Dental Health Education Module - JK to Grade 3

For additional information about dental health promotion resources, please call Ottawa Public Health – Dental Health Information Line at 613-580-6744 ext. 23510.
Information for Teachers

Introduction

This dental health resource has been developed by Ottawa Public Health to help increase the amount of dental health education offered to students from Kindergarten to Grade 3 within our school communities.

Inside this resource, you will find information including lesson plans that meet overall and specific expectations in Ontario’s curriculum as well as extension activities that aim to increase knowledge of proper dental health.

Dental health is an indicator of many other health related behaviours such as personal care and nutritional habits. By increasing knowledge of healthy dental habits, we hope to influence positive changes in the overall health of children in our communities.

How to use this manual

- Read lesson plan for grade level of interest.
- Photocopy suggested worksheets
- Teach concepts outlined in the lesson plans.
- Use exercises to test student understanding.
- Additional activities included at the end of each lesson plan

If you have any questions or comments about this resource or other health related resources, please feel free to contact the Ottawa Public Health Dental Health Information Line at 613-580-6744 ext. 23510.
Kindergarten – Developing Good Dental Health Habits

Lesson Plan #1: Importance of Brushing our Teeth

Children will learn:
- The importance of brushing their teeth
- How long it should take to brush their teeth
- How often they should brush their teeth

Materials:
- Magazines and newspapers for children to cut-out pictures of smiles and healthy food items

Handouts for children to bring home:
- Letter to Parents
- “Toothbrushing Log”
- “Dental Hygiene Songs”

Key Messages:
- Brush teeth properly, twice a day for two to three minutes (the amount of time it takes to sing a song - see the activity sheet section for dental hygiene songs)
- The most important time to brush is before going to bed.
- If we do not brush our teeth regularly, we can get cavities, bad breath and gum disease.
- Make sure to brush the front teeth, the back teeth and the tongue
- Use a soft bristled children’s toothbrush and replace toothbrush every three months.
- Use less than a pea-size amount of toothpaste.
- Do not share your toothbrush and do not use for anything other than brushing your teeth!
- Parents should help their child brush until, at least, the age of 8.

Methods:

Activity 1
1. Have a discussion with students why it is important to brush our teeth. We use our teeth for eating, smiling and talking.

2. Ask:
   - Would you be able to eat your favorite foods if you had no teeth?
   - Would you be able to show someone that you are happy without talking?
• Would you be able to say words like; teeth, teacher, dog, doctor, ladder and many other words?

3. Have students cut out pictures of smiles and healthy food items from magazines or newspapers. Have them make a collage of why teeth are important.

**Activity 2**
Have circle time using the dental hygiene songs. Practice singing the songs to demonstrate the length of time it should take to brush their teeth.

**Activity 3**
Hand out toothbrush log for children to take home. Ask them to fill it out for one month. After one-month, collect all the toothbrush logs and handout Brushing Award’s to students who brushed every day for one month!

**Lesson Plan #2: Identifying Healthy Snacks**

**Children will learn:**
- About healthy and unhealthy snacks
- To identify healthy eating habits

**Materials:**
- “Choose Healthy Snacks” student worksheet
- “Healthy Snacks – color by number”

**Handouts for children to bring home:**
- [Fact sheet - Snacking and Dental Health](#)

**Key Messages:**
- Snacks that are sweet, sticky, and contain molasses, syrup or dried fruit should be discouraged unless child can brush their teeth shortly after eating.
- Even a small amount of sugar between meals can damage teeth.
- When sugar and germs (bacteria) mix, they produce acid that damages the tooth’s hard outer layer (enamel). The longer they work together, the more they hurt your teeth. When the damage is severe and a hole is made in the enamel, a cavity is created.

**Methods:**

**Activity 1**
1. Have students complete the “Choose Healthy Snacks” student activity sheet.
2. Have students color “Healthy Snacks – color by number”.
Grade 1 – Brushing and Healthy Eating

Lesson Plan #1: Teeth are Important!

