



# *Brushing with Baxter & Friends*



**Oral Health Education Program  
Teacher's Guide for Head Start Classrooms**



## Dear Educators,

Welcome to Colgate Bright Smiles, Bright Futures™ (BSBF). You are embarking on a more than 30-year legacy that brings positive oral health messages to children across the world in classrooms just like yours. Colgate's focus is on the importance of courage and optimism throughout our daily lives. We are excited to take your students on an adventure where these messages are introduced and carried out via our Head Start program. As educators, you can play a vital role in helping young children develop good oral care habits to keep their teeth and gums healthy.

Each year, Colgate-Palmolive Company's award-winning program reaches over 100 million school children and their families from 80 countries and in over 30 languages. To date, we've reached over 1 billion children—and it's educators like you who have made it a success.

Bright Smiles, Bright Futures gives educators, children, and families the tools they need to create lifelong oral health habits. Most importantly, this optimistic approach allows children to take control of their own oral health. Through this journey, BSBF empowers children to be lifelong "oral health heroes," equipping them with skills that can easily be integrated beyond just brushing and flossing.

Welcome to BSBF. Enjoy the journey with Baxter and his new friend, Starlett, as they learn all about the importance of proper oral health. The bright smiles your students will share can last a lifetime!

Sincerely,

Dr. Gillian Barclay  
BSBF Global Oral Health Initiative  
Colgate-Palmolive Company



We would love to see these activities come to life in your classroom. Please share your students' Bright Smiles on social media using **#ColgateBrightSmiles**, and connect with us on Twitter at **@ColgateBSBF**.

## Key Oral Health Messages

Ensure that children, educators, and families understand the core components of strong oral health habits, including these core key messages:



Brush your teeth twice a day with fluoride toothpaste; after breakfast and before bedtime



Limit sugary snacks and drinks to reduce the risk of cavities



Visit your dentist or dental hygienist regularly to help maintain good oral health habits



Change your toothbrush every 3 months



Turn off the tap when brushing

# Components at a Glance

## Storybook: *Baxter Meets a Visitor*

This “read-along” big book can be shared with students as they meet Baxter and his classmates, who are about to greet their newest friend Starlett. Throughout the fun adventure, the children teach their new friend all about the importance of good oral health!



Storybook

## Emergent Reader: *My Bright Smile*

The emergent reader supports the messages from the storybook so that your students can continue to learn about oral health. The words/phrases have been simplified to allow students to take ownership of their learning and begin to read simple words/describe the charming illustrations.



Storybook

Emergent Reader

## Two-Sided Activity Poster: *Dr. Rabbit's Counting Chart and How to Brush*

**Dr. Rabbit's Counting Chart** provides students with an interactive activity while continuing to promote proper oral health habits.

**How to Brush** showcases the five easy steps for brushing for a healthy smile.



Activity Poster: Side 1



Activity Poster: Side 2

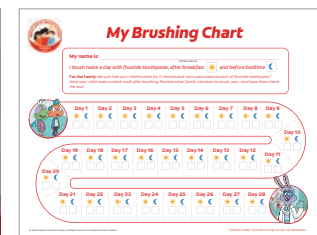
## Two-Sided Parent Take Home: *How to have a Bright Smile and Student Incentive Chart*

**How to Have a Bright Smile** provides the students with three easy-to-remember steps toward a healthy smile.

**Student Incentive Chart** is a 28-day brushing tracker to encourage students (and families) to brush daily.



Parent Take Home: Side 1



Parent Take Home: Side 2

## Toothpaste/Toothbrush Samples:

25 Samples of Colgate Toothpaste &  
25 Colgate Toothbrushes



Toothpaste &  
Toothbrushes

# Activities At a Glance

## Head Start Child Outcomes Framework

The activities have been developed in accordance with the skills areas (domains) and child outcomes (indicators) contained within the Head Start Child Outcomes Framework. The following chart is designed to make it easy for you to integrate oral health education into your daily routine in an engaging and meaningful way! Each activity is designed to take 15-20 mins.



Physical Health Development



Creative Arts



Social Emotional Development



Language Development



Literacy

### Meet Starlett— Our New Friend



Communication, Social Emotional Development, Language and Literacy

#### Goal P-SE 1-

Child engages in and maintains positive relationships and interactions with adults.

#### Goal P-LC 2-

Child understands and responds to increasingly complex communication and language from others.

