



# Exhibit Guide for Teachers

## Kindergarten – Grade 3



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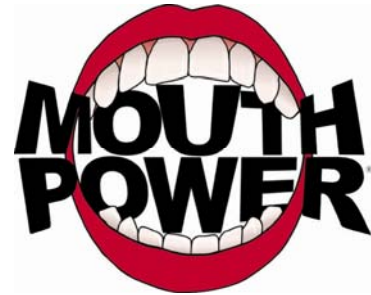
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## Overview and Planning for a Field Trip

The National Museum of Dentistry developed MouthPower<sup>®</sup>, an interactive oral health program, to motivate children to make healthy lifestyle choices. The exhibit helps children discover the power of a healthy smile and the importance of oral health in a healthy life. During their visit, children will explore the topics of oral hygiene, nutrition, tobacco use prevention, and the dental profession.



After visiting MouthPower<sup>®</sup>, children will understand how to take better care of their teeth. They will know:

- How to brush and floss properly
- The parts of a tooth
- How to make healthy food choices
- The dangers of tobacco use
- The different people who make up the dental team.

Use this guide to assist students in preparing for the exhibit. The guide is also beneficial for follow-up after the visit to ensure children understand key concepts of oral health.

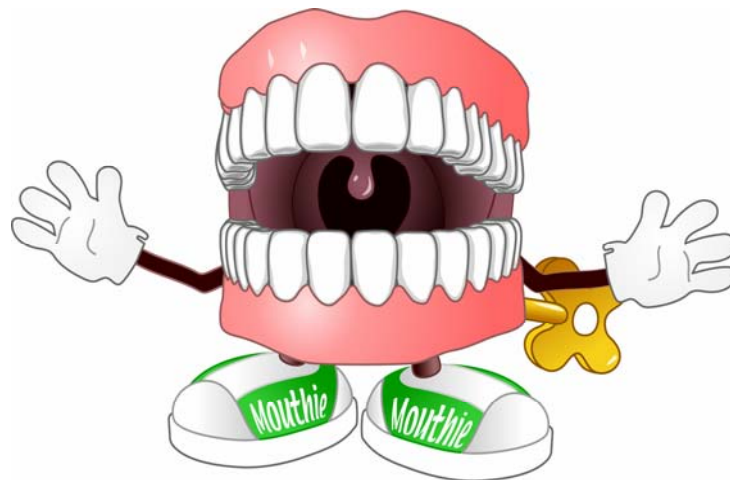
- Each activity in the guide has a pre-visit and post-visit component to enhance student learning and get them better prepared for their experience.
- Talk to your class about habits to keep their teeth healthy. Use the following questions to help students complete the first two parts of a KWL class chart (**What I Know**, **What I Want to Know**, **What I Learned**). Make sure to save all responses so the students can look at them after their visit and complete the chart.
  - How can you keep your teeth healthy?
  - How can using tobacco hurt your mouth?
  - What jobs can I do if I like learning about my teeth and mouth?
  - What foods can keep my teeth and body healthy and strong?
- Have a post-visit discussion with your class to complete the KWL chart. Ask students what they learned and how their ideas changed after seeing the exhibit. Compare their pre-visit answers to their answers after the trip.
- After your visit, invite dental team members to your class to talk about their professions and how they help people with their oral healthcare.

## Chart of Activities and Links to Standards

Activity	NSES*	NHES**	Features of Activity
What Makes Up a Tooth?	CI	1.3	Parts of a tooth, new vocabulary
Let's Brush and Floss	Flb	1.1, 3.1	Oral hygiene, visual art
Tobacco=Tooth Trouble	Fl d	3.3	Cause and effect, change
Healthy Food and Life Choices	Fl c	1.1, 3.1	Healthy food, appreciating food
The Dental Team	GI	2.4	Community helpers, new vocabulary

\*National Science Education Standards

\*\*National Health Education Standards



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# What Makes Up a Tooth?

