



Peer
Education
Project



Mental Health
Foundation



Sleep:

Finding our confidence with sleep



Lesson

Lesson plan:

- **Welcome**
Slides 1 & 2 7
- **Being in the moment**
Slide 3 9
- **Building connections**
Slide 4 10
- **Introducing the topic**
Slides 5-8 13
- **Learning through activity**
Slide 9 18
- **Reflecting on the learning**
Slides 10-14 21
- **Being in the moment**
Slide 15..... 24

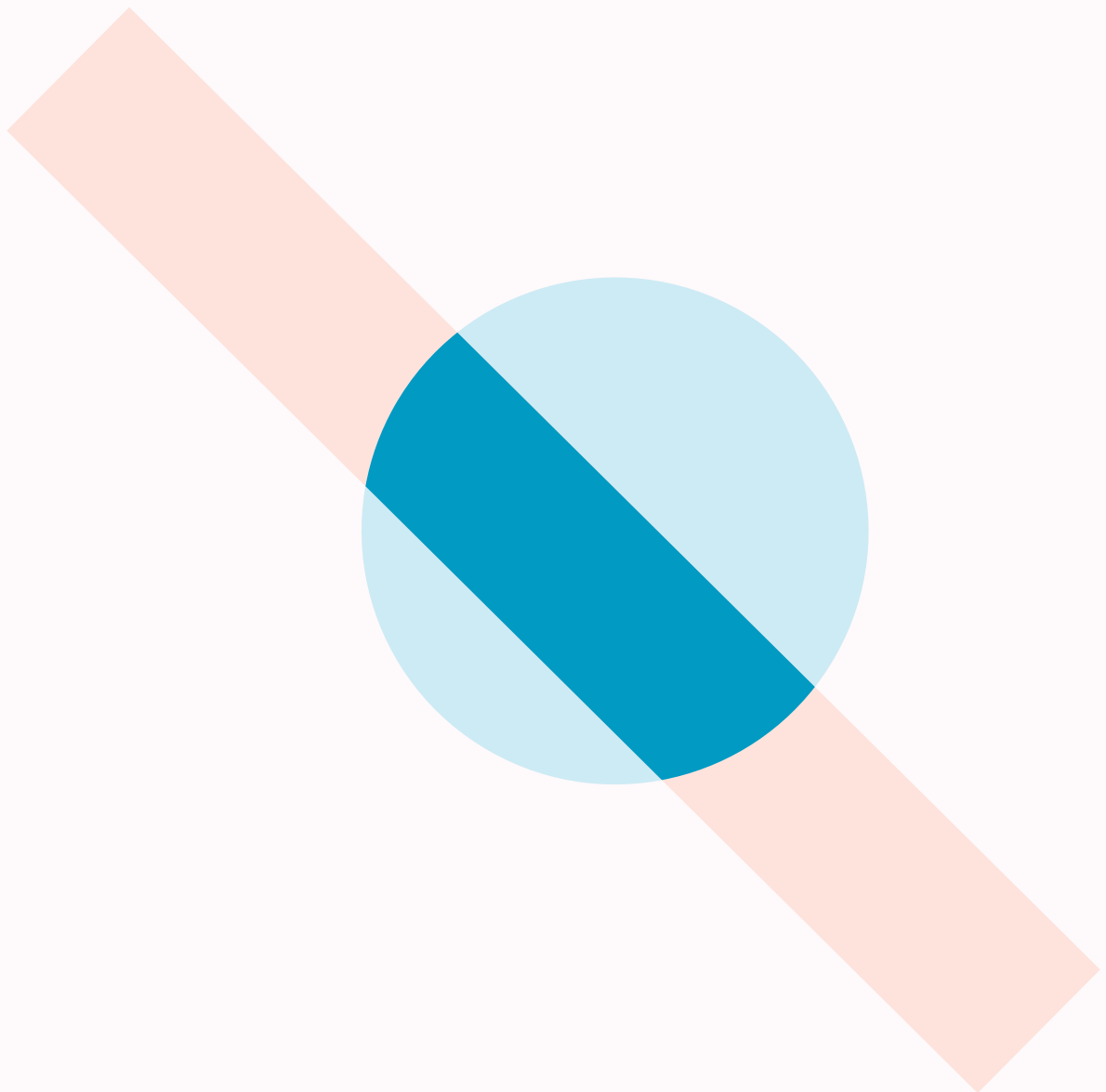
A L T E R N A T I V E A C T I V I T I E S

