

AWESOME

September



Stations



# Resource Pack Overview

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# Welcome to Awesome Smiles September Stations Teachers' Resource Pack!

For Primary Schools In Cambridgeshire

**Thank you** for choosing to participate in this new and exciting event to promote oral health in your class and across your Primary School.

We would also like to thank Cambridgeshire County Council for funding this initiative and making it possible and, most importantly, free for you to access and download.

Finally, we would like to extend our thanks to the British Society of Dental Hygiene and Therapy (BSDHT) for their expertise in accrediting this educational resource.

This resource pack has been produced by Awesome Oral Health CIC, a social enterprise set up by registered Dental Professionals to run Oral Health promotion projects in the community.

## Our Vision

**SUPPORTING SCHOOLS TO HELP IMPROVE EVERY CHILD'S ORAL HEALTH**

We are guided by:

## Our Core Values

**WE SHARE BECAUSE WE CARE**

Passionately sharing our knowledge because we care about healthy smiles

**COLLABORATION IS AWESOME FOR ORAL HEALTH**

Working together with unlimited partners we support, learn, grow, reach and impact further

**BRIGHT SMILE FOR HAPPY LIFESTYLE**

General and mental health benefits associated with good Oral Health habits and smiling

We hope that you and the children will have lots of fun and get excited about caring for your smile.

Thank you for completing the sign-up questionnaire and for agreeing to complete the follow-up survey.

Your feedback is critical to our evaluation and any future funding.

All information will be treated in confidence and comments will be anonymised.

Data collected will also be used to help improve and develop this resource for future participants.

**We want this to be easy to run because we know how busy you are, and to have maximum impact so that the children benefit greatly from your efforts, as well as lots of fun - so everyone will be beaming and enjoy their beautiful smiles!**



## Resource Pack Overview

### Overarching Aim, Objectives and Intended Learning Outcomes

#### Aim:

The aim of this Teachers' Resource pack is to offer an interactive oral health lesson plan for Primary Schools in Cambridgeshire. This is to be used to run a whole school event in September 2024 which aims to increase the reach of key dental messages and children's engagement in oral health.

#### Objectives:

**Share** - The first objective is to promote widely and encourage involvement through established channels to all primary schools in Cambridgeshire. By offering free and easy accessibility as a digital download to all, it is hoped that involvement will be high and that the key dental messages will reach those children who are not regular attenders at a dental practice.

**Deliver** - The second objective is for schools to use this teachers' resource pack to successfully set up and deliver an hour of fun and informative hands-on oral health education to the whole primary school, one class at a time, during an "event" day in September 2024.

**Measure** - The third objective is to test the hypothesis "We believe that this will benefit the oral health of the children because participating in fun and memorable hands-on activities will increase their dental knowledge and motivation for preventing dental diseases" by assessing teachers' observations of engagement via an online survey completed by all participating schools.

#### Intended Learning Outcomes:

Upon successful completion of these activities, students will be able to:

- Identify their personal motivations for looking after their smile, and use as inspiration to create artwork.
- Recognise members of the dental practice team and perform in a role play of a check-up visit.
- Demonstrate a systematic tooth brushing technique covering all surfaces and list what tools they could use to accurately time 2 minutes.
- Estimate the amount of sugar in a variety of popular drinks and compare which are more damaging/safer for teeth.
- Classify food items into high or low sugar categories and arrange accordingly as either suitable for consumption as a snack or best kept to mealtimes.
- State how often and for how long tooth brushing is advised. Describe how much fluoride toothpaste should be used. Explain why rinsing after brushing is not recommended.



## Resource Pack Overview

### Contents Page 1

This resource pack has been created by registered dental professionals sourcing up-to-date evidence-based UK government guidance on prevention of oral diseases and each page has been accredited by the British Society of Dental Hygiene and Therapy (BSDHT). It is made up of PDFs and mini-videos to offer you the tools required to set up and run an hour-long Oral Health Education experience for every class in your primary school.

Thereby delivering Oral Health promotion as part of a whole school approach as suggested in the NICE pathway. [Improving oral health in primary schools - NICE Pathways](#)  
[1 Recommendations](#) | [Oral health: local authorities and partners](#) | [Guidance](#) | [NICE](#)

#### References:

The majority of content contained in this resource pack has been sourced from:  
[Delivering Better Oral Health Toolkit version 4](#)

Alongside this, information has been taken with permission from:

British Dental Association (BDA) website [Sugar \(bda.org\)](#)

And the Oral Health Foundation website

[Healthy gums and healthy body - Oral Health Foundation \(dentalhealth.org\)](#)

In this format it has been developed to run as a one-off, fast-paced, high energy, round robin of activity stations to celebrate Smiling and get children excited about oral health in September 2024.

But if time allows in your timetable it could also be used to expand into 6 individual lessons to delve deeper into each topic and spend longer on the learnings of the key dental messages.

With this in mind, each activity station is written up and described as a lesson plan, with 2 versions of PDF, one for KS1 and another for KS2.

For the simplicity of this resource we are **including reception** classes (EYFS) under the umbrella of **KS1 documents**.

#### List of activity stations:

**Platform 1** Smile Art

**Platform 2** Twisted Egg and Spoon

**Platform 3** Tickle the Gums

**Platform 4** Hide and Seek Sugar

**Platform 5** Sugar Cube Stack

**Platform 6** My Dental Visit

#### List of mini videos:

**1** Smile Art

**2** Twisted Egg and Spoon

**3** Tickle the Gums

**4** Hide and Seek Sugar

**5** Sugar Cube Stack

**6** My Dental Visit

**7** Countdown Timer

**8** What the children think!

**9** Tour of the Resource



## Resource Pack Overview

### Contents Page 2

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## Resource Pack Overview Checklist for Success

### Prior to the summer break:

- As a school, register to participate in the Awesome Smiles September Stations event and download the free Teachers' Resource Pack
- Completing the sign-up questionnaire in the process
- Set a date in September 2024 as a whole school and make arrangements for which room will host the Awesome Smiles September Stations event.
- Prepare a rota of which classes will visit the Smile Stations throughout the day(s).
- Nominate an oral health champion.

✓  
Tick

### Who will oversee the event including:

- Watch the mini-videos for an overview
- Gather the equipment listed
- Print the PDFs required for both KS1(including reception) and KS2 classes
- Ensure all staff members are aware of their role and relevant timings
- Order any relevant dental literature for children to take home (see additional resources page at the end of this overview)
- Please see the website [www.awesome-oral-health.com](http://www.awesome-oral-health.com) for frequently asked questions
- Enjoy a well-earned rest in the summer.

### In September:

- Check all resources ordered have arrived (materials for event and items for children to take home)
- Set up on the day (or the afternoon before if you have the luxury)
- Have an Awesome September Smile Station event!
- Give out the take home resources /goody bags to every child
- Email supplementary materials (including brushing chart and disclosing tablet instructions) to parents to continue the messages at home
- Share any photos on social media and tag in Awesome Oral Health
- **Twitter X @Awesome\_o\_h**
- **Facebook: @AwesomeOralHealth**
- **Instagram: awesome\_oral\_health**
- Gather feedback from participating staff and any comments from children in order to...
- Complete post-event survey (including entry into prize draw)
- Give yourself a reward sticker for awesome effort and achievement
- Congratulate your awesome team on sharing life skills for a healthy happy smile



## Resource Pack Overview

### “Welcome to the Resource Tour” video transcript

(You could read all of this or just watch the video)

This resource pack is made up of PDFs and Mini videos to offer you guidance in **how to run an hour-long oral health education lesson**. But this isn't your average dental PowerPoint presentation. In fact, PowerPoint is nowhere to be seen! (But do let us know in the feedback if you want it). **This is not about the kids sitting and watching a slide show** in fact there will be no sitting down, well OK there is - but only for a matter of seconds during a very physical game (details of which I'll share in a later video) but there are definitely no chairs involved, oh except to create the scenery in a role play! Anyway, it's not a boring run-of-the-mill dental lesson, I promise. The idea is that it will be a hold onto your hat, very fast paced, **hands-on tour of key dental messages presented as a series of activity stations**. By a series of stations, I mean **6 interactive challenges set up around the room for students to rotate around in one hour**. You've probably done the maths already - so by hold onto your hat, kind of fast paced, I mean **each activity station is introduced, attempted, reviewed and cleared up ready for the next group in just about 10 minutes flat!** So, gloves off! Take that as my gauntlet being thrown down! Are you ready for this jelly? Well jelly permitted only if it strictly consumed as part of a meal! - that may make more sense later on.

**Note to head teachers:** - so it might be simpler if you plan together as a whole school and **set a date when all classes can rotate through one room where the activity stations remain set up for all**. I'm sure like me you're all about keeping it simple so when will we behold this magnificent day? Or days depending upon the number of classes in your school) **anytime in September** (as it says on the tin). One would imagine you might not choose the 1st week. But it's a great relationship builder getting to know your new class at the start of the year and an opportunity to get those terrified reception babes smiling and running home to tell their parents how much they love school!

We can all relate to feeling apprehensive and if you're worried about your dental knowledge there's no need. You may have already attended the **free webinar run by the fabulous team at Cambridgeshire NHS Community Services** and so be chomping at the bit but if you haven't yet, don't worry. All the information you'll need is right here in the PDFs and as I said I would like to keep it simple. So, if your class is in key stage one and for the purposes of this resource that includes reception (even though I know you are early years foundation stage) it should be easy to understand (hopefully self-explanatory). If you're teaching key stage 2 the extra detail is all there for you and the kids to use. **For each of the 6 activities we've made a mini-video** to give a demonstration of every **Smile Station in action**. If you've got a high-level year 2 class you could venture a look above but as it's only September and you might not know them that well, I'll leave that to you. Likewise, if you're worried that your year 3 class might not be up to the dizzying dental heights of this key stage 2 detail then there's no shame (and much more fun to be had) in making sure they get and remember a positive learning experience rather than setting them up to fail. **All of these activity stations could easily be expanded into an hour each** and it would make my heart sing to hear of that happening but realistically teaching time is limited and so this is all about giving them and you a taste of how exciting dental messages are - yes, I honestly believe that! Boosting confidence and knowledge and creating a thirst for more. So, what I'm saying is don't be put off at the thought of dental jargon there isn't much here and what there is should be clearly explained (let me know in the feedback if not). **Don't let the time pressure be an obstacle** - you are awesome and do this 10 times every day plus it's not your lesson plan so you can roll with it and enjoy the mayhem and volume! But you are primary school teachers so you must be used to deafening noise levels!

**Good luck, have fun, enjoy!** and as I said we look forward to hearing from all you wonderful amazing awesome teachers. Thank you so much for all you do for our children. Please leave your feedback, comments and recommendations for improvements in the post-event survey. Look out for a link via email and you will be entered into the prize draw. Now let's see you practice your biggest smile... There you go. Now you're ready!



## Resource Pack Overview

### Equipment Recommended

These activities have been designed to offer hands-on learning using materials and equipment which is readily available, can be ordered for free or purchased at low cost.

#### For Smile Art Smile Station:

- Paper roll and masking tape to make a blank mural on wall or floor. Or blank A4 or larger paper.
- Pots of pencils, colouring pencils and felt tips.
- Cardboard Smile stencils cut out from PDF
- Smile list PDF
- Lesson Plan PDFs

#### For Twisted Egg & Spoon Smile Station:

- Dustpan and brush (to sweep floor of any dropped and squished peas!)
- A bottle of ketchup or other sauce
- Tin of garden peas
- Peas drained ready for use
- Alcohol gel or hand soap dispenser
- Masking tape and scissors to mark out 2 parallel lines (at least 1m apart) with an X at one end
- 2 manual toothbrushes
- A 2 minute timer (stopwatch/ sand timer/ or device to play a 2 minute video or brushing app)
- Twisted Egg & Spoon Equipment list/Shout out PDF
- Lesson Plan PDF

#### For Tickle the Gums Smile Station:

- 2 minute timer (could be a clock or sand timer or app)
- Device to show video
- Tickle PDF
- Card Grab 50/50 Quiz PDF
- Card Grab Answer Sheet PDF
- Brilliant Brushing Chart PDF
- Lesson Plan PDFs

#### For Hide and Seek Sugar Smile Station:

- Magnifying glass or microscope
- 2 paper plates with images cut out from PDF
- Hide and Seek Sugar Tally/ Mind Map PDF
- What causes tooth decay PDF
- Food Picture Cards Game PDF
- Food Picture Cards Game Answer Sheet PDF
- Lesson Plan PDFs

#### For Sugar Cube Stack Smile Station:

- A teaspoon
- A tray
- A packet of sugar cubes
- 3 empty water bottles (still, sparkling & flavoured)
- Empty bottles/ cans/ cartons:  
Freshly squeezed Orange juice, Cola, Fruit and vegetable smoothie, Sports drink, Squash, Chocolate milkshake, Energy drink
- Sugar Cube Stack Equipment/Answer Sheet PDF
- Lesson Plan PDFs

#### For My Dental Visit (Dress-Up & Role-play) Smile Station:

- 4 chairs and a table set up like a waiting room
- 3 chairs set up like a dental surgery
- Sunglasses
- Toy telephone
- Imaginary computer
- Dental stickers, book or magazine.
- Dental PPE:  
Masks,  
XS gloves,  
visors,  
bibs,  
plastic mouth mirrors.  
(Ask your local dental practice if they will kindly donate the PPE items)  
Otherwise they can be sourced online (see Additional Resources page for links)
- Scripts PDFs
- Lesson Plan PDFs





## Resource Pack Overview

### References

The key dental messages which form the basis of the activity stations and can be found in the lesson plans have been simplified using evidence-based guidance for prevention from the latest version of "Delivering Better Oral Health": **Delivering better oral health: an evidence-based toolkit for prevention - GOV.UK ([www.gov.uk](http://www.gov.uk))**

The activity stations are designed to cover all 3 factors considered necessary for behaviour change, namely capability, opportunity and motivation. As an adjunct to the above comprehensive resource, the following were also accessed for further motivational information. **Everything you need to know about teeth | NHS inform**

**What's the science behind a smile** including this explanatory video **FameLab Hong Kong 2014 - winner - Li Ding "Smile" - YouTube**

## Materials to be ordered in advance

### for free for use in activities or for children to take home

#### Downloadable Dental Leaflets

##### PHE Top Tips for Teeth – suitable for all ages

Available from **Leaflets | Top Tips For Teeth | Campaign Resource Centre ([dhsc.gov.uk](http://dhsc.gov.uk))**

Top Tips for Teeth wallet card.

