

Facilitators Handbook



**Strong Smiles
Program**

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PLEASE NOTE:

When reading the word Aboriginal in this document it refers to both Aboriginal and Torres Strait Islander people.

From this point on the ***Eat Together, Play Together, Strong Smiles*** Program will be referred to as the ***Strong Smiles*** Program for ease of reference.



April 2010

Facilitators Handbook



**Strong Smiles
Program**

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The Facilitator's Handbook

This handbook contains all the information a facilitator needs to set up and run the Strong Smiles program.

The handbook is divided into three sections and contains the following information:

PART 1 – Introduction to the program

- * Why incorporate oral health promotion into the preschool setting?
- * What is the Strong Smiles oral health program?
- * Session format & content.
- * Program Resources.
- * What is in the resource kit?
- * Important points to consider when running the Strong Smiles program.

PART 2 – Weekly Sessions

This section contains information on each of the five sessions. Each session includes the following information:

- * Aims
- * Preparation needed for the session.
- * Resources for each activity.
- * Timeframes for each activity.
- * Session content and activities – this section is divided into three activities:
 - * Large group.
 - * Small group.
 - * Fruit and vegetables taste testing.

PART 3 – Templates

- * Template list (**See page 66**).

Why incorporate an oral health promotion program into the early childhood setting?

The oral health of Australian children has improved over recent decades, with a dramatic decline in the experience of dental caries. However, there are clear inequities in oral health with higher rates of dental caries in children living in socially disadvantaged areas, rural and remoter areas and among Aboriginal and non English speaking overseas born children.⁷

There is also a small but significant proportion of preschool children who suffer very severe and extensive dental decay requiring hospitalisation and treatment under general anaesthesia. National data on dental hospitalisation and procedure rates showed that Aboriginal children 5 years and under had the highest hospitalisation dental rate of any age group, with one and a half times the rate of non-Aboriginal children in the same age group.⁸

In NSW (2002-05) hospitalisation rates for the removal/restoration of teeth in Aboriginal 0-4 year olds increased by 26% in comparison to data collected by the NSW Chief Health Officers Report 2000. Compared to all of NSW, the North Coast area has a high proportion of Aboriginal children under 15 years of age. The North Coast area also has significantly higher hospitalisation rates for the removal and restoration of teeth in Aboriginal children aged 0-4 years (2003-08) than the rest of NSW.⁹

The development of optimum health across a person's life begins in early childhood when they are more likely to learn either positive or negative behaviours. Early childhood is a critical stage and existing strong evidence highlights the importance of early years in influencing adult health and wellbeing.² High dental caries in childhood predict a greater level of dental caries over a lifetime.¹⁰ Research has shown that in children five years and younger, social differences in access and uptake of oral healthcare can make a difference to dental health caries levels in adulthood.²

Consequently, promoting oral health practices is supported by a number of key National, State and Local health plans. These plans aim to improve health and wellbeing by improving oral health status and reducing the burden of oral disease. Oral Health Promotion is supported by the following documents:

- ✿ Healthy Mouths, Healthy Lives Australia's National Oral Health Plan 2004-2013.¹⁰
- ✿ NSW Oral Health Promotion Framework for Action 2010.²
- ✿ A New Direction for NSW: State Health Plan 2010.¹¹
- ✿ NSW Messages for a Healthy Mouth – Centre for Oral Health Strategy 2007.¹²
- ✿ Northern New South Wales Oral Health Network Strategic Plan 2008-2012.¹³

What is the Strong Smiles Oral Health program?

The Strong Smiles Program is a 5 week oral health promotion program aimed at children 3-5 years old in the early childhood and preschool setting. The program is suitable for Aboriginal and non-Aboriginal children. The program uses resources such as readers, songs, games and role modelling to raise awareness of the 5 key NSW messages for a healthy mouth:

- * Eat Well
- * Drink Well
- * Clean Well
- * Play Well
- * Stay Well.

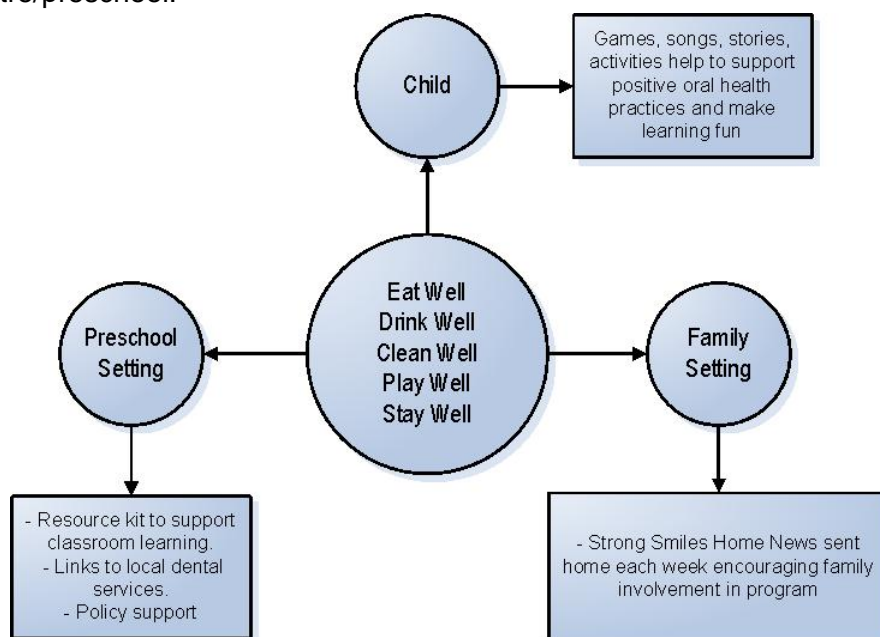
Program Objectives

At the end of the program, children will be able to:

- * Distinguish between everyday foods and sometimes foods.
- * Identify that water is the preferred drink for healthy teeth and gums.
- * Brush their teeth and gums and rinse their mouths correctly.
- * Understand when to clean their teeth.
- * Understand what will happen when they visit a dental clinic (process).
- * Have the opportunity to increase their consumption of fruit and vegetables through regular tastings.
- * Identify when they have sore teeth and gums.
- * Understand the importance of not sharing toothbrushes.

Program Focus

The Strong Smiles Program is a multi-strategic program targeting the child, parent/carer and early childhood centre/preschool.



Session Format & Content

The program consists of 5 x 1.5 hour sessions over 5 weeks. Sessions are conducted in the morning and linked to the morning break. Each weekly session consists of 3 activities.

ACTIVITY 1 LARGE GROUP ACTIVITY	<ul style="list-style-type: none">* A group story (20 minutes)* Strong mouth, strong tongue exercises (5 minutes)* Song (5 minutes)
ACTIVITY 2 SMALL GROUP ACTIVITY	<ul style="list-style-type: none">* Games based activities (45 minutes)* 4-5 participants
ACTIVITY 3 FRUIT & VEGETABLE TASTING	<ul style="list-style-type: none">* Fruit and vegetable taste testing in the morning break with an oral review of what was covered that day (15 minutes)

Each weekly session covers a different theme:

SESSION 1: Everyday foods and sometimes foods

SESSION 2: Strong smiles

SESSION 3: Water and foods for every occasion

SESSION 4: Getting teeth checked

SESSION 5: Tooth brushing and review

Program Resources

The resources include fun, visual, readers, activities, and games that are all linked through a common theme that reinforces the key health message for each session. A variety of props are also used with the activities to encourage interaction including: Toothy Teddy, Tilda the Mouse, a dentist's patient puppet, plastic food, a shopping trolley, dental model and big toothbrush. The puppets in particular help to work through any fears that the children may have regarding dental visits. All of the resources aim to excite, engage and encourage classroom interaction so as to make learning fun.

Resources are based on key literacy and numeracy learning outcomes as well as children's health and wellbeing. This increases their usability across other classroom activities. The specific outcomes that link to the National Early Years Learning Framework ¹⁴ include:

Outcome 3: Children have a strong sense of wellbeing and in particular children take increasing responsibility for their own health and physical wellbeing (p.32).

Outcome 5: Children are effective communicators and in particular Children engage with a range of texts and gain meaning from these texts and Children begin to understand how symbols and pattern systems work (p.38-41).

All resources have been developed around the theme of Toothy Teddy and Tilda the Mouse. This gives the children something to connect with throughout the five weeks of the program. These aged based resources also provide a tangible medium for communicating and reinforcing key health messages.

Story Books

SESSION 1:



Toothy Teddy and Tilda Go Shopping

The story follows Toothy Teddy and Tilda the Mouse as they go shopping for healthy food. As you move through the book different food items are put into the trolley and they are ticked off the shopping list. The book is child centred with ample opportunity to discuss what Toothy Teddy is buying and for the children to help find the healthy food items on the list.

SESSION 2:



Natural Habits

Natural Habits was developed as part of the Save Our Kids Smiles (SOKS) Program funded by NSW Health.¹⁵ The story centres on a girl named Kate and her friends' possum, kangaroo, wombat and koala. It discusses the different ways each of them cleans their teeth. It provides an introduction into correct teeth cleaning procedures.

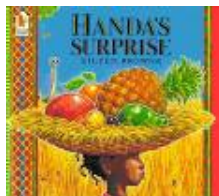
SESSION 3:



What's in your lunchbox Toothy Teddy?

Toothy Teddy's lunchbox holds a special surprise for Tilda the Mouse, a birthday invitation to Toothy Teddy's birthday party. The story follows a week of lunchbox contents where the children are asked what is in Toothy Teddy's lunchbox. On Friday the children get to pack the lunchbox with food cut outs. Saturday is Toothy Teddy's birthday and the children are asked what birthday foods they want to have. At the end they are reminded that Toothy Teddy needs to brush his teeth before going to bed. The book introduces the concept of sometimes foods and everyday foods.

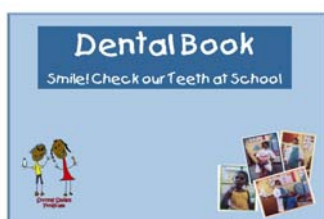
SESSION 4:



Handa's Surprise

Handa's Surprise is a book about a girl named Handa who puts seven different delicious fruits in a basket to take to her friend Akeyo as a surprise. Handa's walk takes her past a variety of animals who eat the fruit along the way. The book encourages discussion about different kinds of fruit.

