

**Go To Bed**

Improve the Quality
of Your Nightlife

Instructor Guide

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# Introduction

Adult participants from an online fitness accountability group endeavor to develop better sleeping patterns as part of their overall goal to improve healthy behaviors. This week-long unit of instruction includes seven hours of synchronous online learning and seven hours of asynchronous offline application.

# Goals/Objectives

The unit teaches participants to create positive sleep behaviors and turn them into sustainable habits using a structured habit-development process.

A specific outline of the task analysis and related performance objectives is located in Appendix D.

# Materials

## For Instructor

* Computer or mobile device with capabilities noted below
	+ Internet access
	+ Access to Facebook via personal account or company account (i.e., if course was being taught by an education, health services, non-profit or other entity)
	+ Web browser with bookmarking capability
	+ PDF viewer
	+ Google Hangouts, with Chat feature enabled
	+ Microphone and video camera
	+ Notepad (electronic)
	+ Email
	+ Mobile device (phone or tablet, Android or Apple), optional
	+ Paper notepad, optional
	+ Class PowerPoint slides
	+ PDF file Sleep Quizzzzz

## For Participants

* Computer or mobile device with capabilities noted below
	+ Internet access
	+ Web browser
	+ PDF viewer
	+ Google Hangouts, with Chat feature enabled
	+ Microphone and video camera
	+ Email
* Optional items
	+ Access to Facebook via personal account or company account)
	+ Mobile device (phone or tablet, Android or Apple)
* A means to take notes is needed. Computer, device or paper-based are all acceptable.

# Agenda

* Day 1 - Importance of Sleep (today!)
* Day 2 - Positive Sleep Behaviors
* Day 3 - Turning Behaviors into Habits
* Day 4 - Making Habits Stick
* Day 5 - Evolving Your Habit
* Day 6 - Practice Makes Perfect
* Day 7 – Looking Forward

# Lesson Plans

Below are the six lesson plans for a series of six video-conference sessions, each lasting one hour, with follow-on homework lasting 15 – 30 minutes.

# Day 1 – The Importance of Sleep

Time – 1 hour in class, 10 minutes on homework

## Lesson Overview

This lesson will guide participants to discover what important health benefits are associated with quality sleep, what serious health risks exist when sleep needs are not met, and examples of positive and negative sleep behaviors.

## Step 1 – Pre-Instructional Activities (10 minutes)

This is the first class, the first time this participant group meets. Therefore, the first activity includes an icebreaker, a class introduction, getting acclimated to Google Hangouts video-conferencing and Google Docs homework, and an introduction to this session’s learning objectives.

1. Ask students to introduce themselves by name and location, something unique or unexpected about themselves, and why they signed up for this class. Take notes on replies.
2. Students share their information, including answers for why they selected to join the class. Expected answers include: to get more sleep, to fall asleep quicker, to not waste time lying awake in bed, etc.
3. Thank them for sharing and also give an introduction (name, location, something unusual and a quick rundown of credentials to deliver this course).
4. Share the PowerPoint slides and give the class an overview of the overall purpose of this class and what happens every day. Script can be modified to reflect your natural speaking approach. “We are here to learn new sleep techniques and create sustainable sleep habits. Over the next week we will look at our existing sleep behaviors, then we each will select a specific new way to improve our own sleep behavior, then to learn how to turn the behavior into a habit, lastly how to support that habit as a sustainable long term practice. We will have nightly homework which includes practicing new sleep behaviors every night. After class, I’ll check in with you in a month to see how it’s worked out for you.”
5. Switching back to video, probe for any questions or clarifications, “Before we dive in, what questions do you have?”
6. Summarize answers given to the ‘why are you here’ question and confirm how class will address these needs. Be clear if some situations cannot be covered by the scope of the class (e.g., a participant who is looking for ways to get their newborn baby to sleep through the night).
7. Transition by stating that today’s session focuses on the important health benefits associated with quality sleep, what serious health risks exist when sleep needs are not met, and examples of positive and negative sleep behaviors.

## Step 2 – Content Presentation (15 minutes)

1. Explain that tonight’s homework will include an assessment of the information from today’s class session.
2. Sharing the slides, state a brief overview of today’s agenda.
* Benefits of sleep: A look at the health benefits of getting good quality sleep and enough of it.
* Risks of poor sleep: A look at the serious health risks associated with not getting good sleep.
* Positive sleep behaviors: What does that mean, and what are they.
* Negative sleep behaviors: Things to stop doing
1. Explain that the participants will also be the leaders today. “The next activity is a ‘teach-back.’ Each of you will choose a topic to study then share back what you have learned with the group. This may mean multiple people sharing on the same topic, but all topics must be covered. You do not have to go find resources, I will provide websites to read. You do have to take notes and share back what you learned. First we need to select topics.”
2. Copy/paste the topics below into the Google Chat and asks participants to type in which one they are interested in. Information is located in Appendix A and should be copied to Notepad prior to class.
* Purpose
* Benefits
* Risks
* Positive and Negative Sleep Behaviors
1. As participants choose, take their own notes of which participants are choosing which topics. Make sure all topics have at least one participant, ideally participants are well-balanced across all topics.
2. Copy/paste a unique website from Appendix A for each participant, based on the topic selected. If there are a high number of participants, it is acceptable to assign the same website more than once.
3. Tell the group, “You have ten minutes to read your website. Then you need to note the top two (or up to four, depending on size of group and how time is flowing) important concepts from the article. You will have three minutes to share this information back to the group. Questions?”
4. Once questions are answered, send participants to read and prepare, putting up a 10-minute timer on the share screen.

## Step 3 – Learner Participation (25 minutes)

1. After ten minutes, the verbally remind everyone to come back to the video conference.
2. Call on each participant to share the top two (to four) concepts, relevant to their assigned topic, that they learned from their website. Ask each participant to speak for no more than three minutes. Work through the topics in order.
3. Participants share what they learned. The person who just finished speaking should be asked to take notes on the next speaker’s topics, posting these in chat. Model this by taking notes on the first presentation (e.g., “benefits are improved immune system and improved memory).
4. Between teach-backs, thank participants who just shared and those who took notes. Also, take this moment to reframe or course correct participants who share incorrect or vague information. Ask other participants if they have additional questions or comments to add. Then continue on to the next participant.
5. After all participants have shared what they learned and been thanked, ask the group what they found most surprising or useful.
6. Transition by reminding the group that tonight’s homework includes a short assessment on what was just learned, but that as a class we’ll review the assessment here first.

