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The Sleep SENSE Workbook and Facilitator's Manual draw on the following previously developed sleep interventions for children and adolescents:

- Dahl, R. E., Harvey, A. G., Forbes, E. E., McMakin, D. L., & Trubnick, L. (2009). Sleeping Tigers:
   Treatment for Sleep Problems in Young People. Unpublished manual. University of
   Pittsburgh.
- Dahl, R. E., Harvey, A. G., Forbes, E. E., McMakin, D. L., & Trubnick, L. (2009). *Sleeping Tigers Workbook*. Unpublished workbook. University of Pittsburgh.
- Bootzin, R. R., Shapiro, S. L., Bailey, E. T., & Britton, W. B. (2005). *Sleep Treatment Manual for Adolescents*. Unpublished manual. University of Arizona and Santa Clara University.

The Sleep SENSE Workbook and Facilitator's Manual also draw on research described in:

- Bootzin, R. R., & Stevens, S. J. (2005). Adolescents, substance abuse, and the treatment of insomnia and daytime sleepiness. *Clinical Psychology Review*, *25*(*5*), 629–44.
- Cousins, J. C., Bootzin, R. R., Stevens, S. J., Ruiz, B. S., & Haynes, P. L. (2007). Parental involvement, psychological distress, and sleep: a preliminary examination in sleep-disturbed adolescents with a history of substance abuse. *Journal of Family Psychology*, 21(1), 104–13.
- Dahl, R. E., & El-sheikh, M. (2007). Considering Sleep in a Family Context: Introduction to the Special Issue. *Journal of Family Psychology*, 21(1), 1–3.
- Bei B, Byrne, M.L., Ivens, C., Waloszek, J., Woods, M. J., Dudgeon, P., Murray, G., Nicholas, C.L., Trinder, J. A., & Allen, N. B. (2013). Pilot study of a mindfulness-based, multi-component, in-school group sleep intervention in adolescent girls. *Early Intervention in Psychiatry*. 7(2), 213-220.

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#### Introduction

This facilitator's manual was developed as part of the SENSE study (Sleep and Education: learning New Skills Early), a randomized controlled trial seeking to prevent the onset of depression and improve cardiac health in at-risk adolescents through a sleep improvement intervention.

#### **Background to the SENSE study**

There is growing recognition that many adolescents obtain insufficient and/or poor quality sleep (Gradisar, Gardner, & Dohnt, 2011), which is increasingly being regarded as an epidemic of sleep deprivation amongst adolescents (Millman, 2005). It has been suggested that adolescents optimally require 8 -10 hours of sleep per night (National Sleep Foundation, 2015), but obtain an average of only 6.5 hours on school nights (Bei et al., 2014).

A number of factors combine to make sleep vulnerable to disruption in adolescence. First, children and adolescents are subject to the same physiological susceptibilities and psychological and environmental vulnerabilities that cause insomnia in adults (Keller & El-Sheikh, 2011), such as predisposition to cognitive-emotional hyperarousal (Fernandez-Mendoza et al., 2014). Second, sleep during adolescence is affected by physiological maturation (Feinberg & Campbell, 2010), which results in a reduction in the rate of rise of homeostatic pressure during wakefulness. Adolescence is also associated with a delay in the endogenous circadian oscillator, which is associated with lengthening of its intrinsic period (Carskadon, Acebo, & Jenni, 2004). These changes independently have negative effects on sleep as well as interacting with existing vulnerabilities. Third, parental control over bedtime is lessened during adolescence, and finally, adolescents develop social interests and obligations (e.g., homework, sport, hobbies, part-time employment, electronic media and communication devices) that encourage remaining awake later into the evening. For example, a recent study found a dose-response relationship between the use of electronic devices in the evening and sleep problems among adolescents aged 11-17 years (Gamble et al., 2014).

Sleep and mental health are intimately related. Cross-sectional studies have shown that poor sleep in adolescence is associated with elevated anxiety and depressive symptoms and poorer daytime functioning (Chase & Pincus, 2011; Moore et al., 2009; Warner et al., 2008) and longitudinal studies have shown that poor sleep in adolescence is strongly and prospectively associated with a range of poor outcomes, including depression (Roane & Taylor, 2008; Roberts & Duong, 2014), suicide (Wong, Brower, & Zucker, 2011), substance abuse (Wong, Robertson, & Dyson, 2015), school performance (Shochat, Cohen-Zion, & Tzischinsky, 2014), neurocognitive functioning (Thomas, Monahan, Lukowski, & Cauffman, 2015) and cardiovascular disease (Hoevenaar-blom, Spijkerman, Kromhout, & Berg, 2011). There is also accumulating evidence that disturbed sleep can play a precipitating role in the onset of depression (Armitage, 2007; Gangwisch et al., 2010; Liu & Buysse, 2006). Recent studies have demonstrated a link between poor adolescent sleep and the emergence of depressive disorders during early adulthood (Roane & Taylor, 2008). Good quality sleep has also been shown to offer protection from depression in at risk individuals (Silk et al., 2007).

There is emerging evidence that manipulations of sleep can modify psychological outcomes, including anxiety and depression (Baglioni et al., 2014; Buysse, Grunstein,

Horne, & Lavie, 2010; Harvey, Murray, Chandler, & Soehner, 2011). With regard to adolescents, preliminary evidence suggests that multi-component sleep treatments incorporating cognitive-behavioral and mindfulness-based therapies are associated with improvements in subjective and objective indices of sleep and emotional distress among at-risk adolescents. The SENSE study was designed to advance this field of research to determine whether a 7-week, cognitive-behavioral therapy and mindfulness-based group sleep intervention can improve subjective and objective indices of sleep and internalizing symptoms amongst a group of at-risk adolescents (aged 12-17) reporting elevated sleep problems and anxiety symptoms, and, in the longer term, prevent the onset of depression and cardiac health problems. The SENSE study used an RCT design, including a multicomponent group sleep intervention specifically designed for use with high-risk adolescents who are experiencing comorbid sleep and anxiety disturbance, and a strong active control 'study skills' intervention with good face validity for sleep and mental health problems.

#### The Sleep SENSE intervention

The sleep intervention builds on sleep interventions for children and adolescents previously developed by Bootzin, Dahl and Harvey (Bei et al., 2013; Bootzin & Stevens, 2005; Cousins, Bootzin, Stevens, Ruiz, & Haynes, 2007; Dahl & El-sheikh, 2007; Harvey & Payne, 2002), as well as other evidence-based treatments for adult insomnia (Koffel, Koffel, & Gehrman, 2015; Trauer, Qian, Doyle, W Rajaratnam, & Cunnington, 2015). It primarily draws on cognitive behavioural therapy for insomnia (CBT-I) and mindfulness-based interventions. Home practice activities and monitoring sheets are set each week. Sessions include whole group and small group activities to facilitate group cohesiveness, promote learning through shared experiences, and build motivation for change. Key interventions include:

- sleep and psychoeducation
- sleep hygiene
- stimulus control
- mindfulness education and practice
- identification of cognitive biases and cognitive restructuring
- pre-sleep arousal and worry management
- positive thinking
- motivational interviewing
- tracking behavioural change.

Sessions are 90 minutes long, and are conducted weekly for 7 weeks. It is recommended that two facilitators run the groups, and the delivery of content can be divided amongst the facilitators as they see fit. The intervention is designed for groups of between 6 to 12 adolescents aged between 12 to 16 years. Each session has a different focus, and is divided into a theoretical section ("Sleep Knowledge and Skills"), and a practical, skills-based section ("Techniques for your Toolbox"). It is recommended that sessions are conducted in the order in which they appear in the manual, and that all components are included. A brief overview of the seven sessions is outlined in Table 1.

Table 1: Session overview

Session	Sleep Intervention
1	Sleep education; sleep goals; motivation to change
2	Sleep hygiene; stimulus control; mindfulness practice
3	Circadian rhythms; media use; sleep plan; mindfulness practice
4	Mindfulness qualities; mindfulness practice (raisin, breath, body scan)
5	Cognitive-behavioral model; savouring and switching; mindfulness practice
6	Managing worries during the day and night; mindfulness practice
7	Review; setback prevention; mindfulness practice

#### Use of the manual

This manual is designed for use by psychologists, graduate students, and other professionals who have received training in the delivery of the Sleep SENSE intervention. The manual is to be used in conjunction with the Sleep SENSE workbook. The facilitator's manual provides information and suggested delivery techniques for each page of the workbook, along with a suggested number of minutes to be spent on each page. Each session begins with a list of materials required and a brief overview of the objectives for the session. The manual includes a suggested script for facilitators to deliver to the group, however, facilitators can use this as a guide only and are encouraged to develop their own language, and provide elaborations and examples as they see fit.

A guide to format conventions in the manual is as follows:

Format and use	Example	
A small image of the corresponding page of the workbook is presented in the top left corner, along with the corresponding workbook page number and title. The suggested number of minutes allocated to discussing the page is listed.	What is Sleep SENSE?  Seed SIAME as a group and ensured to here seed SIAME as a group and ensured to the seed seed of the seed	
Plain text is used for general instructions to facilitators.	<u>Facilitator:</u> Introduce facilitators and provide practical information.	
Indented text presented in bold italics is suggested script for the facilitator to read out to the group.	We'd like to start off by explaining what Sleep SENSE actually is.	
Facilitator notes are presented in bold, capital letters in a light blue box, and highlight issues for facilitators to be aware of in the delivery of the content.	FACILITATOR NOTE: BE WARY OF ELICITING ANXIETY AROUND NOT GETTING SUFFICIENT HOURS SLEEP.	
Whole group, small group, and individual activities are highlighted accordingly in a dark blue box.	Small group activity Whole group activity Individual activity	

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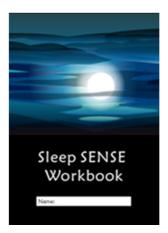
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#### **PAGE 1: SLEEP SENSE WORKBOOK COVER**

#### 2 minutes

#### **MATERIALS LIST:**

- Session 1 workbooks
- Parent information sheet
- Folder and dividers
- Pens
- Snacks
- Goal setting instruction sheet (see page 34)
- Goal setting example sheet (see page 36)
- Calculator

#### **Broad Session Objectives:**

- To increase knowledge about sleep.
- To increase motivation to make changes to improve sleep and attend group sessions.

#### **Specific Session Objectives:**

- Introduce group members to facilitators and to each other.
- Explain the purpose and structure of the Sleep SENSE group.
- Explain group rules.
- Provide basic sleep education.
- Highlight the advantages of sleeping well and the disadvantages of poor sleep to increase motivation for change.
- Highlight the links between sleep and mood.
- Introduce some factors that affect sleep, with a focus on factors that are at least partially modifiable by group members, and that will be covered in the group content.
- Set group and individual goals to increase motivation for change.



#### PAGE 2: WHAT IS SLEEP SENSE?

#### 3 minutes

Siero SENSE focusies on the behaviours, thought's and feelings that affect your siero Over the next seven sessions you will learn Why sleep is important Strategies to help you sleep well How to identify and overcome barriers to sleeping well Why it is important to keep a regular schedule Relaxation and minorfuness' skills, and now to focus on the positive things in your life How to deal with worries about sleep.

achieve them

Facilitator: Introduce facilitators and provide practical information.

- Introduce yourself and co-facilitator and welcome group members to the group. Save comprehensive introductions until the 'getting to know you' activity.
- Distribute workbooks and explain divider system. Tell group members to bring the workbook to each session.
- Direct group members to snacks/drinks table.
- Tell group members where bathrooms are.

Facilitator: Introduce the Sleep SENSE program.

We'd like to start off by explaining what Sleep SENSE actually is.

Facilitator: Read through dot points in the workbook.

- Sleep SENSE is a program designed to help you get a good night's sleep!
- Sleep SENSE focuses on the behaviours, thoughts and feelings that affect your sleep
- Over the next seven sessions you will learn:
  - Why sleep is important
  - Strategies to help you sleep well
  - How to identify and overcome barriers to sleeping well
  - Why it is important to keep a regular schedule
  - Relaxation and 'mindfulness' skills, and how to focus on the positive things in your life
  - How to deal with worries about sleep.
  - o You will also identify some sleep goals and work on ways to achieve them.

<u>Facilitator</u>: Explain the group structure and collaborative approach.

Each week has a new focus and we will be covering different material, so it is important that you attend all the sessions so you don't miss out on anything.

Over the next 7 weeks, we will be giving you lots of information about sleep, but we also really want to hear about your experiences and ideas, answer your questions, and work together as a group to solve any problems you may be having with your sleep.

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## PAGE 3: BORING (BUT IMPORTANT) STUFF 5 minutes

<u>Facilitator</u>: Introduce group rules, read through dot points rules in the workbook and check understanding.

The Sleep SENSE group has some rules that we need you all to follow so that everyone feels comfortable and gets the most out of the group.

- Attendance: Try to attend all sessions in order to get the most out of the program. If you will be late, or cannot attend, please call to let us know.
- Phones: Please turn off your mobile phone before sessions.
- Confidentiality: Please do not tell people outside the group who the other group members are or what they have said. This is because we want everyone to feel comfortable enough to speak freely. It's really important that what is said in the group, stays in the group! The group leaders will not be talking to your parents or teachers about what you say in the group without your permission, but we do have to tell someone if we think you or anyone else is at risk of harm.
- Talking to other SENSE study group members: Please do not talk to people in the SENSE Study group about what we talk about in the SENSE Sleep group. It is important for the study that the groups remain separate.
- Respect: Please take turns speaking, and listen to what other people say. It's very important to respect the opinions and experiences of other group members, even if they are different to your own.
- Support: Try to have empathy for other group members, and treat them with compassion. Everyone experiences sleeping difficulties in a different way. The whole group will benefit from supporting and learning from each other.
- Contributing: Speaking up in group discussion is completely up to you. There's no pressure to share your experiences if you don't want to.
- Having a go: This group is about sharing experiences and learning new skills.
   There's no right or wrong answers and you will not get a mark. What's important is finding out what works best for you. It is not about doing everything perfectly, but about having a go.
- Home practice: Practice is the key to getting the most out of this group. Like learning to ride a bike, it can take a little while to get the hang of some the skills you will be learning. Try to commit to practicing a little bit each day.

<u>Facilitator:</u> Elaborate on home practice.

Each week we will be giving you some new techniques to practice at home between sessions. It is really important that you do practice at home because just attending

the groups for an hour and a half a week is probably not going to be enough to bring about significant improvements in your sleep.

The more you practice the sleep techniques, the better you will get at them, and, hopefully, the better your sleep will be.

Practicing also helps you find out what works best for you – everyone is different, so what works for one person, might not work for another. Over the next 7 weeks, we think everyone will be able to find a few things that help them sleep.

<u>Facilitator:</u> Emphasise the importance of practicing sleep techniques during the day.

Many of the sleep techniques that we will be teaching you can be practiced during the day.

Practicing during the day allows you to improve your use of techniques so that you can feel confident in your ability to use the skills if you are having trouble sleeping at night.

It's like going to basketball training so you can learn your team's game plan and play to the best of your ability during games, or practicing a musical instrument so you can play well in exams or performances.



## PAGE 4: WHAT'S SO GOOD ABOUT A GOOD NIGHT'S SLEEP? 10 minutes

#### Getting to know you activity

Facilitator: Introduce 'getting to know you' activity.

We're going to do a "getting to know you" activity called the "alliteration name game". Does anyone know what alliteration means? [If not: It's when words start with the same sound].

This is how it works: introduce yourself to the person sitting next to you, and together, come up with a word for each of you that starts with the same sound as the start of your name. So I could be [give example with your name, e.g., 'Magnificent Matt'].

We would also like you to tell the other person what school you go to, what year you are in, and one thing that you would like to get out of this group. For example, you might be wanting to:

- Learn more about sleep
- Learn ways to sleep better and get more sleep
- Get help to fall asleep quicker when you go to bed
- Learn some relaxation techniques

Then, you introduce your partner to the group.

Co-Facilitator: write on the board:

- Name and alliteration
- School?
- Year level?
- What to get out of the group?

<u>Facilitator:</u> Ensure all group members are partnered with the person sitting next to them. When group members have completed the task, go around the room asking each group member to introduce their partner. If anyone was unable to come up with an alliterative name, ask the group to help them. Provide positive reinforcement of their efforts and highlight that the group will cover the topics they identify as things they want to get out of the group.



#### **PAGE 5: SESSION 1 OVERVIEW**

#### 3 minutes

<u>Facilitator:</u> Explain the typical structure of sessions.

Each of the 7 sessions will have the same structure.

We will start each session with an overview of what we will cover during the session, just like on this page.

Then we will give you some information about sleep and how to sleep better. We call this part "Sleep Knowledge and Skills". For example, today, we are going to learn about sleep and why sleeping well is important.

After we finish the "Sleep Knowledge and Skills" section, we will teach you some practical sleep strategies, where you can put what you have just learned into practice. This will normally be called "Techniques for your Toolbox", as it will focus on practical techniques to help you sleep better, but today we're going to come up with some Sleep Goals instead.

At the end of each session we will summarise what we have done and answer any questions

Finally, we will give you some things to practice at home during the week.

Starting from next week, at the start of each session we will review the material we covered the week before, go over the home practice activities, and check in to see how you are going with your goals.

Facilitator: Read through the dot points in the workbook.

This week, in the Sleep Knowledge and Skills section, we will learn

- What is sleep?
- How much sleep do you need?
- Benefits of sleeping well
- Effects of sleep deprivation
- Links between sleep and mood
- Types of sleep problems
- What affects sleep?

Then, in the practical section, we will

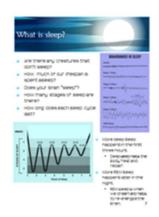
- Set your goals for the SENSE program including both individual and group goals
- Discuss plusses and minuses of changing your sleep behaviours

PAGE 6: SLEEP KNOWLEDGE AND SKILLS



#### Facilitator:

Now we will begin the Sleep Knowledge and Skills section.



## PAGE 7: WHAT IS SLEEP? 5 minutes

<u>Facilitator:</u> Ask quiz questions to the whole group.

Q. Are there any creatures that don't sleep?

[A. No, all living creatures sleep.]

Q. How much of our lifetime is spent asleep?

[A. Approximately 1/3 of our lifetime is spent asleep.]

Q. Does your brain "sleep"?

[A. Your brain never rests, you brain waves just change as you sleep.]

Facilitator: Explain purple box "Brainwaves In Sleep"

This box shows brain waves recorded on an EEG (electroencephalograph). This is what your brain activity looks like when you are awake [point out awake waves], and this is what it looks like during all the stages of sleep [point out five sleep waves]. So, as you can see, your brain is active during all the stages of sleep.

Q. How many stages of sleep are there?

[A. There are 5 stages of sleep.]

<u>Facilitator:</u> Again, draw attention to purple box "Brainwaves in Sleep".

Stage 1 is the lightest stage of sleep, and your sleep gets deeper and deeper as you move through stages 2, 3 and 4. These four stages of sleep are called non-REM sleep, and the last stage of sleep is called REM sleep.

**Does anyone know what REM stands for?** [Rapid Eye Movement].

What happens in REM sleep? [You dream]

Why is it called REM sleep? [Your eyes move around rapidly during this type of sleep].

As you can see, you brain waves in REM sleep are the most similar to when you are awake, and then the waves get increasingly different as you move through stages 1, 2, 3 and 4.

Q. How long does each sleep cycle last?

[A. Each cycle lasts approximately 90 minutes.]

Facilitator: Explain blue graph.

When you fall asleep you go into stage 1 sleep, and then down into stages 2, 3, 4, and then back up into stages 3, 2 and 1. Finally, you have a period of REM sleep. That cycle takes about 90 minutes.

<u>Facilitator:</u> Read out dot points in workbook and use the graph to demonstrate:

- More deep sleep happens in the first three hours.
  - Deep sleep helps the body 'rest and repair'.
- More REM sleep happens later in the night.
  - o REM sleep is when we dream and helps to re-energize the brain.



## PAGE 8: HOW MUCH SLEEP DO YOU NEED? 5 minutes

Facilitator: Explain sleep requirements across the lifespan.

The amount of sleep we need changes across the lifespan - the younger you are, the more sleep you need. However, even within certain age groups some people need more sleep than others, so for example, some adults need more sleep than others, and some adolescents need more sleep than others.

But in general, research tells us that teenagers do not get enough sleep. While most teenagers need around 8-10 hours sleep, they only get around 7 hours sleep!

<u>Facilitator:</u> Ask group members to put up their hand if they get 8-10 hours sleep a night on average. (Few are likely to put up their hand.) Comment that the group members are like most teenagers – they do not get the recommended number of hours sleep a night.

Facilitator: Explain individual variation in sleep requirements.

Remember that some teenagers will need less than 8 hours sleep – these are just guidelines so will not be true for everyone. Also, the quality of your sleep is very important - so having 8 hours of good quality sleep might be better than 10 hours of restless and disrupted sleep.

FACILITATOR NOTE: BE WARY OF ELICITING ANXIETY AROUND NOT GETTING SUFFICIENT HOURS SLEEP. KEY POINT IS THAT ADOLESCENTS AS A GROUP GENERALLY DON'T GET ENOUGH SLEEP, BUT THAT INDIVIDUAL NEEDS WILL DIFFER.



Page 9: BENEFITS OF SLEEP 5 minutes

Facilitator: Explain benefits of sleep.

Sleep researchers have found that sleeping well has many, many benefits. As we go through this list, think about the benefits that you have noticed when you have slept well.

#### Getting enough sleep:

- Gives you more energy and alertness
- Helps your body fight illness and infection
- Lowers your risk of heart disease and other chronic illnesses
- Allows your muscles to repair and injuries to heal
- Reduces your stress levels
- Helps you do better at school
- Improves your memory and ability to learn
- Helps you maintain focus and attention
- Increases your creativity
- Improves your problem-solving abilities
- Helps you make better decisions
- Increases your co-ordination
- Quickens your reaction time
- Improves your sports performance
- Lowers your risk of accidents and injuries
- Helps you maintain a healthy weight
- Allows your brain and body to develop to your full potential
- Makes you look more attractive to others!

So, sleeping well can help you to be healthier, feel better, do better at school, be better at sport and even look better!

But, it is important to remember that a few nights of poor sleep does not stop you from achieving any of these things.



Page 10. COMMON SLEEP PROBLEMS
5 minutes

<u>Facilitator:</u> Explain common sleep problems and survey problems among group members.

Here are some common problems that people have with sleep. As we read through them, circle any problems that you are experiencing now:

- difficulty getting to sleep at the beginning of the night
- difficulty staying asleep through the night
- waking up too early in the morning
- not getting enough sleep
- not feeling rested in the morning when you wake up
- not feeling alert throughout the day

<u>Facilitator:</u> Take a count (hands up) of how many group members experience each problem and feed back to group.



Page 11: EFFECTS OF SLEEP DEPRIVATION 5 minutes



<u>Facilitator:</u> Explain the effects of sleep deprivation.

Everyone has a bad night's sleep every now and then but this doesn't cause any big problems other than feeling a bit tired. But consistently poor sleep over a long period of time may mean you are more at risk of mental health difficulties such as anxiety and depression, and also physical health problems such as heart disease.

In the SENSE study we are looking at the relationships between sleep, mood and heart health. All of the assessments that you have already done looked at these things – in the questionnaires and interview we asked about your sleep, mood and anxiety, and in the cardio assessment we looked at your heart health. The SENSE study is all about prevention – by improving your sleep, we are hoping to improve your mood and heart health in the future.