SESSION 5:








Smile! Check Our Teeth at School

A locally produced book that graphically depicts the journey of a child through the local dental clinic. It identifies the process involved for a child and his/her carers when having a dental check. The content of the book is great for identifying dental clothing and equipment to the children.

Strong mouth, strong tongue exercises (all sessions)

Strong mouth, strong tongue exercises help strengthen a child's mouth and tongue and assist them in working their tongues to form their words. **(Template 5)**

Examples of exercises used in the program:

1st Movement	2nd Movement	3 rd Movement	4 th Movement	5 th Movement
Stick your tongue out as far as it will go.	Try and touch your nose with your tongue by pretending that there is jelly or ice cream on your nose and you are trying to lick it off.	Put your tongue down onto your chin, again imagining that you have jelly etc on your chin.	Move your tongue to either side of your face (it's up to you which way you go first, left or right) and again using the jelly. Repeat the exercise again.	Put your tongue behind your teeth on the upper part pushing your tongue out to form a curve and then on the bottom at the back of the teeth again to form a curve.
				

Songs

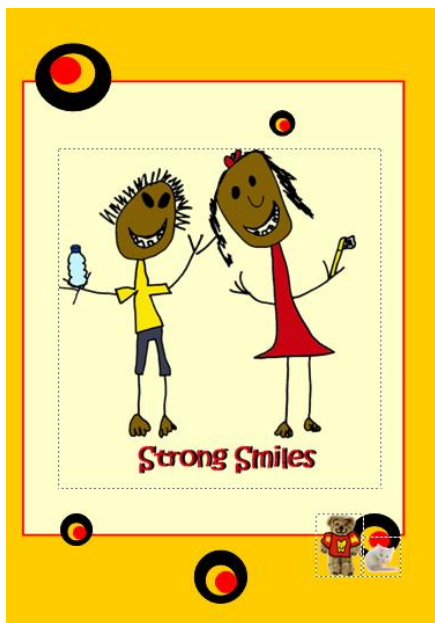
Soundtrack of songs included on CD and lyrics and actions **(Template 6)** are in the template section of this folder and on CD.

There are 3 action songs that are included across the program and which target 3 key oral health messages:

- ✳ Eat together, play together but don't share your toothbrush around' (Eat together play together song).
- ✳ 'Look after your gums as well as your teeth' (Gum song).
- ✳ 'Water is so good for you' (Water song).

Strong Smiles Flipchart (all sessions)

The flip chart provides reinforcing messages and pictures regarding the sessions below. For ease of use the flipchart sections have been colour coded.



SESSION 1

- * Healthy food is important
- * Our food comes from...
- * Everyday foods
- * Sometimes foods

SESSION 2

- * Healthy teeth
- * Everyday foods – healthy teeth
- * Sometimes foods – holes in teeth
- * Strong teeth
- * How to brush your teeth

SESSION 3

- * Let's go shopping
- * Let's have a picnic
- * No sharing toothbrushes NO WAY

Small group based activities

There are four small group games based activities that have been included in the program structure to follow on from the large group sessions and reinforce key messages. They are:

SESSION 1: Shopping Trolley Game



"I went shopping and I bought..." The shopping trolley game helps children identify sometimes food and everyday foods. Children go shopping and select from a variety of foods out of a cloth bag. They place the food in the seat or body of the trolley depending on whether it is a sometimes or everyday food. They then purchase the goods at the checkout using play money.

SESSION 2: Big Teeth, Big Toothbrush, Shaving Cream Game



This is a role play activity using shaving cream for toothpaste, the dental model and a large toothbrush. The children are shown correct tooth brushing techniques using the aids. They are then given the opportunity to practice the procedure.

SESSION 3: Packing Toothy Teddy's Lunchbox



Toothy Teddy is going to school and needs help in packing a healthy lunch. The children are asked to select foods for Toothy Teddy's lunchbox. There is discussion regarding the children's choices and amount of food selected for his lunch. Food is labelled according to sometimes foods and everyday foods. The activity ends with Toothy Teddy's birthday where children are asked to select birthday foods. The children then discuss the implications of eating too many sometimes foods and are reminded that they need to clean their teeth after eating both everyday and sometimes foods.

SESSION 4: Dental Role Play



The children get the opportunity to dress up as dentists using the puppet as a patient. The children show the puppet patient correct tooth brushing techniques and give advice on how to keep their teeth and gums healthy e.g. drink lots of water and don't have too many sometimes foods. The children have clipboards with a dental chart attached and they mark any problem teeth just like a real dentist.

SESSIONS 1 – 5 Fruit and Vegetable Taste Testing

At the end of each visit the fruit and vegetable tasting is conducted, timed to coincide with morning tea.



The aim of this session is to introduce children to fruit and vegetables in season and to varieties that the children may not taste on a regular basis.

Evidence shows that children need to taste foods at least 10 to 14 times before they may learn to like them so it is necessary to try and get them used to the foods. Encouraging chewing on foods that are hard (e.g. carrots apples etc) it helps the eustachian (a tube that links the pharynx to the middle ear) tubes and therefore can help with otitis media.

Dental staff visits (to be organised with local dental therapists)

Dental staff visits provide an access and referral point for dental therapists. See page 64 for details.



Dental therapists can conduct the following activities:

- ◆ Teach and reinforce correct tooth brushing techniques
- ◆ Explain what happens at visits to local dental clinics
- ◆ Conduct lift the lip assessments
- ◆ Provide fast track referrals if necessary.

Send home news for parents - Template 9 (end of each week)

Send home news is a great way of informing parents about what the children have been learning.



We had fruit and vegetable tasting today at our Strong Smiles program and I tried _____ types of fruit and _____ types of vegetables. Please ask me what they were. We sang the Eat Together Play Together Song and played a shopping trolley game.

It is suggested that these little home news slips be sent home each week of the program to inform parents of what the children have been learning from the program. They will cover how many fruits and vegetables they have tried that week and will prompt parents to start a discussion with their children about what they did try and whether or not they liked it. It will also inform the parents of the song and game used that week. At the bottom of each home news sheet will be a handy little tip to keep ourselves healthy.

Certificates – Template 10 (end of program)

Certificates are given to participants to reinforce good oral health practices.



At the end of Session 5, children are provided with a participation certificate as well as a family pack which consists of a toothbrush and toothpaste for the children, plus toothbrushes for any siblings they may have.

What is in the Resource Kit?

Contents

- * Strong Smiles Facilitator's Folder
- * Toothy Teddy
- * Tilda the Mouse.

Books

- * Big Book - Toothy Teddy and Tilda Go Shopping
- * Big Book - What's in your Lunchbox Toothy Teddy
- * Big Book - Natural Habits
- * Big Book - Handa's Surprise
- * Big Book – Smile! Check Our Teeth at School
- * Strong Smiles Flipchart.

Game 1

- * Shopping Trolleys x 4
- * Plastic Food Items (Including everyday & sometimes Foods)
- * Cash register
- * Pillow case x 1
- * Play money.

Game 2

- * Dental Model & Toothbrush
- * Shaving Cream (used as pretend toothpaste).

Game 3

- * Lunchbox
- * Water Bottle
- * Plastic Food Items (including everyday & sometimes Foods)
- * Plastic Birthday Cake.

Game 4

- * Clip Boards x 2
- * Dental Charts x number of children
- * Dental Coat for Child x 4
- * Dental Masks for Children (1 per child)
- * Dental Mirror x 2
- * Dental Puppet
- * Gloves (1 per child)
- * Goggles for Children x 4
- * Medical Caps for Children (1 per child)
- * Shaving Cream (Pretend Toothpaste)
- * Dental Model
- * Big Toothbrush
- * Smile! Check Our Teeth at School booklet.

Important points to consider when running the Strong Smiles program

The program and its resources

Running the program consistently every week for 5 weeks reinforces key health messages and encourages the children to connect with the facilitators and the program.

Please follow through with the various messages throughout the weeks as this helps embed the knowledge and messages in the children's minds. (Eat well, Be well, Play well, Stay well).

As the activities are based on key literacy and numeracy techniques, the program is not locked into a straight oral health lesson. Please use the activities and resources throughout the preschool learning program and allow the children access to resources (in particular, the role play resources and games) in their play time. Setting up an oral health corner may be one way to provide children access to the resources.

Best time to run the program

In the morning when the children are more alert so that the tasting session incorporates their morning tea or little lunch (9.30am – 11.00am). For teachers each activity sessions can be broken up to run over two days if required. For example the large group activity can be done on one day and the small games based activity can be run the next day.

Obtaining permission

You will need to get the parents/carers permission for their child to be a part of the program. A permission form template is included on CD-2 and a hard copy can also be found in the template section of this folder. **(Template 3)**

A flyer promoting the program has been included that can be attached to the permission slip and letter to be circulated to parents/carers explaining the program. A flyer template is included on CD-2 and a hard copy can also be found in the template section of the folder. **(Templates 1&2)**

Policy development

For those preschools that do not already have an early childhood policy supporting positive oral health practices, a policy template can be found on CD-1 and a hard copy can also be found in the template section of this folder **(Template 12)**. An early childhood policy will help to sustain and embed positive oral health practices into the early childhood setting.

Working in partnership at the community level

The program relies on the establishment of local partnerships. It is intended that these partnerships will help sustain the program and encourage organisations to work together. By bringing in Aboriginal health workers and dental therapists, the program will not only benefit from their health expertise but if fostered, these relationships, may help to establish quick referral pathways for children in need.



Sustaining the program

If we are going to improve the oral health of children, we need a variety of strategies that are ongoing. This program aims to encourage sustained program use by making the activities short, enjoyable, interactive and varied to maintain the child's interest and to ensure key oral health messages are reinforced.

The resources are not specific to oral health. They incorporate literacy and numeracy techniques making them useful resources across key learning areas. This also reinforces key messages and provides access to more resources that the teacher can use in the classroom.

Establishing local partnerships and keeping the cost of the program at a minimum we hope will also encourage program implementation.

Additional resources that the Preschool may need to supply

-  Fruit and vegetables in season for each session.
-  Tongs, paper towel/plates for the food.

