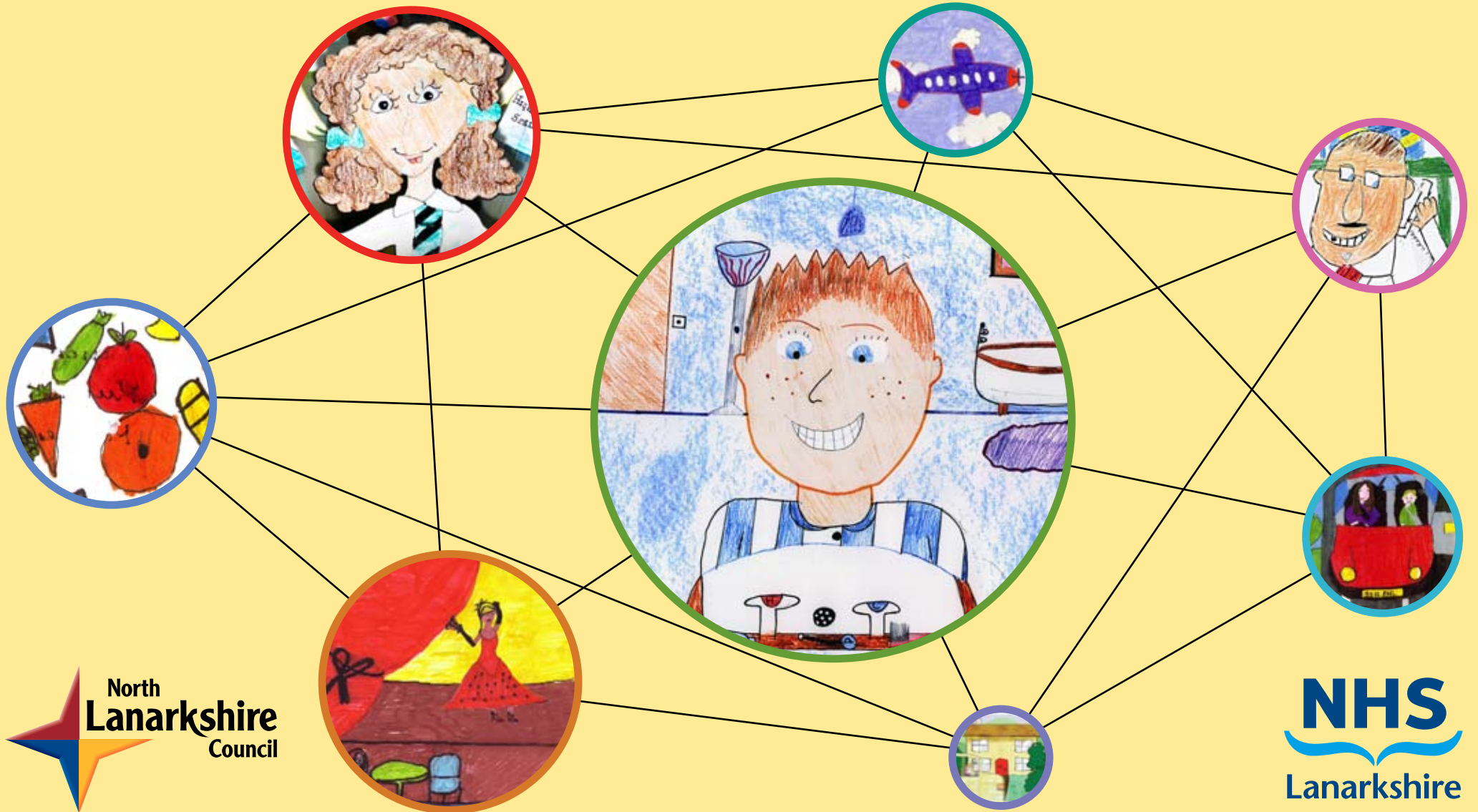


Harry and Molly's Adventures

Active learning materials to support oral health films at the Early and First Level



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Published March 2011

ISBN 978-0-905453-30-9

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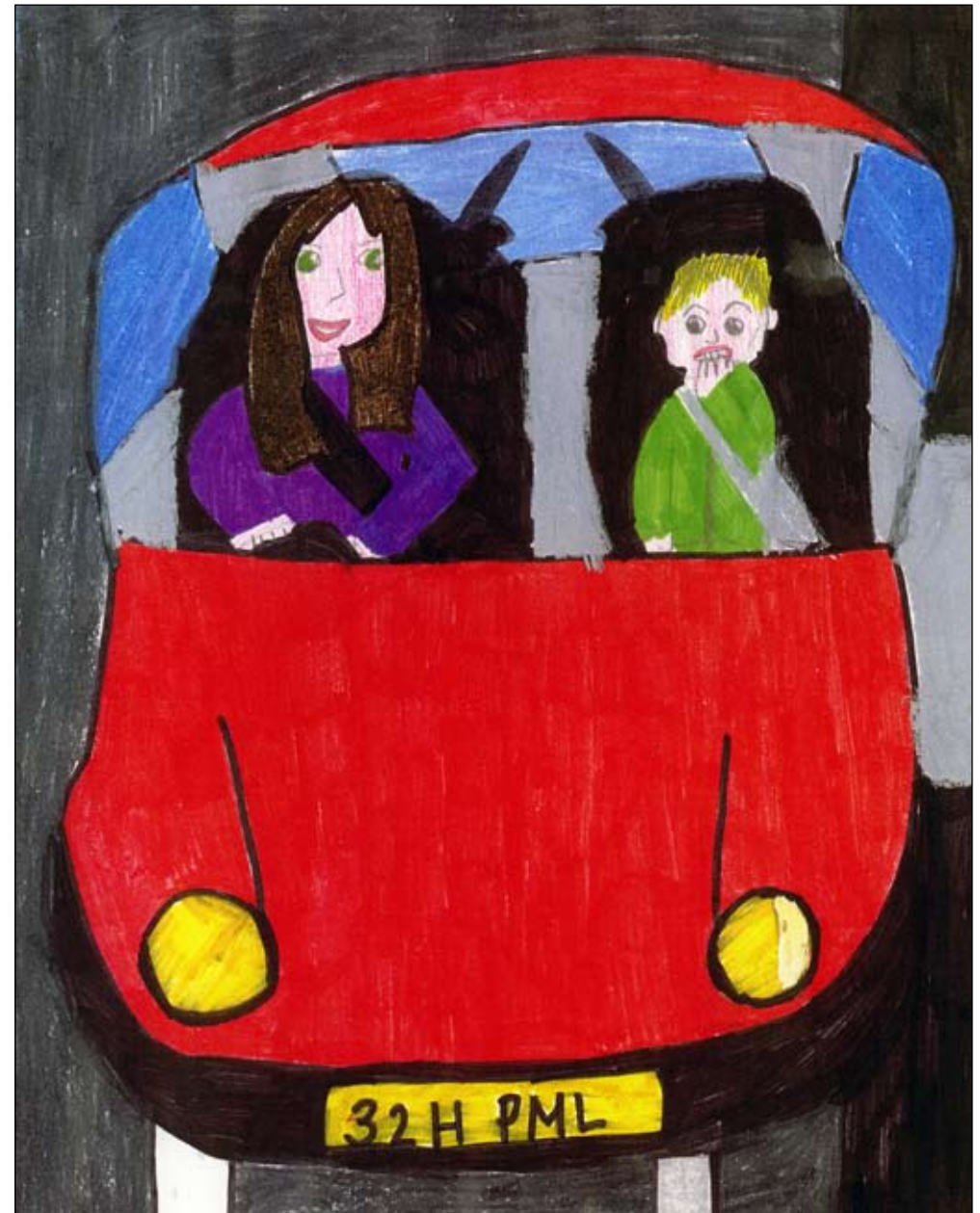
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1. Acknowledgements

NHS Lanarkshire would like to thank everyone who contributed to the development of this resource, especially the teachers within the North Lanarkshire Council Early Level Transition Team: Christine Allan, Katrina Copeland, Caroline Mitchell, Julie Hay and Maureen Steel. Thank you to the team for compiling the Curriculum for Excellence Early and First Level Outcomes Reference and the Interdisciplinary Oral Health Topic Planners for this document and for developing the Active Learning/Purposeful Play Planner and Challenge Cards for each of the DVDs.

NHS Lanarkshire would also like to thank: all of the children who entered the competitions to illustrate Harry at the Zoo, Harry's Holiday and Molly and the Magic Lunchbox; FPS Media for taking the children's drawings and creating such outstanding resources and Derek York, Graphic Designer, Health Improvement, for designing this booklet.



2. Introduction

Lanarkshire's children have levels of decayed, missing and filled teeth above the Scottish average. Sixty-one percent of primary one children are decay free (Macpherson et al 2010), and although this is improving every year, new ways to promote good oral health to children continue to be sought.

Early years and primary school are crucial stages in the development of healthy lifestyles. Life skills such as toothbrushing and healthy eating can be taught to ensure good health and oral health become part of everyday living and practice. Good oral health throughout childhood should continue into adulthood; therefore it is essential that staff and pupils are aware of the key oral health messages. The Childsmile Core Toothbrushing Programme aims to deliver fluoride toothpaste to the surface of the teeth daily in an effort to prevent tooth decay, establish good habits from an early age and teach children toothbrushing as a life skill. In addition to the toothbrushing programme, Childsmile Nursery and School deliver the application of fluoride varnish twice yearly to those children from the most deprived areas in Lanarkshire via their education establishment. Fluoride varnish application provides further protection from dental caries to those most at risk.

Many initiatives, such as the toothbrushing programme, Childsmile Nursery and School, Health Promoting Nursery and School Award Scheme and the recent Health and Wellbeing Portfolio, are in place to support the early years. Although the toothbrushing programme is available across all nurseries, toothbrushing in primaries and the Childsmile Nursery and School programme are targeted to priority areas only; therefore there are presently no Lanarkshire-wide health improvement initiatives to promote oral health in primary schools.

The publication of Curriculum for Excellence and the development of these materials present an excellent opportunity to address this gap.

This resource accompanies three DVDs, Harry at the Zoo, Harry's Holiday and Molly and the Magic Lunchbox, developed by the Oral Health Education Team and a number of children from across both North and South Lanarkshire. The DVDs help support the delivery of the toothbrushing programme and the oral health messages to staff and pupils in Lanarkshire's schools. With the publication of Curriculum for Excellence, Health and Wellbeing is the 'responsibility of all'. This resource aims to provide support to deliver oral health and healthy eating messages across the curriculum and school setting. It can also assist staff in schools that are a part of Childsmile Nursery and School to develop topics prior to or following the visit of the Childsmile team.

The DVDs and supporting resources aim to engage children and raise awareness of the key oral health messages:

1. Brush the teeth for at least two minutes twice a day with fluoride toothpaste.
2. Reduce the amount and the frequency of sugary food and drink consumption and, if possible, restrict only to mealtimes.
3. Register with a dentist and attend regularly for check-ups.