# Page 12: LINKS BETWEEN SLEEP AND MOOD 5 minutes

<u>Facilitator:</u> Explain link between sleep and mood.

Whether or not you have a good night's sleep can affect your mood and how you feel. When you are not sleeping well, it is common to feel:

- Stressed
- Irritable
- Sad
- Worried
- Overwhelmed
- Angry
- Panicky
- Depressed



Page 13: How does poor sleep affect you? 5 minutes

#### **Small group activity**

<u>Facilitator</u>: Explain small group activity and allocate group members to small groups.

Now we would like to find out how you feel when you get a good and bad night's sleep.

In your group, jot down some words that describe how you feel when you get a good night's sleep, and how you feel when you get a bad night's sleep.

<u>Facilitator:</u> Allow a couple of minutes for groups to complete activity. Then bring the whole group back together for discussion. Go around each group and ask them to read out what they have written. Write their words on the whiteboard in two columns under headings "Poor Sleep" and "Good Sleep".

Facilitator: Summarise activity.

Based on your experience we can see that poor sleep can make you feel [negative words group has generated] but good sleep can make you feel [positive words that group has generated]. So by improving your sleep, you can also improve your mood [add other relevant categories based on exercise, e.g., attention, motivation, etc.]



Page 14: WHAT AFFECTS SLEEP

10 minutes

<u>Facilitator</u>: Introduce idea of identifying and addressing factors that can affect sleep in order to improve sleep.

To help improve your sleep, we first need to know a bit more about the kind of things that affect your sleep. As we go through this page, circle anything that you think might be affecting your sleep.

<u>Facilitator</u>: Present each quarter of the figure and read out the dot points. For each quarter, give one or two examples and ask the group whether they have noticed these things affecting their sleep. Do not provide any strategies or solutions at this stage. For example:

Red quarter – Do you know of any particular types of drinks that affect your sleep?

Vellow quarter – If you are feeling worried when you go to hed, does this affect you

Yellow quarter – If you are feeling worried when you go to bed, does this affect your sleep?

Green quarter – When you have a lot going on in your life and are feeling stressed, does this affect your sleep?

<u>Facilitator:</u> When presenting the circadian clock (blue quarter) provide the following explanation:

**Does anyone know what your circadian clock is?** [Its sometimes called your body clock, and it controls biological cycles that happen in your body over a 24-hour period, such as when you feel sleepy and hungry.]

We will go through this in more detail next week, but the important thing to know is that your circadian clock works best when you go to bed and get up at about the same time every day. When you go to bed and get up at different times every day, it confuses your body clock so it doesn't know when it is time for sleep.

Facilitator: Provide take-home message.

Over the next 7 weeks, we are going to give you strategies to make improvements in each element on this page. What you might have already noticed is that most of these elements are at least partly under your control. So, by making some changes to the things that affect your sleep, we hope that you will be able to improve the quality and quantity of your sleep.

FACILITATOR NOTE: TO AVOID REPETITION IN SUBSEQUENT PAGES, DO NOT PROVIDE SOLUTIONS TO THESE ISSUES YET.



Page 15: YOUR SENSE SLEEP GOALS
5 minutes

#### Whole group activity

Facilitator: Introduce group goal-setting activity.

Now we are going to set some goals for you to work towards over the next six weeks. First we will set a goal for the whole group, and then we will ask you to set some individual goals.

Earlier we learned that, on average, teenagers need 8-10 hours of sleep a night, but that most teenagers do not get this much. We'd like to set a goal for the average number of hours sleep this group will aim to get by the final session. First, let's see what the average is now.

<u>Facilitator:</u> Go around the group and ask each group member to estimate the average number of hours sleep they get per night. Record the numbers, and calculate the average. Provide feedback.

At the moment, this group is getting [xx] hours of sleep a night on average. What do you think is a reasonable goal to set in terms of the average hours sleep per night the group will be getting by the final session?

<u>Facilitator:</u> Elicit suggestions from the group. Ensure that the suggestions are realistic. E.g., if the group is currently averaging 7 hours sleep, a realistic target might be 8-8.5 hours sleep by the end of the group. If possible, plot the current average and goal on a graph and present it to the group.



<u>Facilitator:</u> Elicit suggestions for a reward if goal is achieved. If nobody suggests anything, suggest some sort of cake/chocolate/lollies in the final session.

Most importantly, we have a to decide what reward you will all get if you achieve the goal! Does anyone have any ideas?

FACILITATOR NOTE: IF POSSIBLE, PROVIDE A SESSION-BY-SESSION REPRESENTATION OF PROGRESS TOWARDS THE GOAL USING A GRAPH, AS ABOVE.



Page 16: SENSE GOALS
5 minutes

#### Individual activity

Facilitator: Explain the personal goal-setting exercise.

Now we would like you start thinking about some personal sleep goals that you will set for yourself.

Firstly, we will go through an example, using the SENSE Goals sheet. Then, we will ask you to fill in the sheet yourself and come up with your own goals.

Setting personal goals is really important as it will help you to work out what your sleep challenges are, what your sleep goals are, and how you might achieve them.

In the final week, we will ask you to review how you have gone with your goals, so it is a good idea to keep them in mind through all the sessions.

Facilitator: Distribute and explain example worksheet and instructions worksheet.

FACILITATOR NOTE: IF THERE IS SUFFICIENT TIME REMAINING, ALLOW GROUP MEMBERS TO WORK ON GOALS INDIVIDUALLY. IF NOT, SET TASK AS A HOME PRACTICE ACTIVITY.



#### PAGE 17: GOAL BALANCING SHEET

5 minutes

Individual activity

<u>Facilitator</u>: Explain the goal balancing sheet.

In the goal balancing sheet, we would like you to make a list of the positives (plusses) and negatives (minuses) of making changes to achieve your Sleep SENSE goals. Most goals involve giving something up to gain something else. For example, a goal of going to bed earlier might involve giving up watching late-night TV (minus) to get more sleep and feel more energetic during the day (both plusses). [It may be helpful to provide another example based on goals that group members identify in previous activity or in the icebreaker.] Write down as many plusses and minuses as you can, and then down the bottom, where it says Conclusion, we'd like you to write down whether you think the plusses of making these changes outweigh the minuses.

FACILITATOR NOTE: IF THERE IS SUFFICIENT TIME REMAINING, ALLOW GROUP MEMBERS TO WORK ON GOAL BALANCING SHEET INDIVIDUALLY. IF NOT, SET TASK AS A HOME PRACTICE ACTIVITY.



Page 18: SUMMARY OF THIS WEEK

2 minutes

<u>Facilitator:</u> Read out dot points in the workbook to summarise the content of Session 1.

Here is a summary of everything we talked about today:

In the Sleep Knowledge and Skills section we learned:

- What is sleep?
- How much sleep do you need?
- Benefits of sleeping well
- Types of sleep problems
- Effects of sleep deprivation
- Links between sleep and mood
- What affects sleep?

The practical activity was setting your Sleep SENSE goals.

- Set the group sleep goal
- What are your main sleep challenges?
- How do you normally cope with them?
- What are your SENSE sleep goals?
- What can you do if you get stuck?
- Who can help you?
- What will your reward be?
- What are some plusses and minuses of changing your sleep behaviours?



Page 19: HOME PRACTICE 2 minutes

<u>Facilitator:</u> Set the home practice activities and read out workbook content.

As we mentioned at the start of the session, home practice is a very important part of the group because it gives you an opportunity to put the new skills you are learning into practice. Without this practice, it will be difficult to achieve your goals.

This week, the home practice tasks are to:

- Finish the SENSE Goals worksheet
- Finish the Goal Balancing Sheet
- Finish any other worksheets from today that you didn't complete
- Complete the sleep monitoring diary
- OPTIONAL: Try rearranging your room. This will be a signal to you that everything about your sleep is going to change; you are going to develop new sleep habits and become a good sleeper!



Page 20: SLEEP DIARY

3 minutes

Facilitator: Explain sleep diary.

Every morning, we would like you to complete your sleep diary about your sleep the night before. We will ask you to fill in a sleep diary each week of the group so you can use it to track how your sleep is going, and work out what is helping and what isn't. To complete the sleep diary, you need to write down the:

- Date
- Time you went to bed
- Time you went to sleep (approximately)
- Number of times you woke up during the night
- Time you woke up in the morning
- Calculate the total number of hours sleep you got
- Whether you had any naps

Starting from next week, we will collect your sleep diaries and other home activity worksheets and make a copy of them so we have a record of how you are going throughout the course.

### INSTRUCTIONS FOR COMPLETING THE SENSE GOALS WORKSHEET – SESSION 1

#### What are your main sleep challenges?

- The first thing that you need to do is fill in the 'What are your main sleep challenges?' box. You can have more than one sleep challenge. You might like to look at slides 10 and 14 for some ideas.
  - For example, you might have trouble getting to sleep at the beginning of the night
  - Or, you might stay up late watching TV or using your computer and feel tired the next day.

#### How you normally cope with them?

- Then we want you to write down 'How you normally cope with your sleep challenges'. Write down the things you normally do to help overcome your sleep challenges.
  - For example, if you have trouble getting to sleep at the beginning of the night, you might cope with this problem by counting sheep, turning on your light and reading, or by playing on your phone until you are sleepy.

#### What are your SENSE goals?

- The next thing to do is to come up with your *SENSE goals?* These should be related to your sleep challenges. So, you should have a SENSE goal for each sleep challenge.
  - For example, if one of your sleep challenges is that you have trouble getting to sleep at the beginning of the night, your SENSE goal might be to go to sleep within 20 minutes of turning out your light and trying to sleep.
  - It's really important to make SENSE Sleep goals SMART (Specific, Measurable, Achievable, Realistic, Timely)
    - Specific: A SMART goal identifies a specific action or event that will take place.
    - Measurable: The description of a SMART and the outcome should be quantifiable.
    - Achievable: A SMART goal should be attainable given available resources.
    - Realistic: A SMART goal should require you to stretch some beyond your normal routine and regular abilities, but allow for likely success.
    - Timely: A SMART goal should state the time period in which it will be accomplished

#### **Importance**

- We also want you to rate the *importance* of your goal – how important is it to you to achieve your goal from 0-10, with 0 meaning that it is not important at all, 10 that it is very important

#### Confidence

- We also want you to rate the how *confident*\_you are in achieving your goal – how confident are you that you can achieve your goal from 0-10, with 0 meaning that you are not confident at all, 10 that you are very confident

#### What might stop you from achieving your goal?

- The next thing is to look at *what might stop you from achieving your goal* what things will get in the way
  - For example, if you want to get to sleep within twenty minutes of turning out the light and trying to sleep, something that might stop you is worrying (e.g., about schoolwork), or checking your phone

#### What can you do if you get stuck?

- The next thing to do is write down *what you can do if you get stuck* what can you do if you are having trouble with your goal
  - For example, you could ask the group facilitators for help

#### Who can help you achieve your goal?

- Next, write down who can help you to achieve your goal, and how
  - For example, your parents could help you by practicing meditation with you before bed

#### What will your reward be?

- Finally, what will your *reward* be for working on your goal?
  - This could be almost anything, as long as it's realistic

## **SENSE Goals**

#### What are your main sleep challenges?

I have trouble getting to sleep at the beginning of the night
 ...
 ...

How do you normally cope with them?

- 1. Count sheep, turn on my light and read, play on my phone until I'm sleepy
- 2. ...
- 3. ...

What are your SENSE Goals?	Importance (1-10)	Confidence(1-10)
1. Get to sleep within 20 minutes of turning the lights off and trying to sleep	1. 7	1 4
2	2	2
3	3	3

What might stop you? Worrying, checking my phone

What can you do if you get stuck? Talk to Orli or Matt

Who can help you achieve your SENSE goals? How? Mum and Dad, by practicing meditation with me before bed

What will your reward be? Buy myself a killer python



Page 21: SESSION 2 – GOOD SLEEPING HABITS AND CHALLENGES TO SLEEP

#### **MATERIALS LIST:**

- Session 2 workbooks
- Parent information sheet
- Snacks
- Calculator
- Materials for 'What advice would you give ...' group exercise (see page 57)

#### **Broad Session Objectives:**

- To enable group members to identify common challenges to their sleep.
- To introduce basic sleep hygiene and stimulus control strategies.

#### **Specific Session Objectives:**

- To enable group members to link common challenges to sleep to their own sleeping difficulties.
- To encourage group members to start problem-solving common sleep challenges.
- To discuss basic sleep hygiene and stimulus control strategies, and explore any resistance
- To introduce mindfulness of the breath as a way to relax to promote sleep.



Page 22: SESSION 2 OVERVIEW

### 2 minutes

Facilitator: Provide overview for session 2.

Welcome to session 2! Here is an overview of what we are going to do in today's group.

First, we will review what we covered last week and see how you went with the home practice tasks, which were:

- Setting your SENSE goals
- Completing the Goal Balancing Sheet
- Completing the Sleep Diary

Then we will go through the Sleep Knowledge and Skills section, where we will learn about some common challenges to sleep.

The Techniques for your Toolbox will be learning about 15 tips that can help improve your sleep. We will also introduce something called mindfulness, which is a way to relax.

Finally, we will summarise everything we have learned today, and set some activities for home practice.

Before we begin, does anyone have any questions or comments about last week's group?



Page 23: REVIEW

<u>Facilitator:</u> Explain that each week will begin with a review of what we did in the last session.



### Page 24: REVIEW OF LAST WEEK

### 2 minutes

- What is sleep?
- How much sleep do you need
- Benefits of sleeping well
- Types of sleep problems
- Effects of sleep deprivation
   Links between sleep and mood
- What affects sleep?
- SENSE Goals
- Plusses and Minuses of changing your sleep-related behaviours

Facilitator: Briefly review content covered in session 1. Do not provide too much detail, and specifics are covered in the quiz on the next page.

### Last week learned about:

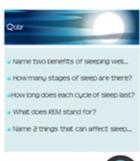
- What is sleep?
- How much sleep do you need?
- Benefits of sleeping well
- Types of sleep problems
- Effects of sleep deprivation
- Links between mood and sleep.

We also learned about some of the things that affect sleep, such as:

- your sleeping environment (body and external environment)
- what you think, feel, and do
- what's happening in your life
- the circadian clock in your brain.

We talked about how you can improve your sleep by making changes to some of the things that affect your sleep.

We also came up with a group goal and some personal Sleep SENSE Goals, and looked at the plusses and minuses of changing your sleep-related behaviours in order to improve your sleep.



Page 25: QUIZ 5 minutes



### Whole group activity

Facilitator: Explain and deliver quiz to the whole group.

Each session will include a little quiz about what we learned last week.

It is not a test, and we won't be writing down your answers. It is just supposed to be a fun way to help you remember things.

- Q. Name two benefits of sleeping well
- [A. See page 9]
- Q. How many stages of sleep are there?
- [A. 5 stages 4 stages of NREM sleep (stages 1 to 4) and REM sleep.]
- Q. How long does each cycle of sleep last?
- [A. Each cycle lasts for approximately 90 minutes.]
- Q. What does REM stand for?
- [A. Rapid Eye Movement]
- Q. Name two things that can affect sleep.
- [A. See page 14]



### Page 26: REVIEW OF HOME PRACTICE

### 10 minutes

- SENSE Goals worksheet
- Goal Balancing worksheet
- Sieep Monitoring Diaru



<u>Facilitator:</u> Introduce importance of home practice review. If group members have not completed the home practice sheets at home, determine whether activity has actually been done and just not recorded. If so, ask for reflection on activity. If home practice has not been done, reiterate the importance of home practice.

Each week we are going to see how you went with your home practice activities so we can keep track of how you are going and try to solve any problems you may be having. We will also ask you to hand in your home practice sheets each week so we can make a copy of them and we will return them to you the following week

<u>Facilitator:</u> Attempt to engage the group in discussing their home practice activities. Some groups may be reluctant to share their own experiences. Options for facilitators in this situation are to share a personal experience from their week, or to ask less personal, general information questions, e.g. 'what kinds of things might lead to teenagers going to sleep much later than usual'.

### Suggested sleep diary questions

- How did you go recording your sleep in the sleep diary?
- How did you sleep this week? Any particularly good or bad nights?
- What happened on days when you did/did not sleep well?

### Suggested SENSE Goals Worksheet and Goal Balancing Worksheet questions

- Who completed their sleep goals and goal balancing sheet?
- Were there any problems or questions?
- Would anyone like to share their goals?

<u>Facilitator:</u> Complete the group sleep goal ratings. Open up the group sleep goal graph and remind group members about their session 1 average and what their goal is. Then go around the room and ask all group members to estimate the average number of hours sleep they got over the week. Average up the scores and record on the graph. Lead discussion based on the progress recorded, prompting group members to consider which factors lead to an improvement/worsening of their sleep over the past week.

### **Suggested Group Sleep Goal questions**

 What sorts of things do you think helped you to sleep better/made sleep more difficult this week? <u>Facilitator</u>: Collect goal sheets and sleep diaries from each group member. If group members have not completed the goal sheets, ask them to complete them this week and hand them in next session.



Page 27: SLEEP KNOWELDGE AND SKILLS



Page 28: CHALLENGES TO SLEEP: YOUR BODY 5 minutes

<u>Facilitator</u>: Provide introduction to challenges to sleep.

The next few pages outline things that can stop you from sleeping well. We've called them challenges to sleep. For example, caffeine can get in the way of sleep. Later on in the session, we will talk about ways you can overcome these challenges to sleep by going over 15 sleep tips.

Not all of the sleep challenges will seem important for you, but some might seem really important – for example, you might find that drinking coffee late in the day sometimes gets in the way of your sleep, but that exercise never does.

<u>Facilitator:</u> Present information in the workbook. Be mindful not to provide solutions to the challenges yet, as this will be covered later in the session.

On this page are challenges to sleep related to your body - things that can activate your body and make it hard to sleep.

- Caffeine: caffeine is a stimulant that can keep you awake. Caffeine is found in coffee, tea, cocoa, chocolate bars, fizzy drinks and energy drinks.
- Food: After you eat, your digestive organs kick into gear which wakes up your nervous system. Eating before bed can prevent you from relaxing into sleep. In particular, sugary foods act as a stimulant.
- Exercise: working out close to bedtime also wakes up your nervous system which can be bad for sleep BUT exercising during the day or late afternoon helps you to sleep at night because your nervous system has time to wind down before bed.
- Smoking: nicotine is also a stimulant. Some people think that smoking relaxes them, but the only relaxing thing about smoking is probably the "deep breaths"!
- Alcohol: while alcohol makes some people sleepy, it actually disrupts sleep in the second half of the night.

<u>Facilitator:</u> Ask if group members have noticed these things affecting their sleep, and if so, what specifically they have experienced. If group members are not forthcoming with examples, facilitators can provide some from their own experience, or talk about what previous groups have reported.



Page 29: CHALLENGES TO SLEEP: YOUR ENVIRONMENT 5 minutes

<u>Facilitator:</u> Present information in the workbook.

On this page are challenges to sleep related to your environment – things in your home and bedroom that can make it hard to sleep.

- Noise: unexpected sudden noise disturbs sleep; steady, continuous, and familiar sounds are okay.
- Temperature: your bedroom should be not too hot or too cold, 18°C is perfect.
- Light: bright light before bed makes falling asleep more difficult, but dim light helps.
- Electronic equipment: Computers, TV, DVDs, video games and mobile phones all stimulate your brain and make it hard to sleep.

<u>Facilitator:</u> Ask if group members have noticed these things affecting their sleep, and if so, what specifically they have experienced. If group members are not forthcoming with examples, facilitators can provide some from their own experience, or talk about what other groups have reported.



Page 30: CHALLENGES TO SLEEP: THINGS IN YOUR LIFE

5 minutes for didactic material5 minutes for small group activity

10 minutes total

<u>Facilitator:</u> Present information in workbook.

On this page are challenges to sleep related to things going on in your life.

- Stress: Young people have to deal with a lot school, family, friends, relationships, after-school commitments, thinking about the future. Its no wonder that many young people feel stressed sometimes, and feeling stressed can make it harder to sleep.
- Worry: Many young people find that they worry a lot in bed, and that problems seem much worse late at night. This makes falling asleep more difficult.
- Homework: Having lots of homework to do can be stressful. It also means you have to stay up late to do it, and so have less time for sleep.
- After-school activities: Many young people are involved in after-school activities like sport, music, drama, religious groups, etc. These activities enrich your life, but they also mean you have to fit in a lot of things after school, which can push back your bedtime.

<u>Facilitator:</u> Ask if group members have noticed these things affecting their sleep, and if so, what specifically they have experienced. If group members are not forthcoming with examples, facilitators can provide some from their own experience, or talk about what other groups have reported.

### Small group activity

<u>Facilitator:</u> Divide group members into small groups (ideally 3 groups) and distribute one 'What advice would you give someone who'... slip to each group. Instruct the groups to come up with advice to give someone who is having these problems with their sleep. Once groups have completed the exercise, ask each group to tell the whole group what advice they would suggest.

FACILITATOR NOTE: BE CAREFUL NOT TO PROVIDE DETAILS OF THE 15 SLEEP TIPS AT THIS STAGE. THE AIM OF THE ACTIVITY IS TO GET GROUP MEMBERS TO THINK ABOUT USEFUL STRATEGIES THAT THEY ARE FAMILIAR WITH WHEN DEALING WITH SLEEP CHALLENGES. REINFORCE THEIR IDEAS, BUT DO NOT PROVIDE ADDITIONAL INFORMATION.



### **PAGE 31: TECHNIQUES FOR YOUR TOOLBOX**

### 2 minutes

Facilitator: Explain the 'Techniques for your Toolbox' section.

Each session we will be teaching you some techniques that can help you to sleep better. These techniques will be related to what we talk about in the session. Today we are going to learn 15 sleep tips that can help us to overcome the challenges to sleep that we have just talked about.

Throughout the group, you will learn lots of different techniques and we will practice them during the sessions, and we will also remind you to practice them at home.

We call this section 'Techniques for your Toolbox' because you can imagine that these techniques are like tools that you can put into your toolbox. When you are having problems sleeping, you can choose a tool from your toolbox to try to solve the problem.



Page 32: 15 SLEEPING TIPS (PART 1) 8 minutes

<u>Facilitator</u>: Go around the group, asking each member to read out one tip. After each tip, have a brief discussion with the group about their response to the tip. For example:

- Is this something that you do now?
- How would feel about doing this?
- Do you think you would have any problems with this?
- What might get in the way of you doing this?

Do not ask all these questions for each tip – rather just ask enough to stimulate a brief discussion.

- 1. Caffeine after 2pm can keep you awake at night. Try not to have food or drink with caffeine in it after lunch time (e.g., coffee, tea, cocoa, chocolate bars, fizzy drinks and energy drinks).
- 2. Going to bed when you're too full or too hungry can affect your sleep. Try to eat dinner at least 2-3 hours before bedtime and if you are hungry before bed, try some warm milk or a banana (but nothing too sugary!).
- 3. Exercising too close to bedtime can keep you awake. Try exercising in the morning or late afternoon but not close to bedtime.
- 4. To reduce noise in your bedroom, try wearing earplugs or asking your family to be quiet after a certain hour (if possible!).
- 5. Make your bedroom as comfortable for sleep as possible.
  - Make the temperature right for you try a heavier doona on cool nights and a light doona or sheet on warm nights.
  - Make sure your room is dark when you are trying to sleep. Some people like wearing an eye mask.



Page 33: 15 SEEPING TIPS (PART 2)

### 8 minutes

Facilitator: Use same methods as described on the previous page.