- **Taking action**
Slides 17-20 27
- **Challenging thinking**
Slide 21-24 31
- **Resources**
Protecting our sleep worksheet 35
Reflection worksheet 36



This lesson has been developed from the Mental Health Foundation's Peer Education Project (PEP) - a secondary school-based, educational programme that aims to give young people the skills and knowledge they need to safeguard their mental health and that of their peers. PEP is a carefully researched, effective approach to mental health education whereby older pupils within school or college deliver mental health lessons to younger pupils.

For more information about PEP and how your school can get involved, [click here](#).





Lesson aims:

- To understand what sleep is and how important it is for our mental health and wellbeing.
- To understand what good sleep is and identify ways to promote it for ourselves.

Resources checklist:

- PowerPoint slides
- Post-it notes, pens and paper
- OPTIONAL: Protecting our sleep worksheet
- OPTIONAL: Reflection worksheet



Preparation checklist:

- Plan two 'Being in the moment' activities, referring to the [Mindfulness Activities Pack](#).
- Plan a 'Building connections' activity, referring to the [Ice Breaker Activities Pack](#).



How to use the lesson plan:

This lesson plan is designed to be delivered by pupils aged 15 and upwards (known as Peer Educators) to pupils aged 11 to 14 (known as Peer Learners).

The recommended lesson plan is primarily suited for pupils aged 11 or 12 and can be delivered as a 50-minute lesson or two 30-minute lessons.

The revised lesson plan offers alternative activities related to taking social action or challenging mental health information. The revised lesson plan provides pupils, particularly those who are older or who already have basic mental health awareness, an opportunity to explore the topics in more depth.

Recommended lesson plan 50 Minutes	Recommended lesson structure 2x 30 Minutes		Revised lesson plan 50 Minutes
	Lesson 1	Lesson 2	
Welcome 5 Minutes	Welcome 5 Minutes		Welcome 5 Minutes
Being in the moment 5 Minutes	Being in the moment 5 Minutes	Being in the moment 5 Minutes	Being in the moment 5 Minutes
Building connections 5 Minutes	Building connections 5 Minutes		Select either: <ul style="list-style-type: none"> • the 'Taking action' section; or • the 'Challenging thinking' section. 25 Minutes
Introducing the topic 10 Minutes	Introducing the topic 10 Minutes		
Learning through activity 10 Minutes		Learning through activity 10 Minutes	Reflecting on the learning 10 Minutes
Reflecting on the learning 10 Minutes		Reflecting on the learning 10 Minutes	
Being in the moment 5 Minutes	Being in the moment 5 Minutes	Being in the moment 5 Minutes	Being in the moment 5 Minutes

If the lesson is being delivered by Peer Educators, as per the Peer Education Project model, each activity is recommended to be delivered either by Peer Educators or School Staff.

How to do it:

The instructions for each activity are split into these steps:



Actions required such as presenting slides or handing resources out.

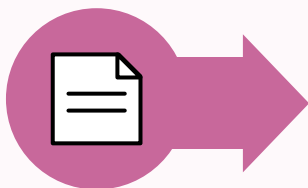


Key messages and activity instructions to be said.



Questions to be asked to extend the discussion or gauge understanding.

Notes and troubleshooting:



There is additional information to support lesson delivery such as activity adaptations, considerations for classroom management, and key preparations for the lesson.

It's not a script:

The lesson plan is not a word-for-word script. Prior to delivery, preparation time should be allocated to make key notes and plan how each activity will run.

Welcome 5 mins

Resources needed: • Slides 1 & 2



Slide 1



Sleep: Finding our confidence with sleep

Lesson



Do:

Present Slide 1.

