

Get Your ZZZZZZzzzzzs

Copyright Laws Apply – See "Other Information" below

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Discipline: Health & Psychology (Language Arts, Technology & Life Skills)

Topic: Sleep & Sleep Deprivation

Grade Level: Middle & High School

Resources / References / Materials Teacher Needs:

Woodsong by Gary Paulsen; guided study questions; application problem and internet articles listed with guided study questions. Optional resources - *Scholastic Scope* Feb 11, 1994; *Iron Will* – Disney video or DVD (see other information below regarding copyright laws and classroom use for both optional resources),

Lesson Summary: Study the process of sleep and the consequences of sleep deprivation using guided study and the run/rest schedule of a musher in the Iditarod.

Standard's Addressed:

National Health Standards

- A) Students will comprehend concepts related to health promotion and disease prevention.
- B) Students will demonstrate the ability to access valid health information and health-promoting products and services.

McREL (Mid-Continent Research for Education and Learning) Technology Standards

Std 2) Knows the characteristics and uses of computer software programs

McREL (Mid-Continent Research for Education and Learning) Language Arts

Std 1) Uses general skills and strategies for the writing process.

Std 2) Uses the stylistic and rhetorical aspects of writing

Std 3) Uses grammatical and mechanical conventions in written compositions.

Std 4) Gathers and uses information for research purposes.

Std 9) Uses viewing skills and strategies to understand and interpret visual media

McREL (Mid-Continent Research for Education and Learning) Life Skills

Life Work 2) Uses various information sources, including those of a technical nature, to accomplish specific tasks.

Wisconsin Academic Standards for Social Studies

E.12.1) Summarize research that helps explain how the brain's structure and function influences learning and behavior.

E.12.16) Identify and analyze factors that influence a person's mental health.

Learning objectives: Students will

- ❖ develop an understanding of the restorative process of sleep
- ❖ understand the consequences of sleep deprivation
- ❖ recognize the actions of a sleep deprived person
- ❖ understand the circadian clock and its effects upon the body

Assessment:

- ❖ Written – study guide
- ❖ Creating final product – Essay, Power Point or Posters

Procedural Activities:

As an introduction to the topic of Sleep and sleep deprivation, a very appropriate literature source is Gary Paulsen's Woodsong. Paulsen mentions sleep deprivation and hallucinations periodically as he recounts running the Iditarod in the "Race" section of the book. The Disney video *Iron Will* has a significant section for this topic. Will's mentor wakes him in the middle of the night to begin training so that he can function during the race through lack of sleep. Students who have seen the movie will recall the scene. If you consider showing that segment of *Iron Will*, you MUST adhere to all copyright restrictions. Having been introduced to the topic, students are now ready to address the guided study portion of this lesson. You'll need to select the questions ahead of time from the list provided. As you can see from the resource information for each question, the bulk of information comes from only a few resources. Upon completion of the study questions, discuss the questions with the class or create small groups to present their interpretation of the material. Finally, the students will embark upon the "big" project. Share the Checkpoint Routine and Yukon Experience Application Problem. In this application problem, students are asked to use their new-found knowledge to analyze what is happening to the mushers and then share what is known regarding sleep, sleep deprivation and circadian clock to help other mushers, especially rookie mushers understand what happens while being sleepless on the trail. Students may write an essay, design a power point or create posters to share their knowledge and recommendations. The goal is to create a product that will help mushers understand, anticipate and plan for what lies ahead on the Iditarod Trail.

Materials Students Need:

Woodsong by Gary Paulsen; Guided Study Questions; Application Problem; Computer access for research, word processing and power point creation and materials for posters.

Technology Utilized to Enhance Learning:

Topic research on Internet; Desk top publication – essay, power point or posters

Other Information:**Condensed Play in Scholastic Scope**

- ❖ A condensed play of *Iron Will* along with study questions and activities was published in the February 11, 1994 issue of Scholastic Scope. Call 212-343-6171 to request a copy. All copyright regulations apply.
- ❖ Before using any video recording in your classroom, please follow the Copyright Educational Fair Use Guidelines for viewing a video recording:
 1. The material must be legitimately acquired.
 2. The material must be used in a classroom or nonprofit environment “dedicated to face-to-face instruction.”
 3. Use should be instructional, not for entertainment or reward.

Source:

Davidson, Hall. “Copyright and Fair Use Guidelines for Teachers.” TechLEARNING. Oct 2002. CMP Media LLC. 01 Feb. 2006

<http://i.cmpnet.com/techlearning/pdf/db_area/archives/TL/2002/10/copyright_chart.pdf>

Modifications for special learners/ Enrichment Opportunities:

Read the “Race” section of Woodsong in class for students with lower reading ability. Students might contact their favorite musher through email and ask about their experiences with sleep deprivation on the trail – ask about hallucinations, their personal strategy for maximizing sleep time and how they prepare for this lack of sleep.

Notes: Many thanks to Iditarod veterans Sue Allen of Wasilla, Alaska, Lynda Plettner of Big Lake, Alaska and Martin Buser of Big Lake, Alaska for providing true to life trail tales and accurate accounts of checkpoint routines. This lesson would not have been possible without their willingness to share their experiences and expertise. Your students may wish to view their respective web sites, www.nosnowkennels.com; www.plettnerkennels.com and www.buserdog.com Their sites are informational and fun.