



# LESSON PLANS

## Grades 3-5

## Title: Oral Hygiene and Dental Anatomy

**Grade Level:** 3-5

**Lesson One:** Oral Health

**Lesson Time:** 20-30 minutes

**Lesson Objectives:** After completion of this lesson students should be able to: tell the difference between primary and permanent teeth, describe the two main parts of the tooth, name the three important layers of tooth anatomy, name the different types of teeth, explain or demonstrate the proper way to brush and floss.

**Presentation Needs:** Visuals: Primary and Permanent Teeth, Human Skull, Tooth Anatomy, Mouth Model and Large Toothbrush, Brushing and Flossing Instructions.

Words: CROWN , ROOT, ENAMEL, DENTIN, PULP, INCISORS, CANINES, PREMOLARS, MOLARS.

**Suggested Activities:** The Gross, Disgusting and Totally Cool Mouth Book; Foam Tooth Model; Tooth Anatomy Sheet; <http://www.mouthpower.org/> (Mouthpower); Activity Sheets.

### **Discussion Starters and Activities:**

1. Display a visual showing a dental arch with primary (baby) teeth and permanent (adult) teeth. Most children have 20 baby teeth by the time they are 3 years old. Permanent teeth begin to erupt at about age 6. The roots of baby teeth resorb (melt) as the permanent teeth begin to erupt. Most people have the majority of their permanent teeth by 12-14 years of age. The wisdom teeth erupt around age 21. An adult may have up to 32 permanent teeth. Permanent teeth are meant to last a lifetime so should be cared for properly. Show visual of Human Skull with adult teeth developing underneath primary teeth.
2. Using a model or a visual of a tooth, explain that a tooth has two main parts and display the words CROWN and ROOT. The crown of the tooth is the part you see when you look in the mouth and the root of the tooth is underneath the gums and anchored in the jawbone. The roots make up about two-thirds of the total length of the tooth. Some teeth can be single-rooted and others double or triple-rooted.
3. Using the visual of Tooth Anatomy, show the students that teeth have three important layers. Display appropriate words:

ENAMEL - hard outer covering of the crown of the tooth. It helps prevent the tooth from being worn away by the forces of chewing. Enamel is the hardest substance found in the human body.

DENTIN - a bone-like tissue that lies underneath the enamel and supports it. Dentin is softer and more sensitive than enamel. The dentin forms the bulk of the tooth.

PULP - the inner most part of the tooth that contains nerves and blood. It is the living portion of the tooth.

4. Use the Mouth Model and appropriate word visuals to show the different types of teeth in the permanent (adult) dentition.

**INCISORS:** The incisors are the eight teeth, four on the top and four on the bottom which are in the front center of the mouth. Their function is to bite and cut foods such as corn on the cob, apples, sandwiches, etc.

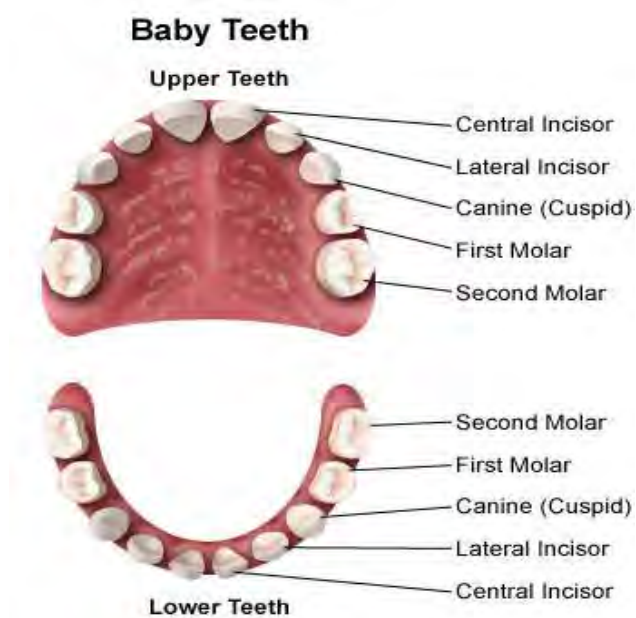
**CANINES:** The canines (cuspids) are used to tear food and are located at the corners of the mouth. There are four of these with two on the top and two on the bottom. Show them the difference in shape from incisors to canines and explain this tooth forms the curve in the mouth and face. Their function is to tear foods such as beef jerky, tough meat, etc.

**PREMOLARS:** The premolars (bicuspid) crush and tear food and are the two teeth behind the cuspids. There are eight of these with four on the top and four on the bottom.

**MOLARS:** The molars are the last three teeth on each side. There are four six-year molars, four twelve-year molars and four wisdom teeth. Sometimes the wisdom teeth stay hidden under the gums and can only be seen using a dental X-ray. Molars grind food before it is swallowed to prevent choking.

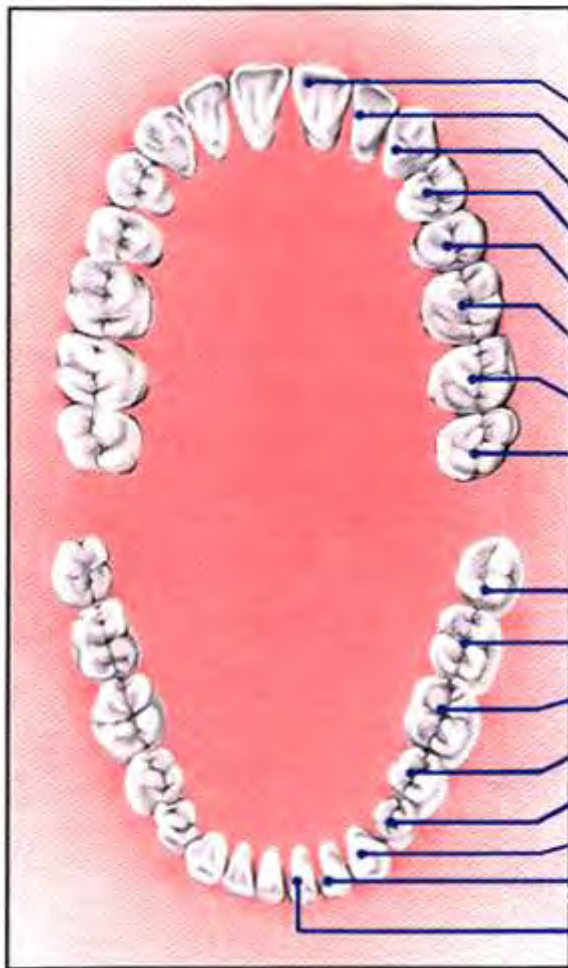
5. Hand out the How to Brush sheet. Demonstrate proper brushing technique using a Mouth Model and Large Toothbrush while students participate. To help prevent dental diseases and bad breath, we gently brush our teeth and gums in round circles or short strokes. Advise students of the importance of brushing twice a day, in the morning and before bedtime.
6. Using the Mouth Model, explain that teeth have five sides. The five sides of a tooth are: The outside (facial), the inside (lingual), the top (occlusal or chewing surface), and the sides that separate the teeth (distal-towards the back of the mouth and mesial-towards the center of the mouth). Explain if the sides of teeth are not cleaned that 40% of the tooth surface is affected. State that the most effective way to clean the sides of teeth is with dental floss. State that the use of dental floss is important because it cleans the sides of teeth and helps prevent the two most common dental diseases (Tooth Decay and Gum Disease).
7. Hand out the How to Floss sheet to the class to demonstrate the correct way to floss teeth. Show a video or use computer link that demonstrates the correct use of dental floss. (<http://www.mouthpower.org/>) Advise students to floss one time each day, usually before bedtime. Tell students that good oral health is related to good overall health.

# PRIMARY (BABY) TEETH



Primary Teeth Development Chart		
Upper Teeth	When tooth emerges	When tooth falls out
Central incisor	8 to 12 months	6 to 7 years
Lateral incisor	9 to 13 months	7 to 8 years
Canine (cuspid)	16 to 22 months	10 to 12 years
First molar	13 to 19 months	9 to 11 years
Second molar	25 to 33 months	10 to 12 years
<b>Lower Teeth</b>		
Second molar	23 to 31 months	10 to 12 years
First molar	14 to 18 months	9 to 11 years
Canine (cuspid)	17 to 23 months	9 to 12 years
Lateral incisor	10 to 16 months	7 to 8 years
Central incisor	6 to 10 months	6 to 7 years

# PERMANENT (ADULT) TEETH



## Permanent Teeth

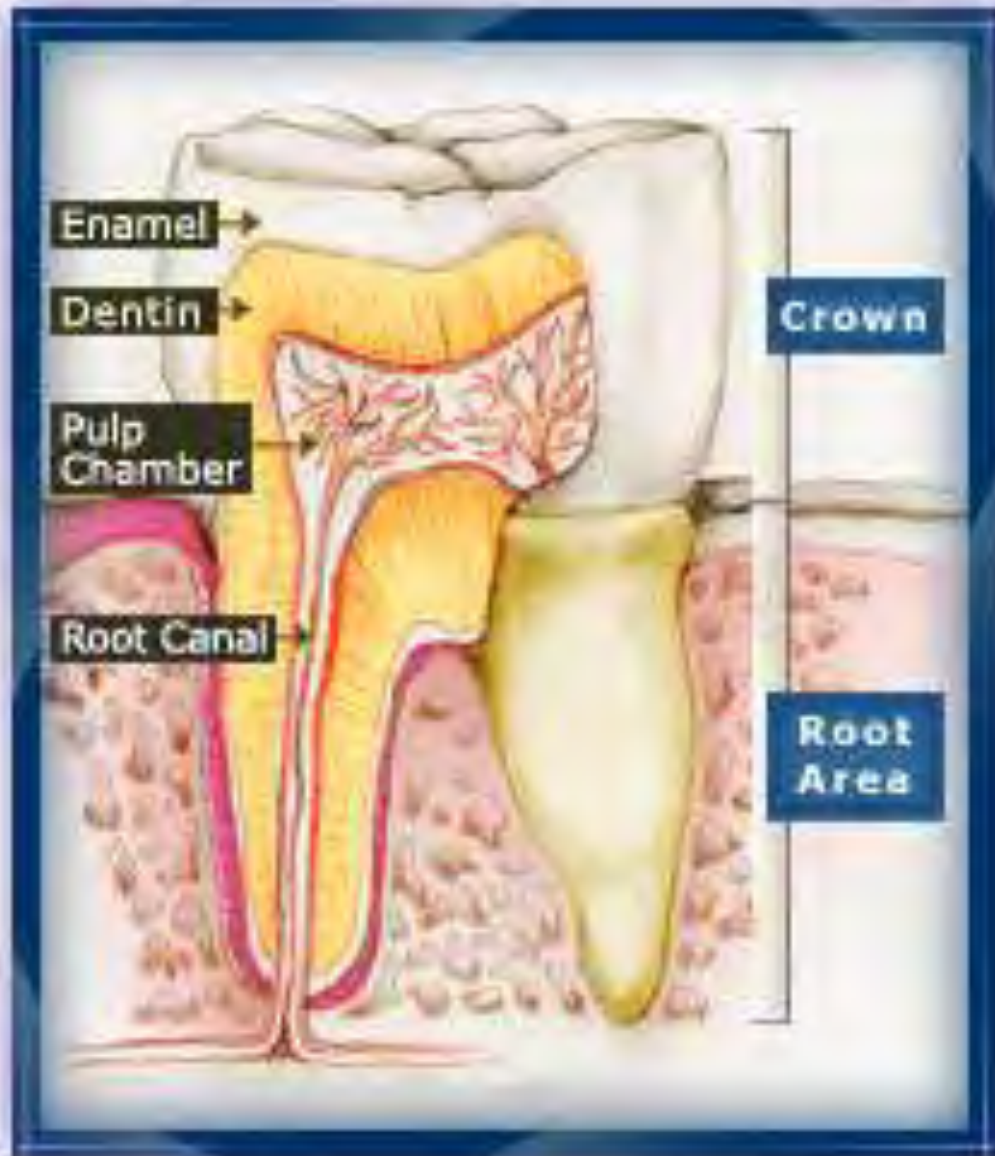
Upper	When teeth come in
Central incisors	7-8 yrs.
Lateral incisors	8-9 yrs.
Canine (cuspid)	11-12 yrs.
First bicuspid	10-11 yrs.
Second bicuspid	10-12 yrs.
First molars	6-7 yrs.
Second molars	12-13 yrs.
Third molars	17-21 yrs.
<b>Lower</b>	
Third molars	17-21 yrs.
Second molars	11-13 yrs.
First molars	6-7 yrs.
Second bicuspid	11-12 yrs.
First bicuspid	10-12 yrs.
Canines (cuspid)	9-10 yrs.
Lateral incisors	7-8 yrs.
Central incisors	6-7 yrs.

# HUMAN SKULL



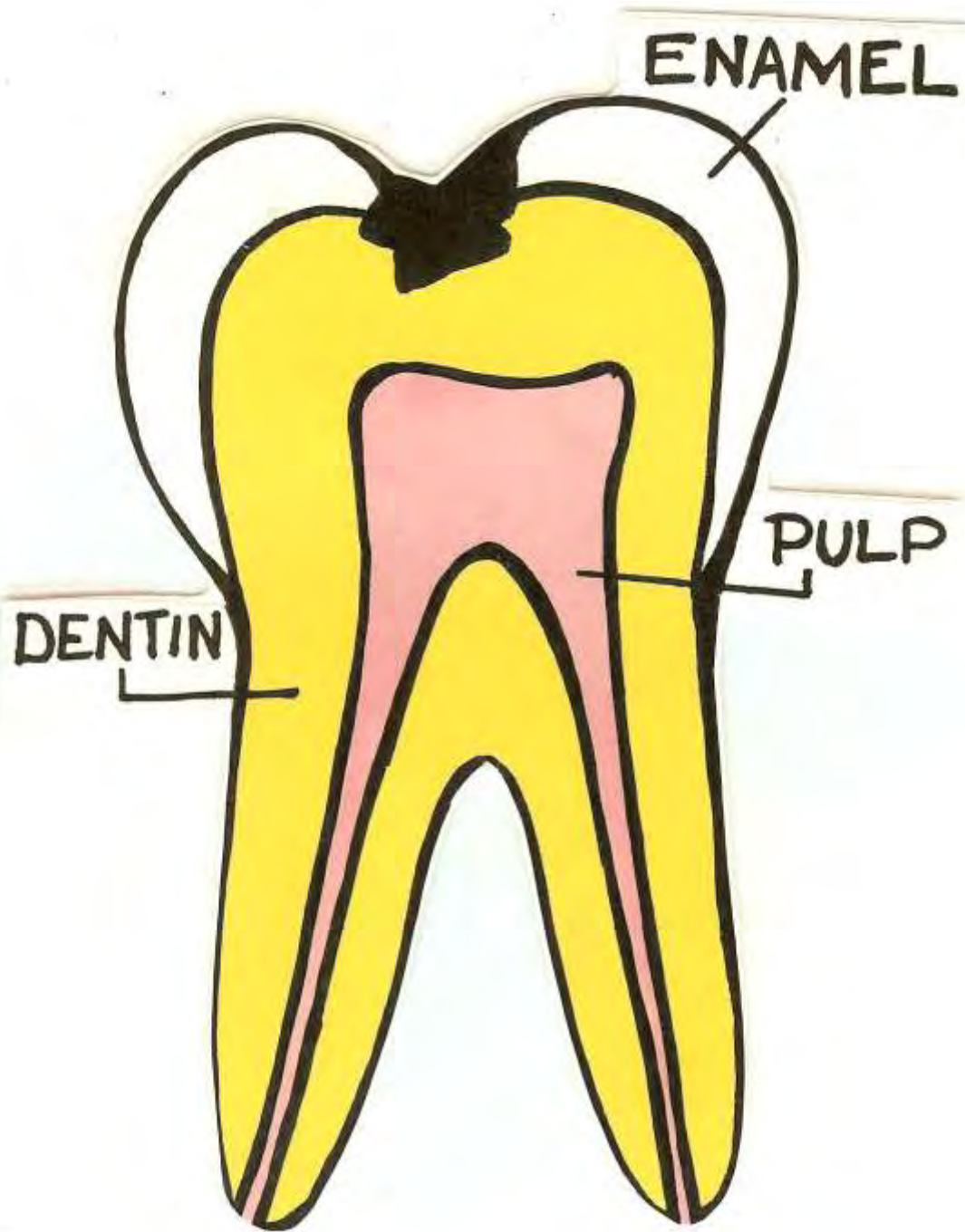
This human skull shows how permanent teeth develop underneath the primary teeth. Molars are in the back, incisors in front and canine teeth in between.

The **CROWN** is the part of the tooth we can see in our mouth above our gums.



The **ROOT** is the part of our teeth we cannot see because it is hidden under the gums.

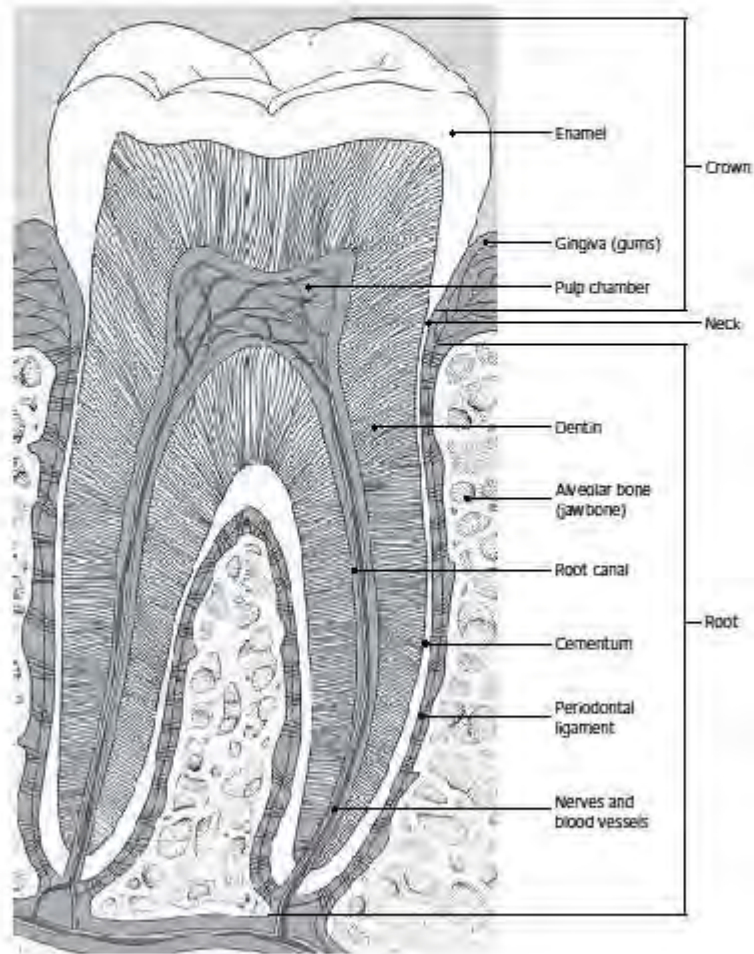




## Layers of Tooth (With Small Cavity)

February is National Children's Dental Health Month

# Tooth Anatomy



ADA American Dental Association®

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# CROWN

# ROOT

**ENAMEL**

**DENTIN**

**PULP**

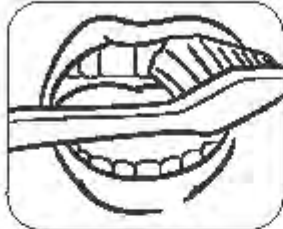
**INCISORS**

**CANINES**

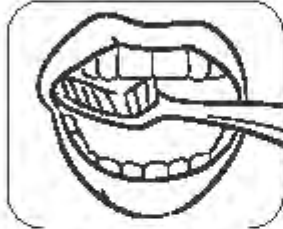
**PREMOLARS**

**MOLARS**

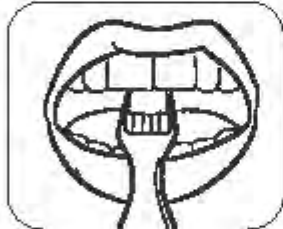
# How to Brush



- Place the toothbrush at a 45-degree angle to the gums.

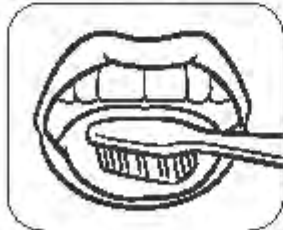


- Move the brush back and forth gently in short strokes.



- Brush the outer surfaces, the inside surfaces and the chewing surfaces of all teeth.

- To clean the inside surface of the front teeth, tilt the brush vertically and make several up-and-down strokes.



- Brush your tongue to remove bacteria and keep your breath fresh.



