



# Sleep

Pupils will explore what it means to have good sleep, what this may look like physically and how someone who has slept well might behave and feel. Pupils will learn about the benefits of good sleep to the body and think about different actions they can take to regularly get good quality sleep.



## Recommended age group: 10–11 (Year 6)

### Learning outcomes

#### Pupils can:

- list some benefits of good quality sleep
- explain how sleep can affect wellbeing
- describe actions a person can take to help improve their quality of sleep.

### Preparation

#### Before delivering the lesson:

- watch the films on slides 8 and 10 of the PowerPoint presentation
- read through Rise Above classroom tips.

### Learning objectives

We are exploring the benefits of good quality sleep and learning about actions we can take to get good quality sleep.

This lesson uses video content from the Rise Above youth site, a website which supports the mental health of young people. The video content used in this lesson has been tested with Year 6 teachers and is age-appropriate. However, please note that the general content of the Rise Above website is targeted at secondary pupils.

### Resources

- PowerPoint presentation
- Blank A4 paper and pens
- Action plan (optional)

### Time

- 60 minutes approximately

### Key vocabulary

- Sleep, good quality, poor quality, rest, relaxation, health, mood, recovery, memory, habits and routine

### Pupil action plan

Pupils can apply their learning from the lesson by completing their own Action plan. This could be done as an extension or homework task.



## Lesson stimulus (3-4 mins)

Show the three sentences with missing information on the board as pupils enter the classroom (slide 2).  
Can pupils think what the missing words could be?

- At age 10, children are recommended to get around **10** hours of sleep each night
- The average person spends **9,582** days of their lifetime asleep
- A good night's sleep can improve a person's **mood, memory** and **health**

Extension question: Why do you think we sleep?

## Baseline assessment



### How do you feel? (3-4 mins)

Show pupils the statements A-C on slide 3 and ask them to rate their confidence in each using a scale from 0-10 (0 = not confident, 10 = extremely confident).

There are lots of ways you might do this activity. Pupils could respond to the statements individually by writing their three numbers down on paper, or verbally by discussing their feelings in pairs/groups. Alternatively, you could ask pupils to reflect silently, before holding up the relevant number of fingers or a mini-whiteboard with a number written on it in response to each statement.

**How confident are you in:**

- A)** listing some benefits of good quality sleep?
- B)** explaining how sleep can affect a person's wellbeing?
- C)** describing actions a person can take to help improve their quality of sleep?

## Core activity 1



### Why do you sleep? (15 mins)

1. Using slide 4 ask pupils to imagine that they have been given a chance to speak in assembly! They will have just 30 seconds to tell the rest of the school about the benefits of sleep and why it is important.
2. As a class, read through the information on slides 5 and 6 on why people sleep.
3. Ask pupils either in pairs or small groups to come up with a 30 second speech on why sleep matters. You may wish to ask some pupils to perform their speeches in front of the class.

**Optional challenge:** For pupils who have strong verbal skills, you could add an extra challenge. Pupils cannot hesitate or say errrr or ummmm during their 30 second speech. If there is a gap, then another person in the pair or group has a go. This does not have to be undertaken by pupils if the facilitator does not deem it to be an appropriate task.

**Extra support:** Print out slides 5 and 6 for pupils, so they have all the information in front of them.



### Questions for discussion:

#### All

- Which benefit(s) of sleeping were you most surprised about? Why?
- What might a person be like when they have slept well? For example, they might be in a good mood, able to concentrate and make decisions easily, feeling healthy and able to remember lots from yesterday!

#### Further challenge

- Why do you think a two year old or a teenager needs more sleep than an adult?  
The younger you are, the more sleep you need. This is because children and teenager's brains and bodies are still growing and a lot of the most important growing and repairing in our brain and body happens while asleep.
- Are rest and sleep the same thing?  
No, rest might be just closing your eyes or lying down while sleep involves (recurring and reversible) unconsciousness and often involves dreaming.