Sign in or register.

Can be printed and folded into handy wallet cards or shared digitally.

#### Dental Stickers

##### Printable labels - PDF under "My Dental Visit"

See Page 48, Platform 6

Compatible with Avery L7161 or equivalent

#### PPE and other dental items

- Masks, XS gloves, visors, bibs, plastic mouth mirrors
- Optional plaque disclosing tablets to take home. Disclosing agents can help to indicate areas of the mouth that are being missed and guide to more effective brushing.

**Ask your local dental practice if they will kindly donate the PPE and above items** If you cannot source them through the local practice, you can source online: We do not recommend any particular websites as our professional dental suppliers do not sell to the general public, however to save you time searching here are some links.

#### • Masks

**3-ply face masks (50 pack) Nisbets**

**Face masks disposable - Etsy UK**

#### • XS or small disposable gloves

**Powder-Free Nitrile Gloves - SafetyGloves.co.uk**

**Powder-Free Nitrile Gloves | MediSupplies**

#### • Visor/ safety glasses/ goggles

**Glasses & Goggles ([dentalhealthshop.org](http://dentalhealthshop.org))**

**Safety Glasses | [rs-online.com](http://rs-online.com)**

#### • Bibs

**125 Disposable Bibs - Complete Care Shop**

**30Pcs Disposable Bibs [Amazon.co.uk](http://Amazon.co.uk)**

#### • Mouth mirrors

**Disposable Mouth Mirrors ([dentalhealthshop.org](http://dentalhealthshop.org))**

**Disposable dental mirrors | eBay**

#### • Optional plaque disclosing tablets

If giving out it is really important to share the Plaque disclosing tablet instruction PDF (page xii) with parents/guardians/carers as can get messy!

**Advanced Plaque Disclosing tablets - Boots**

**Plaque disclosing tablets - [Amazon.co.uk](http://Amazon.co.uk)**



## Resource Pack Overview

### Additional Resources Available For Free Online:

#### Posters

[Sugar \(bda.org\)](https://bda.org)

[Infographic-Children-oral-healthcare-A4.PDF \(bsperio.org.uk\)](https://bsperio.org.uk)

[Top Tips for Teeth | Campaign Resource Centre \(phe.gov.uk\)](https://phe.gov.uk)

[Infographic How to prevent tooth decay \(PHE\) Scroll down to 4th infographic](#)

[Spot the difference - sugar content \(Action on Sugar\)](#)

#### Videos

British Society of Paediatric Dentistry [A selection of children's videos for all ages \(BSPD\)](#)

British Dental Association (BDA) video ['Do you know how much sugar is in drink?'](#)

Save a knocked out tooth [Pick it, lick it, stick it \(Dental Trauma UK\)](#)

#### Recommended Toothbrushing App

**Brush DJ app:** this toothbrush timer app plays two minutes of music from your devices to make tooth brushing for an effective length of time less boring!

#### Printable Games and Activities

[Food Flips Game - Action on Sugar](#)

[Oral Health Resources - Growing Smiles](#)

There are a number of free resources available for educational purposes from Teeth Team here:

[Teachers | Teaching Packs | Teeth Team](#)

#### Advice sheets

[A guide to children's teeth \(BSPD\)](#)

[Sugar: the facts \(NHS\)](#)

[Baby dental visit \(BSPD\)](#)

[All about teeth guide](#)

[A-Z oral health information | Oral Health Foundation \(dentalhealth.org\)](#)

#### Other language versions

[British Society of Paediatric Dentistry \(BSPD\) > Patients > PatientInfo](#)

[How to save a tooth \(IADT\) Scroll down for 63 languages](#)

#### SEN

[BSPD Advice for parents of children with autism.PDF](#)

#### Helpful information

[Find a dentist - NHS \(www.nhs.uk\)](https://www.nhs.uk) How to access dental services local to you

[Downloadable Resources - BSDHT](#)

[Oral Health - Healthy Schools \(healthyschoolscp.org.uk\)](https://healthyschoolscp.org.uk)

[Early Years Archives - Dental HealthCare \(dentalhealthcareoe.nhs.uk\)](https://dentalhealthcareoe.nhs.uk)

AWESOME

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## Resource Pack Overview

### Additional Resources Available To Buy Online:

Oral Health Teaching resources (see the following at

<https://www.dentalhealthshop.org/groups--schools-15-c.asp>)

MODCAR Dental care model £33.00, MODPUP Giant teeth puppet model £27.00, OHSTLG Large 2 minute sand timer £11.00

EDSNAK Tooth friendly magnetic game £45.00 (subject to shipping and VAT)

### Can't go without saying huge thanks to...

**YOU!** for choosing to participate in this new and exciting event to promote Oral Health in your class and across your Primary School.

This resource pack has been produced by **Awesome Oral Health CIC**, a social enterprise not-for-profit company, with support and guidance from a number of wonderful humans including:



[www.pendragon.cambs.sch.uk](http://www.pendragon.cambs.sch.uk)

**The children and staff at Pendragon Community Primary School** for embracing every request we threw at them during the development of this resource pack and starring in the videos and photos.

Medink

[www.medink.co.uk/](http://www.medink.co.uk/)

**Rachel Jackson, Dentist and Medical Illustrator** for generously giving of her time and talent



[www.cambridgeshire.gov.uk/](http://www.cambridgeshire.gov.uk/)

**Cambridgeshire County Council** for funding this initiative and making it possible and most importantly, FREE for you to access and download.

blush

[info@blushdesign.com](mailto:info@blushdesign.com)

**Blush Design** for sprinkling the magic and making this resource beautiful.



[www.bscht.org.uk/](http://www.bscht.org.uk/)

**The British Society of Dental Hygiene and Therapy** for their time, dedication and expertise in ensuring their high standards were met for accreditation.

VIGNETTE FILMS  
CARPE MOMENTUM

[www.vignettefilms.co.uk](http://www.vignettefilms.co.uk)

**Videography** for much enthusiasm, patience and talent in working with me and the children plus long hours in the editing suite

SMILE  
REVOLUTION  
GROWTH HUB CIC

[smilerevolutiongrowthhub.com/](http://smilerevolutiongrowthhub.com/)

**Smile Revolution Growth hub**

for proof- reading and continual feedback during resources development.

**Steve Thomas** for unending generosity of time, knowledge, contacts, support and expertise.



# Parental Letter

## **Template Notification letter to parents, guardians, carers about Awesome Smiles event**

Dear parents, guardians, carers,

I am delighted to inform you that (NAME) Primary School will be running an oral health event for the whole school in September.

### **What is Awesome Smiles September Stations?**

On (INSERT DATE/S) all classes will be participating in an hour of fast-paced, hands-on fun in a designated space set up with activity stations to get the children excited about their smiles. The purpose of the activities is to share key oral health messages and to give the children the knowledge, skills and motivation to develop healthy daily routines at home. The evidence-based educational resources are accredited by the British Society of Dental Hygiene and Therapy (BSDHT).

If you'd like to find out more about what your child will be getting up to please click this link:

<https://awesome-oral-health.com/awesome-smiles-september-stations-information-for-parents-guardians-carers>

### **Why are we getting involved?**

This event is being supported by Cambridgeshire County Council as part of raising the profile of Oral Health amongst children and families.

With access to NHS dental care proving difficult and the rising cost of living adding extra strain to family budgets, what we all do at home to care for our smiles and prevent dental problems is more important than ever.

### **Surprising benefits of good Oral Health:**

Good oral health has wider benefits than just dentally.

- Less time off school (and parents off work) for dental treatment visits
- Lower risk of general health conditions such as heart disease, stroke, respiratory diseases and diabetes
- Boosts your immune system
- Reduces stress
- Improves self-esteem

### **Who will take part?**

All children present in school on this date are invited to join us in this event. Last year's pilot received some great feedback including:

- "Thank you, the kids loved it."
- "The children were really interested in doing the activities."
- "The dental messages came across really well."
- "I learned something too!"

### **Will they bring anything home?**

A brushing chart and instructions on how to use plaque disclosing tablets will either be brought home or sent via email from the school office.

### **Do I need to do anything?**

You don't need to do anything for now.

After the event, we will be sharing further details about the key dental messages and would appreciate your cooperation and participation in discussing these with your child(ren) and role-modelling to support all family members in developing great habits for healthy smiles.

Sincerely,

xi

NAME

Head Teacher/ Head of Science/ PSHE



## Plaque Disclosing Tablet Instructions



How to use

# Plaque Disclosing Tablets:

- **Brush your teeth thoroughly** for 2 minutes (all areas).
- **Bite on purple tablet** to crunch it up and release the dye.
- **Swish it around** your mouth with your tongue.
- Very carefully **spit it down the plug hole**.
- **Rinse** with water to get rid of extra purple.
- Use your **mouth mirror** to check for missed bits.
- **Brush off any colour** before **checking with tongue** to feel all smooth and shiny like glass.



## Top Tips for Healthy Teeth:

**Visit a dentist regularly**

**Brush twice a day with fluoride toothpaste**

(pea-size)

**Spit out bubbles DON'T RINSE**

**Keep sugary food & drinks to mealtimes**

(not for snacks)

**Use sugar free medicines**



# keep smiling



Platform 1:

Smile Art – Lesson Plan KS1  
(including reception)

Key Message(s)	Motivations: Why do we need teeth? 10 reasons to smile	Materials Required	Time
<b>GRAB attention</b> Facial expression/Fact	<b>Teacher shares a beaming smile</b> to group • ?reaction? Kids smiling back? “ <b>Hands up if you love smiling!</b> ” Fact = Smiling is infectious	Teachers own beautiful smile	<b>30 seconds</b>
<b>SHARE the L.O (learning objective)</b> with the students	“ <b>By the end of this activity</b> you will know what motivates you to look after your smile. You will be able to list : <b>3 reasons why we need teeth</b> and <b>3 reasons how smiling is good for us.</b> ”	Smile	<b>30 seconds</b>
<b>RECALL current knowledge</b> What do they know now?	Elicit some ideas about: <b>A) Why do we need teeth?</b> <b>B) How is smiling good for us?</b> (Reasons to Smile & Benefits of a healthy Smile) <b>C) What makes you smile?</b>	Teachers resource: <b>Platform 1a &amp; 1b KS1 Smile Lists PDFs</b>	<b>1 minute</b>
<b>PRESENT new information</b>	Share other reasons not already mentioned.	Teachers resource <b>Smile Lists as above</b>	<b>1 minute</b>
<b>GUIDE</b> How to perform the activity	Let’s get creative! Use art to <b>show what you do to keep your smile healthy</b> or <b>what makes you smile.</b> Use a smile stencil and colour in. Or draw a picture or colourful word map or write a poem. Get feedback to check the students understand what to do.	Paper roll & masking tape to make a blank mural on wall or floor. Pots of pencils, colouring pencils & felt tips. Card Smile stencils	<b>1 minute</b>
<b>PRACTICAL</b>	Let’s do it!! Make the mural. Draw, colour, create, write.	Above equipment	<b>4 minutes</b>
<b>ENHANCE retention</b> Encourage students to apply to personal contexts	1) Discuss with a partner: <b>How many times have you already used your teeth today?</b> What for? 2) Smile Challenge for rest of today: <b>Count how many times you can make other people smile!</b> Is your smile infectious?	Smile	<b>30 seconds</b>
<b>RESET and tidy station</b> for next group	Write class name on mural. Roll up if completed. Put pens/pencils back into pots. Roll out new blank paper for next group.	Paper roll and masking tape as above.	<b>1 minute</b>
<b>TRAVEL By train</b>	Choo choo with locomotion arms around the room onto the next activity station	Smile	<b>30 seconds</b>



Platform 1:

Smile Art – Lesson Plan KS2

(In KS2 classes, each group can nominate a 'reader' to share task instructions)

Key Message(s)	Motivations: Why do we need teeth? 10 reasons to smile	Materials Required	Time
<b>GRAB attention</b> Fact	<b>Reader shares a beaming smile</b> with your group • ?reaction? Classmates smiling back? "Hands up if you love smiling!" Fact = Smiling is infectious	Readers own beautiful smile	<b>30 seconds</b>
<b>SHARE the L.O. (learning objective)</b> with the group	"By the end of this activity you will know what motivates you to look after your smile. You will be able to list : <b>3 reasons why we need teeth and 5 ways how smiling is good for us."</b>	Smile	<b>30 seconds</b>
<b>RECALL current knowledge</b> What do you know now?	Discuss: <b>A) Why do we need teeth?</b> <b>B) How is smiling good for us?</b> (Reasons to Smile & Benefits of a healthy Smile) <b>C) What makes you smile?</b>	Teachers resource: <b>Platform 1a &amp; 1b KS2 Smile Lists PDFs</b>	<b>1 minute</b>
<b>PRESENT new information</b>	Whole group look at <b>Platform 1a and 1b Smile Lists KS2</b> pdf & share other reasons not already mentioned.	<b>Smile Lists as above</b>	<b>1 minute</b>
<b>GUIDE</b> How to perform the activity	Let's get creative! Use art to <b>show what you do to keep your smile healthy</b> or <b>what makes you smile.</b> Use a smile stencil and colour in. Or draw a picture or colourful word map or write a poem. Get feedback to check the students understand what to do.	Paper roll & masking tape to make a blank mural on wall or floor. Pots of pencils, colouring pencils & felt tips. Card Smile stencils	<b>1 minute</b>
<b>PRACTICAL</b>	Let's do it!! Make the mural. Draw, colour, create, write.	Above equipment	<b>4 minutes</b>
<b>ENHANCE retention</b> Encourage students to apply to personal contexts	1) Discuss with a partner: <b>How many times have you already used your teeth today?</b> What for? 2) Smile Challenge for rest of today: <b>Count how many times you can make other people smile!</b> How infectious is your smile?	Smile	<b>30 seconds</b>
<b>RESET and tidy station</b> for next group	Write pupils names/class name on mural. Roll up if completed. Put pens/pencils back into pots. Roll out new blank paper for next group if required.	Paper roll and masking tape as above.	<b>1 minute</b>
<b>TRAVEL By train</b>	Choo choo with locomotion arms around the room onto the next activity station	Smile	<b>30 seconds</b>