- 6. Keep a regular sleep routine; try to go to bed and get up at the same time every day, even on weekends!
- 7. Your bed is best used for sleep! Try not to read, watch TV, do your homework, eat, use your computer, message friends, or worry in bed! The goal is to help your brain and body link bed with sleep.
- 8. Hide your alarm clock! Your alarm will ring when you have to get up the next day, and you don't have to know the time when you wake up during the night.
- 9. When you get into bed, try turning out the lights and closing your eyes with the goal of going straight to sleep.
- 10. Try to minimize movement at night. There is no position that is "perfectly comfortable". You are more likely to make yourself more awake and frustrated by moving around a lot. If you really have to, do it very slowly and gently.



Page 34: 15 SLEEPING TIPS (PART 3) 8 minutes

<u>Facilitator:</u> Use same methods as described on previous page. However, ask one group member to read out steps 11 and 12 together.

FACILITATOR NOTE: REGARDING TIPS 11 AND 12, AVOID GIVING A SPECIFIC LENGTH OF TIME TO WAIT BEFORE GETTING UP IN ORDER TO PREVENT THE POSSIBILITY OF GROUP MEMBERS WATCHING THE CLOCK OR BEING ANXIOUS ABOUT TIME. INSTEAD, SUGGEST THAT THE LENGTH OF TIME THEY REMAIN IN BED IS THEIR CHOICE, AND THAT THEY SHOULD GET UP WHEN THEY START TO FEEL UNCOMFORTABLE. IF PRESSED, INDICATE THAT THEY COULD GET UP AFTER AROUND 20 MINUTES, BUT REITERATE THAT IT IS UP TO THEM. ACTIVITIES TO DO ONCE THEY GET UP SHOULD BE QUIET, RELAXING ACTIVITIES THAT CAN BE DONE IN DIM LIGHT, SUCH AS LISTENING TO MUSIC AND READING. EXPLAIN THAT KEEPING LIGHT DIM IS IMPORTANT SO AS TO ENSURE THAT THEIR BODIES ARE NOT GETTING SIGNALS THAT IT IS TIME TO WAKE UP. DISCOURAGE ACTIVITIES SUCH AS EATING, WATCHING TELEVISION, USING SOCIAL MEDIA, AND WORKING ON THE COMPUTER, ETC. THE PURPOSE OF GETTING UP IS TO AVOID ASSOCIATING BED WITH NOT SLEEPING.

- 11. If you have tried going to sleep, but you're having trouble getting to sleep, try getting out of bed and doing something quiet and peaceful in a room with dim light until you feel drowsy, then go back to bed.
- 12. If you still cannot fall asleep, repeat Step 11. Repeat this as often as you need to, and also if you wake up during the night and cannot get back to sleep.
- 13. Set your alarm and get up at the same time every morning, regardless of how many times you were up during the night.
- 14. Try not to go to bed too early. This confuses your body clock and makes it harder to sleep at night at your body's normal sleeping time. You cannot make up for lost sleep by staying in bed for longer. Your body catches up naturally by having deeper (but not necessarily longer) sleep next time you fall asleep.
- 15. Avoid napping. Naps confuse your body clock and make it harder to sleep at night. If you have to nap, make sure its for no more than 30 minutes in the afternoon, only nap once a day, and only nap in bed.



Page 35: MINDFULNESS
3 MINUTES

<u>Facilitator:</u> Briefly introduce mindfulness, noting that we will talk about mindfulness in more depth in session 4.

Throughout this course, we are going to teach you a technique called mindfulness. Mindfulness is a way to relax, and it can help with sleep in a number of ways. Today, we are going to give you a very brief introduction to mindfulness, and in Session 4 we will spend the whole session on it.

Facilitator: Read out the dot points on the page:

### What is mindfulness?

- Paying attention in a particular way: on purpose, in the present moment and non judgementally
- Being aware of what you are thinking, feeling, doing and experiencing right now, in the present moment.

### How does mindfulness help with sleep?

- Helps you deal with stress during the day so that you are more relaxed before bed
- Helps you relax before bedtime and when you are in bed
- Helps reduce worries and racing thoughts at bedtime
- Helps you become more aware of the thoughts, feelings, behaviours and events that lead to sleeping difficulties.

### **Practice is important!**

- We will be practicing mindfulness during each session
- In Session 4, we will focus on mindfulness in more detail



Page 36: MINDFULNESS OF THE BREATH

3 minutes for explanation

8 minutes for guided practice

4 minutes for discussion

15 minutes total

<u>Facilitator:</u> Explain mindfulness of the breath and read out dot points:

A very popular mindfulness exercise is called mindfulness of the breath, and we are going to be practicing this technique each week.

- Mindfulness of the breath is a type of mindfulness technique. It is a form of meditation where you pay attention to your breathing.
- It is not about trying to change or control your breathing, just becoming aware of it.
- It helps to calm your mind and relax your body.
- Mindfulness of the breath can be helpful if you are having trouble falling asleep.
  - Instead of lying in bed unable to relax and worrying about your sleep and other things, you can use mindfulness of the breath to guide your attention to the present moment. Sleep will come naturally when you give up your struggle with it.
- You can practice mindfulness of the breath for as long as you want anywhere from 5 minutes to an hour.
- Like any new skill, the more you practice mindfulness of the breath, the better you will become!

<u>Facilitator</u>: Deliver guided practice of mindfulness of the breath.<sup>1</sup>

Now we are going to take you through a guided practice of mindfulness of the breath. Before we begin, take a moment to notice how stressed or relaxed you are feeling right now.

Settle into a comfortable sitting position with your feet flat on the floor, your hands in your lap, your back straight, and gently close your eyes.

Bring your awareness to the physical sensations in your body by focusing your attention on the sensations of touch and pressure in your body where it makes contact with the floor and chair (pause).

Now bring your awareness to the changing patterns of physical sensations in your tummy as the breath moves in and out of your body (pause).

 $<sup>^{1}</sup>$  Mindfulness of the Breath Script (adapted language for teens) From Segal, Williams, and Teasdale (2002). Copyright by The Guilford Press.

Focus your awareness on the sensations of slight stretching as your tummy wall moves out with each in-breath, and of gently moving in as it falls with each outbreath, perhaps noticing the slight pauses between one in-breath and the following out-breath, and between one out breath and the following in-breath (pause).

There's no need to try to control the breathing in any way - simply let the breath breathe itself. As best you can, also bring this attitude of just allowing things to happen to the rest of your experience. There's nothing to be fixed, nothing to be achieved. As best you can, simply allow your experience to be your experience, without needing it to be other than it is (pause).

Sooner or later, your mind will wander away from the focus on the breath to thoughts, plans, daydreams, drifting along-whatever. That's perfectly OK - it's simply what minds do. It's not a mistake or a failure. When you notice that your awareness is no longer on the breath, gently congratulate yourself – you may want to acknowledge briefly where the mind has been ("Ah, there's thinking"). Then, gently bring your awareness back to a focus on ongoing in-breaths and out-breath (pause).

As best you can, bring a quality of kindliness to your awareness, perhaps seeing the repeated wanderings of the mind as opportunities to bring patience and gentle curiosity to your experience, reminding yourself from time to time that the purpose of the exercise is simply to be aware of your experience in each moment. As best you can, use the breath as an anchor (pause) to gently reconnect with the here and now each time you notice that your mind has wandered and is no longer down in your tummy, following the breath.

You might like to try counting your breaths to help you keep your awareness on your breathing. Simply counting in-breath-one, out-breath-one, in-breath-two, out-breath-two etc. If you lose count, or your mind starts to wander, gently bring your attention back to your breathing and start counting again from 1 (pause).

Now, when you are ready, gently coming back to the room, opening your eyes, stretching if you like...

<u>Facilitator:</u> Debrief with group members about their experience and recommend daily practice.

### Example questions:

- What was that like for you?
- Do you notice in any difference in how you feel now, compared to before the exercise? Do you feel any more tense or relaxed?
- Did anyone have any difficulties?
- Did you enjoy the experience?

Mindfulness is a skill, and like any skill, the more you practice it, the better you become at it and the more helpful you will find it. We recommend that you practice mindfulness of the breath every day – even if it's just for 5 minutes.

<u>Facilitator:</u> Direct group members to the Smiling Mind website and app (www.smilingmind.com.au) for audio of guided mindfulness of the breath and other mindfulness exercises.



Page 37: SUMMARY OF THIS WEEK 2 minutes

<u>Facilitator:</u> Provide a brief summary of content covered this week.

Today we learned about some common challenges to sleeping well in relation to your body, your environment, and things in your life.

The toolbox techniques for this week were the 15 sleep tips, which help us to overcome many of those sleep challenges, and mindfulness of the breath, which is a way to relax.



Pages 38-40: HOME PRACTICE 5 minutes

<u>Facilitator:</u> Explain home practice activities, drawing attention to the worksheets on pages 39 and 40 of the workbook.



This week, we would like you to complete another sleep diary. It is very similar to the one you did last week, but it has two extra columns on the end:

- 'Toolbox technique used', where you write down which toolbox technique you tried. So, for this week, you could try any of the 15 sleep tips, as well as mindfulness of the breath.
- 'Did it work? Why/why not?', where you note down whether you think the toolbox technique that you tried helped your sleep.

This will help you monitor which techniques are the most helpful in improving your sleep.



There is another worksheet that we would also like you to complete before next session, called Toolbox Time, and it asks you to write down:

- Your favourite toolbox technique of the week
- How often you used it
- When you used it (time, situation)
- Did it help each time you used it? Why or why not?
- Do you plan to keep using it (why, when, how often?)

This will help you keep track of your favourite toolbox techniques.

Next week, we will ask you to hand in your worksheets, and we will make a copy and return them to you the following week.

## What advice would you give someone who:

- Drinks a lot of coke in the evening
- Eats a big dinner right before bed
- Goes for a run after dinner

### What advice would you give someone who:

- Can hear lots of noise in their room when they are trying to sleep
- Feels either too hot or too cold in bed
- Has too much light coming into their bedroom at night

## What advice would you give someone who:

- Feels stressed and worried when they go to bed
- Does their homework late at night, just before they go to bed
- Goes to bed late because they have so much to do after school



Page 41: SESSION 3 – ESTABLISHING A REGULAR SCHEDULE

### **MATERIALS LIST:**

- Session 3 workbooks
- Parent information sheet
- Snacks
- Calculator

### **Broad Session Objectives:**

- To ensure group members understand why maintaining circadian rhythms is important for sleep.
- To generate motivation to maintain a regular sleep/wake cycle and turn off all electronic media 30 minutes before bed.

### **Specific Session Objectives**

- To explain how circadian rhythms are related to sleep
- To highlight reasons why teenagers' circadian rhythms are often disrupted
- To provide guidelines on keeping a regular sleep/wake cycle on weekdays and weekends
- To provide guidelines on limiting electronic media use at bedtime
- To enable group members to design a personal sleep plan, including a quick-wakeup routine and wind-down routine.
- Continue mindfulness of the breath practice.



Page 42: SESSION 3 OVERVIEW

### 2 minutes

Facilitator: Provide overview for session 3.

Welcome to session 3! Here is an overview of what we are going to do in today's group.

First, we will review what we covered last week and see how you went with the home practice tasks, which were:

- Completing the Sleep Diary, and,
- Completing the Toolbox Time worksheet

Then we will go through the Sleep Knowledge and Skills section, where we will learn about circadian rhythms and sleep.

The Techniques for your Toolbox section will be learning ways that you can maintain your circadian rhythms, such as:

- Establishing a regular sleep/wake routine
- Limiting electronic media use at bedtime
- Establishing a quick wake-up routine and a wind-down routine before bed
- Designing your personal sleep plan

We will also do another mindfulness of the breath practice

Finally, we will summarise everything we have learned today, and set some activities for home practice.

Before we begin, does anyone have any questions or comments about last week's session?



# Page 43 and 44: REVIEW OF LAST WEEK 2 minutes

<u>Facilitator:</u> Provide brief review of previous session. Limit elaboration so as not to give away answers to quiz questions on next page.

Last week, in the Sleep Knowledge and Skills section, we looked at common challenges to sleeping well.

In particular, we looked at challenges related to your body, including what you eat and drink and when you exercise

We also looked at challenges in your environment, such as levels of noise, light and temperature in your bedroom, as well as your use of electronic media before bed.

Finally, we looked at challenges related to the things happening in your life, such as stress, worry, homework and after-school activities.

In the Techniques for your Toolbox section, we talked about 15 tips that can improve your sleep, and we also did a relaxation exercise called mindfulness of the breath.



Page 45: QUIZ

#### 5 minutes

Facilitator: Ask quiz questions.

Q. Caffeine after what time can keep you awake at night?

[A. 2.00pm]

Q. How long before going to bed should you try to eat dinner?

[A. 2-3 hours]

Q. Name two things you can do to make your bedroom as comfortable for sleep as possible?

[Ensure bedroom is cool, dark, and quiet]

Q. Describe what you could do if you have tried going to sleep but are having trouble going to sleep?

[Get out of bed and do something quiet and peaceful in a room with dim light until you feel drowsy, and then go back to bed.]

Q. What time should you set your alarm clock?

[A. The same time every morning.]

Q. True or False: If you feel tired, having a nap or going to bed early will help you sleep later on in the night?

[A. False.]

Facilitator: Ask a further question to elaborate on final question.

Do you remember why we do not recommend napping or going to bed earlier than usual if you are very tired?

[A. Both napping and going to bed early confuse your body clock and make it harder to sleep at night at your normal bedtime.

You do not have to make up for lost sleep by sleeping longer. Your body catches up naturally by having deeper (but not necessarily longer) sleep the following night.]



### Page 46: REVIEW OF HOME PRACTICE

#### 10 minutes

- Sleep monitoring sheet
- Toolbax Time worksheet
- Mindfulness of the breath practice



<u>Facilitator:</u> Attempt to engage the group in discussing their home practice activities. Some groups may be reluctant to share their own experiences. Options for facilitators in this situation are to share an experience from their week, or ask less personal, general information questions, e.g. 'what kind to things might lead to you going to sleep much later than usual'.

# FACILITATOR NOTE: DO NOT DISCUSS MINDFULNESS OF THE BREATH PRACTICE NOW. RATHER, DISCUSS IT AT THE END OF THE SESSION WHEN INTRODUCING THE MINDFULNESS OF THE BREATH GUIDED PRACTICE.

### Suggested sleep diary questions

- How did you go recording your sleep in the sleep diary?
- How did you sleep this week? Any particularly good or bad nights?
- What happened on days when you did/did not sleep well?
- Were there any changes in your sleep compared with the previous week? (e.g., sleeping longer, falling asleep quicker, less awakenings, feeling less tired during the day)
- Did you try using any Toolbox Techniques? Which ones did you try? Did they help?

### <u>Suggested Toolbox Time worksheet questions</u>

- Who chose a favourite toolbox technique for this week?
- What do you like about that technique?
- How did it help you?

<u>Facilitator:</u> Complete the group sleep goal ratings and update the graph. Lead discussion based on the progress recorded, prompting group members to consider which factors lead to an improvement/worsening of their sleep over the past week.

### Suggested Group Sleep Goal questions

 What sorts of things do you think helped you to sleep better/made sleep more difficult this week?

Facilitator: Collect home practice sheets from each group member.







Page 48: CIRCADIAN RHYTHMS

3 minutes

<u>Facilitator:</u> Re-introduce circadian rhythms and present dot-points on the page.

In sessions 1 and 2, we talked a little bit about circadian rhythms and your body clock, and today we are going to explain what they are in a bit more detail.

**Does anyone remember what your circadian clock is?** [It is sometimes called your body clock, and it controls biological cycles that happen in your body over a 24-hour period, such as when you feel sleepy and hungry.]

- There are rhythms everywhere around us: night follows day, spring follows winter, some flowers close at night and open during the day, some birds migrate annually, the sea has high and low tides.
- Our bodies have similar rhythms: have you noticed that you usually get hungry just around lunchtime?
- Our body rhythms, or internal biological clocks, are known as circadian rhythms.

  Our circadian rhythms regulate a number of body functions throughout a 24-hour period.
- The word 'circadian' comes from the Latin circa (around) and diem (day) → around the day!
- Regular signals help to maintain your body's circadian rhythms.
- Eating at regular times lets your body know when it's time to eat.
- Sleeping and waking at the same time helps our bodies know when it's time to sleep.

Facilitator: Lead a brief discussion on this information. Suggested questions include:

- Do you find you tend to get sleepy at a similar time each day?
- Can you think of anything else that our bodies do that has a 24 hour cycle? [e.g., hormones, body temperature.]



Page 49: CIRCADIAN RHYTHMS AND SLEEP

### 3 minutes

<u>Facilitator</u>: Present information on circadian rhythms.

- Daylight is the most important signal for our circadian rhythms.
- Sleepiness, body temperature and a hormone called melatonin all have circadian rhythms that are regulated by daylight. At night, we are the most sleepy, our body temperature drops, and melatonin levels are high. When these three rhythms are working together, we have the best chance of a good night's sleep.
- When our sleep/wake cycles get out of sync with the day/night cycle, sleeping difficulties can arise. For example, this can happen:
  - When we travel across time-zones (jet lag)
  - When shift workers have to work the night shift
  - When we stay up all night doing homework (or something more fun!)

<u>Facilitator:</u> Lead brief discussion on this information. Suggested questions:

- Has anyone experienced jet lag? What was it like? How long did it take for you to adjust to the new time zone?
- Do you know anyone who does shift work? How do they manage their sleep?
- Has anyone had to stay up way past their normal bedtime to finish an assignment? How did you feel the next day?



Page 50: TEENAGERS, CIRCADIAN RHYTHMS AND SLEEP
5 minutes

<u>Facilitator:</u> Present information on circadian rhythms and sleep in teenagers.

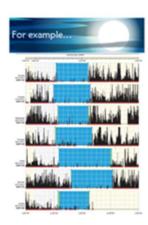
Remember back in session 1 we saw that teenagers need about 8-10 hours sleep, but on average only get about 7? There are a lot of changes that happen during the teenage years that contribute to this.

- Teenagers often find themselves staying up later at night and having difficulty waking up in the morning.
- There are several reasons why this happens:
  - Firstly, there are some biological changes happening in your body that push some of your circadian rhythms back so that you start to get sleepy later in the evening.

But there are also a number of changes in behaviour that often happen during the teenage years that affect the amount of sleep you get. Hands up if any of the following things are true for you:

- Your parents don't have as much control over your bedtime as when you were younger
- You have homework and other activities to do in the evening
- Many young people use electronic and social media at night time (e.g., watch TV/movies, play video games, Facebook, messaging, etc.)
- If you stay up later, you still have to get up at the same time to go to school
- Staying up late and sleeping in on weekends gets your circadian rhythms out of sync.
- All these changes result in many teenagers not getting enough sleep.

Can you think of any other reasons why teenagers don't get enough sleep?



Page 51: FOR EXAMPLE 5 minutes

<u>Facilitator</u>: Explain actigraphy chart, pointing out key features on the chart as you give the verbal description.

This chart shows the sort of data we get from the actiwatches your wear. This is an example of a teenager's sleep over one week. The black lines represent the person's movement. The yellow background is when the person is awake, and the blue background is when the person is asleep. The green background is when the person is in bed but awake. The little blue arrows are when the person pressed the button on the actiwatch.

From Monday to Thursday, this person goes to bed at around 12-12.30am and gets up between around 7-7.30am, so they are averaging around 7 hours sleep a night during the week.

Then on Friday, they go to bed at midnight, but there is a much bigger blue area. What do you think this means? [They sleep in on Saturday morning until around midday]. Why do you think they have had such a big sleep in? [They are tired from not getting enough sleep during the week; catching up on sleep.]

Then, on Saturday night, this person doesn't go to sleep until around 3.30am. They sleep in again on Sunday until after midday and then go to bed at around 12.45am. This green box here tells us that the person was lying awake in bed for at least half an hour before falling asleep. Why do you think that is? [They are not tired because of sleeping in. Their circadian rhythms have been disrupted.]

They still have to get up just after 7 to get to school, and so only get about 6 hours sleep. How do you think this person feels on Monday morning?

Does anyone think this is what their actigraphy chart would look like?



Page 52: TECHNIQUES FOR YOUR TOOLBOX: MAINTAINING YOUR CIRCADIAN RHYTHMS



# Page 53: KEEPING A REGULAR SLEEP/WAKE ROUTINE 3 minutes

<u>Facilitator:</u> Present information on keeping a regular sleep/wake routine.

- While some of the biological changes that affect teenagers' sleep are beyond your control, there are some things you can do to help maintain regular circadian rhythms and increase your chances of getting a good night's sleep.
- The best way to maintain regular circadian rhythms is to keep a regular sleep/wake routine.
- This means:
  - Wake up at about the same time every morning.
  - o Go to bed at about the same time every night.

Hands up if you think you have a fairly regular sleep/wake routine across both weekdays and weekends?

FACILITATOR NOTE: IF GROUP MEMBERS ANSWER THAT THEIR SLEEP/WAKE ROUTINE IS REGULAR, OFFER REINFORCEMENT OF THIS BEHAVIOUR. IF THEIR SLEEP/WAKE ROUTINE IS IRREGULAR, LIKEN THEIR BEHAVIOUR TO THAT OF MOST ADOLESCENTS.

<u>Facilitator:</u> Highlight the importance of a regular sleep/wake cycle.

We know that having a regular sleep/wake cycle is one of the most effective things you can do to improve your sleep, so we highly recommend that you [depending on previous discussion] keep it up/try to make your sleep and wake times more regular throughout the week.



# Page 54: KEEPING A REGULAR SLEEP/WAKE ROUTINE (EVEN ON WEEKENDS)

5 minutes

Facilitator: Present information on maintaining a regular sleep/wake cycle on weekends.

As we have just discussed, keeping your regular sleep/wake routine on weekends is really important, but this can be a particular challenge for some teenagers. If this is the case for you, we recommend going to bed and waking up within 2 hours of when you normally would on a week day. Keeping your weekend sleep/wake routine within 2 hours of your weekday routine gives you a bit of flexibility, but ensures that your circadian rhythms are not too disrupted.

What do you think about that? What might stop you from doing this?

Sometimes you might have a special occasion on the weekend that makes it impossible for you to go to bed within 2 hours of your normal bedtime.

- If so, make sure you wake up within 2 hours of your normal wake-up time the morning after. You may feel tired during the day, but this will help you get back into your normal sleeping patterns more quickly.
- The following night, make sure you go to bed at your normal bedtime. Don't go to bed earlier than usual because you feel tired – this will disrupt your circadian rhythms.
- Avoid staying up later than usual for two nights in a row. Your body will recover quickly from one night of staying up late, but two nights makes it much more difficult, and might cause you to have difficulty sleeping for several nights after that.

What do you think about that? What might stop you from doing this?

FACILITATOR NOTE: SOME ADOLESCENTS MAY BE RESISTANT TO THIS MESSAGE. IF SO, CONSIDER REITERATING THE INFORMATION ABOUT CIRCADIAN RHYTHMS AND MAKE REFERENCE TO THE ACTIGRAPH EXAMPLE. NOTE THAT THE UPCOMING SMALL GROUP ACTIVITY INVOLVES DISCUSSING THE PLUSSES/MINUSES OF MAKING THIS CHANGE, SO AVOID DISCUSSION OF THIS NOW.

