Sleep affects not only how much energy we have, but also our abilities to learn, be creative, and play sports. The following activities will help your students understand sleep and learn how to get enough sleep each night.

### Related KidsHealth Links

#### Articles for Teens:

- **How Much Sleep Do I Need?**

- **Common Sleep Problems**
  TeensHealth.org/en/teens/sleep.html

- **5 Ideas for Better Sleep**
  TeensHealth.org/en/teens/tips-sleep.html

- **What Should I Do If I Can’t Sleep?**
  TeensHealth.org/en/teens/sleepless.html

- **Is it OK to Sleep Less on Weekdays and More on Weekends?**
  TeensHealth.org/en/teens/sleeping-in.html

- **Technology: 5 Ways to Reboot Yourself**
  TeensHealth.org/en/teens/reboot.html

- **Does the Light From a Phone or Computer Make it Hard to Sleep?**
  TeensHealth.org/en/teens/blue-light.html

- **Caffeine**
  TeensHealth.org/en/teens/caffeine.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 get up now 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 a parent’s or a kid’s?

2. What role does sleep play in 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.

Sleep Storyboard

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

Class Time:
1 hour

Activity:
Teens’ circadian rhythms are news to many people. You have the chance to educate parents about the reasons behind teens’ sleep habits and help young people get some sleep. In groups of 3 or 4, you will create 30-second public service ads. Brainstorm concepts for your group’s ad, and choose the one you think is the best. The concepts can be 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. 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. Each group can videotape its ad, and the class can vote to decide which one is the class favorite. Show the top video at a school assembly.
Sleep Log

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
• 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, record 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 schedule 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 third 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

Quiz: Sleep
TeensHealth.org/classroom/9to12/body/functions/sleep_quiz.pdf

Answer Key: Sleep
TeensHealth.org/classroom/9to12/body/functions/sleep_quiz_answers.pdf
Sleep Storyboard
Instructions: Use this storyboard to write and illustrate your 30-second PSA about sleep.
Instructions: Fill out this log for 1 week. Then, on a separate sheet, write down this information:
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?

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

Instructions: Answer each question.

1. Teens need this much sleep to feel refreshed and ready to learn the next day:
   a) 7½ to 8 hours
   b) 8½ to about 9 hours
   c) 8 to 10 hours
   d) 10 to 11 hours

2. Underline the things that can help you get a good night’s sleep:
   a) Worrying or being stressed out
   b) Sleeping in a quiet, dark bedroom
   c) Having caffeinated drinks
   d) Leaving a TV on in the bedroom at night
   e) Going to bed the same time every night
   f) Exercising during the day, but not right before bedtime

3. The R.E.M. stage of sleep is when people dream. R.E.M. stands for _____________________________.

4. True or false: During adolescence, the body’s circadian rhythm is reset, telling teens to fall asleep later at night and to wake up later in the morning.

5. Which four are signs that a person might not be getting enough sleep?:
   a) difficulty waking up in the morning
   b) ringing in the ears
   c) inability to concentrate
   d) blurry vision
   e) falling asleep during class
   f) feeling moody or depressed
Quiz Answer Key

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