## Step 4 – Assessment (10 minutes)

1. Summarize teach-backs by sharing the Sleep Quizzzzz PDF on screen.
2. While reviewing the document, ask the participants as a group for the correct answers. Confirm that the same questions will be part of tonight’s homework.

## Step 5 – Follow-Through Activities (10 minutes)

1. Provide a demo (via screen sharing) on where students find the Google Forms and Google Docs link for tonight’s homework.
* Reminder – review assessment results before the next class session and address any incorrect trends and major mistakes
1. Confirm that tonight’s homework is the assessment of what was covered today. For the following five nights the homework will be journaling about and practicing positive sleep habits.
2. Ask the participants what questions they have.
3. Thank them for a great class, confirm you’ll see them tomorrow, remind them of the date and time, and say “get a good night’s sleep!”

# Day 2 – Positive Sleep Behaviors

Time – 1 hour in class, 15 minutes on homework

## Lesson Overview

This lesson will review three positive sleep behaviors (i.e., meditation, breathing and visualization), and allow participants to practice them. By the end, participants will select one or more positive sleep behaviors to practice for the next six nights.

## Step 1 – Pre-Instructional Activities (10 minutes)

Before class starts, review the results from the assessments and note any areas that need to be re-visited today.

1. Welcome participants back to the video-conference, “How did you sleep?” While gathering ask if they have any questions from the previous day. Address any issues that may have shown up from last night’s homework/assessments (including any issues accessing Google Forms or Google Docs).
2. Once all have arrived, share a personal story about going to bed and thinking too much, something along the lines of, “Last night when I was trying to fall asleep I remembered that I needed to finish writing the invitation for my parents’ 50th wedding anniversary party, which led me to wondering if my brother had researched locations, which made me realize I needed to ask my brother to feed my cats while I was out of town this weekend, then I started making a mental packing list for my weekend jaunt to the coast with my kids, when I realized I hadn’t checked the weather forecast yet, oh plus I wanted to see we could upgrade the hotel room to an ocean view, and then I wondered if that little crab shack was still in business…” and an hour later I’m still awake.
3. Ask the participants to share what their falling asleep feels like. Take notes if you hear something you want to follow up with later.
4. Affirm to the participants that falling asleep can be easier. Say something like, “Much like soccer practice, dance rehearsals, or working out can give you more control over your body’s physical abilities, you can learn to get control of your mind, and your mind can be redirected to actually help you fall asleep, not keep you awake. But it will take practice and repetition.”
5. Ask them if they are willing to try some new sleep techniques. Since they signed up for the class and they all just admitted they had some sort of challenges falling asleep, they will all say yes. They may joke a bit first, or show some grumbling resistance, but they did show up today and that means they are at least committed to trying.

## Step 2 – Content Presentation (10 minutes)

1. Share the class slides, quickly review the overall six-day agenda, give a short reminder of what was covered yesterday, and end with a brief overview of today’s agenda.
	* Practicing meditation for sleep
	* Practicing breathing for sleep
	* Practicing visualization for sleep
2. Return to video sharing, state that falling asleep is easy for some people and a challenge for others. Even though we think of this as a skill that toddlers learn, as our brains grow in higher reasoning and emotional complexity, adults may need to develop a higher skill level at falling asleep.
3. State that there are many positive sleeping behaviors to learn, that class will focus on three – meditation, breathing, and visualization. State that the intention is for participants to *practice each technique, right now, in class*. Then for homework, choose at least one and practice it at night.
	* Affirm that *outside of class, participants have options:* practice all three, focus on one favorite, or find a similar technique to practice (as long as the similar behavior is practiced and eventually incorporated into the sleep routine).
	* Affirm that there are apps which can support these techniques, and that two of them, Relax Melodies and Bluelight Filter are linked on the website and in tonight’s homework.
4. Before starting instruction, check to see if participants have questions about the intention of this section, and the expected outcomes, and answer as appropriate.
5. To transition, state that participants will be given a brief overview of the technique, then there will be a few minutes on their own reading an informative website and practicing each technique.

## Step 3 – Learner Participation (40 minutes)

#### Meditation.

1. Ask participants if anyone has had experiences with using meditation techniques before. Remind participants that reciting a mantra, saying a prayer, doing yoga and practicing Tai Chi are also types of meditations. (The intention is to assure participants that meditation isn’t a completely foreign concept, it’s within their realm of experience.)
2. State, “This particular meditation technique uses a series of mantras. We will practice them as originally written, but during homework feel free to modify them if you decide to use this technique. For the sake of focus, either close your eyes or let them rest on something non-distracting, like a wall. I’ll say a sentence, you repeat it after me. We’ll do this five times.
	* “I have done my best for today.
	* “I have earned my rest for today.” (Participant repeats.)
	* “I have put love into my deeds.” (Participant repeats.)
	* “I have used kindness in all my thoughts.” (Participant repeats.)
	* “I close this day with joy and drift into sleep.” (Participant repeats.)
3. Now ask the participants to open their eyes and bring their focus back to the video conference. Thank them for practicing, as it can be uncomfortable trying new things.
4. Next, send participants to read the meditation link (see Appendix A) and then practice it. Tell participants they need to return to the video conference in five minutes. Show a timer on the screen. When they return, ask participants if they have any questions, then transition to the second sleep behavior.

#### Breathing.

1. Ask participants if anyone has had experiences with using breathing techniques before. If quiet, ask if anyone used breathing techniques as part of giving birth, (that being one of the most common and conventionally accepted breathing techniques taught). Another common breathing technique is side-breathing when swimming the crawl stroke. (The intention is to assure participants that breathing techniques aren’t a foreign concept, it’s something they have experience with and can now apply in a new situation.)
2. Explain that there is a particular breathing pattern that can help with falling sleeping. It is known as the 4-7-8 breathing technique and is attributed to Dr. Andrew Weil (n.d.). Advise the group that you will explain it, demonstrate it, then everyone will practice together, then practice once again on our own. Read the cycle below as you demonstrate each step.
	* Inhale through the nose and exhale through the mouth.
	* The inhale is quiet. The exhale should include an auditory whoosh.
	* Inhale for a count of 4, hold for a count of 7, exhale for a count of 8.
3. Ask for questions after the demonstration. Read it again and have participants practice with you.
4. Next, send participants to Dr. Weil’s breathing video (see Appendix A), which also includes a timed practice. Alert participants they need to return to the video conference in 6 minutes. Put a timer on the screen.
5. When they return, ask participants if they have any questions. Then transition to the third and final behavior.

