

**GRADE 5**

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**DENTAL HEALTH**

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**DENTAL HEALTH****GRADE: 5****LESSON: 1****THEME: ORAL HYGIENE**

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**CONCEPT:** REGULAR PRACTICE OF EFFECTIVE ORAL HYGIENE PROMOTES DENTAL HEALTH

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**PREPARATION:** 1 A class set of toothbrushes, disclosing tablets, floss, toothpaste, oral hand mirrors  
2 Prepare a class set of Rating My Brushing and Flossing (Activity Sheet D38)  
3. Prepare an overhead transparency of Tooth Decay Process (Activity Sheet D39)

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**VOCABULARY:** debris, plaque, disclosing tablet

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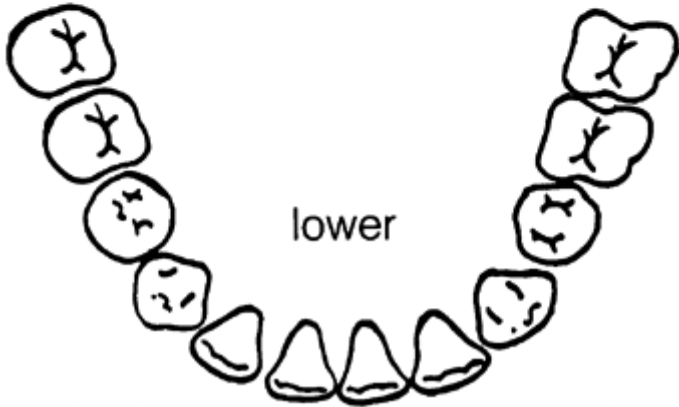
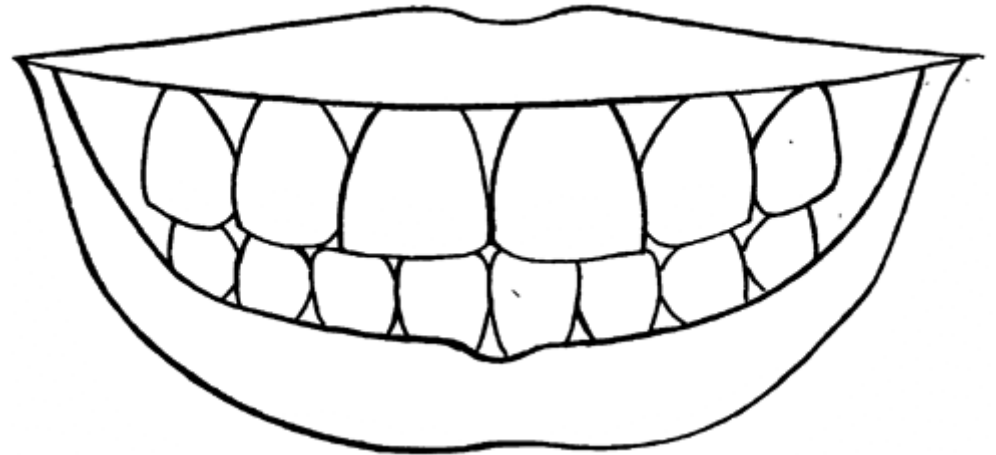
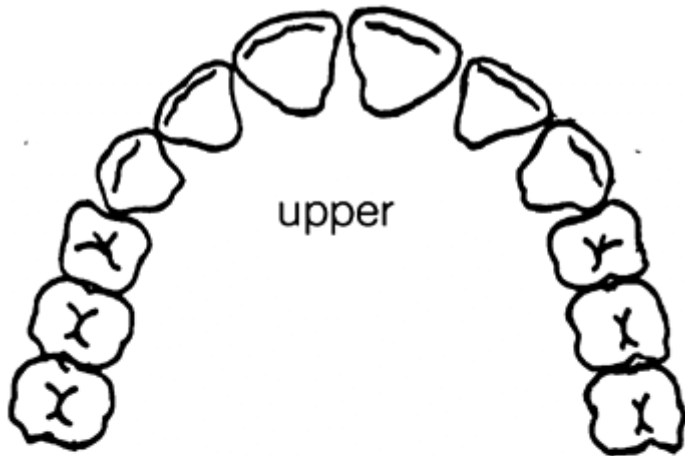
<b>OBJECTIVES</b>	<b>STUDENT ACTIVITIES</b>	<b>TEACHER NOTES</b>
Students will be able to:  i) appraise toothbrushing and flossing skills	Students:  1. Floss and brush teeth thoroughly  2. Complete Rating My Flossing and Brushing worksheet.  3. Floss and brush teeth thoroughly to remove any remaining plaque	Background Information Page - D26 to D29  <i>Without</i> reviewing proper flossing and brushing techniques have students floss and brush their teeth - don't tell them which to do first.  Refer to Activity Sheet D38  Have students chew disclosing tablets and use hand mirrors to locate plaque (areas stained red).  Have students record plaque areas on Activity Sheet D38  Review proper flossing and brushing techniques.  Have students floss and brush their teeth again to remove remaining plaque from teeth.

