

L.A. youth teacher's guide

Publishing Schedule

L.A. Youth will begin arriving Wed. May 21

Key to using the May-June 2008 issue:

ARTICLE and PAGE NUMBER	KEY TEACHING POINTS
<p>'Just friends' forever p. 5 Michelle says it was torture watching her friend flirt with other girls when she wanted him to date her.</p>	<p>Would you tell a friend if you had a crush on him or her? How would you react if you found out a friend had a crush on you?</p>
<p>He doesn't scare me anymore pp. 6-7 A girl found the strength to tell that she was raped by her uncle.</p>	<p>If something horrible happened to you, who could you turn to? How can sharing help you and others?</p>
<p>School budget cuts p. 8 Schools are facing bigger classes, fewer programs and less money for supplies because of the state budget cuts, according to L.A. Youth writers who interviewed their teachers and principals.</p>	<p>If you had to cut something at your school what would you choose? How do you decide which programs are most important?</p>
<p>Just one more game p. 10 Cameron couldn't stop playing video games even though he was almost failing out of school.</p>	<p>See lesson plan on page 2.</p>
<p>My twin is my best friend p. 12 Although sometimes it's hard being her own person, Helen loves sharing her life with her twin.</p>	<p>Who do you have a special connection with? How do you form your closest friendships?</p>
<p>The art of graffiti pp. 14-15 An East L.A. art program for teens takes graffiti from the streets to the classroom.</p>	<p>How do you define what is art? Do you think graffiti is art? Why or why not?</p>
<p>From Bach to rock p. 16 A cool music class has taught Sam that he can play more than just classical music on the cello.</p>	<p>Who are your heroes? Have you ever tried to be like them?</p>
<p>More than a paycheck pp. 20-21 Having a job since she was 13 has taught Christina to work hard and not give up.</p>	<p>What are the benefits of having a job? What do you think it takes to be a good employee?</p>
<p>Saving is priceless p. 22 Se says learning how to save money was more rewarding than spending it.</p>	<p>What would you like to save money for? How can you meet your saving goals?</p>
<p>All-access pass p. 26 Interviewing celebrities at the Boys & Girls Club has made Brandon more confident.</p>	<p>How can trying something new change the way you see yourself? What are ways that you can build your confidence?</p>

Dealing with distractions

How to recognize what activities are distracting you from reaching your goals

A lesson plan based on “Just one more game” from the May-June 2008 issue of *L.A. Youth*, in which Cameron Warfield describes his video game addiction and how he was able to finally get it under control.

By Amanda Riddle, editor

Grades: 7-12

Subjects: Language Arts, Life Skills

Suggested Time Allowance: 45 minutes-1 hour

Overview: Students will identify what activities distract them from achieving their goals.

Resources/Materials:

- copies of the *L.A. Youth* article “Just one more game” (one per student)
- pens, paper
- white board or blackboard

Introduction:

“Just one more ...” It’s a phrase we often hear people use when they can’t stop what they’re doing, but know they should be spending their time on something more productive. Playing video games, watching TV, surfing the Internet, chatting online and talking on the phone are examples of activities that are fun, but don’t necessarily help us reach our long-term goals, such as getting into college, getting a job, pursuing a hobby or improving ourselves. We know we need to manage our time so we have time for schoolwork, extra-curriculars and hobbies, but sometimes we just can’t seem to turn away.

Warm-up discussion:

Talk to your students about their goals and how much time they spend on activities that could be distracting them from reaching their goals. A few teens at *L.A. Youth* admit to watching hours of the Food Network. Others say they have to go online whenever they’re near a computer.

What about your students? What activities distract them from achieving their goals? TV and Internet are common. They may also say reading magazines, listening to music, shopping or playing pick-up games. Do they think they spend too



ILLUSTRATION BY RAYMOND CARRILLO, 18, POLYTECHNIC HS

much time on these activities? Have they tried cutting back? Did they succeed or fail? What makes cutting back so hard?

Activities:

Read Cameron Warfield’s article “Just one more game” about his obsession with video games on page 10 of the May-June issue of *L.A. Youth*.

Discussion questions:

These questions could be assigned as a reading comprehension exercise or used in a discussion.

