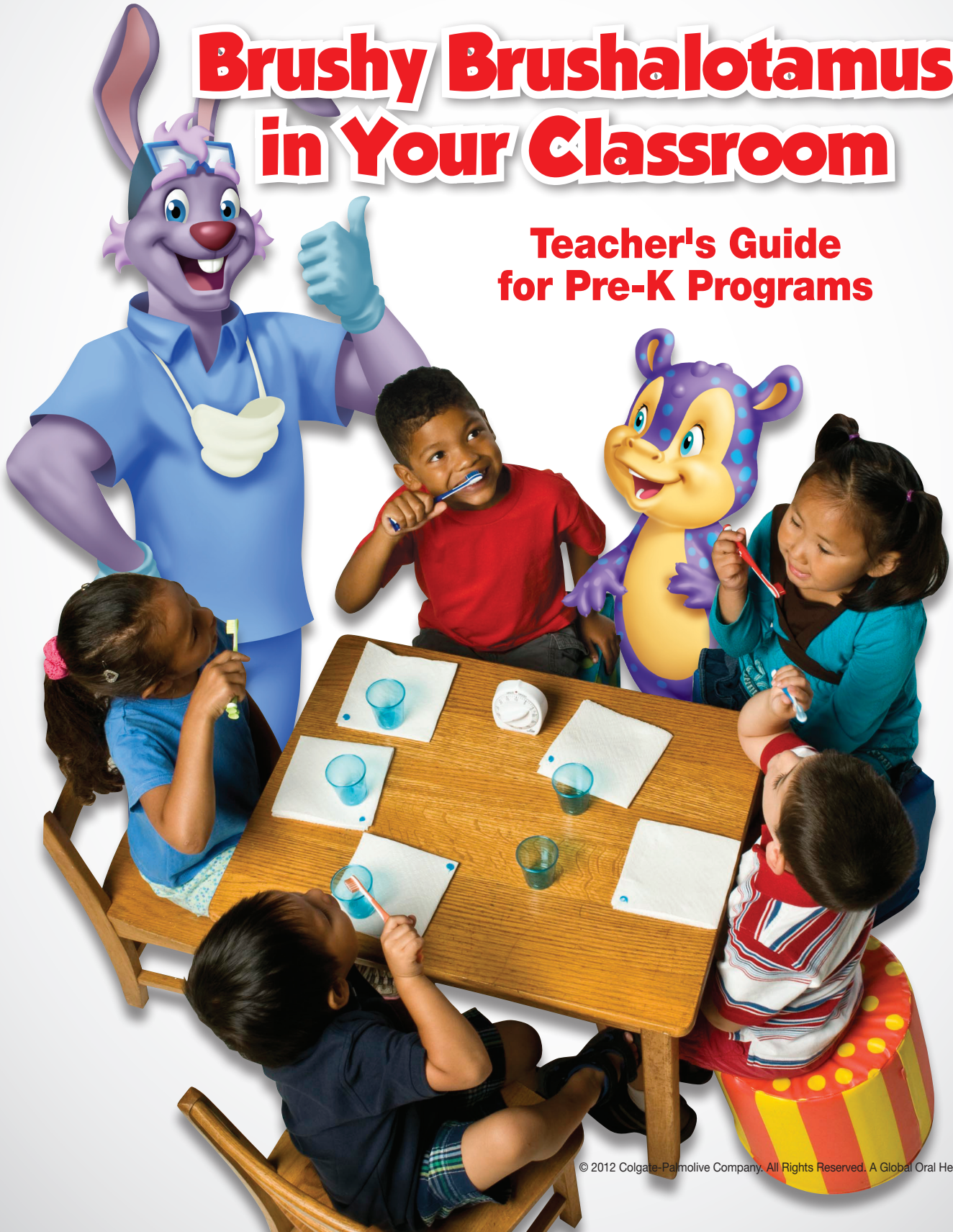




Brushy Brushalotamus in Your Classroom

**Teacher's Guide
for Pre-K Programs**





Dear Educator,

Welcome to the *Colgate Bright Smiles, Bright Futures*® oral health education program for preschool classrooms. Did you know that cavities among preschoolers are on the rise? As an educator, you can help your young students and their families build good oral health habits that will stay with them for the rest of their lives.

This guide is filled with oral health information and engaging activities that will connect with preschoolers. They will find a friend in Brushy Brushalotamus, a friendly guide in Dr. Rabbit the dentist, and fun and educational songs, games, experiments, mazes, and more! Many of the oral health activities can be taken home to educate the entire family about good oral health, too.

We wish you much success with the program. Thank you for helping your students' smiles last a lifetime.

Sincerely,

Marsha Butler, DDS
Colgate-Palmolive Company

Special thanks to:

Bonnie Bruerd, DrPH
Health Policy Consultant

Alice M. Horowitz, PhD
Research Associate Professor

Cover photo: compliments of the Indian Health Service Head Start Program.



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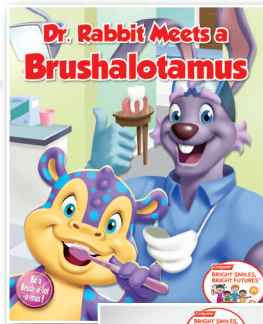
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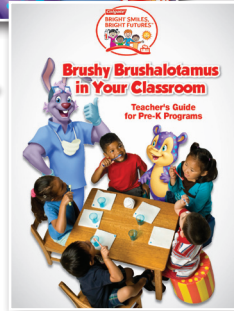
Dr. Rabbit Meets a Brushalotamus Classroom Big Book

This is a great read-aloud book for preschool children. It is also fully integrated into the curricular lessons!