Welcome the class and the Peer Educators to the lesson. Explain that the Peer Educators will be leading some of the activities during the lesson – an opportunity for Peer Learners to get to know them and learn from those who are similar in age.



Say:

"In this lesson, we are going to explore why sleep is important for our mental health and wellbeing, and what each of us can do to have good sleep health."



Ways of working



SLIDE 2

We will:

1. Respect and listen to each other, giving space for everyone to be heard.
2. Value everyone's opinion, even if it's different to yours.
3. Ask questions, especially if you are unsure about the information or activities.
4. Be kind to yourself and others, reaching out for support if you need it.

Any others? _____

Click to add text



Do:

Present Slide 2.



Say:

"It is important for us all to feel safe and confident to share our thoughts, ideas and questions in this lesson."



Do:

Read out the slide and ask the Peer Learners and the Peer Educators for any other points they would like to add. Write them directly on the slide.



Notes and troubleshooting

Variations: It can be useful to have the 'Ways of Working' list visible throughout the lesson. You could write these on a board or poster paper to display in each lesson.



Being in the moment 5 mins



Resources needed: • Slide 3
• A mindfulness activity

Slide 3

Being in the moment



SLIDE 3



Do:

Present Slide 3.



Say:

"We're going to start with a short exercise to bring our focus to this lesson."



Do:

Read out the mindfulness activity you have chosen.



Notes and troubleshooting

Prepare: Select a mindfulness exercise from the [Mindfulness Activities Pack](#). You may want to explain what mindfulness is to the pupils.



Building connections 5 mins



Resources needed: • Slide 4
• An ice-breaker activity

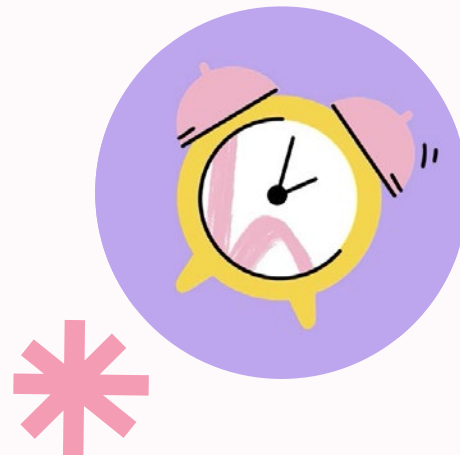
Slide 4

Building connections



SLIDE 4

We all have an internal body clock, known as our 'circadian rhythm', that restarts every 24 hours. It helps us to keep on track of carrying out important tasks in our bodies like eating, sleeping, and controlling our temperature.



Recommended ice breaker



Do:

Present Slide 4.



Say:

"Today's welcome exercise is designed to get us thinking about sleep and our internal body clock, known as our 'circadian rhythm'.

Have you ever noticed that how alert you feel dips and rises throughout the day?"

Continued...



Building connections (continued)



"We all have an internal body clock that restarts every 24 hours. It helps us to keep on track of carrying out important tasks in our bodies like eating, sleeping, and controlling our temperature.

However, everyone's internal body clock is unique to them. We're going to explore this further in the next exercise."



Ask the Peer Learners to stand up. Assign three areas of the room as 'Morning', 'Afternoon,' and 'Evening'.



Ask the following three questions and instruct the Peer Learners to move to one of the areas in response:

1. "When in the day do you feel most alert?"
2. "When in the day do you feel most energetic?"
3. "When in the day do you feel most sleepy?"



"So we have seen from this exercise that our body clock, and how we feel throughout the day, is a bit different for everyone. As we work through this lesson on sleep, remember that having good sleep health is about building the confidence to find what works for you as an individual."



Notes and troubleshooting

Prepare: The recommended ice-breaker activity has been selected as it is directly relevant to the lesson content. However, you can select an alternative activity from the [Ice-breaker Resource Pack](#).

Continued...





Classroom management: You may need to explain the difference between 'alert' and 'energetic'. Being alert means feeling awake and able to pay attention to a task(s). Being energetic means feeling active and ready to 'get up and go'.