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## ORAL HYGIENE BASIC BRUSHING

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#### **Proper Brushing Technique:**

- Upper Teeth – Point the bristles up toward the gums at a 45° angle and move the brush in small circles or short strokes. Brush each area with 5 to 10 strokes.
- Lower Teeth – Point the bristles down toward the gums and wiggle the brush back and forth or in small circles. Brush each area with 5 to 10 strokes.
- For the inside surface of the teeth, use the “toe” of the brush with gentle motions.
- Chewing Surfaces – Brush the chewing surfaces back and forth with a scrubbing motion.
- Use only a pea-sized amount of fluoridated toothpaste. For children under age two, fluoridated toothpaste is not recommended because they may swallow significant amounts.
- Brush your tongue to freshen breath and remove bacteria.
- Toothbrushes need to be replaced every three to four months because the bristles wear out.

#### **ALL BRUSHING IS DONE GENTLY!**

#### **BE SURE TO USE A TOOTHBRUSH THAT HAS SOFT BRISTLES AND IS THE PROPER SIZE TO FIT YOUR MOUTH.**

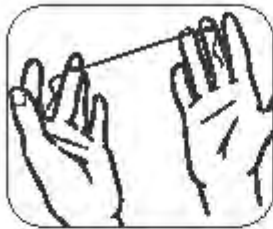
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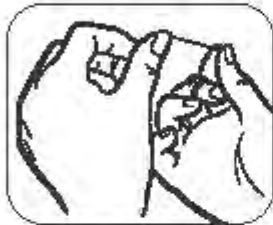
The novelty of a powered brush may appeal to children. Many of these toothbrushes have two-minute timers that result in longer brushing times. Also, people with limited dexterity may find a powered brush is easier to use than a manual brush.

#### **MOST IMPORTANTLY, WITH ALL BRUSHING, IS TO BRUSH FOR AT LEAST TWO MINUTES, TWICE A DAY, AND TO BRUSH ALL OF YOUR TEETH.**

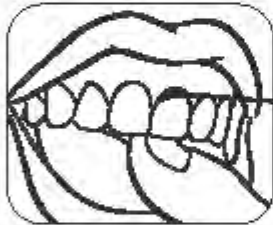
# How to Floss



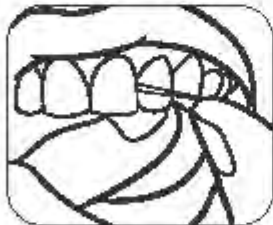
- Use about 18 inches of floss wound around one of your middle fingers, with the rest wound around the opposite middle finger.



- Hold the floss tightly between the thumbs and forefingers and gently insert it between the teeth.



- Curve the floss into a "C" shape against the side of the tooth.



- Rub the floss gently up and down, keeping it pressed against the tooth. Don't jerk or snap the floss.



- Floss all your teeth. Don't forget to floss behind your back teeth.

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**ORAL HYGIENE  
BASIC FLOSSING**

Toothbrushing alone cannot remove plaque and food in the tight areas between teeth. Dental floss is an interdental cleaner that can help keep these tooth surfaces clean and reduce the likelihood of tooth decay. There are other types of interdental cleaners available, and it is important to find a product that meets your needs. For example, people with orthodontic braces have a difficult time with basic flossing. Ask your dentist or browse the dental aisle to find an interdental product you will use. Young children are unable to floss on their own. Parents can help floss between teeth with tight contacts. By age ten or eleven, children should be able to floss effectively. Proper flossing is recommended one time a day. The following technique is suggested by the American Dental Association.

### **Proper Flossing Technique:**

- Break off about 18 inches of floss and wind around the middle finger of each hand.
- Hold floss tightly between thumb and forefinger.
- Guide floss between your teeth gently, try not to SNAP onto gum tissue.
- When floss reaches gumline, curve into a “C” shape and wrap around a tooth. Gently slide between the tooth and the gum. Then curve into a “C” shape on the other tooth and repeat.
- Repeat this method on the rest of your teeth. Don’t forget the back of the last tooth in each arch.

**ALL FLOSSING SHOULD BE DONE GENTLY TO AVOID DAMAGING THE GUMS.**

A person who hasn’t been flossing may experience sore or bleeding gums the first few days. This generally stops after proper flossing has become routine.

**MOST IMPORTANTLY, WITH ALL INTERDENTAL DEVICES, USE ONCE A DAY AND CLEAN EVERY TOOTH.**

Dentists and consumers have long recognized the American Dental Association (ADA) Seal of Acceptance as an important symbol of a dental product's safety and effectiveness. For more than 125 years, the ADA has sought to promote the safety and effectiveness of dental products. The first Seal of Acceptance was awarded in 1931. In 1984, President Ronald Reagan gave the Association a certificate of commendation for the outstanding self-regulatory efforts of its Seal program.



## Title: Dental Diseases

**Grade Level:** 3-5

**Lesson Two:** Oral Health

**Lesson Time:** 20-30 minutes

**Lesson Objective:** After completion of this lesson the student should be able to: define plaque as a biofilm; describe the role of plaque and sugar in tooth decay, gum disease and halitosis; define gingivitis as gum disease that can lead to periodontal disease.

**Presentation Needs:** Visuals: Plaque or Biofilm, Hippo Breath, Decayed Teeth, Gum Disease, Plaque + Sugar = Acid, Acid + Tooth = Decay, Xylitol Gum, Progression of Tooth Decay, Three Layers of a Tooth, Periodontal Disease.

Words: PLAQUE, BIOFILM, HALITOSIS, BAD BREATH, TOOTH DECAY, CAVITY, GUM DISEASE, GINGIVITIS, SUGAR, ACID.

**Suggested Activities:** Mouth Model and Large Toothbrush; The Gross, Disgusting and Totally Cool Mouth Book; Pearly Whites Dental Health Game; Tooth Anatomy Sheet;

<http://www.colgate.com/app/BrightSmilesBrightFutures/US/EN/HomePage.cvsp> (Colgate Bright Smiles, Bright Futures); Activity Sheets.

### Discussion Starters and Activities:

1. Display the word PLAQUE and a visual of Plaque. Define plaque as being a soft, sticky, colorless layer of bacteria that is constantly forming on the teeth and gums. Plaque is a biofilm. Display the visual and word BIOFILM. Define biofilm as a community of many germs (more than 500 germs). The longer the biofilm (plaque) stays in your mouth, the bigger the community becomes. If not removed from the teeth, it can result in diseases among children and adults.
2. Explain that if plaque is not removed daily, it causes bad breath. Display the words HALITOSIS and a BAD BREATH visual of a Hippopotamus With Halitosis. Explain that the term halitosis is another word for bad breath. Plaque forms in different places in the mouth and causes different oral health problems. Plaque forms on teeth and between teeth, on gums, and on the tongue.
3. State that in addition to halitosis, plaque causes the two most common dental diseases, cavities (TOOTH DECAY) and gum disease (GINGIVITIS). Remind the class that halitosis, tooth decay, and gingivitis can be prevented with good oral hygiene. Ask the students to repeat the terms: tooth decay (CAVITIES), gum disease (GINGIVITIS), and bad breath (HALITOSIS). Remind them that the leading cause of these conditions is plaque or biofilm, a sticky film of bacteria that forms on teeth daily.
4. Using the words PLAQUE, BIOFILM, SUGAR, and ACID, explain that when we eat a sugary food or drink a sugary drink it combines with plaque. Plaque and sugar combined form an acid which coats the teeth and may cause tooth decay. This is called an acid attack. The acid attacks the outer layer of the tooth (enamel) and makes a cavity in the tooth. Explain that another word for a cavity is tooth decay. Use visuals of PLAQUE + SUGAR =

ACID and ACID + TOOTH = DECAY. It is normal to experience acid attacks every time you eat and drink, but your mouth will recover between meals and snacks. Drinking water and chewing gum with Xylitol helps your mouth recover. Show visual of Xylitol Gum. Show a visual of Progression of Tooth Decay. Explain that tooth decay starts in the enamel and usually begins as a white spot. If cavities are not treated by a dentist when they are small the decay process will progress into the inner layers of the teeth. If the cavity reaches the pulp, it can lead to pain, extensive damage, and possible loss of the tooth.

5. Display a visual or use a tooth model that shows the Three Layers of a Tooth. Name and describe those three layers in simple terms (Enamel, Dentin, Pulp). Enamel is the hardest substance in the body and is the outer layer of a tooth. Dentin is the softer layer underneath the enamel. The pulp of the tooth is where the nerves and blood vessels are located. If a cavity reaches the pulp layer, the nerves have to be removed or the tooth has to be extracted (pulled). A dentist can help you by treating your teeth. Have any of you been to a dental office?
6. Show a visual of Gingivitis and display the word GINGIVITIS. State that leaving plaque on the gums can cause gum disease. Show a visual of Healthy Gums. Healthy gums may differ in color, but they should be tight to the teeth, come to a point between the teeth, and not bleed when you brush. Show a visual of Gum Disease and explain that these gums are unhealthy because plaque was left on them for an extended period of time. The disease process of gingivitis causes puffy, swollen, and bleeding gums that recede from the teeth.

Gingivitis can lead to a more serious gum disease called periodontal disease. Show a visual of Periodontal Disease (Periodontitis). When gum disease reaches this stage, bone is lost and teeth become loose. Periodontal disease is related to systemic diseases such as cardiovascular disease (heart disease), diabetes, high blood pressure, and problems with pregnancy. Review proper brushing and flossing techniques. Remind students to brush twice a day, in the morning and before bedtime, and to clean between their teeth once a day.

Removing plaque by brushing and flossing helps prevent diseases and helps make us healthier overall.

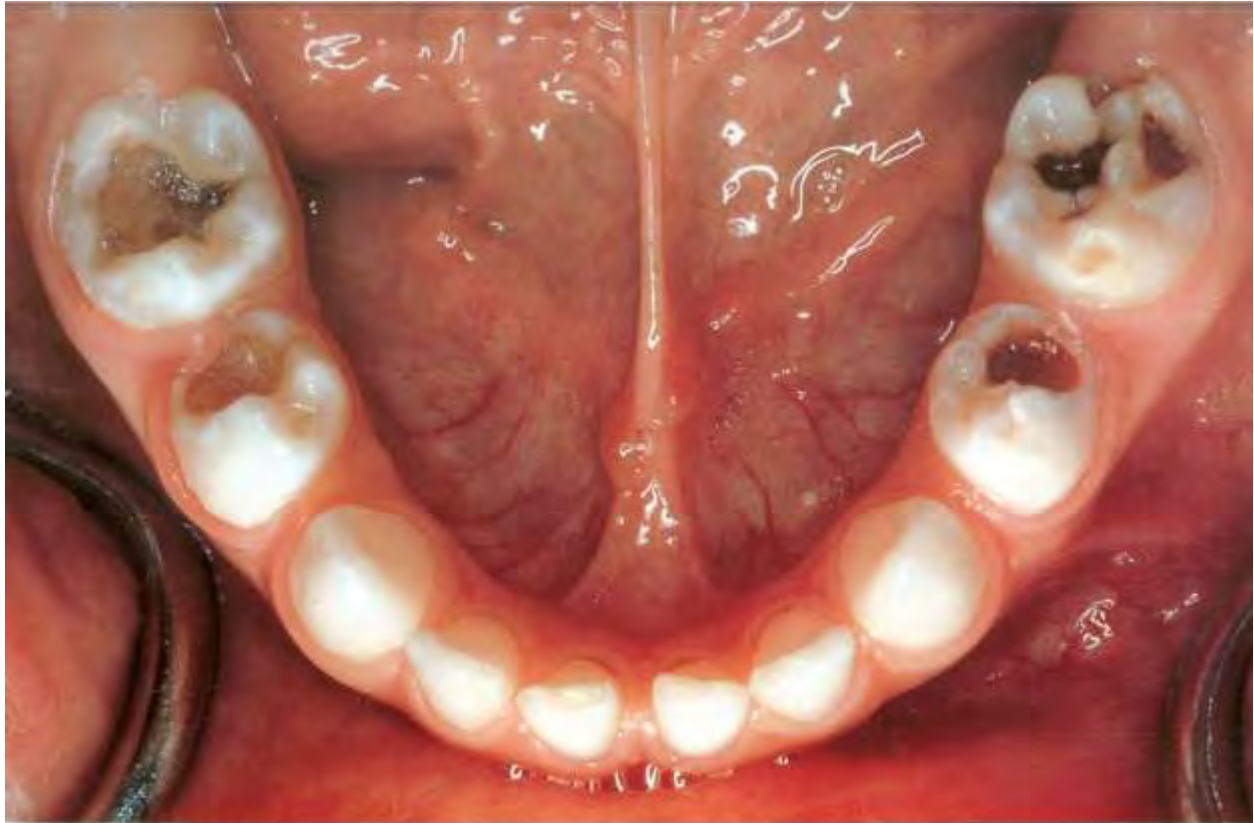


## **PLAQUE or BIOFILM**

# **HIPPO BREATH**



**HALITOSIS**  
**Bad Breath**



Even though the front teeth were healthy, the molars in the back of the mouth suffered severe tooth decay. Every tooth needs to be brushed and teeth that contact on the sides need to be flossed daily. Proper use of fluorides also is helpful to prevent decay such as seen here.

# TOOTH DECAY CAVITIES



Tooth decay went unchecked in this 8-year-old. The infection spread into the hollow center of three teeth, destroying them and infecting the bone of the jaw. Pus formed as the body's defenses fought the infection. This is called an *abscess*.

# Tooth Decay and Abscess

**TOOTH DECAY**

**CAVITIES**

**GINGIVITIS**

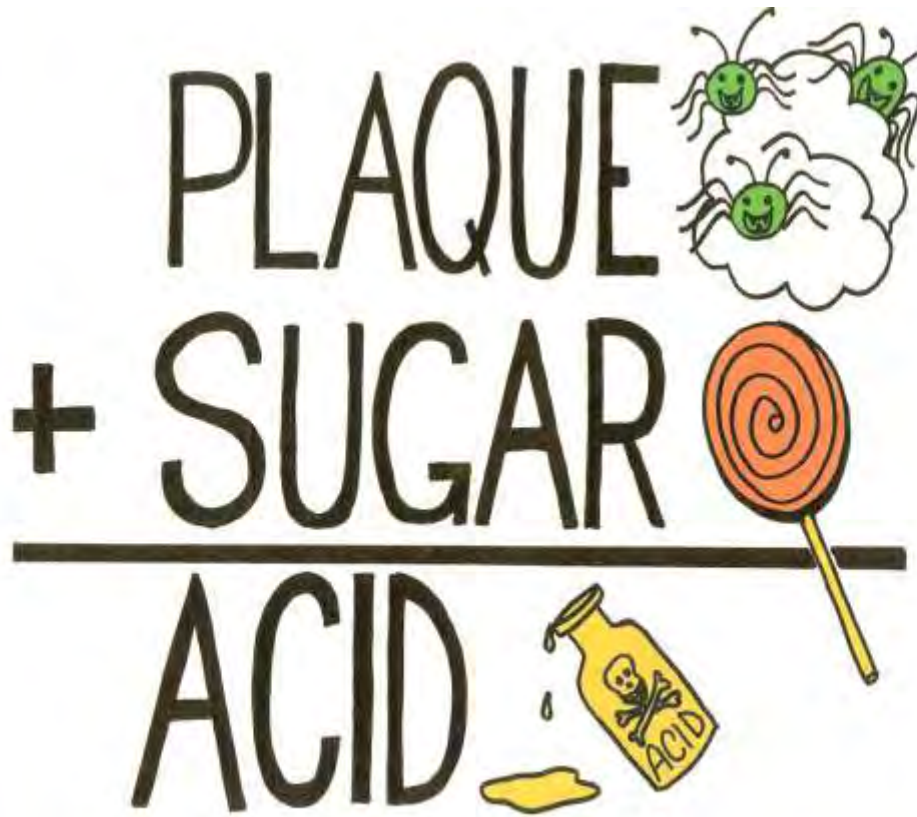
**GUM DISEASE**

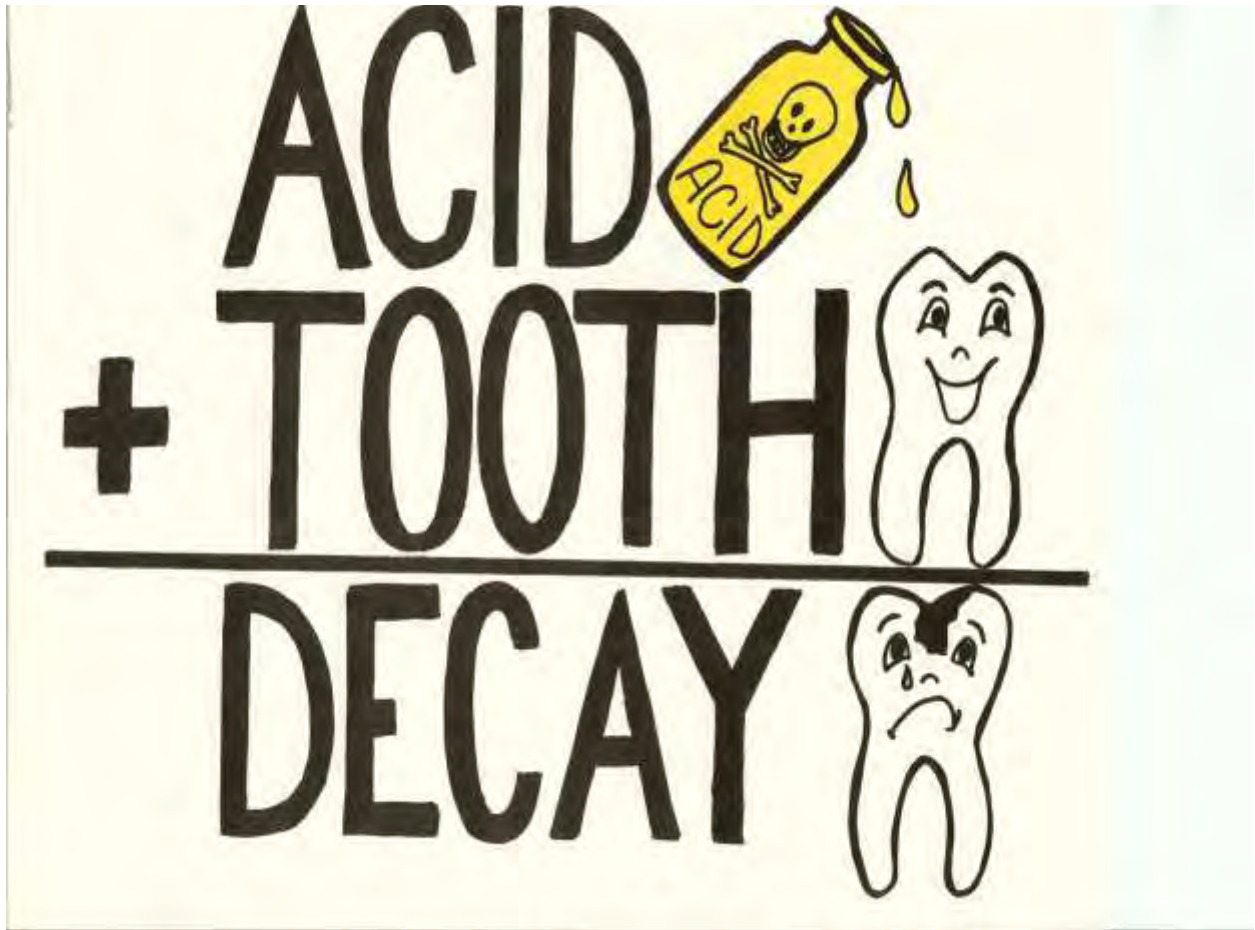
**PLAQUE**

**BIOFILM**

**SUGAR**

**ACID**





**XYLITOL CHEWING GUM**

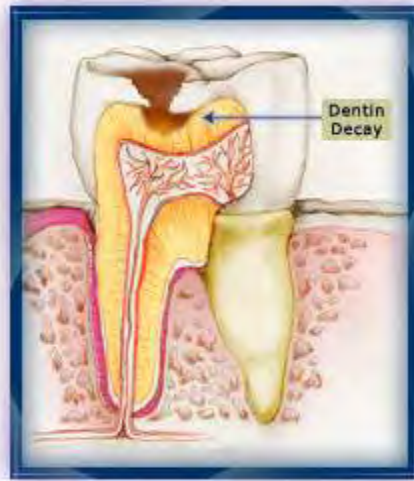


# PROGRESSION OF TOOTH DECAY

**Enamel Decay**



**Dentin Decay**



Demineralization continues. Enamel starts to break down. Once the enamel surface is broken, the tooth can no longer repair itself. The cavity has to be cleaned and restored by a dentist.

