Facilitator's Guide

SLEEP AND BEDTIME ROUTINES

for Parents with Children Ages 6-12

A resource to strengthen parents' knowledge and skills to improve their child's social and emotional wellbeing

Parents Matter Project

Implemented by Middle Childhood Matters Coalition Toronto
Parent learning sessions are developed with input from the Paediatric Residents' Advocacy Committee at The University of Toronto and The Hospital for Sick Children (SickKids)

MIDDLE CHILDHOOD MATTERS
COALITION TORONTO

Ontario Trillium Foundation
Fondation Trillium de l'Ontario
An agency of the Government of Ontario
Un organisme du gouvernement de l'Ontario

Middle Childhood Matters Coalition Toronto (MCMCT)

The Middle Childhood Matters Coalition Toronto (MCMCT) is a group of 20 social service, child welfare, education, recreation, health organizations and parent leaders promoting and influencing a system that prioritizes children ages 6-12 (middle childhood), and their families. MCMCT envisions a city where children ages 6-12 and their families have equitable opportunities and resources to thrive.

The Coalition believes, and research states, that this is an important time in a child's life. To support children's healthy development during this stage, MCMCT promotes high quality, affordable, accessible and culturally appropriate out-of-school time programs (before and after school time, summertime and holidays). The Coalition was one of the driving forces behind the development of the City of Toronto's first Middle Childhood Strategy, which prioritizes programming for this age group.

Our member organizations work with thousands of parents and children across Toronto. MCMCT recognizes the vital need to educate and support parents, caregivers and adult allies living, working and caring for these children across Toronto.

Paediatric Residents' Advocacy Committee

The University of Toronto Paediatric Residents' Advocacy Committee was established in 2001 by residents who were passionate about the overall wellbeing of children and in response to the recognition by the Royal College of Physicians and Surgeons of Canada that advocacy is an integral part of a paediatrician's role.

This committee is resident-led and supervised by staff physicians from SickKids. Residents and staff volunteer their time and are committed to educating parents and children, running clinics, and advocating for children's issues at the national levels. The Parent Nights sub-committee develops curriculum and runs workshops for parents to provide health information to empower them to improve their child's overall wellbeing.

Learning sessions developed by the Paediatric Residents' Advocacy Committee:

- Sleep and Bedtime Routines
- Body Image and Self-esteem
- Healthy Eating and Nutrition
- Physical Activity
- Cognitive Development in Middle Childhood and Adolescence
- Emotional Development in Middle Childhood and Adolescence
- Social Development in Middle Childhood and Adolescence

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TABLE OF CONTENTS

6 **Acknowledgements**

7 **Introduction**

8 **Flow of The Learning Session**

9 **Facilitation Tips**

10 **Overview of Sleep and Bedtime Routines**

11 **Learning Session**

20 **Appendices**

40 **References**

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We wish to extend our continued appreciation to the Paediatric Residents' Advocacy Committee at the University of Toronto and SickKids for sharing their expertise and developing the Sleep and Bedtime Routines learning content and delivering learning sessions in diverse communities across Toronto.

Thank you to all the Middle Childhood Matters Coalition Toronto parent leaders and coalition members, who gave their time and insights into making this guide possible. As well, to all the Toronto service providers who promote the unique developmental needs of children ages 6-12, we are grateful to you all.

We also thank the Child Welfare Institute for creating the evaluation tools and data analysis for all the parent learning sessions.

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INTRODUCTION

The Parents Matter Project endeavors to support and educate newcomer, low-income and racialized parents in Toronto with children ages 6-12 (middle childhood) on how to best improve developmental and social outcomes for their children. This includes the creation and implementation of topic-specific parent learning sessions. Parenting and family relationships provide the foundation from which children ages 6-12 can develop the skills to overcome challenges and thrive to adulthood. These parent learning sessions aim to build upon the assets, capabilities and strengths of parents to help increase their knowledge on a number of topic areas relevant to their child's social and emotional development.

This facilitator's guide provides practical learning sessions to increase familial relationships, including resources that can be utilized and accessed beyond the life of the session. This is grounded in the knowledge that families crave more meaningful time together and the need to have access to materials, tools and skill building knowledge on an ongoing basis that is accessible at all times. By attending a learning session, a parent will leave with more knowledge, awareness and confidence in their ability to parent throughout this developmental stage. The interactive activities and supplementary resources will help parents to solidify their learnings.

In addition to Sleep and Bedtime Routines, 15 evidence-based learning sessions have been developed in collaboration with experts in the fields such as:

- Body Image and Self-esteem
- Healthy Eating and Nutrition
- Physical Activity
- We All Have Mental Health
- Growing Healthy Minds
- Children's Mental Health Challenges and Seeking Support
- Counting on Math
- Reading is Everywhere
- Keeping Children Safe Online
- More than Just Video Games
- Raising Responsible Digital Children
- Cognitive Development in Middle Childhood and Adolescence
- Emotional Development in Middle Childhood and Adolescence
- Social Development in Middle Childhood and Adolescence

FLOW OF THE LEARNING SESSION

LEARNING SESSION STRUCTURE	DESCRIPTION
Learning Objectives	What parent participants can expect to learn by attending each learning session.
Warm-up/ Check-in	An activity to introduce and ground parent participants. The purpose is to begin getting to know each other by creating an inclusive and welcoming environment where all voices are heard and valued.
Group Agreements	An opportunity to collectively co-create the conditions of how learning will unfold. Creating a group agreement demonstrates that the space is shared by all.
Reflection Moment	Guiding questions are used to prompt reflection on current knowledge of the topic presented.
Content Development	How the information will be delivered and resourced (learning discussions) how learning happens- what do we need to know.
Action Moment	Each learning session will motivate concrete actions for parent participants to go from "reflection to action-now what?" with tips, tools and hands-on experience.
Evaluation and Check-out	Reinforce new learnings, takeaways and evaluate the learning.

FACILITATION TIPS

- Prepare your session in advance; read content carefully and organize materials and resources needed.
- Be clear and concise in your interactions.
- Listen to what is said.
- Remember to integrate important points that have not been raised by parent participants.
- Validate questions outside of the lesson plan raised by parent participants and direct them to their service provider.
- Be ready to accommodate changes and respond to your audience. Flexibility will be required from time to time and you may need to adapt the agenda in some situations.
- When appropriate, share your own lived experience as a parent or caregiver. However, be conscious not to dominate the conversation.

