

Oral Health Education for Children Birth through Age Five, and Their Families

Trainer's Guide





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Preparing for Training

This guide includes information to help facilitators prepare for and successfully deliver Cavity Free Kids trainings.

Review the materials

Prior to the training, review the Cavity Free Kids curriculum, training script and PowerPoint. Make sure you have all the supplies you will need for the demonstrations.

Print Training Materials

Copy from your CFK binder or print from the www.cavityfreekids.org website one each of the following for every participant:

Cavity Free Kids Curriculum



Lesson Planning Template

Oral Health Education for Children Birth through Age Five, and Their Families

CFK Planning:

Indicate below how you will use Cavity Free Kids in your classroom. You will have five minutes to plan and then report back.

Here is your assignment:

1. Think about two themes that you use in the classroom where you will incorporate oral health.
Theme #1 _____
Theme #2 _____
2. Decide how often you will use CFK activities i.e., daily, weekly, monthly, yearly
I will use CFK activities _____
3. Plan one CFK Day: Choose one Circle Time Lesson you will teach and two Learning Center Activities that you will set up in your classroom.

CIRCLE TIME

LEARNING CENTER

Feedback Form

Oral Health Education for Children Birth through Age Five, and Their Families

Training Evaluation

Name: _____ Training Date: _____

Role: _____

1. Please rate how much you agree or disagree with each of the following statements:

5 = agree and 1 = disagree	5	4	3	2	1
The training met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concepts were clearly explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training provided adequate time for activities, discussion and questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training has prepared me to implement Cavity Free Kids in my center, classroom, or during home visits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training motivated me to use Cavity Free Kids with children and families on a regular basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. What aspect(s) of the training, if any, were most useful to you?

3. What aspect(s) of the training, if any, were least useful to you?

4. Two things I learned about oral health today are:

Thank You!

Certificate of Completion

Cavity Free Kids

Certificate of Completion

Cavity Free Kids: Oral Health Education for Children Birth Through Age Five, and Their Families

Name

Hours

Instructor's Name

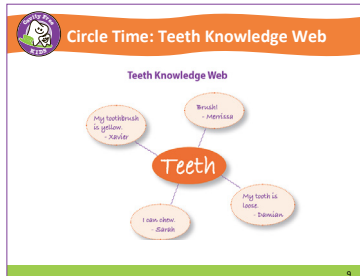
Date

Washington Dental Service Foundation
Community Advocate for Oral Health

Gather Supplies for Activities and Demonstrations

The following supply list includes information about which supplies you will need and when you will need the supplies during the training.

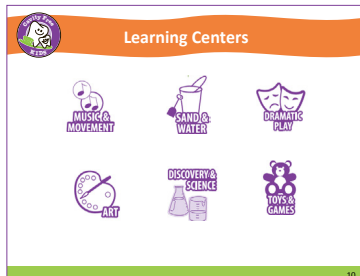
◆ Basics of Oral Health 1: Baby Teeth Are Important



Slide Title: Circle Time: Teeth Knowledge Web

Supplies:

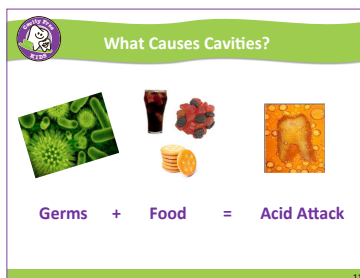
- Large sheet of paper
- Markers for each small group (place on table)



Slide Title: Learning Centers

Choose a few Learning Center activities from Basic 1 (pages 23-27) and prepare. Use as samples to highlight and share with participants.

Examples: Puzzle made from magazine picture or photograph, child's self-portrait, germ puppets.



Slide Title: What Causes Cavities

Supplies:

- Tall, clear container (i.e. vase)
- Ground black pepper
- Spoon
- Vinegar
- Baking soda
- Flip chart or writing board

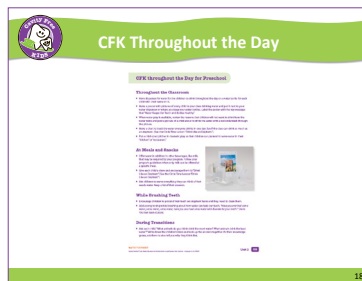


Slide Title: CFK for Infant and Toddlers

Supplies:

- White or clear contact paper

◆ Basics of Oral Health 2: Water for Thirst

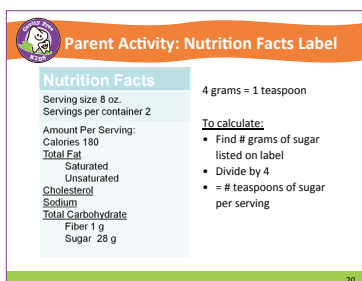


Slide Title: CFK Throughout the Day

Supplies:

- Pitchers of water
- Cups
- “Drinking Up the Water” song lyrics (on page 140)

◆ Basics of Oral Health 3: Tooth Healthy Foods



Slide Title: Parent Activity: Nutrition Facts Label

Supplies:

- 16 ounce bottle of chocolate milk
- Teaspoon
- Bag of sugar
- Clear plastic container



Slide Title: Tooth Healthy vs Tooth Unhealthy Foods

Supplies:

- Teaspoon
- Bag of sugar or sugar cubes
- Clear plastic container

Optional Activity: Choose Healthy Foods

Supplies:

- Two paper grocery bags or gift bags labeled “Every Day” and “Special Day” (or “Tooth Healthy” and “Tooth Unhealthy”)
- Samples of commonly eaten foods (plastic play foods or food wrappers. (See templates for Tooth Healthy and Tooth Unhealthy foods on pages 139-143 in Curriculum Appendix).

◆ Basics of Oral Health 4: Brush, Floss, Swish



Slide Title: Basic 4 Brush, Floss, Swish

Supplies:

- Toothbrush
- Cup of water



Slide Title: Toothbrushing Procedure

Supplies:

- Small paper cup
- Toothpaste and toothbrush
- Napkin



Slide Title: How to Brush

Supplies:

- Mouth model
- Toothbrush

◆ Basics of Oral Health 5: Going to the Dentist



Slide Title: Visiting the Dentist

Use a variety of props to set up a pretend dental office (phone, magazines, lounge chair, stuffed animals, sunglasses etc.)

On the Training Day

Arrival

Arrive at least 30 minutes early to set up the room. Since this is a short session, mingling with participants before you start is your opportunity to put people at ease and learn about them and their role in their program. The early arrivals usually ask questions, so be ready and available to talk.

Room set up

When possible, set up the classroom so each participant can see you and each other. A horseshoe or round table design works well for this training.

Before the training starts


- Place sticky notes or note cards at each table
- Place blank paper and pens at each table
- Position props around the room
- Prepare flip chart or white board: Write on the top of the flip chart or white board "What We Can Do To Prevent Cavities" (see Appendix page 57).
- Set up Power Point and display opening slide

Infuse the Cavity Free Kids Philosophy into the Training

Participants will bring their own oral health knowledge and experiences to this session. The Cavity Free Kids training is designed to respect individuals' experiences while teaching them to look at and teach oral health in new ways.

Adults, like children, learn best when they are actively involved in the process and are respected for their own knowledge and personal learning styles and interests. Keep participants involved and make the training lively and fun.