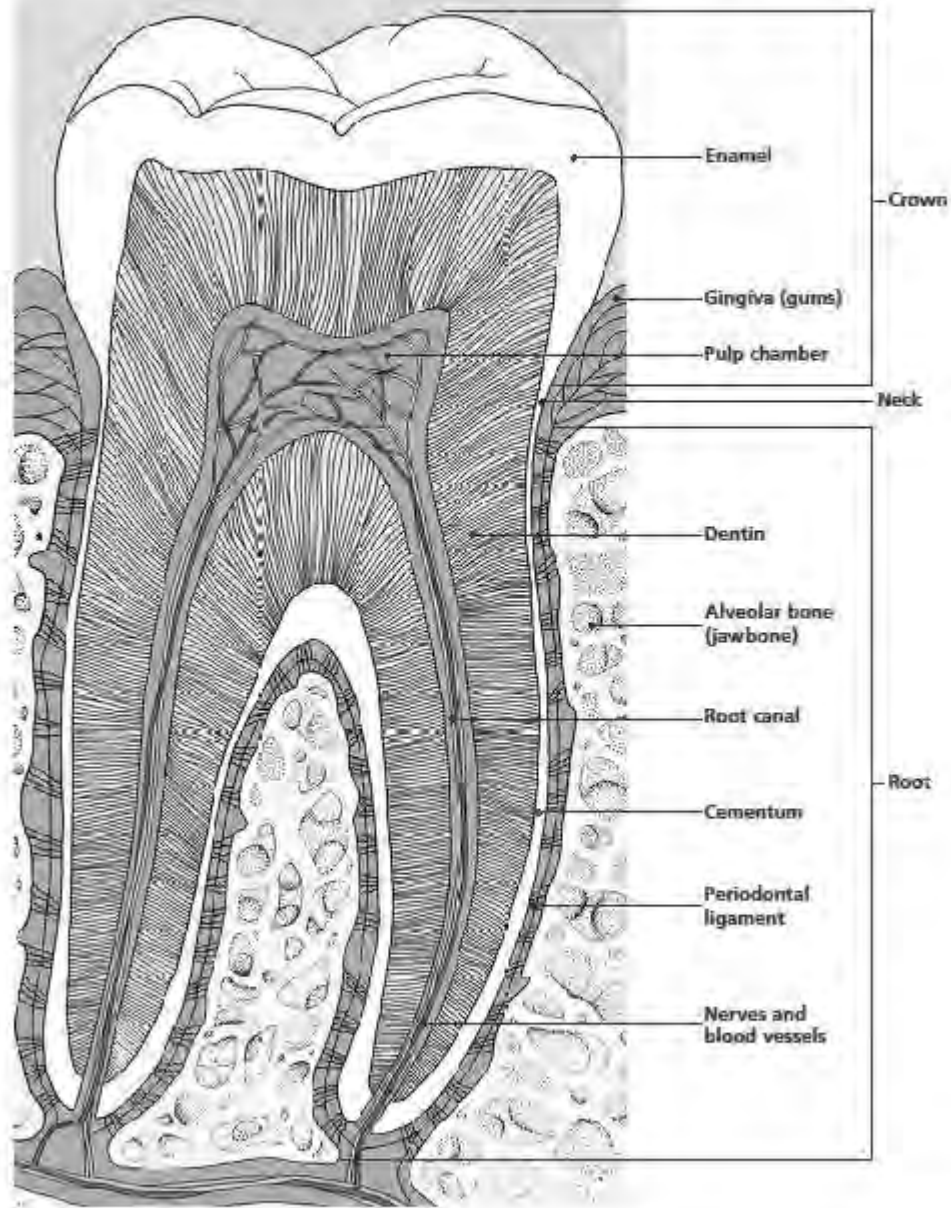
The decay reaches into the dentin, where it can spread and undermine the enamel.

**Pulp Involvement**



If decay is left untreated, it will reach the tooth's pulp. This is where the tooth's nerves and blood vessels are found. The pulp becomes infected. An abscess (swelling) or a fistula (opening to the surface of the gum) can form in the soft tissues.

# Tooth Anatomy



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**Healthy Gums**

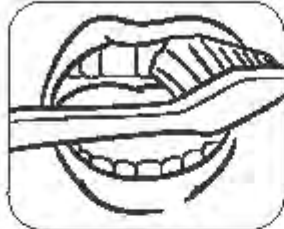


**GINGIVITIS  
GUM DISEASE**

# Periodontal Disease



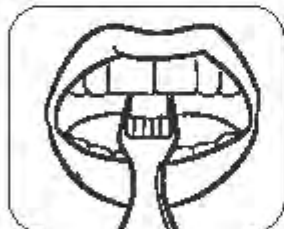
# How to Brush



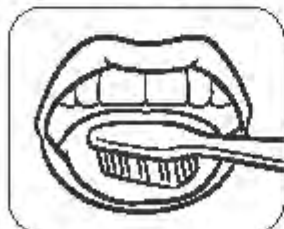
- Place the toothbrush at a 45-degree angle to the gums.



- Move the brush back and forth gently in short strokes.



- Brush the outer surfaces, the inside surfaces and the chewing surfaces of all teeth.



- To clean the inside surface of the front teeth, tilt the brush vertically and make several up-and-down strokes.



- Brush your tongue to remove bacteria and keep your breath fresh.

## ORAL HYGIENE BASIC BRUSHING

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- Toothbrushes need to be replaced every three to four months because the bristles wear out.

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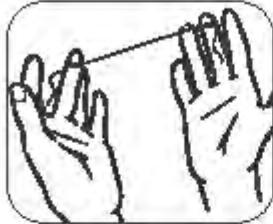
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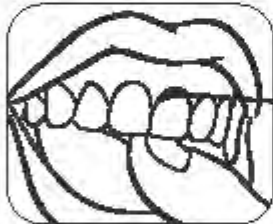
# How to Floss



- Use about 18 inches of floss wound around one of your middle fingers, with the rest wound around the opposite middle finger.



- Hold the floss tightly between the thumbs and forefingers and gently insert it between the teeth.



- Curve the floss into a "C" shape against the side of the tooth.



- Rub the floss gently up and down, keeping it pressed against the tooth. Don't jerk or snap the floss.



- Floss all your teeth. Don't forget to floss behind your back teeth.



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- When floss reaches gumline, curve into a “C” shape and wrap around a tooth. Gently slide between the tooth and the gum. Then curve into a “C” shape on the other tooth and repeat.
- Repeat this method on the rest of your teeth. Don’t forget the back of the last tooth in each arch.

### **ALL FLOSSING SHOULD BE DONE GENTLY TO AVOID DAMAGING THE GUMS.**

A person who hasn’t been flossing may experience sore or bleeding gums the first few days. This generally stops after proper flossing has become routine.

### **MOST IMPORTANTLY, WITH ALL INTERDENTAL DEVICES, USE ONCE A DAY AND CLEAN EVERY TOOTH.**

Dentists and consumers have long recognized the American Dental Association (ADA) Seal of Acceptance as an important symbol of a dental product's safety and effectiveness. For more than 125 years, the ADA has sought to promote the safety and effectiveness of dental products. The first Seal of Acceptance was awarded in 1931. In 1984, President Ronald Reagan gave the Association a certificate of commendation for the outstanding self-regulatory efforts of its Seal program.



## **Title: Preventive Dentistry**

**Grade Level:** 3-5

**Lesson Three:** Oral Health

**Lesson Time:** 20-30 minutes

**Lesson Objectives:** After completion of this lesson students should be able to: explain the benefits of fluoride, recognize the ADA Seal of Approval, explain what a sealant is and how it protects chewing surfaces of teeth, describe the meaning of orthodontic appliances (braces) and how they work, understand the importance of using a mouthguard while playing sports, know what to do if a tooth gets knocked out, explain or demonstrate the correct way to brush and floss.

**Presentation Needs:** Visuals: Strong Tooth and Fluoride, Different Sources of Fluoride, ADA Seal of Approval, Sealant, Tooth Decay, Mouthguards, Broken Tooth, Boys Playing Sports, Children Missing Some Front Teeth, Person Needing Braces and Person With Braces, Decalcification, Plaque and Orthodontic Appliances, Mouth Model and Large Toothbrush, Special Brush for Cleaning with Braces, Brushing and Flossing Instructions.

Words: FLUORIDE, SEALANT, ORTHODONTICS.

**Suggested Activities:** The Gross, Disgusting and Totally Cool Mouth Book; Pearly Whites Dental Health Game; Activity Sheets.

### **Discussion Starters and Activities:**

1. Display the word FLUORIDE and picture of a Strong Tooth. Explain fluoride is a mineral that makes the tooth enamel harder (stronger) and able to fight the acid attacks that cause decay. Fluoride is beneficial in small amounts, but too much can be harmful. Use visuals of Different Sources of Fluoride to explain the ways that fluoride may be obtained (applied at the dental office, some drinking water, mouth rinse, and toothpaste). Display a picture of the ADA Seal of Approval. Look for the ADA Seal of Approval on products.
2. Display the word SEALANT. Explain that a dental sealant is a plastic material usually applied to the chewing surface of the back teeth, usually the molars. The sealant acts as a barrier, protecting enamel from plaque and acids. Display visuals of a Tooth Before and After a Sealant. Explain that our toothbrush bristles cannot reach the entire groove of the tooth to remove the bacteria. Sealants are used to protect our teeth from tooth decay (display a visual of Tooth Decay). A dentist or dental hygienist can place sealants on your teeth. Generally, a thin gel is painted on a tooth then sealed with a bright light.
3. Explain that a mouthguard provides a cushion for teeth when they are bumped. It also separates the biting surfaces of teeth to prevent oral injury while participating in a sporting event (show sporting events and mouthguards). If a permanent tooth is knocked out, it should be placed in milk, water, or under the tongue. If possible, go to the dentist. Sometimes the tooth may be put back in place successfully.

4. Display the word ORTHODONTICS. Explain orthodontics is a specialty of dentistry designed to prevent, intercept, and correct skeletal and dental problems. Orthodontists correct malocclusions using braces and appliances. From the Greek: ortho (straight), dont (teeth), mal (bad), and occlusion (bite).
5. Display appropriate visuals of a Person Needing Orthodontic Appliances (Braces) and a Person with Orthodontic Appliances (Braces) on the teeth. Show how the wires of the braces will guide each tooth in the right direction or position to make the occlusion better. Most people need to wear braces for about two years for the treatment to be successful. After braces are removed, a retainer is usually needed to keep teeth in place.

Wearing orthodontic appliances can complicate tooth decay and gingivitis. Display photo of a Person with Braces on Teeth having Moderate to Heavy Plaque. Explain how teeth accumulate plaque and trap the plaque more when braces are on the teeth. Display the visual of Decalcified Teeth after Braces Removed. Discuss how the decalcification process makes the teeth appear stained where the braces once were. Decalcification can lead to tooth decay.

Explain how accumulated plaque can also lead to gingivitis or periodontal disease. It is extremely important to have good oral hygiene while wearing orthodontic appliances because food particles and plaque collect around the braces. Show photos of people wearing braces who do not take care of their teeth. Engage students by asking if anyone in the class that wears orthodontic appliances would like to share their story.

6. Hand out the HOW TO BRUSH sheet. Demonstrate proper brushing technique using a Mouth Model and a Large Toothbrush. Introduce proper technique by telling students that one way to clean our teeth and gums is by brushing in round circles. Only a pea-sized amount of toothpaste is needed. Have children use actual toothbrushes or just pretend they have a toothbrush and make big circles in the air that become smaller and smaller circles.
7. Hand out the HOW to FLOSS sheet to the class to demonstrate the correct way to floss teeth. Show a video or use computer link <http://www.mouthpower.org> that demonstrates the correct use of dental floss. Explain to students it is very difficult to floss when wearing orthodontic appliances. There are other interdental cleaning devices available. Show a visual of a special Christmas tree shaped brush being used to clean teeth with braces. Talk to your dentist or orthodontist about the best way to keep your teeth clean. Advise students to floss or clean between your teeth one time each day, usually before bedtime.
8. Review how fluoride, sealants, mouthguards, and practicing good oral hygiene are examples of preventive dentistry because they help prevent disease. Orthodontics (braces) treat malocclusions so that the teeth will come together properly.

# FLUORIDE



**MAKES OUR TEETH  
STRONG**



**Toothpastes**



**Mouth Rinses**



**Water**

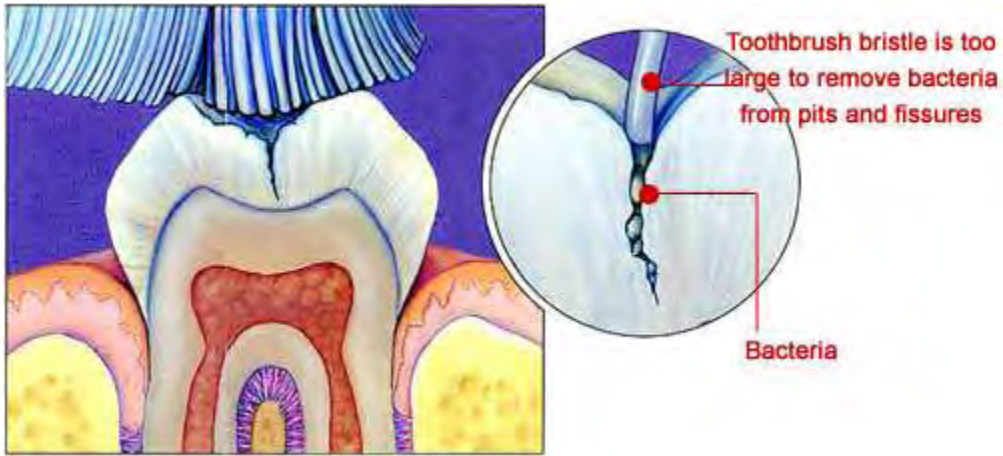


**Applied at Dental Office  
(Varnish and Gels)**

# **DIFFERENT SOURCES OF *FLUORIDE***

# ADA Seal of Approval





# SEALANT



# TOOTH DECAY ON UNSEALED TEETH



# MOUTHGUARDS



This 13-year-old softball player is wearing a "store bought" protective mouthguard over her braces. Preformed mouthguards which can be purchased at sporting goods stores usually don't fit as well as custom-formed mouthguards, but they are useful when a custom-fitted mouthguard is not available and mouth protection is needed.



This 7- year-old is wearing a custom-fitted protective mouthguard made by her dentist. Such mouthguards can be made in many colors and are the best way to protect teeth during all sporting activities.

## **BROKEN TOOTH FROM SPORTS INJURY**



This 9-year-old was kicked during a soccer game. Her permanent central incisors were jammed up and in, underneath her nose. She told me that none of her teammates wore protective sports mouthguards because "it isn't cool". What REALLY isn't cool is having your teeth cracked, knocked out, or jammed up into the floor of your nose!



It's easy to take some things for granted until they're suddenly gone. Have you ever thought about how it would feel if you lost one or two of your front teeth?

You'd probably avoid smiling. It would be uncomfortable talking with someone face-to-face. It wouldn't be easy pronouncing certain words. And how about eating an apple?



Yes, until your teeth are gone you might not miss them.

### Three Types of Mouthguards



The ready-made, or stock, mouthguard



The mouth-formed 'boil and bite' mouthguard



The custom-made mouthguard made by your dentist

# ORTHODONTICS (BRACES)

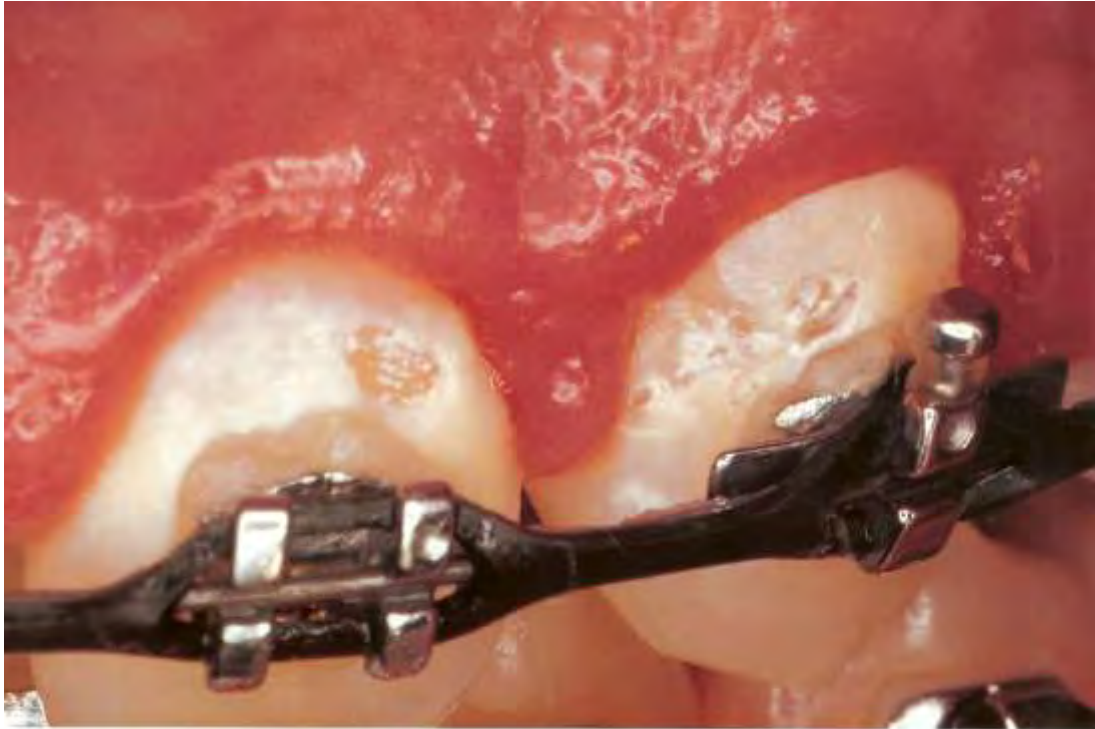


**PERSON NEEDING ORTHODONTIC APPLIANCES**



**PERSON WITH ORTHODONTIC APPLIANCES (BRACES)**

## PLAQUE AND ORTHODONTIC APPLIANCES



This close-up view of decalcification adjacent to orthodontic brackets shows how such decalcification leads to dental caries infection.