Dental health corner

It is suggested that a dental health corner could be set up somewhere in the early childhood centre so that the children can dress up as an oral health worker thus making the children more familiar with what to expect in that setting.

If you are a Health Worker running the program the following are things to consider

Working with children

When working with children in the 3-6 year age bracket, it is best to remember that learning is enhanced through fun, short sessions and active participation. The workers involved need to remember that they are working with children and they are wonderful in using their imagination so don't be afraid to go for it and be enthusiastic about following on with the key messages. We have developed this program to encourage involvement through stories, games and songs.

Working in the Early Childhood/Preschool Settings

What preschool?

Select preschools that have at least 25% Aboriginal and Torres Strait Islander children in attendance. The preschools you select need to want the program and become involved in it in order for it to be sustained long after you have finished running it. If the preschool has ownership there is more opportunity for program sustainability. This can be achieved by giving them as much involvement as possible.

Length of program

The Strong Smiles program runs for five weeks. It is best to negotiate with the Director of the preschool as she/he will know the attendance patterns of the children. Early childhood settings frequently do not follow the 2 day patterns due to parent requests for different days to fit in with parents' work schedules. You may have to visit the preschool a few times a week to maintain consistency across classes to ensure the same messages are communicated to all children. If operating more than one class a week is not possible, consider alternating groups over 10 weeks, running one group one week and then run the session for the other group the next week.

Working in partnership

It is important to have two workers running the program. This allows sessions to be run concurrently and allows the main facilitator to do most of the presenting whilst the second health worker brings to life the props while the stories are being read or the games are being played.

Strong Smiles Session Plan Overview

SESSION	1 st ACTIVITY Large Group Activities	2 nd ACTIVITY Small Group Activities	3 rd ACTIVITY Food Tasting
SESSION 1	Everyday Foods and Sometimes Foods		
	Strong Smiles Flipchart Toothy Teddy and Tilda go shopping - Big Book Strong Mouth, Strong Tongue exercises Sing the Eat Together Play Together song	Shopping Trolley/Pillowcase Game- every day foods & sometimes food <i>'I went shopping & bought ...'</i>	Fruit & vegetable tasting & discussion
SESSION 2	Strong Smiles		
	Strong Smiles Flipchart Pretend to brush teeth Natural Habits - Big Book Show tooth brushing with group using dental model Strong Mouth, Strong Tongue exercises Sing the Eat Together Play Together song Sing the Gum song	Big teeth, big toothbrush, shaving cream game	Fruit & vegetable tasting & discussion
SESSION 3	Water and foods for every occasion		
	Strong Smiles Flipchart What's in Your Lunchbox Toothy Teddy – Big Book Strong Mouth, Strong Tongue exercises Sing the ETPT and Gum song. Sing the Water Song.	Packing Toothy Teddy's lunchbox	Fruit & vegetable tasting & discussion
SESSION 4	Getting Teeth Checked		
	Handa's Surprise – Big Book. Toothbrush and Dental Model Strong Mouth, Strong Tongue exercises Sing the Eat Together Play Together song, Gum and Water Song. Sing the Gum Song.	Dental Role Play – Visiting the dentist dress ups (use dolls or other toys to pretend they are the patient) and Smile! Getting our teeth checked at School! the book	Fruit & vegetable tasting & discussion
SESSION 5	Tooth Brushing and Review		
	Use Flipchart to Review Doll/Puppet Session Sing the Eat Together Play Together song, Gum and Water Song. Strong Mouth, Strong Tongue exercises	Every day food and sometimes food Smile! Getting teeth Checked at School book Juices/Water Correct tooth brushing techniques - handing out individual toothbrushes for home	Fruit & vegetable tasting & discussions

Getting started

Before you run the program

- * Run through the program sessions to familiarise yourselves with the program and its resources.
- * Read through session plans and become familiar with the session content.
- * Get to know your resource kit. Ensure all resources are available and included in the kit.
- * Establish your fruit and vegetable supply to be used in the tasting sessions or ask children to supply.
- * Organise paperwork – letters, program flyer and photocopy consent forms for parents/carers.
- * Do you have a policy? Use the template provided to develop a policy for your preschool
- * Print off all preschool templates.
- * Ask the dental therapists to attend as soon as possible after the program to talk with the children about their local dental clinic and what happens there. Ask them to show the children the right tooth brushing techniques. Ask if they are interested in either conducting a 'See My Smile' examination or showing teachers how it is done.

Contacting health support staff

- * Contact your local Aboriginal health worker or other relevant Aboriginal health organisations to see if they are available to support program implementation.
- * Contact oral health staff (dental therapists) to arrange a meeting to discuss the program and how you can successfully work in partnership.
- * Ask the dental therapists to attend as soon as possible after the program to talk with the children about their local dental clinic and what happens there. Ask them to show the children the right tooth brushing techniques. Ask if they are interested in either conducting a 'See My Smile' examination or showing teachers how it is done.

If you need more masks and caps please contact your local oral health clinic.

Visual cues used throughout the session plans



Important questions to ask.



Important information to consider when running the varied activities.



Ideas.

SESSION 1



SESSION 1 - Everyday Foods and Sometimes Foods

This session identifies why food is important and explains and gives examples of everyday and sometimes foods.

Session Aims

That the children will be able to:

- * Give examples of why food is important (grow, healthy body and mind, protection against sickness).
- * Give examples of where food comes from (supermarket, garden, sea).
- * Give examples of every day foods.
- * Give examples of sometimes foods.
- * State their favourite food.

Preparation for the day

- * Familiarise yourself with the session outline.
- * Cut up fruit and vegetables (if sufficient time is available, children may be able to assist in the cutting up of the food, especially if there is melon, strawberries etc).
- * Make sure you have a supply of water for the children to drink.




ACTIVITY 1: Large Group Activity



30 minutes

Resources:

- * Strong Smiles Flipchart (Blue Section)
- * Big Book –‘Toothy Teddy and Tilda go Shopping’
- * Toothy Teddy
- * Tilda the Mouse
- * Shopping trolley or basket
- * Plastic foods – bun, apple, tomato, milk and yoghurt
- * Strong mouth, strong tongue exercises (**Template 5**)
- * Strong Smiles music CD
- * CD player
- * Song lyrics (**Template 6**).

PROCEDURE	SESSION CONTENT
STEP 1:	
Introduce the topic	<p>Preschool Teachers If you are a teacher at the school ask the children.</p> <p> ‘What do you think we are going to talk about today?’</p> <p>(See script Template 14 and adjust to suit)</p>
	<p>Health Workers If the children are not familiar with you get the teacher to introduce you when you are about to start. eg:</p> <p> ‘Here’s Aunty... and ... What do you think they are here today to talk about?’</p> <p>(See script Template 14)</p>
	<p>IMPORTANT</p> <p>While reading the flipchart ensure you engage all the children. Try to get them to nod or agree, say the words <i>‘is that right kids?’</i> or <i>‘do you think so?’</i> Ask them questions.</p> <p>Do the actions when it comes to bigger and bigger (put your arms up expressing growing bigger) and bones & muscles strong (make strong arm actions like the picture in the flipchart). Healthy foods feed our brains (be sure to point to your brain whilst talking about thinking). Continue the actions whilst reading the next page.</p> <p>Make sure you keep the kids involved by asking them if they agree. Ask them questions like <i>‘You know what it’s like when you’ve been sick, how you feel. Healthy food can make us well even when you’ve been sick’.</i></p>

PROCEDURE	SESSION CONTENT
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STEP 2:



FLIPCHART PAGES - 1.1 to 1.4

Using the flipchart turn to the **BLUE SECTION** and discuss the following.

- ? Why healthy food is important?**
We need healthy food because... (read the words on the 2 pages in flipchart).
- ? Where does our food come from...?**
 - * Explore with the children the different places we can get our food from.
 - * Ask them questions about whether they have gardens, help gather bush tucker, go fishing.
- ? What animals provide us with food?**
- ? Where else can we get our food?**
 - * We can also go to shops.



















IMPORTANT


Please remember when doing any of the everyday foods and sometimes food activities, some of the children may say that an everyday food is a sometimes food. This could be that some of the fruits and vegetables could be too expensive for some families to have regularly, e.g. rockmelon or berries and the children may think it is only a treat food.

Please use some thought and discretion with this area.

If any child states that a sometimes food is an everyday food, make sure you praise them for the input and then explain that this food is a sometimes food and explain the times you would have it (after your dinner, as a special treat or at a birthday party.)

PROCEDURE	SESSION CONTENT
STEP 3:	FLIPCHART PAGES - 1.5 to 1.6
Everyday foods	<p>Everyday foods are foods that we should eat every day. They are foods that make our bodies and minds strong. Your teeth will be healthy and strong if you eat mainly everyday foods and brush your teeth twice a day, especially before bed.</p> <ul style="list-style-type: none"> * Ask children to name foods on page, help them if needed. * Ask them whether they eat any of them at home. * Turn to next page and discuss the food on the plate. <p>Ask them to name what is on the plate and whether they have these kinds of food at home.</p>
	<p> What is your favourite everyday food?</p> <ul style="list-style-type: none"> * Get children to name their favourite every day foods, if they choose a food that is a sometimes food say 'well done that's a very good answer.... you think that might be a sometimes food, can you tell me another everyday food?' <p> Can you find your favourite every day food on these pages?</p> <ul style="list-style-type: none"> * Get children to point out or raise their hand and answer which ones are everyday foods. <p> When do you eat these foods?</p> <ul style="list-style-type: none"> * Every day. Remind them that healthy foods gives strong bones and muscles and feeds our brains. <p> We can eat a lot of everyday foods. Let's look at the picture of this plate and see what everyday foods are on it.</p> <ul style="list-style-type: none"> * Get children to name the foods on plate. <p> Is there a little bit of food or a lot of food?</p> <ul style="list-style-type: none"> * Ask them what foods they might have at home for dinner. * Explain again that these everyday foods help our teeth, mind and body. * Discuss that we can have a lot of everyday foods especially vegetables and explain why.

