



PROGRAMME 9: DREAMS

AIM

The aim of this unit is for students to become aware of their responsibility in having a good bedtime routine and to develop strategies to cope when they have bad dreams or nightmares.

LEARNING OBJECTIVES

Students will be able to:

- understand how a regular bedtime routine helps in having a good night's rest
 - identify the link between watching scary media and having nightmares
 - identify ways they can distinguish between reality and imagination
 - determine ways to let go of the nightmare and settle themselves back to sleep.
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SKILLS

- Information Technology
 - Communication
 - Co-operation
 - Social skills
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MATERIALS

- Episode Dreams on DVD1 of Bryan & Bobby Series 3
 - Large pieces of paper for a booklet
 - Pens and markers
 - Crayons
 - Wanted posters
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VIRTUES

- Confidence
- Awareness
- Courage
- Responsibility
- Understanding
- Discipline

LESSON *(more suited to junior and middle school students)*

Play the episode 'Dreams' from DVD1, Bryan & Bobby Series 3

1. Bedtime routine

Ask for a show of hands as you call out the following:

Who went to bed at 6.00 pm last night? Who went to bed at 6.30 pm? 7.00 pm? 7.30 pm and so on... until all the students have put their hands up.

Ask those that went to bed earlier how they feel this morning – what their energy and concentration levels are like, and what kind of mood they're in. Ask those that went to bed much later the same.

Talk to your students about the benefits of having a regular bedtime routine, such as brushing their teeth, putting on pyjamas and then going to bed at the same time every night (at an appropriate hour). Some students may enjoy reading or having a story read to them, some may even have a drink of milk, cocoa or Milo as part of their bedtime routine. Talk about typical routines your students normally go through at other times of the day (eg, school routine, breakfast routine, sports routines). Then talk about how getting to bed early and having a good night's rest can help students have good dreams.

2. Watching scary movies

Ask your students if they have ever watched a scary movie or television programme before they went to bed? Write the titles of the movies on the board.

Ask if anyone has ever experienced nightmares about the things they've seen on TV or in real life. Have those dreams occurred the same night as seeing the scary scene?

Ask the students why they think some people, including children, have nightmares after watching scary things.

Have them brainstorm some of the more positive things they can choose to do, instead, just before bed (ie. things that will give them 'nice thoughts').

Have students brainstorm examples of nice thoughts they sometimes think to themselves before they go off to sleep.

3. Dream vs. reality

Write up names of characters from movies/books/television programmes that have scared the students. Discuss the characters on the list – what makes them scary? Why?

Discuss with your students how TV programmes and movies are created; from an idea into a script, into people acting out the scenes and it being recorded, to the story showing on TV or at a movie theatre. Emphasise how this all starts with an idea in someone's imagination – and how this applies to books too.

Have your students create their own scary character from their imagination. Have them give it a name and get them to draw a large picture of it, listing the various traits that make it 'scary'.

Is their creature scary when they know all about it and have created it themselves? If not, why not?

4. Scare-busters

Ask your students if they can remember any nightmares they've had, or if any of them have had recurring nightmares. Have one or two students share their dreams. As a class, brainstorm how the students could re-write the ending of the dream so the child takes control, and the dream is no longer scary.

Start a 'scary' story on the whiteboard or on a large piece of paper then have the students write their own ending for the story.

Develop this exercise into a large shared book or story for the wall, utilising all the positive alternative endings.

Visit www.bryanandbobby.co.nz for more information.

Watch the following episodes in the previous Bryan & Bobby Resource Kits:

Episode Keeping Safe, DVD1, Bryan & Bobby Series 1 and use the corresponding unit in Workbook 1

