



## CLASS 9 | SLEEP, SLEEP, SLEEP

*Introduces the value of sleep to cognition, and trains in several relaxation strategies for better rest.*

### TBH FOCUS

 **LIVE WITH YOUR BRAIN IN MIND**

### SKILLS WORKED

     

### SBBT

 **ALL TOGETHER**

### YOU WILL NEED

- Whiteboard or flip chart and markers
- Stopwatch or timer
- Bottle of lavender essential oil, or enough for each student to sample. Let distance learners know where to find essential oil samples ahead of class
- Cotton pads, enough for each student
- Tennis balls or other type of small firm balls, enough for each student. Remind distance learners to have a ball ready prior to class
- *Now Do It!* worksheets and *TBH Takeaway* handouts, enough for each student. Distribute to distance learners ahead of class
- Video conferencing technology if modifying for virtual delivery



### WELCOME TO CLASS!

- Welcome any new students using the *Welcome to the TBH Course* introduction.
- Introduce today's class.

Today's topic is "Sleep, Sleep, Sleep". Our TBH Blueprint focus is the "Live with Your Brain in Mind" action point. We will learn how our sleep habits can significantly impact our daily thinking and memory, and what we can do to get the rest we need to stay sharp and focused.

We will be working on the following thinking skills today:

 **Perception**

 **Attention**

 **Coordination**

 **Verbal Skills**

 **Memory**

 **Problem Solving**



### TBH LET'S GET IT STARTED!

**5 MINUTES**

- Lead this upbeat, seated warm-up to build focus, energy, and get everyone ready to learn.
- Encourage class to count along and support one another.
- See the [TBH Let's Get It Started! playlist](#) for suggested music to set the pace of your workout.
- See the course introduction for a fully scripted version of this workout.
- Mute distance learners to avoid noisy distractions.



## TBH LET'S GET IT STARTED!

CONTINUED

We are going to begin with *TBH Let's Get It Started!* Being physically active is great for our brains. This quick warmup is a great way to get focused, build energy and get us ready to learn. We'll do this right at our seats at the beginning of every class. Just watch what I do and follow along!

### FEET GET STARTED!

- ▶ Tap toes on both feet, up and down. 10 repetitions. Count together 1 to 10.
- ▶ Alternate toe taps. 10 repetitions. Count backward together 10 to 1.

### LEGS GET STARTED!

- ▶ Stamp feet on the ground, alternating feet. Make "noise" with group.
- ▶ Gently kick legs out from the knee, alternating legs. 10 repetitions. Count together from A to J.
- ▶ March in place, alternating legs. 10 repetitions. If your class is physically able to march in place safely while standing, you may choose that option. Count backwards from 20 by 2's (20, 18, 16...)

### ARMS GET STARTED!

- ▶ Gently shake arms, open and close hands.
- ▶ Circle wrists a few times in clockwise and counterclockwise.
- ▶ Hold arms straight out in front, shoulder level, palms facing down. Slowly lower both hands to thighs and then raise them back to shoulder level. 5 repetitions. Count by 2's (2, 4, 6, 8, 10).
- ▶ Shrug shoulders up and down, with hands on knees. 5 repetitions. Count backwards from 5 to 1.

### VOICES GET STARTED!

- ▶ Say "OHHHHHHHHHHH." Have group say sound with you. Hold for a few seconds.
- ▶ Say "EHHHHHHHHHHH." Have group say sound with you. Hold for a few seconds.
- ▶ Say "AHHHHHHHHHHH." Have group say sound with you. Hold for a few seconds.
- ▶ Say "OH – EH – AH." Hold each sound for a few seconds. 3 repetitions.
- ▶ Say "The lips, the teeth, the tip of the tongue." Repeat this famous acting voice exercise with the class, focusing on articulation and participation. 3 repetitions.

### BREATH GETS STARTED!

- ▶ Slow focus to bring awareness to sitting still in chair.
- ▶ Take a deep breath in through the nose.
- ▶ Exhale out through the mouth.
- ▶ Give selves big hug, wrapping arms across waist and squeezing gently, as able.
- ▶ Thank selves and send some "TBH love" to our brains!

