



**Counting  
Sleep**



**Gloucestershire  
Healthy  
Living and Learning**

## Foreword

The importance of good sleep cannot be over estimated. Poor sleep affects both our mental and physical well-being, often leading to poor concentration, stress, worry and mood disorder.

The Gloucestershire Online Pupil Survey indicates that many of our children are not getting good enough sleep to be refreshed and ready for learning:

24% of Y6 pupils report regularly going to bed at 10pm or later

27.4% of Y4 & Y6 report taking 2 or more hours to go to sleep once in bed

15.8% of Y4 & Y6 spending this time in front of screens (TVs, computers, devices)

47% of secondary age pupils report sleeping for less than the 8-9 hours NHS Choices recommendation to function at their best.

Many of the children and young people surveyed are using electronic devices and TVs close to bedtime which may contribute to disrupted sleep patterns. Good sleep has proven advantages for memory and performance. Sleep releases growth hormones and helps the body and mind develop well; it enables the brain to make sense of the day's events and helps us to keep emotionally balanced.

There is increasing evidence that too little sleep in children has a detrimental effect on their growth, attainment and mental health. Good sleep habits can be laid down during childhood and this resource aims to teach children and young people how to avail themselves of a good night's sleep.

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## Introduction

This resource pack is designed to be used as is appropriate to each setting. The resources are aimed at primary schools but could easily be adapted to older children.

We have designed the resources so personal copies for pupils can be made if you wish. This enables guided stories and 'body scans' for example to be carried out whenever they wish to, in their own time at home.

Don't forget that if you are using this as part of your GHLL intervention work, the baseline assessment needs to be carried out before any work is begun, and the same assessment is to be completed at the end of the period to measure the progress of pupils.

We hope you find the resource pack useful.

**Gail Black**, GHLL - Gloucestershire Lead Teacher

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## GHLL Measuring Impact

All of the Gloucestershire Healthy Living and Learning resources include a simple survey or suggestions for collecting baseline data with your children and young people. Measuring the impact of your work on this resource within your setting is easy. Start by choosing an outcome that you would like to work towards, then collect your baseline data before you begin the teaching activities. When you have completed the activities or when you feel sufficient time has passed to embed the learning, repeat your baseline activity. Record the before and after data using the GHLL Planning and Reporting tool on the GHLL Review ([www.ghll.org.uk](http://www.ghll.org.uk)) along with some notes to explain why you chose the intervention, how you implemented it, the impact that has been noticed and where you would like to go with it next. The tool allows you to store as many interventions as you wish and provides you with clear, data based evidence of EH&WB and SMSC for Ofsted inspectors, LA and SLT. Just two interventions, including one relating to Healthy Minds will allow you to submit for the GHLL accreditation.

**This resource can help you towards the following outcomes:**

- Increase in no of C+YP who report positive sleep patterns
- Increase in no of C+YP who report using different methods of managing stress and achieving calm
- Decrease in no of C+YP with measured/reported levels of stress/anxiety
- Increase in number of C & YP who show an improvement in mental health

## Progression of Intervention work

After the baseline is complete, we have included lesson plans to engage and educate pupils about the importance of sleep and why it is crucial for our bodies to remain healthy.

After these have been completed, the pupils could try a few techniques to improve their sleep patterns at home over a week or two weeks. We have included a resource chart for feedback. If a pupil has tried a technique which has/hasn't worked for them, they can record this with a smiley or sad face which will be helpful for the class, as well as feedback for us to see which activities the school found useful.

You may also choose to have a question box into which pupils can put queries that they have thought of, without having to personally own those queries in front of the class. Some pupils may find it easier to ask questions in this way rather than highlight that they don't have a routine at home, or that they get 6 hours sleep a night and feel just fine, for example. Obviously it is up to the teacher how they deal with these. Sometimes having circle time or class discussion at the end of the day with thoughts from around the room including from the box can be a good way to tackle these.

## Lesson Plans

### Learning Outcomes for the resource pack

- All pupils will be able to write down their 'Top 5 Sleep Facts' gleaned from the lesson, to include some biological impacts of sleep and the behavioural impact on sleep.
- All pupils will have an understanding of the biological necessity of sleep.
- Most pupils will identify particular strategies to improve their own sleep patterns to use themselves.
- Some pupils may connect the need to improve their own sleeping patterns in order to address personal areas for development (e.g. ability to focus on tasks, temperament, energy levels etc.).

## Baseline activity

Discussion about the answers to the baseline activity concerning the number of hours of sleep required. Then introduce the concepts of why sleep might be required.

## Activity one: Addressing Misperceptions

True-False activity. These statements can be simply printed off and the children decide in pairs whether they are true or false. Alternatively, they could be typed into a PowerPoint and be dealt with as a class after a brief discussion with a partner. Feedback their answers and teacher to clarify the correct statements and elaborate where needed. They then pick out the three they perceive to be the most important statements.

With older children, the card square could be used where the 8-card square (starting in the top left-hand corner of a 3x3 card square) can only be completed when all of the cards have been answered correctly.

## Activity two: Production of Display material

Using the results of Activity one, and the discussion from the baseline activity, pupils are to either write as a list or to create a set of statements using words and pictures which will identify 5 important sleep facts. This may be as a poster or really however the teacher sees fit.

## Teacher's Notes for varying number of hours sleep required

Different children will require different numbers of hours of sleep depending on a whole host of factors including age, health, activity etc, but here are some guidelines put together by the Millpond Children's Sleep Clinic (taken from <http://www.nhs.uk/Livewell/Childreassleep/Pages/howmuchsleep.aspx>).

Age	Daytime Sleep (hours)	Nighttime Sleep (hours)
1 week	8	8.5
4 weeks	6.75	8.75
3 months	5	10
6 months	4	10
9 months	2.75	11.25
12 months	2.5	11.5
2 years	1.25	11.75
3 years	1	11
4 years		11.5
5 years		11
6 years		10.75
7 years		10.5
8 years		10.25
9 years		10
10 years		9.75
11 years		9.5
12 years		9.25
13 years		9.25
14 years		9
15 years		8.75
16 years		8.5

# Baseline Activity Ideas

## Human bar chart:-

- Opinions on hours of sleep recommended for each age
- How close does the amount of sleep you get match up to the recommended amount for your age?