## Platform 1a:

## Smile Art – Smile Lists KS1

What is

# A healthy smile?

- **Clean teeth** (brushed twice a day to remove bacteria in plaque) - feel smooth like glass to tongue after brushing
- **Strong teeth** (using fluoride toothpaste makes our teeth stronger)
- **Pink, firm gums** (sign of no inflammation)
- **Mouth feels fresh**



What's

# Missing?

- **No bleeding** on brushing
- **No toothache** (although wobbly teeth can sometimes feel sensitive)
- **No swollen or painful gums**

## 5 Reasons To Smile:

**Smiling makes you feel good**

*It gives our body happy signals*

**Smiling reduces stress**

*Less sadness and worry*

**Smiling makes you more attractive to others**

*You look friendlier and more fun*

**Smiling can help you sleep better**

*By helping you feel calm*

**Smiling helps you make someone else's day**

*Helps to spread positivity and happiness to everyone you meet, and share the benefits*





## Platform 1a:

## Smile Art – Smile Lists KS2

What is

# A healthy smile?

- **Clean teeth** (brushed twice a day to remove bacteria in plaque) - feel smooth like glass to tongue after brushing
- **Strong teeth** (using fluoride toothpaste strengthens the outer surface enamel making it more resistant to attack from acids and decay)
- **Pink, firm gums** (sign of no inflammation)
- **Mouth feels fresh**



What's

# Missing?

- **No bleeding** on brushing or flossing (early sign of gum disease)
- **No brown or white spots** (decay)
- **No toothache** (although wobbly teeth can sometimes feel sensitive and very young children can feel teething)

## 5 Reasons To Smile:

### Smiling makes you feel good

It increases endorphins  
happiness & pain relief chemicals

### Smiling reduces stress

By lowering cortisol  
= less sadness and worry

### Smiling makes you more attractive to others

You look friendlier, relaxed  
and more fun to be with

### Smiling can help you sleep better

By releasing serotonin  
that regulates moods and  
emotions to induce calmness

### Smiling helps you make someone else's day

Helps to spread positivity and  
happiness to everyone you  
meet, and share the benefits





Platform 1b:

Smile Art – Smile Lists KS1

Why do

# We need teeth?

Eat

Speak

Smile



Benefits of

# A healthy smile

- We can keep our **teeth for life**
- Look **clean**
- **Smell fresh** (breath)
- **Healthy body** as less chance of disease
- Mum's can have a **healthy baby**



## 5 Reasons To Smile:

**Smiling is good for your health**

*It lowers blood pressure and boosts your immune system*

**Smiling is easy**

*It uses less muscles than frowning*

**Fake it if you don't feel it**

*Increase your confidence and self-esteem*

**Smiling is contagious**

*Share yours & see how many you get back*

**Make the world a brighter place with your smile**



## Platform 1b:

## Smile Art – Smile Lists KS2

Why do

# We need teeth?

Eat

Speak

Smile



Benefits of

# A healthy smile

- We can keep our **teeth for life**, if we brush twice daily, eat a low sugar diet and visit the dentist regularly.
- Looking **clean**, prevent/remove stains by regular cleaning and visiting a hygienist.
- **Smell fresh** (breath)
- **Healthy body** as less chance of disease and lower risk of cancer and dementia.
- Mum's can have a **healthy baby**, not premature.



## 5 Reasons To Smile:

### Smiling is good for your health

*It lowers blood pressure and boosts your immune system*

### Smiling is easy

*It uses less muscles than frowning*

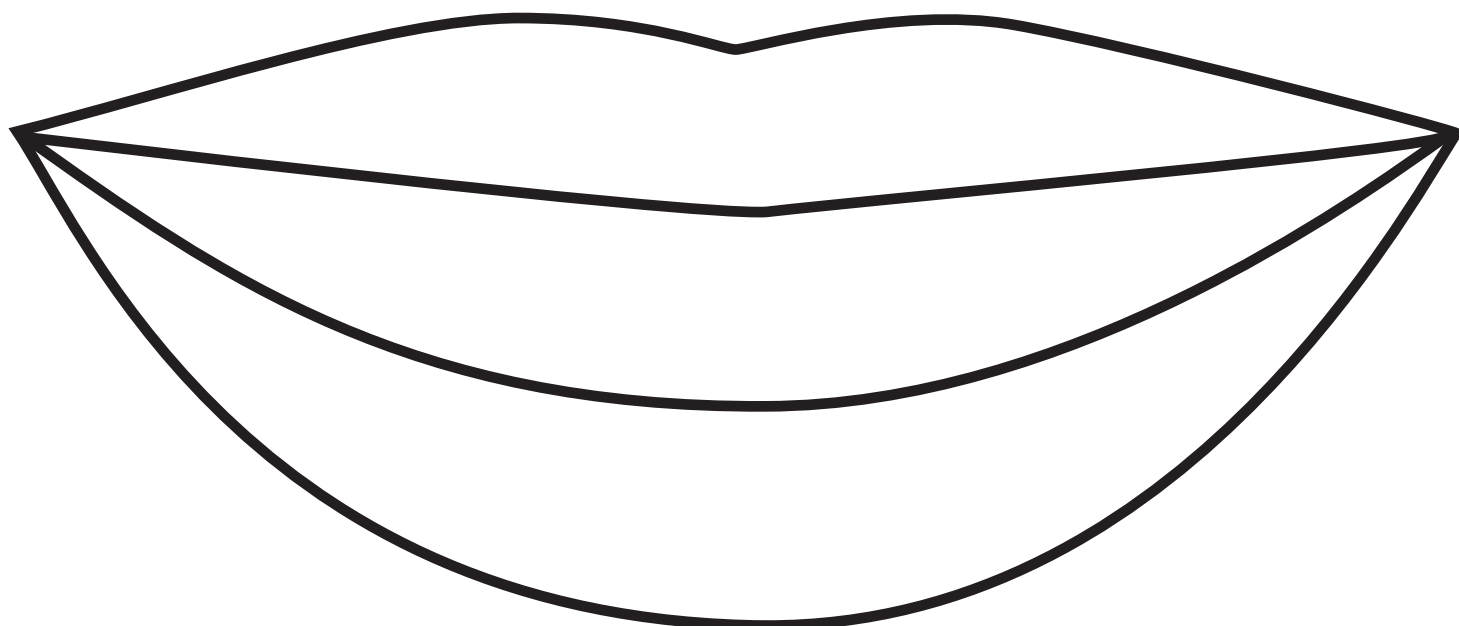
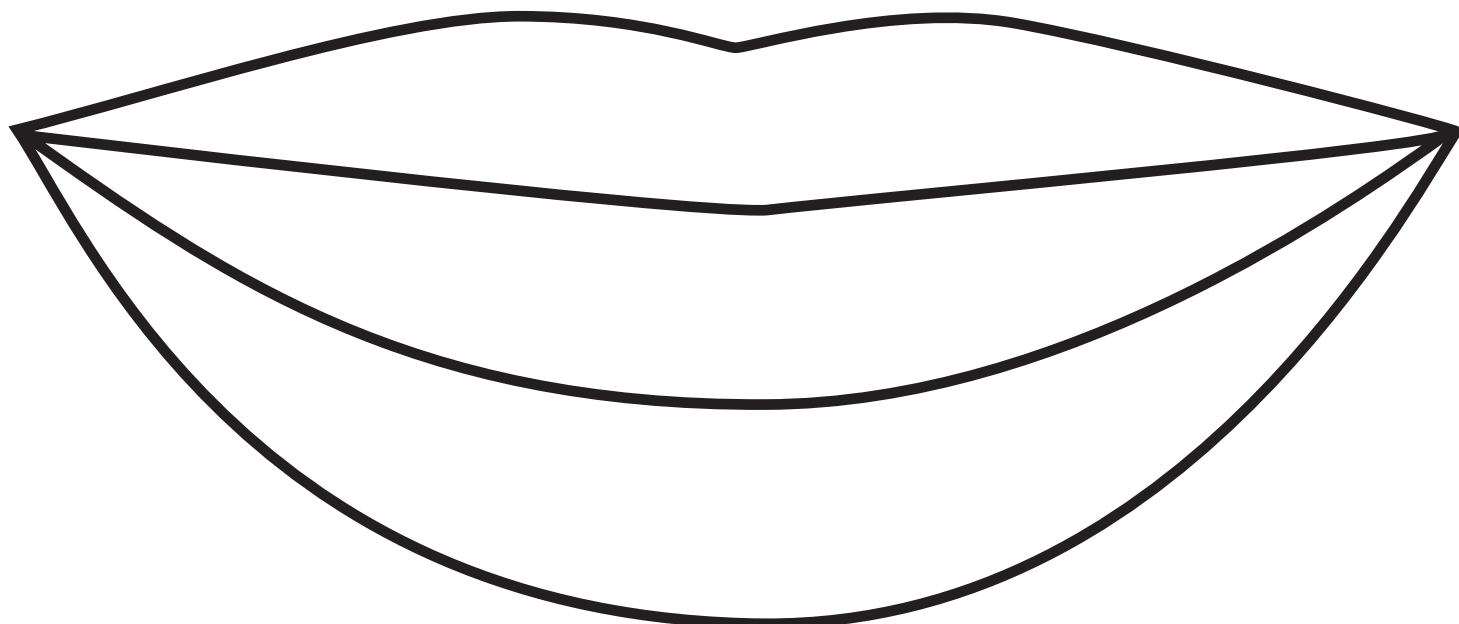
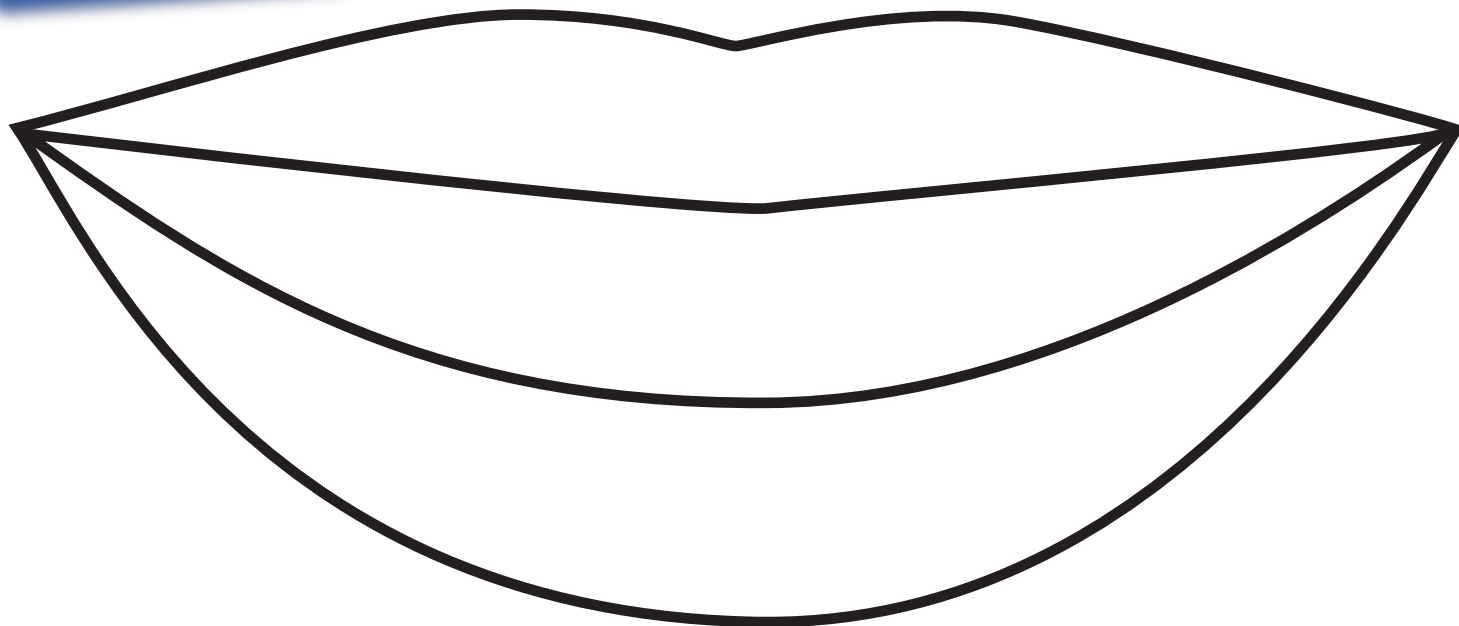
### Fake it if you don't feel it

