

Dental Health

Grade: 4th

Time: 60 minutes

Materials Needed:

- Dental Packets (toothbrush, floss, dissolving tablet, name card)
- Cups (one per student)
- Lysol Wipes
- Mirrors
- Teeth Model
- Large Tooth Brush
- Red and black dry erase markers
- Plickers uploaded on phone
- Pencils
- Paper copies of pre-test

Objectives:

- Students will learn the importance of taking responsibility for their dental health.
- Students will learn to differentiate between healthy and harmful dental health practices.
- Students will develop good brushing and flossing techniques.
- Students will gain knowledge of products involved in maintaining their dental health.

Introduction:

- Ask students what the word valuable means.
- Ask students if they have anything that they think is valuable.
- Ask students if they think their bodies are valuable, explain that we only get one body in our lifetime so we should consider our bodies valuable to us.
- What about your teeth? Are they valuable? Why?
- What do they help us do?
 - Smile, talk, chew/eat
- How many sets of teeth do we get in a lifetime?
 - 2 sets, baby/primary and adult/permanent.
 - We are born with 20 baby teeth which fall out and our permanent teeth grown in.
 - We need bigger and stronger teeth as we grow older.



- Our permanent teeth can last a lifetime if taken care of properly.

Activity 1: Are our teeth a quality product?

- Perform a math problem on the board out loud with the class following along.
- Ask the class:
 - How many meals do people usually eat a day? 3
- Let's do a math problem to put some actual value to our teeth.
- If you have your adult teeth for 80 years, and you eat three meals a day, how many times in your life will you use your teeth to chew food?
 - Ask the class to set-up the math problem (80 years x 365 days a year x 3 meals per day = 87,600)
 - 87,600 chewing workouts in a lifetime! Do you think our teeth are a quality product? Of course!
- Permanent teeth can last more than 80 years with proper care, but what happens if you don't take care of them?
 - Cavities, decay, fall out, expensive dental work, painful dental work, etc.

Cavity Discussion

What is a cavity?

- A hole in a tooth
- How are cavities treated? With a filling, filling the hole to make the tooth strong again.
- Cavities can cause teeth to decay if they aren't treated.
- Does anyone know what the word decay means?
 - Decay is to rot or decompose.
- Can anyone tell me what causes cavities?
 - Sugar, not brushing teeth well, not flossing.
- How many times a day should you brush your teeth? At least 2
- How many minutes should you brush your teeth for? 2 minutes
- How many times a day should you floss your teeth? One
- Who is the person you see about your dental health? Dentist
- How many times a year should you visit the dentist? 2

Plaque Discussion

What is the sticky layer of bacteria that forms on teeth called? Plaque



- **Dental plaque** is bacteria that grows on surfaces within the mouth. It is a sticky colorless deposit at first, but when it forms tartar, it is often brown or pale yellow.
- If plaque isn't cleaned off teeth often with brushing and flossing, then it can cause cavities and decay to happen.

Activity 2: Apple Demo

1. Using a red dry erase marker, or red pen on smart board, draw an apple.
2. Ask students what the outer layer of an apple is called. Answer- skin
3. Using the marker, erase a portion of the apple to represent a bite taken out.
4. Ask students what happens after a bite of an apple is taken then left out on the counter. Answer- the inside turns brown and would eventually rot.
5. Using a black dry erase marker, or black pen on smart board, draw a tooth.
6. Explain to students that there is a protective outer shield on our teeth. Ask if anyone knows what it's called. Answer- Enamel.
7. Write enamel on the board. Have students say the word all together.
8. Using the black marker, draw a black hole in the side of the tooth, explaining that represents a cavity.
9. Explain that if a cavity happens, then the enamel is damaged and the tooth could rot. The inside of our teeth is soft, the enamel keeps our teeth protected.
10. Ask students if anyone knows what ingredient helps keep enamel strong? Fluoride.
 - a. Where is fluoride found? Toothpaste, some mouthwash, drinking water.

Plaque Attack Discussion

Let's talk a little more about what causes cavities to happen.

1. On the board, write the word plaque.
2. On the board, write the word sugar.

PLAQUE + SUGAR = ACID ATTACK

3. Acid attacks break down the enamel on our teeth.

Activity 4: Dental Packet Activity

- Pass out a dental packet to each student instructing them not to open yet.
- Pass out cups, mirrors, and wet wipes to students.



- Ask students to remove the name card from the packet and write their name, give them 30 seconds to do this. Instruct students to hold packet in the air when finished.
- Explain that there are 3 items inside the dental packet, a toothbrush, dental floss, and a pink tablet.
- Explain that the tablet is called a disclosing tablet and it is NOT A PILL.
- Explain the tablet will help to see where plaque buildup is inside their mouth and will help to brush better to reach those spots.
- Now ask students to remove all three items from their packet and place on their desk, give them 30 seconds to do this.
- Instruct students to open their toothbrush, give them 15 seconds.
- Show students how to set up their mirror with their floss.
- Give students instructions about the tablet.
 1. Open tablet.
 2. Place tablet in mouth and let sit for 30 seconds.
 3. Chew tablet and spread with tongue all over teeth.
 4. Use spit cup to spit excess saliva when needed.
- Tell students now to look in their mirrors. Explain that the bright pink areas are spots that were missed while brushing. They need to pay extra attention to these areas in the future.
- Next, have students use their toothbrush to brush teeth for 2 minutes. Set a timer.
- While students are brushing, demonstrate in front of class the proper way to brush using the giant tooth display and toothbrush. (small circles, fronts of teeth, backs of teeth, tops of teeth).
- They may spit into cup when needed. After two minutes, have students look in mirror and notice any spots that were missed while brushing. Have students put away toothbrush.
- Finish activity by having students floss.
 - Floss between every tooth.
 - Floss up and down and back and forth, no seesaw.

Conclusion:

- Are our teeth valuable?
- What is a cavity?
- What is a plaque attack?
- How many times should you brush your teeth a day?
- How long should you brush your teeth?
- How many times should you floss your teeth a day?
- How often should you visit the dentist per year?



National Health Education Standards:

1.5.1, 1.5.5, 3.5.1, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.5, 5.5.6, 7.5.1, 7.5.2, 7.5.3, 8.5.1, 8.5.2

Oklahoma Academic Standards – Health:

1.5.1, 1.5.5, 3.5.1, 5.5.1, 5.5.3, 5.5.4, 5.5.5, 5.5.6, 7.5.1, 7.5.2, 7.5.3, 8.5.1, 8.5.2

Resources:

Winfrey, J. S., Amason, R., Boykin, L., Tuck, T., Potter, S., Gunn, S., & Collier, K. (2010). *Dental Health Educators Program Manual*. Oklahoma City, OK: Oklahoma State Department of Health.

Smile Smarts: An Oral Health Curriculum for Preschool-Grade 8. (2005). Chicago, IL: American Dental Association.

National Institutes of Health: Open Wide and Trek Inside. (2000). Colorado Springs, CO: BS