## Stand up sit down:-

- Do you ever struggle to get to sleep at night time?
- Do you do a regular activity before bedtime each night e.g. always have a bath then story or bedtime reading?
- Have you ever tried particular relaxation techniques to help you get to sleep?

# Baseline Questionnaire for Sleep Resource

- |   |     |           |    |
|---|-----|-----------|----|
| 1. Do you struggle to get to sleep at bedtime? (Circle your answer.)  | Yes | Sometimes | No |
| 2. a) Do you wake up during the night?  | Yes | Sometimes | No |
| b) If you do wake up, are you able to get yourself back to sleep easily?  | Yes | Sometimes | No |
| 3. Do you find something particularly useful to help you get to sleep e.g. teddy, bath, drink of milk, story, relaxation technique or something else? |     |           |    |

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4. Obviously different people need different amounts of sleep for all sorts of reasons, but how many hours sleep do you think are recommended for someone your age to sleep each night?
- |     |     |     |       |       |
|-----|-----|-----|-------|-------|
| 4-5 | 6-7 | 8-9 | 10-11 | 12-13 |
|-----|-----|-----|-------|-------|

5. Approximately how many hours do you sleep each night?
- |     |     |     |       |       |
|-----|-----|-----|-------|-------|
| 4-5 | 6-7 | 8-9 | 10-11 | 12-13 |
|-----|-----|-----|-------|-------|

6. Can you think of anything which might improve if you had more sleep?

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## True or False? Pupil Sheet

### True/False statements if not using the card sort activity

- We spend a third of our lives sleeping.
- Our brains can develop while we are asleep.
- The stage of sleep where we DREAM is called non-REM sleep.
- Although every human being needs different amounts of sleep, the average required for a person is 6 hours.
- Sleep is divided into non-REM sleep and REM sleep. Non-REM sleep is further divided into light sleep, then true sleep, then deep sleep.
- Sleepwalking occurs when you are in a light sleep and you should go to the doctor if you sleepwalk.
- If you find someone sleepwalking, the best thing to do is to wake them up quickly by calling their name and trying to get them to recognise you.
- If you have a bad diet or no exercise, this can mean you don't sleep well.
- Some people don't sleep well because they are worried about something.
- Yawning is contagious.

## True or False? Teacher Sheet

### **We spend a third of our lives sleeping.**

*True* - if about 8 hours in 24 hours is spent sleeping, then that's a third of our lives spent slumbering!

Source: [www.bbc.co.uk/science/humanbody/sleep/articles/whatisleep.shtml](http://www.bbc.co.uk/science/humanbody/sleep/articles/whatisleep.shtml)

### **Our brains can develop while we are asleep.**

*True* - it is thought that nerve pathways can be reinforced overnight (therefore helping our bodies to learn) and chemicals which have been broken down in the brain in the day, can be reformed overnight. No wonder we need sleep.

Source: [www.bbc.co.uk/science/humanbody/sleep/articles/whatisleep.shtml](http://www.bbc.co.uk/science/humanbody/sleep/articles/whatisleep.shtml)

### **The stage of sleep where we DREAM is called non-REM sleep.**

*False* - In fact it is REM sleep. This stands for Rapid Eye Movement.

Source: [www.bbc.co.uk/science/humanbody/sleep/articles/whatisleep.shtml](http://www.bbc.co.uk/science/humanbody/sleep/articles/whatisleep.shtml)

### **Although every human being needs different amounts of sleep, the average required for a person is 6 hours.**

*False* - in fact it is 7 ¼ hours sleep on average but this varies greatly due to many factors including age. For a slightly more accurate idea of how much sleep you need, please refer to the chart on page 5 of this resource.

Source: [www.bbc.co.uk/science/humanbody/sleep/articles/whatisleep.shtml](http://www.bbc.co.uk/science/humanbody/sleep/articles/whatisleep.shtml)

### **Sleep is divided into non-REM sleep and REM sleep. Non-REM sleep is further divided into light sleep, then true sleep, then deep sleep.**

*True* - By the time our bodies have entered deep sleep, we breathe rhythmically and our muscles hardly move at all. It is in this last stage that some children experience bed-wetting or night terrors, both of which can be very distressing for them and their families.

Source: [www.bbc.co.uk/science/humanbody/sleep/articles/whatisleep.shtml](http://www.bbc.co.uk/science/humanbody/sleep/articles/whatisleep.shtml)

**Sleepwalking occurs when you are in a light sleep and you should go to the doctor if you sleepwalk.**

*False* - in fact it occurs when we are in a deep sleep. It is much more likely to occur in you if either of your parents have a history of sleepwalking. Going to the doctors may not be necessary at all, and just doing a few stress-relieving exercises, having a regular, relaxing bedtime routine, or ensuring you get enough sleep can be enough to reduce or even stop the episodes.

Source: [www.nhs.uk/sleepwalking/Pages/Introduction.aspx](http://www.nhs.uk/sleepwalking/Pages/Introduction.aspx)

**If you find someone sleepwalking, the best thing to do is to wake them up quickly by calling their name and trying to get them to recognise you.**

*False* - if they are woken, a sleepwalker will feel confused. Much better to guide the sleepwalker back to their own bed where they may just go back to sleep as normal.

Source: [www.nhs.uk/sleepwalking/Pages/Introduction.aspx](http://www.nhs.uk/sleepwalking/Pages/Introduction.aspx)

**If you have a bad diet or no exercise, this can mean you don't sleep well.**

*True* - if you are overweight or underweight, your body has to work harder than normal to do everyday activities and you may feel tired more quickly in the day. Making lifestyle choices where you do no or limited exercise can mean that your body is not relaxed in the evening so you may not sleep as well.

Source: [www.nhs.uk/Livewell/tiredness-and-fatigue/Pages/why-am-I-tired.aspx](http://www.nhs.uk/Livewell/tiredness-and-fatigue/Pages/why-am-I-tired.aspx)

**Some people don't sleep well because they are worried about something.**

*Absolutely true* - to give its medical name, anxiety can cause sleep problems as your body and brain simply can't relax fully as you continue to worry about the issue that has been worrying you in the day. If this describes how you feel, it may help to talk through your worries with your parents/carers or even brothers and sisters as sometimes just sharing the problems can make them seem less difficult to deal with. Sometimes having someone else's input can be really valuable and it could mean that you feel a whole lot better as you will start sleeping better.

