

LESSON IV-5: Taking Care of My Teeth

Student Learning Objectives:

- IV-16. Students will identify foods that promote dental health and will explain why these foods help keep teeth healthy.
- IV-17. Students will describe ways they can take care of their teeth.
- IV-18. Students will demonstrate effective tooth brushing and flossing.

Preparation

- Gather the needed materials.
- Select some food models that show foods that are good for teeth and some that are bad for teeth for Activity 1.
- Decide how you will divide the class into pairs for Activity 2.
- Duplicate enough copies of the Student Worksheet, Taking Care of My Teeth, so that each pair of students will get one.
- Duplicate the Family Resource Sheet so that each student will have a copy to take home at the conclusion of this lesson.

Materials

Resources

- Student Worksheet: Taking Care of My Teeth
- Teacher Key: Taking Care of My Teeth
- Food models, National Dairy Council
- Pamphlet: *Caring for Your Teeth and Gums* -OR- *Taking Care of Your Teeth and Gums*, (fourteen copies), American Dental Association
- Family Resource Sheet: Dental Health

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- Toothpaste, with fluoride (several tubes or boxes)
- Dental floss
- Crayons or markers
- Pencils or pens

Time: 30 minutes

Lesson Procedure

Introduction: 1 minute

Connect this lesson on food and dental health with the previous lessons on nutrition.

1. Share with the students:

We have learned a lot about the importance of eating a healthy diet. Did you know that the foods you eat can also help your teeth to stay healthy? One category of foods has very little nutritional value and is high in sugar. If you think that foods from this category are good for your teeth, chomp your teeth. That's right—foods from the Fats, Oils and Sweets category are not good for teeth.

Today we will find out how to choose foods that are good for our teeth, and we will learn other ways to care for our teeth.

Activity 1: 6 minutes

Contrast characteristics of foods that are bad for teeth versus foods that are good for teeth.

1. Describe the qualities that make foods good for teeth by stating:

Some foods are good for your teeth because they help keep them clean. These foods are crunchy like carrots. Other foods are good for dental health because they don't have much sugar, such as broccoli and chicken. Foods that contain calcium help teeth to grow strong. Milk and cheese have lots of calcium.

2. Describe the characteristics which make foods unhealthy for teeth by stating:

Other foods do not help keep teeth healthy. Foods that are sugary, such as candy, make it easier for cavities to form. Sticky foods, like raisins or marshmallows, are hard to remove from the teeth, so they also make it easier for cavities to form.

3. Select several food models which show foods from each category, such as milk, carrots, broccoli, raisins, and candy. Ask some student volunteers to come forward to hold up the food models when it is time.

4. Explain:

These students are going to show you some foods that you might eat. As each student holds up a food model, I'd like you to signal whether the food is good for your teeth or bad for your teeth. If you think it is good for your teeth, smile. If you think it is bad for your teeth, cover your mouth with your hand. Then, I will call on someone to explain why he/she gave that answer. Ready?

Ask the student volunteers to hold up the food models, one at a time. Give the students time to signal their answers, then call on a student to tell if the food is high in calcium, low in sugar, high in sugar, crunchy, or sticky.

Activity 2: 20 minutes

Learn ways to care for teeth.

1. Ask the students to find a partner. Distribute a Student *Worksheet (Taking Care of My Teeth)*, a pamphlet (*Caring for Your Teeth and Gums* or *Taking Care of Your Teeth and Gums*), and an eighteen inch length of dental floss to each pair. Place the toothpaste tubes around the room for the students to share.

2. Instruct the students:

We will be working in pairs to learn more about ways to care for our teeth. Your worksheets will tell you what to do. It will tell you when to read the pamphlet and discuss the information inside and when to do some practice activities. You will work together to complete the worksheet. You will have fifteen minutes.

3. Briefly, read over the directions on the Student Worksheet. Ask:

Do you have any questions about your task?

4. Signal the students when they have three minutes left to work. Indicate when time is up.

Closure: 3 minutes

- Summarize by calling on student pairs to share their answers to the questions on the Student Worksheet.
- Distribute the Family Resource Sheet for the students to take home to share with their families.
- State:

During our next health lesson, we will begin to learn about how our bodies digest food.