**Great job, everyone! We are started up and ready to go!**



### BRAIN PLAY | SONGS TO SLEEP BY

5 MINUTES

- Lead this quick cognitive warm up to build attention, processing speed, nimbleness and other cognitive skills, as well as group connection.
- Have students call out songs that have the word “sleep” in the title or lyrics, naming as many as they can in just 3 minutes.
- Write down the songs they name on the white board or flip chart.
- Encourage distance learners to join in from home.

Now let’s move to our “Brain Play.” Research shows that working against the clock is an important way we can keep our thinking focused, fast and nimble. Today’s Brain Play is called “Songs to Sleep By.” Let’s all work together to name – or sing! - songs that have the word “sleep” in the title or lyrics. We have just 3 minutes, so let’s work fast! Ready? Go!

Great teamwork, class! We certainly know a lot of “songs to sleep by!”



### LEARN THE TBH SCIENCE

5 MINUTES

- Present the science behind this class.
- Allow for brief discussion of the science with your students.

Now, let’s talk about sleep and our brains. No matter who we are, no matter what our age, we need a good night’s rest to stay sharp. When we short-change ourselves of at least seven to eight hours of adequate shut-eye, our brain power fizzles: We’re too frazzled to focus or think fast, so we aren’t able to take in new information, much less remember it, because it’s while we sleep that what we’ve learned during the day is “saved” in our memory banks. Skimpy sleep may also contribute to that “tip of the tongue” frustration we experience when we can’t seem to retrieve something we know. What’s more, sleep deprivation is dangerous: Driving while weary is more likely to contribute to a car accident than driving while drunk, for example.

Sleep issues can become more problematic as we grow older. Our sleep is more likely to be interrupted by bathroom runs, and certain medications commonly prescribed later in life. Finally, our risk for sleep apnea, a breathing disorder that occurs during sleep, can increase our risk for stroke and dementia. While over-the-counter medication may help, chronic use of sleeping pills has unwelcome side effects, including an increased risk for memory problems.

The good news is that most of us can improve our sleep with simple changes to our sleep habits, even if we have long-term sleep challenges.

**NOW DO IT!****15 MINUTES**

- Lead your class in the workout to personalize their learning of the science.
- Hand out and discuss the worksheet, *Tips for Getting a Good Night's Sleep*, with your students.
- Invite students to discuss the sleep relaxation techniques.
- Teach the relaxation strategies below, one at a time, as time allows.
- Encourage distance learners to follow along at home.

**We are going to work together today and try out some strategies we can use to get a better night's sleep. First, let's take a look at the "Tips for Getting a Better Night's Sleep" worksheet together. Which tips do you use now? Which tips would you like to try?**

**Now, we are going to try some relaxation strategies that can help us sleep better. There are a few different ones here we will do together. As we practice them, think about what you like and might continue to use on your own.**

**TRIANGLE DE-STRESS STRATEGY**

**Our "stress triangle" - forehead, scalp and upper back - is where we tend to "hold" tension. These stretches can help relax our stress triangle, making it easier for us to making it easier for us to sleep.**

- 1. Neck Rolls:** With shoulders down, have students lean their right ears toward their right shoulders. Then carefully and slowly roll their chins onto their chests and over to their left shoulders, then back in the other direction. Repeat two times.
- 2. Shoulder Shrugs:** Have students "draw" circles with their shoulders, alternating sides.
- 3. "Pick" Fruit:** Have students reach up as if picking fruit off a tall tree, one arm at a time. Repeat several times.

**TENNIS BALL MASSAGE STRATEGY**

**We can use common items, like a tennis ball, to help relieve muscle tension and promote relaxation. Let's try some simple massage techniques using these balls.**

*Use a tennis ball or similar small ball, one for each student. Alternatively, students may use their fingers for self-massage.*

- 1.** Have students use the balls to massage their hands, arms and shoulders, using very gentle pressure as they move the ball up and down or in a circular motion with their opposite hand. Repeat on both sides.
- 2.** Have students use the balls to massage the tops of their legs, using very gentle pressure as they move the ball up and down or in a circular motion with their hand. Repeat on both sides.
- 3.** Place the balls on the floor, directly under each student's right foot. Have students place their right feet on the balls, then roll the balls back and forth with gentle pressure, massaging the bottom of their feet. After a few minutes, repeat on the left foot.