Children will learn:
- To identify healthy eating habits
- To identify why teeth are important
- To describe ways to care for their teeth
- Proper brushing technique

Materials:
- Carrot and celery sticks

Handouts for children to bring home:
- Letter to Parents
- “Toothbrushing Log”

Key Messages:
- Teeth are for eating, talking, smiling and appearance.
- Brushing teeth properly, twice a day for two to three minutes is very important.
- The most important time to brush is before going to bed.
- If we do not brush our teeth regularly, we can get cavities, bad breath and gum disease.
- Make sure to brush the front teeth, the back teeth and the tongue
- Use a soft bristled children’s toothbrush and replace toothbrush every three months.
- Use a pea-size amount, or less, of toothpaste.
- Do not share your toothbrush and do not use for anything other than brushing your teeth!
- Parents should help their child brush until, at least, the age of 8.
- Parents should floss teeth before bed until the age of 10.

Methods:

Activity 1
1. Have students brainstorm why teeth are important. To help them along, serve carrot and celery sticks and ask them to eat them while covering their teeth with their lips.
   Ask:
   - Would you be able to eat your favorite foods if you had no teeth?
   - What foods do babies eat? Why?
   Learning goal: Teeth are for eating

2. Have students try to pronounce words while covering their teeth with their lips. Write a list of words on the board with the letters “d”, “t”, “l” (teeth, teacher, dog, doctor, ladder and other words).
Learning goal: Teeth are for talking

3. Ask: How can you show someone that you are happy without talking?
   Learning goal: Teeth are for smiling and looking good.

Activity 2
Hand out toothbrush log for children to take home. Ask them to fill it out for one month. After one-month, collect all the toothbrush logs and handout Brushing Award’s to students who brushed every day for one month!

Lesson Plan #2: Healthy Snacks

Children will learn:
- About the four Food Groups and the “Other Foods” category
- About healthy and unhealthy snacks
- About the causes of tooth decay and the acid chain

Materials:
- “Causes of Tooth Decay” enlarged model
- Magazines for children to cut-out pictures of a variety of snack foods
- “Causes of Tooth Decay” student worksheet
- “Choose Healthy Snacks” student worksheet

Handouts for children to bring home:
- Fact sheet - Snacking and Dental Health

Key Messages:
- It is important to eat snacks that have foods from at least two of the four food groups
- Snacks that are sweet, sticky, and contain molasses, syrup or dried fruit should be discouraged unless child can brush their teeth shortly after eating.
- Even a small amount of sugar between meals can damage teeth by causing decay.
- When sugar and germs (bacteria) mix, they produce acid that damages the tooth’s hard outer layer (enamel). The longer they work together, the more they hurt your teeth. When the damage is severe and a hole is made in the enamel, a cavity is created.

Methods:
Activity 1
1. Discuss the four Food Groups and the “Other Foods” category with children. Provide them with examples of great snacks.
   - Great Snacks: fruits & vegetables with yogurt dip, crackers and cheese.
   - Remind children to be cautious of sweet, sticky snacks because even a small amount of sugar eaten between meals damages teeth. Snacks with molasses,
syrup and dried fruits that stick to teeth should only be provided if children can brush their teeth shortly after eating.
2. Get children to brainstorm a list of healthy snacks that are good for teeth.
3. Write all ideas on the blackboard (for snack ideas that are not healthy choices for teeth, start another list and explain why each may not be a good choice)
   • Ex) raisins may not be a good choice because they are high in sugar and stick to teeth.
4. Have students complete the “Choose Healthy Snacks” student worksheet.

**Activity 2**

1. Have students collect pictures of a variety of snack foods using magazines, books, etc.
2. Have the students place the foods in the appropriate categories and discuss their choices (categories= four food groups + other foods).
3. Discuss the ingredients of the snacks that belong in the “Other Foods” category
   • **Main ingredient:** Sugar
   • **What happens if we eat too much sugar?** Tooth decay

**Activity 3**

Introduce the “Causes of Tooth Decay” student worksheet. Refer to the enlarged models to introduce the acid chain and explain the process of tooth decay.

**Process of tooth decay**

1. Tooth plaque (bacteria) mixes with sugar that you eat
2. The mixture of plaque and sugar produce acid
3. After some time, acid begins dissolving the outer layer of your teeth leading to holes/decay and ultimately cavities.
   • The longer plaque and sugar mix together, the more they hurt your teeth.
   • That’s why we need to brush our teeth after eating snacks with sugar.
Grade 2 – Taking Care of our Teeth

Lesson Plan #1: A Visit to the Dentist

Children will learn:
- The importance of visiting the dentist or dental hygienist on a regular basis
- The types of services offered by the dental health team to help keep their teeth healthy

Materials:
- “Match the Dental Words” student worksheet

Handouts for children to bring home:
- Letter to Parents
- Toothbrushing Log

Key Messages:
- Taking care of one’s teeth can be a partnership with dentists and other dental professionals
- It is important to see the dentist at least once a year for a check-up (if possible).