PROCEDURE	SESSION CONTENT
STEP 4:	FLIPCHART PAGES - 1.7 to 1.8
Sometimes foods	<p>Sometimes foods are foods that should only be eaten sometimes (through the week) and usually after you have eaten some everyday foods. Sometimes foods are foods like lollies, biscuits, hot chips, crisps, sausage rolls, cakes, fruit juice, soft drinks etc. Too much sometimes foods and drinks are not good for your whole body and it is really important to brush your teeth twice a day, especially before bed time or else your teeth can get holes in them and start to hurt.</p>
	<p> What foods do you think are sometimes foods?</p> <ul style="list-style-type: none">  Talk to the children about the food on the sometimes food page in the BLUE SECTION of the Flipchart page 1.7.  Ask them to name a couple but don't spend too much time focussing on all of them.  Explain that these foods often have a lot of sugar in them and this can be not so good for teeth and can cause holes. <p> When do we eat these foods? Sometimes but not all the time.</p> <p> Why do you think that is and why should we only have a small amount?</p> <ul style="list-style-type: none">  Discuss that we only have a small piece of sometimes food.  Lets see what sometimes food may look like on a plate. Flipchart page 1.8 <p> We eat less sometimes foods. Do you know why we should only have a small amount?</p> <ul style="list-style-type: none">  These are not always good for your teeth, mind, bones and muscles to grow. Too much can make your stomach feel sick and can help holes form in your teeth which also hurt. <p> Can you name some other sometimes foods we might eat?</p> <ul style="list-style-type: none">  Very good naming of these foods children.

PROCEDURE	SESSION CONTENT
<p>STEP 5:</p> <p>Story – Toothy Teddy and Tilda go shopping</p> 	<p>Read the 'Toothy Teddy and Tilda Go Shopping' book making sure to engage the children in the story by asking them to tell you what is on the shopping list, locate foods, Tilda the Mouse etc. Encourage the children to name the items Toothy Teddy and Tilda the Mouse are looking for and ask if they also like the foods he is buying and if they have tried these before. This will reinforce the messages in the book.</p> <p>When you get to page 14 of this book say <i>'water is the best choice of drink, the other drinks on this page are full of sugar and bad for our teeth if we drink them too much.'</i> Reinforce the importance of brushing your teeth and not sharing your toothbrush.</p> <p>Encourage the children to drink water throughout the day as it also works as a rinse after eating food.</p> <p>If you have the time read through the book again having another adult use Toothy Teddy and the Mouse to act out the story using the shopping trolley and plastic food as props. Make sure the food you have is what is on the shopping list e.g. Bun/bread, apple, tomato, milk, yoghurt. Get Toothy Teddy to put them into the trolley as they appear in the book.</p>
	<p>? Can you find Tilda the Mouse(she is on each page)? Ask a few times on different pages.</p> <ul style="list-style-type: none"> * Children locate Tilda the Mouse. <p>? What's on Toothy Teddy's shopping list?</p> <ul style="list-style-type: none"> * A bun, an apple, a tomato, a carton of milk, yoghurt. <p>? What has Tilda the Mouse got on her shopping list?</p> <ul style="list-style-type: none"> * Cheese. <p>? What is the best drink to have?</p> <ul style="list-style-type: none"> * Water. <p>? What can Toothy Teddy make with his shopping list?</p> <ul style="list-style-type: none"> * Lunch or a roll. * Apple and yoghurt * Drink or milk

PROCEDURE	SESSION CONTENT
STEP 6:	
Strong mouth strong tongue exercises	<p>Do strong mouth, strong tongue exercises with the children using (Template 5) as a guide.</p> <p>Explain that our tongue and mouth need exercising to strengthen muscles for speaking and these can help with this.</p>
STEP 7:	
Eat Together Play Together song	<p>Playing the CD, sing the Eat together play together song (Template 6).</p> <p>Teach the children the words of the songs and encourage them to sing along.</p>

ACTIVITY 2: Small Group Activity

Shopping Trolley Game (3-4 participants)



30 minutes

Resources:

- * Plastic food items in a pillowcase
- * 4 Mini shopping trolleys or plastic shopping basket
- * Cash register
- * Play money



IDEAS

Two adults playing this game with 4 children will reduce time on this activity rather than only taking two children at a time.

Each worker should have their own bag of food and each child has a shopping trolley or shopping basket.

At the end of the game get the children to take the food out of the basket. Ask them to name them and identify if they are everyday or sometimes foods. Then pass the food to the adult who acts as the cashier.

PROCEDURE

SESSION CONTENT



IMPORTANT





The most important aspect of this game is to speak with the child about the foods and to try engaging them to talk about foods they have at home or in their lives (could be grannies or aunts place). Place only a 6-8 items in the bag so as not to overwhelm children with too many items.

If a child categorises an item wrong make sure you praise them for their answer and gently explain why it fits into the other category.

Everyday food is put into the main part of the trolley whilst sometimes foods is put into the little baby seat. That way reinforcing that you should eat more everyday foods. If using a basket split the foods into separate piles separating the categories on each side of the basket.

Each selection from the child should be categorised into either everyday or sometimes food.

NOTE: Fruit juice even if 100% sugar free is still a sometimes food because of the sugar content in the juice itself. Encourage the children to drink water when thirsty

PROCEDURE	SESSION CONTENT
STEP 1:	
<p>Introduce the shopping game</p>	<p>Introduce the shopping game and explain to the children what is going to happen. Each adult has a bag of food and each child has a shopping trolley.</p> <p>When every child has had their last turn, each child will need to go through the checkout and repeat the following phrase “I went shopping and bought...”</p> <p>Organise for one adult to be the cashier. They are to ask each child whether the item they are buying is an everyday food or a sometimes food. The other worker assists the other children who are waiting to go through the ‘checkout’. Encourage discussion of what they have in their baskets.</p> <p>Once items are through the checkout tell them the cost (name any amount e.g. \$5.40), ask for play money and give them change.</p>
	<ul style="list-style-type: none"> * Have the children take turns in pulling out items from the bag making sure they don’t look into the bag. (Wrap the bag gently around their arms so they have to feel and not look). * As they put their arms into the pillowcase to take out an item get them to say “I went shopping and bought.....” * Once they’ve named their item, get them to tell you whether it is an everyday food or a sometimes food. * If it is a sometimes food get child to place it in the child’s seat of the trolley. * If it is an everyday food place it in the main part of the trolley. During the game, ask them questions located in the question below.
	<p> Have you ever eaten this food/does Mum buy this food for home?</p> <ul style="list-style-type: none"> * If they answer no (if they pull out a fruit or vegetable and say no then ask what fruits/vegetables they like to eat). <p> Do you like it?</p> <ul style="list-style-type: none"> * If they say no then ask what they do like. <p> What is it that you like about this food?</p> <ul style="list-style-type: none"> * Continue with an everyday food they like if they don’t like the one picked out. <p> When could you eat it?</p> <ul style="list-style-type: none"> * School, lunch etc.

ACTIVITY 3: Food Tasting Activity



15 minutes

Resources

- * Prepared fruit and vegetables
- * Have water available for drinks
- * Small tongs to serve food
- * Plates and cups



IDEAS

We encourage the child to at least lick or take a small nibble to try all the foods we have on their plate and if they still don't like it then put in on the side of their plate, in the napkin or scrap bowls. This gets the child to at least try the foods. After the children have started eating or at least trying some of the foods start to talk with them about what they did in the sessions today e.g. *"This is one of the foods you picked in the shopping trolley game."*

Again this is to encourage the children to talk about food and choice. Some might say they have this at home or they love it or not. This is an informal talk time for approximately 5 mins while they are at the table.

PROCEDURE







SESSION CONTENT



IMPORTANT

Some children may not be able to chew hard foods because of sore teeth or gums. Making a soup or lightly steaming vegetables maybe an alternative or cooking up some vegetable muffins or a zucchini slice etc. Another option would be to have the children help cook some fruit or vegetable dishes.

Don't forget to hand out the Home News slips.

PROCEDURE	SESSION CONTENT
STEP 1:	
Fruit and vegetable tasting	<p>Organise for the children to taste a variety of fruit and vegetables during their morning break.</p> <p>Ensure that each child has a drink of water.</p> <p>Give them more after they have finished what's in their bowl.</p> <p>Ask them the following questions.</p>
	<p> What other times do you think we might have this fruit/vegetable?</p> <p> Get them to explore the times and places we might eat fruit and vegetables.</p> <p> Do you like this fruit/vegetable?</p> <p> If not then explore what fruit or vegetables they do like to eat. Ask what it is that they like or don't like about the foods.</p> <p> Would you ask Mum to buy this in the shopping next time?</p> <p> It is good to send home the 'Home News' note saying their child tried this and will eat this food if they wish to include it in the shopping. There is a template with different tips of the week on a CD.</p>

SESSION 2



**Strong Smiles
Program**

SESSION 2 – Strong Smiles

This session looks at our teeth, why it is important to look after our teeth, what foods we should eat so that our teeth grow strong and how we should clean our teeth and drink water.

Session Aims

That the children will be able to:

- * Give reasons why it is important to clean their teeth (avoid tooth decay, helps with sore gums).
- * Give examples of what foods help build strong teeth, body and mind.
- * Watch how to correctly brush their teeth.

Preparation for the day

- * Familiarise yourself with the session outline.
- * Cut up fruit and vegetables (if sufficient time is available, children may be able to assist in the cutting up of the food, especially if there is melon, strawberries etc).
- * Make sure you have a supply of water for the children to drink.




ACTIVITY 1: Large Group Activity

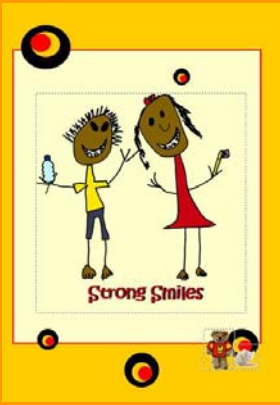


45 minutes

Resources

- * Strong Smiles Flipchart (Yellow Section)
- * Big Book – ‘*Natural Habits*’
- * Dental Model
- * Toothbrush
- * Shaving cream (toothpaste)
- * Strong mouth, strong tongue exercises (**Template 5**)
- * Strong Smiles music CD-3
- * Song lyrics (**Template 6**).

