



# HEALTHY TEETH, HAPPY SMILES RESOURCE PACK

Activities and ideas for delivering  
oral health messages to children  
aged 0-5

May 2017

[www.rbkc.gov.uk](http://www.rbkc.gov.uk)



THE ROYAL BOROUGH OF  
KENSINGTON  
AND CHELSEA

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# BACKGROUND AND CONTEXT

This resource pack has been developed to support Early Years settings to deliver the key messages for maintaining healthy teeth and happy smiles. The resources provided incorporate the Early Years Foundation Stage (EYFS) standards of learning and development, ensuring the benefit of each activity goes beyond the oral health messages.

The level of tooth decay among children is of increasing local concern. Rates of children with at least one decayed, missing, or filled tooth (DMFT) are above the London and national average across Kensington and Chelsea (33.4%) and Westminster (35.1%) at 27.4% and 24.8% respectively. Hammersmith and Fulham (26.3%) is above the national average but below the London average (See figure 1)<sup>1</sup>. Dental caries are the top cause of non-emergency hospital admissions for children aged 1-18 years across all three boroughs<sup>2</sup>.

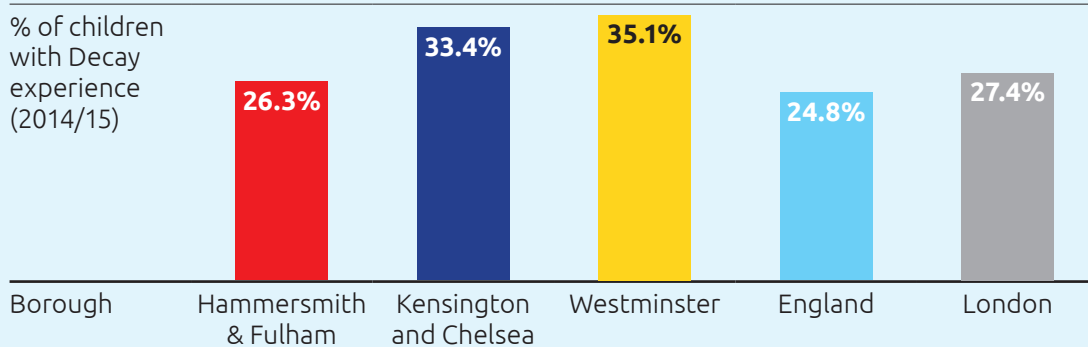


Figure 1: Proportion of Children with Decay Experience in the three boroughs compared to London and England (2011/12).

1 Public Health England, National Dental Epidemiological Programme for England: Oral health survey of five-year-old children in 2012. A report on the prevalence and severity of dental decay. 2013

2 2012/13 SUS (secondary uses services) Hospital Admission Data

Poor oral health is caused by frequent consumption of sugary food and drink, lack of exposure to fluoride, poor oral hygiene, and not visiting the dentist. The effects on overall health and wellbeing are extensive. Pain, infection, and tooth loss can affect sleep, concentration, education, nutrition and growth, and speech development. Self-esteem can also be affected by bad breath and the unsightly appearance of decay. In adults, links have been found between poor oral health and increased risk of heart disease, stroke, mouth cancer, diabetes, and lung conditions.

Fortunately, tooth decay and associated dental issues are highly preventable. Ensuring children are equipped with the knowledge to care for their teeth from a young age increases the likelihood they will maintain healthy teeth throughout childhood and into adulthood.

## This resource contains the following:

- **Guidelines and advice to maintain healthy teeth.**
- **Planned activities and further ideas Early Years settings can adopt to deliver healthy teeth messages.**
- **Take home resources to help families maintain healthy teeth messages at home.**
- **Evaluation materials to make sure the resources offered are effective.**

# GUIDELINES FOR MAINTAINING HEALTHY TEETH

Good oral health can be maintained by following three key messages which are summarised below. These messages are informed by national guidelines and can be viewed in more detail here:

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/367563/DBOHv32014OCTMainDocument\\_3.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/367563/DBOHv32014OCTMainDocument_3.pdf)

## 1. Brush twice a day, using a fluoride toothpaste



- As soon as teeth appear in the mouth, they should be brushed last thing at night and at one other time during the morning.
- Only use a smear of toothpaste with no less than 1000parts per million (ppm) of fluoride for children aged 0-3 (fluoride helps strengthen the teeth).
- Use a pea sized amount of tooth paste containing 1350-1500ppm for children aged 3 and above
- Toothbrushing should be supervised or done by a parent/carer until a child is at least 7 years old.
- Make sure all tooth surfaces and gums are brushed – it may help to work your way from one side to the other, top to bottom.
- Brush for two minutes.
- Spit out after brushing and do not rinse to maintain the fluoride benefits.



## 2. Cut the frequency and amount of sugary food and drink consumed



- Breastfeeding provides the best nutrition for babies.
- Infants should be introduced to drinking from a free-flowing cup from 6 months. Bottles should be discouraged from the age of one year.
- Sugar should not be added to weaning food or drink.
- Limit sugary foods to mealtimes.
- Eat healthy snacks e.g fresh fruit, raw vegetables, breads (for a full list of healthy, teeth friendly snack ideas, see page 26)
- Eating dried fruit such as raisins are high in sugar and stick to teeth for a long time so should be limited to meal times only.
- Fruit juice should be served at meal times only and should be diluted, one part fruit juice to 10 parts water.
- Drink water and milk during the day.



## 3. Visit a dentist regularly

- Children should be taken to the dentist when their first milk teeth appear so they become familiar with the environment.
- Dental check-ups for children are free. The dentist will advise how often a child should have a check-up (it should be no less than once a year) and give advice on prevention.
- Children from the age of 3 should be offered a fluoride varnish twice a year to help strengthen teeth and prevent decay.





# ACTIVITIES AND IDEAS

This section contains a number of ready-planned activities to help deliver the healthy teeth messages in Early Years settings. All activities are recommendations which can be adapted to suit individual settings, group numbers, age ranges etc. Also included are some further ideas which would require some prior planning to implement in your setting. We recommend a minimum of eight sessions dedicated to oral health over the course of a year to ensure the messages are reinforced for both children and their parents/carers.