#### Visualization.

1. Ask participants if anyone has had experiences with using visualization techniques before. You can ask if anyone daydreams or thinks about things they want to buy, or do they look at photographs and remember the related events. Those are all types of visualizations. (Again, the intention is to put people at ease with the concept, assure them that this is natural and something they are capable of.)
2. Explain that visualization is similar to meditation or breathing techniques, but the focus is more on using visual control, instead of the mental control of a meditation or the physical control of breathing technique. Visualizations stimulate and simulate the REM cycle and secondary sleep cortex in a way that is similar to sleep. It has a similarity to the old standby of counting sheep but with better symmetry to your sleeping patterns.
3. To practice, ask participants to close their eyes and visualize what you say. Confirm that you’ll remind them to open their eyes at the end.
	* Ask them to visualize themselves standing at a chalkboard or whiteboard, with an eraser in one hand and writing utensil in the other. There are no other distractions or people in the room. It’s just you and the board.
	* Visualize writing the number “100” on the board. Very specifically, follow your hand as you make the line of the number “1” and the curves of the two “0”s.
	* Now erase the 100, watching your hand as the 100 fades away under your eraser movements.
	* Visualize yourself writing “99” with curves and lines. Now visualize erasing it, watching as your hand makes it disappear.
	* This is the end of the in class practice, so you can open your eyes now.
4. Ask for questions, then send participants to read the visualization website (see Appendix A) and practice it. Tell participants they need to return to the video conference in 10 minutes. When they return, ask participants if they have any questions.
5. Remind participants they are to practice these techniques, and complete the related homework, for the next five nights. Remind them that they can do the *same* technique every night, or try each technique once, or find a related technique. This is where the Relax Melodies app is helpful. Let participants know they can use the Relax Melodies app in place of, or in conjunction with, the meditation or visualization techniques. They can also use the Bluelight Filter app to tone down the blue light emissions from their mobile devices, so that these do not interfere with melatonin production, as discussed yesterday. Whether using the app or not, the goal is to practice using at least one of these new sleep behaviors.

## Step 4 – Assessment

Note. In class practice is not assessed, therefore there is no timing associated with this entry. The assessment is completed via the homework, as outlined in the next section. Remember that you will need to review and assess homework as per the rubric (see Appendix B) before the next class session

## Step 5 – Follow-Through Activities (15 minutes)

1. Ask if anyone had challenges with the Google Docs homework link. Address any concerns.
2. Confirm that tonight’s homework is to practice any of the sleep techniques learned today, and then complete the homework assignment before class tomorrow.
3. Ask the participants what questions they have.
4. Thank them for a great class, confirm you’ll see them tomorrow, remind them of the date and time, and say “get a good night’s sleep!”

# Day 3 – Creating Positive Sleep Habits

Time – 1 hour in class, 15 minutes on homework

## Lesson Overview

This lesson will introduce the principles from *The Power of Habit* (Duhigg, 2014) to guide participants in creating a habit (i.e., a cue/routine/reward) to turn the sleep behavior they practiced into a sleep habit they can sustain.

## Step 1 – Pre-Instructional Activities (10 minutes)

Before class starts, review the results from the assessments and note any areas that need to be re-visited today.

1. Welcome participants back to the video-conference, “How did you sleep?” Address any issues that may have shown up from last night’s homework/assessments (including any issues using Google Docs).
2. Ask participants to share with each other what sleep technique they tried last night and how it went. If they didn’t, or forgot, remind them they have four more nights to try, and tonight’s attempt has an interesting new twist added to it.
3. Share the slides, show where we are on the agenda, confirm that today’s focus is learning to create habits using cue/routine/rewards, relate that tonight’s homework will be to apply the new habit, and of course they will also write it up in the Google Doc homework page.

## Step 2 – Content Presentation (30 minutes)

1. Direct participants to watch the *Power of Habit* video (see Appendix A), and return to class in 5 minutes (video is 3:38 minutes) to discuss reactions.
2. Ask, “Now that you’ve learned the concept of “cue/routine/reward” (CRR), what habits do you already have where you can see this in action?”
	* This is the assessment for performance objective 3, make sure each participant gives a CCR example
	* Give a personal example to get conversation rolling, if needed. Use the CCR format (example: Cue - cats ask to be fed. Routine – feed cats, run dishwasher, brush teeth, go to bed. Reward – getting enough sleep each night, feeling rested in the morning, having happy cats and clean dishes.)
	* Participants will provide various answers. Allow discussion to continue for a few minutes. Affirm and reinforce that participants are on track as they share various answers, likely they will say things such as making sure to get the mail, lock the doors, get kids to brush teeth, etc.
3. Introduce the next activity, “Now we will use cue/routine/reward to turn our new positive sleep techniques into habits. I will demonstrate the process of turning a sleep technique into a habit, then you will do the same with your selected sleep technique, or any similar positive sleep behavior you wish to develop.
4. “Let’s say I want to make sure I try using guided meditation to fall asleep each night. That’s the Routine, the guided meditation, and I’m going to use the Relax Melodies app from my phone to make it easy.
5. “Now I need a Cue and a Reward. Adding the Cue helps me remember to do it. Adding the Reward means that I continue to want to do it, and eventually that becomes a habit.
6. Ask the participants what sort of cue might be useful? (Responses might include: when the porch light goes off, after the news, when the grandfather clock chimes 10 p.m.) Make sure to encourage the participants to speak up so they have a chance to practice identifying real life cues. Choose one and type it in. (An easy cue would be when verifying the morning alarm on the cell phone is turned on, also turn on the Relax Melodies app.)
7. Next to choose is a reward. Remind participants that a reward should be instant or very short term. Ask them for ideas. (Responses might include: guilt-free ‘me’ time, quicker falling asleep cycle, reduced stress or anxiety at end of day, being perceived as cutting edge when you tell someone the next day about the cool app.) Encourage participation, select a reward, and type it in. (An easy reward would be knowing that you’re improving your health just by lying in bed and listening to an app with a soothing voice say nice things to you.)
8. Summarize the cue/routine/reward you’ve just created. Ask if they see obstacles, or challenges. Ask if the reward is compelling and timely. Ask for any other feedback or refinements.
9. Close by asking who might have questions about the process and answer as appropriate.