Source: [www.nhs.uk/Livewell/tiredness-and-fatigue/Pages/why-am-I-tired.aspx](http://www.nhs.uk/Livewell/tiredness-and-fatigue/Pages/why-am-I-tired.aspx)

**Yawning is contagious.**

*True!* It isn't certain why people yawn. Some think that it is to get more oxygen into and carbon dioxide out of the body. But then some studies have shown that people who have been given more oxygen do not decrease their yawning, nor does more CO<sub>2</sub> increase yawning. Other theories include that it stretches the lungs and lung tissues, flexing the muscles and joints, making us have a higher heart rate and therefore feel more awake. Other people think that surfactant, a chemical covering the lungs to keep them lubricated, is spread out more each time we yawn. Whatever is the truth, if one person yawns, so do lots of other people. Sometimes just thinking about yawning can make you yawn!

Source: <http://kidshealth.org/kid/talk/qa/yawn.html>

Yet another theory, devised by US scientists proposes that yawning cools down our brains and also allows us to show empathy with our friends from the age of about 4 or 5 years old.

Source: [http://www.youtube.com/watch?annotation\\_id=annotation\\_2847628429&feature=iv&src\\_vid=AJXX4vF6Zh0&v=I0dQx4SNSwE](http://www.youtube.com/watch?annotation_id=annotation_2847628429&feature=iv&src_vid=AJXX4vF6Zh0&v=I0dQx4SNSwE)



## Sleep Environment

We all know that the bedroom should be a relaxed environment but what does 'relaxed' mean?

By 'relaxed' what we generally mean is to become less tense or anxious, to rest from work. At night time, we mean that our minds need to be ready to sleep, to be clear of distraction.

How can you make your bedroom a relaxation zone?

Think, what is in your bedroom that can distract you from settling off to sleep?

### A 'Sleep-Friendly' Bedroom

There are lots of things you can do to make your bedroom more 'sleep-friendly'.

Sort the following statements into 'Help' or 'Hinder' in promoting good sleep. Discuss the placement of the cards as a group.

Keep it as quiet and dark as possible.	Read for a while before bedtime.
It should be neither too hot nor too cold.	Turn off your mobile phone or leave it in a different room.
The bedroom needs to be tidy and smell fresh.	Keep a notepad and pen by the bed to make 'Things to do' lists.
Leave the TV on timer when you go to bed.	Leave school work in a different room.
Play your favourite music as you fall asleep.	Turn off the computer about an hour before you get into bed.
Change your bed clothes regularly.	Allow the family dog to snuggle on your bed as you both fall asleep.

## Getting Ready to Sleep Well - Top Tips

People are quick to become defensive of their lifestyle choices and sleep routines are no exception, but following these tips from The Sleep Council can help you have a more restful night.

### **1. Keep regular hours.**

Going to bed and getting up at roughly the same time every day will programme your body to sleep better. Choose a time when you're most likely to feel sleepy.

### **2. Create a restful sleeping environment.**

Your bedroom should be kept for rest and sleep. Keep it as quiet and dark as possible. It should be neither too hot nor too cold. Temperature, lighting and noise should be controlled so that the bedroom environment helps you to fall (and stay) asleep.

### **3. Make sure that your bed is comfortable.**

It's difficult to get restful sleep on a mattress that's too soft or too hard, or a bed that's too small or old. If you have a pet that sleeps in the room with you, consider moving it somewhere else if it often makes noise in the night.

### **4. Exercise regularly.**

Moderate exercise on a regular basis, such as swimming or walking, can help relieve some of the tension built up over the day. Make sure that you don't do vigorous exercise too close to bedtime, however, as it may keep you awake.

### **5. Less caffeine.**

Cut down on stimulants such as caffeine in tea or coffee, especially in the evening. They interfere with the process of falling asleep, and they prevent deep sleep. The effects of caffeine can last a long time (up to 24 hours), so the chances of it affecting sleep are significant. Instead, have a warm, milky drink or herbal tea.

### **6. Don't over-indulge.**

Too much food or alcohol, especially late at night, can interrupt your sleep patterns. Alcohol may help you to fall asleep initially, but it will disrupt your sleep later on in the night.

### **7. Don't smoke.**

It's bad for sleep. Smokers take longer to fall asleep, they wake up more frequently, and they often have more disrupted sleep.

### **8. Try to relax before going to bed.**

Have a warm bath, listen to quiet music or do some gentle yoga to relax the mind and body. Your doctor may be able to recommend a helpful relaxation CD.

### **9. Write away your worries.**

Deal with worries or a heavy workload by making lists of things to be tackled the next day. If you tend to lie in bed thinking about tomorrow's tasks, set aside time before bedtime to review the day and make plans for the next day. The goal is to avoid doing these things when you're in bed, trying to sleep.

### **10. Don't worry in bed.**

If you can't sleep, don't lie there worrying about it. Get up and do something you find relaxing until you feel sleepy again, then return to bed.

### 11. No screens before bedtime

Your bedroom should be a relaxing environment and many people advise keeping the room screen free. Experts claim there's a strong association in people's minds between sleep and the bedroom. However, certain things weaken that association, such as TVs and other electronic gadgets, light, noise, and a bad mattress or bed. If possible, don't have a TV or computer in the bedroom as the light from the screen interferes with sleep. A music system is preferable.

Discuss: Apart from the light disturbance, why else could screen time before bed cause a disrupted night's sleep?

Sleep advice from <http://www.sleepcouncil.org.uk>

## Getting Ready to Sleep Well: Simplified Top Tips

(How about asking the class to write their own?)

- Limit how much TV you watch close to bedtime
- Avoid watching programmes or films that have upsetting or scary content close to bedtime
- Avoid sugary foods or drinks in the evening
- Leave mobile phones or other devices in another room, ideally downstairs if you live in a house
- Listen to or read a calming story (save the action and thrills for early evening!)
- Listen to some soothing music
- Cut down on caffeine, especially in the evening. Drinks such as cola as well as tea and coffee contain caffeine. Too much caffeine prevents deep sleep and can make falling asleep difficult.