Make sure everyone is sitting quietly before you start the next section.

Variations: If you have plenty of space, you could imagine the room is a 24-hour clock with 12am (midnight), 6am, 12pm (noon), and 6pm in the middle of each wall – pupils can then move around to somewhere between these times.

If you don't have space to get Peer Learners moving around, you could ask them to stay seated and raise one hand for 'morning', two hands for 'afternoon', and stand up for 'evening'.

Introducing the topic 10 mins



- Resources needed:
- Slides 5-8
 - Pens and paper (optional)
 - Protecting our sleep worksheet (optional)

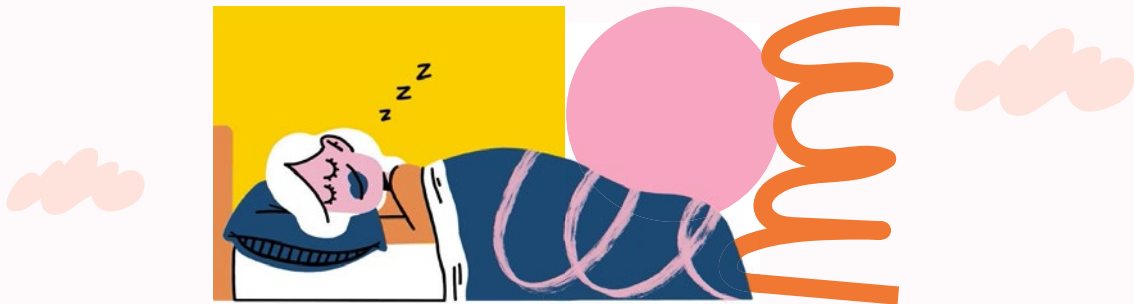
Slide 5

Introducing the topic



SLIDE 5

Sleep is an essential part of our daily routines. Getting enough sleep allows our bodies and minds to recover from the day.



Do:

Present Slide 5.



Say:

"Sleep is important for maintaining good physical health, but also for looking after our mental health and wellbeing. The amount of sleep we need changes with age. Young people often need around 8-10 hours of sleep per night, but most importantly this sleep should be of good quality."



Introducing the topic (continued)

Slide 6

Introducing the topic



SLIDE 6

Good sleep helps us to:

- * Manage feelings, emotions; and behaviours.
- * Improve our memory recall.
- * Be alert and improve our learning.

Lack of sleep can:

- * Make us feel low, anxious, irritable; or confused.
- * Make it harder to manage our emotions and daily challenges.



Do:

Present Slide 6.



Say:

“Good sleep means we can cope better with daily life, but lack of quality sleep can affect our mood and make it difficult to manage our emotions and the challenges of life.

There are many factors, within and outside of our control, that can affect sleep quality.”



Introducing the topic (continued)

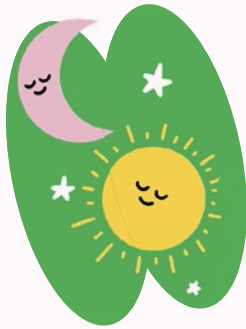
Slide 7

Introducing the topic



SLIDE 7

What factors can make good quality sleep difficult to achieve?



Do:

Present Slide 7.



Ask:

"What factors can make good quality sleep difficult to achieve?"



Do:

Invite pupils to share their ideas.

Time to discuss: 5 minutes.



Introducing the topic (continued)

Slide 8

Introducing the topic



1. Value our sleep.
2. Prioritise our sleep.
3. Personalise our sleep.
4. Trust our sleep.
5. Protect our sleep.



SLIDE 8



Present Slide 8.



"There are five principles that can help us to understand how to have good sleep health:

1. Value our sleep – it is something vital to our lives, and we need to take sleep seriously.
2. Prioritise our sleep – we need to put sleep first when making choices about what we want to do.
3. Personalise our sleep – we need to find the 'sleep window' that works best for us.
4. Trust our sleep – it is a natural process, and our sleep will get itself into a good pattern.
5. Protect our sleep – we can do this by avoiding or preventing things that upset it."

Continued...

