

LESSON THREE: ORAL HYGIENE

FOCUS:

To minimize tooth decay and periodontal disease (see Lesson 5—Pathology—for more information on tooth decay and periodontal disease), the most important thing we can regularly do is keep up with our oral hygiene; proper daily brushing and flossing is a must.

OBJECTIVE: The students will:

- ▶ model proper techniques of brushing and flushing

ACTIVITY 3A: ORAL HYGIENCE IN CHILDREN'S BOOKS

Read a children's book on oral health. In groups have the students respond to the questions on the attached handout. When all groups have completed the group work, have a group presentation.

Book Suggestions:

The Berenstain Bears Visit the Dentist by Stan & Jan Berenstain

Open Wide: Tooth School Inside by Laurie Keller

Tusk! Tusk! by Annie Mitra

ACTIVITY 3B: BRUSHING AND FLOSSING

Guidelines for brushing and flossing; demonstration on big model of teeth. Use the worksheet “Steps for Caring for Your Teeth” to help you with this procedure. Have the students write a “how to” brochure on brushing and flossing. Include art work in your brochure. Point out that not practicing good oral health will lead to **BAD BREATH!!** OR, if you can have a dentist or hygienist visit, use activity 3C.

ACTIVITY 3C: ORAL HEALTH GUEST SPEAKER

Invite a dentist or oral hygienist to visit the class and talk about their career choices in the dental profession. Have the dentist or oral hygienist demonstrate proper techniques for brushing and flossing. Students will take notes in their journals on the techniques and procedures taught by the visitors. Students will respond to the questions using the notes they took when the dentist and the oral hygienist visited. See the “Guest Speaker Activity Sheet.” Then have the students write a “how to” brochure on brushing and flossing. Include art work in your brochure.

ACTIVITY 3D: ORAL HEALTH CARE RECORD

Have the students keep a dental health care record of their oral hygiene habits for one week. Give each student a copy of the “Oral Health Care Record” and have them record their oral health care habits and the habits of one other family member. Inform the students that they will return their results at the end of one week. Have the students record the times of day they brushed and flossed, as well as the family member. Have the students record in their journals what they observed from keeping track of their oral health care record for one week. Have them also write about the observations and com-

ments the family member made about the oral health record. Have them also pledge what they will do in the future to continue to practice good oral health care habits at home, to encourage other family members to do the same, and to visit a dentist for a checkup and cleaning.

ACTIVITY 3E: DENTAL CHILDHOOD EVENTS—WRITING

Have the students write about a time they visited a dentist for a checkup. Was the experience positive or negative? Did they return? Students may also write about the first tooth they lost. What was it like? Where did it happen? Do they still have their baby teeth that fell out? They may also write about their belief in the tooth fairy and their experiences with the tooth fairy. Is it good for children to believe in the tooth fairy? Support your responses.

ACTIVITY 3F: ORAL HEALTH POSTERS

Have students make public education posters to hang around the school on oral health. Various topics can include: the importance of brushing and flossing on nutrition and appearance; effects of smokeless tobacco on the mouth (*leads to cancer and ulcerations*); the use of protective devices, such as mouthguards for sports; chewing gum—is it good or bad for teeth?; and early child care (*leaving baby bottles full of juice or formula in a baby’s mouth at night harms primary teeth; improper care of primary teeth can lead to a bad start for permanent teeth.*)

CHILDREN'S BOOK GROUP ACTIVITY

In your groups complete the following activities. After you have completed your group task, the group will provide a group presentation to the class. All group work will be displayed on a poster board to be hung on the team bulletin board.

1. List the who, what, when, and where of the story.
2. Describe the setting of the book.
3. Write a commercial on the importance of good oral hygiene.
4. Compare and contrast the way the character thinks and acts at the beginning of the story to the way the character thinks and acts at the end of the story. Use the Venn diagram to complete this activity.
5. Pretend that you and the character are having a conversation about oral hygiene. Write the dialogue for your conversation. (Must be acted out before the class.)
6. Did you like or dislike the story? Justify your answer.