Appendix

**Activity: What We Can Do To Prevent Cavities**

At the end of the activity, participants will have a clear understanding of proactive practices they can teach children and families to prevent cavities.

Instructions:

1. Write across the top of a white board or paper:
Germs + Food = Acid → Cavities

2. Next, write:
We Can Prevent Cavities

3. Underneath this write:

- Rest And Repair Between Food and Drink
- Water First for Thirst
- Eat Tooth Healthy Foods
- Brush, Floss, Swish
- See the Dentist

For Infants And Toddlers Also Include:

- Do Not Share Germs
- Keep Mom's Mouth Healthy
- Daily Home Care
- First Visit, First Birthday

4. Present material. Check or circle each concept as your talk about it.
To involve participants, give everyone paper (blank or with headings already printed) and ask them to make their own list as you mention each concept.

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Manage Training Time

The training should take about 90 minutes to complete. Below and included in the training script is the time it takes to present the material included in each Basic of Oral Health. The times are estimates; you may need more or less time to cover each topic depending on participants' experience and your delivery style. Practice delivering the training to get your timing down.

Total class time is 90 minutes:

Introduction section:	10 minutes
Basic 1- Baby Teeth are important	20 minutes
Basic 2- Water for Thirst	10 minutes
Basic 3 - Tooth Healthy Foods	10 minutes
Basic 4 - Brush, Floss and Swish	10 minutes
Basic 5 Going to the Dentist	10 minutes
Using CFK	15 minutes
Quiz, evaluation and wrap up	5 minutes

Convening After Break Outs

As you begin the training, shake a noisemaker and let participants know you'll be using it as a signal to transition from break out activities to the next part of the training. Giving a "2 minute warning" will help participants finish an activity.

You will not have time to call on each small group to report out after every activity—instead, ask a few groups to share their ideas. Setting the expectation of reporting out after each activity will help participants focus and complete tasks.

Use a “Parking Lot” for Questions

Using a “Parking Lot” is a trust-building technique that shows you are listening and value participants’ input while keeping your session moving along. As questions arise, write them down on a piece of flip chart paper titled “Parking Lot”. Explain that you’ll come back to and address the questions listed in the “Parking Lot” later. Then, be sure to allow time to come back to answer.

Use a parking lot when:

- You do not know the answer
- The questions will be answered later in the session
- The question is out of scope for the session
- For out of scope questions or ones you are not certain of the answer, tell participants that you will pursue the answer to the question and get back to them.

Ending the training session

Thank participants for the important work they do and the impact they will have on improving the oral health and overall health of the children and families in their care.

- Ask each participant to complete a Cavity Free Kids Feedback Form.
- Pass out Certificates of Completion.

Facilitator's Script and Training Delivery Instructions

The rest of this document shows each PowerPoint slide—followed by talking points for that slide and instructions for delivering content and leading activities.

- The text in **purple** is your training script. Paraphrase the material to fit your presentation style.
- The text in **orange** highlights directions or notes for the facilitator; it is not meant to be read aloud.

Introduction to Cavity Free Kids

Title Slide

Section Time:
10 minutes



1. Introduce Yourself

2. Share Cavity Free Kids Training Format

The Cavity Free Kids (CFK) training appeals to all learning styles. In the training we will:

- **TELL** you some key points about oral health,
- **SHOW** you an activity or lesson that you will use to teach those points to children or to parents, and
- **INVOLVE** you in **DOING**.

We want you to experience as much of the material as possible in 90 minutes to show how easy it is to build CFK into your program.

Introduction to Cavity Free Kids

Goals for Today



Goals for Today

1. Understand what causes cavities and how to work with children and families to prevent them.
2. Understand and plan to easily incorporate CFK into your work with children and in your conversations with families
3. Have fun

Share Training Goals

Our goals for today are to:

1. Understand what causes cavities and how to work with children and families to prevent them.
2. Understand and plan to easily incorporate CFK into your work with children and in your conversations with families.
3. Have fun!

Introduction to Cavity Free Kids

Oral Health Facts



Oral Health Facts

21 %

Percentage of 2-5 yr. olds with untreated tooth decay

54 %

Percentage of low income children with tooth decay

40 %

Percentage of Washington State children that start Kindergarten with tooth decay

Present Oral Health Status Information

Slide shows numbers only first. As each number is mentioned, words come onto screen

(Say) 21, 54, 40 (Pause)

Did you know that:

- 21% of children age 2-5 have untreated tooth decay. *(Pause)*
- 54% of children living at or below the poverty level have cavities? *(Pause)*
- **OR**, that in Washington State, 40% of kindergartners have at least one cavity *(Pause)* and nearly 15% of them have 7 or more decayed teeth?

Those are pretty frightening statistics aren't they?

They are a real concern because we know that poor oral health impacts more than those pretty smiles.

Kids with serious oral health problems may be in pain; pain that may make it hard for them to concentrate, follow directions, and learn.

AND since young children may not be able to describe pain or may not even realize they are in pain—because they have learned to live with it—they may act out, seem uncooperative or become a behavioral problem.

The pain can even affect their social relationships because a child who is hurting may be cranky or withdrawn making them a less than ideal playmate.

Introduction to Cavity Free Kids

The Children Behind the Statistics



Facilitate Icebreaker

(Lead Stand Up Sit Down Activity **OR** Choose Your Own Icebreaker)



Activity: Stand Up, Sit Down

Time: 5 minutes

Let's look at the real children behind the statistics.

Stand up if you have seen these oral health issues in the children you have worked with:

- Have seen children with cavities
- Have seen the results of baby bottle tooth decay
- Have seen children who have lost teeth too early and wondered why
- Have seen children with many caps or crowns
- Have heard kids describing tooth pain
- Know of children who have had dental treatment under anesthesia
- Have heard parents say "They are just baby teeth"
- Know families who avoid taking their child to the dentist or do not follow up with treatment
- Wish NONE of the kids in your classroom had to suffer from tooth decay.

(Continue) You have described why oral health education is so important.

The good news is, tooth decay is almost 100% preventable.

It is much more efficient, cost effective, and healthy to **PREVENT** oral health problems than it is to treat them. And prevention starts with education. Cavity Free Kids is your resource to teach children, their families, and their caregivers what they can do to keep their teeth healthy.

Introduction to Cavity Free Kids

What's Included in Cavity Free Kids



What is Included in Cavity Free Kids

The Cavity Free Kids curriculum includes:

- flexible lessons, activities, stories, songs for children
- resources to help parents practice good oral health habits at home and connect to dental care
- The CFK website: www.cavityfreekids.org



Share What's Included in CFK

Between this training, this booklet (*hold up*) and the contents of the CFK website you will have everything you need to get started right away.

- **For preschool children** there are lessons that include stories, songs and hands on activities that can be adapted to fit your classroom.
- **For infants and toddlers** there are ways to begin oral health practices and to engage little ones with songs and activities
- **For parents** there are resources that encourage them to practice good oral health habits at home and help connect them to dental care.

Share CFK Website Information

You can find the entire curriculum on the website www.cavityfreekids.org plus more lessons, activities, and parent engagement resources. By registering and using the website, you can keep Cavity Free Kids alive in your classrooms long after this training.