Methods:
Activity 1

Ask students questions related to visiting the dentist:
1. Who has been to the dentist?
2. Who did you see at the dentist’s office?
   - Hygienist, dentist, receptionist/secretary, other children/patients
3. What kinds of tools did they use at the dentist’s office?
   - X-ray machine, Fluoride, polisher, light, sunglasses, gloves, mirror, explorer, chair, paper cup, dental floss, mask (avoid the word needle)
   
   Tip: List all ideas where everyone can see them.
4. Have students complete the “Match the Dental Words” student worksheet.
Lesson Plan #2: Healthy Eating & Toothbrushing

Children will learn:
- To identify healthy eating practices and use a decision-making model to make healthy choices
- About “protective foods” as well as “everyday” and “sometimes” foods
- To explain the negative effects of poor nutrition on healthy teeth and the importance of regular brushing
- How to brush their teeth properly

Materials:
- “Model Teeth” student worksheet
- “Everyday and Sometimes Food” student worksheet

Handouts for children to bring home:
- Fact sheet - Snacking and Dental Health

Key Messages:
- Eating sticky, sugary foods between meals is discouraged unless you are able to brush your teeth after eating them.
- It is better to eat sticky, sugary foods right after mealtime rather than between meals.
- Eating a piece of cheese after a meal or snack may protect teeth from cavities.
- Toothbrushing is one of the most effective ways of removing plaque from all surfaces of the teeth and takes two to three minutes to do properly.
- Brush your teeth twice a day—in the morning and in the evening before bed.
- Floss your teeth before bed, until the age of 10, have your parents help you.

Methods:
Activity 1
1. Explain the negative effects of sugar on teeth.
   - Whether the sugar is in candy, cookies, chocolate milk, dried fruits, raisin bread, or cereals, it can contribute to tooth decay.
   - Sugar + Plaque = Acid
   - Acid + Tooth Enamel = Tooth Decay
2. Ask students to consider the following
   - Discourage snacking on sticky, sugary foods between meals—such as dried fruit, and sweet sticky baked goods. Save these sweets for mealtime or when child can brush their teeth afterwards.
   - Avoid daylong nibbling because it provides a steady food supply to acid producing bacteria.

3. Discuss protective foods (cheese)
   - Eating a piece of cheese after a meal or snack can protect the teeth from cavities.
   - Cheddar, Swiss, Monterey jack, mozzarella, brie, Gouda and even blue cheese!
   - Contain ingredients that have been shown to protect teeth from acids and help keep teeth strong!

**Activity 2**

1. Discuss toothbrushing as a class.
   - **Why** is it important? Toothbrushing is one of the most effective ways of removing plaque from all surfaces of teeth.
   - **How many** times a day should we brush our teeth? Twice a day
   - **When** should we brush our teeth? In the morning and in the evening before bed.
   - **How long** does it take to brush our teeth? Takes two to three minutes to do properly.

2. Make your own model teeth using the “Model Teeth” sheet to show proper toothbrushing technique.
   - Grasp the brush handle in the palm of the hand, close to the brush head so that you can control it easily (ensure it is comfortable to hold)
   - Place the bristles of the toothbrush where the gums and teeth meet. Gently brush in a small circular motion over every tooth.
     - Make sure to stress the importance of cleaning all surfaces “outsides” (surface of teeth against cheek), “insides” (surface of teeth against tongue), “tops” (chewing surfaces)
     - Emphasize cleaning both the front AND back teeth.
     - Have them count five to ten strokes in each area.
**Activity 3**
Review good habits of toothbrushing with student.

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Grade 3 – The Progress of Tooth Decay

Lesson Plan #1: Tooth Anatomy

Children will learn:
• The anatomy of a tooth

Materials:
• “Parts of a Tooth” student worksheet

Key Messages:
• A tooth has many parts each with a specific job.

