

Grade 2: Hygiene

Lesson 5: Brushing for Health

Lesson 6: Flossing for Health

Objectives:

- ✓ Students will identify the importance of keeping clean teeth and gums.
- ✓ Students will learn the proper ways to brush and floss the teeth.
- ✓ Students will identify four important ways to take care of teeth.

Materials:

Lesson 5:

- Small hand mirrors
- Apple
- Modeling Clay or play dough
- Mouth Drawing Handout (**See Figure 1**)
 - Optional: Tooth Brushing model from Kit (use if available)
 - Optional: Toothbrush and toothpaste (if they can be donated by a local dental office)
 - Optional: Wet wipes

Lesson 6:

- Yarn
- Dental floss
- Tempura paint or other washable, non-toxic paints
- Paper, crayons, drawing pencils
- Home Activity Parent Letter (**See Figure 2**)
- Home Activity Worksheet (**See Figure 3**)

Activity Summary:

This lesson highlights the importance of caring for our teeth. Students will gain knowledge on proper techniques for brushing and flossing teeth.

Background information for the teacher:

It is essential for good dental health that children learn the importance of daily brushing and flossing as well as the proper techniques for those activities. Prevention of tooth decay depends on the complete removal of plaque from all surfaces of the teeth. Properly brushing each tooth is very important. Proper brushing means cleaning the inside, outside, and biting surfaces of every tooth.

As recommended by the American Dental Association, important things to remember about **brushing** the teeth are:

1. A toothbrush with soft bristles should be used.
2. The size and shape of the toothbrush should be appropriate to the mouth and be able to easily reach all areas.
3. Toothbrushes need to be replaced every three or four months.

4. Put a small dab of toothpaste on the brush (about the size of a pea.)
5. The toothbrush should be placed at a 45-degree angle against the gums.
6. Move the brush back and forth sideways against each tooth in short strokes (about tooth-wide.)
7. Brush the **outer** surface of all teeth, upper and lower. Brush the **inner** surface and the **biting surfaces** of all teeth.
8. The inside surface of the front teeth can be cleaned by tilting the front end of the brush and using up and down strokes.
9. Rinse the mouth completely with water to remove all toothpaste.
(Remember to also rinse the toothbrush completely.)

Steps for correct **flossing** of the teeth are:

1. Use about 18" of floss.
2. Wind most of it around one finger. Hold or wind the loose end of the floss around a finger of the opposite hand.
3. Hold the floss securely between the thumb and forefinger.
4. Gently guide the floss into place between two teeth until it touches the gum.
5. Hold the floss tightly against one tooth and gently rub it up and down against the tooth. Hold the floss tightly against the other tooth and scrub that tooth.
6. Slide the floss out from between the teeth.
7. Repeat steps 4 and 5 for the rest of the teeth. (Be sure both sides of each tooth AND the backside of the last tooth for the upper and lower teeth are flossed.)

Vocabulary:

Gums – the soft part of the inside our mouth beneath our teeth

Cavity – an area of decay in the tooth

Floss – a special kind of string that removes food between our teeth

Plaque – a sticky and colorless film on the teeth which harbors bacteria

Lesson 5: Brushing for Health

Engage:

1. Have all the children sing one or two stanzas of the song, "Twinkle, Twinkle Little Star" two times. For the first one, lead the students in singing the song normally. For the second time, ask the students to sing the song *without* letting their tongues touch their teeth.

Twinkle, Twinkle, Little Star

By Jane Taylor, 1806

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.

When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.

Then the trav'ler in the dark,
Thanks you for your tiny spark,
He could not see which way to go,
If you did not twinkle so.

In the dark blue sky you keep,
And often thro' my curtains peep,
For you never shut your eye,
Till the sun is in the sky.