How did Cameron get into video games?

- He lived with his uncle, who was an avid video game player.
- It was the only thing he could do after school since he didn’t have a backyard.

How did playing video games affect Cameron?

- He was tired at school and couldn’t concentrate.
- He’d daydream about games during

class.

- He didn’t do his homework.
- His grades were Ds and Fs until he was able to bring them up at the end of sixth and seventh grades and pass his classes.
- He got kicked off the football team.

What made Cameron decide to change?

- He realized that when something happened that forced him to stop playing, he was able to pass his classes.
- His mom told him about a friend who failed out of college for not doing his work, and Cameron realized that could happen to him.

What happened after Cameron decided to play less?

- He missed playing during the week but went crazy on the weekends.
- He could focus in school.
- He now sees himself as a smart student who will go to college.
- He monitored himself and turned off the games on school nights so they don’t affect him the next day at school.

Assignment:

After reading this article, write an essay about how your goals are affected by daily distractions. Start by stating what your goals are and why they are important to you. Explain what your favorite distractions are and how they keep you from achieving your goals, and what you could do differently.

Extension activity:

Ask your students to create a schedule, try to stick to it, and then write about it. When they write about it, they should explain what activities they chose to limit and what they wanted to spend more time on, what happened when they tried to follow the schedule and what they learned from the experience. Do they feel they are better focused as a result?



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@layout.com or mfricano@layout.com.

THANKS TO TEACHERS who contributed letters to the editor and essays: Jolie Augustine, Wilson MS in Glendale; Janine Bouey, Sierra Vista Jr. HS in Pasadena; Jacqueline Hartt, East Valley HS in North Hollywood; Kerry Jackson, Birmingham HS in Van Nuys; Sarah Martinez, Skirball MS; John Miller, Byrd MS in Sun Valley; and Jennifer Niemi, Cochran MS.

**Teens:
Join the
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L.A.
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*the newspaper
written by and
about teens*



Next Newcomer's Orientation: Saturday, June 14, 11 a.m.-noon at L.A. Youth 5967 W. Third Street Suite 301, L.A. 90036 *(between Fairfax and La Brea)*

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



L.A. youth SUMMER WORKSHOP

Sign up for the L.A. Youth summer writing workshop, an intensive six-week experience during which you will write an article that will be published in L.A. Youth, as well as conduct interviews and do research. You will complete your story while working one-on-one with a professional adult L.A. Youth editor.

To apply, you must be a Los Angeles County teen aged 15-18 attending high school in the area. No journalism experience is required, but you must have an interest in writing for L.A. Youth to participate. The workshop is unpaid. Public high school students will be given preference. Apply early, because a limited number of spaces are available.

Expectations:

- In this workshop, you are expected to meet weekly deadlines involving reading and writing, and attend field trips. Students who do not meet the deadlines will be asked to leave the writing workshop and encouraged to remain involved with L.A. Youth in some other way.

- You are expected to generate material for the September issue of L.A. Youth.

- You must attend group meetings at the L.A. Youth office every Wednesday from 2 to 5 p.m. from July 9 to August 13. You also must arrange weekly two-hour individual meetings with your editor. The first group meeting will be held at 2 p.m. on Wednesday, July 9, 2008.

How to apply:

Submit this application form with a **one-page writing sample** as well as the **\$75 application fee**. Scholarships available. Tips for the writing sample: write a one-page statement that tells us something about you and gives us a sense of your writing style. It can be about one of your interests, hobbies or activities. After you submit your application, we'll call you for a short **interview** before you are accepted into the workshop. To prepare for the workshop, we strongly encourage you to read past issues of L.A. Youth on our website. Go to www.layouth.com and click on "Archives."

The application deadline is **Friday, June 6, 2008.**

Application for L.A. Youth summer writing workshop

NAME _____

ADDRESS _____

CITY _____

ZIP CODE _____

HOME PHONE _____

E-MAIL ADDRESS _____

SCHOOL _____

GRADE YOU WILL ENTER IN SEPTEMBER _____

DATE OF BIRTH _____ - _____ - _____



Send application with \$75 fee and writing sample to:

L.A. Youth
5967 W. 3rd St. Ste. 301
Los Angeles CA 90036