



HEALTH STARS CURRICULUM: SLEEP

<p>Key Messages</p>	<p>Key messages to teach during the lesson</p> <p>Messages we will ask about in pre and post evaluations.</p>	<p>Every Lesson:</p> <ol style="list-style-type: none"> 1. Read out loud with your child every day. 2. Call 2-1-1 today for help finding food, health care, transportation, and other programs in your neighborhood. 2-1-1 is free! <p>SLEEP</p> <ol style="list-style-type: none"> 1. Follow the ABCs for baby's safe sleep. 2. Create a special bedtime plan and do it every night. 3. Put your child to bed at the same time every night starting in toddlerhood.
<p>1. Pretest</p>		<p>Distribute and collect pretests</p>
<p>2. Book</p>	<p><i>Sheep go to Sleep</i> by Nancy Shaw</p>	<ol style="list-style-type: none"> 1. Review the Sleep Parent Education Handout 2. Read the book twice through. For the first reading: <ol style="list-style-type: none"> a. Read title; Ask "what do you think this book is about?" b. Read straight through; Ask questions at the end (i.e. what helps you go to sleep? Would you like to sleep where the sheep sleep?) 3. Read story again and stop every few pages to ask questions. Count how many sheep are asleep and how many are awake every chance you get.
<p>3. Parent & Child Activity</p>	<p>Dream Catcher Craft</p>	<ol style="list-style-type: none"> 1. Explain that you are making dreamcatchers, which are traditionally made by Native Americans to keep sleeping children safe from bad dreams. 2. Give every child a paper plate, two long pieces of yarn, and pipe cleaners. 3. With their parents help, the children will cut out the middle part of the plate and punch holes around the edge. They can decorate the edge with markers and crayons. 4. The children will then create a web by stringing the yarn through one hole, crossing the center, and stringing it to another whole. 5. Attach the pipe cleaners to the bottom so they can hang like feathers
<p>4. Snack</p>	<p>Alphabet Crackers Bananas Chamomile tea</p>	<ol style="list-style-type: none"> 1. Talk about why this is a great snack! <ol style="list-style-type: none"> a. Alphabet crackers are a great snack to learn the alphabet b. Bananas are a great bedtime snack because they have nutrients that help us sleep c. Chamomile tea can help you relax and get ready for sleep
<p>5. Discussion</p>	<p>Sleep</p>	<ol style="list-style-type: none"> 1. Engage parents and children in a conversation about sleep and health. 2. Be sure to review each of the key points and expand where necessary. 3. Give parents/children the opportunity to ask questions about sleep or any other health issue they have a question about 4. Give each parent the Sleep Parent Education handout <p>***If needed, give children coloring sheets to entertain them during discussion</p>
<p>6. Parent & Child Activity</p>	<p>Create a bedtime routine</p>	<ol style="list-style-type: none"> 6. Invite parents and children to create a nightly bedtime routine together <ol style="list-style-type: none"> a. Suggestions to include: Bedtime snack, taking a warm bath, putting on pajamas, brushing teeth, getting into bed, reading a story together, giving a hug and kiss goodnight, parent leaving, child falling asleep on their own. 7. Questions to ask: What time does the routine need to start to make sure child is getting enough sleep? What is a healthy goodnight snack? Is there a special stuffed animal or blanket child wants to sleep with? <p>Have them write their bedtime routine or draw pictures</p>
<p>7. Song</p>	<p>Song of choice</p>	<p>Suggestions: Twinkle, Twinkle Little Star; The ABCs; The Itsy Bitsy Spider</p>
<p>8. Posttest</p>		<p>Distribute and collect posttests</p>



Resources

Sleep References (from AAP Bright Futures)

TABLE 2

Key Characteristics of Various Infant States²⁶

Infant States	Characteristics
Quiet sleep	Very difficult to awaken; regular respirations; little movements; may startle
Active sleep	May awaken and go back to sleep; body movements, eyelid movements; irregular respirations
Drowsy	Increasing body movements, eyelid opening; more easily awakened for a feeding but may return to sleep with comforting
Alert	Alert expression, open eyes, surveys surroundings, especially faces; optimum state for feedings
Active alert	Beginning to fuss and show need for a change; if needs are not met, escalates to crying
Crying	Crying that lasts for more than 20 seconds; usually infant can be comforted with holding, feeding, or diaper change; exploring the duration, intensity, and frequency of crying is needed to determine strategies for interventions

TABLE 3

Typical Infant Sleep Patterns and Sleep Location²⁶⁻²⁸

Activities	Birth to 3 Months	3 to 6 Months	6 to 9 Months	9 to 12 Months	12 to 18 Months	18 to 48 Months
Average sleep in 24 h	14 h	13 h	13 h	13 h	12-13 h	12-13 h
Range of sleep in 24 h	12-16 h	12-15 h	10-14 h	10-14 h	12-14 h	12-14 h
Night awakenings	Depends on feeding routine	2-3	1-3	1-2	0-1	0
Number of naps	Depends on feeding routine	2-4 naps/d (am/pm)	2 naps/d (am/pm)	1-2 naps/d (am/pm)	1-2 naps/d	1 nap/d
Length of naps	1-3 h	2-3 h each	1-3 h each	1-3 h each	1-3 h each	1-2 h each
Sleep location	Bassinet or crib in parents' room	Bassinet or crib in parents' room	Crib	Crib	Crib	2-3 y in own bed