

# School Wellbeing Activity Programme

## Champion Guide

## Session 5

## Welcome to Nuffield Health, the UK's leading not-for-profit healthcare organisation\*.

As a not-for-profit with no shareholders, we invest all our income back into our family of award-winning 31 hospitals, 112 fitness and wellbeing clubs, healthcare clinics, over 200 workplace wellbeing services, as well as developing flagship collaborations supporting our communities – all to realise our vision to build a healthier nation.

What makes us unique is our unrivalled award winning and industry leading network of health and wellbeing services. Only Nuffield Health has the wide-ranging expertise to provide connected care. We attract some of the best people in their specialist fields, who take a personalised approach so we can provide the best possible care and support now and in the future – wherever they are on their journey. All for the public benefit. So, it's no surprise that we're trusted by the NHS, Private Medical Insurers, employers and the general public to provide exceptional health and wellbeing services to the nation.

**We're committed to our vision of building a healthier nation.**

\* Nuffield Health is a Registered Charity. Our objective is to advance, promote and maintain health and healthcare of all descriptions and to prevent, relieve and cure sickness and ill health of any kind, all for the public benefit. Registered Charity Numbers 205533 (England and Wales) and SC041793 (Scotland).

## What is SWAP?

swap is our new School Wellbeing Activity Programme, designed to empower students to improve their wellbeing.

As a trading charity, we are proactively responding to the key health issues facing young people today. Our programme is free, making it accessible to all and enabling us to help schools incorporate further health and wellbeing lessons into their timetable.

## What does the programme involve?

This programme offers evidence-based lessons that are delivered as a six-week programme. There is also a separate taster session available, to provide schools with an overview and trial of the programme.

### **The programme focuses on four key themes:**

- How I Move: focusing on physical activity
- How I Eat: focusing on sugar content of food and drinks, hydration, fruit and vegetables
- How I Sleep: focusing on sleep, sleep hygiene and screen time
- How I Feel: focusing on emotional wellbeing and resilience

**This SWAP Champion Guide contains all the session guides, activity sheets and fact sheets needed to deliver SWAP.**

**It should be used with SWAP Activity Books for students.**

# 5. How I Sleep: Sleep Hygiene

## SWAP Champion session guide

**Suggested time:** 60 minutes

**Summary:** In this classroom activity, learners learn about sleep hygiene and the factors that affect their sleep, then set a SMART goal to improve their own bedtime routine.

**Objectives:**

- To learn about the different parts of sleep
- To understand how a bedtime routine might impact the quality of sleep
- To devise ways to actively improve their bedtime routine and improve their sleep hygiene
- To learn about how addiction and habit behaviours associated with screen time affect mental health and sleep
- To compare how they feel after extended periods of screen time versus interacting with the world around them and come up with ways to "re-connect"
- To identify the sleep inhibitors and promoters in their own daily lives

**Materials and preparation:**

- *How I Sleep – Sleep hygiene* PowerPoint (optional): <http://www.nuffieldhealth.com/downloads/swap-5-ppt>
- *Crossing the line* activity card
- *Diamond 9* activity card
- *Sleep inhibitors and promoters* fact sheet
- *Set the wheels in motion – what, why, how?* activity card
- *SMART goals* activity card

**Activity outline and delivery:**

*Reflection (5 minutes)*

Reflect on goals from session #4 (*How I Eat – Sugar Content*) by asking learners about their sugar intake over the last week. How did this affect the "4 corners of me" (physical body, emotions, thoughts and behaviours)?

*Introduction (15 minutes)*

- Move through the slides in the *How I Sleep – Sleep hygiene* PowerPoint as you explain the importance of sleep and rest. What happens to our bodies and minds during sleep?
- Provide an overview of different parts of sleep (REM, NREM).
- Why is it important to take time away from our devices and "re-connect"? What does this mean?

