



# DENTAL HEALTH

Teacher guidance, Lessons & resources

**KS1-3**

# CONTENTS

## TEACHER GUIDANCE ..... 3

Introduction..... 3

Preparing to teach..... 3

Links to PSHE Association Programme of Study..... 3

Creating a safe learning environment..... 4

Developing subject knowledge..... 5

Signposting support..... 6

## LESSON PLANS ..... 8

Key stage 1..... 8

Key stage 2..... 12

Key stage 3..... 16

## RESOURCES ..... 22

Key stage 1..... 22

Key stage 2..... 27

Key stage 3..... 31

# TEACHER GUIDANCE:

This guidance has been written to accompany three lessons exploring the importance of dental health and oral hygiene. The lessons aim to raise awareness of the impact of good oral hygiene and dental health behaviours, and to equip young people with the skills and strategies they need to care for their own dental health. A lesson has been designed for key stage 1 which explores keeping teeth healthy, a lesson for key stage 2 encouraging good oral hygiene including flossing and regular check-ups at the dentist, and a lesson at key stage 3 encouraging independence both in maintaining dental health and in accessing dental health services. Teachers should read and consider this guidance first, before delivering the lessons.

## Preparing to teach

These lessons should be taught within the context of a planned series of lessons looking at issues around healthy balanced lifestyles. For all key stages, these lessons would be best situated in schemes of work exploring healthy eating and prevention of health issues. Throughout the lessons, we have focused on habits and routines that promote good dental health and oral hygiene which young people are able to take responsibility for in their own lives. The new statutory expectations regarding health education require schools to address healthy lifestyle factors including dental health. These lessons can support schools in meeting those requirements through their PSHE curriculum.

## Links to PSHE Association Programme of Study

Each of the three core themes of the [PSHE programme of study](#) contains suggested learning opportunities which provide the context through which learners can develop knowledge, essential skills and attributes. The table below shows the learning opportunities from the relevant PSHE education core themes at KS1, KS2 and KS3 which are met by these lessons. Learning should always take place within a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts.

|     | Learning Opportunity from Programme of Study                                                                                                                                                                                               | Learning Objectives and Learning Outcomes                                                                                                                                                                                                    |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KS1 | <p><b>H1.</b> what constitutes, and how to maintain a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</p> <p><b>H6.</b> The importance of, and how to, maintain personal hygiene</p> | <p>To learn...</p> <p><i>Pupils will be able to...</i></p> <ul style="list-style-type: none"> <li>Describe what good dental health is</li> <li>Explain how to clean teeth properly</li> <li>Identify good dental health practises</li> </ul> |

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KS2 | <p><b>H1.</b> what positively and negatively affects their physical, mental and emotional health</p> <p><b>H6.</b> The importance of, and how to, maintain personal hygiene</p>                                                                                                                                                                                                                                                                                 | <p>To learn...</p> <p><i>Pupils will be able to...</i></p> <ul style="list-style-type: none"> <li>Describe what good dental health is</li> <li>Identify good oral hygiene practices including flossing</li> <li>Explain the importance of regular health check-ups at the dentist</li> </ul>                                                                                                                                                                                   |
| KS3 | <p><b>H14.</b> the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p><b>H17.</b> strategies for maintaining personal hygiene including oral health</p> <p><b>H18.</b> how to access health services where appropriate</p> <p><b>H30.</b> information about alcohol, tobacco, nicotine and other legal and illegal substances, including the short and long term health risks associated with their use</p> | <p>To learn about good oral hygiene, dental health and how to access NHS services.</p> <p><i>Pupils will be able to...</i></p> <ul style="list-style-type: none"> <li>Describe good oral hygiene practices</li> <li>Describe the impact of diet and substance use on dental health</li> <li>Evaluate the differences between dentistry for health and cosmetic dentistry</li> <li>Explain how to access NHS dental services and the importance of regular check ups</li> </ul> |

## Creating a safe learning environment

A safe learning environment helps pupils feel comfortable with sharing their ideas, values and attitudes without attracting negative feedback, and will help teachers to manage discussions on sensitive issues confidently. As with many topics in PSHE education, the topic of dental health may seem straightforward but there may still be sensitivities involved for some pupils as there may be elements at home beyond their control (e.g. types of food and dental products provided by parents or access to dental services.) Teachers should focus on normalising healthy teeth rather than focussing on how teeth look. These lessons therefore focus on habits and routines which will empower young people to make realistic and positive change to their dental health.

It is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave in discussion, such as;
  - Everyone has the right to be heard and respected.
  - We will use language that won't offend or upset other people.
  - We will use the correct terms, and if we don't know them, we'll ask the teacher.
  - We will comment on what was said, not the person who said it.
  - We won't share our own, or our friends', personal experiences.
  - We won't put anyone on the spot and we have a right to pass.
  - We won't judge or make assumptions about anyone.

- offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class
- make boxes available in which pupils can place anonymous questions or concerns, to avoid having to voice them in front of the class
- provide balanced information and differing views to help pupils clarify their own opinions
- be sensitive to the needs and experiences of individuals – some pupils may have direct experience of some of the issues covered
- distance the learning from pupils to discourage personal disclosures in the classroom and to keep the learning environment safe
- always work within the school's policies on safeguarding and confidentiality
- link PSHE education into the whole school approach to supporting pupil welfare
- make pupils aware of sources of support, both inside and outside the school.

Further guidance on creating a safe learning environment is available from the [PSHE Association](#).

## Developing subject knowledge

### Dental health for children 6–13

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Dental health requirements    | <p>Children of all ages should brush their teeth twice a day in small, circular motions with a family toothpaste containing 1350-1500ppm fluoride, unless a dentist advises that a higher concentration of fluoride is needed. They should not rinse after brushing their teeth or use mouthwash as this removes the fluoride from the toothpaste. Spitting out excess toothpaste is all that is necessary after brushing. Children under 7 should be supervised while brushing teeth by an adult.</p> <p>The NHS recommends that after the age of 12, children should floss before they brush their teeth. Using around 30cm of floss, they should slip the floss as far up in between their teeth as it will go, and complete several short strokes of floss between each tooth.</p> |
| Common dental health problems | <p>Children can experience a range of dental health problems, however tooth extraction is the most common hospital procedure for 6 to 10 year olds. Tooth decay is preventable and dental problems cause children to miss 3 days of school on average.</p> <p>Tooth decay has links to issues such as poor nutrition, especially the consumption of free sugars. This disproportionately affects those from disadvantaged backgrounds due to the food selection available for a smaller budget.</p>                                                                                                                                                                                                                                                                                    |
| Recommendations               | <ul style="list-style-type: none"> <li>• Avoid products with high sugar entirely during the school day. Young people should only be drinking water or milk during the school day.</li> <li>• Drinks sweetened with sugar such as soft drinks, squashes, juice drinks and milkshakes should not be consumed by young people.</li> <li>• Unsweetened fruit juices or smoothies should be limited to one portion (150ml) per day, this should be drunk at meal times to limit the damage to teeth. Using a straw to drink these can help to reduce contact with teeth.</li> <li>• Use advice from the NHS through services such as Sugar Smart to ascertain whether a food or drink choice is going to be detrimental to their dental health.</li> </ul>                                  |

- Fluoride toothpaste with a concentration of 1350-1500ppm should be used twice per day – one of these instances should be before bed.
- Young people should get a check up as frequently as their dentist recommends.

