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JPT2 – Task 1, Part A (Instructional Design)

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July 6, 2015

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Good Night - How to Get Quality Sleep and Enough of It

Overview of Instructional Unit

The full instruction of this course would occur over seven days, with one or two hours per day of instruction, and 15-60 minutes of daily homework. The full course would cover the seven main tasks (see Appendix A – Task Analysis). The instruction would take place online, with a daily session which would either be a synchronous video conference, an asynchronous online self-directed learning module (i.e., elearning), or a combination of the two.

However, this document is more limited in scope. It will provide performance objectives and lesson plans for just three areas of instruction. The target areas were chosen to provide variety in practicing instructional design: They cover different learning theories, different learning domains and different types of performance objectives. This document will also include one full assessment for one of the areas of instruction.

Goal of Instruction

Participants of the *[name withheld]* and *[name withheld]* online fitness groups will learn new sustainable positive sleep behaviors and have existing ones reinforced. Participants will select a specific positive behavior to focus on and self-assess how often they currently perform this behavior in a normal week. Instruction will be online and occur over a week, allowing participants to practice their new behaviors in their home sleeping environments at least three times before instruction ends. They will be asked to continue their habits after the instruction time period and communicate back to the facilitator in three weeks to report on their progress. The instructional goal has been met when the participant performs their target sleep habit an average of two days per week more often than they performed it at the initial assessment or has reached the maximum possible average of seven days per week.

Target Population Overview

Participants must be current or past members of one of the *[name withheld]* groups. Due to their participation in those groups, all would be known to have internet access, Facebook access and familiarity, reading skills, basic writing skills, and video conferencing access. Participants will be given the option to participate in this new course on improving their sleep habits. This would be an additional resource to add to their *[name withheld]* group participation.

One can anticipate the learner demographics of the class participants based on the needs and learner analysis data from the *[name withheld]* participants. Learners are likely to be female, residing in the continental United States, able to speak and write fluent English. All are committed to improving four target health habits (eating, exercising, stress management and sleep) as shown by their voluntary and paid participation in the *[name withheld]* groups. They show diversity in generational type as the age ranges are from mid-20s to mid-50s (Baby Boomers, Generation X learners and Millennials), and life status (single, partnered, working, students, parent, childless). They also show diversity in their participation levels some participate at the minimal required level allowed to stay active in the groups, while others post multiple times daily, adding pictures, commenting on other participants’ posts, and generally contributing well beyond what is required.

Materials Needed for Your Unit of Instruction

**Instructor.**

The materials needed for instruction are as follows;

* computer with internet access (other connected device such a tablet or phone would work, as long as there is the ability to access Google Hangouts, to view PDF documents, to browse the internet and to copy and paste text);
* ability to view PDF documents;
* Google Hangouts installed, familiarity with the video conferencing tool, ability to send a link to participants;
* Google Hangout notepad turned on, for sharing notes with learners. The data you’ll need to copy is in Appendix C – Copy/Paste Data;
* Notepad (electronic) for copying and pasting data, and for taking notes. This second notepad can be a regular paper and writing utensil if preferred;
* Instructor should have the PDF file SleepBenefits.pdf (see Appendix D – Sleep Assessment: Benefits and Risks) preloaded into Google Hangouts for sharing and for learners to download; and
* Instructor should be familiar with content of all websites, the mysleepjournal.com site, and the PDF file before teaching this class.

**Learner.**

The materials needed for participation are as follows;

* computer with internet access (other connected device such a tablet or phone would work, as long as there is the ability to access Google Hangouts, to view PDF documents, , to browse the internet and to copy and paste text);
* ability to view PDF documents;
* Google Hangouts installed, video conferencing link received; and
* Google Hangout notepad turned on, for receiving website links and for sharing notes with other learners

Task Analysis with Supporting Performance Objectives

As noted earlier, the task analysis below is a subset of the overall task analysis. The complete analysis and performance objectives are noted in Appendix A – Task Analysis. This section shows just the selected tasks and performance objectives for three areas of instruction.

Task 1.0 Importance of Sleep

1.1 Indicate commitment to learning about sleep and creating better sleep habits[[1]](#footnote-1).

1.2 Identify the purpose of sleep

1.3 Identify the benefits of sleep

1.4 Identify the risks of not sleeping enough

***Performance Objective 2:*** Given reference material online and a multiple choice assessment, learner will select at least two of three correct answers in each of the three areas: sleep purpose, sleep benefits, and risks associated with poor sleep.

Task 4.0 Creating Habits

4.1 Identify a habit as a Cue/Routine/Reward (CRR)[[2]](#footnote-2)

4.1.1 Interpret how CRR can be used to fix a bad habit3

4.1.2 Interpret how CRR can be used to create a new (good) habit3

4.2 Use CRR to turn learner’s new sleep routine into a habit

***Performance Objective 12:*** Given instruction, a journal with prompts, and at least three days of journaling sleep habits, learner will prepare an outline of their new sleep habit, in the journal, before the beginning of the fourth class, rating at least a three on a rubric with a one to four scale.

Task 5.0 Sleeping Techniques

5.1 Apply techniques to fall asleep

5.1.1 Meditation

5.1.2 Breathing

5.1.3 Visualization

***Performance Objective 13:*** Given instruction, reference material, a journal with prompts, and five days of journaling sleep habits, learner will utilize one or more of the sleep techniques (meditation, breathing or visualization) as part of a sleep routine, then report on results, in the journal, before the final class, rating at least a three on a rubric with a one to four scale.