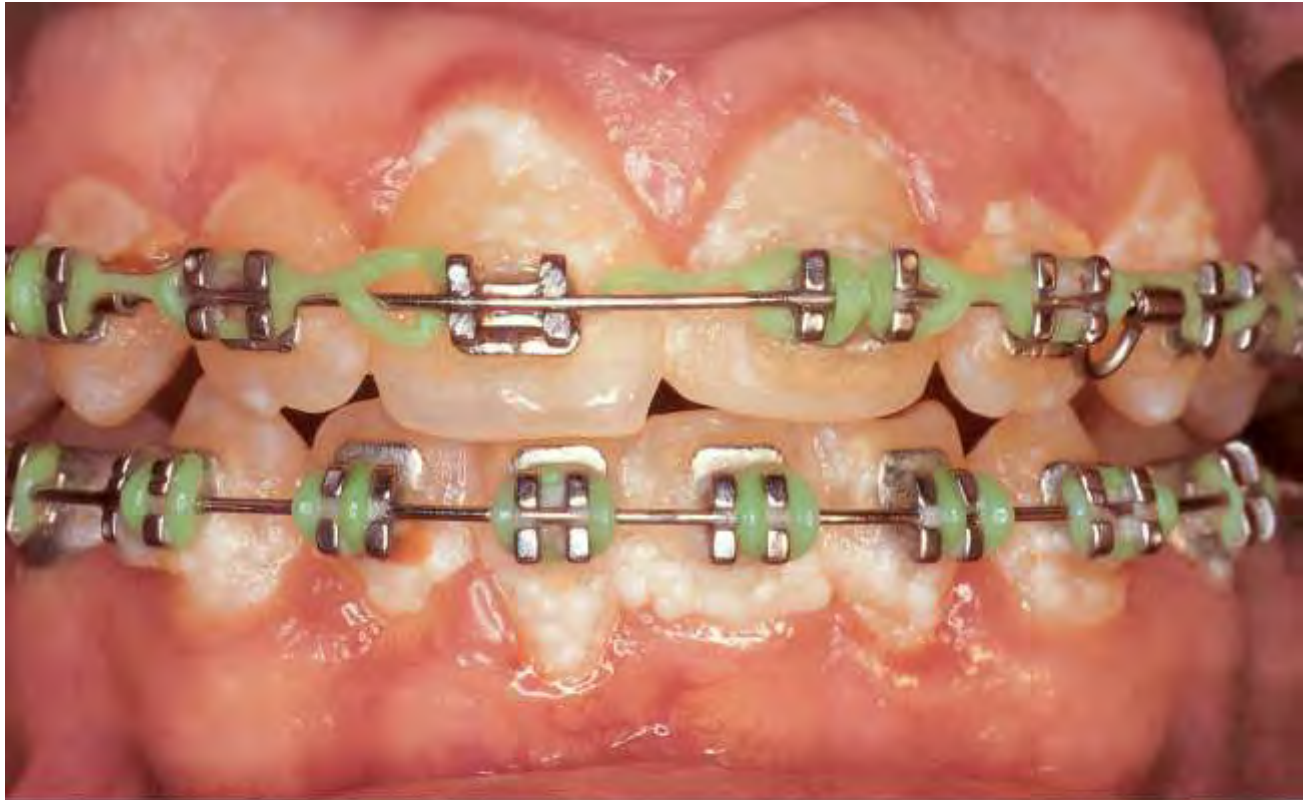
**(ABOVE) DECALCIFICATION WHILE ORTHODONTICS ARE BEING WORN**

**(BELOW) DECALCIFICATION AFTER ORTHODONTICS HAVE BEEN REMOVED**



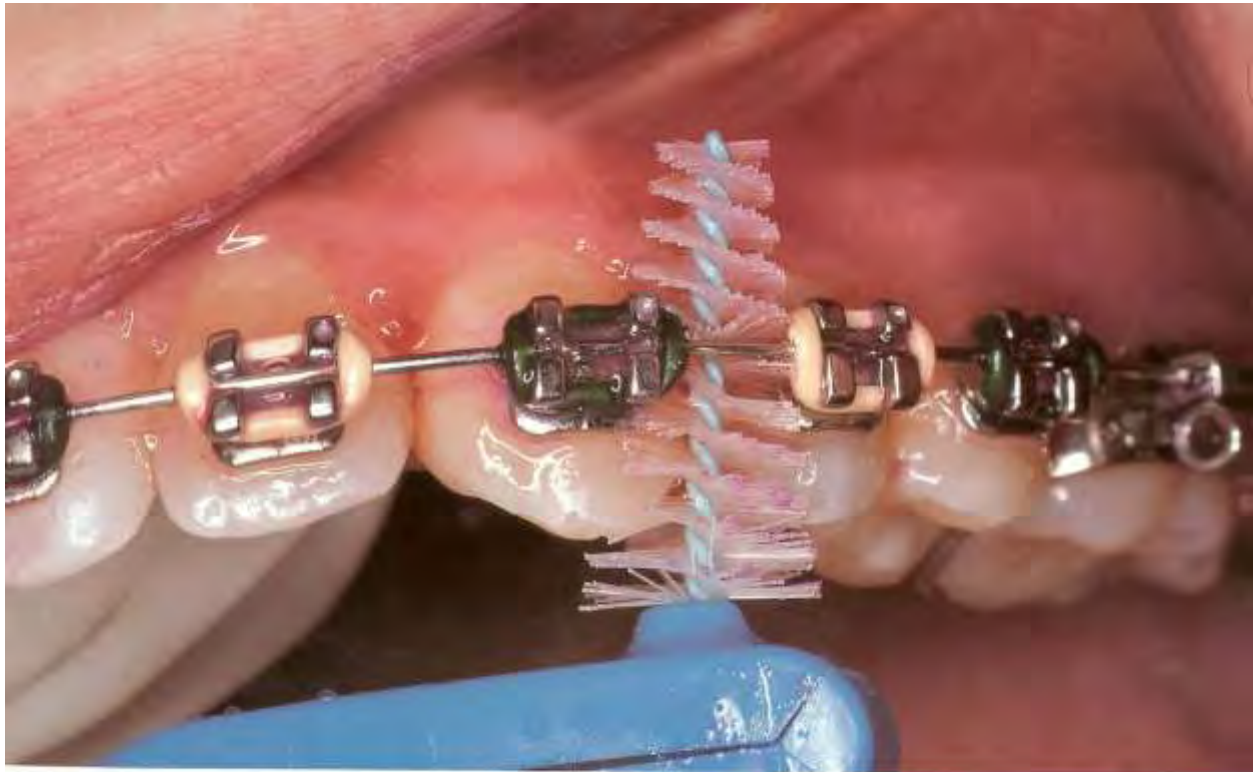
This 12-year-old girl had her braces removed because she refused to care for her mouth at all. Dental plaque had created much acid and the white marks identify areas of beginning tooth decay. Such areas are called *decalcification*. The mineral content of the surface enamel has been dissolved away, weakening the teeth. Bacteria invades these regions and the tooth decay process continues.

**PERSON WITH ORTHODONTIC APPLIANCES (BRACES)  
THAT DID NOT BRUSH AND FLOSS.  
YOU CAN SEE THE PLAQUE ACCUMULATION AND GUM  
DISEASE.**



People wearing orthodontic appliances (braces) are at special risk of tooth decay, gum disease and *Buffalo Breath*. This teenager proudly proclaimed that he had not brushed his teeth for over a week and never used floss. Accumulated food debris and plaque are evident all around the orthodontic brackets. His *Buffalo Breath* was gross and disgusting.

## This Photo Shows A Special Brush Used To Clean Teeth While Braces Are Being Worn



Regular toothbrushes and special brushes made especially for orthodontic patients are useful to disrupt and remove dental plaque. It is more difficult to thoroughly clean teeth with braces in position. More time must be spent and special attention given to areas of teeth near the gum line. Daily use of special fluoride rinses, brush-on fluoride gels and toothpastes with higher fluoride content are also helpful.

# RETAINERS

**Hawley** retainers are made of acrylic that is molded to your mouth, and contain a wire to hold your teeth in position (this is the most common type of retainer). The acrylic part is available in clear, and in a variety of colors and interesting designs, so you can "personalize" your retainer if you wish.



**Essix**  
ret

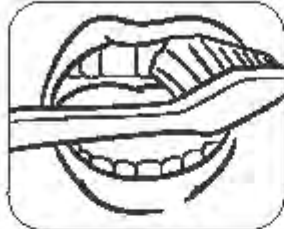
ainers are made of clear plastic. Some people love these, while others feel that they are too uncomfortable.

Some people love they are too



**Permanent** retainers are glued to the back of your teeth and are not removed.

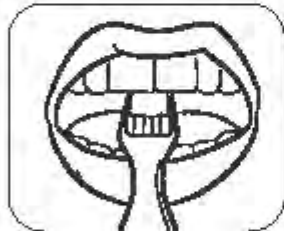
# How to Brush



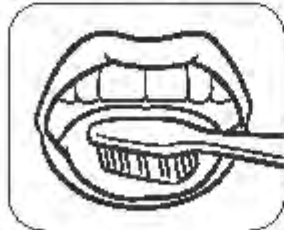
- Place the toothbrush at a 45-degree angle to the gums.



- Move the brush back and forth gently in short strokes.



- Brush the outer surfaces, the inside surfaces and the chewing surfaces of all teeth.



- To clean the inside surface of the front teeth, tilt the brush vertically and make several up-and-down strokes.



- Brush your tongue to remove bacteria and keep your breath fresh.



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## **ORAL HYGIENE BASIC BRUSHING**

Proper brushing is recommended twice a day to remove food particles, debris, and plaque. Children need caregivers to brush their teeth when they are very young. By age six or seven, children may be able to brush independently, but continue to supervise and encourage your child. Children learn behavior and habits from the adults in their lives, so parents should be good role models and take care of their own teeth. The following technique is suggested by the American Dental Association.

### **Proper Brushing Technique:**

- Upper Teeth – Point the bristles up toward the gums at a 45° angle and move the brush in small circles or short strokes. Brush each area with 5 to 10 strokes.
- Lower Teeth – Point the bristles down toward the gums and wiggle the brush back and forth or in small circles. Brush each area with 5 to 10 strokes.
- For the inside surface of the teeth, use the “toe” of the brush with gentle motions.
- Chewing Surfaces – Brush the chewing surfaces back and forth with a scrubbing motion.
- Use only a pea-sized amount of fluoridated toothpaste. For children under age two, fluoridated toothpaste is not recommended because they may swallow significant amounts.
- Brush your tongue to freshen breath and remove bacteria.
- Toothbrushes need to be replaced every three to four months because the bristles wear out.

**ALL BRUSHING IS DONE GENTLY!**

**BE SURE TO USE A TOOTHBRUSH THAT HAS SOFT BRISTLES AND IS THE PROPER SIZE TO FIT YOUR MOUTH.**

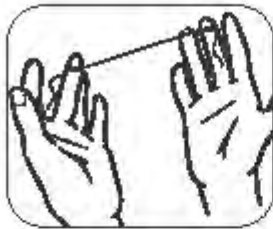
Powered Toothbrushes:

There are many electric and mechanical toothbrushes on the market. These devices usually offer toothbrush heads with oscillating or rotating actions. Powered toothbrushes may be more effective for some people in reducing plaque.

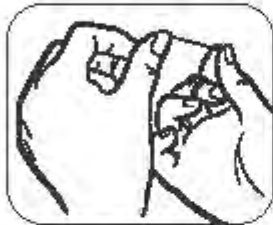
The novelty of a powered brush may appeal to children. Many of these toothbrushes have two-minute timers that result in longer brushing times. Also, people with limited dexterity may find a powered brush is easier to use than a manual brush.

**MOST IMPORTANTLY, WITH ALL BRUSHING, IS TO BRUSH FOR AT LEAST TWO MINUTES, TWICE A DAY, AND TO BRUSH ALL OF YOUR TEETH.**

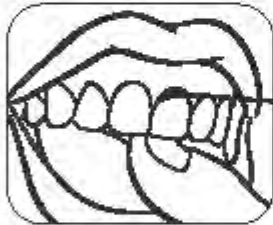
# How to Floss



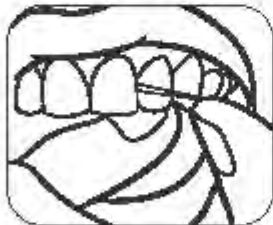
- Use about 18 inches of floss wound around one of your middle fingers, with the rest wound around the opposite middle finger.



- Hold the floss tightly between the thumbs and forefingers and gently insert it between the teeth.



- Curve the floss into a "C" shape against the side of the tooth.



- Rub the floss gently up and down, keeping it pressed against the tooth. Don't jerk or snap the floss.



- Floss all your teeth. Don't forget to floss behind your back teeth.

## ORAL HYGIENE BASIC FLOSSING

Toothbrushing alone cannot remove plaque and food in the tight areas between teeth. Dental floss is an interdental cleaner that can help keep these tooth surfaces clean and reduce the likelihood of tooth decay. There are other types of interdental cleaners available, and it is important to find a product that meets your needs. For example, people with orthodontic braces have a difficult time with basic flossing. Ask your dentist or browse the dental aisle to find an interdental product you will use. Young children are unable to floss on their own. Parents can help floss between teeth with tight contacts. By age ten or eleven, children should be able to floss effectively. Proper flossing is recommended one time a day. The following technique is suggested by the American Dental Association.

### Proper Flossing Technique:

- Break off about 18 inches of floss and wind around the middle finger of each hand.
- Hold floss tightly between thumb and forefinger.
- Guide floss between your teeth gently, try not to SNAP onto gum tissue.
- When floss reaches gumline, curve into a “C” shape and wrap around a tooth. Gently slide between the tooth and the gum. Then curve into a “C” shape on the other tooth and repeat.
- Repeat this method on the rest of your teeth. Don’t forget the back of the last tooth in each arch.

**ALL FLOSSING SHOULD BE DONE GENTLY TO AVOID DAMAGING THE GUMS.**

A person who hasn’t been flossing may experience sore or bleeding gums the first few days. This generally stops after proper flossing has become routine.

**MOST IMPORTANTLY, WITH ALL INTERDENTAL DEVICES, USE ONCE A DAY AND CLEAN EVERY TOOTH.**

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## **Title: Healthy Food for a Healthy Mouth**

**Grade Level:** 3-5

**Lesson One:** Nutrition

**Lesson Time:** 20-30 minutes

**Lesson Objective:** After completion of this lesson the student should be able to: explain the role of sugar in the decay process, explain how we get acid attacks in our mouths, explain how sugary foods are harmful to our dental health, identify the USDA MyPyramid and name the five different food groups, plan a balanced meal and name healthy snacks, identify the importance of daily exercise.

**Presentation Needs:** Visuals: Plaque + Sugar = Acid, Acid + Tooth + Time = Tooth Decay, Vitamins, Food and Non-Sugary Food, USDA MyPyramid, Enjoying Moving, Mouth Model and Large Toothbrush.

Words: PLAQUE, ACID ATTACK, FREQUENCY, DURATION, VITAMIN.




**Suggested Activities:** The Gross, Disgusting and Totally Cool Mouth Book; Foam Tooth Model; <http://www.mypyramid.gov> (MyPyramid); Activity Sheets.

### **Discussion Starters and Activities:**

1. Display the word PLAQUE. Ask students if they can see plaque. Review that plaque is a colorless and sticky biofilm (community of germs) that collects on our teeth. Remind students that plaque causes tooth decay, gum disease, and bad breath. Another name for bad breath is halitosis.
2. Display the words ACID ATTACK and explain that the plaque and sugar combine to form an acid which coats the enamel of the teeth. This is called an acid attack.
3. Explain that eating and drinking cause acid attacks which last approximately 20 minutes and weaken tooth enamel. Give an example of day to day eating activities from breakfast to bedtime and explain the possibility of 5 or more acid attacks. For example, we eat 3 meals a day plus 2 snacks leading to the 5 acid attacks. Display the Decayed Tooth visual and explain that PLAQUE + SUGAR = ACID and ACID + TOOTH + TIME = TOOTH DECAY. It is normal to experience acid attacks but your mouth will recover between meals and snacks. Drinking water and brushing twice a day helps keep your mouth healthy. So does chewing gum with Xylitol (show visual).
4. Display the word FREQUENCY and ask students if they know what that word means. Explain that it's how many times something is done. Give an example: How often do you have ball practice? Display the word DURATION and ask students if they know what that word means. Explain that duration is the time or how long that something is done. Example: How long is your practice?

The FREQUENCY and DURATION of our snacking can affect the amount of dental decay. We should minimize the frequency of snacking which causes constant acid attacks. Explain the importance of NOT sipping on sugary drinks or sucking on candy for long

- durations. Tell them to think about sticky, chewy foods. Ask students which foods or snacks might be better or worse for our teeth and our overall health.
5. Display the USDA MyPyramid. Explain how our body and teeth need foods from the five food groups to be healthy and strong. Review the five food groups and give examples of some of those foods using the materials provided. Explain that oils are not a food group, but you need some for good health. Define the word VITAMIN as a nutrient that the body needs in small amounts to keep healthy. Give examples of ways to get vitamins A, D, and C.
  6. Display some foods and ask a student to pick out a balanced meal. Explain that a balanced meal should include choices from the five food groups: grains, vegetables, fruits, milk, and meat & beans. We should make healthy choices to assure proper nutrition for our body and teeth. You can also use their school lunch as an example to a balanced meal.
  7. Ask students to identify the purpose of the figure climbing the food pyramid. Your body counts on you to be active to help strengthen your bones, heart, and build muscles. Display the Enjoy Moving Pyramid and discuss ways to be physically active at least 60 minutes a day, most days of the week.
  8. Ask students why brushing is important. Proper brushing removes plaque from our teeth and gums. Remember to brush gently two times a day, in the morning and before bedtime. Demonstrate the proper brushing technique with Large Mouth Model and Large Toothbrush.
  9. Ask students why flossing is important. Flossing removes plaque that a toothbrush cannot reach and removes food particles from between their teeth. Flossing correctly helps prevent dental cavities and gingivitis. It also helps prevent halitosis. Advise students to floss one time each day, usually before bedtime.
  10. Remind students that oral health is related to overall health. Eating well, being active, and practicing good oral hygiene will make you a healthier person.

PLAQUE   
+ SUGAR   
-----  
ACID 

ACID  
+ TOOTH  
+ TIME  
TOOTH DECAY



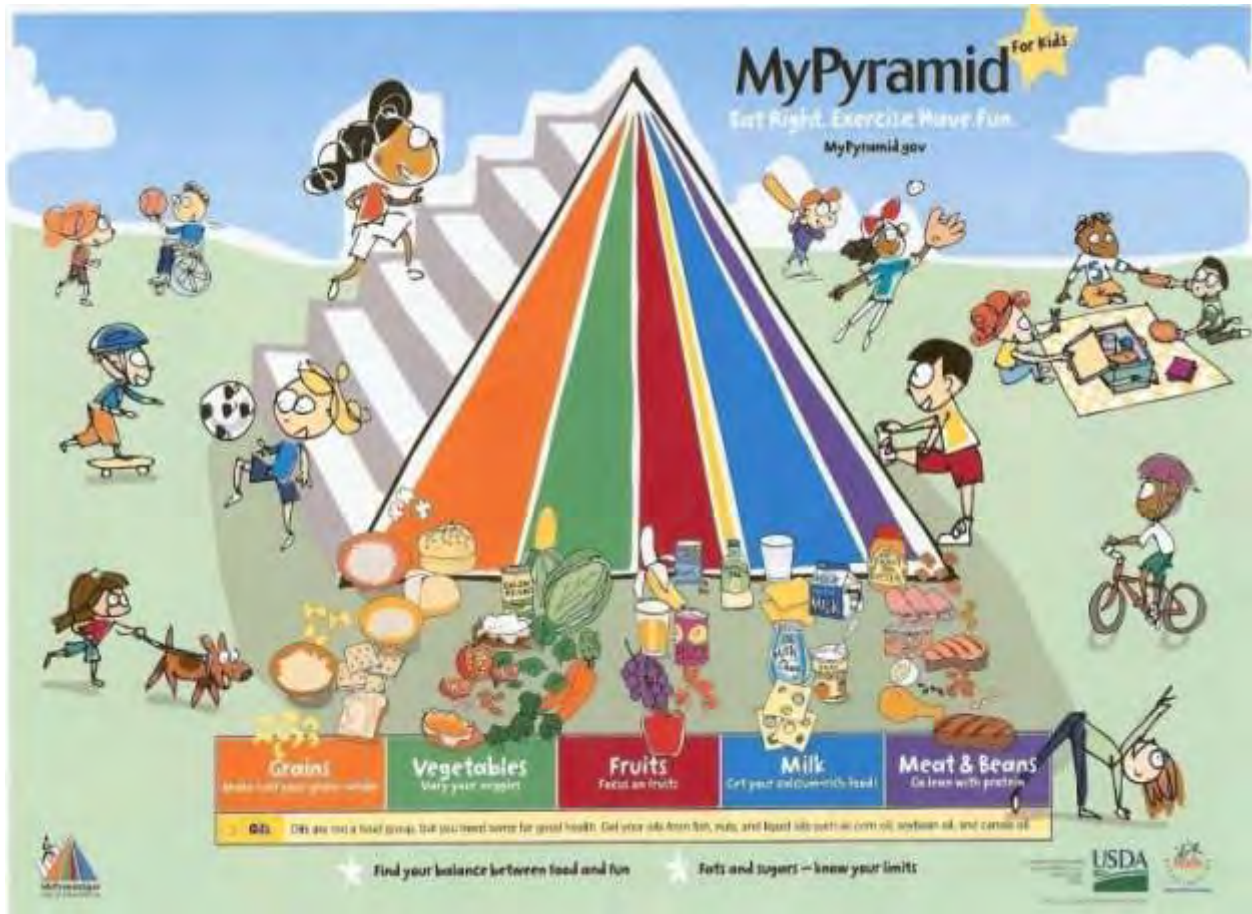
This woman had all of her teeth removed while in her twenties, in preparation for plastic dentures. She completely neglected her teeth as a teenager and tooth decay and periodontal disease devastated her mouth. It is most sad to consider that all the caries infection and periodontal disease in this mouth could have been prevented.