## Step 3 – Learner Participation (20 minutes)

1. Instruct participants they will now create their own cue/routine/reward sleep habit, get feedback from each other, and then refine it.
2. Ask them to spend five minutes coming up with draft cue/routine/reward sleep habit. Put a timer on screen.
3. After the five minutes, ask for volunteers to share their draft. Thank them, then ask the others if they perceive obstacles, or challenges. Ask if the reward is compelling and timely. Ask how these could be remedied.
4. Tell participants to keep those notes, they need to submit their new cue/routine/reward with their homework tonight.

## Step 4 – Assessment

Note: In class practice was assessed during the content presentation section, and further assessment is completed as homework, therefore there is no timing associated with this entry. You will need to review entries in the journals before the next class session and make a plan to individually reach out to individuals (not during the video-conference) who scored less than three on the rubric (see Appendix B).

## Step 5 – Follow-Through Activities (15 minutes)

1. Ask participants to act on their new habit (or create a new one to try) every night for the rest of the class sessions, and beyond
2. Remind them to update their Google Docs homework.
3. Ask the participant to review their new sleep habit with someone who knows them well, perhaps a family member or a close friend. Ask the participant to explain the cue/routine/rewardconcept to that person. Have the participant ask their person for any suggested improvements or challenges they see.
	* The purpose of this is both to strengthen the habit, and also to strengthen the participants understanding of the cue/routine/reward habit-building process.
4. Remind participants that they will be asked about their success at the end of class, and again in a month.
5. Thank them for a great class, confirm you’ll see them tomorrow, remind them of the date and time, and say “get a good night’s sleep!”

# Day 4 – Making Habits Stick

Time – 1 hour in class, 15 minutes on homework

## Lesson Overview

Building on information already learned and practiced (sleep behaviors and habit creation), this session guides participants on how to create an atmosphere to make their habits foolproof, by applying the six sources of influence, as described in the book *Influencer* (Grenny, Patterson, Maxfield, McMillan, & Switzler, 2013).

## Step 1 – Pre-Instructional Activities (10 minutes)

Before class starts, review the results from the assessments and note any areas that need to be re-visited today.

1. Welcome participants to the halfway point of the class! Also ask the standard, “How did you sleep?”
2. Address any issues that may have shown up from last night’s homework/assessments (including any issues using Google Docs).
3. Ask participants to type Google Hangouts Chat the cue/routine/reward in they tried last night. As comments appear, ask each participant how it went.
4. Remind them they have three more nights to try, and today we’re building the final reinforcement to help make this habit stick.
5. Share the slides, show where we are on the agenda, confirm that today’s focus is developing ways to reinforce the habit using the six sources of influence and vital behaviors, relate that tonight’s homework will be to apply these to the new habit, and of course they will also write it up in the Google Doc homework page.

## Step 2 – Content Presentation (25 minutes)

1. With enthusiasm, announce that today’s skill can be applied to any behavior participants want to improve (sleep, exercise, driving the speed limit) including any behavior they want others to improve (kids to be polite, colleagues to meet deadlines, politicians to change policies). Today’s two concepts to cover are the six sources of influence (SSI) and vital behaviors (VB). Both are from the book *Influencer* (Grenny, Patterson, Maxfield, McMillan, & Switzler, 2013).
2. Split the participants into two groups. Send one group to read about SSI and the other to read about VB (see Appendix A for both links).
3. After ten minutes, summon them back.
	* Note that the discussion that follows is the assessment for performance objective 10. Encourage people to participate. Track discussion participation so that you can assess it against the rubric after class.
4. Start by showing the VB slide, ask the VB people to explain it. Fill in any points they might have missed (e.g., has to be an action – something you can ‘do’, not just something you can do – but the key behavior that causes the domino effect into the habit OR the key behavior that inhibits the behavior).
5. Ask what kinds of VBs pertain to good sleep habits and have learners brainstorm replies (potential answers: not reading Facebook after dinner, change into pajamas before brushing your teeth, going to bed when your kids do, exercising before dinnertime).
6. Thank everyone for their input, especially the VB readers for the explanation and the SSI readers for their patience.
7. Now show the SSI slide, ask the SSI people to explain it. Fill in any points they might have missed (personal motivation – whether you want to do it, personal ability – whether you can do it, social motivation – whether other people encourage the right behaviors, social ability – whether other people provide help, information or resources., structural motivation – whether the environment encourages the right behaviors, structural ability – whether the environment supports the right behaviors).
8. Show the next SSI slide and fill it in as a group, based on the sleep habit of avoiding blue light emissions for an hour before bedtime (potential answers: personal motivation – value sleep more than Netflix, personal ability – get all phone/computer/tablet work done one hour before bed, social motivation – tell your loved ones you’re not going to text after 9 p.m., social ability – get everyone you live with to do this with you even if you have to distract them with conversation or other activities, structural motivation – set your internet to turn off at 9 p.m., structural ability – use Bluelight Filter app on your phone so that those last few things you view on your phone don’t undermine your positive sleep behaviors).
	* Note: this is the assessment for performance objective 7. Encourage people to participate.
9. Thank everyone for their input. The next step is to apply these concepts to their own evolving sleep habit

## Step 3 – Learner Participation (25 minutes)

1. Have the participants access their Google Docs homework page. The homework will be to add one VB and verify at least four SSIs are present. But the class will practice together in class first.
2. Give participants 10 minutes to work on writing out their personal VB and SSIs. Offer encouragement for them to ask questions out loud or in chat.
3. Reconvene the group chat and ask for sample VBs. Look for key behaviors that make the habit inevitable. Ask them what challenges might get in the way, and how can they overcome them
4. Ask for samples of each of the six SSIs. Ask if there are any challenges and how they can overcome them.
5. Remind them that they only really need to enact four of the six to get the desired habit to stick.
6. Ask each participant to type in chat which VB and which (at least one) SSI they will commit to trying tonight.