3. Links with Health Promoting School and Nursery

A Health Promoting Nursery and School is one in which all members of the community work together to provide children with integrated positive experiences within the education establishment that promote and protect health. Lanarkshire's Health Promoting Nursery and School Award Scheme provide a framework for coordinated and sustainable health improvement activities. This encourages a partnership approach and aims to improve the health of children, parents, staff and the wider community. The lessons outlined in this resource can be used as evidence of your health promoting activities.

Health and Wellbeing Portfolio

This portfolio enables all education establishments who participated in the Health Promoting School Award scheme to embed the Health and Wellbeing experiences and outcomes into the curriculum. It also provides a framework for maintaining Health Promoting School status and monitors compliance with the Schools (Health Promotion and Nutrition) (Scotland) Act 2007. It reflects that health is now the responsibility of all and should sit within the school's normal planning cycle.



4. Oral Health Messages

Oral health is an important part of health and wellbeing. A healthy mouth enables us to eat, speak, smile and socialise without pain, discomfort or embarrassment. Dental disease is not an inevitable part of life. However, it still causes unnecessary pain and suffering to many children and young people. The two most common dental diseases are tooth decay and gum disease.

Tooth decay is caused by the action of organic acids on the enamel surface causing demineralisation. Acid is produced from an interaction of sugars (most commonly sucrose and glucose) and bacteria found in plaque. The plaque also holds the acid in contact with the tooth. Demineralisation, or the loss of calcium and phosphate from the enamel, results in the progressive destruction of the crowns of the teeth and often causes severe pain, discomfort and infection.

SUGARY FOODS AND DRINKS + BACTERIA IN MOUTH (PLAQUE) → ACID → DEMINERALISATION

Gum disease is a group of related conditions that start off as gum inflammation during childhood. Inflammation can be diagnosed by redness, swelling and bleeding on brushing. This stage is known as gingivitis and can be reversed by effective oral hygiene. When gingivitis is allowed to progress through childhood and into adulthood, the condition can cause destruction of the bone that supports the teeth and tooth loss results.

Finally dental erosion, although not as common, can also affect young children. Dental erosion is different from decay. Erosion affects plaque free surfaces and results from the consumption of acidic foods and drinks such as diet and sugar-free drinks and fruit juices. Dental erosion is caused by direct contact of chemicals on the tooth

surface. This wears down the enamel surface. Sipping and drinking from bottles and cans causes considerable dental erosion to the upper front teeth. It is recommended that these drinks are kept to mealtimes only and that a straw is used.

Good oral health can be maintained and poor oral health can be improved by following the three key messages of oral health.



1. Brush the teeth for at least two minutes twice a day with fluoride toothpaste

Toothbrushing helps remove plaque. Thorough toothbrushing using fluoride toothpaste for at least two minutes twice a day is the most effective method of removing plaque and applying fluoride to the tooth surface. Brush in the morning and last thing at night. Brushing last thing at night is particularly effective in preventing tooth decay because fluoride is retained in the mouth overnight. Toothbrushing in nursery or school as part of the Childsmile programme should be in addition to these occasions (Scottish Dental Clinical Effectiveness Programme (SDCEP) 2010).

For adults and children over three years, use a pea-sized amount of toothpaste containing no less than 1000 ppm (parts per million) fluoride. Gently scrub each tooth thoroughly using a brush with a small head and soft to medium bristles. Excess paste should be spat out. The mouth shouldn't be rinsed with water after brushing. Replace the brush when bristles become splayed or every three months.

Brush in a systematic order – outside upper and lower, inside upper and lower and then chewing surfaces. Don't forget the back of the incisors – tilt the brush vertically and use small circular movements. Brushing the tongue will help freshen breath and will clean the mouth by removing bacteria. While toothbrushing technique can vary, the most important advice is to ensure all surfaces are cleaned thoroughly. Excessive pressure when brushing can increase gum recession and loss of tooth substance by mechanical abrasion, so it is important to brush gently.

Electric toothbrushes

Rechargeable electric toothbrushes have been shown to be more effective than manual toothbrushes in cleaning the mouth and gums, and will especially benefit people with limited dexterity or those who find it difficult to brush their teeth. Electric toothbrushes that take batteries have been shown to lose power and are therefore not as effective as toothbrushes with rechargeable batteries. Ask your dental health professional for advice.

2. Reduce the amount and the frequency of sugary food and drink consumption and, if possible, restrict only to mealtimes

Tooth decay increases with the amount and frequency of sugar in the diet (how much and how often). The more often sugary foods and drinks are consumed, the more often the teeth come under attack from the acid produced by plaque and the more likely the teeth will decay. Sugary foods and drinks should be restricted to no more than four occasions per day and consumed at mealtimes when possible (SDCEP 2010).

Saliva can replace the calcium and phosphate that is removed from the enamel surface during demineralisation. This process, called remineralisation, will start between twenty minutes and two hours after demineralisation. If sugars are eaten frequently throughout the day, demineralisation outweighs remineralisation. This weakens the enamel causing dental cavities and tooth decay.

Restricting sugary foods and drinks between mealtimes allows sufficient remineralisation to take place. In addition, sugar consumed with main meals is thought to be much less significant because of the high salivary flow during eating.

When snacking between meals, for example during breaks from classes or work, opting for a healthier option is the best way to reduce tooth decay and stay healthy. Healthier snacks would include those that are sugar-free, low in saturated fats and low in salt such as breads, vegetables and fresh fruit. Products containing intrinsic sugars or natural sugars, such as fruit, will not cause tooth decay. Products such as chocolate, sweets, cereal bars and sweet biscuits contain extrinsic or refined sugars and therefore should be saved for mealtimes and as treats rather than eaten between meals.

Sucrose and glucose are the most commonly consumed refined sugars but look for all these sugars too: fructose, dextrose, maltodextrin, hydrolysed starch, lactose, maltose, brown sugar, honey, malt, treacle, and syrup. Beware of the amount of added sugar to a product. Remember:

- 10g of sugars or more per 100g is A LOT of sugar
- 2g of sugars or less per 100g is A LITTLE sugar

Fresh fruit juice is a good source of vitamin C. It is best to drink fruit juice at breakfast or with a main meal to help the absorption of iron. Fruit juices and dried fruit can form one part of your '5-a-day'. However, irrespective of how much fruit juice is consumed, it will only constitute one of the five a day so no further benefit will be gained by drinking fruit juice more frequently. Concentrated fruit juices have high concentrations of sugars and are therefore not recommended for consumption between meals. Citric acid, the main ingredient linked to dental erosion, is found in most fruit juices and soft drinks.

Milk and water are the only safe drinks for teeth so they are the only drinks that can be recommended between meals. Drinking and

sipping plain water throughout the day is recommended. Fizzy drinks should not be consumed daily. If fizzy juice is consumed, it should be at mealtimes. Flavoured waters should also be avoided between meals as they are often high in sugar.

Squashes are best avoided, especially between meals. Always go for 'no added sugar' varieties and dilute well if drinking with a meal. Juices drinks often contain sugar and are not recommended between meals.

3. Register with a dentist and attend regularly for check-ups

From 1 April 2010, dental registration became non time-limited, meaning patients can be registered with a dental practice for life. However, it is still important to visit the dentist regularly.

Regular dental attendance is recommended to make sure the teeth are checked for signs of early decay, allowing the dentist to restore the tooth before the decay progresses. Teeth can be restored relatively pain-free if detected and treated early. Visits to the dentist will also allow dentists and hygienists to offer oral health advice, preventative treatments and identify and diagnose potential oral cancer early.

The maximum period between dental examinations for everyone, irrespective of age or dental condition, is one year. This period is mainly appropriate for those with no evidence of dental disease, who are in good health, do not smoke and have low and infrequent sugar and alcohol consumption. Most adults and children should visit their dentist every six months. It is recommended that children see their dental health professional for tailored advice.



5. Curriculum for Excellence

Since 2002, the Scottish Government has been working to improve the curriculum in Scotland. Curriculum for Excellence provides a framework for education for children and young people from 3–18 years old.

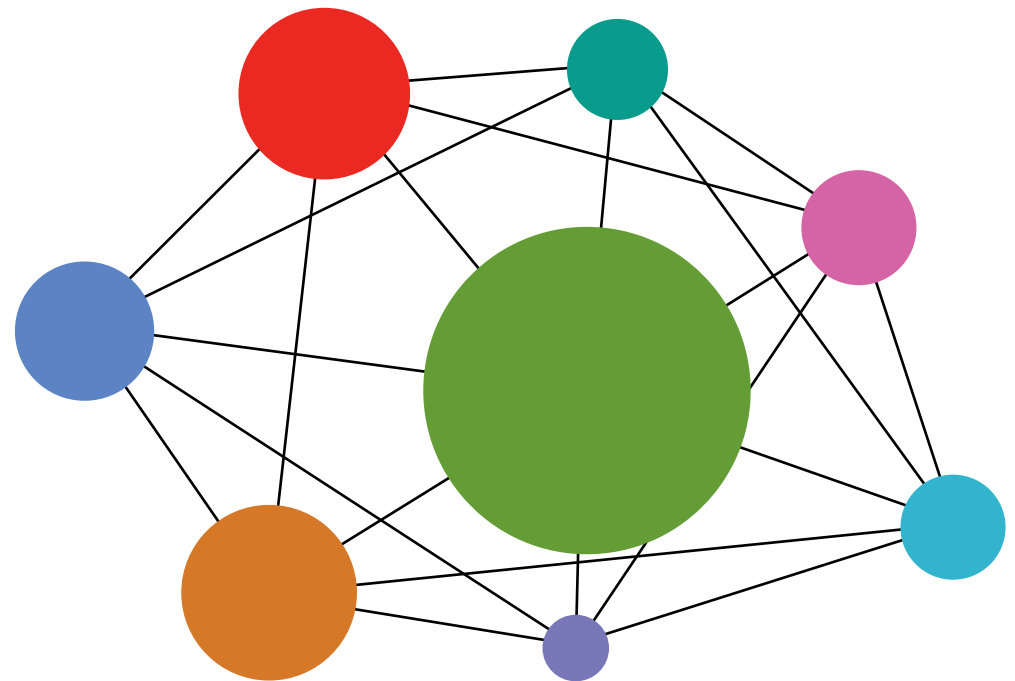
This resource was designed to help staff explore a number of the outcomes and experiences within the curriculum and aims to contribute to the development of children as successful learners, confident individuals, responsible citizens and effective contributors, collectively known as the four capacities. In order to achieve these capacities, Learning and Teaching Scotland has established seven principles of curriculum design: Challenge and Enjoyment, Breadth, Progression, Depth, Personalisation and Choice, Coherence, and Relevance. This resource and the DVDs have been developed in partnership with school staff, pupils and partners to ensure that activities are relevant, innovative, challenging and enjoyable.

