Participatory sleep workshops for adolescents

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Implementation, perceived sleep disruptors and preliminary follow-up outcomes

WHY SLEEP? n=423

Sleep disturbance is a modifiable risk factor linked with depression, emotional dysregulation and academic difficulties.

39% reported that they did not sleep enough

33% found it difficult to disengage from screens in the evening

AIM

To strengthen adolescents' sleep knowledge and agency, and explore short-term self-reported changes after a participatory school workshop.

INTERVENTION

- 75–90 minute interactive workshop
- Sleep knowledge and reflection
- Practical strategies selected by students
- Support for parents and school structures



423 students & pupils

26 classes

8 schools

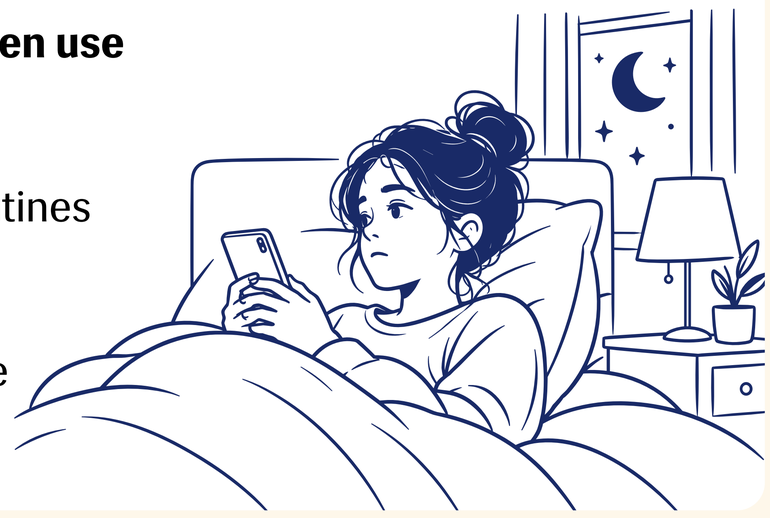
PARTICIPATORY PROCESS

1. **DISCUSS** Sleep workshop
2. **REFLECT** Shared meaning
3. **CHOOSE** Everyday strategy
4. **REVISIT** Follow-up

IN-WORKSHOP FINDINGS

Ranked perceived factors that worsened sleep *(n=302)*

1. **Phone / screen use**
2. **Stress**
3. Disrupted routines
4. Caffeine
5. Sleep hygiene
6. Exercise



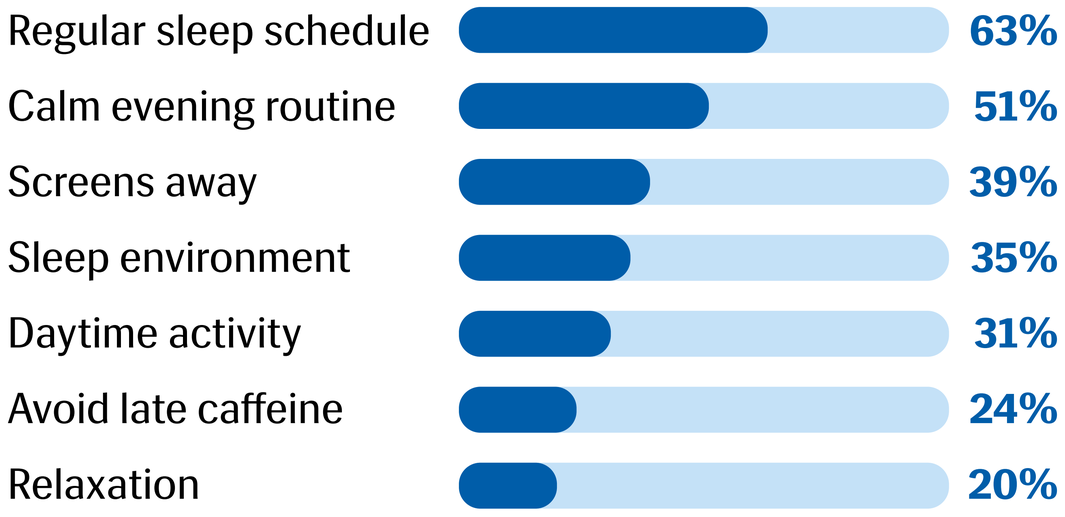
FOLLOW-UP AFTER 2–3 MONTHS

Preliminary follow-up survey *(n=75)*

68% tried at least one workshop strategy fully or partly

59% said a change had made falling asleep easier

Most frequently reported changes



46% reported feeling at least somewhat more alert during the day

INTERPRETATION

A brief participatory workshop was feasible at scale and was followed by self-reported strategy use and perceived benefits.

Sources: THL School Health Promotion Study 2025; Hershner, 2020; Marino et al., 2021; Baldini et al., 2024. Caution: small follow-up sample, no control group, self-selection and self-report.

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