Methods:
Activity 1 - Parts of a Tooth
1. Go over the anatomy of a tooth:
   Tip: Draw a giant tooth on the blackboard so students can follow along (refer to “Parts of a Tooth” student worksheet)
   Enamel: The hard, white part of the tooth (outer layer). Dentin: The main part of the tooth (second layer).
   Crown: The top part of the tooth that you can see in your mouth.
   Gums: The soft, pink flesh around the tooth.
   Root: The bottom hidden part of the tooth that holds the tooth in place.
   Pulp: Where the nerves and blood vessels are found.
   Bone: Part that supports the tooth and holds the roots in place.
2. Have students complete the “Parts of a Tooth” student worksheet.

Lesson Plan #2: Plaque – What is it?

Children will learn:
• What plaque is and its relationship to tooth decay
• About the process of tooth decay

Materials:
• “Causes of Tooth decay” enlarged model
• “Progress of Tooth Decay” enlarged model
• “Tooth Decay” student worksheet
Key Messages:

- Plaque is a layer of bacteria and food debris that is constantly forming on the teeth.
- Plaque is the primary cause of two of the most common oral diseases: (1) tooth decay and (2) gum disease.
- If decay is left untreated it can spread from enamel, to dentin, and then to the pulp where an abscess may form at the root of the tooth.

Methods:

Activity 1: What is Plaque?

1. Explain to students what plaque is and why it is bad for our teeth.
   - **Plaque**: A soft, sticky, colorless layer of bacteria and food debris that is constantly forming on the teeth. Plaque is recognized as the primary cause of the two most common oral diseases: (1) tooth decay and (2) gum disease.
2. Using the "Causes of Tooth Decay" enlarged teachers' model, explain the relationship between plaque and dental decay
   - When sugary foods are eaten, the sugar reacts with the plaque bacteria to form acid.
   - The sticky plaque holds the acid to the tooth’s surface, allowing it to attack the tooth.
   - After repeated acid attacks, the surface of the tooth begins to dissolve, and a cavity is created.
3. Get students to describe a variety of ways to prevent tooth decay
   - Brushing, making appropriate food choices, rinsing the mouth, drinking water etc.

Activity 2: The Progress of Tooth Decay

1. Explain to students how tooth decay progresses from the tooth crown to root.
   - **Enamel** is broken down by acid.
   - If left untreated, the decay will spread into the **dentin**.
   - If still not treated, the decay penetrates the **pulp**.
   - An abscess may form at the **root** of the tooth and if not treated, the tooth can be destroyed.
   - **Tip**: Refer to “Progress of Tooth Decay” enlarged model and the drawing of the giant tooth on the blackboard so students can follow along (refer to “Parts of a Tooth” student worksheet)
2. Have students complete the “Tooth Decay” student worksheet.
Lesson Plan #3: Toothbrushing, Flossing & Fluoride

Children will learn:
- The importance of brushing and flossing
- How to floss their teeth properly.

Handouts for children to bring home:
- “Brushing Method” factsheet
- “Flossing Method” factsheet
- Letter to Parents

Key Messages:
- Toothbrushing is one of the most effective ways of removing plaque from all surfaces of the teeth and takes two to three minutes to do properly.
- Brush teeth twice a day—in the morning and in the evening before bed.
- Dental floss removes plaque and debris from between the teeth where the toothbrush can’t reach and should be done once a day.
- Fluoride makes your teeth stronger.
- Fluoride is found in toothpaste and Ottawa’s tap water.

Methods:
Activity 1: Toothbrushing

1. Ask:
   - Why is it important? Toothbrushing is one of the most effective ways of removing plaque from all surfaces of teeth.
     o Make sure to stress the importance of cleaning all surfaces: “outsides” (surface of teeth against cheek), “insides” (surface of teeth against tongue), “tops” (chewing surfaces)
     o Emphasize cleaning both the front AND back teeth.
   - How many times a day should we brush our teeth? Twice a day
   - When should we brush our teeth? In the morning and in the evening before bed.
   - How long does it take to brush our teeth? Takes two to three minutes to do properly.
2. Make your own model teeth using the “Model Teeth” sheet to show proper toothbrushing technique.
   - Grasp the brush handle in the palm of the hand, close to the brush head so that you can control it easily (ensure it is
comfortable to hold).

3. Place the bristles of the toothbrush where the gums and teeth meet. Gently brush in small circles, and then sweep away from the gum. 
   - Make sure to stress the importance of cleaning all surfaces: “outsides” (surface of teeth against cheek), “insides” (surface of teeth against tongue), “tops” (chewing surfaces).
   - Emphasize cleaning both the front AND back teeth. Have them count five to ten strokes in each area.