Introduction to Cavity Free Kids

The 5 Basics of Oral Health



The 5 Basics of Oral Health

1. Baby Teeth Are Important
2. Water for Thirst
3. Tooth Healthy Foods
4. Brush, Floss, Swish
5. Going to the Dentist

Show How CFK Is Organized

CFK includes fun and easy lessons and activities you can adapt to fit your teaching style.

The oral health science is organized into **5 Basics of Oral Health**. All of the lessons, activities, and parent resources are organized around these 5 Basics; the Basics are similar to units or sections.

Show How the CFK Curriculum Is Organized

Turn to **Basic 1: Baby Teeth are Important** - on page 13 - to see what is included in each section. *(Point out the headings quickly)*

- **Big Bites**—these are big pieces of oral health information for your reference.
- Turn to page 14 **CFK for Infants and Toddlers**—messages and activities to do with little ones.
- Page 15 **CFK Throughout the Day**—ideas of ways to infuse your day with oral health messages. *(Pause briefly to allow time to look at headings)*
- Page 16 **Circle Time Introductory Lesson**—to introduce the topic to the group
- **More Circle Time lessons**—each section may have a different number of lessons for you. These go from page 17 to 22.
- Page 23 -27 **Learning Center Activities**—activities to put out in the classroom to reinforce the group lesson.
- Beginning on Page 29 **Parent Practice Handouts**—to send the message home.
- Every section is laid out the same.

Basic 1: Baby Teeth Are Important

Title Slide

Section Time:
20 minutes



Use Sticky Notes to Identify Parts of CFK You'll Use

As we go through the curriculum book, make notes or use sticky notes on the parts that you think you might like to try with your children.

At the end of the day you will have time to put your ideas into a plan.

Introduce Basic 1: Baby Teeth Are Important

Write **Baby Teeth Are Important** on the white board or flip chart.

The first Basic is: Baby Teeth Are Important.

- In this section children and parents will be learning what causes cavities and reasons to keep baby teeth healthy.
- This Basic emphasizes the importance of baby teeth in order to dispel the myth: "They're just baby teeth; they'll just fall out anyway".

Basic 1: Baby Teeth Are Important

Why Baby Teeth Are Important



Share Why Baby Teeth Are Important

Turn to page 13 and look for the section **Big Bites for Teachers**. Big Bites are key oral health concepts children and parents need to know. If you have questions about the oral health information that you have learned today, the Big Bites will answer them.

Basic 1 Big Bites highlight these key concepts:

- Baby teeth help children smile, shape the face as the child grows and hold space for the permanent teeth.
- Eat nutritious foods.
- Play an important role in speech development. The lips, tongues and teeth all work together to make the sounds that make words. When children have missing or painful teeth they may use their lips or tongues to protect those tender teeth and develop speech problems.
- Learning how to care for a child's baby teeth helps establish good oral health habits and increases the likelihood of having a healthy mouth later in life.



Activity: How Teeth Help Us Talk

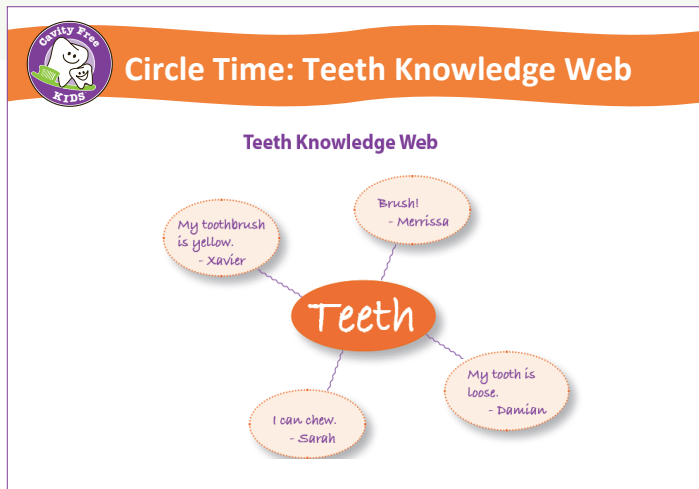
The Circle Time Lesson on page 18 shows children how teeth help us talk.

Say the sound "SSS" with me. Did you feel the air squeeze between your teeth? (*Wait for response.*)

Now try it without using your teeth. It doesn't sound the same, does it?

Basic 1: Baby Teeth Are Important

Circle Time Lessons



Show How Circle Time Lessons Are Organized

Turn to the Circle Time Lesson on page 16 and review how Circle Times are laid out.

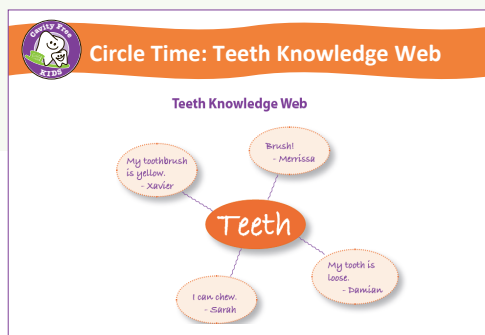
- Each Basic of Oral Health has a Circle Time Lesson to introduce the concept. CFK is flexible—start with the Introductory Lesson or with another Circle Time Lesson.
- Some Circle Time Lessons include an icon that indicates whether the lesson is appropriate for Infants and Toddlers. *(Point out icon)* There are instructions about how to lead the lesson. Stories or puppet plays include scripts.
- The orange shaded box lists the supplies you'll need.
- As children are learning about their teeth they are working on their Head Start/ preschool learning goals. The learning domains that are addressed are listed across the bottom of each Circle Time Lesson and Learning Center Activity.

In Basic 1, there are five additional Circle Time Lessons, including songs, puppet plays and flannel stories.

You don't need to do the Basics of Oral Health in the order written—you can skip around to align them with your class needs or themes. For example, you could deliver a lesson from Basic 5 about toothbrushing when you begin toothbrushing in your class. Or, you might want to do a lesson about going to the dentist if you have a child who has his first appointment.

Basic 1: Baby Teeth Are Important

Circle Time Lessons (continued)



Activity: Teeth Knowledge Web

Supplies: Copy of Circle Time Lesson on page 16, chart paper, markers

- Working in groups of four, pick one person to be the teacher and the other to be preschool children.
- Read the instructions then have the teacher use the props to lead their class through the web activity.
- When you hear the shaker, stop. One group will report out.

Report out:

- Have one group share their knowledge web.
- **How did it go?** (*audience*)

Discussion:

- You can be as flexible and creative as you want to make it fit the ages, personalities or learning needs of your particular class.
- **How could you add to this activity if your class was full of 5's getting ready to go off to kindergarten?**
- **How might you change this activity to make it work with a group of squirrely 3 year olds?**

Basic 1: Baby Teeth Are Important

Introduce Learning Center Activities



(Prepare samples of several Learning Center Activities). Depending on the size of the group and time allowed, hold up and show the supplies or place them around the room and ask small groups to engage in play before looking at the directions written in the book.)