*Crossing the line activity (15 minutes)*

- Use the activity outlined on the *Crossing the line* activity card as a quick way to help learners identify their own behaviours regarding sleep hygiene, screen time and bedtime routines. If space allows, add an active element by asking learners to run from one side of the room to the other.
- Reflect on the activity. Lead an open discussion. What can we do to help us re-connect with the world around us? Do learners have a bedtime routine? Think through each step and identify what else might help or hinder their sleep. You may wish to include the importance of:
  - The bedroom and bed (e.g. comfortable enough, dark enough?)

# 5. How I Sleep: Sleep Hygiene

## SWAP Champion session guide

- Bedtime (When are the learners most tired? Do they go to bed at consistent times?)
- Stress and worry
- Diet (Are there any effects of sugary drinks/foods? Particularly later in the day)
- Screens (TV, phone, tablet, etc.) in/out of the bedroom
- Exercise (Does playing sport in the evening affect sleep?)
- Spending time with friends and family

### *Sleep inhibitors and promoters activity* (10 minutes)

- Clean up your routine! Divide the learners up into groups of three or four and let them decide on a list of things they could do to improve their routine. You may wish to use the *Diamond 9* activity sheet to help learners structure their thoughts.
  - In small groups or individually, learners think of nine things that affect their sleep.
  - They arrange these factors as a Diamond 9, with the things that have the greatest positive effect at the top and the things that have the greatest negative effect on the bottom.
  - For a prompt, learners may find the sleep inhibitors and promoters fact sheet helpful. Are any of these surprising? You may wish to include an active element where learners run to an "inhibitor" corner of the room or a "promoter" corner of the room (space allowing) as you read through the list.
  - If learners are struggling, remind them that they don't have to do all these things every day, but they can choose one thing to focus on as a starting point.
  - Explain that they may be asked to share their decisions with the group and draw up a quick overview on the board.

### *SMART goal setting (10 minutes)*

- Next, ask the learners how they could set SMART goals to help them reconnect with the world around them and get a better night's sleep.
- Run through what a SMART goal is (Specific, Measurable, Attainable, Relevant and Timely). For instance, rather than giving up screen time completely it might be more attainable to start with something small such as "instead of going online last thing before bed I will pack my school bag for the next day".
  - Goal – I will stay tech-free in my evenings.
  - SMART goal – I will switch off my phone by 9pm every week night.
  - Goal – I will watch my sugar intake before bed.
  - SMART goal – I will switch to drinking water and herbal tea instead of sugary drinks after lunchtime every day.
- You could set goals around these areas:
  - Limiting screen time to a set amount of minutes or hours by setting a timer.
  - Avoiding eating meals in front of the TV.
  - Removing screens from the bedroom.
  - Taking up a new sport or hobby.
- Learners can use the *Set the wheels in motion* activity card to prompt thoughts about the importance of their goals and how to achieve them<sup>1,2</sup>.

### *Practice (5 minutes)*

Guide the learners in improving their sleep quality and routine by committing to their goals. Remind them of how this will influence the other pillars of wellbeing and how it will show up in them (in the '4 corners').

<sup>1</sup> National Sleep Foundation [Why electronics may stimulate you before bed](http://www.sleepfoundation.org/sleep-topics/why-electronics-may-stimulate-you-bed) [www.sleepfoundation.org/sleep-topics/why-electronics-may-stimulate-you-bed](http://www.sleepfoundation.org/sleep-topics/why-electronics-may-stimulate-you-bed)

<sup>2</sup> Sleep.org [Ways technology affects your sleep](http://sleep.org/articles/ways-technology-affects-sleep) [sleep.org/articles/ways-technology-affects-sleep](http://sleep.org/articles/ways-technology-affects-sleep)

# How I Sleep: Sleep Hygiene

## Crossing the line

With a clear line on the floor, all the learners should stand behind the line.

Ask them to cross the line if they have experienced any of the prompts, stepping back to their original starting point between each prompt. This activity can be extended to ask learners to run from one side of the room to the other if space allows.

