

## Oral Health Eggs-periment

Grade 2 | Understanding the Stages of Development

### Learning Goals

By the end of this lesson, students will be able to:

- use self-awareness skills as they demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health.

### Facility

Classroom

### Equipment List

2 hard-boiled white eggs per small group (Be aware of allergies. As an alternative to eggs consider using pieces of non-glazed porcelain with a safe edge.)

dairy milk, soy or rice milk, or water (Be aware of allergies to dairy and soy.)

dark soda pop, fruit juice, energy drink, vinegar, or coffee or black tea

toothbrushes (one per group)

toothpaste

paper/journals and pencils/crayons/markers


plastic cups (two per group)

spoon (one per group)

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 [Teacher Resource: Anecdotal Recording Chart](#)

 [Student Resource 2: Oral Hygiene Exit Card](#)

### Minds On

Share and clarify lesson learning goals using student-friendly language.

Emphasize for students that in today's lesson the focus is on oral health and that taking care of their teeth is important in all of the stages of development explored in Lessons 1 and 2.

Tell students that teeth are important because we use them to chew healthy food, which keeps our bodies strong and helps us to stay focused when learning. Also emphasize that our choices of food and drink can help or hurt our teeth. Using the Popcorn Strategy (see Appendix), have students brainstorm different practices they can use for good oral health (e.g., brushing, flossing, and going to the dentist regularly for a checkup).

### A&E - Minds On

Teacher observation of students' application of self-awareness skills as they demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health

### Action

#### Oral Health Eggs-periment

***Be aware of allergies to eggs, dairy and soy.***

Prior to the lesson, hard-boil two white eggs per group.

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Show students the hard-boiled eggs. Explain that the outside shell of the egg is made up of a material similar to the enamel of our teeth. Ask students the following: *Teacher prompt:* “What purpose do you think the shell of the egg serves?” (It protects the soft egg on the inside, similar to the way enamel protects teeth.)

In small groups, students fill one plastic cup with dark soda pop, fruit juice, vinegar, energy drink, or dark coffee/tea, and one plastic cup with dairy milk, soy or rice milk, or water. Explain to the students that they are going to observe what happens to the egg placed in each cup.

Groups observe the color of both eggs before placing one in each cup. Students record or illustrate their observations. They predict what will happen to each egg. Let eggs sit in the cups overnight.

The next day, groups observe their eggs in the different liquids by gently lifting the eggs out of the liquid using a spoon (e.g., “The egg in the soda is darker in colour and the one in milk or water has not changed”). Consider having students record new observations or illustrations and compare them to those from the day before.

As a large group, ask students the following: *Teacher prompt:* “Why did the colour change occur or not occur for each egg?” Emphasize that drinks such as soda pop, fruit juice, energy drinks, dark coffee, and tea can contain sugar and/or acid, and they are a less healthy choice for our teeth. Exposing our teeth to a lot of sugary drinks can cause us to get cavities and discolored teeth, which is similar to what happens with the egg shells.

In a large group, model proper brushing technique by using a toothbrush and toothpaste to brush a discoloured egg, using a circular motion. In small groups, students take turns brushing one of their group’s eggs in a similar way. Explain that water is the best drink for our teeth and emphasize that it is good to limit sugary drinks. Remind students to brush at least twice a day, for two minutes each time, to remove foods that may stain or hurt their teeth. This helps with the maintenance of good oral health.

The information in this activity regarding oral health was sourced from:

Canadian Dental Association. (2015). *Dental care for children*. Retrieved from:  
[http://www.cda-adc.ca/en/oral\\_health/cfy/dental\\_care\\_children/](http://www.cda-adc.ca/en/oral_health/cfy/dental_care_children/)

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### A&E - Action

Teacher observation of students' supplication of self-awareness skills as they demonstrate an understanding of practices that contribute to the maintenance of good oral health using Teacher Resource: Anecdotal Recording Chart

### Consolidation

Students individually complete Student Resource 2: Oral Hygiene Exit Card, recording on each toothbrush bristle one practice that benefits oral health. Consider using student responses to generate content for a classroom resource, blog post, website, feature article, or bulletin board display.

### A&E - Consolidation

Teacher observation of students' demonstrated understanding of practices that contribute to the maintenance of good oral health using Teacher Resource: Anecdotal Recording Chart

### Ideas for Extension

Consider completing the Oral Health Eggs-periment as a large group and including multiple eggs in various types of drinks including dairy, soy or rice milk, vinegar, fruit juice, coffee/tea, energy drink, etc. Using a T-chart, the large group could compare and contrast how the various drinks affect the eggs, which represent teeth.