



SAMPLE LESSON PLANS

Grade 10 - Health Promotion

Unit 18

SOLs:

- 10.1d** Explain the physical, mental, social, and academic benefits of sufficient sleep, and the relationship between sleep deficiency and chronic disease and increased risk for injury and substance use.
- 10.2a** Compare sleep with researched based guidelines
- 10.3a** Create or modify a personal wellness plan (goals and action steps based on current guidelines) for healthy sleep.

Title: From A to ZZZs - Sleep Lesson

Objectives/ Goals:

- The student will be able to self-assess current sleep practices and design a plan to maintain or improve healthy sleep hygiene.
- The student will compare and contrast the benefits of and barriers to practicing good sleep hygiene.
- The student will develop a plan to attain a personal sleep goal.
- The student will implement strategies and monitor progress in achieving a personal sleep goal.

Materials:

- [Sleep Slideshow](#)

Procedure:

- Instant Activity - As students walk into class hand out the [Sleep Bell Ringer](#) (half sheet of

paper) and ask them individually at the door how many hours of sleep they got last night? It's a great way to connect with every student, get them to reflect about the topic of the day, and you as the teacher get a quick gauge on how many hours of sleep your students are getting. The questions include:

1. How many hours of sleep did you get last night?
2. How many hours of sleep do you typically get on a school night? Weekend night?
3. What do you typically do the 30-60 minutes before going to bed? (aka: your bedtime routine)
4. Do you consume caffeine? (coffee, tea, soda, chocolate, energy drinks, etc.) If so, what time during the day and how much?
5. Do you find that you find that when your head hits the pillow your mind often starts "worrying" about things?
6. What is ONE thing you can do tonight to get more sleep or improve the quality of your sleep?

- Once students have had a chance to do some self-reflection with these questions, have them do a quick Kinesthetic Activity with this prompt: *Without talking, please stand in order based on how many hours of sleep you got last night (least to most)*. Have students put the number up on their hand(s) and round to the nearest hour.

Some questions you could ask as students are standing:

- Raise your hand if this is a typical night for you during the week?
 - How do you physically feel when you don't get enough sleep?
 - How do you mentally or emotionally feel when you don't get enough sleep?
 - For those of you under 7 hours, tell us some reasons why?
 - For those of you 8 hours or more, tell us how you do it?
- Next show the slide of a baby that says, "Sleep for infants is non-negotiable, so why is it not for teens?" Have students discuss this question and see what they think. According to Matthew Walker, 8 more hours of sleep should be non-negotiable for anyone. Period.
 - Now ask the students how many high school students in the state of Virginia do you think get less than 8 hours of sleep? Answer: 72% - according to 2015 YRBS data from CDC
 - Myth or Fact Game/Discussion - In order to teach some of the functional knowledge on sleep, read the statement and have students guess either myth or fact. You might make this something kinesthetic where students stand for myth or move to a certain side of the room for myth and another side for fact. Getting students out of their seat is great for blood flow to the brain and they will likely be more engaged. Note: the myth and fact data is based on the work of sleep expert Matthew Walker, PhD. and author of best-selling book, *Why We Sleep*.
 - It is okay if teens only get 7 hours of sleep each night - Myth