### Special considerations for children in KS3

#### Common dental health problems

At this age students may have braces, they will need to tailor their dental care to meet their needs in relation to this. Whilst braces do not damage dental health directly, poor cleaning of these corrective treatments or high sugar intake can increase the risk of developing dental problems.

16% of young people aged 11-15 have smoked, however only 2% of young people smoked on a weekly basis<sup>1</sup>. Whilst it is important not to normalise smoking as it is not the norm for young people this age, it is important to ensure that young people are aware of the impact smoking can have on their dental health. This includes teeth staining, increased plaque and increased risk of gum disease.

Teachers should take care to consider the rising amount of cosmetic dentistry. Recent surveys have shown that of all cosmetic treatment to the body or face, cosmetic dentistry was ranked as the most wanted cosmetic treatment above Botox and fillers that had previously been seen as more desirable.

<sup>1</sup> <https://digital.nhs.uk/data-and-information/publications/statistical/smoking-drinking-and-drug-use-among-young-people-in-england/2018>

#### Recommendations

- Clean teeth carefully twice daily. Additional care should be taken due to the delicate nature of braces. Follow the advice of the dentist regarding the particular type of brace being used.
- In addition to the recommendations regarding sugar above, it is also recommended that users of braces avoid sticky and hard foods as these may damage the brace.
- Young people should be signposted to smoking cessation services.
- Teacher should take care to avoid normalising cosmetic dental procedures. Students should be made aware that it is illegal for beauticians to provide treatments such as whitening treatments; these should only be performed by a dental professional. Further to this treatments such as veneers may be asked about, it is worth noting that this as procedures such as crowns and veneers cannot be reversed as it is destructive to the natural tooth which will need to be cut down to make space for the veneer or crown.

## Signposting support

It is important to ensure that pupils know where they can seek help and further advice both now and in the future if they are concerned about their dental health. Teachers should remind pupils that they can always share concerns with their parents or with trusted adults at school, such as their tutor, head of year or a school nurse / counsellor.

If they have serious concerns about their dental health, pupils should also be advised to consult their GP.

Pupils can also seek support from the following websites:

- Childline: [www.childline.org.uk](http://www.childline.org.uk) / 0800 1111 – for general advice about concerns
- NHS Choices: [www.nhs.uk](http://www.nhs.uk) – for health advice and help finding local services
- NHS Change4Life Sugar Smart: [www.nhs.uk/change4life/food-facts/sugar](http://www.nhs.uk/change4life/food-facts/sugar) - for help making healthier food and drink choices
- Specific NHS advice on dental health, including the importance of check-ups and commonly asked questions, is available here: [www.nhs.uk/live-well/healthy-body/dental-check-ups/](http://www.nhs.uk/live-well/healthy-body/dental-check-ups/)
- NHS Under-18s guide to quitting smoking: [www.nhs.uk/live-well/quit-smoking/quitting-smoking-under-18s-guide/](http://www.nhs.uk/live-well/quit-smoking/quitting-smoking-under-18s-guide/)
- NHS 111 if an emergency dentist is needed: [www.nhs.uk/using-the-nhs/nhs-services/urgent-and-emergency-care/nhs-111/111](http://www.nhs.uk/using-the-nhs/nhs-services/urgent-and-emergency-care/nhs-111/111)

# Dental Health: Key stage 1 lesson — Keeping our teeth healthy

This is the first in a series of three lessons exploring dental health across key stages 1 to 3. This lesson for key stage 1 teaches the importance of establishing and maintaining routines that support good oral hygiene. The activities support pupils to identify teeth-friendly food and drink as well as placing importance on good oral hygiene practises. In addition, this lesson promotes taking responsibility for dental health and reflects on who can help with keeping teeth healthy.

Whilst this is a single lesson for key stage 1, it is intended for use in a comprehensive PSHE programme and is best used within a unit of work on healthy, balanced lifestyles. There are accompanying lessons for key stage 2 and 3, which explore everyday actions that support dental health, managing orthodontic treatments and accessing dental services.



## Learning objective

- To learn about keeping teeth healthy



## Learning outcomes

By the end of the lesson students will be able to:

- identify food and drink with high or low sugar.
- describe how to clean teeth properly.
- recognise who can help with keeping teeth healthy.



## Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively. Remind the pupils of the ground rules for PSHE lessons and emphasise any that are especially relevant for this lesson, such as the importance of not sharing personal stories.



## Resources required

Box for anonymous questions



Resource 1: Food and drink cards



Resource 1a: Food and drink teacher guidance



Resource 2: Steps to brushing teeth



Resource 2a: Steps to brushing teeth [support]



Resource 3: Who can help cards



Optional: Set of teeth model with toothbrush



## Key words

teeth, care, sugar, toothpaste, brushing, tooth decay, plaque, dentist, toothache

| Activity               | Description                                                                                           | Timing  |
|------------------------|-------------------------------------------------------------------------------------------------------|---------|
| 1. Baseline assessment | Pupils complete a draw and write activity about keeping teeth healthy and what could damage teeth     | 10 mins |
| 2. Introduction        | Introduce learning objectives, outcomes and a character who needs help with keeping his teeth healthy | 5 mins  |

|                        |                                                                                                                |            |
|------------------------|----------------------------------------------------------------------------------------------------------------|------------|
| 3. Food and drink hunt | Pupils complete a card sort about food and drink with high and low sugar content                               | 10 mins    |
| 4. Teeth brushing      | Pupils learn how to brush their teeth properly and list the steps to brushing                                  | 15-20 mins |
| 5. Ouch!               | Pupils give advice to the character about their toothache                                                      | 5 mins     |
| 6. Who can help?       | An opportunity to reflect on dental health routines and decide whether a parent/carers or a dentist would help | 5-10 mins  |
| 7. Endpoint assessment | Pupils revisit their baseline assessment and make alterations as a result of their learning                    | 5 mins     |

## Baseline assessment



### Baseline assessment activity



Lead pupils in a draw and write activity focussing on dental health, using the following instructions:

- Draw a person's face with healthy teeth - what might they do to keep their teeth healthy?
- Draw or write who can help to keep their teeth healthy
- Draw or write what could harm their teeth

It is important that pupils complete this activity individually and that they are not guided or prompted. When finished, collect in their papers and explain you will revisit this work at the end of the lesson. Look through pupils' ideas to elicit an understanding of what they already know about maintaining dental health including routines such as brushing and visiting the dentist, and what could harm teeth.



