

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

Sponsored by



LESSON 3.33

Taking Care of Teeth

Unit:
MISCELLANEOUS

PRECEPTS

- G. Physical Growth
 - G4. Set goals for long-term health



Lesson Type:
Small Group

NATIONAL STANDARDS

- CS.02.01.03.c. Evaluate personal lifestyle as related to long-term health.
- NL-ENG.K-12.12 – Applying Language Skills
- NT.K-12.5 – Technology Research Tools

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Explain the importance of properly brushing and flossing teeth.





TIME

Instruction time for this lesson: **25-30 minutes.**



RESOURCES

National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success.

ADHA – Kids stuff, main page. (2010). Kids stuff. Retrieved February 15, 2010, from American Dental Hygienists' Association website:
<http://www.adha.org/kidstuff/index.html>



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ PALS3.33.SG.AS.A - one for each student
- ✓ PALS3.33.SG.ASSESS.A - one for each student

KEY TERMS



The following term is presented in this lesson and appears in ***bold italics***:

Oral Hygiene



CONTENT OUTLINE

Objective 1. | Explain the importance of properly brushing and flossing teeth.

- I. Maintaining good ***oral hygiene***
 - A. ***Oral hygiene*** - practice of keeping the mouth and teeth clean
 - B. Examples of good ***oral hygiene***
 - 1. Brushing your teeth
 - 2. Flossing your teeth
 - 3. Regular visits with a dentist
 - C. Consequences of not maintaining good ***oral hygiene***
 - 1. Dental problems
 - a. Cavities
 - b. Gum disease
 - 2. Bad breath

INTEREST APPROACH

In this interest approach, you are trying to get students to connect the importance of overall personal hygiene. To do this, you will have students look at their fingernails and think about their hair...and the consequences of never clipping/cutting them. This interest approach should only take a few minutes and you will then go into the lesson.



Let's look at our fingernails.

Pause for a few seconds.



Now, consider what it would be like if we let our fingernails grow and never clipped them.

Next, think about our hair.

Pause for a few seconds.



Imagine if no one ever cut their hair! What might be some potential problems with never clipping our fingernails or cutting our hair?

Allow students to respond. Possible responses might include difficulty in completing tasks such as typing with long fingernails or stepping on someone's hair. After a few responses have been given, continue.



Good answers. There are many reasons that we clip our fingernails and cut our hair, but our fingernails and hair are not the only things on our body that we must take care of. It is also important that we take care of our teeth! Today, we will discuss the importance of taking care of our teeth and possible consequences of not taking care of our teeth. This is important information that can help ensure healthy teeth for a long time. As we learn about taking care of our teeth, be prepared to communicate with each other, have something to write with, and expect to get up and move around. So, let's get ready to show our teeth as we talk about taking care of them.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Explain the importance of properly brushing and flossing teeth.



I. *Maintaining good oral hygiene*



When we go to a store, we might see personal hygiene products that help keep us clean, such as soap or shampoo. There are also many products available that encourage us to have good **oral hygiene**. What does **oral hygiene** mean?

Pause and allow students to respond. The correct response is the practice of keeping the mouth and teeth clean. If the correct answer is not given, provide it for students and then continue.

A. *Oral hygiene - practice of keeping the mouth and teeth clean*



Great. Now that we understand **oral hygiene**, here is another question. What are some examples of good **oral hygiene**? Answer that question with a friend, then one person from each pair will report back to the group.

Pause for 30 seconds while students answer the question with one another and then continue.



There was a lot of good conversation. Who will share what was discussed?

Pause and allow the students to share responses. If the following two examples were not given, provide them for the students.

B. *Examples of good oral hygiene*

1. Brushing your teeth
2. Flossing your teeth
3. Regular visits with a dentist



Nice work today. It is impressive that we already know so much about good **oral hygiene**.

C. *Consequences of not maintaining good oral hygiene*

In this part of the lesson, use PALS3.33.SG.AS.A. After an introduction to the topic, students will be given an activity sheet. You can have a student or a few students in the class help distribute these sheets. It might be helpful to fill out one activity sheet yourself prior to distributing these to students so that you can show them what the activity will look like.



