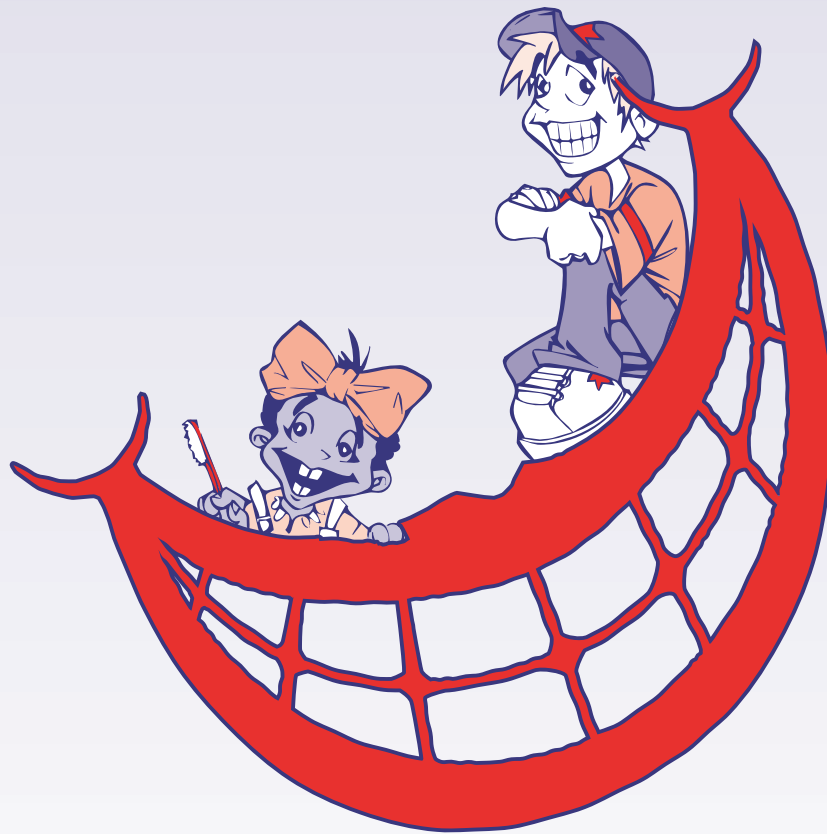


# Oral Health

Supplemental Curriculum Resource

Preschool

children 3 to 4 years of age



A Project of the More Smiling Faces in Beautiful Places Initiative  
Funded by the Robert Wood Johnson Foundation  
Issued by the 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, 2<sup>nd</sup> and 7<sup>th</sup> 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

#### **2<sup>nd</sup> 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

#### **7<sup>th</sup> 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.

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## Preface

*The Oral Health Supplemental Curriculum Resource: Preschool* is one of several statewide oral health care projects of the More Smiling Faces in Beautiful Places initiative. Created and edited under the auspices of the South Carolina Department of Education (SDE), this document draws extensively from the *Oral Health Supplemental Curriculum Resource: Kindergarten*, published in 2002 by the SDE as part of its series of oral health curriculum resource documents.

As a curriculum resource, this document is designed in accordance with local and national standards and utilizes specifics from the following:

- “Early Childhood Development and Health Services,” Subpart B of Section 1304, “Program Performance Standards for the Operation of Head Start Programs by Grantee and Delegate Agencies,” Title 45, Code of Federal Regulations
- *Head Start Dental Health Curriculum*, United States Department of Health and Human Services, Administration for Children and Families (Washington, DC, 1994)
- “Health Promotion and Protection in Child Care,” chapter 3 of the *National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs*, 2nd edition, jointly authored by the American Academy of Pediatrics, the American Public Health Association, and the National Resource Center for Health and Safety in Child Care (Elk Grove Village, IL, 2002)
- *Oral Health Awareness Lesson Plans: A Teacher’s Guide for Creating Healthy Smiles*, issued by the Maryland Department of Health and Mental Hygiene, Office of Oral Health, in partnership with the Head Start Oral Health Workgroup (Baltimore, MD, 2002)
- *South Carolina Health and Safety Education Curriculum Standards* (Columbia: SDE, 2000)

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

The South Carolina health and safety education curriculum standards, which are designed for students from kindergarten through grade twelve, are centered in seven learning standards that identify what students should know and be able to do. The activities for preschool children presented in this document are aligned with the state curriculum standards for the purpose of ensuring a smooth progression when these children enter the public school system at the kindergarten level.

### **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 SDE *Oral Health Supplemental Curriculum Resource* series 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.

# General Health and Safety Topics and 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.

**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 in childhood).

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

**Performance Indicators:**

- A. The student will be able to identify sources and services that promote oral/dental health and prevent disease.
- B. The student will be able to describe or demonstrate what happens during a visit to the dentist and will recognize the importance of regular dental checkups.

## 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.

**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 5:** Use interpersonal communication skills to enhance health.

**Performance Indicator:**

The student will be able to use effective communication skills to explain what foods are beneficial to oral health.

### III. Self-Esteem

#### CONTENT AREA III: MENTAL HEALTH

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

**Performance Indicator:**

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.

**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.

**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.

**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.



## INTRODUCTORY ACTIVITY

# What We Know and What We Need to Learn about Our Teeth



1. Have the children tell you what they already know about their teeth.
2. Tell the children that there are many new things they can learn about their teeth.

Here are some questions to have the children consider:

- What are teeth used for?
- What are teeth made of?
- How many teeth do you have? Will you get some more teeth? Will you lose some of your teeth in the next few years?
- Are all your teeth the same?
- What are some things you can do to take care of your teeth?
- What are some things that can hurt your teeth?
- Who are some of the people that will help you take care of your teeth?



# Oral Health Activities

## Activity 1

### CONTENT AREA I: PERSONAL HEALTH AND WELLNESS

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

**Performance Indicator:**

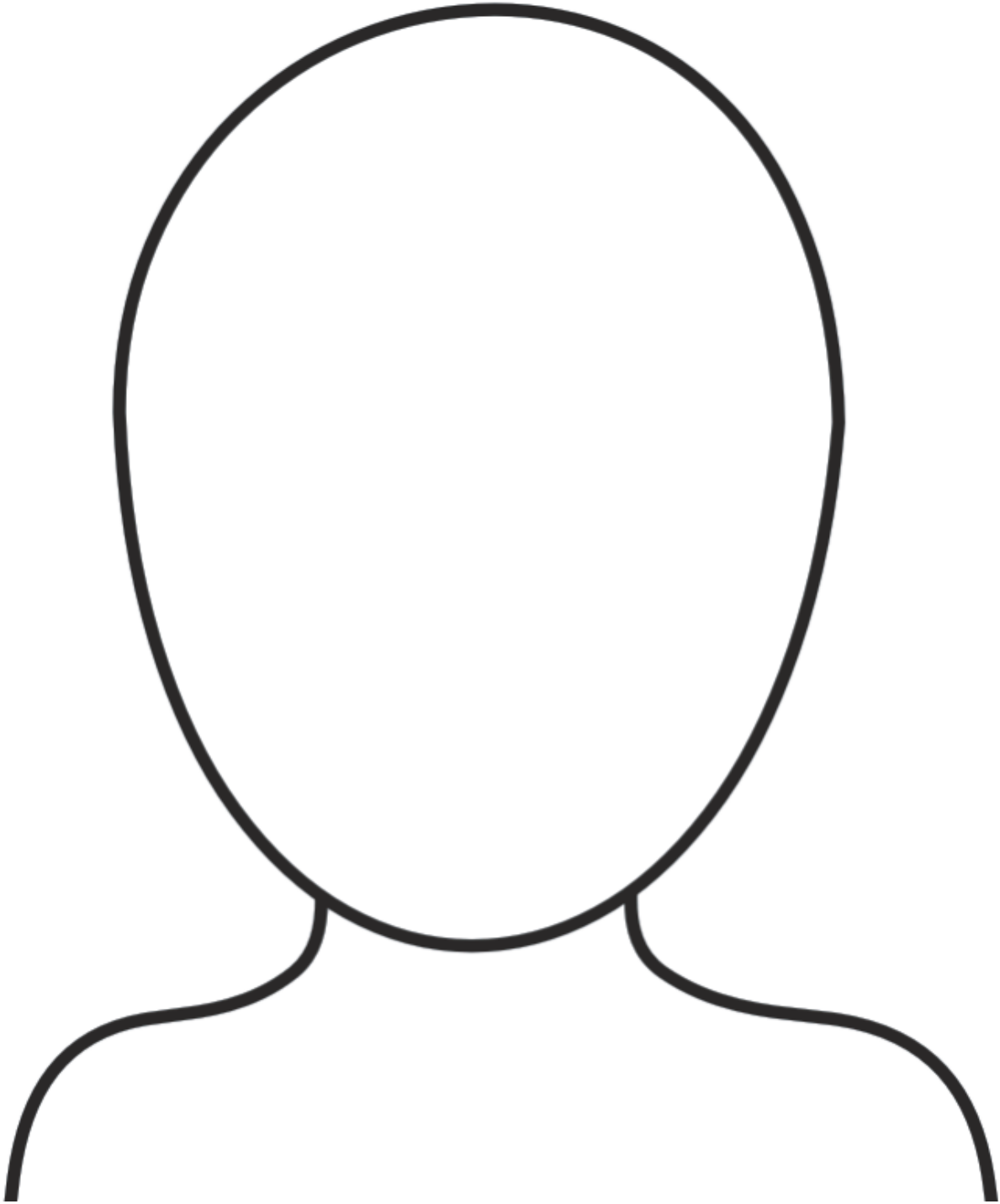
The students will begin to identify the structure and functions of the major body systems (e.g., describe a healthy mouth, the function of teeth, and the process of losing teeth in childhood).