What do you know about how children learn best? *(Audience responses: play, hands on, modeling, trying, singing, repetition, etc.)*

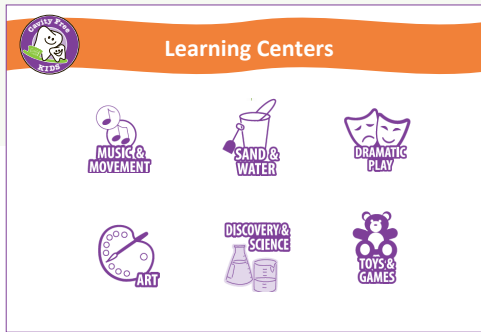
Each Oral Health Basic includes Learning Center Activities designed for children to explore and experiment and have fun while they learn about their teeth. There are games to play, sensory materials to investigate, dramatic play centers to pretend in, and art projects to make.

Show How Learning Center Activities are Organized

Let's look at page 23 to see some examples in Basic 1. This section includes seven Learning Center Activities. *(Encourage them to play with materials at their tables for a few minutes OR continue to describe and show activities)*

- Each Learning Center Activity has a icon to show you what **TYPE** it is. The first one has a Toys & Games icon. So on your game table or manipulatives area you might set up puzzles of smiling children like this one *(show puzzle—or ask person to hold up puzzle and show the group).*
- Instructions are clearly laid out on the left under the title.
- The shaded part has a list of supplies. Most supplies are standard preschool supplies or you can raid your own kitchen or junk drawer.
- Because learning never stops, each activity has a list of domain elements that can be addressed as kids engage.

Basic 1: Baby Teeth Are Important



Learning Center Activities (continued)



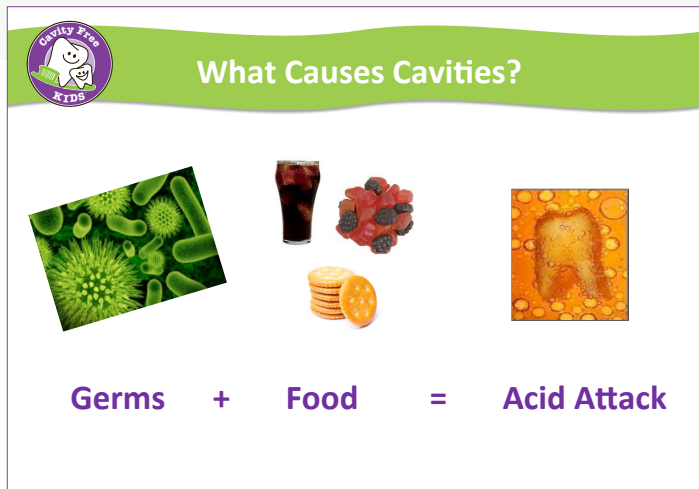
Activity: Explore Learning Center Activities

- Divide into three groups and assign a Learning Center Activity to each group: Happy Faces, Self-Portrait or Animals Have Teeth, Too.
- Have each group read the instructions and supplies list and answer the following questions:
 1. **How do you imagine setting up the Learning Center Activities in your class?**
 2. **Would you need to adapt or extend the activity?**

(Have groups report out to the large group)

Basic 1: Baby Teeth Are Important

What Causes Cavities?



Prepare a visual in advance (see Appendix page 57) to refer to as you describe the factors that cause cavities—or use a white board or flip chart paper that says:

Germs + Food = Acid → Cavities

We Can Prevent Cavities

Demonstrate Germs + Food = Cavities

Time: 5 minutes

The Germs + Food = Cavities Learning Center Activity can be delivered with a small group of children or with parents at a Family Night. This hands-on activity provides a visual demonstration of what causes cavities. I am going to engage some of you to help me, just like I would engage the children or parents. To see the directions, turn to page 26.

(Ask) What did your parents tell you causes cavities? (responses may include cookies, sugar, sweets, not brushing, etc).

This equation **Germs + Food = Acid Attack** is a simple way to remember the answer.

Imagine that this vase is a child's mouth. For this demonstration pepper will represent the germs *(Hold up vase with some pepper in it)*

Did you know that the germs (bacteria) in our mouths can be spread from tooth to tooth and from person to person, usually from mother to child in the first 2 years of life?

If a mom has untreated cavities, she can spread cavity germs to her baby by sharing everyday items like utensils *(Ask audience member to add a little pepper)* or by taking a sip from baby's sippy cup and then giving it to baby *(Add pepper)* or cleaning the pacifier in your own mouth. *(Add pepper)*

It's unlikely that moms will stop doing these things. That's why it's **VERY** important that mom understands that she needs to have regular dental care during pregnancy. If she keeps her mouth healthy and cavity free she will be less likely to pass germs to her baby.

(continued)

Basic 1: Baby Teeth Are Important

What Do Acid Attacks Do to Our Teeth?



Demonstrate Germs + Food = Cavities (continued)

Germs alone don't cause cavities. There needs to be food, too. Germs thrive on sugary foods like cake, candy, ice cream and soda pop. *(A different audience member puts in a little sugar)* Not only do they like sugars, they also like refined carbohydrates (also called starches). Food whose main ingredient is white flour, like pretzels, chips, crackers, and white bread.

In this learning center, baking soda represents food. *(Another audience member puts in a little soda)*

When we eat or drink sugary or starchy foods and beverages, the germs eat them too. They use these foods to grow and make more germs then get rid of the rest as a waste product called acid. *(Add vinegar to vase)* This acid flows on the teeth for 20 minutes! We call this the **"Acid Attack"**. *(Use animation on slide here)*

Let's imagine that this is a baby who goes to bed with a bottle of milk or formula. He sips on the bottle to go to sleep and every time he wakes during the night. *(Add more baking soda and vinegar to vase a couple times)* Each time baby drinks more milk, there are 20 more minutes of acid.

When this scenario is repeated over and over, those baby teeth end up sitting in acid all night long—getting weaker, softer and more susceptible to decay.

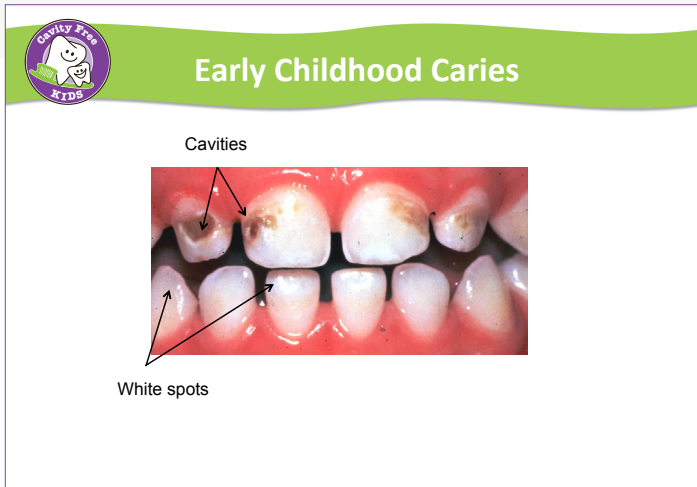
This is how children get cavities. And the same thing happens to adult teeth when we constantly sip on sugary drinks like juices, lattes or soda or when we constantly eat or **"graze"** on crackers, cereal or other carbohydrates throughout the day.

When we eat regularly scheduled meals and snacks our saliva flows on our teeth and gives them time to rest and repair. This can strengthen or re-harden them.