IF WEEKEND SLEEP/WAKE ROUTINES ARE CONSIDERABLY MORE THAN 2 HOURS LATER THAN WEEKDAY ROUTINES, RECOMMEND A GRADUAL CHANGE, LESSENING THE DIFFERENCE BY 0.5-1 HOUR A WEEK. E.G., IF CURRENT WEEKEND BEDTIME IS 4 HOURS LATER THAN WEEKDAY BEDTIME, SUGGEST A WEEK OF HAVING A 3.5 HOUR DIFFERENCE, AND THEN A WEEK OF 3 HOURS DIFFERENCE, ETC.



### Page 55: LIMITING MEDIA USE AT BEDTIME

#### 5 minutes

<u>Facilitator</u>: Present information on limiting media use at bedtime.

- Many teenagers find that one of the biggest challenges to keeping a regular sleep/wake routine is media use at bedtime. This means:
  - Using computers
  - Watching TV/DVDs
  - Playing video games
  - Using social media like Facebook, Instagram, Snapchat, twitter, mobile phones, instant messaging [other appropriate media]
- These types of media stimulate your mind and your emotions, making it much harder to fall asleep.

What types of media do you use before you go to bed?

<u>Facilitator</u>: Lead discussion on using social media before bed.

What kind of emotions can something like Facebook bring up? [Try to elicit responses indicating that it could be positive, neutral, or negative].

We think of checking Facebook as being like gambling – you don't know what you are going to see and you have no control over it. Posts might be boring, they might be really exciting, or they might be really upsetting. How do you think this could affect a teenager's sleep? Has anybody had an experience like this?

FACILITATOR NOTE: ADOLESCENTS MAY BE PARTICULARLY RESISTANT TO LIMITING
MEDIA USE AT BEDTIME, AND IT IS A VERY COMMON PRACTICE. IF SUCH RESISTANCE IS
EVIDENT, AVOID DISCUSSING IT HERE, BUT USE IT TO LEAD INTO THE SMALL GROUP
ACTIVITY ON THE FOLLOWING PAGE.

SOME ADOLESCENTS INSIST THAT USING ELECTRONIC MEDIA BEFORE BED ACTUALLY
HELPS THEM SLEEP. IF SO, ACKNOWLEDGE THAT EVERYONE IS DIFFERENT, AND WHILE IT
MAY NOT BE TRUE FOR EVERYONE, MOST PEOPLE FIND THAT ELECTRONIC MEDIA BEFORE
BED DISRUPTS SLEEP. SUGGEST THAT THE ADOLESCENT/S DO A TRIAL IN WHICH THEY
TURN OF ELECTRONIC MEDIA 30 MINUTES BEFORE BED FOR A WEEK OR TWO, AND USE
THEIR SLEEP DIARY TO DETERMINE WHETHER IT MAKES ANY DIFFERENCE TO THEIR SLEEP.



# Page 56: PLUSSES AND MINUSES OF KEEPING A REGULAR SCHEDULE

8 minutes

### Small group activity

<u>Facilitator:</u> Divide the group in two, and instruct one group to discuss the plusses and minuses of having a regular sleep/wake routine, and the other to discuss the plusses and minuses of limiting media use at bedtime. Ask groups to report back to the larger group, and write their comments on the white board under the headings "Plusses" and "Minuses". Ask the groups what their conclusion is, based on the exercise.

FACILITATOR NOTE: PURPOSE OF THE ACTIVITY IS TO DEMONSTRATE THAT THE ADVANTAGES OF SLEEPING WELL OUTWEIGH THE DISADVANTAGES, BUT ACKNOWLEDGING THAT THIS MAY INVOLVE SACRIFICES.

### Common examples for a regular sleep/wake routine:

### Plusses:

- Helps set your circadian rhythms
- Makes it easier and quicker to fall asleep
- Easier to wake up in the morning
- Means you get more sleep overall
- Feel less tired
- All the advantages that come with sleeping well (health, emotions, performance, physical appearance, etc.)

### Minuses:

- Might miss out on watching favouring shows
- Might have to start homework earlier
- Less flexibility about bedtime

### Common examples for limiting media use at bedtime:

### Plusses:

- Less activation of mind, body and emotions
- Less light from electronic equipment, allowing release of melatonin which makes it easier to sleep

- More opportunity to do something relaxing before bed (having a good wind down routine)
- More control over what you are exposed to before bed (things that are upsetting or exciting)
- You can go to bed earlier
- It's easier to get to sleep once in bed
- More sleep overall
- Easier to get up in the morning.
- Feel less tired the next day
- All the advantages that come with sleeping well (health, emotions, performance, physical appearance, etc.)

### Minuses:

- Feel like you are missing out on things
  - Socially
  - o TV shows, etc.
- Might feel bored
- Might be overwhelmed with thoughts or feelings if there are no distractions



## Page 57: A QUICK-WAKE-UP ROUTINE

## 4 minutes

Facilitator: Present information on a quick-wake-up routine.

Having a quick-wake-up routine is one of the simplest and most beneficial things you can do to regulate your circadian rhythms and improve your sleep. This means:

- Get up as soon as your alarm goes off.
- Keep your alarm on the other side of the room so you have to get up to turn it off.
- Don't press the snooze button!
- Open the curtains or turn on the lights light will help you wake up.
- Do some exercises, have a shower or make your breakfast to help your body wake up.

<u>Facilitator</u>: Lead discussion on the importance of a quick-wake-up routine.

Who here gets up as soon as their alarm goes off?

Who here sets their alarm early so that they can lie in bed for a while before getting up?

What do you think are the advantages of getting up as soon as your alarm goes off?

- [- You can set your alarm at the latest possible time, so you get more sleep.
- If you hit the snooze button, you might fall back to sleep and feel very groggy when your alarm goes off again.
- Helps set your circadian rhythms makes it clear when it's daytime and time to wake up.
- A quick-wake-up routine is one of the most effective ways to improve sleep.]



## Page 58: A WIND-DOWN ROUINE BEFORE BED

### 4 minutes

Facilitator: Present information on a wind-down routine before bed.

- Stimulating your mind and emotions before you go to bed makes it harder to fall asleep.
- Calming and relaxing your mind and emotions before you go to bed might make it easier to fall and stay asleep.
- Having a wind-down routine that you do half an hour before bed can help you
  feel calm and relaxed. Having a regular wind-down routine that you do every day
  also sends a signal to your body and brain that it is time for sleep.
- Things you could include in your wind-down routine are:
  - Dim the lights or light some candles
  - o Practice mindfulness of the breath, or any relaxation exercise
  - Burn some relaxing oils
  - Listen to some peaceful music
  - Read quietly (nothing too exciting!)
  - Have a bath
  - o Drink some warm milk or herbal tea (make sure there is no caffeine in it!).

Facilitator: Lead discussion on the importance of a wind-down routine.

- Does anyone already have a wind-down routine? [If so] What do you do?
- What might be the challenges of having a 30-minute wind-down routine before bed?



## Page 59: DESIGN YOUR PERSONAL SLEEP PLAN

## 5 minutes

<u>Facilitator:</u> Explain the purpose of the personal sleep plan and provide instructions.

Today we have focused on how to improve your sleep by having a regular sleep/wake schedule. When you have a regular sleep/wake schedule, you keep your circadian rhythms regular so your body knows when it is time for sleep, and it is easier to fall and stay asleep.

To help you stick to a regular schedule, we would like you to design a personal sleep plan for how you will go to bed at night and wake up in the morning – 7 days a week.

- Keep it realistic. This might mean making gradual changes, e.g., if you usually go
  to bed at 2:00am on a Saturday night, try bringing it back to 1:00am, and then
  midnight, etc.
- Include the following things in your plan:
  - A set time for homework and activities to be finished and all media to be switched off
  - A wind-down routine at the end of the day
  - A set time for lights out
  - A set time for waking up
  - A quick-wake-up routine.



Page 60: MY PERSONAL SLEEP PLAN

# Individual activity

<u>Facilitator</u>: If possible, allow time in session for group members to complete the personal sleep plan. Further explain the layout of the form if necessary.

Provide reminder about weekday/weekend regularity.

Earlier in the session, we recommended that you try to keep your sleep and wake times on weekends the same as weekdays, but if this is just not realistic for you, make sure you keep your weekend sleep and wake times within 2 hours of your weekday times.



Page 61: MINDFULNESS PRACTICE



## Page 62: MINDFULNESS OF THE BREATH PRACTICE

3 minutes for introduction

5 minutes for practice

8 minutes total

Facilitator: Review the week's practice of mindfulness of the breath.

We are going to do some more mindfulness of the breath practice, but first, we'd like to check in on how you went with your home practice during the week.

# Suggested Mindfulness of the Breath questions

- Did anyone practice mindfulness of the breath during the week?
- How did you find it?
- How often? When?
- Did it help with sleep? How?
- Were there any problems or barriers to practice? How could you work through them?
- Did anyone sign up to the Smiling Mind website or download the app? www.smilingmind.com.au

We would really encourage you to keep up your mindfulness practice. Like we said last week, mindfulness is a skill, and like any skill, the more you practice, the better you will become. We'd especially recommend that you think about using mindfulness of the breath as part of your wind-down routine at the end of the day, because it can be an excellent way to help you relax and prepare your mind and body for sleep.

<u>Facilitator:</u> Introduce today's practice with reference to workbook page:

# For today's practice, remember that:

- The aim of mindfulness of the breath is not to focus on the breath and block everything else out, but rather to use breathing as a way of bringing your attention back to the present moment over and over again when you notice that it has drifted away.
- It is normal for your attention to drift away during mindfulness practice. This is called the wandering mind, and it does not mean you are doing it wrong! Just try to notice when your attention drifts away from the present moment, and gently bring it back.

# Whole group activity

Facilitator: Deliver mindfulness of the breath script.

Settle into a comfortable sitting position with your feet flat on the floor, your hands in your lap, your back straight, and gently close your eyes.

Bring your awareness to the physical sensations in your body by focusing your attention on the sensations of touch and pressure in your body where it makes contact with the floor and chair (pause).

Now bring your awareness to the changing patterns of physical sensations in your tummy as the breath moves in and out of your body (pause).

Focus your awareness on the sensations of slight stretching as your tummy wall moves out with each in-breath, and of gently moving in as it falls with each outbreath, perhaps noticing the slight pauses between one in-breath and the following out-breath, and between one out breath and the following in-breath (pause).

There's no need to try to control the breathing in any way - simply let the breath breathe itself. As best you can, also bring this attitude of just allowing things to happen to the rest of your experience. There's nothing to be fixed, nothing to be achieved. As best you can, simply allow your experience to be your experience, without needing it to be other than it is (pause).

Sooner or later, your mind will wander away from the focus on the breath to thoughts, plans, daydreams, drifting along-whatever. That's perfectly OK - it's simply what minds do. It's not a mistake or a failure. When you notice that your awareness is no longer on the breath, gently congratulate yourself – you may want to acknowledge briefly where the mind has been ("Ah, there's thinking"). Then, gently bring your awareness back to a focus on ongoing in-breaths and out-breath (pause).

As best you can, bring a quality of kindliness to your awareness, perhaps seeing the repeated wanderings of the mind as opportunities to bring patience and gentle curiosity to your experience, reminding yourself from time to time that the purpose of the exercise is simply to be aware of your experience in each moment. As best you can, use the breath as an anchor (pause) to gently reconnect with the here and now each time you notice that your mind has wandered and is no longer down in your tummy, following the breath.

You might like to try counting your breaths to help you keep your awareness on your breathing. Simply counting in-breath-one, out-breath-one, in-breath-two, out-breath-two etc. If you lose count, or your mind starts to wander, gently bring your attention back to your breathing and start counting again from 1 (pause).

Now, when you are ready, gently coming back to the room, opening your eyes, stretching if you like...

<u>Facilitator</u>: Debrief with group members about their experience.

Example questions:

• What was that like for you?

- Do you notice in any differences compared to last week's practice?
- Did anyone have any difficulties?
- Did you enjoy the experience?

<u>Facilitator:</u> Remind group members about Smiling Mind website and app (www.smilingmind.com.au)



Page 63: SUMMARY OF THIS WEEK

<u>Facilitator:</u> Provide brief summary of the session content based on workbook:

In the Sleep Knowledge and Skills section today, we learnt about teenagers, circadian rhythms and sleep, and looked at some of the reasons why teenagers often do not get enough sleep.

In the Toolbox Techniques section, we learnt some strategies for maintaining your circadian rhythms:

- Waking up and going to bed at the same time every day
- Turning off all media half an hour before bedtime
- Having a quick wake-up routine
- Having a wind-down routine before bed
- We put all of these strategies together and designed our personal sleep plan

We finished off with another mindfulness of the breath practice.



Page 64: HOME PRACTICE

<u>Facilitator:</u> Explain home practice activities.

This week for home practice, we would like you to finish off your personal sleep plan if you haven't done so already, and put it into practice to see whether it helps.



We'd also like you to complete another sleep diary that is exactly the same as the one you did last week, with the two columns at the end to note down which toolbox techniques you tried and whether they worked.

For this week, the techniques we'd like you to focus on are:

- Waking up and going to bed at the same time every day
- Turning off all media half an hour before bedtime
- Having a quick wake-up routine
- Having a wind-down routine before bed
- Mindfulness of the breath

You should also keep using any techniques that worked for you last week.



Before the next session, we'd also like to ask you to choose your favourite toolbox technique for the week and fill out the form.



Page 67: SESSION 4 – MINDFULNESS

## **MATERIALS LIST:**

- Session 4 workbooks
- Parent information sheet
- Snacks
- Calculator
- Raisins
- Yoga mats

# **Broad Session Objectives:**

- To introduce four mindfulness qualities and how to use them in everyday life.
- To introduce mindful attention and body scan practices.

# **Specific Session Objectives**

- To encourage group members to choose to respond in a mindful way when faced with stressful situations in their everyday life.
- To convey the benefits of using mindful qualities in everyday life.
- To introduce and practice mindful attention using the raisin exercise.
- To introduce and practice the body scan.
- To encourage daily mindfulness practice.



Page 67: SESSION 4 OVERVIEW

Facilitator: Provide overview for session 4.

Welcome to session 4! Here is an overview of what we are going to do in today's group.

First, we will review what we covered last week and see how you went with the home practice tasks, which were:

- Completing the Sleep Diary, and,
- Completing the Toolbox Time worksheet.

Then we will go through the Sleep Knowledge and Skills section, where we will learn about mindfulness. In particular, we will learn:

- What is mindfulness?
- Four mindfulness qualities
- Using mindfulness in everyday life

The Techniques for the your Toolbox this week will be two new mindfulness exercises:

- Mindful attention the raisin exercise
- Body scan

We will also do another Mindfulness of the Breath practice.

Finally, we will summarise everything we have learned today, and set some activities for home practice.

Before we begin, does anyone have any questions or comments about last week's session?



Page 69: REVIEW



Page 70: REVIEW OF LAST WEEK

<u>Facilitator</u>: Provide brief review of previous session. Limit elaboration so as not to give away answers to quiz questions on next page.

Last week, in the Sleep Knowledge and Skills section, we learned about teenagers, circadian rhythms and sleep.

In particular we learned more about our bodies' circadian rhythms that tell us when to do things like eat or sleep.

We learned that doing things at the same time each day helps maintain our circadian rhythms – so sleeping and waking at the same time helps our bodies know when it's time to sleep and when it's time to wake up.

We talked about some of the reasons why teenagers often stay up later at night but still have to get up early in the morning for school, and how this can lead to not getting enough sleep. We also talked about how media use at bedtime can cause sleeping difficulties.

We talked about how teenagers often stay up later and sleep in later on weekends. These irregular sleep and wake routines throw out our circadian rhythms, and can make it very hard to get up for school on Monday mornings.

In the Toolbox Techniques section, we looked at strategies for maintaining circadian rhythms. In particular, we looked at:

- Waking up and going to bed at the same time every day
- Turning off all media half an hour before bedtime
- Having a quick wake-up routine
- Having a wind-down routine before bed

We put all of these strategies together and designed a personal sleep plan.



Page 71: QUIZ

<u>Facilitator:</u> Ask quiz questions. When multiple answers are possible, ask group members to provide answers, and then remind them of other answers.

- Q. What is the most important signal for our circadian rhythms?
- [A. Daylight]
- Q. Name two reasons teenagers can find themselves staying up later at night and having difficulty waking up in the morning
- [A. Any of the following:
  - Biological changes push some of your circadian rhythms back so that you start to get sleepy later in the evening
  - Your parents don't have as much control over your bedtime as when you were younger
  - You have homework and other activities to do in the evening
  - Many young people use electronic and social media at night time (e.g., watch TV/movies, play video games, Facebook, messaging, etc.)]
- Q. What are two ways we can maintain our circadian rhythms?
- [A. Any of the following:
- Get up and go to bed at the same time every day
- Turn off all media half an hour before bedtime
- Have a quick wake-up routine in the morning
- Have a wind-down routine before bed in the evening.]
- Q. On the weekends, it is best to go to bed and wake up within how many hours of when you normally would on weekdays?
- [A. 2 hours.]
- Q. How can turning off all media half an hour before bedtime help you sleep?

[A. Reducing stimulation of your body, mind and emotions via the light of the screen and the content, and thereby making it easier to fall and stay asleep.]

# Q. What might be two good things to include in a wake-up routine?

# [A. Any of the following:

- Get up as soon as your alarm goes off
- Keep your alarm on the other side of the room so you have to get up to turn it off
- Don't press the snooze button!
- Open the curtains or turn on the lights light will help you wake up
- Do some exercises, have a shower or make your breakfast to help your body wake up.]

# Q. What might be two good things to include in a wind-down routine?

## [A. Any of the following:

- Dim the lights or light some candles
- Practice mindfulness of the breath, or any relaxation exercise
- Burn some relaxing oils
- Listen to some peaceful music
- Read quietly (nothing too exciting!)
- Have a bath
- Drink some warm milk or herbal tea (make sure there is no caffeine in it!).]



## Page 72: REVIEW OF HOME PRACTICE

#### 10 minutes

- Personal sleep plan
- Seeo monitoring shee
- Toolbax Time worksheet



<u>Facilitator:</u> Attempt to engage the group in discussing their home practice activities. Some groups may be reluctant to share their own experiences. Options for facilitators in this situation are to share an experience from their week, or ask less personal, general information questions, e.g. 'what kind to things might lead to you going to sleep much later than usual'.

FACILITATOR NOTE: DO NOT DISCUSS MINDFULNESS OF THE BREATH PRACTICE NOW. RATHER, DISCUSS IT WHEN INTRODUCING THE MINDFULNESS OF THE BREATH GUIDED PRACTICE.

## Suggested personal sleep plan questions

- How did you go filling in your personal sleep plan worksheet?
- Did anyone use their plan during the week?
- What did you do? What was your wind-down routine/ quick-wake-up routine?
- How did it go?
- Any problems?
- Did anyone notice any changes in their sleep? If so, how was it different?

## Suggested sleep diary questions

- How did you go recording your sleep in the sleep diary?
- How did you sleep this week? Any particularly good or bad nights?
- What happened on days when you did/did not sleep well?
- Were there any changes in your sleep compared with the previous week? (e.g., sleeping longer, falling asleep quicker, less awakenings, feeling less tired during the day)
- Did you try using any Toolbox Techniques (other than personal sleep plan)? Which ones did you try? Did they help?

## Suggested Toolbox Time worksheet questions

- Who chose a favourite toolbox technique for this week?
- What do you like about that technique?
- How did it help you?

Facilitator: Remind the group to consider their individual sleep goals.

Before we look at our progress towards the group sleep goal this week, we would like you to take a moment to consider how you are going in working towards the individual sleep goals you set for yourselves in Session 1.

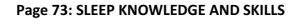
- Can anyone remember their SENSE Goals? [If not, group members can check page 16 of their workbooks.]
- How are you going with your goals? Any progress? Any problems?

<u>Facilitator:</u> Complete the group sleep goal ratings. Open up the group sleep goal graph and remind group members about their session 3 average and what their goal is. Then go around the room and ask all group members to estimate the average number of hours sleep they got over the week. Average up the scores and record on the group chart. Lead discussion based on the progress recorded, prompting group members to consider which factors lead to an improvement/worsening of their sleep over the past week.

## **Suggested Group Sleep Goal questions**

• What sorts of things do you think helped you to sleep better/made sleep more difficult this week?

Facilitator: Collect home practice sheets from each group member.







Page 74: MINDFULNESS

<u>Facilitator</u>: Introduce mindfulness and present workbook content.

Today's session is all about mindfulness, which is a way to relax. You might remember back in session 2 we told you a little bit about mindfulness, but today we are going to discuss it in more detail. Firstly, we will talk about what mindfulness is, and later on we will practice a few different mindfulness techniques.

- Mindfulness started in Buddhism, which is a type of religion, but it is now used by lots of doctors and psychologists.
- Mindfulness is about being aware of what you are thinking, feeling, doing, and
  experiencing right now, in the present moment. Often, we are not really paying
  attention to what is happening in the present moment, but rather, we are
  thinking about what has happened in the past, what might happen in the future,
  or just daydreaming about something else altogether.
- Mindfulness means paying attention to our thinking, feeling and our experiences in a particular way
  - on purpose, which means paying attention to our attention
  - in the present moment
  - with a non-judgmental and open attitude, so not labelling your experience as good or bad.

Today we are particularly going to focus on how mindfulness can help with sleep:

- Mindfulness can help you deal with stress during the day so that you are more relaxed before bed
- Mindfulness can help you relax before bedtime and when you are in bed
- Mindfulness can help you deal with worries and racing thoughts at bedtime
- Mindfulness helps us to become more aware of the thoughts, feelings, behaviours and events that lead to sleeping difficulties





Page 75 and 76: FOUR MINDFULNESS QUALITIES

Facilitator: Introduce mindfulness qualities.

There are four qualities of mindfulness, or ways to be mindful, that are important to try to be aware of: non-judging, acceptance, letting-go, and loving kindness. We are going to explain what these qualities are by looking at some examples.

<u>Facilitator:</u> Read through mindfulness qualities and examples in workbook. For each example, ask the group to indicate which option they think is the mindful response, and how they think they would feel if they responded in the mindful and non-mindful way (i.e., link the response to emotion). Highlight that the mindful responses always include focusing on the present moment, in addition to the specific mindfulness quality in each example.

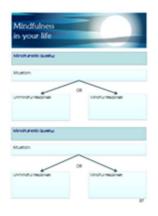
<u>Facilitator</u>: Lead discussion reviewing the advantages of using mindfulness in stressful situations and emphasise that you can choose how you respond to stressful situations.

One of the things these examples show us is that we have a choice in how we respond to difficult or stressful situations. Just because something difficult or stressful happens, does not mean that we have to get upset and behave negatively.

Overall, what do you think are the advantages of choosing to respond to stressful situations using mindfulness qualities?

[Potential advantages: Feel more positive, feel more calm and relaxed, helps to stop you focusing on the negative aspects of situations, helps you see things in perspective, helps you make better decisions.]

# Small group activity



<u>Facilitator:</u> Introduce the 'Mindfulness in your life' activity on page 87 of the workbooks. Divide group members into small groups.

In your groups, come up with two stressful situations – they might be real situations that have happened to you or your friends, or you can make something up. Then come up with a mindful and nonmindful way of responding to this situation, and finally work out which mindfulness quality or qualities you are using in the mindful response. <u>Facilitator:</u> If groups are having difficulty generating stressful situations, provide some options, such as:

- You arrive in class and realise there is a test that you haven't studied for.
- You accidentally break your mum's favourite vase.
- You forgot to bring in an assignment that you stayed up late finishing.
- A friend forgets your birthday.



Page 77: TECHNIQUES FOR YOUR TOOLBOX

Facilitator: Introduce mindfulness toolbox techniques.