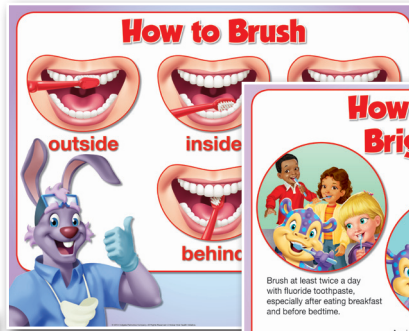
Teacher's Guide with Classroom Activities

This guide includes five interactive lessons with multiple activities, songs, and a take-home certificate and tip sheet for families.



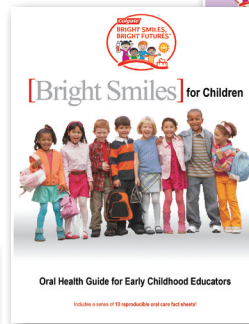
24 Family Packets

These packets include *Your Child's Bright Smile* Family Booklet, with directions for how to brush and a family Bright Smiles Brushing Chart; a Colgate® Kid's Toothbrush; and Colgate® Kid's Toothpaste.



Two-sided Classroom Wall Poster

Side 1 (Dr. Rabbit) shows your students how to brush their teeth. Side 2 (Brushy) reminds students of the important steps to a healthy smile.



Bright Smiles for Children: Oral Health Guide for Early Childhood Educators

This guide is your source for the oral health "why" behind each of the curricular lessons.

Head Start Outcomes

The activities in this guide have been developed in accordance with the skill areas (domains) and child outcomes (performance indicators) contained within the Head Start Child Outcomes Framework. The following chart shows the key Domains and Elements for each lesson.

Lesson	Domain	Domain Element
Lesson 1: Hello, Brushy! Hello, Dr. Rabbit!	<ul style="list-style-type: none"> Literacy Creative Arts Physical Health & Development 	<ul style="list-style-type: none"> Book Knowledge & Appreciation Art Fine Motor Skills
Lesson 2: Be a Brushalotamus!	<ul style="list-style-type: none"> Physical Health & Development Creative Arts 	<ul style="list-style-type: none"> Health Statuses & Practices Music
Lesson 3: Lost on Sugar Snack Street	<ul style="list-style-type: none"> Science Mathematics 	<ul style="list-style-type: none"> Scientific Methods Patterns & Measurement
Lesson 4: Safe on Healthy Snack Lane	<ul style="list-style-type: none"> Physical Health & Development Mathematics Creative Arts 	<ul style="list-style-type: none"> Health Statuses & Practices Geometry & Spatial Sense; Patterns & Measurement Art
Lesson 5: Ask Dr. Rabbit	<ul style="list-style-type: none"> Physical Health & Development Creative Arts Literacy 	<ul style="list-style-type: none"> Health Status & Practices Dramatic Play Early Writing

Lesson 1

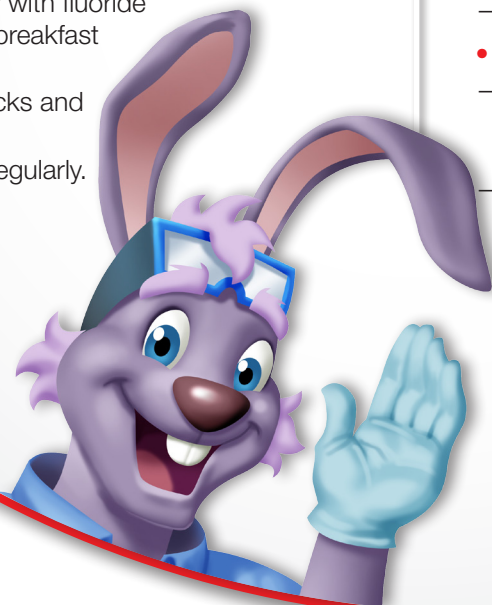
Hello, Brushy! Hello, Dr. Rabbit!

What

Students will meet the colorful characters in the Big Book: Dr. Rabbit, a friendly dentist; Brushy Brushalotamus (Brush-a-lot-a-mus), a fun-loving animal who loves to brush his teeth; and some helpful neighborhood children, Kim, Anna, and Zach.

Students will also be introduced to the main themes of the curriculum:

- 1) Brush thoroughly with fluoride toothpaste after breakfast and before bed,
- 2) Avoid sweet snacks and drinks, and
- 3) Visit the dentist regularly.



Getting Ready

• Supplies

- The Big Book, *Dr. Rabbit Meets a Brushalotamus*
- Copies of the I'm a Brushalotamus Coloring Page (p. 14), one per student
- Glue
- Safety scissors
- Crayons or markers
- Photo printing paper or existing photos (see Prep, below)

• Prep

- Take and print a 3" x 5" head-shot picture of each student smiling and showing his/her teeth, or use other smiling photos of each student
- Create an example of the "I'm a Brushalotamus" Coloring Page ... starring you! (See I'm a Brushalotamus activity on next page.) Make sure you choose a photo that shows a nice big smile!



Hello, Big Book!

1. Show your students the Big Book and ask them to name things that they see on the front cover. Have them make predictions about what the book might be about.
2. Read the Big Book aloud all the way through, showing the illustrations as you go. Point out Brushy, Brushy's mom, Dr. Rabbit, Zach's dad, and the kids—Kim, Anna, and Zach—the first time each appears in the story.
3. When you've finished reading, remind your students about their predictions, and ask them to explain what the story was about, now that you've read it.
4. Ask them to choose one character and explain why they would like to be that character. (*I would be Anna because she looks like me and helps her new friend Brushy!*) If students are having trouble choosing a favorite character, prompt them with the characters' qualities. (*Brushy loves brushing his teeth and eating healthy snacks. Does that sound like you?*)

Bring the Big Book to Life!

Explain to the students that they will now get to be a part of the story. Use the interactive ideas on page 5, and make up some of your own.



