

LESSON PLAN

Taking care of myself: Getting a good night's sleep

CONTEXT

This lesson explores why sleep is so important in children's lives and how sleep patterns change during puberty. It considers what the foundations of good quality sleep are, promotes taking responsibility for bedtime routines, and reflects on how these habits can be effectively embedded. As children grow older and enter puberty, they will benefit from well established, consistent sleep patterns.

This lesson is best used within a unit of work on healthy, balanced lifestyles; preparing for transition to secondary school; or during sessions about the changes that occur to the body during puberty. The engagement of parents in this topic would be advantageous. Parents could be informed via the school newsletter, website or blog — this would enable them to be supportive of this aspect of their child's learning. *Resource 2: My sleep fact file* could also be shared with parents as part of a homework activity. There are accompanying lessons for key stages 3 and 4, which explore how to maintain good quality sleep during adolescence.

LEARNING OBJECTIVES

- To learn about the importance of good sleep

INTENDED LEARNING OUTCOMES

Pupils will be able to:

- explain why sleep is important for a healthy lifestyle
- describe bedtime routines that help improve sleep
- identify how sleep patterns and needs might change during puberty

RESOURCES REQUIRED

- Box or envelope for anonymous questions
- Resource 1: *Facts about sleep*
- Resource 2: *My sleep fact file*
- Resource 3: *Sleep buster solutions*

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
1. INTRODUCTION	Introduce or revisit ground rules	-
2. BASELINE ASSESSMENT	Pupils draw a person getting good sleep, and add ideas about what might be helping or hindering them	10 MINS
3. FACT HUNT	Pupils discover facts about sleep using posters displayed around the room	20 MINS
4. SLEEP SCHEDULE	Pupils discuss types of activities that might make going to sleep more difficult and suggest solutions	15 MINS
5. ENDPOINT ASSESSMENT	Pupils revisit the draw and write activity to capture what they have learnt about sleep. Remind pupils who they can speak to if they are worried about getting good sleep	10 MINS

CLIMATE FOR LEARNING

Make sure you have read the accompanying teacher guidance notes before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

INTRODUCTION

Revisit ground rules and remind pupils of the availability of the anonymous question box.

BASELINE ASSESSMENT

Lead pupils in a draw and write activity focusing on sleep, using the following instructions:

- Draw a person getting ready for a good night's sleep — what might they be doing, thinking, feeling?
- Draw or write how this person will feel when they wake up
- Draw or write anything that is helping them to sleep well
- Draw or write anything that might make it hard for them to sleep well

It is important that pupils complete this activity individually and that you do not guide or prompt their answers. When finished, collect in their papers and explain you will revisit this work at the end of the lesson. Look through pupils' ideas to elicit an understanding of what pupils already know about the importance of sleep and routines that promote good sleep.

Introduce the learning objectives and outcomes, explaining that this lesson will explore why it is important to get good sleep, and how sleep patterns change during puberty.

10 MINS

20 MINS

Pin up posters from *Resource 1: Facts about sleep* around the classroom (depending on the size of the class, you may need more than one copy of each poster). Organise pupils into pairs and give each pair a copy of *Resource 2: My sleep fact file*. Ask them to move around the room looking at the posters and hunting the 'facts' needed to answer the questions. They can also trade and share facts with other pairs as they discover more. Pupils could be encouraged to take home their completed sleep fact file to share with parents or family members.

Take some feedback. Possible answers might include:

1. Children between the ages of 6 and 12 usually need around 10-11 hours of sleep a night and should usually go to bed before 9pm.
2. Relaxing, calming activities before bed, such as reading, meditating, etc. Exercising outside during the day, keeping to the same routine, tidy their bedroom.
3. Running around before bed (or rough play). Using electronics, game consoles, including phones, tablets, TV and computer (ideally these should not be in the bedroom at all). Drinking fizzy drinks or 'energy drinks' (which may keep us awake and make it difficult to fall asleep when we want to), eating sugary foods (which may make us feel hungry or thirsty not long after eating them).
4. When asleep, the body makes hormones needed for the changes that happen during puberty. Sleep patterns also tend to shift around 1-2 hours later and they need slightly less sleep than they did before.
5. It helps us to feel awake the next day and ready for school. We can find it easier to learn, have ideas for our school work, remember things we need to do (homework!), catch less colds and coughs, heal more quickly from injuries, perform well in tests and at sporting activities and feel well and happy.

***Challenge question: Sleep can also help to prevent spots and manage weight during puberty. (All answers from the previous question are also valid.)**

SUPPORT	Pupils could be paired with a more confident reader / scribe or with a teaching assistant if available. Alternatively, create a bag of objects/pictures related to sleep (or that might be found in a child's bedroom) and ask them to sort into piles — to represent if they help or hinder sleep (it is also helpful to include a "not sure/it depends" pile). Items might include: teddy bear, night light, mobile phone, pet, story book, eye mask, alarm clock, a fizzy drink can etc..
CHALLENGE	A challenge question is provided in Resource 2. Pupils could also identify three facts about sleep that they think are most important for children their age to know about, and explain why these are most important.

SLEEP SCHEDULE

Discuss as a class the type of activities children and young people do after school — for example attending after-school clubs, sports teams, hobbies, favourite TV programmes, playing with brothers/sisters, eating dinner, chores, homework and bedtime routines (brushing teeth, washing, reading and calming down).

Working in pairs, ask pupils to consider what can get in the way of trying to get to sleep. Using *Resource 3: Sleep buster solutions*, invite them to complete the table with the headings “It is difficult to go to sleep when...” and “A solution to this might be”.

For feedback, pupils could share their ideas regarding the challenges and solutions for getting to sleep with other pairs and compare similarities and differences. Invite the class to vote on the most helpful solutions. Pupils who undertook the challenge activity could present their ideas to the rest of the class — asking them to guess which solution their steps are designed to achieve. Some of the activities could then be shared with parents via the school website/newsletter and in school assemblies.

SUPPORT	Pupils could design a 6 box storyboard by drawing pictures to show what a person of their age might do in the evening to get ready for bed.
CHALLENGE	Ask pupils to imagine someone their own age who needs some advice on the necessary steps to carry out their ‘sleep solution’. Ask pupils to complete the section underneath the Sleep busters solutions grid giving detailed practical instructions about how to implement their solution to ensure they get enough sleep.

ENDPOINT ASSESSMENT

Return pupils’ draw and write sheets from the start of the lesson. Ask them to now use a different colour pen / pencil to make any additions or changes they can to their original drawing, as a result of their learning in today’s lesson.

If time allows, you could ask pupils to quietly reflect on one thing they would consider changing about their bedtime routine to help them get better sleep.

REFLECTING ON TODAY'S LEARNING & SIGNPOSTING SUPPORT

It is important to reassure pupils that finding it hard to get to sleep/not wanting to get up in the morning are all normal experiences as part of growing up and many adults can sometimes find it hard to get to sleep/wake up in the morning. Sometimes when people are worried or feel stressed about something they can find it hard to get off to sleep/not feel like getting up in the morning. It is therefore essential that they speak to their parents/a trusted adult in school if they are having trouble sleeping. Websites such as Childline provide helpful advice ‘8 tips for better sleep’

<https://bit.ly/2FAk5eo>

EXTENSION ACTIVITIES

GIVE ME TEN:

Ask pupils to compile a list of 10 top tips for a good night's sleep and use this to create a 5-minute presentation to share in a whole school assembly.

SLEEP STORY:

Ask pupils to write a short story about a character who is struggling to get a good night's sleep and include advice about how they solved the problem.