## Dreams, Nightmares and Night Terrors

A common cause of a poor night's sleep, especially in younger children, is the occurrence of upsetting dreams or night terrors.

The following information is from the NHS Choices website  
<http://www.nhs.uk/conditions/night-terrors/pages/introduction.aspx>

Many children experience nightmares and night terrors, but most grow out of them. They don't cause any long-term psychological harm. Night terrors are very different from nightmares.

A child having night terrors may scream and thrash around, and may not recognise family members. This behaviour happens when waking suddenly from deep, non-dream sleep, also known as non-rapid eye movement (REM) sleep. A child won't be fully awake during these episodes and will have no memory of their behaviour the next morning. Nightmares occur from dream sleep (REM sleep). A child may wake up from the nightmare and, depending on their age, may be able to remember and describe the bad dream.

### Night terrors

Night terrors are common in children aged between three and eight years. A child who experiences night terrors may scream, shout and thrash around in extreme panic, and they may even jump out of bed. Their eyes will be open but they're not fully awake.

The episodes usually happen in the early part of the night and can go on for several minutes (up to 15 minutes).

### Why they happen

Night terrors are more common in children with a family history of night terrors or sleepwalking behaviour. A night terror attack may be triggered by anything that:

- increases how much deep sleep a child has, such as tiredness, fever or certain types of medication
- makes a child more likely to wake from deep sleep, such as excitement, anxiety or sudden noise

### What a parent or carer could do to help a child experiencing night terrors

The best thing to do if a child is having an episode of night terrors is for the parent or carer to stay calm and wait until the child calms down, avoiding getting involved, provided that the child is safe.

Night terrors can be frightening to witness, but they are not harmful. A child shouldn't be woken when they're having an episode. They may not recognise family members and may become more agitated if someone tries to comfort them.

After the episode has ended, it's safe to wake the child. If necessary, try to use the toilet before settling back to sleep. If the child returns quickly into deep sleep, they may have another episode. Making sure they're fully awake before they go back to sleep can break this cycle.

Children don't remember the episodes the next morning, but it may still help to have a general chat to find out if anything is worrying them and triggering the episodes. It will also help if they have a relaxing bedtime routine. If the night terror episodes are frequent and occur at a specific time every night, it may be that waking the child breaks the cycle. Wake the child 15 minutes before the anticipated time of the episode every night for seven days. This can disrupt their sleep pattern enough to stop the episodes without affecting sleep quality.

## When extra help is needed

Most children will eventually grow out of night terrors. However, you should talk to a GP if they're happening several times a night or happening most nights.

A GP will be able to check whether something that's easily treatable is causing the episodes. For example, large tonsils could be causing breathing problems at night and waking the child.

In a small number of children who have frequent episodes of night terrors, a GP may suggest that they go and see a specialist.

## Nightmares

Nightmares are common in children aged three to six years. Most children grow out of them.

Nightmares usually happen later in the night and cause strong feelings of fear or distress. A child may wake up and be able to remember and describe the dream.

Nightmares in children can be caused by a frightening experience, such as watching a scary film, or by something that's worrying them.

## What a parent or carer could do to help a child having nightmares

Talking to a child to find out whether anything is worrying them that could be triggering their nightmares can be helpful. As with night terrors, making sure that a child has a relaxing bedtime routine will also help.

It's a good idea to see a GP if a child is having repeated nightmares (a series of nightmares with a recurring theme). If the child's nightmares are being caused by a stressful past experience, they may need counselling.

Night terrors and nightmares are common in young children, but most will eventually grow out of them.



## Sleep Diary Activity

There is still much uncertainty about why we dream. Advances in brain imaging suggests that dreaming could play a role in memory, learning and emotions. There are suggestions that dreaming is the brain's way of processing the information that it has gathered through the day and that a person's emotional state can have a bearing on what they dream about, or the nature of their dreams, but there isn't anything conclusive at the moment.

Experience tells us that over stimulation close to falling asleep, hearing about or being involved in upsetting events or feelings of anxiety can all impact the nature of our dreams.

## Sleep Diary Activity: A Parent's View

Source: [www.nhs.uk/Livewell/Childrenssleep](http://www.nhs.uk/Livewell/Childrenssleep)

A sleep diary might reveal lifestyle habits or experiences in your child's day-to-day activities that contribute to sleep problems.

A sleep diary could include answers to the following questions:

- What were your child's sleeping times?
- How long did it take them to get to sleep?
- How many times did they wake up during the night?
- How long did each awakening last?
- How long did they sleep in total?
- Did they do any exercise shortly before going to bed?
- Did they take any naps during the day or evening?
- Has anything made them anxious or upset?

## Sleep Diary Activity: A Child's View

- Do you remember dreaming last night?
- How did your dreams make you feel ?
- What time did you go to bed?
- What did you do in your room before going to sleep?
- What were you thinking about before falling asleep?
- If you woke in the night, what did you do before falling asleep again?
- How did you feel when you got up in the morning?
- Has anything been making you feel upset or anxious?

## Sleep Diary Activity: Teenagers

A teenage sleep diary could include the following questions:

- What were your sleeping times?
- How long did it take you to get to sleep?
- How many times did you wake up during the night?
- Did you take or do anything to help you sleep?
- What did you do in your room before going to sleep?
- How well do you feel today?
- How enjoyable was your sleep last night?
- How much caffeine did you have before and after 5pm?
- How much alcohol did you have before and after 5pm?
- Did you do any exercise shortly before going to bed?
- Did you take any naps during the day or evening?
- Has anything made you anxious or stressed?

The answers may vary considerably on a week night compared to a weekend. See if you can spot any patterns. Are there regular days when you sleep really well?

Are there regular days or activities that seem to result in a disturbed night or upsetting dreams?

How can you help yourself to address any of these issues?

Do you feel you need to seek help with any of these issues?



# Lesson 2

## **Starter:** Teeth cleaning ordering statements

Teacher to discuss the need for these to be done in a particular order to ensure a successful outcome. This is true for preparation for sleep, even if some of us are not aware that we have a particular routine.