Health and Wellbeing is now the responsibility of all. This creates opportunities for cross-curricular activities and allows schools and partners to address health and wellbeing across the other eight curriculum areas. Providing young people with opportunities to explore health and wellbeing helps develop their knowledge and understanding, skills, capabilities and attributes that they will need

for health now and in the future. This resource aims to help achieve a learning environment that will support young people to:

- develop self awareness, self worth and respect for others,
- meet challenges, manage change and build relationships,
- understand what they eat, how active they are and how the decisions they make will affect their physical and mental wellbeing, and
- participate in a wide range of activities which promote a healthy lifestyle, learn about where to find help and resources to make informed choices.

The tables on the following pages outline the relevant experiences and outcomes at early and first level of Curriculum for Excellence.



6. Curriculum for Excellence Early and First Level Outcomes Reference

Key Learning Outcome and Identified Curriculum for Excellence Links

Title of DVD	Early Level Curriculum for Excellence Outcomes	First Level Curriculum for Excellence Outcomes
Harry at the Zoo	<p>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. HWB 0-15a</p>	<p>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. HWB 1-15a</p>
Harry's Holiday	<p>I can describe some of the kinds of work that people do and I am finding out about the wider world of work. HWB 0-20a</p>	<p>I can describe some of the kinds of work that people do and I am finding out about the wider world of work. HWB 1-20a</p>
Molly and the Magic Lunchbox	<p>Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. HWB 0-30a</p>	<p>By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a</p>
	<p>I know that people need different kinds of food to keep them healthy. HWB 0-32a</p>	<p>I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. HWB 1-30b</p>
	<p>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. HWB 0-33a</p>	<p>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. HWB 1-33a</p>
	<p>I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB 0-47b</p>	<p>I am discovering the different ways that advertising and the media can affect my choices. HWB 1-37a</p>
	<p>I am learning what I can do to look after my body and who can help me. HWB 0-48a</p>	<p>I am aware of my growing body and I am learning the correct names for its different parts and how they work. HWB 1-47b</p> <p>I am learning what I can do to look after my body and who can help me. HWB 1-48a</p>

Title of DVD	Early Level Curriculum for Excellence Outcomes	First Level Curriculum for Excellence Outcomes
	<p>Literacy and English Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a</p>	<p>Literacy and English 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</p>
	<p>Numeracy and Mathematics I am developing my awareness of how money is used and can recognise and use a range of coins. MNU 0-09a</p> <p>I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. MNU 0-11a</p> <p>I can match objects, and sort using my own and others' criteria, sharing my ideas with others. MNU 0-20b</p>	<p>Numeracy and Mathematics I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change. MNU 1-09b</p> <p>I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. MNU 1-11a</p> <p>I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. MNU 1-20b</p>
	<p>Expressive Arts I have the freedom to discover and choose ways to create images and objects using a variety of materials. EXA 0-02a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 0-05a</p> <p>Working on my own and with others, I use my curiosity and imagination to solve design problems. EXA 0-06a</p> <p>I use drama to explore real and imaginary situations, helping me to understand my world. EXA 0-14a</p>	<p>Expressive Arts I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-02a</p> <p>Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 1-05a</p> <p>I can use exploration and imagination to solve design problems related to real-life situations. EXA 1-06a</p> <p>I have developed confidence and skills in creating and presenting drama which explores real and imaginary situations, using improvisation and script. EXA 1-14a</p>
	<p>Technologies Through discovery, natural curiosity and imagination, I explore ways to construct models or solve problems. TCH 0-14a</p>	<p>Technologies Through discovery and imagination, I can develop and use problem solving strategies to meet design challenges with a food or textile focus. TCH 1-11a</p>

7. Curriculum for Excellence Interdisciplinary Oral Health Topic Planners

Curriculum for Excellence - Early Level Interdisciplinary Topic Web-Oral Health

Numeracy and Mathematics

Number, money & measure

Counting teeth, toothbrushes, healthy packed lunches, unhealthy snacks
MNU 0-01a, MNU 0-02a, MNU 0-03a

Time

Tooth brushing routine MNU 0-10a

Shape, position and movement

Bee-Bot going to visit dental surgeries, toothbrush visiting different parts of mouth to clean different types of teeth etc MTH 0-17a

Information handling

Sorting and matching healthy/unhealthy food, colour of toothbrushes, number of times teeth are brushed per day, number of teeth etc MNU 0-20a, MNU 0-20b, MNU 0-20c

Social Studies

People in society, economy and business

Role of the dentist SOC 0-16a, SOC 0-20a

Science

Biological systems

Different types of teeth and their functions HWB 0-47b

Literacy and English

Listening and talking

Harry at the Zoo, Harry's Holiday and Molly and the Magic Lunchbox DVD's, various fiction/non-fiction books on oral health.

LIT 0-01a LIT 0-04a, LIT 0-09a, LIT 0-07a

Reading

Jim and the Beanstalk by Raymond Briggs, Topsy and Tim go to the Dentist, various fiction/non-fiction books on oral health

LIT 0-01a/LIT 0-11a/LIT 0-20a, LIT 0-14a, LIT 0-16a, LIT 0-19a

Writing

How to brush your teeth properly, Good food menu for healthy teeth, healthy/unhealthy food poster, healthy lunch list, brushing your teeth chart, dentist's equipment, different types of teeth and their main functions, 'Spit don't Rinse' poster.

LIT 0-20a, LIT 0-21a, LIT 0-26a, LIT 0-09b/LIT 0-31a

Going to the dentist, my tooth fell out, the Tooth Fairy story.

LIT 0-26a, LIT 0-09b/LIT 0-31a

Technologies

ICT to enhance learning

Oral health pictures on computers, The Legend of Tooth Kingdom Colgate Website Story – www.colgate.com/app/BrightSmilesBrightFutures/US/EN/Kids/HomePage.cvsp
TCH 0-03a

Food and textiles contexts for developing technological skills and knowledge
TCH 0-11a

Craft, design, engineering and graphics contexts for developing technological skills and knowledge
Constructing models during Purposeful Play-Dentist's Chair, dental equipment, toothbrush holder, packed lunch box etc TCH 0-12a, TCH 0-14a, TCH 0-15a

Computing science contexts for developing technological skills and knowledge
Bee-Bot toy visiting dentist, different parts of mouth and 'brushing teeth'
TCH 0-09a

Health and Wellbeing

Physical wellbeing

Importance of healthy food for a healthy body HWB 0-15a

Planning for choices and changes
The work of a dentist/dental nurse
HWB 0-20a

Food and health

Food to help us grow and keep healthy
HWB 0-30a, HWB 0-32a

Safe and hygienic practices
Routine of brushing teeth HWB 0-33a

Relationships, sexual health and parenthood

Different types of teeth and their functions HWB 0-47b, the importance of healthy food/oral health to look after my body HWB 0-48a

Expressive Arts

Art and design

Healthy/unhealthy teeth/food, design a toothbrush, design glasses to wear to dentist
EXA 0-02a, EXA 0-04a, EXA 0-05a, EXA 0-06a

Drama

Dental surgery, healthy snack bar etc
EXA 0-12a, EXA 0-13a, EXA 0-14a

Music

Tooth brushing songs-www.preschooleducation.com/sdental.shtml
EXA 0-17a, EXA 0-19a

Curriculum for Excellence - First Level Interdisciplinary Topic Web-Oral Health

Numeracy and Mathematics

Number, money & measure

Counting teeth, toothbrushes, healthy packed lunches, unhealthy snacks, etc
MNU 1-01a, MNU 1-02a, MNU 1-03a

Time

Tooth brushing routine MNU 1-10a

Shape, position and movement

Bee-Bot going to visit dental surgeries, toothbrush visiting different parts of mouth to clean different types of teeth etc MTH 1-17a

Information handling

Sorting and matching healthy/unhealthy food, colour of toothbrushes, number of times teeth are brushed per day, number of teeth etc MNU 1-20a, MNU 1-20b, MNU 1-21a

Social Studies

People in society, economy and business

Role of the dentist SOC 1-20a

Science

Biological systems

Different types of teeth and their functions SCN 1-12a

Literacy and English

Listening and talking

Harry at the Zoo, Harry's Holiday and Molly and the Magic Lunchbox DVD's, various fiction/non-fiction books on oral health.

LIT 1-01a, LIT 1-04a, LIT 1-07a, LIT 1-09a

Reading

Jim and the Beanstalk by Raymond Briggs, Topsy and Tim go to the Dentist, Non-fiction books on oral health
LIT 1-11a, LIT 1-14a, ENG 1-17a, ENG 1-19a

Writing

How to brush your teeth properly, Good food menu for healthy teeth, healthy/unhealthy food poster, healthy lunch list, brushing your teeth chart, dentist's equipment, different types of teeth and their main functions, 'Spit don't Rinse' poster.

LIT 1-20a, LIT 1-21a, LIT 1-26a, LIT 1-28a/LIT 1-29a, ENG 1-30a

Going to the dentist, my tooth fell out, the Tooth Fairy story.

LIT 1-26a, LIT 1-28a/LIT 1-29a

Technologies

ICT to enhance learning

Oral health pictures on computers, The Legend of Tooth Kingdom Colgate Website Story-
www.colgate.com/app/
BrightSmilesBrightFutures/US/EN/Kids/HomePage.cvsp
TCH 1-03a, TCH 1-03b, TCH 1-04a, TCH 1-04b

Craft, design, engineering and graphics contexts for developing technological skills and knowledge
Constructing models during Purposeful Play-Dentist's Chair, dental equipment, toothbrush holder, packed lunch box etc TCH 1-12a, TCH 1-13a, TCH 1-14a

Computing science contexts for developing technological skills and knowledge
Bee-Bot toy visiting dentist, different parts of mouth and 'brushing teeth'
TCH 1-09a

Health and Wellbeing

Physical wellbeing

Importance of healthy food for a healthy body HWB 1-15a
Planning for choices and changes
The work of a dentist/dental nurse
HWB 1-20a

Food and health

Food to help us grow and keep healthy
HWB 1-30a. Routine of brushing teeth
HWB 1-33a

Relationships, sexual health and parenthood

Different types of teeth and their functions HWB 1-47b, the importance of healthy food/oral health to look after my body HWB 1-48a

