



# TEACHER NOTES

## Introduction



The Aquafresh Schools Club is a two-lesson education programme introducing pupils to important facts and information about teeth and oral health. Through curriculum-based literacy resources, children aged 5-7 will learn the science behind teeth and what good tooth brushing and oral hygiene looks like, as well as exploring how cleaning teeth can become fun with the creation of two-minute stories to be read and listened to during brush time.



Kids' oral health is very important. The enamel on milk teeth is 50% thinner than on adult teeth and if they aren't properly cared for then permanent teeth may not come through healthy and strong. New adult teeth can also take up to three years to reach full strength.

Unfortunately, children's oral health in the UK is not in a great place. Every year there are 60,000 school days lost to tooth extractions and poor oral health. Tooth decay affects a staggering 25% of 5-year olds<sup>1</sup> and remains the leading cause of hospitalisation in children aged 5-9<sup>2</sup>.

We know that brushing teeth can be a big challenge for parents. Aquafresh is here to help! These resources are designed to help empower young people to take ownership of their dental hygiene; helping them to understand its importance and to see brush time as fun time (and not a chore!)

For advice on kids' oral health, see

<https://www.nhs.uk/live-well/healthy-body/taking-care-of-childrens-teeth/>

## Programme overview

This programme is designed to be easily adaptable for the needs of your learners. You could deliver lesson one as a stand-alone activity over an hour, or you could deliver the entire programme over a longer period of time. All content is curriculum linked and there are suggestions for tailoring the activities throughout the resource.

## Included in this resource

1 x classroom PowerPoint presentation (lesson 1 and lesson 2)

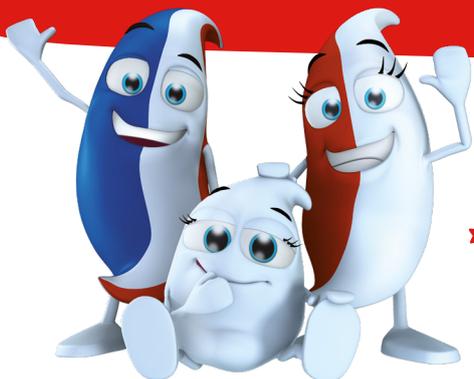
1 x Teacher notes (this document)

(lesson plans, learning objectives and curriculum links)

1 x Parent letter (including brushing chart and competition entry form)

3 x Pupil activity sheets:

- Healthy for teeth/unhealthy for teeth food cards
- Story mat and mind map
- Storyboard and character profiles



<sup>1</sup><https://bda.org/news-centre/press-releases/uk-schools-get-f-for-fail-in-global-survey-of-dental-health> (accessed Feb 2020)

<sup>2</sup><https://publichealthmatters.blog.gov.uk/2017/06/14/health-matters-child-dental-health> (accessed Feb 2020)



## Lesson 1: The Science of Teeth and creating Brush Time Tales

Pupils are introduced to the importance of dental hygiene. Through a series of competitive team-based challenges, pupils learn fun facts about teeth, how to care for them and practice brushing technique. Using the vocab from the lesson as a springboard, they collaboratively create an inspiring two-minute tale to share with the class. Pupils are made aware of and encouraged to enter the Aquafresh Brush Time Tales competition following lesson 1. See [Competition Entry Form](#) for details.

### Home Learning

Pupils create a fictional two-minute story which is exciting and engaging for fellow tooth-brushers to listen to or read at home while they clean their teeth.

## Lesson 2: Telling Brush Time Tales

Pupils can come together for an additional (optional) lesson to improve and share their stories. They consider what makes a great story and work together to edit theirs; enhancing their characters, story structure and use of language.

### Brush Time Tales competition

Not all children are brushing their teeth for the recommended two-minutes (in fact, almost 40% brush theirs for less than one minute<sup>3</sup>). Aquafresh are running a national competition to try and address this problem. We're looking for two-minute stories that will entertain children and their parents while they brush their teeth. The winning stories will be made available to young people all over the UK; helping the nation brush for the recommended two minutes and making brush time more fun in the process! See [Competition Entry Form](#) for details.

