# Adapting an OER Activity for UDL

## UNESCO Perspective

Equitable

## General Use Bucket

Adapting an OER for UDL

## Goal

This example showcases how modifying existing Open Educational Resources (OER) can enhance instructional materials, particularly in the context of writing and classroom engagement. By adapting OER to align more closely with the specific goals and needs of a course, educators can improve both the relevance and impact of their teaching. Leveraging AI to support this process allows for the creation of content that is not only accessible but also personalized, benefiting both instructors and students through more dynamic and responsive learning experiences.

## Tool Used

Copilot

## Prompts

### Human:

I would like to create an in-class activity that addresses the same key ideas and objectives as the below activity. however, I would like an alternative that is more interactive and collaborative for students, as well as creative and engaging:

(OER Activity)1. Discussion questions:

A. How well do you think the sleep diary captures the 6 dimensions of sleep health? What does it capture best, and what could be improved?

B. What else do you think might be important to capture on the sleep diary? What would you be interested in tracking for yourself on a daily basis?

C. How flexible is this sleep diary for different sleep situations? Who might have a hard time completing this type of sleep diary as written – who might need it to be modified?

D. How was your adherence to sleep diary completion? What were the barriers (things that got in the way) and facilitators (things that made it more likely to happen) of completing it?

2. Scoring sleep diary:

Instruct students in scoring sleep diary data that they brought from the past week. It is a good idea to have some extra printed completed sample sleep diaries in case students didn’t complete it, did not bring it, or do not want to use their own data for this activity.

First instruct them in calculating the daily sleep parameters. You can use this as an opportunity to define each parameter and connect it with dimensions of sleep health already described. For each day, calculate:

1. Time in bed (TIB)

2. Sleep onset latency (SOL)

3. Wake after sleep onset (WASO)

4. Terminal wakefulness (TWAK)

5. Total wake time (TWT; SOL+WASO+TWAK)

6. Total sleep time (TST; TIB-TWT)

7. Sleep midpoint ([bedtime + risetime]/2)

Next, have students calculate averages across the week. Discuss what types of days you might choose or not choose to exclude (e.g., how would you handle an all-nighter? How about a really bad night or one where something unusual happened)?

Similar to last week, you can have students anonymously report their scores through Kahoot, Jamboard, or other polling medium.

3. Self-Reflection (as writing assignment, then have a few students share if comfortable):

A. What does the term “bed” mean to you? How might the definition change depending on cultural context? What other factors might impact someone’s definition of “bed”?

B. What was your experience of keeping the sleep diary? How did it impact your sleep this past week, if at all?

C. Think back to your sleep health assessment on questionnaires from last week. How was the completion of daily measures different from this? Were things pretty consistent between the two?

D. What patterns in your sleep did you notice from completing the sleep diary?

Assignment:

This week, you’re going to attempt to implement a behavior change for your own sleep. Think of this as a one-week, single-case experiment. Even if there are multiple aspects of your sleep that you want to change, we are going to try just one this week.

First, identify one aspect of your sleep that you would like to change. This should be one of the 6 sleep health dimensions (Regularity, Satisfaction, Alertness, Timing, Efficiency, Duration).

What dimension are you going to focus on? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Next, identify three strategies that you will use to improve this sleep health dimension. Describe the strategy, and the rationale for why this will improve your target sleep health dimension. These should be things that you can implement in your own life fairly easily over the next week.

### AI Tool:

To create an interactive and collaborative in-class activity that addresses the same key ideas and objectives as the original activity, here are some alternative ideas that can make the learning experience more engaging and creative for students:

**1. Interactive Group Discussion**

Instead of individual discussion questions, organize students into small groups and have them discuss the questions collaboratively. Each group can be assigned a specific question to explore in-depth and then present their findings to the class. This encourages peer learning and active participation.

