

# Ycteen

May/June 2013

## LESSON GUIDE



Ycteen Issue #237

## Love: Worth the Risks?

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Read. Write. Succeed.



## Announcements

### YCteen Writing Contests

Apply online at [bit.ly/ycwritingcontest](http://bit.ly/ycwritingcontest)

**Note:** Winning essays for Question #217 will be published in the Sept./Oct. issue.

#### **Contest #219: Deadline September 27, 2013**

Describe a personal achievement that you are particularly proud of, and why. Be sure to discuss the challenges you faced in pursuing this achievement, and how you dealt with them. How did you change as a result of this experience?

### Free Summer Writing Workshop for Teens

Application deadline: May 10, 2013

This summer, from July 8th to August 15th, Youth Communication will hold its 34th Annual Summer Writing Workshop at our office in Manhattan, New York. Anyone ages 15 to 20 who lives within commuting distance is eligible to apply. Participants will get one-on-one mentoring from a professional editor, write and revise memoir-style and reported stories for both *YCteen* and *Represent* (our foster care magazine), spend time "on the street" as a reporter, go on field trips, and participate in the production of videos for our websites. For more information and to apply: [bit.ly/ycteenwrite](http://bit.ly/ycteenwrite)

### Free Mental Health Resource for NYC Middle and High Schools

The New York City Department of Health and Mental Hygiene is pleased to provide NYC DOE middle and high schools with a free multimedia public education mental health resource, the Teen Talk Kit (TTK). The Teen Talk Kit was developed for adults who work with teens in schools and provides information and resources designed to enhance instruction or small group learning as part of health class, health homerooms, guidance sessions, advisories, etc. Each school's Health Educator, Principal, Assistant Principal, Guidance Counselor, and SAPIS staff was mailed a Teen Talk Kit.

**Additional kits can be ordered by calling 311 and asking for a *Teen Talk Kit*.** You can also visit NYC Teen online at [www.nyc.gov/teen](http://www.nyc.gov/teen) to download resources found in the kit. Online, teens can take quizzes and polls and e-mail LifeNet for mental health support or questions. If you have questions or comments about the Teen Talk Kit, please e-mail DOHMH at [schoolprogramsCYF@health.nyc.gov](mailto:schoolprogramsCYF@health.nyc.gov) or complete the survey included in the kit.

**Free professional development opportunity  
from The New York City Department of Education (DOE)  
in collaboration with the New York City  
Department of Health and Mental Hygiene (DOHMH).**



## **FREE TRAINING OPPORTUNITY FOR HIGH SCHOOL EDUCATORS**

The New York City Department of Education (DOE) in collaboration with the New York City Department of Health and Mental Hygiene (DOHMH) is offering high schools a free professional development opportunity. For a limited time, the DOE and DOHMH are making available an on-line training course, *At-Risk for High School Educators*, developed by Kognito Interactive. The training aims to teach you how to **identify, approach, and refer students who show signs of psychological distress**.

### **Advantages of the training**

- Takes one hour to complete and can be done from any computer with internet access
- Tracks your progress so you can complete it at your own pace
- Doesn't take away from class time and can be done during a prep period or at home
- Comes with a certificate of completion once post-survey is done
- Comes with technical and programmatic support

**Accessing the course is easy! Go to <https://highschool.kognito.com/newyork> and click on "Access"**

**General Questions:** If you have any questions about this staff development initiative, please call or e-mail Scott Bloom, LCSW, Director of School Mental Health, Office of School Health at the DOE: 212 374-6846 or [SBloom5@schools.nyc.gov](mailto:SBloom5@schools.nyc.gov)

**Technical Support:** Log-In/Technical Assistance: Please address any login issues to: [support@kognito.com](mailto:support@kognito.com).

# Issue Review

This issue focuses on relationships.

## Stories English Language Arts teachers can use:

### **Lust + Respect = Real Love, pp. 3-4**

After a series of unhealthy relationships, the author meets a girl who challenges his negative views of women. He learns that respecting and showing support for a partner is what makes a loving relationship.