### Introduction

Using PowerPoint slide 10, introduce pupils to the character Jamal – a child their age who needs help with keeping his teeth healthy. Explain to pupils that Jamal now has lots of adult teeth, they are the last set to grow and so it is important that he looks after them. Emphasise that Jamal wants to know about food and drink choices, how to brush his teeth properly, and who can help with keeping his teeth healthy.

Explain to pupils that food and drink with lots of sugar in can cause plaque and harm teeth. Using PowerPoint slide 11, ask pupils to identify which food they think is highest and lowest in sugar, e.g. a chocolate bar contains more sugar (25g) than a portion of strawberries (4g).

*\* If available, you could show real portions of sugar to demonstrate the difference in scale.*

## Core activities



### Food and drink card sort



Explain to pupils that Jamal needs to find out which food and drink is higher in sugar and, if eaten a lot, could harm his teeth. He also needs to find out about those which are lower in sugar and more teeth-friendly. Split pupils into groups and using **Resource 1: Food and drink cards** ask them to sort food and drink that is lower in sugar, and food and drink that is higher in sugar into two piles.

Pupils then discuss:

- Which food and drink contain the higher amount of sugar and which contain the lower? (see PowerPoint slide 13 to support)

**Note:** Although unsweetened 100% juice or smoothies contain vitamins and minerals and can count as 1 of 5 a day, their sugar content can damage teeth and so it is advised to limit the amount to 150ml per day. Resource 1a: Food and drink teacher guidance contains more information on the sugar content of food and drink including the daily recommended sugar intake for 4-10 year olds.

#### Support:



Model making some decisions about two or three cards as a class before beginning the activity.

#### Challenge:



Pupils create a lunchbox containing teeth-friendly foods, either by drawing on plain paper or cutting and sticking the images from **Resource 1: Food and drink cards**.



### Teeth brushing



Explain that Jamal needs help to brush his teeth properly to prevent plaque from building up. Ask pupils to complete **Resource 2: Steps to brushing teeth**, drawing each step in the boxes provided. Using PowerPoint slide 15, take pupils through the brushing routine and technique for Jamal. Using a model set of teeth (or using the image on PowerPoint slide 15), demonstrate the brushing technique to pupils.

#### Support:



Pupils complete **Resource 2a: Steps to brushing teeth [support]**.

#### Challenge:



Ask pupils to come up with 5 golden rules for teeth brushing. Pupil responses could include: Using a small amount of toothpaste, spit out toothpaste, brush on outside and inside of teeth, brush gently in circles and flick, brush twice a day, brush for 2 minutes, ask for help from a parent/adult



### Ouch!



As a class, read the following scenario with pupils:

Jamal is getting much better at brushing his teeth properly and his Dad has helped him. But sometimes, Jamal has been busy playing with his toys before bed and has forgotten to brush his teeth. One morning he wakes up and "Ouch!", Jamal's mouth is hurting a lot and is swollen!

Pupils could discuss:

- What is making Jamal's mouth hurt? *Toothache/problem with his teeth*
- What should Jamal do next? *Tell a parent/carer to make an appointment with the dentist, make sure he brushes very gently for the next few days*

**Paired discussion:** Jamal didn't brush his teeth because he was doing something else before bed and forgot. What other reasons could there be for someone not brushing their teeth? *Watching TV/games/activities before bed, being too tired, disliking how brushing feels or how toothpaste tastes, parent/carer didn't remind them, not got a bedtime routine, rushing in the morning.*

What could help Jamal to remember to brush his teeth twice every day? *Parent/carer could remind him, make a poster for his bedroom, do it right after bath time/just before getting into bed, set a reminder, getting a reward for brushing his teeth, do it alongside his siblings.*



### Who can help?



Jamal is going to the dentist so that they can help with the toothache (see PowerPoint slide 17 to support). Explain to pupils that Jamal should go to the dentist if there is a problem with his teeth but also for regular check-ups to keep his teeth healthy.

As a class group, using PowerPoint slide 17, ask pupils to decide who can help with each part of their dental routine. Pupils choose between 'parent or carer' or 'dentist' or 'both' and place onto the Venn diagram. Alternatively, the cards in **Resource 3: Who can help** could be drawn one by one from a bag with pupils deciding who can help with each.



### Endpoint assessment

Return pupils' draw and write sheets from the start of the lesson. Ask them to now use a different colour pen / pencil to make any additions or changes they can to their original draw and write, showing what they have learnt in today's lesson.

### Signposting support



It is important that pupils don't feel worried about their dental health or teeth. Let pupils know that no-one's teeth are the same, but by looking after them, they can support the body's overall health and wellbeing. Remind pupils that if they are concerned about their teeth or they experience toothache they should tell a parent/carer or trusted adult and make a dental appointment.

## Extension activity

### Flowchart

Ask pupils to create a guide to brushing teeth for younger children. This could include the use of ordered steps, images and 'Did you know?' facts. Alternatively, pupils could also work in pairs or small groups to produce this digitally; using a school tablet or camera to create a short film on how to brush teeth correctly.

# Dental Health: Key stage 2 lesson — Maintaining dental health

This is the second in a series of three lessons exploring dental health across key stages 1 to 3. This key stage 2 lesson supports pupils to reflect on everyday actions that can affect their teeth and the importance of good oral hygiene practises such as flossing and regular visits to the dentist.

Whilst this is a single lesson for key stage 2, it is intended for use in a comprehensive PSHE programme and is best used within a unit of work on healthy, balanced lifestyles. There is an accompanying lesson for key stage 1, which explores dietary choices in relation to teeth, teeth brushing techniques and finding out who can help with dental routines. There is also a following lesson for key stage 3, which focuses on managing orthodontic treatments and accessing dental services independently.