PROCEDURE	SESSION CONTENT
STEP 1:	
Introduce the topic	<p>Preschool Teachers If you are a teacher at the school ask the children.</p> <p> ... What do you think we are going to talk about today?’</p> <p>(Adapt Template 4)</p>
	<p>Health Worker If the children are not familiar with you get the teacher to introduce you when you are about to start. eg:</p> <p> Here’s Aunty... and ... What do you think they are here today to talk about? (let the children guess) OK lets welcome them and see what they have in store for us today’.</p> <p>(Adapt Template 4)</p>
	<p>IMPORTANT</p> <p>It is important to review the last week’s session. Burst into the Eat Together Play Together Song (or have the CD playing in the background) to get the children’s attention. Ask them if anyone can remember what was talked about in last session Encourage the class to name an everyday food or a sometimes food. What do they think happens when our teeth aren’t healthy?</p>

PROCEDURE	SESSION CONTENT
STEP 2:	
<p>Review the last session</p>	<p>Briefly ask the children to name an everyday food and then ask them to name a sometimes food. (If it is easier, hold up some plastic food and ask them to name it as either an everyday food or sometimes food).</p> <p>Ask if they remember the song and then ask shall we sing the Eat Together Play Together song. (Template 6)</p>
STEP 3:	<p>FLIPCHART PAGE – 2.1 to 2.3</p>
	<p>Using the flipchart turn to the YELLOW SECTION and discuss the following</p> <ul style="list-style-type: none"> * Healthy teeth to keep our teeth healthy Flipchart page 2.1 * Strong teeth We need strong and healthy teeth so we can.... Read out what is on the page. Flipchart page 2.2 * Everyday foods and healthy teeth (follow the words on the flipchart). Flipchart page 2.3 * Point out healthy teeth in the picture and discuss what foods help keep them healthy (include water).
	<ul style="list-style-type: none"> ? Can you name some everyday foods? * State foods on page. ? What are your favourite everyday foods? * Encourage them to raise their hands to speak one at a time. ? Can you find your favourite everyday foods on these pages? * Get the children to name these foods from their sitting position. ? When do you eat these foods? * Everyday, lunch dinner etc. ? What foods are the best for keeping teeth and gums healthy? * Fruit and vegetables, cheese, water etc.

PROCEDURE	SESSION CONTENT
STEP 4:	FLIPCHART PAGE - 2.4
Sometimes foods and holes in teeth	<p>Follow the words on the flipchart.</p> <ul style="list-style-type: none"> * Sometimes foods and holes in teeth.
	<p>? What foods may not help keep your teeth healthy?</p> <ul style="list-style-type: none"> * These foods are not to be eaten everyday just sometimes and usually after you have eaten some everyday foods. Explain that these foods often have a lot of sugar in them and this is not good for teeth and can cause. * Point out the pictures of teeth with decay. <p>? How do teeth get holes?</p> <ul style="list-style-type: none"> * Too many sugary foods and not brushing teeth or not drinking enough water throughout the day are not the best for our teeth. <p>? What foods are not good for our teeth and gums?</p> <ul style="list-style-type: none"> * Lollies, sweet biscuits, ice cream, juices, cordials, soft drinks etc. have a lot of sugars in them and this can help create holes. <p>? What food are called sometimes foods?</p> <ul style="list-style-type: none"> * Foods you do not eat all the time, just sometimes. Go back to the sometimes foods page in flipchart and talk about these foods on the page. <p>? When do you eat these foods?</p> <ul style="list-style-type: none"> * Sometimes, not all the time.
	<p>IMPORTANT</p> <p>Remind the children that a sometimes food should only be eaten once or twice a week and usually after you have eaten some everyday foods.</p>

PROCEDURE	SESSION CONTENT
<p>STEP 5:</p> <p>How to brush your teeth</p>	<p>FLIPCHART PAGE - 2.5</p> <p>How to brush your teeth Go through the steps of correct tooth brushing starting with picture 1 through to 4 on Flipchart page 2.5.</p> <ul style="list-style-type: none"> * Remind the children that they should brush their teeth twice a day, especially before bed time. * Brush over the top of each tooth. * Brush over the front of each tooth, wiggling gently. * Brush the back of all your teeth using the wiggling technique, use a flicking motion for the back of the front teeth. * Brush your tongue and don't forget to gently brush your gums as well. * Get them to brush their teeth as you go through this.
<div style="display: flex; align-items: flex-start;"> <div data-bbox="153 1258 325 1429" style="margin-right: 20px;">  </div> <div data-bbox="347 1245 561 1276"> <p>IMPORTANT</p> </div> <div data-bbox="347 1326 1439 1473"> <p>For children at home aged under 18 months to 5 years of age, it is best for them to use a small, soft toothbrush and a small pea size amount of low-flouride (children's) toothpaste. Children over 5 can use adult toothpaste, however, if they have had a history of tooth decay you could recommend adult toothpaste at an earlier age.</p> </div> <div data-bbox="341 1518 1356 1590"> <p>Children should spit out toothpaste after brushing but not rinse. (Best practice recommended by oral health specialists).</p> </div> <div data-bbox="341 1635 1439 1742"> <p>Get children to drink water with their lunch and after eating swish it around their mouths and swallow if you think they could manage this. Otherwise, just get them to drink water with their lunch. This helps to rinse the mouth after eating.</p> </div> </div>	

PROCEDURE

SESSION CONTENT

STEP 6:

Story – Natural Habits



Now we are going to look at a story about keeping Strong Smiles...

- * Read the Natural Habits story. Read through the story once then get the children to select an animal and pretend to be that animal (If you have a larger group then more than one child can be the same animal).
- * Reread the story with the children acting it out as you go. Ask them to show you how their animal cleans its teeth then ask them to show how people clean their teeth.
- * Demonstrate how we brush our teeth, gums and tongue pretending to use our finger as a make believe toothbrush.
- * Get the children to show how they would brush their teeth.
- * Please remember to include brushing your gums.

Brushing the dental model teeth

After they show you how they brush their teeth with their fingers. Get the dental model out.

Move behind the dental model to show how we must brush our teeth especially at the back and behind the teeth.



IMPORTANT

With the tooth brushing please remember to hold and brush the teeth as the children would if they were really brushing their teeth. This is because we want the children to learn how to do this properly so it strengthens their modelling. (see pictures above).

PROCEDURE	SESSION CONTENT
STEP 7:	
Strong mouth strong tongue exercises	<p>Do strong mouth, strong tongue exercises with the children using (Template 5) as a guide.</p> <p>Explain that our tongue and mouth need exercising to strengthen muscles for speaking and these can help with this.</p>
STEP 8:	
Gum song	<p>Go through the words of the Gum song. (Template 6)</p> <p>Playing the CD, sing the Gum song.</p>

ACTIVITY 2: Big Teeth, Big Toothbrush – Shaving Cream Game



30 minutes

Resources

- * Dental model and toothbrush
- * Shaving cream (used for toothpaste)
- * Teddy or Puppet



IDEAS

This game can be played using only one adult and two children. Whilst one child is using the dental model the other child practices by pretending to brush their teeth with their finger. Then get the children to swap activities.










PROCEDURE

SESSION CONTENT



IMPORTANT

It is important to get the discussion going with the children about why their teeth may hurt and what can be done to prevent it e.g. cleaning them properly, eating the right foods, drinking water etc. It is best to have a damp cloth besides you in this session to wipe their hands if they get shaving cream on them.

PROCEDURE	SESSION CONTENT
STEP 1:	
<p>Introduce the Big Teeth, Big Toothbrush Shaving Cream Game</p>	<p>Introduce the game and explain to the children what is going to happen. One child uses the teeth to model how to brush and the other child can use teddy or another doll and get them to talk to it about dental health.</p> <p> Ask the children if they remember how they might have sore gums and teeth. (E.g. loose teeth, holes in teeth, not brushing regularly, sugary foods and drinks).</p> <p> One at a time get them to show you with the dental model how to brush the teeth. Use the shaving cream to check their progress. You can use a puppet or Toothy Teddy for them to talk to and show how to do it.</p> <p> Make sure you remind them not to forget the back teeth, along the gum line and the back of the teeth.</p> <p> Facilitator can sing and or play the the CD of the Gum song as the children do this activity.</p>
	<p> During the game, ask them questions located in the question below.</p>
	<p> Why would you get sore gums and teeth?</p> <p> Loose teeth, holes in teeth, not brushing regularly, sugary foods and drinks.</p> <p> Show me how you brush your teeth using this dental model. Don't forget the back teeth, back of teeth or along the gum line.</p> <p> Get the children to demonstrate their tooth brushing method, with the toothpaste giving them positive encouragement throughout this activity and reinforcing the proper way to brush.</p>

ACTIVITY 3: Fruit & vegetables Tasting Group Session



15 minutes

Resources

- ✱ Prepared fruit and vegetables
- ✱ Have water available for drinks
- ✱ Small tongs to serve food
- ✱ Plates and cups



IDEAS

Encourage the child to at least lick or take a small nibble to try all the foods we have on their plate and if they still don't like it then put in on the side of their plate, in the napkin or scrap bowls. This gets the child to at least try the foods. After the children have started eating or at least trying some of the foods start to talk with them about what they did in the sessions today e.g. *"This is one of the foods that is good for keeping teeth healthy."*

Again this is to encourage the children to talk about food and choice. Ask if they have this at home or they love it or not. This is an informal talk time for approximately 5 mins while they are at the table.

PROCEDURE







SESSION CONTENT



IMPORTANT

Remember some children may not be able to chew hard foods because of sore teeth or gums. Making a soup or lightly steaming vegetables maybe an alternative or cooking up some vegetable muffins or a zucchini slice etc. Another option would be to have the children help cook some fruit or vegetable dishes.

Don't forget to hand out the Home News slips. **(Template 9)**

PROCEDURE	SESSION CONTENT
STEP 1:	
Fruit and vegetable tasting	<p>Organise for the children to taste a variety of fruit and vegetables during their morning break.</p> <p>Ensure that each child has a drink of water.</p> <p>Give them more after they have finished what's in their bowl.</p> <p>Ask them the following questions.</p>
	<p> What other times do you think we might have this fruit/vegetable?</p> <p> Get them to explore the times and places we might eat fruit and vegetables.</p> <p> Do you like this fruit/vegetable?</p> <p> If not then explore what fruit or vegetables they do like to eat. Ask what it is that they like or don't like about the foods.</p> <p> Would you ask Mum to buy this in the shopping next time?</p> <p> It may be good to send home a note saying their child tried this and will eat this food if they wish to include it in the shopping.</p>

SESSION 3



SESSION 3 – Water and Foods for Every Occasion

This session looks why water is important in keeping our body and our teeth healthy. This session also reviews what the children have learnt about every day and sometimes food and talks about when every day and sometimes foods can be eaten.