See *Lesson on p. 6 of this guide.*

### **Dating a Bad Boy, pp. 4-5**

Rosie's first boyfriend smokes weed and ditches her to be with his friends. She finally breaks up with him, but the experience taught her a lot about herself and what she expects from a relationship.

### **Am I Ready for a Relationship? p. 6**

The author, who has never had a boyfriend, develops a flirtation with a classmate, but struggles to open up to him about her expectations and boundaries.

### **Tiptoeing Out of the Closet, pp. 8-9**

Vanessa has always known she's gay, but worries about how her family will react.

### **The Forgotten B in LGBT, p. 10**

The author questions why there are so many negative stereotypes about girls who identify as bisexual.

### **Street Harassment Is No Compliment, pp. 12-13**

Margaret is tired of being harassed and ogled by men on the street.

See *Lesson on p. 10 of this guide.*

See the video [Street Harassment: Why Guys Do It \(4:51\)](#) at [bit.ly/streetharassment](http://bit.ly/streetharassment)

### **'Be Careful With Our Hearts,' p. 17**

The author writes a letter to her mother, who has a history of abusive relationships, imploring her to consider her kids before she gets too involved with the next guy.

### **Zero Tolerance for Violating Free Speech, pp. 21-22**

Margaret examines the damaging effects of zero tolerance policies on schools and students, and questions whether they are truly effective in helping keep schools safe.

*See Lesson on p. 16 of this guide.*

**Guitar Revolution, p. 22-23**

Jorge's guitar helps him explore different kinds of music and express himself when he feels misunderstood by the world.

**'I Don't': Why Marriage Is Not for Me, p. 24**

Julijana doesn't see too many examples of happy marriages in her family and has doubts about a couple's chances of achieving lasting happiness.

**Stories guidance counselors, college advisors, transfer school staff, GED instructors, and others can use:**

**Leaving My Abuser, pp. 14-15**

Craving love and freedom, the 16-year-old author gets involved in an abusive relationship that nearly costs her her life.

*See Lesson on p. 13 of this guide.*

**Words That Hurt, p. 11**

Peter's friends tease him for being short and slightly pudgy. He wants to let them know that their words hurt, but worries that speaking up will drive them away.

**Stories health educators can use:**

**SexEd: Opportunity, Not Shame, Can Prevent Teen Pregnancy, p. 5**

Elisabet thinks New York City's ad campaign to combat teen pregnancy perpetuates negative stereotypes about teen fathers, and that creating more opportunities for youth in poor neighborhoods would be more effective.

*See Lesson on p. 19 of this guide.*

**Leaving My Abuser, pp. 14-15**

Craving love and freedom, the 16-year-old author gets involved in an abusive relationship that nearly costs her her life.

*See Lesson on p. 13 of this guide.*

**Words That Hurt, p. 11**

Peter's friends tease him for being short and slightly pudgy. He wants to let them know that their words hurt, but worries that speaking up will drive them away.

# English/Language Arts Lesson: Text Analysis

## Reading Comprehension, Group Work, and Discussion

**Story to Use:** “[Lust + Respect = Real Love](#),” pp. 3-4

### Objectives:

- Students will understand the emotional impact conveyed through the story.
- Students will work in groups and employ communication skills to understand and analyze the article.
- Students will highlight textual evidence to support their claims.
- Students will build their critical reading skills.

### Materials:

- Worksheet for the Jigsaw activity.

### Vocabulary:

- Stable
- Provoke
- Literal
- Inflict
- Spiteful
- Idealize
- Cope
- Rebellious
- Studios
- Encounter
- Equivalent
- Escalate
- Console
- Leisure

### Before the Activity:

Write on the board the following quotation from the article: “I lost all respect for everyone’s feelings. This coldness built up inside of me.”

- Ask students to explain what impression this quotation gives of the author.
- Direct students to look at the language and the content.
- Who do they believe the author is?
- What expectations do they have of this author?

Explain that this article takes a very honest look at one person's relationship with and respect for women.