Lesson Plans

Title: The Importance of Sleep

**Lesson Overview:**

This lesson will guide learners to discover why their bodies need sleep, what important health benefits are attributed to quality sleep, and what serious health risks exist when sleep needs are not met.

**Resources or Materials Needed:**

***Instructor:***

* Computer with internet access (other connected device such a tablet or phone would work, as long as there is the ability to access Google Hangouts, to view PDF documents, and to copy and paste text).
* Ability to view PDF documents.
* Google Hangouts installed, video conferencing link sent to learners
* Notepad (physical or electronic) for taking notes.
* Google Hangout notepad turned on, for sharing notes with learners. The data you’ll need to copy is in Appendix C – Copy/Paste Data.
* Notepad (electronic) for copy/pasting websites and other data into Google Hangouts notepad.
* Instructor should have the PDF file SleepBenefits.pdf (see Appendix D – Sleep Assessment: Benefits and Risks) preloaded into Google Hangouts for sharing and also preloaded for learners to download.
* Instructor should be familiar with content of all websites, the mysleepjournal.com site, and the PDF file before teaching this class.

***Learner:***

* Computer with internet access (other connected device such a tablet or phone would work, as long as there is the ability to access Google Hangouts, to view PDF documents, and to copy and paste text).
* Ability to view PDF documents.
* Google Hangouts installed, video conferencing link received.
* Google Hangout notepad turned on, for receiving website links and for sharing notes with other learners.

**Lesson Objective:**

Given reference material online and a multiple choice assessment, learner will select at least two of three correct answers in each of the three areas: sleep purpose, sleep benefits, and risks associated with poor sleep.

**Time:** Approximately 1.25 hours

**Step 1: Pre-Instructional Activities (10 minutes)**

This is the first class, the first time this group meets, and the meeting is online. Therefore the first activity is an icebreaker, a class introduction, a time to get used to the Google Hangouts video conferencing tool, as well as an introduction to this particular task and objective.

* Instructor asks students to introduce themselves by name and location, then state why they signed up for this class. (Instructor will need to take notes on replies.)
* Students share their names and locations and give various answers for why they selected to join the class. (Expected answers include: to get more sleep, to fall asleep quicker, to not waste time lying awake in bed, etc.)
* Instructor will thank them for sharing and also give an introduction (name, location, and quick rundown of credentials).
* Instructor will give class an overview. Instructor should say something along the lines of “we are here to learn new sleep techniques and create sustainable sleep routines. Over the next week we will look at our existing sleep routines, then we each will select a specific new way to enhance our sleep routine, then to learn how to turn the routine into a habit, lastly turn that habit into a sustainable long term practice. Throughout class we will practice and journal about our learning and experiences. After class, I’ll check in with you in a month to see how it’s worked out for you.”
* Instructor will remind learners that class meets once a week for a one to two hours via videoconference and reiterate the predetermined dates and times. Also, remind learners that there is journaling to be done each day, due one hour before the next live session.
* Instructor will probe for any questions or clarifications on objective, or on class structure.
* Instructor will summarize answers to the ‘why are you here’ question and confirm that class will meet these needs. Instructor should also be clear if some situations cannot be covered by the scope of the class (e.g., if someone is looking for ways to get their newborn baby to sleep through the night).
* Instructor asks learners to make a silly sleepy face to show their commitment to falling asleep.
* Learners should laugh and begin making silly faces in the videoconference. Allow a few minutes for enjoying each other.
* Instructor transitions by stating that today’s session is focusing on the purpose of sleep, the health benefits of sleep and the serious health risks incurred when we don’t get quality sleep and enough of it.

**Step 2: Content Presentation (15 minutes)**

Since these are all adult learners and all the teaching is online, one way to keep their focus while also showing respect for their capabilities is to give them responsibilities. In this case, they will all be asked to do a ‘teach-back’ in order to cover the content of today’s class. Thus the Content Presentation overlaps with the Learner Participation.

* Instructor confirms that class is going to study three topics and tonight’s journaling will include an assessment of what they learned.
* Instructor states a brief overview of each topic.
  + Purpose of sleep: We will review why our bodies need sleep.
  + Benefits of sleep: We will look at are the health benefits of getting good quality sleep and enough of it.
  + Risks of poor sleep: We will look at the serious health risks associated with not getting enough sleep.
* Instructor explains that the learners will also be the teachers today. That this is a ‘teach-back’ and each learner will choose a topic to study and share back with the group. This may mean multiple people sharing per topic, but all topics must be covered. Confirm that the learners do not have to go find resources, but will be given websites to read and to share back what they learned.
* Instructor asks if learners have any questions about the activity then gives answers as appropriate.
* Instructor copy/pastes (from offline notepad) the three topics into the Google Hangouts notepad:
  + Purpose
  + Benefits
  + Risk
* Instructor asks the learners to choose a topic. As learners choose, type their names next to the topic. Example below:
  + Purpose
    - Ali
    - Carla
  + Benefits
    - Eileen
    - Fenner
  + Risk
    - Granada
    - Hannah
* Instructor gives each person a website. Use each website once before assigning the same site to a new person. Example below:
  + Purpose
    - Ali – http://healthysleep.med.harvard.edu/healthy/matters/benefits-of-sleep/why-do-we-sleep
    - Carla – https://sleep.org/
* Instructor will tell the group that they will be asked to read their website and bring back the top two-four (depending on size of group and how time is flowing) concepts they each learned. They will have ten minutes to read the website, followed by three minutes to share the top items they learned.
* Instructor asks for questions, answers them, then sends the group to read the websites, while keeping the video conference line open for questions or problems.

