



Lesson 5: Sleep and dreams 2.1 Key Concepts

Learning objective	Gain knowledge and understanding of sleep and dreams
Lesson objectives	By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> • Describe the characteristics of sleep disorders • Explain the role of biological rhythms in sleep disorders
Vocabulary	n/a
Previous learning	Learners have completed study of biological rhythms and have knowledge of the types of sleep (REM and nREM).

Plan

Activities	Resources
Beginning (5 mins)	<p>Sleep disorders research resource: https://my.clevelandclinic.org/health/diseases</p> <p>Crossword puzzle maker: https://worksheets.theteacherscorner.net/make-your-own/crossword/</p> <p>Specimen Paper 1: www.cambridgeinternational.org/Images/718593-2027-specimen-paper-1.pdf</p>
Middle (50 mins)	

Ask learners to complete the starter activity checking prior knowledge of sleep disorders with a partner. Review as a class and check for misconceptions.

- Divide the class into groups and assign each a different sleep disorder. Direct learners to the website of other resources for research. Ask them to create a poster / graphic organiser describing the features of the disorder, including any helpful images.
- Explain the role of biological rhythms in relation to each sleep disorder and ensure learners' posters/ graphic organisers are complete and accurate.
- Ask groups to rotate to a different sleep disorder. Using the new poster / graphic organiser, the group can create a crossword about that disorder using the online crossword puzzle maker.
- For the final rotation, groups should create a short presentation, e.g. PowerPoint (PPT) of multiple choice, true or false, and fill-in-the-gap questions and answers.

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End (5 mins)

Share 2027 Specimen Paper 1 Q6. Learners can answer the question and then modify/substitute 'jetlag' with 'shiftwork' and insomnia; sleep paralysis and sleep walking and share their ideas/responses.

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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