



TEACHER NOTES

Programme Summary

Every year in the UK there are 60,000 school days lost to tooth extractions and poor oral health. We know that brushing teeth can sometimes be a bit of a challenge, which is why Aquafresh is on a mission to add some sparkle and shine into teeth cleaning with a little help from the tooth fairy team and Captain Aquafresh. Aquafresh's Shine Bright education programme explores the importance of oral hygiene and the best way for children in schools across the UK to keep their teeth shining bright.



Legend has it that the better children brush their teeth, the brighter the tooth fairy shines.

Captain Aquafresh and the tooth fairy team from the 'Shine Bright Academy' (a school where tooth guardians from around the world are trained) need urgent help from your pupils!

The tooth guardians are responsible for keeping a close eye on children's brushing habits to ensure their teeth shine bright and grow strong, but their newest recruits keep forgetting the steps to good teeth cleaning.

Inspire pupils to learn about good oral care so they can share their knowledge with the new tooth guardian recruits. Using what they've learnt in class, pupils are invited to create a poem, song, picture or catch-phrase that will help the new tooth guardians ensure that the shine never wears off their children's teeth or the guardians that protect them.

Audience:

4-7 year olds across England, Scotland, Wales and Northern Ireland.

Learning outcomes:

- I can explain why cleaning teeth well is important for my overall health.
- I can describe and demonstrate different ways to keep my teeth healthy.

Timings:

35 minute in-school lesson followed by an optional 25-minute extension or a home learning challenge.

Key resources:

Teacher notes

- Delivery PowerPoint
- Top Tips Poster
- Mouth Myths and Tooth Truths Activity Sheet
- Competition Sheet
- Letter for breakfast clubs (including poster)
- Tooth Guardians Colouring Sheet (for completion in Breakfast clubs, in class or at home)

Main Learning

1. Welcome to the Shine Bright Academy

(10 mins)

- Excitedly gather children together, indicating that you have something exciting to tell them.
- Explain that you have had a message from a very special place called the Shine Bright Academy. This is where all tooth guardians (like tooth fairies and tooth mice) go to complete their Tooth Protection Training.
- Show [Slide 2](#) and introduce Captain Aquafresh as Chief Dentist and The Chief Tooth Fairy as the Headteacher at the Shine Bright Academy.
- Enthuse children about the mission of the Academy to recruit new tooth guardians and teach them a range of skills, including how to monitor tooth brushing in children. Explain that this is one of the daily tasks tooth guardians must do when they graduate from the Shine Bright Academy – they have to keep a close eye on children as they brush their teeth, to ensure their teeth stay healthy... In a whisper, reveal: “every time a set of teeth is not properly cleaned a night-time collector tooth fairy loses some of their brightness meaning they might not be able to find milk teeth that have fallen out!” Explain also that when tooth guardians spot children who haven't quite learnt how to brush their teeth properly, they recommend them for additional teeth cleaning training from their parents and teachers.
- Use [Slide 3](#) to introduce children to some of the new tooth fairy recruits from around the world.



Jean-Luc – a tooth mouse from France



Charlie – a tooth fairy from the UK



Anna Bogle – a tooth leprechaun from Ireland

- Explain to pupils that different cultures/areas around the world may interpret the tooth fairy differently. Ask pupils if they know of any other representations of the tooth fairy?
- Read aloud what these recruits are especially excited about learning at the Shine Bright Academy on [Slide 4](#). Can children spot the misconceptions each tooth guardian has? Encourage discussions amongst the class. Are there any other misconceptions they can think of?
- Captain Aquafresh and the Chief Tooth Fairy have sent the class an urgent message asking for help, as the new tooth guardians keep forgetting what good tooth brushing looks like. Read the email on [Slide 5](#) aloud to the class:
- We need your help! Our latest recruits keep forgetting what good teeth cleaning looks like and we need to find a way for them to remember. With your creativity and teeth-cleaning know-how we would like you to come up with a fun way for our recruits to remember six top tips for cleaning teeth when they are out in the field running daily tooth brushing checks.

2. Teeth Cleaning Experts

(20 mins)

- Ask children if they think they are up for the challenge and explain that the mission is super important because:
- **a.** The tooth guardians need to be able to spot the children who need help learning what good teeth cleaning looks like.
- **b.** The more children who brush their teeth correctly, the brighter the night-time tooth collectors shine so can find those teeth!
- Ask: What would happen if children weren't cleaning their teeth well? Take suggestions and show Captain Aquafresh's message on [Slide 6](#) about how we can get cavities if we don't brush our teeth properly, and that not taking care of our teeth can lead to all kinds of other problems – like mouth diseases and bad breath. Explain that cavities are small holes that appear in teeth that can make your teeth feel sore.

