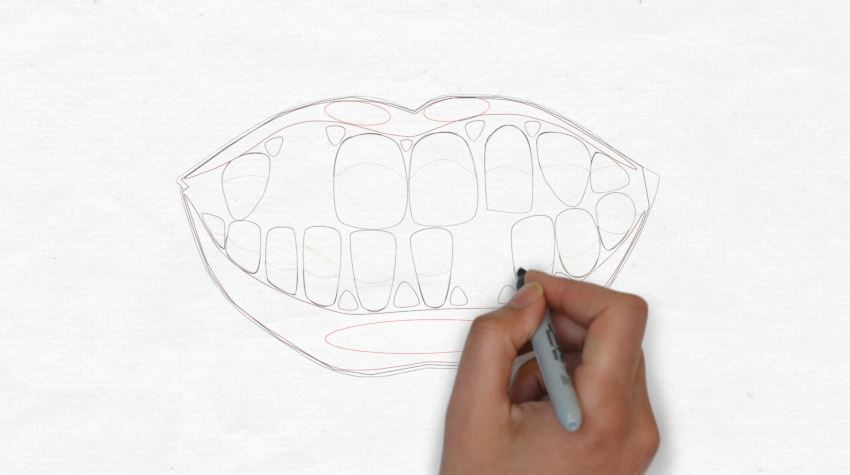
**‘What’s the use of your teeth?’** **Resource Pack**

**Introduction**

This resource pack accompanies the animation ‘What’s the use of your teeth?’ for the use of teachers and youth and community workers, who work with young people aged 12 and 13 (Year 7s and 8s).

It has been identified that children and teenagers in Leeds have higher rates than average (for England) of tooth decay (dental caries), and that young people with poor oral health, experience pain, loss of appetite, low self-esteem and may be unable to attend school. This issue can continue into adulthood, yet is entirely preventable for most.

The animation and its engaging and informative accompanying Resource Pack are to support teachers and youth and community workers to help young people understand:

* That oral health is integral to general health and is essential for well-being and a good quality of life.
* That young people are responsible for their oral health.
* The consequences of not looking after your teeth and gums.
* How to look after your teeth and have good oral hygiene.

**Resource Pack Activities**

* These activities follow on from watching the animation ‘What’s the use of your teeth?’
* There are four core activities, which can be adapted to suit your group, intended to take between 35 –­ 45 mins (around 45 – 55 minutes with the animation).
* Ideally they should be completed in consecutive order as presented in the pack.
* There are also suggestions for extension activities if required (these could add an extra 20 minutes onto the session).

**Pack Contents**

Activity 1: Animation Q and A

Activity 2: Discussing Oral Health

Activity 3: Cleaning your Teeth Properly

Activity 4: Creating Oral Health Campaign Messages

**Resources Needed for Activities**

**Slide 1** What is oral hygiene?

**Slide 2** Campaigning using 3: 9: 27

**Slide 3** Instructions for creating a slogan

**Slide 4** What are sugary and acidic foods anyway (for Extension Activity 1)

**Slide 5** What is a healthy diet (for Extension Activity 2)

**Handout Sheet 1** The Wheel of Tooth

Paper and pencils/pens

Ability to project slides and playback a video clip

Bluetack (for Extension Activity 3 only)

Coloured sticky dots (for Extension Activity 3 only)

**Activity 1: Animation Q and A**

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| **Objective:** To recap on the animation and find out what concepts are already understood about oral hygiene, and what has been taken on board from the animation. | | |
| **Duration:**  5-10 minutes | **Type of activity:** Whole class/group | **Resources needed:**  - Slide 1 What is oral hygiene? |
| **Description of activity:**  Ask the group what the animation was about, by asking the 6 questions below, and writing the responses on the whiteboard.  There are no right or wrong answers - this activity aims to recap the animation and draw out what has been learnt from it.  **1. What was the most striking image or idea in the animation?**  **2. Do you know what oral hygiene is?**  After listening to responses present *Slide 1: What is oral hygiene?*  ‘Oral hygiene is the practice of keeping the mouth, teeth, gums and tongue clean to prevent dental problems, such as tooth decay, gum disease and bad breath’.  **3. Do you know why we need good oral hygiene? Or why do we need to look after our teeth?**  Responses might include, your teeth will fall out, you’ll have ‘mossy’ teeth, toothache etc.  **4. How might you feel if you don’t look after your teeth?**  Responses might include, feeling embarrassed about having a tooth missing, disliking what you look like, having low self-esteem etc.  **5. Taking ideas from the animation - do you know what bad oral hygiene is?**  Responses might include, not cleaning your teeth, eating sweets and fizzy drinks etc.  **6. Taking ideas from the animation - does anyone know what good oral hygiene is?**  Responses might include, cleaning your teeth, using toothpaste etc. | | |