This pack contains the following ready-planned activities:

Activity	Type	EYFS area(s) of Learning and Development	Key oral health message(s)	Resources required
 <p><b>Food for Teeth</b></p>	Arts and crafts.	<ul style="list-style-type: none"> <li>• Communication and language.</li> <li>• Physical development.</li> <li>• Expressive arts and design.</li> </ul>	<ul style="list-style-type: none"> <li>• Cut the frequency and amount of sugary food and drink consumed.</li> </ul>	<ul style="list-style-type: none"> <li>• Food for teeth printable worksheet.</li> <li>• Food colouring printable worksheet.</li> <li>• This activity can be expanded by children drawing their own food items.</li> <li>• Real Food Items/ Packages can be brought for this activity:               <ul style="list-style-type: none"> <li>- Carrot/lolly</li> <li>- Crackers/ Chocolate</li> <li>- Apple/Raisins</li> <li>- Milk/Fruit smoothie.</li> </ul> </li> </ul>
 <p><b>Happy Teeth vs Sad Teeth</b></p>	Active play.	<ul style="list-style-type: none"> <li>• Communication and language.</li> <li>• Physical development.</li> <li>• Personal, social and emotional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Cut the frequency and amount of sugary food and drink consumed.</li> </ul>	<ul style="list-style-type: none"> <li>• Happy Tooth Poster</li> <li>• Sad Tooth Poster.</li> <li>• Cut out food items.</li> <li>• These items are provided in this pack and can be reprinted from the activity section.</li> </ul>



# ACTIVITIES AND IDEAS

Activity	Type	EYFS area(s) of Learning and Development	Key oral health message(s)	Resources required
 <b>Brushing my teeth</b>	Handwriting.	<ul style="list-style-type: none"> <li>• Communication and language.</li> <li>• Literacy.</li> <li>• Physical Development.</li> </ul>	<ul style="list-style-type: none"> <li>• Brush twice a day using a fluoride toothpaste.</li> </ul>	<ul style="list-style-type: none"> <li>• Brushing my teeth printable worksheet.</li> </ul>
 <b>Book</b>	Reading.	<ul style="list-style-type: none"> <li>• Communication and language.</li> <li>• Personal, social and emotional development.</li> <li>• Literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Brush twice a day using a fluoride toothpaste.</li> <li>• Cut the frequency and amount of sugary food and drink consumed.</li> <li>• Visit a dentist regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• One of the following books:</li> <li>• Usborne first experiences, going to the dentist.</li> <li>• FIRST TIME, Dentist</li> <li>• Peppa Pig, Dentist Trip.</li> <li>• Harry and the Dinosaurs say "Raahh!"</li> <li>• First experiences with Biff, Chip &amp; Kipper, Going to the Dentist.</li> <li>• Topsy and Tim go to the Dentist.</li> <li>• Caring for us, I am a Dentist.</li> </ul>
 <b>Happy Smile</b>	Drawing/ game.	<ul style="list-style-type: none"> <li>• Physical Development.</li> <li>• Expressive arts and design.</li> </ul>	<ul style="list-style-type: none"> <li>• Brush twice a day using a fluoride toothpaste.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 laminated happy smile worksheets.</li> <li>• These items are provided with this pack but can be reprinted from the activity section.</li> </ul>
 <b>Brush, brush, brush</b>	Arts and crafts.	<ul style="list-style-type: none"> <li>• Expressive arts and design.</li> <li>• Personal, social and emotional development.</li> <li>• Physical development.</li> </ul>	<ul style="list-style-type: none"> <li>• Brush twice a day using a fluoride toothpaste.</li> </ul>	<ul style="list-style-type: none"> <li>• None.</li> </ul>

# ACTIVITIES AND IDEAS

Activity	Type	EYFS area(s) of Learning and Development	Key oral health message(s)	Resources required
 <p><b>Counting monsters</b></p>	Numeracy.	<ul style="list-style-type: none"> <li>Literacy.</li> <li>Mathematics.</li> <li>Expressive arts and design.</li> <li>Physical development.</li> </ul>	<ul style="list-style-type: none"> <li>Brush twice a day using a fluoride toothpaste.</li> </ul>	<ul style="list-style-type: none"> <li>Counting monsters printable worksheet.</li> </ul>
 <p><b>Healthy Teeth and Happy Smiles song</b></p>	Singing.	<ul style="list-style-type: none"> <li>Communication and language.</li> <li>Physical Development.</li> <li>Personal, social and emotional development.</li> <li>Expressive arts and design.</li> </ul>	<ul style="list-style-type: none"> <li>Brush twice a day using a fluoride toothpaste.</li> <li>Cut the frequency and amount of sugary food and drink consumed.</li> <li>Visit a dentist regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Song lyrics (to be sung to the tune of 'if you're happy and you know it').</li> <li>A CD/Link to Youtube.</li> </ul>

This pack contains the following ideas which will require further planning:

Activity	Type	EYFS area(s) of Learning and Development	Key oral health message(s)	Resources required
 <p><b>Trip to the dentist</b></p>	External trip.	<ul style="list-style-type: none"> <li>Communication and language.</li> <li>Personal, social and emotional development.</li> <li>Understanding the world.</li> <li>People who help us.</li> </ul>	<ul style="list-style-type: none"> <li>Brush twice a day using a fluoride toothpaste.</li> <li>Cut the frequency and amount of sugary food and drink consumed.</li> <li>Visit a dentist regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Your setting will have been provided with leaflets containing a list of local dental surgeries.</li> </ul>
 <p><b>Dentist role play corner</b></p>	Role-play.	<ul style="list-style-type: none"> <li>Communication and language.</li> <li>Physical development.</li> <li>Personal, social and emotional development.</li> <li>Understanding the world.</li> <li>Expressive arts and design.</li> </ul>	<ul style="list-style-type: none"> <li>Visit a dentist regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Large teeth model and brush set.</li> <li>List of resources your setting may wish to purchase.</li> </ul>

# FOOD FOR TEETH ARTS AND CRAFTS

## Objectives

- Understand that some foods are more harmful to our teeth than others.
- Identify which foods are bad for teeth, and which foods are better.
- Practice fine motor movements through colouring.