Dr. Rabbit Meets a Brushalotamus



Pages 2-3

- Have students say, "Hello, Dr. Rabbit!" and "Hello, Brushy!" when the characters are introduced in the story.
- Have your students say "Brushalotamus" (Brush-a-lot-a-mus) along with you. Ask them why they think Brushy is a Brushalotamus. What does a Brushalotamus do?

Pages 4-5

- Why do Dr. Rabbit, Brushy, and Brushy's mom look concerned? (*There are sugary snacks and drinks everywhere.*)
- Ask students to identify the snacks and drinks they see on Sugar Snack Street.
- Check for understanding by asking how Brushy knew that they were on the wrong street. (*Because sugary snacks and drinks are not good for teeth, so Dr. Rabbit's office wouldn't be nearby.*)



Pages 6-7

- Why do Brushy and his mom look happy now? (*Zach's dad and the kids showed them the way out of Sugar Snack Street.*) How is Dr. Rabbit feeling now? (*Relieved that the children are now on Healthy Snack Lane.*)

Pages 8-9

- Pantomime having a healthy apple snack. Have students "munch" some delicious imaginary apples.
- Have students put their hands in the air and "slide" down the Super Glide Fluoride Slide with Brushy. Ask if anyone has heard of fluoride. Then, explain that fluoride is in our toothpaste and it helps to keep our teeth strong.



Pages 10-11

- Ask the children who they see in the pictures. (*Dr. Rabbit, Brushy, Brushy's mom, Anna, and a Dental Hygienist.*) Ask the children if they know what a dental hygienist does. (*Cleans your teeth, shows you how to brush, etc.*)



Page 12

- Have students pantomime brushing their teeth along with Brushy.

I'm a Brushalotamus!

1. Ask students to explain why they think Brushy is a Brushalotamus. (*Because he likes to brush his teeth with fluoride toothpaste at least twice a day, especially after breakfast and before bed.*)
2. Show the children your completed "I'm a Brushalotamus" Coloring Page. Explain that they can be Brushalotamuses, too!
3. Pass out a copy of the blank Coloring Page to each child. Model how to cut out and glue on their photos.
4. When they are finished, have your students show their Brushalotamuses to the class and say when they brush their teeth. (*I brush my teeth at least twice each day, always after breakfast and before bed. Some children even brush after lunch. Do you?!*)



Brushy Bonus!

Laminate each student's completed Brushalotamus Coloring Page, to be used as personalized placemats during circle brushing!

See p. 7 for more on circle brushing.

Lesson 2

Be A Brushalotamus!

What

Students will learn why it's important to brush their teeth, how to brush their teeth, and how fluoride helps keep teeth strong.



Getting Ready

• Supplies

- The Big Book and the Brushing Poster
- Paper cups
- Completed I'm a Brushalotamus placemats (see Brushy Bonus! on page 5)
- Paper towels
- Colgate® toothbrushes and fluoride toothpaste for each student and yourself
- A kitchen timer or other countdown clock

• Prep

Optional: Access the online keyboard at www.piano.congland.com to play along with “The Brush on Your Teeth Song”!

Brushy on Brushing

1. Hang the Brushing Poster (Dr. Rabbit side) at a level where children can see it during Circle Brushing. (See next page.)
2. Tell the students that since Brushy is a Brushalotamus and likes to brush a lot, he'd like to have Dr. Rabbit show them how to brush, too.
3. Referring to the Poster, review the directional captions with the children: outside, inside, top, bottom, tongue. Have children pantomime brushing these areas while you read the words aloud. Remind them that they have to brush way in the back, too.
4. Ask students when they should brush their teeth when they are at home. (*After breakfast and before bedtime.*)
5. Ask the class what they need to brush their teeth. (*Toothbrush and fluoride toothpaste.*)

The Fluoride Story

1. Reread the Big Book section about fluoride (p. 5-6.) Ask the class why it is important to use fluoride toothpaste. (*Fluoride helps keep your teeth strong and healthy.*)
2. Show them a tube of Colgate® toothpaste with fluoride. Point out where it says “fluoride” on the tube.

Note: Some of the children may have received fluoride varnish treatments at their dentist or even at their Head Start Center. Ask them if they ever received a fluoride treatment. If so, did it tickle? How did it taste?



The Whole Tooth

For more about fluoride and brushing effectively, check out “About Fluoride” and “About Toothbrushing” in *Bright Smiles for Children: Oral Health Guide for Early Childhood Educators*.



"The Brush on Your Teeth" Song

Ask the class how they brush their teeth. What parts of their teeth and mouth do they brush?

Refer to the Dr. Rabbit side of the Poster, which shows how to brush your teeth. Emphasize that they need to brush *all* surfaces of their teeth. Teach them "The Brush on Your Teeth" Song. Have students mime the proper brushing techniques shown on the Poster along with the song.

The Brush on Your Teeth

(Sung to the tune of "The Wheels on the Bus"; notes correspond to the piano.congland.com/keyboard.)

Verse 1

F I	Bb put	Bb my	Bb tooth-	D1 paste	F1 on	D1 my	Bb brush
C1 on	C1 my	C1 brush	A on	G my	F brush		
F I	Bb put	Bb my	Bb tooth-	D1 paste	F1 on	D1 my	Bb brush
Bb I	C1 like	C1 to	F brush	F my	Bb teeth!		

Sing subsequent verses and replace "I put my toothpaste on my brush" with a new lyric each time, always using "I like to brush my teeth" as the last line.

Verse 2: "The brush on my teeth goes wiggle, wiggle, wiggle"

Verse 3: "The paste on my toothbrush cleans my teeth"

Verse 4: "I rinse with water — swish, swish, swish."



Brushy Bonus!

Record your class singing the song and play it as a reminder while they are brushing, to ensure that they brush all parts of their mouths for the full two minutes.