- Your genetic code determines whether you are a morning person or a night owl - fact
 - The shorter you sleep, the shorter your life - fact
 - Less sleep equals more productivity - myth
 - Deep REM sleep is proven to enhance my problem-solving ability - fact
 - If you are tired, consuming caffeine after lunch time likely will not interfere with one's sleep at night - myth
 - It is recommended to not do homework in bed - fact
 - If I am tired, taking a nap is always beneficial for me - myth
 - It is a good idea to pull an "all-nighter" if you are not ready for your test the next day - myth
 - It is a good idea to sleep in later on the weekends to catch up for lost sleep during the week - myth
 - After 16 plus hours of being awake, my body responds similarly to being "legally drunk" - fact
- Next show the short video clip from Matthew Walker's you tube site - [What Happens to Your Body and Brain if You Don't Get Enough Sleep](#) - Slides 42-46 review some of the key takeaways from the video clip to review with your students.
 - After students understand the *WHY* in terms of sleep, show the short video clip from Matthew Walker's you tube site about [5 Tips for Falling Asleep Quicker](#) - Slide 48 reviews those takeaways.
 - Some considerations to wrapping up the lesson or assessing student learning...
 - Option A - Show the you tube video [Sleep Rap](#) by 2015 National Health Education Teacher of the Year, Andy Horne. This could also be used as a next day review idea or intro song to the lesson. Students could write a song or poem about the importance of sleep.
 - Option B - Have students develop a plan to attain a personal sleep goal. Assuming you have taught them about goal setting, have them create a [Sleep SMART Goal](#) and have them track it for a week or two with the goal hopefully being at least 8 hours of sleep.
 - Option C - Have students complete a [Sleep Advocacy Poster](#) by using the instructions and rubric.
 - Option D - [Journal Prompt](#) - Question: "Younger teens often brag about a lack of sleep, but that usually stops when they get older. Why do you think that is?"

Assessments, References, & Sources

- [Sleep SMART Goal](#) (summative assessment)
- [Sleep Advocacy Poster](#) (summative assessment option)

- [Journal Prompt](#) (quick formative assessment)
- [Why We Sleep](#), Matthew Walker, (Sleep Researcher and Author)
- [National Sleep Foundation](#)
- CDC - 2015 YRBS Data, State of Virginia results on Sleep
- Andy Horne, M.Ed., New Trier High School

Name _____

A LOOK at YOUR SLEEP

Answer the following questions as you come into class.

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Goal Setting - Creating Your Own Sleep SMART Goal to Enhance Your Health

Use the results from your Sleep Bell-Ringer self-reflection to determine a sleep goal to enhance your health. Complete the SMART Goals Questionnaire below. Remember, you will be working on your goal over the next 1-2 weeks so be sure to select a goal that is meaningful to you and that you are willing to work toward achieving.

This assessment will measure state goal 10.3A which states students will *create or modify a personal wellness plan (goals and action steps based on current guidelines) for healthy sleep.*

Defining Your SMART Goal - You should answer all of these questions before moving on.

1. **Specific:** What will your goal accomplish? How will it be accomplished?
2. **Measurable:** How will you measure whether or not your goal has been reached? List at least two indicators.
3. **Adjustable:** Will you be able to adjust this goal if needed? Once you start working on your goal, you may find it needs to be adjusted.
4. **Realistic:** Is it actually possible to achieve your goal? Have others done it successfully? Is it challenging but still achievable? Do you have the necessary skills, abilities, resources, support, and motivation to accomplish the goal?
5. **Timely:** Is our classroom timeline (approx 3 weeks) for the project a suitable deadline for you to be successful? If not, what is the time frame you are setting for your goal?

Once you have answered the questions above, clearly state your SMART goal in a clear, concise sentence (it should contain all 5 elements from above)

Action Steps

When breaking your goal down in to action steps, what specific tasks will you need to complete in order to attain your goal?

1. _____
2. _____
3. _____
4. _____
5. _____

Roadblocks & Solutions

Identify at least 3 realistic roadblocks (or challenges) that might “get in your way” of achieving your goal. Then, come up with 1-2 plausible solutions around that potential roadblock to ensure you have more success if/when they present themselves.

Roadblock	Solution(s)

Motivation Buddy

We all need people in our lives who will cheer for us and support us as we work to achieve our goals. Is there someone you can recruit to help provide you with support and encouragement along the way? It could be someone you know, but ideally it is a person who has some expertise in the area you are trying to become more healthy in. **Name at least one individual and say why it is you chose them. What can they do to help you be successful? Why is this person a good choice?** Thorough answers will receive full credit.

Result & Reward

How will you feel when you accomplish your goal? Also, identify a **health-enhancing** reward for yourself that is related to your goal.

