**Description of Class Setting**

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| **Composition of Class** | |
| Number of Students | 24 |
| Number of Boys | 14 |
| Number of Girls | 10 |
| Grade Level | 9th Grade |
| Developmental Level | Primarily a mixture of early and middle adolescence. Refer to next two pages for more specific information. |

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| **Additional Information** | |
| Spaces Utilized | Health Classroom, Cafeteria/Culinary Room, Outside Field |
| Description of Facilities | * The health classroom has 12 rectangular tables. All tables are parallel to the front of the classroom and have 2 students per table. There are 2 bulletin boards in the class. Each board is decorated with the Unit’s material. * The cafeteria or culinary room is predetermined by another department. * The outside field is a clear grassy area with no holes, rocks, or other dangerous factors. |
| Clothing Requirement | Students are to follow school dress codes at all times. Students will be told to in advance, if they wish, to wear clothing that they do not mind to get dirty, or a change of clothing on some days. |

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| **Early Adolescence: 12-14 Years of Age** |
| *Movement Towards Independence* |
| * Struggle with sense of identity * Moodiness * Improved abilities to use speech to express oneself * **More likely to express feelings by action than by words** * **Close friendships gain importance** * **Less affection shown to parents, with occasional rudeness** * **Realization that parents are not perfect; identification of their faults** * **Search for new people to love in addition to parents** * **Tendency to return to childish behavior, fought off by excessive activity** * **Peer group influences interests and clothing style** |
| *Career Interest* |
| * Mostly interested in present and near future |
| *Sexuality* |
| * **Girls ahead of boys** * **Same-sex friends and group activities** * **Shyness, blushing and modesty** * **Show-off qualities** * **Greater interest in privacy** * **Experimentation with body (masturbation)** * **Worries about being normal** |
| ***Ethics and Self-Direction*** |
| * **Rule and limit testing** * **Occasional experimentation with cigarettes, drugs and alcohol** * **Capacity for abstract thought** |

http://www.state.sc.us/dmh/adolescent\_facts.htm

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| **Middle Adolescence: 14-17 Years of Age** |
| *Movement Towards Independence* |
| * Self-involvement, alternating between unrealistically high expectations and poor self-concept * Complaints that parents interfere with independence * Extremely concerned with appearance and with one's body * Feelings of strangeness about one's self and body * Lowered opinion of parents, withdrawal of emotions from them * Effort to make new friends * Strong emphasis of the peer group with the group identity of selectivity, superiority and competitiveness * Periods of sadness as the psychological loss of parents takes place * Examination of inner experiences, which might include writing a dairy |
| *Career Interest* |
| * Intellectual interests gain importance * Some sexual and aggressive energies directed into creative and career interests |
| *Sexuality* |
| * Concerns about sexual attractiveness * Frequently changing relationships * Movement towards heterosexuality with fears of homosexuality * Tenderness and fears shown towards opposite sex Feelings of love and passion |
| ***Ethics and Self-Direction*** |
| * Development of ideals and selection of role models * More consistent evidence of conscience * Greater capacity for setting goals * Interest in moral reasoning |

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| **Equipment Needed** | | | |
|  | **Review/Introductory Activity** | **Lecture** | **Application Activity** |
| **Lesson 1** | * 24 Clickers * 9 Test Tubes * 1 Canister of Salt * 1 Measuring Scoop * 9 Food Items (or image of the item) * 8 Dry Erase Markers * 3 Mini Dry Erase Boards * Eraser (prize) | * Power Point Presentation * Clips of commercial ads | * Construction paper * Glue * Magazines * Scissors |
| **Lesson 2** | * 3 Small/Medium Beach Balls * 3 Turkey Bones * 3 Glass Jars * 3 Zip Lock Bags * 2 Cups of White Vinegar * Several Pictures of Soda Brands | * Power Point Presentation * Artery Figure (shows the stages of plaque build-up) * Assortment of samples from the cafeteria to represent all of the nutrients | * Worksheet: “See, what had happened was…” |
| **Lesson 3** | * Jeopardy Power Point * 24 large sheets of paper * Markers/crayons/colored pencils | * Power Point Presentation | * 6 Key-ring letter cards * Tennis Ball * Deck of Cards * Baseball * CD Case * Computer Mouse * 3 Computers w/ internet * 10 Books on cultural foods * Computer Lab |

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| **Equipment Needed** | | | |
|  | **Review/Introductory Activity** | **Review/Introductory Activity** | **Review/Introductory Activity** |
| **Lesson 4** | * 4 clickers * “Nutrition Land” Board Game * Discussion Card key-ring * 1 small/medium beach ball | * Test Materials * Power Point Presentation | * Worksheet: Getcha Goals |
| **Lesson 5** | * Continue - Worksheet: Getcha Goals | * A ladder * Support people cards * Examples of how to track goals | * Worksheet: Goal Ladder Mapping |
| **Lesson 6** | * 3 brown paper bags * Licorice * Tune based cat food * Artificial sweetener * Handout with ingredients of each item | * Power Point Presentation – Predominantly images of labels to be analyzed using smart board technology | * Worksheet: Pick Me! * Construction paper * Glue * Scissors * Magazines * Markers |
| **Lesson 7** | * Selection of popular snack foods: fruit, cookies, crackers, candy, and chips * Worksheet: Pin the Cootie on the Culprit | * Power Point Presentation | * Worksheet: “Nancy Drew’s Mystery of Taco Tuesday Night” |
| **Lesson 8** | * Laminated Pictures | * Snack Food Ingredients * Cooking Equipment: pots, pans, baking sheets, forks, spoons, knifes, measuring cups, pot holders, hairnets, gloves | * Worksheet: Healthy Habits Discussion Sheet |

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| **Equipment Needed** | | | |
|  | **Review/Introductory Activity** | **Review/Introductory Activity** | **Review/Introductory Activity** |
| **Lesson 9** |  | * “Nutrition Land” board game * Guided discussion cards * 1 bean bag * 5 clickers * Paper * Markers * “Who has, I am” cards |  |
| **Lesson 10** | * “Who has, I am” cards | * Test materials | * Bag of candy * Bag of carrots |