Explain to students that this author may defy some of their expectations. Like everyone, this author is multidimensional and you may be surprised by some of his experiences.

### **Activity 1: Reading**

Read the story as a class. Instruct students to take notes on the seminal experiences that have changed the author. Some students may empathize or be angered by the author's relationships with women. Ask students:

- Did the author's relationships upset or concern anyone. Why?
- Do you have sympathy for this author? Does his difficult home life give him license to behave how he does? Why or why not?

### **Activity 2: Jigsaw Activity**

Explain to the students that a jigsaw activity will push them to go into depth on one aspect of a story and know it extremely well, but by the end of the activity they will help each other to understand several different aspects of the story well.

Divide students into four groups. Hand out the worksheet. Assign each group one of the characters. They should discuss the impact their character on the author and then fill out their assigned row of the worksheet completely.

Regroup students so that there is at least one person from each original group in this new group. [The easiest way to do this is to count them off within each groups (for example, count off the group that is discussing the father from one up, then start again at one with each of the other groups. That way every group with have a 1, 2, 3, etc.) Finally you will direct each number to go to a specific place. This new group should have a member from each of the original groups].

In the new groups, students will take turns explaining the character they analyzed. At this point, students should be able to fill in the rest of the worksheet and ask questions where they are needed.

### **Activity 3: Discussion**

Bring the students back together.

Briefly, go over the entire worksheet to make sure everyone was able to fill it in and analyze each character.

Having more fully explored the relationships and how they built upon each other, ask if this changes their understanding of the author. How do the author's experiences affect his behavior?

Call on volunteers to share their findings and analysis with the rest of the class.

**Jigsaw Activity: “Lust + Respect = Real Love”**

	<b>What occurred in the story?</b>	<b>What effect did it have on the author?</b>	<b>What textual evidence supports this?</b>	<b>How does the author develop/grow from the relationship?</b>
<b>Father</b>				
<b>Mother</b>				
<b>Destiny</b>				
<b>Towanda</b>				

## Aligned with Common Core Standards for English Language Arts 9-12

### Common Core Standards for Reading:

#### Key Ideas and Details

- **RI.1** Cite strong and thorough textual evidence to support analysis of what the text says.
- **RI.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **RI.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### Common Core Standards for Writing:

#### Text Types and Purposes

- **W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

#### Research to Build and Present Knowledge

- **W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Anchor Standards for Speaking and Listening:

#### Comprehension and Collaboration

- **SL.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- **SL.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **SL.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### Anchor Standards for Language:

#### Conventions of Standard English

- **L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### Knowledge of Language

- **L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

# English/Language Arts Lesson: Expository Writing

## Reading Comprehension, Discussion, and Written Response

**Story to Use:** “[Street Harassment is No Compliment](#),” pp. 12-13

**Videos:** [Street Harassment: Why Guys Do It \(4:51\)](#) at [bit.ly/streetharassment](http://bit.ly/streetharassment)

Warning: This video contains some explicit language. While all the profanities have been edited out, some people might still find this objectionable. Please realize that the language is part of a real interview about harassment.

### Objectives:

- Students will reflect upon the normalization of sexual harassment in everyday life.
- Students will discuss and think critically about topical issues.
- Students will analyze mixed media to highlight and better understand the objectification of women.
- Students will write organized and support-driven responses addressing the topic of street harassment.

### Vocabulary:

- Inevitable
- Obscene
- Explicit
- Degrade
- Sexualize
- Objectify
- Leer
- Induce
- Motivate
- Nuisance
- Constitute
- Lewd
- Disorient
- Navigate
- Normalize
- Escalate
- Belittle

### Before the Activity:

First have students define “objectify” and “sexual harassment.”

Then, ask them if they have ever felt objectified or harassed. Describe how it felt. Have they ever objectified anyone else (peers, strangers, or celebrities)? How?

### **Activity 1: Reading**

Read the article with the students.

Ask students to highlight while reading any points or statistics that really stood out in the article. Keep track of the students' points on the board.

Ask students: What are the most compelling points the author makes about why street harassment is damaging?