Useful Tips to Successfully Facilitate a Group Discussion

1. Adults learn better when:

- They are personally motivated and engaged.
- They have the opportunity to reflect on what they are learning.
- They can exchange knowledge and experiences with others.
- They can have better understanding of what they learn and the implementation of that learning at home.

2. Adapting for inclusion:

- Know the diversity within the group: who are the participants? What experiences do they bring?
- Integrate cultural experiences: consider how both the facilitator and parent participants can bring their cultural experiences into the session.
- Be sensitive to emotional responses: depending on parent participants lived experiences, sometimes exercises can trigger participants' emotions.

SLEEP AND BEDTIME ROUTINES

Overview

Not only is sleep vital for promoting a child's physical health, it also plays a critical role in their ability to learn and overall wellbeing. Sleep brings children a wide range of mental, social and physical benefits. When a child gets the right amount of sleep for their age, they will pay better attention in school and remember what they learned, will be creative, think of new ideas, fight sickness, be in a better mood, solve problems and get along better with friends and family. Following a healthy bedtime routine will make it easier for a child to relax, fall asleep and sleep through the night.

Learning Objectives

a. Parent participants grow a better understanding of the importance of sleep routines

b. Parent participants can differentiate between good and bad sleep habits

c. Parent participants can identify sleep problems in children ages 6-12

d. Parent participants have practical tools to support their children's sleep habits and develop bedtime routines with their children

Materials and Supplies

LEARNING SESSION OUTLINE

Agenda	**Length of the learning session (1 hour)**
1. Welcome and Introduction	(5 minutes)
2. Check-in	(10 minutes)
3. Reflection Moment	(10 minutes)
4. Content Development	(25 minutes)
5. Action Moment	(5 minutes)
6. Evaluation and Check-out	(5 minutes)

1. Welcome and Introduction (5 minutes)

Facilitator(s) will welcome parent participants and organization(s) supporting the learning session.

Housekeeping items should be introduced: washroom facilities, fire exit and additional information needed for the learning session.

Materials needed: Pens

Appendix 1 - Tool 1.1 Agenda

Tool 1.2 Attendance and Photo Release Form

Tool 1.4 Evaluation (Pre)

2. Check-in (5 minutes)

Getting to know each other: Introductions of parent participants

Invite parent participants to sit/stand in a circle and state their names, their children's names and ages.

Along with this introduction parent participants are asked to answer the following question:

How many hours did you sleep last night?

Facilitator will collect parent participants' answers and emphasize the importance of getting a good night sleep and why children need sleep routines.

2.a Group Agreements (5 minutes)

Materials needed: post-it notes, markers, flip chart paper, pens.

Facilitator asks parent participants any of the following

Guiding Questions

- What do we need from each other and ourselves to create a safe learning space?
- How are we going to learn together in this space?

KEEP IN MIND

If not brought up during group agreements, facilitator should explore the importance of **confidentiality** and sharing in a safe space.

Parent participants are asked to write their answers on a post-it note and place it on the flip chart. Facilitator will read them out loud for parents' consensus.

The list should be posted visibly for the length of the learning session.

Building a group agreement with parent participants is an important step to take when working with groups. It invites members to co-create a safe space for sharing where all voices are heard and valued.

3. Reflection Moment (10 minutes)

Materials needed: **Appendix 2 - Learning Tool 2.1** Sleep Calculator
Learning Tool 2.2 Feelings Chart

Facilitator will ask parent participants the following questions using **Learning Tools 2.1 & 2.2.**

Guiding Questions

1. How much sleep does your child need? See **Learning Tool 2.1.**

Discussion Points

- Ask parent participants what time their child wakes up in the morning
- Ask parent participants what time their child goes to bed
- Ask parent participants to calculate how much sleep their child is getting (can use a sleep clock as a visual aid)
- Compare this to the amount they should be getting and help calculate what time they should be going to bed. *Example*: If your child needs to wake up by 7:00 a.m. they should be going to bed by 8:00 or 9:00 p.m.

Tips to Share

Bedtime and wake up time should be the same time every day (even on weekends "catching up" does not work).

2. How does a child feel when they don't get enough sleep? See **Learning Tool 2.2**.

Ask parents to share their answers and further introduce the importance of sleep.

4. Content Development (25 minutes)

Materials needed: Flip chart paper, markers
Appendix 3 - Learning Tool 3.1 Learning Content
Learning Tool 3.2 Tips for a Good Sleep Routine
Learning Tool 3.3 Head to Bed Take Home Activity

4.a Why is sleep so important? (8 minutes)

After reflecting on how children feel when they don't get enough sleep ask parent participants the following question:

Why do you think sleep is important for children?

Facilitator should record answers on the flip chart paper. Once answers have been collected facilitator asks participants to use the **Learning Tool 3.1** to further discuss.

Guiding Questions

- What would you teach a child about the importance of sleep?
- What happens to our body when we don't get enough sleep?
- What happens to our brain?
- Do you notice any difference in your children when they don't get enough sleep?

The importance of sleeping:

FACTS ABOUT THE IMPORTANCE OF SLEEP	Sleep is a vital need and is essential to child's health	**Sleep affects:** • Physical health • Growth • Memory • School performance • Behavior • Mood • Alertness
WHAT HAPPENS TO YOUR BRAIN?	Your brain needs sleep so you can	• Remember what you learn • Pay attention and concentrate • Solve problems and think of new ideas
WHAT HAPPENS TO YOUR BODY?	Your body needs sleep so your	• Muscles, bones and skin can grow • Muscles, skin and other parts of the body can heal better after an injury • Body can stay healthy and fight illness
WHAT HAPPENS TO CHILDREN?	When children have a good night's sleep they	• Pay attention better in school • Remember what they learn • Be creative and think of new ideas • Fight sickness and stay healthy • Have better mood • Get along with friends and family • Solve problems better • Become more active and play more

When you sleep, it's like filling up the gas tank for your body!