For today's toolbox techniques, we are going to go through three mindfulness techniques: mindful attention, mindful breathing, which we have been practicing for the last two weeks, and finally, a new exercise called the body scan.

The first technique is called paying attention mindfully. To practice paying attention mindfully, we're going to the raisin exercise.

Facilitator: Distribute raisins and read the raisin exercise script.<sup>2</sup>

I'm going to give you each an object. What I'd like you to do is focus on the object and just imagine that you've never seen anything like it before. Imagine you've just dropped in from Mars this moment and you have never seen anything like it before in your life.

Taking the object and holding it in the palm of your hand or between your finger and thumb. (pause)

Paying attention to seeing it. (pause)

Looking at it carefully, as if you've never seen such a thing before. (pause)

Turning it over between your fingers. (pause)

Exploring its texture between your fingers. (pause)

Examining the highlights where the light shines . . . the darker hollows and folds. (pause)

<sup>&</sup>lt;sup>2</sup> Adapted from "Mindfulness Meditation: Health Benefits of an American Buddhist Practice," by Jon Kabat-Zinn, appearing in <u>Mind/Body Medicine</u>, Goleman & Gurin (Eds.) Consumer Reports Books, New York, 1993, p 259-275. (Language has been adapted to be suitable for adolescents).

Letting your eyes explore every part of it, as if you've never seen such a thing before. (pause)

And if, while you're doing this, any thoughts come to mind about "what a strange thing we're doing" or "what is the point of this" or "I don't like these," then just noting them as thoughts and bringing your awareness back to the object. (pause)

And now smelling the object, taking it and holding it beneath your nose, and with each in-breath, carefully noticing the smell of it. (pause)

And now taking another look at it. (pause)

And now slowly taking the object to your mouth, maybe noticing how your hand and arm know exactly where to put it, perhaps noticing your mouth watering as it comes up. (pause)

And then gently placing the object in the mouth, noticing how it's "received," without biting it, just exploring the sensations of having it in your mouth. (pause)

And when you're ready, very consciously taking a bite into it and noticing the tastes that it releases. (pause)

Slowly chewing it, . . . noticing the saliva in the mouth, . . . the change in consistency of the object. (pause)

Then, when you feel ready to swallow, seeing if you can first detect the intention to swallow as it comes up, so that even this is experienced consciously before you actually swallow it, sensing it moving down to your stomach, and also realizing that your body is now exactly one raisin heavier.



Page 78: THE RAISIN

<u>Facilitator:</u> Lead group discussion on the raisin exercise. If necessary, highlight that there are no right or wrong experiences and that people sometimes react positively and negatively to the exercise. The purpose of the exercise was to pay attention mindfully and be curious about your experience.

What was the raisin exercise like for you?

Did you notice anything about raisins that you had not noticed before?

How was the way you ate the raisin different to the way you normally eat?

What are some things you do automatically (or without thinking) that you could try to do in a 'mindful' way?



# Page 79: USING MINDFUL ATTENTION 3 minutes

<u>Facilitator</u>: Explain how mindful attention can be extended to everyday life, and when it might be especially useful. Present information in workbook.

We can mindfully pay attention to just about any object, but you might want to leave out the tasting part. For example, you could mindfully pay attention to [draw attention to a few objects in the room or out the window].

Mindful attention can be particularly useful in helping you stay calm:

- When you can't fall asleep and your mind is racing
- When you want to relax
- When you are feeling stressed
- When you just want to pay more attention to your environment and what is happening around you.



## Page 80: MINDFULNESS OF THE BREATH PRACTICE

7 minutes for guided practice

3 minutes for discussion

10 minutes total

Facilitator: Review the week's practice of mindfulness of the breath.

We are going to do some more mindfulness of the breath practice, but first, we'd like to check in on how you went with you home practice during the week.

# Suggested Mindfulness of the Breath questions

- Did anyone practice mindfulness of the breath during the week?
- How did you find it?
- How often? When?
- Did it help with sleep? How?
- Were there any problems or barriers to practice? How could you work through them?
- Have you noticed any differences in your mindfulness of the breath practice recently compared with what it was like when we first started?

<u>Facilitator</u>: Introduce mindfulness of the breath guided practice.

Now we are going to do another guided practice of mindfulness of the breath, and for today's practice, if you notice your attention wandering away from the breath, gently bring your attention back to the breath using the mindful qualities of non-judging, acceptance, letting go, and loving kindness.

<u>Facilitator:</u> Deliver mindfulness of the breath guided practice.

Settle into a comfortable sitting position with your feet flat on the floor, your hands in your lap, your back straight, and gently close your eyes.

Bring your awareness to the physical sensations in your body by focusing your attention on the sensations of touch and pressure in your body where it makes contact with the floor and chair (pause).

Now bring your awareness to the changing patterns of physical sensations in your tummy as the breath moves in and out of your body (pause).

Focus your awareness on the sensations of slight stretching as your tummy wall moves out with each in-breath, and of gently moving in as it falls with each outbreath, perhaps noticing the slight pauses between one in-breath and the following out-breath, and between one out breath and the following in-breath (pause).

There's no need to try to control the breathing in any way - simply let the breath breathe itself. As best you can, also bring this attitude of just allowing things to happen to the rest of your experience. There's nothing to be fixed, nothing to be achieved. As best you can, simply allow your experience to be your experience, without needing it to be other than it is (pause).

Sooner or later, your mind will wander away from the focus on the breath to thoughts, plans, daydreams, drifting along-whatever. That's perfectly OK - it's simply what minds do. It's not a mistake or a failure. When you notice that your awareness is no longer on the breath, gently congratulate yourself – you may want to acknowledge briefly where the mind has been ("Ah, there's thinking"). Then, gently bring your awareness back to a focus on ongoing in-breaths and out-breath (pause).

As best you can, bring a quality of kindliness to your awareness, perhaps seeing the repeated wanderings of the mind as opportunities to bring patience and gentle curiosity to your experience, reminding yourself from time to time that the purpose of the exercise is simply to be aware of your experience in each moment. As best you can, use the breath as an anchor (pause) to gently reconnect with the here and now each time you notice that your mind has wandered and is no longer down in your tummy, following the breath.

You might like to try counting your breaths to help you keep your awareness on your breathing. Simply counting in-breath-one, out-breath-one, in-breath-two, out-breath-two etc. If you lose count, or your mind starts to wander, gently bring your attention back to your breathing and start counting again from 1 (pause).

Now, when you are ready, gently coming back to the room, opening your eyes, stretching if you like...

Facilitator: Debrief with group members about their experience.

## **Example questions:**

- What was that like for you?
- Do you notice in any differences compared to last week's practice?
- Did anyone have any difficulties?
- Did you enjoy the experience?



Page 81: BODY SCAN

<u>Facilitator:</u> Introduce body scan exercise.

In the raisin exercise, you learned how to mindfully pay attention to an object, and in mindfulness of the breath you learned how to pay attention to your breath. In the next exercise, you are going to learn how to mindfully pay attention to each part of your body and become aware of any sensations you are feeling in your body. Focusing on different parts of your body is another way to anchor your attention to the present moment.

The body scan can be done either lying flat on your back, sitting comfortably on the ground, or sitting in a chair.

<u>Facilitator</u>: If possible, have group members lie on their backs on yoga mats for this exercise in order to simulate the experience of lying in bed. Otherwise, have group members sit cross legged on the floor. Deliver body scan script.<sup>3</sup>

Bring your awareness to your breathing and just feel it move in and out of your body (10 second pause).

Noticing your breath wherever it's most strong. So perhaps observe the rising of your tummy on the in-breath and the falling of your tummy on the out-breath (10 second pause).

You might like to try "Tasting your breath" the same way you tasted the raisin, bringing your attention really closely to it. Riding the waves of your own breathing from moment to moment . . .non-judgmentally (10 second pause).

When you're in touch with the flow of the breath - meaning you can feel a movement associated with it someplace in your body - we'll start moving through every region of your body. Regardless of what happens (for example, if you fall

<sup>&</sup>lt;sup>3</sup> Adapted from "Mindfulness Meditation: Health Benefits of an American Buddhist Practice," by Jon Kabat-Zinn, appearing in Mind/Body Medicine, Goleman & Gurin (Eds.) Consumer Reports Books, New York, 1993, p 259-275. (Language has been adapted to be suitable for adolescents).

asleep, lose concentration, keep thinking of other things, focus on the wrong body part, or just don't feel anything), just keep at it. These are your experiences for the moment, just be aware of them.

To start, direct your attention to the toes of both of your feet. Tune in to any sensations (or lack of sensations) in these regions of your body. Try to remain aware of your breathing and your toes at the same time. Sometimes it helps to imagine that each in-breath travels all the way to your toes and each out-breath out from your toes. Keep this focus for between 10-20 seconds. If your mind wanders, gently bring it back to the feelings in your toes (pause for 10-20 seconds).

When you're ready, on an out-breath, purposefully let go of the toes and move your attention to the bottom of both of your feet, including the heels touching the floor. Bring your attention and breathing to these regions in the same way you just did with your toes (pause for 10-20 seconds minutes).

When you're ready, move on to the top of your feet – and ankles, as well, if you choose (pause for 10-20 seconds).

Now focusing on your... lower legs (10-20 second pauses) . . . knees. . . thighs . . . hips... lower back... abdomen... upper back... rib cage and chest... shoulder blades and the shoulders...

From there, move to your fingers and hands, left and right together. Breathing in and out, start with your fingers, and rather than letting go of this region, expanding your awareness to include your thumbs (10-20 second pauses) . . . gradually spreading out to include, in sequence, your palms . . . back of the hands . . . wrists. . . forearms. . . elbows . . . upper arms and shoulders.

Next, move on to the neck and throat. After breathing out and letting go there, too, move on to the head and face. In scanning the face, start with the jaw and chin... (10-20 second pauses), then let the awareness gradually spread out to include, in sequence, the lips . . . teeth and gums . . . roof of the mouth . . . tongue . . . back of the throat . . . cheeks . . . nose (feel the air moving in and out of the nostrils) . . . ears (and hearing) . . . eyes . . . eyelids . . . area around the eyes . . . eyebrows . . . forehead. . . temples . . . scalp . . . and the entire cranium.

Dwell for a while at the very top of your head. Imagine you can exhale right through it like a whale or a dolphin. See if you can feel yourself through the bottom of your feet and out through the top of your head, and vice versa. Perhaps feeling a warmth flow through your body as your body breathes as one system, whole and complete. Keep this up for a minute or so and then let go of the body altogether. Just stay in the present moment with a sense of the breath flowing with no particular location (pause for 1 minute).

At this point, you can let go of your focus on your breath and simply be awake to whatever you become aware of at any given moment. This may include thoughts, feelings, sensations, sounds, the breath, stillness, silence. Be with whatever comes up in the same way you were "with" your toes and other body parts during the scan. Practice simply seeing them and letting go, seeing them, letting go, seeing them, letting go, moment by moment, just lying here with no agenda other than to be present, to be awake (pause for 1 minute).

Facilitator: Lead group discussion based on questions in workbook.

- What was the body scan like for you?
- Did you notice any sensations in your body that you weren't aware of before?
- Were you able to relax or let go of any tension in your body?
- Were any parts of the body scan particularly challenging for you?



Page 82: BODY SCAN TIPS

# **2 MINUTES**

<u>Facilitator:</u> Alert group members to these tips, but do not read through them as they correspond closely to the body scan script just delivered.



## Page 83: WHEN TO USE BODY SCAN

## 2 minutes





<u>Facilitator:</u> Explain benefits of using body scan in different situations. Present information in workbook.

Many people find the body scan to be particularly useful when you are lying in bed and unable to fall asleep.

The body scan can also help you to:

- Relax
- Let go of worries and racing thoughts
- Be more aware of your body
- Bring your attention back to your body and the present moment when it has wandered elsewhere.



Page 84: USING MINDFULNESS

<u>Facilitator</u>: Introduce Using Mindfulness sheet. Depending on time, this sheet can be completed during session or as part of home practice.

Based on the three mindfulness exercises we have done today, does anyone think they have a favourite? [Can ask for a show of hands for each exercise.]

We'd like you to make a plan of how you will try to use mindfulness in your everyday life. On this form, we'd like you to write down:

- Which mindfulness technique/s you really like
- How you could use them in your everyday life, so you could use them for stress management, if you are feeling worried, sad or angry, or just as a way to relax.
- How you could use these techniques to help you sleep, so whether you could include some mindfulness practice as part of your wind-down routine that you do each night.
- And finally, make a plan for using mindfulness during the day and/or to help you sleep, so think about whether you will set aside some time each day to practice mindfulness.

<u>Facilitator:</u> Remind group members about smiling mind website and app. (<u>www.smilingmind.com.au</u>)



Page 85: SUMMARY OF THIS WEEK

<u>Facilitator:</u> Provide brief summary of the session content based on workbook:

Today in the Sleep knowledge and Skills section we learned more about mindfulness, we went through four key mindfulness qualities, and how you use these qualities when you are faced with stresses in your everyday life. We also talked about how to use mindfulness when you can't sleep.

In the toolbox techniques section we practiced some mindfulness techniques, in particular mindful attention (the raisin exercise), we did another mindfulness of the breath practice, and we finished off with a new technique called the body scan.

These are all techniques you can use if you are feeling stressed or worried during the day, to help you relax before bedtime, or if you are unable to sleep.



Page 86: HOME PRACTICE

<u>Facilitator:</u> Provide instructions for home practice.



This week for home practice we would like you to fill out a mindfulness monitoring diary to help you keep track of which mindfulness techniques you have tried and which ones work for you. In particular, note down:

- The situation you used mindfulness (e.g. before bed, before a test)
- Which technique you used
- How long you practiced it for
- How useful the practice was (1 = not useful, 10 = very useful)
- Any other comments you have about the practice.



We'd also like you to complete another sleep diary that is exactly the same as the one you did last week. Remember to choose at least one toolbox technique to try each night, and note down which one you used, and whether it was useful in the last two columns of the diary.

For this week, we'd like you to focus on using the three mindfulness techniques we practiced today, but don't forget the other techniques we have practice in previous weeks, in particular:



- The 15 sleep tips
- Your personal sleep plan, which includes having a regular sleep/wake routine, turning off all media half an hour before bed, and having a quick-wake-up in the morning and wind-down routine before bed.

And finally, before the next session, we'd also like to again ask you to choose your favourite toolbox technique for the week and fill out the form.



Page 91: SESSION 5 – POSITIVE THINKING

### **MATERIALS LIST:**

- Session 5 workbooks
- Parent information sheet
- Snacks
- Calculator
- Folded paper for the 'Positive Comments' group exercise
- 'Beliefs about Sleep' slips for group exercise

## **Broad Session Objectives:**

- To introduce the cognitive behavioural model, and the key idea that thoughts influence emotions and behaviour, and the implications of this for sleep.
- To demonstrate the advantages of positive thinking.
- To introduce techniques of savouring and cognitive disputation in relation to challenging unhelpful beliefs about sleep.

### **Specific Session Objectives:**

- To introduce the cognitive behavioural model.
- To introduce positive thinking, and its benefits to sleep and general wellbeing
- To use a group exercise (positive comments) to generate positive emotions and promote group cohesion.
- To introduce savouring and switching
- To explain unhelpful beliefs about sleep and teach group members how to generate more helpful alternative beliefs.



Page 92: SESSION 5 OVERVIEW

Facilitator: Provide overview for session 5.

Welcome to session 5! Here is an overview of what we are going to do in today's group.

First, we will review what we covered last week and see how you went with the home practice tasks, which were:

- Completing the Mindfulness Practice Monitoring Diary,
- Completing the Sleep Diary, and
- Completing the Toolbox Time worksheet

Then we will go through the Sleep Knowledge and Skills section, where we will learn about positive thinking. In particular, we will learn:

- The cognitive-behavioural model links between thoughts, emotions and behaviours
- How to focus on the positives
- How to savour positive experiences

The Techniques for your Toolbox this week will be two positive thinking exercises:

- Savouring and switching
- Identifying unhelpful beliefs about sleep and coming up with more helpful beliefs

We will also do another Mindfulness of the Breath practice.

Finally, we will summarise everything we have learned today, and set some activities for home practice.

Before we begin, does anyone have any questions or comments about last week's session?



Page 93-94: REVIEW OF LAST WEEK

<u>Facilitator:</u> Provide brief review of previous session. Limit elaboration so as not to give away answers to quiz questions on next page.

Last week, in the Sleep Knowledge and Skills section, we learned more about mindfulness. We heard about four key mindfulness qualities, and how to use mindfulness in your everyday life, as well as how to use mindfulness to help you sleep.

In the Toolbox Techniques section we practiced three mindfulness exercises. First, we did a mindful attention practice called the raisin exercise, then we did a mindfulness of the breath practice, and we finished off with a body scan. All these techniques can be used if you are feeling stressed or worried during the day, to help you relax before bedtime, or if you are unable to sleep because you are feeling stressed or worried.



Page 95: QUIZ

<u>Facilitator:</u> Ask quiz questions. When multiple answers are possible, ask group members to provide answers, and then remind them of other answers.

### Q. Where did mindfulness start?

[A. Mindfulness started in Buddhism but is now widely used in Western medicine and psychology.]

**Q. & A. Mindfulness is "paying** [attention], **in the** [present] **moment, with a** [non-judgemental and open] **attitude."** 

### Q. What are the four mindfulness qualities?

[A. nonjudgement, acceptance, letting go, loving kindness]

### Q. Name four ways mindfulness can help you sleep.

[A.

- Helps you deal with stress during the day so that you are more relaxed before bed
- Helps you relax before bedtime and when you are in bed
- Helps reduce worries and racing thoughts at bedtime
- Helps you become more aware of the thoughts, feelings, behaviours and events that lead to sleeping difficulties.]

# Q. & A. An example of paying attention mindfully is the [raisin] exercise (hint: it involves a small piece of fruit).

### Q. Name three different mindfulness techniques.

[A. Mindful attention, mindfulness of the breath, the body scan.]



### Page 96: REVIEW OF HOME PRATICE

### 6 minutes

- Mindfulness practice monitoring sheet
- Sieep monitoring sheet
- Toolbax Time worksheet



<u>Facilitator:</u> Attempt to engage the group in discussing their home practice activities. Some groups may be reluctant to share their own experiences. Options for facilitators in this situation are to share an experience from their week, or ask less personal, general information questions, e.g. 'what kind to things might lead to you going to sleep much later than usual'.

FACILITATOR NOTE: DO NOT DISCUSS MINDFULNESS OF THE BREATH PRACTICE NOW.
RATHER, DISCUSS IT WHEN INTRODUCING THE MINDFULNESS OF THE BREATH GUIDED
PRACTICE AT THE END OF THE SESSION.

### Suggested questions for Mindfulness practice monitoring

- Who practiced mindfulness during the week?
- Which techniques did you use?
- When did you use them?
- How did it go?
- Did you have any problems with your practice?
- Did you notice any changes with your sleep?

### Suggested sleep diary questions

- How did you go recording your sleep in the sleep diary?
- How did you sleep this week? Any particularly good or bad nights?
- What happened on days when you did/did not sleep well?
- Were there any changes in your sleep compared with the previous week? (e.g., sleeping longer, falling asleep quicker, less awakenings, feeling less tired during the day)
- Did you try using any Toolbox Techniques (other than mindfulness)? Which ones did you try? Did they help?

### **Suggested Toolbox Time worksheet questions**

- Who chose a favourite toolbox technique for this week?
- What do you like about that technique?
- How did it help you?

<u>Facilitator:</u> Complete the group sleep goal ratings. Open up the group sleep goal graph and remind group members about their session 4 average and what their goal is. Then go around the room and ask all group members to estimate the average number of hours sleep

they got over the week. Average up the scores and record on the group chart. Lead discussion based on the progress recorded, prompting group members to consider which factors lead to an improvement/worsening of their sleep over the past week.

## **Suggested Group Sleep Goal questions**

• What sorts of things do you think helped you to sleep better/made sleep more difficult this week?

<u>Facilitator:</u> Collect home practice sheets from each group member.







Page 97: THE DOG POO STORY



Facilitator: Read out the Dog Poo Story.

There was a pile of dog poo on the pavement. As they walked to work, four men trod in it and messed up their shoes.

The first man felt sad. He looked at the mess and smelled the smell and said to himself: "You know, this just about sums me up. This always happens to me. It's the kind of guy I am. I can't even walk down a street without messing things up. The day has started badly and it's going to get worse from here-on-in." This man never got to work. He went home and got into bed and stayed there feeling sadder as the day went on.

The second man saw the mess and smelled the smell and started to feel anxious and worried. He said to himself: "OHHHHhhhh no! What do I do now? I mean, there's so many things I could do, but I want to do the right thing. I don't want to get it wrong in case people think badly of me. If I clean my shoes there'll be nowhere to put the mess and if I leave it someone might see me and ... on the other hand I could ... but then ... and what if ... I must get it right at all costs". This man never got to work. He stayed there feeling more and more paralysed as the day went on.

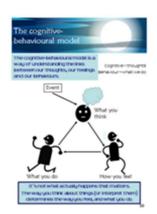
The third man saw the mess and smelled the smell and started to get grumpy and angry. He felt himself getting hotter. He started to stomp around. He was saying to himself: "What careless idiot did this? This is the most awful thing, ever. Nobody should be so careless! They shouldn't be let out of the house in the mornings! I bet they let their dog do this here just to get at me and ruin my day! Let me just get my hands on them!" This man got to work, but he never achieved much. He was too angry and distracted for most of the day. As he contributed to his ulcer and heart-disease he planned tortuous revenge on all dog-owners.

The fourth man, who had recently finished cognitive-behavioural therapy, was annoyed at first, and then started to smile. He looked at the mess and smelled the smell and said to himself: "Isn't it great that I remembered to put my shoes on this morning!" And with that, he wiped his shoes on the grass, and went to work.

<u>Facilitator</u>: Lead discussion questions about the dog poo story.

In the story, exactly the same thing happened to all four men, but they all reacted very differently. What made them react differently?

[They thought about it differently/interpreted what happened differently, which led to different emotions, which in turn led to different behaviours during the day.]



Page 98: THE COGNITIVE-BEHAVIOURAL MODEL

<u>Facilitator:</u> Introduce the cognitive behavioural model, with reference to the diagram in the workbook.

So, what we think influences the way we feel and what we do. In psychology we call this the cognitive behavioural model. Cognitive means thoughts, behaviour means what we do. The cognitive behavioural model is a way to understand the links between our thoughts, feelings and behaviours.

Let's look at an example of the model:

Something happens – an event, for example, you see a spider on the ceiling.

What might you think? [e.g. It's going to jump down and bite me.]

How might you feel/which emotion might you experience? [e.g. Afraid/fear.]

What might you do, what will your behaviour be? [e.g. Run away.]

Which part of the model determines how the person is going to react? [e.g. The thought or interpretation of the event, rather than the event itself.]

Can anyone think of a different thought this person could have that might lead them to feel and behave differently?

[e.g., there have been spiders on the ceiling before and they have never hurt me.]

The key message of the cognitive behavioural model is that it is not what actually happens that matters – even bad things like stepping in dog poo. What matters is the way you think about things, because your thoughts determine how you feel and what you do.



# Page 100: FOCUSING ON POSITIVES 2 minutes

<u>Facilitator:</u> Present information on focusing on positives.

Do you find that when you are given both positive and negative feedback, you tend to pay more attention to the negative feedback?