## Learning objective

- To learn about the importance of dental health routines



## Learning outcomes

By the end of the lesson students will be able to:

- identify how everyday actions affect dental health
- describe ways to maintain good dental health
- explain common risks to dental health and how to manage them



## Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively. Remind the pupils of the ground rules for PSHE lessons and emphasise any that are especially relevant for this lesson.



## Resources required

Box for anonymous questions



Flipchart paper for graffiti wall



Resource 1: Everyday actions



Resource 2: Dental health facts



Resource 3: Dental dilemmas



Resource 3a: Dental dilemma teacher guidance



## Key words

dental, enamel, plaque, cavity, acid, gum disease, oral hygiene, saliva, acid

| Activity               | Description                                                              | Timing  |
|------------------------|--------------------------------------------------------------------------|---------|
| 1. Introduction        | Introduce learning objectives, outcomes and reinforce ground rules       | 5 mins  |
| 2. Baseline assessment | Pupils complete graffiti walls about dental health                       | 10 mins |
| 3. Key word match-up   | As a class, pupils complete a word match to help them identify key terms | 5 mins  |

|                        |                                                                                                                 |         |
|------------------------|-----------------------------------------------------------------------------------------------------------------|---------|
| 4. Everyday actions    | In small groups, pupils sort positive and negative actions that can affect teeth                                | 10 mins |
| 5. Dos and Don'ts      | Pupils match dental health facts to the everyday actions and create a list of 'dos and don'ts' for oral hygiene | 15 mins |
| 6. Dental dilemmas     | In small groups, pupils discuss dental health in different situations, suggesting how to solve the dilemmas     | 10 mins |
| 7. Endpoint assessment | Pupils revisit the graffiti wall and make additions or alterations as a result of their learning                | 5min    |

## Baseline assessment



### Introduction

Establish or reinforce existing ground rules and highlight any rules that are especially relevant to the lesson. Introduce the learning objectives and outcomes for the lesson.



### Baseline assessment activity



Set up three graffiti walls by pinning up flipchart paper in different parts of the classroom before the lesson begins. Ask pupils to write on three graffiti walls, demonstrating their prior understanding of dental health using the following headings:

- What can help to keep teeth healthy?
- What might damage teeth?
- Why is dental health important? (Explain to pupils that 'dental' refers to 'teeth')

Read through their ideas as pupils add to the graffiti wall, as this will give you an idea of the classes' current knowledge and attitudes towards dental health. Summarise any common points that pupils have identified, and ensure that throughout the lesson teaching has addressed any gaps in understanding or misconceptions.

## Core activities



### Key word match-up



Using PowerPoint slide 11-12, complete the key words match-up as a class.

- *Enamel: hard, outer layer of the tooth*
- *Plaque: soft, sticky film that builds up on teeth and contains bacteria*
- *Cavity: tiny holes in the tooth caused by a build-up of plaque*
- *Oral hygiene: ways to keep teeth clean*

Explain to pupils that good dental health relies on maintaining good oral hygiene (keeping teeth clean). To consolidate, ask pupils to name oral hygiene practises on the graffiti wall which support dental health e.g. brushing teeth twice a day, flossing



## Everyday actions



Using **Resource 1: Everyday actions**, organise pupils into groups and ask them to sort the cards into piles: 'positive actions', 'negative actions' and 'not sure/depends'. Once completed, take feedback from the class and extend learning using the following questions:

- Which actions are the most harmful to teeth?
- Which actions are the most helpful in keeping teeth healthy?

### **Pupils are likely to identify:**

*Most harmful: smoking, not visiting the dentist, eating foods high in sugar, drinking fizzy drinks*

*Most helpful: brushing teeth twice a day for 2 minutes, visiting dentist regularly, eating foods lower in sugar*

*Note: For children aged 9-11, the most harmful actions to teeth are drinking fizzy drinks and eating foods high in sugar; half of the sugar children consume come from these sources.*

### **Support:**



Give pupils a reduced number of cards from **Resource 1: Everyday Actions**

### **Challenge:**



Ask pupils to rank the actions from most harmful to teeth at one end and most helpful for keeping teeth healthy at the other end.



## Dos and don'ts



Using **Resource 2: Dental health facts**, ask pupils to match the facts to the everyday actions. Then, ask pupils to compile a 'dos and don'ts' list on maintaining oral hygiene, ensuring they justify their choices with a dental health fact.

For example:

**Dos:** Brush teeth for 2 minutes – to keep them clean and get rid of plaque

**Don'ts:** Rinse with water after brushing – washes away the fluoride in the toothpaste

### **Support:**



Give pupils a reduced number of cards that match those from the previous activity (**Resource 1: Everyday Actions**)

### **Challenge:**



Ask pupils to adjust their continuum based on their findings from this activity



## Dental dilemmas



Using **Resource 3: Dental dilemmas**, pupils work on one scenario per group and consider how the dilemma could be solved. Ask pupils to respond to the following questions and feedback to the class:

- How could the actions affect the character's dental health?
- What information might help the character in this situation?
- Who can help them with the dilemma?

Take feedback from the class using **Resource 3a: Dental dilemmas teacher guidance** (or PowerPoint slides 16-18) to support the discussion. Draw out the importance of communicating about dental health sensitively, especially if someone is feeling worried about it, as well as asking a parent or trusted adult to help them.



## Endpoint assessment



Ask pupils to revisit the graffiti walls from the beginning of the lesson and, using a different colour pen, make additions or changes to the original ideas, showing what they have learnt in the lesson. Again, encourage pupils to justify their ideas (new or original).

## Signposting support



It is important that pupils don't feel worried about their dental health or teeth, especially given the media portrayal of 'good' teeth as perfectly straight and white. Let pupils know that no-one's teeth are the same, but by looking after them, they can support the body's overall health and wellbeing. Remind pupils that if they are concerned about their teeth or they experience dental pain they should tell a parent/carer or trusted adult and make an appointment with the dentist.

## Extension activity

### Leaflet



Pupils create a leaflet for parents about maintaining their child's dental health. The leaflet could feature different sections including information on sugar intake, the importance of teeth brushing and avoiding harmful actions such as smoking.

# Dental Health: Key stage 3 lesson

This is a single lesson for key stage 3 focussing on the need for good oral hygiene routines and dental health, including considerations for braces, and strategies for gaining access to NHS dental services. Whilst this is a single lesson for this key stage, it is designed to complement and build upon our Dental Health lessons for key stages 1 and 2.



## Learning objective

- To learn about good oral hygiene, dental health and how to access NHS services.



