DENTAL HEALTH PLAN

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





Playing it Safe!

Purpose:

To help students understand how wearing safety equipment protects their teeth and mouth and why that is important.

Time Allotment:

35-45 minutes

Supplies Needed:

- Pictures of safety equipment (attached)
- Safety rules (see below) written on index cards for use when playing charades.

Steps:

1. Begin by asking the students if they have ever been hurt while playing. Allow some time to share. Follow up with questions such as
 - Could you have done something differently to prevent the accident?
 - Is there safety equipment you could have worn to protect yourself?
2. Next show the pictures of safety equipment. Have the children identify the equipment and what it is used for.
3. Then divide the class into several small groups to play a quick game of "Playing it Safe" charades. Give each team an index card with the play/safety rule to act out for the class. Allow each team three to five minutes to act out the scenarios outlined below for the rest of the class to guess. Follow-up by summarizing the rule and discussing why it is important.

4. For the Activity,

Playing it Safe Charades

- Wear a helmet when riding a bike.
- Walk, don't run around a swimming pool.
- Do not walk directly in front or behind a swing while someone is swinging.
- Wear kneepads when skating or roller-blading.
- Stand quietly, don't push or shove around a water fountain.
- Wear a mouth guard when playing football or other contact sports.

Related Resources:

"Play It Safe" (Little Critter Series), Vol. 2 by Mercer Mayer

"Franklin's Bicycle Helmet," Paulette Bourgeois, Brenda Clark (Illustrator), Sean Jeffrey (Illustrator)

Reinforcing the Ideas:

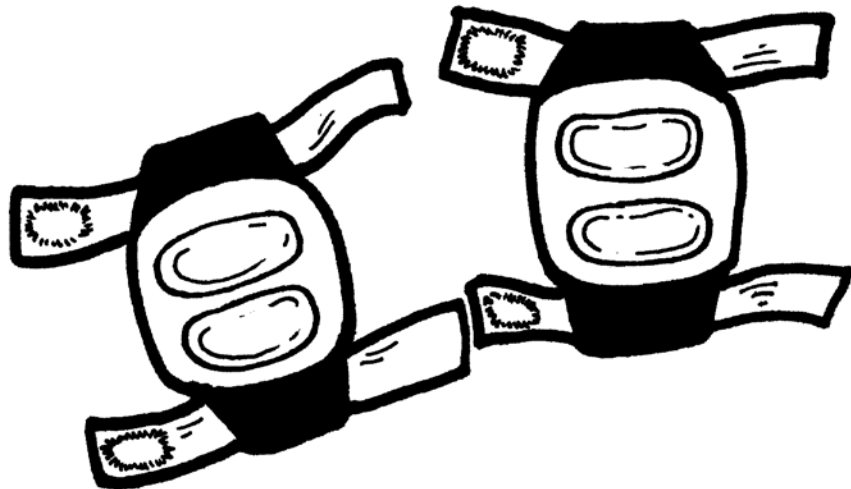
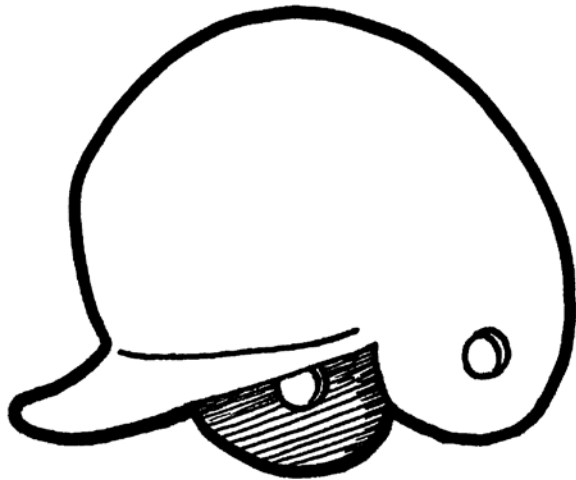
Have the students cut out and color the pictures of the safety equipment. They could glue their pictures onto a piece of paper, creating an "advertisement" for safety. These advertisements could be shared, then posted around the room.

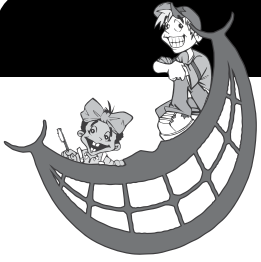
Parent Information:

Send home the parent sheets, "Be Smart—Be Safe" and "Responding to a Dental Emergency."



Playing it Safe with Safety Equipment!







Brush Up on Good Dental Health Word Find



Find each of the following words:

CANINES CAVITY DENTIST FLOSS FLUORIDE GUM INCISORS
LIPS MOLARS PLAQUE TEETH TONGUE TOOTHBRUSH FLUORIDE



What's the Secret for Healthy Teeth?



WORD BANK...

FIND THE FOLLOWING WORDS AND CROSS THEM OUT TO REVEAL A SECRET MESSAGE...