**Step 3: Learner Participation (30 minutes)**

As noted above, the Content Presentation section and the Learner Participation section overlap. The section above described how the content would get presented. In the section below, the content is actually presented, which is also how the learners participate.

* After ten minutes, the instructor asks everyone to come back to the video conference. Optionally ask learners to make their silly sleep time faces, this is just to re-engage the learners in a lighthearted manner.
* Instructor calls on each learner to share the top two (to four) concepts, relevant to their assigned topic, that they learned from their website. Ask each learner to speak for no more than three minutes. Call on each learner in order.
* Learners share what they learned. Instructor should take notes in Google Hangouts notepad. Example below:
  + Benefits
    - Eileen – http://www.webmd.com/sleep-disorders/sleep-benefits-10/healing-power-sleep
      * Improved immune system
      * Improved memory
      * Etc.
    - Fenner – http://www.huffingtonpost.com/firas-kittaneh/8-new-ways-sleep-benefits\_b\_6437974.html
      * Lowered risk of depressing
      * Avoid weight gain
      * Etc.
* Instructor should thank learners as they share. Also, reframe or course correct learners if information is shared vaguely or incorrectly. Ask other learners if they have questions or comments.
* After all learners have shared what they learned and been thanked, ask the group what they found most surprising and moderate the resulting discussion.

**Step 4: Assessment (10 minutes)**

* Summarize section by showing PDF Document SleepBenefits (Appendix D – Sleep Assessment: Benefits and Risks).
* As you show the document, ask the learners for the correct answers.
* Confirm that the same questions will be included in tonight’s homework via the journal entry. Give the students directions for how to download the document themselves directly from within Google Hangouts.
* Instructor will need to review assessment results before the next class session and address any trends or major mistakes.

**Step 5: Follow-Through Activities (10 minutes)**

This is the first time the learners will gain access to their online journals. Instructor will need to ensure everyone has access and that everyone can change their password.

* Instructor will copy/paste journal URL into the Google Hangouts Notepad
* Ask each learner to follow the link and log in to their journal. The log in will be their first name, the password is their last name. They will be immediately prompted to change their password
* Confirm that only you the instructor and the learner have access to the entries, even after the password change.
* After confirming all learners have logged in and changed passwords, instructor will tour the first page with the learner. This has the guided prompts for tonight’s sleep journaling and the quiz on today’s topics
* Ask the learners if they have any additional questions
* Thank them for a great class and confirm you’ll see them tomorrow, reminding them of the date and time.

Title: Creating Habits

**Lesson Overview:**

This lesson will continue utilizing the principles from The Power of Habit (Duhigg. 2014) to guide learners in applying their new habit-creation knowledge (*cue/routine/reward*) to turn the sleep routine they previously outlined into a sustainable life habit.

**Resources or Materials Needed:**

***Instructor:***

* Computer with internet access (other connected device such a tablet or phone would work, as long as there is the ability to access Google Hangouts and to copy/paste text in Notepad there).
* Google Hangouts installed, video conferencing link sent to learners.
* Notepad (physical or electronic) for taking notes, and an electronic one for copy/pasting data into Google Hangouts notepad.
* Access to mysleepjournal.com.
* Instructor should be familiar with the mysleepjournal.com site before teaching this class.

***Learner:***

* Computer with internet access (other connected device such a tablet or phone would work, as long as there is the ability to access Google Hangouts.
* Google Hangouts installed, video conferencing link received.
* Google Hangout notepad turned on, for reading text.
* Access to mysleepjournal.com.

**Lesson Objective:**

Given instruction, a journal with prompts, and at least three days of journaling sleep habits, learner will prepare an outline of their new sleep habit, in the journal, before the beginning of the fourth class, rating at least a three on a rubric with a one to four scale.

**Time:** Approximately 30 minutes

**Step 1: Pre-Instructional Activities (5 minutes)**

* Instructor will ask, “Now that you’ve learned the concept of *cue/routine/reward*, where do you see it being applicable in your life?”
* Learners will provide various answers. Allow discussion to continue for a few minutes. Affirm and reinforce that learners are on track as they share various answers, likely they will say things such as creating exercise habits, making sure to clean the kitchen up after dinner, getting my children to brush their teeth, etc.
* Ideally some learners will make the connection with the sleep routines previously created and that these can now be made into a habit.
* Regardless, the instructor should point out that the next activity will be to use *cue/routine/reward* to turn positive sleep routines into habits.

**Step 2: Content Presentation (5 minutes)**

* Instructor will explain they will demonstrate the process of turning a sleep routine into a habit, then learners will do the same with their own sleep routines.
* Instructor will share their own sleep routine (or use the sample created for class, located in Appendix C – Copy/Paste Data) and copy/paste this information into Google Hangouts.
* Read the routine. Explain to learners that this is a *routine*, but what is needed to turn it into a habit is a *cue* and a *reward*.
* Ask the learners what sort of *cue* might be useful to precede this routine? Responses might include: when the porch light goes off, after the news, when the grandfather clock chimes 10:00 P.M.. Make sure to encourage the learners to speak up so many of them have a chance to practice identifying real life cues. Choose one and type it in.
* Ask the learners what sort of *reward* might be compelling enough to get someone to want to do this routine. Remind them that the *reward* should be instant or very short term. Responses might include: time for prayer or meditation, playing music on a sleep timer to fall asleep to, five minutes to pet and really enjoy my cat. Encourage participation and practice again. Choose a *reward* and type it in.
* Summarize the draft *cue/routine/reward* you’ve just created. Ask for feedback and refinement. Prompt learners by asking them if there are obstacles, or challenges with the cue. Ask if the reward is desirable enough, and close enough in time to the routine, to be compelling.
* Close by asking who might have questions about the process and answer as appropriate.