Under **"We Can Prevent Cavities"** add **"Rest and Repair Between Food and Drink"**.

Basic 1: Baby Teeth Are Important

Early Childhood Caries



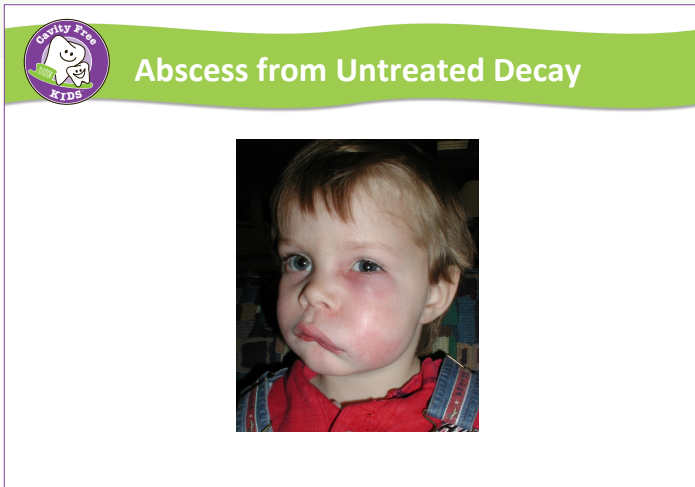
Show Examples of Tooth Decay

In this photo you can see early stages of decay, the white and brown spots, and more advanced decay, the black spots.

- Tooth decay is a progressive disease. Those weak and soft areas will continue to get worse if nothing is done.
- Wait and see is **NOT** good advice when it comes to teeth. If decay is caught in the early stages it can be stopped or reversed.
- Infections called abscesses are common when decay progresses to the center of the tooth (pulp).

Basic 1: Baby Teeth Are Important

Abscess from Untreated Decay



Show an Example of an Abscess and Describe What Action Should Be Taken

This child has an abscessed tooth that has not been treated. The infection has caused swelling of his face that is beginning to spread up to his eye. It will continue to spread to other parts of his body unless treatment is started immediately, within 24 hours.

Children and adults can become so sick from this type of infection they can die.



Activity: Pair Share and Report Out

Now that you have heard some oral health messages from Basic 1: Baby Teeth Are Important, turn to your neighbor and discuss these questions.

- **What was new to you?**
- **What did you learn?**
- **What surprised you?**

In five minutes, come back and be prepared to share your thoughts with the group.

(Call on one or two participants)

Basic 1: Baby Teeth Are Important

CFK for Infants and Toddlers



For Programs with Infants and Toddlers

Highlight CFK for Infants and Toddlers:

Each of the 5 Basics of Oral Health include a section titled **CFK for Infants and Toddlers**. It is located on the page after Big Bites.

CFK for Infants and Toddlers is designed to:

- Integrate oral health concepts and practices into infant and toddler classroom routines;
- Share oral health information with families so they can practice good oral health habits at home; and
- Introduce oral health concepts to children at an early age.

Turn to page 14 to see ideas for CFK for Infants and Toddlers. You can see under the heading **Daily Routines** there are things to do while diapering, mealtime, and playing.

Under **Activities** look at the first bullet to see how you can introduce the concept of “sticky”, or tooth unhealthy foods, using contact paper. *(pass around contact paper)*

Many of the activities for big kids can be adapted for infants and toddlers. The Circle Time Lessons and Learning Centers that are appropriate for infants and toddlers have a Infant and Toddler icon next to them.



Activity: Integrate CFK with Infants and Toddlers

Write down two ways you can incorporate CFK into infant and toddler classrooms?

(Ask two people who work with infants and toddlers to share)

Basic 2: Water for Thirst

Title Slide

Section Time:
10 minutes



Write **Water for Thirst** on the white board or flip chart.

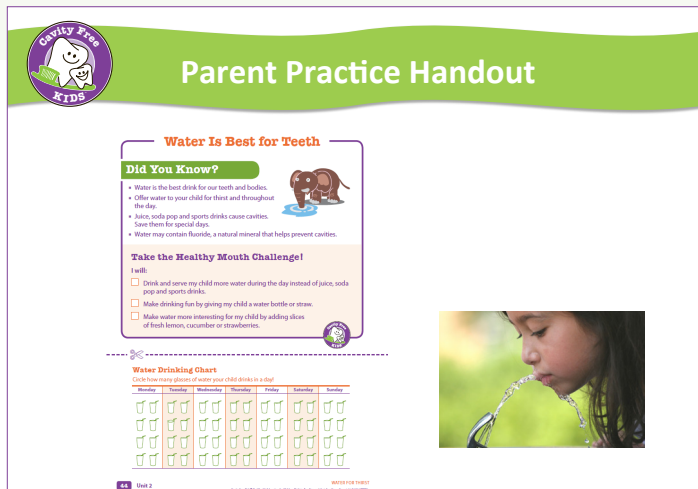
Basic 2 is Water for Thirst.

- One of the reasons decay rates are increasing is from all the sweetened drinks people sip on throughout the day.
- Rather than sipping on sugary beverages why not choose the one drink that is not only healthy for your body but is great for your teeth too—water! It comes right out of your tap at home.
- In many communities, tap water has fluoride which helps strengthen the teeth and make them more resistant to cavities.
- Remember—drink **WATER FIRST FOR THIRST**. Save juice and soda for special days.

Note: Some families may have grown up in places where tap water is not safe to drink; remind them that it is safe to drink water in the United States.

Basic 2: Water for Thirst

Parent Practice Handout



Show and Explain the Purpose of Parent Practice Handouts

Children do not control many of the decisions about their health, so it is critical to reach parents.

Take a minute to look at the **Parent Practice Handout on page 44.**

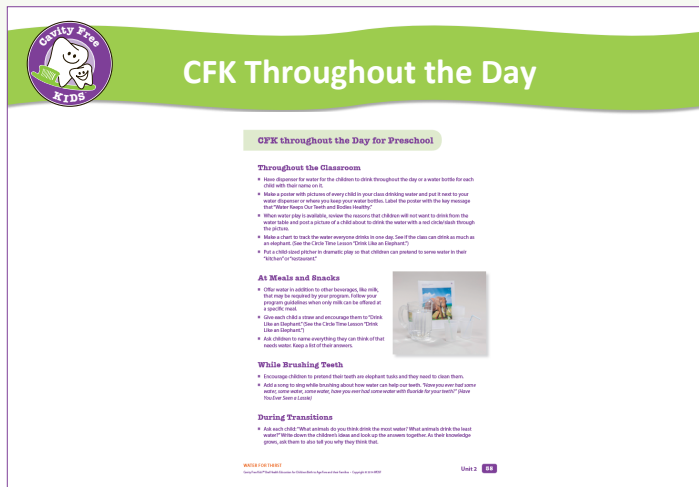
Parent Practice Handouts:

- Offer information for parents.
- Encourage parents to interact with their children by either talking or doing things together.
- Reinforce what you're doing in your classrooms; share them with parents on days you're using CFK in your classroom.

Each handout has a **Healthy Mouth Challenge**. Families can make a commitment to healthy teeth by choosing one of the options to try. This handout challenges parents to serve water instead of sugary drinks and includes a chart families can cut out and hang up at home.