4. Review good habits of toothbrushing with students.

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**Activity 2: Flossing can be fun!**

1. Ask:
   - **Why** is it important? Flossing helps to clean our teeth and gums by removing plaque and debris from between the teeth where the toothbrush can’t reach. It helps to prevent gum disease by removing the plaque that builds up along the gumline.
   - **How many** times a day should we floss our teeth? Once a day.

2. Give each pair of students a piece of floss and get them to demonstrate flossing by flossing between each other’s fingers.
   - Emphasize the movement of the floss using a clean section of floss between each tooth.
   - Remind students that at first flossing their teeth may feel awkward, but with continuous practice they can develop this skill.

**Activity 3: Fluoride**

1. Explain the importance of fluoride.

   **Fluoride:** Fluoride makes the enamel in your teeth stronger and more resistant to acid. You can get fluoride from tap water, toothpaste that is approved by the Canadian Dental Association (CDA), and sometimes at the dental office.
2. **Experiment:**
   - Study the effects of acid on tooth enamel by placing eggshells in different liquids: vinegar, juice, soda, water, or other liquids, and compare the results.
   - Ask a student to “donate” a tooth that has fallen out and place it in a glass with a carbonated drink. Get students to predict what will happen to the tooth and observe it over time.
Student Worksheets
Causes of Tooth Decay

Cut out the following pieces and answer the tooth decay operation.

\[ + \quad = \]
\[ + \quad = \]
Choose Healthy Snacks

- Draw a line from the healthy snacks to the happy tooth.
- Draw a line from the snacks high in sugar to the sad tooth.
- Colour the pictures.
Healthy Snacks

Color by number:
1. yellow
2. orange
3. red
4. green

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Match the Dental Words

tooth  teeth  floss  dentist  toothbrush
gums  sugar  plaque  smile  toothpaste
cavity  bristles  dentures  x-ray  hygienist
filling
**Everyday and Sometimes Foods**

Everyday foods are not sticky, are low in sugar and healthy. Sometimes foods are sweet and sticky and can hurt teeth.

Color the tooth next to the everyday food GREEN. Color the tooth next to the sometimes food RED.

- **Raw fruits**
- **Pizza**
- **Candies**
- **Chocolate bar**
- **Ice cream**
- **Sandwiches**
- **Raw vegetables**
- **Cakes**
- **Pretzels**
- **Cheese**
- **Nuts**
- **Soft drink**
- **Milk**
- **Eggs**

**Remember:** GREEN means GO. Eat everyday foods often. RED means STOP. Brush after eating sometimes foods!
Connect the dots.
Color the picture.
Get My Toothpaste, Get My Brush
(Tune: Twinkle, Twinkle Little Star)

Get my toothpaste,
get my brush I won’t hurry,
I won’t rush
Making sure my teeth are clean
Front and back and in between
When I brush for quite a while
I will have a healthy smile.

Brush, Brush, Brush Your Teeth
(Tune: Row, Row, Row Your Boat)

Brush,
brush,
brush your teeth
Brush them twice a day
Round and round,
Round and round,
That’s the only way.

*Adapted from the Hastings & Prince Edward Counties Health Unit
Haliburton, Kawartha, Pine Ridge District Health Unit / Dental Services
KEEP YOUR SMILE HEALTHY
(Tune: London Bridge)

Brush your teeth twice everyday
everday
Brush your teeth twice a day
Especially at bedtime

Healthy foods make good snacks
make good snacks
Healthy foods make good snacks
Like cheese, fruits and veggies

The dentist should check your teeth
check your teeth
The dentist should check your teeth
To keep your smile healthy

Please be careful when you play
when you play
Please be careful when you play
Practice tooth safety.

*Adapted from the Hastings & Prince Edward Counties Health Unit
Haliburton, Kawartha, Pine Ridge District Health Unit / Dental Services
The Dentist's Song
(Tune: Row, Row, Row Your Boat)

Brush, brush, brush your teeth. Keep them clean each day. then you'll have a pretty smile, And healthy teeth all day

Brush, Brush, Brush Your Teeth
(Tune: Row, Row, Row Your Boat)

Brush, Brush, Brush Your Teeth, 'til they're shiny bright.
They'll by healthy, they'll be strong, if you treat them right.
The "Brush Your Teeth" Chant

If you get up in the morning at a quarter to one and you want to have a little fun,
You brush your teeth ch ch ch ch, ch ch ch ch....