## Step 4 – Assessment

Note. In class practice was assessed during the content presentation section, and further assessment is completed as homework, therefore there is no timing associated with this entry. You will need to review entries in the journals before the next class session and make a plan to individually reach out to individuals (not during the video-conference) who scored less than three on the rubric (see Appendix B).

## Step 5 – Follow-Through Activities (15 minutes)

1. Ask participants to add their new VB and at least one SSI every night for the rest of the class sessions, and beyond
2. Remind them to update their Google Docs homework
3. If desired, offer to the participants that they can explain VB and SSI to a friend or family member, and brainstorm what other situations they might like to influence change in. They can go so far as to figure out some concrete VBs and SSIs to apply in those situations.
	* The purpose of this is to strengthen the participants understanding of VBs and SSI. Also, to give them tools they can use to impact many areas of their lives.
4. Remind participants that they will be asked about their success at the end of class, and again in a month.
5. Thank them for a great class, confirm you’ll see them tomorrow, remind them of the date and time, and say “get a good night’s sleep!”

# Day 5 – Evolving Sleep Habits Through Reflection and Evaluation

Time – 1 hour in class, 15-30 minutes on homework

## Lesson Overview

This lesson will guide participants to assess the sleep habit plan they made as well as their success in following it thus far. Based on results, participants will make adjustments to their sleep habit plans and implement them for the final two nights of homework.

## Step 1 – Pre-Instructional Activities (15 minutes)

Before class starts, review the results from the assessments and note any areas that need to be re-visited today.

1. Welcome participants back to the video-conference, “How did you sleep?” Address any issues that may have shown up from last night’s homework/assessments (including any issues using Google Docs).
2. Recap the notes taken on Day 1 regarding why participants wanted to take this class. Ask them to share how they feel about their progress. Provide minimal guidance, allow the conversation to flow, but make sure that everyone participates either by speaking out loud or via typing in the chat box.
3. Share the slides, show where we are on the agenda, confirm that today’s focus is evaluating progress, relate that tonight’s homework will be to refine the new habit if needed, and of course they will also write it up in the Google Doc homework page.

## Step 2 – Content Presentation (25 minutes)

1. Ask participants if they have made any new discoveries about what helps them with their positive sleep habits. (Expected answers – committing to the plan, going to bed on time regardless of excuses, focusing on the cue that kicks off the cue/routine/reward cycle, any particular areas of the SSI.)
2. Ask participants if any of them are using Bluelight Filter or Relax Melodies, or if they have discovered any additional apps or tools that help with their sleep habits.
3. Tell participants they are going to create a personalized self-assessment, and that taking notes on the next discussion point may help. They will be coming up with at least three assessment questions they could rank on a 1-5 scale. Show the example from the slides to illustrate the point).
4. Ask participants how they would judge if their sleep quality had improved. Take notes on discussion highlights. (Expected answers – feel more rested, easier to fall asleep, less anxious, able to go to bed on time, less wakefulness during the night (deeper sleep), perhaps even less dependent on caffeine.)
5. Thank them for sharing, go back to the example from the slide, move to the next slide with the template and ask them to speak or type some sample ways that it could be filled in.

## Step 3 – Learner Participation (20 minutes)

1. Ask participants to take 10 minutes to create their own personal assessment, with a minimum of three questions. At least one of the questions has to cover CRR, SSI or VB.
2. This is not to be a general assessment for anyone else to use, it does not have to apply to anyone but themselves in their own personal situation. That said, they are welcome to use each other’s ideas.
3. Ask if they have any questions on the assignment. Once answered, set the screen to show a 10-minute timer.
4. After the ten minutes, ask who might be willing to share an example. Affirm those who share, encourage as many as possible to share.

## Step 4 – Assessment

Note. The assessment is completed as homework, therefore there is no timing associated with this entry. You will need to review entries in the journals before the next class session and make a plan to individually reach out to individuals (not during the video-conference) who scored less than three on the rubric (see Appendix B).

## Step 5 – Follow-Through Activities (15-30 minutes)

1. Ask participants to continue act on their new habit tonight.
2. Remind them to update their Google Docs homework. Let them know that tonight’s homework includes assessing how well they are implementing their habit, using their new assessment. It also asks for what changes they might make.
3. Remind participants that they will be asked about their success at the end of class, and again in a month.
4. Thank them for a great class, confirm you’ll see them tomorrow, remind them of the date and time, and say “get a good night’s sleep!”

# Day 6 – Practice Makes Perfect

Time – 1 hour in class, 30 minutes on homework

## Lesson Overview

This lesson will guide participants to refine the implementation of their newly developing sleep habits so that they increase their chance of continuing the behavior and success.

## Step 1 – Pre-Instructional Activities (10 minutes)

Before class starts, review the results from the assessments and note any areas that need to be re-visited today.

1. Welcome participants back to the video-conference, “How did you sleep?” Address any issues that may have shown up from last night’s homework/assessments (including any issues using Google Docs).
2. Ask participants how they are feeling about today being the last night of homework. Take notes on any concerns.
3. Share the slides, show where we are on the agenda, confirm that today’s focus is evaluating the new habit, and that it is also the last night of having homework via Google Docs.
4. Remind them that a final check-in, via survey, will also be requested in one month’s time.

## Step 2 – Content Presentation (10 minutes)

1. Inform participants that to evaluate the effectiveness of their sleep habits, they are going to share their new routine, the results of their self-evaluation, and how these fit in with the tools learned (i.e., meditation, breathing, visualization, CRR, SSI, VB, and apps being used such as Bluelight Filter or Relax Melodies)
2. Let participants know they each have five minutes to share. When they are not sharing, they are to listen to someone else share and give 1-2 minutes of feedback.
3. Feedback should take the format of: something positive, something they are already doing and could do even more, and something new or different they could add. This is in order to keep feedback focused on positive while also granting the ability to make suggestions.
4. Remind participants that the habit does not have to work for anyone other than the person trying it. So it’s not about trying to make a generic habit for anyone to try, but to support the habit for the specific person who wants it.
5. Suggest to participants that they take notes, so they can refine their habit for tonight’s homework.
6. Remind participants to graciously accept feedback without defensiveness (i.e. say “Thank you” without offering further discussion). Reassure them that they only need to use whatever pieces of the feedback they might find valuable, but that they should still express appreciation for the expressions of support.
7. Show the slide that will help participants through their presentation, and help others give feedback. Ask if anyone has questions about the process.