4.b Sleep and Bedtime Routines

(10 minutes)

Role-playing:

Invite 2 parent participant volunteers to role play a bedtime routine. (2 minutes)

After role-play, thank the volunteers and invite them to share their experiences with bed routines.

Facilitator will introduce bed sample routines on a piece of flip chart paper.

KEEP IN MIND

Sample Bedtime Routine

1. Have a light snack
2. Take a bath
3. Put on pajamas
4. Brush teeth
5. Read a story
6. Make sure the room is quiet and at a comfortable temperature
7. Put your child to bed
8. Say goodnight and leave

Discuss Good vs Bad Sleep Habits

GOOD SLEEP HABITS	BAD SLEEP HABITS
Read/listen to a good story	Watching TV in bed
Listen to relaxing music	Playing electronic games in or just before bedtime

Ask parent participants if they have any suggestions that they find helpful and want to share.

Facilitator will write the following tips for good sleep routines on a piece of flip chart paper:

TIPS FOR A GOOD NIGHT'S SLEEP

1. Be prepared for a bedtime routine to take 30-60 minutes.

2. A pre-bedtime bath can help with dropping the body temperature, which increases sleepiness.

3. The bed is only for sleeping (and reading).

4. No TV, or videos or computers in the bedroom (According to studies, TV viewing prior to bed can lead to difficulty falling and staying asleep. They also stimulate the brain and require active thinking).

5. No cell phones in bed (can ring/vibrate and disturb sleep, light interferes with melatonin).

6. No homework in bed (Can create the association between stress and bed).

7. Reading is a relaxing pre-bedtime activity (Books are the exception, stories should deal with nighttime and darkness in a positive way).

8. Save your child's favorite relaxing, non-stimulating activities until last and have them occur in your child's bedroom.

9. Control the bedroom environment.
- Minimize noise and light.
- Temperature not too hot or too cold.

10. No caffeinated beverages at least 4 hours prior to bedtime.

11. Light snacks high in carbohydrates and calcium about 1 hour before bed may aid sleep.

12. Daily physical exercise! (but not too close to bedtime).

The following are some basic information about topics that may come up to help you answer the parents' questions. If time allows discuss as many of these that are of interest to the parents. See **Learning Tool 3.2**.

*The **#1 tip for good sleeping habits** in children is to follow a nightly routine. A bedtime ritual makes it easier for your child to relax, fall asleep and sleep through the night.*

4.c Sleep Problems

(5 minutes)

Guiding Questions

- Does your child have trouble sleeping?
- What type of problem have you encountered?
- How have you dealt with the problem?

Nightmares Facts:

- Everyone has 4-5 dreams each night.
- Scientists are not sure why we dream or what we dream. They do know that:
  - » Rapid Eye Movement (R.E.M.) sleep is important for learning and memory.
  - » TV shows, video and computer games, real people, and actual events can show up in your dreams.
  - » Your dreams may be related to how you feel, your worries, your hopes, or things you are excited about.
- Nightmares are dreams that bring about fear or anxiety.
- Nightmares are very common. They occur in as many as 1 in 2 children.
- Just about everybody has had a very scary dream that wakes them up in the middle of the night.

Helpful Tips for Children

- Talk about these dreams with a parent or another adult you trust.
- Draw a picture of the dream.
- Write a story about your dream with a happy ending.
- Make sure you are getting enough sleep.
- Think positive and pleasant thoughts as you lie in your bed.

Bedwetting Facts:

- It is very common!
  - » 0% to 15% of 5 years olds
  - » 6% to 8% of 8 years olds
  - » 2% by 15 years olds
- Thought to be a normal process while a child is developing bladder control in deep sleep.
- NOT an emotional or behavioral problem.

Helpful Tips for Parent Participants

- Do not punish your child, instead eliminate guilt and shame.
- Explain to your child why it is important to use the toilet at night and before they go to bed.
- Make sure your child has access to the toilet at night.
- No caffeine-containing foods and excessive fluids before bedtime.
- Take the child out of diapers (training pants may be acceptable).
- Include the child in the morning cleanup.
- If bedwetting persists, speak with your doctor.

Bedwetting only needs to be treated if it poses a significant problem for your child.

Sleepwalking Facts:

- Sleepwalking occurs in about 15 percent of all children.
- Sleepwalking occurs most frequently from 4-8 years of age.
- It occurs most often in children between the ages 4 to 12.
- No one knows what causes sleepwalking, but it tends to run in families.
- These sleep disruptions occur during the early part of the night.
- The child is both asleep and awake at the same time and often has no memory of the event the next day.
- Sleepwalking children usually walk around the house aimlessly.
- They appear uncoordinated, often do not make sense, or start urinating in some place other than the toilet.

Helpful Tips for Parent Participants

- Waking or comforting the child is usually not helpful as it prolongs the event.
- Be sure your child's room and your house is safe.
- Most important, encourage the child to get enough sleep.
- A bell hung on the child's door or on the front door may provide reassurance that you will hear your child sleepwalking.

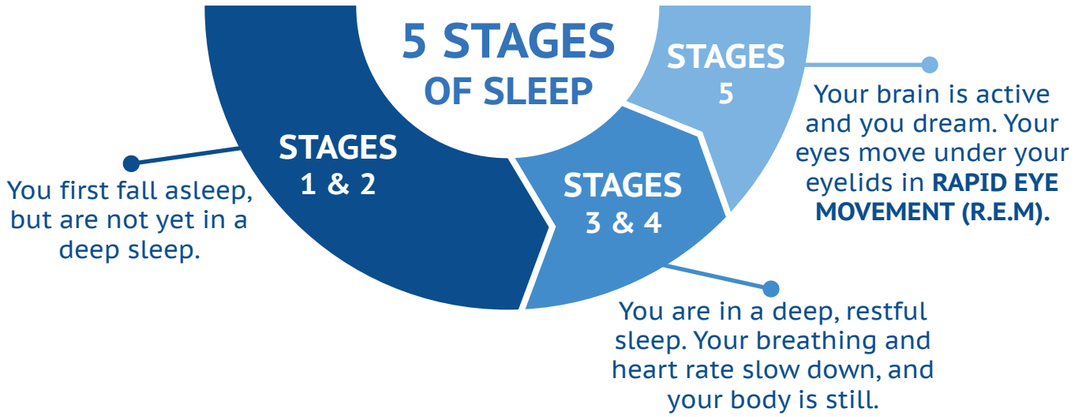
KEEP IN MIND!

