

Bringing the Lessons to Life: Supplemental Activities

Supplemental Activity: Vending Machine Revamp

Time Required

Suggested lesson timing is 60 minutes; however, this lesson can be expanded or shortened, as needed. We encourage you to tailor it to fit within the available class time.

Audience

High school students grades 9-12

Activity Overview

Students will analyze the foods or drinks found in the school's vending machine, the cafeteria line or sold at after school events. The assessment includes calorie counts, fat content, sugar content and associated cost. Within a poster or PowerPoint report, students capture their findings and identify healthier alternatives.

Getting Started

- **Why is this lesson important?** Vending machines and popular snack foods are tempting and convenient items that are often unhealthy. Helping students understand more about the nutritional content of items from vending machines, a la carte cafeteria lines or at school events will provide additional information about the impact those foods can have on students. It may also motivate and inform schools about healthier options.
- **What can you do about it?** Help students understand that they can have an influence on their school environment by exploring the available options and identifying healthier alternatives for administrators, food service and parent booster groups to consider.

Teacher's Lesson Preparation

SuperTracker	<ul style="list-style-type: none">● Familiarize yourself with the Food-A-Pedia feature on the SuperTracker website.● Seek input and buy-in from administration to conduct this activity.
Materials	<ul style="list-style-type: none">● Poster board, markers and any other supplies needed to create posters
Setup	<ul style="list-style-type: none">● Computer with Internet access for student research● Screen and projector

Activity Objectives

Following this activity, your students will be able to:

1. Calculate the nutritional value of current vending machine options, items in the a la carte line or foods sold at school stores and event concession stands.
2. Identify healthier options.
3. Serve as agents of change by sharing that information with school officials and working with them to introduce healthier alternatives.

Teaching Instructions

1. Provide a brief overview of the activity and what you hope your students will get out of the lesson.
2. Recap the key points from Lesson 1 about the importance of healthy snacking.
 - Talk about alternative healthier foods that can actually improve alertness, energy and performance, as well as reduce cravings later on.
3. **Ask students** to select five popular snack items from the vending machine, school store, a la carte line and/or event concession stands and record their nutritional facts about each one. Use the Food-A-Pedia feature on the SuperTracker website.
4. Ask them to research and identify five healthy alternatives and to calculate their nutritional value using the Food-A-Pedia feature on the SuperTracker website.
5. Have students create a poster or PowerPoint presentation which compares the nutritional facts of the current and alternative choices.
6. Arrange for other teachers, the cafeteria manager and/or the principal to come to class for a student presentation and discussion about the opportunities for making improvements.

Reflection, Evaluation and Discussion

Following the presentation, encourage your students to reflect on the experience by asking discussion questions such as:

- How would they characterize the healthfulness of the food and beverage choices currently available?
- What make the options healthy or not healthy?
- What are the barriers to switching to healthier items?
- How can these challenges be addressed either at the individual level or school policy level?

Supplemental Activity: Make Your Own Music Video

Time Required

Part of a class period to introduce the activity. Part of another class period to play and discuss completed videos. Teachers will need to decide how much calendar time to give students to complete their videos.

Audience

High school students grades 9-12

Activity Overview

Your student teams will develop their own music video “parody” that demonstrates their knowledge of healthy eating and MyPlate. Consider the option of showing videos outside of class in cafeteria during lunch, or internal school webcasts, and/or at an appropriate school event. This activity could also include a competition among teams.

Activity Preparation

Materials	<ul style="list-style-type: none">• YouTube video for teachers to share Link: https://www.youtube.com/watch?v=NjwuzOCuM24• Smartphones to record videos, costumes or other props as desired by the students.
Setup	<ul style="list-style-type: none">• Computer with Internet access.• Screen and projector.