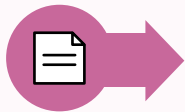


Introducing the topic (continued)



"It is important that we find ways that work for us to get good sleep. We can do this by avoiding things that impact our sleep negatively and finding things that help us get better quality sleep.

Remember – good sleep will be different for each of us and that is ok!"



Notes and troubleshooting

Prepare: If using the worksheet, print copies ahead of the lesson and hand out to Peer Learners for this activity.

Classroom management: If using the worksheet, ask pupils to write down the five principles of sleep.



Learning through activity 10 mins



Resources needed: • Slide 9 • Pens and paper
• Protecting our sleep worksheet (optional)

Slide 9

Learning through activity



SLIDE 9



Drinking a can of Coke in the evening



Bedroom window being next to a street light



Eating a chocolate bar before bed



Living on a busy, noisy street



Playing on a computer game from bed



Feeling stressed and worrying about the next day



Going to a swimming club evening session



Experiencing a headache



Present Slide 9.



"For this activity, we will be thinking about what each of us can do to have good sleep health. Each image on the slide represents either a lifestyle or environmental factor that can disrupt our sleep."



For each factor, ask the Peer Learners to discuss and write down in pairs activities that can be swapped with the factor to promote better sleep health, or tips for improvement.

Continued...



Introducing the topic (continued)



Do:

Explain that each group will be presenting their ideas to the class for one of the factors listed.

Time to complete: 5 minutes.



Do:

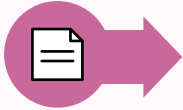
Ask each pair to present their sleep ideas for one of the factors listed. Invite other pupils to ask questions or share their ideas for that factor.

Time to present: 5 minutes.



Say:

"This activity has helped us to think about different things we can do to improve our sleep health. It will be about finding your own sleep routine that works for you. It can take time to find our own sleep routine, so if you want to make changes to your current sleep habits, try one thing at time."



Notes and troubleshooting

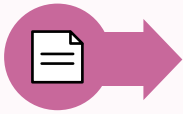
Prepare: If using the worksheet, print copies ahead of the lesson and hand out to Peer Learners for this activity.

Classroom management: If Peer Learners are struggling to come up with ideas for themselves, you can suggest some examples:

- Playing on a phone before bed can be swapped to reading a book or listening to a relaxation podcast.
- Sleeping in a noisy household; a tip for improvement could be using earplugs at night to help block out the noise.

Continued...

Introducing the topic (continued)



If Peer Learners are struggling to present their ideas, ask appropriate questions to draw out the key aspects of their ideas:

- Can you explain why this might help someone to sleep better?
- Has anyone in the class tried this before?
- Does anyone in the class have a different idea?

Explain that it is ok if, for example, lying in a quiet room doesn't help with sleep but listening to music does. It is about understanding why that is and using the learning to build confidence around sleep.

If using the Printed Worksheet, ask pupils to write their ideas for swaps and tips for improvement on it.

Reflecting on the learning 10 mins



Resources needed: • Slides 10-14 • Pens and paper (optional)
• Reflection worksheet (optional)

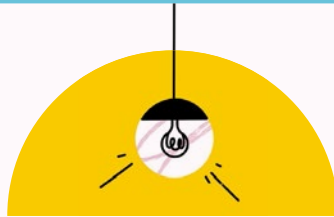
Slide 10

Reflecting on the learning



SLIDE 10

One thing I have learned.



One question I would like an answer to.



One thing I will do differently.



Do: Present Slide 10.



Say: "Spend two minutes thinking about these reflection statements:

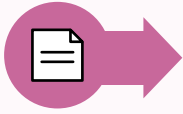
- One thing I have learned.
- One thing I will do differently.
- One question I would like an answer to."



Do: Invite pupils to share their reflections with the class for each statement. Write their responses on Slides 11-13.



Reflecting on the learning (continued)



Notes and troubleshooting

Prepare: If using the worksheet, print copies ahead of the lesson and hand out to Peer Learners for this activity.

Classroom management: Their comment, question or thought doesn't have to be about mental health – it can be about the lesson itself, the activities, how it went, etc.