'Tis your bright and tiny spark,
Lights the trav'ler in the dark:
Tho' I know not what you are,
Twinkle, twinkle, little star

2. Ask: ***“How did we sound? Why did we sound different?”***
3. Ask: ***“Why do we need our teeth?”*** (We need them so we can sing songs, talk, tell stories and recite poems.)
4. Ask: ***“Have any of you ever lost any of your teeth? What does it feel like to not have your tooth?”***
5. Tell the students that losing their “baby” teeth means they will be getting teeth that they will have for the REST OF THEIR LIVES, which is a VERY LONG TIME. For that reason it is very important to learn how to take care of our teeth, which we want to keep using for a long time.
6. Ask: ***“How many of you have lost teeth?”*** Pause for responses, then ask, ***“What is your FIRST set of teeth called?”*** (Baby teeth.) ***“What is the SECOND set of teeth called?”*** (Permanent teeth.)
7. Have students do the math: ***“If you live to be 80 years old and you have your permanent teeth now at age 8, how many years will you have to take care of your teeth?”*** ($80 - 8 = 72$ years.)

Explore:

1. Have students work in teams of three or four. (Assign roles: **recorder, reporter, supply manager, cleaner.**)

2. Ask: **“What is in the mouth?”** Have the teams of students discuss possible answers to this question. Have the recorder write down their answers, then ask the reporters to share their answers.
3. Have each supply manager come up and get a hand mirror for their team, then let team members take turns using the mirror to observe what they see in their mouth. Ask: **“What shapes do you see? Is your mouth wet or dry? What do see that is hard? Soft?”** Have the recorder write down their observations, then have the reporters share their answers.
4. Give each student the Mouth Drawing (**see Figure 1**) and a hand mirror (or have the students share a mirror.) Instruct students to record their observations on the drawing by doing each of the following:
 - Put an “x” on the drawing for each tooth they see in their own mouth.
 - Count the number of upper and lower teeth they have.
 - Circle the name of every feature they find in their mouth that is in the drawing.
5. Ask students to share what they have learned about their mouth.

Explain:

Ask: **“If you didn’t have teeth, could you: Drink milk? Eat popcorn? Eat an apple? Eat soup? Eat yogurt? Eat nuts?”**

“What else couldn’t you do if you didn’t have teeth?” (You’d have difficulty talking and it would be hard to whistle or sing.)

Have children think of other foods which would require using teeth to eat. Say: **“Eating wouldn’t be nearly as much fun or as nutritious if we didn’t have our teeth. Is it important for us to take care of our teeth?”**

Ask: **“What are some good ways to take care of our teeth?”** Have students share what they think are the most important things to do to take care of their teeth. Write their answers on the board, using their answers to emphasize the three rules:

RULE #1: Brush TWO TIMES each day.

RULE #2: Floss ONCE each day.

RULE #3: Make HEALTHY food choices EVERY DAY (Eat **less** “junk” food—cookies, candy, sodas--and eat **more** vegetables, fruits, grains, cheese and milk.

We call these the **“Three Rules for Healthy Teeth.”** It is important for us practice these rules EVERY day.

1. Ask: **“What happens to our teeth if we don’t take care of them?”** Let the students predict, then write their answers on the board.
2. Show students an apple. Say: **“We are going to pretend this is a tooth.”** Next, poke a hole in the apple and ask, **“What does the inside look like?”** (*Nice and white--just like a tooth.*)
3. Have students predict by asking them, **“What do you think will happen to that hole if we leave it alone for awhile and then take a look at it later?”** (Set the apple aside to use later in Lesson 2.)
4. **“Let’s figure out the best way to brush our teeth.”** Using the Tooth Brushing model from the Kit, have students come forward to demonstrate how to brush. Discuss their methods, and have the students who are watching decide whether it should be done differently. Those students should then demonstrate what they think is a *better* method.
5. Have each student create a set of “teeth” with play dough or modeling clay. Students may work in pairs. (To save time, instead of making individual teeth just have students roll out two “snakes” and place them opposite of each other, like an open mouth, forming a “U” with each line of clay.) Tell students to “brush” their set of “teeth,” using a pencil as a toothbrush. Walk around the room to be sure everyone is doing it properly.