Activity Objectives

Through this activity, students will

1. Demonstrate their knowledge of MyPlate messages.
2. Develop interpersonal and teamwork skills through group activity.

Teaching Instructions

1. Have your students watch the MyPlate video developed by nurses at Duke University: <https://www.youtube.com/watch?v=NjwuzOCuM24>



2. Give your student teams an overview of how to start and parameters on what to include in their videos:
 - Select a popular/well known song to parody and work together to write new lyrics focused on MyPlate.
3. Song length should be between one to four minutes. Encourage them to include some or all of the following types of content into their lyrics:
 - Mentions of all of the food groups.
 - Specific favorite foods.
 - Tips for using MyPlate to eat healthy.
 - Benefits of healthy eating.
 - Give teams some time in class to come up with ideas their music video and determine a role for each student (lead singer, guitar player, portraying a certain character, videographer, etc.).
 - Assign project with deadline for presentation.
 - Have students present their final video in class.

Reflection, Evaluation, and Discussion

When your students have presented their videos, have them discuss what they learned and the experience of working as a group.

Supplemental Activity: Food Spies

Time Required

A minimum of one class period or one week for students to carry out their research if conducted outside of the classroom. Part or all of another class period, depending on the number of presentations.

Audience

High school students grades 9-12

Activity Overview

Your students will conduct an “investigation” into unfamiliar foods, learning about the history and origin, health benefits and preparation ideas for foods they have not tried before. Your students will present their findings to the class and, if possible, try some of the new foods. This activity can be carried out by your student teams or individually.

Activity Preparation

Materials	<ul style="list-style-type: none">• List of unfamiliar foods (see handout below).• Optional: Samples of some of the foods.
Setup	<ul style="list-style-type: none">• Computer with Internet access for conducting research.

Activity Objectives

Through this activity, your students should:

1. Gain exposure to and learn about new foods they have not tried before.
2. Understand how new foods can fit into their existing diets.
3. Practice developing their own recipes.

Teaching Instructions

1. Review the activity objectives.
2. Distribute the list of unfamiliar foods to your students. **Ask your students** to brainstorm additional food options.
 - **Ask your students** to review the list of foods and select one food they have not tried or not heard of before.

3. Have your students conduct research on their particular food, either in class or for a homework assignment to develop an “investigative profile” of their food. The profile should include:
- A photo of the food.
 - A history of the food.
 - Country of origin.
 - How and where it is grown or produced.
 - Any unique or interesting characteristics.
 - Nutritional benefits.
 - Why is it healthy—i.e., nutrient composition, calories, etc.?
 - How could it fit into a healthy diet?
 - What foods might you use in place of or as a substitute?
 - Find or create a recipe utilizing the new food.
 - Create a recipe utilizing the new food.

The following week, have your students present their findings to the class. If possible, bring in samples of some of the new foods to have your students try and evaluate.

Reflection, Evaluation, and Discussion

Encourage discussion and reflection by asking your students questions such as:

- Did you learn anything surprising about your new food?
- Can you see yourself including any of these foods into your diet? If yes, how? If no, why not?
- (If foods are sampled): Which foods did you like best and why?

Food Spies – Food List

Instructions

Select one of the following foods from the list below to conduct your “Food Spies” investigation.

- Amaranth
- Pummelos
- Farro
- Quinoa
- Jackfruit
- Dragon fruit
- Rambutan
- Piloncilla
- Sapote
- Quince

Supplemental Activity: Culinary Culture: Exploring the World

Time Required

Variable

Audience

High school students grades 9-12

Activity Overview

Your students learn about healthy foods from around the world through a group based research project focusing on the cuisines from different cultures. Student teams will be assigned a country and instructed to:

- Explore the role that food play in that country's culture
- Research examples of healthy foods and meals, and
- Compare how the characteristics of common foods from their assigned country differ from their own everyday diet.

Have each student group describe a typical meal from their assigned country and the local ingredients used in that region of the world. Consider ending the project with a "World of Food Day", where each group brings in a sample of the dish or a food from their country. Students present and share their dish with the class.

Activity Objectives

Following this activity, your students should be able to:

1. Try new foods.
2. Explore the tastes of different cultures and different ways of eating healthfully.
3. Practice the interpersonal, leadership and time management skills required for teamwork.