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>4. Discuss why thorough daily brushing and flossing of teeth is important.</p>	<p>Refer to Activity Sheet D39.</p> <p>Flossing and brushing are important because they remove food debris and plaque from the teeth.</p> <p>Plaque is the leading cause of tooth decay. Review this concept using an overhead transparency of Activity Sheet D39 (This is a review of grade 4.)</p> <p>Daily flossing and brushing help teeth last a lifetime. Teachers are encouraged to provide a brushing program at school to support the home in promoting positive dental health behaviours.</p>

# RATING MY BRUSHING AND FLOSSING

D38

Directions: Shade in areas where plaque is still on your teeth.



Areas to improve my flossing and brushing are:

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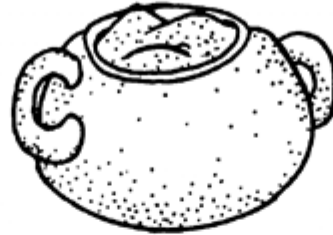
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# TOOTH DECAY PROCESS



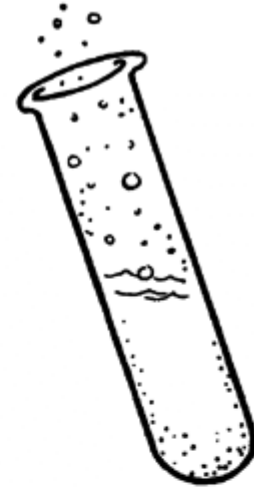
plaque

+

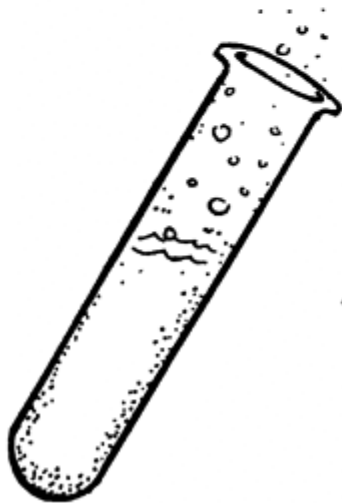


sugar

=

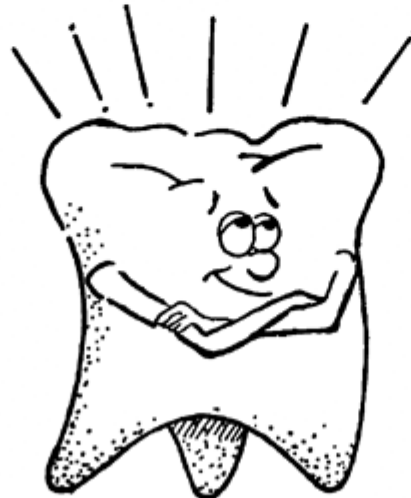


acid



acid

+



tooth

=



tooth decay

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**DENTAL HEALTH****GRADE: 5****LESSON: 2****THEME: FACTORS AFFECTING DENTAL HEALTH**

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**CONCEPT:** USE OF TOBACCO PRODUCTS AFFECTS ORAL HEALTH

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**PREPARATION:** 1. Transparent, squeezable, plastic container with lid, such as a window cleaner container, ball point pen barrel, cotton ball, cigarette, matches, ashtray  
2. Cigarettes, matches, glass jar with holes in lid  
3. Prior to class invite a health professional to talk about the effects of tobacco on oral health

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**VOCABULARY:** tobacco products (cigarettes, snuff, chewing tobacco), residue, tar, nicotine, haiku

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<b>OBJECTIVES</b>	<b>STUDENT ACTIVITIES</b>	<b>TEACHER NOTES</b>
Students will be able to:  i) identify the effects of tobacco products on oral health	Students:  1 Observe a demonstration of the residue left on the teeth after using tobacco.	Background Information: Page - D34  Choose one of the following experiments.  <b>Experiment #1:</b>  The following experiment is a bit tricky to set up, but is very effective if you persevere.  <b>Purpose:</b> To show the accumulation of tar in cotton balls.