**Step 3: Learner Participation (10 minutes)**

* Instruct learners to locate their own sleep routine they wrote. They should do this by opening their online journal and finding that entry.
* Ask them to spend five minutes coming up with draft *cue* and *reward* to go with their routine.
* After the five minutes, ask for volunteers who are willing to listen feedback, to share their draft. Ask learners to either share their draft, or give feedback on someone else’s. Everyone should speak up during this activity.
* Prompt the others learners to speak up if they see obstacles, or challenges with the cue. Ask if the reward is desirable enough, and close enough in time to the routine, to be compelling.
* Make sure learners save their work in their journals.

**Step 4: Assessment (5 minutes)**

* Provide learners with access to the rubric (Appendix E – Rubric for Performance Objective 12) for assessing the *cue/routine/reward*
* Ask learners to self- assess if their current habit would meet the rubric criteria. If so, they are ready to do the journal entry/homework that includes the assessment. If not, they should spend some time updating their habit before the do tonight’s homework.
* Homework for the evening includes the assessment that will validate if a learner has managed to turn their sleep routine into a sleep habit.
* Instructor will need to review entries in the journals before the next class session and reach out to individuals who scored less than three on the rubric.

**Step 5: Follow-Through Activities (5 minutes)**

* Ask learners to act on their new routine for the duration of the rest of the class sessions, and beyond.
* Ask the learner to review their new sleep habit with someone who knows them well, perhaps a family member or a close friend. Ask the learner to explain the *cue/routine/reward* concept to that person. Have the learner ask their person for any suggested improvements or challenges they see.
* This sleep routine will be modified one or two more times during the class session. Once is to ensure that the habit is sustainable over the long term, and the second is to incorporate one new sleep technique into the sleep habit.
* The mysleepjournal website would allow learners to set up a reminder, to be received at the time the learner selects, to receive a text message reminding them to start their sleep routine, and the steps included in that routine, including the sleep technique identified from this lesson.
* Remind learners that they will be asked about their success at the end of class, and again in a month.

Title: Sleeping Techniques

**Lesson Overview:**

This lesson will review three techniques (meditation, breathing or visualization) to help learners fall asleep and give learners guidance on how to practice each one.

**Resources or Materials Needed:**

***Instructor:***

* Computer with internet access (other connected device such a tablet or phone would work, as long as there is the ability to access Google Hangouts and to copy/paste text in Notepad there).
* Google Hangouts installed, video conferencing link sent to learners.
* Notepad (physical or electronic) for taking notes, and an electronic one for copy/pasting data into Google Hangouts notepad.
* Access to mysleepjournal.com.
* Instructor should be familiar with the mysleepjournal.com site before teaching this class.

***Learner:***

* Computer with internet access (other connected device such a tablet or phone would work, as long as there is the ability to access Google Hangouts.
* Google Hangouts installed, video conferencing link received.
* Google Hangout notepad turned on, for reading text.
* Access to mysleepjournal.com.

**Lesson Objective:**

Given instruction, reference material, a journal with prompts, and five days of journaling sleep habits, learner will utilize one or more of the sleep techniques (meditation, breathing or visualization) as part of a sleep routine, then report on results, in the journal, before the final class, rating at least a three on a rubric with a one to four scale.

**Time:** Approximately 1.25 hours

**Step 1: Pre-Instructional Activities (15 minutes)**

* Instructor should show share a personal story about going to bed and thinking too much, something along the lines of, “Last night when I was trying to fall asleep I remembered that I needed to finish writing the invitation for my parents’ 50th wedding anniversary party, which led me to wondering if my brother had researched locations, which made me realize I needed to ask my brother to feed my cats while I was out of town this weekend, then I started making a mental packing list for my weekend jaunt to the coast with my kids, when I realized I hadn’t checked the weather forecast yet, oh plus I wanted to see we could upgrade the hotel room to an ocean view, and then I wondered if that little crab shack was still in business…” and an hour later I’m still awake.
* Ask the learners to share what their falling asleep feels like. Take notes if you hear something you want to follow up with later.
* Affirm to the learners that falling asleep can be easier. Say something like, “Much like soccer practice, dance rehearsals, or working out gives you control over your body, you can learn to get control of your mind, and it can actually help you fall asleep, not keep you awake. But it will take practice and repetition.”
* Ask them if they are willing to try some new sleep techniques. Since they signed up for the class and they all just admitted they had some sort of challenges falling asleep, they will all say yes. They may joke a bit first, or show some grumbling resistance, but they did show up today and that means they are committed, at least, to trying.

**Step 2: Content Presentation (15 minutes)**

The Content Presentation overlaps with Learner Participation. The instructor will show the learners an overview of each technique, then the learner will choose a starting point, and practice each technique.

* Instructor states that falling asleep is easy for some people and a challenge for others. Even though we think of this as a skill for toddlers to learn, as our brains grow in higher reasoning and emotional complexity, we may need to learn a higher level type of skill to fall asleep as adults.
* Instructor states that there are three strong sleeping techniques to learn – meditation, breathing, and visualization.
* The intention is for learners to *practice each technique in class*, and then outside of class, practice some more.
* Instructor can affirm that *outside of class, learners have options:* practice all three, focus on one favorite, or find a similar technique to practice (as long as the similar technique is practiced and eventually incorporated into the sleep routine).
* Before starting instruction, check to see if learners have questions about the intention of this section, and the expected outcomes, and answer as appropriate.
* Instructor should state that learners will be given a brief overview. Then a website with a demonstration. Then do their own practice. Then re-engage in the class time.
* Ask again if anyone has questions about the learning process and answer as appropriate.

