

Memories into solid data



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Many students don't get the recommended amount of sleep in part because of their physiology, busy schedules, and how early their school day starts. To try and help scholars work to their optimum potential, many schools are switching their classroom start times to later in the day.

There are many reasons why this action is both beneficial and detrimental. If the transition can be successfully argued to be more rewarding than adverse, would our Goshen High School consider delaying the start of the school day? There is an abundance of evidence to support why Sheen High School (GOSH) should start school later in the day. Research has proven repeatedly that children who do get the recommended amount of sleep are shown to be more alert and mentally prepared to learn at school. As such, teenagers with the proper sleep patterns are more aware of what they're being taught, and are more apt to achieve superior grades, strongly suggesting a later start time would be beneficial (Harebell, Michael.

). This is validated by data obtained by scientists who did research exploring how sleep and education are connected. Many experts explain that the quality of sleep people have affects their learning because, during the representative phase of the depletes cycle the brain collects and sorts out the days new information.

If people are not able to get enough sleep to allow the brain to perform these needed events, it causes them to lose the ability to transfigure and arrange the memories into solid data (Hoffman, Jan. . Other positive outcomes students benefit from that are directly related to more sleep include; students report less symptoms of depression, have lower car crash rates and

have an increase in attendance and standardized test scores. Students who get more sleep are less likely to be tardy, are less aggressive (get into fights), sustain fewer athletic injuries, and are more moderate in their tendency toward impulsive or reckless decision making (Hoffman, Jan.).

Students who get less sleep than recommended are shown to have an increase in alcohol and drug use, be more sexually active, and have an increase in feelings of negativity. Students who are a part of after school jobs are shown to have a significantly reduced amount of sleep and to have an increase in negative thoughts, feelings, and actions as identified earlier in this paper. Not only do many pupils support the switch to a later starting time, but a high percentage of teachers do as well. 80.3% of SE secondary teachers' opinion of optimal start time for first class period for the majority of students is between 8:00 to 8:30 AM (Hailstorm, L.

, Kyle). A survey of high school students reported on how often they experienced negative sleep-related events at their school. The data collected shows that due to a lack of sleep; "31% arrived late to school (because they overslept), 27% of students fell asleep in their morning classes, and 29% of students fell asleep in their afternoon classes. Although the majority of students did not oversleep or fall asleep in their