	<ul style="list-style-type: none"> • Before you accept the mission, Captain Aquafresh and the Chief Tooth Fairy need to check children are right for the job! Complete the quiz for the Shine Bright Academy on Slides 7-19 to ensure children are mission-ready: pupils identify what they think they should be doing in the quiz then explore the top tips for each answer. If space is available, encourage children to move into groups and indicate which answers they agree with. Celebrate children's knowledge and address any misconceptions. • Can children think of anything else they can do to keep teeth healthy? Take suggestions. (e.g. A trip to your dentist every six months can help check that your teeth are strong and healthy; Try to avoid foods that are high in sugar). Then show Slide 20. • Now challenge children to have a look at the Mouth Myths and Tooth Truths Activity Sheet in pairs or groups and decide which ones they think are true and which are not (10 mins). Younger year groups will need adult support reading the statements. • Come back together and reveal the answers (Slide 21), reading the extra information to children. <ul style="list-style-type: none"> - The harder you brush, the cleaner you'll get your teeth: Mouth Myth! Brushing too hard can damage your teeth by rubbing off some of the enamel which protects your tooth from cavities. - Across a lifetime, you spend over a month cleaning your teeth: Tooth Truth! On average, people spend around 38 days over their life brushing their teeth. - The enamel on your tooth is almost as hard as your bones: Mouth Myth! Tooth enamel is actually harder than your bones. It is the hardest thing in your body and is as hard as steel – the metal that lots of bridges are made from! - Cheese is great for your teeth: Tooth Truth! It is full of things which strengthen your teeth and helps keep the saliva in your mouth tooth-friendly. - You should brush your teeth immediately after eating: Mouth Myth! You should never brush immediately after eating because it could damage the enamel – food and drink change the saliva for a short while which can make your teeth temporarily weaker. - Strawberries make your teeth whiter: Tooth Truth! Strawberries have something called malic acid in them which works as a natural whitener for enamel, getting rid of stains on your teeth.
<p>3. Your Mission (5 mins)</p>	<ul style="list-style-type: none"> • Now you know the children are teeth experts, they are ready to help the tooth guardian recruits and keep those night-time collector tooth fairies glowing brightly, as well as their own teeth and the teeth of children across the world! • Look back at the top tips on Slide 22. Ask: How you could make these tips memorable for the tooth guardians? You may prefer pupils to focus on one or more of the following, or you may have ideas of your own: Poem, Song or a rap, Picture/poster, Catch phrases (see Slide 23). Share Slide 24 and discuss ways in which children can make their idea memorable. There are some examples to help you spark pupils' creativity. • Now excite pupils with the Aquafresh Shine Bright Competition on Slide 25.
<p>4. Shine Bright competition</p> <p>(To be completed at home or in school as an additional 25 min extension lesson)</p>	<ul style="list-style-type: none"> • Inspire pupils to come up with creative ideas to communicate each top tip in a way that will make them memorable to the tooth guardians. <p>They might create a:</p> <p>Poem – e.g. acrostic/rhyme/shape</p> <p>Brush teeth in circles Spit toothpaste in the sink Brush for two minutes Clean so your breath doesn't stink!</p> 

Song or a rap – e.g. chorus and some rhyming verses

Clean your teeth and make them shine bright
Brush your teeth morning and night
Back and forwards, in and out
Make little circles round about

Shine bright, Shine bright
Brush morning and night!

Clean your teeth and make them shine bright
Use a mirror and a light
Brush your gums and your tongue
Spit, don't rinse, and have some fun!

Picture/poster – a visual reminder of all six tips

Catch phrases – something for each of the six tips that makes them memorable, e.g.

Clean morning and night so teeth shine bright
Side to side, up and down, circles all around

- Pupils can practise their ideas using plain paper before using the [Competition Leaflet](#) to enter their final idea into the Shine Bright Competition!

The competition is open to all Primary school pupils (EYFS – KS2) across the UK.

Prizes

The winner of the Shine Bright Academy competition will receive a tooth fairy makeover for their school's library or book area and a fabulous treasure trove of books for the school and the winning pupil (all with a tooth fairy or tooth expert theme).

How to enter:

- Using the templates provided on the competition leaflet, encourage pupils to come up with their own creative way to make the six top tips memorable.
- Ensure that all the information is filled out on the competition entry form and return it to us by **Friday 26th November**.
- You can post your entries to [Aquafresh Shine Bright, 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.

Read the full Terms & Conditions here: <https://www.nationalschoolpartnership.com/shine-bright-tcs>

The Shine Bright Programme and Breakfast Clubs

We are encouraging schools to work with breakfast club leaders to help promote dental care and oral hygiene.