**Step 3: Learner Participation (30 minutes)**

* Instructor asks learners if anyone has had experiences with using meditation techniques before. Instructor may want to remind learners that reciting a mantra, saying a prayer or practicing Tai Chi are types of meditations. The intention is to assure learners that meditation isn’t a completely foreign concept, it’s within their realm of experience.
* This particular meditation technique uses a series of mantras. We’ll practice them as written on the website they came from, but feel free to modify them if you decide to use this technique.
  + For the sake of focus, either close your eyes or let them rest on something non distracting, like the wall. I’ll say a sentence, you repeat it after me. We’ll do this five times.
  + (Instructor says…) “I have done my best for today.” Now you repeat the line. (Learner repeats).
  + “I have earned my rest for today.” You repeat.
  + “I have put love into my deeds.” Repeat.
  + “I have used kindness in all my thoughts.” Repeat.
  + “I close this day with joy and drift into sleep.” Repeat.
  + Now ask the learners to bring their focus back to the video conference or open their eyes.
  + Instructor should ask for questions, then send learners to read <http://www.prolificliving.com/bedtime-affirmations-for-sleep/> and practice it. Tell learners they need to return to the video conference in five minutes.
  + When they return, ask learners if they have any questions, then transition to the second sleep technique.
* Instructor asks learners if anyone has had experiences with using breathing techniques before. If quiet, ask if anyone used breathing techniques as part of giving birth, that being one of the most common and conventionally accepted breathing techniques taught. Another even more common breathing technique is what is taught when learning proper side breathing when swimming the crawl stroke. The intention is to assure learners that breathing techniques aren’t a foreign concept, it’s something they have experience with and can now apply in a new situation.
* Instructor explains that sleeping also has a well-received technique, Dr. Andrew Weil’s (Weil, n.d.) 4-7-8 breathing technique. (Instructor must be familiar with the video in order to explain this accurately.)
  + The process is to count your breathing cycle while breathing in a specific manner.
  + The tongue stays pressed at the top of the mouth.
  + Inhale through the nose and exhale through the mouth. The inhale is quiet. The exhale should include an auditory whoosh.
  + Inhale for a count of 4, hold for a count of 7, exhale for a count of 8.
  + Instructor should demonstrate
  + Instructor should ask for questions, then send learners to Dr Weil’s video <http://www.drweil.com/drw/u/VDR00112/The-4-7-8-Breath-Benefits-and-Demonstration.html>, which also includes a timed practice. Alert learners they need to return to the video conference in 10 minutes (the video is 8:16 minutes)
  + When they return, ask learners if they have any questions. Then transition to the third and final technique.
* Instructor asks learners if anyone has had experiences with using visualization techniques before. You can ask if anyone daydreams or thinks about things they want to buy, or do they look at pictures and remember the events. Those are visualizations. Again, the intention is to put people at ease with the concept, assure them that this is natural and something they are capable of.
* Instructor explains that visualization is similar to meditation or breathing techniques, but the focus is more on using visual control, instead of the mental control of a meditation or the physical control of breathing technique. Visualizations stimulate and simulate the REM cycle and secondary sleep cortex in a way that is similar to sleep. It has a similarity to the old standby of counting sheep but with better symmetry to your sleeping patterns.
  + To practice, ask learners to close their eyes and visualize what you say. Confirm that you’ll remind them to open their eyes at the end.
  + Ask them to visualize themselves standing at a chalkboard or whiteboard, with an eraser in one hand and writing utensil in the other. There are no other distractions or people in the room. It’s just you and the board.
  + Visualize writing the number “100” on the board. Very specifically, follow your hand as you make the line of the number “1” and the curves of the two “0”s.
  + Now erase the 100, watching your hand as the 100 fades away under your eraser movements.
  + Visualize yourself writing “99” with curves and lines. Now visualize erasing it, watching as your hand makes it disappear.
  + This is the end of the in class practice, so you can open your eyes now.
  + Instructor should ask for questions, then send learners to read <https://www.thefusionmodel.com/get-better-sleep-simple-visualisation-trick/> and practice it. Tell learners they need to return to the video conference in 10 minutes.
  + When they return, ask learners if they have any questions.
* Instructor reminds learners they are to practice these techniques, and complete the related journal entries, for the next three nights. Remind them that they can do the same technique three times, do each technique once, find a related technique, or any combination. The goal is just to practice using a technique, any technique, to fall asleep.

**Step 4: Assessment (10 minutes)**

* Provide learners with access to the rubric (Appendix F – Rubric for Performance Objective 13) for assessing use of one or more sleep techniques.
* Show the learner where in their mysleepjournal website they will be asked about their sleep routines
* Instructor will need to review the final entries in the journals before the next class session and reach out to individuals who scored less than three on the rubric.

**Step 5: Follow-Through Activities (5 minutes)**

* The next unit will build on information learned in this unit by having learners update their sleep routine to include one of these new sleep techniques, as appropriate.
* Remind learners to utilize any of these sleep techniques when appropriate, but especially the one they will incorporate into their sleep routine.
* The journal will prompt learners to reflect on their experience using this new sleep technique
* The mysleepjournal website would allow learners to set up a reminder, to be received at the time the learner selects, to receive a text message reminding them to start their sleep routine, and the steps included in that routine, including the sleep technique identified from this lesson
* Remind them that they will be asked about their success at the end of class, and again in a month.