- CAVITY
- TONGUE
- FLOSS
- TOOTHBRUSH
- TOOTHPASTE
- TEETH
- RINSE
- GUM
- PLAQUE



Uncover the Mystery of Having Healthy Teeth

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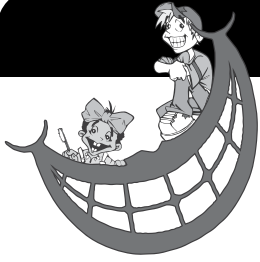
DS FOO HE ALT EAT HY

--	--	--	--	--	--

TEE TWI CE BRU A D SH AY TE

--	--	--	--	--	--	--	--

Unscramble the tiles to reveal three ways to have healthy teeth.



Let's Get Rhyming!

Match the words in Column 1 with the words in Column 2. The first one has been completed for you as an example.

Column 1

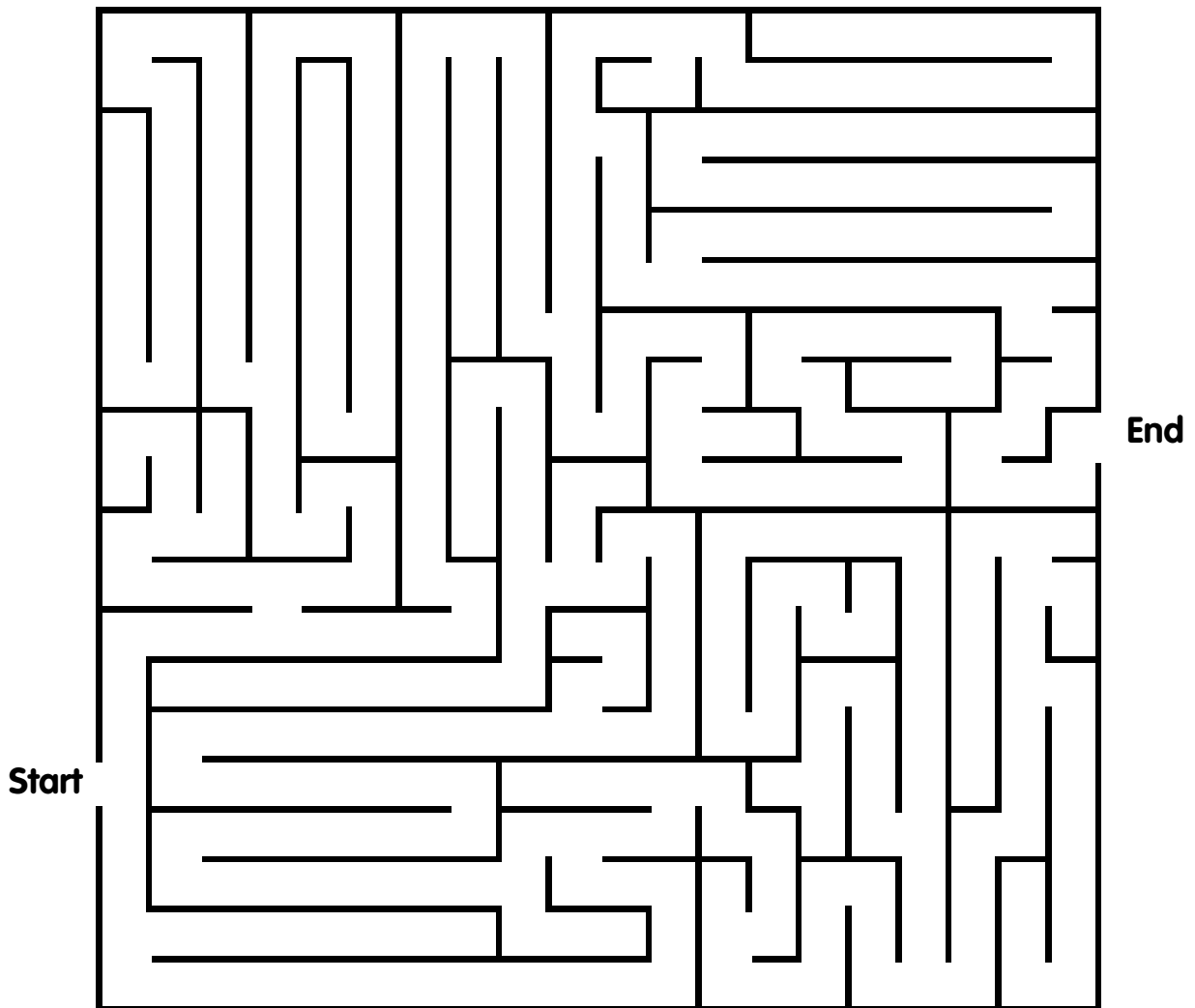
1. **B. brush**
2. ___ floss
3. ___ gum
4. ___ jaw
5. ___ nerve
6. ___ root
7. ___ smile
8. ___ snack
9. ___ tooth
10. ___ rinse

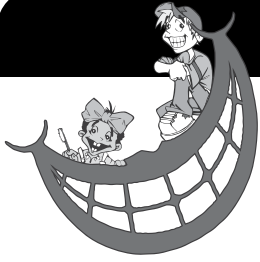
Column 2

- A. swerve
- B. rush
- C. shack
- D. boot
- E. moss
- F. saw
- G. booth
- H. sum
- I. file
- J. sense



Let's Find the Dentist





Dental Health-Related Games

There is an undeniable link between physical activity and overall health. Children who are physically active every day are less likely to overeat and snack on foods that could harm their teeth. There is a definite connection between inactivity, poor nutrition and poor overall health. Encourage children to be physically active everyday.

