<table>
<thead>
<tr>
<th>Programa</th>
<th>Erasmus +</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acción clave</td>
<td>Cooperación para la Innovación y el intercambio de buenas prácticas</td>
</tr>
<tr>
<td>Acción</td>
<td>Asociaciones Estratégicas</td>
</tr>
<tr>
<td>Campo</td>
<td>Asociaciones estratégicas para la educación escolar</td>
</tr>
</tbody>
</table>

**B.1. Identificación del Proyecto**

<table>
<thead>
<tr>
<th>Título del proyecto</th>
<th>Hábitos del sueño y rendimiento escolar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acrónimo del proyecto</td>
<td>SHASTU</td>
</tr>
</tbody>
</table>
If the student sleeps for an optimal time, do their academic performance and behavior improve?

What time is the best to study a complex matter and examine it?
20,000 neuronas

melanopsin

Medscape
Suprachiasmatic nucleus (orchestra director)

Clock genes:
- Clock
- Bmal1
- Per2
- Cry1

(+)
(-)

Autonomous nervous system

Humoral signals

Orchestra instruments (peripheral clocks)

Melatonin

REM
NR 1-2.
NR 3

Source: Clin Lipidol © 2010 Future Medicine Ltd
MATINA = LUCE

NOTTE = OSCURITA
How much sleep do I need?

<table>
<thead>
<tr>
<th>AGE</th>
<th>RECOMMEND AMOUNT OF SLEEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEWBORNS</td>
<td>16 -18 h / day</td>
</tr>
<tr>
<td>PRESCHOOL- AGED CHILDREN</td>
<td>11- 12 h / day.</td>
</tr>
<tr>
<td>SCHOOL-AGED CHILDREN</td>
<td>At least 10 h / day.</td>
</tr>
<tr>
<td>TEENS</td>
<td>9 – 10 h / day.</td>
</tr>
<tr>
<td>ADULTS</td>
<td>7 – 8 h / day.</td>
</tr>
</tbody>
</table>
¿CUANTO SUEÑO NECESITAN LOS NIÑOS?

No hay un “número mágico”
DIFICULTADES DEL LENGUAJE

totatola

Touchette E; Petit D; Séguin JR; Boivin M; Tremblay RE; Montplaisir JY. Associations between sleep duration patterns and behavioral/cognitive functioning at school entry. SLEEP 2007;30(9):1213-1219.
<table>
<thead>
<tr>
<th>HORAS</th>
<th>LABORABLES (%)</th>
<th>&lt; 8 h</th>
<th>FESTIVOS (%)</th>
<th>&lt; 8 h</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 a 6</td>
<td>4,1</td>
<td></td>
<td>1,4</td>
<td>29,30%</td>
</tr>
<tr>
<td>6 a 7</td>
<td>9,9</td>
<td></td>
<td>3,4</td>
<td></td>
</tr>
<tr>
<td>7 a 8</td>
<td>38,8</td>
<td></td>
<td>1,0</td>
<td></td>
</tr>
<tr>
<td>8 a 9</td>
<td>35,0</td>
<td></td>
<td>23,5</td>
<td></td>
</tr>
<tr>
<td>9 a 10</td>
<td>7,5</td>
<td></td>
<td>9,9</td>
<td></td>
</tr>
<tr>
<td>10 a 11</td>
<td>0,0</td>
<td></td>
<td>4,1</td>
<td>44,30%</td>
</tr>
<tr>
<td>más de 12</td>
<td>0,0</td>
<td></td>
<td>6,8</td>
<td></td>
</tr>
<tr>
<td>¿?</td>
<td>4,7</td>
<td></td>
<td>49,9</td>
<td></td>
</tr>
</tbody>
</table>

TV use has consistently and inversely been associated with sleep duration as well as delayed bedtime and wake-up time

More than 80% of young people in the EU participate in social networks.
TAKING CARE OF THE VIGIL IMPROVES RESTING
TAKING CARE OF RESTING IMPROVES THE VIGIL

OUR APPROACH IS:

SLEEP HYGIENE
The family sets the schedule:

a) The shower
b) Family dinner
c) Oral Hygiene - previous physiological needs to sleep
d) Reading in dim light.

- Remove TV after shower
- Tell parents not to give children stimulants (fizzy drinks, chocolates ...)
- Tell them to sleep from 10 to 12 hours
GROUP I
The habits we should teach children and to be considered are:
- Shower
- Light dinner - soft / light menu. Still drinks, just water
- Clearing up the table after dinner is a family task. Do it together.
- Oral Hygiene
- Reading (1/2 hour approx.) - Conversation - Interactivity
- Do not use electronic devices.

GROUP II
This group believes the appropriate guidelines are the following:
- Shower
- Dinner with family
- Routines (lay and clear the table together...)
- Games, fine psychometrics. reading
- Sleeping in a relaxed atmosphere
- Sleep alone.
HOW TO GET TO APPLY SOME GOOD SLEEP HABITS
GROUPS OF CHILDREN

- Waking up early to eat breakfast without any rush.
- Perform physical education in the early hours. Exposure to light. Roll up the blinds in the classroom.
- Between 12:00 and 13:00 is the best time for CONCENTRATION.
- Have a nice lunch and take a nap
- Physical activity early in the day. Going for a walk.
In 2012, for the first time, a higher proportion of young people made daily use of the internet than of a computer — reflecting increased uptake in the use of a range of alternative devices, such as smart phones.