**Discussion Questions:**

* **Group A:** How well do you think the sleep diary captures the 6 dimensions of sleep health? What does it capture best, and what could be improved?
* **Group B:** What else do you think might be important to capture on the sleep diary? What would you be interested in tracking for yourself on a daily basis?
* **Group C:** How flexible is this sleep diary for different sleep situations? Who might have a hard time completing this type of sleep diary as written – who might need it to be modified?
* **Group D:** How was your adherence to sleep diary completion? What were the barriers (things that got in the way) and facilitators (things that made it more likely to happen) of completing it?

**2. Collaborative Sleep Diary Scoring**

Turn the scoring activity into a collaborative exercise. Pair students up and have them score each other's sleep diaries. This not only helps them learn how to score but also allows them to see different sleep patterns and discuss them.

**Activity:**

* Provide printed sample sleep diaries for students who did not bring their own.
* In pairs, students will calculate the daily sleep parameters and discuss their findings.
* Use interactive tools like Kahoot or Jamboard for students to anonymously report their scores and compare results.

**3. Creative Self-Reflection**

Transform the self-reflection writing assignment into a creative project. Students can create visual representations of their sleep patterns and reflections, such as posters, infographics, or digital presentations. This allows them to express their thoughts creatively and share with the class.

**Activity:**

* Students create visual projects that answer the self-reflection questions.
* Host a gallery walk where students display their projects and discuss their reflections with peers.

**4. Sleep Science Fair**

Organize a sleep science fair where students create exhibits on various topics related to sleep. Each exhibit should include visual aids, interactive elements, and a brief presentation by the students. This encourages creativity and collaboration.

**Activity:**

* Students work in groups to create exhibits on topics such as circadian rhythms, sleep disorders, and the impact of sleep on health.
* Invite other classes or community members to visit the fair and learn about the importance of sleep.

**5. Sleep Mythbusters**

Assign each student or group a common myth about sleep to research and debunk. They will present their findings to the class, fostering critical thinking and collaborative learning.

**Activity:**

* Students research and present on myths such as "You can catch up on sleep over the weekend" or "Everyone needs 8 hours of sleep."
* Encourage creative formats like videos, demonstrations, or interactive quizzes.

**6. Behavior Change Experiment**

Turn the behavior change assignment into a collaborative challenge. Students can form teams and support each other in implementing their chosen sleep health strategies. They can share their progress and challenges with the group.

**Activity:**

* Teams identify one aspect of sleep to improve and develop strategies together.
* Weekly check-ins where teams discuss their progress and provide support.
* Use a shared digital platform to track and share results.

These alternative activities aim to make the learning experience more interactive, collaborative, and engaging for students, while still addressing the key ideas and objectives of the original activity.

### Human:

These are all great ideas but I was hoping for something that can be completed in class with no outside work needed. Can you provide more suggestions that meet those criteria?

### AI Tool:

Certainly! Here are some interactive and collaborative in-class activities that can be completed within the class period, focusing on sleep health:

**1. Sleep Diary Role-Play**

**Objective:** To understand the challenges and benefits of maintaining a sleep diary.

**Activity:**

* Divide the class into pairs. One student will play the role of a person maintaining a sleep diary, while the other will act as a sleep health coach.
* The "diary keeper" will describe their sleep patterns and any difficulties they faced in maintaining the diary.
* The "coach" will provide suggestions on how to improve the diary and make it more flexible for different sleep situations.
* After 10 minutes, switch roles and repeat the activity.
* Conclude with a class discussion on the insights gained from the role-play.

**2. Sleep Health Stations**

**Objective:** To explore different dimensions of sleep health through interactive stations.

**Activity:**

* Set up different stations around the classroom, each focusing on one of the six dimensions of sleep health (Regularity, Satisfaction, Alertness, Timing, Efficiency, Duration).
* At each station, provide activities such as quizzes, puzzles, or short interactive tasks related to the dimension.
* Students rotate through the stations in small groups, spending 5-10 minutes at each station.
* After completing all stations, gather the class for a debriefing session where students share their experiences and what they learned.