Cavity Tag

Supplies Needed:

- Cones or some other means of establishing "out-of-bounds"
- Soft toothbrush (foam or soft rubber)

Directions:

- Choose one child to be the "cavity germ (CG)", or "it".
- The remaining players are the teeth.
- The CG chases the "teeth" and tries to give the "teeth" cavities.
- The "teeth" get cavities when they are tagged.
- They then join hands with the CG. They must stay attached in order to spread cavities. If they break, they cannot make more cavities.
- KEY MESSAGE: The teeth do have a special weapon, the toothbrush. If a tooth/player has the toothbrush, then that tooth is less likely to get a cavity.
- However, a tooth cannot have the toothbrush for more than three seconds and they have to get it to another tooth.
- The CG tries to see how many cavities she can create in a given time limit, ie. five minutes. If a tooth goes out-of-bounds, he or she become a cavity.





Cavity Swat

Supplies Needed:

- Hoola Hoop or rope (center circle)
- Bag of candy
- Apple slices (optional)

Directions:

- Choose one child to be the “cavity germ” (CG), or “it”.
- Have everyone else line up in a large circle about an arm’s-length apart. They represent “teeth.”
- Have the CG go to the center of the circle with the bag of candy.
- Once the game starts, the CG walks around the inside of the circle of “teeth”. He drops the bag of candy behind one of the teeth.
- Once the CG drops the bag of candy, he has to run around the circle and get back to the tooth’s old position in the circle as fast as possible without getting caught by the newly infected tooth and the bag of candy.
- If the newly infected tooth does not tag the CG before the CG gets into the tooth’s position in the circle, then the newly infected tooth becomes the CG and the cavity germ that reached the outside circle before being tagged becomes a healthy tooth.
- KEY MESSAGE: Avoid unhealthy sugary snacks like sticky candy. Be sure to brush frequently and catch cavities before they have time to ruin your teeth.

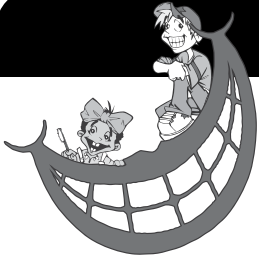
Dodge Those Cavities

Supplies Needed:

- Three to four rubber or foam balls (1 foot in diameter)
- Cones to establish boundaries

Directions:

- Draw two parallel lines about 20-25 feet apart (can be varied as needed).
- Have three to four players representing cavity germs, CGs, on each side of the lines facing one another.
- Begin by giving the balls to one side.
- The remaining players will go between the two groups as unsuspecting teeth.
- The CGs will throw the balls at the teeth in the center and try to hit them.
- As the balls go to the other side, the other team will pick up the balls and try to hit the teeth. This continues until a tooth gets hit. The CG who hits the tooth becomes the tooth and goes into the center. You could name the CG after things that cause cavities, ie. candy, soft drinks, etc.
- KEY MESSAGE: This emphasizes that cavities can be caused by many things and come from all directions (like the balls).
- Remind the students to not throw the balls too hard and to avoid the neck and head area.



Toothbrush Relay

Supplies Needed:

- Two large oversized toothbrushes
- Several packing peanuts

Directions:

- Divide the children into teams of two.
- Hand the first member of each team an oversized toothbrush and a packing peanut.
- Tell the children that the packing peanut represents a “pea-sized” amount of toothpaste.
- KEY MESSAGE: This is the amount that they should be using when they brush their teeth at least twice a day.
- The object of the relay is for the children to carefully hold the toothbrush and race quickly from one end to the other without dropping the packing peanut that has been placed on the end of their toothbrush. If the packing peanut does fall off the team member has to start again.
- Once the team member has successfully traveled from one end to the other, he/she tags the next team member, passes along the toothbrush, and the race begins again. The team that finishes first wins!

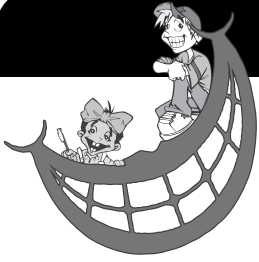
Dental Floss Fun!