How Light Affects Sleep

- Light helps you know when to sleep and when to be awake. When you open your eyes in the morning, sunlight lets your brain know it is time to wake up.
- Melatonin: is the hormone produced in the pineal gland that controls our sleep-wake. This hormone causes: drowsiness and lowers body temperature and helps induce sleep. Its highest levels are from midnight to 8:00 a.m.
- Because light can wake you up, your room should be dark when you sleep. Even the light from a television or computer screen can make it harder to fall asleep. A dim nightlight is okay.
- You should have as much bright (natural) light in your room as possible in the morning to help "turn off" melatonin and wake you up!

Facilitator encourages parent participants to practice with their children the take home activity - Head to bed. See **Learning Tool 3.3**.

Sleep Cycle: Each sleep cycle takes about 90 minutes.



5. Action Moment **(5 minutes)**

Invite parent participants to stand in a circle and answer the following question:

What is the ONE new thing that you've learned from this session and you're taking away with you?

6. Evaluation and Check-out **(5 minutes)**

Materials needed: Pens, **Learning Tool 1.5** Evaluation Form (post)

Evaluation: Facilitator hands out **Learning Tool 1.5** and invite parent participants to give their feedback. Provide them with pens and evaluation forms to be filled out. Encourage them to be honest. Their responses are anonymous and they don't have to answer any questions they don't feel comfortable answering.

Check-out: Thank parent participants for their participation and time. Facilitator provides parent participants with further reading to take home. See **Appendix 4.**

APPENDICES

APPENDIX 1

Tool 1.1 Agenda - Sleep and Bedtime Routines

Tool 1.2 Attendance and Photo Release Form

Tool 1.3 Facilitator's Check List

Tool 1.4 Evaluation (Pre)

Tool 1.5 Evaluation (Post)

APPENDIX 2

Learning Tool 2.1 Sleep Calculator

Learning Tool 2.2 Feeling Chart

APPENDIX 3

Learning Tool 3.1 Learning Content

Learning Tool 3.2 Tips For A Good Sleep Routine

Learning Tool 3.3 Head to Bed Take Home Activity

APPENDIX 4

For Further Readings

APPENDIX 5

References

APPENDIX 1.1 - AGENDA

Tool 1.1 Agenda - Sleep and Bedtime Routines

1. Welcome and Introduction	(5 minutes)
2. Check-in	(10 minutes)
3. Reflection Moment	(10 minutes)
4. Content Development	(25 minutes)
5. Action Moment	(5 minutes)
6. Evaluation and Check-out	(5 minutes)

APPENDIX 1.2 - ATTENDANCE AND PHOTO RELEASE FORM

Tool 1.2 Attendance and Photo Release Form

FULL NAME	EMAIL	PHONE NUMBER	DO YOU CONSENT TO HAVE YOUR PHOTO TAKEN?	SIGNATURE REQUIRED
1.			☐Y ☐N	
2.			☐Y ☐N	
3.			☐Y ☐N	
4.			☐Y ☐N	
5.			☐Y ☐N	
6.			☐Y ☐N	
7.			☐Y ☐N	
8.			☐Y ☐N	
9.			☐Y ☐N	
10.			☐Y ☐N	
11.			☐Y ☐N	
12.			☐Y ☐N	
13.			☐Y ☐N	
14.			☐Y ☐N	
15.			☐Y ☐N	
16.			☐Y ☐N	
17.			☐Y ☐N	
18.			☐Y ☐N	
19.			☐Y ☐N	
20.			☐Y ☐N	

APPENDIX 1.3 - FACILITATOR'S CHECK LIST

Tool 1.3 Facilitator's Check List

Materials and Supplies:

- ☐Markers
- ☐Flip Chart (if needed)
- ☐Flip Chart Paper
- ☐Post-it Notes
- ☐Pens
- ☐Learning Tools
- ☐Attendance Form
- ☐Evaluation Forms (Pre & Post)

APPENDIX 1.4 - EVALUATION (PRE)

PARENT EVENT: ____ / ____ / 201__

Do at START of Event

Please answer the questions below.

PART 1: About You

1. **Your gender:** ☐ Female ☐ Male ☐ Trans ☐ I describe my gender in a different way
2. **Your children's age(s):** ☐ 0-5 ☐ 6-12 ☐ 13+
3. **Parenting status:** ☐ I'm a single parent ☐ I'm **not** a single parent
4. **What country were you born in:** _____
5. **What is your postal code:** _____
6. **Do you have any relatives living with you at home?** ☐ Yes ☐ No
   If YES how many? _____
7. **I am going to share what I will learn with my friends and family:** ☐ Yes ☐ No

PART 2: About the Event

8. **How did you hear about this event?** ☐ Friend/Family ☐ Another Organization
   ☐ Internet ☐ Flyers ☐ Other (please specify):_____
9. **Before this event**...(*Circle* **ONE** *answer per question*)

		HIGH	MEDIUM	LOW	DON'T KNOW
a	My knowledge of healthy child sleep routines is	H	M	L	DK
b	My knowledge of childhood sleep problems (e.g., nightmares, bedwetting) is	H	M	L	DK

PART 3: About your Learning

10. **What do you hope to learn today about children's sleep**
    (*check* ☑ *all answers you agree with*)?

☐ How much should children sleep

☐ Why is sleep important to children

☐ What to do about my child's sleep problems

☐ Other (*Please specify*):_____

THANK YOU!

APPENDIX 1.5 - EVALUATION (POST)

PARENT EVENT: ___ / ___ / 201__

Do at END of Event

Please answer the questions below.

PART 1: About the Event

1. **After the event**...(*Circle* **ONE** *answer per question*)

		HIGH	MEDIUM	LOW	DON'T KNOW
a	My knowledge of healthy child sleep routines is	H	M	L	DK
b	My knowledge of childhood sleep problems (e.g., nightmares, bedwetting) is	H	M	L	DK

PART 2: About your Learning

2. **What did you learn today about children's sleep** (*check ☑ all answers you agree with*)?