## Equipment

- Food for teeth printable worksheet (provided, pages 9 and 10).
- Food colouring worksheet (provided, page 11).
- Colouring pencils/pens, scissors, glue.
- Paper.



## Activity plan

### Preparation by staff:

- Photocopy/print the Food for Teeth worksheets on page 9 and 10 and the accompanying food colouring worksheet on page 11 for each child.
- This activity can be completed by children sorting the toy food.
- Ensure there are adequate colouring pens/pencils/glue for the number of children taking part in the activity.
- Familiarise yourself with the healthy teeth messages.

### The Activity:

- Ask the children to colour in the different items on the food colouring worksheet. Whilst they're doing so, talk to them about which foods/drinks they think are bad for our teeth, and which are better.
- Help the children to cut out their coloured-in food items, and encourage them to place the different foods on the happy tooth or sad tooth. The food items should be in the following groups:

Happy Tooth	Sad Tooth
Carrot	Lolly
Crackers	Chocolate
Apple	Raisins**
Milk	Fruit Smoothie*

\*\* Raisins are not recommended as they get stuck to teeth. Therefore the bacteria has a prolonged source of sugar, so it can cause decay for a longer period of time.

\* Fruit smoothies: These contain lots of sugar and so aren't very good for teeth.

- Check each item is on the correct tooth before gluing.
- The children can take their new artwork home. Suggest they put it on the wall in their kitchen to help them remember.
- This activity can also be completed by sorting real foods/packaging of food or Velcro laminated food.

### Activity Extension:

- Encourage the children to draw or write any other foods they can think of on each tooth.
- This activity can be extended by children drawing their own foods.



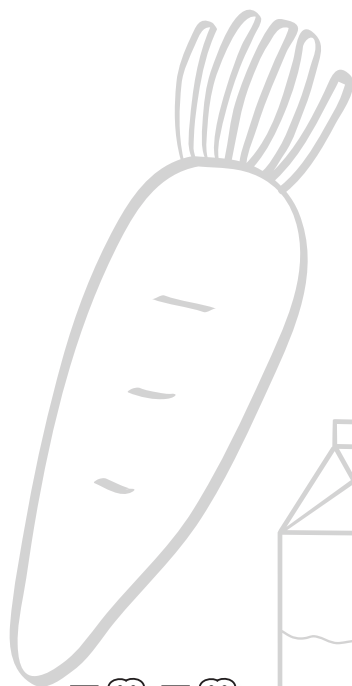




# COLOUR IN THE DIFFERENT FOODS AND DRINKS

and decide if they make your teeth

**HAPPY**   or **SAD**  

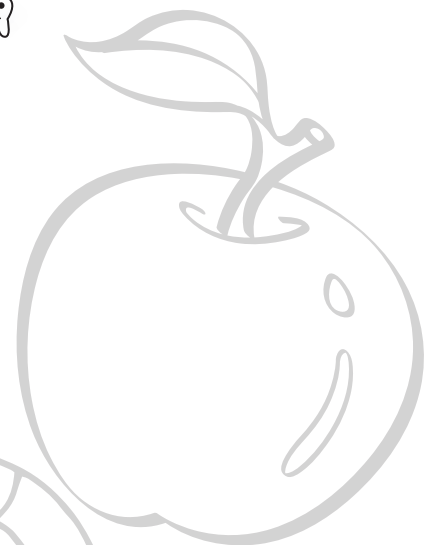




Raisins





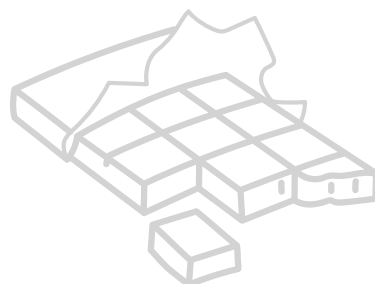
  











# HAPPY TEETH VS SAD TEETH

## ACTIVE PLAY

### Objectives

- Understand that some foods are more harmful to our teeth than others.
- Identify which foods are bad for teeth, and which foods are better.
- Improve social interaction skills and experience being part of a team

### Equipment

- Large happy tooth and sad tooth posters (provided).
- Large cut out food items (provided).
- Method of sticking items to wall (e.g bluetaq).

### Activity Plan

#### Preparation by staff:

- Attach the Happy Tooth and Sad Tooth Posters next to each other on the wall and ensure there are a good number and selection of food item cut-outs. Both of these resources are provided with this pack, however if they are lost or damaged they can be scanned from pages 13, 14, 15 and 16 and printed on larger paper.
- Make sure there is a large enough space for children to run without obstructions.
- Familiarise yourself with the healthy teeth messages.

### The Activity

- Split the children into two groups and line them up in their teams a short distance away from where the tooth posters are attached.
- The activity leader or helper holds the pile of food cut-outs and calls out the item on the top of the pile. The child at the front of each team's queue race to touch the appropriate happy tooth or sad tooth.
- Encourage the other team members to help by calling out which tooth poster their racing teammate should touch. The food items should be in the following groups:

Happy Tooth	Sad Tooth
Orange	Chocolate
Broccoli	Sweets
Apple	Raisins**
Water	Smoothie*
Milk	Hot Chocolate
Crackers	Biscuits

- The winner of each race can be presented with the food cut-out to stick onto the appropriate tooth.

Explain that even though these foods are healthy, they contain lots of sugar so aren't very good for our teeth and should only be eaten with meals.

**\*\* Raisins are not recommended as they get stuck to teeth. Therefore the bacteria has a prolonged source of sugar, so it can cause decay for a longer period of time.**

**\* Fruit smoothies: These contain lots of sugar and so aren't very good for teeth.**

### Activity Extension

- For a longer game, ask each child taking part to draw and cut out a food item and add it to the pile.
- To make the game more physically active, place the posters higher up on the wall so the children have to jump to reach them.

# Happy Tooth



## Sad Tooth









# BRUSHING MY TEETH HANDWRITING

## Objectives

- Understand that we should brush our teeth for two minutes, twice a day.
- Practice tripod pencil grip and fine motor movement through forming letters.