Please pass on the enclosed [Breakfast Club Letter](#) and [Poster](#) to your school's breakfast club leader so that they can promote healthy dental habits to children starting their day with them.

Share the [Tooth Guardians Colouring Sheet](#) with Breakfast Club leaders as a fun, educational activity to do before school.



curriculum links:

England

EYFS and KS 1 PSED/PSHE

EYFS

- Manage own basic hygiene and personal needs.

KS 1

- H7. Pupils learn about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.

Communication & Language/Literacy/English

EYFS (C&L)

- Offer explanations for why things might happen, making use of recently introduced vocabulary.
- Express ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher.

EYFS (Literacy)

- Write recognisable letters.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

KS 1 (English)

Year 1

- Say out loud what they are going to write about.
- Compose a sentence orally before writing it.
- Sequence sentences to form short narratives.

Year 2

- Write for different purposes.
- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary, encapsulating what they want to say, sentence by sentence.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf
https://www.pshe-association.org.uk/download/resource/node-field_download_all_files-612-0
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Northern Ireland

Foundation Stage and KS 1

Personal Development and Mutual Understanding

Foundation Stage

- Being aware of how to care for his/her own body in order to keep it healthy and well.
- Recognising and practising basic hygiene skills.
- Adopt healthy and hygienic routines.

KS 1

- Recognising and valuing the options for a healthy lifestyle, including the benefits of exercise, rest, healthy eating and hygiene.

Language and Literacy

Foundation Stage

- To understand that writing is a means of communication and can be used for different purposes.
- To write in a range of genres.
- To use a wide range of vocabulary in their writing.

KS 1

- To express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities.
- To participate in modelled, shared, guided and independent writing.
- To understand and use a range of vocabulary by investigating and experimenting with language.
- To write for a variety of purposes and audiences.
- To organise, structure and present ideas and information using traditional and digital means.

http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/northern_ireland_curriculum_primary.pdf

Scotland

Health and Wellbeing

Early & First

- I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth.

Literacy and English

Early

- Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a.
- I enjoy exploring events and characters in stories and other texts and use what I learn to invent my own, sharing these with others in imaginative ways. LIT 0-09b / LIT 0-31a.

- I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. LIT 0-01 a / LIT 0-11 a / LIT 0-20a.
- Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a.

First

- When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a.
- I can write independently, use appropriate punctuation and order and link my sentences in a way that makes sense. LIT 1-22a.
- I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24a.
- By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a.
- I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a / LIT 1-29a.
- Having explored the elements which writers use in different genres, I can use what I learn to create my own stories, poems and plays with interesting structures, characters and/or settings. ENG 1-31 a.

[Health and wellbeing: Experiences and outcomes \(education.gov.scot\)](https://education.gov.scot/Documents/literacy-english-eo.pdf)
<https://education.gov.scot/Documents/literacy-english-eo.pdf>

Wales

Foundation

Personal and Social Development, Well-being and Cultural Diversity

- To become independent in their personal hygiene needs and to be more aware of personal safety.
- To develop an understanding that exercise and hygiene and the right types of food and drink are important for healthy bodies.

Language, Literacy and Communication Skills

Reception

- To mark make or write in response to a variety of stimuli on subjects that are of interest or importance to them including stories and personal experiences.
- To produce pieces of emergent writing.

Year 1

- To write in response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences.

- To develop the use of a storyline within imaginative writing.
- To use a simple plan to support and organise writing, e.g. story boards, thinking maps.

Year 2

- To extend their response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences.
- To refine the use of a storyline within imaginative writing.

<https://hwb.gov.wales/api/storage/d5d8e39c-b534-40cb-a3f5-7e2e126d8077/foundation-phase-framework.pdf>

Republic of Ireland

Infants and First & Second Classes SPHE

Infants

- Recognise and practise basic hygiene skills (taking proper care of teeth).

First & Second Classes

- Develop and practise basic hygiene skills (practising effective dental care).

English

Infants

- Write for different audiences.
- Write and draw scribbles, shapes, signs, letters, numerals.
- Understand the left-right, top-bottom orientation of writing.
- Choose the form of expression he/she finds appropriate.
- Draw and write about everyday experience or about something just learned.

First & Second Classes

- Write regularly for different audiences personal purposes the teacher other children the family.
- Explore different genres.
- Experience an abundance of oral language activity when preparing a writing task.
- Write in a variety of genres.
- Write about something that has been learned.
- Draw and write stories and poems.

https://www.curriculumonline.ie/getmedia/5b514700-e65c-46a7-a7d0-c8e05e115bf9/PSEC01a_English_Curriculum.pdf
https://www.curriculumonline.ie/getmedia/462570f8-27cc-4f5b-a13e-d1e2de8c18d2/PSEC06_SPHE_curriculum.pdf