If you get up in the morning at a quarter to two and you want to find something to do,
You brush your teeth ch ch ch ch, ch ch ch ch....

If you get up in the morning at a quarter to three and you want to hum a tweedle dee
dee,
You brush your teeth ch ch ch ch, ch ch ch ch....

If you get up in the morning at a quarter to four and you think you hear a knock at the door,
You brush your teeth ch ch ch ch, ch ch ch ch....

If you get up in the morning at a quarter to five and you just can’t wait to come alive,
You brush your teeth ch ch ch ch, ch ch ch ch....

ch ch....

http://www.youtube.com/watch?v=hip7BNghyeU&feature=related
A Toothbrush
(Tune: Yankee Doodle)

Of all things around the town,
A toothbrush is a dandy,
brush up and down and all around,
and stay away from candy!

Brush Our Teeth
(Tune: The wheels on the bus) (make brushing motion while singing)

This is the way we brush our teeth, brush our teeth, brush our teeth.
This is the way we brush our teeth so early in the morning.
Model Teeth

Colour the gums. Cut out around the model. Fold on all dotted lines. To glue model together, overlap matching letters on teeth. (example A on A etc.)

Adults have 32 permanent teeth: 16 upper and 16 lower. Incisors cut food, cuspids tear food, bicuspids crush food, and molars grind food.
Causes of Tooth Decay

Plaque + Sugar = Acid

Acid + Tooth = Cavities
Brushing Award

Presented

for doing a great job of brushing everyday for one month

Teacher: ____________________________  Date: ____________
Answer Sheet

Match the dental words

1. tooth  10. bristles
2. teeth  11. floss
3. toothache  12. gums
4. sugar  13. plaque
5. x-ray  14. dentures
6. cavity  15. dentist
7. filing  16. hygienist
8. smile  17. toothpaste
9. toothbrush

Everyday and Sometimes Foods

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<td>Pretzel</td>
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Handouts for Parents
Dear Parents,

We have just begun an exciting dental health education program designed to improve and maintain the oral health of your child. During the next few weeks, we will be participating in a variety of lessons and experiences that will encourage the development of good dental health habits and promote the idea that teeth are meant to last a lifetime.

So that you can reinforce our lessons, please look at the work that your child is bringing home.

The purpose of our lessons is to teach the functions of the mouth and the importance of proper brushing, healthy eating and regular dental visits.

To assist your child in developing the proper tooth brushing skills and to help prevent dental disease, I encourage you to supervise tooth brushing nightly. The enclosed tooth brushing chart is to help you and your child to keep track of daily brushing.

In order to prevent tooth decay and gum disease, it is important to remove plaque thoroughly. Brush at least twice a day (especially at night before bed).

Checklist:

- Thoroughly clean the mouth by brushing at least twice a day.
- Encourage children to brush after meals and snacks when possible.
- Use a Fluoride toothpaste daily. Only a pea size amount is needed.
- Eat a balanced diet and avoid sticky sugar-rich foods.
- Visit the dentist on a regular basis.

Visit www.ottawa.ca/dental to view the calendar for community dental screenings.

