



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

EDUCATION

PATHWAY: Early Childhood Education

COURSE: Health, Safety & Nutrition

UNIT 8: Health & Sanitation

HSN 4a (part 2)



INTRODUCTION

Annotation:

This is a lesson identifying how to properly take care of teeth and gums. Students will learn to explain different problems that are associated with poor dental health.

Grade(s):

X	9 th
X	10 th
X	11 th
X	12 th

Time: 1 to 2 hours

Author: Heather Jones

Additional Author: Holly Spivey

Academic Review: Sharon Bickford

Special Education Review: Holly Spivey

Resources Used: Health Safety and Nutrition for the Young Child (2009)

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards:

EDU- HSN 4 –

Students will provide a healthy environment for children.

- a. Implement strategies to teach children health and sanitation habits.

GPS Academic Standards:

- ELA11W3 The student uses research and technology to support writing.
- SCSH 2. Students will use standard safety practices for all classroom laboratory and field investigations.
- SCSH3. Students will identify and investigate problems scientifically.



UNDERSTANDINGS & GOALS

Enduring Understandings:

- Students will understand the health benefits of good dental hygiene.

Essential Questions:

- Why is it important to know signs and symptoms of periodontal disease?
- Why is it important to use plaque tablets?
- How often should you brush and floss your teeth?

Knowledge from this Unit:

- Compare and contrast good/poor dental health.
- Use illustrations to introduce the anatomy of a healthy tooth – Identify the location of enamel, crown, roots, dentin, pulp, gums, and jawbone
- Compare and contrast healthy/diseased gums.

Skills from this Unit:

- Demonstrate proper flossing and brushing techniques.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☒ Group project
- ☒ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☒ Observe students working with partners
 - ☒ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☒ Partner and small group discussions
 - ☒ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Assessment(s) Description/Directions:

Attachments for Assessment(s):



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

EDU- HSN 4 - **Students will provide a healthy environment for children.**

- a. Implement strategies to teach children health and sanitation habits.

2. Review Essential Questions.

Why is it important to know signs and symptoms of periodontal disease?

Why is it important to use plaque tablets?

How often should you brush and floss your teeth?

3. Identify and review the unit vocabulary.

- enamel
- periodontal disease
- crown
- gingivitis
- halitosis

4. Interest approach-Mental set

Discuss the importance of flossing between teeth in addition to regular brushing in order to remove small pieces of food between teeth and gums. Using tempera paint, paint the back and palm surfaces of your hand. Make sure that paint drips between your fingers. Explain to students that your painted hand is like their teeth after eating food. Small pieces of food stick to teeth after chewing.

Hold your fingers tightly together. Ask a student volunteer to "brush" and wipe the paint off your hand using a toothbrush and a paper towel. Open your fingers to reveal paint left between them after brushing. Discuss how food will remain between students' teeth if they do not floss. Instruct students to floss at least once daily.

Reference: http://www.eduref.org/Virtual/Lessons/Health/Body_Systems_and_Senses/BSS0011.html

After activity, ask these 2 questions: 1) Why is it important to use plaque tablets? 2) How often should you brush and floss your teeth? Have students look at the following websites for more information on these two topics.

<http://www.checkdent.com/sv.php?id=123754583505530904>

http://www.medhelp.org/user_journals/show/35415

Note to instructor: Contact dentists and/or dental hygienists to be a guest speaker. This is not written into the lesson since you should try to work around the guest's schedule if possible. Also ask for donations of plaque tablets, toothbrushes, and toothpaste samples.

Lesson 1:

1. Discuss the importance of flossing between teeth in addition to regular brushing in order to remove small pieces of food stuck between teeth and gums.
2. Distribute and discuss handout on the proper way to brush teeth. If available, have students use the plaque tablets and brush their teeth using the proper steps and length of time. Discuss the results.
3. Show and discuss PowerPoint#2 on healthy/unhealthy gums. Review with class when completed.
4. Have students label each area of tooth on worksheet. (Handout B)

Bone - the hard supportive tissue in which the tooth's root is anchored.

Crown - the visible part of a tooth.

Dentin - the hard but porous tissue located under both the enamel (and cementum) of the tooth. Dentin is harder than bone.

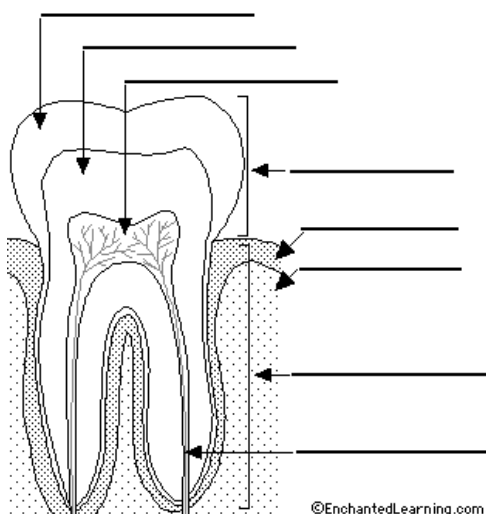
Enamel - the tough, shiny, white outer surface of the tooth.

Gum - the soft tissue that surrounds the base of the teeth.

Nerves and Blood Vessels - nerves transmit signals, and blood vessels carry nutrients to the tooth - they run through the tooth's root within the pulp.

Pulp - the soft center of the tooth. The pulp contains blood vessels and nerves; it nourishes the dentin.

Root - the anchor of a tooth that extends into the bone of the jaw. The number of human tooth roots ranges from one to four.



5. Have students define the following:

- **Enamel**- hard, white coating of teeth.
- **Periodontal disease**- It is a chronic infection of the gums which is characterized by a loss of attachment between the tooth and the jawbone.
- **Crown**- the part of the tooth outside the gum
- **Gingivitis**- inflammation of the gums
- **Halitosis**-bad smelling breath

6. Make a poster of a blank tooth with blank labels. (As in step 4) Have students come up and label tooth without looking at worksheet. If you laminate the poster, students can write with dry erase markers or you can make card labels and connect them to the appropriate places with Velcro. To add some energy and fun to the activity, have more than one poster set up so student teams can race to label the tooth.

Attachments for Learning Experiences:

- PowerPoint #2 <http://www.dhss.mo.gov/oralhealth/OralHealthGrade4.ppt#1>
- Handout B (Enchanted Learning) – tooth diagram



UNIT RESOURCES

Web Resources:

<http://www.enchantedlearning.com/subjects/anatomy/teeth/label/labeltooth.shtml>

<http://www.enchantedlearning.com/subjects/anatomy/titlepage.shtml>

<http://www.dhss.mo.gov/oralhealth/OralHealthGrade4.ppt#1>

Attachment(s):

Materials & Equipment:

- Poster Board
- Adhesive Velcro strips or dry erase markers
- plaque tablets, toothbrushes, toothpaste (if donated)
- tempera paint, paper towels, paint brushes, (yarn-optional)
- Videos

What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		