

LESSON PLAN

Healthy sleep

CONTEXT

This lesson explores the importance of good quality sleep — particularly during a time of transition between primary and secondary school, when routines, schedules and pressures are likely to change. This lesson is best used within the context of a unit of work on healthy, balanced lifestyles, or during sessions on transition. There is an accompanying lesson for key stage 2, which explores the impact of puberty on changing sleep patterns; and for key stage 4, which reinforces the importance of sleep for wellbeing and personal effectiveness.

LEARNING OBJECTIVES

We are learning:

- about healthy sleep habits

INTENDED LEARNING OUTCOMES

- I can explain the impact of sleep on health and wellbeing
- I can describe healthy sleep patterns and identify factors which can reduce sleep quality
- I can describe a range of strategies for ensuring appropriate sleep patterns

RESOURCES REQUIRED

- Box or envelope for anonymous questions
- Blank postcards
- Resource 1a: *Sleep quiz*
- Resource 1b: *Teacher answers*
- Resource 2: *Sleep benefits*
- Resource 3: *Sleep scenarios*

LESSON SUMMARY

ACTIVITY	DESCRIPTION	TIMING
1. INTRODUCTION	Revisit ground rules and introduce learning objectives	5 MINS
2. BASELINE ASSESSMENT	Students complete a true or false quiz about healthy sleep	15 MINS
3. DIAMOND 9	Students evaluate the importance of nine benefits of sleep	10 MINS
4. SLEEP STRATEGIES	Students work in groups to suggest a range of strategies to promote good quality sleep	10 MINS
5. SLEEP SCENARIOS	In four groups, students review case studies of poor sleep and make recommendations to each character	15 MINS
6. ENDPOINT ASSESSMENT	Students complete an exit card highlighting key things they have learnt about sleep	5 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.

KEY WORDS

Sleep, habit, routine, caffeine

INTRODUCTION

Revisit ground rules and remind students of the availability of the anonymous question box. Explain that this lesson will explore both the importance of, and habits to help achieve, healthy sleep, particularly during adolescence (teenage years).

BASELINE ASSESSMENT

Hand out Resource 1a: *Sleep quiz* and ask students to complete the questions, indicating 'T' for True and 'F' for False. As this is a baseline assessment, this task should be completed individually and with minimum teacher input in order to gauge students' current understanding, beliefs and ideas about sleep. In the final column, students should add what they think is the truth for any statement that they have identified as false.

Take class feedback (this could be through holding up true/false cards, class vote or standing on different sides of the room to represent true/false/not sure) using Resource 1b to challenge misconceptions and provide additional information.

10 MINS

DIAMOND 9

Give each pair/small group a set of Resource 2: *Sleep benefits*. Ask students to form a diamond 9 with the cards — showing the benefits they think are the most important at the top, down to those they think have less of an impact (1, 22, 333, 44, 5) and recognising that there are no absolute right or wrong answers. It would be helpful to circulate to see what students are thinking in order to inform your teaching.

SUPPORT	Hand students 5 cards and ask them to create a small diamond with fewer benefits (1, 222, 3)
CHALLENGE	Ask students to prioritise the cards in two different orders; firstly, thinking about a young person's priorities during exam time and then again during the summer holidays. Have any priorities changed?

SLEEP STRATEGIES

10 MINS

Ask students to work in teams to generate a list of any habits or strategies that they think a person could use to promote good quality sleep. They could formulate this as a *Dos* and *Don'ts* list.

SUPPORT	Some groups may need prompting through questioning (which could be displayed or discussed): • What should the bedroom environment be like for good sleep? • What activities should be avoided before sleep? • What routines might make someone feel calm, relaxed and ready for sleep? • What could someone do if they were struggling to fall asleep?
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Take class feedback, referring back to the true and false quiz answers and the teacher guidance notes to develop discussion.

SLEEP SCENARIOS

15 MINS

Organise students into groups and give each a different character from Resource 3: *Sleep scenarios*. Ask them to read through the scenario and identify:

1. Any habits the character has that might be preventing them from getting good quality sleep
2. What the consequences for them might be of not getting good quality sleep
3. What they could change (or do differently) to help them get better quality sleep

CONTINUED...

Take feedback, drawing out the key learning points for each character:

- *Klaudia's schedule needs reviewing — she is currently only getting 7 hours' sleep and is both eating and exercising very late, which is inadvisable. She should think about how to prioritise or reorganise her schedule so that she is able to get better sleep.*
- *Benji has very erratic sleep patterns. He should reduce his use of caffeine drinks (especially in the afternoon) and try to avoid napping and sleeping in at the weekends, but instead establish a more consistent routine.*
- *Ryan needs to focus on reducing his stress, in particular by organising his school bag in the evening before settling down to sleep. He should try to do something relaxing and calming before bed, which should help his mind switch off from worries and improve his capacity to function (and feel less stressed) the next day.*
- *Shaznay may be more affected by her phone than she thinks — regular disturbances during the night and looking at backlights before sleep lead to poorer quality sleep overall. She should remove her phone from her bedroom at night and make sure it is turned off.*

CHALLENGE	Look back at the benefits of sleep from the Diamond 9 activity — which benefits would be most helpful to persuade your character to get better sleep?
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ENDPOINT ASSESSMENT

Ask students to complete an exit card to hand in on their way out of the room (either on blank postcards or paper) summarising what they have learnt during the lesson.

They could use the structure:

- Three things that help promote good sleep are...
- Two benefits of good quality sleep are...
- One question I still have about sleep / today's lesson is...

NB: *If asking students to write questions about a topic, particularly as part of a plenary activity, it is vital that these are returned to and answered in subsequent lessons.*

REFLECTING ON TODAY'S LEARNING & SIGNPOSTING SUPPORT

During the assessment activity, display a range of support services for people who are concerned about sleep-related issues and leading a balanced lifestyle. These should include people in school (such as the tutor, head of year or school nurse) and websites or phone lines accessible to young people, such as Childline

(www.childline.org.uk) and NHS Direct (Tel: 111).

5 MINS

HEALTHY SLEEP CAMPAIGN

Ask students to create an advertising campaign to promote healthy sleep. Depending on time and students' motivation for the topic, this could include some or all of the following elements:

- A tagline or slogan
- A logo
- A poster or flyer to raise awareness
- An information leaflet

HEALTHY SLEEP INTO ACTION

Ask students to reflect on one thing they think they could change about their evening routine to promote better sleep — examples might include: turning off their phone, meditating, reading a book (not a screen) before bed, eating or exercising earlier, reducing caffeine drinks. Challenge them to try to stick to this change for one week; they might also be encouraged to write a short reflection about any changes they have noticed to their sleep (or other benefits) by the end of the week.