- Like if you got 70/100 on a test, you focus more on the 30 you got wrong than the 70 you got right.
- Or if you get dressed up to go to a party and all your friends say how nice you look, but you keep thinking about how your brother made fun of the big pimple on your chin as you were heading out the door.

Does that sound familiar to anyone?

Can you think of any other examples of when you only focused on the negatives and ignored the positives?

The benefits of focusing your attention on the positives in your life are that it can help you:

- Feel happier
- Feel more calm and relaxed
- Come up with better solutions to problems
- Sleep better at night



Page 101: FOCUSING ON POSITIVES

Discussion of workbook = 2 minute

Group activity = 8 minutes

Total: 10 minutes

<u>Facilitator:</u> Present information on focusing on positives in workbook.

- Focusing on the positive doesn't mean pretending that nothing negative ever happens, or ignoring constructive criticism.
- Rather, it acknowledges that sometimes we are so focused on our fears and doubts that we don't even notice positive things when they happen.
- For example, if we asked everyone in this room to say what they thought of you, what is the first thing that comes into your head about what they might say? Is it positive or negative?

## Whole group activity

<u>Facilitator</u>: Explain positive comments activity. Prior to the session, prepare an A4 sheet of paper for each group member, with their name written clearly at the top of the page. Fold the sheet repeatedly in the same direction (i.e., not an accordion fold), creating a number of folds equivalent to the number of group members (minus one). Unfold the paper. Distribute the sheets so that you give each group member's piece of paper to the person sitting immediately to their left, and instruct group members to pass the sheet around in a clockwise direction so that it will be returned to the group member after everyone has written on it.

We're going to do a group activity now.

We have a piece of paper for each member of the group with their name on top.

We're going to pass the pieces of paper around, and we would like you to write one positive comment about each group member on their sheet and then pass it on.

Start from the bottom of the page and then fold your comment under so that the next person can't see it.

FACILITATOR NOTE: IF GROUP MEMBERS ARE STRUGGLING TO GENERATE COMMENTS, PROVIDE SOME EXAMPLES: E.G. THE PERSON SEEMS SMART OR FUNNY OR FRIENDLY, OR THAT YOU LIKE THEIR HAIR CUT, THE CLOTHES THEY WEAR, OR THEY HAVE A NICE SMILE.

<u>Facilitator</u>: Once the sheets have been returned to their owners, instruct group members to read their sheets and once this has been done, lead a discussion about the exercise.

Once your sheet has been returned to you, unfold it and read what has been written.

- How do those comments make you feel?
- Are you surprised by the comments?



# Page 102: SAVOURING POSITIVE EXPERIENCES 2 minutes

Facilitator: Introduce savouring and present information in workbook.

One way to help you focus your attention on positive things is through something called "savouring".

Has anyone ever had the experience where just thinking about times when you've felt good or happy in the past can make you feel good all over again? You might even find yourself smiling or giggling to yourself as you walk down the street!

Savouring involves remembering a positive experience and going over it in your mind, or "visualising" it, in as much detail as you can.

One way to think about savouring is that it is like turning your positive memories into movies that you can watch in your mind: you are the star and have the remote control in your hand!

Savouring can be particularly helpful when it comes to sleep. You can use savouring at bedtime to replace negative thoughts or worries with a focus on positive thoughts, feelings and memories.

Page 103: TECHNIQUES FOR YOUR TOOLBOX



## Facilitator:

In the techniques for your toolbox section today, we are going to guide you through a practice of savouring, and a related exercise called switching, and we will also talk about helpful and unhelpful beliefs about sleep. But first, more on savouring ...



Page 104: SAVOURING AND SWITCHING – IDEAS FOR SAVOURING 2 minutes

<u>Facilitator:</u> Introduce savouring practice and help group members choose a positive memory to use for the practice.

We're going to do an experiment with savouring to see whether thinking about something positive improves your mood.

First, you need to work out what positive thing you are going to think about.

Some questions to help you come up with ideas are listed on this page in your workbook. You don't need to write notes or come up with answers for each question – for today's exercise, you just need to identify one positive memory. So, you could think about:

- the best place you have ever been
- the best time you have had with your friends/family
- the time you were most proud of yourself
- your happiest moment
- the most fun you've ever had

Or any other really positive memory you can think of.

Try to choose something that happened fairly recently, so that you remember it clearly.

Has everyone thought of something?

FACILITATOR NOTE: IF GROUP MEMBERS ARE HAVING DIFFICULTY RECALLING
APPROPRIATE MEMORIES, SUGGEST COMMON THEMES SUCH AS HOLIDAYS, BIRTHDAYS,
PARTIES, SPECIAL OCCASIONS, ACADEMIC ACHIEVEMENTS, OR ACHIEVEMENTS IN EXTRACURRICULAR ACTIVITIES LIKE SPORT, MUSIC, DANCE, ETC.





# PAGE 115-116: SAVOURING AND SWITCHING – HOW TO SAVOUR

10 minutes

Facilitator: Introduce the savouring visualisation exercise and provide instructions.

Now that you have all come up with a positive memory, we will run through an exercise on how to savour. It is a bit like planning a screenplay for a movie. All the steps involved in savouring are listed in your workbook, but you don't need to write anything down now – we will guide you through a savouring practice, and during the week, you might like to write down your ideas in your workbook for home practice.

Facilitator: Deliver savouring script.

[Pause for approximately 10 seconds after each point.]

I'd like to ask everyone to close their eyes.

Now rate your mood on a scale of 0-10, where 0 is the worst mood ever, and 10 is the best mood ever.

Now choose which positive memory you will savour today.

Think about where you were when you had this positive experience. Were you inside or outside, somewhere familiar or someone new.

Think about what was happening – what you were doing at the time, what was going on around you, try to picture yourself in the midst of what was happening.

Then think about who was there – imagining them there with you, were you with a friend, were you with your family, perhaps there was a big crowd of people, or perhaps you were alone.

What could you see? – try to visualise the scene in as much detail as possible, like you are watching a movie.

What could you hear? – are there any voices, music, nature sounds like birds or wind in the trees, waves crashing at the beach.

What could you smell? – are there any particular smells you remember, like the smell of food, sunscreen, cut grass, anything like that.

What thoughts were going through your mind when you were having this positive experience? - perhaps you were you thinking about how beautiful the scenery was, or how nice it felt to have the sunshine on your face. Perhaps you were thinking about how much fun you were having, or maybe you were thinking that you wished this moment would last forever.

What positive emotions did you feel? – were you feeling happy, proud, satisfied, joyful, loved, generous, peaceful, relaxed.

Now take a minute to savour your experience by replaying your story in your mind like a movie, and imagine lots of detail to try to make it seem as real as possible.

Now I'd like you to rate your mood again, how you are feeling right now, on a scale of 0 to 10.

When you are ready, open your eyes.

Facilitator: Lead group discussion of savouring.

- What was the experience of savouring like?
- Did savouring change your mood?
- What changed?
- Did anyone have any difficulty with savouring?



# Page 107: SAVOURING AND SWITCHING – FROM NEGATIVE TO POSITIVE

10 minutes

Facilitator: Introduce switching and present information in workbook.

In addition to just improving your mood, you can use savouring to help you switch out of a negative frame of mind and into a positive frame of mind.

This might be particularly useful if you are lying in bed at night with your mind racing with negative thoughts that are stopping you from sleeping – for example, people often have negative thoughts about what happened during the day or negative thoughts about what might happen tomorrow or in the future.

Facilitator: Introduce guided switching activity.

Now we're going to do an exercise called switching to show you how to use savouring to switch out of a negative frame of mind.

First, we need everyone to think of something that you are worried about at the moment. It could be homework, exams, having to give a talk to the class, missing the bus, something happening with friends or family. Don't think of anything too distressing, just something that makes you feel a bit worried – it's better to start with something small. Has everyone thought of something?

FACILITATOR NOTE: IT IS IMPORTANT THAT GROUP MEMBERS DO NOT CHOOSE A TOPIC THAT WILL GENERATE A HIGH LEVEL OF ANXIETY, AS THEY MAY FIND IT DIFFICULT TO RESOLVE THIS EMOTION DURING THE EXERCISE. THE AIM IS FOR GROUP MEMBERS TO EXPERIENCE SUCCESS IN SWITCHING. IF NECESSARY, REITERATE THE INSTRUCTIONS ABOUT CHOSING A LOW-INTENSITY STRESSOR.

<u>Facilitator:</u> Deliver guided switching script.

[Pause for approximately 10 seconds after each point.]

Now everyone close your eyes.

Start thinking about the thing that you are worried about. [pause] What about it is worrying you? [pause] What are you afraid might happen? [pause] What are the things that might go wrong?

As you are thinking about this worrying thing, notice what you are feeling in your body. Perhaps your heart is beating a bit faster, or your breathing has become more shallow and quick. Perhaps your palms are getting a bit sweaty or you are feeling hot. Maybe your muscles have become tense.

Keep thinking about this worrying thing for a few more moments.

Now, try to switch your attention from thinking about this worrying thing, to thinking about the positive memory you used for savouring in the last exercise. When you are thinking about this positive experience, think about where you were, [pause] what was happening, [pause] who was there, [pause] what you could see, [pause] what you could hear, [pause] and what you could smell. Think about the positive thoughts you were having at the time, [pause] and the positive emotions you were feeling. Try to imagine it in as much detail as you can, and remember how good it felt.

As you savour your positive memory, notice any changes in your body. Perhaps your heart beat and breathing have slowed down, maybe your palms don't feel sweaty any more and you feel a normal temperature. Perhaps your muscles are starting to relax.

Keep savouring the positive experience for another few moments.

When you are ready, open your eyes and come back to the room.

Facilitator: Lead group discussion on switching

What was it like trying to switch from negative to positive?

Did you notice any change in your emotions, thoughts or body?

How might switching from negative to positive help you sleep?

Did anyone have any difficulty switching to the positive emotion?

FACILITATOR NOTE: IF A PARTICIANT/S REPORTS DIFFICULTY RESOLVING THE NEGATIVE EMOTION, CONSIDER REPEATING THE SAVOURING GUIDED PRACTICE, OR BRINGING FORWARD THE MINDFULNESS OF THE BREATH PRACTICE FROM THE END OF THE SESSION.

Facilitator: Make final points on savouring and switching.

It can be helpful to practice switching during the day so that you get really good at it if you have to use it at night when you can't sleep. Like any skill, it takes practice, and it will be hard to do if you only use it at night when you can't sleep.

Also, we're not suggesting that you never think about things that are worrying you, or that you try to ignore or avoid things that are worrying you. Rather, we think that bedtime is not a good time to think about worries or problems, and switching to savouring can help you sleep. Next week, we'll be talking about good ways to deal with worries, both during the day and at night.



# Page 108: HELPFUL AND UNHELPFUL BELIEFS ABOUT SLEEP 10 minutes

<u>Facilitator</u>: Introduce unhelpful beliefs about sleep and present content in workbook.

In savouring and switching, we learned how thinking about positive things, or switching from thinking about negative things to thinking about positive things, can improve your mood, and hopefully help you sleep.

But what happens when it is actually your thoughts about sleep that are the problem? Sometimes, switching to savouring might help get your mind off these thoughts, but it can also be important to deal with the thoughts themselves.

Sometimes the way we think about sleep can become very negative and unhelpful. Unhelpful beliefs about sleep can make us feel stressed, worried and frustrated, which makes it much harder to fall asleep.

There are a number of different types of unhelpful beliefs about sleep:

- Exaggerating the importance of getting a good night's sleep
  - o e.g., If I don't sleep well it will ruin everything
- Under-estimating your ability to cope if you don't sleep well
  - o e.g., I won't be able to handle it if don't sleep well tonight
- Having unreasonable expectations about your sleep
  - o e.g., I must sleep well every night
- Believing that you have no control over your sleep
  - o e.g., There is nothing I can do to become a better sleeper
- Thinking that sleep is something you can fix by trying harder
  - o e.g., I must try harder to fall asleep
- Blaming sleep for all your problems
  - o e.g., If I feel bad it is always because I haven't slept well

By changing the way you think about sleep, you can begin to feel more relaxed about sleep, which might help you to sleep better!

<u>Facilitator</u>: Direct attention to the figure at the bottom of the page.

This figure is based on the CBT model we went through at the start of the session. These boxes represent the thought, which influences the emotion, which influences the behaviour [point to relevant boxes on the left diagram]. So when you have unhelpful thoughts and beliefs about sleep, you feel stressed and worried, and this leads to sleeping difficulties. Alternatively, if your thoughts about sleep are helpful and positive, you will feel more calm and relaxed, which will make sleep easier.



# Page 109-110: HELPFUL AND UNHELPFUL BELIEFS ABOUT SLEEP

10 minutes

<u>Facilitator</u>: Present information on unhelpful beliefs and helpful alternative beliefs.

Here are some examples of some common unhelpful beliefs about sleep, and examples of more helpful beliefs you could replace them with.

Unhelpful beliefs about sleep are not always 100% wrong, but they are unhelpful in regards to improving your sleep, and they certainly are not the only way of looking at things.

<u>Facilitator</u>: Select one group member to read out the unhelpful beliefs and another to read out the helpful beliefs on page 109. Select two more students to do the same on page 110.

Once all the statements have been read, summarise the key idea.

It is important that you start paying attention to your thoughts about sleep, and work out whether your thoughts are helpful or unhelpful. If they are unhelpful, you should challenge that thought and come up with a more helpful thought to have instead.

We are going to do a quick exercise now to give you some practice.

Small group activity

Facilitator: Introduce the 'Beliefs about Sleep' exercise.

For this exercise we are going to give each group a slip of paper that describes a common sleep situation. We would like you to come up with an unhelpful belief that this person might have, and then come up with a more helpful belief they could think about instead. You might be able to use your own experience of thoughts you have had in similar situations.

<u>Facilitator:</u> Break the group up into small groups and distribute one slip of paper to each group. After groups have completed the exercise, bring the whole group back together and ask each group to report back on what they have come up with.

Provide reinforcement of their efforts, and reframing if necessary.





Pages 111-112: MINDFULNESS PRACTICE 6 minutes for guided practice

2 minutes for discussion

8 minutes total

Facilitator: Review the week's practice of mindfulness of the breath.

We are going to do some more mindfulness of the breath practice, but first, we'd like to check in on how you went with you home practice during the week.

### Suggested Mindfulness of the Breath questions

- Did anyone practice mindfulness of the breath during the week?
- How did you find it?
- How often? When?
- Did it help with sleep? How?
- Were there any problems or barriers to practice? How could you work through them?
- What about any of the other mindfulness exercises? Is anyone practicing mindful attention or the body scan?

<u>Facilitator</u>: Introduce mindfulness of the breath guided practice.

Now we are going to do another guided practice of mindfulness of the breath. For today's practice, try to focus on the positive sensations you experience doing mindfulness of the breath. For example, you might feel comfortable sitting in your chair, it might be relaxing to close your eyes, or you might enjoy the feeling of your breath moving through your body.

Facilitator: Deliver mindfulness of the breath guided practice.

Settle into a comfortable sitting position with your feet flat on the floor, your hands in your lap, your back straight, and gently close your eyes.

Bring your awareness to the physical sensations in your body by focusing your attention on the sensations of touch and pressure in your body where it makes contact with the floor and chair (pause).

Now bring your awareness to the changing patterns of physical sensations in your tummy as the breath moves in and out of your body (pause).

Focus your awareness on the sensations of slight stretching as your tummy wall moves out with each in-breath, and of gently moving in as it falls with each outbreath, perhaps noticing the slight pauses between one in-breath and the following out-breath, and between one out breath and the following in-breath (pause).

There's no need to try to control the breathing in any way - simply let the breath breathe itself. As best you can, also bring this attitude of just allowing things to happen to the rest of your experience. There's nothing to be fixed, nothing to be achieved. As best you can, simply allow your experience to be your experience, without needing it to be other than it is (pause).

Sooner or later, your mind will wander away from the focus on the breath to thoughts, plans, daydreams, drifting along-whatever. That's perfectly OK - it's simply what minds do. It's not a mistake or a failure. When you notice that your awareness is no longer on the breath, gently congratulate yourself – you may want to acknowledge briefly where the mind has been ("Ah, there's thinking"). Then, gently bring your awareness back to a focus on ongoing in-breaths and out-breath (pause).

As best you can, bring a quality of kindliness to your awareness, perhaps seeing the repeated wanderings of the mind as opportunities to bring patience and gentle curiosity to your experience, reminding yourself from time to time that the purpose of the exercise is simply to be aware of your experience in each moment. As best you can, use the breath as an anchor (pause) to gently reconnect with the here and now each time you notice that your mind has wandered and is no longer down in your tummy, following the breath.

You might like to try counting your breaths to help you keep your awareness on your breathing. Simply counting in-breath-one, out-breath-one, in-breath-two, out-breath-two etc. If you lose count, or your mind starts to wander, gently bring your attention back to your breathing and start counting again from 1 (pause).

Now, when you are ready, gently coming back to the room, opening your eyes, stretching if you like...

Facilitator: Debrief with group members about their experience.

Example questions:

- What was that like for you?
- Do you notice in any differences compared to last week's practice?
- Did anyone have any difficulties?
- Did you enjoy the experience?

<u>Facilitator:</u> Remind group members about smiling mind website and app (www.smilingmind.com.au)



Page 113: SUMMARY OF THIS WEEK 2 minutes

<u>Facilitator:</u> Present brief summary of content covered this week.

This week, in the Sleep Knowledge and Skills section, we learned about the cognitive behavioural model, which teaches us that it is how you think about things, rather than what actually happens, that matters.

We also looked at two ways to help to make your thoughts more positive: through focusing on positives, like in the positive comments exercise, and through savouring positive experiences.

Then in the Toolbox Techniques section we practiced savouring and switching, which you could use if you are feeling stressed or worried during the day, to help you relax before bedtime, or if you are unable to sleep because you are feeling stressed or worried.

Finally, we learned about unhelpful beliefs about sleep, and practiced coming up with more helpful, alternative beliefs.



Page 114: HOME PRACTICE

3 minutes



This week for home practice, we would like you to pay attention to the thoughts and beliefs you have about sleep. Throughout the week, choose two situations where you had a negative belief about sleep, and try to come up with a more helpful alternative.

We would also like you to fill out a savouring and switching monitoring diary to help you keep track of how these techniques work for you. In particular, note down:

- The situation you were in (e.g. in bed trying to fall asleep)
- The negative thought or feeling you were experiencing (e.g., worrying about homework).
- The positive memory you savoured (e.g., it might be the one you practiced today, or you could choose another one)
- How long you practiced for
- How useful the practice was (1 = not useful, 10 = very useful)
- Any other comments you have about the practice.

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We'd also like you to complete another sleep diary that is exactly the same as the ones you have done in previous weeks.

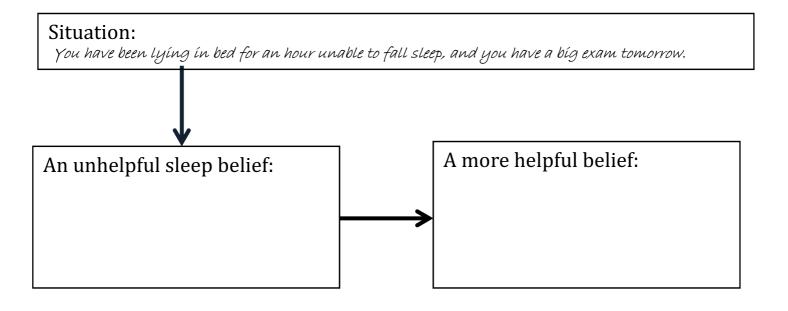
Remember to choose at least one toolbox technique to try each night, and note down which one you used and whether it was useful in the last two columns of the diary.

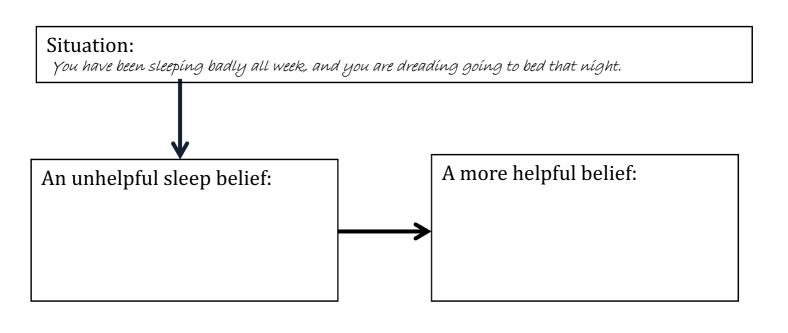
For this week, we'd like you to focus on using savouring and switching, and coming up with helpful beliefs about sleep, but don't forget the other techniques we have practice in previous weeks, in particular:

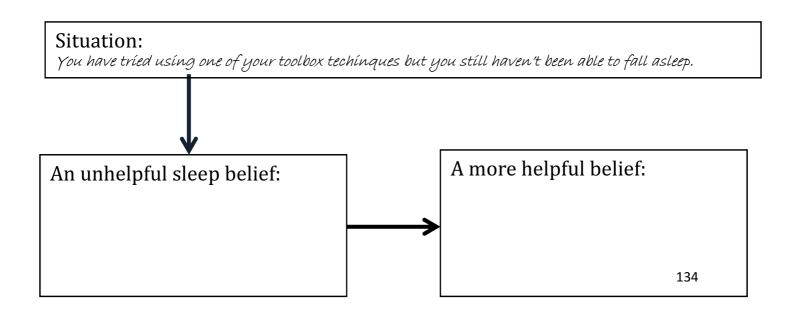
- The 15 sleep tips
- Your personal sleep plan
- And all the mindfulness techniques



And finally, before the next session, we'd also like to again ask you to choose your favourite toolbox technique for the week and fill out the form.









Page 115: SESSION 6 – MANAGING WORRIES

### **MATERIALS LIST:**

- Session 6 workbooks
- Parent information sheet
- Snacks
- Calculator

### **Broad Session Objectives:**

 To introduce a range of cognitive, behavioural and mindfulness-based worry management techniques to help address solvable and unsolvable problems during the day and at night.

### **Specific Session Objectives**

- To explain the link between worry and sleep
- To distinguish between solvable and unsolvable problems
- To provide a rationale for using different techniques for managing worries during the day versus at night.
- To introduce simple cognitive and behavioural worry management techniques for use during the day
- To introduce mindfulness-based worry management techniques for use at nighttime, and for unsolvable problems.



Page 120: SESSION 6 OVERVIEW

Facilitator: Provide overview for session 6.

Welcome to session 6! Here is an overview of what we are going to do in today's group.

First, we will review what we covered last week and see how you went with the home practice tasks, which were:

- Completing the Beliefs about Sleep form
- Completing the Savouring and Switching Monitoring Diary,
- Completing the Sleep Diary, and
- Completing the Toolbox Time worksheet

Today we are going to be learning about managing worries, and the session will be divided into two parts. The first part will be learning about managing worries during the day and the second part will be about managing worries at night. We'll also be teaching you a range of techniques to manage worries, both during the day and at night.

We will do another mindfulness of the breath practice, and finish off with a summary and some home practice activities.



Page 121-122: REVIEW OF LAST WEEK

<u>Facilitator:</u> Present review of last week's session content.

Does anyone have any questions or comments about last week's session?

