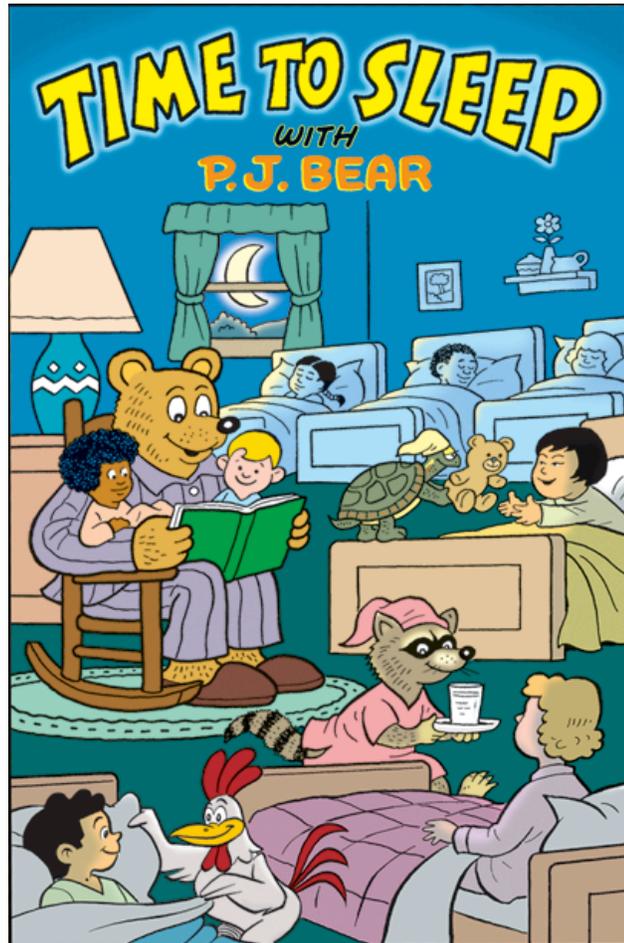


P.J. BEAR'S *TIME TO SLEEP* TEACHER'S ACTIVITY GUIDE



Developed By The National Sleep Foundation for use
with the *TIME TO SLEEP* Educational Activity Booklet.



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P.J. BEAR ACTIVITY GUIDE

INTRODUCTION

Teachers and parents can use this guide in conjunction with the *Time To Sleep* educational activity booklet to teach children about the importance of good sleep habits to health, safety, learning, and well being.

ACTIVITY ONE – GROUP DISCUSSION

Students are asked how many “got a good night’s sleep” and are wide-awake today. Follow-up with open-ended question asking why we need sleep (5-10 min.). This Q&A can go straight into the *Time To Sleep* book presentation.

Presentation:

Start by getting student responses as to why kids need sleep. Examples:

- How do we feel when we don’t get enough sleep?
- How do we perform at school without sleep? How do we get along with our friends?

Follow with a discussion of the role of adults in sleep deprivation as well:

- What adults do you talk to and depend on every day? (e.g., parents to drive you to school/practice, bus driver to take you to school, teacher to educate you, police officer and crossing guard to make sure you get to school safely, etc.
- What would happen if these adults didn’t get enough sleep? This brings up discussion of car accidents, teachers being distracted in class; in short, adults who should be responsible for the kids’ safety not being able to perform well.

*If time permits, students might also share experiences when they might have been in a car with a drowsy driver and why they think it is dangerous.

- Brief summary of why kids and adults both need sleep - kids can tabulate a list on the board or just speak up.

ACTIVITY TWO — WORKING GROUPS AND READING COMPREHENSION

The *TIME TO SLEEP* book is read and students take time to work on book activities (pgs. 2,3,6,8,13), probably in pairs or small groups. Possible follow-up questions at the end of the reading:

- What happens to our body when we sleep?
- What helps us get a good night's sleep? What prevents us from sleeping well?
- How much sleep do you need? How much sleep does a teenager need? An adult?
- How can you keep an adult driver alert in the car? What should you do if the adult seems tired?

