



TEACHER NOTES

Programme Summary

Every year in the UK, at least 60,000 school days are lost to hospital extractions alone¹. We know that getting young children to brush their teeth can be a challenge. That 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 and Ireland to keep their teeth shining bright.



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



Captain Aquafresh is on the hunt for Terrific Teeth Teams to join his 'Shine Bright Academy' (a school where tooth guardians from across the globe are trained).

All around the world, Terrific Teeth Teams are active in helping and supporting each other keep their smiles dazzlingly bright. Members might model fantastic brushing, remind each other to brush twice a day or correct each other's brushing mistakes to help their smiles shine brighter.

This lesson aims to inspire pupils to learn about good oral care and encourage them to observe and appreciate the people around them that help them to have good oral hygiene. Pupils can enter the Shine Bright Competition to come up with their own Terrific Teeth Team. They need to think of a catchy name, design a logo, and pick some important team members. They will need to draw their members and explain why each person is integral to keeping their teeth sparkling white.

Audience:

4-7 year olds across England, Scotland, Wales and 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
- Breakfast Club Letter and Poster
- Tooth Guardians Colouring Sheet (for completion in Breakfast clubs, in class or at home)

¹ Child oral health: applying All Our Health - GOV.UK (www.gov.uk)
<https://www.gov.uk/government/publications/child-oral-health-applying-all-our-health/child-oral-healthapplying-all-our-health/>

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 and where all the Terrific Teeth Teams are celebrated. Terrific Teeth Teams work together to help each other practise good dental hygiene. They do this by taking on a key role in the teeth cleaning process. For example, they might remind each member about key parts of the teeth cleaning process such as flossing, or make sure the bathroom cupboard is stocked up with the right toothpaste for everyone.
- Show [Slide 2](#) and introduce Captain Aquafresh as Chief Dentist and The Chief Tooth Fairy as the Headteacher at the Shine Bright Academy.
- Tell children about the mission of the Academy to recruit new tooth guardians and Terrific Teeth Teams who set great examples for how to help all children keep their teeth twinkling and bright.
- Use [Slide 3](#) to tell children about the academy's Terrific Teeth Teams. These teams are highly important because they work together to help each other have the brightest smiles.
- Use [Slides 4](#) and [6](#) to introduce the latest members of the academy and the latest Terrific Teeth Team.



Granny Shirley



Papa Tom



Little Jenny

- Show pupils how this Terrific Teeth Team addressed Little Jenny's misconceptions and ask them if they can think of anyone who has ever helped them in the same way.
- Read aloud the recruits' Mouth Myths on [Slide 7-12](#). Can children spot the misconceptions Little Jenny has? Encourage discussions among the class. Can pupils spot the mistakes? Luckily their Terrific Tooth Team can help!
- Captain Aquafresh and the Chief Tooth Fairy have sent the class an urgent message asking for help, as they are looking for the best Terrific Teeth Teams in the country. Read the email on [Slide 13](#) aloud to the class:
We are looking for the best Terrific Teeth Teams in the country! We want to know how each member of your team helps you keep your teeth dazzlingly white!
First, you need to learn the six top tips for cleaning teeth so that you can be a helpful member of your team!

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. Terrific Teeth Teams are really important to encourage everyone's smiles to shine brighter!
 - b. The more children who brush their teeth correctly, the brighter the night-time tooth collectors shine, which helps them to 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 14](#) 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.*
- 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 15-27](#) 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.

* <https://www.nhs.uk/conditions/tooth-decay/>

	<ul style="list-style-type: none"> • 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 28. • 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 (Slides 29-35), 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 rub off some of the enamel which protects your tooth from cavities. It may also cause gum issues like receding gums.¹ - Strawberries make your teeth whiter: Tooth Truth! Strawberries and apples contain malic acid which is a natural enamel whitener. It also increases saliva production and thereby exerting the anticariogenic property.² - 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!³ - Across a lifetime, you spend over a month cleaning your teeth: Tooth Truth! On average, people spend around 82 days over their life brushing their teeth.⁴ - You should brush your teeth immediately after eating: Mouth Myth! You should never brush immediately after eating because you could damage the enamel – food and drink change your saliva for a short while which can make your teeth temporarily weaker.⁵ - Cheese is great for your teeth: Tooth Truth! Cheese is full of calcium and phosphate which strengthen your teeth and helps keep the saliva in your mouth tooth-friendly.⁶
<p>3. Your Mission (5 mins)</p>	<ul style="list-style-type: none"> • Now you know the children are teeth experts, they can form their own Terrific Teeth Teams and help their team members keep their smiles dazzlingly bright! • Look at the top tips on Slide 36. Go over these with pupils encouraging them to recite them out loud or sing them to aid memory. • Now excite pupils with the Aquafresh Shine Bright Competition on Slide 37-40. • Show pupils the different competition elements and examples on each slide and discuss with them the ways they can make their team name, logo and drawing memorable.
<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"> • The Shine Bright Academy is looking for the best Terrific Teeth Teams in the country! They want to know how each member of your team helps to keep each others' teeth brighter than white! Inspire pupils to think of their own Terrific Teeth Team. They will need to: <ul style="list-style-type: none"> - Task 1 - Think of a name for your own Terrific Teeth Team. It could be related to where you live or how you brush. The name could rhyme or use alliteration to make it creative and unique. For example, The Bromley Brushers, The Dagenham Dazzlers or The Foxbury Road Flossers - Task 2 - Design a logo for your team and draw a picture of the members. Don't forget, your logo needs to be bold, colourful and contain your team name. Make sure you draw pictures of your whole Terrific Teeth Team. You could even have them holding the important things they use to help everyone's teeth shine bright. - Task 3 - Explain how each member of your team helps keep your teeth dazzlingly bright! Write a sentence explaining how each member of your team is really important to your healthy habits. For example, Granny Shirley always reminds her team to brush their teeth before bed, Papa Tom always makes sure the team is stocked up on toothpaste and Little Jenny uses her stopwatch to make sure everyone brushes their teeth for 2 minutes! • Encourage pupils to be as creative as they can be. • Pupils can practise their ideas using plain paper before using the Competition Leaflet to enter their final idea into the Shine Bright Competition! <p>The competition is open to all primary school pupils (4-7 year olds) across the UK & ROI.</p>