**3. Sleep Health Debate**

**Objective:** To critically evaluate different aspects of sleep health and diary tracking.

**Activity:**

* Divide the class into two teams. Assign each team a stance on a specific sleep health topic (e.g., "Sleep diaries are essential for improving sleep health" vs. "Sleep diaries are not effective for everyone").
* Give each team 10 minutes to prepare their arguments.
* Conduct a structured debate where each team presents their arguments and responds to the opposing team's points.
* Conclude with a class vote on which team presented the most convincing arguments and a discussion on the key takeaways.

**4. Sleep Diary Analysis Workshop**

**Objective:** To collaboratively analyze and score sleep diaries.

**Activity:**

* Provide sample sleep diaries to each group of students.
* Instruct students to calculate the daily sleep parameters (TIB, SOL, WASO, TWAK, TWT, TST, Sleep midpoint) for the sample diaries.
* Have groups discuss their findings and identify patterns or anomalies in the data.
* Use interactive tools like Kahoot or Jamboard for groups to anonymously report their scores and compare results.
* Conclude with a class discussion on the importance of each parameter and how they relate to sleep health.

**5. Sleep Health Creative Project**

**Objective:** To creatively express the importance of sleep health.

**Activity:**

* Provide materials for students to create posters, infographics, or short skits that illustrate the importance of sleep health and the challenges of maintaining a sleep diary.
* Allow students to work in small groups to brainstorm and create their projects.
* Have each group present their project to the class.
* Conclude with a gallery walk where students can view and discuss each other's projects.

These activities are designed to be completed within the class period and encourage interactive, collaborative, and creative engagement with the topic of sleep health.

### Human:

 These are much more in line with what I thinking! How about some super creative, out-of-the-box ideas?

### AI Tool:

I'm glad you found the previous suggestions helpful! Here are some super creative, out-of-the-box in-class activities that focus on sleep health and can be completed within the class period:

**1. Sleep Escape Room**

**Objective:** To solve puzzles related to sleep health and escape the room.

**Activity:**

* Create an escape room scenario where students must solve puzzles related to sleep health to "escape" the room.
* Puzzles can include decoding messages about sleep stages, matching sleep disorders with their symptoms, and calculating sleep parameters.
* Divide students into small teams and provide them with clues and challenges to solve.
* The first team to solve all puzzles and escape the room wins a prize.

**2. Sleep Health Improv**

**Objective:** To creatively express sleep health concepts through improvisation.

**Activity:**

* Organize an improv session where students act out scenarios related to sleep health.
* Provide prompts such as "A person struggling with insomnia," "The effects of sleep deprivation on a student," or "A dream sequence."
* Students can perform short skits or improv scenes based on the prompts.
* Encourage creativity and humor while highlighting important sleep health concepts.

**3. Sleep Health Art Gallery**

**Objective:** To create and display artistic representations of sleep health.

**Activity:**

* Provide art supplies and ask students to create visual art pieces that represent different aspects of sleep health.
* Art can include drawings, paintings, collages, or sculptures.
* Set up an art gallery in the classroom where students can display their work.
* Host a gallery walk where students explain their art and its connection to sleep health.

**4. Sleep Health Game Show**

**Objective:** To test knowledge of sleep health in a fun and competitive format.

**Activity:**

* Create a game show format with questions related to sleep health.
* Divide students into teams and have them compete to answer questions correctly.
* Use interactive tools like buzzers or digital platforms to keep the game engaging.
* Include different rounds such as multiple-choice questions, true/false statements, and rapid-fire rounds.
* Award points for correct answers and declare a winning team at the end.

**5. Sleep Health Storytelling**

**Objective:** To narrate and share personal sleep health experiences.

**Activity:**

* Ask students to write short stories or personal narratives about their sleep experiences.
* Provide prompts such as "A night of perfect sleep," "A dream that changed my perspective," or "Overcoming sleep challenges."
* Students can share their stories with the class in a storytelling circle.
* Encourage students to be creative and expressive in their storytelling.