Try using a free online recorder like the one at Muziboo.com (www.muziboo.com/song/record-online/).



Dr. Rabbit Says ...

Daily classroom circle brushing is a great way to get your students brushing their teeth each morning after breakfast, or during the class day after lunch.

1. Seat your students in a circle around a table and put their Brushalotamus placemats (or a paper towel) on the table in front of them. If using the placemats, also give each child a paper towel to be used for wiping his/her mouth when brushing is done.
2. Give each child a paper cup with a small dab of Colgate® fluoride toothpaste on the rim and a soft-bristled child-sized Colgate® toothbrush.
3. Have your students use their toothbrushes to pick up the toothpaste from the cup rim. Have them brush for two minutes (brush along with them to model good brushing technique). Use the kitchen timer to track the two minutes; invite a different student set the timer to the 2 each time.
4. At several intervals during brushing, remind students to brush both top and bottom of their mouth, the outsides and insides (or tongue-side) of their teeth, and their tongues.
5. After two minutes, have students spit extra toothpaste into their cups, wipe their mouths with the paper towels, and throw the cups and towels away. Then, they should rinse their toothbrushes and put their toothbrushes in holders to dry. If using the placemats, clean them as needed.



Compliments of the Indian Health Service Head Start Program.

Lesson 3

Lost on Sugar Snack Street

What

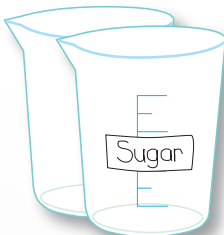
Students will learn to identify sugary snacks and drinks.

They will also learn how the germs in their mouths eat sugar and produce an acid that can attack teeth, and how eating fewer sugary snacks can help stop this acid attack!

Getting Ready

Supplies

- The Big Book
- Two clear glass containers, one marked “Sugar”
- One 7g (14 oz.) yeast packet
- One tablespoon (or packet) of sugar
- One cup of warm water



2 clear containers



1 tbsp. sugar



1 cup warm water

7g (14 oz.) dry yeast

Brushy on Sugary Snacks and Drinks

1. Read the section of the Big Book in which Brushy and his mom are lost on Sugar Snack Street (p. 4-5). Ask your students how Brushy’s mom knew Dr. Rabbit would not be on Sugar Snack Street. (*Sugary snacks and drinks are not good for teeth, so Dr. Rabbit’s office wouldn’t be nearby.*)

2. What did Brushy see that made him know that they were on the wrong street? Have your students name some of the sugary snacks and drinks Brushy saw. (*candy, soda, cupcake, cookie*)

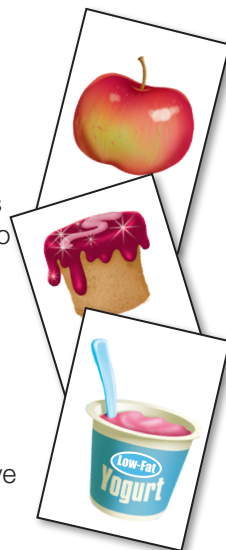


“Spot the Sugar” Game

1. Together with your students, make cards for the “Spot the Sugar” Game by cutting out pictures of a variety of sugary and healthy snacks and drinks from magazines, and gluing them onto index cards. (See page 13 for snack examples.)

2. Hold up the game cards, one by one. Have students identify healthy snacks by name. Ask: What is this snack? (*Broccoli, apples, low-fat yogurt, etc.*)

3. When they get to a sugary snack, have them respond: “**Acid Attack!**”



Brushy Bonus!

Create duplicates of the cards and have students play a modified game of “Memory.”

Have them match the sugary snack cards (example: matching candy with candy) and remove them from the playing space. If they find a healthy snack, they leave it face-up. At the end of the game, they’ll have a playing space full of healthy snacks!

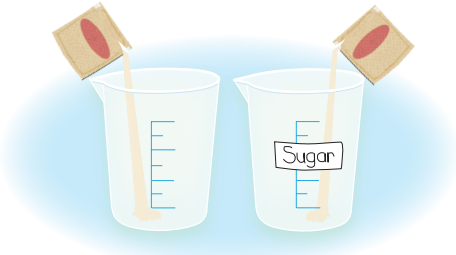
Sugar and Plaque

Explain to students that they will do an experiment to see what sugar can do to their teeth.

1. Divide the yeast equally into the glass containers.

Explain that you are going to pretend that this yeast is plaque and the container is a mouth.

- Plaque is something that lives in our mouths all the time, and germs live in the plaque.
- When we eat sugary foods and drinks, the germs eat the sugary foods too ... and something happens!

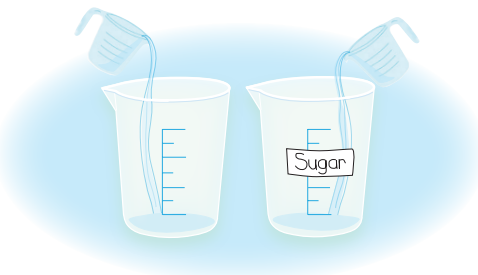


2. Add the sugar to the container marked "Sugar."

Ask your students to predict what will happen when the germs in the plaque eat the sugar.



3. Add warm water to both containers.



4. Wait 8 to 10 minutes for a reaction.

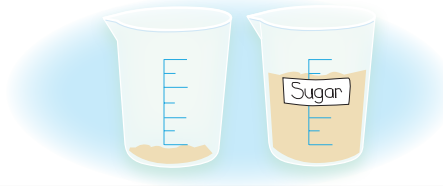
In your mouth, acid attacks can happen for up to 20 minutes after you eat something sugary!