☐ How much should children sleep

☐ Why is sleep important to children

☐ What to do about my child's sleep problems

☐ Other (*Please specify*):_____

PART 3: About your Satisfaction

3	How often will you use what you learned about sleep with your child(ren)? (*Circle* **ONE** *answer*)	**Never**	**Sometimes**	**Always**
If never, please tell us why not?				
4	How informative was the sleep facilitator? (*Circle* **ONE** *answer*)	**Not Informative**	**A little Informative**	**Very Informative**
5	How satisfied are you with this event overall? (*Circle* **ONE** *answer*)	**Not Satisfied**	**A little Satisfied**	**Very Satisfied**
6	If we could improve ONE THING – what would it be?			

THANK YOU!

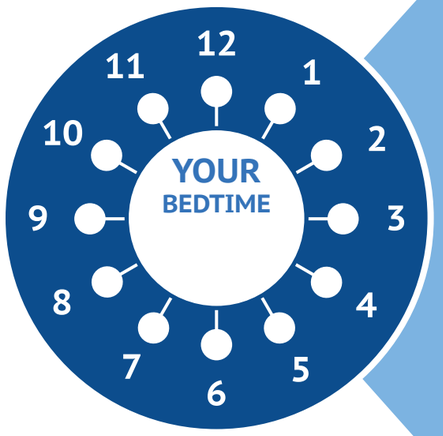
APPENDIX 2

Learning Tool 2.1 Sleep Calculator

SLEEP CALCULATORS

BEDTIME CALCULATOR

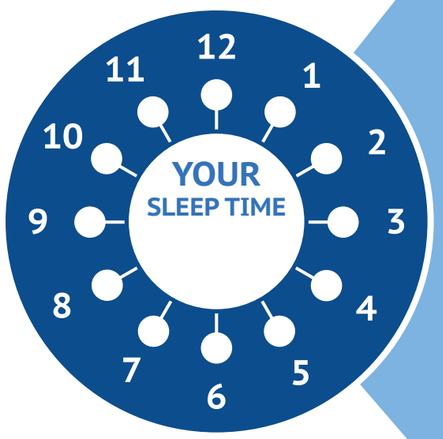
An 8 year-old needs **10 to 11 hours** of sleep each night. Use this calculator to find a **Bedtime** that will let you get 10 hours of sleep



1. Mark the time you need to get up in the morning
2. Count backward 10 hours
3. Mark that time. That is your **Bedtime**, the time you should go to bed to get 10 hours of sleep
4. Write your Bedtime in the space on the **Bedtime Calculator**

SLEEP TIME CALCULATOR

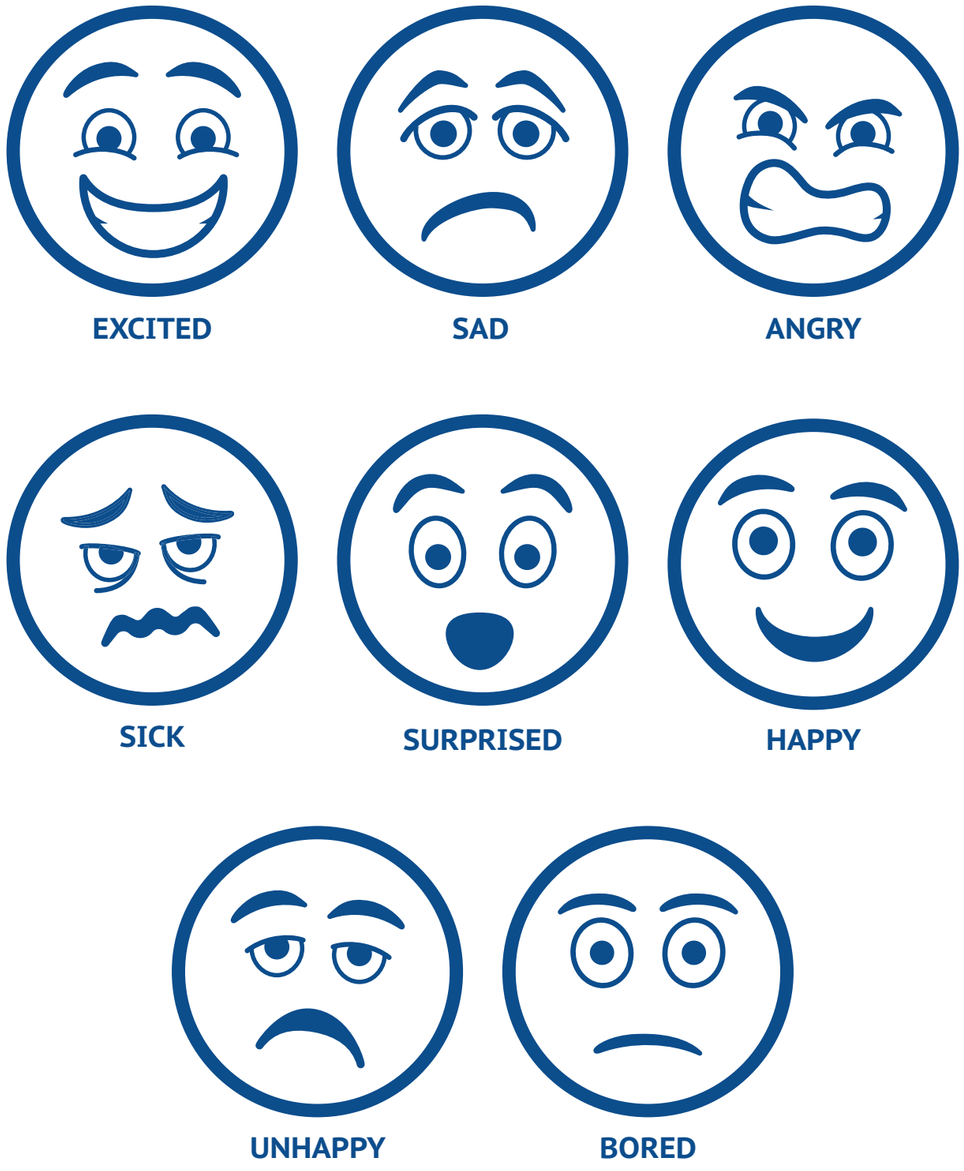
Use this calculator to learn how many hours you slept in the one night, or your **Sleep Time**