Factual Information	Materials	Lesson
<p>Children need to be aware of their mouth as an important part of their bodies.</p> <p>A healthy mouth has</p> <ul style="list-style-type: none"> <li>• pink or brownish gums (depending upon a person’s race),</li> <li>• gums that do not bleed when touched or brushed,</li> <li>• healthy teeth that are a shade of white, and</li> <li>• a healthy tongue that is pink or red.</li> </ul> <p>If the child’s mouth does not look healthy, you will need to talk to the parents about taking the child to a dentist.</p>	<p><b>For classroom activity:</b></p> <ul style="list-style-type: none"> <li>• a small mirror for each child or a large wall mirror</li> <li>• paper and crayons</li> <li>• crackers</li> <li>• picture of a person smiling</li> <li>• a copy of the “My Special Smile” face pattern for each child</li> <li>• <i>The Tooth Book</i>, by Theo. LeSieg (“Dr. Seuss”)</li> </ul>	<p>Have children wash their hands with soap and water. Then ask them to point to parts of their bodies: eyes, ears, nose, and mouth.</p> <p>Ask the children these questions:</p> <ul style="list-style-type: none"> <li>• <i>What do you do with your eyes?</i> Encourage the response “see.”</li> <li>• <i>What do you do with your ears?</i> Encourage the response “hear.”</li> <li>• <i>What do you do with your nose?</i> Encourage the response “smell.”</li> <li>• <i>What do you do with your mouth?</i> Encourage these responses: “eat,” “talk,” “chew,” “smile.”</li> </ul> <p>Give each child a small mirror to hold. Tell the children to look into their mirrors and point to the bottom of their mouths. Ask them <i>What do you see in the bottom of your mouth?</i> Encourage the response “tongue.”</p>

Factual Information	Materials	Lesson
<p>Every part of the mouth—particularly the teeth and the tongue—plays an important role in allowing us to talk, to eat, and to smile.</p>		<p>Tell the children to point to the opening of their mouths. Ask them <i>What is at the opening of your mouth?</i> Encourage the response “lips.”</p> <p>Tell the children to look into their mirrors and point to their gums. Ask them <i>What color are your gums?</i> Encourage these responses: “pink,” “brown.”</p> <p>Tell the children to look into their mirrors and point to their teeth. Ask them <i>What color are your teeth?</i> Encourage the response “white.” Ask the children <i>Are your teeth wet or dry? Are they hard, or are they soft? Are there any spaces between your teeth?</i></p> <p><b>Talking</b></p> <p>Have the children say the alphabet and raise their hands each time their tongues touch their teeth. Continue by having them say some key words—“lollipop,” “tinker toys,” “dirty dishes,” for example.</p> <p><i>What moves when you talk?</i> Encourage these responses: “my tongue,” “my lips,” “my teeth.”</p> <p>Ask the children to try to talk without moving their mouths. Have the children hold their lips together to see if they can still talk.</p>

Factual Information	Materials	Lesson
		<p><b>Eating</b></p> <p>Have each of the children eat a cracker. Emphasize the difference between front and back teeth by having the children bite the cracker with their front teeth and then chew the cracker with their back teeth.</p> <p>Have the children describe the difference between what they do with their front teeth and what they do with their back teeth.</p> <p>Ask the children to describe what role their teeth play in eating.</p> <p><b>Smiling</b></p> <p>Show the children a picture of a person smiling. Ask the children <i>What part of a person's mouth can you see when that person smiles? What makes you smile?</i></p> <p>Give each child a copy of the "My Special Smile" face pattern (provided below). Have the children draw their smiles on the face pattern and then draw any other parts of their faces they wish to show (eyes, eyebrows, nose, and so on).</p> <p>Read to the children Dr. Seuss's <i>The Tooth Book</i>, which emphasizes how important our teeth are for our smiles.</p>

**My Special Smile  
Face Pattern**



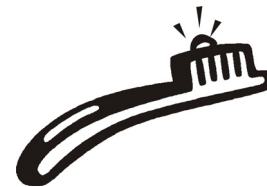
## PARENT TIP SHEET

### Bright Smiles for Your Preschool Child

Children need to have their teeth and gums cleaned every day to prevent tooth decay and gum disease. Parents should help children learn oral hygiene skills. The following practices will help your child have a bright smile.

#### Brushing Basics

- It is important to keep baby teeth healthy so that children will have healthy permanent teeth.
- Parents need to brush their children's teeth.
- Brush in the morning and at bedtime.
- Use a child-size, soft-bristled toothbrush.
- Use a pea-size amount of fluoride toothpaste for children age 2 and up.
- Children should spit out toothpaste. Swallowing toothpaste should be discouraged.
- A thorough brushing takes 2–3 minutes. You can use an egg timer to keep track of time or sing a song.
- Brush teeth on the inside, outside, and tops.
- Get a new toothbrush every two months or when the bristles begin to flair and use a new toothbrush after an illness. Toothbrushes should never be shared.
- Check often to make sure that poor brushing habits have not crept in. Is your child brushing too fast, brushing too hard, or missing places?
- Around age 6, four new molar teeth will grow in at the back of your child's mouth. These are permanent teeth and are meant to last a lifetime. Make sure you brush back far enough to clean these molar teeth.
- Ask your dentist to apply dental sealants to new permanent molar teeth. Dental sealants are clear or white plastic coatings painted onto the tops of teeth. Sealants prevent cavities.



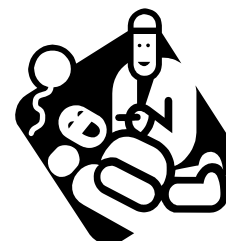
#### Beat Sweets

- Plaque is a layer of germs that grow on teeth and gums every day.
- Plaque uses sugar and starch in food to make acids. These acids can cause cavities and can also irritate and weaken your gums.
- The best time to eat sweets is with a meal or at the end of a meal. Chewing during meals increases saliva flow and helps reduce the harmful effect of decay-causing acids.
- Limit how often sweet snacks are eaten, especially sticky sweets that stick to teeth, like caramels and dried fruit.



#### Dental Visits

- Visit the dentist every six months.



Adapted with permission from the Saskatoon Health Region, Public Health Services Dental Health Program, Saskatoon, Saskatchewan, Canada. <http://www.saskatoonhealthregion.ca>.

## Activity 2

### CONTENT AREA I: PERSONAL HEALTH AND WELLNESS

**Learning Standard 1:** Begin to understand health promotion and disease-prevention concepts.

**Performance Indicators:**

- A. The student will begin 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 in childhood).

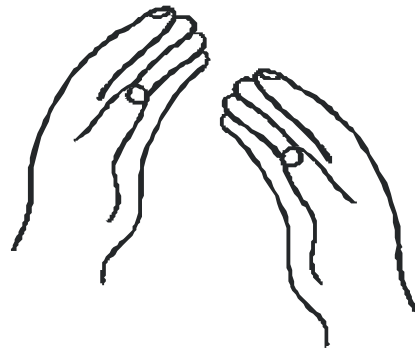
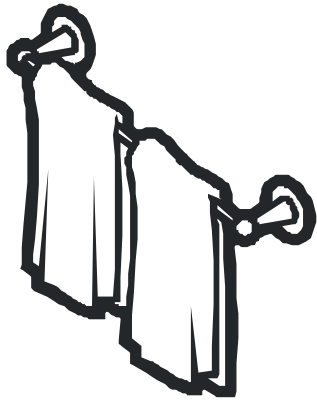
Factual Information	Materials	Lesson
<p>Individuals are responsible for maintaining their health through good health habits.</p>	<p><b>For classroom activity:</b></p> <ul style="list-style-type: none"> <li>• two manila envelopes</li> <li>• one self-laminating sheet (if your school does not have a laminating machine)</li> </ul>	<p>Brainstorm with children good health habits such as hand washing and tooth brushing. Discuss what would happen if a person did not do these two things every day.</p> <p><b>Healthy Habit: Wash Your Hands</b></p> <p>Ask the children <i>Why do you wash your hands?</i> Encourage these responses: “to clean off dirt,” “to get rid of germs.”</p> <p><i>What are germs?</i> If the children do not know what germs are, explain that when our hands are dirty, things that we cannot see, called <i>germs</i> can start living on our hands. And even though we cannot see them, germs can make us sick if they move from our hands to our food and we eat them.</p> <p><i>How do we clean the dirt and germs off our hands?</i> Encourage the response “We wash our hands with soap and water.” Rub your</p>

