

Caring For The Body

Determination

Self-discipline

Wisdom

Honesty



Session 2: Rest



"There is virtue in work and there is virtue in rest. Use both and overlook neither."

Alan Cohen

Activity 1

Aim(s)

- To explore how much rest/sleep people need.
- To assess the young people's sleep schedules and adjust if needed.

Resources

- *Sleep Assessment* Worksheet.
- Flip chart paper.
- Pens.
- *Caring for the Body Diary* Pages 6 and 7.
- Internet connection to do some research.

Delivery Guide



Facilitators can join in with this activity.



This can be completed easily as a small group or 1-2-1.

Part I

Write the following phrases on a flipchart:

- Staying up late
- Lying in
- Going to bed on time
- Getting up early

Ask the young people to think about which statements describe them best. If there are a small group of young people, keep a tally chart of how many young people relate to each statement and get an overview of the group. Is the group full of 'night owls' or 'early birds'? Or are they evenly split?

What are the benefits for them of staying up late and of lying in, or of getting up early and going to bed on time?

Ask students to describe their own experiences of rest and sleeping.

- How many hours do they sleep for on an average night?
- What time do they go to bed?
- Do they have a 'getting ready for sleep' routine and what is it?
- Do they argue with parents/carers about bed time or getting up in the morning?
- What time do they actually go to sleep?

They can complete this in the *Caring for the Body Diary* (page 6).

How would they rate themselves on the sleep scale (see page 7)? Bearing in mind the kind of activities they do each day – see page 3 of the *Caring for the Body Diary* – do they need to get more sleep, or do they think they get the right amount? Ask them to rate their sleep by circling the relevant number.

Part II

Ask the group to do some research about the following things:

- **What happens to their body if they stop sleeping?**

Some of these resources might help:

www.youtube.com/watch?v=nNhDkKAvxFk

www.youtube.com/watch?v=dqONk48I5vY

Or look at parts of the article:

www.scientificamerican.com/article/how-long-can-humans-stay

(All available 8/16)

- **What specific needs do teenagers and young people have in regards to sleep?**

Some of these resources might help:

www.skillsyouneed.com/ps/importance-of-sleep.html

www.youtube.com/watch?v=v9Nd6u39yDQ

www.youtube.com/watch?v=3eLfn7Ewx_s

Discuss the findings:

- What happens to the body when you don't sleep enough?
- What happens to the mind?
- Are there any benefits to not sleeping?

Based on this knowledge, they can make the relevant adjustments to their sleep diary. Do they need more sleep? To go to bed earlier? To have less sleep?

Points to highlight

- Teenagers need sleep to grow and develop.
- Many of us don't get enough sleep, and a lack of sleep has physical effects on the body and mind.
- Sometimes you can feel a real buzz when you don't sleep!
- Some people feel like they are night owls, whereas some people are at their most productive first thing in the morning.

Activity 2



Aim(s)

- To apply the learning from the previous activity to the young people's lives.



Resources

- *Caring for the Body Diary*



Delivery Guide



Facilitators can join in with this activity.



This activity involves following up a short while after, to see if they have reached their goal. This could be a few days, a week, a month or any other amount of time that works for your organisation.

Part I

The young people should now be able to identify one or two things that they would like to change about their sleeping patterns or how often they rest. This should be informed by the things they've learnt in the previous activity about how much sleep and rest teenagers need. This could be anything from going to bed earlier, to stopping using technology in bed, to actually having less rest in front of the TV or computer and more proper relaxing in bed!

They should identify how and when they are going to make this change and what virtues they may need to help them make it a lasting change (for instance: honesty, self-discipline, perseverance). They should also consider what barriers they may face and how they can be removed or overcome, and who can help them. This can be recorded in the *Caring for the Body Diary*.

Part II

Follow up with the group at a later date. How did they get on? Did they meet their goal? Was it easy to meet their goal? Was it more difficult than before? How could they do things differently next time?

Ask them to rate their sleep in the *Caring for the Body Diary* by ticking the relevant number. How does it compare to their score previously (noted by a circle)?

Points to highlight

- Small changes can make a big difference.
- You need perseverance and self-discipline to change something and reach a goal. If you don't use them, changing a habit can be really hard.



Extension Activities & Further Resources

If the young people have a smartphone, there are some useful smartphone apps that allow you to track your sleep:

- **iOS - Sleep Cycle.** It costs £1 and will track how much you move in your sleep and present it in easy to understand graphs.
- **Android – SleepBot.** This can track your movement during sleep and also auto-record to track snoring or moving.

You can work with the young people to use this data to analyse information about how well they are sleeping and what they can do to improve it.



Links to Other Areas of the Curriculum

Literacy:

Completing the *Caring for the Body Diary* provides opportunities for literacy.

Science/PSHE:

The exploration of how sleep affects your body can be linked to Science and to PSHE.

There are also links to the Healthy Schools Agenda.