1. Mark the time you went to sleep
2. Mark the time you woke up
3. Count the number of hours between the time you went to sleep and the time you woke up
4. The number of hours you slept is your **Sleep Time**. Write your Sleep Time in the space on the **Sleep Time Calculator**

Learning Tool 2.2 Feelings Chart

FEELINGS CHART



Tool 3.1 Learning Content

Sleep and Bedtime Routines Learning Session for Parents

1. How much sleep does your child need?

AGE	HOURS OF SLEEP
0 - 2 Months	10.5 - 18 hrs
2 - 12 Months	14 - 15 hrs
1 - 3 Years	12 - 14 hrs
3 - 5 Years	11 - 13 hrs
5 - 12 Years	10 - 11 hrs

Tips to Share:

Bedtime and wake time should be the same time every day (even on weekends "catching up" does not work).

2. Why sleep is so important

Discussion Points

1. Why parents need to understand the importance of sleep

FACTS ABOUT THE IMPORTANCE OF SLEEP	Sleep is a vital need and is essential to child's health	**Sleep affects:** • Physical health • Growth • Alertness • Memory • School performance • Behavior • Mood

2. What parents need to teach their children about why it is important to sleep

WHAT HAPPENS TO YOUR BRAIN?	Your brain needs sleep so you can	• Remember what you learn • Pay attention and concentrate • Solve problems and think of new ideas
WHAT HAPPENS TO YOUR BODY?	Your body needs sleep so your	• Muscles, bones and skin can grow • Muscles, skin and other parts of the body can heal better after an injury • Body can stay healthy and fight illness

3. When children get enough sleep…

WHAT HAPPENS TO CHILDREN?	When children have a good night's sleep they	**Sample answers:** • Pay attention better in school • Remember what they learn • Be creative and think of new ideas • Fight sickness and stay healthy • Have better mood • Get along with friends and family • Solve problems better • Become more active and play more

When you sleep, it's like filling up the gas tank for your body!

3. Sleep routines

*The **#1 tip for good sleeping habits** in children is to follow a nightly routine. A bedtime ritual makes it easier for your child to relax, fall asleep and sleep through the night.*

Discussion Points

Sample Bedtime Routine

1. Have a light snack
2. Take a bath
3. Put on pajamas
4. Brush teeth
5. Read a story
6. Make sure the room is quiet and at a comfortable temperature
7. Put your child to bed
8. Say goodnight and leave

Discuss good vs bad sleep habits

GOOD SLEEP HABITS	BAD SLEEP HABITS
Read/listen to a good story	Watching TV in bed
Listen to relaxing music	Playing electronic games in or just before bedtime

1. Be prepared for bedtime routine to take 30-60 minutes.

2. Pre-bedtime bath can help with dropping the body temperature, which increases sleepiness.

3. The bed is only for sleeping!! (and reading).

4. No TV or videos or computers in the bedroom (According to studies, TV viewing prior to bed can lead to difficulty falling and staying asleep, They also stimulate the brain and require active thinking).

5. No cell phones in bed (Can ring/vibrate and disturb sleep, light interferes with melatonin).

6. No homework in bed (Can create the association between stress and bed).

7. Reading is a relaxing pre-bedtime activity (Books are the exception, stories should deal with nighttime and darkness in a positive way).

8. Save your child's favorite relaxing, non-stimulating activities until last and have them occur in the child's bedroom.

9. Control the bedroom environment.

- Minimize noise and light (low-luminescence night light okay).
- Temperature not too hot or too cold.

10. No caffeinated beverages at least 4 hours prior to bedtime.

11. Light snacks high in carbohydrates and calcium about 1 hour before bed may aid sleep.

12. Daily physical exercise!!!! (but not too close to bedtime).

The following are some basic information about topics that may come up to help you answer the parents' questions. If time allows discuss as many of these that are of interest to the parents.

Nightmares Facts:

- Everyone has 4-5 dreams each night.
- Scientists are not sure why we dream or what we dream. They do know that:
  - » Rapid Eye Movement (R.E.M.) sleep is important for learning and memory.
  - » TV shows, video and computer games, real people, and actual events can show up in your dreams.
  - » Your dreams may be related to how you feel, your worries, your hopes, or things you are excited about.
- Nightmares are dreams that bring about fear or anxiety.
- Nightmares are very common. They occur in as many as 1 in 2 children.
- Just about everybody has had a very scary dream that wakes them up in the middle of the night.

Helpful Tips for Children

- Talk about these dreams with a parent or another adult you trust.
- Draw a picture of the dream.
- Write a story about your dream with a happy ending.
- Make sure you are getting enough sleep.
- Think positive and pleasant thoughts as you lie in your bed.

Bedwetting Facts:

- It is very common!
  - » 0% to 15% of 5 years olds
  - » 6% to 8% of 8 years olds
  - » 2% by 15 years olds
- Thought to be a normal process while a child is developing bladder control in deep sleep.
- NOT an emotional or behavioral problem.

Helpful Tips for Parent Participants

- Do not punish your child, instead eliminate guilt and shame.
- Explain to your child why it is important to use the toilet at night and before they go to bed.
- Make sure your child has access to the toilet at night.
- No caffeine-containing foods and excessive fluids before bedtime.
- Take the child out of diapers (training pants may be acceptable).
- Include the child in the morning cleanup.
- If bed wetting persists, speak with your doctor.

Bedwetting only needs to be treated if it poses a significant problem for your child.

Sleepwalking Facts:

- Sleepwalking occurs in about 15 percent of all children.
- Sleepwalking occurs most frequently from 4-8 years of age.
- It occurs most often in children between the ages 4 to 12.
- No one knows what causes sleepwalking, but it tends to run in families.
- These sleep disruptions occur during the early part of the night.
- The child is both asleep and awake at the same time and often has no memory of the event the next day.
- Sleepwalking children usually walk around the house aimlessly.
- They appear uncoordinated, often do not make sense, or start urinating in some place other than the toilet.