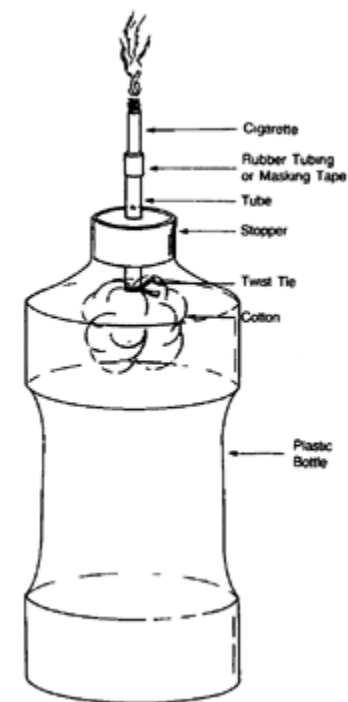
**OBJECTIVES****STUDENT ACTIVITIES****TEACHER NOTES****Equipment:**

- 1 Plastic window cleaner container, or other empty plastic container, transparent if possible and squeezable
- 2 Ball point pen barrel or other tubing approximately the size of a cigarette
- 3 Cotton ball, or cotton from a medicine bottle
- 4 Cigarettes and matches
- 5 Ashtray or other item to catch ashes

**Procedure:**

You may wish to conduct experiments outside or with the windows open to avoid side stream smoke.

1. Rinse the container thoroughly.
2. Drill an opening in the cap of the container to fit the tubing into the cap.
3. Place the tubing in the opening and seal tight with cement or clay if needed.
4. Insert loosely packed cotton ball into tubing (Cotton may protrude into container ).
5. Insert cigarette into open end of tubing
6. Press firmly on the plastic container to force air out, light the cigarette, and then proceed with slow and regular pumping action, until cigarette is smoked.
7. Withdraw cotton from tubing to show accumulation of tar.
8. Pass container around for individuals to smell and to observe that smoke continues to be expelled for a period of time.



OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
		<p><b>Variation:</b></p> <ol style="list-style-type: none"> <li>1. Divide into groups and conduct several experiments keeping close supervision for safety.</li> <li>2. Compare filter and non-filter cigarettes, as well as different brands of cigarettes.</li> </ol> <p><b>Key Points for Discussion:</b></p> <ol style="list-style-type: none"> <li>1. What happens to your teeth when you smoke</li> <li>2. Why do some brands leave a darker stain on the cotton? (Stronger brands have more tar and nicotine.)</li> <li>3. Consider this effect multiplied by 20 or 30 times per day for 5, 10, or 20 years</li> </ol> <p><b>Source:</b> American School Health Association</p> <p><b>Experiment # 2:</b></p> <p><b>Purpose:</b> To show the accumulation of tar and nicotine on glass.</p> <p><b>Equipment:</b></p> <ol style="list-style-type: none"> <li>1. Small glass jar with holes in lid</li> <li>2. Strong cigarette, matches</li> </ol> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Place cigarette inside the small clear glass jar.</li> <li>2. Ignite the cigarette and place lid on jar.</li> <li>3. Allow the cigarette to burn.</li> <li>4. Observations can be made about the smell and residue left on the inner glass.</li> <li>5. Have students feel and smell the nicotine-tar residue.</li> </ol> <p><b>Key Points for Discussion:</b></p> <ol style="list-style-type: none"> <li>1. What happens to your teeth when you smoke ?</li> </ol>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES						
	<p>2. Discuss observations and draw conclusions about the effects of tobacco on teeth.</p> <p>3. Discuss effects of tobacco products on oral health.</p>	<p>2. Why do some brands leave a darker stain on the cotton? (Stronger brands have more tar and nicotine.)</p> <p>3. Consider this effect multiplied by 20 or 30 times per day for 5, 10, or 20 years.</p> <p>Lead students to conclude that residue from smoking is deposited on the teeth (and lungs) of a smoker.</p> <p>Ask the question, "What does smoking do to your teeth and mouth" Students respond:</p> <p>Smoking _____.</p> <p>e. g.,</p> <table border="0"> <tr> <td>- makes teeth yellow</td> <td>- leaves tar on teeth</td> </tr> <tr> <td>- causes bad breath</td> <td>- makes teeth dirty</td> </tr> <tr> <td>- leaves nicotine on teeth</td> <td>- etc</td> </tr> </table> <p>Explain that this happens with both smoked <b>and</b> smokeless tobacco.</p> <p>Brainstorm with students effects of tobacco products on oral health These should include:</p> <ul style="list-style-type: none"> <li>- stained teeth</li> <li>- cancer of mouth, tongue, throat</li> <li>- gum disease</li> <li>- bad breath</li> <li>- poor tastebuds</li> <li>- residue left on tongue</li> </ul> <p>Invite a health professional to discuss the effects of tobacco products on oral health.</p>	- makes teeth yellow	- leaves tar on teeth	- causes bad breath	- makes teeth dirty	- leaves nicotine on teeth	- etc
- makes teeth yellow	- leaves tar on teeth							
- causes bad breath	- makes teeth dirty							
- leaves nicotine on teeth	- etc							