Supplies Needed:

- 10 large white garbage bags with holes cut out for the head or two white pillowcases with holes cut out for the head
- Several jump ropes or several balls of yarn

Directions:

- Have two children volunteer to be the teeth.
- Have them place the trash bag or pillowcase with a hole in the top over their heads.
- Next have the other children line up to take turns flossing the “teeth.”
- KEY MESSAGE: Explain to the children that in addition to brushing their teeth, they also need to floss to help clean between their teeth where food and germs can collect and where brushing cannot reach.
- Have each pair of students face each other and stand close.
- Two students are the “teeth” and the other child is the flosser.
- Show the flosser how to twist the dental floss or yarn gently around each finger for a good grip.
- The flosser then takes the yarn or rope and gently flosses between the “teeth” in an up and down motion scraping the sides between the “teeth”. As time permits, allow each child a turn “flossing” the “teeth” and being a “tooth.”



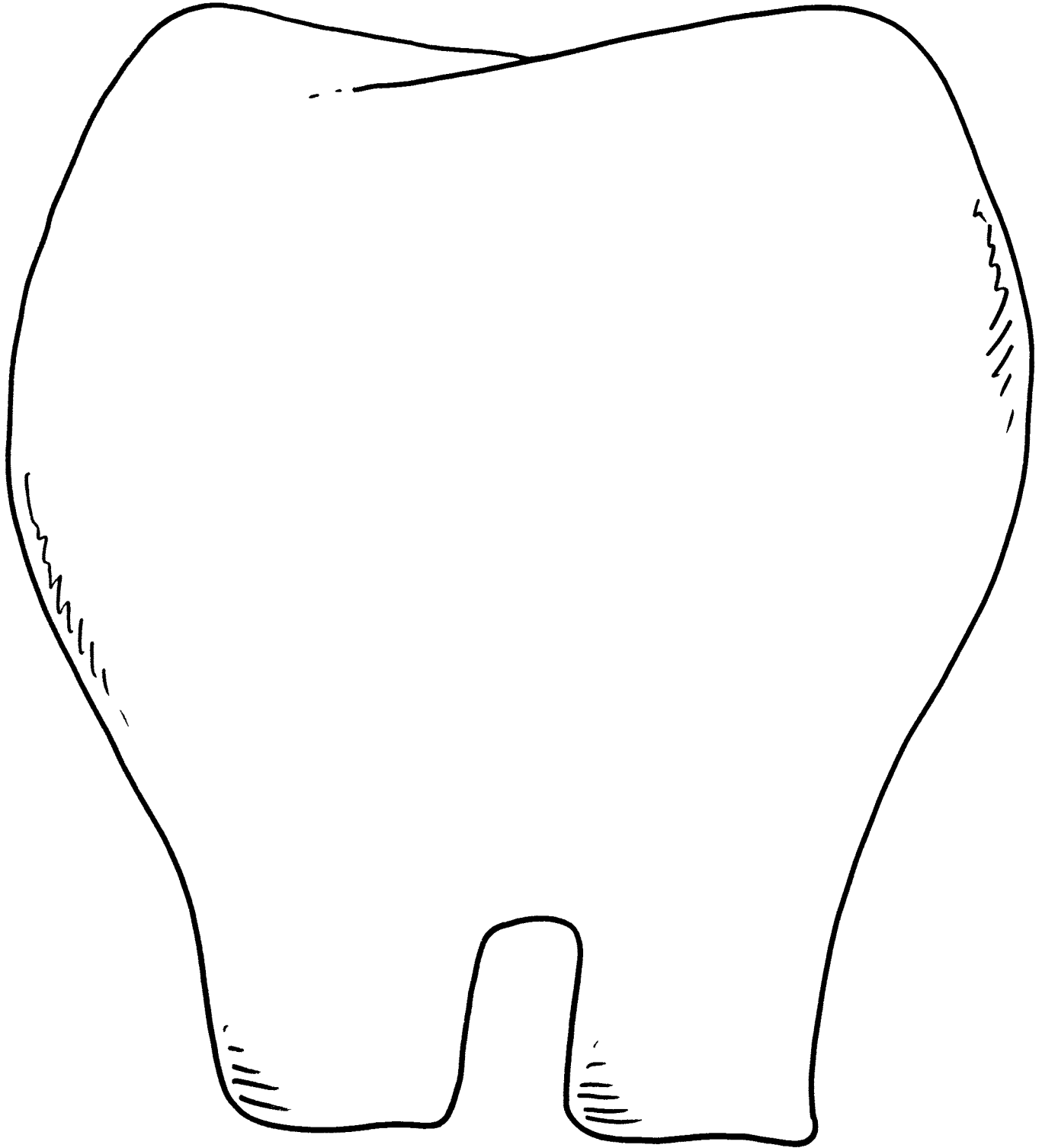
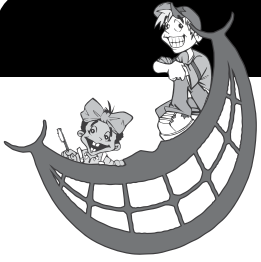
Tooth Walk

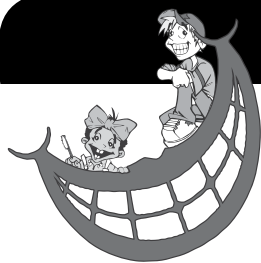
Supplies Needed:

- large tooth-shaped cutouts numbered 1-10 (or more if needed) Refer to enclosed template.
- numbered squares 1-10 (or more if needed)
- tape
- music
- dental health goody bags (toothbrushes, dental floss coloring sheets etc.)