Helpful Tips for Parent Participants

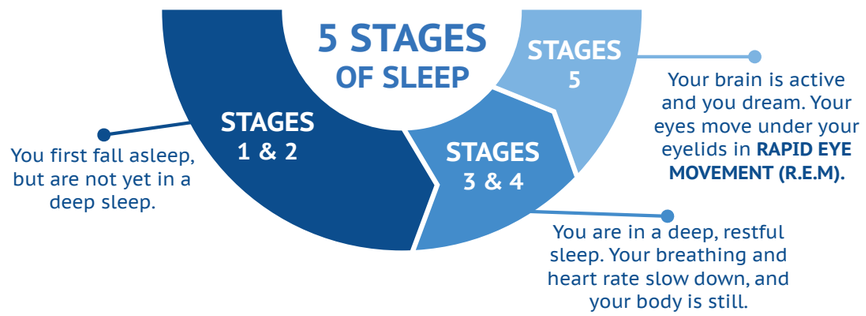
- Waking or comforting the child is usually not helpful as it prolongs the event.
- Be sure your child's room and your house is safe.
- Most important, encourage the child to get enough sleep.
- A bell hung on the child's door or on the front door may provide reassurance that you will hear your child sleepwalking.

EXTRA:

How do we know when to wake up?

- Light helps you know when to sleep and when to be awake. When you open your eyes in the morning, sunlight lets your brain know it is time to wake up.
  - » Melatonin hormone produced in the pineal glad that controls our sleep-wake cycle
  - » Causes: drowsiness and lowers body temperature and helps induce sleep
  - » Highest levels from midnight to 8:00 a.m.
- Because light can wake you up, your room should be dark when you sleep. Even the light from a television or computer screen can make it harder to fall asleep. A dim nightlight is okay.
- You should have as much bright (natural) light in your room as possible in the morning to help "turn off" melatonin and wake you up!

Sleep Cycle: Each sleep cycle takes about 90 minutes.



Learning Tool 3.2 Tips for a Good Sleep Routine

GOOD SLEEP ROUTINE

Exercise during the day. Running and playing at least 3 hours before bed helps your body get ready for sleep.

Avoid big meals before bedtime. Drink a warm glass of milk or have a light healthy snack like fruit.

Don't drink sodas with caffeine... especially in the afternoon and at night.

Try to go to bed at the same time every night. Your body gets used to a schedule and will be ready to sleep.

Make sure your bedroom is dark and quiet. Ask your parents to help.

Have a bedtime routine. Do the same relaxing things before bed each night, like taking a shower, reading, or listening to quiet music. Your body will know it is time to get ready to sleep.

SLEEP TRAPS

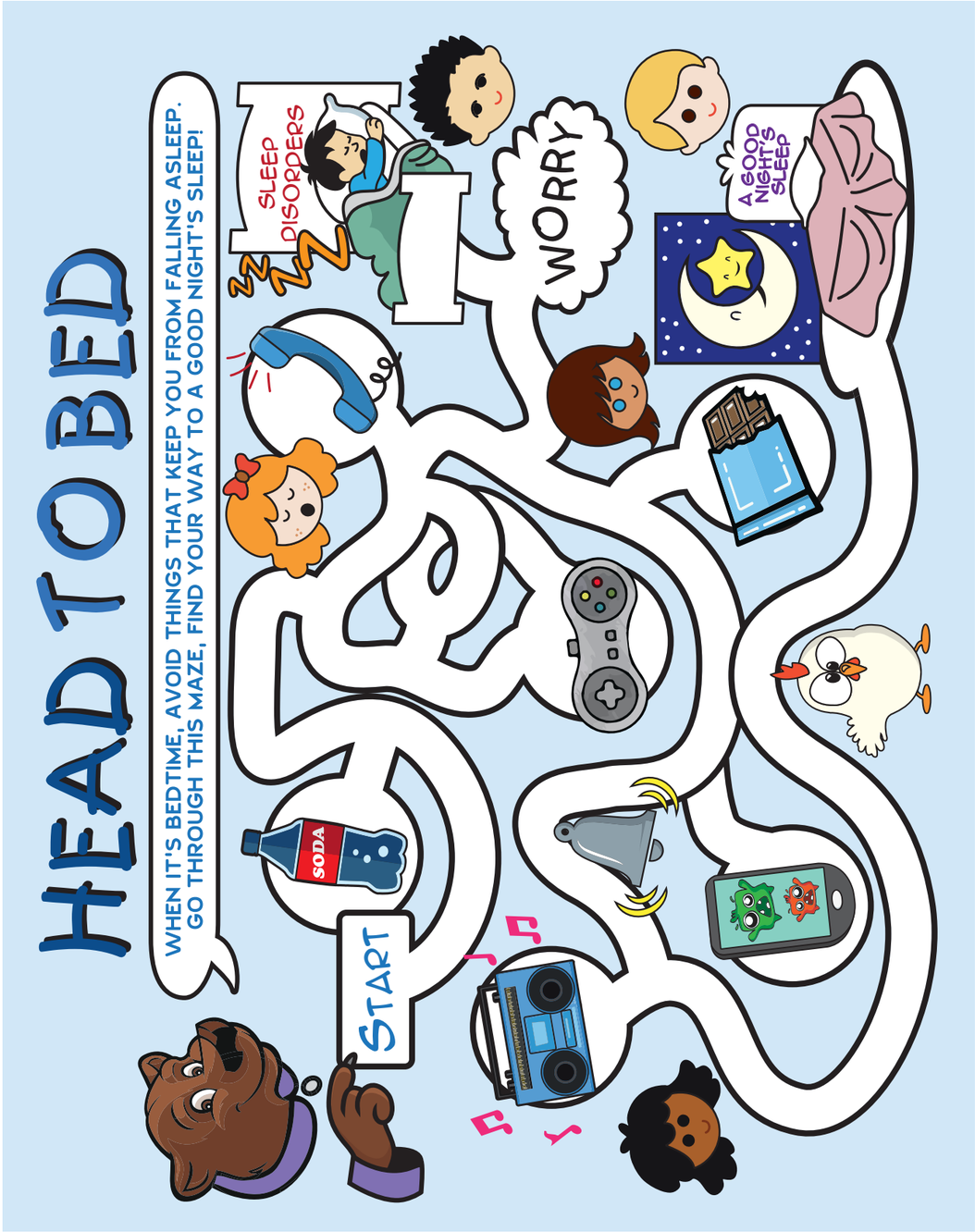
Too much screen time. Watching TV or playing games within an hour of bedtime.