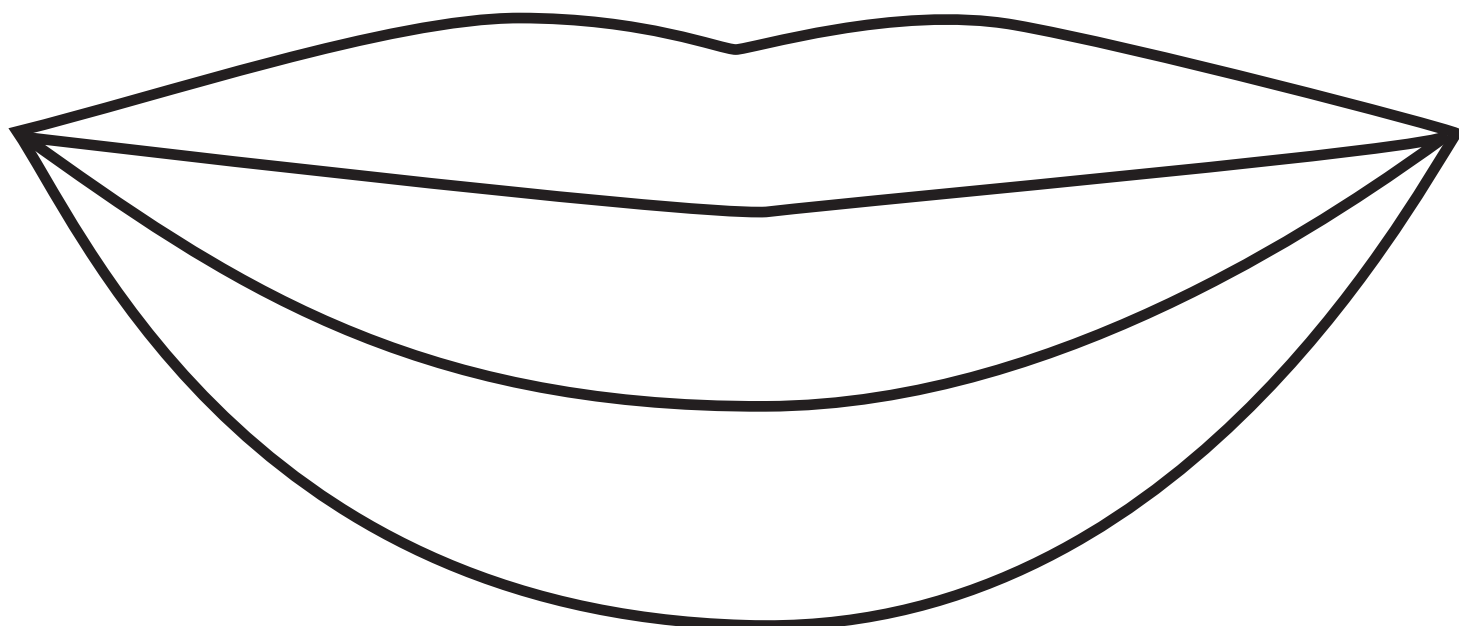
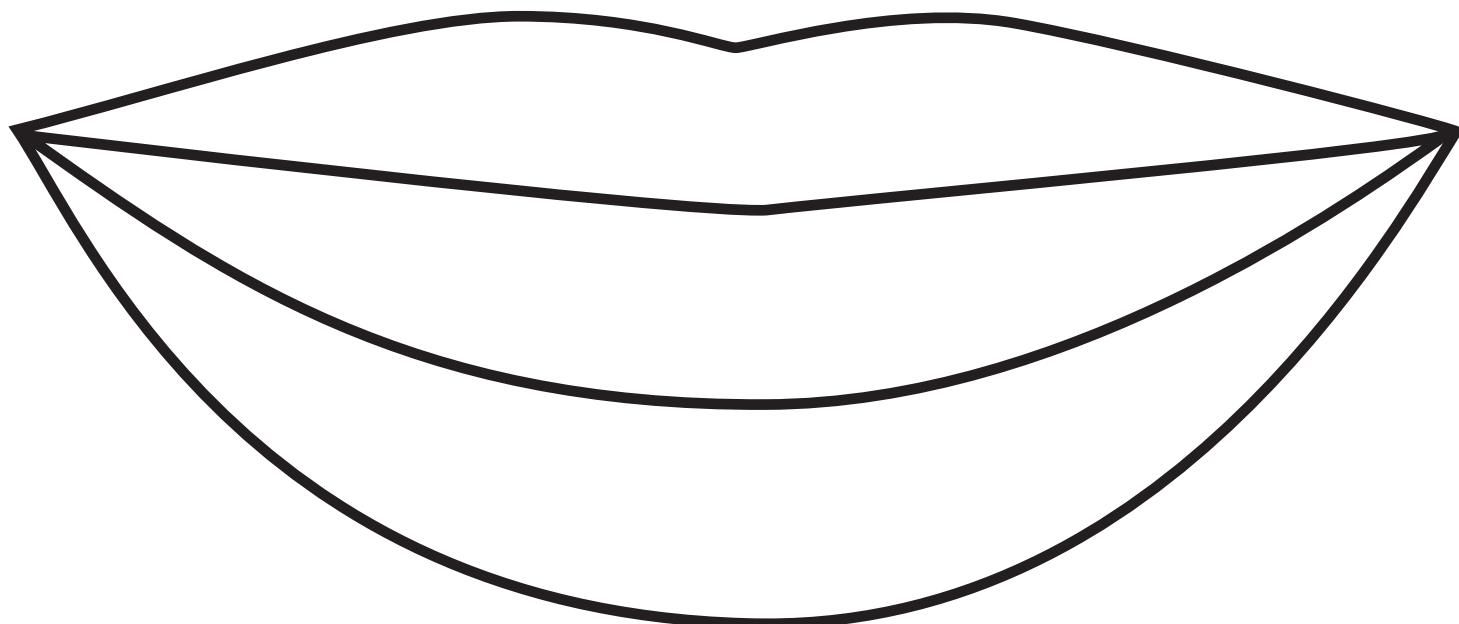
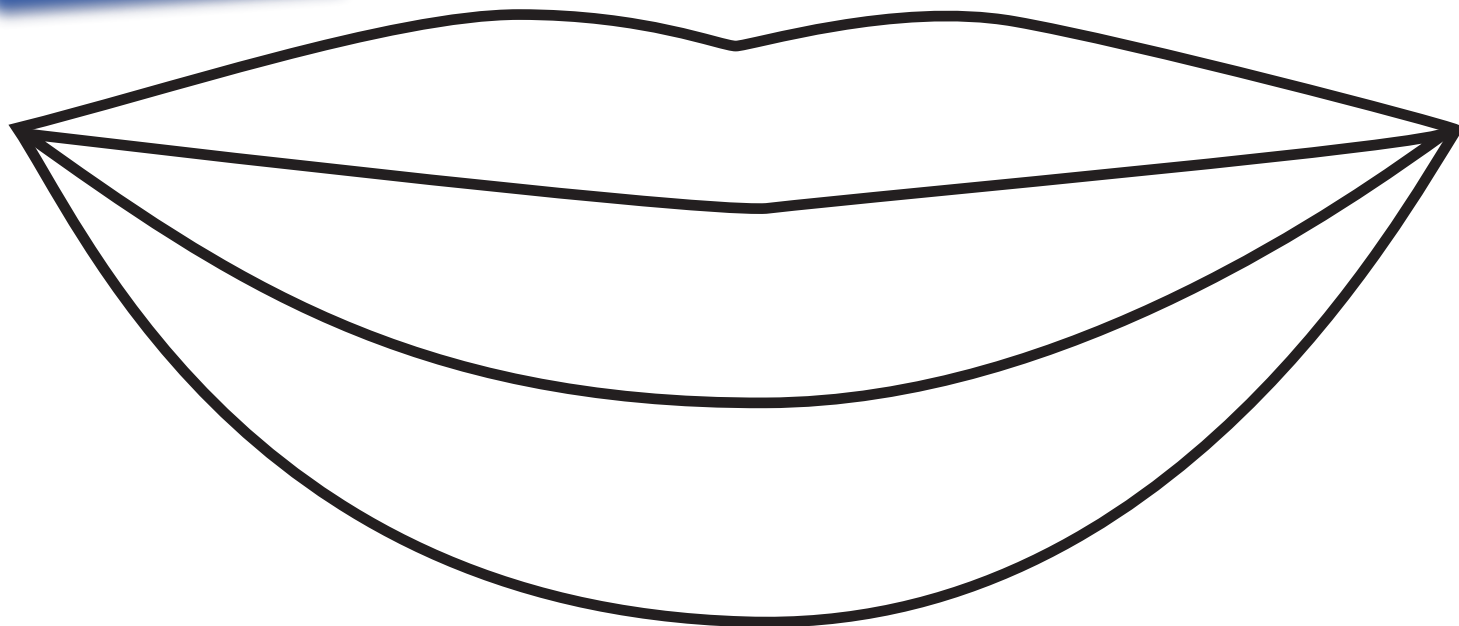
*Increase your confidence and self-esteem*

### Smiling is contagious

*Share yours & see how many you get back*

### Make the world a brighter place with your smile











**Platform 2: Twisted Egg & Spoon – Lesson Plan KS1**  
(Including reception)

Key Message(s)	Brush twice a day (before bed and 1 other time) with a pea-sized amount (age 3 years and above) of fluoride toothpaste (1350-1450ppm) for 2 minutes. Spit, don't rinse after brushing. Children should be supervised/helped with brushing until at least 7 years old.	Materials Required	Time
<b>GRAB attention</b> Joke Fact	<b>What's a teacher's favourite vegetable?</b> Peas & quiet! "Do you put anything on your toothbrush?" "One of these?" "No?" "Look again." "Hmm. Are you sure?" Use a PEA-SIZED amount of FLUORIDE toothpaste! <b>What is fluoride?</b> (mineral) <b>Why is it good for teeth?</b> (Makes enamel harder & stronger, plus antibacterial = cleaner longer)	<ul style="list-style-type: none"> <li>• Ketchup bottle</li> <li>• Tin of garden peas</li> <li>• Alcohol gel or hand soap</li> </ul>	<b>30 seconds</b>
<b>SHARE the L.O</b> (learning objective)	"By the end of this activity you will know: how much fluoride toothpaste is recommended for brushing and how often and how long to brush for."	Smile	<b>30 seconds</b>
<b>RECALL current knowledge</b>	Look at the <b>HANDS-UP SHOUT-OUT KNOW-HOW QUIZ</b> which can be found on " <b>2a Equipment TE&amp;S List PDF</b> "	Teachers resource: <b>Platform 2a Equipment List</b>	<b>1 minute</b>
<b>PRESENT new information</b>	<b>Share key messages from above.</b> Rinsing after brushing washes away the fabulous fluoride in the toothpaste so it stops working. If we <b>Spit, don't rinse..</b> then it stays on making our teeth stronger and keeping the bacteria away for longer.	Smile	<b>1 minute</b>
<b>GUIDE</b> How to perform the activity  Get feedback to check the student understands what to do	<ul style="list-style-type: none"> <li>• Divide into <b>2 teams</b> and form a <b>queue</b> in each team.</li> <li>• The 1st team member grabs a <b>toothbrush</b> and balances a <b>pea</b> on the brush head. Start the <b>2 minute timer</b>.</li> <li>• <b>Walk along the line</b> balancing the pea, while your <b>team -mate counts your steps</b>. Pick up the pea if you drop it.</li> <li>• X marks the spot where you <b>shout out "Spit!"</b> before you turn around and walk back.</li> <li>• When you get back to your team, <b>hand over</b> the toothbrush &amp; pea for the next player's turn, <b>sit down</b> &amp; do the <b>sleep pose</b> (head leaning to 1 side, ear resting on hands).</li> <li>• <b>Repeat until 2 minutes</b> is up. How many <b>steps?</b></li> <li>• <b>Reset timer and start again</b> for another 2 minutes.</li> <li>• New step <b>count?</b> Add both together for <b>grand total</b>.</li> </ul>	2 Masking tape lines on floor ended by an X 2 manual tooth-brushes Garden peas 2 minute timer Dustpan and brush	<b>1 minute</b>  <b>For instructions</b>
<b>PRACTICAL</b>	Let's do it!	Above equipment	<b>4 minutes</b>
<b>ENHANCE retention</b> Encourage students to apply to personal contexts	Discuss with a partner: <b>Do you have a manual or electric?</b> 1) Have a guess, how many circles do you draw on your teeth and gums with your toothbrush in 2 minutes? 2) <b>Do you think it's more or less than your step total?</b> Even with a manual TB it should be more, but a modern electric brush can do between 24,000-48,000 movements per minute. <b>So 2 mins, twice a day = up to 200,000 times!</b>	Smile	<b>1 minute</b>
<b>RESET</b>	and tidy station for next group (and the floor!)	Smile	<b>30 seconds</b>
<b>TRAVEL By train</b>	Choo choo with locomotion arms around the room onto the next activity station	Smile	<b>30 seconds</b>





## Twisted Egg & Spoon – Lesson Plan KS2

(In KS2 classes, each group can nominate a 'reader' to share task instructions)

### Platform 2:

Key Message(s)	Brush twice a day (before bed and 1 other time) with a pea-sized amount (age 3 years and above) of fluoride toothpaste (1350-1450ppm) for 2 minutes. Spit, don't rinse after brushing. Children should be supervised/helped with brushing until at least 7 years old.	Materials Required	Time
<b>GRAB attention</b> Joke Fact	<b>What's a teacher's favourite vegetable?</b> Peas & quiet! "Do you put anything on your toothbrush?" "One of these?" "No?" "Look again." "Hmm. Are you sure?" Use a PEA-SIZED amount of FLUORIDE toothpaste! <b>What is fluoride?</b> (mineral) <b>Why is it good for teeth?</b> (Makes enamel harder & stronger, plus antibacterial = cleaner longer)	<ul style="list-style-type: none"> <li>Ketchup bottle</li> <li>Tin of garden peas</li> <li>Alcohol gel or hand soap</li> </ul>	<b>30 seconds</b>
<b>SHARE the L.O</b> (learning objective)	"By the end of this activity you will know: <ul style="list-style-type: none"> <li>how much fluoride toothpaste to use</li> <li>how often brushing is recommended &amp; how long to brush for."</li> </ul>	Smile	<b>30 seconds</b>
<b>RECALL current knowledge</b> <small>What do you know now?</small>	Look at the <b>HANDS-UP SHOUT-OUT KNOW-HOW QUIZ</b> which can be found on <b>"2a Equipment TE&amp;S List PDF"</b>	Extra resource: <b>Platform 2a Equipment List PDF</b>	<b>1 minute</b>
<b>PRESENT new information</b>	<b>Share key messages from above.</b> Then KS2 see further info on <b>Platform 2b Twisted Egg &amp; Spoon Expansion PDF</b> to add greater depth:	Extra resource: <b>Platform 2b "Twisted KS2 Expansion PDF"</b>	<b>1 minute</b>
<b>GUIDE</b> How to perform the activity  Get feedback to check the group understands	<ul style="list-style-type: none"> <li>Divide into <b>2 teams</b> and form a <b>queue</b> in each team.</li> <li>The 1st team member grabs a <b>toothbrush</b> and balances a <b>pea</b> on the brush head. Start the <b>2 minute timer</b>.</li> <li><b>Walk along the line</b> balancing the pea, while your <b>team -mate counts your steps</b>. Pick up the pea if you drop it.</li> <li>X marks the spot where you <b>shout out "Spit!"</b> before you turn around and walk back.</li> <li>When you get back to your team, <b>hand over</b> the toothbrush &amp; pea for the next player's turn, <b>sit down</b> &amp; do the <b>sleep pose</b> (head leaning to 1 side, ear resting on hands).</li> <li><b>Repeat until 2 minutes</b> is up. How many <b>steps?</b></li> <li><b>Reset timer and start again</b> for another 2 minutes.</li> <li>New step <b>count?</b> Add both together for <b>grand total</b>.</li> </ul>	2 Masking tape lines on floor ended by an X  2 manual toothbrushes  Garden peas  2 minute timer  Dustpan and brush	<b>1 minute</b>
<b>PRACTICAL</b>	Let's do it!	Above equipment	<b>4 minutes</b>
<b>ENHANCE retention</b> Encourage students to apply to personal contexts	Discuss with a partner: <b>Do you have a manual or electric?</b> 1) Have a guess, how many circles do you draw on your teeth and gums with your toothbrush in 2 minutes? 2) <b>Do you think it's more or less than your step total?</b> Even with a manual TB it should be more, but a modern electric brush can do between 24,000-48,000 movements per minute. <b>So 2 mins, twice a day = up to 200,000 times!</b>	Smile	<b>1 minute</b>
<b>RESET</b>	and tidy station for next group (and the floor!)	Smile	<b>30 seconds</b>
<b>TRAVEL</b> By train	Choo choo with locomotion arms around the room onto the next activity station	Smile	<b>30 seconds</b>