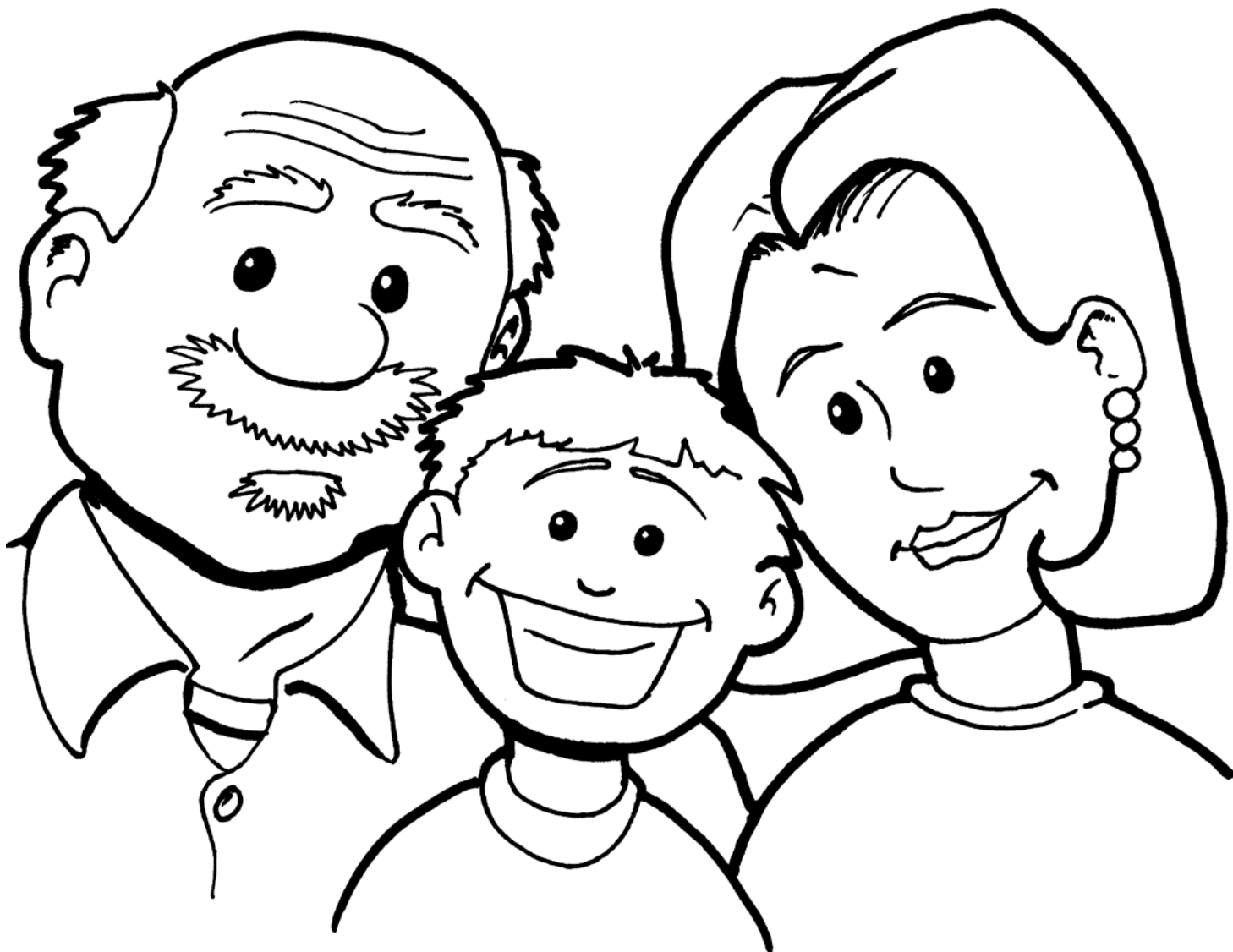
Directions:

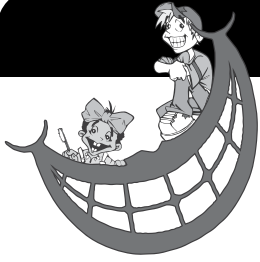
- Mark off the walk area with the numbered teeth by taping them to the ground, and have corresponding numbered tickets.
- The children start out standing on a numbered tooth, one child per tooth.
- Start playing music, and when it stops, each child should end up on a numbered tooth.
- Once everyone has a number to stand on, pull out a numbered ticket.
- The player standing on the corresponding number wins a dental health goody bag.
- If no one is standing on one of the numbers pulled, pull out another number until someone wins. Continue the game until everyone has a chance to win a goody bag.
- **KEY MESSAGE:** Tell the children that you are giving them the tools they need to keep their teeth healthy!