Teaching Instructions

1. Assign each group a country and let your students know that they will be researching this country culminating in a World of Food Day presentation and tasting.
2. Direct teams to address each of the following topics. You may choose to have teams report on these topics in three different steps or as part of the final event.
 - Look into the geographical location and demographics of their country.
 - Your students will look into the geographic location and demographics of their country.
 - Your students will look into the daily diet of their country and see how it compares to theirs.
 - Signature Dish

- Research a signature dish or food from the assigned country and describe it to the class.
- Offer food samples that teams prepare or purchase for their classmates to try.

Reflection, Evaluation, and Discussion

On World of Food Day, **ask your students** to describe:

- How foods from their assigned country are different from their own?
- What aspect of their food research findings surprised them the most?
- What was it like working with the group structure?

Supplemental Activity: Your Body, Your Image

Time Required

One in-class session

Audience

High school students grades 9-12

Activity Overview

This activity uses images from popular media to help your students better understand and recognize the differences between people – from personalities to body types-- and encourages your students to discern media tactics and images that create unrealistic body image standards.

Activity Preparation

Materials	<ul style="list-style-type: none">● Chalkboard, wipe-board or some large writing surface.● Copies of recent magazines teens are currently reading.● Pens and paper.
Setup	<ul style="list-style-type: none">● Computer with Internet access.● Screen and projector.

Activity Objectives

Through this activity, your students should:

1. Learn that there are many differences between people that make them unique and that these differences are natural.
2. List three ways they can promote body image acceptance within themselves and others.
3. Describe how media portray men and women, and the extent to which students observe a diversity of images.
4. Develop a critical eye to evaluate the messages about body types used in the media.

Teaching Instructions

1. Review the activity objectives, letting students know that the first part of the lesson will focus on identifying the ways in which people are different, and the second half will focus on body images in media.

For the first part of the lesson, **ask your students** to name several well-known public figures; write these names on the board.

2. **Ask students**, in what ways are these people different from one another?
 - Guide discussion and have your students write these on the board.
 - Physical differences.
 - Personality differences.
 - Abilities.
 - Culture and background.
 - Likes and dislikes.
3. What characteristics could these people change easily?
 - Guide discussion and have your students store these on the board.
 - What can we change and what can't we change about ourselves?
4. Has anyone ever wanted to change something about themselves?
 - What steps did you take? How did it work out for you?
5. Have your students divide into their teams and distribute magazines. Distribute activity guide (found at the end of this activity) and have groups complete it as they look through the magazine advertisements.
6. Let your students know that they will be asked to present their thoughts and conclusions in 15 minutes.
7. Ask each group to summarize their findings.
 - Guide class discussion with these additional questions:
 - Do you think the people in these pictures might be like the ones in your own lives?
 - Is there one ideal body type that everyone should fit?
 - Does this experience make you think differently about the media portray people in the advertisements that you see every day?
8. **Ask your students**, what can we do within school/home/communities to promote acceptance?

Reflection, Evaluation, and Discussion

Ask your students what the major takeaways are from this class and their experiences outside of class.

- How important is looking good to teens? To people in general?
- Are there physical features that the media generally emphasizes as the norm? Generally promotes as desirable?
- What things can an individual do to promote body positivity and acceptance of physical differences? Why does it matter?



Resource

- Additional information about teaching about body images can be found at TeensHealth from Nemours Health Foundation.

Link: <http://teenshealth.org/en/teens/body-image.html?WT.ac=ctg#catwellbeing>

Name:

Date:

Your Body, Your Image

Instructions

Use this activity guide to analyze the people images in print media. Use this material to answer the questions.

1. Review the magazine or other available media, marking both illustrations and pictures of people; in advertisements, feature articles and other parts of the magazine.
2. Do the people look more similar or different from one another? Choose a rating from 1 (very similar) to 7 (very different)
1 2 3 4 5 6 7
3. Do the images include a variety of body types and sizes? Choose a rating from 1 (little variety) to 7 (lots of variety)
1 2 3 4 5 6 7
4. Looking at all of the images, do you notice any physical features that are similar in the people photos or illustrations? If yes, describe.