### To be successful

Stories can be about absolutely anything! All we ask is that they take two minutes to read aloud.

### How to enter

Complete a competition entry form and return it to us by **Wednesday 11th November 2020**. You can post your entries to Aquafresh Brush Time Tales, We Are Futures, 1 Paris garden, London, SE1 8ND. Or you can scan or take a high-quality photograph of the form and email it to: [competitions@nationalschoolpartnership.com](mailto:competitions@nationalschoolpartnership.com). Where a printer/scanner is not available, a typed entry submitted via email (word version provided) will also be accepted. Internet access required. One entry per person only. No purchase necessary.

### Prizes

- A copy of their story for themselves and their school, brought to life by illustrator Becka Moor and publicised by Aquafresh.
- An iPad with the latest apps to help encourage those story-writing skills for themselves.
- £500 of Oxford Reading Tree vouchers for their school.
- A stack of Aquafresh samples for their class.



Prizes illustrative purposes only

UK and ROI primary school age residents only, normal exclusions apply (see full T&Cs <https://nationalschoolpartnership.com/initiatives/brush-time-tales/>). Entrants must obtain the consent of their parent or legal guardian. Competition entries must be received no later than **Wednesday 11th November 2020**.

**How to enter:** Complete a competition entry form and post it into Aquafresh Brush Time Tales, We Are Futures, 1 Paris garden, London, SE1 8ND or scan/take a high-quality photograph and email to: [competitions@nationalschoolpartnership.com](mailto:competitions@nationalschoolpartnership.com). Where a printer/scanner is not available, a typed entry submitted via email (word version provided) will also be accepted. Internet access required. One entry per person only. No purchase necessary.

**Prizes:** One overall winner will win one Apple iPad, 1x framed illustrations of their winning story by Becka Moor. The school named on the winner's competition entry form will be entitled to receive the prize of £500 of Oxford Reading Tree vouchers, 1x framed illustrations of their winner story by Becka Moor and their class will receive a selection of Aquafresh samples. Winners must accept their prize within 3 working days of being notified. Prizes are subject to availability. Entries cannot be returned and you agree to assign to the Promoter all your intellectual property rights.

Full prize details and T&Cs at <https://nationalschoolpartnership.com/initiatives/brush-time-tales/>. Winning entries chosen by a panel based on engagement and entertainment value. Winners will be notified by 18:00 on Friday 27th November 2020 using the contact details provided with their entry. By entering you agree to your personal data being used by the Partner Agency in accordance with their Privacy Notice [<https://www.wearfutures.com/privacy-policy/>]. Promoter: GlaxoSmithKline Consumer Healthcare (UK) Trading Limited of 980 Great West Road, Brentford, Middlesex, UK, TW8 9GS. Partner Agency: We are Futures a trading division of Accessibility Ltd, 1 Paris Garden, London SE1 8ND.

<sup>3</sup><https://www.mydentist.co.uk/big-smiles-blog/article/the-dental-blog/2016/10/18/parents-in-the-uk-put-the-teeth-of-seven-million-children-at-risk> (accessed Feb 2020)



## Lesson 1: The Science of Teeth and creating Brush Time Tales

Before the lesson, group pupils into mixed-ability teams of three or four. Try to match pupils with good literacy with those who may struggle. For the toothbrushing activities, you could ask pupils to bring in their own toothbrushes for the lesson, or alternatively you could provide one toothbrush per team (students will not actually be brushing their teeth, they instead will be practicing the actions needed for good teeth brushing).

### Resources Required

- One brand new toothbrush per team or, if possible, ask pupils to bring their own in from home ahead of the lesson (Students should not be brushing with shared toothbrushes - only miming with them!)
- **Classroom PowerPoint presentation**
- Paper
- Whiteboards (optional)
- Pens or pencils
- Timers/stopwatches
- **Activity sheet 1: Food Cards** (one per team)
- **Activity sheet 2: Story Mat and Mindmap** (one per team)
- Dice (one per team)
- **Parent Leaflet and Competition Entry Form** (one per pupil)

### OBJECTIVES AND OUTCOMES

- To understand the importance of teeth and looking after them.
- To learn practical ways that they can take care of their oral health.
- To develop reading and writing skills through a range of collaborative and creative challenges.