## Learning outcomes

By the end of the lesson students will be able to:

- describe good oral hygiene practices
- explain the impact of diet and substance use on dental health
- Compare and contrast dentistry for health and cosmetic purposes.
- explain how to access NHS dental services and the importance of having regular check ups



## Key words

Dentist, tooth decay, oral hygiene, dental health, cosmetic



## Resources required

Box for anonymous questions



Postcards or paper



Resource 1: Dental health quiz



Resource 2: Card sort



Resource 3: Scenarios



Resource 4: Decision flowchart [extension]



## Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

| Activity                                      | Description                                                                                                              | Timing  |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------|
| 1. Introduction                               | Introduce learning objectives and outcomes and reinforce ground rules                                                    | 5 mins  |
| 2. Baseline assessment                        | Students create a mind map around how a person can keep their teeth and mouth healthy                                    | 10 mins |
| 3. Dental Health Quiz                         | Multiple choice dental health and oral hygiene quiz. Students then apply their learning to giving advice to a character. | 10 mins |
| 4. Dentistry for health or cosmetic purposes? | Students categorise procedures as being for health, cosmetic or both                                                     | 10 mins |

|                        |                                                                                                              |         |
|------------------------|--------------------------------------------------------------------------------------------------------------|---------|
| 5. Scenarios           | Students suggest means of accessing treatment to different scenarios                                         | 15 mins |
| 6. Endpoint assessment | Students return to their baseline mind map and update with their learning from the lesson                    | 5 mins  |
| 7. Signpost support    | Remind students how to access further advice, guidance and support related to dental health and oral hygiene | 5 mins  |

## Baseline assessment



### Introduction

Negotiate or revisit ground rules for the lesson. Introduce the learning objective and outcomes and explain that today's lesson will explore good dental health and oral hygiene, as well as learning about how to access an NHS dentist.



### Baseline assessment



Working on their own, ask students to create a mind map around the following stimulus:

*"What can someone do to keep their teeth and mouth healthy?"*

As this is a baseline assessment, it is important to use neutral, non-guiding language and avoid giving any further information until the activity has been completed.

Use the insights from this and the next activity to gauge students' current understanding to adapt teaching throughout the lesson.

Students will return to this activity so ask them to keep it safe until the end of the lesson.

## Core activities



### Dental health quiz



Students independently complete **Resource 1: Dental health quiz** the multiple-choice quiz on dental health and oral hygiene.

Using **Resource 1a: Dental health quiz answers**, go through the answers with students and ask them to peer or self-assess.



### Dentistry for health or cosmetic purposes



Explain to the students that dentistry for health aims to keep the mouth and teeth healthy, while cosmetic dentistry is for aesthetics/appearance only.

In small groups, hand students **Resource 2: Card sort** and ask them to categorise the procedures listed on the cards into procedures that are mostly cosmetic procedures or that are examples of dentistry for health. Students may consider that a procedure falls into both categories, they may wish to make a third pile for this. This activity explores what treatments are needed and will be covered by the NHS, and those that students will need to consider financial implications for.

**Key learning and feedback:**

- Dental check-ups, fillings to treat decay, the removal of decayed teeth or wisdom teeth and root canal treatments are all examples of dentistry for health.
- Veneers and the replacement of existing amalgam fillings with white fillings are usually cosmetic treatments. Amalgam fillings do sometimes need replacing if there is decay underneath them or if they are defective, however if amalgam fillings that are in good condition are replaced this may provide unnecessary risk to the tooth as additional healthy tooth will be drilled away in the process. Similarly, veneers require the filing down or cutting away of part of the tooth in order to be applied, it is an irreversible process and veneers can require replacement due to cracking, wearing down or loosening.
- Braces, crowns, scale and polish treatments and whitening treatments are sometimes cosmetic procedures but are also sometimes treatments covered by the NHS as part of dentistry for health.
  - ◇ Braces can be cosmetic but are also offered on the NHS to those who fall into categories deemed to be at higher needs.
  - ◇ Crowns are used when damaged teeth are weaker and need extra support, they are sometimes used simply for cosmetic reasons but this can risk the actual tooth.
  - ◇ Scale and polish treatments are often used to treat gum disease or to improve oral hygiene, however they are also sometimes used as a cosmetic procedure to remove nicotine or tea/coffee stains.
  - ◇ Whitening is often used as a cosmetic procedure, however there are cases in which an individual may have defects in their enamel which may affect their confidence at which point the NHS may consider covering the cost.

Take feedback to ensure students understand the differences between dentistry for health and cosmetic purposes. Resource 2 is currently laid out with the correct cards under each heading. Develop discussion using some of the following key questions:

1. What are the similarities and differences between dentistry for health and cosmetic procedures?
2. What could be done to prevent the need for some of these treatments?
3. Are there any treatments that are both cosmetic and for health? How do you think the NHS decides on whether a patient has to pay?

**Key learning to draw out from the discussion includes:**

- Similarities between dentistry for health and cosmetic procedures include where to access these services, they should all be accessed within a dental practice or dental care within hospital settings.
- Braces can sometimes be needed for the health of teeth, but can also be opted for later in life for cosmetic reasons.
- Students should be aware that they are entitled to free NHS dental care until 19 and in full-time education. However, cosmetic procedures will incur a cost that is not covered by the NHS.
- Students should be made explicitly aware that the only safe place to receive cosmetic treatments is from a qualified dental professional. Tooth whitening from beauty therapists, for example in spas or clinics, is illegal and can cause major damage to the mouth.

- Students may be comparing their smile to that of celebrities. It is worth noting that these images are not as real as they appear. Physical changes such as applying veneers and digital changes such as editing photos can make smiles appear whiter. Emphasise that dental health and oral hygiene are to be prioritised.
- Students should consider preventative actions such as regular check-ups and good oral hygiene practices to avoid decay as well as actions such as wearing a gum shield during sports

### Support:



Reduce the number of cards for pupils to organise to the top 6 cards from **Resource 2 – Dentistry** for health or cosmetic purposes.

### Challenge:



Suggest an example of a health procedure and a cosmetic procedure. Explain why they fit into each category.



## Scenarios



In pairs, students are given the scenarios from **Resource 3: Scenarios** and should suggest appropriate solutions for each character. This will help students to consider when to access dental services and what to do in emergency situations. Students should discuss and feedback on the following questions:

1. What habits might affect the characters' dental health?
2. Where might they get support or treatment?
3. What considerations would they need to have when deciding whether to get treatment? (ie. cost or risks)

### Key learning to draw from discussions:

#### Bailey

- Bailey is making sensible choices regarding his sugar intake, reducing his risk of tooth decay.
- He is looking after his teeth, but he should still visit the dentist for a check up, that way he can keep them healthy.
- Having an NHS check-up is free under 19 and would lower the risk of dental issues further down the line.