### Healthy Smart Snack Options



Scientific Reasoning, Scientific Inquiry, Health, Safety and Nutrition

#### Goal P-Sci 1-

Child observes and describes observable phenomena (objects, materials, organisms and events)

#### Goal P-PMP5-

Child develops knowledge and skills that help promote nutritious food choices and eating habits.

### Be a Brushing SuperSTAR



Communication, Mathematical Development

#### Goal P-MATH 5-

Child associates a quantity with written numerals up to 5 and begins to write numbers.

#### Goal P-LC 1-

Child attends to communication and language from others.

### Dr. Rabbit the Dentist



Scientific Reasoning, Health, Safety, and Nutrition

#### Goal P-SCI 4-

Child asks a question, gathers information, and makes predictions.

#### Goal P-PMP 4-

Child demonstrates personal hygiene and self-care skills.

### We Can All be a Dentist



Communication, Play, Scientific Reasoning

#### Goal P-SE 11-

Child has a sense of belonging to family, community and other groups.

#### Goal P-ATL 13.

Child uses imagination in play and interactions with others.

### My Bright Smile Cube



Communication, Language and Literacy

#### Goal P-LIT 1-

Child demonstrates awareness that spoken language is composed of smaller segments of sound.

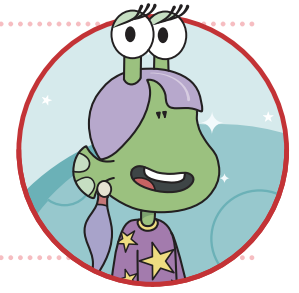
#### Goal P-LC 2-

Child understands and responds to increasingly complex communication and language from others.



# Activity 1

## Meet Starlett— Our New Friend



**1. Start with Reading:**  
*Read the storybook, **Baxter Meets a Visitor***

**What you will need:**

- Storybook
- Poster: *How to Have a Bright Smile*
- Chart Paper/Markers
- String



**2. Time to Discuss:**  
*After the first read, lead a short discussion with the class.*

Return to pages 2-3, focusing on meeting new friends and how Starlett was new to the class.

- Using chart paper draw a large HAND
- Label the chart: “High-Five For Friendship”
  - As a class, come up with “5 ways to be a good friend” and place each idea inside one of the fingers on the hand
  - **Action/Verbal Rehearsal:** After you have completed the chart with your class, have them repeat each step they wrote
    - For example: You read “Be Kind”; kids repeat and everyone raises their hands to give virtual or real high fives. You all say “Be Kind...High Five For Kindness!” Continue this process until you have read all 5 steps.



**3. Our Classroom is Connected:**  
*How to be a good friend*

- Children sit in a circle and the first person starts out holding the loose end of a ball of yarn.
- Holding onto the loose end, the first child rolls the ball of yarn to someone else and says something they like about that person, or why they are a good friend.
- The second child holds onto the thread of the yarn and rolls the rest of the ball to the next person, again saying something positive. This repeats as children hold onto the yarn strand and roll the ball to someone new. Pretty soon, you will end up with a web of yarn connecting everyone! (Ensure that everyone has been chosen at least once so that nobody is excluded.)

**TIP:** Be ready with some suggestions for those kids who have a hard time thinking of a positive comment for their peer.



**Parent Connection:** Have students share with their families 1 or 2 ways they can be a friend or ways they can welcome new friends into school. Remind students to focus on “High Five for Friendship”!

# Activity 2

## Healthy Smart Snack Options



### 1. Reread:

Read the book **Baxter Meets a Visitor**, pages 4-5

- Focus on Smart Snack Options
- Chorally say with the class:  
"To keep your smile bright, limit sugary snacks and brush morning and night!"



### 2. Play I Spy:

Play I Spy with the play food from your classroom kitchen area

(if your classroom does not have an area like this, you can use printed pictures/stock photos of healthy snacks)

- Teacher says the characteristic and the students guesses fruit/healthy snack option (e.g., "I spy a long yellow fruit" and the student says "banana"). For students whose language skills are at a higher level, model how to play the game and then have them start to describe the food so that their peers can guess.
- Language Tip: For those students with a language other than English, this game can be played in their native language



### 3. Tummy Yummy Food:

The entire class is going to try new healthy snacks

(Try these over several days to spread out this activity)