Basic 2: Water for Thirst

CFK Throughout the Day



Discuss How to Promote CFK Throughout the Day in Classroom Practices, Routines

Let's talk about how to embed CFK in your classroom practices and routines.

The biggest impact happens when the environment supports oral health. There are many times during the day that CFK messages can be woven in to other topics and embedded into daily routines. Ideas for how to do this can be found in every Basic of Oral Health in the section called **CFK Throughout the Day**.

Demonstrate Incorporating a CFK Song into Transitions:

How about excusing your kids from Circle Time to their next activity using a song about drinking water? Let's pretend Circle Time is over. As I sing your name take a drink of water! *(depending on the size and familiarity of the group, have water and cups at each table or demonstrate by pouring a glass of water for a few people in front).*

[Child's name] and [Child's name] are drinking up the water,

drinking up the water, drinking up the water.

[Child's name] and [Child's name] are drinking up the water, gulp, gulp, gulp, gulp, ahhhhh!



Activity: Promoting Water in the Classroom

- Work with a different partner (or small group) to develop a list of practical ideas that would work in a classroom to get kids drinking water instead of sugary beverages.

(Ask groups to report back)

Basic 3: Tooth Healthy Foods

Title Slide

Section Time:
10 minutes



Introduce Basic 3: Tooth Healthy Foods


*Write **Eat Tooth Healthy Foods** on the white board or flip chart.*

The food + germs = acid attack; the Learning Center Activity demonstrated **HOW OFTEN** we eat increases our risk for decay .

WHAT WE EAT—Making tooth healthy food and beverage choices—**CAN SIGNIFICANTLY REDUCE** the risk of developing cavities.

Basic 3: Tooth Healthy Foods

Parent Activity: Nutrition Facts Label

Parent Activity: Nutrition Facts Label

Nutrition Facts	
Serving size 8 oz. Servings per container 2	
Amount Per Serving: Calories 180	
<u>Total Fat</u>	
Saturated	
Unsaturated	
<u>Cholesterol</u>	
<u>Sodium</u>	
<u>Total Carbohydrate</u>	
Fiber 1 g	
Sugar 28 g	

4 grams = 1 teaspoon

To calculate:

- Find # grams of sugar listed on label
- Divide by 4
- = # teaspoons of sugar per serving

Demonstrate Guess the Sugar in Drinks Parent Night Activity

(See page 99)

Time: 3 minutes

It's not always easy to determine if foods are tooth healthy or tooth unhealthy. One way to find out is by reading the nutrition facts labels

located on most food items (see page 102).

Let's look at a chocolate milk label. (*Hold up a 16 ounce bottle of chocolate milk*). The first thing to find is the serving size. All of the information on this label is based on **JUST ONE SERVING**.

Since carbohydrates increase the risk for decay, look for the heading **Total Carbohydrates**. It lists fiber and sugar. Note that foods with a high fiber content are better for your teeth because they are harder for the germs to break down and create acid attacks.

This label lists sugar as 28 grams. Since it is hard to visualize a gram we will convert them into teaspoons. **To convert: take the # of grams and divide by 4.**

28 grams divided by 4 equals 7 teaspoons of sugar. That's 7 teaspoons of sugar in one serving. If you are going to drink the entire bottle, you need to multiply this number by the number of servings, in this case, 2. (*Ask audience for total teaspoons*) There are 14 teaspoons in this bottle of chocolate milk.

Additional Information (*If time permits or if participants have questions*):

The American Heart Association recommends limiting daily sugar amounts to:

- Adult males: 9 teaspoons of sugar
- Adult females: 6 teaspoons of sugar
- Kids age 4-8: 3 teaspoons of sugar

Basic 3: Tooth Healthy Foods

Tooth Healthy vs. Tooth Unhealthy



(If time permits)

Demonstrate the Sugar Content in Some Foods

(See pages 101 and 105)

Time: 5 minutes

A powerful activity is to guess the amount of sugar in a few common foods and drinks and then spoon that amount into a container.

This activity is great for a family night. Directions for Parent Activities are located in the section titled **Family Engagement Tools**. For each Basic of Oral Health, you will see Instructions for Activities, followed by Parent Handouts. The Parent Handout on the screen could be a good discussion starter. To find instructions for the sugar demo and a list of common foods go to page 106 in Basic 3.

Let's guess how much sugar is in: *(Go to audience and ask them to spoon in sugar; choose 2 or 3 foods or drinks)*

1. Lucky Charms cereal - 1 cup = 3.5 Tsp
2. Granola bar: crunchy low fat 3 t.
3. Juice: 1 Capri Sun has 6.5 to 7.5 teaspoons *(Make comments to emphasize sugar in juice and whole fruits as a better choice.)*

It is unrealistic to ask people to give up foods that contain sugar and carbohydrates completely. **That's why CFK encourages eating tooth healthy foods everyday and saving those tooth unhealthy foods—the ones loaded with sugars and carbohydrates—for special occasions.**

Choose Healthy Foods Activity:

(If time permits or optional activity. Large or small group depending on number of participants)

Another activity that can be adapted for both adults and children is to sort foods into *(hold up bag)* foods that are healthy to eat every day and *(hold up other bag)* foods we should save for special days. There are a few examples of foods on your table. When I come to you, hold a food for everyone to see then decide which bag to put it in. The directions for preschoolers are on page 48.

Basic 4: Brush, Floss, Swish

Title Slide

Section Time:
10 minutes



Write **Brush, Floss, Swish** on white board or flip chart

Introduce Basic 4: Brush, Floss, Swish

Basic 4 teaches children and families about brushing, flossing, and swishing.

Let's look again at the vase from the acid attack demo (*hold up vase with pepper/soda/vinegar*)

Notice how the pepper (germs) has spread around the mouth (vase) and created a film on the sides of the vase?

This film is called plaque. We can get rid of plaque by brushing and flossing. (*Use small toothbrush to clean off a little bit of pepper*)

It is recommended to brush twice a day—once after breakfast and again before bed.

Flossing removes plaque and debris that sticks between the teeth in places your brush can't reach. Although flossing is **NOT** a school activity it needs to be encouraged and taught to children to help them develop the healthy lifetime habit.

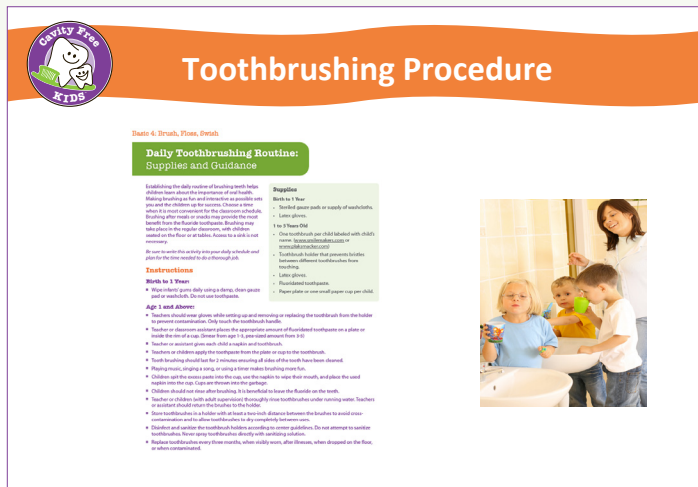
Swish and swallow is great for times between brushings when you want to stop the acid attacks.