### Starter: Ready, steady, draw

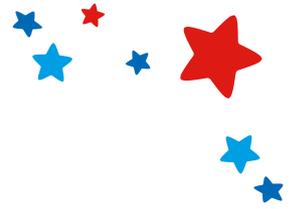
- Encourage pupils to draw something that represents what they know about their teeth (**slide 3**).
- Share ideas, assess understanding and correct any misunderstandings.
- Use **slide 4** to introduce the lesson objective: to appreciate how important teeth are and to understand how good oral hygiene can keep teeth healthy.

### Topic Introduction: oral health

- Display **slide 5**. Why are there two mouth diagrams? (Because we have two sets of teeth in our lifetime).
- Ask one half of the room to count the number of milk teeth (20) on the first diagram. The other half should count all the adult teeth on the other (32). What is the difference? (12)
- Discuss the tooth timeline so pupils understand how teeth develop.
- Either tell, or ask pupils to suggest, three ways milk teeth are important (**slide 6**). Compare ideas then click to reveal answers on the board.
- Emphasise that the enamel on milk teeth is thinner than on adult teeth and that if they aren't properly cared for then permanent teeth may not come through healthy and strong, and use **slide 7** to illustrate why it's important they take care of them.
- Display **slide 8** and take ideas from pupils about how they can help protect their milk teeth. Click to reveal answers.

### Team Time challenges (slide 9)

- Let pupils know that today they will be competing in a series of team challenges to learn about teeth, whilst also practising their reading and writing skills.
- Give each team **Activity sheet 1: Food Cards** to cut up
- Ask teams to come up with a team name. Write the names on the board with space to keep track of team points. Award team points at your own discretion, for answers, behaviour, effort and teamwork.



## Team challenge 1: Healthy for teeth/unhealthy for teeth cards sort

- Introduce the card sort ([slide 10](#)). Allow two-minutes. If possible, use a timer so pupils can see a visual countdown.
- Click to reveal answers on [slide 11](#). Check against team answers. Record team points.
- Award bonus points for any pupils that explain why a food is healthy for teeth/unhealthy for teeth (see notes underneath PowerPoint slides).
- Emphasise that eating the right food can help keep our teeth healthy, linking back to [slide 7](#) (Your milk teeth need you).

For more oral care related dietary advice, please see “Delivering better oral health: an evidence-based toolkit for prevention”, pages 32-37: <https://www.gov.uk/government/publications/delivering-better-oral-health-an-evidence-based-toolkit-for-prevention>

## Team challenge 2: Find the missing tooth sentence comprehension

- Use [slide 12](#) to introduce the task.
- Read the sentence on the board aloud and ask pupils to pick out the missing word that best completes the sentences on [slides 13-22](#). Answers are revealed after each sentence.
- One team member should write the correct word in the middle
- The first team to hold up the correct word gets maximum points. Record team points.
- Children should brush twice a day – once before bedtime and one other time during the day. They should also not rinse their mouth after brushing, as rinsing your mouth with water after brushing washes the fluoride away.
- Remind pupils they should also replace their toothbrush every three months and visit the dentist every six months.

For further advice, see: <https://www.nhs.uk/live-well/healthy-body/taking-care-of-childrens-teeth>

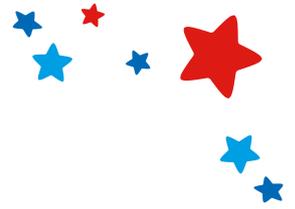
## Team challenge 3: Brushing up on how to brush