Sincerely,
# Glossary of Terms

<table>
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<th>Term</th>
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<td><strong>Acid</strong></td>
<td>A substance, which makes a corrosive etching effect on the tooth surface. When food with sugar is eaten, bacteria in plaque break down the food and change the sugar to acid.</td>
</tr>
<tr>
<td><strong>Bacteria</strong></td>
<td>Microscopic organisms of many different types and shapes, some of which are capable of producing disease and acids.</td>
</tr>
<tr>
<td><strong>Bicuspid</strong></td>
<td>A permanent tooth with two points or cusps; it is shaped for tearing and grinding food.</td>
</tr>
<tr>
<td><strong>Braces</strong></td>
<td>The dentist places “bands” and wire springs on teeth to move them into their correct position. This improves the appearance and functioning of the teeth.</td>
</tr>
<tr>
<td><strong>Breakfast</strong></td>
<td>The first meal of the day. Including fruit, grains and milk will provide important nutrients for the day.</td>
</tr>
<tr>
<td><strong>Calcium</strong></td>
<td>An essential mineral that functions throughout the tissues of the body. It is especially important in providing strength and hardness to bones and teeth.</td>
</tr>
<tr>
<td><strong>Canada’s Food Guide to healthy Eating</strong></td>
<td>A rainbow that shows that different food groups to healthy are the basis of a healthy eating pattern. The Food Guide gives direction on which foods to emphasize and how to expand the range of foods to eat.</td>
</tr>
<tr>
<td><strong>Cavities/Tooth Decay</strong></td>
<td>What happens when acid produced by bacteria decalcifies (weakens) the tooth.</td>
</tr>
<tr>
<td><strong>Cementum</strong></td>
<td>The thin bone-like covering of the root of the tooth.</td>
</tr>
<tr>
<td><strong>Combination Foods</strong></td>
<td>Recipes made with foods from two or more food groups, such as pizza, tuna sandwich, carrot muffins and lasagna.</td>
</tr>
<tr>
<td><strong>Dental Assistant</strong></td>
<td>A person who teaches people how to prevent dental disease, prepares patients, sterilizes equipment, helps dentist examine teeth and take x-ray pictures.</td>
</tr>
<tr>
<td><strong>Dental Hygienist</strong></td>
<td>A person who teaches people how to prevent dental disease, cleans teeth, applies fluoride, and takes x-ray pictures.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dentin</td>
<td>a bone-like tissue that underlies and supports the enamel in a tooth</td>
</tr>
<tr>
<td>Dentist</td>
<td>a person who teaches people how to prevent dental disease, examines teeth, treats decayed teeth and other oral diseases and problems.</td>
</tr>
<tr>
<td>Dental Floss</td>
<td>a special nylon thread used to clean plaque and food from the sides of the teeth.</td>
</tr>
<tr>
<td>Enamel</td>
<td>the very hard outer covering of the crown of the tooth. It is the hardest tissue in the body.</td>
</tr>
<tr>
<td>Eruption</td>
<td>the natural passage of the tooth through the gum into the mouth.</td>
</tr>
<tr>
<td>Explorer</td>
<td>a fine blunt metal instrument used by the dental professional to help find defects in the enamel surfaces of teeth.</td>
</tr>
<tr>
<td>Everyday Foods</td>
<td>a variety of nutrient-dense foods from each food group and the Other Foods category. Examples include whole grain cereals, pasta, rice, vegetables, fruit, lower fat milk products, leaner meats, beans, and water.</td>
</tr>
<tr>
<td>Filling</td>
<td>a material inserted in the prepared cavity of a tooth. May be gold, amalgam, cement, plastic (composite), or porcelain.</td>
</tr>
<tr>
<td>First Permanent Molars</td>
<td>the first permanent back teeth that appear in the mouth. They are guides for the position of the rest of the permanent teeth.</td>
</tr>
<tr>
<td>Fluoride</td>
<td>a nutrient that occurs naturally in some water sources and many foods. It functions to make teeth more resistant to decay.</td>
</tr>
<tr>
<td>Gums</td>
<td>the tissue that covers the bone of the upper and lower jaws and surrounds the necks of the teeth.</td>
</tr>
<tr>
<td>Gingivitis</td>
<td>inflammation of the gums</td>
</tr>
<tr>
<td>Incisors</td>
<td>the four front teeth in each jaw, shaped for biting and cutting food.</td>
</tr>
<tr>
<td>Malnutrition</td>
<td>an inadequate or excessive intake of Calories or one or more nutrient.</td>
</tr>
<tr>
<td>Molars</td>
<td>the eight primary or twelve permanent teeth, farthest back in the jaw that are shaped for grinding food.</td>
</tr>
<tr>
<td>Mouth Guard</td>
<td>fitted, flexible mouth and tooth protector to prevent mouth injury. Used when playing in contact sports.</td>
</tr>
<tr>
<td>Mouthwash</td>
<td>a substance that temporarily freshens breath and the mouth. It does not remove plaque.</td>
</tr>
<tr>
<td><strong>Nutrient</strong></td>
<td>a chemical substance found in food that is used by the body for growth and health. Nutrients provide energy, serve as building material, and help maintain or repair body parts. Nutrients include water, carbohydrates, fats, proteins, vitamins, and minerals.</td>
</tr>
<tr>
<td><strong>Nutrition</strong></td>
<td>the study of the nutrients in foods and in the body. The study of human behaviors related to food.</td>
</tr>
<tr>
<td><strong>Permanent Teeth</strong></td>
<td>teeth meant to last a lifetime. The first permanent tooth appears in the mouth at six years of age. They replace primary teeth that are lost naturally. An individual can have up to 32 permanent teeth.</td>
</tr>
<tr>
<td><strong>Physical Activity</strong></td>
<td>movement of the body. Doing a variety of endurance activities (for the heart, lungs and circulatory system), flexibility activities, and strength activities (for muscles, bones and posture) help to keep the body healthy.</td>
</tr>
<tr>
<td><strong>Pits and Grooves</strong></td>
<td>natural crevices and grooves on the surfaces of the teeth.</td>
</tr>
<tr>
<td><strong>Plaque</strong></td>
<td>a soft sticky, colorless layer of harmful bacteria and its by-products that are always forming on teeth.</td>
</tr>
<tr>
<td><strong>Primary Teeth</strong></td>
<td>the first set of teeth developed by a child, which usually erupts between 6 and 33 months old.</td>
</tr>
<tr>
<td><strong>Pulps</strong></td>
<td>innermost tissues of the tooth contained in the root canal that include nerves and blood vessels.</td>
</tr>
<tr>
<td><strong>Recipe</strong></td>
<td>a list of ingredients and directions to make a food (e.g., soup, cookies, spaghetti sauce).</td>
</tr>
<tr>
<td><strong>Root</strong></td>
<td>the part of the tooth that anchors it in the jawbone.</td>
</tr>
<tr>
<td><strong>Saliva</strong></td>
<td>a watery substance in the mouth that helps lubricate chewed food making it easier to swallow.</td>
</tr>
<tr>
<td><strong>Sealant</strong></td>
<td>a plastic coating that is painted on the chewing surfaces of the back teeth to protect them against cavities.</td>
</tr>
<tr>
<td><strong>Snack</strong></td>
<td>a light meal that can be an important part of healthy eating for growing children. Examples of snacks are cut-up raw vegetables or crackers with yogurt dip, fruit,</td>
</tr>
<tr>
<td>Sometimes Foods</td>
<td>foods from the food groups and/or Other Foods category which are high in energy and not very nutrient-dense, such as cookies, cake, potato chips, cream cheese, fruit drinks, pop, and fruit leathers.</td>
</tr>
<tr>
<td>-------------------------------------</td>
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</tr>
<tr>
<td>Variety</td>
<td>choosing many different kinds of foods, prepared in different ways. Variety promotes an adequate intake of essential nutrients, the use of cuisine’s from different ethno-cultural groups, and the positive and pleasurable aspects of eating.</td>
</tr>
<tr>
<td>X-ray</td>
<td>x-ray photograph producing shadow images on a film; in the dental office, it is used as an aid to diagnosis and treatment.</td>
</tr>
</tbody>
</table>
Resources