5. Is there more people variety in advertisements, features articles or other components of the magazines?
Advertising Other Pretty much the same
6. Would you say these images promoted positive body image? An achievable body image?
(Circle) Yes No
7. If you answered 'No' to either of the questions above, please explain why.

Supplemental Activity: Personal Trainer

Time Required

One class period to introduce activity and have students create a personal exercise plan; part of a class period to share and discuss the experience. Alternatively, the first class period can be used to introduce the activity and creation of a plan assigned as homework.

Audience

High school students grades 9-12

Activity Overview

Students will put their knowledge into action when it comes to being physically fit! Now that they've learned the value of physical activity, recommended amounts, and ways to include physical activity in any lifestyle, they'll become their own personal trainer by creating an at-home workout. Using resources from the National Institutes of Health (NIH) and the American Council on Exercise (ACE), students will create a workout that incorporates the four primary types of exercise.

Activity Preparation

Materials	<ul style="list-style-type: none">● Exercise worksheet, found at the end of this lesson.● Exercise library. Link: https://www.acefitness.org/acefit/exercise-library-main/
Setup	<ul style="list-style-type: none">● Computer with Internet access.

Activity Objectives

Through this activity, your students will:

1. Learn about recommended exercises for an effective full-body workout.
2. Create their own personal workout package that reflects their lifestyle and preferences.

Teaching Instructions

1. Discuss the four types of exercise (<https://go4life.nia.nih.gov/4-types-exercise>) that are important to incorporate into a routine. Remind students that each type of activity has its own benefits and doing them all results in the most positive impact. As you introduce each type of activity, ask students to provide examples of exercises that fit into these categories.

- **Endurance** exercises are also called aerobic or cardio exercises. They keep your heart, lungs, and circulatory system healthy, strengthen bones, and improve your overall fitness. Building your endurance makes it easier to carry out many of your everyday activities.

Examples: Running, walking, dancing, cycling, swimming

- **Strength exercises** make your muscles and bones stronger. Even small increases in strength can make a big difference in your ability to stay independent and carry out everyday activities, such as climbing stairs and carrying groceries. These exercises also are called "strength training" or "resistance training."

Examples: Lifting weights, push-ups, exercises with a resistance band.

- **Balance exercises** improve your ability to control and stabilize your body.

Examples: Standing on one foot, heel-to-toe walking along a line.

- **Flexibility exercises** stretch your muscles and can help your body stay limber. Being flexible gives you more freedom of movement for other exercises as well as for your everyday activities.

Examples: Yoga, Pilates, stretching.

2. After discussing the different types of exercises, have students review Activity Cards from Body and Mind and see which activities fit in each category. <https://www.cdc.gov/bam/activity/cards.html>
3. Then, have students create their own workout. Instruct them to consider the options from the ACE exercise library, or other websites, blogs or mobile apps that include exercise examples to develop a personal exercise plan. Establish a time range to guide their plans – e.g., 20 to 30 minutes. The handout at the end of this activity can be used to record their individual plans.

Reflection, Evaluation, and Discussion

Encourage reflection on the activity by **asking your students**:

- What did you find easy or difficult about creating your own workout?
- Do you think you would do this workout at home? Why or why not?
- Do you usually incorporate all types of exercise? What are your favorites and why?
- What kinds of movement did you incorporate for the different categories of exercise? Encourage students to describe the rationale behind their choices.

 Tip

- To make it more fun, give students extra credit for leading their classmates in the workout they create.
- Ask students to participate in the President’s Council on Physical Fitness, Sports and Nutrition “I can do it you can do it,” program so that they can cheer each other on to be more active.

Link: <https://www.fitness.gov/participate-in-programs/i-can-do-it-you-can-do-it/>

- Give students extra credit for joining the Presidential Champions on SuperTracker.