Take Home Information





Brush Up---Be Smart!

Cool kids keep their mouths and teeth clean.

Why is it important to keep your mouth and teeth clean?

- Helps you chew your food, talk clearly and smile brightly.
- Prevents holes in your teeth---cavities
- Prevents red or bleeding gums
- Prevents pain in your mouth
- Prevents bad breath

What do I need?

- Toothbrush
- Toothpaste with fluoride
- Floss

How do I keep my teeth and mouth clean?

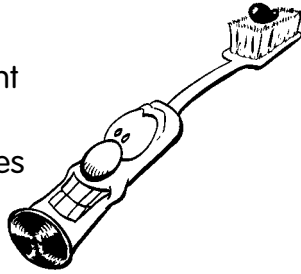
- Brush teeth with a pea size amount of toothpaste with fluoride for
Two minutes
At least two times a day
- Get help from a grown-up to make sure you are doing a good job!



How to Brush Your Teeth!

Step 1:

Put toothpaste on brush—pea size amount
Point the toothbrush toward the gums
Use gentle circles or back and forth wiggles

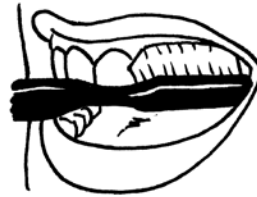


Step 2:

Top Teeth: Begin with the outside of the top teeth
Back, corner, front, corner, back
Chewing surfaces:
Right and left



Step 2



Step 3:

Bottom Teeth:
Brush in same order as top teeth



Step 3



Step 4:

Rinse with water

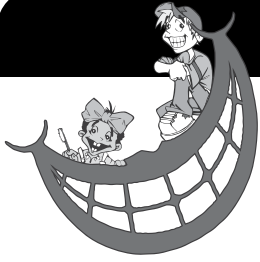


Step 5:

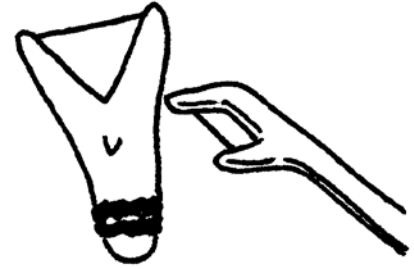
Smile!!



Reminder: Be sure to brush in the morning and at night.



Flossing

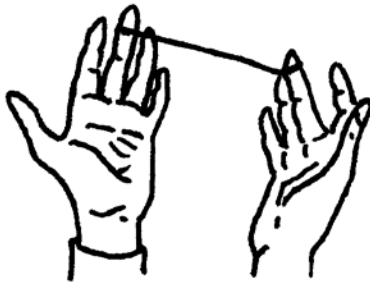


The Facts:

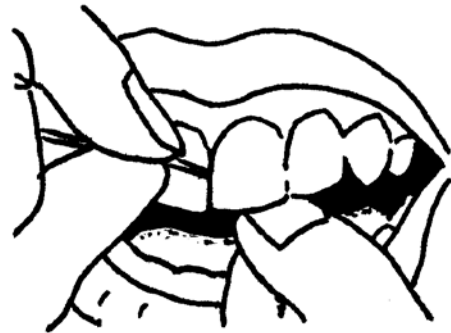
- A toothbrush can't reach all the places between teeth.
- Dental floss does a good job of removing food and cavity germs between teeth.
- If food and germs are not removed, they can cause gum disease and cavities.
- Parents need to help children under the age of 10 with flossing.

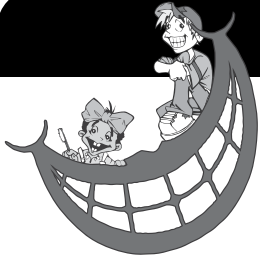
How to Floss:

- Wind about 12-18 inches of floss around the middle fingers on both hands. Hold the floss tight between the thumbs and forefingers with about 1 inch of floss between them.



- Gently guide the floss between teeth using a sawing motion. Do not push it into the gums.
- Curve the floss into a C-shape against the side of the tooth at the gum line. Hold the floss against the tooth and move it up and down against one tooth.
- Pull the floss against the other tooth and repeat.
- Repeat this for all of the teeth.