Share with the students the following brushing technique (provided by the American Dental Association):

BRUSHING TIPS

- 1) A toothbrush with soft bristles should be used.
- 2) The brush size and shape should be appropriate to the mouth and be able to easily reach all areas.
- 3) Toothbrushes need to be replaced every three or four months.
- 4) Place a small dab of toothpaste on the brush.
- 5) The toothbrush should be placed at a **45-degree angle** against the gums.
- 6) Move the brush back and forth sideways against each tooth with **short strokes** (about tooth-wide.)
- 7) Brush the **outer** surface of all teeth, upper and lower. Brush the **inner** surface and the **biting** surfaces of all teeth.
- 8) The inside surface of the front teeth can be cleaned by tilting the front end of the brush and using up and down strokes.
- 9) Rinse the mouth completely with water to remove all toothpaste. Rinse toothbrush completely.

Ask: **“How often do we brush our teeth?”** Two times a day, in the morning (after eating) and at night before we go to bed

Extend:

Brushing Practice

1. Have the children wash their hands with soap and warm water before beginning the lesson.
2. In the first part of the practice students will use their fingers to feel their teeth. Demonstrate the activity for the students and have them follow along by doing what you are telling and showing them.
3. Ask the students to use one finger to touch the outside of their front upper teeth. Have them explore the surface of that tooth. Direct the students to move their finger along the outside surface of the upper teeth until they get to the tooth farthest back in their mouth. (Give directions as appropriate regarding specific sides of the mouth, left or right.)
4. Direct children to use one finger like a toothbrush, “brushing” their teeth just like they were shown in the demonstration. Lead the children in “finger brushing” the outside, inside, and biting surfaces of all the upper and lower teeth. If possible, give each child a hand mirror so they can see their own teeth as they are touching their teeth with the finger.
5. Ask students to pay attention to how each tooth feels. Does each tooth feel the same? Different? How?
6. When they are finished, have students wash their hands again.

OPTIONAL: The second part of the practice can involve having the children use a toothbrush and paste to brush their teeth. If available, have students use sink and water facilities in the room, or lead students to the bathroom in groups.

Have students brush their teeth as instructed, just as they practiced with their fingers. Make sure the children use short, gentle brushing strokes. The mouth should be partly open, but not stretched wide..

When they have completed brushing all the parts of their teeth, remind the students that it is very important to use water to rinse all the paste out of their mouth **and** to rinse their toothbrush completely.

(Note: Additional Extend activities can be found on the American Dental Association website: www.adha.org in the Students and Teachers section. The Mouth Power website at www.mouthpower.org also has activities, including interactive games.)

Evaluate: See evaluate portion of lesson 6.

Lesson 6: Flossing for Health

Engage:

Read a story to the class about **cavities** and about having good dental health habits. (Suggestion: Open Wide! A Visit to the Dentist by Cecile Schoberle and Barry Goldberg.) Have students tell you what they liked about the story and what they learned. Ask the students to draw a picture about the story and what they learned.

Explore:

Have the students create an educational “ad campaign” about what cavities are, what causes them, and what healthy habits may help prevent them.

With students working in groups of four, assign the following roles:

- **Ad Manager**
- **Recorder**
- **Designer**
- **Reporter**

Explain that this will be an *educational* ad. Their ad must educate people about what a cavity is, how we get them and what we can do to prevent them. Students **can write a song, a jingle, create a poster or pamphlet, perform a skit, etc.**

When the ad campaign is finished have each group present their ad to the entire class. At the conclusion discuss the information the students have presented.