- Display a graphic of the food that the students will be tasting each day
- Name and describe the foods (encourage color, size and shape words)
- Taste one to two new approved healthy snack foods each day with your class



### Create:

- Cut a hole in the paper bag (as a Tummy)
- Students look through the magazine pictures and add healthy snacks to their Tummies
- Type-up the statement:
  - "To keep your smile bright, limit sugary snacks and brush morning and night with fluoride toothpaste !" and add to the back of each student's bag



### 4. Count On for Fun:

- Using the counting chart reinforces students' ability to recognize various healthy snacks and other smile-related pictures. It also introduces them to some new vocabulary that will be reinforced throughout the program.
- Using the objects on the chart, focus on written numbers and quantity of items



**Parent Connection:** Students will take home their "tummy yummy" foods. Encourage students to share these new foods with their families using descriptive words. Remind students of the phrase on the back, "To keep your smile bright, limit sugary snacks and brush morning and night!"

# Activity 3

## Brushing Super-STAR



### 1. Reread the book **Baxter Meets a Visitor** pages 6-7

- Focus on the children teaching Starlett to brush her teeth
- Focus on children learning that they will be losing their teeth



### 2. Play “Bright Smile Says”:

#### *Display the “How to Brush” Poster for the class*

To review the steps of brushing, play a game of “Bright Smile Says” (modeled after Simon Says); these actions should be practiced prior to playing the game. Depending on your class, you can weave in “the opposite behavior” and they’d have to freeze (for example, say “I eat sugary snacks” and students freeze).

#### **A Bright Smile says...**

- *I brush my teeth twice a day with fluoride toothpaste (kids act out brushing)*
- *I brush the outside of my teeth (kids act out brushing)*
- *I brush the inside of my teeth (kids act out brushing)*
- *I don’t brush my tongue (students freeze, as this is an opposite behavior)*

**NOTE:** *If using opposite behavior, always follow up with the appropriate behavior*

- *I brush my tongue (kids stick their tongues out and act out brushing)*
- *I visit my dentist regularly (kids act out walking to/waving at dentist)*



### 3. Brushing Practice:

#### *Using the brushing chart poster, review steps on how to brush teeth.*

Depending on your classroom expectations, choose one of the following activities:

#### **Classroom Brushing**

- Seat students at a table and put paper towels down as placemats in front of them.
- Give each child a paper cup with a pea sized amount of toothpaste on the rim and a soft-bristled child-sized toothbrush
- Have students use the toothbrush bristles to scoop up the toothpaste from the rim. Have the students practice brushing for 2 minutes; you can use a kitchen timer. (Brush along with them to model proper technique.)
- Remind students to brush the top and bottom teeth, the teeth way in the back, behind the front teeth, and their tongue.

#### **Pretend Teeth Brushing** *(If you can’t brush in class)*

- Using an upside-down ice cube tray or an egg carton, students practice the proper brushing technique (as described above) for the designated two minutes.

#### **What you will need:**

- Storybook
- Poster: *How to Have a Healthy Smile*

#### **If brushing in class:**

- Toothbrushes
- Paper Cups
- Toothpaste
- Timer
- Paper Towels

#### **If not brushing in class:**

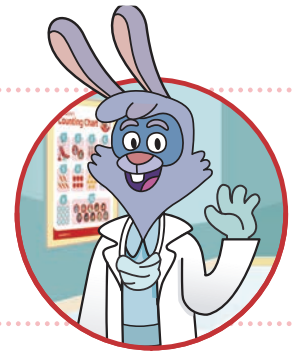
- Ice Cube Tray or Egg Cartons

**Parent Connection:** Parents play a vital role in helping their students create life-long oral health strategies. Send home the brushing incentive chart so students can share their new learning about how to brush their teeth; families are encouraged to brush together. Grown-ups and caregivers should go to **ColgateBSBF.com** for more detailed steps on how to brush.