#### Sky

- Sky is taking care of their teeth via positive oral hygiene routines, however a mouth guard should be worn during sports.
- Out-of-hours provision can be accessed either by calling NHS 111 or checking the answer phone message of their dental practice.
- Sky will get NHS treatment for free. Whilst any wound has a risk of infection, getting dental treatment would lower this risk.
- Sky can seek support in regards to saving the tooth by visiting the Dental Trauma UK website for advice. In order to save the tooth, it is important that Sky follows these steps:
  - ◇ If the tooth is dirty, clean it with saliva or run it under water
  - ◇ Hold the tooth by the crown and avoid touching the root of the tooth
  - ◇ If possible, gently push the root back into the socket where the tooth has come from
  - ◇ Keep teeth together or gently bite a handkerchief and visit an emergency dental service immediately
- If the tooth cannot be reinserted, Sky should place the tooth in milk and visit the dentist as an emergency.
- If the tooth is broken but not completely knocked out, Sky should still take the broken fragment to the dentist as it is possible that it could be repaired.

Jae

- Jae's consumption of sugar will increase his risk of tooth decay. He should also consider cutting back on coffee and quitting smoking.
- He should go to the dentist for regular checkups. He may also want to discuss his stains while he is there, but it's not essential.
- While check-ups are free and would reduce risk, treatment purely for the appearance of his teeth would have a cost. Treatments like whitening should only be prescribed or performed by a dentist.

Rhea

- Rhea is brushing her teeth but may want to discuss technique with her dentist. She should consider eliminating the soft drinks from her diet.
- Rhea should book a check-up as soon as possible and continue normal oral hygiene practices until then.
- If Rhea needs any treatment this will be free while she is under the age of 19 and in full-time education, as will any advice on oral hygiene from the dentist. Going to the dentist would reduce the risk of the bleeding getting worse.

### Support:



It may be useful to reduce the number of scenario cards given. Discuss which type of support may be required and emphasise the different approaches for emergency options and non-urgent or routine care.

### Challenge:



Students could produce a quick summary to demonstrate to younger students the importance of regular check-ups or what to do in a dental emergency. They may wish to do this as a rap or script for a radio or TV advert.

## Plenary/ Assessment of learning



### Endpoint assessment

Students should revisit their mind map and add make amendments in a different coloured pen, adding new learning or editing ideas from the start of the lesson.

They might consider:

- How can a person maintain good dental health?
- What services can be accessed to support dental health?
- What differences are there between dentistry for health and cosmetic dentistry?



### Signposting support



If students require advice on how to access dental care or have concerns, signpost them to support at home or in school (such as tutors and head of year).

Further support is available from:

- The Oral Health Foundation [www.dentalhealth.org](http://www.dentalhealth.org) 01788 539780
- NHS Choices: [www.nhs.uk](http://www.nhs.uk)
- NHS Change4Life Sugar Smart: [www.nhs.uk/change4life/food-facts/sugar](http://www.nhs.uk/change4life/food-facts/sugar)

- NHS Under-18s guide to quitting smoking: [www.nhs.uk/live-well/quit-smoking/quitting-smoking-under-18s-guide](http://www.nhs.uk/live-well/quit-smoking/quitting-smoking-under-18s-guide)
- Dental Trauma UK: [www.dentaltrauma.co.uk](http://www.dentaltrauma.co.uk) (for further information on knocked out teeth)

## Extension activity

### Flowchart



As an extension, students should use **Resource 4: Extension - Decision Flowchart** to reflect choices they could make in different dental care situations.

## References

<https://www.dentalhealth.org/News/welcome-moves-made-to-shake-up-britains-sugar-intake-top-tips-to-keep-your-teeth-healthy>

<https://www.dentalhealth.org/News/100-fruit-juice-best-for-teeth>

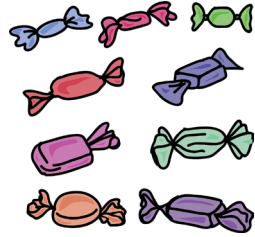
<https://www.dentalhealth.org/Blog/our-top-five-predictions-for-whats-going-to-happen-in-dentistry-in-2019>

## Key stage 1 lesson

## Resource 1: Food and drinks cards



Chocolate



Sweets



Crackers



Banana



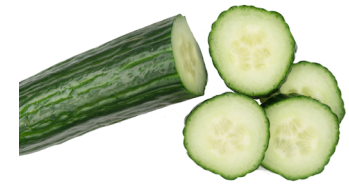
Sweet cereal



Jam



Stawberries



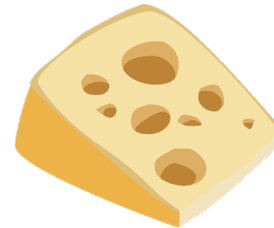
Cucumber



Ice cream



Fizzy drinks



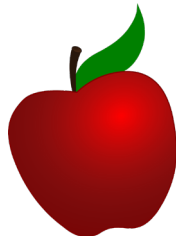
Cheese



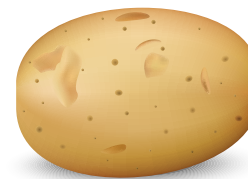
Plain yoghurt



Fruit juice



Apple



Potato



Water

## Key stage 1 lesson

## Resource 1a: Food and drinks teacher guidance

25g (1x 45g bar)

Chocolate

40g (per portion)

Sweets

0.6g (3x crackers)

Crackers

12g (1x banana)

Banana

11.5g (1x small bowl)

Cereal

6.9g (1x portion)

Jam

4g (1x portion)

Strawberries

0g (1x portion)

Cucumber

21g

Ice cream

35g (per 330ml can)

Fizzy drinks

0.1g (1x piece of cheddar)

Cheese

5.6g (1x small pot)

Yoghurt

14.7g (150ml)

Fruit juice

13g (1x small apple)

Apple

1.2g (1x baked potato)

Potato

0g

Water

*Eating fresh fruit containing natural sugars such as bananas and apples should be encouraged. Foods containing 'free sugars' (sugar added as a sweetener) such as sweet cereal are harmful to teeth.*