Explain:

1. Have the students look at the apple. By this time it will have turned brown and you can discuss how a hole in an apple makes it turn brown.
2. Ask: **“What happens if we don’t brush and floss regularly?”** (Our teeth can get a **cavity**. A cavity is an area of decay in the tooth. It is a place where our tooth isn’t healthy and whole.)
3. Ask: **“How do we get cavities?”** (We can get cavities if we don’t take care of our teeth. If we don’t brush, floss, or see the dentist and if we eat lots of sugary foods, then we are not taking proper care of our teeth.)
4. **“Eating sugary foods creates an acid in our mouth. This acid immediately starts to harm our teeth. It causes TOOTH DECAY. When we don’t brush and floss, PLAQUE forms on our teeth. Plaque**

has GERMS and these germs cause tooth decay to grow. What are the very best things to do to prevent plaque and decay on our teeth?" (The Three Rules for Healthy Teeth. Ask the children to repeat the three rules aloud.)

5. Ask: **"How do we FLOSS our teeth?"** (We use a special kind of very thin string. We put this string between our teeth to remove food and germs called PLAQUE between our teeth.)
6. Distribute a piece of dental floss about 12 inches long to each student. Ask them to describe how the floss feels to them. Ask: **"Who knows how to floss their teeth? How do we floss?"** Have the students share what they know.
7. Ask: **"What is the right way to floss our teeth?"** Have students come forward and demonstrate, using the Tooth Brushing Model to show what they know about flossing. Have a discussion about how they are doing it, and ask the students who are watching to tell you if they can think of a better technique. Allow those students to demonstrate how they think flossing should be done.
8. Explain that the students will now be working together to review the best way to floss. Using the Tooth Brushing Model, show students the correct way to floss their teeth according to the following steps provided by the American Dental Association:

TIPS ON FLOSSING:

Using about **18 inches of floss:**

1. Wind most of it around one finger. Hold or wind the loose end of the floss around a finger of the opposite hand.
2. **Hold the floss securely** between the thumbs and forefingers.
3. **Gently guide** the floss into place between two teeth until it touches the gum.
4. Hold the floss tightly against one tooth and **gently rub it up and down against the tooth.** Hold the floss tightly against the other tooth and scrub that tooth.
5. Slide the floss out from between the teeth.
6. Repeat steps 4 and 5 for the rest of the teeth.
7. Be sure **both sides of each tooth, and the backside of the last tooth for the upper and lower teeth are flossed.**
8. Be sure both sides of each tooth, and the back of the last tooth on the upper and lower teeth are flossed.

NOTE: Children may initially need adult assistance to floss correctly.

Extend:
Flossing Practice:

1. Tell students they will be practicing how to floss their teeth. Organize them into pairs, then give each pair some washable, non-toxic paint, a couple of sticks, and two lengths of yarn.
2. Ask for a volunteer. Have the volunteer come forward and hold one hand up so you can put some dental plaque (paint) on their teeth (fingers).
3. Use the stick to put a color of paint on the inside surface of the fingers that touches the other fingers. Do this on one of the volunteer's hands. Ask the child to hold their hand up and put their fingers together.
4. Tell the children, ***“These fingers are like your teeth, and the paint is like food and plaque on your teeth. We are going to use this yarn like dental floss to clean our teeth.”***
5. Beginning with the thumb and first finger, gently slide the yarn/floss between the fingers. Move the yarn up and down in a flossing motion. Slide the yarn out from between the fingers, then use a clean part of the yarn and “floss” the next two fingers. Repeat until all the fingers are done.
6. Have the children work with their partners (one partner at a time) to do this practice.

(Note: Additional Extend activities made be found on the American Dental Association website, Students and Teachers section. Mouth Power also features activities that you can use for individual or classroom activities.)

Evaluate: The “My Three Rules for Healthy Teeth” Book

Besides utilizing the Brushing Practice and the Flossing Practice as evaluation tools, students may wish to create a “My Three Rules for Healthy Teeth” book.