## **Activity one:** Bedtime routines

Talk in partners. The pupils share their preparation for bedtime. Teacher to record common practices.

## **Activity two:** Introduction to a range of strategies used for sleep preparation

Snow globes/busy mind: Lemonade bottle (or similar) filled with water and glitter with two or three sequins, ideally of different colours) to be used as a demonstration in front of class. After some vigorous shaking, pupils are to focus on one particular sequin and to track its journey to the bottom of the bottle. See activity sheet. You may wish to make these in class so that pupils can continue this at home.

- Bubbles visualization
- Stop and Take a Breath
- Guided stories
- Breath awareness

These themes are explored in more detail in the 'Focused for Learning' resource. Contact [info@ghll.org.uk](mailto:info@ghll.org.uk) for more information.

## **Plenary:** Sharing how they felt after a particular activity





## Ordering Statements

See if you can put the following statements into the correct order, about cleaning teeth.

Pick up the toothpaste and take off the lid.	Repeat the brushing and rinsing cycle as often as is necessary.
Place a small blob of toothpaste onto the toothbrush.	Rinse your toothbrush.
Smile at yourself in the mirror. Your teeth look sparkly clean!	Pick up the toothbrush.
Put the toothbrush in your mouth and brush up and down along both sets of teeth.	Rinse the brush with toothpaste briefly under the cold tap before starting to brush your teeth.

## Snow/Glitter Globes

Using a large clear plastic bottle filled with water, invite one or two of the children to sprinkle some glitter into the bottle. Screw on the lid and shake up the bottle vigorously while explaining to the children how the snow globe is like our minds, full and busy with all different thoughts swirling about. Sometimes these thoughts are fun and exciting, sometimes they are upsetting and can make us feel sad or angry. Place the bottle down on a flat surface. When we take the time to stop and take a breath, our minds have a chance to calm down and become clearer, like the glitter in this bottle. Watch carefully as the water settles. Maybe you can track just one tiny piece of glitter as it travels around the bottle before settling. If you lose track of your glitter, just follow a different piece or soften your gaze to watch all of the pieces gently drift around and settle slowly in the bottle. Notice your breathing as you watch, breathe deeply and steadily, letting go of all the busy thoughts in your head.

Finish by guiding the children with a deep slow breath in through the nose and a long, slow breath out through the mouth.

Take some time to just sit quietly. Invite the children to speak with a neighbour about how they are feeling and what they noticed while they were watching the glitter.

- Encourage the children to make their own snow globes by filling plastic bottles with water and glitter.

## Bubbles Visualisation

Sometimes our minds feel full of too much information, busy and sometimes stressful. You might find this visualisation helpful in letting go of some of these worries to help your mind feel restful.

Imagine that you have a bottle of bubble mixture. Imagine the bottle. What shape is it? Maybe it's tall and narrow, maybe its heart shaped or twisty. Think about what colour it is. Maybe there is a label on it with a picture... imagine what that might be. Let's open that bottle. Imagine that you are twisting the top off... slowly, carefully so that you keep lots of the mixture inside. The bubble wand is attached to the lid... what colour is the wand? Imagine the shape of the wand; is it a simple little rounded one? Or maybe it has more than one circle on it... or maybe even a different shape?

Now, take a big breath in through your nose, slow and steady. Fill up your chest with that big, deep breath... hold it! Very carefully and very slowly, blow a long steady stream of air into your bubble wand. Imagine blowing a big bubble... bigger and bigger, so big that the bubble gently pulls away from your wand and drifts up into the air. What a fabulous bubble! Imagine how beautiful it looks as the light catches it... think about the rainbow colours you see swirling softly across its surface. Try another. Take another big breath in through your nose, slow and steady. Fill up your chest with that big, deep breath... hold it! Very carefully and very slowly, blow a long steady stream of air into your bubble wand again. Wow! That must have been even bigger!

Let's try again. This time, I want you to blow a magic bubble, a bubble that can hold a worry inside. Think of that worry, a thought that bothers you that you want to blow away. Take a big breath in through your nose, slow and steady. Fill up your chest with that big, deep breath... hold it! Imagine that when you blow, that worry will drift into your magic bubble. Very carefully and very slowly, blow a long steady stream of air into your bubble wand... blow that worry steadily into your bubble and watch it drift up into the sky. Imagine it held magically in your bubble and imagine that it is drifting far, far into the sky until you can no longer see it.

Let's blow a few more bubbles. You choose if you want to put a worry inside or if you just want to imagine them drifting off into the sky.

## Stop and Take a Breath

Ask the children to reflect on a time when they have felt a strong emotion; excitement, anxiety, anger. Can they think of how their body felt at the time? How might we feel before a test? A special occasion?

Explain how it is normal for our heart rate to quicken when we feel a strong emotion and that we may notice our breathing becoming quicker or more difficult. This can make us feel funny sometimes and we might not like it. Sometimes we can help ourselves when we stop to take some deep breaths.

Sit down in a comfortable position. Close your eyes or look down at your hands.

Pay attention to your breathing. Gently breathe in through your nose, and then slowly breathe out.

Keep your shoulders relaxed. As you breathe you can notice the air coming into your body and going out again. If your mind tries to think about other things, bring your attention back to your breath.

Feel your stomach rising and falling (children can place their hands on their stomach). Keep your tummy soft and relaxed.

Open your eyes slowly and take another slow, deep breath with your eyes open.

Discuss: What did you notice about your breathing today? Did your mind try to think about other things? How did you keep your mind on your breathing?

You can share how learning to notice your breathing has helped you in difficult moments and how breathing with awareness like this can help the children to calm down when they get upset or nervous and also can help them focus better at school, like when they take a test.

Any time we are aware of our breathing, whatever we experience in the moment improves — if we are happy, we become happier and if we are suffering, breathing helps us to suffer less, to calm down and to see things more clearly.

## Mindful Sleeping

The use of simple mindfulness techniques can be really helpful in promoting a good night's sleep. There are lots of free meditations available for download so you can use them through a sound system rather than running them through your phone or PC close to bedtime.

Stop and Take a Breath is a good staple for any time of the day or night but the following may be helpful in actually helping you to settle off to sleep.