Factual Information	Materials	Lesson
<p>Tooth brushing is a good health habit. The purpose of brushing teeth is to remove food particles, germs (bacteria), and plaque from the inner, outer, and chewing surfaces of one's teeth.</p> <p>(Refer to the parent tip sheet "Plaque Facts," below.)</p>		<p>hands together as though you were washing them. Have the children rub their hands together as though they were washing them.</p> <p><i>What would happen if you didn't wash your hands?</i> Encourage the response "Dirt and germs might get into my food, and I might get sick."</p> <p><b>Healthy Habit: Brush Your Teeth</b></p> <p>Explain to the children that if we do not keep our teeth clean, germs can grow in our mouth and our teeth can get sick and hurt.</p> <p>Ask the children <i>Do you have germs in your mouth?</i> Encourage the response "yes."</p> <p><i>How do you clean your mouth to get rid of the germs?</i> Encourage the response "by brushing my teeth."</p> <p><i>What do you use to clean your teeth?</i> Encourage the responses "toothbrush" and "toothpaste."</p> <p>Explain the following to the children:</p> <ul style="list-style-type: none"> <li>• When germs are allowed to stay in your mouth, they grow there and make something called <i>plaque</i>, which you cannot see but you can sometimes feel as a sticky film on your teeth.</li> </ul>



Factual Information	Materials	Lesson
		<ul style="list-style-type: none"> <li>• Plaque can irritate your gums and make them red and swollen.</li> <li>• Plaque can eat holes in your teeth. These holes, called <i>cavities</i>, are places in your teeth that are decayed.</li> <li>• Tooth decay can make your teeth hurt and can make a tooth become so sick that it dies.</li> </ul> <p>Ask the children <i>How do you clean your mouth to get rid of plaque?</i> Encourage the response “by brushing my teeth.”</p> <p><b>Matching Game: Keeping Ourselves Clean</b></p> <p>This activity can be a learning center game. Cut out and laminate the pictures of the soap, towels, toothpaste, and toothbrush on the “Keeping Ourselves Clean” sheet (provided below). Paste the picture of the mouth on the side of one manila envelope and paste the picture of the hands on another manila envelope. Have the children drop the pictures of the cleaning items into the correct envelope pockets.</p> <p><b>Song</b></p> <p>Teach the children to sing the “The Clean Song” (provided in the “Songs for More Smiling Faces” part of the “Additional Resources” section at the back of this document).</p>

# Keeping Ourselves Clean



## PARENT TIP SHEET

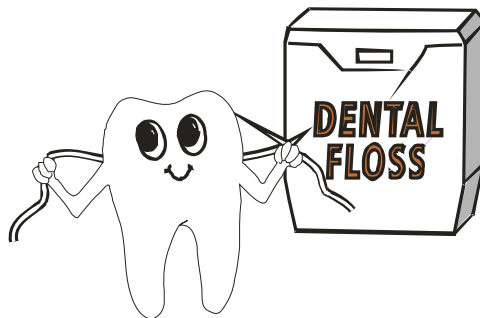
### Plaque Facts

- Plaque is a sticky film of germs that you can feel on your teeth.
- Plaque irritates the gums and makes them red and swollen.
- Plaque causes tooth decay (cavities) and gum disease.
- Plaque cannot be rinsed away.
- Plaque is removed by tooth brushing and flossing.

### A Note on Flossing

In addition to brushing, one needs to use dental floss daily to remove plaque from in between the teeth. However, young children should not floss by themselves.

Head Start advises parents to have their dentist or a dental hygienist show them how to floss their children's teeth. And by flossing their own teeth, parents are presenting a good example for their children to follow.



### Activity 3

#### CONTENT AREA I: PERSONAL HEALTH AND WELLNESS

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

**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 in childhood).

Factual Information	Materials	Lesson
<p>The ability to do a good job brushing one's teeth is a learned skill that is improved by practice.</p> <p>Tooth brushing and flossing activities at home may not suffice to teach children this skill or accomplish the necessary plaque removal, especially when children eat most of their meals and snacks during a full day in child care.</p> <p><b>Cautions</b></p> <p>A. It is necessary that you supervise and monitor the children as they brush their teeth because preschool-aged children do not have the hand-eye coordination or the fine motor skills necessary to do a thorough job of cleaning their mouths.</p> <p>B. Because toothbrushes can pass germs between children, every child should have his or her own toothbrush, clearly marked for identification.</p>	<p><b>For classroom activity:</b></p> <ul style="list-style-type: none"> <li>• a tube of toothpaste and a toothbrush with soft, polished bristles for each child, both labeled with the child's name</li> <li>• an oversized toothbrush and either a puppet with a large mouth and a complete set of teeth (for example, Ollie Z. Mutt, one of the Zoo Animal Teaching Aids made by ZATA) or an oversized dental model</li> <li>• small paper cups</li> </ul> <p><b>Supplemental books to read to the children:</b></p> <ul style="list-style-type: none"> <li>• <i>The Bird Who Was Afraid to Clean the Crocodile's Teeth</i>, by Paris Sandow and Taylor Brandon</li> <li>• <i>Brushing Well</i>, by Helen Frost</li> <li>• <i>Brush Your Teeth Please</i>, by Leslie McGuire</li> <li>• <i>I Know Why I Brush My Teeth</i>, by Kate Rowan</li> </ul>	<p>Explain to the children that they are going to learn how to brush their teeth.</p> <p>Use an oversized toothbrush and a large model (see the materials list in the middle column) to demonstrate to the children the proper way to brush their teeth.</p> <p>Then, using the model and the oversized toothbrush, show the children this brushing procedure, explaining in simple terms as you go:</p> <ol style="list-style-type: none"> <li>1. Hold the brush against the gum line, pointing the bristles toward the gums. Begin brushing in small, gentle circles.</li> <li>2. 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).</li> <li>3. Brush the outside of all teeth, then the inside.</li> <li>4. Brush the chewing surfaces last, using a firm back-and-forth</li> </ol>

Factual Information	Materials	Lesson
<p>Toothbrushes and oral fluids that collect in the mouth during tooth brushing are contaminated with infectious germs from the mouth and must not be allowed to serve as a way to transmit the infection from one individual to another.</p> <p>C. After use, the toothbrushes should be allowed to air dry and should be stored where they do not touch each other.</p> <p>D. If a toothbrush becomes contaminated by any means such as coming into contact with another toothbrush or falling on the floor, it should immediately be thrown away and replaced by a new one.</p> <p>E. Some bleeding may occur during tooth brushing in children who have inflammation of the gums. Although this situation is not usual, caregivers should protect themselves from exposure to blood in such situations, as required by standard precautions and the Occupational Safety and Health Administration (OSHA) regulations.</p> <p>F. If you find that a child is not able to spit out the toothpaste, it is best not to put any toothpaste on</p>		<p>motion to remove cavity-causing germs that collect in deep grooves of a tooth's surface.</p> <p>Reinforce the technique by teaching the children to sing "This Is the Way We Brush Our Teeth" (provided below). Lead the children in making the brushing motions described in the song.</p> <p>Next, working with small groups, help the children learn the proper tooth brushing technique:</p> <ol style="list-style-type: none"> <li>1. Have the children wash their hands.</li> <li>2. Distribute to each child his or her own tooth brush and tube of toothpaste.</li> <li>3. Place a pea-sized amount of toothpaste on each dry toothbrush.</li> <li>4. Monitor the brushing activity closely. <ul style="list-style-type: none"> <li>• When you see that you need to assist a child with brushing, wash your hands immediately before and afterward.</li> <li>• Gently place your hand over the child's hand and guide it as the child holds the brush.</li> </ul> </li> <li>5. Give each child a paper cup to use for rinsing. The cups should be thrown away after use.</li> </ol>

Factual Information	Materials	Lesson
<p>the child's brush but simply to wet the brush with water before brushing.</p>		<p>Give the children lots of positive reinforcement both during and after the tooth-brushing activity:</p> <p><i>You're doing a great job!</i></p> <p><i>Your teeth are sparkling!</i></p> <p><i>Look at that healthy smile!</i></p> <p><i>You're a very good brusher!</i></p> <p>If possible, take pictures of the children as they are brushing their teeth. Let them glue the pictures onto a piece of construction paper, decorate it, and take it home as a reminder to brush.</p>

# A Tooth-Brushing Song

## This Is the Way We Brush Our Teeth

Sung to the tune of "Here We Go 'round the Mulberry Bush"

This is the way we brush our teeth,  
Brush our teeth, brush our teeth.  
This is the way we brush our teeth,  
Cleaning top and bottom.

This is the way we brush our teeth,  
Brush our teeth, brush our teeth.  
This is the way we brush our teeth,  
Cleaning in and out.

This is the way we brush our teeth,  
Brush our teeth, brush our teeth.  
This is the way we brush our teeth,  
Cleaning where we chew.

This is the way we brush our teeth,  
Brush our teeth, brush our teeth.  
This is the way we brush our teeth,  
Now we smile all day.



