

The sleep factor

KS5 Lesson: Managing sleep independently



Managing sleep independently

This lesson for key stage 5 students is designed to promote healthy sleep habits following on from the key stage 1–4 The Sleep Factor lessons. This lesson focuses on managing sleep as young people prepare to live more independent lives, considering the impact of sleep in both professional and personal contexts.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. This lesson is best used within the context of a unit of work on healthy, balanced lifestyles, or during sessions on transition

Learning objective

To learn about managing sleep routines independently, and the impact of sleep on professional and personal wellbeing.

Learning outcomes

Students will be able to:

- explain the challenges of independently managing sleep routines while transitioning into work or higher education
- analyse the impact of sleep on productivity and wellbeing in both personal and professional contexts
- develop individual and societal strategies that promote positive sleep habits

Climate for learning

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

Resources required

- Box or envelope for questions
- Resource 1: *Sleep habits for work* [one per small group]
- Resource 1a: *Sleep habits for work - teacher support*
- Resource 2: *Case studies* [one of the two case studies per student]
- Resource 2a: *Sleep challenges* [support option, as required]
- Resource 2b: *Case studies - teacher support*

Key words

Gross domestic product (GDP)

chronotype

melatonin

economy

Baseline assessment

Introduction (Slides 9–10, 5 mins)

Establish ground rules with the class and make students aware of the question box, which will be available throughout the lesson. Explain that if they have worries or questions during or after the lesson, that they do not want to raise in front of the class, they can 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 and explain that today's lesson will explore the impact of sleep in personal and professional contexts and how strategies can be used to manage sleep independently.

Baseline assessment activity (Slide 11, 5 mins)

Using **slide 11**, share the following quote with students “Being in charge of one of the world's largest companies, 6 hours sleep is all I need. Shouldn't that be enough for everyone?” Ask students to write down why this opinion may be problematic for both the individual or their workplace.

As this is a baseline assessment, students should work independently. Do not provide prompts or further explanation at this point, in order to get a true reflection of their starting points. Once completed, ask for feedback to establish their current knowledge, ideas and misconceptions, and consider how these will be addressed in the lesson. For example, students might say that more productive people sleep for fewer hours, in which case more time might be spent on discussing the case studies, or the hot seating task to explore challenges and strategies related to sleep habits.

Core activities

The bigger picture (Slides 12–15, 5 mins)

Using **slide 12**, introduce students to the data on the wider economic and societal effects of sleep deprivation. As a class, ask students to match each economic cost of sleep deprivation to the correct country on the map.

Next, using **slide 15**, show students the number of work hours lost due to insufficient sleep in the UK. As a class, ask students to vote whether the value for the next country is high or lower before the next value is displayed, and repeat the activity until all five countries have been revealed.



Challenge: Ask students to discuss what other national and global figures could be reduced by more people getting sufficient sleep.

Students may suggest: accidents in the work place, incidents on the road, mental health, consumer data (sugary drinks, sleeping pills and caffeine products).

Sleep habits (Slide 16, 10 mins)

Using **slide 16**, share the examples of changes companies have made to promote healthy sleep habits for employees. These help reduce the impact of insufficient sleep on workplace productivity and increase staff wellbeing.

Next, using **Resource 1: Sleep habits for work**, ask students in small groups to read through the habits that help promote good sleep, and fill in the table suggesting actions employers or education providers could take to help employees or students improve each habit.

Take feedback, using **Resource 1a: Sleep habits for work - teacher answers**, to help guide the discussion.

Students are likely to have a wide range of suggestions which may or may not be realistic, however, the key learning is to be aware of the habits that promote good sleep and consider how to manage these in a work or study environment.

Case studies (Slide 17, 15 mins)

Give each student one of the case studies from **Resource 2: Case studies** (where possible divide the two case studies evenly between the class). Ask students to read through the case study and answer the questions on the sheet. Students should consider the new sleep related challenges the character is facing, any consequences of not having enough sleep, and then offer advice to the character.

Next, pair students up with someone that completed the other case study. Ask students to feedback the sleep challenges, consequences and advice for the characters to each other.

Circulate during the activity using **Resources 2b: Case studies - teacher answers** to check learning and support paired discussions.



Support: Ask students to complete **Resource 2a: Sleep challenges**

Hot seating (Slide 18, 10 mins)

Put students in pairs, with each student in the pair having worked on a different case study in the previous task. Using **slide 18**, share the prompts to help the students create interview questions in their pairs; the questions must encourage the character to consider the barriers to changing their sleep habits, what the consequences of changes to their sleep habits could be (both positive and negative) and what the motivations are for the character to make the changes.

Ask one student in each pair to act as the interviewer and the other student to answer the questions as the character from the case study.

After 5 minutes, ask the pairs to swap roles and repeat the interview task.

Circulate during the task to gather feedback:

Although students will have very different responses to the interview questions, they will be able to practise the skill of identifying barriers to changing sleep patterns, such as the social pressures of wanting to go out, or gaming with friends, but also identify motivations that can help change behaviour, such as wanting to do well academically or professionally and improve their health and wellbeing, or wanting to reduce conflict with their families.

Reflection and endpoint assessment

Endpoint assessment (Slide 19, 3 mins)

Ask students to revisit their baseline assessment. They should make any changes to their original ideas or add in any new learning from the lesson in a different colour pen. To support students with this, remind them of the learning outcomes, especially what they have learnt about productivity in the workplace, and education, based on sleep quality. By this stage students should all be able to confidently challenge the CEO's perception of productivity. This assessment activity will help provide information about student progress and also highlight any gaps that may need addressing in future lessons.

Reflection (Slide 20, 2 mins)

Ask students to think about their own sleep habits and any changes they would like to make. Students should consider any barriers to making the changes and their motivations to make the change. As this is a personal reflection, these responses should not be shared with the rest of the class.

Signposting support

Signposting support (Slide 21–22, 5 mins)

Ensure that students know where they can seek help and advice, both now and in the future, if they are worried or concerned about their sleep. Students seeking further guidance can:

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

Find out more information at:

- Young minds: www.youngminds.org.uk
- NHS advice: www.nhs.uk/every-mind-matters/mental-health-issues/sleep
- The Sleep Charity www.thesleepcharity.org.uk/information-support/children/relaxation-tips/
- The Evelina London Children's healthcare - www.evelinalondon.nhs.uk/our-services/hospital/sleep-medicine-department/how-to-sleep-well-for-teenagers.aspx
- The Teen Sleep hub - www.teensleephub.org.uk

Extension activity

Sleep campaign [slide 23]

Ask students to create a whole school sleep campaign promoting the benefits of good quality sleep. The campaign could include:

- the benefits of sleep
- strategies to promote sleep
- ideas for realistic changes that could be made as a school to promote good quality sleep for students and staff