5. When the reaction begins, ask students what they see.

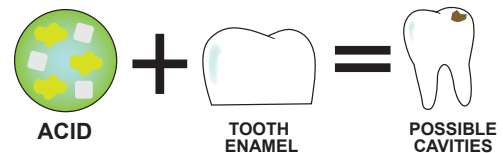
For example:

- Frothy foam in the sugar container.
- The yeast in the sugar container grew tall and dark.
- The yeast in the other container grew a little, but not as much as in the sugar container.



6. Explain that the sugar caused an "acid attack."

When the germs that cause cavities eat sugary foods, they make an acid that can harm our teeth. It can even make holes in our teeth, called cavities.



Dr. Rabbit Says ...

While you wait for the acid attack reaction to take place, sing "The Brush on Your Teeth" Song (p. 7) or interactively reread the Big Book to improve comprehension and retention of the main messages.



The Whole Tooth

For more on "acid attacks," check out "All About Plaque" and "About Snacking" in *Bright Smiles for Children: Oral Health Guide for Early Childhood Educators*. For a list of snacks to choose and those to avoid, see page 13 in this Teacher's Guide.

Lesson 4

Safe on Healthy Snack Lane

What

Students will learn which snacks are healthy snacks. They will get to try a variety of healthy snacks, and choose their favorites!

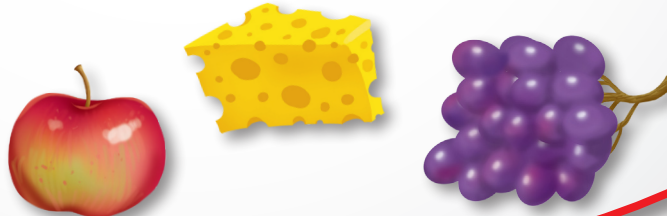


• Supplies

- The Big Book
- A selection of Head Start–approved healthy snacks (enough for each child to taste several different options)
- Copies of the Brushalotamus Maze (p. 15), one for each student
- Colorful paper dots for the Brushalotamus Maze

• Prep

- *Optional:* Write “Grocery List” on the top of a blank piece of paper and copy one for each student.



Getting Ready

Brushy on Healthy Snacks

1. Read the section of the Big Book in which Brushy gets to Healthy Snack Lane (p. 6-7). Play an “I Spy” healthy snack game. For example, say “I spy a round, red fruit.” First child to spot the apple now gets to describe a snack they see. Children take turns until all snacks have been identified. (*grapes, carrots, apple, low-fat yogurt, low-fat milk, low-fat cheese*)
2. Ask students to name healthy snacks they like to eat. Explain that the whole class is going to taste some yummy, healthy snacks.
3. Give each student a small portion of the first snack. Have students eat the snack, then share what they like about it. Model using descriptive words (*green, crunchy, delicious*).
4. Try spreading the “tasting” experience over several days, tasting two to three snacks each day after you teach about taking care of your teeth or discuss healthy snacks.

Hooray for Healthy Snacks

Explain to students that you are going to play Spot the Sugar again — only this time, they’ll spot healthy snacks, too. Remind them to say, “**Acid Attack!**” when they see a sugary snack or drink card, but explain that this time they should also say, “**Healthy, YUMMY!**” when they see a healthy snack. In the beginning, when you get to a healthy snack, prompt students with, “This snack is HEALTHY,” and they can respond, “YUMMY!” Play the game until students can easily identify both sugary and healthy snacks and drinks.

Brushalotamus Maze

Pass out the copies of the maze and give each student colorful dots of paper. They will use the dots to follow the healthy snacks and show Brushy the way to see Dr. Rabbit. When they are done, students can count the number of dots they used. Then, they can take the maze home to play it again with their families.



Brushy Bonus!

Have each student draw a picture of his or her favorite healthy snacks on the optional Grocery List page (see Prep, above). Send the Grocery List home with families to encourage families to shop for healthy snacks.



The Whole Tooth

For more on why children should choose healthy snacks, check out “About Snacking” in *Bright Smiles for Children: Oral Health Guide for Early Childhood Educators*.

Lesson 5

Ask Dr. Rabbit

What

Students will take a trip to the dentist with Brushy. They will get to ask any questions they have about dentists and oral health, and review what they've learned thus far.



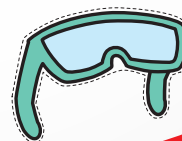
Getting Ready

• Supplies

- The Big Book and the Poster
- Dental office role-play items: Bunny ears (make or purchase) and examples of dental equipment. Dentist play kits can be found online, or you can easily make your own out of paper and laminate them for multiple uses
- A stuffed animal to play Brushy

• Prep

- *Optional:* Draw an eye and a heart on a blank page to represent the words "I love." Copy the page, one for each student.