## PARENT TIP SHEET

### Time for a New Toothbrush

Replace a child's toothbrush if any one of the following situations exists:

- The toothbrush is over three months old.
- The bristles are bent or worn.
- The child has chewed or bitten the bristles.
- The child uses the toothbrush during an illness such as a cold or the flu.
- The toothbrush becomes contaminated by any means such as coming into contact with another toothbrush or falling on the floor.

Remember that *no attempt* should ever be made to clean a contaminated toothbrush so that it can be used again. Toothbrushes are *never* decontaminated. They should be immediately thrown away and replaced with new ones.

**Good toothbrush!**



**Bad toothbrush!**



**Replace this toothbrush!**





## PARENT TIP SHEET

### Sources of Fluoride

As the Head Start program says, "Fluoridation is one of the most effective means of preventing tooth decay." Fluoridation can be obtained by these methods:

#### CHEWABLE TABLETS



#### DENTAL OFFICE TREATMENTS



#### DROPS



#### FLUORIDATED DRINKING WATER



#### FLUORIDATED MOUTH RINSE



#### FLUORIDATED TOOTHPASTE



## Activity 4

### CONTENT AREA I: PERSONAL HEALTH AND WELLNESS

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

**Performance Indicators:**

- A. The student will be able to identify sources and services that promote oral/dental health and prevent disease.
- B. The student will be able to describe what happens during a visit to the dentist and will recognize the importance of regular dental checkups.

Factual Information	Materials	Lesson
<p><b>The People at the Dentist’s Office</b></p> <p><b>Dentist:</b> a licensed professional who helps prevent, diagnose, and treat diseases of the oral cavity.</p> <p><b>Dental hygienist:</b> a licensed professional who provides preventative services such as cleanings, fluoride treatments, and patient education.</p> <p><b>Dental assistant:</b> a person who performs tasks to help the dentist.</p> <p><b>Receptionist:</b> a person who schedules appointments, answers the phone, and assists with financial record keeping and insurance paperwork.</p>	<p><b>For classroom activity, one or more of the following books:</b></p> <ul style="list-style-type: none"> <li>• <i>Freddie Visits the Dentist</i>, by Nicola Smee</li> <li>• <i>Just Going to the Dentist: Golden Look-Look Book</i>, by Mercer Mayer</li> <li>• <i>I’m Going to the Dentist: Pop-Up Book</i>, by Maxie Chambliss</li> <li>• <i>My Dentist, My Friend</i>, by Patrick K. Hallinan</li> <li>• <i>Fang the Dentist</i>, by Mark Thaler</li> </ul> <p><b>For “Let’s Play Visit the Dentist”:</b></p> <ul style="list-style-type: none"> <li>• chair</li> <li>• two white shirts</li> <li>• one large white napkin (to be put around the neck of the “patient”)</li> <li>• either a puppet with a large mouth and a complete set of teeth or a dental model</li> <li>• toothbrush</li> </ul>	<p>Explain to the children that going to the dentist regularly is important. Dentists and their office staff are the people who help us take care of our teeth and keep them clean and healthy. The dentist can also fix our teeth if they hurt.</p> <p>Read the children the Head Start story “A Visit to the Dentist” (provided below). Use the “Things at the Dentist’s Office” sheet and the “The Chair at the Dentist’s Office” (both provided below) and point to objects as they are mentioned in the story.</p> <p>Show the children the pictures on “The People at the Dentist’s Office” sheet (provided below). Point to each picture as you describe to the children the role of the dentist and the office staff members.</p> <p>Then read one or more of the suggested books to the children.</p>

Factual Information	Materials	Lesson
	<p><b>Suggested video:</b></p> <p><i>A Trip to the Dentist through Pinatta's View</i> (Austin, TX: Big Kids Productions, 2000). May be ordered online at <a href="http://www.pinatta.com/Shop/shop.htm">http://www.pinatta.com/Shop/shop.htm</a>.</p>	<p>Ask the children how many of them have been to the dentist before. Ask those who have been to the dentist to share what happened when they were there.</p> <p><b>Song</b> Teach the children to sing "The Dentist Is My Pal" (provided in the "Songs for More Smiling Faces" part of the "Additional Resources" section at the back of this document).</p> <p><b>"Let's Play Visit the Dentist"</b> Set up a dentist's office for the role-playing and provide the children with the costume props.</p> <p>Let the children take turns being the "dentist," the "hygienist," and the "patient." Have the "dentist" and the "hygienist" talk about good oral health with their "patient." Instruct the children that they should not put their hands in each other's mouths. Tell them that, instead, they should use the puppet (or the dental model) to show the "patients" how to brush their teeth. Encourage the children to count the teeth of the puppet or the model.</p>

## HEAD START PROGRAM STORY

### A Visit to the Dentist

All the children were excited. Today they were going to meet a new friend. At exactly nine o'clock, a big yellow bus parked outside the classroom.

Bobby was the first to climb in. "Oh, boy," said Bobby, "this bus is as big as the one my dad drives." Sure enough, the bus could fit all the children in the class. And it even had room for more.

"Will the dentist's office be this big?" asked Althea.

"Almost as big," answered Mrs. Jackson, their teacher. "But it's filled with many interesting things—things you can't find on a bus."

The children's eyes sparkled. They could hardly wait to see all the new things the dentist would show them.

Soon they were at the dentist's office. Mrs. Jackson opened the door, and the children followed her inside.

They entered a small room. It was quiet and filled with all sorts of things. There were plants and pictures, big stuffed chairs, and even some books and magazines.

"Look here!" squealed Dawn. She pointed at a nearby table. "There are plenty of storybooks I can look at!"

Miguel, also delighted, found a children's magazine. He picked it up eagerly and showed it to everyone. "My favorite magazine!" Miguel exclaimed.

At that moment, a friendly looking woman stepped into the room. "There's Miss Phillips," said Mrs. Jackson. "She's the dental hygienist. She helps the dentist keep your teeth clean and healthy."

"Hello, everyone," Miss Phillips said with a smile. "I'm very happy to meet you!"

"Is this where the dentist works?" asked Bobby.

"Well, he doesn't work right in this room," Miss Phillips answered. "This is called the waiting room. You can wait here until it's your turn to see the dentist."

The children were so busy listening to Miss Phillips that they didn't see Dr. Lee come into the room.

"Hi, boys and girls," he said with a grin.

"Oh," they murmured in surprise.

"You must be Dr. Lee!" shouted Althea. "You're dressed just like the dentist in my picture books!"

Dr. Lee was pleased that the children recognized him. "Let me show you some other things you may have seen in pictures," he said.

In the next room were many things. Some were small and shiny. Others were very big and were stuck to the floor or wall. Some even made noises or could be moved. There was a sink for the dentist to wash his hands. A mirror hung on the wall over the sink. And there were lots of drawers to hold Dr. Lee's tools.

"What's that chair doing in the middle of the room?" asked Dawn.

Miss Phillips replied, "You lie back in the chair while the dentist looks inside your mouth. It can tilt backward. It also goes up and down."

"Can I try it?" Luyen asked excitedly.

"Sure you can," said Miss Phillips. "You can each try it, one at a time, when Dr. Lee looks at your teeth."

"Why is that big light hanging over the chair?" asked Althea.

"It shines into your mouth so I can see all your teeth," answered Dr. Lee.

Then he picked up a gleaming mirror to show the children. "I can also use this tiny round mirror to see the backs of your teeth." It sure was tiny, but it had a long, shiny handle.

Next to the chair was a silver tray. It had all sorts of tools on it. There was an explorer, a pointy silver stick to help the dentist check each tooth. There was a jar of a special gel with fluoride in it. Fluoride helps make teeth strong. And there was a special minty toothpaste in a small bowl.

"Whrrr, whrrr, whrrr. . . ."

"What's that sound?" asked Miguel, startled.

"Oh, it's just my special toothbrush," Dr. Lee replied. "It has a little rubber cleaner that spins round and round to clean and polish your teeth." Do you hear any other sounds in the office?"

The children listened very carefully. They heard something that Miss Phillips was holding make a slurping, sucking sound.

"That sounds like someone drinking out of a straw," said Bobby.

"You're right, Bobby," Miss Phillips answered. "But this is called a suction. It sucks up some of the wetness in your mouth so the dentist can get a good look at your teeth."

Luyen pointed to a long machine on the wall. "That machine must make lots of noise. It's awfully big."

"It is big," said Miss Phillips, "but it makes only a soft, short buzz. It's called an X-ray machine. It takes pictures of the inside of your teeth so we can be sure they're strong and healthy."

"Why are water and hoses over there?" asked Dawn, pointing. "Are they for watering the plants in the other room?"

"No, no," chuckled Dr. Lee. "The hose lets me squirt water on your teeth, to clean them. It also sprays air to dry your teeth." And saying this, Dr. Lee sprayed a little bit of air on Dawn's hand. It was warm and gentle, like air let out of a balloon.

Soon all the children wanted Dr. Lee to squirt their mouths with water and clean their teeth with his special toothbrush. They were happy to have this nice, caring man as their friend.