Expressive Arts

Art and design

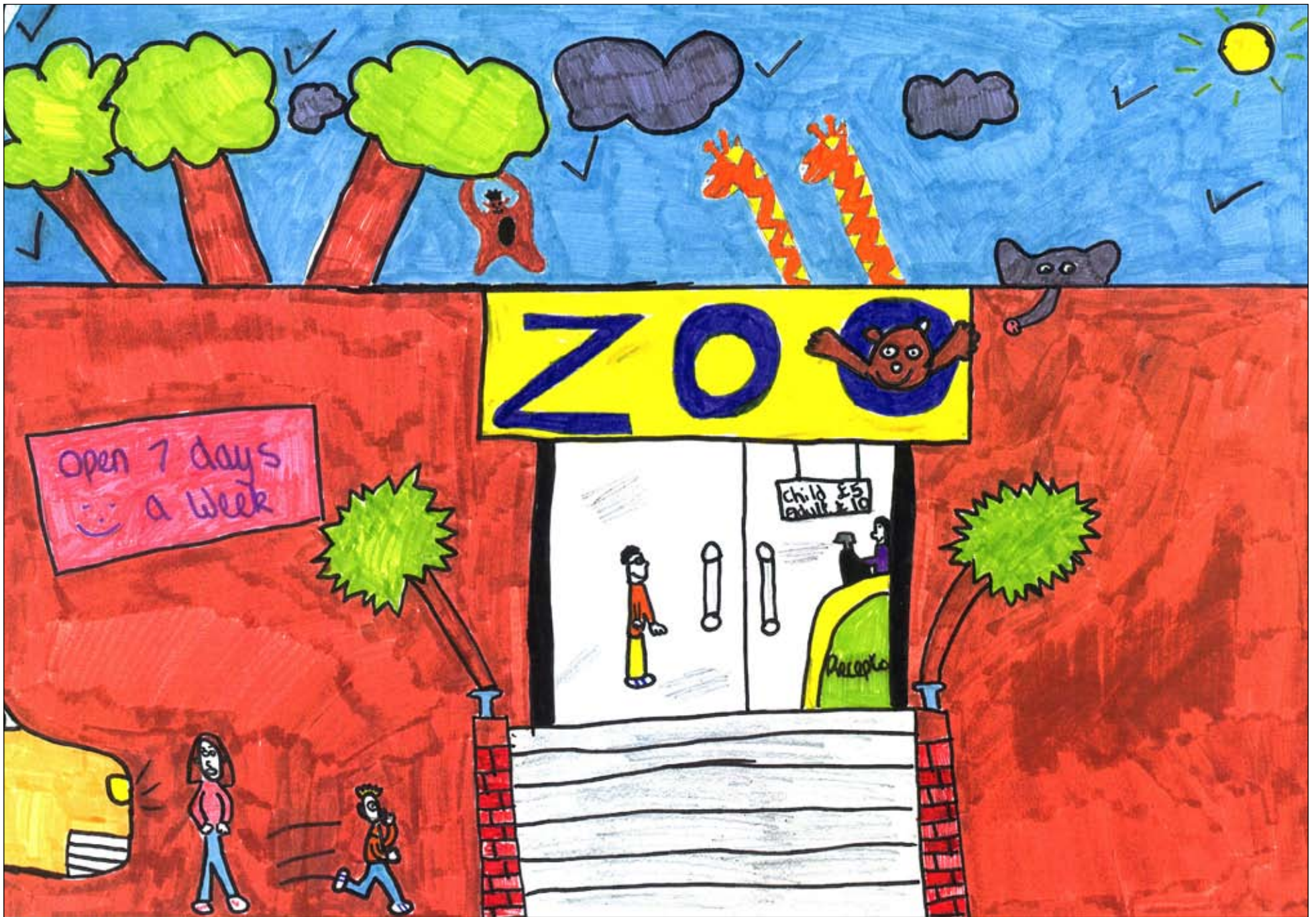
Healthy/unhealthy teeth/food, design a toothbrush, design glasses to wear to dentist
EXA 1-02a, EXA 1-04a, EXA 1-05a, EXA 1-06a

Drama

Dental surgery, healthy snack bar etc
EXA 1-12a, EXA 1-13a, EXA 1-14a

Music

Tooth brushing songs-www.preschooleducation.com/sdental.shtml
EXA 1-19a

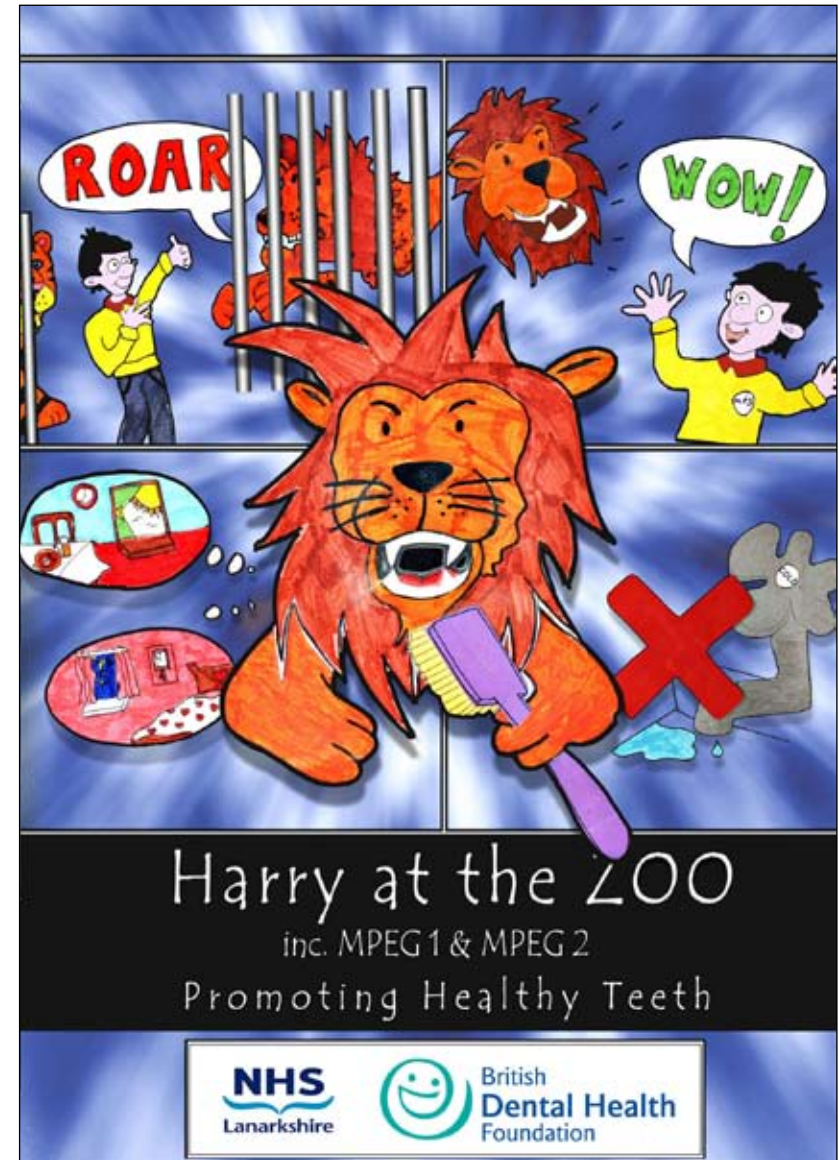


8. Harry at the Zoo

Harry at the Zoo – Overall Learning Intentions

By the end of the session pupils should have knowledge and understanding of:

- how to keep their teeth healthy,
- the 'spit don't rinse' message,
- the importance of fluoride toothpaste,
- the role of a dentist,
- the names and positions of teeth,
- how to brush,
- the importance of eating a healthy diet,
- healthy and unhealthy food and drink, and
- the importance of keeping treats to mealtimes.



Harry at the Zoo

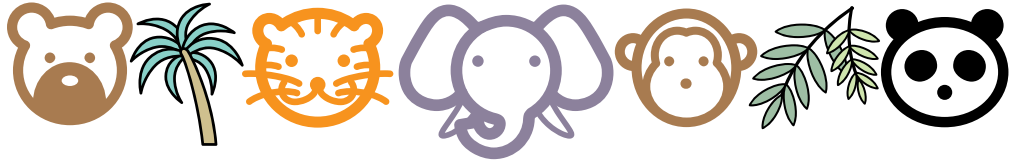
	Cosy/Home Corner	Creative	Investigative	Sand/Water/ Malleable	Construction	Imaginative
Challenges	Can you design and make something to highlight the following messages: <ul style="list-style-type: none"> • Spit don't rinse • The safest time to eat sugary foods and drinks • Brush for two minutes twice a day • Visit the dentist twice a year • Why breakfast is the most important meal of the day • Use fluoride toothpaste 	Make a healthy and an unhealthy breakfast to show Harry.	Help Harry to sort all the healthy and unhealthy food and drink.	(Malleable) Can you make and label a model of your teeth?	Harry needs something to carry his healthy lunch in to eat at the zoo. Can you help?	(Dental Surgery) Harry is visiting the dentist. Who will you be in the dental surgery today?
CfE Early Level Outcomes	HWB 0-15a HWB 0-30a HWB 0-33a HWB 0-48a LIT 0-26a	HWB 0-32a EXA 0-05a	HWB 0-30a MNU 0-20b	HWB 0-47b EXA 0-06a	TCH 0-14a	HWB 0-15a HWB 0-20a EXA 0-14a
CfE First Level Outcomes	HWB 1-15a HWB 1-30a HWB 1-33a HWB 1-48a LIT 1-26a	HWB 1-30a EXA 1-05a	HWB 1-30a MNU 1-20b	HWB 1-47b EXA 1-06a	TCH 1-11a	HWB 1-48a HWB 1-20a EXA 1-14a
Learning Intentions	The children will be able to create an informative text illustrating their understanding of dental care and healthy eating.	The children will be able to identify and create a healthy and unhealthy breakfast.	The children will be able to sort food into categories to show their understanding of healthy and unhealthy food.	The children will be able to make and label a model of teeth.	The children will be able to design and construct a container which will hold the healthy lunch.	The children will be able to adopt a role and create and present a drama exploring a real situation.
Additional Resources	Non fiction materials on oral health and/or healthy eating.	Visual aids (healthy/unhealthy foods).	Plastic/real/clipart food.	Model of teeth, pictures/books, plasticine mats, mirrors.	Real/plastic food and drink for healthy packed lunch.	Costumes, gloves, dentist tools, dental chair display posters.

Harry at the Zoo

	Cosy/Home Corner	Creative	Investigative	Sand/Water/ Malleable	Construction	Imaginative
Evaluation Next Steps						

Possible Additional Activities:

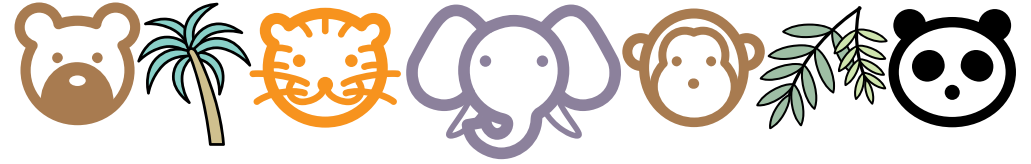
- Watch Harry at the Zoo DVD as a class.
- Incorporate an opportunity for the children to watch the DVD (especially the film) in the play environment e.g. Investigative Area or Cosy/Home Corner.
- Toothbrushing homework task with chart to reinforce key messages to parents and children.
- Display visual aids – posters to outline each of the learning intentions.
- Conduct a survey and record contents of class packed lunch boxes.
- Continue with NHS toothbrushing programme if applicable.



Creative Area

Harry at the Zoo

Make a healthy and an unhealthy breakfast to show Harry.