### SLEEP SCENTS STRATEGY

Aromatherapy uses scents to change our mood and well-being. Lavender has been shown in studies to promote relaxation and is often used as a sleep aid. Let's try some together.

1. Place a few drops of lavender essential oil on individual cotton pads, enough for each student.
2. Have students smell the lavender oil for a few moments. Ask them to share how the lavender oil makes them feel, brings up memories, etc.



### TBH TAKEAWAY

10 MINUTES

- Share this brief wrap-up to end the workout.
- Distribute or email handouts to each student.
- Ask students to share one thing they will “take away” from today’s class.

Today we learned the many ways getting a good night’s sleep matters to our brain fitness. Too little shut-eye can make it tough for us to focus and remember new information, increases our risk of depression, and even causes us to be more accident prone. To get a better night’s rest, try some of the tips we discussed as well as one or two of the relaxation strategies we practiced.

Here are some handouts to take home and continue the work we did together. They include a *Sleep, Sleep, Sleep Contract* you can use to plan what you will do to get a better night’s rest.

Which of these many ways of getting a better night’s rest will you try on your own?



### TBH TAKE A BREATH

5 MINUTES

- Lead this signature relaxation and affirmation exercise to close class.
- See the [TBH Take a Breath playlist](#) for suggested music to set the pace of your workout.
- See the course introduction for a fully scripted version of this workout.
- Mute distance learners to avoid noisy distractions.

Let’s wrap up with “TBH Take a Breath.” Being mindful of our breath and sharing some positive thoughts is a wonderful way to acknowledge what we’ve learned together before we go back to our day. Research also shows that these kinds of exercises help us focus better and even learn more effectively.

- ▶ Have students get comfortable, resting both feet flat on the floor, hands resting in their laps.
- ▶ Have students close their eyes and keep them gently closed.
- ▶ Ask students to focus their attention on their breathing, noticing the rate and rhythm of their breath. Allow them to focus on their natural breathing for a few moments.
- ▶ Instruct students to begin rhythmic breathing. Ask them to inhale slowly and deeply through their nostrils, breathing gently into their chest and belly. Then ask them to exhale slowly through their lips, slowing the rate and rhythm of their breath.
- ▶ Have students continue rhythmic breathing, instructing them to continue to focus on gently and slowly inhaling and exhaling, allowing their attention to simply “ride” the wave of their breath. Allow them to focus on rhythmic breathing for several moments.



- ▶ Offer the following positive affirmation statements below in a calm, slow voice. Invite students to simply listen, repeat the phrase silently to themselves, or to think about what each statement means to them.

**My mind is calm.**  
**I am grateful that I can care for myself.**  
**I am grateful that I can rest.**  
**I am grateful for the chance to dream.**

- ▶ Pause for several moments.
- ▶ End the exercise by inviting your students to bring their awareness back to the room, gently opening their eyes and becoming more aware of the room and of each other.
- ▶ Invite them to end practice with gratitude for taking a moment for themselves, for the chance to learn together and to connect with each other.



## COMING UP NEXT!

2 MINUTES

- Thank students for attending the class.
- Invite students to join you for the next TBH class.

**I am so glad we had this time to learn together today. It was so nice to learn more about sleep and how we can get a better night's rest.**

**I look forward to seeing you for our next TBH Brain Workout class. Be sure to bring a friend!**



## CLASS RESOURCES

### NOW DO IT! WORKSHEETS

Provide your students with the following worksheets for the in-class exercise.

***Tips for Getting a Better Night's Sleep*** Use this worksheet to guide your class discussion around healthy sleep habits.

### THE TAKEAWAY HANDOUTS

Provide your students with the following handout they can use to improve their sleep strategies.

***"Sleep, Sleep, Sleep" Contract.*** (Total Brain Health) Students can complete this behavioral contract on their own to continue to improve their sleep habits.

### ADDITIONAL RESOURCES

***National Sleep Foundation.*** This organization is a wonderful resource for information, educational worksheets and other materials regarding sleep.

***Lavender Oil.*** There are many sources for lavender oil. Look for a high quality, essential oil to ensure the full aromatherapeutic benefit. *Young Living* offers high quality lavender oil in bottles as well as small sample sizes, which can be a great way to share the oil with your class.