Dentist

STAGE 2 SUGGESTED CLASSROOM ACTIVITIES

PDHPE

PHS2-12 - Discusses the factors influencing personal health choices.

Student Activity:
This activity will show how decay can spread through a hole in a tooth. You will need an apple, knife and a paper bag. Take an apple and make a hole 2cm deep in it. Put it in a paper bag and set aside for a few days. Cut through the place where the hole was made and have the children look at the effect of decay. This shows how decay spreads through a tooth. Explain why oral hygiene (brushing twice a day with fluoride toothpaste and flossing once a day) is important. Students write a report on this lesson.

Student Activity:
As a class, discuss with students the types of convenience or fast foods that are available. List these on the board. Ask students to explain what makes these foods fit into this category. Provide students with a selection of magazines, newspapers, catalogues or advertising brochures. In pairs, ask students to go through and choose a convenience or fast food. Have pairs investigate the food and identify and record:

- the ingredients that make up the food and where they belong on the Australian Guide to Healthy Eating
- reasons why people would eat this food.

Resources:
Information about fast foods can be found at http://www.healthykids.nsw.gov.au/

SLS2.13 - Discusses how safe practices promote personal wellbeing.

Student Activity:
Show your students a hard boiled egg, and then ask them about the purpose of the shell. Students record what they think is the purpose of the egg shell. Discuss how the egg shell helps to protect the rest of the egg and compare the egg shell to your teeth. Place the egg shell in a jar of vinegar and ask your students what they think will happen to the egg. Record their thoughts. After a couple of days, remove the egg from the jar. Have your students observe that the shell is soft and partially destroyed. Explain that the same thing can happen to teeth if they are not taken care of properly. This activity will help them to understand the importance of teeth brushing and flossing. Students now write a ‘procedure’ for brushing and flossing teeth.

Student Activity:
Learning about brushing your teeth, going to the dentist, getting braces and other dentist oriented topics can be fun for your students as well as giving them the tools they need to take care of their own teeth. Fear of the unknown is one of the major reasons kids are afraid of going to the dentist. Teach them about dental hygiene so they are not in the dark. Take the fear out of going to the dentist with fun, learning games about dental hygiene!

Resources:
Direct your students to a variety of games here: http://www.learninggamesforkids.com/health_games_dental.html
**Science**

ST2-4WS - Investigates their questions and predictions by analysing collected data, suggesting explanations for their findings, and communicating and reflecting on the processes undertaken

**Student Activity:**

In this activity students will find out where plaque can hide in their mouths. Each student will need red food colouring, water, magnifying mirror, toothbrush and toothpaste. Ask them to think about and write down where they think plaque might 'hide' in their mouths. Mix three or four drops of red food colouring with a few tablespoons of water in a paper cup. Ask each student to swish the coloured water around in his/her mouth for ten seconds and carefully spit it out into a second cup or nearby sink. Have them look in a magnifying mirror and identify the red areas indicating plaque. Ask them to brush their teeth with toothpaste and a new toothbrush. Did they find plaque where they expected? Was it found ‘hiding’ in the same type of places in all students’ mouths? Discuss and reflect on the process undertaken.
Name:

Here’s a list of ‘dental’ words. Fill in the missing letters:

<table>
<thead>
<tr>
<th>br_sh</th>
<th>c_v_ty</th>
<th>X_r_y</th>
</tr>
</thead>
<tbody>
<tr>
<td>ch_w</td>
<td>cl__n</td>
<td>t__thp_st__</td>
</tr>
<tr>
<td>d_c_y</td>
<td>d__nt_st</td>
<td>t__th</td>
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<tr>
<td>fl__s s</td>
<td>fl__r_d_</td>
<td>sm_l_</td>
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<tr>
<td>f__d</td>
<td>g__ms</td>
<td>pl_q__</td>
</tr>
<tr>
<td>j_ws</td>
<td>m__th</td>
<td>t__th b_r_s h</td>
</tr>
</tbody>
</table>

Choose three words from the above list and copy out their dictionary meanings:

______________________________________
______________________________________
______________________________________

Choose two nouns from the table and draw a picture of each in these boxes:

_________________________  _______________________

Mapped to Australian Curriculum and NSW BOSTEC standards as at March 2014
## Dentist

### STAGE 3 SUGGESTED CLASSROOM ACTIVITIES

#### Science

ST3-4WS - Investigates by posing questions, including testable questions, making predictions and gathering data to draw evidence-based conclusions and develop explanations

**Student Activity:**

Students will discover how dental sealants protect chewing surfaces of teeth. Group students into pairs. Each pair will need antacid tablets, vinegar, 2 paper cups and plastic wrap. Students wrap one antacid tablet in plastic wrap and leave the other tablet un-wrapped. Place each tablet in a separate paper cup. Cover both tablets with vinegar. Students discuss and record their predictions. Wait five minutes and pour off the vinegar. The acid in the vinegar has begun to dissolve the unwrapped antacid tablet (tooth without dental sealant). Unwrap the plastic from the other antacid tablet. The plastic wrap protected it from the acid, just like a dental sealant. Students record their experiment and include an explanation of the process as part of their conclusion.

