



## Lesson 2: Sleep and dreams 2.1 Key Concepts

<b>Learning objective</b>	Gain knowledge and understanding of sleep and dreams
<b>Lesson objectives</b>	By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> <li>• Define key terms about biological rhythms</li> <li>• Describe circadian rhythms</li> <li>• Explain the role of hormones in circadian rhythms</li> </ul>
<b>Vocabulary</b>	<p><b>Circadian rhythms:</b> repeats every 24 hours e.g. sleep-wake cycle</p> <p><b>Ultradian rhythms:</b> repeats more than once every 24 hours e.g. cycles within sleep or wake</p> <p><b>Exogeneous Cues (zeitgebers):</b> external factors that affect biological rhythms in the sleep wake cycle</p> <p><b>Endogenous pacemakers:</b> Internal mechanisms that regulate biological rhythms in the sleep-wake cycle</p> <p><b>Hormones:</b> chemical substances produced and released by a gland and carried in the blood stream, which alters the activity of one of more specific target cells</p>
<b>Previous learning</b>	Learners have been introduced to the concepts of sleep and dreams in the previous lesson, and have learned the definitions of some key terms.

### Plan

Activities	Resources
<b>Beginning (5 mins)</b>	<p>Learners complete the starter activity reviewing knowledge and understanding from previous lesson.</p> <p>Circadian rhythm video:  <a href="http://www.youtube.com/watch?v=UbQ0RxQu2gM">www.youtube.com/watch?v=UbQ0RxQu2gM</a></p>
<b>Middle (50 mins)</b>	<p>Melatonin research resource:  <a href="http://www.news-medical.net/health/Sleep-and-Hormones.aspx#:~:text=Melatonin">www.news-medical.net/health/Sleep-and-Hormones.aspx#:~:text=Melatonin</a></p> <ul style="list-style-type: none"> <li>• Share the key definitions with learners. These can be added to their notes or glossaries.</li> <li>• Ask learners to watch the video and make notes on circadian rhythms and the role of exogenous cues and endogenous pacemakers.</li> <li>• After the video, use question and answer to check understanding.</li> </ul>

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	<ul style="list-style-type: none"><li>Learners can work in pairs to investigate the role of the hormone melatonin and answer the questions on the slide.</li></ul>	<a href="#"><u>%20is%20the%20hormone%20bes t.of%20production%20of%20this%20hormone</u></a>
<b>End (5 mins)</b>	Ask learners to complete the exit ticket reflection. Use responses to identify gaps in knowledge and understanding.	

### Reflection and evaluation

#### Reflection:

#### Summary evaluation:

What two things went really well? (Consider both teaching and learning.)

- 1.
- 2.

What two things would have improved the lesson? (Consider both teaching and learning.)

- 1.
- 2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

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