To create this book, which will explain and illustrate how they plan to use the “three rules” in their own life, have students use the following guidelines:

Section 1 should include:

- The Three Rules for Healthy Teeth
- How students will use the Rules in daily practice, being as specific as possible about each rule. For example, for brushing and flossing have the child include **when** they will brush as well as **how** (alone or with help.)
- Illustrate the **nutritional choices** that will keep their teeth healthy.

Section 2 will feature the child's own **dental history**. Using the mouth drawings created previously, students will record their own **“My Teeth Facts”** chart:

1. I have _____ teeth now.
2. I have lost _____ baby teeth.
3. I am growing _____ new teeth right now.
4. I have _____ cavities.
5. The last time I went for a dental check up was _____.*
6. My next dental check-up is _____.*
7. Any other information the child wants to share about their teeth, including stories about how and where they lost them, or a drawing of what they looked like.

*Students may need to check with their parent/guardian for this information.

Optional Enrichment Activities:

You may wish to increase parental involvement by assigning a home activity. Send a letter (**See Figure 2**) to families explaining the importance of brushing and flossing. Include facts and rules that the parent can review with the student. In order to help children get in the habit of brushing their teeth, include a checklist that students can post in the bathroom so they can check off each time they brush their teeth. (**See Figure 3**) Parents may also participate. Children at this age are primarily influenced by their parents and are much more likely to practice brushing and flossing if they see a parent practicing healthy habits.

Additional Web Resources:

The American Dental Association: <http://www.ada.org/index.asp>
Mouth Power: <http://www.mouthpower.org/>

Missouri Standards:

II. Health Maintenance and Enhancement

A. Personal and Family Health

1. Personal health is enhanced by behaviors that include care of the skin, hair, teeth, gums, eyes, nose, ears, and nails.

What All Students Should Be Able To Do:

- a. Identify and discuss how personal behaviors can enhance the health of an individual and reduce the chance of disease.
3. Preventative care enhances personal health and assists in early detection and treatment of health problems.
 - a. Identify why preventative physical and dental exams are important for health maintenance