Session Aims

That children will be able to:

- * Practice tooth brushing techniques.
- * Give examples as to why it is important to clean their teeth e.g. Avoid tooth decay.
- * Identify everyday foods and drinks.
- * Identify everyday foods and drinks for lunches.
- * Identify foods and drinks for parties (both everyday – fruit, chicken, water etc and sometimes foods – birthday cake, lollies, sausage rolls, soft drink).

Preparation for the day

- * Familiarise yourself with the session outline.
- * Cut up fruit and vegetables (if sufficient time is available, children may be able to assist in the cutting up of the food, especially if there is melon, strawberries etc).
- * Make sure you have a supply of water for the children to drink.


ACTIVITY 1: Large Group Activity









45 minutes

















Resources

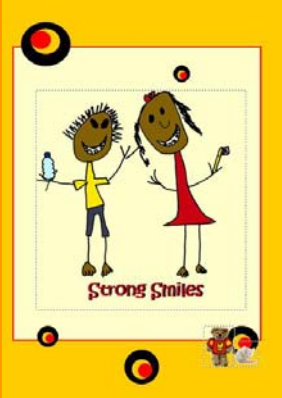
- * Strong Smiles Flipchart (Yellow Section)
- * Big Book – *'What's in your lunchbox Toothy Teddy'*
- * Toothy Teddy
- * Tilda the Mouse
- * Bag of Plastic foods
- * Lunchbox and water bottle
- * Pretend model birthday cake










 Strong mouth, strong tongue exercises (Template 5)

PROCEDURE	SESSION CONTENT
STEP 1:	
Introduce the topic	<p>Preschool Teachers If you are a teacher at the school ask the children.</p> <p> ... What do you think we are going to talk about today?’</p> <p>(Adapt Template 4)</p>
	<p>Health Worker If the children are not familiar with you get the teacher to introduce you when you are about to start. eg:</p> <p> Here’s Aunty... and ... What do you think they are here today to talk about? (let the children guess) OK lets welcome them and see what they have in store for us today’.</p> <p>(Adapt Template 4)</p>
STEP 2:	
Review the last session	<p>Briefly review what was covered last week. Get the group to sing both the Eat Together Play Together and Water Songs if there is time.</p> <p> Use the flip chart turn to the YELLOW SECTION and show how teeth get holes and how to brush your teeth (don’t forget your gums).</p>
	<p> Have you or any of your family had sore teeth or gums?</p> <p> Let them put their hand up and tell any stories related to this. It may be that another member of the family has and they remember what happened.</p>

PROCEDURE	SESSION CONTENT
STEP 3:	
<p data-bbox="148 315 347 353">Story Book</p> 	<p data-bbox="523 286 1374 360">Now we are going to look at a story about What's in Teddy's Lunchbox.....</p> <p data-bbox="523 405 1410 517">Read 'What's in your lunchbox, Toothy Teddy'. As you are going through the book ask the children questions about the foods Toothy Teddy takes in his lunch box for different days.</p> <p data-bbox="523 562 1385 674">Get the children to call out and help you pack Toothy Teddy's lunchbox in the book with the cut outs of food. Encourage them to discuss what the best food options are to pack into the lunchbox.</p> <p data-bbox="523 719 1433 864">Suddenly its Saturday Toothy Teddy's birthday, ask the children to help pick some everyday and sometimes food for the party. Then ask the children to help Tilda the Mouse find all the cheese. Discuss what shapes the cheese is cut into.</p> <p data-bbox="523 909 1286 943">At the end sing/play the Eat Together Play Together song.</p>

PROCEDURE	SESSION CONTENT
STEP 4:	
Bag of food game	<p>After the story get the bag of foods and select something from the bag then get children to put their hand up and name and categorise the food.</p>
	<p> Have you tried any of these foods for lunches?  Encourage discussion.</p> <p> Do you like chicken or ham rolls?  If not ask them to tell you what they do like.</p> <p> Get them to identify and discuss the foods that he has for his daily lunches?  Get them to relate to their lunches.</p> <p> What are some everyday foods you can eat at a party?  Watermelon, cheese, grapes, yoghurt, vegie sticks with a dip.</p> <p> What are some sometimes foods that are eaten at parties?  Party pies, birthday cake, chips, lollies.</p> <p> What are the sometimes drinks we drink at parties?  Orange juice, coke, chocolate milk, cordial, soft drink.</p> <p> What happens when you eat too much sometimes food at a party.  Feel sick, tummy gets sore, may get a headache.</p> <p> What shapes are the cheese cut into?  Triangle, circle, rectangle, square.</p>

PROCEDURE	SESSION CONTENT
<p>STEP 5:</p>	<p>FLIPCHART PAGE – 3.1 to 3.3</p>
<p>Lets Go on a Picnic</p> 	<p>Using the flipchart turn to the GREEN SECTION and discuss the following.</p> <ul style="list-style-type: none"> * Lets Go Shopping This section of the flip chart has sequencing in it that shows the family working their way through the supermarket buying different things. Flipchart page 3.1 – 3.2 <p>Everyone's ready to start, they have their trolley and their shopping list – Lets Go Shopping.</p>
	<ul style="list-style-type: none"> ? What are they buying first? (bananas) ? What's next? (bread). <ul style="list-style-type: none"> * Then they are at the deli buying the ham/meat. * Next they are in the fruit and vegetable section buying watermelon. * Corn chips are next for a special treat. * Don't forget the toothbrush to clean our teeth when we get home after our picnic. * Now it's time to pay at the checkout. * Taking the picnic food home. ? What are the people doing in the pictures? <ul style="list-style-type: none"> * Going shopping, having a picnic. ? What sort of food are they buying for their picnic? Can you name them? <ul style="list-style-type: none"> * Bananas, bread, ham (meat), watermelon, potato crisps.

PROCEDURE	SESSION CONTENT
	<p>Here is the family in the park. Flipchart pages 3.3 to 3.5</p> <p> What are the family doing?  Making their sandwiches.</p> <p> What are they drinking with their food?  Water.</p> <p> What are they doing now?  Eating their sandwiches.</p> <p> After their sandwiches what are they having next?  Watermelon yum yum.</p> <p>When they have eaten their fruit and drunk their water, then it's time for the sometimes food (corn chips).</p> <p>If we are eating sometimes foods we eat them last. We eat the sometimes foods after the everyday food so that our bodies get the fuel they need to keep us healthy and strong. Too much sometimes food can make us feel sick.</p> <p> Flipchart 3.5 Our picnic is finished and we've had a good play. Now it's time to pack up and go home.</p> <p>We eat together...</p> <p>We play together...</p> <p>But we never share our toothbrushes –</p> <p style="text-align: right;">NO WAY</p>

PROCEDURE	SESSION CONTENT
STEP 6:	
Strong mouth strong tongue exercises	<p>Do strong mouth, strong tongue exercises with the children using (Template 5) as a guide.</p> <p>Explain that our tongue and mouth need exercising to strengthen muscles for speaking and these can help with this.</p>
STEP 7:	
Eat Together Play Together song	<p>Playing the CD, sing the Eat Together Play Together song. (Template 6)</p>

ACTIVITY 2: Packing Toothy Teddy's Lunchbox



45 minutes

Resources

- ✱ Toothy Teddy
- ✱ Tilda the Mouse
- ✱ Plastic food
- ✱ Lunchbox
- ✱ Water bottle
- ✱ Birthday cake (pretend or model)



IDEAS

Two adults each taking two children will reduce time on this activity.











PROCEDURE













SESSION CONTENT



IMPORTANT

When children are picking out the party food, talk to them about their choices and encourage and compliment them. Explain that it's good to have some everyday foods as well as the sometimes foods and get them to suggest some everyday foods they could have at parties or other special occasions.

PROCEDURE	SESSION CONTENT
STEP 1:	
<p>Introduce the Game – Packing Toothy Teddy’s Lunchbox</p>	<p>Introduce the game and explain to the children what is going to happen.</p> <p>Put a selection of plastic foods on the table.</p> <p>Tell the children that Toothy Teddy is going to school or <i>insert your childcare centres name</i> and he is worried because he’s not sure what to pack in his lunchbox.</p> <p> Could the children help him with this?</p> <ul style="list-style-type: none">  Get the children to pick an item or items for the lunchbox.  Don't give too many choices just enough to select a few different lunchbox foods.  If you have plastic breads, cheese, lettuce, tomato or such you could ask them to make a sandwich for Toothy Teddy’s lunchbox.  While they are doing this you could get them to suggest other sandwich fillings for lunches and what foods they take in lunches.  Encourage them to put some fruit and yoghurt in and make sure you mention drinking water for his lunch is the best choice.
	<p> Can you help me pack Toothy Teddy’s lunchbox?</p> <ul style="list-style-type: none">  Children assist with selections. <p> Can you make Toothy Teddy a sandwich?</p> <ul style="list-style-type: none">  Children make sandwiches with bread, cheese, lettuce, tomato etc.

PROCEDURE	SESSION CONTENT
	<p> What other things can you put on a sandwich for lunchbox for school?</p> <ul style="list-style-type: none">  Get them to tell you what they might bring in their lunchbox or have at home for lunch.  Get the birthday cake and say its Toothy Teddy's birthday. Get the children to sing Happy Birthday to him. Get them to help pick some foods for the party.  Encourage them to pick some everyday foods along with sometimes foods and talk with the children about this encouraging and complimenting them. <p> What are some everyday foods you can have at a party?</p> <ul style="list-style-type: none">  Grapes, watermelon, cheese, carrot sticks etc. <p> What sometimes foods can we have at the party?</p> <ul style="list-style-type: none">  Birthday cake, sausage rolls, chips, lollies etc. <p> What sometimes drinks can we have had the party?</p> <ul style="list-style-type: none">  Coke, fruit juice, green cordial, soft drink etc. <p> What happens if we eat too many sometimes foods at parties?</p> <ul style="list-style-type: none">  Our tummies can get sore, we can feel sick etc.