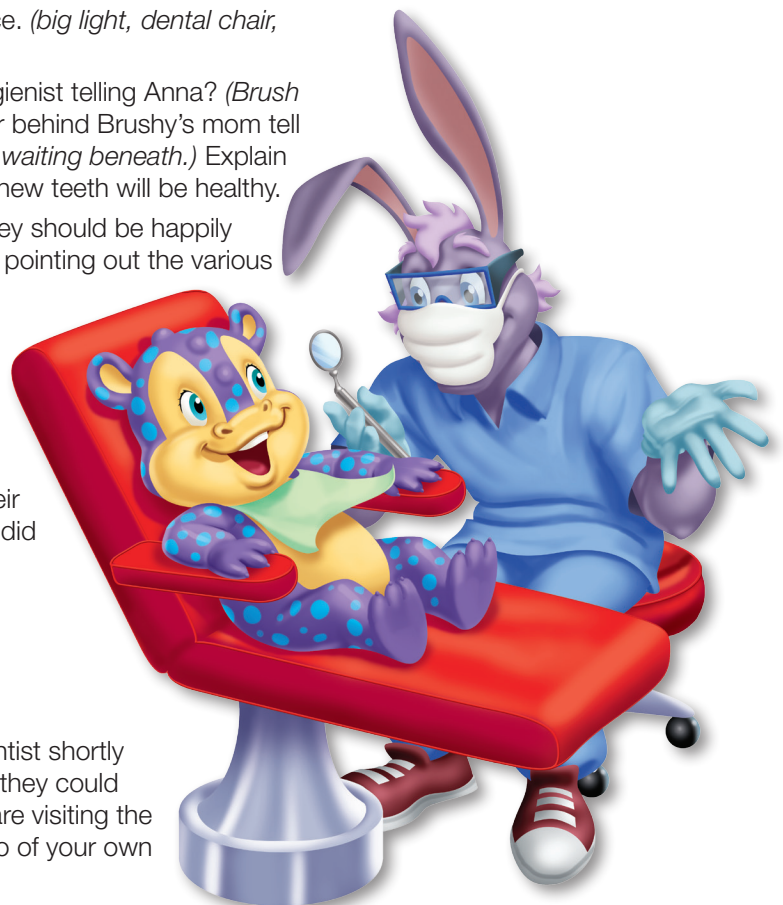
Brushy on the Dentist

1. Open to pages 10-11 in the Big Book. Ask the children who the people in the picture are who help them keep their teeth healthy. (*Dr. Rabbit, the dental hygienist, and Brushy's mom.*) Why does Dr. Rabbit have goggles, gloves, and a mask on? (*To protect both you and the dentist from germs.*)
2. Now ask the children what else they see in the dental office. (*big light, dental chair, dental instruments, oral care posters, etc.*)
3. Point out the posters in Dr. Rabbit's office. What is the hygienist telling Anna? (*Brush after breakfast and before bedtime.*) What does the poster behind Brushy's mom tell us? (*When you lose your baby tooth, there is a new tooth waiting beneath.*) Explain that it's important to take care of your baby teeth so your new teeth will be healthy.
4. Reread the entire Big Book with your students. By now they should be happily participating in the story — saying hello to the characters, pointing out the various snacks, "sliding" down the fluoride slide, and more!
5. As you read, check for understanding about what fluoride does. In addition, check for understanding about who is telling the story (*Dr. Rabbit*) and what Brushy is doing in the book (*visiting the dentist*).
6. Ask students to describe how they think Brushy feels about visiting the dentist. Encourage students to share their own experiences at the dentist. What did they see? What did they do? How did they feel?



Dr. Rabbit Says ...

If one of your students is going to the dentist shortly before this lesson, ask his or her family if they could take some pictures of the trip. Or, if you are visiting the dentist, you could take pictures or a video of your own experience.





Visiting Dr. Rabbit

1. Explain that you are now going to act out the story of Brushy's visit to the dentist. Select students to play Brushy's mom and the dental hygienist. Explain to students that a stuffed animal will play Brushy (*unless you are a real dentist or a dental hygienist, you should never put your hand in another person's mouth*). You, the teacher, will play Dr. Rabbit. It's time to put on your bunny ears!
2. Model what it would be like for Brushy to visit Dr. Rabbit, including arriving and waiting in the waiting room, learning how and when to brush, having an X-ray and an examination with a mirror, making an appointment to return for another checkup, etc. Also allow children to ask questions along the way about what is happening and what may happen when they go to the dentist.
3. Review what the students have learned thus far about taking care of their teeth, including: **1)** brushing thoroughly with fluoride toothpaste for two minutes, after breakfast and before bed, **2)** choosing healthy snacks and drinks, and **3)** visiting the dentist regularly. Remind the children why it's so important to take care of their baby teeth.
4. After the role-play, discuss as a class how your students would feel if they were Brushy in this situation. Hopefully, they will say they would feel great.
5. Make your Dr. Rabbit ears and dental kit available for playtime. Encourage your students to create their own fun dental office scenarios.

Ask Dr. Rabbit

1. Return to your Dr. Rabbit character and allow the students to ask you any questions they have about dentists, brushing their teeth, and oral health in general.
2. Show students the Brushy side of the poster (which features the steps to having a bright smile), and have them describe the oral health messages in their own words using the visuals.



Dr. Rabbit Says ...

Show students how fun their local dentist can be by inviting a dentist to visit your classroom!



Brushy Bonus!

Have students create a poster to show what they love about taking care of their teeth. Pass out the "I Love" pages. In the blank space that's left on the page, encourage your students to draw one thing or many things they love about brushing, dentists, or taking care of their teeth in general. They could even draw Brushy or Dr. Rabbit!

Have the students "read" their pictures to each other. Then, send the posters home to their families to show them how much their children care about oral health.



The Whole Tooth

For more ideas about what happens in a dentist's office, see "Visiting the Dentist" in *Bright Smiles for Children: Oral Health Guide for Early Childhood Educators*.

A Family of Brushalotamuses

Distribute the Family Pledge, Bright Smiles, Bright Futures™ certificate, and the *Your Child's Bright Smile* Family Kit, which includes a booklet, a Colgate® toothbrush, and Colgate® fluoride toothpaste.

Encourage families to ...

- Post the Bright Smiles Brushing Chart (from the takehome) in the bathroom as a reminder for the whole family.
- Use the *Your Child's Bright Smile* steps to model proper brushing techniques.
- Read the Family Pledge and commit to following through on it!
- Visit www.ColgateBSBF.com for family activities and oral health information.



Dr. Rabbit Says ...

As you work with families, share the current oral health information in this curriculum guide with them.

Also, each page in *Bright Smiles for Children: Oral Health Guide* for Early Childhood Educators can be copied and sent home as a flyer or incorporated into your newsletter. We've also included a bonus reproducible mini-flyer with oral health information below!