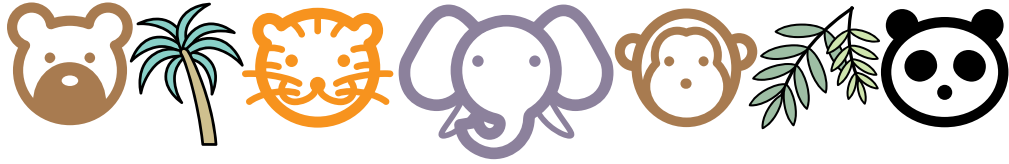


Investigative Area

Harry at the Zoo

Help Harry to separate all the healthy and unhealthy food and drink.

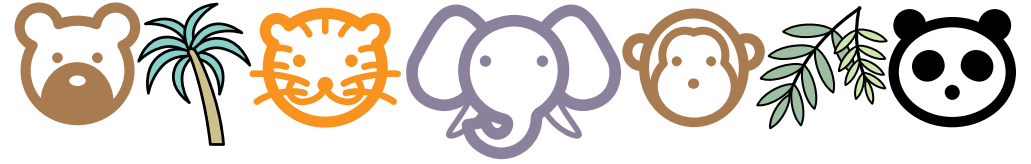




Sand/Water/Malleable Area

Harry at the Zoo

Can you make and label a model of your teeth?



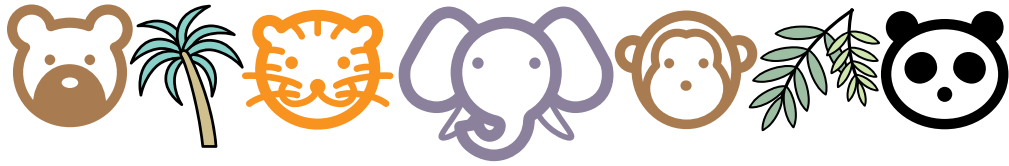
Cosy/Home Corner

Harry at the Zoo

Can you design and make something to highlight the following key messages:

- ✦ Spit don't rinse
- ✦ The safest time to eat sugary foods and drinks
- ✦ Brush for 2 minutes twice a day
- ✦ Visit the dentist twice a year
- ✦ Why breakfast is the most important meal of the day
- ✦ Use fluoride toothpaste

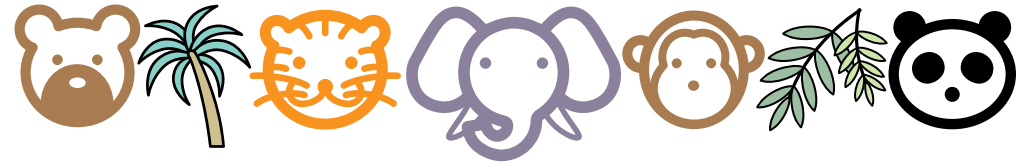




Imaginative Area

Harry at the Zoo

Harry is visiting the dentist.
Who will you be in the dental surgery
today?



Construction Area

Harry at the Zoo

Harry needs something to carry his
healthy lunch in to eat at the zoo.
Can you help?

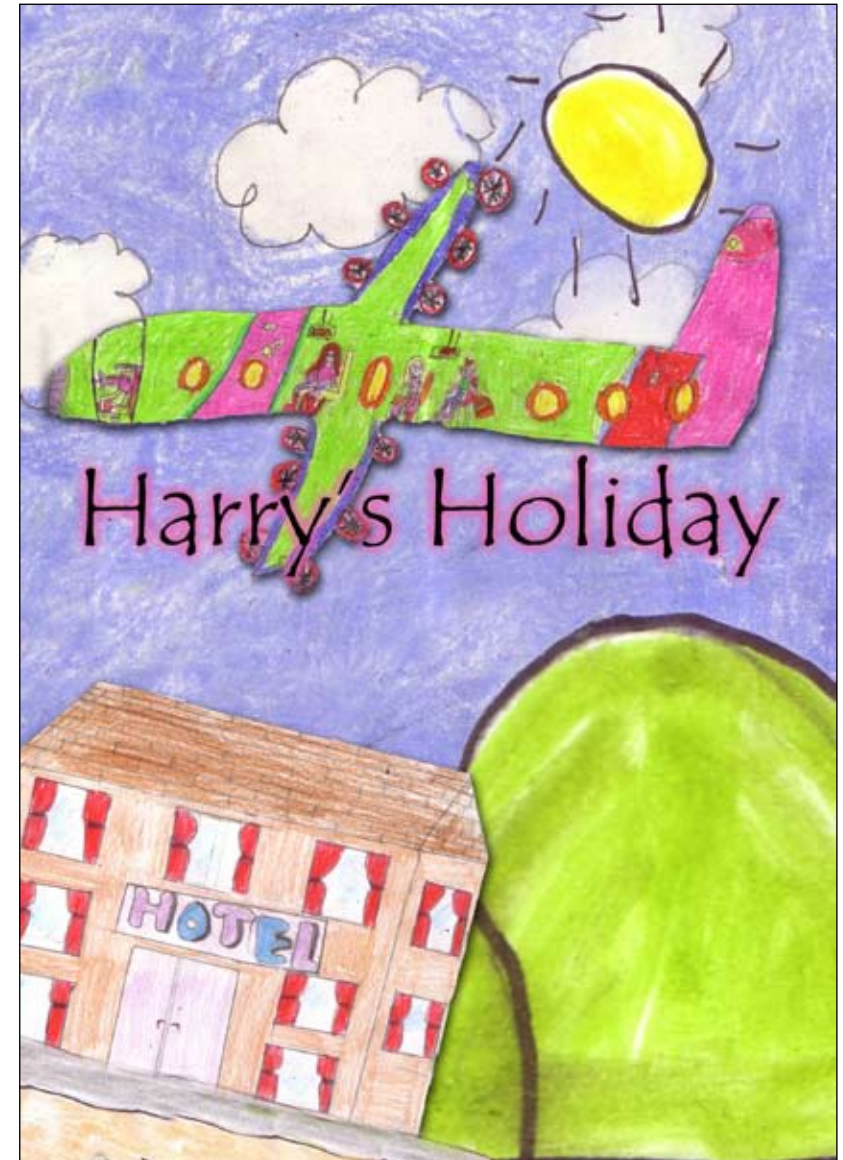


9. Harry's Holiday

Harry's Holiday – Overall Learning Intentions

By the end of the session pupils should have knowledge and understanding of:

- how to keep their teeth healthy,
- the 'spit don't rinse' message,
- the importance of fluoride toothpaste,
- the key oral health messages,
- the role of a dentist,
- the names and positions of teeth,
- healthy and unhealthy food and drink,
- the safest times to eat sugary food and drinks, and
- a healthy breakfast.



Harry's Holiday

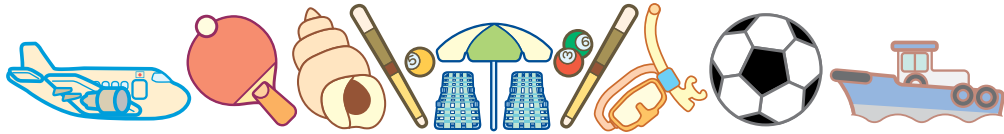
	Cosy/Home Corner	Creative	Investigative	Sand/Water/ Malleable	Construction	Imaginative
Challenges	<p>Can you design and make something to highlight the following messages:</p> <ul style="list-style-type: none"> • Spit don't rinse • The safest time to eat sugary foods and drinks • Brush for two minutes twice a day • Visit the dentist twice a year • Why breakfast is the most important meal of the day • Use fluoride toothpaste 	<p>Harry forgot his toothbrush. Can you show what will happen to his teeth if he doesn't brush them?</p> <p>Design and label a holiday toothbrush for Harry.</p>	<p>Can you help Harry find out how much sugar is in each item of the shopping bag?</p>	<p>Can you use play-dough to make the things that Harry needs to keep his teeth healthy on holiday?</p> <p>The dentist needs some model sets of teeth to show his patients how to brush correctly. Please help him.</p>	<p>Can you make Harry something to hold his toothbrush and toothpaste?</p> <p>We would like to take a healthy snack on our journey when we are going on holiday. Can you make something to carry it in?</p>	<p>Who are you going to be in the dental surgery today?</p> <p>Can the dentist show his patients how to brush their teeth?</p>
CfE Early Level Outcomes	<p>HWB 0-15a HWB 0-30a HWB 0-33a HWB 0-48a LIT 0-26a</p>	<p>HWB 0-33a EXA 0-02a</p>	<p>HWB 0-15a HWB 0-33a MNU 0-11a MNU 0-20a</p>	<p>HWB 0-15a HWB 0-33a EXA 0-05a</p>	<p>TCH 0-14a</p>	<p>HWB 0-20a HWB 0-33a HWB 0-48a EXA 0-14a</p>
CfE First Level Outcomes	<p>HWB 1-15a HWB 1-30a HWB 1-33a HWB 1-48a LIT 1-26a</p>	<p>HWB 1-33a HWB 1-48a EXA 1-06a</p>	<p>HWB 1-15a HWB 1-33a MNU 1-11a MNU 1-20a</p>	<p>HWB 1-15a HWB 1-33a EXA 1-05a</p>	<p>TCH 1-11a</p>	<p>HWB 1-20a HWB 1-33a HWB 1-48a EXA 1-14a</p>
Learning Intentions	<p>The children will be able to create an informative text illustrating their understanding of dental care and healthy eating.</p>	<p>Children will be able to identify how teeth decay and record using pictorial representation.</p> <p>Children will be able to create and design a toothbrush.</p>	<p>Children will be able to read and sort the items depending on the sugar content.</p>	<p>Children will create and identify various items required to maintain healthy teeth.</p> <p>Children will be able to design and create a set of teeth with the correct number of teeth.</p>	<p>Children will create and design a container fit for purpose.</p>	<p>Children will be able to adopt the dentist's role.</p> <p>Children will be able to describe and demonstrate how and why we brush our teeth.</p>

Harry's Holiday

	Cosy/Home Corner	Creative	Investigative	Sand/Water/ Malleable	Construction	Imaginative
Additional Resources	Non fiction materials on oral health/healthy eating.	Pictorial stimulus	Bag of shopping (each item labelled with amount of sugar -4 grams of sugar = 1 spoonful), sugar and spoons	Play-dough ingredients, colouring and shaping tools. Non fiction books on dental hygiene.	A variety of junk materials and/ or construction materials: Lego, Unifix.	Set of teeth and toothbrush from dental resources. Role-play dental costumes.
Evaluation Next Steps						

Possible Additional Activities:

- Watch Harry's Holiday DVD as a class.
- Incorporate an opportunity for the children to watch the DVD (especially the film) in the play environment e.g. Investigative Area or Cosy/Home Corner.
- Toothbrushing homework task with chart to reinforce key messages to parents and children.
- Display visual aids – posters to outline each of the learning intentions.
- Plant and grow your own fruit and vegetables. Measure and record their progress over a period of time.
- Conduct a survey and record contents of what class had for breakfast.