¹ <https://www.everydayhealth.com/hs/sensitive-teeth/brush-teeth-too-hard/>

² <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6369603/>

³ <https://www.nih.gov/news-events/news-releases/complexity-human-tooth-enamel-revealed-atomic-level-nih-funded-study>

⁴ <https://www.dentalhealth.org/News/you-spend-more-than-82-days-brushing-your-teeth-during-your-life-and-other-bizarre-dental-facts>

⁵ <https://www.bbc.com/future/article/20220718-the-best-way-to-brush-your-teeth>

⁶ <https://www.urmc.rochester.edu/encyclopedia/content.aspx?contenttypeid=1&contentid=4062>



Prizes

The winning pupil will win a team strip, complete with t-shirts featuring their logo and team name. Their school will also receive £2,000 to spend on sports equipment.

Ten runners up will receive Smile Bright Academy Teeth Team toolkits containing tooth-care goodies.

How to enter:

- Using the templates provided on the competition leaflet, encourage pupils to create their own Terrific Teeth Team.
- Ensure that all the information is filled out on the competition entry form and return it to us by **Friday 19th April 2024**.
- 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 (CGL)

- 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.

Expressive Arts and Design (EYFS)

ELG: Being Imaginative and Expressive

- Children at the expected level of development will invent, adapt and recount narratives and stories with peers and their teacher.

Art and Design (Key Stage 1)

- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

Northern Ireland

Foundation Stage and KS1

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.

KS1

- 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.

KS1

- 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.

Art and Design

Foundation Stage

- Visualise objects, environments, places and entities, for example, talk about what a character from a story might look like.
- Use thoughts and ideas as the basis for visual work, for example, talk about the intended meaning of a personal drawing.

KS1

- Visualise and describe objects, environments, places and entities, for example, talk about and draw what a character from a story might look like.
- Use individual thoughts and ideas as the starting point for visual work, for example, make a personal drawing based on a memory or recent experience.

<https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/The%20Northern%20Ireland%20Curriculum%20-%20Primary.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 0-01a / LIT 0-11a / 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 1-31a.

Expressive Arts

Early

- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.

First

- Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design.
- Create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-03a

<https://education.gov.scot/Documents/health-and-wellbeing-eo.pdf>

<https://education.gov.scot/Documents/literacy-english-eo.pdf>

<https://education.gov.scot/Documents/expressive-arts-eo.pdf>

Wales

Health and Well-being

Developing physical health and well-being has lifelong benefits.

Progression step 1

- I am beginning to make connections between my diet and my physical health and well-being.
- I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being and I am beginning to know how to respond and get help.

Progression step 2

- I have developed an understanding that I need a balanced diet and I can make informed choices about the food I eat and prepare to support my physical health and well-being.
- I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.

Languages, Literacy and Communication

Understanding languages is key to understanding the world around us.

Progression step 1

- I am beginning to ask and answer questions to clarify my understanding.

Progression step 2

- I can respond to what I hear, read and see, asking questions and showing my understanding.

Expressing ourselves through languages is key to communication.

Progression step 1

- I am beginning to take turns in conversations, following the topic.
- I can communicate by making marks, drawing symbols or writing letters and words in a range of contexts.
- I am beginning to communicate using text, image, sound, animation and video.

Progression step 2

- I can adopt a range of roles and manage my contributions appropriately.
- I can write legibly.
- I can write using an increasingly imaginative, varied and precise vocabulary.

Expressive Arts

Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.

Progression step 1

- I can explore and experiment with a variety of creative techniques, materials, processes, resources, tools and technologies.

Progression step 2

- I can explore and experiment with and then select appropriate creative techniques, practices, materials, processes, resources, tools and technologies.

Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.

Progression step 1

- I can communicate my ideas, feelings and memories in my creative work.
- I am beginning to design my own creative work.

Progression step 2

- I can communicate ideas, feelings and memories for an audience and for purposes and outcomes in my creative work.
- I can create my own designs and work collaboratively with others to develop creative ideas.

<https://hwb.gov.wales/curriculum-for-wales>

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.

Visual Arts

Infants

- An awareness of line.
- Begin to discover that lines can have a variety of qualities and can make shapes.
- Begin to represent familiar figures and objects with free lines and shapes.
- An awareness of colour and tone.
- Use colour expressively.

First and Second classes

- An awareness of line.
- Recognise that lines have various properties and can create shapes, textures, patterns, movement.
- An awareness of shape.
- Become sensitive to shape in the visual environment.
- Become aware of outline shape, silhouette and shadow shapes.
- Invent and experiment with shape in compositions in collage, print, drawing and painting.
- An awareness of colour and tone.
- Begin to analyse colours and mix them more purposefully.

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

https://www.curriculumonline.ie/getmedia/0e0ccff3-97c4-45c8-b813-e7c119a650c3/PSEC04A_Visual_Arts_Curriculum.pdf