## Key stage 1 lesson



## Resource 2: Steps to brushing teeth



1. Use a small amount of toothpaste  
(e.g. about the size of a pea)

2. Tilt the brush up to the gum

3. Brush in circles and flick down over the  
teeth



6. Spit out toothpaste after brushing

5. Brush on the inside of teeth

4. Brush on the outside of teeth

## Key stage 1 lesson

## Resource 2a: Steps to brushing teeth

Match the step to the picture

1. Use a small amount of toothpaste (e.g. about the size of a pea)

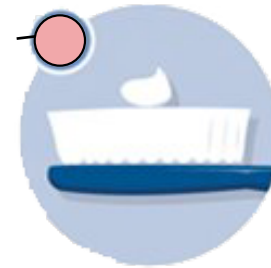
2. Tilt the brush up to the gum

3. Brush in circles and flick down over the teeth

4. Brush on the outside of teeth

5. Brush on the inside of teeth

6. Spit out toothpaste after brushing





Brushing teeth



Making an appointment for the dentist



Checking teeth with a mirror



Talking about how to keep teeth healthy



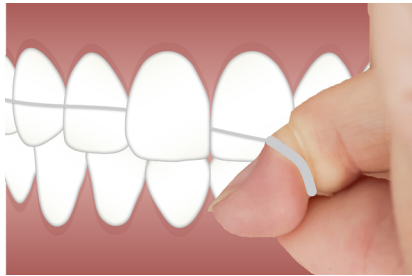
Helping with toothache



Choosing food and drink



Brush teeth twice a day for 2 minutes



Flossing



Visiting dentist regularly



Eating foods lower in sugar



Drinking water



Spitting out toothpaste after brushing



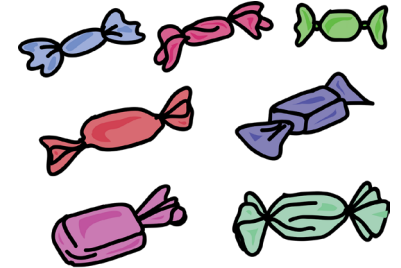
Forgetting to brush teeth



Drinking fizzy drinks



Smoking



Eating foods high in sugar



Rinsing straightaway after brushing



Not visiting the dentist



Fruit juice and smoothies



Chewing gum



Mouthwash

## Key stage 2 lesson

|                                                                                                                                                                                                        |                                                                                                                                                                                  |                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Brushing teeth twice a day for 2 minutes helps to remove plaque and stop tooth decay.                                                                                                                  | Cleaning between teeth by using floss helps to remove plaque, stops cavities and tooth decay.                                                                                    | Visiting the dentist regularly helps to keep teeth and gums healthy. The dentist will check for any problems, and remove plaque from teeth.      |
| Eating foods lower in sugar such as fruit and vegetables and snacking on nuts, seeds and crackers are good for dental health. These foods help produce more saliva (spit) and stop plaque building up. | Drinking water washes away food and any sugars left behind on teeth, helping the enamel stay healthy and stop plaque from building up.                                           | Spitting out toothpaste after brushing instead of rinsing with water will mean the fluoride stays on teeth for longer and helps to protect them. |
| Forgetting to brush teeth can cause plaque to build up and over time, could cause cavities.                                                                                                            | Fizzy drinks such as cola and lemonade are high in sugar and can cause tooth decay. They also contain acid which can harm the enamel.                                            | Smoking creates plaque on the teeth and can causes tooth decay or gum disease (gums become sore, swollen or infected).                           |
| Eating foods high in sugar such as sweets, chocolate, biscuits and cake can cause tooth decay.                                                                                                         | Rinsing straightaway after brushing will wash away the important protective fluoride in toothpaste that should be left to stay on teeth.                                         | Not visiting the dentist for a check up could mean dental problems like tooth decay or cavities are not treated and could get worse.             |
| Juices and smoothies can count as 1 of 5 a day but they have sugar in and so just having 1 small glass with a meal is best.                                                                            | Chewing gum after eating can help produce more saliva (spit) and stop plaque building up. Brushing teeth and flossing are more important though, as they clean teeth thoroughly. | Using a mouthwash can help to stop tooth decay but brushing teeth and flossing is still needed for good dental health.                           |

## Resource 2: Dental health facts

Sam brushes their teeth twice a day and drinks lots of water. They also love sweets and buys them in the shop every day after school. Recently, Sam has been having pain in the side of their mouth and now the gum is swollen too. Sam hasn't told anyone because they are worried about getting into trouble with the dentist for eating sweets.

Lea has a 6 year old younger sister. She has begun to brush her teeth by herself before bed, but Lea has noticed that often she doesn't do it, or only brushes for a few seconds. When Lea asks her sister why she isn't brushing, she says that she keeps forgetting and that she doesn't like the taste of the toothpaste.

Bailey follows the same routine every day. He brushes his teeth after waking up and just before bed, and flosses his teeth once a day. Lately, he has been feeling worried about his teeth – although Bailey now has most of his adult teeth, he has a few baby teeth that have not fallen out yet.

Jesse knows that too much food high in sugar can harm their teeth and so tries to eat snacks lower in sugar at breaktime, such as an apple or banana. Jesse's friend Tom has been talking about other things they can do to keep their teeth healthy. Tom uses mouthwash in the morning and evening, and has chewing gum twice a day. Jesse is wondering whether to start doing those things too.

Yasmin doesn't like eating fruit but loves drinking fruit juice. Someone in her class has told her that fruit juice damages teeth and now Yasmin is worried about drinking it.

Mohammed needs to have a tooth taken out and his Mum has told him they are going to the dentist next week. Mohammed is really worried because he is scared about going to the dentist and thinks he might cry when he gets there. Even though he knows the dentist will help him feel better, he is starting to get funny feelings in his tummy when he thinks about being there.

If not treated by a dentist, Sam's toothache could get worse and cause more serious issues. Sam should reduce the amount of sweets they are eating because the sugar is causing harm to their teeth.

So that the situation can be resolved quickly, Sam could talk to a parent or trusted adult so that they can make an appointment with the dentist.

If Lea's sister doesn't brush her teeth, it could cause plaque to build up. Lea could tell her sister about the importance of brushing teeth twice a day.

Lea could brush her teeth each day at the same times as her sister or help her create a brushing routine poster or chart to remind her. In addition, Lea should let a parent or carer know what is happening, so that they can help her sister with a brushing routine.

Bailey shouldn't worry too much, it is normal for teeth to fall out at different times and it happens to children at different stages. Bailey could also let a parent or carer know about his worries so that they can talk about them together.