Figure 1

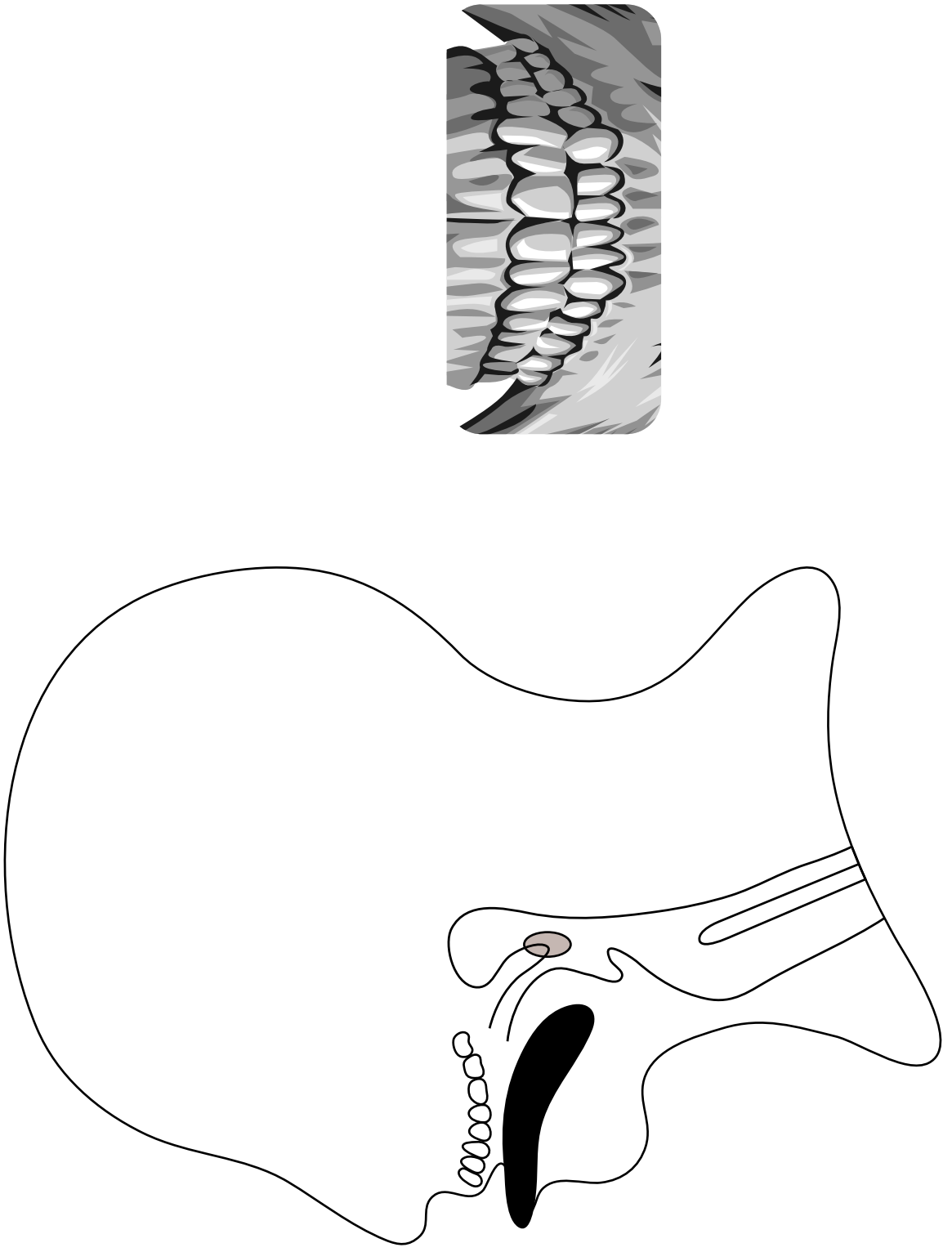


Figure 2:

Dear Parent/Guardian:

It is essential for good dental health that children learn the importance of daily brushing and flossing as well as the proper techniques for those activities. Prevention of tooth decay depends on the complete removal of plaque from all surfaces of the teeth. Properly brushing of each tooth is very important. Proper brushing means cleaning the inside, outside, and biting surfaces of EVERY tooth.

As recommended by the American Dental Association, important things to remember about brushing the teeth are:

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8. The inside surface of the front teeth can be cleaned by tilting the front end of the brush and using up and down strokes.
9. Rinse the mouth completely with water to remove all the toothpaste. Rinse the toothbrush completely also.

Steps for correct flossing of the teeth are:

1. Use about 18" of floss.
2. Wind most of the floss around one finger. Hold or wind the loose end of the floss around a finger of the opposite hand.
3. Hold the floss securely between the thumbs and forefingers.
4. Gently guide the floss into place between two teeth until it touches the gum.
5. Hold the floss tightly against one tooth and gently rub it up and down against the tooth. Hold the floss tightly against the other tooth and scrub that tooth.
6. Slide the floss out from between the teeth.
7. Repeat steps 4 and 5 for the rest of the teeth.

Figure 3:

Dear Parent/Guardian:

Please help your child remember to brush their teeth **twice** a day by posting this checklist in your bathroom along with the **Dental Health Facts and Rules**. Review with your child, then check EACH time you and your child brush your teeth.

Sign and return this checklist to class by _____.

Thank you for your participation!

	CHILD		ADULT			
	AM	PM	AM	PM		
Monday	___	___	___	___		
Tuesday	___	___	___	___		
Wednesday	___	___	___	___		
Thursday	___	___	___	___		
Friday	___	___	___	___		
Saturday	___	___	___	___		
Sunday	___	___	___	___		

Parent/Guardian Signature: _____

Child's Signature: _____