

L.A. youth teacher's guide

Publishing Schedule

L.A. Youth will arrive Tues. September 12

Key to using the September 2006 issue:

ARTICLE and PAGE NUMBER	KEY TEACHING POINTS
<p>Taming my anger pp. 4-5 Because he was sexually abused, Tray spent years being angry and fighting until moving to a group home helped him control his rage.</p>	<p>How do you handle yourself when you're angry? What works best for you to calm down?</p>
<p>Helping New Orleans pp. 8-9 Melissa's youth group was shocked at how bad things still are, but glad they could spend a week volunteering to help clean up.</p>	<p>What have you done to help others? Did you feel you made a difference? Why or why not?</p>
<p>I'll never forget Shiri pp. 10-11 It was painful to watch his friend dying from a rare form of cancer, but Fred cherishes the time they spent together.</p>	<p>See page 2 of the teacher's guide.</p>
<p>Rebel looking for a cause pp. 12-13 Brett tried to be like the tough characters in the novels by S.E. Hinton, but eventually realized the books were taking over his life.</p>	<p>How do your favorite books, movies or bands influence your life? Have you ever become too obsessed?</p>
<p>COVER STORY L.A. on \$3 pp. 14-15 Leira and Katherine had fun exploring the city on a Metro day pass, meeting weird people and revisiting places they'd gone as kids.</p>	<p>Have you ever used public transportation? If you could visit anywhere in L.A., where would you go and why?</p>
<p>Back in line p. 16 A life of back pain and her mother's back problems have inspired Esther to pursue a career as a chiropractor.</p>	<p>Have you ever considered a career in medicine? How could you prepare now?</p>
<p>Is it wrong to burn the American flag? p. 17 Teens express how they feel about the First Amendment right to burn a flag in protest and whether they think it should be illegal.</p>	<p>What do you think of flag burning? Do you think it should be illegal? Why or why not?</p>
<p>Sending aid to Lebanon p. 19 Several L.A. Youth staffers donated 100 pounds of food and diapers for refugees of the war between Israel and Hezbollah.</p>	<p>Was it was right for L.A. Youth staffers to send aid to displaced people in Lebanon? Do you think L.A. Youth is taking sides? Why or why not?</p>
<p>Pipe cleaner creations p. 20 Brad makes intricate dragons, samurai and knights out of pipe cleaners.</p>	<p>Do you have any unique hobbies? What do you do when you're bored?</p>
<p>Overcoming a fear pp. 22-25 Essay contest winners said they fear AIDS, being on the streets and horseback riding.</p>	<p>What is your biggest fear? How have you tried to overcome it?</p>
<p>Remembering Tupac p. 27 Ten years after his death, Tupac's music continues to resonate with teens.</p>	<p>What makes music memorable? Which artists do you admire most?</p>

Learning from grief

Discussing loss and how to deal with it can help students begin to heal

By Managing Editor Libby Hartigan

A lesson plan to go with: "I'll always remember Shiri" by Fred Scarf, published September 2006

Grades: 6-12

Subjects: Language Arts, Social Studies, Health

Suggested Time Allowance: 45 minutes-1 hour

Overview of Lesson Plan: In this lesson, students will explore ways of surviving loss and grief.

Objectives:

Students will:

- Discuss how friends and family are affected by someone's death.
- Discuss various ways to cope with loss and grief.
- Discuss ways to help others cope with loss and grief, and specifically, with the death of a friend.
- Use writing, or other creative methods, as a vehicle for coping and remembrance.

Resources/Materials:

- copies of "I'll always remember Shiri" (one per student)
- pens/pencils
- paper
- classroom whiteboard or blackboard

Activities/Procedures:

1. **Warm-up:** In journals or on separate pieces of paper, students respond to the following prompts written on the board: "The time I felt the saddest was ..." or "The greatest loss my family has ever suffered was ..."

2. **As a class, read "I'll always remember Shiri." Then discuss the article, addressing these questions (possible answers are listed)**

a. How did Fred meet Shiri?

--They were students at the same

school

--They met during study hall.

b. Why did they become good friends (was it because she was sick)?

--Fred was outgoing and friendly

--Shiri had a good sense of humor

--He didn't treat her like a "patient"

--They had fun (like going to the movies)

c. How did Fred cope with the knowledge that Shiri was getting sicker?

--He tried to stay hopeful

--He didn't dwell too much on her medical problems

--He stayed friends with her and found new ways to have fun (like her birthday party)

d. What are Fred's main memories of Shiri?

--pushing her in her wheelchair and pretending to steer her into walls

--going to Universal Studios

--she was kooky and mischievous

--her 16th birthday party

--Celebrations, like Christmas Eve and 4th of July

e. Did they like each other as more than friends? Why or why not?

--friends called them "lovebirds" and told Fred to kiss her

--Before she died she said she was ready for that kiss, and Fred wasn't surprised because he thought she had a crush on him

--They joked about going on a date

--But during their friendship they weren't actually going out, and often did things with friends and family

f. How did Fred react after Shiri died?

--He cried at home

--He found it hard to believe and accept.

--He wished he had a chance to say good-bye

--He agreed to speak at her funeral

Dealing with grief. The following questions could serve for further discussion or homework. Students could write an essay describing methods they

would use to help themselves, family members, or others cope with a loss and subsequent grief. They could draw on their own experience or on what was discussed in class.

1. Do you think that writing this article has been part of Fred's healing process? How could writing help someone who is grieving?

2. How would you compare the death of a friend your own age to the death of an adult (such as a grandparent)? How might those losses affect a teenager differently?

3. What are some of the different ways people deal with grief and loss?

4. What kinds of losses, other than death, can cause you to grieve? Can a divorce, or the end of a friendship, or moving away from home make you feel a loss as deeply as a death? How might you deal with these different kinds of losses?

Evaluation/Assessment:

Students will be evaluated on their participation in discussion and their individual written work.

Extension Activities:

• Design a peer-mediated grief counseling program for your school and/or community. Bring in outside facilitators or use outside materials to train students in peer counseling methods.

• Shiri's death inspired Fred to start a nonprofit group to raise money to fight the cancer which killed her. As a class or in smaller groups, research young people whose deaths have inspired their loved ones to start charitable organizations which address the disease or issue that resulted in their deaths. Make presentations or reports to the class on each organization.



Would you like a speaker from L.A. Youth?

Editor Mike Fricano speaks about journalism, current events, working as a reporter, how to be a better writer and how students can get involved in L.A. Youth.

Call Mike at (323) 938-9194 or e-mail mfricano@layouth.com.

THANKS TO TEACHERS who contributed letters and essays:

Jolie Augustine, Wilson MS in Glendale; Mike Dean, Jefferson HS; Salli Hale, Gardena HS

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Next Newcomer's Orientation: Saturday October 7, 11 a.m.-noon

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