# XYLITOL CHEWING GUM



# **FREQUENCY**

# **DURATION**

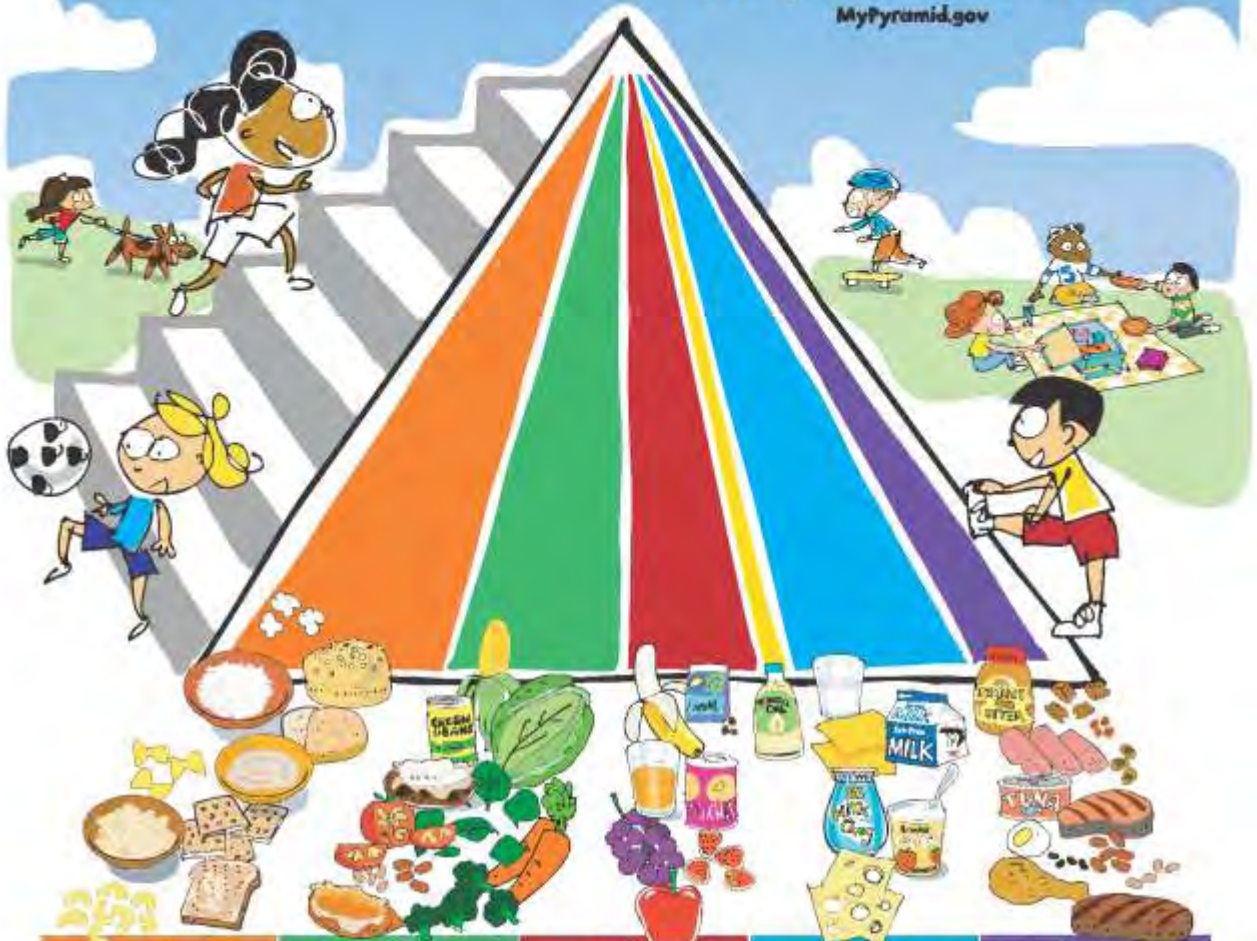


# MyPyramid.gov

# MyPyramid For Kids

Eat Right. Exercise Move Fun.

MyPyramid.gov



Grains	Vegetables	Fruits	Milk	Meat & Beans
<p><b>Make half your grains whole</b></p> <p>Start smart with breakfast. Look for whole-grain cereals.</p> <p>Just because bread is brown doesn't mean it's whole-grain. Search the ingredients list to make sure the first word is "whole" like "whole wheat".</p>	<p><b>Vary your veggies</b></p> <p>Color your plate with all kinds of great-tasting veggies.</p> <p>What's green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.</p>	<p><b>Focus on fruits</b></p> <p>Fruits are nature's treats – sweet and delicious. Go easy on juice and make sure it's 100%.</p>	<p><b>Get your calcium-rich foods</b></p> <p>Move to the milk group to get your calcium. Calcium builds strong bones.</p> <p>Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.</p>	<p><b>Go lean with protein</b></p> <p>Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried.</p> <p>It's nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.</p>

For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov

<p><b>Eat 6 oz. every day:</b> at least half should be whole</p>	<p><b>Eat 2 1/2 cups every day</b></p>	<p><b>Eat 1 1/2 cups every day</b></p>	<p><b>Get 3 cups every day:</b> for kids ages 2 to 8, it's 2 cups</p>	<p><b>Eat 5 oz. every day</b></p>
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**Oils** Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

**Find your balance between food and fun**

- Move more. Aim for at least 60 minutes everyday, or most days.
- Walk, dance, bike, rollerblade – it all counts. How great is that?

**Fats and sugars – know your limits**

- Get your fat facts and sugar smarts from the Nutrition Facts label.
- Limit solid fats as well as foods that contain them.
- Choose food and beverages low in added sugars and other caloric sweeteners.





The following information is from MyPyramid.gov. Visit this site for additional nutrition information and educational tools. There is nutritional advice for young and older children, for pregnant women, and for the general population. The site is interactive, with tools and printable educational materials.

The Food Groups consist of:

1. Grains:

***Make half their grains whole!***

Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and rice are examples of grain products. **Choose whole grain or whole wheat products.**

2. Vegetables:

***Vary the veggies!***

Any vegetable or 100% vegetable juice counts as a member of the vegetable group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried; and may be whole, cut-up, or mashed. **Eat more dark green and orange vegetables.**

3. Fruits:

***Focus on fruits!***

Any fruit or 100% fruit juice counts as part of the fruit group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed. Enjoy a variety of fruit.

**Limit juice to 6 ounces each day.**

4. Milk:

***Serve calcium-rich foods!***

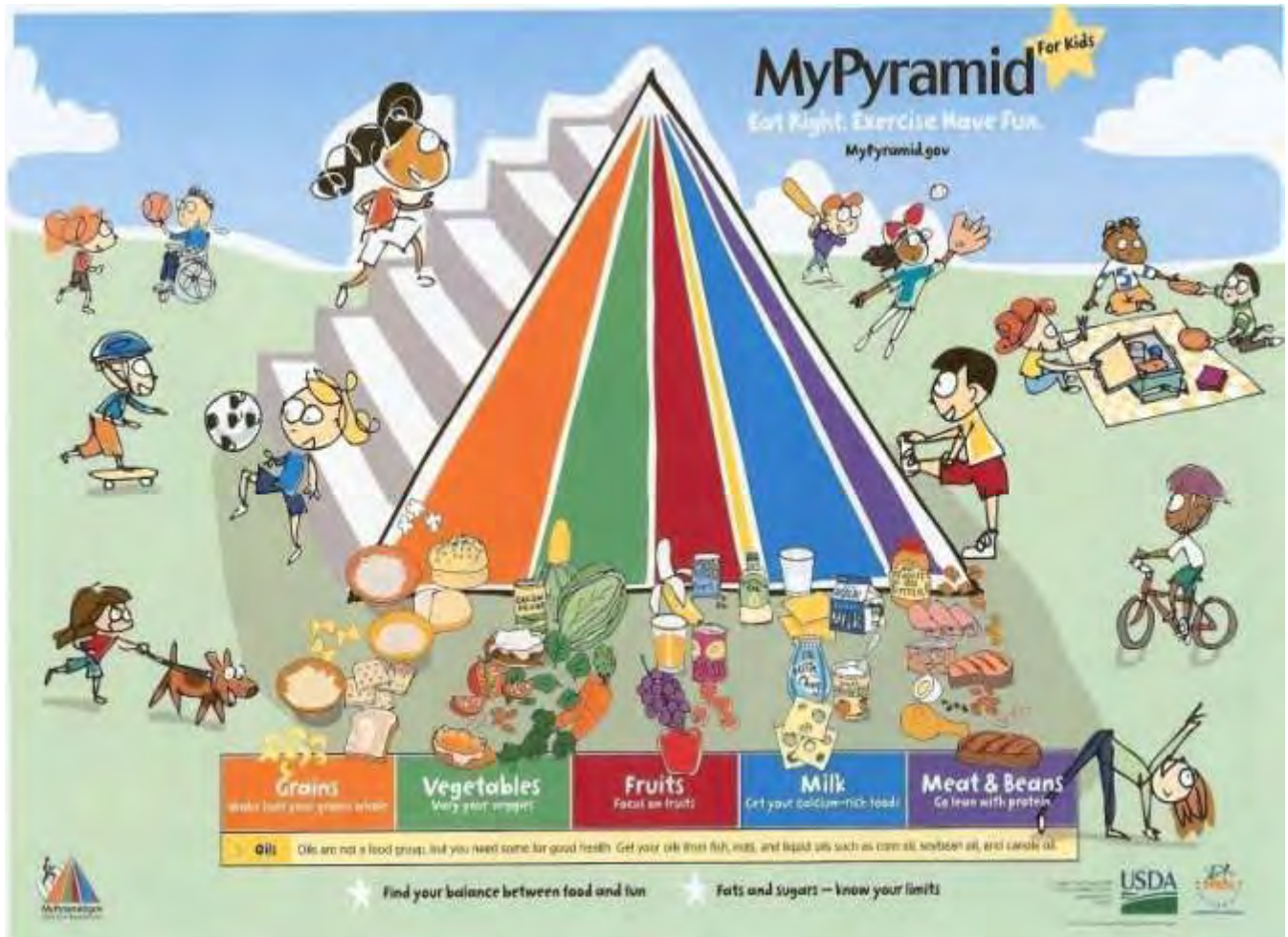
All fluid milk products and many foods made from milk are considered part of this food group. Some commonly eaten choices are ice cream and pudding, cheese, and yogurt. **Choose reduced-fat, low-fat or fat-free products.**

5. Meat and Beans:

***Go lean with protein!***

All foods made from meat, poultry, fish, dry beans or peas, eggs, nuts, and seed are considered part of this group. Dry beans and peas are also part of the vegetable group. **Most meat choices should be lean.**

**Note: Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, olive oil, and canola oil.**



### Importance of certain nutrients:

- **Carbohydrate:** Natural organic compounds including sugar, starch, and cellulose. Provides energy for all life processes and activities, especially the brain and nervous system.
- **Dietary Fat:** Dietary fats are essential for proper body function. They are important for brain development and blood clotting. Unsaturated fats are best, such as fish, olive oils and liquid vegetable oils. Fats have a lot of calories, almost twice as many as carbohydrates and proteins. Look at labels to avoid saturated fats, trans fats, and solid fats.
- **Protein:** An animal based nutrient found in meat, poultry, fish, eggs, and nuts. Soy is the only non-animal protein. Protein repairs cells needed for growth and development of children, adolescents, and pregnant women.
- **Minerals:** Inorganic substances that are necessary for vital chemical processes in the body. These substances are found in earth, soil, and water and are absorbed by plants.

Humans and animals get minerals by eating plants. Examples of minerals are calcium, iron, iodine, and zinc.

- Vitamins: A nutrient that the body needs in small amounts to function and maintain health. Vitamins are found naturally in some foods or may be obtained by taking a dietary supplement. Also, vitamins can be added to food sources such as milk, juices, and cereals. These products are then referred to as “fortified.”

The following vitamins are especially good for oral health:

- Vitamin A: growth and development of teeth, gums, healthy skin and hair, and eyes. You can get Vitamin A by eating colorful fruits and vegetables, eggs, and milk. It can also be obtained by consuming fortified products or taking a vitamin supplement.
- Vitamin D: helps body utilize calcium and phosphorus necessary to build strong bones and teeth. Vitamin D is not found in many foods naturally. You can get Vitamin D with sunlight exposure, by consuming fortified products (often added to milk), or by taking a vitamin supplement.
- Vitamin C: promotes healthy teeth and gums and helps with wound healing. Vitamin C is found in many fruits and berries, such as oranges and strawberries. Vitamin C is often in orange juice. This vitamin should be ingested daily because it is water-soluble.

# VITAMINS



# GRAINS



Bread



Rice



Oats



Pasta



Cereal



Pretzel



Tortilla



Cornbread

## VEGETABLES and FRUITS



Green Beans



Broccoli



Peas



Carrots



Pumpkins



Sweet Potato



Apple



Blueberries



Bananas



Oranges



Pineapple



Grapes

## MILK



Milk



Cheese



Ice Cream



Pudding

# MEAT and BEANS

Steak



Hamburger



Eggs



Red Beans



Baked Beans



Fried Chicken



Nuts



Fish



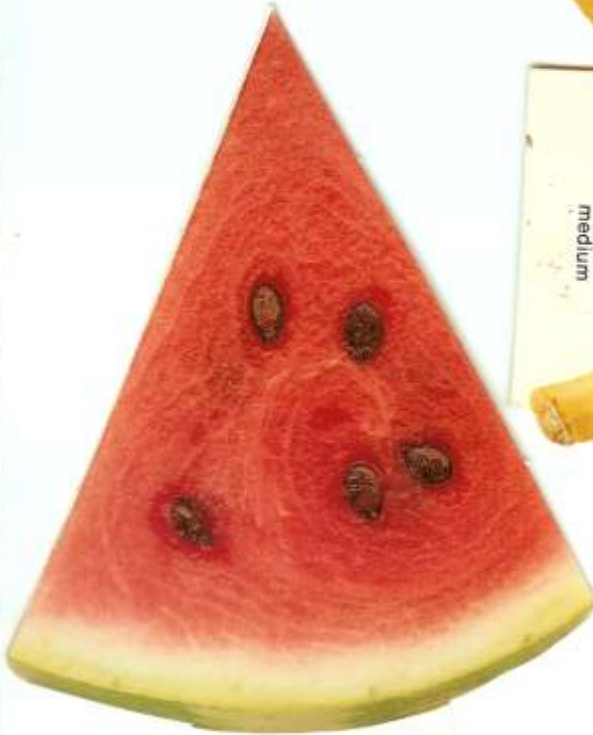
**PEANUTS**  
1/4 cup



**SWISS CHEESE**  
1 ounce



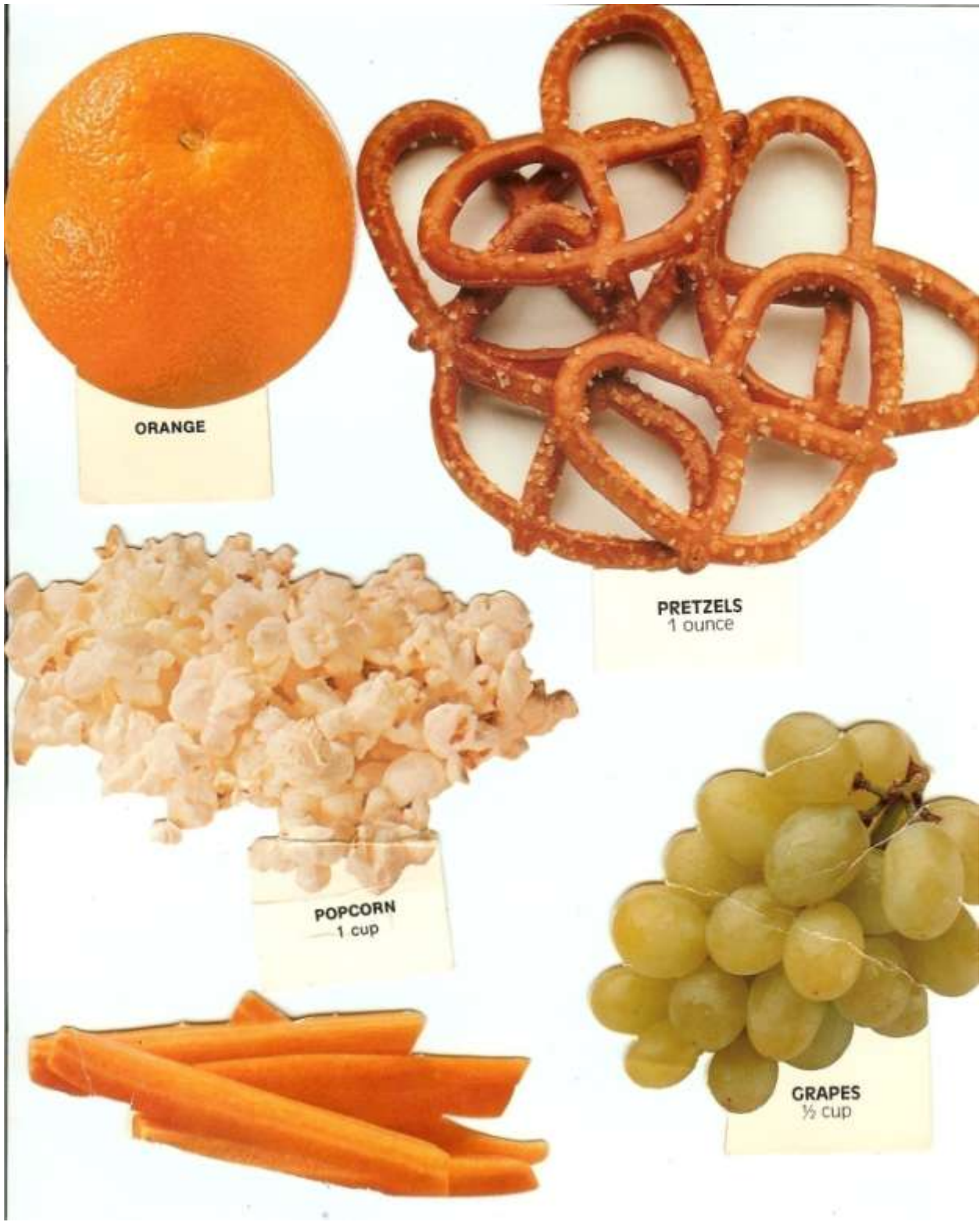
**BANANA**  
medium



**WATERMELON**  
1/2 cup



**APPLE**  
1 medium



**ORANGE**

**PRETZELS**  
1 ounce

**POPCORN**  
1 cup

**GRAPES**  
 $\frac{1}{2}$  cup



**BROWNIE**  
1 brownie



**POTATO CHIPS**  
10 chips



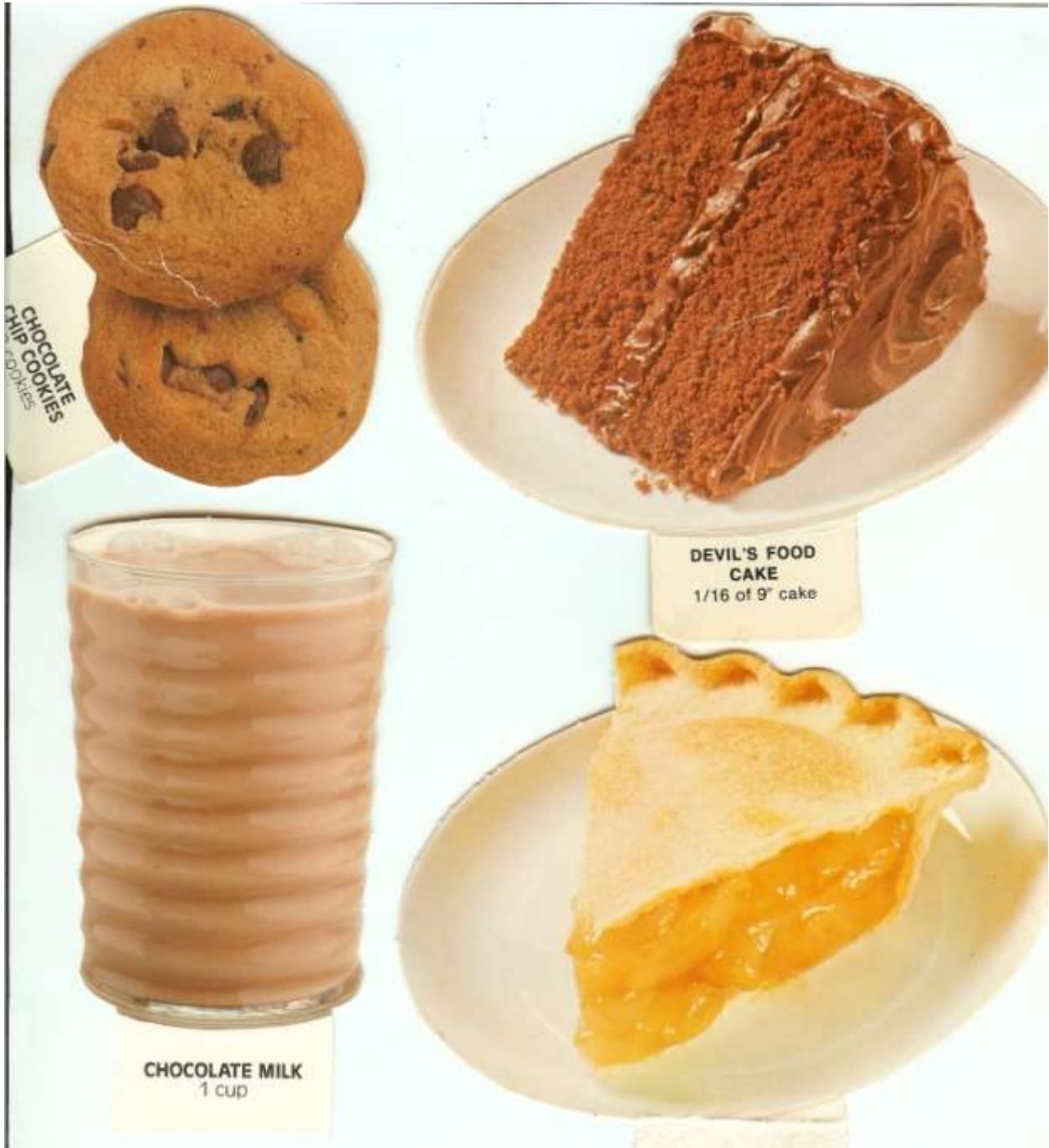
**COOKIES**  
3 small, (with nuts, raisins, or both)



**ICE CREAM**  
 $\frac{1}{2}$  cup



**DOUGHNUT**  
1 doughnut



# Enjoy Moving

Be physically active every day\*



\* Children and teens should be physically active for at least 60 minutes on most, preferably all, days of the week.



