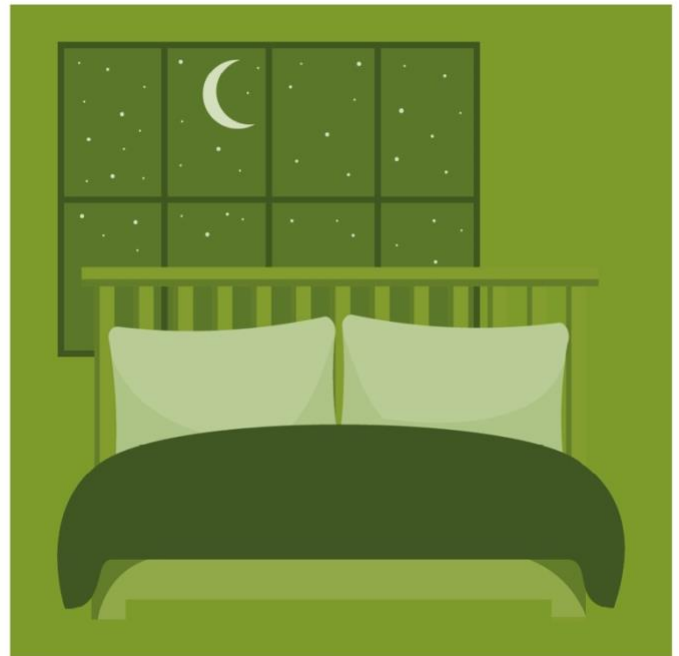


# The sleep factor

KS2 Lesson: Getting a good night's sleep



# Getting a good night's sleep

This lesson for key stage 2 explores the importance of sleep and how sleep patterns change during puberty. It considers the foundations of good quality sleep and encourages children to establish helpful routines to support them with consistent sleeping patterns as they grow older and become more independent.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. This lesson would work best as part of broader learning on healthy, balanced lifestyles; preparing for transition to secondary school; or following lessons about the changes that occur to the body during puberty.

## Learning objective

To learn about the importance of sleep and routines that support good quality sleep.

## Learning outcomes

Pupils will be able to:

- explain why sleep is important for a healthy lifestyle
- identify how sleep patterns might change during puberty
- describe habits, including bedtime routines, that can help to improve sleep

## Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson, which include relevant subject knowledge and guidance on establishing ground rules, creating a safe learning environment, assessment, and adapting the lessons to suit pupils' needs.

## Resources required

- Box or envelope for questions
- Resource 1: *Facts about sleep* [one or two sets per class]
- Resource 2: *My sleep fact file* [one per pair]
- Resource 2a: *My sleep fact file – teacher answers* [for teacher reference only]
- Resource 3: *Sleep schedule* [one per group, printed A3]

## Key words

sleep

habit

routine

puberty

bedtime

## Baseline assessment

### Baseline assessment activity (Slide 9, 10 mins)

Ask pupils to split a page in their exercise books into four quarters and write one of the four questions on slide 9 into each quarter, before writing or drawing their responses:

1. What are some benefits of good sleep?
2. Do people's sleeping patterns change during their lifetime? Give some examples.
3. What can people do to get better sleep?
4. What else do you know about sleep?

Pupils should work on their own without any further prompts or examples, to give a true reflection of their current understanding. Circulate during the activity to gauge pupils' starting points and adapt the lesson as needed to address any gaps or misconceptions you identify. When finished, ask pupils to put their exercise books to one side — they will revisit these questions at the end of the lesson.

### Introduction (Slides 10–11, 5 mins)

Establish or revisit ground rules. Explain that if pupils have worries or questions during or after the lesson that they do not want to raise in front of the class, they can speak to you individually or write their question on a piece of paper, anonymously or with their name, and put it in the question box.

Introduce the learning objective and outcomes. Explain that today's lesson will explore helpful sleep routines and consider why they are important for a healthy lifestyle.

## Core activities

### Fact hunt (Slide 12, 20 mins)

Tell the class that they are going to go on a fact hunt to find out more about sleep (including why it's important and how sleep patterns can change). 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). Give each pair **Resource 2: My sleep fact file** and 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 feedback on each question and use **Resource 2a: My sleep fact file — teacher answers** to highlight the key learning.



**Challenge:** Ask pupils to identify three facts about sleep that they think are most important for children their age to know about and explain why these are so important.

### Sleep schedule (Slides 13–15, 15 mins)

Explain that good quality sleep can be supported by the things people do often (in other words, their habits or routines). Use slide 13 to introduce Nathan (age 11) who wants to build a daily routine that

helps him to get better sleep. Ask small groups to use what they learnt in the fact hunt activity to create a list of tips that could help Nathan with his sleep.

Take feedback and create a class list on slide 14, making sure it includes ideas like:

- *a consistent routine – going to bed and getting up at the same time*
- *going outside during the day (to get daylight)*
- *avoiding screens before bedtime, and keeping them out of the bedroom*
- *avoiding fizzy or sugary drinks*
- *taking time to wind down before bed by doing calming activities (e.g. reading, talking with family, or listening to soothing music)*
- *keeping the bedroom cool, dark and tidy*

Ask groups to apply these ideas to create a routine for Nathan using **Resource 3: Sleep schedule**. They should annotate their schedule as they go, to explain how some of the ideas they have included could support Nathan's sleep. To help with this, they could refer back to their fact files from the previous activity or take a look back at the posters around the room.

If time allows, ask groups to do a short learning walk to see how the schedule they created compares to others (considering what is similar and what is different).

*Take feedback and emphasise that people's routines don't have to be exactly the same, and that they might vary a little day to day. You may wish to use slide 15 to highlight some of the key elements that groups should have included.*



**Support:** Pupils could draw and label their ideas on **Resource 3: Sleep schedule**.



**Challenge:** Ask groups to imagine that it is a few years later. Nathan is now 13, at secondary school, has his own mobile phone and needs a new sleep schedule! Groups should discuss how his daily routine might change.

## Endpoint assessment and reflection

### Endpoint assessment (Slide 16, 5 mins)

Remind pupils of the learning outcomes and ask them to return to their exercise books to revisit the baseline assessment activity from the start of the lesson. Ask them to add any new learning about sleep's benefits, changing sleep patterns and tips for better sleep in a different colour pen or pencil. They may also want to change their original ideas, as a result of today's learning.

This assessment activity will help provide information about pupils' progress and highlight any gaps that may need addressing in future lessons.

Finally, ask pupils to quietly reflect on one thing they would consider changing about their own daily routine to help them get better sleep.

## Signposting support

### Signposting support (Slide 17, 5 mins)

Reassure pupils that lots of people find it hard to get to sleep or wake up sometimes.

However, if it's often difficult to get to sleep or stay asleep, or if they are experiencing worries related to sleep, make sure pupils know that they should:

- speak to a parent, carer, or other trusted adult outside of school
- speak to a teacher, or other trusted staff member in school

There are also organisations that can help, such as Childline [www.childline.org.uk/kids](http://www.childline.org.uk/kids); 0800 1111.

If any questions from the question box have not yet been answered, and if time allows, you may wish to address these now.

## Extension activities

### Give me ten (Slide 18)

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

### Sleep story (Slide 19)

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.