## Equipment

- Brushing my teeth worksheet (provided, page 18).
- Pencils/pens.

## Activity Plan

### Preparation by staff:

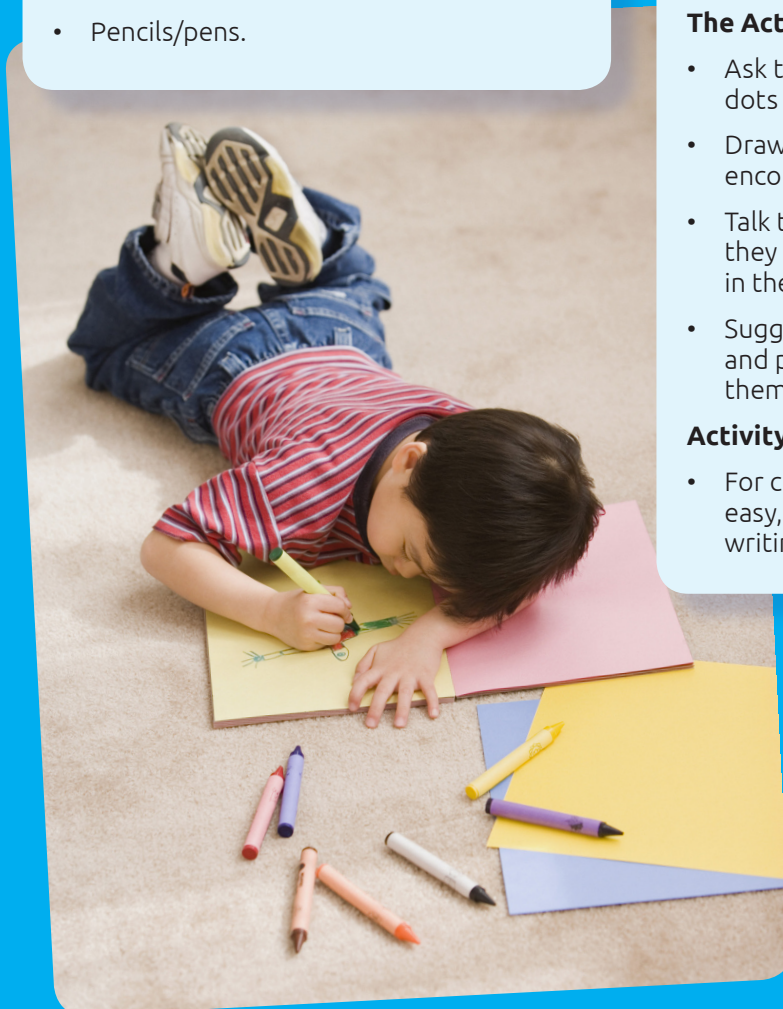
- Scan and print the Brushing my Teeth worksheet on page 18 for each child.
- Ensure there are adequate pens/pencils for the number of children taking part in the activity.
- Familiarise yourself with the healthy teeth messages.  
[www.nhs.uk/video/pages/how-do-i-brush-my-childs-teeth.aspx](http://www.nhs.uk/video/pages/how-do-i-brush-my-childs-teeth.aspx)

### The Activity:

- Ask the children to try and join up the dots to form letters.
- Draw their attention to the pictures to encourage them to read the words.
- Talk to them about what they do when they brush their teeth whilst they colour in the pictures.
- Suggest they take their picture home and put it on the bathroom door to help them remember.

### Activity Extension:

- For children who find the dot-to-dot too easy, see if they can copy each word by writing it on the line underneath.



# THINGS I DO WHEN I BRUSH MY TEETH

My Name is:

 Toothbrush

 Toothpaste

 2 Minutes a Day

2 times  

Spit don't rinse



Happy Smile

# BOOK READING

## Objectives

- Develop speaking and listening skills.
- Understand that it's important to visit the dentist.
- Understand that it's important to look after teeth.

## Equipment

- One of the books listed in the Activity Plan section has been provided with this pack.
- Quiet space to read with a small group of children.

## Activity Plan

### Preparation by staff:

- Read through the book.
- Familiarise yourself with the healthy teeth messages.

### The Activity:

- Settle the group in a quiet space and read the story.
- Reflect on the story by asking the children some questions.

## Extension activity:

Ask the children to draw a picture of themselves at the dentist.



## HEALTHY TEETH, HAPPY SMILES: RESOURCE PACK

- The following are some examples of the questions you could ask:

Book	Suggested Questions
<b>Usborne First Experiences, Going to the Dentist</b>	<ul style="list-style-type: none"> <li>Why do you think it's important that Jake and Jessie go to the Dentist?</li> <li>How do you think Jake and Jessie felt about going to the dentist?</li> <li>How can Jake look after his teeth so he doesn't have to have another filling?</li> </ul>
<b>FIRST TIME, Dentist</b>	<ul style="list-style-type: none"> <li>Why do you think it's important to go to the Dentist?</li> <li>Do you think the children in the book were excited to go to the dentist?</li> <li>How can the children look after their teeth so they don't need any more fillings?</li> </ul>
<b>Peppa Pig, Dentist Trip</b>	<ul style="list-style-type: none"> <li>How did Peppa and George keep their teeth strong and clean?</li> <li>Do you think George was a little bit worried about visiting the doctor Elephant the dentist? Did he need to be worried?</li> <li>Why do you think Mr Dinosaur had such dirty teeth?</li> </ul>
<b>Harry and the Dinosaurs say "Raahh!"</b>	<ul style="list-style-type: none"> <li>Why do you think it's important that Harry and the Dinosaurs go to the dentist?</li> <li>How did Harry feel about going to the dentist?</li> <li>Harry and the Dinosaurs all had good teeth. What do you think they do to look after their teeth?</li> </ul>
<b>First Experiences with Biff, Chip &amp; Kipper, Going to the Dentist</b>	<ul style="list-style-type: none"> <li>Use Tips for Talking and Reading together on page 2, and the questions on page 27.</li> </ul>
<b>Topsy and Tim Go to the Dentist</b>	<ul style="list-style-type: none"> <li>Why did Topsy and Tim go to visit the dentist?</li> <li>How can Topsy and Tim look after their teeth so they won't need any fillings?</li> <li>Why did Tony have toothache?</li> </ul>
<b>Caring for us, I am a Dentist</b>	<ul style="list-style-type: none"> <li>Use the 'What do you think?' questions which run throughout the book.</li> <li>Make sure you allow time for the children to ask any questions they have.</li> </ul>

# HAPPY SMILE

## DRAWING / GAME

### Objectives

- Understand that brushing our teeth removes plaque and stops decay.
- Understand that we should brush our teeth for two minutes.
- Use imagination to visualise 'Mr Plaque.'