### **Activity 2: Video and Discussion**

Before watching the video, tell students that they should take notes on any new perspectives that the video brings to light.

Warning: As stated above, this video contains some explicit language. While all the profanities have been edited out, some people might find this objectionable. Please realize that the language is part of a real interview about harassment.

Watch the video as a class: [bit.ly/streetharassment](http://bit.ly/streetharassment)

Ask students:

- What does the video show you about street harassment?
- What reasons do the men in the video give for why they harass?
- Does this change the way you see catcalling? How?
- What new perspectives does the video present?
- Does this change how you might react to your peers engaging in similar activities?
- One of the harassers says he doesn't think street harassment will ever stop. Some of the teens interviewed have different perspectives about that. Based on the reading and video, what solutions are offered, and which ones do you think would be most effective? Why?

### **Activity 3: Writing**

Ask all the students to independently write at least three paragraphs explaining 1) what street harassment is, 2) the ways in which it affects women and also men, based on evidence from the article and video, and 3) what solutions they believe would be most effective, based on those offered in the text and video.

## **Aligned with Common Core Standards for English Language Arts 9-12**

#### **Common Core Standards for Reading:**

##### Key Ideas and Details

- **RI.1** Cite strong and thorough textual evidence to support analysis of what the text says.

- **RI.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- **RI.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

- **RI.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- **RI.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Range of Reading and Level of Text Complexity

- **RI.10** Read and comprehend complex literary and informational texts independently and proficiently.

**Common Core Standards for Writing:**

Text Types and Purposes

- **W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- **W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

- **W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Anchor Standards for Speaking and Listening:**

Comprehension and Collaboration

- **SL.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- **SL.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **SL.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Anchor Standards for Language:**

Conventions of Standard English

- **L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

# Health Lesson:

## Responding to Domestic Violence

### Reading Comprehension, Discussion, and Written Response

**Story to Use:** “[Leaving My Abuser](#),” pp. 14-15

#### **Objectives:**

- Students will openly discuss the stigma and the effects of domestic violence.
- Students will attempt to empathize with the experience of a victim of domestic abuse.
- Students will speak respectfully about a topic that is highly charged.
- Students will learn to write and speak supportively.
- Students will provide feedback for their classmates and recognize their classmates’ achievements.

#### **Vocabulary:**

- Escalate
- Retaliate
- Intensify
- Insight
- Severe
- Irony
- Isolate
- Abandon
- Obscenity
- Promiscuous
- Interrogate

#### **Before the Activity:**

Ask students to name different kinds of abuse, and explain what they entail.

They may highlight emotional, sexual, physical, or psychological. These forms of abuse often are interrelated. Relationships depend on an emotional connection and that can be used to manipulate the partner and to justify abusive behaviors. People who experience abuse often are convinced that it is their fault; they believe that they asked for it or deserved that treatment, which is never the case.

Then follow up by asking:

- What does an abusive relationship say about each of the people in that relationship?
- Whose fault is it?
- Why do people often stay in abusive relationships for a long time?

- How can we identify abuse and help if we suspect someone is in an abusive relationship?

Explain to students that relationships can be very confusing. When a person loves his or her partner, they will often ignore upsetting or dangerous behaviors. It is never the fault of the victim in these circumstances. Yes, relationships can be difficult sometimes, but no one ever has the right to abuse another in any way.

### **Activity 1: Reading**

Before reading the story, explain to the students that it chronicles one person's experience in an abusive relationship. Ask students to notice signs of abuse in the relationship described in the story, and to take notes on this as they read.

Read the article as a class.

### **Activity 2: Discussion**

Explain to students that this is often a very personal issue for many people, possibly even some in the classroom. It is important to speak respectfully and supportively in order to help survivors of abuse to understand the abusive patterns of the relationship, and get help.

Ask students what they noticed while reading the story.

- Were there any warning signs?
- How might they have handled the situation (again, remember there are many different approaches and it is important to respect other's views)?
- If they saw a friend going through a similar experience, how might they respond?
- What would be useful to the author in this circumstance in order for her to be able to leave her abuser?