- Toothbrushes can be used – either brand new (one per team) or brought in from home. (Students should not be brushing with shared toothbrushes - only miming with them!). Alternatively, if toothbrushes are not available children can mime brushing their teeth.
- Watch the Aquafresh Brush Time tutorial on [slide 23](#). Inform pupils they will be demonstrating the technique in the clip so they should watch carefully and make notes if they like. If you have time you could play the clip more than once or ask pupils to do the actions as they watch.
- Introduce the challenge ([slide 24](#)). Volunteers must mime their proper brushing technique and estimate the two-minute time as best they can, without a timer. If teams are miming with a shared brush, they could pass it on after 30 seconds.
- You could display a timer behind the volunteers so the class can see whose estimate is closest. Pick a winner. Award points for technique and timing.
- Evaluate the technique and emphasise that it is hard to estimate time without measuring it properly. Discuss ways they could ensure they always brush for two minutes at home. Introduce pupils to the [Aquafresh Brush Time app](#), which has a two-minute song to brush along to.

## EXTENSION TASK: CREATIVE THINKING TASK (OPTIONAL)



- Use if you have extra time or would like to increase the challenge for older or more able pupils ([slide 25](#)).
- Encourage pupils to write down as many ideas of how to make brushing fun in two-minutes. Then, ask them to decide on their best idea, as a team.
- Award points for creativity and how well they worked as a team.



## Teeth challenge 4: Teeth types

- Explain that there are different types of teeth with different purposes (**slide 26**). Ask pupils to see if they can match the tooth types with the action they perform by holding up the correct number of fingers (1,2 or 3) indicated by the action.
  - **Answers:**
    - **Incisor - bite**
    - **Canine - tear**
    - **Molar - crush**
- Display **slide 27**. For the challenge, teams will work together to count how many incisors, canines and molars each team member has. Pupils should work in pairs to either count each other's teeth or count their own, taking note of the different shapes and sizes.
- Pupils should write the number of types of teeth for each person on their whiteboard, then add them up to get totals for the whole group.
- Award top points to the group who finish first.
- As an extension, you could ask pupils which teeth they would use when eating different kinds of food, to get them to further consider their different functions.

## Brush Time Tales Home Learning Task and competition

- Using **slide 28**, introduce the homework task.
- Pupils will complete the home learning task, and they can enter their story into the competition if they wish. All competition entries should be completed on the **Competition Entry Form** (see entry form for details).
- Answer questions and check understanding.

## Team challenge 5: Brush Time story mat (slide 29)

- Give each team **Activity Sheet 2: Brush Time Tables Story Mat** and dice. Explain that pupils have learned and used a wide range of vocab today which they will now use as inspiration for a two-minute story. They'll need to come up with something that will make brush time fun. Will it be funny? Sad? Exciting? Mysterious?
- Using **slide 30**, introduce the task and model how pupils will pick their three random words by rolling their dice:
  1. **To pick each word, they should roll the dice twice.**
  2. **The first roll tells them how many squares they must count across.**
  3. **The second roll tells them how many squares they must count down.**
  4. **They should write that word down in the space provided at the bottom of the story mat.**
  5. **Share words as a class.**
- Give pupils time to brainstorm story ideas around their three words using the **Activity Sheet 2: Brush Time Tables Story Mindmap**.
- Depending on your class, you may need to model this first by taking a group's three words and developing story ideas as a class.
- Give pupils time to develop their stories, as a team.
- Give them support as appropriate. Make sure all pupils understand what their random words mean and possible ways they could be used in a story.
- Remind them that their stories can be about whatever they want, there is no right or wrong. Focus them on the success criteria by displaying **slide 31** and referencing this throughout.
- Make this challenge easier for younger or less confident pupils by reducing the number of random words they must include or by letting them pick the ones that appeal to them.
- Allow time at the end of the lesson to share stories. Use the success criteria on **slide 32** to peer assess the stories.
- If pupils have brought in their toothbrushes, you might want to ask pupils to mime brushing their teeth as they listen to reinforce the technique they learned earlier.

## Plenary

- As pupils leave, encourage them to reflect on their learning by completing the sentences on **slide 33**. They could write the answer and review.
- Ensure pupils leave with their **Parent Leaflet and Competition Entry Form** and understand the home learning task.
- You may want to remind them to bring in their toothbrushes to the next lesson.

