



KidsHealth.org/classroom

Teacher's Guide

This guide includes:

- Standards
- Related Links
- Discussion Questions
- Activities for Students
- Reproducible Materials

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.

National Health Education Standards: www.cdc.gov/healthyschools/sher/standards/index.htm

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?

TeensHealth.org/en/teens/how-much-sleep.html

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



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.

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.

A large empty rectangular box for drawing an illustration.

Two horizontal lines for writing text.

A large empty rectangular box for drawing an illustration.

Two horizontal lines for writing text.

A large empty rectangular box for drawing an illustration.

Two horizontal lines for writing text.

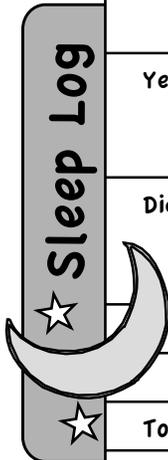


Name:

Date:

Instructions: Fill out this log for 1 week. Then, on a separate sheet, write down this information:

- 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?



	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"/>						
Didn't eat enough	<input type="radio"/>						
Drank coffee, tea, or caffeinated sodas	<input type="radio"/>						
Yesterday, I felt: (check one)							
Energetic	<input type="radio"/>						
Tired	<input type="radio"/>						
Like my energy level fell off in the afternoon	<input type="radio"/>						
Wiped out	<input type="radio"/>						
Yesterday, I took a nap. (check one)							
True	<input type="radio"/>						
False	<input type="radio"/>						
Did anything happen that could have affected your sleep?							
Yes (describe on back)	<input type="radio"/>						
No	<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



Name: _____

Date: _____

Quiz

Instructions: Answer each question.

1. 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

1. Teens need this much sleep to feel refreshed and ready to learn the next day:
 - a) 7½ to 8 hours
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3. The R.E.M. stage of sleep is when people dream. R.E.M. stands for rapid eye movement.
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