### **Activity 3: Writing**

Instruct students to imagine that the author is a friend who confided in them. Ask them to write a letter back to the author in order to help her lend their support to her. Remind them of the importance of using a respectful, supportive tone, as discussed. Tell them to reference a few things they took note of from the story.

After they have finished their letters, ask them to share them with their neighbors. Ask volunteers to share with the rest of the class the particularly persuasive, supportive, or thoughtful ideas or phrases that they heard.

- What made these comments stand out?
- What would be the most compelling way to convince the author that she had support to leave her abuser?

## **Aligned with Common Core Standards for English Language Arts 9-12**

**Common Core Standards for Reading:**

Key Ideas and Details

- **RI.1** Cite strong and thorough textual evidence to support analysis of what the text says.
- **RI.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **RI.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**Common Core Standards for Writing:**

Text Types and Purposes

- **W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Anchor Standards for Speaking and Listening:**

Comprehension and Collaboration

- **SL.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- **SL.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Anchor Standards for Language:**

Conventions of Standard English

- **L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

# Regents Practice: Reading Comprehension and Vocabulary

**Story to Use:** “[Zero Tolerance for Violating Free Speech](#),” pp. 21-22

## Objectives:

- Students will take an exam in order to analyze specific writing and assess an author’s tone and style.
- Students will improve skills needed to do well on the Regents reading section: Making inferences, identifying the tone of a piece of writing, recognizing key facts and the main point in a text, understanding the purpose of individual sentences, etc.

**Note:** The Regents English exam has a section that requires students to read a passage between 400 and 600 words long, and answer several multiple-choice questions.

## Vocabulary:

- Potential
- Preoccupy
- Criminalize
- Amendment
- Precedent
- Probable
- Paranoid
- Conform
- Convene

**Instructions:** Before the class, make copies of the multiple-choice questions and hand them out. Next, put these directions on the board or read them slowly: “Read the story. After you complete the story, begin the multiple-choice section. Read each question and all the answers. Then choose the best option for each question.”

**Answer Key:** 1-2, 2-3, 3-1, 4-4, 5-3

## Explanations:

1. While these are all potential viewpoints, the author makes it clear that she does not believe that zero tolerance is effective or community building. Conversely, she believes it is a derisive tactic that has its basis in an administrative politics (2).
2. The article touches on violence, but it never discusses second amendment rights (which would not protect underage students with guns, regardless).

However, it does talk about how the zero tolerance rules often abridge freedom of speech as well as the fourth amendment protection against random searches (3).

3. The author explains that by students working with faculty on discipline it opens the lines of communication (1).

4. To feel alienated means to feel isolated or estranged (4).

5. The author advocates for more open communication between students and school administrators. While she also mentions counseling services, that is not her primary suggestion (3).

## **Aligned with Common Core Standards for English Language Arts 9-12**

### **Common Core Anchor Standards for Reading:**

#### Key Ideas and Details

- **RI.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

#### Craft and Structure

- **RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

### **Common Core Anchor Standards for Language:**

#### Vocabulary Acquisition and Use

- **L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

**Regents Practice Question Sheet**

Name \_\_\_\_\_ Date \_\_\_\_\_

**1) According to the author, what is the purpose of zero tolerance in schools?**

- 1) It is a fear tactic to prevent any infractions from occurring.
- 2) It is a punitive measure that often has more to do with politics than safety.
- 3) It is a means of prevention of dealing with troublesome repeat offenders.
- 4) It is designed to promote a healthy and supportive environment for all students.

**2) According to the author, of which rights have the students been deprived?**

- I. Freedom of speech
- II. Right to Bear Arms
- III. Protection Against Random Searches

- 1) I and II
- 2) II and III
- 3) I and III
- 4) I, II, and III

**3) The author describes her own school's disciplinary system. What is the intended effect of this depiction?**

- 1) To demonstrate how important it is to give students a say in the discipline of their peers.
- 2) To show how badly a system can fail when zero tolerance is enforced.
- 3) To provide an example of a thoughtful and effective system that focuses on trust instead of fear.
- 4) To challenge the expectation that students need adult supervision.