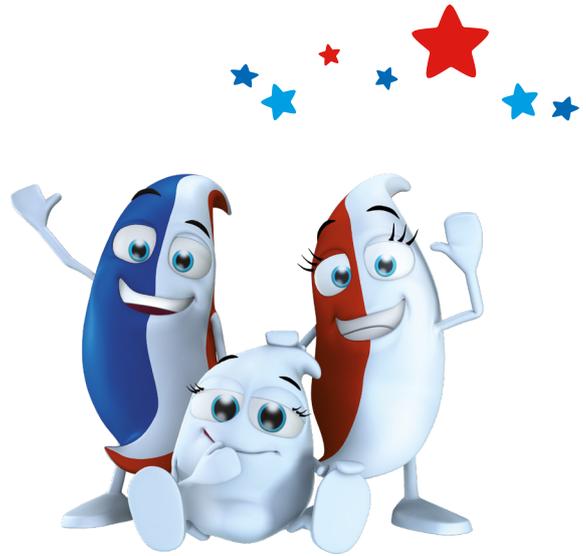




## Lesson 2: Telling Brush Time Tales

### Resources Required

- Classroom PowerPoint presentation
- Access to pupils' stories from the [Home Learning Task and Competition Entry Form](#)
- Whiteboards (one per pupil) or paper if not available
- [Activity Sheet 3: Storyboard and Character Profiles](#) (optional one per pupil)
- Access to online or paper thesaurus (optional)
- Timers (one per pair)
- Audio recording device (optional)
- Toothbrushes can be brought in from home (optional)



### OBJECTIVES AND OUTCOMES

- To develop storytelling skills by evaluating stories against success criteria
- To review stories and improve them, taking feedback and making changes
- To develop confidence by performing stories to an audience

### Starter: Wow word warm up

- Introduce the starter ([slide 35](#)). Using whiteboards (or paper if not available), ask pupils to write one word on each side.
- When pupils hold up their words, pick out descriptive words and praise creative ideas. You could write the correct spellings on the board so they can correct mistakes. Discuss possible synonyms to develop vocab further.
- Ask if pupils feel like they have healthy mouths since they became experts on protecting their teeth. Have they all completed the home learning task? How have they got on with toothbrushing since the last lesson?
- Introduce the lesson objectives ([slide 36](#)).

### Last lesson we learned... quiz

- Using whiteboards and [slides 37 – 46](#), recap on the learnings from last lesson. Once pupils have held up their whiteboards, click to reveal the answers.
- You may wish to have key words from last lesson up on the board for pupils to copy.

### What makes a great story?

- Check in on how the students got on with the homework task and remind them that they can also enter their stories into the Brush Time Tales competition ([slide 47](#)).
- Ask pupils to think, pair, share using [slide 48](#). Share ideas as a class and write ideas on the board.
- Reveal the success criteria on [slide 49](#). Encourage pupils to relate the criteria to their favourite stories. Introduce key word: editing. Great stories take time to write and often authors will rewrite the story lots of times (drafting) before these stories become really great. This is called editing.
- Pupils can complete three editing exercises to improve their story. However, depending on your class and the time available, you may wish to focus on the one activity that will be of most benefit your learners.





## Editing activity 1: Entertaining stories

- Using **slides 50 – 52**, discuss the characteristics of great stories. Relate to real life examples.
- Depending on time and the needs of your class, you could use **Activity Sheet 3** to create a simple 3 short storyboard that visually summarises their story.
- You may wish to encourage pupils to read sections of their story aloud to the class, or read them out on their behalf to model effective storytelling skills. Each time, make sure you time them for two minutes to reinforce the two minute message!

## Editing activity 2: Interesting characters

- Emphasise the importance of characterisation using **slides 53-54**. Pupils can add depth to their main character by completing the **Activity Sheet 3: Character profiles worksheet**
- Support pupils to review their story characters and use their profile to improve their characterisation. Share effective character descriptions with the class.