Imaginative Area

Harry's Holiday

Who are you going to be in the dental surgery today?

Can the dentist show his patients how to brush their teeth?



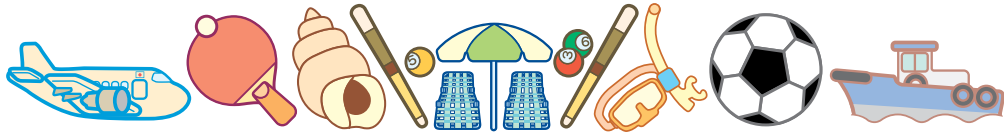
Construction Area

Harry's Holiday

Can you make Harry something to hold his toothbrush and toothpaste?

We would like to take a healthy snack on our journey when we are going on holiday. Can you make something to carry it in?



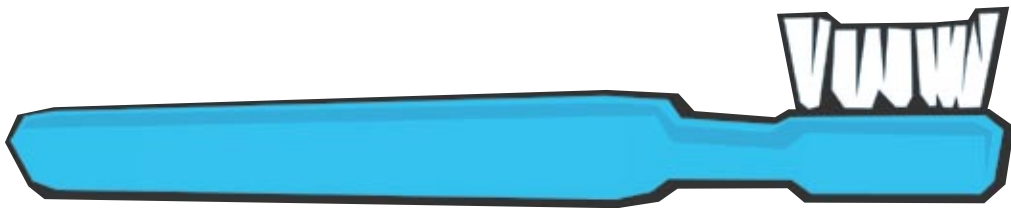


Creative Area

Harry's Holiday

Harry forgot his toothbrush.
Can you show what will happen to his
teeth if he doesn't brush them?

Design and label a holiday toothbrush for
Harry.

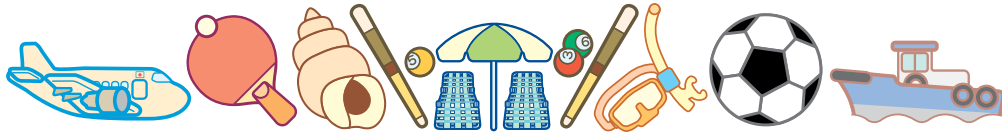


Investigative Area

Harry's Holiday

Can you help Harry find out how much
sugar is in each item of the shopping bag?



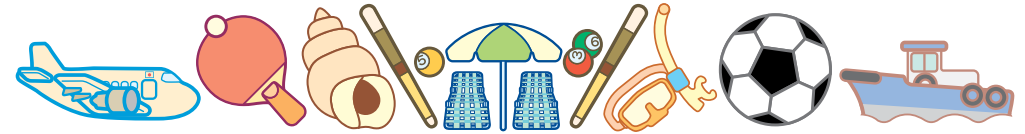


Sand/Water/Malleable Area

Harry's Holiday

Can you use play-dough to make the things that Harry needs to keep his teeth healthy on holiday?

The dentist needs some model sets of teeth to show his patients how to brush correctly. Please help him.



Cosy/Home Corner

Harry's Holiday

Can you design and make something to highlight the following key messages:

- ✦ Spit don't rinse
- ✦ The safest time to eat sugary foods and drinks
- ✦ Brush for 2 minutes twice a day
- ✦ Visit the dentist twice a year
- ✦ Why breakfast is the most important meal of the day
- ✦ Use fluoride toothpaste



Molly and the Magic Lunchbox

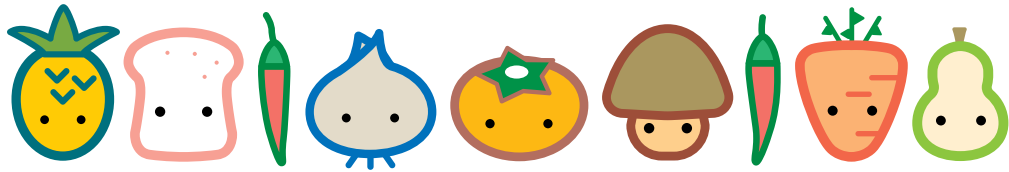
	Cosy/Home Corner	Creative	Investigative	Sand/Water/ Malleable	Construction	Imaginative
Challenges	<p>Can you design and make something to highlight the following messages:</p> <ul style="list-style-type: none"> • Spit don't rinse • The safest time to eat sugary foods and drinks • Brush for two minutes twice a day • Visit the dentist twice a year • Why breakfast is the most important meal of the day • Use fluoride toothpaste <p>Advertise the opening of the healthy snack bar.</p> <p>Design and write:</p> <ul style="list-style-type: none"> • A menu for the healthy snack bar • An invitation to the healthy eating open day • A leaflet advertising healthy snacks 	<p>Design a water bottle or milk carton for part of your healthy lunch.</p> <p>Make and label a healthy/unhealthy packed lunch box/meal.</p>	<p>Choose and make:</p> <ul style="list-style-type: none"> • a healthy lunch/snack/drink to share • a vegetable soup/stew • a healthy dessert 	<p>(Malleable) Make some healthy food to sell in the snack bar.</p>	<p>Make a packed lunch box/bag that will close and is big enough to hold your healthy lunch.</p> <p>Design and make a container to store healthy food and to keep it fresh.</p>	<p>Healthy snack bar/takeaway</p> <p>Who will you be in the healthy snack bar today?</p> <p>Can you sell items and give change?</p> <p>Can you buy items and pay with the correct money?</p>
CfE Early Level Outcomes	<p>HWB 0-15a HWB 0-30a HWB 0-33a HWB 0-48a LIT 0-26a</p>	<p>HWB 0-32a EXA 0-02a</p>	<p>HWB 0-30a HWB 0-32a</p>	<p>EXA 0-05a</p>	<p>TCH 0-14a</p>	<p>HWB 0-30a EXA 0-14a MNU 0-09a</p>

Molly and the Magic Lunchbox

	Cosy/Home Corner	Creative	Investigative	Sand/Water/ Malleable	Construction	Imaginative
CfE First Level Outcomes	HWB 1-15a HWB 1-30a HWB 1-33a HWB 1-37a HWB 1-48a LIT 1-26a	HWB 1-30a EXA 1-02a	HWB 1-30a HWB 1-30b	EXA 1-05a	TCH 1-11a	HWB 1-30a EXA 1-14a MNU 1-09b
Learning Intentions	The children will be able to create an informative text illustrating their understanding of dental care and healthy eating.	The children will be able to create and identify healthy/unhealthy foods and drinks.	The children will be able to identify, prepare/cook healthy foods and drinks.	The children will be able to identify and create healthy foods and drinks.	The children will be able to design and construct models or 3D objects that solve a problem and are fit for purpose.	The children will be able to adopt a role and create and present a drama exploring a real situation.
Additional Resources	Non fiction materials on oral health and healthy eating.	Real and plastic food and drink. Visual stimuli.	Focus on Food resources. Cooking utensils, cutlery, aprons. Ingredients. Simple healthy recipes.	Real and plastic food and drink. Play-dough recipe. Visual stimuli.	Real/plastic food and drink for healthy packed lunch.	Real coins and till. Healthy food and drinks, role play outfits, purses, menus and price lists, trays/bags/tables.
Evaluation Next Steps						

Possible Additional Activities:

- Watch Molly and the Magic Lunchbox DVD as a class.
- Incorporate an opportunity for the children to watch the DVD (especially the film) in the play environment e.g. Investigative Area or Cosy/Home Corner.
- Toothbrushing homework task with chart to reinforce key messages to parents and children.
- Display visual aids – posters to outline each of the learning intentions.
- Plant and grow your own fruit and vegetables. Measure and record their progress over a period of time.
- Conduct a survey and record contents of class packed lunch boxes, popular healthy choices from the school cafeteria or favourite healthy lunches.

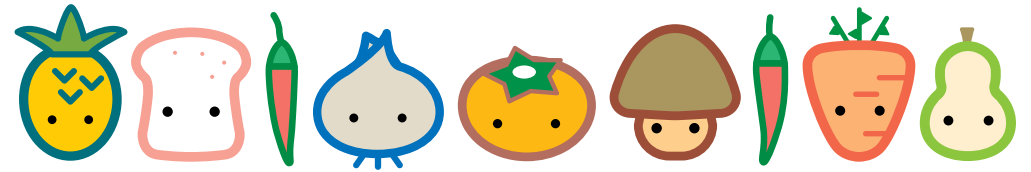


Creative Area

Molly and the Magic Lunchbox

Design a water bottle or milk carton for part of your healthy lunch.

Make and label a healthy/unhealthy packed lunch box/meal.



Investigative Area

Molly and the Magic Lunchbox

Choose and make a healthy lunch/snack/drink to share, a vegetable soup/stew or a healthy dessert.

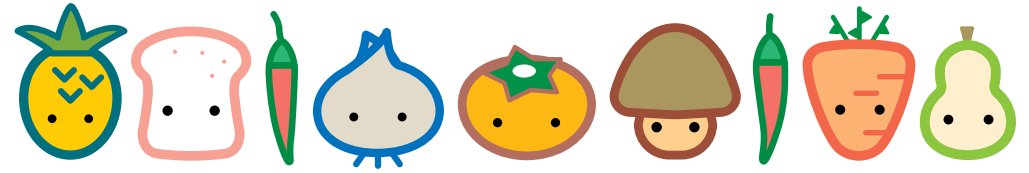




Sand/Water/Malleable Area

Molly and the Magic Lunchbox

Make some healthy food to sell in the snack bar.



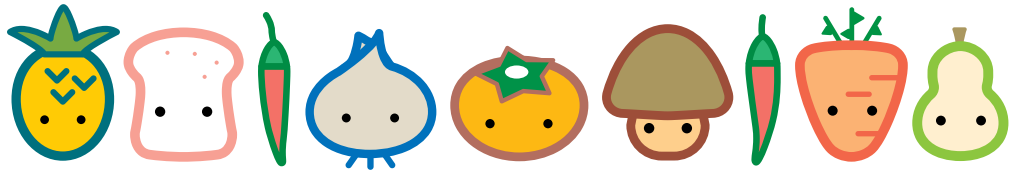
Construction Area

Molly and the Magic Lunchbox

Make a packed lunch box/bag that will close and is big enough to hold your healthy lunch.

Design and make a container to store healthy food and to keep it fresh.





Imaginative Area

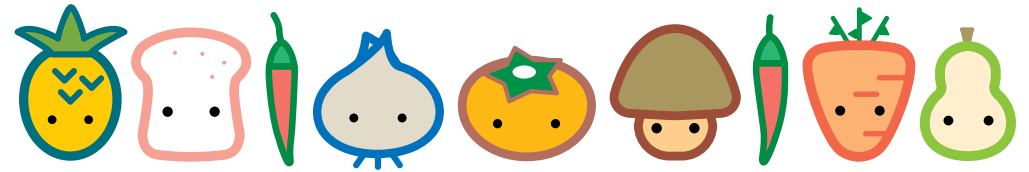
Molly and the Magic Lunchbox

Healthy snack bar/takeaway

Who will you be in the healthy snack bar today?

