

# L.A. youth teacher's guide

*Publishing Schedule*

**L.A. Youth will arrive the week of May 17, 2010**

## Key to using the May-June 2010 issue:

**ARTICLE and PAGE NUMBER**

**KEY TEACHING POINTS**

<p><b>Turn it off</b> p. 5 When we use to technology too much, Ivan says we forget how to interact with others.</p>	<p>What bothers you the most when people use technology? How do you avoid being rude?</p>
<p><b>Desperate to get out</b> pp. 6-7 A girl's family wanted to leave their violent neighborhood.</p>	<p>Is there something you wish you could change about your neighborhood? Do you think the police in your community keep it safe?</p>
<p><b>Unexpected pets</b> p. 9 Leslie's family bought chickens for the eggs, but they became part of her family.</p>	<p>Is there something in your life that people would be surprised is important to you? Why is it special to you?</p>
<p><b>Diversity is more than race</b> pp. 10-11 Going to a school where everyone seems similar taught Casey it's also about people with different experiences.</p>	<p>See lesson plan on page 2.</p>
<p><b>My turn on the mic</b> pp. 12-13 As a suburban Korean kid, Kevin never thought he'd have anything to rap about.</p>	<p>Do you feel like only certain people can listen to some kinds of music? Have you been judged for the type of music you listen to?</p>
<p><b>You can lean on me</b> pp. 16-17 A girl wasn't sure how to help her friend after she was sexually molested.</p>	<p>How can you be a good friend to someone going through a difficult situation? When have you had to be there for someone?</p>
<p><b>Now serving vegetarians</b> p. 19 There wasn't much for Ashley to eat at lunch until the cafeteria changed.</p>	<p>Are there things you think your school can do better? How can students help get those things improved?</p>
<p><b>Mom, I'm praying for you</b> pp. 20-21 Ben had just gotten close to his mom and then he worried he was going to lose her to cancer.</p>	<p>What can you do to let someone you care about know that you appreciate them? Do you think you appreciate your parents enough?</p>
<p><b>You call that dancing?</b> p. 22 Jacky says she doesn't have to bump and grind to have fun on the dance floor.</p>	<p>Do you think freak dancing is inappropriate? How do you define what's inappropriate?</p>
<p><b>When are you and adult?</b> pp. 24-25 Essay contest winners say they already are, the court will decide and they're in no rush to grow up.</p>	<p>When do you think you'll be an adult? Do you think you're ready now? Do you think life will be harder?</p>

# Defining diversity

A lesson plan to go with “Diversity is more than race” from the May-June 2010 issue of L.A. Youth. In this article, Casey writes about learning that diversity is not just people of different races, but also different experiences.

By Amanda Riddle, co-managing 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 “Diversity is more than race” (one per student)
- pens and paper
- white board or blackboard

**Overview:**

Students will come up with a definition of diversity and examine what they’ve done to meet diverse people, and how they’ve learned from them.

**Warm-up:**

Write “Diversity” on the board. Ask your students, what is diversity? The most common answer will probably be racial or ethnic diversity because it’s the one we hear about most. But is having people from different races the only way to create diversity? What about socio-economic, religious, gender, age, political and geographic diversity? Do your students think those are important too? Using the type of diversity they mention, write a definition on the board.

**Discussion:**

Using the definition of diversity they come up with, ask your students if they

think their school is diverse. They may say it’s not because most of the students come from the same neighborhoods, are the same race and have the same economic backgrounds. Or they may feel it is diverse because there are racial, religious, geographic and other types of diversity. How do they feel about the amount of diversity? Do they wish there was more, or that students from different backgrounds interacted with each other more?

**Activities:**

Have your students read Casey’s story “Diversity is more than race” on pages 10-11.

**Writing:**

After reading the story, ask students to make a list of all the ways Casey has learned about others.

- She went to bat mitzvahs and a Chinese New Year celebration, where children got envelopes with money inside to teach them patience and saving.
- Her best friend liked video games so they played together, showing her that her stereotypes about video game players were wrong.

- She attended her school’s diversity retreat, where students talked about ways they’ve been stereotyped and what makes them different from each other.
- She’s gone to assemblies in which clubs teach students about other races, cultures and sexual orientations.
- She attends L.A. Youth meetings where she meets students from schools all across the county.

- She attended a

summer program at Northwestern University where she met students from other states who had different political views from hers.

- She’s gotten involved in activities at her school, like newspaper, soccer and a community service club.

**Discussion:**

What activities are your students involved in? They may mention clubs, sports, jobs, extracurriculars or summer programs. Do those activities allow them to meet people who have different views, backgrounds or experiences than them, or who live in different parts of the city? What have they learned about other people and the world from meeting new people? Casey liked learning from others because she thought it made life more interesting. Do they agree with Casey that diversity is valuable?

**Extension activity:**

After reading Casey’s story about what she’s done to meet people who are different from her, and talking about the activities they’re involved in, ask them what else they could do to learn about others. Have them write down a goal and list the steps they can take to achieve it.



## 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](mailto:llee@layouth.com) or [mfricano@layouth.com](mailto: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; Heather Buchta, Gardena HS; Kerry Jackson, Birmingham Community Charter HS; Sarah Phillips, Jefferson HS; Mrs. Willoughby-Hall, Skirball MS, and Mike Zwart, Paramount HS. **Thanks to teachers who submitted entries to our art contest:** Mr. Martinez, Arleta HS; Ms. McManus, Central L.A. HS #9 School of Visual and Performing Arts; Mrs. Orzack, North Hollywood HS; Diane Chang-Ho, Temple City HS; Mr. Snapp, Workman HS.

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**Next Newcomer's Orientation: Saturday, June 12, 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.