# Activity 4

## Dr. Rabbit the Dentist



### 1. Reread:

Reread the book **Baxter Meets a Visitor**, pages 8-11

Ask students to name what they see in the dental office

#### Items that can be found in the dental office:

- Dental chair that moves up and down
- Dental mirror
- Dr. Rabbit wearing (remind children: he would wear mask and goggles when he has a patient)
- Dr. Rabbit and Brushwell photos on the wall
- X-ray machine
- Toothbrush, floss, dental rinse, fluoride toothpaste
- Miniature Dr. Rabbit stuffed animal

#### What you will need:

- Storybook
- Poster: Brushing Chart (steps)
- Class Set of Small Mirrors
- Self-Standing Mirror



### 2. Explore with students:

Be aware that they will have different experiences with the dentist, dental habits, and how to take care of their teeth

- Have students smile at each other; or, use small hand held mirrors to have students look at themselves in the mirrors and describe what they see when they smile. You can also use a self-standing mirror and have each child come to the front and smile in the mirror.
- Teacher says, “What do we notice when someone smiles?” Teacher then points to mouth and says, “Their teeth!”
- Ask students who helps them keep their teeth bright. Answers will vary, but as the teacher you want to make sure they make the connection to the “dentist”.



### 3. Discuss with students:

Discuss with students that dentists, like Dr. Rabbit, are one part of the “team” that helps to keep their teeth strong and healthy.

- Just like Starlett, your students know what to do to keep their SMILE bright. Help them remember using the call and response poem below.

#### TIP:

Using chants and imitating adults helps children develop key language and communication skills

### I am a Brushing STAR!

I’m a brushing star (snap, snap)

I’m a brushing star (snap, snap)

I’m a brushing star, morning and night!

I don’t rush—I brush right

I’m a brushing star

I’m a brushing star

Brush, Brush, Brush!

I’m a brushing star (snap, snap)

I eat healthy snacks

They help me fight the plaque

I’m a brushing star

I’m a brushing star

Brush, Brush, Brush!

I’m a brushing star (snap, snap)

I visit the dentist regularly

So my smile can be as strong as can be

I’m a brushing star

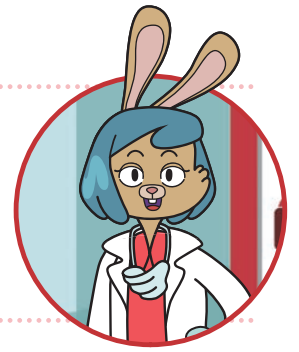
I’m a brushing star

Brush, Brush, Brush!



# Activity 5

## We Can All be a Dentist



### 1. Pretend/Dramatic Play:

Announce to the class: “Today we are going to turn our play area into a dental office. This is a very special dental office because our only patients are the dolls and stuffed animals.”

#### Items in the dental office:

- Mask, goggles, gloves
- X-ray machine (use paper towel rolls, cereal box and other items to enhance imagination)
- Toothbrush and fluoride toothpaste tubes

#### What you will need:

- Stuffed Animals (to use as patients)
- Pretend Play Dental Items
- Copies of Dental Office Items (pg. 12)



### 2. Enlarge & Mount:

Teachers can enlarge items and mount on cardboard (laminare if available.)

### 3. Color & Cut:

Have students cut out dental office items found on pg 12

### 4. Model, Demonstrate & Remind:

- Model for the children behavioral expectations you have while in the dramatic play area
- Demonstrate proper care of items used in activities
- Remind them that the stuffed animals/dolls are the only patients



### 5. Dental Visit:

- Focus on different parts of the dental visit role play such as arriving, waiting in the waiting room, learning how to brush, and taking x-rays



**Parent Connection:** Students take home their dental office cut-outs and tell a story for their families about being a dentist.

# Activity 6

## My Bright Smile Cube



**1. Support Emergent Reading:** Read the emergent reader, **My Bright Smile** with students. It is recommended that you read the emergent reader multiple times. Students should be familiar with the pictures and the words associated with those pictures.

**What you will need:**

- Emergent Reader
- Copies of the Drawing Cube
- Pencils, Crayons or Markers
- Scissors
- Tape



**2. Discuss with students**

Students will be following steps that support their learning from the emergent reader.

Say something like, “In our book, **My Bright Smile**, Baxter and his friends learned how to keep their smile shining bright. Today, we get to create our own ‘Bright Smile Cube’ to help us remember our steps toward a Bright Smile.”



**3. Write and color**

Drawing prompts are an important way for children to express their creativity without having to write words. It is recommended that you do a short art lesson on the objects that will be on the cube.

- Healthy Smile
- Teeth
- Toothbrush
- Fluoride Toothpaste
- Healthy Snacks
- My Bright Smile

**4. Cut**

Students cut the cubes out.

**5. Fold & Tape**

Fold the cube for the children and connect it with a small piece of tape.