STEPS FOR CARING FOR YOUR TEETH: BRUSHING AND FLOSSING



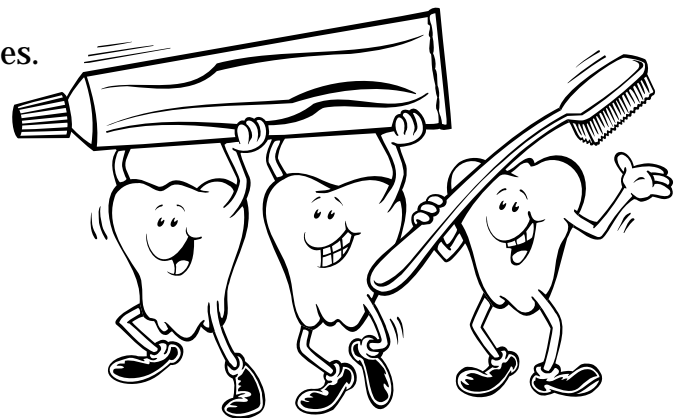
BRUSHING:

1. Choose a toothbrush with soft bristles. Hard bristles may irritate your gums.
2. Place the toothbrush with the end of the bristles where the teeth and gums meet, angling the brush towards the gums. Move the brush in short, slow, back and forth motions. Do not scrub back and forth.
3. Start brushing the teeth on the upper right side of your mouth. First brush the outside, or cheek side of all your teeth. Remember to place the bristles where the teeth and gums meet, and gently wiggle back and forth.
4. The toothbrush reaches only two or three teeth at one time. So clean two teeth and move to the next two. Keep doing this until you have cleaned the last tooth on the upper left side. Now, do the same thing on the lower teeth.
5. Now move the toothbrush to the upper right side of your mouth, this time on the inside, or tongue side of the teeth. This may seem awkward at first, but practice will make it seem less awkward. Remember to place the bristles where the teeth and gums meet and gently wiggle the brush back and forth. Brush two teeth at a time until the last tooth on the upper left side is cleaned. Now move to the lower teeth.
6. It is easier to brush the tongue side of your front teeth (upper and lower) by using the “toe” end of the toothbrush. Next, brush the chewing surfaces of the upper and lower teeth. First the upper right then the upper left. Now the lower right and lower left. The last part of the mouth to brush is the tongue. The tongue is important to brush because millions of germs live on it.

FLOSSING:

The plaque in-between the teeth cannot be cleaned with the bristles of a toothbrush. The in-between surfaces must be cleaned with **dental floss**.

1. Place the floss between your teeth. Gently slide it towards your gums until you can feel the floss under your gums.
2. Move the floss up and down several times.
3. Clean each tooth the same way.



ORAL HEALTH CARE RECORD



NAME:

NAME:

MONDAY:

BRUSHING: ____/____

FLOSSING: ____/____

MONDAY:

BRUSHING: ____/____

FLOSSING: ____/____

TUESDAY:

BRUSHING: ____/____

FLOSSING: ____/____

TUESDAY:

BRUSHING: ____/____

FLOSSING: ____/____

WEDNESDAY:

BRUSHING: ____/____

FLOSSING: ____/____

WEDNESDAY:

BRUSHING: ____/____

FLOSSING: ____/____

THURSDAY:

BRUSHING: ____/____

FLOSSING: ____/____

THURSDAY:

BRUSHING: ____/____

FLOSSING: ____/____

FRIDAY:

BRUSHING: ____/____

FLOSSING: ____/____

FRIDAY:

BRUSHING: ____/____

FLOSSING: ____/____

SATURDAY:

BRUSHING: ____/____

FLOSSING: ____/____

SATURDAY:

BRUSHING: ____/____

FLOSSING: ____/____

SUNDAY:

BRUSHING: ____/____

FLOSSING: ____/____

SUNDAY:

BRUSHING: ____/____

FLOSSING: ____/____

ORAL HEALTH GUEST SPEAKER ACTIVITY SHEET



WAS I LISTENING?

Select two of the following activities to demonstrate that you understood the information the guest speaker presented and that you were listening to the presentation given by the guest speaker.

1. List five facts that you learned from the speaker.

2. In detail describe one aspect of the presentation that will be helpful to you now and in the future.

3. If you were asked to improve the presentation given by the speaker, how would you do this? Explain your ideas.

4. Was having the guest speaker beneficial to you and your personal needs concerning oral health? Explain why or why not.