![C:\Users\ReedC\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\449JU3H4\MP900422197[1].jpg]()**Name:** Click here to enter text.

What Sleep Means for Your Health

**Overview of Project**

1. Read the two articles provided below
2. Watch the two videos provided below
3. Gather and document key ideas from articles/videos (take notes)
4. Answer three questions related to the articles and videos
5. Log your own sleep and mood for one week and analyze

**Directions**

As you read the articles and watch the videos listed, type key ideas from the sources in the tables below which will supplement your unit notes over sleep. You will also be analyzing your own sleep (amount, quality and mood) and comparing/contrasting you sleep behaviors with that which is recommended by the articles/videos. When *thoroughly* and *thoughtfully* complete, print off this worksheet, front and back. DO NOT use Google Docs to print your worksheet; Word only (instructions for accessing ClassLink can be found [here](https://mrsreedsclass.weebly.com/uploads/2/5/1/3/2513991/accessing_classlink_instructions.pdf) or on the course website if you do not have Word on a home). 35pts total

**Sources**

Article #1: [Analysis: Teens are Sleeping Less. Why? Smartphones](https://www.pbs.org/newshour/science/analysis-teens-are-sleeping-less-why-smartphones) by Jean Twenge, *The Conversation*

Article #2: [Teens and Sleep](https://www.sleepfoundation.org/articles/teens-and-sleep) by National Sleep Foundation

Video #1: [ABC Catalyst: Teenage Sleep](http://www.youtube.com/watch?v=v9Nd6u39yD0)

Video #2: [Talking with Teens and Tweens | Overscheduling, Stress, Sleep, and Overuse Injuries](http://www.youtube.com/watch?v=gKgCJVVZftw)

**Key Ideas Learned from Sources** (4pts)

|  |  |
| --- | --- |
| **Source:** | **Key Ideas/Notes:** |
| **Article 1:** “Teens are Sleeping Less. Why? Smartphones” | Click here to enter text. |
| **Article 2:** “Teens and Sleep” | Click here to enter text. |
| **Video 1:** “ABC Catalyst: Teenage Sleep” | Click here to enter text. |
| **Video 2:** “Talking with Teens and Tweens: Overscheduling, Stress, Sleep and Overuse Injuries” | Click here to enter text. |

**Follow-Up Questions**—Use the information provided in the sources above, to respond to the following.

1. Make at least four connections between health concerns/conditions that a lack of sleep (sleep deprivation) may cause. Support your connections with information from the resources. (4pts)

|  |  |
| --- | --- |
| **Health Issue:** | **How Lack of Sleep Causes the Health Issue:** |
| 1. Click here to enter text.
 | Click here to enter text. |
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1. According to the sources above, what can you do to get *better quality sleep*? List four behaviors/practices you could use to improve the *quality* of your sleep AND describe how they are supposed to help/work. (4pts)

|  |  |
| --- | --- |
| **Recommended Behavior/Practice:** | **How It is Supposed to Work/Help:** |
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1. To address the concerns related to teenage sleep deprivation, some groups believe later start times for school would help. With our school district having made the switch to later start times in recent years, discuss the pro’s and con’s of a later start time from your own experience and/or the sources provided above. You can think “big picture” here, not just how later start times relate to sleep alone. Support your reasoning/justifications. (4pts)

|  |  |
| --- | --- |
| **Benefits/Pro’s** | **Drawbacks/Con’s** |
| 1. Click here to enter text.
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 |
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 |

**Sleep and Mood Data Table**—Record your time asleep, quality of sleep & mood for one week. (10pts)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Measure** | **Sun.** | **Mon.** | **Tues.** | **Weds.** | **Thurs.** | **Fri.** | **Sat.** |
| When did you *fall asleep*? | pm/am | pm/am | pm/am | pm/am | pm/am | pm/am | pm/am |
| When did you *wake up*? | am | am | am | am | am | am | am |
| Total timeasleep = |  |  |  |  |  |  |  |
| Describe the *quality* of your sleep; be specific  |  |  |  |  |  |  |  |
| Mood *Upon Awakening* |  |  |  |  |  |  |  |
| Mood *at* *Mid-Day* |  |  |  |  |  |  |  |
| Mood *at End of Day* |  |  |  |  |  |  |  |
| Mood Scale | 0 = Happy/”Ready to go!”; alert/focused; energetic/motivated2 = Okay; can follow through with tasks with ease but not with a lot of energy4 = Indifferent; “flat-lined”; can focus if needed, but may drift off-task particularly if bored6 = Slow/tired; trying to remain focused, but struggling8 = Unhappy/irritable; poor focus, struggling to remain on-task, easily distracted; intellectual work is exhausting 10 = Dysfunctional/stressed; can’t cope with the demands/stressors of the day; no focus at all |

**Analysis Essay**—Essay should be a *minimum* of nine lines of text in length. (9pts)

Review your data table and look for trends. Compare your mood and hours of sleep. Compare your mood and quality of your sleep. How well did you function in class, on homework, at extracurricular activities? How were your relationships with friends and family? Based on the articles and videos, how well are you following the recommendations of sleep experts for teenagers? What in your own habits/behaviors could you change/modify to improve your amount and quality of sleep?

Click here to enter text.