Dr. Lee took some toothbrushes out of a drawer. There was a red brush, a blue one, and a green brush. There was a white brush and a yellow one. So many colors to see!

And Dr. Lee gave one toothbrush to each child. Do you know what color Miguel, Luyen, Dawn, Bobby, and Althea chose?

The children thanked Dr. Lee. They thanked Miss Phillips, too, for showing them so many new things.

Now the children could hardly wait to go home to try out their colorful new toothbrushes. They had lots to tell their family about what they had seen!

# Things at the Dentist's Office

**mouth mirror**



*Then he picked up a gleaming mirror to show the children. "I can also use this tiny round mirror to see the backs of your teeth." It sure was tiny, but it had a long, shiny handle.*

**explorer**



*Next to the chair was a silver tray. It had all sorts of tools on it. There was an explorer, a pointy silver stick to help the dentist check each tooth.*

**fluoride gel**



**special minty toothpaste**



*There was a jar of a special gel with fluoride in it. Fluoride helps make teeth strong. And there was a special minty toothpaste in a small bowl.*

**special toothbrush**

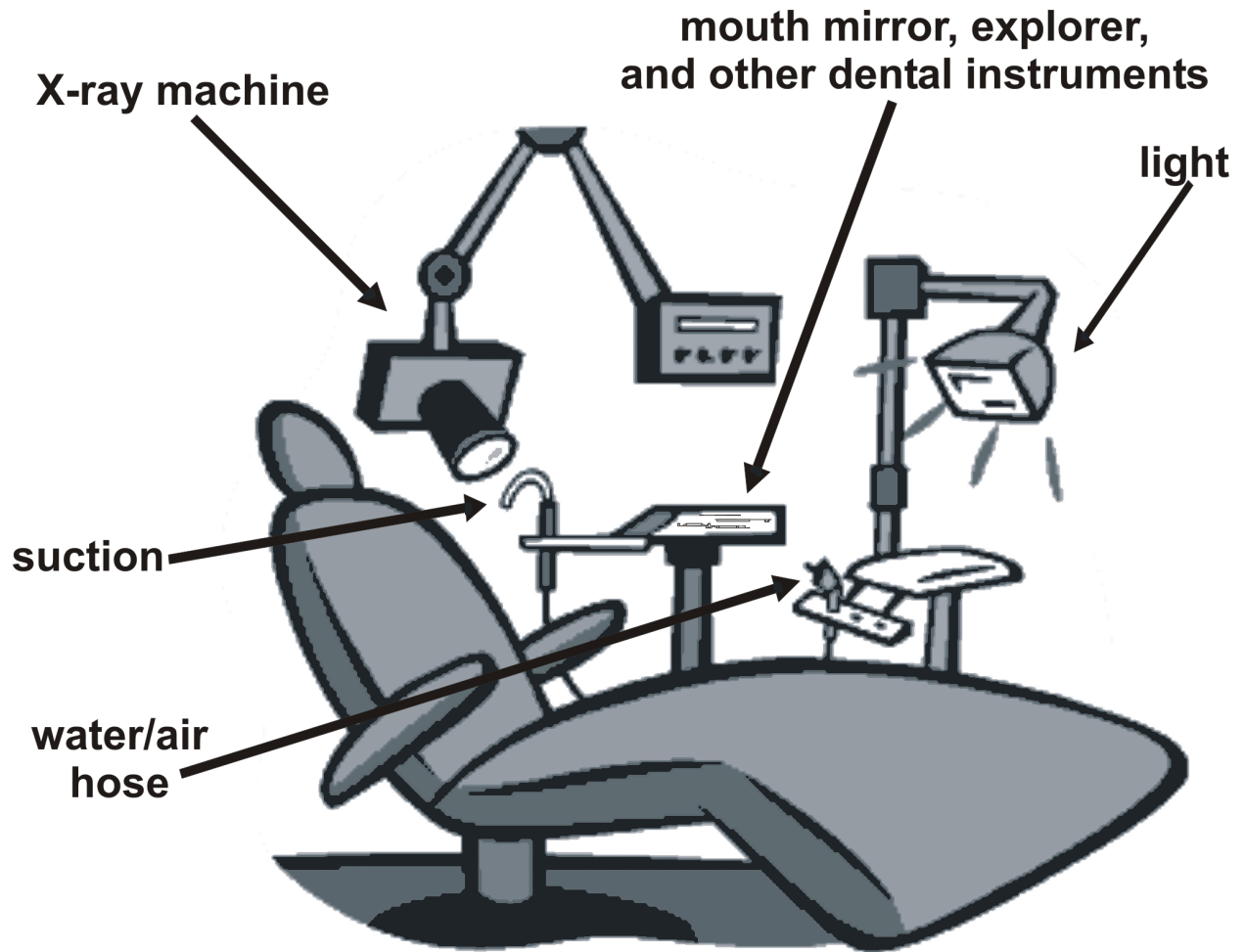


*"Oh, it's just my special toothbrush," Dr. Lee replied. "It has a little rubber cleaner that spins round and round to clean and polish your teeth."*

## The Chair at the Dentist's Office

*"What's that chair doing in the middle of the room?" asked Dawn.*

*Miss Phillips replied, "You lie back in the chair while the dentist looks inside your mouth. It can tilt backward. It also goes up and down."*





# The People at the Dentist's Office



**dentist**



**dental hygienist**



**dental assistant**



**receptionist**

## Activity 5

### CONTENT AREA II: NUTRITIONAL CHOICES

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

**Performance Indicator:**

The students 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 5:** Use interpersonal communication skills to enhance health.

**Performance Indicator:**

The student will be able to use effective communication skills to explain what foods are beneficial to oral health.

Factual Information	Materials	Lesson
<p>Certain foods are better for our teeth and our bodies as a whole than other foods are. Some examples of foods that are nutritious and good for our teeth are meats, eggs, vegetables, fruits, whole-grain breads, and whole-grain non-sugary cereals. Some examples of foods that are not good for our teeth and do not have high nutritional value are soda pop, fruit roll-ups, candy, most cakes, cookies, and pies.</p> <p><b>Snacks</b> Small children need to eat some snacks because they cannot eat all the foods they need at meals. It is important to select snacks carefully. Snacking all day long should be discouraged.</p> <p><b>Remember:</b> If a child in your class tells you that his or her teeth hurt, be sure to tell the parents right away.</p>	<p><b>For classroom activity:</b></p> <ul style="list-style-type: none"> <li>• knife</li> <li>• marshmallows</li> <li>• apple</li> <li>• two manila envelopes</li> <li>• one “happy” smile and one “sad” smile stickers or drawings</li> <li>• eight self-laminating sheets (if your school does not have a laminating machine)</li> </ul> <p><b>Supplemental book to read to the children:</b></p> <ul style="list-style-type: none"> <li>• <i>Those Icky Sticky Smelly Cavity Causing but Invisible Germs</i>, by Judith Anne Rice</li> </ul>	<p><b>Healthy Foods, Healthy Body</b></p> <p>Review with the children what they learned in activity 2 about germs and plaque and tooth decay.</p> <p>Explain to the children that foods are not all the same: there are foods that help our teeth be healthy and strong, and there are other foods that can hurt our teeth because they stick to the surface and create the gummy mess called plaque. The plaque is what makes the acids that eat holes in our teeth. These holes are called cavities, and they can make a tooth become so sick that it dies.</p> <p><b>Stickiness Demonstration</b> Using a knife, cut an apple in half and then cut a marshmallow in half. (Keep the knife out of the children’s reach.)</p>

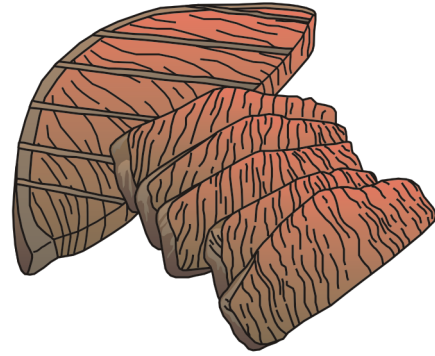
Factual Information	Materials	Lesson
		<p>Have the children look at the knife after each food is cut and describe the difference in the way it looks.</p> <p>Explain that marshmallows stick to our teeth the same way they stick to the knife. Lead the children in naming and discussing other foods that stick to their teeth and can cause them to decay—for example, caramel candy, cake, cream pies, pancake syrup, jelly beans, raisins, cinnamon buns, candy bars, honey, potato chips, granola bars, oatmeal cookies, cream-sandwich cookies.</p> <p>Allow the children to make other observations about the apple and the marshmallow, such as the differences between them in color, texture, and smell. You can also explain to them that while the apple is a natural product, the marshmallow is man-made.</p> <p><b>Matching Game: Good Foods and Bad Foods</b></p> <p>Cut out and laminate the individual squares on the “Foods Good for Teeth” and “Foods Bad for Teeth” sheets provided below.</p>

<b>Factual Information</b>	<b>Materials</b>	<b>Lesson</b>
		<p>Then, paste or draw a “happy ” smile on one side of a manila envelope and a “sad” smile on one side of another manila envelope.</p> <p>Distribute the laminated pictures to the children and have them match the good foods with the happy smile and the bad foods with the sad smile by dropping the pictures into the appropriate envelope pockets.</p>

