

**Lesson Plan for Youth Tooth Event:** See strategies for classroom success following the lesson plan

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## **1. Teeth brushing and flossing station (a.k.a. “Brush-a-brush-a”)**

Materials:

Cups, water jugs, plaque tablets, gloves, floss, toothpaste, toothbrushes, paper towels, mirrors, coloring sheets, crayons, flossing sign

Lesson:

- Start the lesson with a few questions like, “Does anyone know the correct way to brush your teeth?” or ‘Does anyone know how many times per day you should brush your teeth?’
- Then explain that teeth should be brushed two times a day (preferably morning and night). Also, the proper brushing technique is done with small circles and never in a back-and-forth motion. Brushing should not be done too roughly because it could cause gums to recede over time. Demonstrate holding toothbrush with two fingers to ensure proper firmness of brushing technique. This can be demonstrated using a model or human volunteers.
- Allow students to attempt this technique on their own with the toothbrushes and toothpaste provided. (The cups and water jugs are used for rinsing.)
- Provide chewable plaque staining tablets for each student. This gives the students an idea about how well their brushing technique has been working. The darker red or purple areas indicate plaque buildup. After pointing out some areas that seem to have more plaque buildup (commonly missed areas include the lingual “tongue” side of the front teeth and the far back molars), teach the children to brush these problem areas well.
- Allow students one more chance to re-brush their teeth and then move on to flossing techniques.
- Flossing can be difficult if the students do not yet have the fine motor skills it takes to floss their own teeth. Teach a flossing method that wraps the floss lightly around the middle fingers of each hand and uses the index fingers and thumbs to guide the floss between teeth. Explain that bleeding gums while flossing often indicates that these areas probably had plaque buildup and needed to be cleaned.
- If time allows, let the students color a coloring sheet that will be provided.

## **2. General Tooth Anatomy (a.k.a. “Let’s Talk Teeth”)**

Materials:

Teeth models, activity sheets, pencils, crayons

Lesson:

-Using models, the instructor should start out by showing examples of the different kinds of teeth and explain the uses of each.

Incisor-front teeth, cut food

Cuspid-(eye tooth) holds food while you chew

Bicuspid-has two cusps or points that crush food

Molar-grinds food into small pieces, and they are the strongest teeth

-Some of the children may not have all of their molars yet, including their wisdom teeth.

-Also, explain that everyone's mouth is different. Some people are born with smaller teeth, some with larger teeth, and some are born with missing teeth.

-Next, explain the different layers within the tooth:

**Enamel**-hard outer layer of the tooth that helps protect the teeth

**Dentin**-softer yellow layer, between enamel & pulp

**Pulp**- inside part of tooth that contains nerves & blood vessels

-Also explain:

**Crown**-the part of the tooth that sticks out of the gums

**Roots**-the part of the tooth that holds the teeth in place. They are surrounded by bone and covered by the gums.

\*\*There is an activity sheet that goes along with this station so that the students can color and label the different parts of the tooth.

### 3. Healthy and Unhealthy Habits (a.k.a. "Mr. Grossmouth")

Materials:

Grossmouth model, pictures of cancer in mouth, crossword puzzle, 2 hard boiled eggs (one normal and one stained from the soda), soda, pencils, 3 fold board (how to take care of teeth)

Lesson:

-Ask the students what harms your teeth and mouth? Looking for answers such as: candy, smoking, coffee, sugar in general, etc.

-Explain what smoking and tobacco does to your body and mouth. Smoking causes lung cancer and oral "mouth" cancer. It causes teeth to become yellow or brown, causes bad breath, and can cause hair and nails to become brittle. (Skin can also become yellow.)

-Explain what going to bed without brushing your teeth does. (egg experiment)

\*\*The egg soaked in soda resembles your teeth and what happens if you go to bed without brushing them after drinking a soda. It starts to eat away at the enamel and stains the color of your teeth. Explain that this is like a cavity attacking a tooth.

-Discuss healthy and unhealthy habits related to oral hygiene. Make sure to emphasize the importance of healthy eating and brushing. What to do to avoid being Mr.