# Enjoy Moving

Be physically active every day

Children and teens should be physically active for at least 60 minutes on most, preferably all, days of the week.

Do Plenty	Do More	Do Enough	Do Less
<p><b>Moving Whenever You Can</b></p> <ul style="list-style-type: none"> <li>■ Walking the dog</li> <li>■ Sweeping</li> <li>■ Taking the stairs instead of the elevator</li> <li>■ Playing outside</li> <li>■ Vacuuming</li> <li>■ Dusting</li> <li>■ Riding a bike</li> <li>■ Throwing a ball</li> </ul> 	<p><b>Making Your Heart Work Harder</b></p> <ul style="list-style-type: none"> <li>■ Playing baseball or softball</li> <li>■ Playing soccer</li> <li>■ Jumping rope</li> <li>■ Skateboarding</li> <li>■ Gardening/Yard work</li> <li>■ Running/Jogging</li> <li>■ Playing basketball</li> <li>■ Swimming</li> <li>■ Hiking</li> <li>■ Playing tennis</li> <li>■ Dancing</li> </ul> 	<p><b>Stretching and Building Your Muscles</b></p> <ul style="list-style-type: none"> <li>■ Sit-ups</li> <li>■ Push-ups</li> <li>■ Martial arts</li> <li>■ Lifting free weights or strength training</li> <li>■ Stretching</li> <li>■ Yoga</li> <li>■ Pull-ups</li> </ul> 	<p><b>Sitting Around</b></p> <ul style="list-style-type: none"> <li>■ Playing on the computer</li> <li>■ Watching television</li> <li>■ Playing electronic games</li> <li>■ Talking on the phone</li> <li>■ Sitting still for hours</li> </ul> 

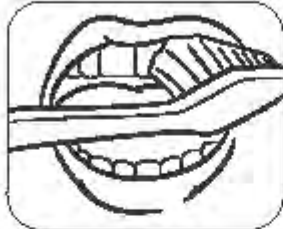


**Find your balance between eating and physical activity.**

Eating smart choices from every food group and being physically active work together for a healthier you! For more information go to: [MyPyramid.gov](http://MyPyramid.gov) and [teammnutrition.usda.gov](http://teammnutrition.usda.gov).



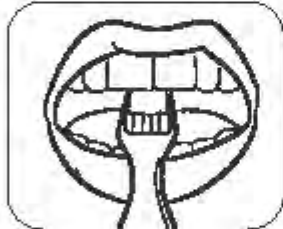
# How to Brush



- Place the toothbrush at a 45-degree angle to the gums.

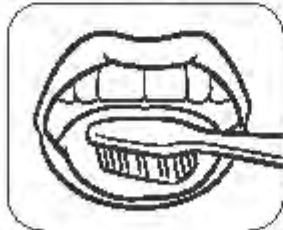


- Move the brush back and forth gently in short strokes.



- Brush the outer surfaces, the inside surfaces and the chewing surfaces of all teeth.

- To clean the inside surface of the front teeth, tilt the brush vertically and make several up-and-down strokes.



- Brush your tongue to remove bacteria and keep your breath fresh.



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## ORAL HYGIENE BASIC BRUSHING

Proper brushing is recommended twice a day to remove food particles, debris, and plaque. Children need caregivers to brush their teeth when they are very young. By age six or seven, children may be able to brush independently, but continue to supervise and encourage your child. Children learn behavior and habits from the adults in their lives, so parents should be good role models and take care of their own teeth. The following technique is suggested by the American Dental Association.

### Proper Brushing Technique:

- Upper Teeth – Point the bristles up toward the gums at a 45° angle and move the brush in small circles or short strokes. Brush each area with 5 to 10 strokes.
- Lower Teeth – Point the bristles down toward the gums and wiggle the brush back and forth or in small circles. Brush each area with 5 to 10 strokes.
- For the inside surface of the teeth, use the “toe” of the brush with gentle motions.
- Chewing Surfaces – Brush the chewing surfaces back and forth with a scrubbing motion.
- Use only a pea-sized amount of fluoridated toothpaste. For children under age two, fluoridated toothpaste is not recommended because they may swallow significant amounts.
- Brush your tongue to freshen breath and remove bacteria.
- Toothbrushes need to be replaced every three to four months because the bristles wear out.

### **ALL BRUSHING IS DONE GENTLY!**

**BE SURE TO USE A TOOTHBRUSH THAT HAS SOFT BRISTLES AND IS THE PROPER SIZE TO FIT YOUR MOUTH.**

Powered Toothbrushes:

There are many electric and mechanical toothbrushes on the market. These devices usually offer toothbrush heads with oscillating or rotating actions. Powered toothbrushes may be more effective for some people in reducing plaque.

The novelty of a powered brush may appeal to children. Many of these toothbrushes have two-minute timers that result in longer brushing times. Also, people with limited dexterity may find a powered brush is easier to use than a manual brush.

**MOST IMPORTANTLY, WITH ALL BRUSHING, IS TO BRUSH FOR AT LEAST TWO MINUTES, TWICE A DAY, AND TO BRUSH ALL OF YOUR TEETH.**

## ORAL HYGIENE BASIC FLOSSING

Toothbrushing alone cannot remove plaque and food in the tight areas between teeth. Dental floss is an interdental cleaner that can help keep these tooth surfaces clean and reduce the likelihood of tooth decay. There are other types of interdental cleaners available, and it is important to find a product that meets your needs. For example, people with orthodontic braces have a difficult time with basic flossing. Ask your dentist or browse the dental aisle to find an interdental product you will use. Young children are unable to floss on their own. Parents can help floss between teeth with tight contacts. By age ten or eleven, children should be able to floss effectively. Proper flossing is recommended one time a day. The following technique is suggested by the American Dental Association.

### Proper Flossing Technique:

- Break off about 18 inches of floss and wind around the middle finger of each hand.
- Hold floss tightly between thumb and forefinger.
- Guide floss between your teeth gently, try not to SNAP onto gum tissue.
- When floss reaches gumline, curve into a “C” shape and wrap around a tooth. Gently slide between the tooth and the gum. Then curve into a “C” shape on the other tooth and repeat.
- Repeat this method on the rest of your teeth. Don’t forget the back of the last tooth in each arch.

**ALL FLOSSING SHOULD BE DONE GENTLY TO AVOID DAMAGING THE GUMS.**

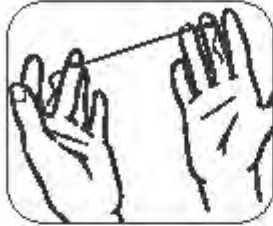
A person who hasn’t been flossing may experience sore or bleeding gums the first few days. This generally stops after proper flossing has become routine.

**MOST IMPORTANTLY, WITH ALL INTERDENTAL DEVICES, USE ONCE A DAY AND CLEAN EVERY TOOTH.**

Dentists and consumers have long recognized the American Dental Association (ADA) Seal of Acceptance as an important symbol of a dental product's safety and effectiveness. For more than 125 years, the ADA has sought to promote the safety and effectiveness of dental products. The first Seal of Acceptance was awarded in 1931. In 1984, President Ronald Reagan gave the Association a certificate of commendation for the outstanding self-regulatory efforts of its Seal program.



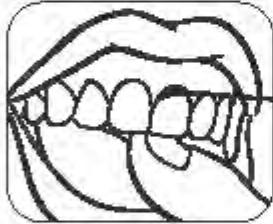
# How to Floss



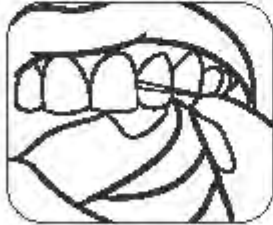
- Use about 18 inches of floss wound around one of your middle fingers, with the rest wound around the opposite middle finger.



- Hold the floss tightly between the thumbs and forefingers and gently insert it between the teeth.



- Curve the floss into a "C" shape against the side of the tooth.



- Rub the floss gently up and down, keeping it pressed against the tooth. Don't jerk or snap the floss.



- Floss all your teeth. Don't forget to floss behind your back teeth.



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## Title: The Truth About Tobacco

**Grade Level:** 3-5

**Lesson One:** Tobacco Use Prevention

**Lesson Time:** 20-30 minutes

**Lesson Objectives:** After completion of this lesson the student should be able to: explain in simple terms the origin of tobacco, define the term Smokeless Tobacco, list examples of different tobacco products, describe possible immediate and long term effects of tobacco use.

**Presentation Needs:** Visuals: Tobacco Plant, Smoking Products, Smokeless Tobacco Products, Breatheasy, Person Dipping Snuff, Tobacco User Spitting, Stained Teeth, Tooth Wear, Tooth Loss from Tobacco Use, Gum Disease from Tobacco Use, Leukoplakia Inside the Cheek, Cancer Underneath Tongue, Root Decay, Leukoplakia Inside the Lower Lip, Tobacco Quit Line Number and Website, Mr. Gross Mouth Model, Brushing and Flossing Instructions.

Words: SMOKELESS TOBACCO, STAINED TEETH, NICOTINE, ADDICTION, BAD BREATH, TOOTH WEAR, TOOTH LOSS, GUM DISEASE, TOOTH DECAY, LEUKOPLAKIA, ORAL CANCER.

**Suggested Activities:** Theater Snacks DVD (30 seconds); Pearly Whites Dental Health Game; <http://info.mylastdip.com> (My Last Dip); Mouth Model and Large Toothbrush; Activity Sheets.

### Discussion Starters and Activities:

1. Display a visual of a Tobacco Plant. Explain that tobacco comes from a plant. Historically, tobacco was used by Native Americans for ceremonies and as medicine and it is still used that way in many Native American cultures. Settlers to the Americas soon began using tobacco products and tobacco became a successful cash crop.

By the 1800's many people were using tobacco and it became quite popular with the cowboys of the American West. Today we know that tobacco is bad for your health. Most people who use tobacco wish they could quit.

2. Using visuals or actual tobacco products, name and describe each product and explain how it is used. **Be sure to obtain appropriate permission before bringing tobacco products to a school or facility.**

Smoking Tobacco: Cigarettes, Cigars, and Pipe Tobacco. These products include and are made from ground tobacco. Smoking tobacco is burned and inhaled (breathed in) by the user, then the smoke is exhaled (breathed out). Smoking tobacco is harmful to the user's lungs. Secondhand smoke is the smoke left in the air from smokers. Other people can breathe the secondhand smoke which is unhealthy and smells bad. Many schools and buildings are tobacco free. (Show visual of Breatheasy.) Look for the Breatheasy stickers located on doors or windows when you enter restaurants, businesses, hospitals, or a school campus.

Display and define the words SMOKELESS TOBACCO. Smokeless tobacco is a tobacco product that isn't burned or smoked. Explain that these products (Chew, Dip, Snus,

Sticks, Orbs, and Strips) aren't safer than smoking because they contain the same cancer causing chemicals as cigarettes and cigars and have three times the amount of nicotine. Nicotine is the addictive drug found in all tobacco products. Tests show these products may contain as many as 158 cancer causing chemicals. Because the juices are swallowed they may cause cancers of the stomach, kidney, or liver.

**Chewing Tobacco or Chew:** Made from chopped-up tobacco leaves. It is packaged in a plug, twist, or as loose leaves. It is often treated with sugar or other sweeteners. (3:1 ratio). People don't actually chew it. Instead, they clamp down on a wad of the tobacco with their teeth hard enough to release the tobacco juices. As the juice mixes with the saliva, nicotine is absorbed through the mouth.

**Snuff or Dip:** Ground tobacco sold in small round tins. Dry snuff is inhaled through the nose. Moist snuff or dip is placed in the mouth between the cheek and gum, or between the teeth and lower lip. This causes more saliva to be produced so users need to spit to get rid of it.

**Snus:** Finely ground, dry tobacco packaged in dissolvable pouches like a small tea bag.

**Orbs, Sticks, and Strips:** Nicotine from tobacco plants is added to other substances to make a dissolvable tobacco product. Even if there aren't any juices to spit or smoke to exhale, the nicotine is absorbed into your body and can be swallowed with your saliva. So, this type of tobacco may not cause lung cancer but can cause mouth, stomach, kidney, or liver cancers.

3. State that there are immediate effects of tobacco use, such as bad breath, stained teeth and tongue, smelly hair and clothes. Using the display words and photos of oral disease caused from tobacco use, explain that the use of all tobacco products may cause **BAD BREATH (HALITOSIS)**, and **STAINED TEETH**. Smoking tobacco may make you cough because it irritates your throat and lungs. Smokeless tobacco irritates your gums. Display Mr. Gross Mouth and visuals of Stained Teeth and Bad Breath.
4. Explain that there are many long term effects of tobacco use. Continue to use Mr. Gross Mouth to demonstrate negative consequences of tobacco use. Display visuals of **Tooth Loss from Tobacco Use**, **Gum Disease from Tobacco Use**, and **Leukoplakia Inside the Cheek**.

**TOOTH WEAR** – Chewing tobacco contains grit which wears down the biting surfaces of teeth.

**GUM DISEASE** – Tobacco contains many harmful chemicals that irritate the gum tissues causing gums to recede or shrink away from the teeth.

**TOOTH DECAY** – If gums have receded from the tooth, then the root of the tooth is exposed. Roots of teeth can easily become decayed. Some smokeless tobacco has

sugar added to it. As we have learned, when sugar mixes with plaque we have an acid attack, which may lead to decay.

LEUKOPLAKIA – It is like a callus inside the mouth where smokeless tobacco is held in the mouth. It is a white, wrinkled patch that feels like elephant skin. Sometimes that patch develops into oral cancer. State that everyone that uses tobacco does not get cancer, but using tobacco puts you at a higher risk for oral cancer. Show visuals of oral cancer.

OTHER NEGATIVE CONSEQUENCES – Tobacco use is bad for your overall health. It causes many types of cancer, including lung cancer and heart disease. Secondhand smoke is harmful to those that breathe it.

5. Advise students that the nicotine found in tobacco is addictive. Define ADDICTION as a condition in which a person has a very strong urge or dependence on a substance or practice. If a person has an addiction, they crave the substance and find it difficult to stop even if the addiction causes problems in their life.

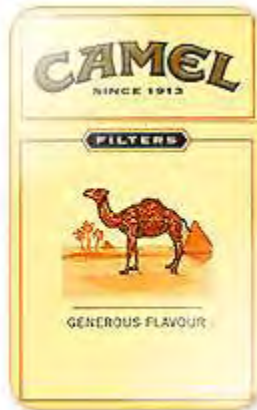
Tell students the best way to prevent tobacco addiction is to never start using tobacco products. Tell students that even if someone has used tobacco for a long time, it is never too late to quit. A person will become healthier if they stop using tobacco.

6. Remind them to brush two times a day, in the morning and at bedtime and to floss once a day. Tell students taking care of their teeth makes them a healthier person.

# TOBACCO PLANTS



# SMOKING TOBACCO



# SMOKELESS TOBACCO





**THIS PRODUCT IS PLACED INSIDE THE UPPER LIP  
WHERE IT DISSOLVES AND IS SWALLOWED**

**THE CONTENT OF THIS PRODUCT IS BELIEVED TO  
CONTAIN AS MANY AS 158 CANCER CAUSING  
CHEMICALS**

# SMOKELESS TOBACCO PRODUCTS

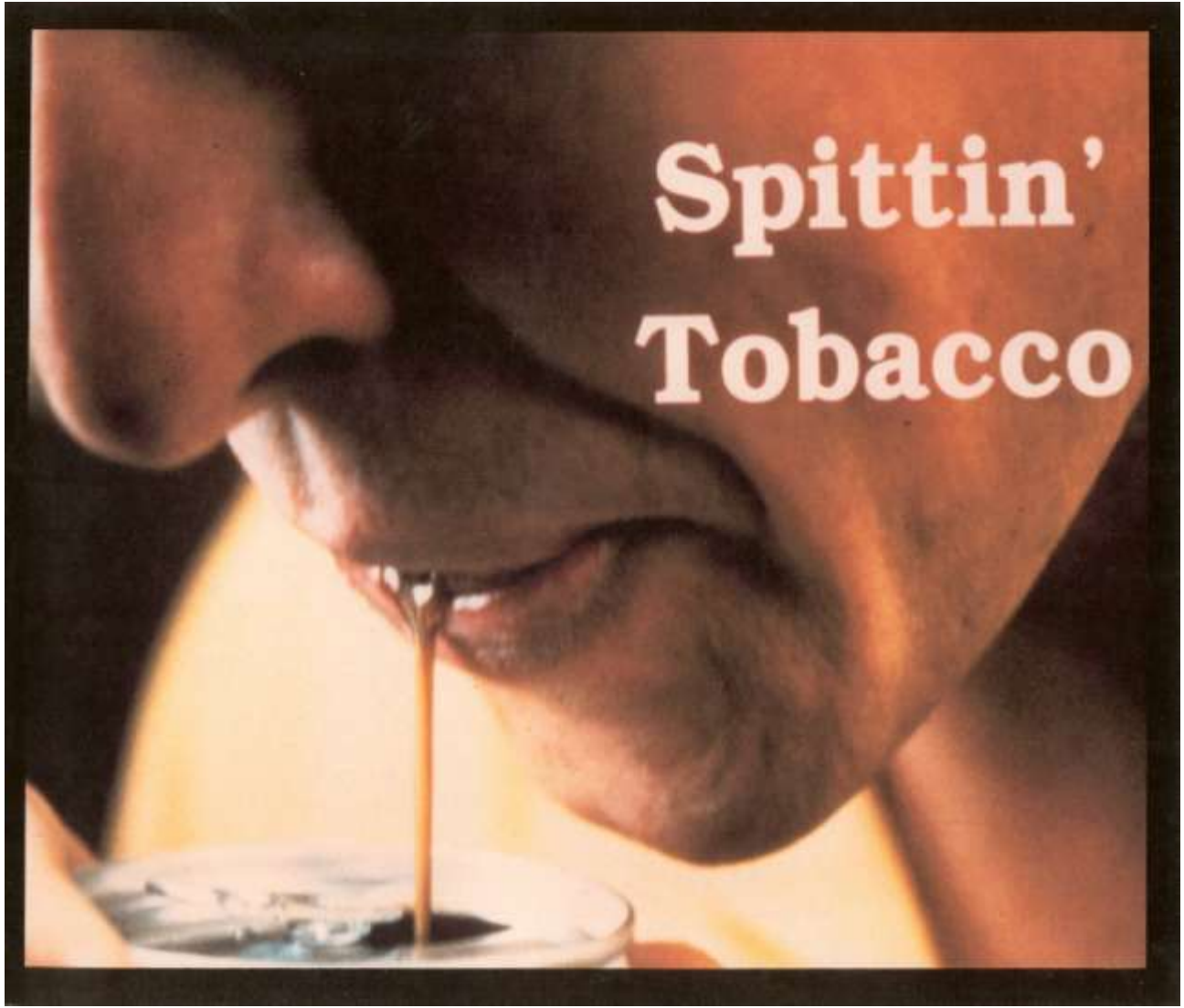


**Because the juices are  
swallowed they may cause  
cancers of the stomach,  
kidney, or liver**



# CHEWING TOBACCO



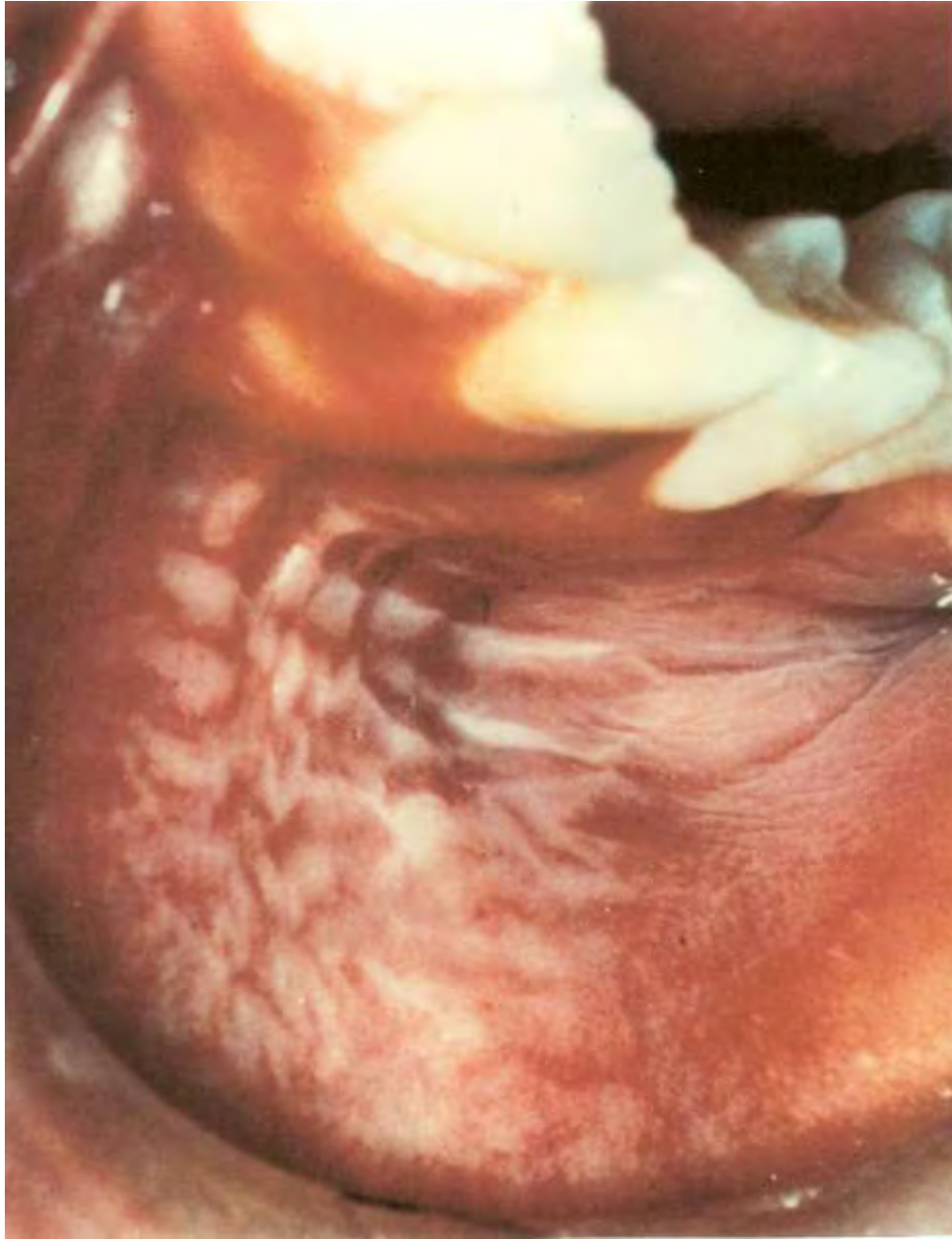


BAD BREATH  
STAINED TEETH  
GUM DISEASE  
TOOTH DECAY  
ORAL CANCER

# Tobacco Stained Teeth and Gum Disease



# LEUKOPLAKIA



# CANCER UNDERNEATH TONGUE



This person developed cancer of the tongue and died from cigarette smoking. Chewing tobacco can also cause this devastating type of disease. If you use tobacco products, stop! If not, don't start! Tobacco use isn't cool; it is gross, disgusting and dangerous.