## Foods Good for Teeth



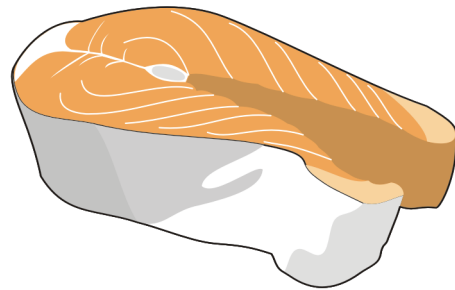
**celery**



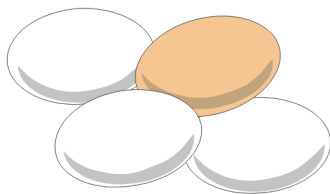
**lean beef**



**tuna fish**



**salmon**

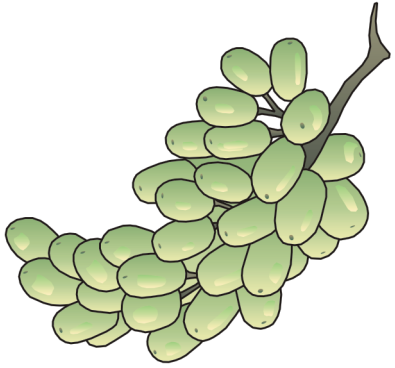


**eggs**

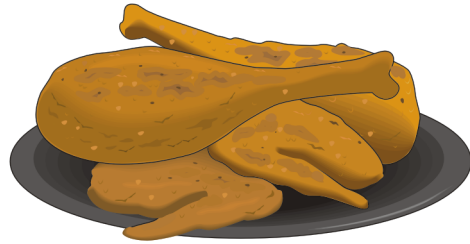


**whole-grain  
non-sugary cereals**

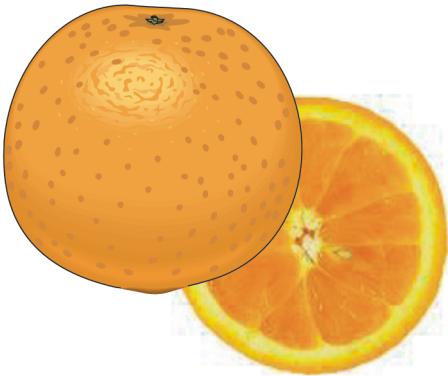
## Foods Good for Teeth



**grapes**



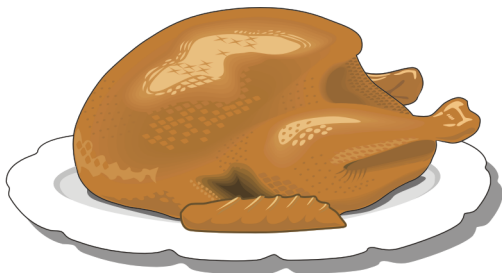
**chicken**



**oranges**



**spinach**

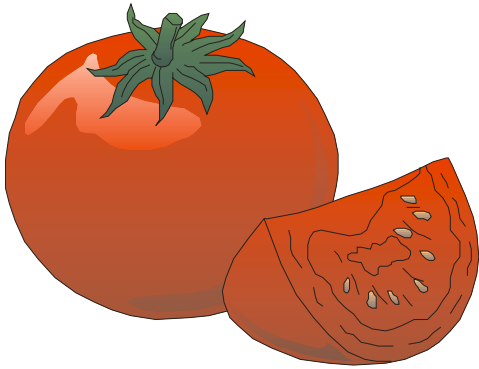


**turkey**



**whole-grain crackers**

# Foods Good for Teeth



tomatoes



green beans



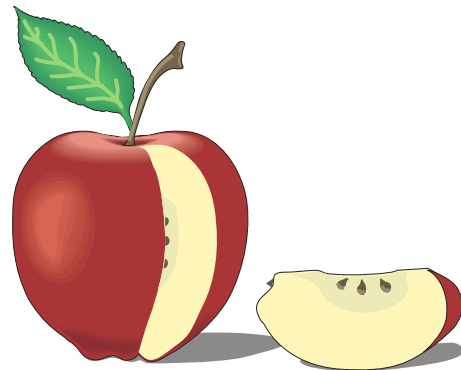
pears



nuts

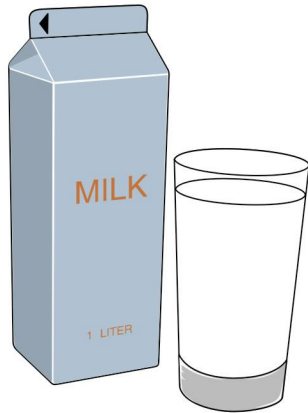


broccoli

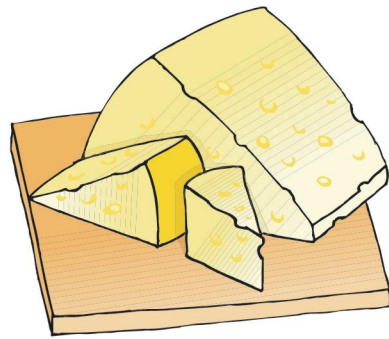


apples

## Foods Good for Teeth



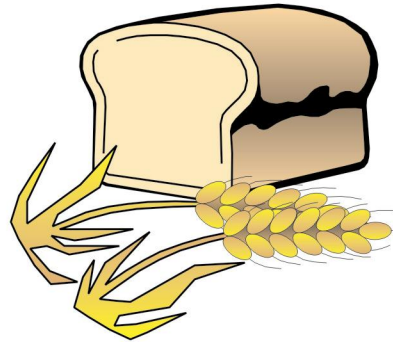
**milk**



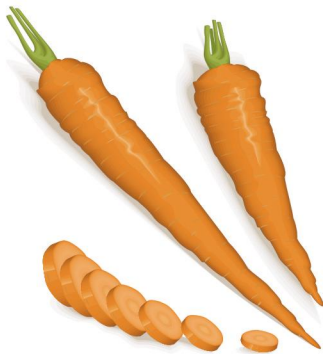
**hard cheese**



**plain yogurt**



**whole-grain bread**



**carrots**



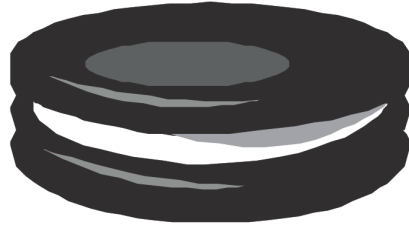
**cabbage**



## Foods Bad for the Teeth



**marshmallows**



**cream-sandwich cookies**



**cream pie**



**fruit roll-ups**

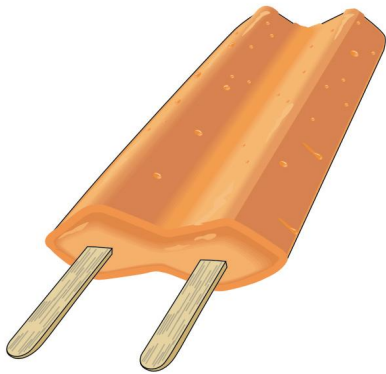


**sugary cereals**



**caramel candies**

## Foods Bad for the Teeth



popsicles



cinnamon rolls



raisins



cupcakes



pudding



milkshakes

# Foods Bad for the Teeth



sodas and cola drinks



honey



chocolate milk



donuts



candy bars

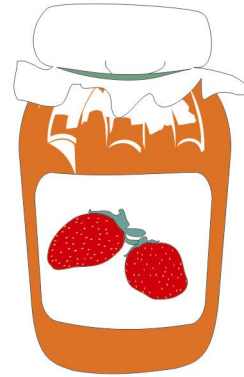


hard candies

## Foods Bad for the Teeth



granola bars



jellies and jams



peanut butter



sundaes



cake



jelly beans

## PARENT TIP SHEET

# Healthy Recipes

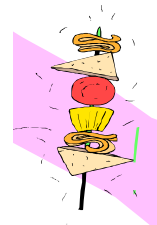
### Celery Boats

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!



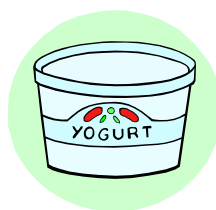
### Veggie or Fruit Kabobs

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

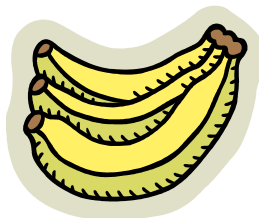
- 1 8-ounce container vanilla yogurt
- ½ cup applesauce
- ½ cup chopped nuts
- 4 dashes of cinnamon
- 2 paper cups
- 2 ice cream sticks



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 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



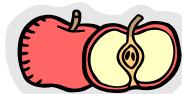
Using a blender, combine the first four ingredients. Add crushed ice to thicken. Serves six.

