



Complete this notetaking guide as you read. It is my goal that you will demonstrate what you have learned in the past few weeks by documenting here the connections with our course readings. I don't have a specific number of things I am looking for but I think 1-3 per chapter would be a good goal (that is overall, so if you have 20 chapters maybe you have 6 physical, 3 social, 7 emotional, and 4 cognitive. Of course this is on the low end. As you think about working towards an "A" consider how you might really be critical when finding examples. Also, you don't have to find one in every chapter, you might find none in one chapter and three in another).

<u>Physical Development</u>		<u>Social Development</u>	
<i>What you noticed/read (include pg #:)</i> • "I still had 48 pounds to lose" (pg. 22) • "Fitness is Fun" (pg 70) • "I wanted to be like, which I knew meant being thin" (pg 106) • "...Did it smell like armpit (pg 169) • "I didn't want to acknowledge that I was going through puberty" (pg 199) • "How we won tug o war but lost to mens basketball game" (pg244)	<i>Connection to B&K and course readings (include pg #):</i> • Puberty can start as early as ten or as late as fifteen. (pg. 16) • Many young adolescents gain as much as forty to fifty pounds before its all over. (pg. 16) • early physical maturing females may experience low self-esteem because they are so different from their peers (pg. 19) • Girls growth spurts peak about two years earlier than boys (pg.17)	<i>What you noticed/read (include pg #:)</i> • "She surrounds herself with the uglies to make herself look better" (pg 70) • "...becoming exactly who I wanted to be: popular" (pg 106) • "Eating was a social event for me" (pg 110)	<i>Connection to B&K and course readings (include pg #):</i> • Young adolescents search for identity (pg. 33) • "Expanding social landscape creates questions in young adolescents' minds about how to get peers to like them. (pg. 37) • They begin to see that some kids are popular while others aren't. (pg. 37)

<u>Emotional Development</u>		<u>Cognitive Development</u>	
<i>What you noticed/read (include pg #:)</i> • “You are all fat. Everyone of you” (pg20) • “...didn’t need to hear how I was crueler to myself than I’d ever be to others” (pg 38) • My refusal to eat that night had nothing to do with my parents... I was stuck in puberty purgatory...” (pg80) • “I want to break the cycle with my own children” (pg. 299-301) • “<i>Soy gorda. The Spaniards are wrong; weight should be estar</i>” (pg 24)	<i>Connection to B&K and course readings (include pg #):</i> • As young adolescents try to fit in, they become sensitive to what other people have to say about them, particularly if it is negative. (pg. 37) • Young adolescents may challenge their parents’ beliefs and appear to reject suggestions from them, parents continue to play a primary role in the young adolescents life (pg. 38) • Middle school years are marked by an almost constant search for identity. (pg. 45)	<i>What you noticed/read (include pg #:)</i> • “I’d cut out images of things I might like to wear once I became thin.” (pg 32) • “To this day I despise when people say Mum. (pg 69) • “Of course I know now that my interest in sex began earlier than most” (pg 99) • “I wasn’t hungry, it was habit” (pg 109) • “I’d overeat because I learned to” (pg 110) • “...and declared I was now a vegetarian.” (pg 143) • “I knew I’d have to reconstruct my thinking and unlearn habits I’d spent years trying to correct.” (pg 299) • “I haven’t conquered any battles with food...” (pg 307)	<i>Connection to B&K and course readings (include pg #):</i> • Feelings of secuality emerge often in the form of “puppy love” (pg. 37) • Skills in moral reasoning improve when they are able to reflect successfully on their behaviors. (pg. 41) • Young adolescents begin to understand that people have different beliefs and attitudes (pg 44) • YA are always trying something new because they want to become someone different (pg. 47)
What do you notice, what do you wonder? What wonderings do you have about YA			

development, schooling, middle schools, etc. ?

I really think that there needs to be more of an emphasis on body positivity in schools. I think that there should be more nutritional classes in schools that give students a safe space to learn about eating habits or things they are struggling with. I feel like a new diet comes into society that is all everyone is doing but is it really healthy long term?

While weight gain is a huge part of adolescent physical development what is the best way to promote healthy eating habits while still promoting positivity?

How do you talk about eating disorders to students without 'promoting' it for students who may secretly be wanting to lose weight?

Should teachers even teach about eating disorders and how they can affect the body (short and long term)?