

L.A. youth teacher's guide

Publishing Schedule

L.A. Youth will begin arriving Wed. Oct. 15

Key to using the October 2008 issue:

ARTICLE and PAGE NUMBER	KEY TEACHING POINTS
<p>Swept away p. 5 Rebekah says the exciting plots in Internet love stories are an escape from her everyday life.</p>	<p>What do you do to take a break from life? Why is it important to have interests outside of school?</p>
<p>On my own, now what? pp. 6-7 Jeff struggled when he left foster care at 18, but with help from others his life is finally stable.</p>	<p>What challenges will you face when you move out of your parents' house? What can be done to prepare teens to be independent?</p>
<p>ELECTION 2008: Tuned in to this election p. 9 Even though he can't vote, Se still cares about who will be the next president.</p>	<p>See lesson plan on page 2.</p>
<p>ELECTION 2008: Making my vote count p. 10 Fred found ways to learn about the candidates so he could form his own opinion about who to vote for.</p>	<p>Where do you get your news? How do you know you're getting news from a source you can trust? Why is it important to be informed?</p>
<p>Finding my faith pp. 14-15 Raymond turned his life around after he started going to church (a comic).</p>	<p>What role, if any, does religion play in your life? What types of groups can have a positive influence on teens' lives?</p>
<p>Going vegan was easier than I thought pp. 16-17 Addy says giving up cheeseburgers and her leather shoes wasn't a sacrifice because of her respect for animals.</p>	<p>Have you ever tried to give up anything? What were the challenges? Were you successful?</p>
<p>In step with my culture p. 18 Learning to tango has connected Sylvana to her family's traditions.</p>	<p>What are some of your family's traditions? What have you done to maintain them?</p>
<p>Don't ask p. 19 Brandy wishes people would stop bugging her about her race and be more interested in who, not what, she is.</p>	<p>What's the most annoying question people ask you? What do you wish they'd ask you instead?</p>
<p>Gay and so alone pp. 20-21 At school and at home Marvin had to fight for acceptance.</p>	<p>How are gay students treated at your school? What can be done to stop harassment?</p>
<p>Out of my brother's shadow pp. 24-25 With an older sibling who is good at everything, Charlene had to stop</p>	<p>Have you ever tried to live up to someone else's expectations? What are the good and bad things that can come from doing that?</p>

Get informed about the election

A lesson plan to go with “Election 2008: Where do you stand?” from the October 2008 issue of L.A. Youth. In “Tuned in to this election,” Se Kim says that even though most teens can’t vote in the presidential election, it’s still important that they get informed about the candidates and the issues. In “Compare the candidates,” Alana Folsom helps teens decide by showing where the candidates stand on the issues that young people care about.

By Amanda Riddle, editor

Grades: 7-12

Subjects: Language Arts, Social Studies, Life Skills, U.S. Government

Suggested Time Allowance: 45 minutes-1 hour

Overview: Students will examine the important issues in the presidential election and determine where they stand, considering how the issues affect their lives, their community and the world.

Resources/Materials:

- copies of the L.A. Youth articles “Tuned in to this election” and “Compare the candidates.” (one per student)
- pens and paper
- white board or blackboard

Introduction:

When asked about the presidential election, many teens say they haven’t paid attention because they can’t vote or it’s too confusing. They say, “The issues don’t affect me,” or “All politicians lie” or “It’s boring.” But teens should be interested in this election. The new president will make decisions that will affect them, from the environment to the war in Iraq to the cost of college.

Warm-up discussion:

Write the names of the two presidential candidates on the board: Barack Obama and John McCain. Ask your students what they know about the candidates and the issues they support. They may mention specific issues, such as that Obama is pro-choice and McCain is pro-life. Or they may say something about their per-

sonalities or their lives, such as that McCain was a prisoner of war or that Obama would be the first black U.S. president. Briefly discuss whether the election matters to them. Do the candidates talk about issues your students care about? Do they understand the issues or are the issues confusing? Do they feel informed? Or are there more important things to pay attention to, like schoolwork, friends, family and their hobbies?

Activities:

Read Se Kim’s article “Tuned in to this election” about why he’s interested in the election on page 9.

Discussion questions:

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

How did Se feel about the 2004 presidential election?

- He didn’t understand the issues when his teachers discussed them in class.
- He felt that since it was the United States, it didn’t matter who was elected because the country’s values would stay the same.
- He thought the election was like a game.

How does Se feel about the current presidential election?

- He says the next president will make a difference in people’s lives.
- He’s interested enough that he’s blogged about the election and talks about it with his government teacher.
- He wrote an article for L.A. Youth to encourage other teens to care.

What made Se change his mind?

- The close Democratic primary showed him that every issue matters.
- He volunteered with the Hillary Clinton campaign and talked to voters who showed him the impact the election would have on their lives.
- He watches CNN and The Daily Show to learn about the issues.

What does Se think are the most im-

portant issues and why?