#### English

EN3-1A - Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features

**Student Activity:**

Design and create an informative book about various dental careers, eg, dental hygienists, dental laboratory technicians, dental assistants, etc. You will be creating this book for students a couple of years younger than you. Include pictures and make sure it is very informative. Research will be required.

**Student Activity:**

Ask your students to research and list at least 6 risks associated with mouth piercings. Students choose one of these risks to base an imaginative story on. Ask them to construct, edit and publish their story before sharing some of them with the class.

**Student Activity:**


Choose three of these games to write a review about.

#### PDHPE

PHS3.12 - Explains the consequences of personal lifestyle choices

**Student Activity:**

Have students make a bulletin board display of fads or popular behaviours which occurred in the 50s, 60s, 70s, 80s, 90s and today. Discuss any of these personal choices that had long-term health or appearance consequences.
Name:

Research and answer the following (in order):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Why are teeth important?</td>
</tr>
<tr>
<td>2.</td>
<td>Why is it important to keep your teeth clean?</td>
</tr>
<tr>
<td>3.</td>
<td>How can you keep your teeth healthy?</td>
</tr>
<tr>
<td>4.</td>
<td>How many adult teeth do people usually get?</td>
</tr>
<tr>
<td>5.</td>
<td>Why do you lose your baby teeth?</td>
</tr>
<tr>
<td>6.</td>
<td>How long can adult teeth last?</td>
</tr>
<tr>
<td>7.</td>
<td>How many sets of teeth do people get?</td>
</tr>
<tr>
<td>8.</td>
<td>What is plaque?</td>
</tr>
<tr>
<td>9.</td>
<td>Why is plaque bad for your teeth?</td>
</tr>
<tr>
<td>10.</td>
<td>What is a cavity?</td>
</tr>
<tr>
<td>11.</td>
<td>How often should you brush your teeth?</td>
</tr>
<tr>
<td>12.</td>
<td>When should you get a new toothbrush?</td>
</tr>
<tr>
<td>13.</td>
<td>What is flossing?</td>
</tr>
<tr>
<td>14.</td>
<td>What can damage your teeth?</td>
</tr>
<tr>
<td>15.</td>
<td>What are the five food groups?</td>
</tr>
<tr>
<td>16.</td>
<td>What kinds of food are good for your health?</td>
</tr>
<tr>
<td>17.</td>
<td>What is a mouthguard?</td>
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<tr>
<td>18.</td>
<td>When should you use a mouthguard?</td>
</tr>
<tr>
<td>19.</td>
<td>What does a dentist do?</td>
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<tr>
<td>20.</td>
<td>Why should you visit your dentist regularly?</td>
</tr>
<tr>
<td>21.</td>
<td>Why do dentists and dental assistants wear masks and gloves?</td>
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<tr>
<td>22.</td>
<td>What are dental X-rays?</td>
</tr>
<tr>
<td>23.</td>
<td>What are dental sealants?</td>
</tr>
<tr>
<td>24.</td>
<td>How can mouth jewellery hurt you and your teeth?</td>
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</tbody>
</table>

Now you have completed your research, find out how clever you really are! Go to [www.mouthhealthykids.org](http://www.mouthhealthykids.org) to take the test called “To Tell the Tooth” under ‘games and quizzes’ tab.
Certificate of Achievement

Congratulations

__________________________________________
on completing your studies of
DENTISTRY
From
“Enquiring Minds”.
You are well on your way to becoming a
DENTIST

Signed___________________________________ Dated__________________________
Dentist

STAGE 4 & 5 SUGGESTED CLASSROOM ACTIVITIES

**Science**

SC4-15LW - Explains how new biological evidence changes people's understanding of the world
SC5-15LW - Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

**Student Activity:**

As a class research the links between tooth and gum disease and diabetes and heart disease. Ask students to discuss whether the links are scientifically proven.

**Resources:**

http://www.abc.net.au/health/thepulse/stories/2012/06/19/3528574.htm

**PDHPE**

4.6 - Describes the nature of health and analyses how health issues may impact on young people
4.7 - Identifies the consequences of risk behaviours and describes strategies to minimise harm
5.6 - Analyses attitudes, behaviours and consequences related to health issues affecting young people
5.7 - Analyses influences on health decision making and develops strategies to promote health and safe behaviours

**Student Activity:**

Explain to students that they are going to conduct a survey on oral health among teens. In groups design a survey that aims to find out if teens do look after their teeth. Have the students conduct the survey and ensure that they have 20 - 30 responses. Groups should present the results of their surveys using the appropriate tables and graphs.

**Resources:**

The links below may help students to develop their own list of teen oral health recommendations http://kidshealth.org/teen/your_body/take_care/teeth.html

This is a very long report but could be useful as a teacher reference
**Mandatory Technology**

4.1.3 - Identifies the roles of designers and their contribution to the improvement of the quality of life
4.2.2 - Selects, analyses, presents and applies research and experimentation from a variety of sources

**Student Activity:**
Research activity to discover the origins of toothbrushes and toothpastes to enable students to design either the “ultimate toothbrush” or a toothpaste dispenser that you can’t leave the lid off or squeeze in the wrong place! Have them present their research and designs in a PowerPoint presentation.

**Resources:**
Some of the sites listed will really start students researching
http://inventors.about.com/od/dstartinventions/a/dentistry_2.htm
http://www.toothpasteworld.com/history.php