**Platform 2a: Twisted Egg & Spoon – Equipment List**  
(For both KS1 & KS2. There is also further KS2 Expansion)

**For this activity you will need:**

- **Dustpan and brush** (to sweep floor of any dropped and squished peas!)
- A bottle of **ketchup** or other sauce
- **Tin** of garden peas
- **Peas** drained ready for use
- Alcohol gel or hand **soap dispenser**
- **Masking tape** and **scissors** to mark out 2 parallel lines (at least 1m apart) with an X at one end
- **2 manual toothbrushes**
- **A 2 minute timer** (stopwatch/ sand timer/ BrushDJ brushing app/ or:  
**For KS1** = play video of Hey Duggee brushing song:  
[The Tooth Brushing Song - The Tooth Brushing Badge - Hey Duggee Series 3 - Hey Duggee - YouTube](#)  
 (could get very annoying on repeat!!)  
**For KS2** = play BrushDJ app:  
<http://www.youtube.com/watch?v=plUxuzEvIng> (this will need setting up beforehand)

**Hands-Up Shout-Out Know-How Quiz**

RECALL current knowledge. What do you know now?

**Hands up:**

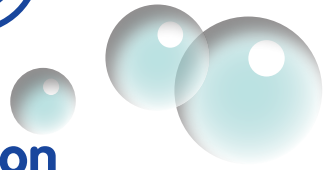
- 1 Who squeezes enough toothpaste to cover the whole brush head?
- 2 Just a pea-size?  
**KS1** = (Do your grown ups do it?)
- 3 How long do you brush for?
- 4 How do you time it?  
**Hands up:** clock/sand timer/app/fave song?
- 5 When do you brush?  
**Hands up:** B4 breakfast/after BF  
 after lunch/after school/after dinner/B4 bed?
- 6 How often? Once a day? Twice a day? Once a week?
- 7 Do your grown ups help remind you about brushing?
- 8 What flavour is your Toothpaste?
- 9 Do you like the taste?





## Platform 2b: Twisted Egg & Spoon – KS2 Expansion

(Extra Information)



It is important to keep spitting while brushing because **if you swallow a lot of fluoride it could give you an upset tummy.**

**After brushing just spit out the bubbles and don't rinse** with water or mouthwash **so the fluoride can keep working for longer.**

**Fluoride mouthwash is weaker than fluoride toothpaste** so if used after brushing is a waste of money and will be worse for your teeth than not rinsing.

If you love the feel of mouthwash, or it has been specifically recommended by a dental professional, **use it at a different time to brushing to get the extra benefit.**

### Which toothpaste is best?

It's important to find a fluoride toothpaste (1350-1450 PPM) with a flavour that you like. Otherwise 2 minutes will feel like a very long time and you will be tempted to rinse to get rid of the taste.

### What is PPM?

The strength of fluoride is counted in parts per million (PPM).

**1350-1450PPM fluoride is recommended** for your toothpaste.

You can find this on the back of the tube somewhere in or near the list of ingredients.

The fluoride could be written in a number of ways such as **Sodium Fluoride** or **Sodium Monofluorophosphate** or sometimes there are 2 types of fluoride with the other one called **Stannous fluoride.**

You have to add both numbers together to get the total PPM.



### What is fluoride and what does it do?

Fluoride is a **naturally occurring mineral** found in water in varying amounts, depending on where in the UK you live. Trace amounts of fluoride are found in some food stuffs.

**It can help prevent tooth decay**, which is why it's added to many brands of toothpaste and, in some areas, to the water supply through a process called fluoridation. It **strengthens** your enamel (which is already the **hardest substance in your body**) and is **antibacterial** so keeps the bugs away for longer after you brush.

### Why is bedtime the most important time to brush?

If we don't brush our teeth at bedtime any food stuck to our teeth will be a tasty feast for bacteria to enjoy all night long. As well as that, **the bacteria have been growing and multiplying all day** and there are now so many that the amount of acid they could produce has greatly increased. If we brush our teeth at bedtime we can make sure that any sticky food residue and bacteria are removed so our mouths are clean and fresh. When we brush our teeth, our **toothpaste builds a protective layer of fluoride** around our teeth. **If we don't rinse after brushing** this fluoride can keep working to **strengthen our enamel and keep the bacteria away for longer while we sleep.** When we go to sleep our saliva production also goes to sleep. During the day when we are awake **our saliva helps to protect our mouths in a number of ways. It has a cleansing action** literally washing over our tooth surfaces, it starts the digestion process by softening our food and preparing it for swallowing, but most importantly for preventing tooth decay, it **neutralises acids which can attack our enamel** (acid from food and drinks as well as the acid produced by bacteria feeding on sugars). So without this helpful liquid at night if we haven't brushed our teeth before bed then the bacteria will be able to feast and produce acid all night long undisturbed - that will be one big party for them but not so much fun for your teeth!



**Tickle The Gums – Lesson Plan KS1**  
(Including reception)

**Platform 3:**

Key Message(s)		Materials Required	Time
<ul style="list-style-type: none"> <li>• <b>Brushing effectively to remove plaque helps to prevent gum disease as well as lowering your risk of tooth decay.</b></li> <li>• <b>Children should be supervised or helped with brushing until at least 7 years old.</b></li> <li>• <b>Plaque disclosing tablets are a fun way to check brushing effectiveness.</b></li> </ul>			
<p><b>GRAB attention</b> Object? Joke? Photo? Fact?</p>	<p>Hands up if you own a toothbrush? Hands up if you own a gum brush? <b>Feather (picture )</b> - What can we do with this to give you a big smile? Are you ticklish? Where is the only place you can tickle yourself?</p>	<p>Hold up Feather: <b>Platform 3a Feather Image (front of PDF)</b> <b>Platform 3b</b></p>	<p><b>30 seconds</b></p>
<p><b>SHARE the L.O (learning objective)</b> with the students</p>	<p>“By the end of this activity you will be able to demonstrate how to brush effectively and list 2 ways of checking how well you’ve brushed”</p>	<p>Smile</p>	<p><b>30 seconds</b></p>
<p><b>RECALL current knowledge</b></p>	<p>Look at the <b>Platform 3c: Card grab 50/50 Quiz</b> Collect a card for every question.</p>	<p><b>Platform 3c: Card Grab 50/50 Quiz PDF</b></p>	<p><b>2 minutes</b></p>
<p><b>PRESENT new information</b></p>	<p><b>Share the Card Grab answer sheets Platform 3d &amp; 3e</b></p>	<p><b>Platform 3d &amp; 3e: Card Grab Answer Sheet PDF</b></p>	<p><b>1 minute</b></p>
<p><b>GUIDE</b> How to perform the activity Get feedback to check the students understand what to do</p>	<p><b>What you will be doing:</b></p> <ul style="list-style-type: none"> <li>• Use hand gel if required</li> <li>• Start a 2 minute timer</li> <li>• Using your index finger pretending to be a toothbrush, move it around the teeth and gums in a circular motion for 2 minutes.</li> <li>• Watch the video and brush along systematically.</li> </ul> <p><b>Are you going to use a real toothbrush for this simulation? No</b></p>	<p>Device to play video <a href="https://www.youtube.com/watch?v=gAODutgIIVQ#action=share">https://www.youtube.com/watch?v=gAODutgIIVQ#action=share</a> 2 minute timer</p>	<p><b>1 minute</b></p>
<p><b>PRACTICAL</b></p>	<p>Let’s do it!</p>	<p>Above equipment</p>	<p><b>2.5 minutes</b></p>
<p><b>ENHANCE retention</b> Encourage students to discuss their own routine</p>	<p>Discuss with a partner: <b>What will you do differently when you brush your teeth tonight?</b></p> <ul style="list-style-type: none"> <li>• Draw circles?</li> <li>• Spit don’t rinse?</li> <li>• Tickle gums?</li> <li>• Time it with an app?</li> <li>• Tick a brushing chart?</li> </ul>	<p><b>Platform 3f: Brilliant Brushing Chart PDF</b></p>	<p><b>1 minute</b></p>
<p><b>RESET</b></p>	<p>and tidy - put cards back, turn over answer sheet, reset video</p>	<p>Smile</p>	<p><b>1 minute</b></p>
<p><b>TRAVEL By train</b></p>	<p>Choo choo with locomotion arms around the room onto the next activity station</p>	<p>Smile</p>	<p><b>30 seconds</b></p>



Platform 3:

**Tickle The Gums – Lesson Plan KS2**

(In KS2 classes, each group can nominate a 'reader' to share task instructions)

Key Message(s)		Materials Required	Time
<ul style="list-style-type: none"> <li>• <b>Brushing effectively to remove plaque helps to prevent gum disease as well as lowering your risk of tooth decay.</b></li> <li>• <b>Children should be supervised or helped with brushing until at least 7 years old.</b></li> <li>• <b>Plaque disclosing tablets are a fun way to check brushing effectiveness.</b></li> </ul>			
<b>GRAB attention</b> Object? Joke? Photo? Fact?	Hands up if you own a toothbrush? Hands up if you own a gum brush? <b>Feather (picture) -</b> What's this Are you ticklish? Where is the only place you can tickle yourself?	Hold up Feather Pic: <b>Platform 3a front of KS2 PDF</b> Read out loud notes from back of <b>Platform 3b</b>	<b>30 seconds</b>
<b>SHARE the L.O (learning objective)</b> with the group	"By the end of this activity you will be able to <ul style="list-style-type: none"> <li>• Demonstrate how to brush effectively and</li> <li>• List 2 ways of checking how well you brush."</li> </ul>	Smile	<b>30 seconds</b>
<b>RECALL current knowledge</b>	<b>Card grab 50/50 Quiz</b> Reader asks questions and everyone in group picks up the card that matches their answers.	<b>Platform 3c: Card Grab 50/50 Quiz PDF</b>	<b>2 minutes</b>
<b>PRESENT new information</b>	<b>Share the Card Grab answer sheets Platform 3d &amp; 3e</b>	<b>Platform 3d &amp; 3e: Card Grab Answer Sheet PDF</b>	<b>1 minute</b>
<b>GUIDE</b> How to perform the activity Get feedback to check the students understand what to do	<b>Let's put it into practice:</b> <ul style="list-style-type: none"> <li>• Use hand gel if required</li> <li>• Start a 2 minute timer</li> <li>• Using your index finger pretending to be a toothbrush, move it around the teeth and gums in a circular motion for 2 minutes.</li> <li>• Watch the video and brush along systematically.</li> </ul> <p><b>Are you going to use a real toothbrush for this simulation? No</b></p>	Device to play video <a href="https://www.youtube.com/watch?v=gAODutgIVQ#action=share">https://www.youtube.com/watch?v=gAODutgIVQ#action=share</a> 2 minute timer	<b>1 minute</b>
<b>PRACTICAL</b>	<b>Let's do it!</b> Press play on video & start the 2 minute timer.	Above equipment	<b>2.5 minutes</b>
<b>ENHANCE retention</b> Encourage students to discuss their own routine	Discuss with a partner: <b>What will you do differently when you brush your teeth tonight?</b> <ul style="list-style-type: none"> <li>• Circles?</li> <li>• Spit don't rinse?</li> <li>• Tickle gums?</li> <li>• Time it with an app?</li> <li>• Tick a brushing chart? You will get a copy.</li> </ul>	<b>Platform 3f: Brilliant Brushing Chart PDF</b>	<b>1 minute</b>
<b>RESET</b>	Put cards back, turn over answer sheet, reset video	Smile	<b>1 minute</b>
<b>TRAVEL By train</b>	Choo choo with locomotion arms around the room to the next activity station	Smile	<b>30 seconds</b>

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Stations

Platform 3a:

## Tickle Facts – KS1 & KS2 Part 1

(Including reception)

What is this?



Can it make you smile?

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Platform 3b:

Tickle Facts – KS1 & KS2 Part 2

Hands up

**If you own a toothbrush?**

Hands up

**If you own a gumbrush?**

What's

**this?**

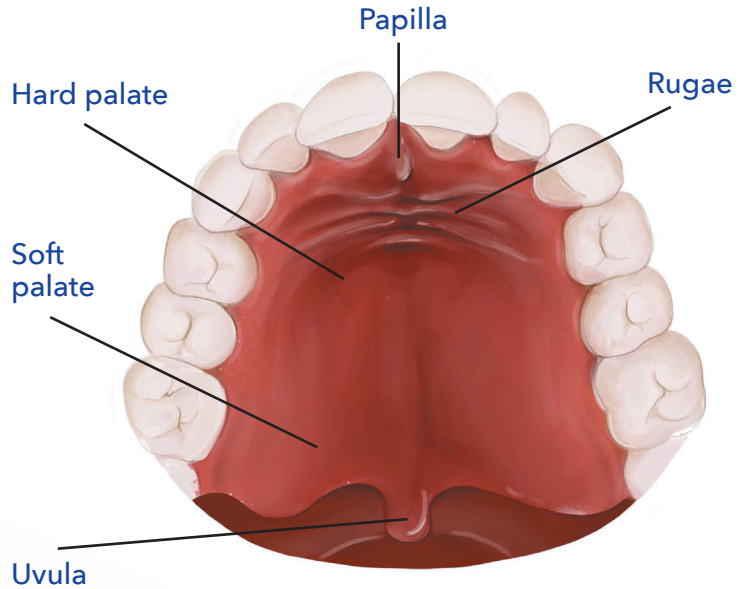


Illustration by Rachel Jackson



**Does the gum behind your top front teeth feel funny when being brushed?**

The roof of your mouth at the front is sensitive and can grip things. It's a little bumpy on that surface which helps.