## Slumber Script

Ensure that you are getting into bed in full readiness to sleep. You may have already had a warm bath or shower, maybe a warm caffeine-free drink. Your bedroom should be quiet and dark and you should feel safe and comfortable in your bed. Keep a notebook and pen handy in case thoughts or jobs pop into your head that disturb you; write them down and leave them on the page. They can have your attention in the morning but the night is for sleeping.

Have a good stretch out to start. Try to imagine each of your joints being gently pulled away from your body from the tips of your toes to your head. Pay particular attention to your shoulders and neck as we often carry tension around these parts. Find your sleep position and really think about how each part of your body feels to be in this position. Think about what parts of your body are making contact with the bed. Notice how the bedding or your night clothes feel against your skin. Notice what you can smell. Laundry powder? Your soap or shower gel? Maybe your deodorant or natural body scent?

Allow any sounds to come and go, let them drift past your senses and focus on the physical sensation of being in your bed. Think about your head on your pillow. Maybe your cheek is resting against the pillow. Think about how heavy your head and body feel as they sink into the bedding, how calm and still you are. Think about the warmth of the duvet as it covers you. Other thoughts may pop into your head but just let them go again. Take your attention back to the sensation of being in bed. Maybe take your attention to your breathing, the feeling of your chest filling as you inhale and falling as you exhale. Perhaps notice how your breathing deepens as you become more and more relaxed.

## Guided Stories

These stories are available to download in audio format on the resource section of the GHLL website [www.ghll.org.uk](http://www.ghll.org.uk).

### Beach Ball

You have come to the seaside for the day. I wonder what sort of beach it is at the seaside you have come to. Is it a rocky beach with big rocks over most of the land you can see, maybe with rock pools where people can go and search for creatures and seaweeds? Or is it a pebble beach where the small stones slide across each other as you walk through them, making space for each of your feet as you walk, yet not making footprints? Or maybe you have come to a sandy beach where you can scratch patterns into the sand and build sandcastles. Choose which sort of beach you would like to be on and imagine how it feels to be there.

Is there a gentle wind blowing on your body? Or is the wind still and the sun bathing your beach in light and warmth? Think about how it feels to be on your beach and imagine what the waves sound like nearby.

There are some people playing catch on your beach. They have a big inflatable beach ball. It looks very light and has a lot of different colours all over it. Imagine if you were holding that ball in your hand, what it would look like and how it would feel. Think what colours are on the beach ball. Is it a stripy ball, or a spotty ball, or does it have a picture on it? The children are passing it to each other. As the ball is in the air, it spins around very quickly. The colours are all spinning too and almost mix together. The ball swirls around in a rainbow cloud. As the next person catches the ball though, the colours all stop spinning and you can see the pattern on the ball again, just as you could when you imagined what it looked like in your hands. The ball is thrown again and the colours become jumbled again. The ball is flying through the air and you can see the circular shape of the ball clearly, but the pattern has blurred again. Then the next person catches the ball.... and the image is clear again.

Sometimes our lives can feel a little bit like this and we can be too busy to notice things clearly. Everything can feel a bit jumbled and flying out of control, a little bit like the ball when it is in the air. Sometimes we need to find the moments to still ourselves; to calm our bodies for just a moment, to appreciate that we can see things clearly and to give our bodies a break from being whizzed around in an excited but sometimes confusing way.

As you imagine yourself back on your beach, watching that ball, imagine taking a deep breath as the ball is caught by someone. Let that breath pass through your whole body and feel the calming, relaxing feeling that that brings. Then let the ball get thrown again and whizz out of control for a moment. It is exciting and hurried and spinning through the air. Remember how that rainbow of colours all mixes together again and you can hardly see the individual colours of the patterned ball. Then breathe a deep breath in again as it is caught by the next person. Let that deep breath spread through to all the parts of your body and calm them again. The colours are clear again and you are still.

## Tree House

Imagine you are sitting in a tree house. It is a fabulous tree house, built just for you. Imagine what it is like. You designed every bit of the tree house, how it should look and what should be in it. Think about your tree house. Think about how you got in there. Did you use a ladder? Did you climb a rope? Is there a different way of getting down again? Maybe a slide or a fireman's pole? Your tree house is your special place, your safe place to be. When you are in your tree house you feel happy and relaxed, only people you really trust are allowed in there with you and only if you feel like having someone else there.

Today, you are enjoying being in your tree house on your own. You are sitting comfortably by a window. Imagine what you are sitting on... is it a beanbag ? Or maybe a little stool? You wriggle a little where you sit and you notice the gentle creak of the wooden floor boards. You sit, listening and looking out of the window. Imagine the weather today. What is the weather like as you sit in your tree house? Imagine the scene out of your window. What can you see? Maybe you can see fields, maybe you can see a little stream, babbling at the foot of the garden. As you look at the scene and notice the weather around you, a little tweet can be heard. You look up into the branches of the tree and see a nest. A small, friendly bird peeps over the nest at you and tweets again. You notice a gentle fluttering sound nearby, you turn to see what it is but look the wrong way. As you look back again you notice the little bird had been joined by another bird. They tweet cheerfully then both fly away into the sky. You watch them fly until all you can see is a tiny dot in the distance.

As you look back inside your tree house, you notice a little slip of paper on the floor near you. There is a message on it, just for you. Imagine that message. It makes you smile. You feel happy and safe.

## Tent

Close your eyes and imagine that it is the summer holidays. You are camping. You are in your very own tent, with a camping mat and a sleeping bag underneath you. Think about what your tent looks like. Think about its shape and its colour. Think about how the sleeping bag feels as you sit on it. It makes a gentle swishing noise as you move around. Outside, the sun is shining and you can feel the warmth through the tent walls gently covering your face. That comforting warmth gradually spreads over your whole body and you feel safe and secure.

Think about the sort of smells you can smell around you. Maybe you can smell the earthy smell from the ground where your tent is pitched? Or maybe you can smell something that someone is cooking from somewhere on the campsite? Or maybe fresh bread from the camp shop being cut open to make sandwiches?