## Editing activity 3: Descriptive language

- Discuss some of the language techniques used in their favourite stories (**slide 55**). Can any pupils remember and repeat sections of their favourite stories? What makes them so memorable?
- Pick out some words and think of more exciting synonyms together as a class. Allow pupils to do this with their peers also.
- If appropriate, show pupils how they can use a thesaurus to improve their language.
- Allow time for pupils to edit the language in their stories and share successful examples.

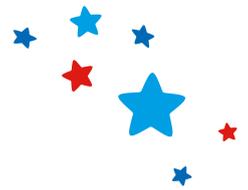
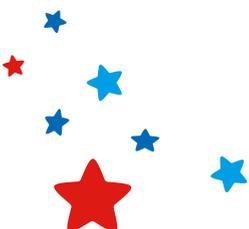
## Peer assessment

- Consider how you will pair your pupils up. You know your learners best. It is important to pair them with the right critical friend to ensure pupils remain confident and engaged in the creative process.
- Introduce the task (**slide 56**). Remind pupils to be positive about each other's work and use the criteria to make suggestions.
- If you are concerned about this process, or your pupils aren't ready, you could just ask pupils to time each other and make suggestions on how they can keep to the two-minute time frame.
- Increase the challenge further by encouraging pupils to work together to rehearse telling their tales to the class. Can they help each other's performances with sound effects or actions?

## Telling Brush Time Tales

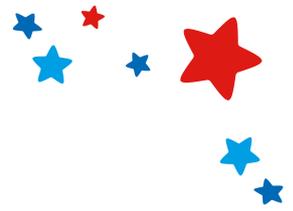
- Spend time sharing stories (**slide 57**). If possible, encourage pupils to mime brushing their teeth while listening to keep practising their brushing technique.
- Encourage pupils to make positive comments and offer lots of praise about the stories. Do pupils feel the editing process helped them make their stories even better?
- You may wish to spend time recording the stories as audio files and emailing them to parents or posting them on the school intranet so pupils can use them at home. Alternatively, pupils could type them up and they could be emailed to parents to be read aloud during brush time.
- Finally, remind pupils that they can enter their story into the competition (**slide 58**) and show pupils how to complete their **Competition Entry Form**. For full T&C's visit

<https://nationalschoolspartnership.com/aquafresh-tcs>





# CURRICULUM LINKS



## ENGLAND

### Science

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

### English

Plan their writing by discussing and recording ideas

Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements

Speak audibly and fluently with an increasing command of Standard English.

### PSHE

Participate in discussions, presentations, performances, role play/improvisations and debates.

## SCOTLAND

### Sciences

I know the symptoms of some common diseases caused by germs. I can explain how they are spread and discuss how some methods of preventing and treating disease benefit society

By researching, I can describe the position and function of the skeleton and major organs of the human body and discuss what I need to do to keep them healthy

### Literacy and English

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience

I can write independently, use appropriate punctuation and link my sentences in a way that makes sense

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features

### Health and Wellbeing

I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health

## WALES

### Knowledge and Understanding of the World

As they progress children should observe and make comparisons between humans and other animals. They should discover that animals, including humans, move, need food and water, as well as grow and reproduce

### Language, Literacy and Communication Skills

Develop the use of a storyline within imaginative writing.

### Personal and Social Development, Well-being and Cultural Diversity

The importance of healthy eating and how to make healthy food choices that include the foods that should feature in a balanced diet

## NORTHERN IRELAND

### The World Around Us

Understand the need to respect and care for themselves, other people, plants, animals and the environment

Show curiosity about the living things, places, objects and materials in the environment

### Language and Literacy

Understand that writing is a means of communication and can be used for different purposes, for example, writing messages for others to read

Share their writing with others

Write without prompting and make decisions about how and what they will write.

### Personal Development

Adopt healthy and hygienic routines and understand how to keep safe

## IRELAND

### Science Early Childhood

Make sense of the world around them

### Science Primary

Explore Living things

### English Early Childhood

Read personal writing aloud and hear it read. Develop the confidence to use approximate spelling

### English Primary

Experience how a story structure is organised by reading and listening to fiction.

### PSHE Early Childhood

Be as healthy and fit as they can be

### PSHE Primary

Develops children's sense of personal responsibility for their own behaviour and actions

