

L.A. youth teacher's guide

Publishing Schedule

L.A. Youth will arrive Tues. October 17

Key to using the October 2006 issue:

ARTICLE and PAGE NUMBER	KEY TEACHING POINTS
<p>My second chance pp. 4-5 The bad influences in Joel's neighborhood led him to drugs and being arrested, but he got clean with help from the foster care system.</p>	<p>What influences do you face from your surroundings? What can help you make the right choices?</p>
<p>No more labels for me pp. 6-7 Melanie, who is biracial, doesn't think people should be expected to act a certain way because of their skin color.</p>	<p>What is your definition of race? Does the color of people's skin define how they act and what their interests are?</p>
<p>COVER STORY College – how we made it pp. 10-11 Two teens explain how they overcame their insecurities and others' doubts to get into their dream schools.</p>	<p>See page 2 of the teacher's guide.</p>
<p>College freak out pp. 12-13 After sweating through college applications, Geraldo found out what really mattered to him.</p>	<p>How do you define success? How do you achieve success when those around you don't share your goals?</p>
<p>The heat is on pp. 14-15 These teens learned the recipe for success through a special culinary arts program.</p>	<p>What career do you want to pursue? How can you prepare for it while in high school?</p>
<p>A day that made a difference p. 16 Helping orphans in Mexico was rewarding for Mel and his classmates, as well as the kids.</p>	<p>How do you feel when you see people suffering? What could you do to help them for a day?</p>
<p>Horror in Sudan p. 19 Sarah wonders why countries aren't doing more to protect the millions of people in danger in Darfur.</p>	<p>What should the world be doing about the genocide? Why do you think countries are standing by?</p>
<p>It's just not funny anymore p. 20 Her classmates' constant interruptions are really getting on Shannon's nerves.</p>	<p>What can teachers do to stop disruptive students? What can students do?</p>
<p>Flu fighters p. 22 What you need to know about bird flu.</p>	<p>How can you protect yourself from bird flu? How would you explain pandemic flu?</p>
<p>A career in nursing pp. 24-25 If you enjoy helping people and want a well-paying, secure future, consider becoming a nurse.</p>	<p>Would you consider a career in the medical field? Why or why not?</p>
<p>Book reviews p. 26 Charlene and Brandy connected with the main characters in Sloppy Firsts and The Perks of Being a Wallflower.</p>	<p>What types of books do you like? What characters have inspired you?</p>

Preparing to apply to college

Discussing doubts and concerns can help students succeed

By Managing Editor Libby Hartigan

A lesson plan to go with the L.A. Youth College section, published October 2006

Grades: 6-12

Subjects: Language Arts, Social Studies, Life Skills

Suggested Time Allowance: 45 minutes-1 hour

Overview of Lesson Plan: In this lesson, students will explore doubts and fears about college.

Objectives:

--To develop students' reading comprehension and analytical skills.

--To help teens imagine going to college, and prepare them for defending their decision against the doubts and fears of people around them.

Resources/Materials:

- copies of College section (one per student)
- pens/pencils and paper
- classroom whiteboard or blackboard

Introduction: For the average teenager, college is a vague idea looming in the future, a misty mountaintop which they may perceive with dread, anticipation or indifference. When it comes down to actually applying to college, the task of selecting schools, completing applications and pursuing financial aid can be overwhelming. On top of that, many students have to defend their college dreams against skeptics—other teens, teachers, neighbors and their own family members and even themselves.

Activities/Procedures:

1. **Warm-up:** Write the word “college” on the board and ask students to discuss how they feel when they see that word. Are they scared, excited or just tired of talking about it? Do they feel they'll be

ready for college when the time comes? Why or why not?

2. As a class, read “With a little help from my friends and teacher” by Cesar Martinez and “Me—at a private college?” by Blanca Valdes on page 10.

Then discuss the articles, addressing these questions (possible answers are listed).

CESAR'S STORY

1. Why was Cesar depressed at the beginning of his senior year?

--His family was breaking apart.

--He was dealing with schoolwork and a job.

--He had no one to give him support and felt empty inside.

2. What were some of the challenges he faced in applying to college?

--He was depressed and felt like he couldn't go on sometimes.

--He wasn't organized or good with paperwork.

--He was worn out and frustrated.

3. How was he able to get into college?

--Friends were like a second family.

--He filled out a small part of the application each day.

--His teacher believed in him and pushed him.

--He got accepted into the Posse Foundation.

4. How does he feel about college?

--He wants to achieve in life.

--He feels pressure to be a role model.

--He tells himself that he can make it through college.

BLANCA'S STORY

5. Which college was Blanca considering at first and why?

--At first she didn't have a clue.

--She considered Cal State Northridge because she was familiar with it.

--She knew many of her friends would

be at Cal State Northridge.

--At Cal State Northridge, she would be close to home.

6. What doubts did she have about Cal State Northridge?

--She didn't like the fact that it has a high student-to-teacher ratio.

--She wanted a chance to talk to her professors.

7. How did she feel when she got into the University of Redlands?

--She was ecstatic.

--She felt it was worth the time and effort she put into her college applications.

Activity: Ms. Pike, the English teacher who helped Cesar and Blanca get into college, wrote that many of her students have to deal with negative comments from classmates and relatives as they go through the process. Ask your students to write a written response to each of the following comments, defending themselves and their college dreams.

--What college would want you?

--How can you afford college?

--You'll flunk out of college.

--Why don't you just get a job?

--You're not going to find any friends, because you don't fit in with those college kids.

--How can you pick a major when you don't know what your interests are?

--I didn't go to college, so why should you?

Extension activity: Read “College freak out” by Geraldo Raygoza on pages 12-13. Write Geraldo a letter responding to the experience he had when he applied to college during his senior year. Do you relate to Geraldo's ambitious goals, his observations about his indifferent classmates? How did Geraldo's definition of success change through the year? Do you agree with his conclusion about what success means?



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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 to the editor:
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