It should be used in **ADDITION** to brushing and flossing. It does not remove the germs but can help to wash away the food that is stuck on the teeth and stop acid attacks.

Take a gulp of water and vigorously swish it around the mouth...then swallow or spit it out. (*Pour in a little water and swish it around vase*)

Basic 4: Brush, Floss, Swish

Toothbrushing Procedure



For Programs Implementing Toothbrushing

Discuss Challenges and Opportunities:

(Assess needs of the audience by asking questions. Examples below)

1. Are your children brushing their teeth during the day?
2. Are they excited and motivated to do it?
3. How is the process going for you? If you have any glitches or trouble spots, let's brainstorm some ideas to help it go more smoothly (brainstorm).
4. How do you feel it is going for families at home? Do parents understand the importance of brushing? Are they making sure it gets done? How do you know?

For Programs Not Implementing Toothbrushing or Expressing Difficulty

Demonstrate Setting Up A Toothbrushing Procedure:

(Bring a sample of a cup, toothpaste, napkin, toothbrush)

- Teachers are sometimes reluctant to start brushing teeth. They have nightmares of lining kids up in the bathroom while they have sword fights with their toothbrushes. On page 60, there is one toothbrushing procedure that is easy to implement and fun for children.
- You don't need to use the bathroom. You don't even need to use a sink. You can do it when children are sitting at tables after they have eaten or with children sitting in a circle.
- While the children eat breakfast, have the teacher or assistant set up a little paper cup with a pea sized dab of toothpaste, for each child. Setting it up this way prevents cross contamination.
- Next to each child put a napkin, the little cup, and the toothbrush that has been labeled with his name. Then children brush.

Basic 4: Brush, Floss, Swish

How to Brush



Discuss Parent Practice Handout

- This slide is of a Parent Practice Handout that shows families how to brush. It is in the Family Engagement section on page 107. You could send this home for parents to hang in their bathrooms.

What other ways can you imagine using this page?

(Examples: hang poster at school, make a book, make a sequencing puzzle)

For Programs Not Implementing Toothbrushing

- Brushing shouldn't seem like a chore! Making it fun and easy at when you start toothbrushing helps to set a positive tone and prevent whining and chaos.
- On page 61, you'll find a lesson that you can use to introduce toothbrushing in your classroom.
- Brushing teeth at school is not as effective as individual brushing at home, but helps introduce and reinforce the habit.

Basic 4: Brush, Floss, Swish

How to Brush (continued)



Demonstrate Toothbrushing

Time: 3 minutes

Here is a fun way to get children excited about toothbrushing.

Pretend you are children in my class.

(Ask) **Are we ready to brush?** *(Response)*

Those cavity bugs are very ticklish! If we tickle them, they will go away! Let's tickle them together! Touch your toothbrush to your teeth and make 5 itty, bitty, teeny tiny tickly circles on each tooth. **Can you count with me?** 1,2,3,4,5. Good! Now let's move to the next tooth, 1,2,3,4,5. Fantastic!

I can hear those cavity bugs saying, "Oh! I'm being tickled; I don't want to stay in this mouth anymore". Let's keep tickling until we've tickled all the outsides of our teeth. Now, let's tickle the insides. Don't forget the bumpy places where you chew food! Continue to bottom teeth.

Those cavity bugs are trying to get out. **Should we swallow them?** *(Response)* NO! Let's spit them out into our cup! **Are we done brushing?** *(Response)* NO! We have to brush our tongue to get the rest of the germs so our breath isn't stinky!

Use your napkin to wipe your mouth then put it into the cup. Let's throw those germs away into the garbage and rinse our brushes! Excellent job!!

You may find playing music, like Raffi's "Brush your Teeth", using timers, or brushing with the children helps children get excited.

Basic 4: Brush, Floss, Swish

Toothbrush Storage



For Programs Needing Guidance on Toothbrush Storage

Discuss Toothbrush Storage:

When everyone is done brushing, the adults collect the toothbrushes, rinse each in hot water and store them safely.

When storing brushes it is important that:

- They are labeled.
- The brushes do not touch each other.
- They are left uncovered to air dry.

There are lots of options for storing toothpaste:

- Use a tray with individual cups to hold brushes. Label each brush and cup with the child's name. You can transport them to the toothbrushing area when needed.

Follow the toothbrushing protocol set by your organization—National Head Start or Washington State regulations.

Basic 4: Brush, Floss, Swish

Fluoride Helps Prevent Tooth Decay



Fluoride Helps Prevent Tooth Decay

Fluoride:

A natural mineral that helps prevent cavities

Fluoride Sources:

- Tap water in many communities
- Fluoride varnish, rinse, gel, toothpaste, drops and pills

Visit: www.ilikemyteeth.org

Information about Fluoride

- Did you notice that children don't rinse after brushing?
- It is recommended that children spit but not rinse after brushing so that the fluoride in the toothpaste has more time to strengthen the teeth.
- Be sure to follow center guidelines for the amount of paste to use or follow the general rule: a smear when they appear and at 3 the size of a pea.
- Since there are sometimes misconceptions about fluoride, we have included a Parent Practice Handout in your binder; share it with families or tell them to visit www.ilikemyteeth.org
- On page 120 is a handout that you can share with parents that includes facts about fluoride. It's part of a set of resources called **Little Bites** that include information for parents about special topics (fluoride, sealants, emergencies, etc).

Basic 5: Going to the Dentist

Title Slide

Section Time:
10 minutes



Write **See the Dentist** on the white board or flip chart

Introduce Basic 5: Going to the Dentist

- Practicing healthy oral health habits in school and at home is important; it is also essential to have regular dental care.
- Regular dental checkups are important for every child (& adult) because changes in teeth can happen quickly.
- A dentist focuses on preventing and treating problems with the teeth and gums.
- Every family should have a dentist that they visit regularly.

Basic 5: Going to the Dentist

Visiting the Dentist



Visiting the Dentist

- First Visit, First Birthday
- Regular checkups – catch early decay and make teeth stronger (cleaning, fluoride varnish, x-rays)
- Treatment – important to follow up



Explain First Visit by First Birthday

It is recommended that children have their **“First visit by the First birthday”**. This may be at a dental office or by a medical provider.

- If a child has not had their first visit by their first birthday, encourage parents to get them in as soon as possible.
- If families wait until age three, decay could already be severe.
- If tooth decay is found during the dental exam, a follow-up appointment will be scheduled. It is important to encourage and support parents in scheduling these appointments. Putting off treatment can lead to more serious health issues.

Show Activities That Teach Children What to Expect at the Dentist

- As classroom teachers your role is **NOT** to connect families to the dentist. Your role is to help children understand why we go to the dentist and to help prepare children for what they might expect when they get there. Turn to page 74 in the classroom book to view a variety of Circle Time Lesson and Learning Center Activities about visiting the dentist.

OR:

- **What would you put in a pretend dentist office?**

Because your role is also to share with parents what their children are being taught, remember to send home the art activities and Parent Practice Handouts.

