

SESSION	TIMING	MATERIALS	LESSON NOTES
			<p>This material serves as a general introduction to sleep for young children. Recommended ages are guidelines only. It is designed to encourage discussion and increase awareness about the importance of sleep.</p> <p>For a more detailed program, please visit www.sleephealthfoundation.org.au/childrens/healthy-at-schools</p> <p>The following can be facilitated as one single session, or as a number of smaller sessions. Approximate timings of each section are provided. Please note, these are just estimates and will vary depending on the level of discussion with the students.</p>
INTRODUCTION	3 MINUTES		<p>Begin your lesson with some strange facts about sleep. Here are some suggestions:</p> <ol style="list-style-type: none"> 1. Every person, animal and even plant, sleeps in some way. To encourage discussion, ask the children about the different ways animals sleep – e.g. bears hibernate, cats and dogs take lots of little naps during the day, fish sleep while they are still moving, etc (Teachers Note: for background information see http://sleepfoundation.org/sleep-news/animals-sleep-there-human-connection) 2. Humans spend about 30 years asleep 3. Our brains keep working when we are asleep 4. We all dream, every night, even if we can't remember what we dream about
WHY DO WE SLEEP	5 MINUTES	SLIDE 1	<p>Read out the question on the top of the slide 1. Try to encourage interaction at this point if appropriate. You might want to write their answers on the board and then tick them off as you go through the slides 2-6.</p>

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	2-3 MINUTES	SLIDE 2	<p>Some further dialogue or information to help with discussion:</p> <p>“Growth hormone, which tells our body it is time to grow, is released when we are asleep.”</p> <p>To make it relevant to the students, ask if anyone has been told by their parents or a relative that they seemed to grow over night. Explain that if we don’t get enough sleep, we won’t grow as tall or as strong as we possibly could.</p>
	2-3 MINUTES	SLIDE 3	<p>“Sleep is very important for remembering. When we sleep, what we have learnt during the day is sorted and saved into our memory, much like in a computer.”</p> <p>Teachers Note: Research has shown that sleep is vital for memory consolidation. For a scientific explanation of the link between sleep and memory see http://www.nature.com/nature/journal/v437/n7063/full/nature04286.html</p>
	2-3 MINUTES	SLIDE 4	<p>Ask the students what happens to them when they get tired. How do they feel? If needed, use prompting words like grumpy, crazy, like you want to run around, etc.</p> <p>Explain that when they get tired, their brains do not want to concentrate on anything so to stop them from concentrating, their brains make them want to run around, get angry at mum or dad or the teacher, get upset and not want to do anything. When we are tired, our brains will do anything to stop us from concentrating because it is too hard.</p> <p>Teachers Note - when children do not get enough sleep they become over active, oppositional, emotional and generally poorly behaved. Many children will recognise these behaviours when discussed in age-appropriate language.</p>

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	2-3 MINUTES	SLIDE 5	<p>Link this slide to the one above. Reinforce the association between being tired and being grumpy, angry, sad, etc.</p> <p>If appropriate for the setting, ask the students what happens when they are grumpy, angry, sad, can't concentrate because they are sleepy. Prompt with things like: mum gets mad at you?; you fight with your brothers/sisters?; you get in trouble at school? These are some of the consequences of being sleepy.</p>
	2-3 MINUTES	SLIDE 6	<p>If appropriate for the age group, introduce the concept of sleep being a part of the "24-hour day". Talk about how many people think that nothing happens during sleep or they even think it is wasted time. Introduce the concept of sleep being an "active process". For example, you may want to say something like:</p> <p>"Our eyes may be closed and we may not know what is going on, but our bodies and brains are working hard to make sure we stay strong, fit and healthy. To our bodies and brain, sleep is as important as eating healthy foods and exercising."</p>
END SESSION ONE	20-30 MINUTES		
HOW TO GET BETTER SLEEP	3 MINUTES	SLIDE 7	<p>What helps you sleep?</p> <p>Try to encourage interaction the students to come up with suggestions before going through the slides. You might want to write their answers on the board and then tick them off as you go through the slides.</p>