If you lightly run your tongue on these ridges it is likely to tickle.

**Go on– try it!!**

**Platform 3c:****Tickle The Gums – Card Grab 50/50  
Question Sheet**

- 1 What type of toothbrush do you use? (manual or electric)
- 2 When you brush, do you scrub backwards and forwards or do you move the brush head in circles?
- 3 When brushing, do you move the toothbrush all over the mouth in any order, or do you start from the same place every time and work around systematically?
- 4 How many sides, of each tooth can we clean with our toothbrush?
- 5 How often, should we change our manual toothbrushes or electric brush heads?
- 6 Do you have a sensitive tongue?...  
Do your teeth feel “furry” before you brush them?  
And “smooth like glass” when you’ve finished?
- 7 Have you ever used a plaque disclosing tablet?
- 8 Have you ever used a brushing chart to help turn it into a twice daily habit?



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Stations



To Cut Out

Platform 3c:

Tickle The Gums – Card Grab 50/50 Quiz





Platform 3c: Tickle The Gums – Card Grab 50/50 Quiz

Scrubbing Backwards & Forwards 90° onto the tooth



Circular motion angled 45° to Tickle the Gums



Scrubbing Backwards & Forwards 90° onto the tooth



Circular motion angled 45° to Tickle the Gums



Scrubbing Backwards & Forwards 90° onto the tooth



Circular motion angled 45° to Tickle the Gums



Scrubbing Backwards & Forwards 90° onto the tooth



Circular motion angled 45° to Tickle the Gums



Scrubbing Backwards & Forwards 90° onto the tooth



Circular motion angled 45° to Tickle the Gums





**Platform 3c: Tickle The Gums – Card Grab 50/50 Quiz**

<p><b>Moving Randomly</b></p>		<p><b>Start in the same place &amp; Moving Systematically</b></p>	
<p><b>Moving Randomly</b></p>		<p><b>Start in the same place &amp; Moving Systematically</b></p>	
<p><b>Moving Randomly</b></p>		<p><b>Start in the same place &amp; Moving Systematically</b></p>	
<p><b>Moving Randomly</b></p>		<p><b>Start in the same place &amp; Moving Systematically</b></p>	
<p><b>Moving Randomly</b></p>		<p><b>Start in the same place &amp; Moving Systematically</b></p>	

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Stations



To Cut Out

Platform 3c:

Tickle The Gums – Card Grab 50/50 Quiz

2	2	3	3
4	4	2	2
3	3	4	4
2	2	3	3
4	4	3	3



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Stations



Platform 3c:

Tickle The Gums – Card Grab 50/50 Quiz

<p><b>Once a month</b> Jan, Feb, March, April, May, June, July, Aug, <b>Sept</b>, Oct, Nov, Dec</p>	<p><b>Every 3 months</b> Jan, Feb, March, April, May, June, <b>July, Aug, Sept</b>, Oct, Nov, Dec</p>	<p><b>Once a year</b> <b>2024</b></p>
<p><b>Once a month</b> Jan, Feb, March, April, May, June, July, Aug, <b>Sept</b>, Oct, Nov, Dec</p>	<p><b>Every 3 months</b> Jan, Feb, March, April, May, June, <b>July, Aug, Sept</b>, Oct, Nov, Dec</p>	<p><b>Once a year</b> <b>2024</b></p>
<p><b>Once a month</b> Jan, Feb, March, April, May, June, July, Aug, <b>Sept</b>, Oct, Nov, Dec</p>	<p><b>Every 3 months</b> Jan, Feb, March, April, May, June, <b>July, Aug, Sept</b>, Oct, Nov, Dec</p>	<p><b>Once a year</b> <b>2024</b></p>
<p><b>Once a month</b> Jan, Feb, March, April, May, June, July, Aug, <b>Sept</b>, Oct, Nov, Dec</p>	<p><b>Every 3 months</b> Jan, Feb, March, April, May, June, <b>July, Aug, Sept</b>, Oct, Nov, Dec</p>	<p><b>Once a year</b> <b>2024</b></p>
<p><b>Once a month</b> Jan, Feb, March, April, May, June, July, Aug, <b>Sept</b>, Oct, Nov, Dec</p>	<p><b>Every 3 months</b> Jan, Feb, March, April, May, June, <b>July, Aug, Sept</b>, Oct, Nov, Dec</p>	<p><b>Once a year</b> <b>2024</b></p>



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September



Stations



To Cut Out

Platform 3c:

Tickle The Gums – Card Grab 50/50 Quiz

yes	no	yes	no
yes	no	yes	no
yes	no	yes	no
yes	no	yes	no
yes	no	yes	no





**Platform 3d: Tickle The Gums – Card Grab 50/50 Quiz Answer Sheet 1**

**Which is best?  
Manual or ETB?**

**It doesn't matter which...It's what you do with it that is important.**

It's possible to do a rubbish job with an electric or a brilliant job with a manual.  
It can be easier to do a good job with an electric toothbrush as it does a lot of the hard work for you.



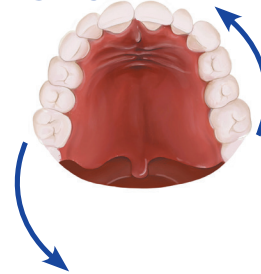
It's OK to scrub backwards and forwards on the hard biting surfaces, but use a **circular motion** around the inside and outside.  
This will help to prevent damage to the gums and make the bristles reach further.  
Bacteria love to hide along the gum-line so make sure to tickle the gums as well as clean the teeth surfaces.

**Circular motion angled 45° to Tickle the Gums**



It's easy to lose concentration and start day dreaming while we clean our teeth, but if you start in the same place every day and move systematically you won't get lost or miss anywhere.

**Start in the same place and moving systematically**



How many sides of the teeth can we clean with our toothbrush?  
**3 = Outside  
Inside  
Biting surface**

**3**



**Platform 3e: Tickle The Gums – Card Grab 50/50 Quiz Answer Sheet 2**

**How often should we change our manual toothbrushes or Electric brush heads?**

**Every 3 months**

On average but look to see if bristles are worn and no longer straight (splayed)

**Every 3 months**  
**Jan, Feb, March,**  
~~**April, May, June,**~~  
**July, Aug, Sept,**  
**Oct, Nov, Dec**

**Do you have a sensitive tongue?**

**Do your teeth feel furry before you brush them?**

**Yes**  
**No**

Some people can tell the difference by running their tongue along the teeth. When you've finished brushing do they feel smooth like glass? Do the 50/50 test – brush half of your teeth e.g. the left side – then run your tongue around your teeth and see if you can feel the difference.

**Whether you can feel the difference with your tongue the most scientific way to check is to use a plaque disclosing tablet.**

**Have you ever used a plaque disclosing tablet?**

**Yes**  
**No**

You will get some instructions on how to use them (from the school office to your grown up's email)

**Have you ever used a brushing chart to help build a twice daily habit?**

You will be getting one in your goody bag to take home today.

**Yes**  
**No**

Give yourself an extra tick each time if you remember to **"Spit, Don't Rinse!"**



September  Stations

Platform 3f:

**Tickle The Gums – KS1 & KS2**

(Including reception)

**Brilliant Brushing Chart**

Tick the boxes each time you clean your teeth for 2 minutes.

**Remember, spit, don't rinse** so the fluoride can work for longer to protect your teeth!

Day	Morning		Bedtime	
	Brushed	Didn't Rinse	Brushed	Didn't Rinse
Mon				
Tues				
Weds				
Thurs				
Fri				
Sat				
Sun				
Mon				
Tues				
Wed				
Thurs				
Fri				
Sat				
Sun				
Mon				
Tues				
Wed				
Thurs				
Fri				
Sat				
Sun				

- **Brush twice a day** for 2 minutes with fluoride toothpaste.
- **Spit, don't rinse** after brushing.
- Keep **sugary foods and drinks** to mealtimes.
- **Visit your dental practice** regularly.





Platform 4:

Hide & Seek Sugar – Lesson Plan KS1

(Including reception)

Key Message(s)		Materials Required	Time
<ul style="list-style-type: none"> <li>Reduce the amount and frequency of sugary food and drinks.</li> <li>Keep sugary food and drinks to meal times.</li> <li>What causes tooth decay? :                      plaque + sugar = acid                      acid + enamel + time = decay</li> </ul>			
<b>GRAB attention Object</b>	What's this? What's it for? Who uses one of these at work? <b>Elicit "Detective" or "Scientist"</b> "In this activity you will be the detective/scientist!"	Magnifying Glass or Telescope	30 seconds
<b>SHARE the L.O (learning objective) with the students</b>	"By the end of this activity you will understand what is a safer (tooth-friendly) snack and which food and drinks should be kept to mealtimes to help lower the chance of tooth decay."	Smile	30 seconds
<b>RECALL current knowledge</b>	How often do you eat snacks? Ticks on tally chart accordingly. Mind Map on whiteboard food & drink this group consumes between meals.	Platform 4a: Hide & Seek Sugar Tally PDF Whiteboard - Tally	1 minute
<b>PRESENT new information</b>	What causes tooth decay? Students shout out guesses. Ignore wrong answers but praise correct answers: <b>sugar, bacteria, time. Show PDF photo equation, &amp; read off back.</b>	Platform 4b/4c: What causes tooth decay PDF	1 minute
<b>GUIDE</b> How to perform the activity Get feedback to check the students understand what to do	Let's look at a variety of food and drinks and decide if there's any sugar hiding inside it. So, whether it is better for our teeth to keep them to mealtimes or if they are safe to eat as a snack. <b>Separate into 2 piles—on paper plates.</b> Demo—here is cheese... is that high in sugar or is it safe for teeth? Which plate should we put it on?	2 paper plates with pictures and titles (photo) <b>Platform 4d/4e/4f: Food Pictures Cards Game PDF (cut-up)</b>	1 minute
<b>PRACTICAL</b>	Let's do it!! <b>2 minutes</b> Look at answers <b>2 minutes</b> Any surprises? When whole fresh fruit is squished or cooked or dried the natural sugars inside are released and could cause tooth decay.	Above equipment <b>Plus Platform 4g/4h: Food Pictures Cards Answers. PDF (DO NOT CUT-UP)</b>	4 minutes
<b>ENHANCE retention</b> Encourage students to apply to personal contexts	Look back at tally chart on whiteboard. Are you putting your teeth at risk? Can swapping <b>when</b> you eat or drink something make you healthier? We want to cut down how much sugar we eat but we don't need to give up everything we like. If we are clever about <b>when</b> we eat it we can lower the chance of tooth decay.	Smile	1 minute
<b>RESET</b>	and tidy station for next group	Smile	30 seconds
<b>TRAVEL By train</b>	Choo choo with locomotion arms around the room to the next activity station	Smile	30 seconds



**Platform 4:**

**Hide & Seek Sugar – Lesson Plan KS2**

(In KS2 classes, each group can nominate a 'reader' to share task instructions)

Key Message(s)		Materials Required	Time
	<ul style="list-style-type: none"> <li>• Reduce the amount and frequency of sugary food and drinks.</li> <li>• Keep sugary food and drinks to meal times.</li> <li>• What causes tooth decay? : plaque + sugar = acid acid + enamel + time = decay</li> </ul>		
<b>GRAB attention</b> Object	<p>What's this? What's it for? Who uses one of these at work? "In this activity you will be doing the investigating."</p>	<b>Magnifying Glass</b> or <b>Telescope</b>	<b>30 seconds</b>
<b>SHARE the L.O</b> (learning objective) with the group	"By the end of this activity you will understand what is a safer (tooth-friendly) snack and which food and drinks should be kept to mealtimes to help prevent tooth decay and why."	Smile	<b>30 seconds</b>
<b>RECALL current knowledge</b>	<p>How often do you eat snacks? Ticks on tally chart accordingly. Mind Map on the whiteboard which food &amp; drink this group consumes between meals.</p>	<b>Platform 4a: Hide &amp; Seek Sugar Tally PDF</b> Whiteboard - Tally	<b>1 minute</b>
<b>PRESENT new information</b>	Look at the equation on the PDF. What 4 things must there be to get tooth decay? When you have figured it out, turn over and look at the Venn diagram to see how they interact.	<b>Platform 4b/4c: What causes tooth decay PDF</b>	<b>1 minute</b>
<b>GUIDE</b> How to perform the activity Get feedback to check the group understands what to do	<p>Let's look at a variety of food and drinks and decide if there's any sugar hiding inside it. So, whether it is better for our teeth to keep them to mealtimes or if they are safe to eat as a snack.</p> <p><b>Separate into 2 piles—on paper plates.</b> Demo—here is cheese... is that high in sugar or is it safe for teeth? Which plate should we put it on?</p>	2 paper plates with pictures and titles (photo) <b>Platform 4d/4e/4f: Food Pictures Cards Game PDF</b> (cut-up)	<b>1 minute</b>
<b>PRACTICAL</b>	<p>Let's do it!! <b>2 minutes</b> Look at answers <b>2 minutes</b> Any surprises? When whole fresh fruit is squished or cooked or dried the natural sugars inside are released and could cause tooth decay. Have you ever looked at packaging? Traffic light symbols? Different names for sugars on ingredients list often end in "ose" e.g. sucrose, maltose, glucose as well as corn syrup.</p>	Above equipment <b>Plus Platform 4g/4h: Food Pictures Cards Answers. PDF</b> (DO NOT CUT-UP)	<b>4 minutes</b>
<b>ENHANCE retention</b> Encourage students to apply to personal contexts	Look back at tally chart on whiteboard. Are you putting your teeth at risk? Can swapping <b>when</b> you eat or drink something make you healthier? We want to cut down how much sugar we eat but we don't need to give up everything we like. If we are clever about <b>when</b> we eat it we can lower the chance of tooth decay.	Smile	<b>1 minute</b>
<b>RESET</b>	and tidy station for next group	Smile	<b>30 seconds</b>
<b>TRAVEL By train</b>	Choo choo with locomotion arms around the room to the next activity station	Smile	<b>30 seconds</b>