Sodas that contain caffeine. Caffeine can keep you wide awake. Chocolate also has caffeine.

Excess Noise. Sirens, loud music and even your hamster running on its wheel!

Too much or too little light, cold, heat or noise.

Learning Tool 3.3 Head to Bed Take Home Activity



APPENDIX 4

Further Readings

Information taken from AboutKidsHealth.ca[5]

Sleep tips: How to help your child get a good night's sleep

Sleep brings your child a wide range of physical and mental benefits. From birth onwards, your child's wellbeing depends on their getting enough sleep for their age and activity levels. Following the tips below will help your child fall asleep and stay asleep through the night.

Keep to a schedule

Your child's body likes a regular schedule. Keep a regular sleep routine that allows your child to wake up and go to bed at about the same time every day. Try to make sure your child falls asleep and wakes up at the same time at least six days a week. Bedtimes and wake times should not vary by more than one hour from one day to the next, including on weekends.

Try to avoid letting your child sleep in late on weekends. Sleeping in can make it harder for your child to keep a regular schedule during the week. If your child is well rested, you can change the schedule once in a while for special events and they can recover from the occasional late night much faster.

Help your child develop healthy habits

Help your child develop and maintain good daily lifestyle habits. These will help make your child comfortable and ready for sleep.

- Encourage your child to get regular exercise.
- Avoid or at least limit caffeine (from pop, energy drinks, coffee, tea or chocolate) from the afternoon onwards.
- Offer regular, balanced meals based on the four food groups in Canada's Food Guide.

Avoid naps for children aged six and older

A healthy child over six years of age should not need a nap during the day. Daytime naps for older children can affect the time the child will fall asleep at night. This results in a later bedtime and may lead to poorer quality nighttime sleep.

If your child is under six years of age, allow them to have a nap if they need one. If your child is six years old or older, try to limit daytime napping. Napping during the day, or early evening, will make it harder for your child to fall asleep at bedtime.

Create a relaxing routine

Create a relaxing bedtime routine that your child can follow each night. To start, be clear about when it is bedtime each night. For example, tell your child that 8:00pm is 'pyjama time' and 8:30pm is lights out, and stick with those times. If your child has difficulty falling asleep, you could allow extra time by starting their bedtime a little earlier.

Encourage your child to take a bath or shower before bed to help them feel sleepier and more relaxed. Going to bed with a calm state of mind can reduce the risk and frequency of common sleeping problems such as nightmares, sleep walking and night terrors.

Include 20 to 30 minutes of quiet time in your child's bedtime routine. Good wind-down activities include reading, looking through a magazine, listening to music or writing in a journal. Dimming the lights half an hour before your child's bedtime will help your child feel sleepy.

Avoid and discourage stimulating activities such as playing videogames, using the computer, using a cell phone. Turn off all electronics at least one hour before bedtime.

Create a comfortable sleep environment

Make sure your child's pyjamas are comfortable and appropriate for the season and that their bedroom is cool and quiet. It is also important for them to sleep on a mattress and pillow that offer good support to their spine.

Keep the bed for sleeping only. In other words, discourage your child from doing their homework or using a computer in bed. These activities can cause your child to link bedtime with stress or active thinking when they are trying to sleep.

Avoid having a television, computer, tablet or cell phone in the bedroom. Watching television or using a computer, tablet or a phone at night can stimulate the brain rather than relax it. In addition, your child may get into the habit of turning on the television or checking their phone if they cannot stay asleep during the night. If you are watching television after your child falls asleep, make sure the volume is low enough that they cannot hear it.

Put a glass of water by the bed so your child does not need to get out of bed if they are thirsty during the night. Make sure the water is in easy reach for your child.

Consider engaging your child's different senses to help them fall asleep. For instance, children who have trouble falling asleep may enjoy the relaxing smell of lavender. You could use lavender scented laundry detergent or place a few drops of lavender oil on your child's pillow.

APPENDIX 4 - Information taken from AboutKidsHealth.ca[5]

Tips for a happier morning

Offer your child some options for breakfast and prepare it with your child the night before, if possible. For example, you could cut up fresh fruit and cook oatmeal the night before so you or your child can quickly combine them the next morning.

Help your child choose an outfit the night before. If your child is old enough to get dressed alone, place the outfit somewhere they can easily reach it in the morning.

If your child is in school, help them pack their backpack before bed. Making sure everything is packed and ready to go the night before makes for a much less stressful morning. At night you have more time to look for something that may be missing or to sign an important school note.

Let your child know what time you will wake them up in the morning. Calmly wake your child in the morning by giving them a hug, gently rubbing their arm or quietly saying their name.

When to see a doctor about your child's sleep

Toddler/Preschooler

See your child's doctor if your child:

- has persistent and loud snoring or pauses or problems breathing while sleeping
- seems irritable, hyperactive, inattentive or sleepy during the day
- has excessive anxiety about being separated from you during the day and night
- has just developed a problem with sleep
- finds it hard to change from two naps to one nap a day
- sleepwalks
- has night terrors or frequent nightmares.

School-Aged Child

See your child's doctor if:

- your child's teacher tells you they seem tired even though you think they get enough sleep
- your child develops new night terrors or sleepwalking habits that they did not have before the age six or seven
- your child needs regular naps
- your child experiences loud snoring, pauses in their breathing or extreme restlessness at night.

Key points

- Help your child get enough sleep by following a regular schedule, encouraging your child to exercise and follow a balanced diet and limiting caffeine from the afternoon onwards.
- A relaxing routine and a comfortable sleep environment - free of electronics - can also help a child fall asleep more easily and sleep through the night.
- Make the morning routine easier by preparing breakfast and laying out clothes the night before.
- See a doctor if your child seems inattentive or sleepy during the day or experiences loud snoring or pauses in their breathing at night.

APPENDIX 5

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