### 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 IV: PREVENTING INJURIES

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

**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 in childhood).

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

**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
<p>Accidents in which children injure their teeth and mouths are very common. There are certain rules that a child can follow to help protect his and her mouth and teeth. (Refer to the parent tip sheet "Common Causes of Children's Oral Injuries," below.)</p>	<p><b>For optional classroom activity:</b></p> <ul style="list-style-type: none"> <li>• poster board or other material for signs and/or posters</li> <li>• markers, crayons</li> <li>• pictures or drawings as examples of classroom and playground equipment and behavior</li> <li>• glue</li> </ul>	<p>Discuss with the children some of the ways that accidents happen. Then discuss the following rules:</p> <ul style="list-style-type: none"> <li>• Never hit or shove a person who is drinking from a water fountain.</li> <li>• Never throw anything at one of your playmates.</li> <li>• Always watch out where you are going when you are walking, running, or riding your tricycle.</li> <li>• Never run alongside the swimming pool.</li> <li>• Never jump off of any piece of playground equipment while it is moving.</li> <li>• Never trip or push one of your playmates.</li> <li>• Always keep your hands on the handlebars when you are riding your tricycle.</li> <li>• Never chew on ice, pencils, or other hard objects.</li> </ul>

Factual Information	Materials	Lesson
		<ul style="list-style-type: none"> <li>• Always wear a seat belt when you are riding in a motor vehicle.</li> <li>• Never jump from or walk under a moving swing.</li> <li>• Always stay seated when you are playing on the swings or the teeter-totter.</li> <li>• Never walk or run with an object in your mouth.</li> </ul> <p>As an optional class activity, create classroom and playground safety signs or posters based on the above rules and post them in the classroom.</p> <p>Discuss with the children the various safety signs for appropriate behavior to prevent oral injuries in the classroom and on the playground. Let each child pick out a sign and tell the class what it means.</p> <p>Whether or not you use the optional activity, explain to the children that in a few years, they will begin to lose their “baby,” or primary, teeth. It is a natural process that will continue until they have lost all of their primary teeth and all of their permanent teeth have grown in and replaced them.</p>

Factual Information	Materials	Lesson
		<p>Now, ask the children if they have ever broken one of their teeth or had one of their baby teeth knocked out. Allow any children who have had such an accident to share with the class how the accident happened and how they felt when it happened.</p> <p>Explain to the children that there are special things we do when someone has experienced a dental injury. (See the parent tip sheet “Dealing with Children’s Oral Injuries,” below.) Tell them that this is why it is important for them to understand that if they ever hurt their mouth or teeth, they need to tell their parent or caregiver right away.</p>



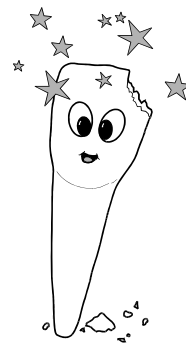
## PARENT TIP SHEET

# Dealing with Children's Oral Injuries

**First, attempt to calm the child.** All accidents involving the tongue, lips, or teeth should be handled quietly and calmly. A panicked child is likely to create problems for those who are trying to help him or her and may even cause further trauma.

**If a tooth has been fractured, chipped, or broken,** follow this procedure:

1. Clean the injured area of the child's face gently if it is dirty.
2. Use a clean cloth to apply gentle, direct pressure to the injured area of the face if necessary to control bleeding.
3. Apply ice, wrapped in a clean cloth, to the injured area of the face to limit swelling.
4. Take the child to the dentist immediately.



**If a baby tooth has been knocked out,** follow this procedure:

1. Do not attempt to put the tooth back in its socket.
2. Fold and pack a clean piece of gauze over the bleeding area.
3. Have the child bite on the gauze for 15 minutes. This step may be repeated once.
4. Take the child to the dentist immediately if the bleeding persists.
5. Take any root fragments with you to the dentist. X-rays may be needed.

**If teeth have been loosened,** follow this procedure:

1. Clean the injured area of the child's face gently if it is dirty.
2. Rinse out the child's mouth.
3. Do not attempt to move the teeth or the child's jaw.
4. Take the child to the dentist immediately.



**If a tooth has been knocked into the gums,** follow this procedure:

1. Clean the injured area of the child's face gently if it is dirty.
2. Use a clean cloth to apply gentle, direct pressure to the injured area of the face if necessary to control bleeding.
3. Rinse out the child's mouth.
4. Do not attempt to free the tooth or to pull on it.
5. Take the child to the dentist immediately.



**If an injury to the tongue or the lips has occurred,** follow this procedure:

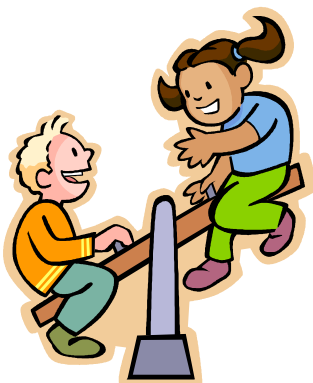
1. Rinse the affected area.
2. Use a clean cloth to apply gentle, direct pressure to the injured area if necessary to control bleeding.
3. Apply ice, wrapped in clean cloth, to the injured area to control swelling.
4. Take the child to the emergency room if the bleeding continues after 15 minutes or if the wound is large.

## PARENT TIP SHEET

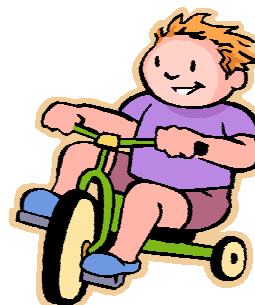
### Common Causes of Children's Oral Injuries

Accidents in which children injure their teeth or mouth occur very often. To prevent them, children must learn how to identify safety hazards and how to play safely. The following are the most common causes of children's oral injuries:

- pushing and shoving around water fountains
- falling over objects that are on the floor or the sidewalk



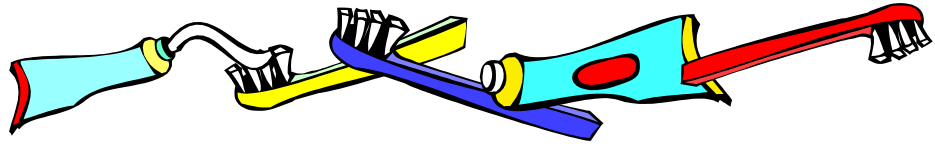
- playing carelessly around teeter-totters, merry-go-rounds, and other playground equipment



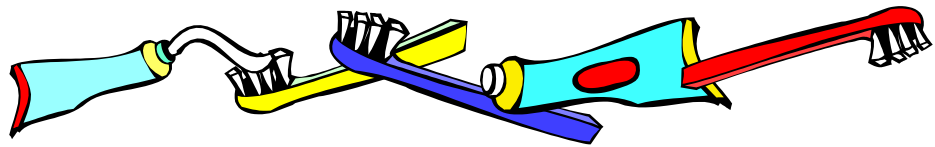
- riding tricycles and bicycles recklessly
- chewing on ice, pencils, or other hard objects
- failing to wear a seat belt while riding in a motor vehicle
- failing to wear a mouth protector while playing in sports activities (applies mainly to older children)

- walking or running with an object in the mouth
- jumping from or walking under a moving swing





## ADDITIONAL RESOURCES

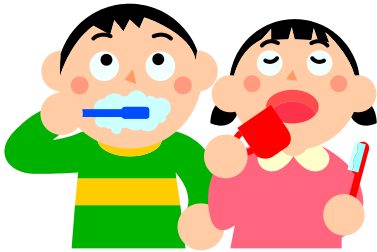


# Songs for More Smiling Faces

## Wiggle-Jiggle Song

Sung to the tune of  
"Old McDonald Had a Farm"

In my mouth I have some teeth.  
Eee I, Eee I, O.  
And in my mouth I put my brush,  
Eee I, Eee I, O.  
With a wiggle-jiggle here,  
And a wiggle-jiggle there,  
Here a wiggle, there a jiggle,  
Everywhere a wiggle-jiggle.  
In my mouth I'll keep my teeth,  
Eee I, Eee I, O.



## The Swish Song

Sung to the tune of "Frere Jacques"

Swish with fluoride, swish with fluoride,  
Round and round, round and round  
Fluoride makes your teeth strong, Fluoride  
makes your teeth strong.  
All year long, all year long.

## The Fluoride Rinse Song

Sung to the tune of "This Old Man"

I'm a tooth, nice and new,  
You need me, and I need you.  
Fluoride rinse me, once a week,  
So your teeth you'll always keep.

## Oh When My Teeth Come Marching In

Sung to the tune of  
"Oh When the Saints Go Marching In"

Oh when my teeth come marching in.  
Oh when my teeth come marching in.

I'm gonna brush and floss and rinse.  
Oh when my teeth come marching in.

Oh when the plaque goes marching out.  
On when the plaque goes marching out.

I'm gonna sing and clap and shout.  
Oh when the plaque goes marching out.

## The Dentist Is My Pal

Sung to the tune of "The Farmer in the Dell"

*Chorus:*

The dentist is my pal,  
The dentist is my pal.  
His chair goes high  
*[arms up in the air],*  
This chair goes low  
*[arms down toward the ground],*  
The dentist is my pal.

