

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Science	Cognitive Skill Level - Synthesis	Correlation to Science Framework - 03.02	Lesson Number - 01
<p>Activity Title - Sleep Today – No, Maybe Tomorrow</p> <p>Goal/Objective</p> <p>To read and analyze informational text and to plan and create a classroom bulletin board or visual display.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>We live in a very fast paced world. People seem to move faster and faster all the time. Because of this fact, we as a society are doing more and more and getting less and less sleep. It seems that people are being compelled to be on the go and relax less. The effects that this has on our bodies may be tremendous.</p> <p>Students need to be able to interpret and apply science information through the use of advanced reading and comprehension and visual processing skills. This activity requires that students read a real life article on science and create a visual display for the classroom.</p> <p>Activity</p> <p>Provide the students with the handout “Working Ourselves to Death.” Have the students read and interpret the article for meaning. Discuss the main ideas of the article. Divide the class into small groups of about 4-6 students. Have the students plan and create a classroom bulletin board to display sleep disorders, causes and some possible effects of a sleep disorder.</p> <p>Debriefing/Evaluation Activity</p> <p>Have the students discuss how closely this article describes the way they live. Students need to recognize that in order for them to stay healthy and do their best on things such as GED tests; they need to get the sleep that the body requires.</p>			<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout- Working Ourselves to Death • Computer/Internet Connection • Printer • Paper, pencils, markers, chart papers • Newspapers and magazines • National Sleep Foundation—2001 Executive Summary http://www.sleepfoundation.org/
<p>Real-Life Connection</p> <p>Brainstorm with the class real-life examples of “not getting enough sleep.” Write down the students’ responses on chart paper. To initiate the discussion you may wish to ask some of the following questions. How many of you have been driving down the road and catch yourself getting sleepy? Next thing you know, you are falling asleep. How many of you have been sitting at your desk at work and you start drifting off to sleep? How many of you wake up and don’t remember being sleepy when you sat down to read the newspaper or watch TV?</p>			<p>Extension Activity</p> <p>Have students search the Internet or newspapers and magazines for additional information on sleep disorders. Add this information to the bulletin board.</p> <p>Discuss with students ways that they can ensure that they receive enough sleep to function well.</p>
			<p>ESE/ESOL Accommodations</p> <ul style="list-style-type: none"> • Provide an audio version of the material. • Let the student use a tape recorder to record class discussions. • Provide a dictionary. • Provide a peer helper for those students who need help. • Highlight important concepts in article.

GED 2002 Teachers' Handbook of Lesson Plans - Script

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Activity Title - No, Maybe Tomorrow

Introduction

Ask: What is your life like? Do you lead a hectic life? Discussion should lead to the conclusion that most of us have pretty fast-paced schedules. Most of us work, go to school and maybe even care for a family besides.

Main Activity

Say: Today, we are going to read and interpret a handout about sleeping habits and disorders. Provide students with a copy of the handout. Have them read the handout, highlighting important items in the article. *Ask:* What types of sleeping disorders were discussed in the article? What were some of the causes and possible effects from the disorder?

Divide the class into small groups of 4-6 students. Have them plan and create a classroom bulletin board that displays the causes, disorders and the effects of sleep deprivation.

Closure/Conclusion

Discuss how lack of sleep can affect one's life. *Ask:* How many of you have been driving down the road and catch yourself getting sleepy? Next thing you know, you are falling asleep. How many of you have been sitting at your desk at work and you start drifting off to sleep? How many of you wake up and don't remember being sleepy when you sat down to read the newspaper or watch TV?

Ask: If you could change one thing about your hectic schedule, what would it be? Have the students discuss what they would change and why. Discuss that sleep patterns can affect every part of one's life.

Follow-Up Lessons/Activities

Have students conduct a survey of 20 people who are not in their GED class. The survey will ask people how many hours of sleep they get each night. Have the students bring their results to class and then graph the results of the survey. Students may create any type of graph that accurately represents the data. The graphs should then be posted on the bulletin board for purposes of sharing information through visual processing and additional discussion.

If you have Internet access in the classroom, you may wish to have students visit the *National Sleep Foundation* website at <http://www.sleepfoundation.org/>.