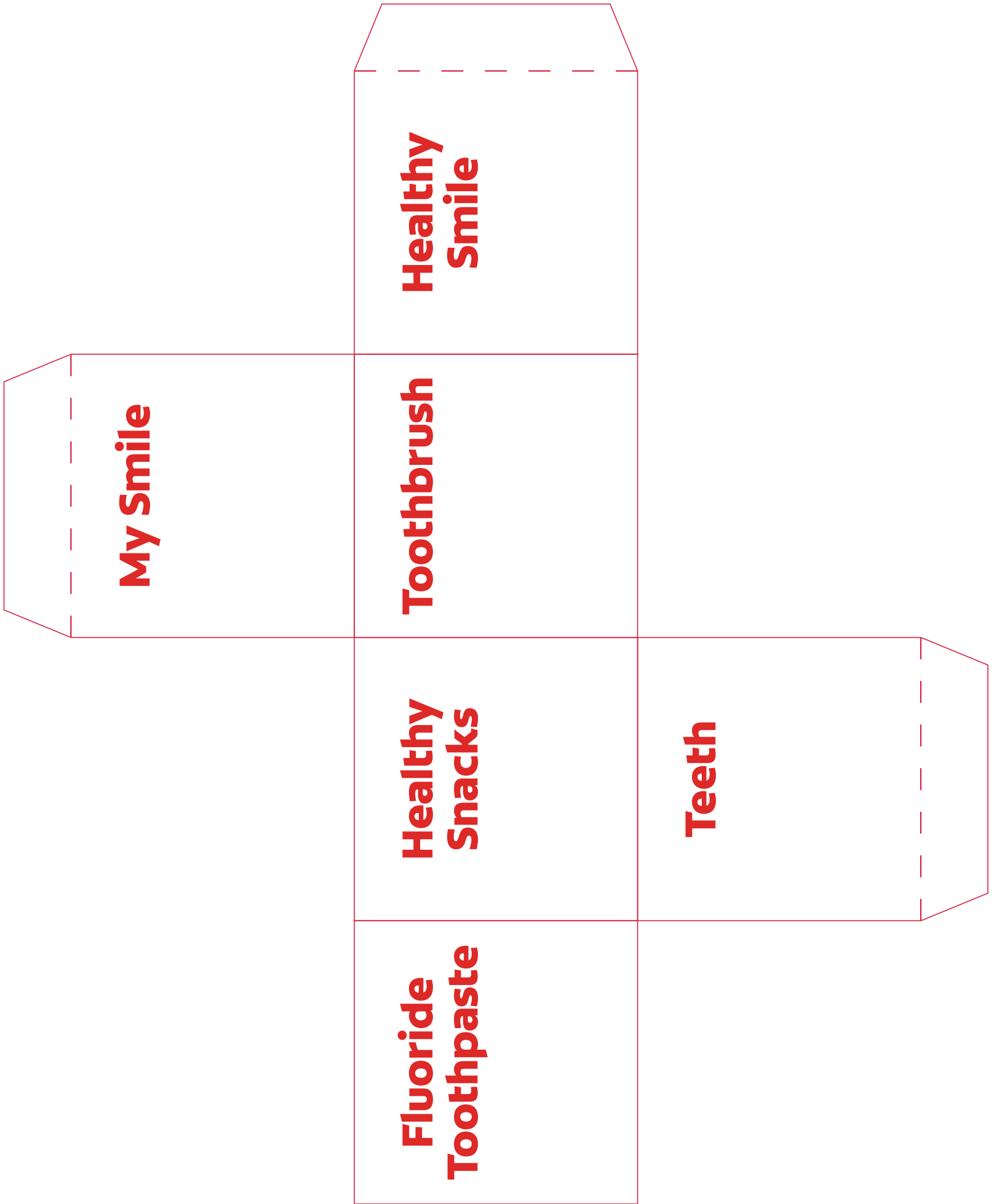


**6. Retell the story**

Have the children retell the story by rolling their cube and describing the “oral health” strategy that it lands face-up. This is a great way for children to be able retell the story and the steps to having a bright smile using their own words.



**Parent Connection:** Have the students take their Bright Smile Cube home. Students should be encouraged to use their cube to retell the steps for having a bright smile to their grown-ups.





**This Certificate is proudly presented to**

For Being an Oral Health STAR

\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Date



\_\_\_\_\_  
Signature (Awarder)