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
		<p>Make up a poem or haiku about the effects of tobacco products on teeth .This may be done as a class or individually.</p> <p>Haiku has 3 unrhymed lines of 5, 7 and 5 syllables respectively.</p> <p>e.g .</p> <p>smelly, stinky tar yellow, brown, horrible teeth don't smoke, don't smoke, No</p>

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**DENTAL HEALTH****GRADE: 5****LESSON: 3****THEME: DENTAL SERVICES AND PRODUCTS**

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**CONCEPT:** APPROVED DENTAL PRODUCTS PROMOTE DENTAL HEALTH

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- PREPARATION:**
1. Prior to class arrange a field trip to a local store that sells dental products
  2. Check with local health authorities about fluorides in local water supply
  3. Materials for homemade toothpaste. small containers, measuring spoons, salt, baking soda, peppermint oil, spoons
  4. Class set of toothbrushes
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**VOCABULARY:** bristles, rinses, advantages, disadvantages, abrasive, CDA approved, texture

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<b>OBJECTIVES</b>	<b>STUDENT ACTIVITIES</b>	<b>TEACHER NOTES</b>
Students will be able to:  i) state the benefits and any disadvantages of dental health products	Students:  1. Visit the local store and make a list of all dental health products available. Identify products approved by the Canadian Dental Association.	Background Information: Page - D34  Have students visit the local store(s) and make a list of all dental products available. These should include: brands of toothpaste, mouth washes, brushes, floss, tape, water piks, fluoride products.  CDA approved products bear the CDA seal and contain fluoride. They include toothpaste and fluoride products (tablets, drops, vitamins, rinses and gels).  

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**OBJECTIVES****STUDENT ACTIVITIES****TEACHER NOTES**

2. Explain benefits and disadvantages of dental health products.

Record student responses using an experience chart as illustrated.

<b>Product</b>	<b>Advantages</b>	<b>Disadvantages</b>
toothbrush	<ul style="list-style-type: none"> <li>- soft round bristles clean teeth without damaging enamel or gums</li> <li>- removes food debris</li> </ul>	<ul style="list-style-type: none"> <li>- old toothbrushes do not clean properly</li> <li>- may damage enamel and gums</li> </ul>
f loss	<ul style="list-style-type: none"> <li>- removes plaque at gum line</li> <li>- cleans between teeth</li> </ul>	<ul style="list-style-type: none"> <li>- may cause gum damage if used improperly</li> </ul>
water pik	<ul style="list-style-type: none"> <li>- cleans gum line and braces</li> </ul>	<ul style="list-style-type: none"> <li>- may cause gum damage if used improperly</li> <li>- expensive</li> </ul>
rinses	<ul style="list-style-type: none"> <li>- fluoride rinses, mouth washes</li> </ul>	<ul style="list-style-type: none"> <li>- fluoridated dental products not necessary if local water supplies contain fluorides*</li> </ul>