Promote Bright Smiles at Home



Young children are at risk for tooth decay. Early removal of baby teeth can make it difficult for kids to talk, eat, and smile ... so it's important for your child to learn about good oral health at an early age.

There are some easy steps you can take to help your child's smile last a lifetime. Make sure your child understands *Dr. Rabbit's Tips for a Bright Smile* (at right) ... be a role model for proper brushing at home ... and serve your kids healthy, "tooth-friendly" snacks.

Dr. Rabbit's Tips for a Bright Smile

- 1) Brush thoroughly with fluoride toothpaste for two minutes, after breakfast and before bed
- 2) Avoid sugary snacks and drinks. Choose healthy ones instead!
- 3) Visit the dentist regularly.

Use this handy list of foods to choose for a bright and healthy smile. Try to limit the ones that are sweet, sticky or starchy.

Serve these:



- Raw vegetables like carrots, broccoli, celery, and cauliflower
- Low-fat cheese, milk, and yogurt
- Hard fresh fruits like apples
- Peanut butter (without sugar)
- Whole-grain bread and tortillas



Limit these: (Sweet...Sticky...Starchy)



- Candy and gum
- Sticky foods like raisins, granola bars, fruit roll-ups
- Soda/pop and sweetened juices
- Sweetened cereals
- Chips and white crackers



Here's why: Every time you snack, the germs that cause cavities make an acid that attacks your teeth. And when acid attacks, it can weaken tooth enamel, which is how cavities can start. Each "acid attack" can last for 20 minutes after your snack. So, choose healthy snacks for yourself and your children, and avoid acid attacks. If your child does eat a sweet or starchy snack, be sure he or she brushes right away with fluoride toothpaste.

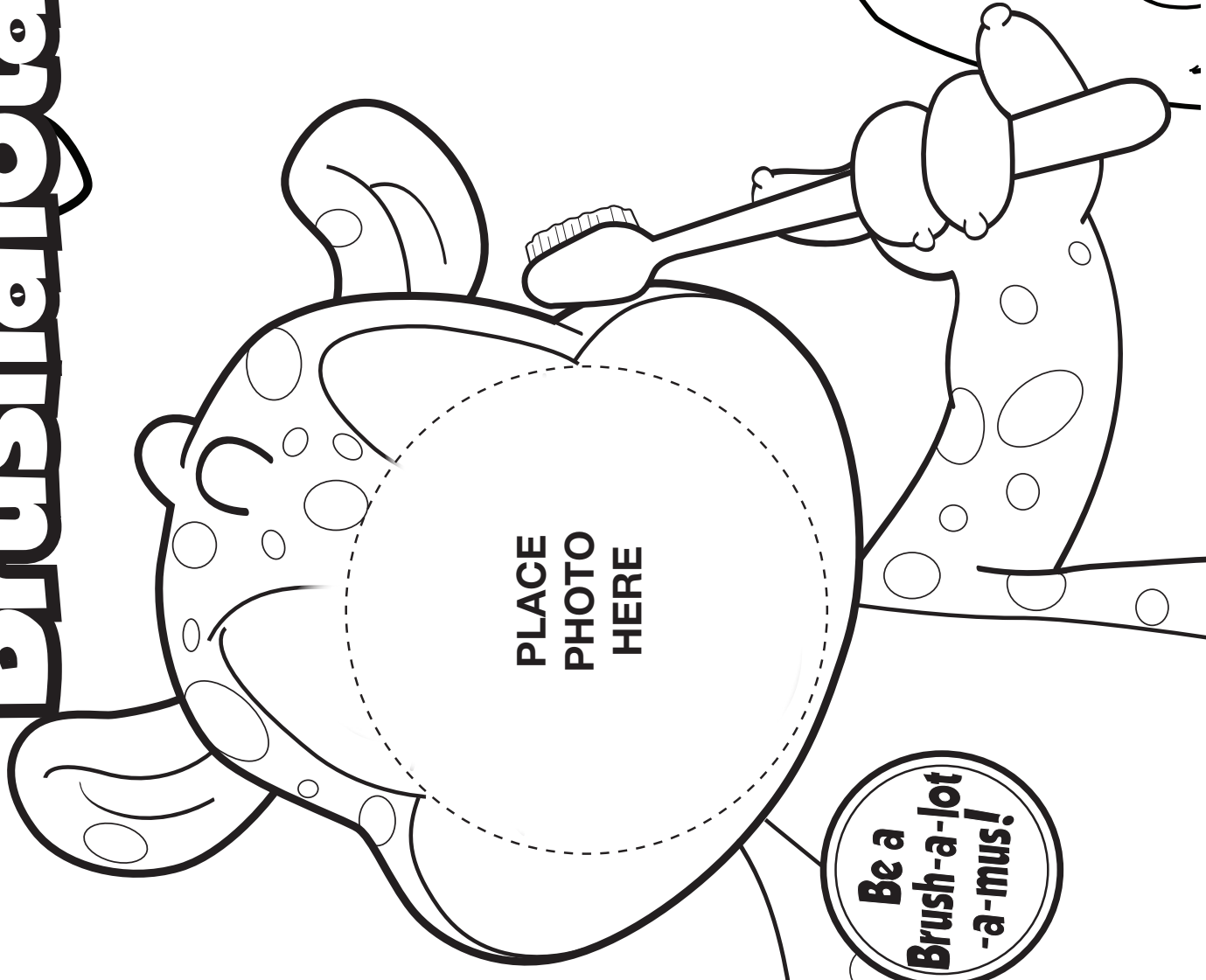


Ask Dr. Rabbit

Q: What is the best way to get your kids to brush?