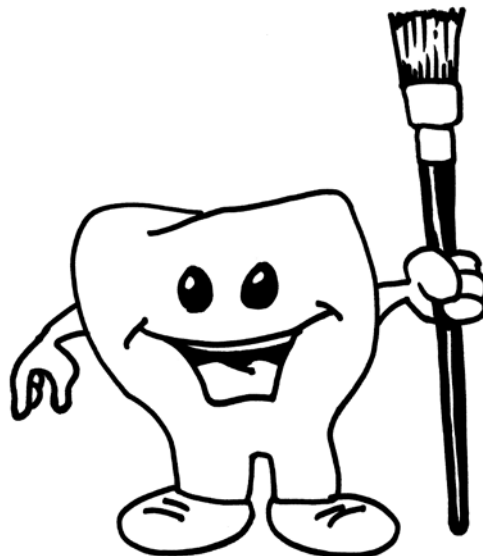




Sealing Out Decay: Why Parents Should Consider Dental Sealants

- Around age 6, your child will get four adult molars.
- These teeth are meant to last a lifetime and need to be protected.
- One way to protect these new adult teeth is to apply dental sealants.
- Dental sealants are clear or white plastic coatings painted on the chewing surfaces of back teeth to prevent cavities. Sealants keep out cavity causing germs and food

For more information on dental sealants, talk with your child's dentist, dental hygienist or visit the South Carolina Department of Health and Environmental Control's Oral Health Division Web site, <http://www.scdhec.gov/health/mch/oral/school.htm> for more information on sealant programs offered through school-based dental prevention programs.





Eating Away at Tooth Decay

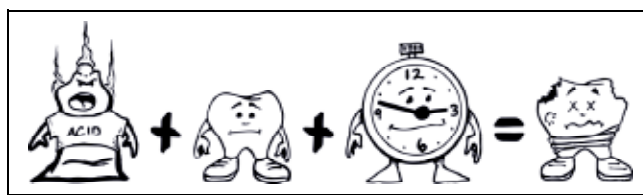
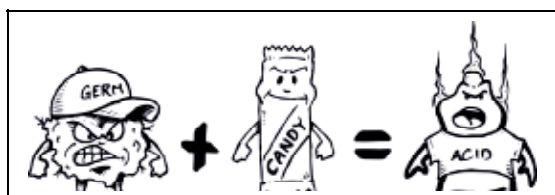
Eating healthy and smart is good for dental health. A good diet helps teeth grow properly and keeps gums healthy.

What, When and How Often...

What you eat is important for healthy teeth, but it's just as important to be careful about when and how often you eat.

How do cavities happen?

- Cavities can develop when sugary foods or starchy foods stay on the teeth for a long time.
- Cavity causing germs that live in the mouth eat these foods and make an acid that eats away at teeth.
- If you eat sugary or starchy foods all day, you are making acid all day long. That acid eats away at the tooth.



What can you do to eat away at decay?

- Eat breakfast, lunch and dinner every day.
- Eat no more than two to three snacks a day and try to make them good foods like fruits, vegetables and cheeses. If you can't brush, try to rinse your mouth with water.
- If you eat sugary or starchy foods, eat them as part of a meal rather than as a snack. Water, milk or juice will help wash away the food from your teeth.
- Avoid sticky foods unless you can brush right away. These foods get between teeth and are hard to remove from the grooves on the tooth surface.



How Can You Snack Smart? Be Choosy!

There are lots of tasty, filling snacks that are less harmful to your teeth -- and the rest of your body -- than foods loaded with sugars and starch.

Eating the right foods can help protect you from tooth decay and other diseases.

Next time you reach for a snack, pick a food from the list below.

Snack Smart Food List:

Raw vegetables:

- celery
- carrots
- cucumbers
- tomatoes

Fresh fruits

- berries
- oranges
- grapefruit
- melons
- pineapple
- pears

Dairy Products

- cottage cheese
- yogurt
- cheese slices



Snacks to Stay Away From When Possible:

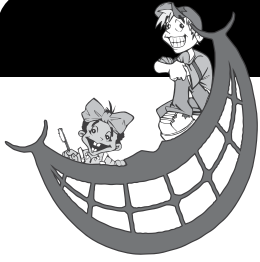
- Sticky, chewy gooey foods like fruit leather, caramel, honey, molasses, syrup, jelly beans
- Lollipops, hard candy, and cough drops
- Bubble gum
- Sugary soft drinks



Healthful reminders:

Choose sugary and starchy snacks less often.

Brush your teeth with fluoride toothpaste after snacks and meals.



Losing Baby Teeth... What a Parent Should Know

The process of losing baby teeth and “growing” adult ones happens between the ages of 6 and 12 years. It is a normal process and part of development.

Order of loss:

- The first teeth to go are the bottom front two, between 5 and 6 years of age. Next are the top front two.
- After this it will be the bottom ones on either side of the middle two already lost.
- Generally, the time between losing a baby tooth and getting the new adult one is a few months, but sometimes they may even be in the mouth at the same time.

Grinding:

- Some children may grind their teeth at night when they are in the process of losing and gaining teeth.
- It is natural and usually nothing to be concerned about.

Discomfort:

- A common problem. Your child may be more irritable and may not want to eat.
- A baby tooth that is wobbly, is pink in color or bleeding slightly around the sides - is a tooth that is about to pop out!
- If a tooth is hanging on by a thread of gum, you should be able to dislodge it with your fingertips. Even an apple may do the trick!

Make losing teeth fun!

