



KidsHealth.org/classroom

Teacher's Guide

This guide includes:

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Standards

This guide correlates with the following National Health Education Standards:

Students will:

- Comprehend concepts related to health promotion and disease prevention to enhance health.
- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to use decision-making skills to enhance health.
- Demonstrate the ability to use goal-setting skills to enhance health.
- Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

Your state's school health policies:
nasbe.org/HealthySchools/States/State_Policy.asp

How did your students sleep last night? It's more important than you might think. Sleep affects not only how much energy we have but also our abilities to learn, be creative, and play sports. The following discussion questions and activities will help your students understand sleep and get their ZZZs.

Related KidsHealth Links

Articles for Teens:

How Much Sleep Do I Need?

KidsHealth.org/teen/your_body/take_care/how_much_sleep.html

Common Sleep Problems

KidsHealth.org/teen/your_body/take_care/sleep.html

Why Exercise Is Wise

KidsHealth.org/teen/exercise/sports/exercise_wise.html

Stress

KidsHealth.org/teen/your_mind/emotions/stress.html

All About Anxiety

KidsHealth.org/teen/your_mind/mental_health/anxiety.html

Caffeine

KidsHealth.org/teen/nutrition/general/caffeine.html

Smoking

KidsHealth.org/teen/drug_alcohol/tobacco/smoking.html

Discussion Questions

Note: The following questions are written in language appropriate for sharing with your students.

1. Do these comments sound familiar? "Go to bed - it's after midnight!" "You have to be up at 6 AM if you want to catch that bus!" "Are you going to stay in that bed all day?" Why do teens hear these comments so often? How much sleep do you really need? How are your sleep patterns different from your parents' or from your little brother's or sister's?
2. You know that you need your ZZZs. But why? What role does sleep play in your life and your health? What can you do to get more sleep?
3. Have you ever had a restless night, wishing that you could just fall asleep? Think about that time, and name some of the reasons why you think you couldn't sleep. What are some other things that keep people from sleeping well? When do you think sleep loss is a big enough problem to see a doctor?



Activities for Students

Note: The following activities are written in language appropriate for sharing with your students.

A Script for Sleep

Objectives:

Students will:

- Learn how their sleep patterns naturally differ from those of adults
- Communicate this knowledge concisely and persuasively to an audience of parents

Materials:

- Pen and plain paper or computer word processing program
- Printer
- Sleep Storyboard handout (available at: KidsHealth.org/classroom/9to12/body/functions/sleep_handout1.pdf)

Class Time:

1 hour

Activity:

Teens' circadian rhythms are news to most people. That's why your board of education is giving you a chance to educate parents and help young people get some sleep. The board is sponsoring a 30-second public service ad, which will appear on local TV stations. The goal is to help parents understand the reasons behind teens' sleep habits. In groups of 3 or 4, you will create these ads. Brainstorm concepts for your group's ad, and choose the one you think is the best. The concepts can be very different from each other, but they should all include some role-playing between parents and teens. Then, using the Sleep Storyboard handout, map out your public service ad (remember, it's 30 seconds long). Finally, you'll rehearse the ad and perform it for the class.

Extensions:

1. How do you think parents will respond to the ad? Make a list of questions or comments that you think parents will have, and then change your script so that it covers those areas.
2. Any budding directors in the class? Each group can videotape its ad, and the class can vote to decide which one is the class favorite. The winning videotape might be shown on a school TV station or the local news.



Counting Those ZZZs

Objectives:

Students will:

- Get a clear picture of their sleep habits
- Learn what factors affect the amount and quality of their sleep and how they can improve their sleep

Materials:

- Sleep Log handout (available at: KidsHealth.org/classroom/9to12/body/functions/sleep_handout2.pdf)
- Pen and plain paper or computer word processing program
- Printer

Class Time:

30 minutes

Activity:

How much sleep do you get? Do you have enough energy? For most people, these answers vary from day to day. Maybe you stayed out at a party or spent the night at a friend's house, or maybe you're dragging a little bit because you just got over a cold. That's why it can help to keep a sleep log. Using your Sleep Log handout, keep track of your sleep habits for 1 week. For the best results, make your answers as honest and complete as possible.

Then, on a separate sheet, answer the following: Describe how much sleep you typically get, how much energy you have, and whether you think there's room for improvement in your sleep habits. Look at the day or days when you didn't sleep as well or lacked energy during the day. Do you see any connections between these issues and the notes in your log for that day? What changes could you make to sleep better and have more energy?

Extensions:

1. Make some adjustments in your life to get better sleep. Fill out a new Sleep Log for another week, and then compare the results to your original log.
2. Fill out another Sleep Log for a week, and then compare the results to your two previous logs. How are they different? Have you noticed any changes in your experiences at school or at home during this period?

Reproducible Materials

Handout: Sleep Storyboard

KidsHealth.org/classroom/9to12/body/functions/sleep_handout1.pdf

Handout: Sleep Log

KidsHealth.org/classroom/9to12/body/functions/sleep_handout2.pdf



Name: _____

Date: _____

Sleep Storyboard

Instructions: Use this storyboard to write and illustrate your 30-second PSA about sleep.

A large empty rectangular box for drawing an illustration.

Three horizontal lines for writing text.

A large empty rectangular box for drawing an illustration.

Three horizontal lines for writing text.

A large empty rectangular box for drawing an illustration.

Three horizontal lines for writing text.

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Three horizontal lines for writing text.

A large empty rectangular box for drawing an illustration.

Three horizontal lines for writing text.



Name: _____

Date: _____

Instructions: Fill out this log for 1 week. Then, on a separate sheet, answer these questions:

1. Describe how much sleep you typically get, how much energy you have, and whether you think there's room for improvement in your sleep habits.
2. Look at the day or days when you didn't sleep as well or lacked energy during the day. Do you see any connections between these issues and the notes in your log for that day?
3. What changes could you make to sleep better and have more energy?

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
Yesterday, I exercised for this many minutes:							
Yesterday, I: (check all that apply)							
Ate too much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Didn't eat enough	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank coffee, tea, or caffeinated sodas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yesterday, I felt: (check one)							
Energetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tired	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Like my energy level fell off in the afternoon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wiped out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yesterday, I took a nap. (check one)							
True	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
False	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did anything happen that could have affected your sleep?							
Yes (describe on back)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Last night, I went to bed at this time							
Last night, I fell asleep at this time							
Today, I woke up at this time							
My sleep was: (1 = bad, 5 = great)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
My stress level at bedtime was: (1 = low, 5 = high)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