## Core activity 2



### Good quality sleep vs. poor quality sleep (10 mins)

1. Show pupils slide 8 and let them know you are going to be watching the first part of a video. After the video, you will be asking pupils to list the ways people behave, look and feel when they have or have not had enough sleep.
2. As a class, use slide 9 to make a list of how good quality sleep and bad quality sleep can affect a person's wellbeing. You could write the list up onto a white board or flipchart.

#### Further challenge

Ask pupils to consider what might prevent good quality sleep.





## Core activity 3



### The better sleep action plan (15 mins)

1. Show pupils slide 10 and let them know you are going to be watching the second half of the video. This time you will be asking them to list some of the different actions they have learned that might encourage better quality sleep.
2. Watch the video and ask pupils to share their ideas as a class. You may wish to write the ideas up so pupils can refer to them for the next activity. Actions mentioned in the video include limiting screen time, being active during the day and using relaxation techniques like calming music, reading or using earplugs or an eyemask.
3. Tell pupils that they need to help a Year 6 child who is having trouble sleeping. Can they design an action plan to help them to improve their quality of sleep? To help them, they need to:
  - fold a piece of paper into four to create four boxes
  - write a different label in each of the four boxes: Daytime routine, Bedtime routine, Bedroom environment, Top tip for better sleep
  - draw or write one thing for each heading that would help the Year 6 child to get better quality sleep.

The ideas banks on slide 12 can be presented before, during or after the task depending on the learning needs of the class.

#### Extra information for teachers:

- Limiting sugar helps encourage better quality sleep. Children aged 7-10 are recommended to have no more than six sugar cubes or 24 grams of sugar a day.
- Gentle stretches before bed and being active in the day can help encourage better quality sleep. However, vigorous exercise close to bedtime can have the opposite effect!
- Breathing exercises can encourage relaxation. You may want to try this [breathing exercise](#) with pupils.
- Blue light from screens, like phones, laptops or TVs, can stop a special hormone called melatonin from being released – this is the hormone that helps us sleep. It's a good idea to avoid screens at least an hour before bedtime.







## Plenary



### Bed time (3 mins)

Show slide 13.

Ask pupils to think about what they have learned in today's lesson and write their own 'Did you know...?' fact.

Pupils could share this with the person next to them or the whole class or write it down on the back of their action plan.



## Assessment for learning



### (3-4 mins)

Pupils think back to the confidence scale that they thought about at the start of the session and consider the statements again.

**How confident are you in:**

- A)** listing some benefits of good quality sleep?
- B)** explaining how sleep can affect a person's wellbeing?
- C)** describing actions a person can take to help improve their quality of sleep?

Ask pupils to consider why their scores have changed (if they have) and give an example of something new they

have learned or thought about.

Finally, let pupils know that everybody is different when it comes to sleep. Sometimes, people might struggle with falling asleep or with staying asleep. If pupils are having difficulty with sleep, they can use the different actions they have learned in the lesson or they can speak to an adult they trust – like a family member at home or a teacher.

If they are worried about it or if a lack of sleep is making things difficult, pupils can also ask a trusted adult to make them an appointment with a GP. Pupils can also contact Childline on 0800 1111 or visit [www.childline.org.uk](http://www.childline.org.uk)

## Extended learning projects

- 1.** Now that pupils have made an action plan for another Year 6 pupil, see if they can make one for themselves using the Action plan. This can be set as a homework task.
- 2.** Ask your class to share what they have learned in a whole school assembly. Pupils could choose how they present, for example a series of 30 second speeches, a performance or a PowerPoint presentation.
- 3.** As a class, or as individuals, pupils could create a survey to find out other people's ideas on actions that can promote better quality sleep.. Ideas collected could be compared as a class and discussed. This is a nice activity to emphasize that different strategies work for different people.
- 4.** Ask pupils to write an article for the school newsletter or school magazine. They could include the benefits of sleep and top tips for getting better sleep.