

L.A. youth teacher's guide

Publishing Schedule

L.A. Youth will begin arriving Wed., May 20

Key to using the May-June 2009 issue:

ARTICLE and PAGE NUMBER

KEY TEACHING POINTS

<p>Building my dream team p. 6 Playing in fantasy leagues lets Se prove how much he knows about sports.</p>	<p>How do you and your friends compete? Does it ever get out of hand or is it always fun?</p>
<p>The challenges of having a job pp. 8-9 When she started working, Camila had to find a way to fit in time with her friends.</p>	<p>How important is it to you to spend time with friends and family? How do you manage school, family, friends and other activities?</p>
<p>Getting ready for earthquakes pp. 10-11 Last summer's earthquake made Stephany's family realize they need to be prepared.</p>	<p>Is your family ready for an earthquake? What can you and your family do to prepare?</p>
<p>COVER STORY: Could we lose our home? pp. 12-13 After moving out of their cramped apartment, Jacky's family can barely afford the house they'd always dreamed of.</p>	<p>How have you and your family been affected by the economy? What have you had to sacrifice to save money?</p>
<p>Applying to college without stressing out p. 16 Brandie was realistic about which schools she could get into and didn't apply to too many.</p>	<p>Why do you think so many teens stress out over college? What are ways teens can make the process more manageable?</p>
<p>Tackling a new sport pp. 18-19 Playing rugby has shown Anisa that it's OK for a girl to be strong.</p>	<p>See lesson plan on page 2.</p>
<p>Left in the wrong hands pp. 20-21 The woman who was supposed to care for a girl abused her instead.</p>	<p>How do you find the courage to speak up for yourself when you're being mistreated? What makes it hard to do that?</p>
<p>Not so fast p. 22 Driving on scary hills and busy streets put a brake on Lia's plan to get her license.</p>	<p>Why is trying a new thing sometimes scary? What are ways you've overcome a fear?</p>
<p>What I can't live without pp. 24-25 Essay contest winners chose a cell phone, ribbons, a brush and dancing.</p>	<p>What can't you live without? Why do certain things mean so much to us?</p>
<p>Music to soothe my soul p. 26 Ernesto prefers classical music over any other kind.</p>	<p>What kind of music are you into? How does your taste in music reflect who you are?</p>

She does what?

Breaking down gender stereotypes

A lesson plan to go with “Tackling a new sport” from the May-June 2009 issue of *L.A. Youth*, in which Anisa Berry writes about learning to play rugby.

By Amanda Riddle, editor

Grades: 7-12

Subjects: Language arts, social studies, life skills

Suggested Time Allowance: 45 minutes-1 hour

Resources/Materials:

- copies of the *L.A. Youth* article “Tackling a new sport” (one per student)
- pens and paper
- white board or blackboard

Overview:

By examining stereotypes about gender, students will learn to be more accepting of people who may not fit traditional male and female gender roles.

Introduction:

As teens are trying to figure out who they are and where they fit in, they can feel pressure to act a certain way to be accepted. Unfortunately, they are often judged when they don't fit expectations of how boys and girls should behave. A guy who wants to be part of his school's drama club risks getting labeled “gay.” A girl who likes to play video games isn't considered feminine. But trying to be someone they're not to please others can prevent teens from pursuing their interests or being comfortable with themselves. In addition, judging others based on gender prevents teens from getting to know people for who they are.

Warm-up:

Ask students to write down three generalizations they associate with females and three for males. On the board make two columns, one titled “Girls are ...” and the other titled “Boys are ...” After stu-

dents have written their responses, ask them to write their answers on the board. Then circle the three responses that appear most frequently for both genders. For boys, common responses may be: tough, strong, good at math and science, unemotional, loud, into sports and video games, smelly, rude, class clowns. For girls, they may say: sensitive, supportive, emotional, gossipy, superficial, bossy, creative, good at writing, quiet.

Activities:

Read the article “Tackling a new sport” on pages 18-19 of the May-June 2009 issue, about how learning to play the contact sport of rugby made Anisa feel more confident about being a strong female.

Have students answer these questions, either as a class discussion or a writing assignment:

What were Anisa's experiences with sports before rugby?

- She'd get fouls when she was just playing hard.
- She'd be benched by her coaches so she wouldn't get too many penalties.
- She'd accidentally kick someone while going for the ball in soccer.
- She decided she wasn't meant to be an athlete.

What has been Anisa's experience playing rugby?

- When she tried tackling, she was a natural.
- She uses her strength to help her team get possession of the ball.
- When her teammate scored, she felt like she scored because she helped her team win possession of the ball.
- Her coach told her she did a good job.

Why does Anisa like playing rugby?