If using the worksheet, ask pupils to write down their responses to the reflection statements.

Follow-up: Collate any questions that weren't answered, and follow-up with responses to the pupils in the next lesson.



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Reflecting on the learning (continued)

Slide 14

Lesson summary



Sleep is important for helping our bodies and minds recover and heal from the day.

Sleep is essential for maintaining good mental health.

By understanding how sleep works and learning about our own sleep patterns, we can build the confidence to begin improving it.



SLIDE 14



Do:

Present Slide 14.

Read out the lesson summary.



Being in the moment 5 mins



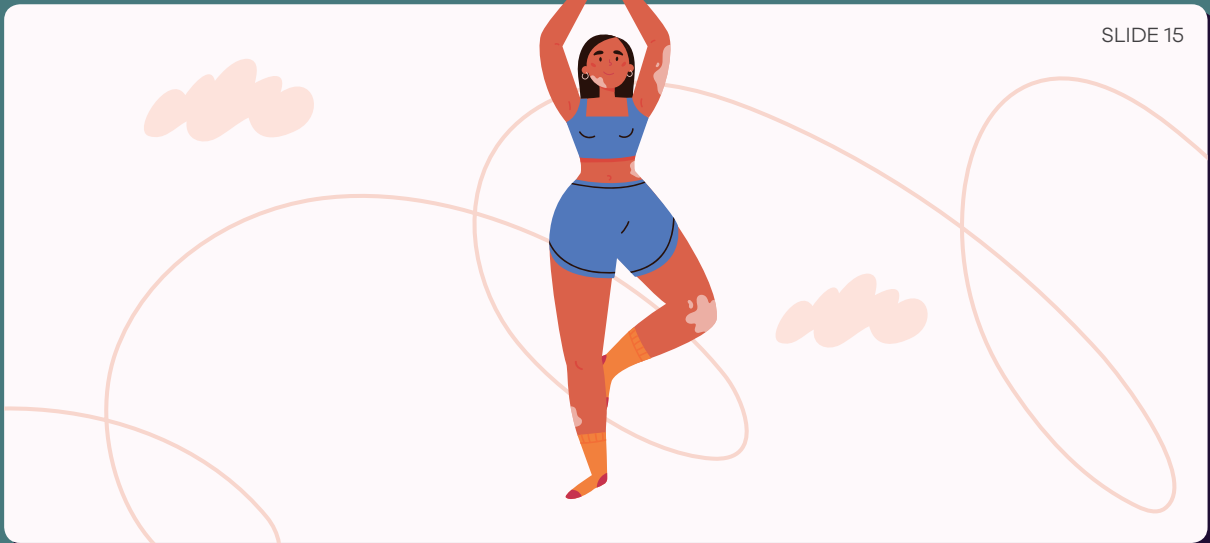
Resources needed: • Slide 15
• A mindfulness activity

Slide 15

Being in the moment



SLIDE 15



Do:

Present Slide 20.



Say:

"We'll finish the lesson with another short mindfulness exercise."



Do:

Read out the mindfulness activity you have chosen.



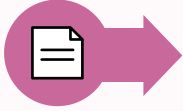
Say:

"That's the end of the lesson. Thank you everyone for your contributions."

Continued...



Being in the moment (continued)



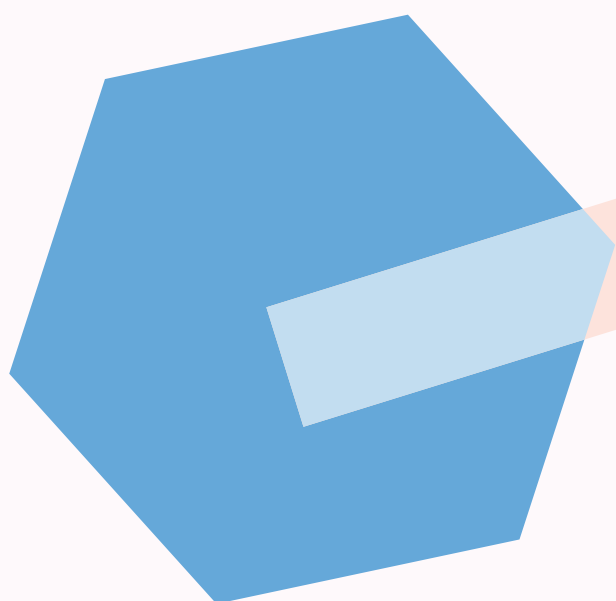
Notes and troubleshooting:

Prepare: Select a mindfulness exercise from the [Mindfulness Activities Pack](#).