There are many reasons that we should maintain good **oral hygiene**. When I say TEETH, turn to a friend and talk about all the possible consequences of not maintaining good **oral hygiene**. We will have this conversation for 30 seconds and then share our answers with the group. Ready?

Observe for comprehension.

TEETH

*Pause for 30 seconds while students talk about consequences of not maintaining good **oral hygiene** and then continue.*



Wow, I heard some great conversation about **oral hygiene**. Before we talk about this, each person will receive an activity sheet that pictures a large tooth.

Hold up the activity sheet and show to students.



As we talk about why we should maintain good **oral hygiene**, write down three consequences of not maintaining good **oral hygiene** inside the tooth. Okay, how many consequences will we be writing?

Make needed clarifications and then distribute the activity sheet.



Great! Now let's get ready to write. We were talking about the consequences of not maintaining good **oral hygiene**. Who will share?

Allow students to share their responses. Once students have finished giving responses, review the list below. If any of these reasons were left off, tell the students so they can be written down as well.

1. Dental problems
 - A. Cavities
 - B. Gum disease
2. Bad breath



Thank you for being so cooperative. It is important that we keep our mouth and teeth clean by brushing and flossing. We talked about possible consequences of not maintaining good **oral hygiene**, such as cavities, gum disease and bad breath. It is important that we take care of our teeth now and as adults so that we can avoid these consequences.



Another reason that we should take care of our teeth is because they often show when we sing. To review what we learned today, we will create a song about good **oral hygiene** and then we will sing it!



REVIEW / SUMMARY

For this review, you will utilize the Karaoke e-Moment®. In this e-Moment, you will ask students to create a song or a rap, which represents the importance of properly brushing and flossing teeth. Deliver the directions with enthusiasm.



There are many songs we all know including “Twinkle, Twinkle Little Star,” “Row, Row, Row Your Boat,” and many others. Today, we are going to create a song or a rap to the same tune or melody as a song that is familiar to us; however, we will change the words to reflect the importance of properly brushing and flossing our teeth. We will select a song and rewrite the lyrics so that the new song reflects the assigned concept. The song we choose may be a popular song that is currently playing on the radio, a nursery rhyme remembered from childhood, or possibly a song we might know that is not played on the radio but familiar to us all, such as a patriotic song. Here is an example of a song that has been rewritten to emphasize the importance of good **oral hygiene**:

Sing to the tune of “Row, Row, Row Your Boat.”



Brush, brush, brush your teeth
To make your breath smell clean
Floss them each and every day
To prevent cavities.

Any song can be used – it does not have to be a song mentioned, however, it should be a song that we are all familiar with. After this activity, we will perform the song created. Write the song on the back of the activity sheet. Five minutes will be allotted to create a song. What questions are there?

Once all questions have been answered, instruct the students to begin working. Observe that the group is on task. At three minutes, give the students a warning that only two minutes are left. Once time is up, have the group share their song.

APPLICATION



One-on-One Idea

Have the student look up how many teeth people have as a child and as an adult and then report back. They can find this information by conducting an Internet search, or, they could contact a local dentists office by phone to ask the questions. The school library may also have resources about this information.



Large Group Idea

Discuss possibilities for maintaining good **oral hygiene** while at school, such as bringing a toothbrush to school for use after lunch.



PALS3.33.SG.ASSESS.A | EVALUATION ANSWER KEY

1. b
2. a
3. b
4. a
5. b

PALS3.33.SG.AS.A

Name _____

Directions: Beside each number, write one consequence of not maintaining good oral hygiene.

1.

2.

3.

PALS3.33.SG.ASSESS.A

Name _____

Directions: Read each statement and decide whether it is true or false.

1. _____ Chewing gum is one example of good oral hygiene.
 - a. True
 - b. False
2. _____ Brushing teeth can prevent dental problems.
 - a. True
 - b. False
3. _____ Flossing teeth is not important to maintaining good oral hygiene.
 - a. True
 - b. False
4. _____ Bad breath can occur if one does not maintain good oral hygiene.
 - a. True
 - b. False
5. _____ Oral hygiene is only important for adults.
 - a. True
 - b. False