You can probably hear noises too. Campsites often have people doing all sorts of activities like spoons knocking on saucepans as they cook, or children playing games. Can you hear any children's voices? Or bicycle tyres as people cycle around the site? Or even dogs barking? If you are in the countryside, you might even hear farm animals from nearby fields. If you are near the beach, you may even hear the splashing of water as the waves break on the shore, or seagulls overhead calling to each other. Imagine what sounds are on your campsite and what is going on outside your tent. Try and imagine what you think the scene is like outside your tent. What colours can you see around you? What animals, people or machinery do you imagine are making the noises you can hear?

And now, think back to yourself, sitting inside your tent. You are warm, safe and contented. If you choose to, later, you may go and join in with some of the activities outside. Maybe you will help cook a meal. Maybe you will play a game. Maybe you will cycle around the site or just read a book or do some colouring in the sunshine. But for now, just enjoy the feeling of being relaxed, calm and happy. You are in your very own tent. You are safe. You are warm. You are happy.

## Summer Tree

Imagine yourself sitting in a field, beneath a large tree. It is a bright summer's day and the sun feels warm against your skin. What do you notice about the tree? Imagine the leaves... what shape are they? What size are they? Take a deep breath. You feel your chest fill up and press gently against your clothes, then slowly, softly, you breathe out again. Breathe in... and out... in... and out... as you breathe you notice the balmy breeze blow around you, rustling your hair. You hear the soft sway of the leaves in the trees as the breeze plays about their branches.

The sun shines down through the emerald green canopy above your head, lighting up the leaves. You notice the changing shades of green as the leaves shuffle and sway. Return to your breath... breathe in, filling your chest... and out again... in... and out... in... and out. Take your breath to your tummy, making it rise and fall as you gently breathe. Your whole body feels soft and warm. The sun shines down on you through the gaps in the leaves. It warms every bit of your body... it shines on your face and your face feels soft and relaxed. It shines on your shoulders and as you breathe out, they too soften and relax. Breathe in... and out... in... and out again.

Your hands and feet wriggle a little as the sun shines against your skin, making you feel warm and comfortable throughout your body. As you sit there, beneath the large tree, you feel calm and safe and warm.

## Rainbow

Imagine you are sitting in your favourite room in an imaginary house. What is the room like? How is it decorated? What furniture is in there? You are sitting on the most comfortable piece of furniture feeling warm and snug. Take a deep breath ... As you breathe out, you sink deeper into the plump, snuggly cushions. Wiggle your shoulders a little and gently circle your head to the left, then the right. Take another deep breath. You are so comfortable.

There is a large window in front of you and you gaze out onto a meadow. What can you see? Maybe just fields stretching out as far as the eye can see? Maybe some trees or a beautiful garden? You notice the sky. It is a very pale grey colour with a hint of blue in the distance. Large rain clouds are forming making the room seem darker. Listen! The soft tap of raindrops begins to patter against the window pane. It is a soothing sound; you're still cosy and warm in your favourite room.

You watch the droplets on the window, clinging momentarily before rolling down to the sill. You close your eyes and listen to the pitter patter of the rain. You notice fewer droplets falling but keep listening for their soft tap against the window. Even though your eyes are still closed, you notice the room brightening. You are aware of warm sunlight shining through the window and onto your face. You open your eyes and look out of the window. As the sun streaks through the rain clouds, a beautiful rainbow appears. The rainbow is very faint at first but as you watch, the colours become bolder. Vibrant arcs of colour stretch across the sky. You imagine that the rainbow is filling the room with its intense colours. You are bathed in colour... red, orange, yellow, green, blue, indigo and violet. Think about the colour that really dazzles you. Imagine that colour lighting up every part of you from the top of your head to the tips of your toes. Imagine every little part of you glowing with colour. Imagine your finger tips. Just at the end of your fingers you notice something sparkling; the colour has made your finger tips twinkle. You feel magical, like you could do something truly wonderful just with a touch from your glimmering fingers. I wonder what fabulous things you might do.

Ideally this would be done about two weeks after Lessons 1 and 2 are completed to allow time for embedding of the strategies, while pupils try these at home and experiment with which techniques work best for themselves.

**Starter: Q and A: why do we need sleep? (for recap).**

## Activity one

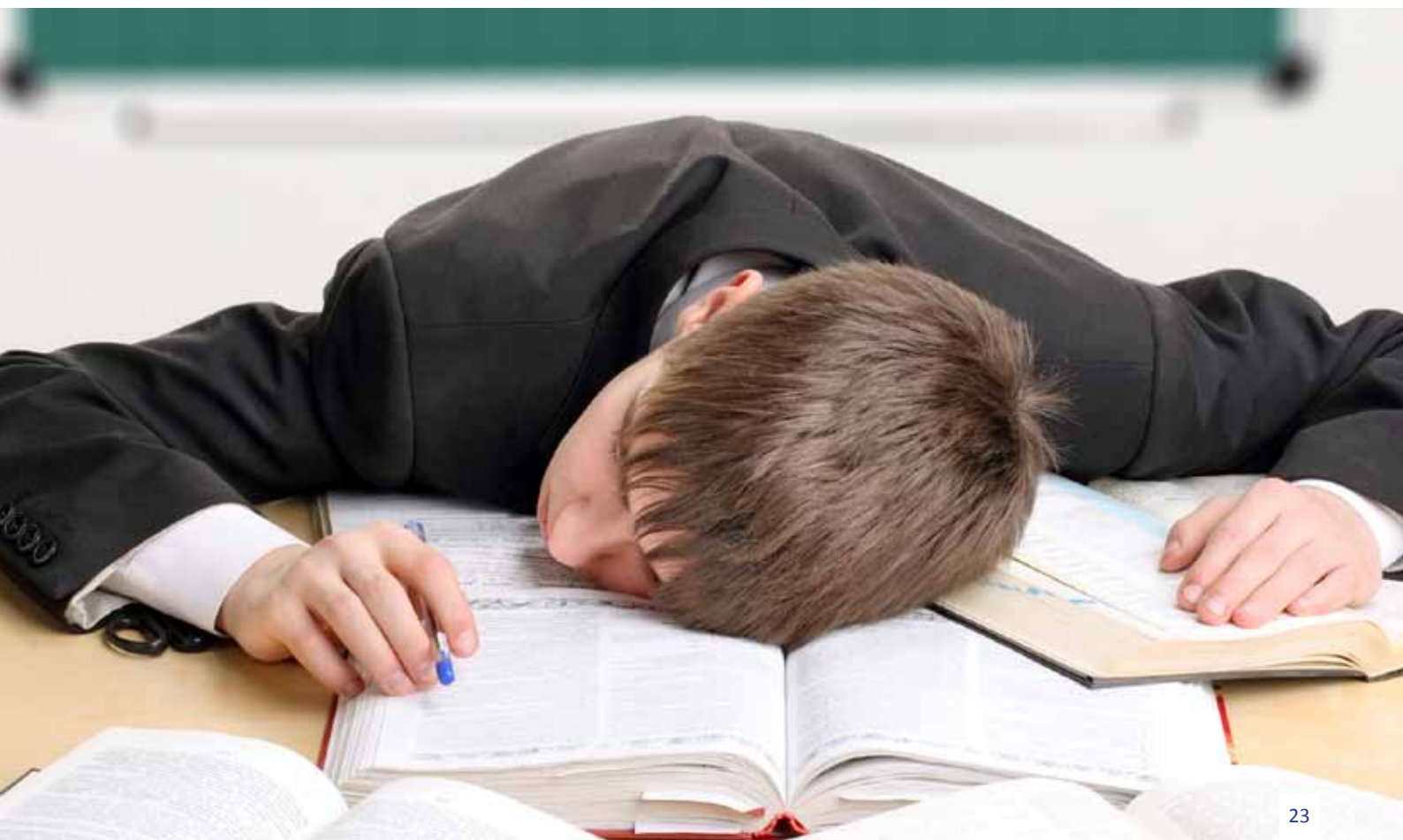
Examine the situations on the Sleeping Problems blog. Put together ideas for how the person could be affected and then how they could be helped for the future.