Assessment and Evaluation Method

The assessment for this paper will be based on Performance Objective 13. To recap, the objective reads as follows.

Given instruction, reference material, a journal with prompts, and five days of journaling sleep habits, learner will utilize one or more of the sleep techniques (meditation, breathing or visualization) as part of a sleep routine, then report on results, in the journal, before the final class, rating at least a three on a rubric with a one to four scale.

The learners will be completing entries on mysleepjournal.com each day. The website will have visual and text prompts for the learners regarding what their homework assignment is and how to update their journal each night.

For this particular assessment the learner would click on a link to start the assignment and would be prompted to respond to the following four questions:

1. Which sleep technique (meditation, breathing or visualization) did you try? Feel free to select more than one if applicable. Please add any alternatives you tried.
   * Meditation
   * Breathing
   * Visualization
   * Other [with space to write in information]
2. How many times did you attempt to use one or more of these sleep techniques in the past three days?
   * 3 or more
   * 1 or 2
   * None
3. Describe your experience using the technique, include any challenges you faced and how you responded to them, as well as the results.
   * Experiences: [space to write in information]
   * Challenges/Responses: [space to write in information]
   * Results: [space to write in information]
4. Select a sleep technique to use in your sleep routine. If you already use one, that is fine, just make sure it is listed. (Please note that if you do not have trouble falling asleep, you are not required to add a sleep technique to your sleep routine; instead check this ‘opt out’ box)
   * Sleep technique I will utilize: [space to write in information]
   * Opt out. (I do not have trouble falling asleep)
   * Updated sleep habit. [Cue/Routine/Reward will prepopulate, with a prompt to add the sleep technique as appropriate]

The instructor will also have access to the journals. The instructor will review the responses and assign a score based on the rubric in Appendix F – Rubric for Performance Objective 13. The learner needs a score of at least 3 in each row in order to pass the assessment.

References

Duhigg, C. (2014). *The power of habit. Why we do what we do in life and business.* New York, NY: Random House.

Weil, A. (n.d.). Breathing: Three Exercises. Retrieved from http://www.drweil.com/drw/u/  
ART00521/three-breathing-exercises.html

Appendix A – Task Analysis

1.0 Importance of Sleep (learning domain is *verbal information*)

1.1 Indicate commitment to learning about sleep and creating better sleep habits.

***Performance Objective 1*** *(entry level):* Given the option to join an online health group, learner will join and participate at the required level; posting at least every other day and participating in daily asynchronous group activities.

1.2 Identify the purpose of sleep

1.3 Identify the benefits of sleep

1.4 Identify the risks of not sleeping enough

***Performance Objective 2:*** Given reference material online and a multiple choice assessment, learner will select at least two of three correct answers in each of the three areas: sleep purpose, sleep benefits, and risks associated with poor sleep.

2.0 Amount of Sleep (*verbal information, intellectual skill*)

2.1 How much sleep is needed by learner’s age group

***Performance Objective 3:*** Given reference material online, and a journal with prompts, learner can determine appropriate amount of sleep for their age. Learner will relate this data in their online journal after end of first class.

2.2 What might impact learner’s personal sleep needs

***Performance Objective 4:*** Given reference material online, five days of journaling their own sleep habits, and a journal with prompts, learner will detect reasons their own sleep needs are higher or lower than the standard. Learner will have written an analysis in their online journal by end of final class. Analysis rates at least 3 on a 1 to 4 rubric.

2.3 Assess how much sleep learner personally needs

***Performance Objective 5:*** Given reference material online, five days of journaling their own sleep habits, and a journal with prompts, learner will determine a target sleep amount for their personal circumstance. Learner will have written this data in their online journal by end of final class. Result will be congruent with analysis previously completed, rating at least 3 on a 1 to 4 rubric

3.0 Sleep routines (*intellectual skill*)

3.1 Define sleep routine

3.2 Define sleep habits

3.2.1 Positive sleep habits

3.2.2 Negative sleep habits

***Performance Objective 6:*** Given reference material online and a multiple choice assessment, learner will select at least two of three correct answers in each of the three areas: definition of sleep routines, positive sleep habits, and negative sleep habits.

3.3 Assess learner’s own current routine

***Performance Objective 7:*** Given previous instruction, a journal with prompts, and at least two days of journaling, learner will be able to prepare an outline of their current bedtime routine, rating at least a three on a rubric with a one to four scale before beginning of third class.

3.4 How to create a more positive sleep routine

***Performance Objective 8:*** Given reference material online and a multiple choice assessment, learner will select at least three of four correct answers.

3.5 Create a personalized sleep routine

***Performance Objective 9:*** Given previous instruction, a journal with prompts, and at least three days of journaling, learner will be able to prepare an outline of their new bedtime routine, rating at least a three on a rubric with a one to four scale before beginning of fourth class.

4.0 Creating Habits (*intellectual skill*)

4.1 Identify a habit as a Cue/Routine/Reward (CRR)

***Performance Objective 10:*** Given reference material online and a multiple choice assessment, learner will select at least three of four correct answers.

4.1.1 Interpret how CRR can be used to fix a bad habit

4.1.2 Interpret how CRR can be used to create a new (good) habit

***Performance Objective 11:*** Given reference material online and a multiple choice assessment, learner will select at least two of three correct answers in each of the two areas of how CRR can be used: to fix a bad habit and to create a new habit.