A: Brush along with them! "Brushalotamus time" can be a fun family event after breakfast and before bed. Use your Bright Smiles Brushing Chart from the takehome to track your family's brushing. Remind young children to brush all of the sides of their teeth. You might even want to brush their teeth for them once a day. You and your child will look forward to sharing this twice-daily routine and checking out your bright, shiny smiles!

Be a Brushalotamus!



PLACE
PHOTO
HERE

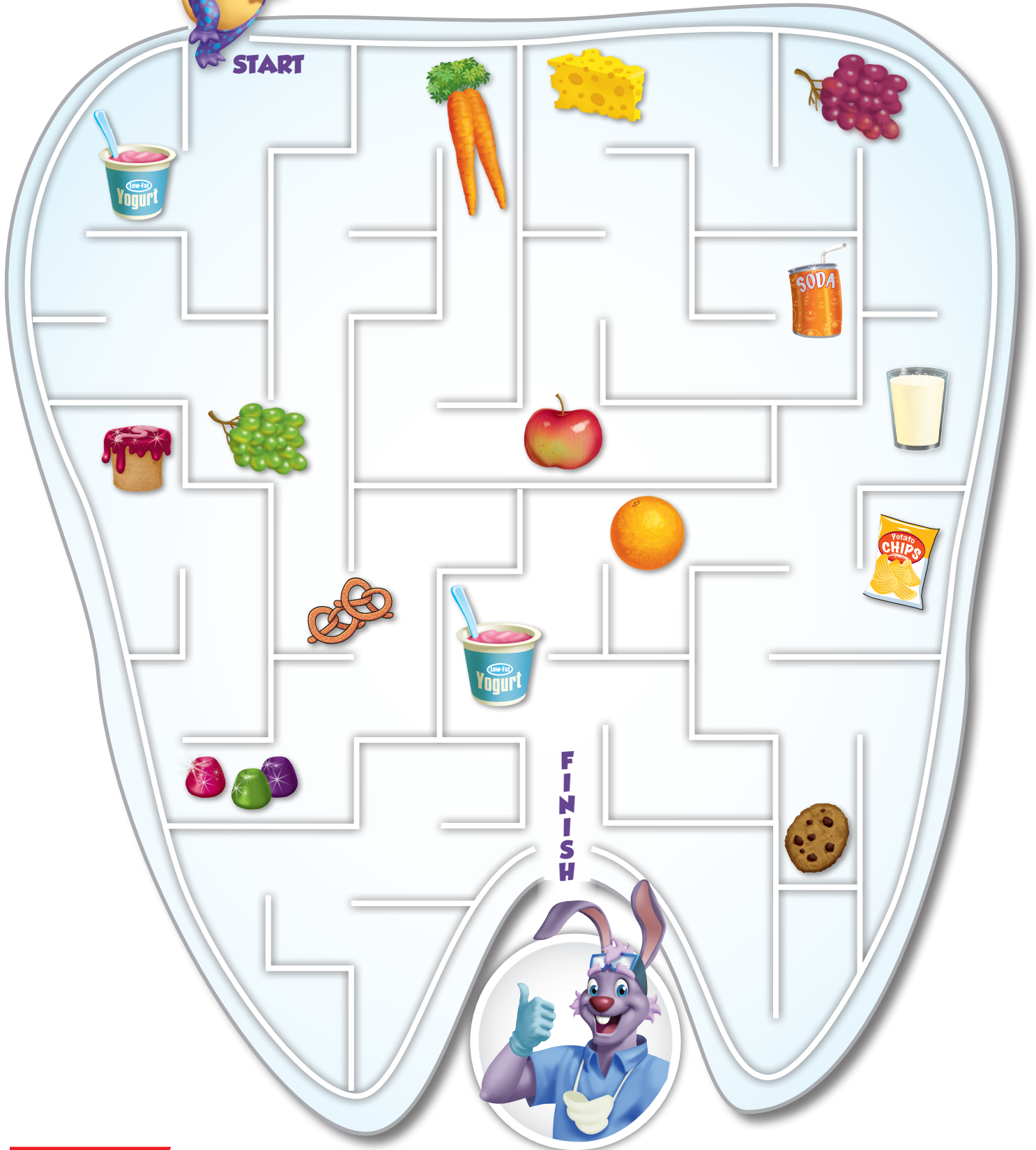
Be a
Brush-a-lot
-a-mus!



Brushy-LOST-a-mus Maze



Help Brushy find his way to Dr. Rabbit! Use colored dots to mark the path. You'll travel through healthy food choices to get there ... but watch out for the sugary "dead ends"!



FINISH



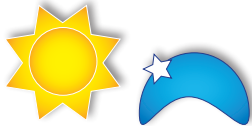
Dear Family,

Read this pledge aloud with your child before signing your names together.

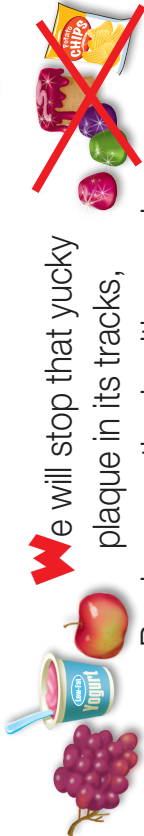


We Agree...

To keep our smiles healthy and bright,
We'll brush our teeth morning and night.
Two times a day, Dr. Rabbit said—
After breakfast and right before bed.



We will stop that yucky
plaque in its tracks,
By always eating healthy snacks.



We'll visit the dentist our whole life long.
Fluoride helps our teeth stay strong.



Our family signs this promise today.
We know our teeth will be healthy this way!

Signed:

Child _____

Grown-Up _____

Date: _____

Colgate

**BRIGHT SMILES,
BRIGHT FUTURES™**



This *Bright Smiles, Bright Futures™* certificate
is awarded to the family of

In recognition of their outstanding oral health habits
and bright, shiny smiles!

Signature _____

Date _____



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