## Step 3 – Learner Participation (40 minutes)

1. Following the directions, which are outlined on the slide, facilitate the presentations and feedback from participants
2. Note that time keeping will be important. If a speaker or feedback-giver talks too long, it may deprive others of their due time.
3. In the end, each participant will have verbally summarized the homework they have done all week, and made notes for how to continue to improve. When giving feedback, they will also have had a chance to re-visit what was learned and continue practicing transference of these skills to real-life applications.

## Step 4 – Assessment

Note. This session and tomorrow’s have no assessment. Both sessions are in preparation for task 6, objective 14 which will be assessed in one month’s time.

## Step 5 – Follow-Through Activities (30 minutes)

1. Remind participants that this is the last night for their Google Docs homework. Give them an overview of the homework.
	* Update their habit with the feedback that they found valuable.
	* Continue using their new habit, feel free to add in any more that they wish to try.
	* Journal about their experience with this habit, this class, and these tools.
2. All of these directions are included in their Google Docs homework.
3. Thank them for a great class, confirm you’ll see them tomorrow, remind them of the date and time, and say “get a good night’s sleep!”

# Day 7 – Looking Forward

Time – 1 hour in class, 10 minutes on final assessment (in one month)

## Lesson Overview

This lesson will review all tools taught (i.e., healthy behaviors, meditation, breathing, visualization, CRR, SSI, VB, and apps such as Bluelight Filter or Relax Melodies) and reinforce the personal positive sleep habits participants have developed.

## Step 1 – Pre-Instructional Activities (1-10 minutes)

Before class starts, review the results from the assessments and note any areas that need to be re-visited today. Note that today’s lesson should flow casually, more like the end of a meeting or dinner party than a classroom.

1. Welcome participants to the final video-conference, “How did you sleep?” Address any issues that may have shown up from last night’s homework/assessments (including any issues using Google Docs).
2. Share the slides, show where we are on the agenda, and confirm that today’s focus is committing to sustaining their new sleep habit.
3. Remind participants that there will be a follow-up assessment in one month
4. Ask if they have any questions.

## Step 2 – Content Presentation (1 minute)

1. Let participants know there are two parts to today’s presentation; recapping what was learned and committing to their new habit. There will not be new information to learn today.

## Step 3 – Learner Participation (45-55 minutes)

1. For the recap, ask participants to write answers in the chat screen. Go through the following questions, pausing between each question for one minute to allow participants to type. You can use the text on the slide as a prompt/reminder to the participants if desired.
	* What was the first thing you remember learning in this course?
	* What was the most surprising thing you learned?
	* What was the thing you already knew that was covered in this course?
	* What was the most useful or applicable thing you learned?
2. Recap what you see written here, noting any common themes or threads. Use the speaker notes in the presentation to add recaps on any topics that weren’t mentioned already.
3. Allow open-ended discussion, while keeping track of available time. Use only half the available time for this section
4. Transition to the second discussion. Ask each learner to share out loud what personal benefit they hope to achieve from continuing their sleep habit. Ask each participants to speak for about five minutes.
5. To transition between each participant, highlight a couple values or benefits you heard expressed in that presentation. (The purpose of this is that since the final assessment is partially attitudinal, a key driver of attitudinal change is that it is value-driven.)
6. Allow open-ended discussion, while keeping track of available time.

## Step 4 – Assessment

This session’s assessment occurs in one month. This will be a survey to assess task 6, objective 14 (see Appendix E).

## Step 5 – Follow-Through Activities (15 minutes total, 5 during class time)

1. To close class, thank them for their time. Ask if they have any final questions before class ends. Field questions as necessary.
2. Remind them once more to check their email in one month for that final survey.
3. Finally, express that you have seen them put sincere effort into building their new sleep habits and refine them. Remind them how much value they receive from getting good sleep (mention weight loss or emotional balance or any other benefit you like). Wish them well, “and to all a good night!”
4. Set up an email, preferably automated on a timer, to send out the follow up survey to the participants in one month.

# References

Duhigg, C. (2014). The power of habit. Why we do what we do in life and business. New York, NY: Random House.

Grenny, J., Patterson, K., Maxfield, D., McMillan, R., & Switzler, A. (2013). *Influencer. The new science of leading change* (2nd ed.)*.* New York, NY: McGraw-Hill.

Weil, A. (n.d.). *Breathing: Three exercises*. Retrieved from http://www.drweil.com/drw/u/
ART00521/three-breathing-exercises.html

*.*

# Appendix AData for Copy/Paste Activities

When noted in the instruction, copy/paste the data below into the Google Hangouts Chat for the participant to access.

## Daily

#### Homework via Google Docs

<https://docs.google.com/document/d/1WB_kiJpYePBdnCIHj41vjSsrj8-dGAOtPrJuVB2V36s/edit?usp=sharing>

#### Google Hangouts Link

<https://hangouts.google.com/call/vlo54gwbv5cyjk6mo4lhxhskeae>

#### Timer

<http://www.timer-tab.com/>

## Day 1 – Data to Copy/Paste

#### Topics to copy.

* + Purpose
	+ Benefits
	+ Risks
	+ Positive and Negative Sleep Behaviors

#### Purpose websites.

* <http://www.perthmeditationcentre.com.au/articles/sleep.htm>
(Look for participant to teach-back this information: “rest, digest, repair”, restoration of cells in the body, growth hormone production which supports digestive and immune systems, fight infections, remove waste products, restore cells with nutrients to function the next day, improve memory, reduce stress)
* <https://sleep.org/>
(Look for participant to teach-back this information: interactive graphic. Heart rate slows, heart rests and reduces blood pressure, joints and muscles rebuilt and repaired, brain is ‘cleaned’ from waste products
* <http://healthysleep.med.harvard.edu/healthy/matters/benefits-of-sleep/why-do-we-sleep> (Look for participant to teach-back this information: tissue repair, muscle repair, protein synthesis, increased cognitive function, increased alertness)