**Platform 4a:**

# Hide and Seek Sugar – KS1 & KS2

(Including reception)

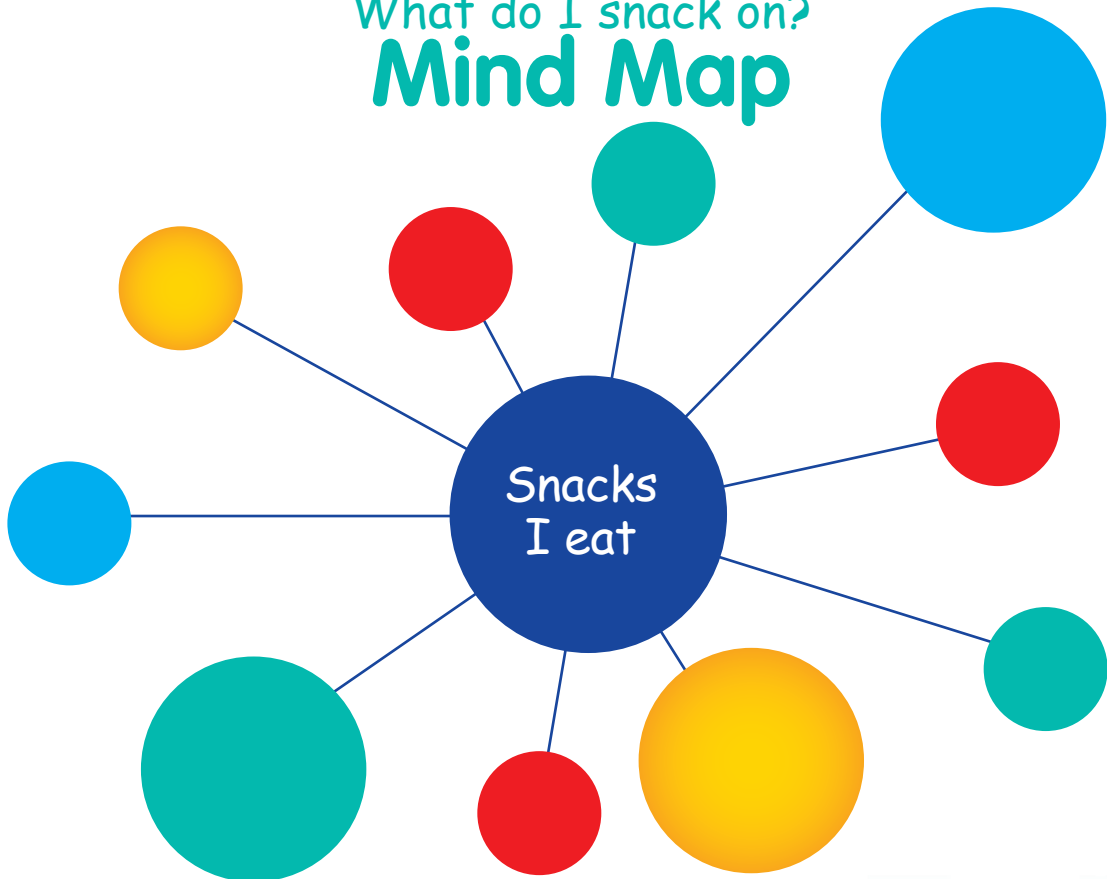
## Tally Chart

**How often do you eat snacks between meals?**

Between breakfast & lunch? Between lunch & evening meal? Between evening & breakfast?

How often each day?	Tally - How many children snack... this many times a day?	Total Number
Once		
Twice		
Three Times		

## What do I snack on? Mind Map





Platform 4b:

# Hide and Seek Sugar – KS1 & KS2

(Including reception)

What causes

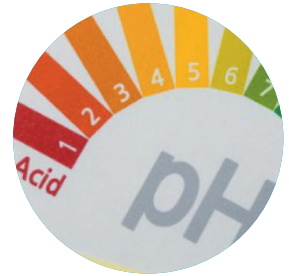
## Tooth Decay?



+



=



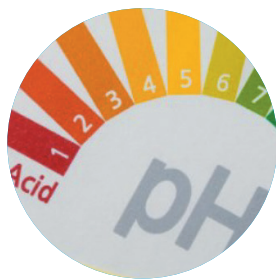
**bacteria**

**sugar**

**acid**



+



+



=



**tooth**

**acid**

**time**

**tooth decay**

Sugar Bowl: © [yusufaslan](https://www.123rf.com/profile_yusufaslan), [123RF Free Images](https://www.123rf.com/free-images/)



## Platform 4c:

## Hide and Seek Sugar – KS1 &amp; KS2

(Including reception)

What causes

# Tooth Decay?

There needs to be 4 things for tooth decay to occur.

## 1 A Tooth

Without a tooth you can't get tooth decay! Shall we pull out all of our teeth so we don't need to worry about tooth decay?

## 2 Bacteria

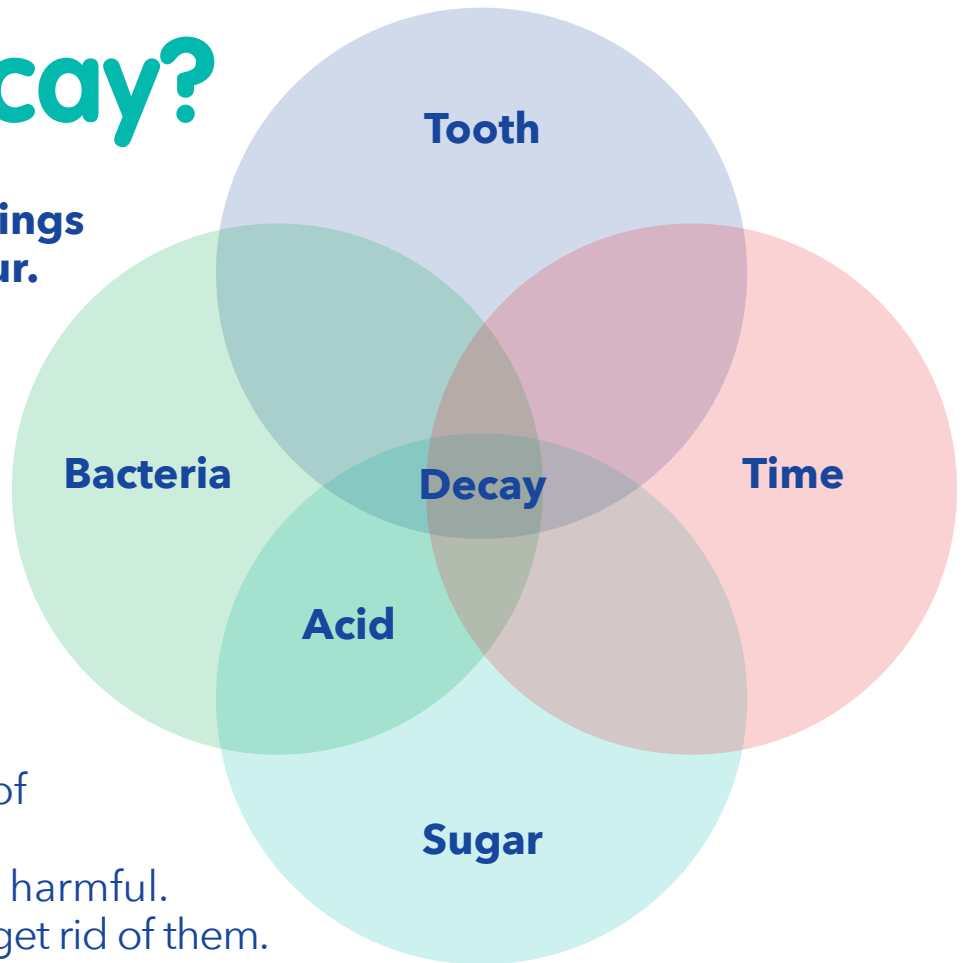
There are thousands of bacteria in our mouth – some friendly, some harmful. We brush our teeth to get rid of them.

## 3 Sugar

The bacteria feed on sugars and that makes them produce Acid.

## 4 Time

The Acid attacks the tooth. We have a marvellous liquid in our mouth which helps to protect our teeth. Our saliva can repair the tooth if it has time between meals. But if we eat or drink more sugar the tooth will be attacked again. If this keeps happening (by having sugary snacks) it could cause tooth decay.



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Platform 4d:

Hide and Seek Sugar – KS1 & KS2

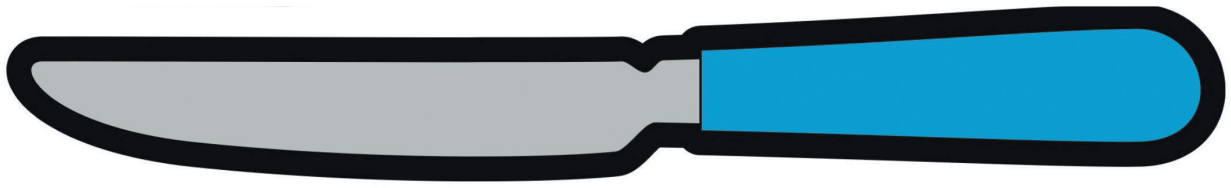
(Including reception)



To Cut Out

# Food Picture Card Game

Image of knife and fork to cut out and stick onto paper plate 1



Best keep to meal times

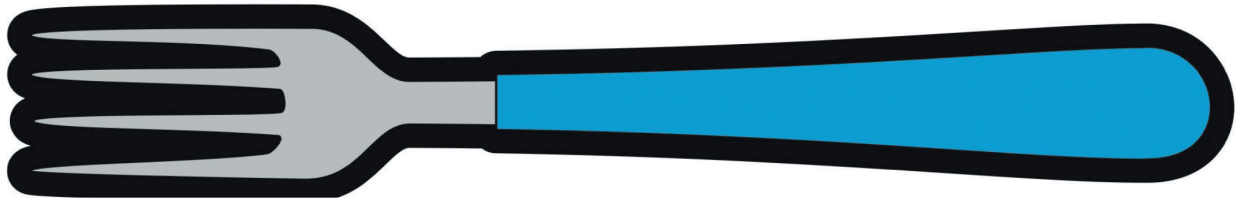


Image of tooth to cut out and stick onto paper plate 2



Safer for teeth

Snacks  
I eat



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Platform 4e:

Hide and Seek Sugar – KS1 & KS2

(Including reception)



To Cut Out



# Food Picture Card Game







Platform 4f:

# Hide and Seek Sugar – KS1 & KS2

(Including reception)



To Cut Out

## Food Picture Card Game



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Platform 4g:

Hide and Seek Sugar – KS1 & KS2

(Including reception)

# Food Picture Card Game

Answer Sheet 1





Platform 4h:

# Hide and Seek Sugar – KS1 & KS2

(Including reception)

# Food Picture Card Game

Answer Sheet 2





Platform 5:

Sugar Cube Stack – Lesson Plan KS1

(Including reception)

Key Message(s)		Materials Required	Time
	<ul style="list-style-type: none"> <li>Reduce how much and how often we have sugary food and drinks to lower the chance of tooth decay.</li> <li>Keep sugary food and drinks to meal times.</li> <li>What causes tooth decay? : plaque + sugar = acid, acid + enamel + time = decay</li> </ul>		
<b>GRAB attention</b> Object	<p><b>Is water a safe drink for teeth? Why do you think it is?</b> Then show 3 types of water bottle (still/sparkling/flavoured) What are the differences? All kind to teeth? Fruity=sugary, Fizzy=acidic, Plain still=safe for teeth.</p>	3 types of empty water bottles	<b>1 minute</b>
<b>SHARE the L.O</b> (learning objective) with the students	<p><b>“By the end of this activity you will know</b> how much sugar is in a variety of drinks and understand which of them to drink less often and only at mealtimes.”</p>	Smile	<b>30 seconds</b>
<b>RECALL current knowledge</b> What do they know now?	<p><b>Discuss with a partner/in a 3:</b> Look at drinks bottles on a tray. Which do you drink? How often? When do you drink them? At a mealtime? Once a week? Only at parties?</p>	Tray of empty drinks bottles/cans/cartons	<b>1 minute</b>
<b>Note new order from here: GUIDE</b> How to perform the activity Get feedback to check comprehension	<p>Pass around a teaspoon. Show the group a sugar cube. <b>1 sugar cube = 1 teaspoon of sugar</b> In this activity you need to <b>estimate how much sugar</b> is in each drink and <b>stack up</b> that amount of <b>sugar cubes</b> next to it. How many teaspoons in 1 sugar cube? How many sugar cubes will you stack next to the bottles?</p>	A teaspoon Tray of empty drinks bottles/cans/ cartons Packet of sugar cubes	<b>30 seconds</b>
<b>PRACTICAL</b>	Let's do it!!	As Above	<b>3 minutes</b>
<b>PRESENT new information</b>	<p><b>Watch BDA video</b> <b>Do you know how much sugar is in your drink? - You Tube</b> (45 seconds) <b>Or Turn over answer sheet</b> to check how many got right. It is recommended to <b>keep sugary drinks to mealtimes.</b> <b>Why?</b> Bacteria+Sugar=Acid, Acid+Teeth+Time=Decay</p>	<b>Platform 5b: “Sugar in Drinks Answers” on back of Platform 5a: “Sugar Cube Stack Equipment list” PDF</b> (Or watch video)	<b>2 minutes</b>
<b>ENHANCE retention</b> Encourage students to apply to personal contexts	<p><b>Discuss with a partner:</b> 1 What do you drink between meals? Is it safe for your teeth? 2 Were you surprised by the sugar cubes? 3 Do you know anyone who could benefit from you sharing this knowledge?</p>	Smile	<b>30 seconds</b>
<b>RESET</b>	and tidy station for next group	Smile	<b>1 minute</b>
<b>TRAVEL By train</b>	Choo choo with locomotion arms around the room to the next activity station	Smile	<b>30 seconds</b>



Platform 5:

Sugar Cube Stack – Lesson Plan KS2

(In KS2 classes, each group can nominate a 'reader' to share task instructions)