- It's finally a sport she's good at.
- She doesn't feel bad anymore be-

cause she knows her strength is needed.

- Tackling relieves stress.
- It's made her more confident because she's seen that being strong doesn't make her less feminine.

How do people react to Anisa playing rugby?

- They wonder if she gets hurt.
- They don't understand why a girl would play a contact sport.

Concluding discussion:

After reading the story, revisit the stereotypes written on the board. How did not fitting into assumptions of femininity affect Anisa's self-esteem? How do gender stereotypes affect your students? Have they felt pressured to act a certain way, or judged if they didn't? Have they been on the other side and judged others? Do they feel the stereotypes on the board describe them?

Assignment:

Write a personal essay about how you've been affected by gender stereotypes. Students could write about being judged or how they sometimes don't feel they can be themselves. Or they could write about how they've treated others based on stereotypes. After reading about how Anisa was questioned for playing rugby and told she would be prettier if she lost weight, how do they feel about having judged others in the past? Students can also write about what they can do to eliminate gender stereotypes.

Extension activity:

Have your students enter *L.A. Youth's* essay contest, “A different gender for a day.” See page 25 of the May-June 2009 issue for the essay prompt and rules. They can win money! Essays should be mailed to *L.A. Youth* at 5967 W. Third St. Suite 301, Los Angeles, CA 90036. The deadline is June 19, 2009.



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 cost of gas.

THANKS TO TEACHERS who contributed essays and letters to the editor: Jolie Augustine, Wilson MS in Glendale; Tiffany Campbell, Madison MS in North Hollywood; East Valley HS in North Hollywood; Karen Johnston, San Gabriel HS; Paula Martinez, Rincon Intermediate School in West Covina; Brent Roles, Adams MS in Lawndale; Carol Schneider, Gabrielino HS in San Gabriel; and Donna Wahl, North Hollywood HS.

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

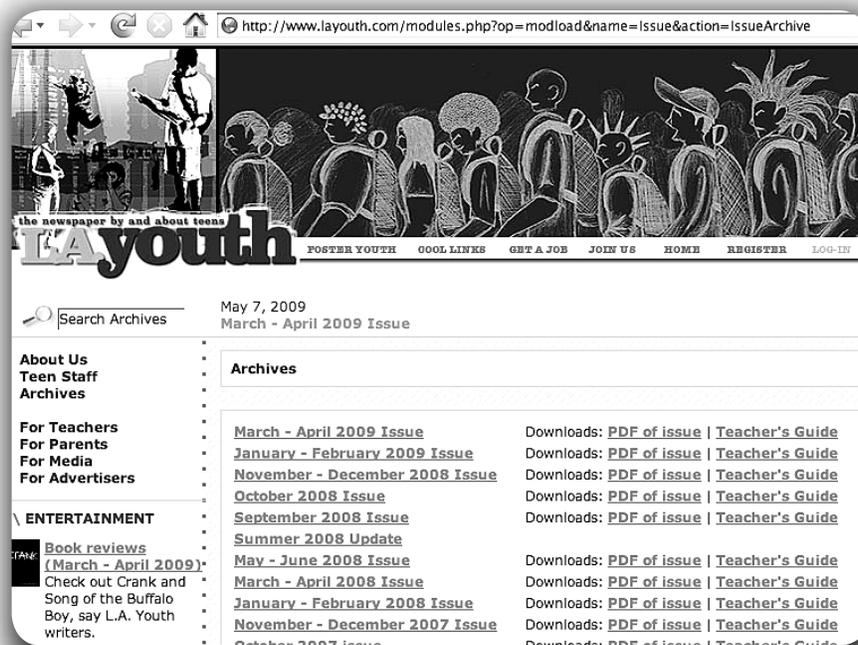
Call Amanda, Laura or Mike at (323) 938-9194.

L.A. youth

Teacher's Guide will be available only online

This is the last time the L.A. Youth Teacher's Guide will be mailed to you. Starting with the September 2009 issue, all of our teacher's guides will be available only online. To download a PDF of the teacher's guide, go to layouth.com and click on "Archives" in the left column. You will also be able to download PDFs of past issues of the newspaper.

Starting with the September issue, we will be e-mailing teachers to alert them when the next issue of L.A. Youth will be delivered and when the teacher's guide will be available online. To make sure you are updated we need your e-mail address. **PLEASE SEND YOUR E-MAIL ADDRESS** to rzelmanovitz@layouth.com or call Robyn Zelmanovitz at (323) 938-9194. We will not share your e-mail address with other organizations or businesses.



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The Los Angeles Times is no longer able to print L.A. Youth for free. We have begun a campaign to raise funds to cover the cost of printing for the 2009-2010 school year. *If you would like to donate to L.A. Youth, please go to layouth.com/donate*