Link: <https://www.fitness.gov/blog-posts/2017-presidential-champions-supertracker.html>

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Supplemental Activity: Teen Cooking Show

Time Required

One class period to introduce the activity, select recipes and use resources. A second class period for video presentations and optional tasting. Two to three weeks should be provided for students to create their videos outside of class.

Audience

High school students grades 9-12

Activity Overview

Your student teams will develop a 1- to 3-minute video in which they host their own cooking show. While the teacher may assign recipes for a snack, entrée or other meal component, students will be expected to describe the ingredients used and an overview of food preparation, including the kitchen utensils needed and the cooking process. In addition, students are encouraged to point out the healthful features of their recipes. Options to consider include providing samples to taste and introducing team competition for best video.

Activity Preparation

Materials	<ul style="list-style-type: none">• Helpful Resources document at the end of this lesson, which provides ideas on recipe options, cooking tips and budgeting.• Depending on the recipes selected, cooking utensils (pots, pans, spatulas, spoons, knives, etc.) may be needed.
Setup	<ul style="list-style-type: none">• Computer with Internet access.• Screen and projector.• Video to be done outside of class in student homes, a local community center, church kitchen or school, if facilities are available.• Students to use their phones or personal recording devices, school's to provide, as available.• Consider the option of playing videos on a loop in cafeteria during lunch or other internal school media.

Activity Objectives

Through this activity, your students will:

1. Gain exposure, knowledge and skills to prepare healthy foods and meals.
2. Serve as peer educators for their classmates.

3. Develop interpersonal and teamwork skills.

Teaching Instructions

1. Review the activity objectives and the preparation handout. Let your students know how the videos will be used – e.g., for in class purposes only or broader school audience. Your students, should they choose, can post their videos on their own channels.
2. To kick off the activity, ask your students:
 - How many of you watch cooking shows on television?
 - What are your favorite cooking shows?
 - What do you like best about them?
3. Tell students this activity will give them the chance to star, produce and direct their own cooking video. Play the demonstration video. <https://www.youtube.com/watch?v=jI1ByxdBb8M&index=7&list=PL5SUN-gc7GC5sdNv50oeLnVmWnR-EXJDV>
4. Have your students review the 10 recipes to be featured in their video and select the one that they would like to make.
5. Describe the project requirements and share materials, information on any funding available and the schedule:
 - Your students will use the materials and funds provided to create their video.
 - Instruct students to use SuperTracker to obtain the nutrient and calorie information they will need for their presentation on the ingredients in their healthy meal.
6. View student videos in class.

Reflection, Evaluation, and Discussion

The teacher will encourage reflection by asking your students to.

- Describe the overall experience of cooking healthy food. Was it tasty?
- Did you try new foods? If yes, what was your reaction? If not, why?
- What was it like working with the group to prepare the food recipe and video together?
- How likely are you to make your team's recipe or any of the others in the future? Why or why not?

Teen Cooking Show – Helpful Resources

Use the following resources to help prepare for the Teen Cooking Show Activity.