Have your child try to smile, talk or pretend to eat without showing any teeth. Ask them to brainstorm foods they can still eat with many teeth missing. Have your child create and illustrate their own “Toothless Menu.” Read books together with your child about losing teeth such as “Andrew’s Loose Tooth” by Robert Munsch and “My Tooth is Loose!” by Martin Silverman.

**Anytime you have concerns or questions about the changes
in your child’s mouth, contact your dentist.**



Be Smart—Be Safe

Here are some ways you can be safe
and have fun!

Seatbelts:

Use your seatbelt when riding in a car, and sit in the back seat.

Helmets:

Wear a helmet when riding bicycles, ATVs, motorbikes and when playing contact sports such as football. For baseball, always wear your batting helmet.

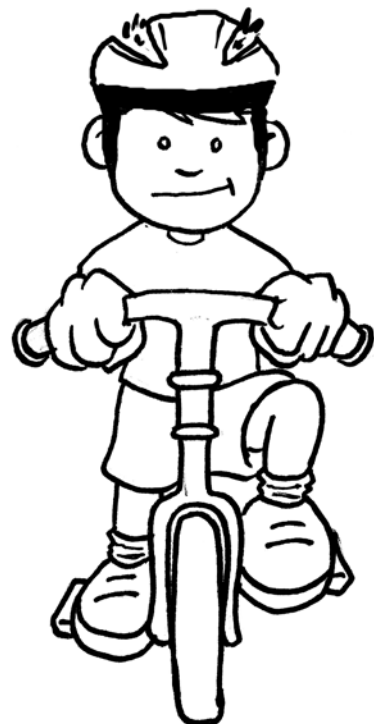
Mouthguards:

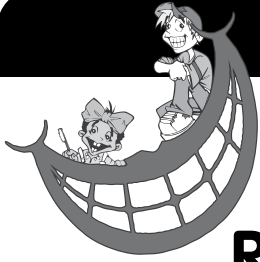
A mouthguard is a plastic tray that fits over your teeth to protect them from injury. If you do any of the following sports or activities, you should wear a mouthguard:

- basketball
- softball
- wrestling
- soccer
- martial arts
- skateboarding

Regular Dental Check-ups:

Ask your dentist about making you a mouthguard and to check your teeth for any signs of tooth or gum injury.





Responding to a Dental Emergency

Do your best to prevent dental injuries.
However, if they happen, there are
some things you can do.

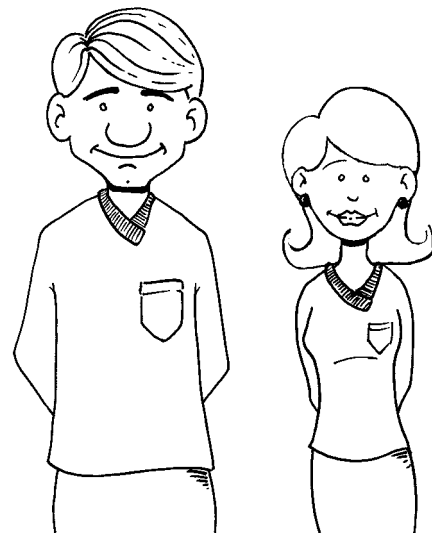
If a permanent tooth is knocked out...

- Find the tooth.
- Hold it by the crown (top part), not the root.
- Rinse it under cold water gently, but do not scrub.
- Reinsert the tooth into the socket quickly. Make sure the front of the tooth is facing you.
- If you are unable to reinsert the tooth, place the tooth in a container of cold milk or in a wet cloth.
- Go to the dentist immediately.

If a baby tooth is knocked out....

- Never attempt to reinsert a baby tooth. It could damage the permanent tooth underneath.
- If a tooth is fractured or chipped, rinse your mouth with water.
- Apply a cold compress to the cheek.
- Contact your dentist and describe the injury.

**Always keep contact information for your child's dentist in your purse or in the car.
Provide the school with the emergency phone number of your child's dentist.**



Additional Resources



Dental Health Related Resources

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Chambliss, Maxie. "I'm Going to the Dentist: Pop-Up Book." New York: Ladybird Books, 1997.

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———. "Food for Healthy Teeth." Mankato, MN: Capstone Press, 1998.

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Jensen, Patsy. "Loose-Tooth Luke." Brookfield, CN: Millbrook Press, 1998.

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Keller, Laurie. "Open Wide: Tooth School Inside." New York: Henry Holt, 2000.

Klingel, Cynthia Fitterer. "Mouth." Gareth Stevens Audio, 2002.

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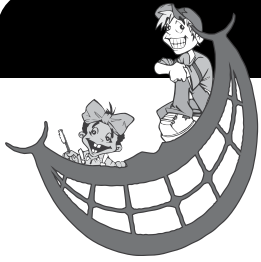
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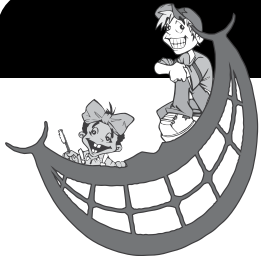
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Notes



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Printed October 2006

Total Cost of Printing: \$
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