Alternative activities



Taking action 25 mins



Resources needed: • Slides 17-20
• Pens and paper

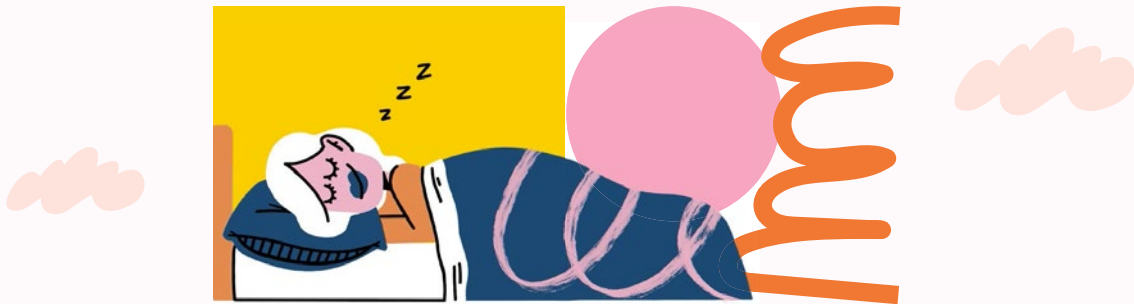
Slide 17

Taking action



SLIDE 17

Sleep is an essential part of our daily routines. Getting enough sleep allows our bodies and minds to recover from the day.



Present Slide 17.



“Sleep is important for maintaining good physical health, but also for looking after our mental health and wellbeing. The amount of sleep we need changes with age. Young people often need around 8-10 hours of sleep per night, but most importantly this sleep should be of good quality.”



Taking action



1. Value our sleep.
2. Prioritise our sleep.
3. Personalise our sleep.
4. Trust our sleep.
5. Protect our sleep.



SLIDE 18



Do:

Present Slide 18.



Say:

“There are five principles that can help us to understand how to have good sleep health:

1. Value our sleep – it is something vital to our lives, and we need to take sleep seriously.
2. Prioritise our sleep – we need to put sleep first when making choices about what we want to do.
3. Personalise our sleep – we need to find the ‘sleep window’ that works best for us.
4. Trust our sleep – it is a natural process, and our sleep will get itself into a good pattern.
5. Protect our sleep – we can do this by avoiding or preventing things that upset it.

Taking action



SLIDE 19



What are the barriers to good sleep health?



What ways could a person support themselves to meet the five principles of good sleep health?



Present Slide 19.



Ask pupils:

- “What are the barriers to good sleep health?”
- “What ways could a person support themselves to meet the five principles of good sleep health?”

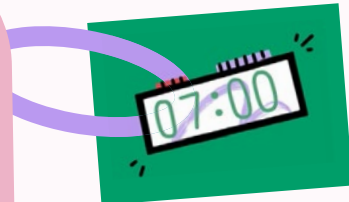
Time to share: 5 minutes.

Taking action



SLIDE 20

Create a one-minute speech on good sleep health.



Do:

Present Slide 20.

Ask pupils to work in pairs to write a short, one-minute motivational speech on sleep to encourage other pupils to develop good sleep health. Pupils can write their script down on paper.

Time to complete: 10 minutes.



Do:

Invite pairs to read out their speech.

Time to share: 10 minutes.



Notes and troubleshooting:

Follow-up: Pupils could voice/video record their speeches, which could be shared with other pupils as part of sleep awareness campaigns.