**Activity 2: Discussing oral health**

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| **Objective:** To understand what good oral hygiene is, and to learn the importance of three key messages:   * Brush your teeth twice a day * Eat a healthy diet low in sugary food * Visit the dentist regularly | | |
| **Duration:**  10-15 minutes | **Type of activity:** In groups of three | **Resources needed:**  - Handout Sheet The Wheel of Tooth (photocopy one per group of three)  - Extension Resource 1 What are sugary foods?  - Extension Resource 2 What is a healthy diet? |
| **Description of activity:**  Give out *The Wheel of Tooth Handout Sheet* to groups of three.  Each member of the group takes a section and reads the text in that section (see below).  Then turns the sheet over (so the text is hidden) and explains to others in the group what their section said.  Write three questions on the whiteboard:   * How do we get a cavity? * Why is it a good idea not to rinse after brushing your teeth? * Why do we need to floss?   Ask the whole group to think about the answer to each of these questions, ask for individuals to call out responses.  Or ask individual groups to think of the answer to one specific question – then after a couple of minutes, ask groups to answer a question to the whole class.  **Wheel of Tooth Resource states:**  ‘For good oral hygiene to prevent fillings, bad breath, gum infections (and life-threatening conditions like heart disease) we all need:  A. To brush our teeth twice a day, once in the morning and once last thing at night (this is especially important), with a pea-sized blob of fluoride toothpaste, using a soft-medium brush, using circular motions. The fluoride protects our teeth by forming a protective layer. A top tip is not to rinse the toothpaste away after cleaning, then it protects your teeth for longer.  B. A healthy diet that is low in sugary and acidic food and drinks, because we all have a bacteria in our mouths called plaque. It’s perfectly natural, but when it comes into contact with sugary, sweet, acidic foods and drinks, it forms an acid which attacks our teeth and makes hole in them (called cavities, also known as tooth decay), which becomes very painful. When we have cavities we need fillings.  C. Regular visits to the dentist – so that they can check our teeth and gums are OK, give us a filling if we need one (to stop the tooth decay getting any worse). Also to give us advice on how to look after our teeth such as how to floss between our teeth (called interdental cleaning). By using floss we can make sure that all surfaces of the tooth are kept clean, especially where the edge of a tooth meets another and where the teeth meet the gum line, which are impossible to keep clean with just a toothbrush.’  See page 6 for **Optional Extension Activities 1 and 2** (which will extend the lesson by 10 minutes). | | |

**Activity 3: Cleaning your teeth properly**

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| **Objective:** To understand how to clean our teeth properly (using visual material) | | |
| **Duration:**  5 minutes | **Type of activity:**  Whole class/group | **Resources needed:**  - Ability to playback and project video clip (pre-downloading is recommended) |
| **Description of activity:**  Ask the whole group what have you found out so far about how to brush your teeth properly?  They should respond based on the information on the Wheel of Tooth Handout Sheet.  Show the group this very short video-clip that has a couple of other key things you need to know.  <http://www.simplestepsdental.com/SS/ihtSS/r.==/st.31843/t.31879/pr.3.html>  Points to reinforce includes:   * Hold the toothbrush at a 45 degree angle to your teeth. * Brush the outer surfaces of each tooth, uppers and lowers, keeping the bristles angled against the gum line. * Brush all the inside surfaces and chewing surfaces of the teeth, upper and lower, in the same way, in small circles. * For the inside surfaces of the front teeth, tilt the brush so the bristles point up. Use gentle strokes over the teeth and gums with the front part of the toothbrush. * At the end brush your tongue too, to clean the bacteria off.   Second top tip: Avoid sugary foods/drinks at bedtime particularly, because at night we produce less saliva. Saliva helps wash away the bacteria which will attack our teeth. That’s we why need to brush our teeth with fluoride toothpaste last thing at night (after eating). | | |