### Equipment

- Laminated Happy Smile worksheet. If you require replacements or need more copies, the worksheet can be printed from page 22 - don't forget to laminate!
- Washable pens.
- Toothbrush for each child taking part.
- A visible countdown timer that the children can see e.g an egg timer.



### Activity Plan

#### Preparation by staff:

- Ensure there are enough laminated smile worksheets, pens and toothbrushes for the children taking part.
- Familiarise yourself with the healthy teeth messages.

#### The Activity:

- Explain to the children that during the day, Mr Plaque begins to live in our mouths.
- Ask them to spend some time drawing what they think Mr Plaque looks like with washable pens onto the laminated Happy Smile worksheet.
- Explain that to remove Mr Plaque we have to brush our teeth for two minutes, twice a day, so that the Fluoride Fairy can make him go away.
- Give each child a toothbrush to use and set a timer for 2 minutes.
- The children should use the toothbrush to rub the drawn Mr Plaques from the laminated sheet before the 2 minutes is up.

#### Activity Extension:

- The children can redraw Mr Plaque and the Fluoride Fairy on paper so they have something to take home.





# BRUSH, BRUSH, BRUSH ARTS AND CRAFTS

## Objectives

- Understand that we need to brush all surfaces of our teeth.
- Become familiar with holding a toothbrush.

## Equipment

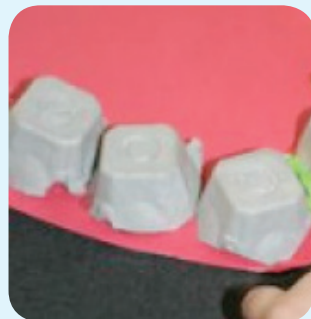
- Each child will require one empty water bottle each OR one section of an egg box each.
- Toothbrushes.
- White paint.



## The Activity

### Preparation by staff:

- Cut the bottom off each bottle and turn upside down to look like a tooth, or cut an egg box into sections and turn upside down (see pictures below).



- Pour some white paint into pots with toothbrushes as paintbrushes and set up an arts and crafts area.
- Familiarise yourself with the healthy teeth messages.

### The Activity:

- Explain that when we brush our teeth we have to make sure we brush all surfaces.
- Each child needs a 'tooth', toothbrush, and 'toothpaste.'
- Ask the children to see if they can brush the entire tooth (e.g paint it).

### Activity Extension:

- Depending on the number of children taking part in the activity, use the painted teeth to assemble a mouth.
- This activity can also be done with Play-Doh as an alternative.

# COUNTING MR PLAQUE

## NUMERACY

### Objectives

- Understand that if we don't brush our teeth, plaque will form which leads to decay.
- Practice counting, drawing, and reading numbers.
- Use imagination to visualise plaque and decay as Mr Plaque.

### Equipment

- Count Mr Plaque worksheet (provided, page 25).
- Pens/pencils.

### The Activity

#### Preparation by staff:

- Scan and print a Counting Mr Plaque worksheet from page 25 for each child.
- Ensure there are adequate pens/pencils etc.
- Familiarise yourself with the healthy teeth messages.

#### The Activity:

- Explain to the children that when we don't brush our teeth, Mr Plaque starts to live in our mouth.
- Help them to complete the worksheet – counting the Mr Plaque and drawing the right number on each tooth example.





My Name is:

Monsters live on my teeth if I don't brush them

monster lives on this tooth



monsters live on this tooth



The monsters are normally invisible. Draw the number of monsters hiding on each tooth.

3

monsters are hiding on this tooth



4

monsters are hiding on this tooth



# HEALTHY TEETH AND HAPPY SMILES SONG

## SINGING



### Objectives

- Understand that brushing our teeth keeps them healthy.
- Understand that sugary foods are bad for our teeth.
- Understand that it's important to visit a dentist.
- Participate in active play by forming actions to the song.

### Equipment

- Backing music for the song 'If you're happy and you know it' (optional).
- Song lyrics from page 27.



### The Activity

#### Preparation by staff:

- Ensure you have access to the music (optional).
- Familiarise yourself with the song words.
- Familiarise yourself with the healthy teeth messages.

#### The Activity:

- Teach the children the song (page 27) by singing a line and getting them to sing it back to you.
- Introduce actions e.g a brushing action for the first verse – ask if the children have any ideas for actions. Make sure each action is exaggerated and try to use the whole body to get the benefits of active play.

#### Activity Extension:

- Collect ideas from the children for extra verses based on what they've learnt about looking after their teeth.



# HEALTHY TEETH AND HAPPY SMILES SONG



\*sing to the tune of 'If you're happy and you know it'\*

*I brush my teeth twice a day,  
everyday*

*I brush my teeth twice a day,  
the right way*

*I brush my teeth twice a day  
and the monsters stay away*

*I brush my teeth  
and very healthy they do stay.*

*Eating sugar makes my teeth  
feel very sad*

*Lots of sugar makes my teeth  
get really mad*

*Chocolates and sweets  
are the monsters' favourite treat*

*But my teeth and I  
like healthy snacks to eat.*

*I see my dentist at least  
once every year,*

*It's not scary  
and there's nothing to fear,*

*I open my mouth really wide  
so the monsters cannot hide*

*And the dentist  
helps me keep a happy smile.*



# FURTHER IDEAS



## Trip to the Dentist

Trips to the dentist can cause anxiety for both children and adults. Contact your local dental surgery and ask if they could show a group of children around to help alleviate this anxiety. Many will be happy to spare some time to familiarise young children with the experience – they may even get to have a go in the dentist's chair! For a list of dental surgeries near you, refer to [www.nhs.uk/Service-Search/Dentists/LocationSearch/3](http://www.nhs.uk/Service-Search/Dentists/LocationSearch/3)

## Dentist role play corner

Consider setting up a Dentist's role play corner in your setting. This is a great way to encourage imaginative play, and reinforce the healthy teeth messages delivered throughout the year. You could stick some of the children's completed activity worksheets on the wall, and print out other posters promoting tooth care. You might also consider purchasing some costumes for the children to dress up in.