\* Check with local nursing station or dental clinic

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
ii) prepare a home-made toothpaste	3. Learn the poem "Brushes Are Good ."  4. Prepare a home-made toothpaste Discuss the taste and texture and how well it works	<p>Have students learn the following poem, or make up their own.</p> <p style="text-align: center;"><b>Brushes Are Good...</b></p> <p>Brushes are good if the bristles are soft,            But if they are hard your enamel is lost            Be gentle with floss when you get rid of plaque            You don't want your gums to think they're attacked.            A water pik's neat if you've got the dough,            And mouth wash is good when fluoride is low.</p> <p style="text-align: right;">- Barbara Hall</p> <p><b>Equipment:</b></p> <ol style="list-style-type: none"> <li>1. small container</li> <li>2. 30 ml baking soda</li> <li>3. 5 ml salt</li> <li>4. several drops of peppermint or wintergreen oil</li> </ol> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. In small groups measure and place the ingredients into the small container .</li> <li>2. Mix thoroughly. Have students brush with the toothpaste.</li> </ol> <p>Brainstorm with students how the toothpaste tastes, smells, feels and works.</p> <p>Have students respond using the sentence pattern:</p> <p style="padding-left: 40px;">Homemade toothpaste _____.</p> <p><b>Note:</b> This toothpaste is extremely abrasive to tooth enamel if used on a daily basis, but can be used periodically.</p>

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**DENTAL HEALTH****GRADE: 5****LESSON: 4****THEME: DENTAL SERVICES AND PRODUCTS**

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**CONCEPT:** DENTAL HEALTH WORKERS PLAY AN IMPORTANT ROLE IN DENTAL HEALTH CARE

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**PREPARATION:** 1. Flashlight

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**VOCABULARY:** cavities

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<b>OBJECTIVES</b>	<b>STUDENT ACTIVITIES</b>	<b>TEACHER NOTES</b>
Students will be able to:  i) identify the roles of dental health professionals	Students:  1. List the tasks performed by dental health workers.	Background Information : Page - D35 to D36  Ask students to recall visits to the dental health worker or dentist and to list the things they do. Record responses on an overhead transparency using the sentence pattern.  My dentist (or dental health worker) ...  - looks for cavities - puts in a filling if I have a cavity - takes x-rays of my teeth - removes plaque from my teeth - checks to see if my gums are healthy - checks to see if my teeth are straight and properly spaced - teaches me how to brush and floss properly - teaches me what foods to eat to keep my teeth healthy

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
		<ul style="list-style-type: none"> <li>- polishes my teeth</li> <li>- tells me to come back in six months</li> </ul> <p>Using the ideas developed above, play Win, Lose or Draw.</p> <p>Following the model of the TV program of the same name.</p> <ol style="list-style-type: none"> <li>1. Divide students into two teams, Team A and Team B.</li> <li>2. Show one of the tasks on the overhead transparency to the first student on Team A.</li> <li>3. Using a flip chart and felt pen the student draws the task while his/her team-mates attempt to guess the dental health task being drawn.</li> <li>4. If Team A guesses correctly, the team gets 1 point.</li> <li>5. If, after 30 seconds, team A has not correctly guessed the task, Team B may guess <i>once</i>. If correct, Team B gets 1 point.</li> <li>6. Repeat for Team B.</li> <li>7. Continue alternating Team A and Team B until all dental health tasks have been drawn.</li> </ol> <p>For a large class, divide the class into 4 teams and run two separate games with the help of a classroom assistant or volunteer.</p>

OBJECTIVES	STUDENT ACTIVITIES	TEACHER NOTES
	<p>2. Make a bubble puzzle describing tasks performed by dental health workers.</p>	<p>Divide students into small groups. Using the ideas developed in Student Activity 1 have each group make a bubble puzzle such as the following:</p> <p style="text-align: center;"><b>My Dentist</b></p> <p style="text-align: center;"><i>Teaches me about goo (D) food</i></p> <p style="text-align: center;"><i>R (E) moves plaque</i></p> <p style="text-align: center;"><i>Remi (N) ds me to come back in six months</i></p> <p style="text-align: center;"><i>Fills cavi (T) ies</i></p> <p style="text-align: center;"><i>Checks if my teeth are stra (I) ght</i></p> <p style="text-align: center;"><i>Poli (S) hes my teeth</i></p> <p style="text-align: center;"><i>(T) akes x-rays</i></p> <p>Have them copy the puzzles into a large format and display in the school, nursing station or dental clinic.</p>