**6. Sleep Health Simulation**

**Objective:** To simulate different sleep scenarios and their impact on health.

**Activity:**

* Set up simulation stations where students can experience different sleep scenarios.
* Scenarios can include using sleep masks to simulate darkness, listening to white noise, or experiencing sleep deprivation effects.
* Students rotate through the stations and record their observations and feelings.
* Conclude with a class discussion on the impact of each scenario on sleep health.

These activities are designed to be engaging, interactive, and creative, providing students with a unique and memorable learning experience related to sleep health.

### Human:

I love the Sleep Health Improv suggestion! Going back to the original activity from which this is derived, can you map out how the Sleep Health Improv activity aligns with the key ideas of the original activity?

### AI Tool:

I'm glad you liked the Sleep Health Improv suggestion! Let's map out how this activity aligns with the key ideas and objectives of the original activity:

### Original Activity Key Ideas:

1. **Discussion Questions**: Exploring the effectiveness and flexibility of the sleep diary, identifying important aspects to track, and discussing barriers and facilitators to diary completion.
2. **Scoring Sleep Diary**: Calculating daily sleep parameters and averages, understanding sleep health dimensions, and discussing the impact of different types of days on sleep data.
3. **Self-Reflection**: Reflecting on personal experiences with the sleep diary, cultural context of sleep, and patterns noticed in sleep data.
4. **Behavior Change Assignment**: Identifying a sleep health dimension to improve, developing strategies, and implementing a behavior change experiment.

### Sleep Health Improv Activity Alignment:

**Objective:** To creatively express sleep health concepts through improvisation.

#### 1. Discussion Questions:

**Alignment:**

* **Improv Scenario:** Students can act out scenarios where they discuss the effectiveness and flexibility of the sleep diary. For example, one student can play the role of a person struggling to complete the diary, while another plays a sleep health expert providing suggestions for improvement.
* **Key Ideas:** This aligns with exploring the effectiveness and flexibility of the sleep diary, identifying important aspects to track, and discussing barriers and facilitators to diary completion.

#### 2. Scoring Sleep Diary:

**Alignment:**

* **Improv Scenario:** Students can perform scenes where they calculate sleep parameters and discuss their findings. For example, one student can act as a teacher explaining how to calculate TIB, SOL, WASO, etc., while others act as students asking questions and discussing the impact of different types of days on sleep data.
* **Key Ideas:** This aligns with understanding sleep health dimensions, calculating daily sleep parameters and averages, and discussing the impact of different types of days on sleep data.

#### 3. Self-Reflection:

**Alignment:**

* **Improv Scenario:** Students can act out personal reflections on their sleep experiences. For example, one student can play the role of a person sharing their experience with the sleep diary, while others act as listeners providing feedback and discussing cultural context and patterns noticed in sleep data.
* **Key Ideas:** This aligns with reflecting on personal experiences with the sleep diary, cultural context of sleep, and patterns noticed in sleep data.

#### 4. Behavior Change Assignment:

**Alignment:**

* **Improv Scenario:** Students can perform scenes where they identify a sleep health dimension to improve and develop strategies. For example, one student can act as a person trying to improve their sleep regularity, while others act as friends or family members providing support and suggestions.
* **Key Ideas:** This aligns with identifying a sleep health dimension to improve, developing strategies, and implementing a behavior change experiment.

### Implementation:

**Activity Structure:**

1. **Introduction:** Briefly explain the key ideas and objectives of the original activity.
2. **Improv Groups:** Divide students into small groups and assign each group a specific scenario related to sleep health.
3. **Preparation:** Give students a few minutes to brainstorm and prepare their improv scenes.
4. **Performance:** Each group performs their improv scene for the class.
5. **Discussion:** After each performance, facilitate a class discussion on the key ideas and insights gained from the improv activity.

By aligning the Sleep Health Improv activity with the key ideas of the original activity, students can engage in a creative and interactive learning experience that reinforces important concepts related to sleep health.