#### Benefits websites.

* <http://www.webmd.com/sleep-disorders/sleep-benefits-10/healing-power-sleep>
(Look for participant to teach-back this information: improved immune system to fight off colds, flu and other infections, improved vaccine response, improved memory, improved eye-hand coordination, less likely to become obese)
* <http://www.huffingtonpost.com/firas-kittaneh/8-new-ways-sleep-benefits_b_6437974.html>
(Look for participant to teach-back this information: test performance, lowered risk of depression, athletic performance, fewer sick days, avoid weight gain)
* <http://healthysleep.med.harvard.edu/healthy/matters/benefits-of-sleep/learning-memory>
(Look for participant to teach-back this information: memory consolidation (the second of the three part process of memory (acquisition, consolidation, recall), procedural memory (how to do things), declarative memory (what you know about things, facts)

#### Risks websites.

* <http://www.webmd.com/sleep-disorders/excessive-sleepiness-10/10-results-sleep-loss> (Look for participant to teach-back this information: heart disease, heart attack, high blood pressure, stroke, diabetes, depression, less concentration/alertness, forgetfulness, impairs judgment, less sex drive, weight gain, accidents/injuries on the job, aging skin
* <http://www.inc.com/travis-bradberry/sleep-deprivation-is-killing-you-and-your-career.html> (Look for participant to teach-back this information: heart attack, stroke, diabetes, obesity, higher stress, lower creativity, increased emotional reactivity, and making your skin look older. In men, lowers sperm count too)
* <http://www.businessinsider.com/get-better-nights-sleep-light-temperature-2015-6> (Look for participant to teach-back this information: turn off lights to produce melatonin (sleep hormone), or you’ll need more hours to get enough quality sleep)
* <http://www.webmd.com/sleep-disorders/news/20141222/tablets-and-e-readers-may-disrupt-your-sleep> (Look for participant to teach-back this information: screen lights suppress melatonin, requires you to get more sleep, less REM sleep, the deep dreaming restorative sleep)
* <http://www.health.harvard.edu/blog/little-sleep-much-affect-memory-201405027136> (Look for participant to teach-back this information: affecting thinking and memory, making you two years older than you actually are)

#### Positive and negative sleep habits websites.

* <https://sleepfoundation.org/sleep-tools-tips/healthy-sleep-tips> (Look for participant to teach-back this information: sleep schedule, bedtime ritual, exercise, room temperature low, comfortable mattress)
* <http://healthysleep.med.harvard.edu/healthy/getting/overcoming/tips> (Look for participant to teach-back this information: sleep-inducing environment, sleep routine, go to bed when tired, get out of bed if you don’t fall asleep, use light to wake up, consistent sleep schedule, don’t snack late at night)
* <http://www.health.harvard.edu/staying-healthy/blue-light-has-a-dark-side> (Look for participant to teach-back this information: dim lights in rooms at night, avoid screens 2 – 3 hours before bed, consider blue-light blocking glasses, get blue light exposure during the day)

## Day 2 – Data to Copy/Paste

#### Meditation website.

* <http://www.prolificliving.com/bedtime-affirmations-for-sleep/>

#### Breathing website.

* http://www.drweil.com/drw/u/VDR00160/Dr-Weils-Breathing-Exercises-4-7-8-Breath.html

More info at this site, if participants are interested. <http://www.drweil.com/drw/u/VDR00112/The-4-7-8-Breath-Benefits-and-Demonstration.html>

#### Visualization website.

* <https://www.thefusionmodel.com/get-better-sleep-simple-visualisation-trick/>

#### Bonus website.

Share if desired. It incorporates breathing, meditation *and* visualization.

* <http://www.huffingtonpost.com/2013/07/15/meditation-in-action-mindfulness-sleep_n_3586716.html>

## Day 3 – Data to Copy/Paste

* Power of Habit video. <https://www.youtube.com/watch?v=W1eYrhGeffc>
* If participants would like additional information, or prefer to read information, use <http://charlesduhigg.com/how-habits-work/>

## Day 4 – Data to Copy/Paste

* SSI web page. <http://sourcesofinsight.com/six-sources-of-influence/>
* VB web page. <http://sourcesofinsight.com/vital-behaviors/>

## One Month After Class - Google Survey Link

* <http://goo.gl/forms/uWOtrJXESAbCQUF33>

# Appendix BRubrics for Performance Objectives 3, 5, 8, 11 & 14

The participant needs a score of at least 3.0 in each assessment in order to pass each assessment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Value: 1.0** | **Value: 2.0** | **Value: 3.0** | **Value: 4.0** |
| **Performance Objective 3****As homework on the 2nd-6th nights of class.** | The participant did not indicate practicing sleep techniques or did not complete the related homework entry. | The participant may have practiced a sleep technique but the written response was not clear enough to verify if the appropriate format was followed. | The participant practiced at least one of the target techniques (meditation, breathing, visualization) and that they followed the appropriate format for that technique. | The participant practiced *more than one* of the target techniques, following the appropriate formats, and may have even tried additional techniques. |
| **Performance Objective 5****As homework on the 3rd night of class.** | The participant did not indicate writing a CRR habit or did not complete the related homework entry. | The participant may have written a CRR habit but the written response was not clear enough to verify if the appropriate format was followed. | The participant wrote a new sleep habit (or modified an existing negative one into a positive one) that clearly followed the Cue Response Reward format.  | The participant wrote *more than one new* sleep habit (or modified existing negative ones into positive ones) that clearly follow the Cue Response Reward format.  |
| **Performance Objective 8****As homework on the 4th night of class.** | The participant did not indicate completing an SSI or did not complete the related homework entry. | The participant may have written an SSI plan but the written response was not clear enough to verify if the appropriate format was followed. | The participant completed an SSI plan with at least one response in each of the six categories which support their positive sleep habit. | The participant achieved the 3 rating *plus* added three more responses across three different categories. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Value: 1.0** | **Value: 2.0** | **Value: 3.0** | **Value: 4.0** |
| **Performance Objective 11****As homework on the 4th night of class.** | The participant did not indicate writing a VB or did not complete the related homework entry. | The participant may have written a VB but the written response was not clear enough to verify if the appropriate format was followed. | The participant clearly identified a VB that can cause the domino effect resulting in following their positive sleep habit. | The participant clearly identified *more than one VB* which can cause the domino effect resulting in following their positive sleep habit. |
| **Performance Objective 14****As a survey one month after class.** | The participant did not indicate continuation of their positive sleep habit or did not complete the related survey entry. | The participant indicated some continuation of using their positive sleep habit, but sporadically (twice a week or less, on average)  | The participant indicated continued use of positive sleep habit (three times a week on average). OR rating of 2 but with an indication that they will be seeking a professional evaluation of their sleep issues (e.g., therapist, doctor). | The participant indicated strong continued use of positive sleep habit (*average four times a week or more*). |

# Appendix CAssessments for Performance Objectives 1, 2, 4, 6, 7, 9, 10, 12 & 13

## Performance Objective 1

This assessment occurs as homework on the first night of class. It is the Sleep Quizzzzz PDF. Correct answers are located on the answer key at the bottom of the final page.