(Photograph by courtesy of Dr. Peter Quinn)

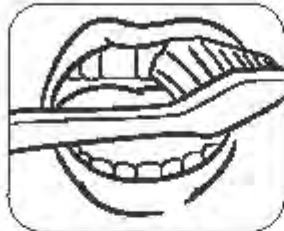
**IT'S NEVER TOO LATE  
TO STOP!!**

**TOBACCO QUIT LINE  
NUMBER**

***800-784-8669***

**MyLastDip.com**

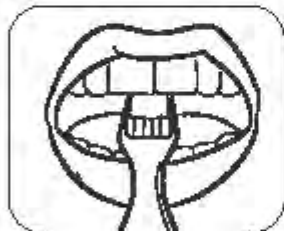
# How to Brush



- Place the toothbrush at a 45-degree angle to the gums.



- Move the brush back and forth gently in short strokes.



- Brush the outer surfaces, the inside surfaces and the chewing surfaces of all teeth.



- To clean the inside surface of the front teeth, tilt the brush vertically and make several up-and-down strokes.



- Brush your tongue to remove bacteria and keep your breath fresh.

## **ORAL HYGIENE BASIC BRUSHING**

Proper brushing is recommended twice a day to remove food particles, debris, and plaque. Children need caregivers to brush their teeth when they are very young. By age six or seven, children may be able to brush independently, but continue to supervise and encourage your child. Children learn behavior and habits from the adults in their lives, so parents should be good role models and take care of their own teeth. The following technique is suggested by the American Dental Association.

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- Brush your tongue to freshen breath and remove bacteria.
- Toothbrushes need to be replaced every three to four months because the bristles wear out.

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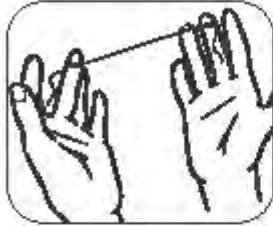
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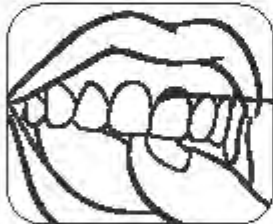
# How to Floss



- Use about 18 inches of floss wound around one of your middle fingers, with the rest wound around the opposite middle finger.



- Hold the floss tightly between the thumbs and forefingers and gently insert it between the teeth.



- Curve the floss into a "C" shape against the side of the tooth.



- Rub the floss gently up and down, keeping it pressed against the tooth. Don't jerk or snap the floss.



- Floss all your teeth. Don't forget to floss behind your back teeth.

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### **ALL FLOSSING SHOULD BE DONE GENTLY TO AVOID DAMAGING THE GUMS.**

A person who hasn’t been flossing may experience sore or bleeding gums the first few days. This generally stops after proper flossing has become routine.

### **MOST IMPORTANTLY, WITH ALL INTERDENTAL DEVICES, USE ONCE A DAY AND CLEAN EVERY TOOTH.**

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## Title: Tobacco Addiction

**Grade Level:** 3-5

**Lesson Two:** Tobacco Use Prevention

**Lesson Time:** 20-30 minutes

**Lesson Objectives:** After completion of this lesson the student should be able to: explain in simple terms different types of tobacco products, define Nicotine and Addiction, learn that it is never too late to stop using tobacco, learn refusal skills; explain the benefits of not using tobacco.

**Presentation Needs:** Visuals: Tobacco Plant, Tobacco Products, Refusal Skills, 1-800-QUITNOW and MyLastDip.com website, Breatheeasy, Mr. Gross Mouth Model.

Words: NICOTINE and ADDICTION.

**Suggested Activities:** Mouth Model and Large Toothbrush; Theater Snacks DVD (30 seconds); Pearly Whites Dental Health Game; <http://www.okswat.com> (Students Working Against Tobacco); Activity Sheets.

### Discussion Starters and Activities:

1. Display a visual of a Tobacco Plant. Ask students to name products made from the tobacco plants that are smoked and that are smokeless. Display those products or photos of those products which include cigarettes, cigars, and pipe, pipe tobacco, chew, dip, and snus. Emphasize that we are only going to focus on ourselves today. State that many of us may have either friends or family members who use tobacco products. It is not illegal to use tobacco products if you are over age 18, however it is unhealthy. Tell students that we aren't going to talk about someone else's tobacco use. We are going to learn the facts about tobacco. Learning about tobacco will help you make healthier choices for yourself. **Be sure to obtain appropriate permission before bringing tobacco products to a school or facility.**
2. Display the word NICOTINE. Define nicotine as a powerful addictive drug found in all tobacco products. Most people who use tobacco products wish they had never started.

Display the word ADDICTION. Define addiction as a condition in which a person has a very strong urge or dependence on a substance or practice. If a person has an addiction, they crave the substance and find it difficult to stop even if the addiction causes problems in their life.

3. Remind students that tobacco addiction is a preventable disease that can be treated, but the best way to prevent tobacco addiction is to never start. Here are some ways to say "NO" to tobacco. We will call these our Refusal Skills. Emphasize that it may be necessary to use these techniques more than once on some people.

Say "NO." Use a firm tone of voice. Don't laugh, look away, make excuses, or explain.

USE BODY LANGUAGE THAT SAYS “NO”. It includes the look on your face, eye contact, gestures and the way you sit or stand. Be sure your voice and your body are giving the same message.

REPEAT THE REFUSAL. Repeat the word “NO” until the person gets the message.

SUGGEST AN ALTERNATIVE. Offer something safe to do instead. This is a way to say “no” to the pressure but still say “yes” to the person. Be sure your idea is realistic. Then act on your suggestion.

4. In addition to oral cancer, tobacco also causes cancer in other parts of the body such as the lungs, stomach, and kidneys. Tobacco also causes heart disease which can lead to a heart attack or stroke. Secondhand smoke is harmful to those who breathe it.
5. Explain that there are many benefits to *not* being a tobacco user, including better appearance, having more spending money, and better overall health. People who don’t use tobacco tend to be more popular because they look and smell better. Tobacco use causes bad breath and smelly hair and clothes. Tobacco is very expensive; most tobacco products cost between \$4.00 and \$5.00 for a pack, a package, or a can. If you are not spending money on tobacco, you will have more money to spend. Most importantly, if a person doesn’t use tobacco they will have better overall health.
6. Ask students why they think a person would begin using a product that they know is unhealthy like tobacco. Answers will include: to look cool or grown up, to see what it is like (curious), because a friend or family member or someone they admire uses it. Remind students that tobacco advertising also influences people. Tell students that the people who work for companies that advertise tobacco products usually don’t use the product themselves. Tobacco companies use young, good-looking actors who appear to be having fun to sell their products. This is deceptive advertising (doesn’t tell the whole truth) but it makes the tobacco companies a lot of money.
7. Emphasize to students that even if a person has already begun using tobacco, it is never too late to stop. Remind them this is a disease that can be treated. Tobacco cessation resources help people stop using tobacco. Tell students help is available if they or someone they know wants to stop using tobacco. Display a visual of the tobacco quit line telephone number 1-800-QUITNOW and the MyLastDip.com website.
8. Demonstrate Mr. Gross Mouth. It shows the dangerous and gross consequences of smoking cigarettes and using smokeless tobacco, including “hairy tongue,” leukoplakia, tongue cancer, gum disease, tooth decay, and lip cancer and has a 4" wide cancerous tongue.
9. Review how to brush and floss. Brushing twice a day, in the morning and before bedtime, and flossing once a day will make you a healthier person.

# TOBACCO PLANTS



## PRODUCTS MADE FROM TOBACCO



Cigars



Dip



Cigarettes



Pipe



Dips

# NICOTINE

# ADDICTION

## REFUSAL SKILLS

**Allow you to remain in control, keep your friends, stay out of trouble and still let you have fun but get you out of doing something that is not good for you or that you do not want to do!**

- “NO”  
Use a firm tone of voice. Don’t laugh, look away, make excuses, or explain
- Use Body Language that says “NO”  
The look on your face, eye contact, gestures and the way you sit or stand.
- Repeat the Refusal “NO”
- Suggest an Alternative  
Offer something safe to do instead. Be sure your ideal is realistic, then act on your suggestion.
- Other Negative Consequences  
Tobacco is bad for your overall health. It causes cancer. Secondhand smoke is harmful to those who breathe it. It is very expensive; \$4.00 - \$5.00 per pack/package/can.

**Tobacco Companies Want to Make Kids Think  
“If I Use Tobacco, I’ll Be Cool and Seem Grown-Up”**



No additives in our tobacco  
does **NOT** mean a safer cigarette.

Winston Lights Box

8 mg "tar", 0.7 mg nicotine av.  
per cigarette by FTC method.

**YEAH, I HAVE  
A TATTOO.  
AND NO,  
YOU CAN'T  
SEE IT.**



**NO BULL**



**SURGEON GENERAL'S WARNING: Smoking Causes Lung Cancer, Heart Disease, Emphysema, And May Complicate Pregnancy.**

## Tobacco Placed at Check-Out for Easy Access And Eye Level to Young People



## Tobacco Companies Make Smoking Look Exciting



## Tobacco Companies Use Young, Good-Looking Actors To Sell Their Products



**IT'S NEVER TOO LATE  
TO STOP!!**

**TOBACCO QUIT LINE  
NUMBER**

***800-784-8669***

**and**

**MyLastDip.com**

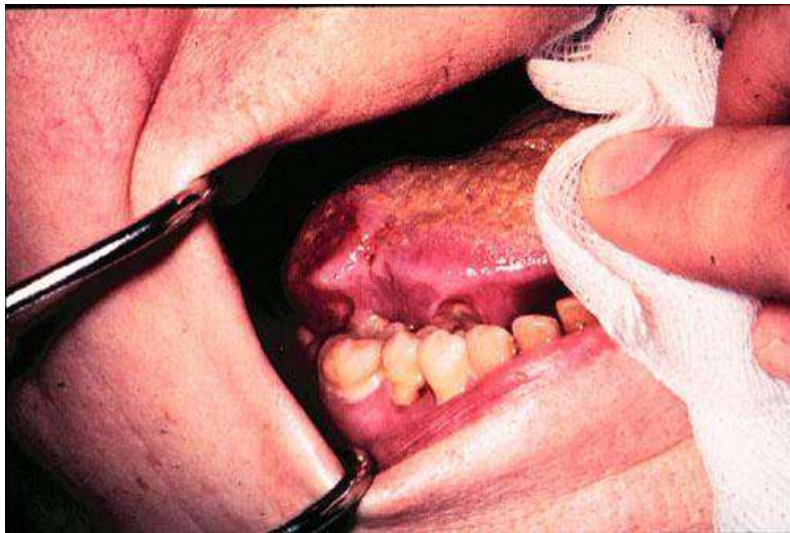
# MR. GROSS MOUTH SYMPTOMS



**“Hairy Tongue”**



**“Leukoplakia”**



**“Tongue Cancer”**



**“Gum Disease”**



**“Tooth Decay”**



**“Lip Cancer”**

**Tobacco use is epidemic.** Over 600,000 adult Oklahomans, about one in four, currently use tobacco.

**Our children are becoming addicted.**

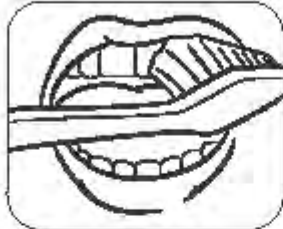
Over 78,000 Oklahoma children already use tobacco. Each day, the equivalent of another classroom gets hooked.

**Oklahomans who use tobacco don't want to.**

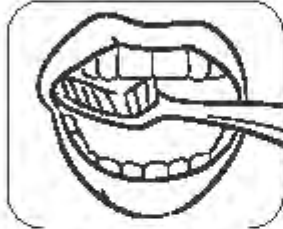
Among Oklahomans who use tobacco, 75% of adults and 50% of middle and high school youth say they want to quit.



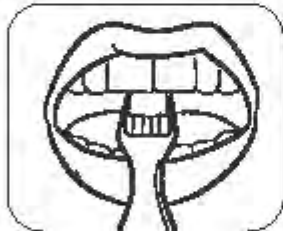
# How to Brush



- Place the toothbrush at a 45-degree angle to the gums.

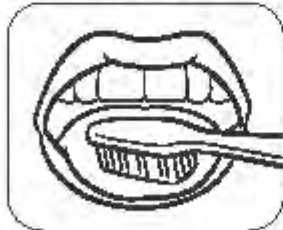


- Move the brush back and forth gently in short strokes.



- Brush the outer surfaces, the inside surfaces and the chewing surfaces of all teeth.

- To clean the inside surface of the front teeth, tilt the brush vertically and make several up-and-down strokes.



- Brush your tongue to remove bacteria and keep your breath fresh.



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## ORAL HYGIENE BASIC BRUSHING

Proper brushing is recommended twice a day to remove food particles, debris, and plaque. Children need caregivers to brush their teeth when they are very young. By age six or seven, children may be able to brush independently, but continue to supervise and encourage your child. Children learn behavior and habits from the adults in their lives, so parents should be good role models and take care of their own teeth. The following technique is suggested by the American Dental Association.

### Proper Brushing Technique:

- Upper Teeth – Point the bristles up toward the gums at a 45° angle and move the brush in small circles or short strokes. Brush each area with 5 to 10 strokes.
- Lower Teeth – Point the bristles down toward the gums and wiggle the brush back and forth or in small circles. Brush each area with 5 to 10 strokes.
- For the inside surface of the teeth, use the “toe” of the brush with gentle motions.
- Chewing Surfaces – Brush the chewing surfaces back and forth with a scrubbing motion.
- Use only a pea-sized amount of fluoridated toothpaste. For children under age two, fluoridated toothpaste is not recommended because they may swallow significant amounts.
- Brush your tongue to freshen breath and remove bacteria.
- Toothbrushes need to be replaced every three to four months because the bristles wear out.

### **ALL BRUSHING IS DONE GENTLY!**

### **BE SURE TO USE A TOOTHBRUSH THAT HAS SOFT BRISTLES AND IS THE PROPER SIZE TO FIT YOUR MOUTH.**

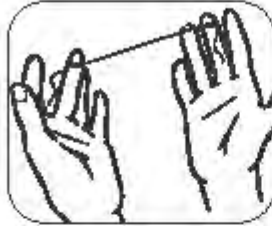
#### Powered Toothbrushes:

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The novelty of a powered brush may appeal to children. Many of these toothbrushes have two-minute timers that result in longer brushing times. Also, people with limited dexterity may find a powered brush is easier to use than a manual brush.

### **MOST IMPORTANTLY, WITH ALL BRUSHING, IS TO BRUSH FOR AT LEAST TWO MINUTES, TWICE A DAY, AND TO BRUSH ALL OF YOUR TEETH.**

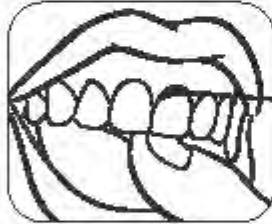
# How to Floss



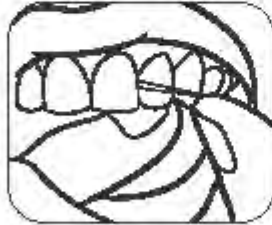
- Use about 18 inches of floss wound around one of your middle fingers, with the rest wound around the opposite middle finger.



- Hold the floss tightly between the thumbs and forefingers and gently insert it between the teeth.



- Curve the floss into a "C" shape against the side of the tooth.



- Rub the floss gently up and down, keeping it pressed against the tooth. Don't jerk or snap the floss.



- Floss all your teeth. Don't forget to floss behind your back teeth.



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### Proper Flossing Technique:

- Break off about 18 inches of floss and wind around the middle finger of each hand.
- Hold floss tightly between thumb and forefinger.
- Guide floss between your teeth gently, try not to SNAP onto gum tissue.
- When floss reaches gumline, curve into a “C” shape and wrap around a tooth. Gently slide between the tooth and the gum. Then curve into a “C” shape on the other tooth and repeat.
- Repeat this method on the rest of your teeth. Don’t forget the back of the last tooth in each arch.

### **ALL FLOSSING SHOULD BE DONE GENTLY TO AVOID DAMAGING THE GUMS.**

A person who hasn’t been flossing may experience sore or bleeding gums the first few days. This generally stops after proper flossing has become routine.

### **MOST IMPORTANTLY, WITH ALL INTERDENTAL DEVICES, USE ONCE A DAY AND CLEAN EVERY TOOTH.**

Dentists and consumers have long recognized the American Dental Association (ADA) Seal of Acceptance as an important symbol of a dental product's safety and effectiveness. For more than 125 years, the ADA has sought to promote the safety and effectiveness of dental products. The first Seal of Acceptance was awarded in 1931. In 1984, President Ronald Reagan gave the Association a certificate of commendation for the outstanding self-regulatory efforts of its Seal program.



## **Title: Protecting Your Teeth From Injury and Visiting the Dental Office**

**Grade Level:** 3-5

**Lesson One:** Safety and Visiting the Dental Office

**Lesson Time:** 20-30 minutes

**Lesson Objective:** After completion of this lesson the student should be able to: state why wearing a mouthguard is important while playing sports, identify three types of mouthguards, explain what to do if a tooth is knocked out of the mouth.

**Presentation Needs:** Visuals: Fractured Tooth, Mouthguards, Different Sport Activities, Physical Activity, Enjoy Moving, Dental Office, Dental Office Staff and Equipment, Brushing and Flossing Instructions.

**Suggested Activities:** The Gross, Disgusting and Totally Cool Mouth Book; Pearly Whites Dental Health Game; <http://info.mouthpower.org/> (Mouthpower); Mouth Model and Large Toothbrush; Activity Sheets.

### **Discussion Starters and Activities:**

1. Display a visual of Tooth Trauma and state that accidents to teeth can sometimes be prevented. Mouthguards are one way to prevent oral injuries to teeth and gums.
2. Show a visual(s) of three different types of Mouthguards: stock (pre-fab), boil and bite, and custom made. A stock type of mouthguard is low cost and ready to use. It is often bulky and uncomfortable because the jaw must be closed shut to hold it in place. A boil and bite mouthguard is also inexpensive but provides better fit than a stock type mouthguard. It is molded to fit your mouth by boiling and then biting to form the shape. A custom fit mouthguard made by a dentist provides the best protection against injuries. However, they are much more expensive. A mouthguard separates the biting surfaces and provides a cushion for teeth to prevent oral injury. (Demonstrate a direct hit and an under the jaw hit using a mouth model).