Conclusion:

Wrap up with a summary of why we need sleep and what happens when we don't sleep (don't have energy to play with friends, can't concentrate, crankiness, illness).

ACTIVITY THREE — CREATE AND KEEP A SLEEP DIARY

Students are asked to keep a sleep diary for one week to learn about their sleep habits AND the sleep habits of a sibling. If there are no siblings at home, a parent or grandparent would also work. A good way to kick off this homework assignment is for students to write a simple schedule in class of their typical daily activities to see how much time they allow themselves for sleep to begin with; after they write their daily schedules, they can start the assignment of keeping a sleep diary for one week. The sleep diary is divided into the following components:

- Time I went to bed
- Time I woke up
- How I felt when I woke up - a) great, lots of energy!, b) okay/so-so, or c) tired
- I slept _____ hours last night (tabulation)
- If I didn't sleep well, this is what bothered me and kept me awake: (examples; TV, neighbors, worrying)
- I drank sodas and ate sugary foods a) in the morning, b) in the afternoon, c) before bedtime, d) none
- I exercised or played 20 minutes a) in the morning, b) in the afternoon, c) right before bedtime, d) not at all.
- What I did before going to bed: (reading, watching TV, doing homework)

The same questions should be answered for the siblings. At the end of the week, the teacher will review sleep diaries with students. Results of the class could be tabulated on the board or an overhead transparency in a chart or grid. After class results are taken, students can share the results from sibling sleep diaries and compare/contrast different sleep needs among older and younger siblings. For example, most kids in the class might need 9-10 hours, but someone's teenage sibling could need a little less and the class could discuss this. Infant or toddler siblings could also be a good comparison with the class results.

Another variation on this activity is to keep a sleep journal of pets or a class hamster, for example. Students could observe the differences in sleep needs of a hamster, cat or dog as opposed to human sleep needs.

If time is too limited to do a week-long journal, the class could take the Rest Test on page 13 of the *TIME TO SLEEP* book and tabulate the results on the board. This exercise should take approximately 30 minutes for students to fill out their own information independently and then share with the class.

ACTIVITY FOUR — CREATE A CROSSWORD PUZZLE

Students are instructed to create a crossword puzzle or matching activity using a body part and corresponding explanation of why sleep is necessary to that particular part, as explained in the *TIME TO SLEEP* book:

Brain - rests so that it can think clearly the next day.

Skin - repairs itself so you can look healthy the next day.

Bones - calcium is added during rest to make you grow taller

Eyes - rest after watching the world all day

Muscles - grow during rest so that you become stronger

Heart - slows down during sleep after pumping blood through your body all day.

Crossword and word search puzzles can be created very easily on www.edhelper.com.

ACTIVITY FIVE — CREATE A SLEEP SLOGAN CONTEST

Students are asked to create a sleep slogan on a poster to emphasize the importance of sleep, as described on the back cover of the *TIME TO SLEEP* book.

The completed posters could be hung in class for the students to vote on to see which one they like best. As the posters are reviewed and voted on, the teacher

should stress what lessons about sleep are trying to be conveyed. The winning posters could be hung outside in the schools hallways for others to see or sleep-related prizes such as teddy bears or night-lights could be given to the winners.

ACTIVITY SIX – ROLE PLAY IN SLEEP SKITS

OPTION ONE

After reading the *TIME TO SLEEP* book, students are put into groups of 4-5 to write a short five-minute skit of a situation where someone was sleep-deprived and what the effect of sleep deprivation would be. Skits could be comical or serious, as long as the importance of sleep is conveyed clearly to the classmates when performed.

OPTION TWO

Student groups create a public service announcement commercial that they perform in front of the class. This can either be done very informally right after reading of the booklet with about 20-30 minutes of group preparation time, or be assigned as a several-day project that is presented later in the week in a more “polished” form.