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

*[Repeat chorus.]*

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

*[Repeat chorus.]*



## Eat Good Foods

Sung to the tune of "Three Blind Mice"

Eat good foods, eat good foods,  
For your teeth, for your teeth.

Meat and vegetables are good for you,  
They make us strong and healthy too,  
So only eat what's best for you.  
Eat good foods, eat good foods.



## Brush, Brush, Brush Your Teeth

Sung to the tune of  
"Row, Row, Row Your Boat"

Brush, brush, brush your teeth  
Gently 'round your gums  
Merrily, merrily, merrily, merrily,  
Brushing can be fun!

Swish, swish, swish with fluoride,  
Swish it everywhere  
Merrily, merrily, merrily, merrily,  
It's nice to know you care!



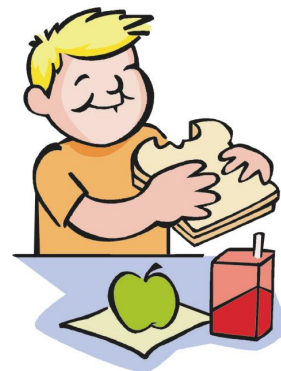
## The Clean Song

Sung to the tune of  
"She'll Be Coming 'round the Mountain"

When my hands are clean I know it  
'Cause I CLAP [*clap, clap*].  
When my hair is clean I know it  
'Cause it SQUEAKS [*squeak, squeak*]  
When my mouth is clean I know it  
And I'm not afraid to show it,  
When my mouth is clean I know it  
'Cause I SMILE [*smile, smile*].



When my feet are clean I know it  
'Cause I STOMP [*stomp, stomp*].  
When my ears are clean I know it  
'Cause I HEAR [*clap hands above head*].  
When my teeth are clean I know it  
And I'm not afraid to show it,  
When my teeth are clean I know it  
'Cause I CHOMP [*chomp, chomp*].



# Oral Health Activities for Learning Centers



In an effort to expose children to a multifaceted oral health unit, you may want to include these additional activities and supplies in the learning centers you have set up in your classroom.

## Imaginative Play

- Encourage the children to set up a “dentist office” in the play area. Appropriate props are pictures of dental instruments, lab coats or white shirts, a telephone for the receptionist, an appointment book, and so forth.
- Encourage the children to use the stick puppets they made in activity 4 to act out a trip to the dentist.
- Provide the children with items they can use as “puppets.” Such items could include a toothbrush, a tube of toothpaste, an apple, and a tooth. The children can create stories or plays related to the puppets.

## Math

- Have different toothbrushes in the learning center for children to count and sort according to size and color.

## Art

- In the learning center, provide materials for the children to make tooth models. (Use the drawing on the “Tooth Pattern” page at the end of this section.)
- Provide materials for the children to use to make placemats reminding them to eat “tooth healthy” snacks like fruits and vegetables.
- Use cut fruit to make stamp prints.
- Paint pictures with toothbrushes.
- Have the children draw pictures of themselves with big smiles!
- Have the children use paper bags to make “healthy mouth” and “unhealthy mouth” puppets. The bottom of the paper bags makes 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. . . .”
- Include as many books as you can in your reading area for the children to read and explore.
- Have the children create a new flavor and brand of toothpaste. Encourage creativity by having the children design the package.

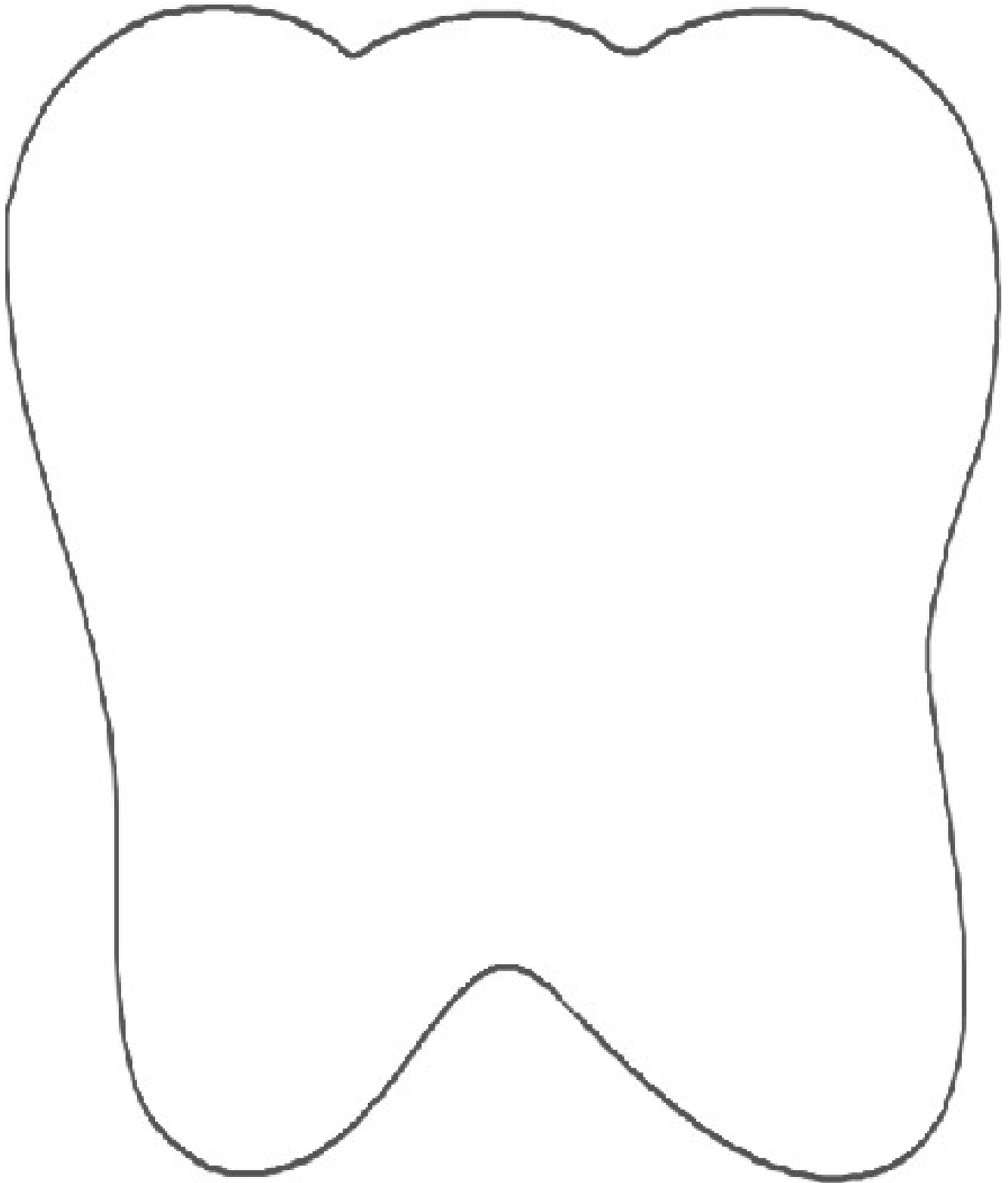
## Science

- Set up the “Brushing Experiment” (in the “Introductory Activities” section, above) for the children to observe.
- Puncture a small hole in an apple and leave it in the science area for the children to observe. Great example of decay!
- Leave unbreakable handheld mirrors in the learning center for the children to use to observe and explore their mouths.
- Use a disposable camera to take pictures of the children’s smiles. These would make a wonderful bulletin board.
- Have the children use pink clay and white navy beans to create a model of their teeth. There should be ten teeth in each gum.
- Set up a display of different kinds of teeth and skulls if they are available. Encourage the children to examine the different types of teeth they see.

## Blocks and Puzzles

- Challenge the children to build a mouth. Use the blocks to represent teeth, or have them arrange the blocks in the shape of a single tooth.
- Use the tooth pattern on the following page to make a jigsaw puzzle for the children to put together. You may want to laminate the page before you cut it so that the pieces will last longer.

# Tooth Pattern





## Books for Children



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## Technical Assistance Contact Information

### **For specific oral health–related questions:**

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Columbia, SC 29211  
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### **For curriculum-related questions:**

SC Healthy Schools  
SC Department of Education  
Rutledge Building Room 906-C  
1429 Senate Street  
Columbia, SC 29201  
Phone: 803-734-8500  
Fax: 803-734-2780

### **For additional information on harmful effects of tobacco on oral health:**

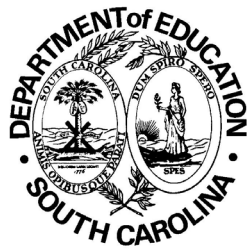
**South Carolina Department of Alcohol and Other Drug Abuse Services (DAODAS)**  
101 Business Park Blvd.  
Columbia, SC 29203-9498  
Phone: 803-896-5555  
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### **South Carolina Tobacco Control Program**

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### **Tobacco Use Prevention and Control Program**

Funding: National Cancer Institute's Project ASSIST (American Stop Smoking Intervention)  
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