

# World Sleep Day (teacher's notes)

## 1. Lead-in (Activity 1) 5 mins

**Aims:** to establish a context, activate students' schemata and generate interest in the topic.

**Procedure:** Divide students into pairs or small groups and ask them to answer the questions on their worksheets. Set the time limit of 3 minutes. Then, ask each of them to report on their partner, telling about one interesting fact they've heard.

## 2. Pre-reading (Activity 2) 10 mins

**Aims:** to set the context for the reading text, to check students' current understanding and identify gaps in vocabulary related to the topic.

**Procedure:** Let students individually look through the words and check if they know them. Mark a word + if you know the word, - if you don't, and ? if you are not sure. Then, let them discuss the words with their partner. If students don't know the words, ask to look up in the dictionary. With the same partner, ask them to do the gap-fill task from the worksheet. Check open-class.

Key:

1. snore
2. keep me awake
3. sleep deprived
4. pillow
5. light sleeper
6. take a nap
7. blanket
8. insomnia, fall asleep
9. oversleep
10. nightmares
11. yawn

## 3. Reading for gist (Activity 3) 6 mins

**Aim:** to provide the students with reading for gist.

**Procedure:** The student read the text and match the paragraphs with the titles. Set the time limit of 4 minutes. Check open-class.

Key:

1. C
2. A
3. B
4. D

## 4. Reading for detail (Activity 4) 10 mins

**Aim:** to practise reading for detailed comprehension.

**Procedure:** The students read the text in details and answer WH-questions. Compare in pairs, check open class. For feedback the students ask questions in random order, nominating each other.

Key:

1. They have insomnia, nightmares, or problems with falling asleep.
2. 'Grinds' are Saturday nights when teens stay up all night.
3. She falls asleep because she stays up late at night playing computer games.
4. Hormonal changes make teens go to bed late and get up late.
5. Electronic equipment increases levels of alertness.
6. The healthier sleep patterns, the better exam grades.

## 5. Follow-up discussion (Activity 5) 5 mins

**Aims:** to provide speaking practice for fluency and personalise the topic

**Procedure:** Students choose a groupmate and ask him/her one of the questions given. Then they should move around and ask another question.

## 6. Role-play (Activity 6) 15 mins

**Aims:** to provide speaking practice related to the topic and provide an opportunity for collaboration.

**Procedure:** Hand out [role cards](#). More confident learners can choose the card themselves, for weaker groups a teacher hands out the cards according to students' knowledge and personality. Give 2 minutes of preparation time, then ask students to talk and come to a conclusion. There are 8 cards altogether, you can choose the ones you find suitable for your particular group/number of people.

1. You are a 14-year-old boy. You love playing computer games and often stay up till morning. Your marks for the last term are low, and your dad is cross.	2. You are a 7-year-old boy. Your brother is playing computer all night and you can't fall asleep because you share a room with him. Also, the neighbours are really noisy sometimes.	3. You are mum. All your children have been experiencing problems with sleep and studies. You are worried. You call the family doctor to ask about some sleeping pills for your kids.
4. You are a 16-year-old girl. You go to bed really late because you are texting with your friends and boyfriend. Yesterday, you fell asleep during a term test. Your teacher called the parents.	5. You are dad. All your children have been experiencing problems with sleep and studies. You are angry and worried! It's time to do something with it. You start the conversation.	6. You are a neighbour of the family with kids. You are a professional musician and you have to practise. Today you have a call from the father of the family.
7. You are the family doctor. Today you've got a phone call from the mum who is asking you about the sleeping pills for kids. You don't think it's a good idea.	8. You are a scientist and a friend of the family. You've just finished a research and found out that blue light from smartphones and computers is bad for melatonin, a hormone associated with nighttime, that's why children who overuse technology before bedtime have sleeping disorders. You come to visit your friends and get to a family meeting.	

## 7. Feedback on content and accuracy 4 min and more

**Aims:** to praise students and increase intrinsic motivation, to improve accuracy.

**Procedure:** Give feedback on content. Then on the whiteboard write some wrong phrases for error-correction, ask students to spot and correct mistakes. Focus on pronunciation if necessary.

Answer key for homework:

1. **a.** The speaker has got a 14-year-old son.

**b.** 8 hours of sleep is a minimum recommendation for teenagers.

**c.** There was a study of sleep where 30,000 high school students were involved.

**d.** In one of the districts where school starts later, school absences dropped by 25 percent.

**e.** It's the right thing is to start middle and high schools no earlier than 8:30am.

2. **a.** 10 hours of sleep

**b.** Melatonin is a hormone. Teenagers' bodies start releasing melatonin around 11pm, which is two hours later than what we see in adults or younger children. This means that waking a teenager up at 6am is the biological equivalent of waking an adult up at 4am.

**c.** The sleep study showed that for each hour of lost sleep, there was a 38 percent increase in feeling sad or hopeless.

**d.** School absences drop, teenagers do better academically and test scores go up; teenagers' mental and physical health improves, and even their families are happier. Also, car crash rates go down.

3. Students' own answers.