### CROSSING THE LINE – Prompts:

- Stayed up past midnight on your smartphone, watching television, or on the internet
- Not realised how much time you've spent on your phone or games console
- Been worried or anxious if you have left your phone at home
- Spent more than 12 hours gaming
- Spent more than 12 hours without your phone
- Been tired at school because you were up late gaming/on social media
- Been told off because you were on your device too long
- Had your game console or phone confiscated because your parents or carers thought you were using it too much
- Stayed at home gaming or on the internet instead of seeing your friends
- Stayed up secretly to go on social media/gaming
- Felt sleepy during the day
- Fallen asleep during school

- Not been able to sleep because you have been worried about a text or something (you or someone else) posted on social media
- Made a conscious decision to go to bed at a normal time and switch off your phone
- Checked your phone or gone on social media in the middle of the night
- Been worried that you are missing out if you go to bed without your phone

### And finally:

- Cross the line if you think you are in control of your screen use and behaviour
- Cross the line if you think that your screen use interferes with your sleeping patterns
- Cross the line if you think that your screen time at night affects how you feel and your wellbeing
- Cross the line if you think any other habits and choices interfere with sleep
- Cross the line if you think that how much sleep you get affects your wellbeing and how you feel.



## How I Sleep: Sleep Hygiene

### Diamond 9

A variety of things can affect the quality of your sleep, but some things have a greater effect than others. In this activity you choose nine different things that affect how well you sleep (for example soft drinks before bed, a noisy room, stress, watching TV in bed). Arrange these things in the boxes below.

For a prompt, learners may find the sleep inhibitors and promoters list helpful.

**Will have the  
greatest positive effect**













**Will have the greatest  
negative effect**

# How I Sleep: Sleep Hygiene

## Sleep inhibitors and promoters

SWAP

### Sleep inhibitors:

- Caffeine (sports and energy drinks, coffee, chocolate, tea)
- Hot bedroom with no air circulation
- Poor bedding
- Going to bed "tired but wired" (after too much screen time) or not feeling tired
- Staying indoors or sitting down all day and doing no exercise
- Lying in bed when feeling stressed or anxious
- Sugary foods (cakes, biscuits, white rice, breads, fizzy drinks)
- Foods that you are sensitive/allergic to
- Artificial sweeteners (squash drinks, diet drinks/foods, cider)
- Artificial flavour enhancers e.g. MSG (takeaways, crisps, coated peanuts, some sauces)
- A diet very high in dairy and grains (e.g. breads, pastas)
- Poor digestive health
- Dehydration
- Increased synthetic light exposure in the evening from televisions, tablets, smartphone
- Eating large meals just before bed
- Vigorous exercise just before bed.



### Sleep promoters:

- Having a bedtime routine – going to bed and waking at the same time every day
- Comfortable mattress and bedclothes
- Drinking water and being hydrated (but not so much before bed that you need the toilet during the night)
- Relaxation exercises – controlled breathing, PMR (progressive muscular relaxation), visualisation, meditation, mindfulness, yoga, listening to music
- Spending time outside in sunlight and being physically active during the day
- Reading a book in bed instead of using a device
- Dimming lights or using a lamp instead of the main light
- Having an light dinner early in the evening
- Switching off phones and devices and not messaging/gaming in bed
- Complete darkness
- Bedroom being a peaceful, tidy environment
- Bedroom being cool (15-17°C)
- Eat foods rich in protein, but not too close to bedtime
- Gentle exercise (not high-intensity exercise)
- Journaling – having a "to-do" list by the side of your bed to write things down and file your brain, if your mind is busy
- Keeping a sleep diary