## Performance Objective 2

This assessment occurs as homework on the first night of class. It is the Sleep Quizzzzz PDF. Correct answers are located on the answer key at the bottom of the final page.

## Performance Objective 4

This assessment occurs during class on the second day of class. Every participant who tries to outline a sleep habit verbally following the CRR format passes the assessment.

The attempt is what counts. Proper use of the CRR format is evaluated separately.

## Performance Objective 6

This assessment occurs during homework on the third through sixth nights of class. As long as the participant records attempting to apply their new CRR habit twice over the course of the week, they pass the assessment.

The attempt is what counts. Improvement on building the habit is evaluated separately.

## Performance Objective 7

This assessment occurs during class on the fourth day of class. As long as the participant participates in the group discussion while the group tries to outline a SSI support system for a sleep habit they pass the assessment.

The attempt is what counts. Proper use of the SSI technique is evaluated separately.

## Performance Objective 9

This assessment occurs during homework on the fourth through sixth nights of class. As long as the participant records attempting to apply at least one item from their SSI grid over the course of the week, they pass the assessment.

The attempt is what counts. Proper use of the SSI grid is evaluated separately.

## Performance Objective 10

This assessment occurs during class on the fourth day of class. As long as the participant participates in the group discussion, while the group creates two sample VBs, they pass the assessment.

The attempt is what counts. Proper identification of a VB is evaluated separately.

## Performance Objective 12

This assessment occurs during homework on the fourth through sixth nights of class. As long as the participant records attempting to apply a VB once, they pass the assessment.

The attempt is what counts. Proper identification of a VB is evaluated separately.

## Performance Objective 13

This assessment occurs during homework on the fifth and sixth nights of class. As long as the participant records attempting to critique either their new CRR sleep habit, their SSI, or their VB at least once, they pass the assessment. The attempt at critical thinking is what counts.

# Appendix DTask Analysis and Performance Objectives

**1.0 Why:** Importance of Positive Sleep Behaviors (learning domain: *verbal information*)

1.1 Identify the benefits of sleep

1.2 Identify the risks of low quality sleep

**Performance Objective 1:**Given reference materials and a multiple choice assessment, participant will select at least two of three correct answers in each of the two areas: sleep benefits and risks associated with low quality sleep.

1.3 Define sleep behaviors (also known as sleep habits)

1.3.1 Positive sleep behaviors

1.3.2 Negative sleep behaviors

**Performance Objective 2:** Given reference materials and a multiple choice assessment, participant will select at least two of three correct answers in the two areas: positive sleep behaviors, and negative sleep behaviors.

**2.0 What:** Practice of Positive Sleep Behaviors (*intellectual skill, psychomotor skill*)

2.1 Apply techniques to fall asleep

2.1.1 Practice Meditation

2.1.2 Practice Breathing

2.1.3 Practice Visualization

**Performance Objective 3:** Given an email reminder and reference materials, participant will record having practiced at least one of the referenced sleep techniques, rating at least a three on a rubric with a one to four scale.

**3.0 How:** Turning a Behavior into a Habit *(intellectual skill, psychomotor skill)*

3.1 Identify a habit as a Cue/Routine/Reward (CRR) sequence *(intellectual skill)*

**Performance Objective 4:** Given reference materials participant will verbally outline one example of a sleep habit (negative or positive), following the CRR format, based on their personal situation.

3.2 Use CRR to design a positive sleep habit *(intellectual skill, psychomotor skill)*

3.2.1 Use CRR to design a new positive habit

3.2.2 Use CRR to redesign a negative habit into a positive one

**Performance Objective 5:** Given reference materials participant will construct a written CRR description of either a) a new positive sleep habit for their personal situation *or* b) a negative sleep habit that they have modified to be a positive one, rating at least a three on a rubric with a one to four scale.

**Performance Objective 6:** Given an email reminder, participant will record having applied their new CRR sleep habit at least twice over the remaining four nights of class.

**4.0 How:** Building Successful Habits (*intellectual skill*)

4.1 Six Sources of Influence (SSI) support model

**Performance Objective 7:** Given reference materials, including a blank SSI template, participants as a group will outline an SSI support system for a sample positive sleep habit.

**Performance Objective 8:** Given an email reminder and reference materials, participant will construct a written description of an SSI for their new sleep habit, rating at least a three on a rubric with a one to four scale.

**Performance Objective 9:** Given an email reminder, participant will record having applied at least one new item from their SSI at least once over the remaining three nights of class.

4.2 Vital Behaviors (VB)

**Performance Objective 10:** Given reference materials, participants as a group will relate at least two examples of VBs that support positive sleep habits.

**Performance Objective 11:** Given an email reminder and reference materials, participant will construct a written description of a VB for their new sleep habit, rating at least a three on a rubric with a one to four scale.

**Performance Objective 12:** Given an email reminder, participant will record having applied their VB at least once over the remaining three nights of class.

**5.0 Practice:** Reinforcing and Evaluating New Habits (*intellectual skill*)

Note. On days 5 through 7, participants also continue working on Performance Objectives 3, 6, 9 & 12

**Performance Objective 13:** Given an email reminder and guiding questions, participant will critique the implementation of their new CRR sleep habits, their SSI and their VB at least once over the remaining two nights of class.

**6.0 Looking forward:** Long-term behavior change (*attitudinal, psychomotor skill*)

**Performance Objective 14:** Given an email assessment, reference materials, and an online assessment one month after class ends, participant will relate application of their new habits, rating at least a three on a rubric with a one to four scale.