## Key Learning Point:

- The parts of a tooth are: crown, root, enamel, dentin, pulp, bone, gum, cementum, and periodontal ligament.

## Materials Needed:

- Paper
- Crayons or colored pencils
- Pencils

## **Pre-Visit**

- As a class, discuss what you use your teeth for (eating, smiling, and talking). Ask the students what parts of their teeth they use (the part we see). Take the discussion a step further to talk about the inside of a tooth.
  - Can you predict what your tooth looks like inside?
  - Will the inside of your tooth look the same as the outside? Will it look different? Why do you think so?
- Have each child divide a piece of paper in half. On the one side have them draw a prediction of what the inside of a tooth looks like. For older children, encourage them to write about what the anatomy of the tooth looks like and label any parts they know.
- Collect the drawings and save them for after the trip.
- To familiarize yourself with the anatomy of a tooth, visit [http://www.ada.org/public/education/teachers/smilesmares/watch\\_materials\\_anatomy.pdf](http://www.ada.org/public/education/teachers/smilesmares/watch_materials_anatomy.pdf)

## **Post-Visit**

- Have another class discussion about the parts of a tooth. Ask students what they learned about what the inside of a tooth looks like.
- Pass back the pre-visit drawings and discuss how their pictures would be different since they know the different parts of a tooth.
- Encourage children to draw the inside of a tooth and label the different parts (the glossary at the end of the guide will help you with new vocabulary). For older children, let them create definitions about each part of the tooth.

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# Let's Brush and Floss

## Key Learning Points:

- It is important to brush your teeth twice a day using a pea-size amount of fluoride toothpaste and a soft bristle toothbrush.
- You should brush your tongue and all parts of your teeth using a gentle circle motion.
- Floss your teeth once a day. Hold the floss in a “C” shape against the side of the tooth and move the floss up and down.

## Materials Needed:

- Set of demonstration teeth or picture of teeth (optional)
- Paper
- Crayons or colored pencils

## **Pre-Visit**

- In a class discussion, talk with children about how they brush their teeth and how often they brush. Repeat the discussion talking about flossing. Write ideas on chart paper to save for the post-visit activity.
- (Optional) Invite children to show how to brush and floss on a demonstration set of teeth or picture of teeth.
- As a class, write down steps for brushing and flossing teeth.

## **Post-Visit**

- Have a class discussion about brushing and flossing. Ask students what they learned at the exhibit about how to brush and floss. Write down ideas on paper and compare these responses to the pre-visit ideas.
- Have each child write step-by-step directions for brushing and flossing. Students should also include the type of toothpaste, how much toothpaste, and the type of toothbrush to use in their directions. Make sure they illustrate each step. In order to see how well the children wrote their directions, let them take the instructions home to give to a family member to try. The family member can write how well the directions worked. Students can try to edit the directions to make them easy to read and follow.

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# Tobacco = Tooth Trouble

## Key Learning Point:

- Smoking and chewing tobacco can damage teeth and gums.

## Materials Needed:

- Paper
- Crayons or colored pencils
- Pencils

## Pre-Visit

- Talk with children about tobacco use and how they think it might hurt their bodies. Record answers on a chart for younger children. For older children, let them work in groups and list how using tobacco can harm the body. Consider these questions when discussing tobacco use with your students.
  - What is tobacco?
  - What products contain tobacco?
  - What can tobacco use do to your body?
  - What can tobacco use do to your teeth?
  - Is tobacco good for you? Why or why not?
- Keep the recorded answers to reflect on during the post-visit activity.

## Post-Visit

- Have a class discussion about tobacco use and its effects on our bodies, focusing on the teeth and mouth. Have children discuss what they learned from the exhibit.
- Divide a sheet of paper in half. On the one side have students draw a picture of their face (focus on the mouth and teeth). On the other side of the paper, have the students draw what they think their face, mouth, and teeth would look like in 20 years if they used tobacco. Younger students should label their pictures **Healthy Me** and **Tobacco Me**. Older students should label their drawings and write the effects of tobacco on their teeth and mouth.