- The war in Iraq because the country is spending money that could be spent on other things, such as healthcare.
- The cost of college because it’s getting more expensive and he wants the next president to help lower the cost or make more money available for financial aid.
- Global warming because he wants the government to spend more money fighting global warming so he and future generations don’t suffer from its consequences.

Next read “Compare the candidates” by Alana Folsom, a comparison of where the candidates stand on the issues, on pages 12-13.

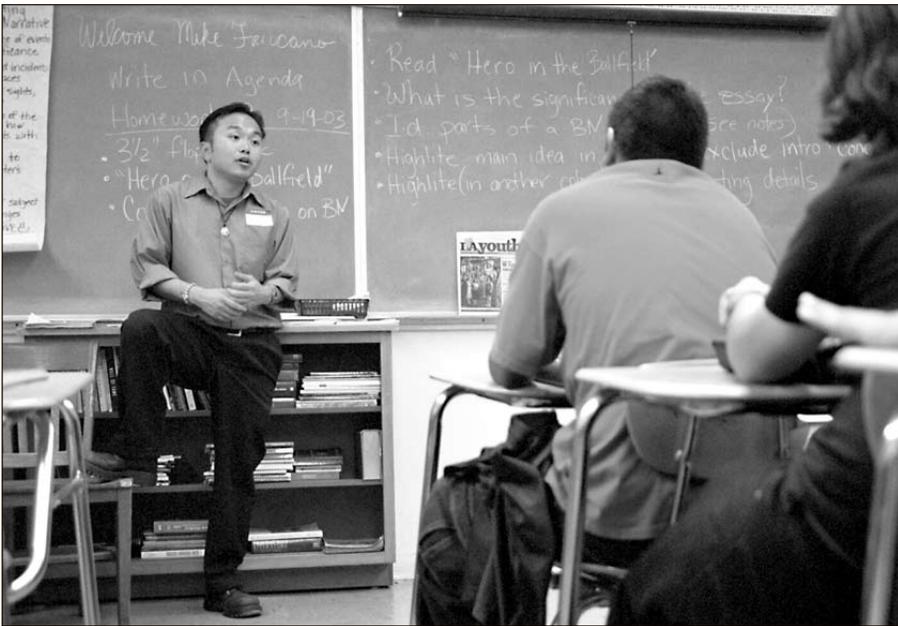
After reading both articles, conclude the class with a discussion about what issues are most important to them and why. If they could vote, who would they vote for and why?

Assignment:

Write a persuasive essay about the issue or issues that matter most to you in this election and why. If there is time, read Elis Lee’s story, “Why I care about health-care,” on layout.com. Elis says the cost of her medication and her mother’s car accident, which would have cost \$50,000 if the family didn’t have health insurance, have made her want the next president to make sure everyone is covered. Note how both Se and Elis use examples from their own lives to show why they care about an issue and how it relates to them.

Extension activity:

Ask your students to come up with ways to encourage other teens to be involved in the election and get informed. They could plan a debate or a mock election at school or pass out fliers with information on how to register to vote from Declare Yourself (www.declareyourself.com/voting_fa/declare_your_school.html). They also can find more information on the election at Rock the Vote (www.rockthevote.com) and Voto Latino (www.votolatino.org).



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

Editors Laura Lee and Mike Fricano 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. PLEASE NOTE: You'll be asked to pay \$5 to help offset the rising cost of gas.

THANKS TO TEACHERS who contributed letters to the editor: Jolie Augustine, Wilson MS in Glendale; Andrea Lofthouse-Quesada, Design HS; Elizabeth Montano, Camino Nuevo Charter Academy.

There's still time to enter!

L.A.youth

ESSAY CONTEST

Your students could win money
and be published in the next issue of L.A. Youth

How has violence affected you?

Unfortunately, there is violence around us. Some of us see racial tensions leading to fights at school. Some of us have gangs in our neighborhoods. Maybe you see tagging crews fighting over turf. We want to know how living with violence has affected you. Do you feel safe on the streets? What do you do to try to stay safe? Whether you're a victim of a crime or witness it, violence has a tremendous impact. How does it make you feel? What is your experience with violence in your community and how have you dealt with it?

RULES

Essays should be a page or more. Include your name, school, age and phone number with your essay. The staff of L.A. Youth will read the entries and pick three winners. Your name will be withheld if you request it. **The first-place winner will receive \$50.** The second-place winner will get \$30 and the third-place winner will receive \$20. Winning essays will be printed in our November-December issue and put on our website at layouth.com.



MAIL YOUR ESSAYS TO:

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

DEADLINE IS
FRIDAY, Oct. 17, 2008

Show your appreciation for **L.A. youth**

As a teacher who receives L.A. Youth and supports what we do, we need your support. You can show your appreciation for L.A. Youth and the impact it's had on your students by making a donation. Your gift will help us continue to train teen journalists from all over the county and provide free copies six times a year. Please consider sending us a tax-deductible (Tax I.D. number 95-4034537) contribution to help us continue to provide uncensored teen journalism to your students. Thank you!



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