A large set of teeth with an accompanying large toothbrush is provided with this pack and would make a good addition to a play corner. If your budget allows, the British Dental Health Foundation online shop has a range of products to help deliver oral health messages:

[www.educatingsmiles.org/](http://www.educatingsmiles.org/)

# TAKE HOME RESOURCES

It's important that parent's and carers feel confident and equipped to continue healthy teeth messages at home. This section contains a selection of resources which can be given to parents/ carers and their children.

The following take-home resources are included:

Resource	Summary	Page no.
<b>Tips for looking after your child's teeth</b>	A set of tips for Parents/carers to make sure their children are effectively brushing their teeth. Includes: choosing a toothbrush, choosing a toothpaste, and tooth brushing.	4
<b>My Toothbrushing chart</b>	A tick sheet for children to fill in each morning and night after they brush their teeth.	31
<b>Stickers</b>	A set of healthy teeth, happy smile stickers for children to receive when they bring back their tooth brushing chart.	Stickers provided
<b>Snack Ideas</b>	A list of suggestions for healthy, teeth friendly snacks.	32
<b>Local Dentist surgery contacts</b>	A list of dentist surgeries in Hammersmith and Fulham, Kensington and Chelsea, and Westminster, with their contact information and details on how to register.	Leaflets provided for early years settings to distribute
<b>Colouring sheets</b>	Tooth related colouring sheets to help continue healthy teeth messages at home. These sheets can also be used by Early Years settings as an additional quick resource.	33, 34 and 35

If you are planning work for key stage 1 please refer to the PSHE curriculum framework [www.westminster.gov.uk/resources-personal-social-health-and-economic-education](http://www.westminster.gov.uk/resources-personal-social-health-and-economic-education)

# TIPS FOR LOOKING AFTER YOUR CHILD'S TEETH

## Selecting a Toothbrush

- A small headed child's toothbrush with medium-texture bristles. Age suitability is usually specified on the packaging.
- Replace toothbrush every 3 months or when the bristles start to show around edge of toothbrush.

## Selecting a toothpaste

- For children aged 0-3 years the toothpaste should contain no less than 1000ppm fluoride, and only a smear is needed.
- For children aged 3 years and over (and adults) the toothpaste should contain between 1350 and 1500ppm fluoride, and a pea-sized amount should be used.
- Toothpaste does not have to be expensive – many supermarket and pharmacy own brands contain the recommended fluoride levels.
- Fluoride is important at the recommended levels to help strengthen teeth.

## • Tooth brushing

- Start brushing your baby's teeth as soon as the first tooth comes through.
- Help with your child's tooth brushing until they are at least 7 years old.
- Do not allow your child to eat or lick toothpaste from the tube as it will upset their stomach.
- Brush twice a day – last thing at night and on one other occasion.
- Make sure all tooth surfaces are brushed – don't forget the gums and tongue too!
- Try to get your child to brush/help your child brush their teeth for 2 minutes. Using a timer or playing a 2 minute song can be an effective way to do this.
- Encourage your child to spit out the toothpaste after brushing but not to rinse with water or mouthwashes. Rinsing will remove the fluoride, reducing its teeth strengthening effect.
- Place a tick on the tooth brushing chart every time your child brushes their teeth.



















































































































# My TOOTHBRUSHING CHART

My Name is: .....

Month: .....

Brush first thing in the morning and last thing at night  
Place a tick in the box every time you brush your teeth

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1	   	   	   	   	   	   	   
Week 2	   	   	   	   	   	   	   
Week 3	   	   	   	   	   	   	   
Week 4	   	   	   	   	   	   	   

Bring this sheet back at the end of each week and get a sticker.

# TEETH FRIENDLY, HEALTHY SNACK IDEAS

A healthy, balanced and nutritious diet is never more important than when children are growing and developing at a rapid rate during the early years. Snacks are an essential part of this diet, helping to give children the energy, fat, vitamins and minerals they need to help them thrive. Across the day children can be offered two to three snacks between meals depending on their appetite, in portion sizes suitable for their age. It's important that snacks given to or chosen by children are low in salt, sugar and saturated fat. This means foods such as biscuits, cakes, confectionery and crisps should be avoided, especially within Early Years settings. It's also important dried fruits and fruit juices are served at meal times only due to their high sugar content and risk to dental health. Instead, foods such as fruits and vegetables, low salt starchy foods, dairy foods, some proteins and water should be offered to support children achieve a balanced diet.

The Children's Food Trust's 'Eat Better Start Better' programme for Early Years settings and the Caroline Walker Trust provide examples of great snack ideas and more information.

Children's Food Trust:  
[www.childrensfoodtrust.org.uk/](http://www.childrensfoodtrust.org.uk/)

Caroline Walker Trust:  
[www.cwt.org.uk/](http://www.cwt.org.uk/)

## Healthy snack examples

### Fruits and vegetables

- Half an apple, pear or orange (40g)
- 1 satsuma, clementine, plum or kiwifruit
- 1-2 tablespoons (40g) of sweetcorn
- 8 sugar snap peas (40g)

### Starchy foods

- 1-2 plain Scottish oatcakes
- 2 plain rice cakes
- Half a toasted muffin with spread
- Small handful plain popcorn
- Low salt breadsticks

### Protein foods

- 1-2 tablespoons hummus (40g)
- 1 hard boiled egg (50g)
- 1-2 tablespoons nut butter (30g)