## Activity 2

Complete the chosen baseline activity to measure the progress made as a class e.g. if you did the questionnaire before you started this topic, re-do the questionnaire now but obviously without them having their old questionnaires back.

## Activity 3

If pupils are willing, they could attach one of two coloured Post-it notes to a chart with each of the activities on (e.g. green for worked well, yellow for ok). If they leave blank any that didn't work for them, it becomes clear visually as a class which ones weren't well-used once everyone has stuck up their 'votes'. Maybe some pupils would be willing to share comments about their experiences with the class as to why some things worked well for them, and others not at all.



## Sleeping Problems

Examine the situations found on a Sleeping Problems blog. See if you can put together some ideas for how the person could be affected and then how they could be helped for the future.

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### Situation A

I am an 8-year-old boy. I wake up a lot in the night having bad dreams. I always run through to my mum and dad's room because I don't know what else to do to stop having the bad dreams. They aren't always that pleased to see me in the middle of the night!!! Please help.

**Richard**

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### Situation B

I am a 5-year-old girl called Michaela. I love staying up late playing with my toys when my mum thinks that I am asleep. Sometimes I don't go to sleep until after 10pm. In the morning I have to be up for school by 6.30am on school days and I find it really hard because I'm still so sleepy. My parents think I just don't like mornings. My 12-year-old brother doesn't go to bed till 10pm so I don't see why I can't stay up that late. Anyone got any ideas?

Thanks, **Michaela**

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### Situation C

My name is Felicity and I am 15-years-old. I have recently joined a new school. I don't have many friends yet and I am really getting anxious about my GCSEs which are coming up this year. I hate exams and really don't want to look stupid. I have a computer in my room which is great because I can do work on it until just before bedtime which will help me do better at school, right? As soon as I've finished working I just fall into bed because I'm so tired. Most nights I lie in bed at night just not able to sleep at all. The more I try to sleep, the harder it seems to be to get to sleep. It sounds silly but I have no idea how to make myself sleep, even though I feel exhausted. Help me please!

**Felicity Xx**

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### Situation D

I am called Jonathan and I am quite sporty. I have swimming, rugby, football and cricket practices (depending on the season) to fit into my already busy after-school time. By the time I've done my spellings and my maths homework I am ready to drop! Sometimes I just fall into bed when I get in from practice and wake up with a horrible taste in my mouth and having tossed and turned all night. Sometimes I can't even get to sleep even though I'm exhausted. Anyone got any ideas to help me get to sleep?

**Jonathan**

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## Situation E

I am one of 6 children in our house. We all share two bedrooms (they are quite big though!) and life can feel pretty hectic at times. It's a bit of a mad house. Bedtime is AWFUL though as we all mess around and often end up fighting just before we're supposed to be in bed asleep. I'm beginning to really notice that when I don't get to bed on time, I'm yawning lots the next day and really struggling to concentrate. Why is that please? And has anyone got any good ideas to try to improve our family bedtime?

**Robin**

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## Situation F

My name is Jen and I am really embarrassed to say that I think I must be sleepwalking. My sister is always laughing at the fact that I was 'up and about' again last night or whatever, and I really don't remember anything about it. Could someone please tell me if there is something wrong with me? Apparently I picked up the cat the other night when it was asleep and it scratched me. I don't remember it at all. What on earth can I do about it? If I don't even remember what I so say did the night before, how on earth can I stop it? I've tried not sleeping but somehow I always drop off to sleep and it seems that those nights I'm worse! Help please.

**Jen x**

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## Celebration and Sharing Opportunities

To maximize the impact of this resource you really need to engage the whole school community. Parents are most likely to come in to listen if they are coming to see their children perform so why not use that to your advantage?

For example:-

- Celebration Assembly for the children to share their learning
- Sleep-themed performance/mock news round to 'report' their findings
- Parent Forum meeting supported by Student Council to create a parent's guide to promoting positive sleep patterns

No doubt the children would come up with brilliant suggestions for sharing their learning so why not let them lead the way?

## Activity Appraisal

Please rate the following activities out of 5 stars depending on how useful your pupils found them to help with their own sleep or relaxation within the day.

- Guided Stories: These could probably be rated altogether as one technique to get ready for sleep/relaxation – Tree house, Beach ball, Summer tree, Tent, Rainbow
- Snow/Glitter bottles
- Stop and take a breath
- Bubbles visualization
- Establishing a regular routine for themselves.

Hopefully everyone found at least one thing that they either liked or that they thought might work for them in the future.