Last week, we learnt about

- The cognitive-behavioural model. This model helps us understand the links between your thoughts, feelings and behaviours, and in particular how the way you think about, or interpret, events influences the way you feel and what you do.
- We also talked about focusing on positives. In particular, we talked about how we often notice negatives more than positives, but how training ourselves to look for positives can make us happier and more relaxed, better at solving problems, and can help us sleep better. We also did an exercise where you all wrote down positive comments about each other, and noticed how that made you feel good.
- We also learned about savouring positive experiences. This is where you relive positive experiences in your imagination in as much details as possible, like you are watching a movie, and for one of our toolbox techniques, we saw how doing this can improve your mood.
- We also practiced switching, which is where you switch from focusing on something you are feeling worried, sad or angry about to focusing on your positive, savouring memory.
- And finally, we also practiced identifying unhelpful beliefs about sleep and coming up with more helpful, alternative beliefs. Unhelpful beliefs about sleep make us feel stressed or worried, and make it more difficult to sleep.
   When you replace these thoughts with more helpful beliefs about sleep, you feel more calm and relaxed, and sleep comes more easily.



Page 123: QUIZ

<u>Facilitator:</u> Present quiz questions.

Q and A.: It's the way that you [think] about things rather than [what happens] that matters.

Q. True or False: Focusing on the positive means pretending that nothing negative will ever happen or ignoring constructive criticism.

[A. FALSE. It acknowledges that sometimes we are so focused on our fears and doubts that we don't even notice positive things when they happen.]

Q. How can savouring and switching help you sleep?

[A. Savouring helps you focus on positive thoughts, and this brings about positive emotions that makes it easier to sleep. Switching can be used at bedtime to replace negative thoughts or worries with a focus on positive thoughts, feelings and memories, and this makes it easier to sleep.]

Q. Are the following beliefs about sleep helpful or unhelpful?

 When I feel upset or irritable during the day it's mostly because I didn't sleep well the night before

[UNHELPFUL. A Helpful alternative: Blaming sleep for my bad mood will make me feel even unhappier. There might be other things that make me unhappy, and I might simply have too much stress at the moment.]

When I have a poor night's sleep, I might not feel 100%, but I can still do the things
I have to do. I have had poor sleep in the past, and I was still able to get through
the day just fine

[HELPFUL]

My thoughts upset me at night and I feel I have no control over them

[UNHELPFUL. Helpful alternative: If I try to focus my attention on my breathing, or switch to savouring, I will feel calmer and will be more likely to fall asleep.]

• Naps during the day make me less tired at night so its harder to fall asleep. If I sleep poorly, my body will naturally make up for it by sleeping more deeply next time

[HELPFUL]



### Page 124: REVIEW OF HOME PRACTICE

#### 10 minutes

- Beter's about Seep worksheet.
- Savouring and Switching Monitoring Dianu
- Seep dany
- Toolbax Time worksheet
- Mindfulness practice



<u>Facilitator</u>: Attempt to engage the group in discussing their home practice activities. Some groups may be reluctant to share their own experiences. Options for facilitators in this situation are to share an experience from their week, or ask less personal, general information questions, e.g. 'what kind to things might lead to you going to sleep much later than usual'.

FACILITATOR NOTE: DO NOT DISCUSS MINDFULNESS OF THE BREATH PRACTICE NOW.
RATHER, DISCUSS IT WHEN INTRODUCING THE MINDFULNESS OF THE BREATH GUIDED
PRACTICE AT THE END OF THE SESSION.

### Suggested questions for Beliefs about Sleep worksheet

- Did anyone notice that they had any unhelpful beliefs about sleep during the week?
- What sort of situations tended to lead to you having unhelpful thoughts about sleep?
- What were the unhelpful thoughts?
- Were you able to come up with a more helpful alternative?
- What happened when you starting thinking about the more helpful thought?

FACILITATOR NOTE: IF NOBODY IS WILLING TO SHARE THEIR SLEEP BELIEFS, THE FACILITATOR CAN MAKE UP A HYPOTHETICAL SITAUTION AND BELIEF, OR DESCRIBE ONE FROM THEIR LIFE, AND ASK THE GROUP TO HELP GENERATE A MORE HELPFUL ALTERNATIVE BELIEF.

### Suggested questions for Savouring and Switching monitoring diary

- Who practiced savouring and switching during the week?
- When did you use them?
- How did it go?
- Did you have any problems with your practice?
- Did you notice any changes with your sleep?

### Suggested sleep diary questions

- How did you go recording your sleep in the sleep diary?
- How did you sleep this week? Any particularly good or bad nights?
- What happened on days when you did/did not sleep well?

- Were there any changes in your sleep compared with the previous week? (e.g., sleeping longer, falling asleep quicker, less awakenings, feeling less tired during the day)
- Did you try using any Toolbox Techniques? Which ones did you try? Did they help?

### Suggested Toolbox Time worksheet questions

- Who chose a favourite toolbox technique for this week?
- What do you like about that technique?
- How did it help you?

<u>Facilitator:</u> Complete the group sleep goal ratings. Open up the group sleep goal graph and remind group members about their session 5 average and what their goal is. Then go around the room and ask all group members to estimate the average number of hours sleep they got over the week. Average up the scores and record on the group chart. Lead discussion based on the progress recorded, prompting group members to consider which factors lead to an improvement/worsening of their sleep over the past week.

### Suggested Group Sleep Goal questions

• What sorts of things do you think helped you to sleep better/made sleep more difficult this week?

<u>Facilitator</u>: Collect home practice sheets from each group member.



Page 125: MANAGING WORRIES
3 minutes

<u>Facilitator:</u> Present information in the workbook, and make reference to the diagram as part of the explanation.

- Research has shown us that young people who worry a lot are more likely to have difficulty sleeping.
- We also know that young people who have difficulty falling asleep often find themselves worrying about things at bedtime.
- So, it is pretty clear that there is a relationship between worries and sleeping difficulties.

Has anyone noticed that they tend to worry a lot at night time?

Do you think it interferes with your sleep sometimes?

Why do you think people worry more at night? [During the day, there are lots of things to distract you from your worries, but this is not the case when you are lying in bed at night.]

Learning to manage worries better can make it easier to fall and stay asleep during the night.

The way we manage worries depends on two things:

- The time of worry day-time or night-time
- The type of worry solvable or unsolvable problems.





Page 126-7: MANAGING WORRIES DURING THE DAY

<u>Facilitator:</u> Explain that the session will begin with a focus on managing worries during the day.

First, we are going to talk about managing worries during the day. Later on today, we will discuss managing worries at night.



Page 126: SOLVABLE AND UNSOLVABLE PROBLEMS

Facilitator: Present information in the workbook.

The daytime is a good time for dealing with worries.

The first step is asking yourself two questions:

- 1. What is the problem I am worried about?
- 2. Is the problem solvable or unsolvable?

Solvable problems are problems that we can do something about – once we solve them, we don't have to worry about them anymore!

Unsolvable problems are problems that we can't do anything about – worrying doesn't solve these problems and only makes us more worried.

How can you tell if a problem is solvable or unsolvable? There are three questions you can ask yourself.

- 1. Is it a real problem that is likely to happen, or an unlikely "what if" problem?
- For example: are you worried that you might forget your musical instrument on the day you have band practice, or are you worried that someone might break into your house and steal your musical instrument.
- 2. Is the problem happening now/very soon, or is it something that may or may not happen some time in the future?
- For example, are you worrying about how you will go in a test next week, or are
  you worried that you won't do well enough in year 12 to get into the uni course you
  want to do.
- 3. Is there anything I can do about the problem? Do I have any control over it or can I prepare for it?
- do you have any control over whether you forget your musical instrument? [yes, e.g., write a note in your diary, ask your mum to remind you.]

- do you have any control over whether someone breaks into your house and steals your musical instrument? [not really. You can take safety precautions but ultimately if someone really wants to break into your house they probably can.]
- is there anything you can do to prepare for a test next week? [yes, e.g., study for it, talk to your teacher, etc.]
- is there anything you can do to prepare for your year 12 exams at the moment?
  [not really, you can develop good study habits but you can't prepare for subjects you haven't studied yet.]

So, in summary, solvable problems are real problems that you can do something about right now.



Page 126: SOLVABLE OR UNSOLVABLE PROBLEMS?

5 minutes

Facilitator: Deliver quiz to whole group

#### Whole group activity

Here is a little quiz to see whether you can tell the difference between a solvable and unsolvable problem.

I have a test next week and I have lost my notes — [SOLVABLE]

What if there is a cyclone? - [UNSOLVABLE]

What if I get a terrible illness?- [UNSOLVABLE]

I have three assignments due on the one day - [SOLVABLE]

What if there is a terrorist attack? - [UNSOLVABLE]

*I might be late for my appointment tomorrow* - [SOLVABLE]

What if I'm in a car accident? - [UNSOLVABLE]

My friend is being bullied by another student at school – [SOLVABLE]



## Page 130: WHAT ARE SOME OF YOUR SOLVABLE AND UNSOLVABLE PROBLEMS?

5 minutes

Facilitator: Introduce individual activity on solvable/unsolvable problems.

#### Individual activity

Now we would like everyone to take a moment to think about the sorts of things you often worry about - perhaps are even things you are worried about now - and work out whether they are solvable or unsolvable problems.

[Allow a minute or two for group members to generate ideas.]

Would anyone like to share their solvable and unsolvable problems?

# FACILITATOR NOTE: IF NOBODY IS WILLING TO SHARE EXAMPLES, FACILITATOR CAN SUGGEST HYPOTHETICAL EXAMPLES, OR EXAMPLES FROM THEIR OWN LIFE.

Facilitator: Continue with workbook content.

What do you think is the best approach for managing solvable problems (circle the best answer – this is not a trick question!!):

- a) Solve the problem?
- b) Ignore the problem?
- c) Avoid the problem?

Why do you think this is the best approach? [Because this resolves the problem so you no longer have to worry about it.]



#### Page 131: SOLVING SOLVABLE PROBLEMS

#### 2 minutes

Facilitator: Continue discussion on solving solvable problems.

How do you usually feel if you try to avoid or ignore a solvable problem? [You might feel better in the short term, but feel worse in the long run as the problem will not go away on its own.]

Trying to solve a solvable problem is a great way to manage stress and anxiety, increase your self-confidence, and achieve your goals.

And the best part is, when you solve a problem, you don't have to worry about it any more!

You might be wondering what to do about unsolvable problems, and worries that you have during the night. We'll get to this soon when we learn the 3-minute breathing space and "letting go" - these are techniques that you can use for unsolvable problems, and also for worries at night time.

Techniques for your
Toolbox

Protiem Solving
Scheduled worny
Protiem Lift
Worny box

Page 132: TECHNIQUES FOR YOUR TOOLBOX

Today we are going to show you four techniques you can use for managing solvable problems during the day: problem solving, scheduled worry, making a problem list and using a worry box.



Page 133: PROBLEM SOLVING FOR DAYTIME WORRIES

10 minutes

<u>Facilitator</u>: Explain the problem solving model with reference to the diagram.

Now we would like you to practice using a problem solving model to help solve a solvable problem. There are four steps in the model.

Step 1 is to define what the problem is.

Step 2 is to brainstorm three possible solutions to the problem.

Step 3 is to choose the best option.

Step 4 is to try it out and see whether it solves the problem. If the problem is solved, then congratulations, your work is done. If the problem is not solved, you go back to step 2 and choose another option to try.

Small group activity

<u>Facilitator:</u> Introduce small group problem solving activity. If the group has shared ideas of solvable problems from the individual activity on page 130, then use these for the problem solving activity. If not, use the three examples listed in the workbook. At the end of the activity, ask each group to share what they have come up with.

We'd like each group to complete steps 1 to 3 of the problem solving model for their problem, and then report back to the group.



## Page 134: MORE OPTIONS FOR DEALING WITH DAYTIME WORRIES

5 minutes

Facilitator: Present information in the workbook and finish with a brief discussion.

In addition to the problem-solving model, there are a number of other techniques you can use to help manage your solvable problems during the day.

Schedule Worry for Later: Rather than carrying worries around with you all day, set some time aside each day that you can dedicate to thinking about things that you are worried about. This is called scheduled worry. If you find yourself worrying outside your scheduled worry time (like when you are in bed), try saying to yourself "I'll worry about it later", and switching to savouring to stop the worries.

Problem List: During the day, make a list of the problems you are facing. This is a great start in dealing with day-to-day stress. Often problems don't seem as big when you put them down on paper.

Worry Box: If you find yourself worrying about things at a bad time (like before bed!), find a pen and piece of paper, write down the worry, and then put it in a 'worry box'. When it is your scheduled worry time, open the box and go through your worries.

For those among you who are crafty, we have included the template of a worry box in the back of notes today that you can use to make your own worry box!

Keep in mind that these three techniques are optional. You don't necessarily have to do all three, but perhaps try one and see how it goes. If it doesn't work, try another one.

What do you think about these ideas?

Does anyone do anything like this already?

Do any of these ideas appeal more than the others?





Page 135-136: MANAGING WORRIES AT NIGHT – SLEEP KNOWELDGE AND SKILLS

Now we are going to talk about ways of managing worries at night.



Page 137: MANAGING WORRIES AT NIGHT-TIME

#### 3 minutes

<u>Facilitator:</u> Present information in the workbook.

Unlike the daytime, night-time is NOT a good time for dealing with worries. It's better to try and deal with them during the day. Why do you think this is?

Night-time is not a good time for dealing with worries because:

- Worries at night-time can lead to sleeping problems, as worrying makes it hard for us to relax enough to sleep
- There's not much you can do about problems late at night
- Problems often seem worse late at night than in the morning. Has anyone had the experience of going to bed and worrying about something that seems like a really big problem, and then when you wake up in the morning, the problem doesn't seem quite as bad?

There are a number of things you can do if you find yourself worrying at night.

Some of these things we have already learned:

- Using a worry box
- practicing mindfulness of the breath or the body scan
- switching to savouring.

Today we are also going to show you two new strategies to help with worries at night.

- 3-minute breathing space
- Letting go

It is important to remember that all of these strategies for night-time worries can also be used during the day for unsolvable problems, or when it is not a good time to try to solve the problem.

Techniques for your Toolbox

3-minute breathing space
Letting go

Page 138: TECHNIQUES FOR YOUR TOOLBOX



Page 139: 3-MINUTE BREATHING SPACE

5 minutes

Facilitator: Introduce 3-minute breathing space and deliver script.

The first technique for managing night-time worries is called the 3-minute breathing space. This is a mindfulness technique, but it is a bit different to the other mindfulness techniques we have learned because it is more about managing a problem than relaxing. It's a quick technique – it only takes 3 minutes – that can help you cope with worries and stress on the spot.

We are going to guide you through a practice now.

#### Whole group activity

Close your eyes and bring your attention to your inner experience. Ask yourself:

- What's my experience right now?
- What thoughts are going through my mind?
- What emotions am I feeling?
- What sensations can I feel in my body?

It might help to put your experiences into words, for example, saying in your mind, "I'm thinking that I'll fail the test tomorrow", "I'm feeling worried", "my chest feels tight".

Now, gently redirect your full attention to your breathing. Follow the breath all the way in, and all the way out.

Notice the physical sensations of breathing in your belly, your chest and your nose.

To help you focus on your breathing, try saying to yourself "Breathing in ... breathing out" or counting, "inhaling, one ... exhaling, one; inhaling, two ... exhaling two, etc."

Now allow your attention to expand to your whole body - especially to any sensations of discomfort, tension, or tightness.

If these sensations are there, then bring your attention to them and "breathe into them" on the in-breath. Then, breathe out from those sensations, allowing those parts of your body to soften with the out-breath. Say to yourself on the out-breath, "It's OK. Whatever it is, it's OK."

When you are ready, open your eyes and come back to the room.



Page 140: 3-MINUTE BREATHING SPACE

3 minutes

<u>Facilitator:</u> Lead whole group discussion on the experience of the 3-minute breathing space.

- What was the 3MBS like for you?
- What thoughts, emotions and sensations did you become aware of?
- Were you able to relax any areas of discomfort or tension in your body through breathing?
- Did you notice any changes in your thoughts and emotions once you finished the 3-minute breathing space?



Page 141: USING THE 3-MINUTE BREATHING SPACE

#### 2 minutes

Facilitator: Continue discussion of 3MBS.

The 3-minute breathing space is especially useful at night-time when you find yourself worrying and can't sleep.

You can also use it during the day when you notice yourself feeling stressed, or when you think you might become stressed.

For example, you could use it:

- Before you have to give a talk in class
- If you have a fight with your mum
- If you feel like you embarrassed yourself in front of your friends

It can also be used to manage unsolvable problems

Can you think of any other situations where it might be helpful for you?

FACILITATOR NOTE: GROUP MEMBERS CAN WRITE DOWN IDEAS AND BE ENCOURAGED TO SHARE WITH THE GROUP. IF NOBODY IS WILLING TO SHARE IDEAS, THE FACILITATOR CAN SUGGEST A HYPOTHETICAL EXAMPLE OR GIVE AN EXAMPLE FROM THEIR OWN LIFE.



Page 142: LETTING GO

**Introduction: 2 minutes** 

**Guided practice and discussion: 8 minutes** 

10 minutes total

Facilitator: Introduce "letting go".

Another strategy that can help you deal with worries at night-time is "letting go". There are many different ways you can do this – you just need to pick the one that feels right for you. It is all about using your imagination.

You could imagine that your worries are leaves floating on a stream, or that you are putting your thoughts in a box and the box then moves away on a conveyor belt. You could imagine that your worries are floating in a bubble, or you could give a label to your worries which can make them feel less overwhelming.

Let's give it a try. The first thing you need to do is choose something to worry about. It might be the same worry you thought about last week when we did the switching to savouring exercise, or you could think of a new one. Remember, the idea is to choose a small worry, not something that is going to upset you too much to think about. Has everyone thought of something?

Whole group activity

Everybody close your eyes.

Start thinking about the thing that you are worried about. [pause] What about it is worrying you? [pause] What are you afraid might happen? [pause] What are the things that might go wrong?

As you're thinking about this thing, notice what you're feeling in your body. Perhaps your heart is beating a bit faster, or your breathing has become more shallow and quick. Perhaps your palms are getting a bit sweaty or you're feeling hot. Maybe your muscles have become tense.

Keep thinking about this worrying thing for a few more moments.

1. [Leaves on stream] Imagine a moving stream with leaves floating on the water.

Put your worries on the leaves one by one and watch them drift further and further away with the stream. Stay with this image for a moment, letting the leaves float further and further away. [pause]

- 2. [Conveyor Belt] Now imagine empty cardboard boxes on a conveyor belt moving along in front of you. Put your worries in a box on the conveyor belt one by one and watch them drift further and further away. Keep watching the boxes move into the distance for a moment longer. [pause]
- 3. [Thought bubble/cloud] Now imagine your worries are in clouds or bubbles floating in the air. Watch them move around in a gentle breeze as they drift further and further away. Let them drift further and further away for moment longer. [pause]
- 4. [Labelling] If you would rather use words than images, labelling what you are experiencing can help you to let go of your worries. So, if you notice you are thinking about not sleeping, you could label it as 'thought'. If you notice you are feeling anxious, you could label it as 'emotion'. If you notice your heart beating fast, you could label it as 'sensation'. Practice doing this for a moment longer. [pause]

Now when you are ready, open your eyes and come back into the room.

#### **Discussion points**

- How did you find "letting you"?
- Which was your favourite image?





#### Page 143-144: MINDFULNESS PRACTICE

7 minutes for guided practice

3 minutes for discussion

10 minutes total

Facilitator: Review the week's practice of mindfulness of the breath.

We are going to do some more mindfulness of the breath practice, but first, we'd like to check in on how you went with you home practice during the week.

#### Suggested Mindfulness of the Breath questions

- Did anyone practice mindfulness of the breath during the week?
- How did you find it?
- How often? When?
- Did it help with sleep? How?
- Were there any problems or barriers to practice? How could you work through them?
- What about any of the other mindfulness exercises? Is anyone practicing mindful attention or the body scan?

Facilitator: Introduce mindfulness of the breath guided practice.

Now we are going to do another guided practice of mindfulness of the breath. For today's practice, if you notice worries coming into your mind, practice labelling them as worries, and then bringing your attention back to your breathing. You could also use images to 'let go' of any worries that you notice (like leaves on a stream, conveyor belt or bubbles) or help bring your attention back to the breath (like imagining your breath as an anchor).

<u>Facilitator:</u> Deliver mindfulness of the breath guided practice.

Settle into a comfortable sitting position with your feet flat on the floor, your hands in your lap, your back straight, and gently close your eyes.

Bring your awareness to the physical sensations in your body by focusing your attention on the sensations of touch and pressure in your body where it makes contact with the floor and chair (pause).

Now bring your awareness to the changing patterns of physical sensations in your tummy as the breath moves in and out of your body (pause).

Focus your awareness on the sensations of slight stretching as your tummy wall moves out with each in-breath, and of gently moving in as it falls with each outbreath, perhaps noticing the slight pauses between one in-breath and the following out-breath, and between one out breath and the following in-breath (pause).

There's no need to try to control the breathing in any way - simply let the breath breathe itself. As best you can, also bring this attitude of just allowing things to happen to the rest of your experience. There's nothing to be fixed, nothing to be achieved. As best you can, simply allow your experience to be your experience, without needing it to be other than it is (pause).

Sooner or later, your mind will wander away from the focus on the breath to thoughts, plans, daydreams, drifting along-whatever. That's perfectly OK - it's simply what minds do. It's not a mistake or a failure. When you notice that your awareness is no longer on the breath, gently congratulate yourself – you may want to acknowledge briefly where the mind has been ("Ah, there's thinking"). Then, gently bring your awareness back to a focus on ongoing in-breaths and out-breath (pause).

As best you can, bring a quality of kindliness to your awareness, perhaps seeing the repeated wanderings of the mind as opportunities to bring patience and gentle curiosity to your experience, reminding yourself from time to time that the purpose of the exercise is simply to be aware of your experience in each moment. As best you can, use the breath as an anchor (pause) to gently reconnect with the here and now each time you notice that your mind has wandered and is no longer down in your tummy, following the breath.

You might like to try counting your breaths to help you keep your awareness on your breathing. Simply counting in-breath-one, out-breath-one, in-breath-two, out-breath-two etc. If you lose count, or your mind starts to wander, gently bring your attention back to your breathing and start counting again from 1 (pause).

Now, when you are ready, gently coming back to the room, opening your eyes, stretching if you like...

Facilitator: Debrief with group members about their experience.

Example questions:

- What was that like for you?
- Do you notice in any differences compared to last week's practice?
- Did anyone have any difficulties?
- Did you enjoy the experience?

<u>Facilitator:</u> Remind group members about smiling mind website and app (www.smilingmind.com.au)



Page 145: SUMMARY OF THE WEEK

2 minutes

<u>Facilitator:</u> Provide a brief summary of the session content based on the workbook.

Today we talked about managing worries, and the different techniques you might use depending on whether you are worried during the day or at night. We learned about the relationship between worry and sleep, the difference between solvable and unsolvable problems, and how to identify solvable problems.

The techniques that can be helpful for managing daytime worries include:

- Problem solving
- Scheduling worry for later
- Creating a problem list
- Using a worry box

We also learnt that worry can be really bad for sleep, and that night-time is not a good time for dealing with worries. The techniques that can help you manage night-time worries, and also unsolvable problems are:

- Creating a problem List
- Using a worry box
- Mindfulness (mindful attention, breath, body scan)
- Savouring and switching
- 3-minute breathing space
- Letting go



#### Page 146: HOME PRACTICE

#### 5 minutes

#### Facilitator: Explain home practice activities.



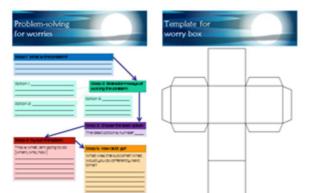
This week we would like you to complete a 'Problem and Worry Monitoring Sheet' so you can begin to think about what sorts of problems you worry about, and what helps you manage your worries.