### Dairy foods

- 1-2 tablespoons (50-75g) of natural (plain) yoghurt and fromage frais
- 100ml of whole milk (pasteurised cows', goats' or sheeps' milk) or calcium enriched sugar free soya milk
- 1-2 tablespoons (15-20g) grated hard cheese



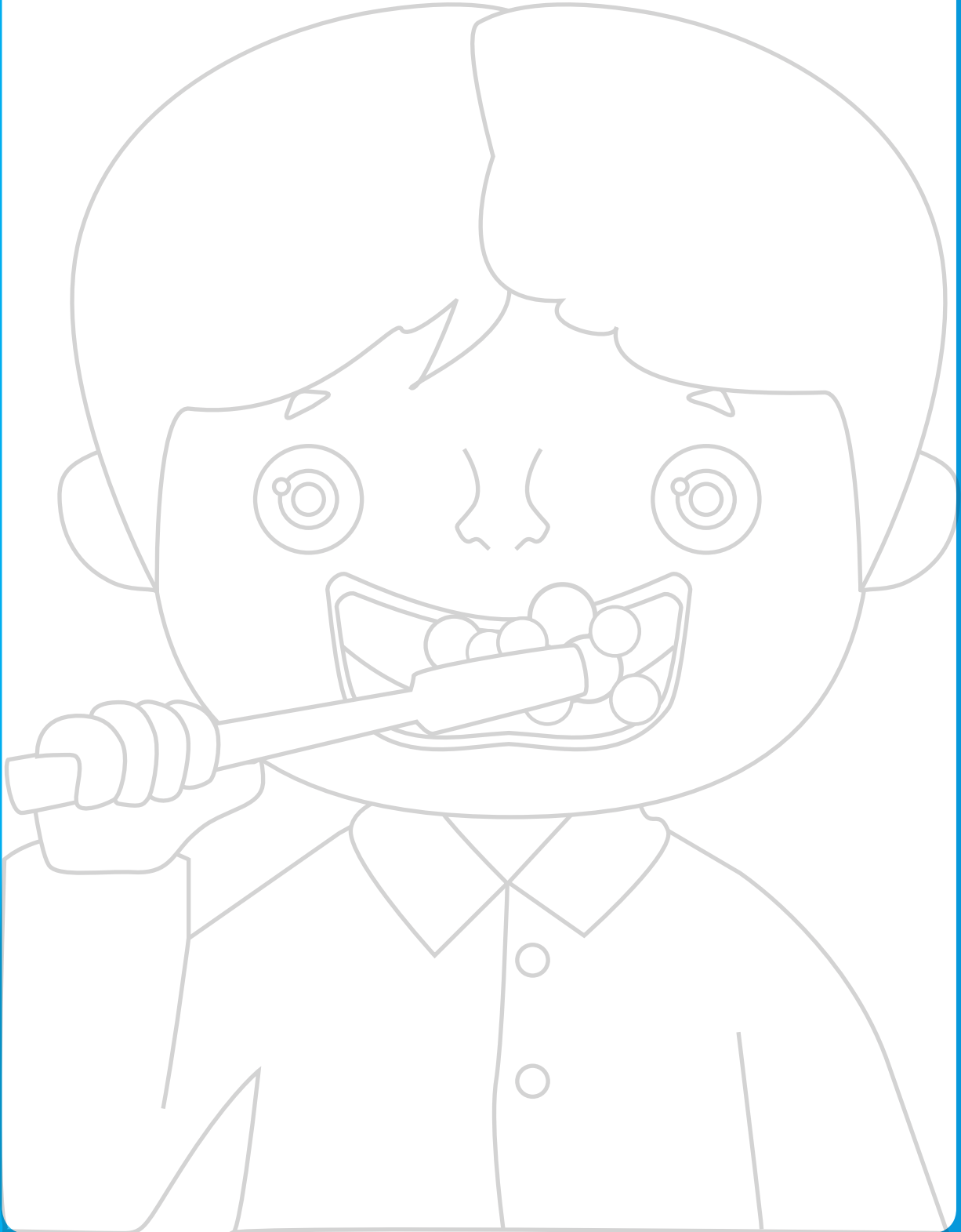
# COLOURING SHEET

of happy tooth surrounded by healthy foods



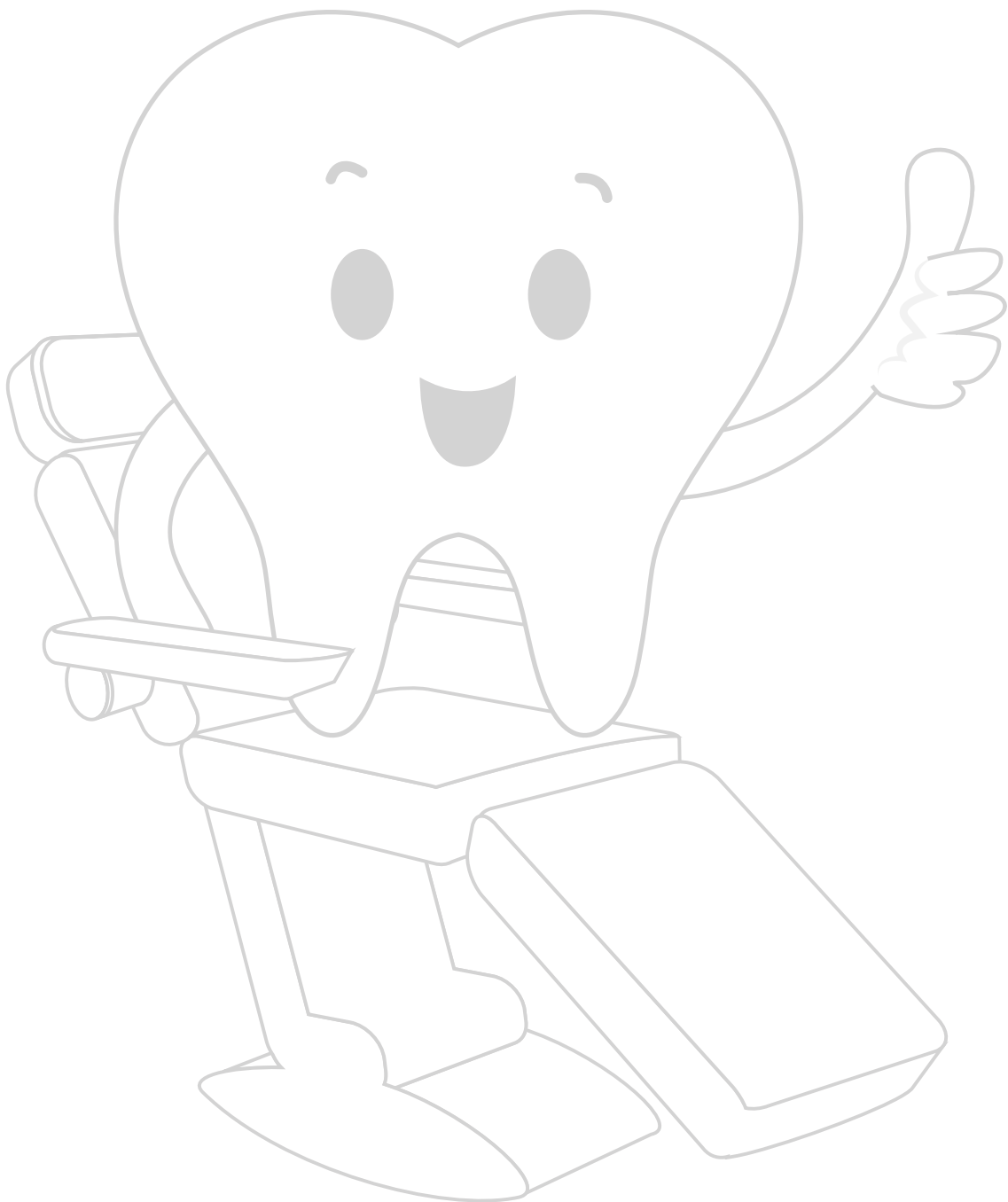
# COLOURING SHEET

of child brushing their teeth



# COLOURING SHEET

of happy tooth sitting in a dentist's chair



# EVALUATION

We recommend that you evaluate the impact of activities you run with children and parents/carers to improve oral health and inform your Healthy Schools/Healthy Early years work.

To help you do this we have designed a questionnaire for parents/carers. In addition we are interested in your feedback about this resource and any recommendations for improvement.

Resource	Summary	Page no.
Healthy Teeth Questionnaire for parents/carers.	Please distribute to parents/carers before delivering any healthy teeth activities, and then again after 8 activities have been completed (dental play corner and trip to the dentist both count as activities). This will help us to evaluate how successful our activities are in delivering the key oral health messages.	37 and 38
Activity Evaluation Form	The Activity Organiser/leader should complete this questionnaire after delivery of activities. This will help us to improve the resources we offer.	39

# HEALTHY TEETH QUESTIONNAIRE FOR PARENTS

*Please answer the 10 questions below. All answers are anonymous.*

Please tick  the appropriate boxes

**1. How many times a day does your child brush their teeth/have their teeth brushed?**

0  1  2  3 or more

**2. Do you help your child to brush their teeth?**

No  Sometimes  Yes

**3. Does your child eat or drink anything (other than water) after brushing their teeth at night?**

Never  Sometimes  Always  Teeth not brushed at night

**4. Does your toothpaste contain fluoride?**

Yes  no

**5. How many snacks (food separate to main meal times) does your child consume in an average day?**

0  1  2  3  4  5  more than 5

## HEALTHY TEETH, HAPPY SMILES: RESOURCE PACK

**6. In an average day, which type of snack(s) (food separate to main meal times) does your child consume?** Please tick  all that apply:

- Biscuits
- Cake
- Children's soft drink, (e.g Capri Sun, Ribena, fruit shoot)
- Chips
- Chocolate