Show visuals of athletes and children wearing protective gear, such as mouthguards, face masks, helmets, and seatbelts. Discuss with class how different protective gear helps prevent injuries.

3. Explain if a person has a permanent tooth knocked out in an accident they should find the tooth and place it under the tongue or in some milk or water. Do not clean or rinse the tooth off. If possible, go immediately to the dentist. Sometimes the tooth can be reinserted into the socket and successfully reattached. Refer to Tooth Injuries reference sheet.
4. Discuss with children the importance of being active and encourage participation in sports. Regular exercise provides strong muscles and bones, weight control, and decreased risk of developing type 2 diabetes. Active people sleep better and have a better outlook on life. Healthy, physically active kids also are more likely to be

academically motivated, alert, and successful. Physical competence builds self-esteem at every age. Show “Enjoy Moving” visuals.

5. Remind students that if an oral injury accident occurs, a dentist can help take care of them. Sometimes teeth can be fixed and sometimes teeth are lost. Lost teeth can be replaced with different kinds of false teeth.
6. Discuss dental careers and dental office visits using visuals. After lesson, if possible, conduct a mock dental visit.
  - Dentist – teaches people how to prevent dental decay, examines teeth to see if they are developing normally or if they are diseased, treats decayed teeth, gum disease, and other oral diseases.
  - Dental Hygienist – teaches people how to prevent dental disease, cleans teeth, removes calculus and stains and takes X-ray pictures.
  - Dental Assistant – teaches people how to prevent dental disease, assists the dentist by charting during examinations, assists the dentist during treatment of teeth and gums, and takes X-ray pictures.
  - Dental Laboratory Technician – specializes in laboratory aspects in the construction of dentures, crowns, bridges, and inlays. A work authorization from a dentist is required.
7. Discuss Preventive Activities in the Dental Office:
  - Comprehensive dental examination, including X-rays and diagnosis of dental disease.
  - Cleaning the teeth (prophylaxis) at the dental office.

Calculus is removed by scraping the teeth with a special instrument. The teeth are polished with a revolving rubber cup and a special paste. Air and water sprays help remove debris and keep the tooth cool.
  - Space Maintenance.

When a primary tooth is lost too soon, a device to keep other teeth from crowding together is attached to a neighboring tooth. This allows the permanent tooth to erupt in its normal place.
  - Nutrition Counseling.

The patient’s diet is analyzed and recommendations are made for changes which will reduce the chance of decay and improve general health.
  - Education of patients in personal oral hygiene techniques.
  - Application of topical fluoride.

- Application of dental sealants.

- Diagnostic techniques to detect disease.

Visual examination reveals visible decay, gum disease, and other diseases. X-ray examination reveals decay, bone loss in gum disease and other conditions not visible to the naked eye.

8. Show Visual of Dental Equipment and Instruments Used in the Office:

- Dental Chair – adjustable to fit people of different sizes and can be tilted and raised so that the dentist can work easily.
- Dental Apron – a lead apron is used to protect your body from radiation and allow the rays to only be directed toward the oral cavity.
- Mirror – small and round, this instrument is used to examine the teeth, gingival, and oral cavity.
- Explorer – Metal probe which helps find decay with a “catch” and other irregularities.
- X-Ray Machine – Camera which uses radiation to take pictures of the teeth and bones, revealing conditions which cannot be seen by looking in the mouth. Patients may be expected to wear a lead apron for protection.

9. Review how to brush and floss. Brushing twice a day, in the morning and before bedtime, and flossing once a day will make you a healthier person.

# FRACTURED TEETH WHILE PLAYING SPORTS



Traumatic dental injuries can fracture teeth, displace them, or both. This boy fractured two permanent incisors while playing sports during recess at his school.

### Three Types of Mouthguards



The ready-made, or stock, mouthguard



The mouth-formed 'boil and bite' mouthguard



The custom-made mouthguard made by your dentist



This 7- year-old is wearing a custom-fitted protective mouthguard made by her dentist. Such mouthguards can be made in many colors and are the best way to protect teeth during all sporting activities.



FOOTBALL PLAYER

SEATBELTS



BASEBALL CATCHER

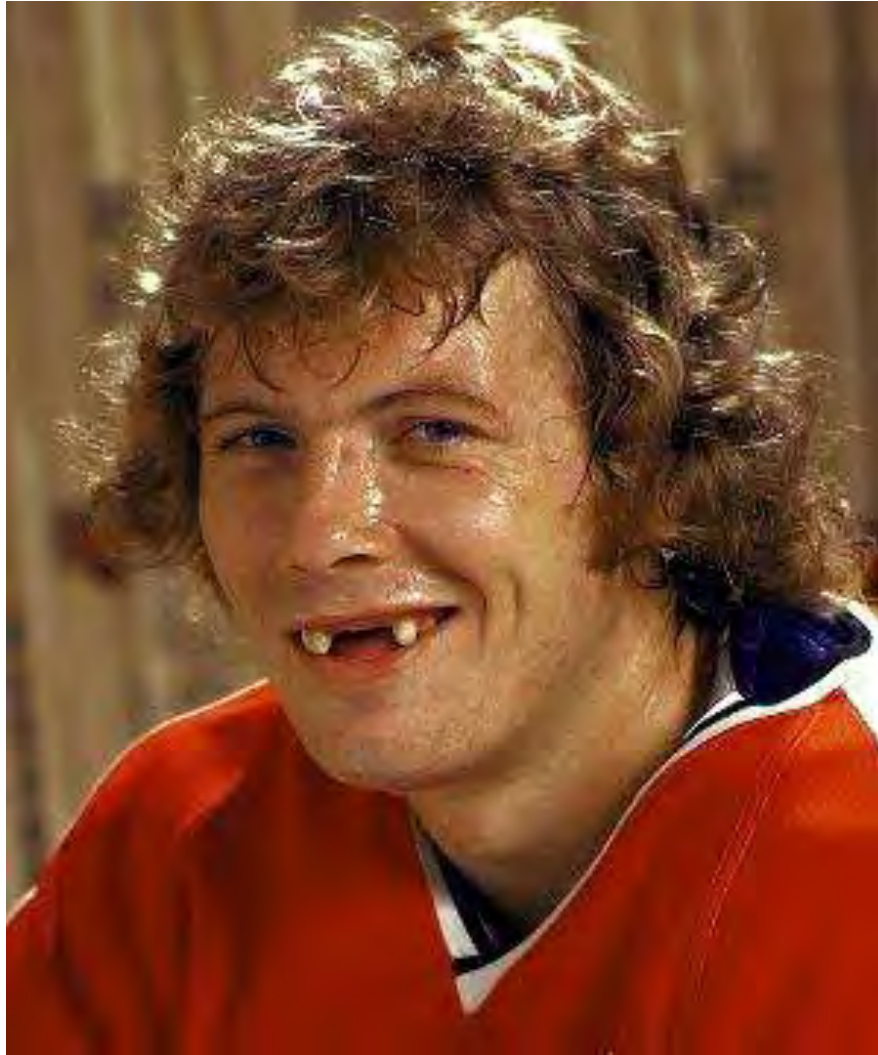




**The Rider Wears Protective Head Gear  
The Horse Wears Protective Leg Gear**



Can you tell how many body protectors this driver is wearing?



**A mouthguard might have saved this young man's front teeth!**

## TOOTH INJURIES

### Knocked Out (Avulsed) Tooth:

If the tooth is a permanent tooth, wrap it in a wet cloth or put it in a glass of water or milk. DO NOT clean the tooth. Place a gauze pad on the child's gum to stop bleeding if necessary. Call the parents to take the child to the dentist for possible reimplantation of the tooth. The child should see a dentist within 2 hours.

When a **baby** tooth is knocked out, place a gauze pad on the child's gum to stop bleeding if necessary. Parents should consult a dentist within 2 hours.

Information: If a child is almost ready to lose the baby tooth anyway, usually it is not necessary to have dental treatment. For a younger child, it is important to seek dental care, since baby teeth are important for the proper spacing of permanent teeth. However, in all cases it is important to consult with a dentist within 2 hours.

### Broken Or Chipped Tooth:

Call the parents if a child's tooth is broken or chipped. Advise them to consult their dentist within 24-48 hours. It may be helpful to have the child keep his mouth closed until the tooth can be seen by the dentist since a fractured tooth may be more sensitive to air that is hot or cold.

### Impacted (Intruded) Tooth:

Notify the parents if a child drives a tooth into his gums during a fall. An impacted tooth can damage gums or underlying permanent teeth. Parents should seek dental consultation within 12-24 hours.

### Discolored Tooth:

An injury may cause a tooth to become non-vital. It can be discolored because of the bleeding inside the tooth. Parents should seek dental consultation.

### Tooth Injury Prevention:

To reduce dental accidents, teachers can instruct their students to use caution on stairs, to have good behavior at drinking fountains, to stay clear of swings or other moving objects on the playground, and to use mouth guards when playing contact sports.

# Enjoy Moving

Be physically active every day\*



\* Children and teens should be physically active for at least 60 minutes on most, preferably all, days of the week.



**USDA** U.S. Department of Agriculture  
Food and Nutrition Assistance  
Programs  
100% Whole Foods Market  
USDA, the U.S. Department of Agriculture, is an equal opportunity provider.

# Enjoy Moving

Be physically active every day

Children and teens should be physically active for at least 60 minutes on most, preferably all, days of the week.

Do Plenty	Do More	Do Enough	Do Less
<p><b>Moving Whenever You Can</b></p> <ul style="list-style-type: none"> <li>■ Walking the dog</li> <li>■ Sweeping</li> <li>■ Taking the stairs instead of the elevator</li> <li>■ Playing outside</li> <li>■ Vacuuming</li> <li>■ Dusting</li> <li>■ Riding a bike</li> <li>■ Throwing a ball</li> </ul> 	<p><b>Making Your Heart Work Harder</b></p> <ul style="list-style-type: none"> <li>■ Playing baseball or softball</li> <li>■ Playing soccer</li> <li>■ Jumping rope</li> <li>■ Skateboarding</li> <li>■ Gardening/Yard work</li> <li>■ Running/Jogging</li> <li>■ Playing basketball</li> <li>■ Swimming</li> <li>■ Hiking</li> <li>■ Playing tennis</li> <li>■ Dancing</li> </ul> 	<p><b>Stretching and Building Your Muscles</b></p> <ul style="list-style-type: none"> <li>■ Sit-ups</li> <li>■ Push-ups</li> <li>■ Martial arts</li> <li>■ Lifting free weights or strength training</li> <li>■ Stretching</li> <li>■ Yoga</li> <li>■ Pull-ups</li> </ul> 	<p><b>Sitting Around</b></p> <ul style="list-style-type: none"> <li>■ Playing on the computer</li> <li>■ Watching television</li> <li>■ Playing electronic games</li> <li>■ Talking on the phone</li> <li>■ Sitting still for hours</li> </ul> 

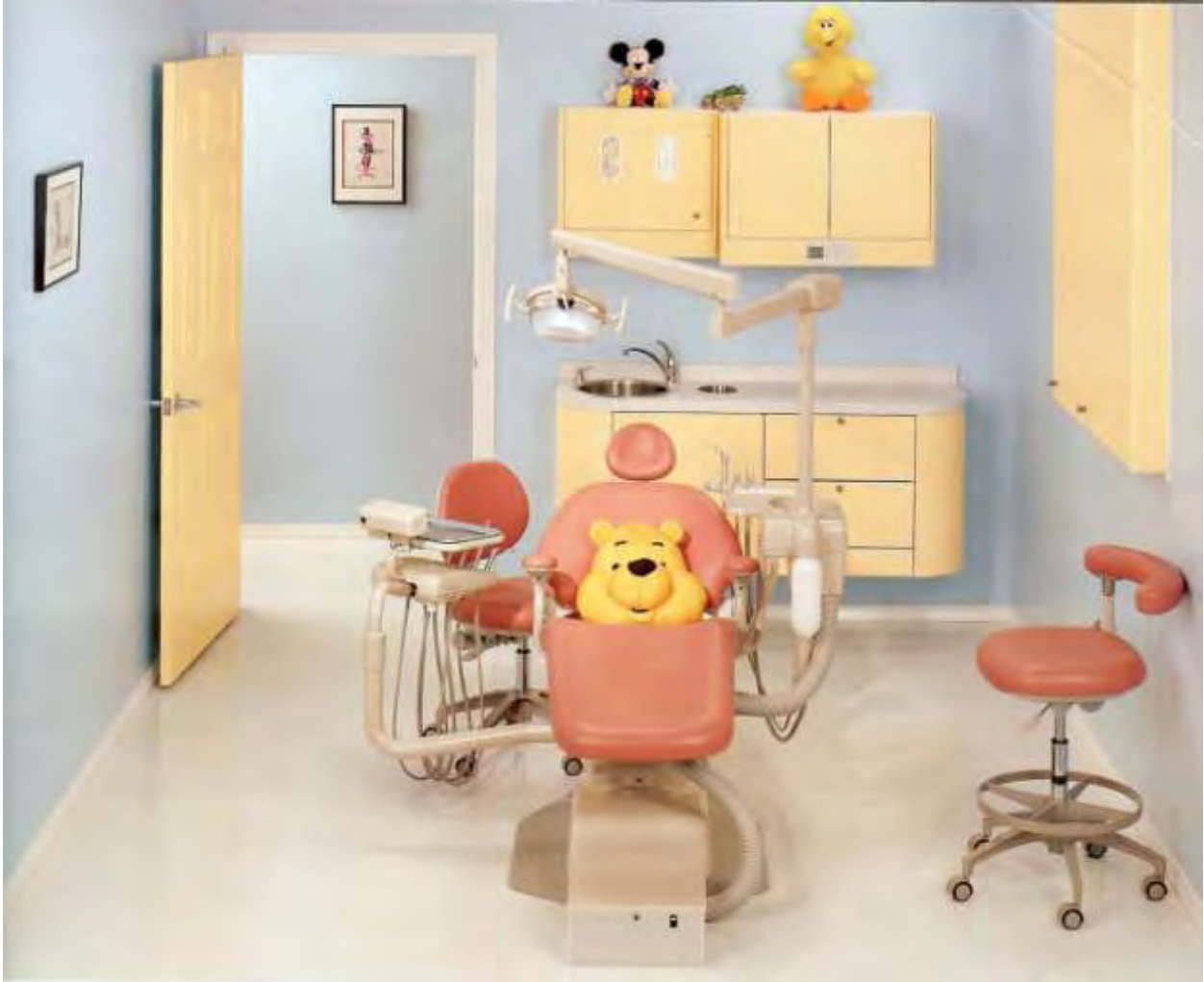


**Find your balance between eating and physical activity.**

Eating smart choices from every food group and being physically active work together for a healthier you! For more information go to: [MyPyramid.gov](http://MyPyramid.gov) and [teammnutrition.usda.gov](http://teammnutrition.usda.gov).



# THE DENTAL OFFICE



# CAREERS IN DENTISTRY



**Dentist and Dental Assistants**



**Dental Hygienist**



**Dental Laboratory Technician**

## DENTAL EQUIPMENT AND INSTRUMENTS USED IN THE OFFICE



Dental Chairs and Light



Dental Apron

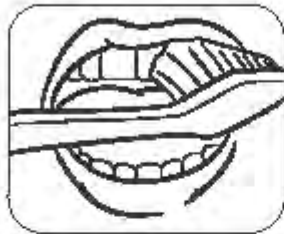


Mirror and Explorer



X-Ray Machine

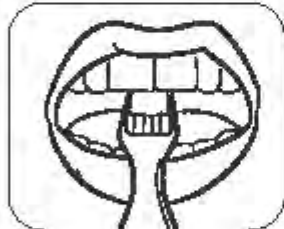
# How to Brush



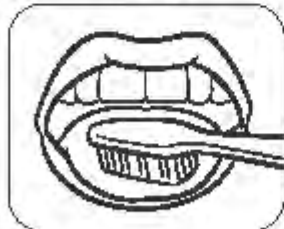
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- Move the brush back and forth gently in short strokes.



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- To clean the inside surface of the front teeth, tilt the brush vertically and make several up-and-down strokes.



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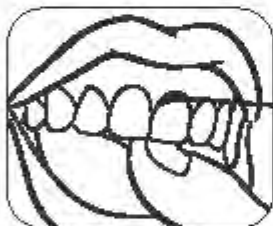
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## REFERENCES AND RESOURCES

American Academy of Pediatric Dentists

<http://www.aapd.org/>

American Academy of Pediatricians/ Oral Health Site

<http://www.aap.org/healthtopics/oralhealth.cfm>

American Dental Association

<http://www.ada.org/>

American Medical Association

<http://www.ama-assn.org/>

Arkansas State Dental Association/Oral Health

<http://www.healthy.arkansas.gov/programsServices/oralhealth/Pages/default.aspx>

Association of State and Territorial Dental Directors

<http://www.astdd.org/>

Best Practices

Success Stories

Policy Statements

Guiding Principals

California Dental Association

<http://www.cdafoundation.org/learn>

Oral Health during Pregnancy and Early Childhood

First Smiles Education and Training Program

Centers of Disease and Prevention/Division of Oral Health

<http://www.cdc.gov/OralHealth/>

Health Education Curriculum Assessment Tool (HECAT)

My Water's Fluoride

Colgate Bright Smiles, Bright Futures<sup>®</sup>

<http://www.colgate.com/app/BrightSmilesBrightFutures/US/EN/HomePage.cvsp>

Delta Dental of Oklahoma

<http://www.deltadentalok.org/>

Google and Google Images

[www.google.com/](http://www.google.com/)

The Gross, Disgusting and Totally Cool Mouth Book, Theodore Croll

Copyright 2004 by ReedDrabickPublishers

<http://practicon.com/The-Gross,-Disgusting-and-Totally-Cool-Mouth-Book/p/80-99610/>

Healthy Smiles Healthy Children  
<http://www.ada.org/390.aspx>

Healthy Teeth, Oral Health Education Database  
<http://www.healthyteeth.org/>

March of Dimes  
<http://www.marchofdimes.com/>

Mouthpower  
<http://www.mouthpower.org/>

My Last Dip  
<http://info.mylastdip.com/>

National Institute of Health  
<http://www.nih.gov/>

National Maternal and Child Oral Health Resource Center  
<http://www.mchoralhealth.org/index>

Oklahoma Board of Dentistry  
<http://www.dentist.state.ok.us/lists/index.htm>

Oklahoma Dental Association  
<http://www.okda.org/>

Oklahoma Dental Hygienists' Association  
<http://www.okdha.org/>

Oklahoma Governor's Task Force on Children and Oral Health – Final Report, 2010  
Can be downloaded from the OSDH Dental Health Service website  
<http://www.ok.gov/health/documents/DentalReport2009.pdf>

Oklahoma Health Care Authority/Providers/Dental  
<http://okhca.org/providers.aspx?id=600>

Oklahoma Oral Health Needs Assessment of Third Grade Children – 2008  
Can be downloaded from the OSDH Dental Health Service website  
<http://www.ok.gov/health/documents/DHS%20FINAL%20REPORT%202007-2008.pdf>

Oklahoma State Department of Environmental Quality/Water Quality Division  
<http://www.deq.state.ok.us/wqdnew/>

Oklahoma State Department of Health/Dental Health Service  
<http://den.health.ok.gov>

Oklahoma SWAT (Students Working Against Tobacco)  
<http://www.okswat.com>

Oklahoma Tobacco Settlement Endowment Trust  
<http://www.tset.ok.gov>

Open Wide and Trek Inside – Student Activities  
<http://science.education.nih.gov/supplements/nih2/oral-health/default.htm>

Oral Health America  
<http://oralhealthamerica.org/>

Oral Health Care for Children with Special Health Care Needs  
<http://www.okacaa.org/>

Red Ribbon Week: Coloring Pages and Activities  
[http://www.preventionpartners.com/stuff/coloring\\_pages.cfm](http://www.preventionpartners.com/stuff/coloring_pages.cfm)

Smile Smarts Oral Health Curriculum  
<http://www.ada.org/390.aspx>

Smokefree.gov  
<http://www.smokefree.gov/>

Tobacco Free Kids Club  
<http://www.tpchd.org/page.php?id=140>

The Oklahoma State Plan for Tobacco Use Prevention & Cessation  
<http://tups.health.ok.gov>

The Oral Environment  
<http://www.ncl.ac.uk/dental/oralbiol/oralenv/home.htm>

The World's Fastest Clown: Kids Corner  
<http://www.worldsfastestclown.com/kidscner.html>

United States Department of Agriculture  
<http://www.mypyramid.gov/>

Women, Infants and Children (WIC)  
[http://www.ok.gov/health/Child\\_and\\_Family\\_Health/WIC/](http://www.ok.gov/health/Child_and_Family_Health/WIC/)