4.2 Use CRR to turn learner’s new sleep routine into a habit

***Performance Objective 12:*** Given instruction, a journal with prompts, and at least three days of journaling sleep habits, learner will prepare an outline of their new sleep habit, in the journal, before the beginning of the fourth class, rating at least a three on a rubric with a one to four scale.

5.0 Sleeping Techniques (*intellectual skill, psychomotor skill*)

5.1 Apply techniques to fall asleep

5.1.1 Meditation

5.1.2 Breathing

5.1.3 Visualization

***Performance Objective 13:*** Given instruction, reference material, a journal with prompts, and five days of journaling sleep habits, learner will utilize one or more of the sleep techniques (meditation, breathing or visualization) as part of a sleep routine, then report on results, in the journal, before the final class, rating at least a three on a rubric with a one to four scale.

5.2 How to incorporate an option into your sleep routine

***Performance Objective 14:*** Given instruction, reference material, a journal with prompts, and at least five days of journaling sleep habits, learner will adapt their new sleep routine, employing at least one new sleep technique, and describe the experience and results in the journal, by the end of the final class, rating at least a three on a rubric with a one to four scale.

6.0 Maintaining Habits (*intellectual skill*)

6.1 Six Box Model

6.2 Vital Behaviors

***Performance Objective 15:*** Given reference material online and a multiple choice assessment, learner will select at least five of seven correct answers that illustrate the six box model and vital behaviors.

7.0 Long-term behavior change (*attitudinal, psychomotor skill*)

***Performance Objective 16:*** Given an online assessment one month after class ends, learner will demonstrate continued application of improved sleep routine (and/or sleep techniques) by replying that they are (A) following their new sleep routine (or new sleep technique) at least four of seven nights in the past week, and (B) getting their target amount of sleep at least four of seven nights in the past week. Alternately (C) if they have been unable to improve their sleep habits or techniques, they have made an appointment to consult a sleep specialist or counselor.

Appendix B – mysleepjournal.com[[3]](#footnote-3)



*Figure 1.* This is a mock up of the dashboard page. Learners would see this after logging in, uploading a profile picture and adding their sleep routine. There is ongoing easy access to the sleep routine. It will automatically update if it’s modified on any other page. Links on the left of the website take you to other pages.



*Figure 3* – This is a sample journal entry page. . Learners can see three potential places to click to do tonight’s journal entry. Clicking through would take them to recap today’s lesson, to do tonight’s homework, or potentially, to catch up on two nights of homework.

Appendix C – Copy/Paste Data

The list below should be copied to an electronic notepad on the instructor’s computer (or other device used for instruction). When noted in the instruction, you will copy the data into Google Hangouts Notepad for the learner to access.

**Topics to copy:**

Purpose

Benefits

Risks

**Websites to copy for “Purpose” topic:**

<http://www.perthmeditationcentre.com.au/articles/sleep.htm>

(“rest, digest, repair”, restoration of cells in the body, growth hormone production which supports digestive and immune systems, fight infections, remove waste products, restore cells with nutrients to function the next day, improve memory, reduce stress)

<https://sleep.org/>

(interactive graphic. Heart rate slows, heart rests and reduces blood pressure, joints and muscles rebuilt and repaired, brain is ‘cleaned’ from waste products

<http://healthysleep.med.harvard.edu/healthy/matters/benefits-of-sleep/why-do-we-sleep>

(tissue repair, muscle repair, protein synthesis, increased cognitive function, increased alertness)

**Websites to copy for “Benefits” topic:**

<http://www.webmd.com/sleep-disorders/sleep-benefits-10/healing-power-sleep>

(improved immune system to fight off colds, flu and other infections, improved vaccine response, improved memory, improved eye-hand coordination, less likely to become obese)

<http://www.huffingtonpost.com/firas-kittaneh/8-new-ways-sleep-benefits_b_6437974.html>

(test performance, lowered risk of depression, athletic performance, fewer sick days, avoid weight gain)

<http://healthysleep.med.harvard.edu/healthy/matters/benefits-of-sleep/learning-memory>

(memory consolidation (the second of the three part process of memory (acquisition, consolidation, recall), procedural memory (how to do things), declarative memory (what you know about things, facts)

**Websites to copy for “Risks” topic:**

<http://www.webmd.com/sleep-disorders/excessive-sleepiness-10/10-results-sleep-loss>

(heart disease, heart attack, high blood pressure, stroke, diabetes, depression, lower concentration and alertness, forgetfulness, impairs judgment, less sex drive, weight gain, accidents and injuries on the job, skin is aged

<http://www.inc.com/travis-bradberry/sleep-deprivation-is-killing-you-and-your-career.html>

(heart attack, stroke, diabetes, obesity, higher stress, lower creativity, increased emotional reactivity, and making your skin look older. In men, lowers sperm count too)

<http://www.businessinsider.com/get-better-nights-sleep-light-temperature-2015-6>

(turn off lights to produce melatonin (sleep hormone), or you’ll need more hours to get enough quality sleep)

<http://www.webmd.com/sleep-disorders/news/20141222/tablets-and-e-readers-may-disrupt-your-sleep>

(screen lights suppress melatonin, requires you to get more sleep, you end up with less REM sleep, the deep dreaming restorative sleep)

<http://www.health.harvard.edu/blog/little-sleep-much-affect-memory-201405027136>

(affecting thinking and memory, making you two years older than you actually are)

**Sample sleep routine to copy/paste:**

I will feed the cats, brush my teeth, wash my face, change for bed, plan my day, and go to bed.