Basic 5: Going to the Dentist

Connecting Families to Care



Connecting Families to Care

- Access to Baby and Childhood Dentistry (ABCD)
- Private Insurance



For Staff Assigned to Connect Families with Dental Care

Discuss Resources for Connecting Families with Dental Care:

- It is often hard to get families to schedule and keep dental appointments.
- Our goal is that every child will have a dental home. The good news is that in Washington state this can be a very real goal.
- Every child who is Medicaid eligible can be connected to a dentist through the Access to Baby and Child Dentistry (ABCD) program. **Have you heard of it? If so, what have you heard?**
- ABCD program will connect families with Medicaid eligible children 0 to 5 to a dentist in their area. ABCD dentists are trained to provide dental care to young children.
- Children who are not on Medicaid may be insured privately. Encourage families to check their own dental plans and establish a dental home.

Additional Information

If they ask, access for adult care is not as easy—children and pregnant women have become the current focus in our state. Refer them to WDSF’s website—it includes a list of Federally Qualified Health Centers (FQHCs) or there local health department.

Family Engagement Tools



Review Family Engagement Tools

Need some help planning Family Nights? Or including CFK Activities at recruitment or health fairs or even literacy events? You will find some ideas in the **Family Engagement Tools** section on page 87.

Here you will find things to help you reach families like:

- Frequently Asked Questions for your reference
- Conversation Starters to help you bring up the subject of oral health
- Family Night Activities: activities, discussion questions and parent practice handouts that you can use to educate families about oral health
- Information Bites: short messages ready for you to use.
- Little Bites: additional Parent Practice Handouts addressing the following topics: Teething, Lift the Lip, Fluoride, Sealants and Accidents.

(Ask) **How do you communicate with parents?** Newsletter? Website? Bulletin board?

(Ask) **How about including a CFK corner?**

CFK Appendix



Share What Is Included in the Appendix

Turn to the Appendix list of contents on page 122.

- There is an Early Learning Domain Crosswalk which outlines how using CFK meets learning goals.
- There is a list of recommended books for children.
- There are templates (master copies) and song posters; use these to deliver Circle Time Lessons and Learning Center Activities.

Share Website Information and Address

- The website includes more CFK lessons, activities, parent engagement tools, and other resources.
- When you get home (or now, if appropriate) go to **www.cavityfreekids.org** to register to gain access to the website.

Commit to Oral Health

Section Time:
15 minutes



Commit to Oral Health

- Requirements
- Themes
- CFK Day, Week, Month, Year
- One Circle Time
- Supportive Learning Centers

Discuss Using CFK

- As you think about using CFK, you might think in terms of requirements, themes, and/or schedules.
- Many CFK lessons and activities fit into themes you already address like animals, community helpers, or even transportation—you could set up a bus to take kids to the dentist.

- Any of the Cavity Free Kids activities can fulfill your Health requirement. Many can be used to fulfill your Nutrition requirement.

Please decide how often you will fit oral health activities into your daily, monthly or yearly plans and schedules.

- Most people we've worked with have incorporated CFK into daily routines and practices and taught lessons and/or organized learning centers about once a week; and
- Shared information with parents (via notes, parent handouts) about once a month.



Activity: Plan CFK for Your Classroom

Work individually or with your partner again to do some planning (*change partners so working teams are together*). Look through your book or use your sticky notes and decide how you will use Cavity Free Kids in your classroom. You will have five minutes to plan and then report back.

(Write discussion items on white board or flip chart)

- 1. Think about two themes that you use in the classroom where you will incorporate oral health.**
- 2. Decide how often you will use CFK activities.**
- 3. Plan one CFK Day:** Choose one Circle Time Lesson you will teach and two Learning Center Activities that you will set up in your classroom.

(Return and share: 5 minutes)

A Lifetime of Good Oral Health

Section Time:
5 minutes



For a Lifetime of Good Oral Health



Activity: Test Your Oral Health Knowledge

Let's check your oral health knowledge. Raise your hand if you know the answer
(Call on people randomly—ask for *SHORT* answers):

1. Name one tooth healthy drink. (*water*)
2. Which types of foods are tooth healthy? (*protein, fruits, vegetables*) Tooth unhealthy? (*sugars, carbohydrates*)
3. Name one way you can incorporate CFK into snack time.
4. What is one way you can communicate to parents the importance of oral health? (*send home art, handouts, meetings*)
5. What are some ways to make brushing more fun? (*songs, timers*)
6. Which is better for teeth: 100% apple juice or an apple? (*apple*)
7. Where can you find more CFK activities and information? (*website*)
8. Bonus: How many teaspoons in 16 grams of sugar? (*16 divided by 4 = 4*)

Close and Distribute Feedback Form

You are now ready to become Cavity Free Kids champions and to change the oral health of the families you serve.

Thank you for coming and participating. Any questions...comments?



Activity: What We Can Do To Prevent Cavities

At the end of the activity, participants will have a clear understanding of proactive practices they can teach children and families to prevent cavities.

Instructions:

1. Write across the top of a white board or paper:

Germes + Food = Acid → Cavities

2. Next, write:

We Can Prevent Cavities

3. Underneath this write:

- Rest And Repair Between Food and Drink
- Water First for Thirst
- Eat Tooth Healthy Foods
- Brush, Floss, Swish
- See the Dentist

For Infants And Toddlers Also Include:

- Do Not Share Germs
- Keep Mom's Mouth Healthy
- Daily Home Care
- First Visit, First Birthday

4. Present material. Check or circle each concept as you talk about it.

To involve participants, give everyone paper (blank or with headings already printed) and ask them to make their own list as you mention each concept.

Oral Health Education for Children Birth through Age Five, and Their Families



CFK Planning:

Indicate below how you will use Cavity Free Kids in your classroom. You will have five minutes to plan and then report back.

Here is your assignment:

1. **Think about two themes that you use in the classroom where you will incorporate oral health.**

Theme #1 _____

Theme #2 _____

2. **Decide how often you will use CFK activities** i.e., daily, weekly, monthly, yearly

I will use CFK activities _____

3. **Plan one CFK Day: Choose one Circle Time Lesson you will teach and two Learning Center Activities that you will set up in your classroom.**



Oral Health Education for Children Birth through Age Five, and Their Families



CFK Planning (continued):

4. List 3 ways you will incorporate CFK throughout the day to extend the learning of the lesson you chose.

5. How will you share with parents the CFK concepts you're teaching in the classroom?
(Parent Practice Handouts, Parent Meeting/Family Night Activities, other)

Oral Health Education for Children Birth through Age Five, and Their Families



Training Evaluation

Name: _____

Role: _____ Training Date: _____

1. Please rate how much you agree or disagree with each of the following statements:

5 = agree and 1 = disagree	5	4	3	2	1
The training met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concepts were clearly explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training provided adequate time for activities, discussion and questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training has prepared me to implement Cavity Free Kids in my center, classroom, or during home visits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The training motivated me to use Cavity Free Kids with children and families on a regular basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. What aspect(s) of the training, if any, were most useful to you?

3. What aspect(s) of the training, if any, were least useful to you?

4. Two things I learned about oral health today are:

Thank You!



Certificate of Completion

Cavity Free Kids: Oral Health Education for
Children Birth Through Age Five, and Their Families

Name

Hours

Instructor's Name

Date

**Washington Dental Service
Foundation**

Community Advocates for Oral Health