On the form, you record the date, describe the problem or



worry, note whether you are worrying during the day or at night, write down which worry management technique you tried, whether it was useful, and any comments.

We'd also like you to complete another sleep diary for the week, and this week focus on practicing different



worry management technique to see what is helpful for you.

In your workbook you will find a blank copy of the problem-solving model we talked about today that you can use whenever you need to, as well as a template to make your own worry box.



And finally, before next session, we'd like to again ask you to choose your favourite toolbox technique for the week and fill out the form.



Page 153: SESSION 7 – YOUR SLEEP INTO THE FUTURE

#### **MATERIALS LIST:**

- Session 7 workbooks
- Parent information sheet
- Snacks/rewards for group sleep goal
- Calculator
- 'Sleep Tips Quiz'
- Plain paper and envelopes for 'letter to self'
- Evaluation forms
- Actiwatch and questionnaire packs

#### **Broad Session Objectives**

- To review key sleep techniques
- To evaluate group members' understanding of sleep issues/techniques
- To create a personalised relapse prevention plan
- To enable group members to reflect on their progress and set goals for the future

#### **Specific Session Objectives**

- Review the 15 sleep tips, worry management techniques and mindfulness techniques introduced over the course of the group
- To use a case study to review key sleeping principles and techniques introduced over the course of the group
- To enable group members to review their progress towards their personal sleep goals
- To enable group members to identify their favourite tool box techniques
- To explain and normalise setbacks, with an emphasis on using setbacks as an opportunity to learn about sleep
- To enable group members to develop a relapse prevention plan.



Page 154: SESSION 7 OVERVIEW

2 minutes

Facilitator: Provide overview for session 7.

Welcome to session 7! Here is an overview of what we are going to do in today's group.

First, we will review what we covered last week and see how you went with the home practice tasks, which were:

- Completing the Problem and Worry Monitoring form
- Completing the Sleep Diary, and
- Completing the Toolbox Time worksheet

Today we are going to review what we have learned over the last 6 sessions of the Sleep SENSE group. In particular, we will go over the key sleep tips, look at a case study of a girl named Sophie, and review your Sleep SENSE goals and your favourite toolbox techniques. We will also talk about sleeping setbacks and what to do about them, and we will ask you to write a letter to yourselves about the things you want to remember from the Sleep SENSE group.

We will finish with a final mindfulness of the breath practice, and let you know what happens from here in the SENSE study.



#### Page 155-156: REVIEW OF LAST WEEK

#### 2 MINUTES

Facilitator: Present review of last week's session content.

Does anyone have any questions or comments about last week's session?

Last week, we learnt about managing worries during the daytime and at night.

- We talked about the relationship between worry and sleep, in particular that that young people who worry a lot often have sleeping problems, and that young people with sleeping problems often worry a lot at night time.
- We also learned about the difference between solvable versus unsolvable problems; solvable problems are problems that we can do something about, whereas unsolvable problems are problems that you can't do anything about and worrying won't help.

We talked about how the daytime is a good time for dealing with solvable problems and went through a number of toolbox techniques that can help:

- We showed you the problem solving model, where you brainstorm a number of options to solve a problem, choose the best one, give it a go, and see whether it solves the problem. And if it doesn't, you try another option.
- We also talked about scheduling worry for later, which is where you set a time during the day where you think about your worries.
- Creating a problem list is where you write down your problems, rather than going over and over them in your head. This can sometimes make problems seem less overwhelming.
- We also talked about using a worry box this can be helpful when you start worrying about something at a bad time (e.g. bedtime). You write down your worry, put it in a box and then look at it later during your scheduled worry time.

We also learnt that night-time is not a good time for dealing with worries, and went through a number of techniques that can be helpful for dealing with night-time worries, and the same techniques can also be used for unsolvable problems (both during the day and at night)

- Using a worry box
- Any of the Mindfulness techniques (mindful attention, breath, body scan)
- Savouring and switching, that we went through in Session 5

- We also showed you two new mindfulness techniques: the 3-minute breathing space and letting go.
- The 3-minute breathing space is like mindfulness of the breath, but quicker and more focused on a particular problem, and it can be useful when you are feeling worried or stressed about something
- 'Letting go' is where you use your imagination to create images of your worries as leaves floating away on a stream, or boxes moving away on a conveyor belt, or bubbles floating away in the air etc. as a way of let your worries go. We also talked about how labelling your worries can be another way of trying to 'let go' of them.



Page 157: QUIZ

<u>Facilitator:</u> Present quiz questions.

Q. True or false: Solvable problems are real problems or problems that are likely to happen now or in the near future, and that you have some control over.

[A. TRUE]

Q. True or False: Worrying about unsolvable problems helps you solve the problem.

[A. FALSE. Unsolvable problems cannot be solved so there is no advantage in thinking and worrying about them. It is best to try to get your mind off them by using a mindfulness technique or savouring and switching.]

Q and A.: Avoiding or ignoring a solvable problem might make you feel [better] in the short term but [worse] in the long term.

Q. Why is it not recommended to think about your worries at night?

[A. Any of the following:

- Worries at night-time can lead to sleeping difficulties.
- There usually isn't anything you can do about problems late at night.
- Problems often seem worse late at night than they do in the morning.]
- Q. Which of the following is NOT a good way to manage worries at night:

[A. Problem solving.]

## Review of Home Practice

#### Page 158: REVIEW OF HOME PRACTICE

#### **7 MINUTES**

- Problem and worrumonitoring sheet
- Seeo monitoring sheet
- Toolbax Time worksheet
- Minorh inness nian



<u>Facilitator:</u> Attempt to engage the group in discussing their home practice activities. Some groups may be reluctant to share their own experiences. Options for facilitators in this situation are to share an experience from their week, or ask less personal, general information questions, e.g. 'what kind to things might lead to you going to sleep much later than usual'.

FACILITATOR NOTE: DO NOT DISCUSS MINDFULNESS OF THE BREATH PRACTICE NOW. RATHER, DISCUSS IT WHEN INTRODUCING THE MINDFULNESS OF THE BREATH GUIDED PRACTICE AT THE END OF THE SESSION.

#### Suggested questions for Problem and Worry Monitoring worksheet

- Did anyone have any problems or worries during the week?
- Did you find that you tended to worry more at night time or during the day? Why do you think that is?
- Which worry management techniques did you try?
- Were they helpful? Why/why not?
- Did anybody try using the Problem Solving Model? Did it help?

FACILITATOR NOTE: IF NOBODY IS WILLING TO SHARE THEIR PROBLEMS/WORIES, THE FACILITATOR CAN PRESENT A HYPOTHETICAL SITUATION, OR DESCRIBE ONE FROM THEIR LIFE, AND ASK THE GROUP TO SUGGEST MANAGEMENT TECHNIQUES THAT MIGHT HELP.

#### Suggested sleep diary questions

- How did you go recording your sleep in the sleep diary?
- How did you sleep this week? Any particularly good or bad nights?
- What happened on days when you did/did not sleep well?
- Were there any changes in your sleep compared with the previous week? (e.g., sleeping longer, falling asleep quicker, less awakenings, feeling less tired during the day)
- Did you try using any Toolbox Techniques? Which ones did you try? Did they help?
- Did anyone find that worrying interfered with their sleep this week?

#### <u>Suggested Toolbox Time worksheet questions</u>

- Who chose a favourite toolbox technique for this week?
- What do you like about that technique?
- How did it help you?

<u>Facilitator:</u> Complete the group sleep goal ratings. Open up the group sleep goal graph and remind group members about their session average over the past 6 weeks, and what their goal is. Then go around the room and ask all group members to estimate the average number of hours sleep they got over the week. Average up the scores and record on the group chart. Lead discussion based on the progress recorded, prompting group members to consider which factors lead to an improvement/worsening of their sleep over the past week.

#### **Suggested Group Sleep Goal questions**

• What sorts of things do you think helped you to sleep better/made sleep more difficult this week?

<u>Facilitator</u>: Provide feedback on how the group's sleep has tracked over the last 7 weeks.

If group sleep goal was met, provide reinforcement and ask group to reflect on how they feel about this, and what factors they think helped them with this achievement.

If group sleep goal was not met, ask group to identify factors that may have prevented them from achieving their goal. If possible, try to identify positive trends in the data, acknowledge that change takes time, and encourage them to continue to strive to meet their individual sleep goals into the future.

<u>Facilitator</u>: Collect home practice sheets from each group member. Either copy/scan during session, or arrange to post the sheets back to group members in the coming days.

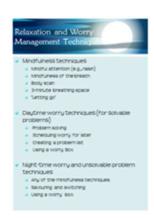


Page 159: REVIEW KEY SLEEP TIPS 5 MINUTES

#### Individual/small group activity

<u>Facilitator:</u> Ask group members to close workbooks and distribute 'Sleep Tips Quiz'. Ask group members to fill out the worksheet, either individually or with the person sitting next to them.

Once everyone has finished, go through each item and ask group members to call out the correct answer. Provide reinforcement for correct answers, and provide further information/clarification to answers where necessary.



# Page 160: RELAXATION AND WORRY MANAGEMENT TECHNIQUES

**5 MINUTES** 

<u>Facilitator:</u> Ask group members to keep workbooks closed and ask the following questions. Provide clues if necessary. Remind group members about any techniques not freely recalled.

#### Q. Name three mindfulness techniques that we have done in this group.

[A. Mindful attention (raisin exercise)Mindfulness of the breathBody Scan3-minute breathing spaceLetting go.]

#### Q. What techniques could you use for daytime worries?

[A. Problem solving Scheduling worry for later Creating a problem list Using a worry box.]

#### Q. What techniques could you use for night-time worries and unsolvable problems?

[A. Any of the mindfulness techniques Savouring and switching Using a worry box.]



Page 161: WHEN TO USE THESE STRATEGIES

<u>Facilitator:</u> Go through information in the workbook.

- When should you use the sleep, mindfulness and worry management strategies we have talked about? We recommend that you try to use these techniques every day regardless of whether things are going well, or not so well, in your life.
- Regular practice of sleep, mindfulness and worry management strategies can help maintain a healthy and balanced lifestyle, and is the best way to keep your sleep on track.
- It can also help you with stress and life changes, for example:
  - During Exam periods
  - If you have many extra-curricular activities
  - When you have a conflict with someone
  - If you have just returned to school from a holiday
  - If you are feeling tired
  - If you are finding it hard to wind down
  - If you are feeling sad, worried or angry.





# Page 162-164: CASE STUDY: SOPHIE 5 MINUTES



<u>Facilitator:</u> Read through case study as per workbook. Ask group members to underline key factors that may be influencing Sophie's sleep.



Page 165: CASE STUDY: SOPHIE

#### Whole group activity

<u>Facilitator:</u> Draw two columns on a white board, with one headed 'Issues' and the other headed 'Suggestions'.

Ask group members to call out issues that may be affecting Sophie's sleep and write them in the 'Issues' column, and then ask for suggestions of what Sophie could do to improve her sleep. Use group members own words where appropriate.

Suggested questions:

What issues are affecting Sophie's sleep?

#### What would you suggest Sophie do to improve her sleep?

Provide hints for any issues/suggestions that group members have missed. If group does not identify issue/suggestion, facilitator should raise it. Ensure that each 'issue' has a corresponding 'suggestion'. The table below does not have to be reproduced exactly, but the general themes should be covered. Some of the suggestions can be covered verbally, rather than written out in full on the whiteboard.

Issues	Suggestions
Worrier	Practice worry management techniques
Feeling stressed and tired	Practice worry management techniques. Practice mindfulness/relaxation techniques. Seek support from family and friends. If necessary, seek professional help.
Nap before dinner	Avoid naps altogether
Starts homework late on weekdays	Improve time management skills. Try to do homework as soon as she gets home from school
Coffee at night	Avoid caffeine after 2pm
Uses social media close to bedtime	Avoid all media 30 minutes before bedtime

Helping friend through difficult time	Attend to friend earlier in afternoon/evening
Mind racing and worrying at bedtime	Use night-time worry management
	techniques.
	Have a wind-down routine before bed.
Sometimes hungry at night	Have a small snack before bed (e.g., warm
	milk, banana, biscuits and cheese – avoid
	anything with caffeine or sugar)
Ticking clock annoys her	Remove clock from bedroom
Cat wakes her up	Lock cat in area of the house where it cannot
	bother her overnight
Irregular sleep/wake pattern on weekdays	Try to maintain a regular sleep/wake
and weekends.	schedule on weekdays or weekends.
	Keep weekend sleep/wake schedule within
	two hours of weekday schedule.
	If she stays up more than two hours after
	normal bedtime on a weekend night, ensure
	that she gets up and goes to bed within 2
	hours of normal time the following day.
	Avoid staying up later than two hours after
	normal bedtime for more than one night in a
	row.
Puts off weekend homework until Sunday	Use better time management skills and get
night	homework out of the way earlier in the
	weekend.



Page 166: SENSE GOALS

#### Individual activity

<u>Facilitator:</u> Explain task and ask group members to fill in worksheet individually.

We would like you to review how you have gone with the individual sleep goals you set yourself at the start of the group. In the first box, we'd like you to fill in what your goals were, and then rate how you think you have gone with them using a rating scale where 1 means you haven't achieved the goal at all, and 10 means you have achieved it perfectly. If you can't remember your goals, you can find them on page 16 of your workbook.

In the second box, write down what you think have been your biggest improvements in sleep. This might be things like falling asleep faster, waking up less frequently overnight, or getting more sleep overall.

And in the third box, write down what aspects of your sleep you still want to work on. This can include goals that you might not have met, and new goals that you would like to start working on.

When group members have completed the task, lead a brief group discussion. Suggested questions [not all need to be asked]:

- Would anyone like to share how they have gone with one of their SENSE goals?
- Did anyone rate themselves an 8 or above for any of their goals? What goal was that for? What do you think helped you to achieve that?
- Did anyone rate themselves 3 or less for any of their goals? What goal was that for? What do you think made it difficult for you to achieve that goal?
- What have you noticed as the biggest improvement in your sleep? What changes have you made that have helped you? What techniques have been most helpful?
- What aspects of your sleep do you still want to work on? What do you think has been getting in the way of this improving?



Page 167: MY TOOL BOX

### **Individual activity**

Facilitator: Explain activity and ask group members to complete individually.

On this page is a list of all the toolbox techniques we have introduced over the course of the group. We would like you to read through them and circle all the techniques that have been helpful for you.

Once group members have completed task, lead brief group discussion. Suggested questions:

What toolbox techniques did you find most helpful? Why?

How many techniques did you circle?

Were there any techniques that you found did not help you? Why do you think that is? [Problem solve where appropriate.]

Were there any techniques that you haven't tried you? What do you think has been stopping you?



Page 168: SETBACKS

<u>Facilitator</u>: Present information in workbook. If appropriate, make reference to setbacks the group experienced (using information from the group sleep goal activity). The facilitator could also ask if any individuals have experienced a sleep setback so far.

Hopefully by now you have experienced some improvements in your sleep.

But it's important to remember that from time to time, you might have a setback where you start to have more sleeping difficulties again. This is totally normal and nothing to worry about.

Setbacks do not mean that you are losing all the progress you have made; rather, setbacks happen because it is very normal to have ups and downs in the quality and amount of your sleep. You do not suddenly become a 'good sleeper', and stay that way forever. Sleeping better is a learning process that you have to keep working on over time.

When people have setbacks, they often realize that they have stopped using the techniques that helped improve their sleep in the first place. Setbacks can be a reminder that it is important to keep using your sleep techniques, even if you are sleeping well.

Remember that setbacks are a normal part of learning to overcoming sleep difficulties.

Setbacks are NOT a sign that you are 'going back to square one'.

All good sleepers have bad nights occasionally.



#### Page 169: SETBACK PREVENTION

#### **5 MINUTES**

#### Individual activity

<u>Facilitator:</u> Present information in workbook and provide instructions for filling out worksheet.

Planning for setbacks can help you prevent them from happening, or at least limit the impact that they have on you and your sleep. In order to plan for setbacks, it is useful to ask yourself a few questions and jot some ideas down on this worksheet.

Firstly, what are some potentially difficult situations you might come across? Do you tend to have sleep difficulties at a particular time, like during exam time, when you are fighting with people, or after school holidays?

What early warning signs of sleeping difficulties should you look out for? What are the first things you notice when your sleep starts to go downhill? Maybe it starts taking you longer to fall asleep, or you start waking up a lot overnight, or perhaps you find yourself feeling tired all the time.

Who can you turn to for support? Think of some people in your life, like family, friends, a favourite teacher, a counsellor, who could help you out if you have sleep setback.

What are the important sleeping techniques that can most help you? Maybe take a look back at your 'My Toolbox' worksheet on page 167 and think about which have been the most helpful sleeping techniques for you, because these are probably the techniques that can help the most if you do have a setback.

Remember that setbacks often remind you to use the sleeping skills you have learned.

<u>Facilitator</u>: If time permits, ask whether group members would like to share their relapse prevention plan with the group.



#### Page 170: LETTER TO MYSELF

#### **10 MINUTES**

Vinite a wither to yourself about what you most want to remember from the 50-50 program. In the extending yourself about the importance of continuing to practice at me seep bornace and strongers you have earned, and set yourself a goal to seep at most of the seep bornace and strongers or yourself and the seep at the

170

#### Individual activity

<u>Facilitator:</u> Provide instructions for 'letter to self' activity. Distribute plain paper and envelope.

In this activity, we would like you to write a letter to yourself about what you most want to remember from the SENSE program.

In the letter, remind yourself about the importance of continuing to practice all the sleep techniques and strategies you have learned, and set yourself a goal to keep at it.

You might like to remind yourself about which techniques have been the most helpful for you, and what you should do if you have a sleep setback.

Once you have finished the letter, put it into your envelope, seal it, and write your name on the front.

In one month's time, we will send you your letter and you can stick it on this page in your workbook. We will not be looking at your letters, so what you write will be completely private.

<u>Facilitator:</u> As group members finish, hand out evaluation forms for them to complete until all group members have finished their letters. Once all group members have finished, ask them to stop filling in the evaluation forms and, time permitting, introduce the "talking circle". In the talking circle, group members are invited to share some of the things they have gotten out of the group. Often the facilitator begins the circle, to help set the tone (gratitude for the opportunity to teach and appreciation for the openness, dedication and energy of the group members). If there is not time to go around the whole group, the facilitator should just deliver their comments to the group, and thank them for their participation and enthusiasm (if appropriate), and encourage them to continue the work they have begun.



Page 143-144: MINDFULNESS PRACTICE

7 minutes for guided practice

3 minutes for discussion

10 minutes total

Facilitator: Review the week's practice of mindfulness of the breath.

We are going to finish off with a final mindfulness of the breath practice, but first, we'd like to check in for the last time on how you have been going with your mindfulness practice during the week.

#### Suggested Mindfulness of the Breath questions

- Did anyone practice mindfulness of the breath during the week?
- How did you find it?
- How often? When?
- Did it help with sleep? How?
- Were there any problems or barriers to practice? How could you work through them?
- What about any of the other mindfulness exercises? Is anyone practicing mindful attention or the body scan?

<u>Facilitator:</u> Introduce mindfulness of the breath guided practice.

Now we are going to do another guided practice of mindfulness of the breath. For today's practice:

- Compare your experience of mindfulness of the breath today with the first time you did it. What has changed?
- Remember that mindfulness is a skill that takes a lot of practice. The more you practice, the more you are likely to benefit from it.

<u>Facilitator</u>: Deliver mindfulness of the breath guided practice.

Settle into a comfortable sitting position with your feet flat on the floor, your hands in your lap, your back straight, and gently close your eyes.

Bring your awareness to the physical sensations in your body by focusing your attention on the sensations of touch and pressure in your body where it makes contact with the floor and chair (pause).

Now bring your awareness to the changing patterns of physical sensations in your tummy as the breath moves in and out of your body (pause).

Focus your awareness on the sensations of slight stretching as your tummy wall moves out with each in-breath, and of gently moving in as it falls with each outbreath, perhaps noticing the slight pauses between one in-breath and the following out-breath, and between one out breath and the following in-breath (pause).

There's no need to try to control the breathing in any way - simply let the breath breathe itself. As best you can, also bring this attitude of just allowing things to happen to the rest of your experience. There's nothing to be fixed, nothing to be achieved. As best you can, simply allow your experience to be your experience, without needing it to be other than it is (pause).

Sooner or later, your mind will wander away from the focus on the breath to thoughts, plans, daydreams, drifting along-whatever. That's perfectly OK - it's simply what minds do. It's not a mistake or a failure. When you notice that your awareness is no longer on the breath, gently congratulate yourself – you may want to acknowledge briefly where the mind has been ("Ah, there's thinking"). Then, gently bring your awareness back to a focus on ongoing in-breaths and out-breath (pause).

As best you can, bring a quality of kindliness to your awareness, perhaps seeing the repeated wanderings of the mind as opportunities to bring patience and gentle curiosity to your experience, reminding yourself from time to time that the purpose of the exercise is simply to be aware of your experience in each moment. As best you can, use the breath as an anchor (pause) to gently reconnect with the here and now each time you notice that your mind has wandered and is no longer down in your tummy, following the breath.

You might like to try counting your breaths to help you keep your awareness on your breathing. Simply counting in-breath-one, out-breath-one, in-breath-two, out-breath-two etc. If you lose count, or your mind starts to wander, gently bring your attention back to your breathing and start counting again from 1 (pause).

Now, when you are ready, gently coming back to the room, opening your eyes, stretching if you like...

Facilitator: Debrief with group members about their experience.

#### Example questions:

- What was that like for you?
- Do you notice in any differences compared to last week's practice?
- Did anyone have any difficulties?
- Did you enjoy the experience?



Page 172: BOOSTER SESSIONS, FAREWELL (AND ASSESSMENT PACKS AND EVALUATION FORMS – not included in time for session)

**3 MINUTES** 

Facilitator: Provide information about booster sessions.

That brings us to the end of the group, but we would like to let you know what is coming up next.

In 3 and 6 months time we will invite everyone in the group to attend a "booster session".

The aims of the booster sessions are to:

- 1. Review the information and techniques that were introduced in the Sleep SENSE program
- 2. Help problem-solve any sleep-related difficulties you are having
- 3. Answer any of your questions
- 4. Just say "hi" and see how you are going!

We strongly recommend you attend the booster sessions in order to gain the most benefit from the Sleep SENSE program.

If you have any questions, please contact the SENSE Project on ph: 8344 4032.

## **Sleep Tips Quiz**

Only use your bed for s
Make sure your bedroom is c, d and q
Avoid caffeine afterpm.
E during the day, but avoid e in the evening.
<b>Do/do not</b> lie awake unable to sleep for hours. Get up and do something <b>relaxing/exciting</b> in a quiet, dark room and then go back to bed.
Try to go to bed and wake up at approximately the s tevery day (including w!).
Your body <b>does/does not</b> need to sleep for longer to catch up on sleep, so avoid napping, going to bed too early and staying in bed too long after a bad night's sleep.
Having a regular wd routine and light in the evening can help prepare your body for sleep.
A quick wu routine and exposure to s during the day helps to regulate your c rhythms and makes sleep easier.
Avoid homework, talking to friends or use of electronic media within of bedtime.
You can/cannot "try harder" to fall asleep. Sleep will come naturally when you give up your struggle/struggle more with it.