ACTIVITY 3: Fruit & Vegetables Tasting Session



15 minutes

Resources:

- ✳ Prepared fruit and vegetables
- ✳ Have water available for drinks
- ✳ Small tongs to serve food
- ✳ Plates and cups



IDEAS

Encourage the child to at least lick or take a small nibble to try all the foods we have on their plate and if they still don't like it then put in on the side of their plate, in the napkin or scrap bowls. This gets the child to at least try the foods. After the children have started eating or at least trying some of the foods start to talk with them about what they did in the sessions today e.g. *"This is one of the foods that teddy could take for lunch or have it at his birthday party."* Again this is to encourage the children to talk about food and choice. Some might say they have this at home or they love it or not. This is an informal talk time for approximately 5 mins while they are at the table.








PROCEDURE

SESSION CONTENT



IMPORTANT

Some children may not be able to chew hard foods because of sore teeth or gums. Making a soup or lightly steaming vegetables maybe an alternative or cooking up some vegetable muffins or a zucchini slice etc. Another option would be to have the children help cook some fruit or vegetable dishes.

PROCEDURE	SESSION CONTENT
STEP 1:	
Fruit and vegetable tasting	<p>Organise for the children to taste a variety of fruit and vegetables during their morning break.</p> <p>Ensure that each child has a drink of water.</p> <p>Give them more after they have finished what's in their bowl.</p> <p>Ask them the following questions.</p>
	<p> What other times do you think we might have this fruit/vegetable?</p> <p> Get them to explore the times and places we might eat fruit and vegetables.</p> <p> Do you like this fruit/vegetable?</p> <p> If not then explore what fruit or vegetables they do like to eat. Ask what it is that they like or don't like about the foods.</p> <p> Would you ask Mum to buy this in the shopping next time?</p> <p> It may be good to send home a note saying their child tried this and will eat this food if they wish to include it in the shopping.</p>
	<p>IMPORTANT</p> <p>Do not forget to hand out the Home News slips.</p>

SESSION 4



SESSION 4 – Getting Teeth Checked

In this session we will look at what we should eat and drink to keep our teeth healthy, why and how we should clean our teeth and gums and what to expect on a visit to the local dental clinic.

Session Aims

That children will be able to:

- * Identify everyday and sometimes foods.
- * Identify foods that can help keep our teeth healthy/not healthy.
- * Show how to brush their teeth correctly.
- * Be able to tell us that we should brush our teeth twice daily, especially before bed time.
- * Identify water as the best to drink for body, teeth and gums.
- * Listen to what happens when they visit the local dental clinic.

Preparation for the day:

- * Familiarise yourself with the session outline.
- * Cut up fruit and vegetables (if sufficient time is available, children may be able to assist in the cutting up of the food, especially if there is melon, strawberries etc).
- * Make sure you have a supply of water for the children to drink.


ACTIVITY 1: Large Group Activity










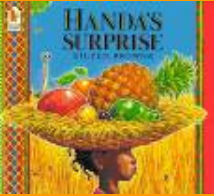
45 minutes

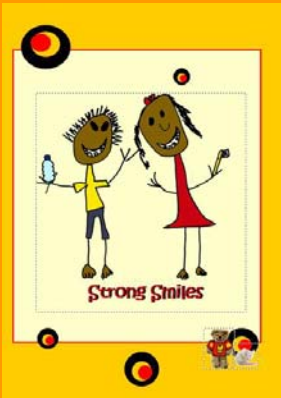
Resources


















- * Strong Smiles Flipchart (**Yellow & Blue Sections**)
- * Big Book – *Handa's Surprise*
- * Dental book **Smile! Check Our Teeth at School**
- * Dental clothes
- * Teddy/doll
- * Strong mouth, strong tongue exercises (**Template 5**)
- * Strong Smiles music CD
- * CD player

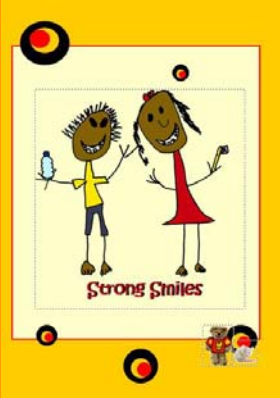
 Song lyrics (Template 6)

PROCEDURE	SESSION CONTENT
STEP 1:	
Introduce the topic	<p>Preschool Teachers If you are a teacher at the school ask the children.</p> <p> What do you think we are going to talk about today?'</p> <p>(Adapt Template 4)</p>
	<p>Health Worker If the children are not familiar with you get the teacher to introduce you when you are about to start. eg:</p> <p> Here's Aunty... and ... What do you think they are here today to talk about? (let the children guess) OK lets welcome them and see what they have in store for us today'.</p> <p>(Adapt Template 4)</p>
STEP 2:	
Review the last session	<p>Briefly review what was covered in the last session.</p> <p> Use the flip chart to remind them how teeth get holes and how to brush your teeth (don't forget your gums). FLIPCHART - Yellow section</p> <p> Ask if they remember the songs and then sing the Eat Together Play Together song and the Water song. (Template6).</p>
	<p> Can anyone remember how do teeth get holes?</p> <p> Explain that too many sugary foods and not brushing teeth or drinking enough water throughout the day is not good for our teeth</p> <p> What foods help keep teeth and gums healthy?</p>

PROCEDURE	SESSION CONTENT
	<ul style="list-style-type: none"> * Fruit and vegetables, cheese, water etc. <p>?</p> <p>What foods are not good for our teeth and gums?</p> <ul style="list-style-type: none"> * Lollies, sweet biscuits, ice cream, juices, cordials, soft drinks etc.
STEP 3:	
<p>Story Book</p> 	<p>Now we are going to look at a story Handa's Surprise</p> <p>Read the 'Handa's Surprise' story. Handa has gathered seven different fruits in her basket for her friend. Along the way different animals take the fruit.</p> <ul style="list-style-type: none"> * Talk about how good their skin and eyes are because of the fruit. * Mention that the fruit that Handa brought was part of our every day foods. * Add your own questions as you read through the book.
	<p>?</p> <p>What are these fruits?</p> <ul style="list-style-type: none"> * Get them to name the fruits in the book. * As you go along ask: <p>?</p> <p>'Has anyone tried this fruit before? Does anyone like this fruit? What do you like about it?' (its sweet, soft, tastes nice etc)</p> <ul style="list-style-type: none"> * Encourage them to talk about the fruits in book and how they may have tried them and if they liked it.

PROCEDURE	SESSION CONTENT
STEP 4:	FLIPCHART PAGES – 1.2 to 1.8
	<p>Using the flipchart turn to the BLUE SECTION and discuss the following.</p> <p>Explain that good foods make our bodies healthy and strong, and identify some everyday foods as seen on page.</p> <p>Ask who drinks water and tell them that water is good for their body, teeth and brain.</p> <p>Move onto sometimes foods.</p> <p>Explain that we call them sometimes foods because too much of these foods can make you sick as they are not good for our bodies or teeth.</p> <p>Ask children questions about the everyday foods in the flip chart.</p>
	<p>? Are any of your favourite foods on this page? Flipchart page 1.5</p> <p>Hands up who likes...</p> <ul style="list-style-type: none"> * Get them to name the foods on page and encourage children to answer or at least nod. * Point to some foods and ask the children to call out whether it's an everyday or sometimes food. <p>? Are these foods everyday foods or sometimes foods?</p> <ul style="list-style-type: none"> * Everyday foods. <p>? Can you name the foods that are on this page?</p> <ul style="list-style-type: none"> * Carrots, potatoes, peas, spaghetti bolognaise. <p>? See how much everyday foods are on the plate?</p> <ul style="list-style-type: none"> * We need to eat more of the everyday foods than sometimes foods.

PROCEDURE	SESSION CONTENT
	<p> Turn to Flipchart page 1.7</p> <p> Are these foods everyday foods or sometimes foods?</p> <p> Sometimes foods.</p> <p> Can you name the sometimes foods on the plate?</p> <p> A piece of chocolate cake.</p> <p>See there is less sometimes food on the plate.</p> <p> Can anyone tell me why we would eat less sometimes foods?</p> <p> Not so good for keeping our brains, body or teeth healthy</p> <p> Sometimes foods are foods you eat after your everyday foods as a treat.</p> <p> Who drinks water? (Explain that water is good for their body, teeth and brain.)</p> <p> All of us, birds and animals.</p> <p> When is a good time to drink water?</p> <p> All the time.</p> <p> What are some drinks that we should only eat some times?</p> <p> Cordial, fruit juice, coke, soft drink.</p> <p> Have you ever felt sick after eating a lot of sometimes food?</p> <p> That's why we don't eat a lot of sometimes foods as it can make us feel sick and why we eat a lot more everyday foods as it has the power to give us healthy bodies and minds.</p> <p> Who has had a toothache? Do you know of anyone in your family who has had one? How did you/they feel and what did you/they do to fix this?</p>

PROCEDURE	SESSION CONTENT
	<p style="text-align: center;">✳ Encourage discussion on this area.</p>
<p>STEP 5:</p>	<p>FLIPCHART PAGES – 2.1 to 2.5</p>
	<p>Using the flipchart turn to the GREEN SECTION and discuss the following.</p> <p>Show the class how some foods can cause holes in teeth and why it is good to brush your teeth everyday.</p> <p>Get the children to pretend to brush their teeth. Ask them to show you how. Make sure they brush all areas of the teeth and also the gums.</p> <p>Use the dental model and toothbrush and show them how to brush their teeth.</p> <p>You may like to give a couple of children a try of brushing the dental model teeth.</p>
<p>STEP 6:</p>	
<p>Strong mouth strong tongue exercises</p>	<p>Do strong mouth, strong tongue exercises with the children using (Template 5) as a guide.</p> <p>Explain that our tongue and mouth need exercising to strengthen muscles for speaking and these can help with this.</p>
<p>STEP 7:</p>	
<p>Gum song</p>	<p>Playing the CD, sing the Gum and or Eat Together Play Together song. (Template 6)</p>

ACTIVITY 2: Dental Role Plays



30 minutes

Resources

- * Dental coat for child x 4
- * Dental masks for children (1 per child)
- * Goggles for children x 4
- * Medical caps (1 per child)
- * Pretend dental mirror x 2
- * Puppet/toy doll/teddy for dental game
- * Pencils
- * Clip boards x 2
- * Dental charts x number of children in class + spares (**Template 8**)
- * Dental model
- * Toothbrush
- * Dental script (**Template 11**)
- * Smile! Check Our Teeth at School book.



