 Importance of sleep and benefits of physical activity

Duration: 45 minutes

Purpose of the task

Sleep and exercise are vital in boosting our wellbeing. Research shows that adolescents need at least 7 - 9 hours of sleep a night. Getting into a good sleeping routine is the best way to make sure individuals get the hours we need on a regular basis. Getting regular and good sleep as well as balancing our lives with regular physical activity assists in improving concentration levels, increasing energy and improving memory.

Outcomes

4.2 Propose, apply and evaluate solutions to take action to lead and contribute to healthy, safe and meaningful lives.

7.3 Apply skills to take personal responsibility for their actions to protect and enhance the independence, health, safety and wellbeing of others.

What do we want students to know, understand or be able to do?

* Recognise the importance of sleep and physical activity for positive wellbeing.
* Reflect on their own habits and plan for modifications to improve sleep patterns.
* Participate in a mindfulness session and reflect on their own response to mindfulness.

Required resources and materials for preparation

Student activities are set around:

* small group
* individual activities
* online
* offline

Equipment required:

* laptop/Tablet/Phone
* online access to
  + [Smiling Mind](http://smilingmind.com.au)
  + [The importance of sleep: what’s in it for you?](https://www.youtube.com/watch?v=6QAHeHocoZU)
  + [How to sleep better](https://www.youtube.com/watch?v=3eLfn7Ewx_s)
  + [Recharge sleep app](http://au.reachout.com/recharge-sleep-app)
* Recharging my batteries! worksheet

Suggested content

| Learning context | Content |
| --- | --- |
| Mental health and wellbeing  Focus: Developing self-efficacy and mental fitness | Building resilience   * recognising achievements and successes   Positive wellbeing   * engagement and mindfulness * establishing meaning and purpose for life * accomplishment |
| Independence  Focus: Building self-concepts and independence | Self-management   * using mind-sets for motivation and achievement, e.g. growth mind-set * responsibility for self and actions |

Teaching notes

Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* making students aware at the beginning of Life Ready sessions that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* being aware that some parts of Life Ready can be confronting and sensitive for some students.
* enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

More information on creating a safe and supportive learning environment can be found on the [Life Ready website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready).

Evaluating resources before use

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audio visual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.

Use the [resource review flowchart](https://schoolsequella.det.nsw.edu.au/file/083acd3a-daca-4307-9afe-bc6c888f694a/1/final-resource-flowchart-html5.zip/index.html) to decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

Communication with parents and caregivers

Some aspects of Life Ready may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the Life Ready program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the Life Ready program they are concerned about. A sample information letter is available on the [Life Ready website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready).

Learning experiences

Mindfulness session

* Complete Mindfulness 103 session as a whole group.
* Students reflect on the question — is there is a connection with mindfulness and sleep? Yes/No? Why/Why not?

Why is sleep important?

* Students watch the clip — [The importance of sleep: what’s in it for you?](https://www.youtube.com/watch?v=6QAHeHocoZU)
* While watching the clip, students record three things they have learnt and share with a partner.
* Discuss the clip and what has been learnt as a whole group.

**Note**: Use the paddle pop sticks in a jar (outlined in Activity Theme: 5) to encourage all students to share their knowledge.

Circle chat: benefits of sleep and how to get more sleep

* Students watch - [How to sleep better](https://www.youtube.com/watch?v=3eLfn7Ewx_s) and record key points.
* Whilst standing in two concentric circles facing each other, students are allocated 30 seconds to share with their partner:
  + one thing they learnt about ways to improve their sleep
  + one piece of interesting information about sleep they didn’t know before the clip.
* After 30 seconds, students switch. The inside circle remain stationary and the outside circle moves one step to their right to meet their next partner.
* Continue sharing until each student has spoken with at least 4 different students.

Recharge

* In pairs, students explore the [Recharge app](http://au.reachout.com/recharge-sleep-app) using the Recharging my batteries! worksheet.

Recharging my batteries

Go to [Recharge sleep app](https://au.reachout.com/tools-and-apps/recharge) and answer the following questions:

What is recharge and who is it suitable for?

What behaviour is it focussed on improving?

The App has been made with young men in mind – however, do you think both males and females could use the App? Why/why not?

What is required in order to download the app?

If you didn’t have a phone/tablet or felt the App didn’t sound like you, what alternative activities could you participate in to assist in improving your sleep and energy? (Use further information gathered in the last activity through the YouTube clips watched).