Can you sell items and give change?

Can you buy items and pay with the correct money?



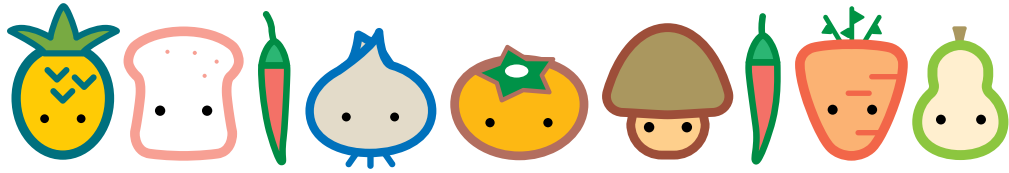
Cosy/Home Corner

Molly and the Magic Lunchbox

Can you design and make something to highlight the following key messages:

- ✦ Spit don't rinse
- ✦ The safest time to eat sugary foods and drinks
- ✦ Brush for 2 minutes twice a day
- ✦ Visit the dentist twice a year
- ✦ Why breakfast is the most important meal of the day.
- ✦ Use fluoride toothpaste

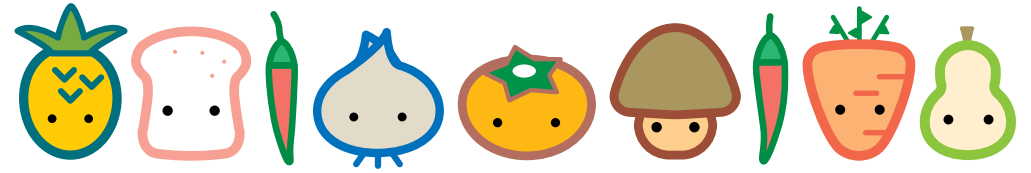




Cosy/Home Corner

Molly and the Magic Lunchbox

Can you design and make something to advertise the opening of the new healthy snack bar?



Cosy/Home Corner

Molly and the Magic Lunchbox

Can you design and write a menu for the healthy snack bar, an invitation to the healthy eating open day, or a leaflet advertising healthy snacks?



11. Further Information and Resources

Health Improvement Library

The library has a variety of visual resources that can be borrowed such as games, puppets, jigsaws, smokers foul mouth model, teeth models, gammy gum models, large sand timers, visual information, leaflets, books and posters. Oral health topic boxes are also available for hire. The Health Improvement Library is open Monday – Friday 9.00am – 5.00pm.

Health Improvement Library

First Floor

Law House

Airdrie Rd

Carluke

ML8 5ER

Telephone: 01698 377 600

Telephone: 01698 377 629 (Leaflet Store)

Email: library.hp@lanarkshire.scot.nhs.uk



Local Contacts

Childcare Information Service (NLC)
Kildonan Street
Coatbridge
ML5 3BT
Tel: 01236 812281

Childcare Information Service (SLC)
Early Years Development Team
Chatelherault Primary School
Silvertonhill Avenue
Hamilton
ML3 7NT
Tel: 01698 476745

Lanarkshire Community Food and Health Partnership
Unit 7, Strathclyde Business Park
391 Langmuir Road
Bargeddie
G69 7TU
Tel: 0141 771 9043

NHS Lanarkshire Oral Health Educators
Salaried Primary Care Dental Services
Douglas Street Clinic
19 Douglas Street
Hamilton
ML3 0BP
Tel: 01698 368784

North Lanarkshire Education Resource Service
c/o Clyde Valley High School
Castlehill Road
Wishaw
ML2 0LS
Tel: 01698 403510

National Contacts

British Dental Health Foundation
Smile House
2 East Union Street
Rugby
CV22 6AJ
Tel: 01788 539793
Email: mail@dentalhealth.org
www.dentalhealth.org

British Heart Foundation Scotland
Ocean Point One
94 Ocean Drive
Edinburgh
EH6 6JH
Tel: 0131 555 5891
Email: commfund@bhf.org.uk
www.bhf.org.uk

British Nutrition Foundation
High Holborn House
52–54 High Holborn
London
WC1V 6RQ
Tel: 020 7404 6504
Email: postbox@nutrition.org.uk
www.nutrition.org.uk

Food Standards Agency Scotland
6th Floor, St Magnus House
25 Guild Street
Aberdeen
AB11 6NJ
Tel: 01224 285100
Email: scotland@foodstandards.gsi.gov.uk
www.food.gov.uk/scotland/

Learning and Teaching Scotland
The Optima
58 Robertson Street
Glasgow
G2 8DU
Tel: 08700 100 297
Email: enquires@LTScotland.org.uk
www.ltscotland.org.uk

NHS Health Scotland
Woodburn House
Canaan Lane
Edinburgh
EH10 4SG
Tel: 0131 536 5500
Email: general_enquiries@health.scot.nhs.uk
www.healthscotland.com

Scottish Food and Drink Federation
4a Torphichen Street
Edinburgh
EH3 8JQ
Tel: 0131 229 9415
Email: generalenquiries@fdf.org.uk
www.sfdf.org.uk

The Dairy Council
93 Baker Street
London
W1U 6QQ
Tel: 020 7467 2629
Email: info@dairycouncil.org.uk
www.milk.co.uk

Useful Websites

British Dental Association – Patient Website
www.bdasmile.org

British Dental Health Foundation
www.dentalhealth.org

British Nutrition Foundation
www.nutrition.org.uk

Childsmile
www.child-smile.org

Curriculum for Excellence
www.ltscotland.org.uk/curriculumforexcellence/

Department of Health
www.dh.gov.uk

Early Years Matters Newsletters
www.ltscotland.org.uk/earlyyearsmatters/

Food Standards Agency – Eat Well
www.eatwell.gov.uk

Food Standards Agency Scotland
www.food.gov.uk/scotland/

Glasgow Science Centre
www.glasgowsciencecentre.org

Grab 5
www.sustainweb.org/grab5/

Grounds for Learning
www.gflscotland.org.uk

Health Science Education Tools for Kids
www.learntobehealthy.org/kids/

Healthy Teeth – Oral Health Education Database
www.healthyteeth.org

Learning Teaching Scotland Supporting Learners
www.ltscotland.org.uk/supportinglearners/

NHS Lanarkshire
www.nhslanarkshire.org.uk

NHS Choices – 5 A DAY
www.nhs.uk/livewell/5aday/pages/5adayhome.aspx

NHS Health Scotland
www.healthscotland.com

Nutritional Guidance for Early Years
www.scotland.gov.uk/Publications/2006/01/18153659/0

Scotland's Health on the Web
www.show.scot.nhs.uk

Scottish Government
www.scotland.gov.uk

Scottish Government - Schools (Health Promotion and Nutrition) (Scotland) Act 2007
www.scotland.gov.uk/Topics/Education/Schools/HLivi/foodnutrition

Take Life On campaign
www.takelifeon.co.uk

12. Bibliography

HM Inspectorate of Education (2004) *How good is our school? The Health Promoting School*. Edinburgh, HM Inspectorate of Education.

HM Inspectorate of Education (2007) *How good is our school? Journey to Excellence: Part 3*. Livingston, HM Inspectorate of Education.

Levine, R.S. & Stillman-Lowe, C.R. (2009) *The Scientific Basis of Oral Health Education*. 6th ed. London, British Dental Association.

Macpherson, L.M.D, Conway, D.I, Goold, S, Jones, C.M, McCall, D.R, Merrett, M.C.W, Pitts, N.B (2010) *National Dental Inspection Programme of Scotland: Report of the 2010 Survey of P1 Children*. Dundee, Scottish Dental Epidemiological Co-ordinating Committee.

Naidoo, J. & Wills, J. (2009) *Foundations for Health Promotion*. 3rd ed. Edinburgh, Baillière Tindall.

Scottish Dental Clinical Effectiveness Programme (2010) *Prevention and Management of Dental Caries in Children. Dental Clinical Guidance*. Dundee, Scottish Dental Clinical Effectiveness Programme.

Scottish Executive (2003) *Hungry for Success: a whole school approach to school meals in Scotland*. Edinburgh, Scottish Executive.

Scottish Executive (2005) *An action plan for improving oral health and modernising NHS dental services in Scotland*. Edinburgh, Scottish Executive.

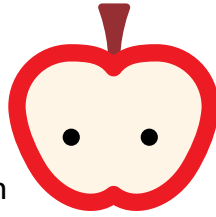
13. Appendices

Appendix 1: Healthy Recipe Cards

Preparing healthy food is a great way to involve children and young people in healthy eating. Involving children in choosing and preparing snacks will help develop their interest in different foods. The following section has some healthy recipes that can be used as food activities. The recipes below have been adapted from the Hungry for Health pack developed by the Focus on Food campaign in partnership with North Lanarkshire Council, and the Focus on Food Cooking Bus Programme.



Apple, Mango and Cheese Salad



Ingredients:

- 1 red-skinned eating apple e.g. Pink Lady
- 1 green-skinned eating apple e.g. Granny Smith
- 3 sticks celery
- 1 spring onion
- Juice of 1 lemon
- 1 large orange or 2 satsumas or tangerines
- 2 tbsp salad cream

Method:

- 1 Cut the apples in half from stalk to base. Use a melon baller to scoop out the cores. Slice the apple thinly or cut into dice, and put it into the mixing bowl with half the juice of the lemon.
- 2 Cut the celery in 1cm pieces. Divide the orange or satsumas into segments, and cut the large segments into pieces. Slice the onion, if using. Add the segments and the onion to the mixing bowl.
- 3 In the small bowl, combine the salad cream and the remaining lemon juice. Mix well and pour the mixture over the apple, orange and celery. Toss lightly to coat.
- 4 Pile into a serving bowl.

Tomato and Basil Salad

(serves 4–6)



Ingredients:

- 6 tomatoes (cut into wedges)
- 50 g black olives (pitted and sliced)
- 1 medium size red onion (peeled and thinly sliced)
- Fresh basil leaves

For the dressing:

- 4 tbsp fresh basil leaves
- 1 garlic clove (crushed)
- 2 tbsp Parmesan cheese (freshly grated)
- 4 tbsp olive oil
- 2 tbsp lemon juice
- Freshly ground black pepper

Method:

- 1 Arrange all the prepared salad ingredients in a large bowl or on a large plate.
- 2 To make the dressing, whisk the basil leaves, garlic, Parmesan cheese, olive oil, lemon juice and pepper in a small bowl until well blended.
- 3 Pour the dressing over the salad ingredients.