Recording Your Progress

It is important to come up with a specific method of recording progress. It might be something as simple as a **quick indicator** (like a checklist, a smiley face, number rating, etc.) **AND** a **narrative** on your progress (such as journal entry, voice recording, etc). *How will you keep track of your progress* (include one quick indicator AND one narrative)?

Remember, start small! Begin doing your action steps today and try to be as consistent as possible over the next few weeks. We will reflect on this process in a few weeks in class. Good luck!

Criteria	Ratings					Pts
Writing a SMART Goal	2.0 pts Exceeds <i>Contains all 5 requirements</i>	1.8 pts Proficient <i>Contains 4 requirements</i>	1.6 pts Developing or Basic <i>Contains 2-3 requirements</i>	1.3 pts Beginning <i>Contains one requirement</i>	1.0 pts No Evidence	2.0 pts
Identifying roadblocks and solutions	2.0 pts Exceeds <i>Identifies 3 or more realistic roadblocks and provides 2 or more plausible solutions for each</i>	1.8 pts Proficient <i>Identifies 3 or more realistic roadblocks and provides 1-2 plausible solutions for each.</i>	1.6 pts Developing or Basic <i>Identifies 1-2 realistic roadblocks and provides 1 plausible solution for each</i>	1.3 pts Beginning <i>Identifies 1-3 realistic roadblocks, but does not provide plausible solutions</i>	1.0 pts No Evidence	2.0 pts
Creating an action plan	2.0 pts Exceeds <i>Contains all 3: -5 or more steps -Steps directly related to SMART goal -Logical and sequential steps</i>	1.8 pts Proficient <i>Contains all 3: -5 steps identified -Steps relate to SMART goal -Mostly logical and sequential steps</i>	1.6 pts Developing or Basic <i>Contains 2 steps: -Steps demonstrate limited connection to SMART goal -Somewhat logical and sequential steps</i>	1.3 pts Beginning <i>Contains 1 step -Steps do not directly relate to SMART goal -The steps are not logical or sequential</i>	1.0 pts No Evidence	2.0 pts
Identifying support systems	2.0 pts Exceeds <i>Identifies a health-enhancing reward that is related to the goal and a motivation buddy who has expertise in the goal area</i>	1.8 pts Proficient <i>Identifies a health-enhancing reward and a motivation buddy who has expertise in the goal area, but the reward is not related to the goal</i>	1.6 pts Developing or Basic <i>Identifies a health-enhancing reward that is related to the goal and a motivation buddy who does not have expertise in the goal area</i>	1.3 pts Beginning <i>Identifies a reward that is not health enhancing or related OR is missing either the motivation buddy or reward</i>	1.0 pts No Evidence	2.0 pts
Creating a plan for recording progress	2.0 pts Exceeds <i>Explains a specific method of recording progress that includes a quick indicator (e.g. smiley face) AND a narrative on progress.</i>	1.8 pts Proficient <i>Explains a specific method of recording progress that includes a quick indicator OR a narrative on progress.</i>	1.6 pts Developing or Basic <i>Explains a general method of recording progress that includes a quick indicator or a narrative on progress</i>	1.3 pts Beginning <i>Explains a general method of tracking that does not include a quick indicator or a narrative on progress.</i>	1.0 pts No Evidence	2.0 pts
Total Points: 10.0						

Sleep SMART Goal Setting Rubric

Sleep Advocacy Poster

DIRECTIONS: Young teens often see a lack of sleep as a badge of honor. But in this activity to make a poster, you're going to use positive peer pressure to make getting a good night's sleep the sought-after alternative.

Step 1: The Message

What would you like younger teens to know about the amazing benefits of sleep?

Find and list at least ONE credible source that gives a supporting fact or statistic to make your message more valid.

Pick one benefit or specific idea to focus on, and brainstorm catchy or memorable ways to relay your message. (It should be no longer than a sentence or two.) Circle the one you decide to use.