Using mouthwash and chewing gum can help to prevent plaque from building up, as long as Jesse is also following a good oral hygiene routine e.g. brushing twice a day for 2 minutes and eating foods lower in sugar, then chewing gum and mouthwash are extras rather than necessities.

Fruit juice is a drink high in sugar and so Yasmin should ensure she is drinking the recommended daily limit of 150ml (small glass) of fruit juice a day. Yasmin could also let a parent or carer know about the sugar content of juice.

It could help Mohammed to talk to a parent, carer or trusted adult about how he is feeling. In addition, Mohammed's parent could let the dentist know he is feeling nervous, so that they can take him through the appointment slowly, and reassure him about what to expect.

1. Which description shows the best steps in caring for teeth each day?
  - A. Clean between teeth, brush with fluoride toothpaste, rinse with mouthwash
  - B. Brush with fluoride toothpaste, clean between teeth, rinse with mouthwash
  - C. Brush with fluoride toothpaste, clean between teeth, spit out excess toothpaste
  - D. Clean between teeth, brush with fluoride toothpaste, spit out excess toothpaste
2. What makes a good toothpaste?
  - A. Recognisable brand name
  - B. The right amount of fluoride
  - C. Higher cost
  - D. All of the above
3. If someone has severe dental pain and their dentist is closed for the night they should...
  - A. Take some pain killers and wait until it opens the next day
  - B. Call their dentist and check if there is an out of hours services
  - C. Call NHS 111
  - D. Any of the above
4. Which food or drink from the options below is the most damaging to teeth?
  - A. Whole fruit
  - B. Fruit juice
  - C. Smoothie
  - D. Milk
5. Which of the following treatments could be necessary for someone's dental health?
  - A. Braces
  - B. Veneers
  - C. Tooth whitening
  - D. All of the above
6. Which of the following people is qualified to provide tooth whitening services
  - A. Dental nurse
  - B. Dentist
  - C. Beautician
  - D. All of the above
7. How can smoking affect dental health?
  - A. Slows healing after teeth have been removed
  - B. Increases risk of gum disease
  - C. Increases risk of tooth loss
  - D. All of the above

**1. Which description shows the best steps in caring for teeth each day?**

- D. Clean between teeth, brush with fluoride toothpaste, spit out excess toothpaste**

*Clean between teeth using flossettes, interdental brushes or dental floss using several short strokes between each tooth. Brush teeth with fluoride toothpaste after interdental cleaning, spit out the excess toothpaste but don't rinse away as the fluoride continues to work in the mouth.*

**2. What makes a good toothpaste?**

- B. The right amount of fluoride**

*The cost or brand name won't influence how well a toothpaste works. However, the amount of fluoride is important. Toothpaste should have between 1350-1500ppm fluoride. You can check this on the back of the tube or packaging.*

**3.**

**4. If someone has severe dental pain and their dentist is closed for the night they should...**

- D. Any of the above**

*If a person has severe dental pain and is unable to access their normal dental service for any reason, they should judge whether painkillers and gentle brushing will help while they wait until the dental practice is open or they can call for out-of-hours services. Some dental practices will have details of out-of-hours services on their answerphone. If not, NHS 111 can provide details of nearby out-of-hours services.*

**5. Which food or drink from the options below is the most damaging to teeth?**

- C. Smoothie**

*Smoothies and fruit juices can provide useful nutrients for the body, however they contain a lot of sugar. Smoothies also have a sticky texture meaning they stay in contact with the tooth surface for longer. This can increase the amount of plaque acid in the mouth and increase the rate of tooth decay. If a person chooses to use smoothies or fruit juice as a source of nutrients from fruit, then they should limit the amount to one glass of 150ml of juice per day and have this with a meal.*

**6. Which of the following treatments could be necessary for someone's dental health?**

- A. Braces**

*Braces can be used to maintain dental health and ensure that teeth aren't interfering with each other. However, sometimes braces can be used for cosmetic purposes (to change the appearance of teeth.) Veneers and tooth whitening are cosmetic procedures. They are not for dental health purposes.*

**7. Which of the following people is qualified to provide tooth whitening services**

- B. Dentist**

*Beauticians (someone who gives people cosmetic treatments) and dental nurses are not able to provide tooth whitening and this practice is illegal as it poses a number of risks to teeth. These include increased tooth sensitivity and irritated gums. Dental nurses are able to aid a dentist in tooth whitening by taking an impression of teeth for whitening, but they cannot provide this service by themselves.*

**8. How can smoking affect dental health?**

- D. All of the above**

*Smoking affects dental health in a number of ways as it limits the amount of oxygen that reaches soft tissues. It also stains teeth, causes a loss of taste and smell, and can increase the risk of oral cancers. Smokers should see their dentists regularly as smoking increases the risk of gum disease and dentists will need to check for early signs of this.*

**Having a dental check-up**

**Getting veneers**  
**(thin pieces of porcelain that cover teeth)**

**Getting a filling to treat decay**

**Tooth whitening**

**Getting braces**

**Removal of decayed teeth**

**Removing wisdom teeth (the teeth at the  
back of your mouth)**

**Scale and polish (when a hygienist  
removes plaque and tartar from teeth)**

**Root canal (treating a dead tooth nerve)**

**Replacing an existing amalgam (silver)  
filling with a white filling**

**Covering a damaged tooth with a crown**

**Bailey**

Bailey hasn't been to the dentist in over a year. He hasn't felt any problems with his teeth, so he doesn't think he should go.

He flosses and brushes his teeth twice a day and really tries to avoid sugary foods. Each morning for breakfast Bailey has cereal with milk and some fruit juice. He tries to make as many healthy choices as he can.

**Sky**

Sky visits the dentist regularly and almost always flosses twice a day before brushing their teeth.

After school Sky knocked a tooth out during an accident at rugby practice and they're pretty sure the dentist is closed! A friend found the tooth and has brought it to them. There hasn't really been much bleeding but Sky's mouth feels really sore.

**Jae**

Jae drinks lots of cola and coffee and occasionally smokes a cigarette with friends at the weekend. He has developed a stain on his teeth, he's spoken to his friends about it and they have said that they hadn't really noticed.

Jae still wants to get rid of the stains. He's recently bought an electric toothbrush, which has helped a little bit. He hasn't been to the dentist in a while but he did need some fillings last time he was there.

**Rhea**

Rhea is always careful to brush her teeth daily, and she has decided to only have one soft drink a day, but she has noticed that her gums bleed a bit when she brushes them.

She has never had this before and her mum says that she might be brushing too hard, but Rhea's worried something might be wrong. She went to the dentist a few months ago, but the bleeding has started in the past couple of weeks.

