



## Sleepy Time Memories

**Module:** II  
**Topic:** Routines  
**Type:** Visualization  
**Group Size:** Individual  
**Time:** 15 minutes

**Purpose:**

To develop an understanding that napping, like other daily routines, provides an important opportunity for one to one interaction between caregiver and child.

**What you will need:**

Participant Materials	Trainer Materials	Equipment
<p><b>The following handouts:</b>                      :: PITC: A Guide to Routines 1<sup>st</sup> Edition– Section 5 Sleeping and Naptime: pgs.48-56 (2<sup>nd</sup> edition pgs. 67-77).  <b>Note:</b> Trainer will need to purchase this guide from CDE press: 1-800-995-4099</p>	<p>:: Gentle soothing music from a tape or CD – trainer’s preference – this can be adult or children’s music (model music that would be good for naptime)</p>	<p>:: Tape or CD player</p>

**Directions:**

1. Begin by telling participants about the importance of routines as learning opportunities and relationship building. It is important to realize that even with napping, we all have values from our own early childhood experiences that affect and influence our behaviors and interactions with the children today.
2. Ask participants to settle comfortably into their seat, take a deep breath, and close their eyes. Have them breathe as they listen to the music for a minute.
3. The trainer can say the following: I want you to think back to your early childhood and how bedtime was done in your family. What kind of routine did you have to get ready for bed? Who was there? Were you rocked to sleep? What sounds do you remember hearing? How much light was there? Where are you sleeping? Are you sharing a bed with a sibling? Was there music to fall asleep with? Was the experience pleasant? Take a few minutes to see what went on, what routines or rituals you remember and how the experience felt to you.
4. The trainer may want to pause a little to allow time for the participants to internalize all the visuals and feelings. After a minute or so, ask participants to take a breath and come back to the room. They can open their eyes when ready.
5. Ask for some volunteers to share their experience.
6. After participants have shared, ask if there is anything about this experience that presently influences how they put the infants/toddlers to sleep. The trainer can ask “What do you like to see happen before, during, and right after nap time? Do these rituals follow your rules and expectations or the child’s?”
7. Thank the participants for sharing their stories. Remind them that it is important to notice our own feelings and how they can affect how we behave as we talk about napping routines. How individualized are the napping routines? Are the napping routines in child care consistent with the sleeping routines at home? How well do the napping routines work for the caregivers in the program? Do the napping routines fit into the overall program structure and philosophy? These questions were taken from pg. 77 of the Guide to Caregiving routines.
8. Review key concepts from handouts: clues to sleepiness, the right environment, temperamental differences, waking up styles, children who have difficulty sleeping, working with parents around nap routines, recording the information.

## PITC ACTIVITIES

### Variations:

### Links to Head Start Program Performance Standards:

:: 1304.21 (a)(3)(ii) planning for routines ...according to each child's needs

### Activity Developed by:

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### Source Material:

Gonzalez-Mena, J. (2002). *Infant/toddler caregiving: A guide to routines* (2<sup>nd</sup> ed.). Sacramento, CA: California Department of Education.