Step 2: The Audience

What specific group within the New Trier school community would benefit from hearing your message?

Examples could include: athletes, a particular sports team, coffee drinkers, people who struggle with screen time, someone looking to improve ACT score, someone looking to be more creative, new drivers, a club, etc.

Step 3: The Design

Using Canva.com, you'll pick a social media template and create a simple poster for your message. Print out a copy AND submit a digital copy of your poster in Canvas (in JPEG or PDF format)

Name(s):

Sleep Advocacy Poster- Rubric

Class: _____

Demonstrates the ability to advocate for personal, family & community health

Demonstrate how to influence and support others to make positive health choices.

Adapt health messages and communication techniques to a specific target audience

	Beginning	Approaching	Meeting	Exceeding
Poster Message	<p>Poster message is not clear and does not focus on one topic regarding sleep benefits.</p> <p>The message takes a negative approach and focuses only on restrictions than suggestions.</p>	<p>Poster message is somewhat unclear and may or may not focus on one topic regarding sleep benefits. Work cited is not clear or not cited.</p> <p>The message has an unclear approach and focuses only on restrictions than suggestions.</p>	<p>Poster message is clear, focusing on one topic regarding the amazing benefits of sleep. Includes ONE work cited supporting fact or claim.</p> <p>The message takes a positive approach and focuses on suggestions rather than restrictions.</p>	<p>In addition to Meeting criteria:</p> <p>Explanation is extremely clear, focused and inspiring. Poster looks professionally done.</p>
Poster Design	<p>The project was not aimed at the intended audience and the message was hard to understand by most.</p> <p>The project and message were not visually appealing and eye-catching. Little time was spent on the layout of the poster.</p>	<p>The project may be aimed at the intended audience but the message may be hard to understand by some in our high school community.</p> <p>The project and message were presented in a way that was somewhat visually appealing and eye-catching. More time could have been spent on designing the layout of the poster.</p>	<p>The project is aimed at the intended audience, and the message could be clearly understood by anyone in our high school community.</p> <p>The project and message were presented in a way that was visually appealing and eye-catching. It was clear time was spent on designing the layout of the poster.</p>	<p>In addition to Meeting criteria:</p> <p>Poster's images and visuals support the message very clearly. Is appreciated by all students and faculty in our high school community.</p> <p>Was extremely clear that extra time was spent designing poster layout.</p>
Learning Behaviors				
Preparation and Organization	<p>Was often tardy and missing required materials needed for class. (ex writing utensil, iPad). Health materials are not organized and project/assignment was turned in late.</p>	<p>At times was tardy and missing required materials needed for class. (ex writing utensil, iPad). Health materials mostly organized and project/assignment turned on time but incomplete.</p>	<p>Nearly always on time, had required materials needed for class. (ex writing utensil, iPad). Health materials are organized and project/assignment was turned in on time.</p>	<p>Always on time, had required materials needed for class. (ex writing utensil, iPad). Health materials are always organized and project/assignment was turned in on time.</p>
Integrity and	Was often negative and	At times was negative or	Displayed a positive	Passionate about health.

Attitude	disruptive in the classroom learning environment and during work time.	disruptive during class and towards others.	attitude toward learning. Respected classroom and others.	Always displayed a positive attitude toward learning and is a trusted, caring leader.
Active Learning/ Effort	Project/assignment incomplete. Rarely participated in discussions. Often needed reminders to stay on task.	Work is lacking in effort. Inconsistent participant in class discussions. Often needed reminders to stay on task.	Worked hard to complete projects/assignments with a great effort. Consistently participated in discussions. Independent worker.	Exhibits pride in going well beyond requirements. Leads by example and inspired others during discussions with thought provoking ideas.

Plan for Improvement:

Step 1: Journal Topic

On your iPad or scratch sheet of paper, please reflect on the following writing prompt.

"Younger teens often brag about a lack of sleep, but that usually stops when they get older. Why do you think that is?"