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	2-3 MINUTES	SLIDES 8 & 9	<p>Ask the class the question: Does having junk food before bed help you to sleep? (Hopefully they all call out NO)</p> <p>Talk about how drinks and foods with caffeine and sugar wake us up and stop us from being able to go to sleep. It might be helpful here to name certain drinks or foods – e.g. Coke, Mountain Dew, chocolate (has both caffeine and sugar), lollies, etc</p>
	2-3 MINUTES	SLIDES 10 & 11	<p>Ask the group the question: Does watching TV, playing computer games, on your iPad or phone help you sleep?</p> <p>You are likely to get some “yes” answers here. If appropriate, ask the children why they said yes before you present the next slide.</p> <p>Try to engage them in this as much as possible. If the setting is appropriate, ask for examples of when they have stayed up late watching TV or playing on the computer. Ask them how they felt the next day.</p> <p>Explain that:</p> <ol style="list-style-type: none"> 1. the light coming from the TV, computer, iPad, etc tells the brain it is time to wake up. This makes it hard to go to sleep, even if you get into bed at the right time. 2. It is hard to walk away when we are enjoying watching TV, playing on the computer, iPad, etc so we go to bed later than we should which means we don’t get enough sleep. 3. Watching TV, playing on the computer, iPad, etc can stop us from going to bed the same time every night. If we don’t go to bed the same time every night we can feel grumpy and fuzzy headed in the morning.

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			<p>Teachers Note: There are three main theories as to why electronic devices interrupt sleep:</p> <ul style="list-style-type: none"> • Electronic devices emit “blue” light which is alerting so after looking at blue light it is difficult to go to sleep • Interacting with friends or watching TV will push bedtimes later so sleep duration is truncated <p>Electronic devices will limit the consistency of night-to-night bedtime (interrupt sleep routine). Going to sleep at different times every night disrupts the body clock and results in effects similar to jetlag. The term “social jetlag” has been coined to describe this phenomenon. For more information see http://theconversation.com/regular-bed-times-as-important-for-kids-as-getting-enough-sleep-19396</p>
	2-3 MINUTES	SLIDES 12 & 13	<p>Slide 12 – Ask the class the question: Does running around, playing or doing exercise just before bed help us sleep?</p> <p>Slide 13 – Discuss how our bodies and brains need to wind down and get ready for sleep. If we are too excited or wound up, we will find it hard to get to sleep. Many children will be able to relate to this and will most likely have stories of when they weren’t able to “wind down”. Link this in with the following slide.</p>
	2-3 MINUTES	SLIDES 14 & 15	<p>Slide 14 – Ask the class the question: Does reading, listening to quiet music or doing quiet activity help us sleep?</p> <p>Slide 15 – This follows directly from the previous slides. Link it back and say something about replacing electronic devices and running around with quiet activities.</p>

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	2-3 MINUTES	SLIDES 16 & 17	<p>Ask the class the question: Does doing the same thing or having the same bedtime routine every night help us sleep?</p> <p>Again, this links to slide (13). Talk about how our bodies and brain need to be told it is time for sleep. The best way to do this is by having a regular routine and winding down. This will tell our brain that it is time to go to sleep and our brain will then tell our body to get ready for sleep.</p>
	15-20 MINUTES	SLIDE 17 & 19 ACTIVITY – My Sleep Friendly Bedroom	<p>Ask the class the question: Does having a dark room that is not too hot or too cold help us sleep?</p> <p>ACTIVITY. On the template provided, have the children cut and paste the pictures, draw or explain what their bedrooms look like. Get the children to talk about what their bedroom looks like when they go to sleep. Include questions such as: Do they have the television on when they go to sleep? Do they have the bedroom light on (nightlight is okay)? Do they get so hot they have to throw their covers off at night? Is their room really noisy? Talk about how all these things can stop us from sleeping well.</p> <p>NOTE – this can be done in a group activity. Rather than having the children draw their own bedroom, get them to draw the “perfect” bedroom for them.</p>
END SESSION TWO	30-45 MINUTES		

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HOW MUCH SLEEP DO YOU NEED	20-30 MINUTES	SLIDES 20 & 21 ACTIVITY – Sleep Clock	<p>Slide 20 & 21 – If age appropriate, ask the children what time they think they should be going to sleep. Encourage students to tell you what time they go to bed and how much sleep they think they get.</p> <p>Conduct the sleep clock activity and then discuss bedtime and sleep duration can be discussed together. Highlight any differences between what they have told you and what is being shown on the sleep clock. Then discuss how they might be able to go to bed earlier and get more sleep.</p>
		ADDITIONAL ACTIVITIES	<ul style="list-style-type: none"> • Morning-Eveningness Questionnaire • Sleep in the Teenage Years – Online Activity • Sleep Diary • Science of Sleep Crossword