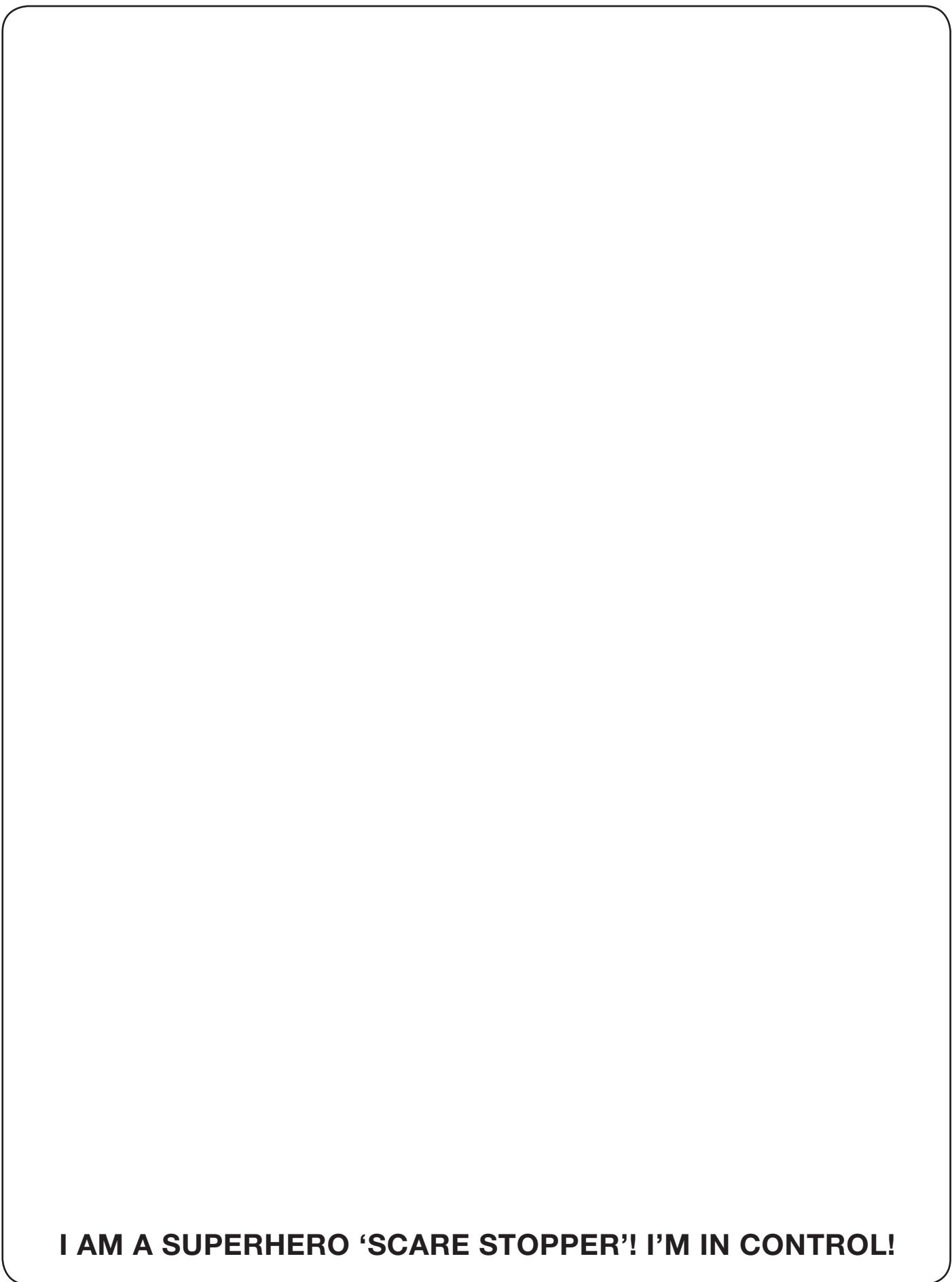
Episode Happy, DVD1, Bryan & Bobby Series 2 and use the corresponding unit in Workbook 2

Episode Me, DVD2, Bryan & Bobby Series 3 and use the corresponding unit in Workbook 3

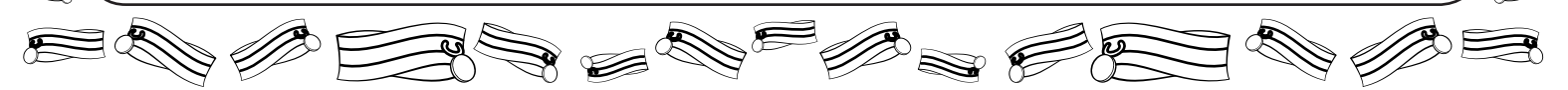


SUPERHERO POSTER

Have the students draw a picture of themselves as a Superhero Scare-Stopper!



I AM A SUPERHERO 'SCARE STOPPER'! I'M IN CONTROL!



SUPPLEMENTARY ACTIVITIES

Topic

Get your students to draw a picture storyboard of their typical night-time routine. Have them also create a more positive routine, if there is the opportunity to do so.

Music

Have students compose a song about all the positive imagery that makes them feel good. Sing it to another class or for assembly.

Students can also compose a song about the best routine to have before going to bed, and why going to bed early is a good idea.

Ensure all children get a copy to play at home.

ICT

Research the bedtime routines that children from different countries have, and present the findings to the class.

Research the benefits of drinking milk before going to bed. Is this a myth that it helps you sleep well, or is it true?

Maths

Conduct a survey within the class (or with neighbouring classes) to determine the average bedtime for children of the same age. Find out the number of people who watch TV just before going to bed and compare that to the number of people who read (or are read to), who play a game, or who just go to bed.

Oral Language

Have students talk to their parents or grandparents and ask them about nightmares that bothered them as children. What did they do about it?