Grossmouth! Brush at least twice a day, floss daily, and try to stay away from sugar-filled foods and drinks.

-Have the students do a dental crossword puzzle. Make sure they put their names on the top and keep them to give the teacher at the end of the event.

\*\*Notes to mention – Chocolate is the best choice if you are going to eat candy. It melts in your mouth rather than chewy candy that sticks to your teeth.

\*\*If you can't brush your teeth while out at least rinse your mouth with water and swish around to try to remove any food left in between teeth.

#### **4. Dental Visits (a.k.a. “A Trip to the Dentist”)**

Materials:

Instrument set (explorer, mirror, etc), X-ray film, safety goggles, gloves, mask, scrubs, pencils

Lesson:

-This station is basically to familiarize the students with the things they can expect during a routine trip to the dentist.

-Show them the instruments that are used when they go to the dentist and let them hold them and get used to them. ( We want them to understand and realize they wont hurt them)

-Review sterilization and protective equipment. (gloves, mask, safety goggles, etc) Explain why they sterilize and how important it is in between each patient.

-Explain that dentists are not scary, and they are only there to help. Tell the students that most kids that go to the dentist are there just to get their teeth cleaned. Usually the dental hygienist does this part of the visit. Then the dentist will come by to make sure there are no cavities and everything is ok in your mouth. He might ask you if you have any pain while chewing or sensitivity to hot or cold liquids. It is up to you to let your dentist know if anything has been bothering you.

-Many times, you can expect to have x-rays taken of your teeth because problems might not be visible to the dentist without them. X-rays do not hurt a bit, and are like taking tiny pictures of the inside of your teeth.

-Also explain that fillings are needed if cavities are found. Also, explain that sealants are a common procedure done for kids their age (these protect the molar chewing surfaces from decay.

-At the end of the visit, you will probably receive a fluoride treatment. This is done using a tray with a gel or foam in it. The dentist will leave it in you mouth for about 1 to 5 minutes. Fluoride helps protect your teeth from cavities.

-Explain to them they should see the dentist twice a year.

\*\*Note: Some of these kids have never been to the dentist before, so just be aware of this when discussing the topics.

\*\*There is a worksheet to do with them after you go over all the topics above or you can do it while you teach them. There are no set rules for any of this, so just go with whatever makes you feel most comfortable. Just have fun with them and your group.

**“Meet Mr. Tooth”**

Mr. Tooth costume, giant toothbrush, laptop, printer, ink cartridges, photo paper, scissors, marker, digital camera, goody bags w/toothbrushes to put pictures in.

\*\*We will be doing A Trip to the Dentist at this station as well as taking each of the students outside to get their picture with Mr. Tooth.

\*\*Also, the students we are working with are from very low income families, this school is a very high poverty school, so some of these kids have never had the chance to go to the dentist or have proper education about oral health. This is such a great opportunity for us to explain to them the importance of oral health care.\*\*

### **Classroom Strategies for Success**

- ✓ **In making classroom presentations match the age of the target audience to appropriate strategies for engaging students of that age.**
- ✓ **Keep it simple and plan the lesson based on age. 1st graders have a shorter attention span than third graders.**
- ✓ **Learning style is important, hands on works well for team presentations**

### **Look, Listen, then Speak**

- ✓ **Be prepared.**
- ✓ **Make eye contact.**
- ✓ **Build Background Knowledge, ask those who has not been to a dentist before to raise their hand.**
- ✓ **Tell who you are and explain your purpose/goals. Do so in the context of students being part of the learning team.**
- ✓ **Tell students to save questions for last**

### **Tips for Speaking to Students**

- ✓ **Stay in control. Don't talk "over them". Wait for their attention and respect. Ask for eyes and ears on you.**
- ✓ **Look for non-verbal signs of listening, refocus students if needed.**
- ✓ **Review important points at end (summarize).**
- ✓ **Involve them in comprehension; call on students who pay attention to summarize essential points at the end of the lesson, preceding questions.**