- Select a recipe for healthy snacks, entrees or other meal components. The following are sources for recipe selection:
 - What's Cooking? USDA Mixing Bowl: <https://www.whatscooking.fns.usda.gov>
 - Healthy Low-Cost Recipes (SNAP-Ed): <https://snaped.fns.usda.gov/basic-nutrition-everyone/healthy-low-cost-recipes>
 - Choose MyPlate Recipes, Cookbooks, and Menus <https://www.choosemyplate.gov/recipes-cookbooks-and-menus>
 - Spend Smart, Eat Smart (Iowa State Extension and Outreach): <http://www.extension.iastate.edu/foodsavings/>
 - Thrifty Recipes: <https://extension.umaine.edu/publications/4333e/>
- If recipes don't identify the kinds of cooking tools needed, students may find one or more of the following resources helpful:
 - Cooking for Groups Handout: https://www.fsis.usda.gov/shared/PDF/Cooking_for_Groups.pdf
 - Kitchen Companion: <http://www.choosemyplate.gov/sites/default/files/misc/KitchenCompanion.pdf>
 - Kitchen Set-Up: <https://www.foodhero.org/tips/kitchen-set#tip>
 - Cooking: The Basics: <https://snaped.fns.usda.gov/nutrition-education-materials/cooking/cooking-basics>
- Pictures showing what the finished recipe looks like through the process, if available, and the final product.
- Decide and arrange for an activity budget. Recipe budget caps should reflect the type of recipes being used. Help them to plan for food shopping within a specified budget. Find additional resources on budgeting at
 - Healthy Eating on a Budget: <http://www.choosemyplate.gov/budget>
 - Shop Smart to Fill Your Cart: <https://snaped.fns.usda.gov/nutrition-education-materials/meal-planning-shopping-and-budgeting#budgeting>
 - Create a Grocery Game Plan: <https://www.choosemyplate.gov/budget-create-grocery-game-plan>
 - Prepare Healthy Meals: <https://www.choosemyplate.gov/budget-prepare-meals>
- Video example: <https://kids.usa.gov/watch-videos/exercise-and-eating-healthy/peanut-butter-apple-wrap/index.shtml>

Supplemental Activity: The Role of Sleep as Part of Your Overall Health

Time Required

One class period to discuss the benefits of adequate sleep and to introduce the sleep journal. Part of a class period to discuss students' journaling experience.

Audience

High school students grades 9-12

Activity Overview

Sleep is often overlooked as a component of healthy living. In this activity, students examine their own sleep patterns, as well as the impact of good sleep habits on their health. Students keep a sleep journal to record their sleep patterns and consider its impact on their health.

Activity Preparation

Materials	<ul style="list-style-type: none">• Sleep journal, found at the end of this lesson.
Setup	<ul style="list-style-type: none">• Computer with Internet access.

Activity Objectives

Through this activity, your students will:

1. Learn about recommended amounts of sleep totals and effects of sleep on health.
2. Track their own sleep patterns.

Teaching Instructions

1. Have students discuss their sleep patterns and how they feel with more or less sleep per night.
2. Share with students that a healthy lifestyle includes adequate sleep along with physical activity and sound food choices. Getting enough quality sleep at the right times can help protect your mental health, physical health, quality of life and safety. Use the National Heart Blood and Lung Institute's sleep overview to walk students through the benefits of sleep (<https://www.nhlbi.nih.gov/health/health-topics/topics/sdd/why>).
3. The American Academy of Sleep Medicine recommends that those aged 13 to 18 years get eight to 10 hours of sleep per night. Teens 18 and older need seven plus hours of sleep per night. The Centers for Disease Control and Prevention also offers information on teen sleep habits.