**Activity 4: Creating oral health campaign messages**

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| **Objective:** Bringing all the learning together to help inform other young people about oral health, by creating campaigning messages about how to take care of our oral health. | | |
| **Duration:**  10-15 minutes | **Type of activity:**  In pairs | **Resources needed:**  - Slide 2 Campaigning using 3:9:27  - Paper and pencils/pens |
| **Description of activity:**  Ask the group – do you think finding out about how to look after your teeth/oral health is important?  Listen to responses. Reinforce those that emphasise how important it is.  Explain that the next activity is about creating a campaign to tell others about the importance of oral health.  They are going to create some slogans based on everything they’ve learnt today from the animation through to now.  Using a special campaigning technique called 3: 9: 27.  Show *Slide 2 Campaigning using 3: 9: 27*  The technique was devised by people campaigning on TV and radio, where they realised that you need to be short and sharp to make your point.  The rules are you must make 3 points in 9 seconds, using just 27 words.  Ask the group to work in pairs (give out paper and pencils/pens).  Show *Slide 3 Instructions for creating a slogan*  1. As a pair, choose three key points from what you’ve learnt today to help other young people your age, understand why they need to take care of their oral health.  - These three points will make up your campaign slogan.  2. Think about how to write them down in just 27 words, in a way that will catch the attention of other young people your age – what information do they need to know, what will they listen to and think about?  3. Practice writing the three points down in 27 words, in different ways.  4. When you’ve completed a slogan in 27 words, practice saying it out loud, in 9 seconds.  Refine your slogan if it doesn’t sound right or is longer than 9 seconds.  5. Write your final version down on a separate sheet of paper.  Ask a few pairs from the group to present their slogan out loud to the class.  Ask the group which ones work well - thinking about how the campaign slogan sounds, is it catchy and informative?  See page 8 for **Optional Extension Activity 3** (which will extend the lesson by 10 minutes). | | |

**Activity 2 Discussing Oral Health *continued…***

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| **Extension Activities 1 and 2** | | |
| **Duration:**  10 minutes | **Type of activity:**  Whole class | **Resources needed:** |
| **Extension Activity 1 What are sugary/acidic foods and drinks anyway?**  Ask the group to call out some types of sugary, acidic foods and drink?  Write their responses on the whiteboard.  Suggestions should include sweet foods from the animation such as toffees and doughnuts.  Show *Slide 4, What are sugary and acidic foods anyway?*  Ask the group to identify what hasn’t been suggested already.  Are there any surprises on the slide?  **Extension Activity 2 What is a healthy diet?**  Ask the group what they think a healthy diet is?  Gather responses on the white board.  Show *Slide 5 What is a healthy diet?*  Explain that the ‘Eatwell plate’ shows the different types of food we need to eat each day, to have a well-balanced and healthy diet – and in what proportions.  A healthy diet contains:   * Plenty of fruit and vegetables * Plenty of bread, rice, potatoes, pasta and other starchy foods – choose wholegrain varieties when you can * Some milk and dairy foods some meat, fish, eggs, beans and other non-dairy sources of protein * Just a small amount of foods and drinks high in fat and/or sugar   Tell the group, it’s a good idea to try to get this balance right every day, but you don’t need to do it at every meal.  And you might find it easier to get the balance right over a week. | | |

**Activity 4: Creating oral health campaign messages *continued…***

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| **Extension Activity 3** | | |
| **Duration:**  10 minutes | **Type of activity:**  Whole class/group | **Resources needed:**  Bluetack  Coloured sticky dots (3 per individual in the group) |
| **Extension Activity 3 Voting for the catchiest and most informative slogan**  Ask the group to attach all the finished slogans on the wall/whiteboard (using bluetack).  Ask one young person from each pair to read out their slogan.  Voting: give each individual in the group three sticky dots.  Call the class up in groups to vote for the catchiest and most informative slogans.  The young people can place their three dots on any slogans.  The slogan with the most dots wins.  The 1st, 2nd and 3rd most popular slogan winners present their slogans for the final time.  Perhaps if any of the slogans are very good – they could be presented at assembly or on the school’s radio station. | | |

**Acknowledgements**

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