**4) In the article the author writes, "If a student feels as though their school does not trust them or care about them, they will feel alienated." What does the word *alienated* most closely mean in this context?**

- 1) Different
- 2) Uncomfortable
- 3) Supported
- 4) Isolated

**5) What does the author believe is the best alternative to zero tolerance policies?**

- 1) Provide counseling and therapeutic resources to all students in order to identify psychological issues early.
- 2) Continue the system but institute a strike policy making it more lenient and able handled on an individual basis.
- 3) Develop further communication strategies between students and school administrators.
- 4) All of the above.

# Media/News Literacy Lesson: Teen Pregnancy Prevention Ads

## Reading Comprehension and Discussion

**Story to Use:** “[Opportunity, Not Shame, Can Prevent Teen Pregnancy](#),” p. 5

### Objectives:

- Students will analyze a provocative media campaign and explore its targeted audience.
- Students will speak individually to describe their understanding of the campaign will think critically about it.
- Students will develop thoughtful written responses to the article.

### Vocabulary:

- Campaign
- Prevent
- Controversial
- Stigmatize
- Misconception
- Psychological
- Legacy
- Subtle
- Denial
- Consequence
- Rational
- Mentor

### Before the Activity

Explain that every ad campaign has a target audience. (E.g., ads for high blood pressure/heart medications tend to target older people, which is apparent from the age of the actors in those ads.)

Show students the New York City Health Dept. posters preventing teen pregnancy, and ask them for their first reaction to the ads. You can see them online at [nyc.gov/html/hra/html/programs/teen\\_pregnancy\\_campaign.shtml](http://nyc.gov/html/hra/html/programs/teen_pregnancy_campaign.shtml)

Ask students who they think the ads are targeting (age, gender, and whether or not they are speaking to pregnant/parenting teens or teens without children). What evidence is there to support students' conclusions?

What do they think is the goal of the ads? Do the ads achieve that goal? Why or why not?

### Activity 1: Reading

Read the article as a class.

Instruct students to take notes on the different ways that the sexes are targeted in the teen pregnancy prevention ad campaign in New York City.

They should particularly highlight the ways they think the campaign is positive and how it is negative (based on outcomes, effectiveness, stereotypes, etc.).

### Activity 2: Discussion

Instruct students to go around the room and each share something they liked, something that they thought was effective about the campaign that the article explained. They should also address one criticism the author makes of the ads, and whether they agree or disagree with that criticism.

Keep a running list on the board. Students may repeat the same or similar items, but every student should take the opportunity to speak and add their thoughts on the piece.

### Activity 3: Writing

In the article, the author writes: “Denial plays a big role in teens’ decisions to have unprotected sex. The teen fathers I talked to said that, in the heat of the moment, they dismissed the risk of pregnancy...While the city’s ad campaign tries to get teens to think through the consequences rationally, passion is more powerful at the moment of decision.”

Ask students how an ad could be effective in reminding them to use protection in a moment of passion. How could an ad counteract the powerful denial that often happens in a moment of passion?

Have them brainstorm aloud as a class some slogans for their own ad that might combat this denial. Write the slogans on the board. Tell students to pick their favorite slogan and write a paragraph explaining why they think that slogan would be effective.

## Aligned with Common Core Standards for English Language Arts 9-12

### Common Core Standards for Reading

#### Key Ideas and Details

- **RI.1** Cite strong and thorough textual evidence to support analysis of what the text says.
- **RI.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **RI.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

#### Craft and Structure

- **RI.5** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

#### Integration of Knowledge and Ideas

- **RI.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

### Common Core Standards for Writing:

Text Types and Purposes

- **W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- **W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

- **W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Anchor Standards for Speaking and Listening:**

Comprehension and Collaboration

- **SL.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- **SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **SL.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Anchor Standards for Language:**

Conventions of Standard English

- **L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- **L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.