IDEAS

Two adults each taking two children will reduce time on this activity.

PROCEDURE

SESSION CONTENT



IMPORTANT

This game is a good review to see what the children have actually taken in and remembered about brushing their teeth, foods that are good and whether or not they now know water is the best drink.

PROCEDURE	SESSION CONTENT
STEP 1:	
<p>Introduce the Activity</p>	<p>Using the '<i>Smile! Check Our Teeth at School</i>' book ask children to describe what is happening in the pictures.</p> <ul style="list-style-type: none"> * Get them to act out photos. * Split into two groups with each worker taking two children. Work with one of the children using the puppet as a patient with the other child pretending to be the dentist. * Take the puppet and play act. Get the puppet to say to child 'Mr/Mrs Dentist my teeth hurt, can you check my teeth today' and start a dialogue with the child asking what is needed etc help out if necessary showing how the mirror is used. * Encourage the child to check the puppet's teeth with the mirror and mark any problem teeth on the tooth chart diagram which has been clipped to the clipboard. * Ask child to brush the puppet's teeth. * Ask the child to explain to the patient which foods are good for our teeth. * Ask the child to explain to the patient which foods are not good for our teeth. * Ask what is best to drink if we want our teeth to stay healthy? * Set the other child up to work quietly on brushing the dental model with the toothbrush making sure to clean gums etc. Worker should check to make sure it is going well. <p>After about 5 minutes get the children to swap over.</p>

ACTIVITY 3: Fruit & Vegetable Tasting Group Session



15 minutes

Resources

- * Prepared fruit and vegetables
- * Have water available for drinks
- * Small tongs to serve food
- * Plates and cups



IDEAS

Encourage the child to at least lick or take a small nibble to try all the foods we have on their plate and if they still don't like it then put in on the side of their plate, in the napkin or scrap bowls. This gets the child to at least try the foods. After the children have started eating or at least trying some of the foods start to talk with them about what they did in the sessions today e.g. *"This is one of the foods you told your patient about when you were playing the dentist game."* Again this is to encourage the children to talk about food and choice. Some might say they have this at home or they love it or not. This is an informal talk time for approximately 5 mins while they are at the table.








PROCEDURE

SESSION CONTENT



IMPORTANT

Some children may not be able to chew hard foods because of sore teeth or gums. Making a soup or lightly steaming vegetables maybe an alternative or cooking up some vegetable muffins or a zucchini slice etc. Another option would be to have the children help cook some fruit or vegetable dishes.

PROCEDURE	SESSION CONTENT
STEP 1:	
Fruit and vegetable tasting	<p>Organise for the children to taste a variety of fruit and vegetables during their morning break.</p> <p>Ensure that each child has a drink of water.</p> <p>Give them more after they have finished what's in their bowl.</p> <p>Ask them the following questions.</p>
	<p> What other times do you think we might have this fruit/vegetable?</p> <p> Get them to explore the times and places we might eat fruit and vegetables.</p> <p> Do you like this fruit/vegetable?</p> <p> If not then explore what fruit or vegetables they do like to eat. Ask what it is that they like or don't like about the foods.</p> <p> Would you ask Mum to buy this in the shopping next time?</p> <p> It may be good to send home a note saying their child tried this and will eat this food if they wish to include it in the shopping.</p>
	<p>IMPORTANT</p> <p>Do not forget to hand out the Home News slips. (Template 9)</p>

SESSION 5



**Strong Smiles
Program**

SESSION 5 – Tooth Brushing and Review

In this session we will look at every day and some times food, the importance of water, what we need to do to keep our teeth healthy and the correct way to brush and rinse.

Session Aims

Children will be able to:

- * Name some reasons why healthy food is important for our bodies.
- * Name some examples of sometimes/everyday foods.
- * Give an example of a healthy drink.
- * Give some reasons why we should brush our teeth.
- * Attempt the correct way to brush our teeth and rinse.

Preparation for the day

- * Familiarise yourself with the session outline.
- * Cut up Fruit and Vegetables (if sufficient time is available, children may be able to assist in the cutting up of the food, especially if there is melon, strawberries etc).
- * Make sure you have a supply of water for the children to drink.
- * Print out certificates with children's names and photos on them and laminate if possible.
- * Organise visit from local Dental therapist.
- * Dental Puppet and Script.
- * Read puppetry techniques (Template 12) and practice with puppet.



ACTIVITY 1: Large Group Activity



45 minutes

Resources

- * Strong Smiles Flipchart
- * Dental puppet and Script for the Dental Puppet
- * Toothy Teddy
- * Tilda the Mouse
- * Strong mouth, strong tongue exercises (**Template 5**)
- * Strong Smiles music CD
- * CD player
- * Song lyrics – gum and water songs (**Template 6**)
- * Prepare home news slips.

PROCEDURE	SESSION CONTENT
STEP 1:	
<p>Introduce the topic</p>	<p>Preschool Teachers If you are a teacher at the school ask the children.</p> <p> What do you think we are going to talk about today?’</p> <p>(Adapt Template 4)</p>
	<p>Health Worker If the children are not familiar with you get the teacher to introduce you when you are about to start. eg:</p> <p> Here’s Aunty... and ... What do you think they are here today to talk about? (let the children guess) OK lets welcome them and see what they have in store for us today’.</p> <p>(Adapt Template 4)</p>
STEP 2:	
<p>Everyday foods and sometimes foods</p> <p>Review the last session</p>	<p>Today we are going to see what we can all remember about everyday foods and sometimes foods.</p> <p>Everyday foods are foods that we should eat every day. They are foods that make our bodies and minds strong. Your teeth will be healthy and strong if you eat lots of everyday foods and brush your teeth every day!</p> <p>Sometimes foods are foods that should only be eaten sometimes, like once or twice a week. These foods include lollies, biscuits, hot chips, crisps, sausage rolls, cakes etc. If you eat too many of them you might feel sick or have a sore tummy. Your teeth will get holes in them if you eat lots of sometimes food. Not brushing your teeth means holes in your teeth!</p> <p>We also have someone visiting us today. It’s “Annie” (Dental Puppet/doll therapist name). She is here to talk about Healthy Teeth.</p>

PROCEDURE	SESSION CONTENT
STEP 3:	FLIPCHART ALL SECTIONS
<p>Review all sections of the Flipchart</p> 	<p>Review all sections of the Flipchart</p> <p>Talk about</p> <ul style="list-style-type: none">  Everyday and sometimes foods.  How teeth get holes.  What's good to drink.
STEP 4:	
<p>Strong mouth strong tongue exercises</p>	<p>Do strong mouth, strong tongue exercises with the children using (Template 10) as a guide.</p> <p>Explain that our tongue and mouth need exercising to strengthen muscles for speaking and these can help with this.</p>
STEP 5:	
<p>Gum song</p>	<p>Playing the CD, sing the Eat Together Play Together song, the Water song and the Gum song (Template 6).</p>
STEP 6:	
<p>Guest Speaker and Hand out Certificates</p>	<p>Tell the children you are going to see if our guest is here yet.</p> <p>Then go into another room and get the puppet ready and bring her into the room then sit down and begin the script. When you finish and as they wave her goodbye take her out of the room.</p> <p>When you come back sit down and start to handout the certificates. Call out children's names; congratulate them on their great work, hand out their certificates one by one and give out their toothbrush pack if available.</p> <p>Make sure to praise each individual child for their great work in the program. Ask them is they will remember to brush their teeth before bed.</p>

Dental Visit by Oral Health Staff



IMPORTANT

Contact the dental health clinic ahead of time to organise for a dental therapist to come and speak to the children. If you are a health worker contact the dental clinic to arrange a meeting to discuss the program and how you can successfully work in partnership.

Contact the dental health clinic ahead of time to organise for a dental therapist to come and speak to the children about their local dental clinic and what happens there. Ask them to:

- * Show the children the right tooth brushing techniques.
- * Reinforce what foods and drinks are good for our teeth.
- * Talk to children about the importance of brushing their teeth twice a day, especially before bed time.
- * If they are interested in conducting 'See My Smile' examinations on the children or showing the teachers how it is done.
- * Ask if they will supply masks and caps (1 per child) for the kits.
- * Ask them if they can donate some toothbrushes and toothpaste to the program to hand out to the children along with their certificates.
- * On the day introduce the dental therapist to the children.
- * The dental therapist (oral health worker) will explain what happens when a child visits the dental clinic.
- * They'll put on their dental coat, medical cap, hospital mask, gloves, goggles etc.
- * What happens in the dental chair and how it works.
- * They'll show the different dental equipment e.g. the mirrors, tools that look sharp etc.
- * Will discuss the correct methods of how to brush your teeth.
- * Discuss what things help our teeth and what makes our teeth hurt.



Ask the children to tell the oral health worker what everyday foods are.

- * Assist them in this by prompting if needed.



Ask the children to tell the oral health worker what sometimes foods are.

- * Assist them in this by prompting if needed.



IMPORTANT

Encourage the children to talk about what they've learnt in the program and ask questions of the oral health worker. Get the children to sing the Eat Together Play Together Strong Smile songs.



IDEAS

Please contact your local oral health clinic or Aboriginal Medical Service (AMS) in your area. (Please note not all AMS's have oral health facilities).

If it is possible to organise an excursion to the dental clinic would be valuable.

Templates

The templates are located on the CD, ready for printing.

TEMPLATE

- 1 Program Flyer
- 2 Parent Caregiver Letter
- 3 Consent Form
- 4 Introduction for Teachers and Health Workers
- 5 Strong Tongue, Strong Mouth Exercises
- 6 Lyrics and Actions for Songs
- 7 Toothpaste Label
- 8 Dental Chart
- 9 Home News for Parents
- 10 Certificate
- 11 Script for Dental Puppet or Doll
- 12 Puppetry Techniques

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