Dental Health Websites

**Background Information**

- ottawa.ca/dental
- www.ada.org (American Dental Association)
- www.cda-adc.ca (Canadian Dental Association)
- www.cdc.gov/oralhealth (Centre of Disease Control and Prevention)
- www.cdha.ca (Canadian Dental Hygienist Association)
- www.dentalcare.ca (Dental care resources from Crest and Oral-B Professional)
- www.mndental.org (Minnesota Dental Association)

**Interactive Sites for Students**

- http://kids-world.colgatepalmolive.com
- www.healthyteeth.org

**Curriculum Ressources**

- http://edhelper.com/teeth.htm
- https://www.halton.ca/For-Residents/Public-Health/Oral-Health/Oral-Health-Education-Resources-for-Teachers-and-E (Grade 1 to Grade 8)
- www.toronto.ca/health/dental/resources.htm

The above Web sites contain information created, published, maintained or otherwise posted by institutions and organizations independent of the City of Ottawa. No guarantee can be made as to the accuracy or availability of these Web sites.

**Dental Video Links**

- Flossing: https://www.youtube.com/watch?v=noExCv6n2oc
- Good Dental Health: https://www.youtube.com/watch?v=mXqlpP0gnaY
- Children Brushing: https://www.youtube.com/watch?v=BAvDmgyfYUU
- Adult Brushing: https://www.youtube.com/watch?v=leVF5RYj42Y
- School Screening: https://www.youtube.com/watch?v=ldQpy7ejJs
- Keep Your Teeth For Life 2013: https://www.youtube.com/watch?v=7gJwkGmLQHo