Key Message(s)		Materials Required	Time
	<ul style="list-style-type: none"> <li>Reduce how much and how often we have sugary food and drinks to lower the chance of tooth decay.</li> <li>Keep sugary food and drinks to meal times.</li> <li>What causes tooth decay? : plaque + sugar = acid, acid + enamel + time = decay</li> </ul>		
<b>GRAB attention</b> Object	<p><b>Is water a safe drink for teeth? Why do you think it is?</b> Then show 3 types of water bottle (still/sparkling/flavoured) What are the differences? All kind to teeth? <b>Fruity</b>=sugary, <b>Fizzy</b>=acidic, <b>Plain still</b>=safe for teeth.</p>	3 types of empty water bottles	<b>1 minute</b>
<b>SHARE the L.O</b> (learning objective) with the group	<p><b>"By the end of this activity you will know</b> how much sugar is in a variety of drinks and understand which of them to drink less often and at mealtimes."</p>	Smile	<b>30 seconds</b>
<b>RECALL current knowledge</b> What do you know now?	<p><b>Discuss with a partner/in a 3:</b> Look at drinks bottles on a tray. Which do you drink? How often? When do you drink them? At a mealtime? Once a week? Only at parties?</p>	Tray of empty drinks bottles/cans/cartons	<b>1 minute</b>
<b>Note new order from here: GUIDE</b> How to perform the activity Get feedback to check comprehension	<p>Pass around a teaspoon. Pass around a sugar cube. <b>1 sugar cube = 1 teaspoon of sugar</b> In this activity <b>you need to estimate how much sugar</b> is in each drink and <b>stack up</b> that amount of <b>sugar cubes</b> next to it. How many teaspoons in 1 sugar cube? How many sugar cubes will you stack next to the bottles?</p>	<p>A teaspoon A packet of sugar cubes Tray of empty Drinks bottles/cans/ cartons</p>	<b>30 seconds</b>
<b>PRACTICAL</b>	Let's do it!!	As Above	<b>3 minutes</b>
<b>PRESENT new information</b>	<p><b>Turn over answer sheet</b> to check how many got right. Or <b>Watch BDA video</b> <b>Do you know how much sugar is in your drink - YouTube</b> (45 seconds) It is recommended to <b>keep sugary drinks to mealtimes.</b> <b>Why?</b> Bacteria+Sugar=Acid, Acid+Teeth+Time=Decay</p>	<b>Platform 5b: "Sugar in Drinks Answers" on back of Platform 5a: "Sugar Cube Stack Equipment list" PDF</b> (Or watch video)	<b>2 minutes</b>
<b>ENHANCE retention</b> Encourage students to apply to personal contexts	<p><b>Discuss with a partner:</b> 1 What do you drink between meals? Is it safe for your teeth? 2 Were you surprised by the sugar cubes? 3 Do you know anyone who could benefit from you sharing this knowledge?</p>	Smile	<b>30 seconds</b>
<b>RESET</b>	and tidy station for next group	Smile	<b>1 minute</b>
<b>TRAVEL By train</b>	Choo choo with locomotion arms around the room to the next activity station	Smile	<b>30 seconds</b>



## Platform 5a:

## Sugar Cube Stack – Equipment List

(PTO for Answer Sheet)



## For this activity you will need:

- A teaspoon
- A tray
- A packet of sugar cubes
- A device to play video
- Empty bottles/cans/cartons:
  - 3 empty water bottles (still, sparkling and flavoured)
- Freshly squeezed Orange juice
- Cola
- Fruit and vegetable smoothie
- Sports drink
- Squash
- Chocolate milkshake
- Energy drink



Platform 5b:

# Sugar Cube Stack – Answer Sheet

(PTO for Equipment List)

If you have facility the answers can be revealed by viewing this British Dental Association video:

**Do you know how much sugar is in your drink? - YouTube** Or compare your stacks with the results below:

Drink	Drink Serving (in g)	No. of Sugar Cubes in this size serving	Percentage of Drink that is sugar	Is this tooth friendly? (if not, keep to mealtimes)
Freshly Squeezed Orange Juice	21.5g	5	Sugar 23.3% Orange Juice 76.8%	No
Cola	35g	8.5	Sugar 24.2% Cola 75.8%	No
Fruit/Veg Smoothie	42g	10	Sugar 23.8% Fruit Smoothie 76.2%	No
Sports Drink	44g	10	Sugar 22.7% Sports Drink 77.3%	No
Squash	50g	10	Sugar 24% Squash 76%	No
Chocolate Milkshake	51g	12	Sugar 23.5% Choc Milkshake 76.5%	No
Energy Drink	55g	13	Sugar 23.5% Energy Drink 76.5%	No
Still Plain Water	50g	0	Sugar 0% Still Plain Water 100%	Safe for Teeth



Platform 6:

My Dental Visit – Lesson Plan KS1

(Including reception)

Key Message	Make friends with a dentist and visit them regularly	Materials Required	Time
<b>GRAB attention...</b> object...	Teacher holds up plastic mouth mirror and asks "What is this? Who uses it? Why?" (Kids may pass around for closer look)	Plastic mouth mirror	<b>30 seconds</b>
<b>SHARE the L.O</b> (learning objective) with the students	<b>"By the end of this activity you will understand what happens at a dental check-up and be able to list 3 reasons why it is important to visit a dentist regularly"</b>	Smile	<b>30 seconds</b>
<b>RECALL current knowledge</b> What do they know now?	Ask closed Q's to quickly find out about previous experience: A Hands up who has been to see a dentist? B Who saw them in a library? School? Dental Practice? C Who has had a ride in the dental chair? D Who opened really wide like a roaring lion to let the dentist count their teeth? E Show me! F Were the dental team friendly?	<b>Platform 6a: "My Dental Visit Set Up PDF."</b>	<b>1 minute</b>
<b>PRESENT new information</b>	<b>Share other reasons not already mentioned.</b> "As well as counting your teeth the dentist will shine their bright light and use their dental mirror to check that your teeth and gums are healthy. They will tell you how good you are at brushing and might give tips on how to get even better! Often they do give stickers to great patients."	As above	<b>1 minute</b>
<b>GUIDE</b> How to perform the activity	<b>Let's dress up and role-play!</b> In pairs or 3's choose who will be the dentist or patient (and receptionist) Select relevant PPE to wear (see characters and props on <b>Platform 6a My Dental Visit PDF</b> ) Get feedback to check the students understand what to do.	<b>Platform 6b: "My Dental Visit Role-play KS1 PDF."</b>	<b>1 minute</b>
<b>PRACTICAL</b>	Let's do it!! Dress-up into character Role-play <b>N.B. "Dentists" to pretend to use mouth mirrors unless using a new one for each "patient"</b> <b>(Script on Platform 6b Dental Visit Role-play PDF)</b>	Chairs (set up) Mask, visor, gloves, sunglasses, bib, plastic mirrors, scripts, stickers	<b>4 minutes</b>
<b>ENHANCE retention</b> Encourage students to apply to personal contexts	Discuss with a partner: <b>1 Can you think of 3 reasons why it is important to visit a dentist?</b> <b>2 Was it like the role-play when you went to the dentist for real?</b>	Smile	<b>30 seconds</b>
<b>RESET</b>	Take off all dress-up items. Leave as found them for next group	Smile	<b>1 minute</b>
<b>TRAVEL By train</b>	Choo choo with locomotion arms around the room to the next activity station	Smile	<b>30 seconds</b>





**Platform 6:**

**My Dental Visit – Lesson Plan KS2**

(In KS2 classes, each group can nominate a 'reader' to share task instructions)

Key Message	Make friends with a dentist and visit them regularly	Materials Required	Time
<b>GRAB attention...</b> object...	Pass around a plastic mouth mirror and answer these questions: "What is this? Who uses it? Why?"	Plastic mouth mirror	<b>30 seconds</b>
<b>SHARE the L.O</b> (learning objective) with the students	<b>"By the end of this activity you will understand what happens at a dental check-up and be able to list 3 reasons why it is important to visit a dentist regularly"</b>	Smile	<b>30 seconds</b>
<b>RECALL current knowledge</b> What do you know now?	Discuss Q's to quickly find out about previous experience: A Hands up who has been to see a dentist? B Where did you visit them? C Who has had a ride in the dental chair? D What happened at your check-up? E What did the dentist do? F What did you do? G Were the dental team friendly?	<b>Platform 6a: "My Dental Visit Set Up PDF."</b>	<b>1 minute</b>
<b>PRESENT new information</b>	<b>Share other reasons not already mentioned.</b> "As well as counting your teeth the dentist will shine their bright light and use their dental mirror to check that your teeth and gums are healthy. They will tell you how good you are at brushing and might give tips on how to get even better! Often they do give stickers to great patients."	As above	<b>1 minute</b>
<b>GUIDE</b> How to perform the activity	<b>Let's dress up and role-play!</b> In pairs or 3's choose who will be the dentist or patient (and receptionist) Select relevant PPE to wear (see characters and props <b>on My Dental Visit Set Up PDF</b> )	<b>Platform 6c: "My Dental Visit Role-play KS2 PDF."</b>	<b>1 minute</b>
<b>PRACTICAL</b>	Let's do it!! Dress-up into character Role-play <b>N.B. "Dentists" to pretend to use mouth mirrors unless using a new one for each "patient" (Script on Dental Visit Role-play PDF)</b>	Chairs (set up) Mask, visor, gloves, sunglasses, bib, plastic mirrors, scripts, stickers	<b>4 minutes</b>
<b>ENHANCE retention</b> Encourage students to apply to personal contexts	Discuss with a partner: <b>1 Can you think of 3 reasons why it is important to visit a dentist?</b> <b>2 Was it like the role-play when you went to the dentist for real?</b>	N/A	<b>30 seconds</b>
<b>RESET</b> and tidy station	Take off all dress-up items. Leave as found them for next group	Smile	<b>1 minute</b>
<b>REVOLVE</b> to the next activity station	In a clockwise direction or as directed by teacher	Smile	<b>30 seconds</b>



Platform 6a:

My Dental Visit – Set Up



Set up 4 chairs and a table like a waiting room with reception desk



Set up 2 chairs together to be a dental chair and 1 more for the dentist



Equipment Required:

- Sunglasses
- Optional Toy Phone
- Dental Stickers
- Book or Magazine
- Copies of Role-play script
- Masks
- XS gloves
- Visors
- Bibs
- Plastic mouth mirrors

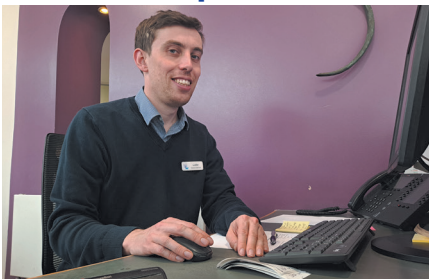
Ask your local dental practice if they will kindly donate the PPE items otherwise they can be sourced online (see resources links page)



**Quantities of each item** – if a class of 30 is divided between 6 stations = into groups of 5 = 1 receptionist, 2 dentists and 2 patients. So, if you have enough space, could run 2 simulation surgeries at the same time and share a receptionist like a real dental practice. Smaller groups of 4 could have 1 receptionist, 1 dentist and 2 patients seen together at same appointment like a family visit.

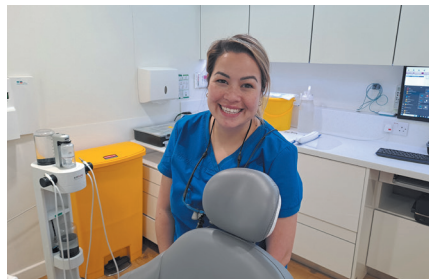
Characters and Props

Receptionist:



- Dental Stickers
- Optional Toy Phone
- Book or Magazine on waiting room chair

Dentist:



- Mask
- Visor/Eye protection
- Gloves
- Plastic mouth mirror

Patient:



- Sunglasses
- Tie on bib/drape



N.B. "Dentists" to pretend to use mouth mirrors unless using a new one for each "patient"

Platform 6b:

My Dental Visit – Role-play KS1



**Receptionist:** Hello. Welcome

**Patient:** Hello.



**Receptionist:** Please sit down and wait.

**Patient:** Thank you.



**Dentist:** Hello. I'm Doctor Jones. Please follow me.



**Dentist:** Can I check your teeth and gums?

**Patient:** Yes please.

**Dentist:** Lie back and have a ride in my chair

**Patient:** Cool. Thanks.



**Dentist:** Open wide so I can count your teeth.

**Patient:** (opens wide)

**Dentist:** Your brushing is good. Well done.

**Patient:** Thank you.



**Dentist:** Will you come back again in 6 months?

**Patient:** Yes

**Dentist:** The receptionist will give you a sticker.

**Patient:** Great. Goodbye.

## Visit your dentist regularly because:

- Friendly faces who will check to see if your smile is healthy.
- Answer questions you have about your mouth.
- They can show you how to brush brilliantly.
- Healthy eating advice.
- You might even get a sticker!





N.B. "Dentists" to pretend to use mouth mirrors unless using a new one for each "patient"

Platform 6c:

My Dental Visit – Role-play KS2



**Receptionist:** Hello. Welcome to our practice.

**Patient:** Hello. I have an appointment for a check-up.



**Receptionist:** Please take a seat. The dentist won't be long.

**Patient:** Thank you.



**Dentist:** Hello. I'm your dentist. My name is Dr. Jones. Please follow me to the surgery.



**Dentist:** Can I check the health of your teeth and gums?

**Patient:** Yes please.

**Dentist:** Here's a bib and dark glasses for you to protect your eyes and clothes. Lie back and have a ride in my chair.

**Patient:** Cool. Thanks.



**Dentist:** Open wide so I can count your teeth.

**Patient:** (opens wide)

**Dentist:** Your brushing is good. Well done.

**Patient:** Thank you.

**Dentist:** Do you use fluoride toothpaste?

**Patient:** Yes & I spit and don't rinse afterwards. My teacher told me it's better not to wash off the fluoride.



**Dentist:** Will you come back again in 6 months?

**Patient:** Yes

**Dentist:** You can book an appointment with the receptionist and he will give you a sticker.

**Patient:** Great. Goodbye.

**Dentist:** Keep up the good work. Goodbye. appointment with the receptionist and he will give you a sticker.

Visit your dentist regularly because:

- Friendly faces who will check to see if your smile is healthy.
- Answer questions you have about your mouth.
- They can show you how to brush brilliantly.
- Healthy eating advice.
- You might even get a sticker!