Link: https://www.cdc.gov/media/subtopic/matte/pdf/2011/teen_sleep.pdf

- **The way you feel while you're awake depends in part on what happens while you're sleeping.** During sleep, your body is working to support healthy brain function and maintain your physical health. In teens, sleep also helps support growth and development.
- **The damage from sleep deficiency can occur in an instant (such as a car crash due to grogginess or nodding off while at the wheel).** Alternatively, ongoing sleep deficiency can raise your risk for some chronic health problems, including heart disease and type 2 diabetes and depression. It also can affect how well you think, react, work, learn, and get along with others.
- **Healthy Brain Function and Emotional Well-Being**
 - **Sleep helps your brain work properly.** While you're sleeping, your brain is preparing for the next day by forming new pathways to help you learn and remember information.
 - **Specifically studies show that whether you're learning math, how to play the piano or how to drive a car, sleep helps enhance your learning and problem-solving skills.** Sleep also helps you pay attention, make decisions and be creative.
 - **Studies also show that sleep deficiency alters activity in some parts of the brain.** If you're sleep deficient, you may have trouble making decisions, solving problems, controlling your emotions and behavior, and coping with change.
 - As a result, teens who are sleep deficient may feel angry and impulsive, have mood swings, feel sad or depressed, or lack motivation. Sleep deficiency also has been linked to depression, suicide and risk-taking behavior.
- **Physical Health**
 - **Sleep plays an important role in your physical health.** For example, sleep is involved in healing and repair of your heart and blood vessels. Ongoing sleep deficiency is linked to an increased risk of heart disease, kidney disease, high blood pressure, diabetes and stroke.
 - **Sleep deficiency also increases the risk of obesity.** For example, one study of teenagers showed that with each hour of sleep lost, the odds of becoming obese went up. Sleep deficiency increases the risk of obesity in other age groups as well. One relevant factor is the adequate sleep helps maintain a healthy balance of the hormones that make you feel hungry (ghrelin) or full (leptin).
 - **Sleep also affects how your body reacts to insulin (the hormone that controls your blood glucose (sugar) level).** Sleep deficiency results in a higher than normal blood sugar level, which may increase your risk for type 2 diabetes.
 - **Sleep also supports healthy growth and development.** Deep sleep triggers the body to release the hormone that promotes normal growth in teens. This hormone also boosts muscle mass and helps repair cells and tissues in children, teens and adults.
 - **Your immune system relies on sleep to function optimally.** This system defends your body against a wide range of harmful diseases. Ongoing sleep deficiency can change the way in which your immune system responds. For example, if you're sleep deficient, you may have trouble fighting common infections, such as a cold or the flu.
- **Performance and Safety**
 - **Getting enough quality sleep at the right times helps you function well throughout the day.** People who are sleep deficient are less productive at work and school. They take longer to finish tasks, have a slower reaction time and make more mistakes.

- **It doesn't take much sleep loss to make a measurable difference.** Even a loss of just 1-2 hours per night your ability to function suffers as if you haven't slept at all for a day or two.
- **Lack of sleep also may lead to microsleep – that is, those brief moments of sleep that occur when you're normally awake.** If you're listening to a lecture, for example, you might miss some of the information or feel like you don't understand the point. In reality, though, you may have slept very briefly through part of the lecture and not been aware of it.
- Some people aren't aware of the risks of sleep deficiency. In fact, they may not even realize that they're sleep deficient. Even with limited or poor-quality sleep, they may still think that they can function well.

4. Introduce the Sleep Journal (found at the end of class and have students fill it out for one week.

Reflection, Evaluation, and Discussion

Encourage reflection on the activity by **asking your students**:

- What did you find easy or difficult about recording your sleep habits?
- Did you learn anything surprising about how sleep affects your health?
- Did you make any changes to your sleep patterns based on this activity?

Tip

- Consider giving students extra credit for recording their sleep patterns for an entire month.
- Ask students to take stock of their bedroom. What could they improve to make it easier to fall asleep and stay asleep?

Name:

Date:

Sleep Journal

Instructions

The National Heart Blood and Lung Institute’s sleep journal format (Link: https://www.nhlbi.nih.gov/files/docs/public/sleep/healthy_sleep.pdf) is provided below, along with a 1-day example. Record your sleep habits for one full week and be prepared to discuss any relationship you observe between sleep patterns and your physical and mental state.

Sample Sleep Diary									
Name:									
Complete in the Morning	Today's Date	Monday*							
	Time I went to bed:	11 p.m.							
	Time I woke up this morning:	7 a.m.							
	Number of hours slept last night:	8							
	Number of times I woke up last night and total time awake:	5 times 2 hours							
	How long I took to fall asleep last night:	30 minutes							
How awake did I feel when I got up this morning?	2								
	1 – wide awake								
	2 – awake but a little tired								

	3 – sleepy								
Complete in the Evening	Number of caffeinated drinks I had today (soda, tea, coffee) and time when I had them today:	1 soda at 11 a.m. 1 soda at 3 p.m.							
	Nap times and lengths today:	N/A							
	Type and length of exercise today:	30-minute walk home from school							
	How sleepy did I feel during the day today? 1 – So sleepy had to struggle to stay awake during much of the day 2 – Somewhat tired 3 – Fairly alert 4 – Wide awake	2							
<i>*Sample diary entries – use as a model for your own diary notes.</i>									