

L.A. youth teacher's guide

Publishing Schedule

L.A. Youth will arrive between Sept. 12-19

Key to using the September 2007 issue:

ARTICLE and PAGE NUMBER	KEY TEACHING POINTS
<p>An abusive home pp. 4-5 After years of being hurt by his grandmother, Deshon finally got away.</p>	<p>If you were in a dangerous situation who would you turn to? How can places that provide help make people aware of their services?</p>
<p>I finally learned to ride a bike p. 7 Katherine was determined to learn how to ride a bike before she started college.</p>	<p>Is there anything you think you should have learned as a kid that you never did? Is there something you want to do before you graduate?</p>
<p>COVER STORY It's in our hands pp. 10-11 At first Se didn't care about global warming, but now he's obsessed and thinks it's important for everyone to do their part.</p>	<p>See lesson plan on p. 2.</p>
<p>Traveling green pp. 12-13 Some of our staff writers tried to go a week without using a car to get around.</p>	<p>What would you do if you couldn't drive or even ride in a car for a week? What are the benefits of taking the bus?</p>
<p>Keepin' it clean pp. 14-15 Some of our staff writers spent a Saturday morning cleaning the beach in Venice.</p>	<p>Why do you think people litter and pollute? What do you think you can do to help keep your neighborhood clean?</p>
<p>Mental health survey results p. 16</p>	<p>Where would you turn if you had a problem? What do you think would be the best way to encourage teens to get help?</p>
<p>A new soccer fan pp. 18-19 English superstar David Beckham's arrival in L.A. got Nico excited about the sport.</p>	<p>Do you think more people like soccer because David Beckham is playing for the L.A. Galaxy? Why or why not?</p>
<p>A secret connection pp. 20-21 A Web site with secrets sent in anonymously helped Devin deal with family problems.</p>	<p>What has happened to you when you've shared your troubles with others? Was it helpful to talk about a problem or did it make it worse?</p>
<p>Exploring Costa Rica p. 23 Gabe learned that science doesn't have to be boring when he traveled there for a school trip.</p>	<p>What country would you like to visit for educational purposes? What subjects would you like to study while you're there?</p>
<p>My favorite flaw pp. 24-25 Essay contest winners wrote about embracing moles, doodling and nail biting.</p>	<p>What is one of your flaws? How have you tried to embrace it or turn it into an advantage?</p>
<p>Classic teen movies p. 26 Genevieve says even though these films are old they're still relevant to teens today.</p>	<p>What are your favorite teen movies? What makes a movie a good "teen movie?"</p>

What is our responsibility?

Helping students examine their role in helping the environment

A lesson plan based on "It's in our hands" from the September 2007 issue of L.A. Youth, in which Se Kim describes how he got interested in global warming.

By Amanda Riddle, Editor

Grades: 6-12

Subjects: Language arts, life skills

Suggested time allowance: 45 min.-1 hr.

Overview: In this lesson plan each student will examine what role they play in helping the environment.

Objectives:

Students will:

1. Examine the effects of global warming.
2. Look at ways that individuals can help.
3. Examine what role each person has in making a difference.

Resources and material:

- pens, paper
- copies of L.A. Youth article "It's in our hands" (one per student)
- white board or blackboard

Activities:

1. On the board write: "Global warming," and ask students to define the term. According to the U.S. Environmental Protection Agency, global warming refers to the warming of the Earth that can occur as a result of increased greenhouse gas emissions from human activities. Those activities include driving, using electricity and emissions produced by factories. Ask your students to list the ways in which the Earth has already been affected by global warming. Answers might include melting polar ice caps, more polar bears dying, more extreme weather such as severe droughts and heavy rainfall. Scientists also say hurricanes may become stronger because of warming ocean temperatures.

Some students may argue that global warming isn't happening or say that they don't know anything about it.

2. Discussion: Can individuals make a difference?

It seems that everywhere you turn, the media are reporting on the effects of global warming. But sometimes thinking about such severe changes to our climate can be overwhelming. It seems easier to not pay attention and do nothing, especially when the problem isn't affecting teens directly, and they have busy schedules and other priorities. Teens can't buy a hybrid or make companies reduce their carbon emissions, but they can make small changes to their daily habits. But do those changes really make a difference? Or can only governments and corporations take actions to stop global warming since they are the largest polluters.

3. Reading and discussion. Ask students to read Se Kim's story "It's in our hands" about how he got interested in global warming on pages 10-11 of the September 2007 issue of L.A. Youth, the sidebar on how teens can help and the interviews asking if teens can make a difference.

Discussion questions (possible answers are listed).

- How interested was Se in global warming at first?
 - He wasn't interested until he watched *An Inconvenient Truth* for an extra-credit project.
 - He didn't think individuals could make a difference.
 - He never recycled or conserved energy.
- As he became more informed, how did Se's attitude and behaviors change?
 - He felt like he had to do something.
 - He believes that what he does can turn into a habit that can influence oth-

ers.

--He started taking the bus, turning off his computer and TV at night and turning off lights when he left the room.

--He got his parents to recycle at home and work.

--He lectured his friend about recycling his Coke bottle.

--He stops to talk to Greenpeace volunteers when he's on the Third Street Promenade in Santa Monica.

--He believes our actions can influence the government to take action.

• What attitude do Se's friends have about global warming?

--His friend threw a Coke bottle into the trash instead of recycling it.

--His friend said there are more immediate issues to focus on like poverty.

--Another friend said global warming is a hoax and even if it were real, teens couldn't do anything about it.

--His friends say it's a waste of time to talk to Greenpeace volunteers.

4. Assignment: After reading "It's in our hands," have students write a persuasive essay explaining their views on whether they think individuals can help stop global warming. Students are also encouraged to read the articles "Traveling green" about three teens' experiences with taking the bus to reduce pollution on pages 12-13, and "Keepin' it clean" about a beach cleanup on pages 14-15.

Extension activity

Ask students to make a list of five things they can do to help the environment and challenge them to accomplish all the items on their list by the end of the semester. To find out ways to help, students can also do research online at www.epa.gov/climatechange. To learn more about global warming, students can check out www.nrdc.org/globalWarming, www.ncdc.noaa.gov/oa/climate/globalwarming.html and <http://www.pewclimate.org/>.



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

Editors Laura Lee and Mike Francano speak 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 Laura or Mike at (323) 938-9194 or e-mail llee@layouth.com or mfricano@layouth.com.

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Next Newcomer's Orientation: **Saturday, Oct. 13, 11 a.m. - noon** at
L.A. Youth at 5967 W. Third Street Suite 301, L.A. 90036 *(between Fairfax and La Brea)*

Call Amanda, Laura or Mike at (323) 938-9194

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L.A. youth

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If you have any questions, please contact Robyn Zelmanovitz at (323) 938-9194 or rzelmanovitz@lAYOUTH.COM. Thank you for supporting L.A. Youth.