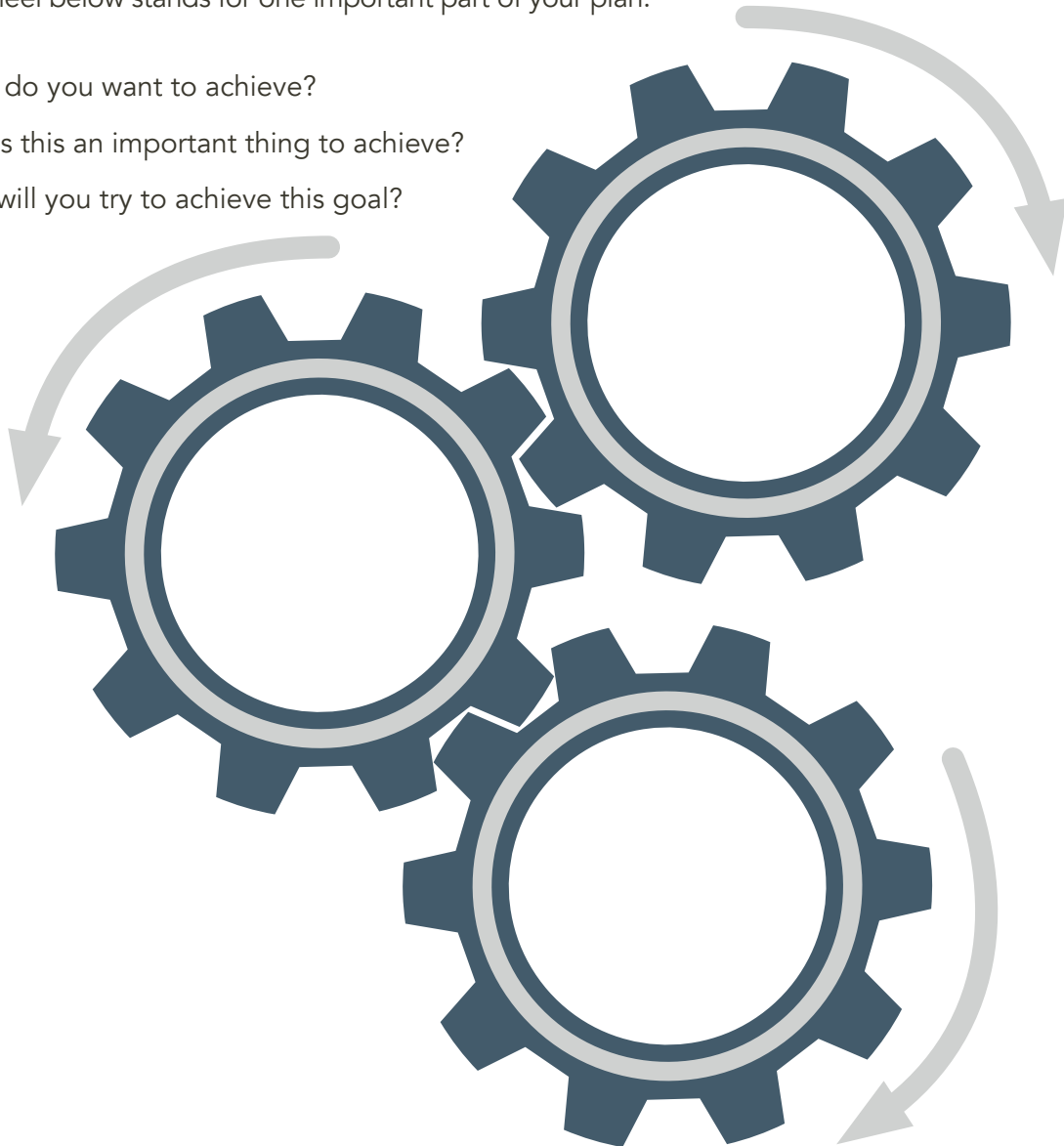
## How I Sleep: Sleep Hygiene

Set the wheels in motion

Write out how you will achieve your goal to reconnect with the world around you.

Each wheel below stands for one important part of your plan:

- **What** do you want to achieve?
- **Why** is this an important thing to achieve?
- **How** will you try to achieve this goal?



In one sentence, my smart goal is:

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## Notes

[illegible]