English Lesson Plan

Sleep + Physical Activity > Stress

Quick Summary: Students will track their sleep and physical activity patterns over a week. Students will learn the benefits of adequate sleep and physical activity and how they combine to decrease stress.

Students will read and analyze case scenarios in small groups. The scenarios are related to stress and anxiety. Students will use multimedia and visual displays to clarify information, strengthen claims and evidence, and add interest to their claims and findings. Claims and findings will be based on the case scenarios and research.

How long will it take: Two 45 minute lessons

What do I need:
- Space to run for 10 minutes in small groups to discuss their case scenario
- Scenario cards
- Internet access
- Media/technology options for students to integrate multimedia and visual displays into their presentations
- Physical Activity and Sleep Log

How does it work:

Day 1: Have the students log their sleep and physical activity for the week prior to the two lessons. Physical activity should be categorized by low intensity, moderate intensity, and vigorous intensity.

During the first lesson, lead a short discussion about how to present claims and findings in a coherent manner with relevant evidence, sound and valid reasoning, and well-chosen details. Also discuss how to apply the appropriate use of eye contact, adequate volume, and clear pronunciation in order to present information in an interesting way. In addition, lead a discussion about the importance of sleep, physical activity and reducing stress.

- Most teens do not get the right amount of sleep. Adequate sleep for teens is about 9-10 hours. Getting the right amount of sleep can help teens manage stress and is as important as the food they eat and the air they breathe. When people get enough sleep, they are less likely to feel moody and perform poorly. When people do not get enough sleep, they are more likely to have an accident, injury or illness.

- Regular physical activity at moderate to vigorous intensity levels provides many benefits, including stress reduction and better sleep patterns. There are many ways to be physically active, including sports, dance, hiking, biking and working out at a gym. Children and teens should be physically active for at least 60 minutes every day.

- Physical activity and sleep are important for your short and long-term health. You should set physical activity and sleep goals to help stay healthy and decrease stress.

Common Core Standards

CCSS.ELA-LITERACY.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Students are placed into groups of two or three. Each small group receives one scenario to analyze and answer the following questions:

1. What events and facts are presented in the case?
2. What is challenging the main character from getting enough sleep?
3. What is challenging the main character from being physically active?
4. What advice would you give the main character to make healthier choices? Why?

The students will discuss these four questions specifically related to their scenario and plan how they will present the facts and claims to the class. In their small groups, students begin integrating their facts, claims, and suggestions into a form of multimedia. They can search for images, music, and facts/research to enhance their presentation.

**Day 2:** The students will discuss their current sleep and physical activity behaviors and provide advice to each other on how to increase or maintain these behaviors. During the last 10-15 minutes of class, small groups join another small group and present their presentation for one another.

**Discussion prompts:**

1. Was logging sleep time and physical activity behaviors helpful to you? Why or why not?
2. Do you enjoy being physically active with friends? If so, what are some ways that you can be active with your friends?
3. Do you think computers, smart phones and tablets keep you from falling asleep? Why or why not?

**Extension:**

**MATH:** Students use data gathered from their *Physical Activity and Sleep Log* to predict sleep amounts and physical activity levels over time (week, month, year, several years).

**ENGLISH:** Students can journal their experiences over time related to their goal-setting for better sleep and physical activity behaviors.
**SCENARIO ONE**

Sam is unable to concentrate on his math test during the last period of the day. He is falling asleep in class, but is expected to do well on this test if he wants to stay on the school’s football team.

Sam feels himself getting stressed because he wants to do well on his test, but feels anxious about how to do so when he is so tired.

Although Sam goes to practice each day, he stays up late at night texting friends and watching movies.

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**SCENARIO TWO**

Emily is feeling very stressed.

She is overwhelmed managing schoolwork, being involved in several school clubs and her responsibilities at home.

At night, Emily tells you she can’t sleep because she keeps thinking about all the work she has to complete.
Physical Activity and Sleep Log

The chart below will help you to track your daily sleep and physical activity patterns for one week. After categorizing your physical activity as low intensity, moderate intensity, or vigorous intensity, record the amount of time you spent engaged in that activity and the type of activity you participated in. Make sure to update the chart each day!

In the last column, record the amount of sleep you get each night rounded to the nearest quarter hour.

<table>
<thead>
<tr>
<th>Day</th>
<th>Low Intensity Physical Activity (to the nearest quarter hour)</th>
<th>Moderate Intensity Physical Activity</th>
<th>Vigorous Intensity Physical Activity</th>
<th>SLEEP (To the nearest quarter hour)</th>
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