



Oral Health Promotion Week - Day Three

Wednesday: Choose milk and water to drink



Group time Planning: For 3-4 year old groups

The resources you'll need to run this session:

1. Create a laminated book or Powerpoint slide images of babies (both humans and animals) drinking milk and water.
2. Bottle of water, carton of milk, carton of concentrated fruit juice, can of fizzy drink, a bottle of fruit shoot (full sugar), a box of sugar cubes.
3. Four plastic tubs with lids.
4. Hard boiled eggs.
5. Oral health week flyer - Day 3 (section 1, 7.3 in Resource Pack).
6. Early years staff video clip of singing 'Snacking, Snacking' song (Section 1, 12).
7. 'Snacking, Snacking' song sheet to go home with child (Section 1, 10).

5.3

Warwickshire Early Years Oral Health

Learning Intention: Early Years Outcomes	Activity	How to adapt for children of different abilities	Evaluation																												
<p>Five key oral health messages:</p> <div><p>1. Reduce the amount and frequency of sugary foods and drinks – only give at meal times.</p></div> <div><p>2. Choose milk and water to drink – they're kinder to teeth.</p></div> <div><p>3. Visit the dentist when the first tooth appears and then as often as your dentist recommends.</p></div> <div><p>4. Brush teeth twice a day with fluoride toothpaste – last thing at night and on one other occasion.</p></div> <div><p>5. Spit out; don't rinse the fluoride toothpaste away!</p></div>	<p>1. Share a laminated book or Powerpoint slides with images of babies (human and animal) drinking milk and water. Explain that milk and water are 'tooth friendly'.</p> <p>2. Use a selection of drinks which contain the following amounts of sugar:</p> <table><tr><th>Drink</th><th>Quantity</th><th>Grams</th><th>Sugar cubes/tsp</th></tr><tr><td>Water</td><td>100mls</td><td>0</td><td>0</td></tr><tr><td>Milk*</td><td>100mls</td><td>4.5g*</td><td>1*</td></tr><tr><td>Orange Juice</td><td>100mls</td><td>8.8g</td><td>2</td></tr><tr><td>Pineapple Juice</td><td>100mls</td><td>10.5g</td><td>2.5</td></tr><tr><td>Coke Cola</td><td>100mls</td><td>10.6g</td><td>2.5</td></tr><tr><td>Fruit Shoot</td><td>100mls</td><td>7.6g</td><td>2</td></tr></table> <p><i>Note: 1cube or 1sp sugar = 4g</i></p> <p>Show how this looks using sugar cubes. Ask the question “would this much sugar be kind to our teeth?”</p> <p>* Note to educator: The sugar in milk is called lactose. This is not a harmful ‘free sugar’, and is kinder to teeth. For this reason, you may want to give milk a zero for ‘harmful sugars’, to avoid confusion.</p>	Drink	Quantity	Grams	Sugar cubes/tsp	Water	100mls	0	0	Milk*	100mls	4.5g*	1*	Orange Juice	100mls	8.8g	2	Pineapple Juice	100mls	10.5g	2.5	Coke Cola	100mls	10.6g	2.5	Fruit Shoot	100mls	7.6g	2	<p>You can simplify the sugar count activity by using fewer drinks.</p>	
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5.3 Warwickshire Early Years Oral Health

Learning Intention: Early Years Outcomes	Activity	How to adapt for children of different abilities	Evaluation
<p>EYFS DEVELOPMENT MATTERS</p> <p>22-36 months – Physical development Beginning to be independent in self-care, but still often needs adult support.</p> <p>30-50 months – Physical development Can usually manage washing and drying hands.</p> <p>40-60 months – Physical development Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Shows some understanding that good practices with regard to eating and hygiene can contribute to good health.</p> <p>22-36 months – Communication Language and Literacy – Listening and Attention Shows interest in, songs and rhymes.</p> <p>30-50 months – Communication Language and Literacy – Listening and Attention Is able to follow directions (if not intently focused on own choice of activity).</p> <p>40-60 months – Communication Language and Literacy – Listening and Attention Maintains attention, concentrates</p> <p>Characteristics of Effective Learning (source: EYFS Development Matters) Please see https://foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf for more information on the characteristics of effective learning.</p> <p>Playing and exploring Show curiosity about objects, events and people.</p> <p>Creativity and critical thinking I make links and notice patterns in my experience. I am able to make predictions.</p>	<p>3. Hardboiled egg experiment (Materials needed: 4 hardboiled eggs, a can of coke, a carton of concentrated orange juice, milk, water and 4 small jars with lids). Show eggs and the different liquids to the children. Explain that the shell of the egg is made of similar material to the teeth in your mouth. Ask the question “<i>what happens to your teeth if they have different amounts of sugar on them?</i>” Ask children to predict “<i>what do you think will happen to the egg shell, if it is left overnight in different liquids?</i>”</p> <p>Set up each liquid in a jar with an egg. Water is the control liquid. Place the jars in a box, and place by a window. Check the next day to see what has happened to the eggs. <i>Note to educator only: The higher the acidity level, the more the egg shell will dissolve.</i></p> <p>4. Learn and sing the ‘Snacking, Snacking’ song (to tune of Twinkle Twinkle): “<i>Snacking, snacking, it’s okay</i> <i>Try it in a proper way</i> <i>Milk and water, veggies, cheese,</i> <i>They will make your mouth say “please”!</i> <i>Snacking, snacking it’s okay</i> <i>Try it in the proper way.”</i></p>	<p>Make up actions to add to the ‘Snacking, Snacking’ song, to keep the children’s attention and aid understanding of the words.</p>	