Kaleidoscope Couscous

(serves 4–6)

Ingredients:

- 200 g couscous
- 250 ml boiling water
- Ground black pepper, to taste
- ¼ red pepper (deseeded and chopped)
- ¼ green pepper (deseeded and chopped)
- ¼ yellow or orange pepper (deseeded and chopped)
- 4 spring onions (finely sliced)
- 4 tablespoons sweetcorn niblets (canned)
- 3–4 cherry tomatoes (quartered)
- 1 tbsp mint (finely chopped)
- 1 tbsp olive oil

Method:

- 1 Place the couscous in the mixing bowl. Pour all the boiling water on to the couscous and quickly stir the couscous with a fork. Season with pepper. Cover the bowl with a plate and set it aside for 10–15 mins.
- 2 Remove the plate. Using the fork, separate the grains and allow the couscous to cool.
- 3 When the couscous is cold, stir in the olive oil, the prepared vegetables and the mint into the serving bowl.



Tuscan Tomato Soup with Beans

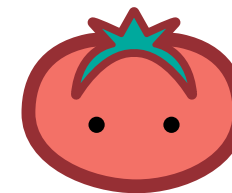
(serves 4–6)

Ingredients:

- 2 tbsp olive oil
- 1 onion (finely chopped)
- 2 sticks celery
- 2 cloves garlic (finely chopped)
- 1 litre vegetable or chicken stock
- 2 x 410g cans cannellini beans (drained and rinsed)
- 1 x 400g can chopped tomatoes
- 2 tbsp chopped parsley
- Ground black pepper

Method:

- 1 Heat the oil in a large pan, then add the onion and celery and fry for 5–7 minutes until they are softened.
- 2 Add the garlic and stock and bring to the boil.
- 3 Add the beans, tomatoes and seasoning. Simmer for 15 minutes or until the vegetables are tender.
- 4 Add the parsley and serve piping hot with warm crusty bread.



Sunset Pasta Salad

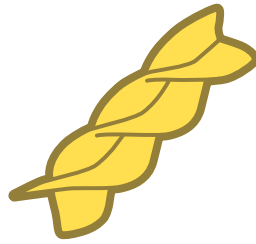
(serves 4–6)

Ingredients:

- 100 g small dried pasta shapes
- 3 tbsp sunflower oil
- 1 dessertspoon red or white wine vinegar
- 1 dessertspoon tomato ketchup
- 1 small carrot (peeled and grated)
- ½ red pepper (de-seeded, sliced and diced)
- ½ small cucumber (cut into sticks and diced)
- 6 cherry tomatoes (quartered)
- 100 g Cheddar cheese (diced)

Method:

- 1 Cook the pasta in fast-boiling water until just tender but with 'bite' (*al dente*). Mix the oil, ketchup and vinegar in a bowl.
- 2 Prepare the vegetables and add them all, except the tomatoes, to the sunflower oil, ketchup and vinegar. Add the cheese and toss the ingredients together.
- 3 Drain the pasta and plunge it into cold water. Drain it again and pat dry with kitchen roll.
- 4 Add the pasta to the vegetable and cheese mixture, and stir to combine.
- 5 Turn the pasta into a serving dish and decorate with the quartered cherry tomatoes. Serve immediately.



Big Snack Bruschetta

(Serves 2–4)

Ingredients:

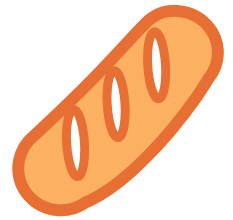
- 1 slice of ciabatta or french bread
- 1 garlic clove (sliced in half)
- 1 dessertspoon olive oil
- 1 or 2 tomatoes (finely chopped)
- 25 g cheese (grated)
- Fresh basil leaves to garnish (optional)

Choose from one or two of the ingredients below to add to the tomato topping:

- 1 tbsp green or red pepper (finely chopped)
- 1 tbsp canned sweetcorn
- 1 tbsp cooked ham (finely chopped)
- 1 tbsp pitted olives (sliced)
- 1 spring onion (trimmed and finely chopped)

Method:

- 1 Lightly toast the bread on both sides. Rub both sides of the bread with the garlic clove halves and then place the slices of bread on the baking tray.
- 2 Heat the oven to 200°C/400°F/Gas 6.
- 3 With a teaspoon, drizzle a little olive oil on to the bread.
- 4 Arrange the chopped tomato and one or two of the optional ingredients on top of bread. Sprinkle with cheese.
- 5 Bake in the oven for 5–10 minutes until the bruschetta is hot and the cheese is bubbling.



Appendix 2: Healthy Snack Menu

Welcome to The Healthy Snack Shop

Snacks	Price
Apple	30p
Grapes	50p
Satsuma	20p
Raspberries	55p
Strawberries	55p
Banana	24p
Pancake	68p
Scone	96p
Oatcake and cheese	£1.00
Toast	45p
Pasta salad	60p
Soup and wholemeal bread	85p
Natural yoghurt with fruit of choice	78p

Sandwiches	Price
Ham salad	£1.10
Cheese and tomato	90p
Tuna and cucumber	95p
Chicken salad	£1.25
Egg and tomato	£1.05

Drinks	Price
Water	10p
Milk	10p
Fresh fruit juice - orange, apple, pineapple, grapefruit, orange and mango	15p

Appendix 3: Nutrition and Oral Health Statement of Intent

Introduction

Oral health is an important part of health and wellbeing. A healthy mouth enables us to eat, speak, smile and socialise without pain, discomfort or embarrassment. Dental disease is not an inevitable part of life. However, it still causes unnecessary pain and suffering to many children and young people.

Poor oral health can affect self-confidence and both school attendance and performance. Scotland, especially West Central Scotland, has a higher prevalence of dental decay than England and Wales. In Lanarkshire in 2010, by the time children were 5 years old, 39% had suffered from dental decay.

[Name of School](#) recognises the fundamental role school can play in improving the overall health and wellbeing of pupils and staff, and is committed to incorporating oral health as a part of this.

Aim

[Name of School](#) aims to improve the health of staff and pupils by organising initiatives that follow the three key messages for oral health as set out by The Scientific Basis for Oral Health Education (Levine and Stillman-Lowe, 2009). These are:

- 1 Brush the teeth for at least two minutes twice a day with fluoride toothpaste.
- 2 Reduce the amount and the frequency of sugary food and drink consumption and, if possible, restrict only to mealtimes.
- 3 Register with a dentist and attend regularly for check-ups.

Statement of Intent

[Name of School](#) will promote oral health in the following ways:

- Develop initiatives to increase knowledge and awareness of the three oral health messages.
- Develop or incorporate interactive activities to address oral health as part of the curriculum.
- Ensure staff and first aider awareness of first aid advice for children with avulsed (knocked out) teeth.
- Incorporate oral health into the school health strategy or action plan.
- Link oral health with healthy eating campaigns wherever possible.
- Adopt a non-confectionery reward scheme.
- Provide and promote access to free, clean drinking water.
- Promote oral health through healthy food options, healthy vending, and competitive pricing of healthy foods.

Implementation, monitoring and review

This policy will be effective from the [Start Date](#). The Senior Management Team will be responsible for the implementation and monitoring of the policy. The policy will be reviewed annually from the date of implementation and thereafter as part of a three-year cycle in line with *How good is our school? Journey to Excellence: Part 3 (2007)*. Areas for monitoring will include the effectiveness of policy implementation, curriculum, health information campaigns, and links made with other health topics and partner involvement.

Appendix 4: Topic Box

The following resources can be used to supplement existing resources within the nursery and school environment. The box can be located in:

North Lanarkshire Education Resource Service, Clyde Valley High School, Castlehill Road, Wishaw ML2 0LS. Tel: 01698 403510

and

South Lanarkshire Council Childcare Information Service, Early Years Development Team, Chatelherault Primary School, Silverton Avenue, Hamilton ML3 7NT. Tel: 01698 476745.

There are four resources boxes available to borrow. Each resource box contains:

- Harry and Molly's Adventures - Active learning materials to support oral health films at the Early and First Level
- Copy of Harry at the Zoo, Harry's Holiday and Molly and the Magic Lunchbox DVDs
- Poster set - Stephan Curves (3)
- Healthy breakfast and lunch set
- Your Guide to Healthy Teeth book by the American Dental Association
- Read at Home – At the Dentist by Roderick Hunt and Alex Brychta
- Dora the Explorer: Show Me Your Smile! A Visit to the Dentist by Christine Ricci
- Gimme Five book by Caroline Lee
- Tutti Frutti book by Joyce Dunbar
- Poster set - Healthy foods
- Dental playsuit
- Tooth model
- North Lanarkshire Council Hungry for Health pack developed by The Focus on Food Campaign
- Aprons
- Greedy Gorilla Game
- Grub Game

Appendix 5: Example of letter to parents

Dear

Oral Health Information

Oral health is an important part of health and wellbeing. A healthy mouth enables us to eat, speak, smile and socialise without pain, discomfort or embarrassment. Dental disease should not be a normal part of life and can be prevented, and the effects reduced, by incorporating the key oral health messages into our lifestyles.

[Name of School](#) recognises the role it can play in improving the overall health and wellbeing of pupils and staff, and is committed to include oral health as a part of this. [Name of School](#) is currently addressing the topic of oral health.

[Name of School](#) acknowledges the important role of parents in ensuring children have healthy mouths. [Name of School](#) therefore encourages parents to reinforce the three key oral health messages at home. These are:

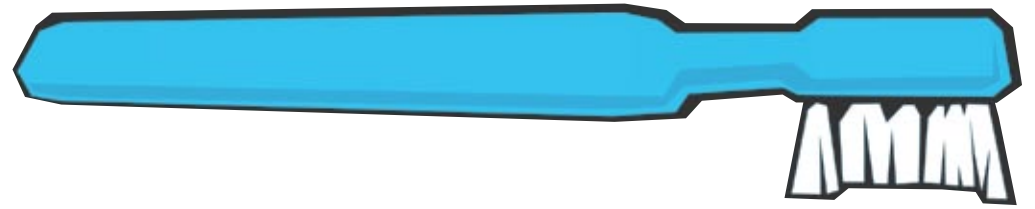
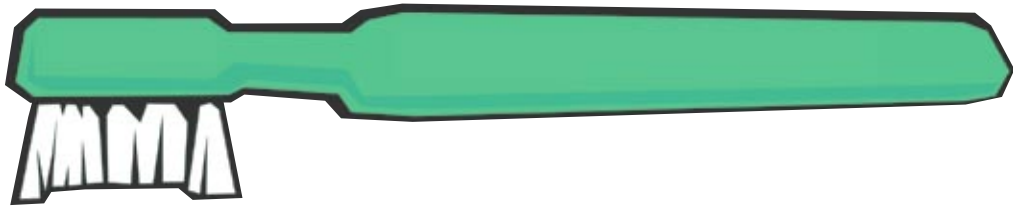
- 1 Brush the teeth for at least two minutes twice a day with fluoride toothpaste.
- 2 Reduce the amount and the frequency of sugary food and drink consumption and, if possible, restrict only to mealtimes.
- 3 Register with a dentist and attend regularly for check-ups.

If parents would like any further information please visit the school/nursery website, NHS Lanarkshire's website under Healthy Living or contact...

Thank you for your support.

Sincerely

Appendix 6: Blank Challenge Cards



Notes