**Website to copy for “Meditation” practice:**

<http://www.prolificliving.com/bedtime-affirmations-for-sleep/>

**Website to copy for “Breathing” practice:**

<http://www.drweil.com/drw/u/VDR00112/The-4-7-8-Breath-Benefits-and-Demonstration.html>

**Websites to copy for “Visualization” practice:**

<https://www.thefusionmodel.com/get-better-sleep-simple-visualisation-trick/>

**Bonus website to share**, if desired. It incorporates breathing, meditation *and* visualization.

<http://www.huffingtonpost.com/2013/07/15/meditation-in-action-mindfulness-sleep_n_3586716.html>

Appendix D – Sleep Assessment: Benefits and Risks

The assessment below would be made into a standalone PDF document so that it could be shared with learners as both a pre-assessment and a study aid. In the journal, questions will be randomly generated.

**Purpose of Sleep**

1. Which of the items below is NOT one of the purposes of sleep
2. Repair muscles and other cell tissue
3. Reduce blood pressure in the heart
4. Remove waste byproduct from the brain
5. Remove excess carbohydrates from the body
6. Which of the items below IS one of the purposes of sleep
7. Make you depressed
8. Strengthen the immune system
9. Increase stress levels
10. True or false  
    Getting quality sleep, and enough of it, can help you lose weight

**Benefits of Sleep**

1. True or false  
   Getting quality sleep, and enough of it, cannot improve your athletic ability
2. Which of the items below is NOT one of the benefits of sleep
3. Improved memory
4. Less risk of depression
5. Cures some cancers
6. Better eye-hand coordination
7. True or false  
   Getting quality sleep, and enough of it, will improve your memory

**Risks of Sleep Deprivation**

1. True or false  
   Playing with my cell phone (texting, Facebook, apps, Netflix, etc.) at night has no impact on my sleep quality
2. Which of the items below is NOT one of the risks of sleep deprivation
3. Diabetes
4. Heart attack
5. Increased stress
6. Increased sex drive
7. Which of the items below IS one of the risks of sleep deprivation
8. Depression
9. Improved judgment
10. Smoother skin

Answers: (1D, 2B, 3 true, 4 false, 5C, 6 true, 7 false, 8D, 9A)

Appendix E – Rubric for Performance Objective 12

The learner needs a score of at least 3 in each row in order to pass the assessment.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **value: 1.0** | **value: 2.0** | **value: 3.0** | **value: 4.0** | **Score** |
| **Performance Objective 12: Assignment** | The learner did not complete this journal entry | The learner completed the entry but the cue is not clearly specified | The learner completed the entry and the cue is clearly specified | The learner completed the entry and the cue is clearly specified and external to the learner. |  |
| **Performance Objective 12: Assignment** | The learner did not complete this journal entry | The learner completed the entry but the reward is not clearly specified | The learner completed the entry and the reward is clearly specified | The learner completed the entry and the reward is clearly specified and would not otherwise occur. |  |
| **Performance Objective 12: Reinforcement, Results and Application** | The learner did not complete this journal entry | The learner left this entry incomplete or unclear | The learner reflected on the cue/ reward/ routine process and how it has impacted them | The learner reflected on the cue/ reward/ routine process and confirmed they continue to use it. |  |

Appendix F – Rubric for Performance Objective 13

The learner needs a score of at least 3 in each row in order to pass the assessment.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **value: 1.0** | **value: 2.0** | **value: 3.0** | **value: 4.0** | **Score** |
| **Performance Objective 13: Assignment** | The learner did not try any sleep techniques, or did not complete this journal entry | The learner is unclear regarding which technique was tried, or tried a technique that was not a meditation, breathing technique or visualization | The learner tried at least one sleep technique that was a meditation, breathing technique or visualization | The learner tried two or more sleep techniques, at least one of which was a meditation, breathing technique or visualization. |  |
| **Performance Objective 13: Reinforcement** | The learner did not try any sleep techniques, or did not complete this journal entry | The learner may have practiced a sleep technique, but wrote an unclear response. | The learner practiced a sleep technique at least once | The learner practiced listed sleep techniques more than once |  |
| **Performance Objective 13: Results** | The learner did not indicate any attempt to practice sleep techniques or did not complete this journal entry. | The learner only partially completed the journal entry or was unclear in responses. | The learner articulated their experience explaining experiences, challenges and results. | The learner articulated their experience explaining experiences, challenges and results, and was able to overcome obstacles. |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Performance Objective 13: Application** | The learner did not incorporate any sleep techniques, nor check the ‘opt out’ box. Or the learner did not complete this journal entry. | The learner did not opt out, and did attempt to update the sleep routine, but did so in a way that was unclear. | The learner opted out OR clearly updated their sleep routine to include a sleep technique (mediation, breathing, or visualization) | The learner opted out but still updated their sleep routine,  OR updated their sleep routine not only to clearly include a sleep technique (mediation, breathing, or visualization), but also updated other areas of the sleep routine to further accommodate the new sleep technique. |  |

1. This particular task (1.1) is an entry-level task with a separate performance objective not included at this point in the document. The task is listed here only to keep the task analysis numbering scheme accurate. The performance objective for task 1.1 can be found in Appendix A – Task Analysis. [↑](#footnote-ref-1)
2. These tasks (4.1.1 and 4.1.2) have a separate performance objective not included in this document. They are listed here for clarity on the task and to keep the task numbering scheme accurate. Their performance objectives can be found in Appendix A – Task Analysis. [↑](#footnote-ref-2)
3. Please note: this website was *not* secured nor created as part of writing this document. The link might work, but it is in no way associated with this paper. [↑](#footnote-ref-3)