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# Healthy Food and Life Choices

## Key Learning Point:

- Eating a variety of healthy foods each day helps prevent tooth decay and contributes to overall oral health.

## Materials Needed:

- Paper
- Crayons or colored pencils
- Magazines
- Paper plates
- Scissors
- Glue

## Pre-Visit

- Introduce students to the food pyramid. Talk about how the colors represent different food groups and the band widths determine how much food from a group we need to eat.
- For younger children, display a large class food pyramid. Divide the class into the groups of the food pyramid. Each group looks through magazines to find foods from their food group to glue onto the classroom food pyramid.
- For older children, have the students work in pairs. Each pair receives a food pyramid and they must draw and label foods for each food group.

## Post-Visit

- Have a class discussion about eating a variety of food and trying new foods. Have children try to name things they have never eaten before.
- Younger children can create a healthy meal using as many food groups as possible. Students can look through magazines and cut out the food for their meal and glue them on a paper plate. One food item must be something they have never eaten before. All food on the plate should be labeled. Encourage the students to take their healthy meals home and try the new food the next time they shop with their caregiver at the grocery store.

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# The Dental Team

## Key Learning Point:

- The dental team - dentist, dental hygienist, dental assistant, and dental technician - play important roles in helping keep our teeth healthy.
- When you take care of your teeth, you are part of the dental team.

## Materials Needed:

- 11x17 Paper or large sheets of construction paper
- Crayons or colored pencils
- Pencils
- Camera

## Pre-Visit

- In a class discussion, talk with children about visiting the dentist. Use the following questions to guide discussion. Record answers on chart paper for younger students. Older students may work in groups to talk about their dental visit experiences. As a class, see if the students can name the dental team members and the jobs they perform.
  - Who do you see when you go to the dentist?
  - What do different people do at the dentist's office?
  - Can you name the people who make up the dental team?

## Post-Visit

- Talk about the people who make up the dental team. Look at the pre-visit responses and discuss how the students' ideas have changed. Have a discussion about why the dentist would need other people to help him or her take better care of your teeth.
- Divide paper into fifths. For younger students, have the paper divided for them in advance. Older students can practice their fraction skills to divide their paper. Have students draw a different member of the dental team in each section of the paper. Younger children can label the dental team members by occupation. Older children can label the dental team members and give definitions of each member's profession. Take a picture of each child and have the students attach their pictures to the last section of the team member chart. Discuss why we are part of the dental team and what our responsibilities are to maintain good oral health.

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# Glossary

<b>Bone</b>	Supports the teeth
<b>Cavity</b>	A hole in the tooth caused by decay
<b>Cementum</b>	Covers the surface root
<b>Crown</b>	Part of the tooth above the gums (covered by enamel)
<b>Dental Assistant</b>	The person who assists the dentist by handing him or her the right instruments, mixing filling materials, pouring study models from impressions of your mouth, and recording the treatment given.
<b>Dental Hygienist</b>	The oral health care specialist who cleans your teeth, records problems in your mouth, applies decay preventing fluoride, and teaches you how to brush and floss.
<b>Dental Technician</b>	The highly skilled dental team member who works in a laboratory to make your orthodontic appliances (like retainers) and dentures (artificial teeth) for those who unfortunately lose their teeth.
<b>Dentin</b>	Makes up most of the tooth and is as hard as bone
<b>Dentist</b>	The doctor who specializes in helping keep your teeth healthy and fixes them when they are damaged. He/she directs the other members of the team.
<b>Enamel</b>	Covers the crown and is the hardest material in the body
<b>Gum</b>	Covers the bone surrounding the teeth
<b>Periodontal Ligament</b>	Attaches to the cementum and bone and holds the tooth in place
<b>Plaque</b>	Soft, sticky film of bacteria that sticks to the teeth
<b>Pulp</b>	The inner tissues of the tooth which contains the nerve and blood vessels
<b>Root</b>	Part of the tooth below the gums (not covered by enamel)