- Crackers, if with topping, please specify:

- Crisps
- Dried fruit (e.g raisins, cranberries)
- Fizzy drink
- Fresh fruit (e.g apple, banana, Satsuma, grapes)
- Fresh vegetables (e.g carrot sticks, cucumber, celery)
- Fruit juice
- Milk
- Nuts, please specify:

- Oatcakes, if with topping, please specify:

- Popcorn, if flavoured, please specify:

- Rice cakes, if with topping, please specify:

- Smoothie

- Sweets

- Toast/other bread, if with topping, please specify:

- Yoghurt

- Other, please specify:

**7. Is your child registered with a Dentist?**

- Yes  No  Don't know

**9. Has your child visited a dentist in the past 6 months?**

- Yes  No  Can't remember

**8. Has your child ever had any dental treatment e.g filling, tooth extraction?** (excludes preventative treatments such as fluoride varnish)

- Yes  No  Don't Know

**10. Has your child had to have any dental treatment in the past 6 months, e.g filling, tooth extraction?** (excludes preventative treatments such as fluoride varnish)

- Yes  No  Don't Know

*Thank you for taking the time to complete this questionnaire.*

# ACTIVITY EVALUATION

Please tick  the appropriate boxes

**1. Name of Activity:**

**2. Was the activity suitable for your setting?**

Yes  No, If no, please say why?

**3. Were the objectives of this activity clear?**

Yes  No

**4. Do you feel the activity met the objectives?**

Yes  Somewhat  No

**5. Did you find the activity easy to prepare and deliver?**

Very hard  hard  okay  easy  very easy

**6. Did the children engage in the activity?**

Not at all engaged  somewhat engaged  fully engaged

**7. Would you deliver the activity again?**

Yes  Maybe  No

**8. Do you have any comments about this activity?**

*Thank you for taking the time to complete this evaluation form*

**May 2017**

**Authors and contributors**

This resource has been produced by the Public Health Department for the London Borough of Hammersmith & Fulham, Royal Borough of Kensington and Chelsea, Westminster City Council.

**Acknowledgements**

We would like to thank everyone who has contributed to this resource, in particular the Central London Community Healthcare NHS Trust Oral Health Promotion Team, Mytime Active and Public Health England.



**Healthy Early Years Partnership**  
Hammersmith & Fulham, Kensington & Chelsea,  
and Westminster



**Healthy Schools Partnership**  
Hammersmith & Fulham, Kensington & Chelsea,  
and Westminster