Challenging thinking 25 mins



Resources needed: • Slides 21-24 • Pens and paper

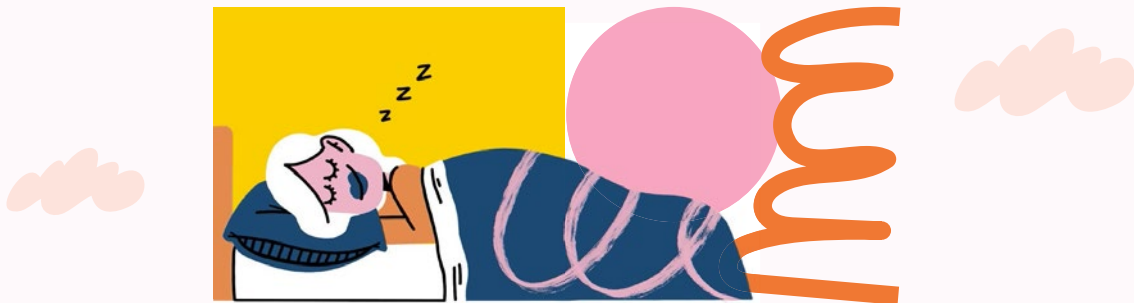
Slide 21

Challenging thinking



SLIDE 21

Sleep is an essential part of our daily routines. Getting enough sleep allows our bodies and minds to recover from the day.



Do:

Present Slide 21.



Say:

“Sleep is important for maintaining good physical health, but also for looking after our mental health and wellbeing. The amount of sleep we need changes with age. Young people often need around 8-10 hours of sleep per night, but most importantly this sleep should be of good quality.”



Challenging thinking



SLIDE 22

Good sleep helps us to:

- * Manage feelings, emotions; and behaviours.
- * Improve our memory recall.
- * Be alert and improve our learning.

Lack of sleep can:

- * Make us feel low, anxious, irritable; or confused.
- * Make it harder to manage our emotions and daily challenges.



Do:

Present Slide 22.



Say:

“Good sleep means we can cope better with daily life, but lack of quality sleep can affect our mood and make it difficult to manage our emotions and the challenges of life.

There are many factors, within and outside of our control, that can affect sleep quality.”

Challenging thinking (continued)

Slide 23

Challenging thinking



Click to add text

SLIDE 23

What are the barriers to good quality sleep?



Do:

Present Slide 23.



Ask:

"What are the barriers to good quality sleep? Is the factor within or outside of our control?"



Do:

Invite pupils to share their ideas and write them on the slide.

Time to share: 5 minutes.



Do:

Select at least three barriers listed on the slide to discuss in more detail.



Ask:

"What could a person do to reduce the impact of each barrier on their sleep health?"

Time to share: 5 minutes.



Challenging thinking



SLIDE 24



Do:

Present Slide 24.

Ask pupils to write a short advice column for young people on ways to improve their sleep health.

Time to complete: 5 minutes.



Do:

Invite pupils to read out their advice column.

Time to complete: 10 minutes.



Notes and troubleshooting

Follow-up: The advice columns could be presented on a poster board for other pupils to read and take ideas from or shared in a school newsletter.

Protecting our sleep worksheet

1. Value our sleep.

.....

.....



2. Prioritise our sleep.

.....

.....



3. Personalise our sleep.

.....

.....



4. Trust our sleep.

.....

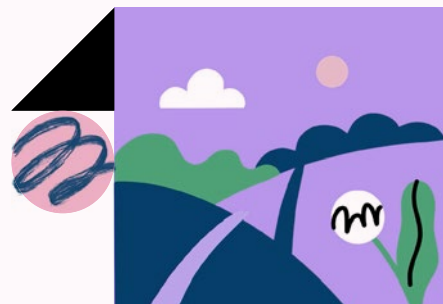
.....



5. Protect our sleep.

.....

.....



Reflection worksheet



One thing I have learned:

One thing I would do differently:

One question I would like an answer to:



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Many thanks to the pupils and staff at Royal High School Bath, St Edmund's School, St Mungo's High School, Upper Wharfedale School and Whitburn Church of England Academy for supporting the development of this resource.