



# Tips for Teachers

A Guide for Using *New Youth Connections*  
in the Classroom

December 2003

## GROUP ACTIVITY

**PURPOSES:** Reinforce need for condom use. Reinforce idea that only no sex is truly safe sex. Reinforce how STD's are spread from person to person to person.

**Lesson:** Several stories in this issue are about sex, protection, and consequences. This exercise vividly shows how HIV (or other STDs) can be transmitted. After reading one or more stories, announce that you are going to do an activity.

**Materials:** Enough index cards for the group and pens/pencils.

Mark three of the cards as follows.

Place an "X" in the corner of one card. (This is the "HIV positive person.")

Write a C in the corner of one card (for condom use or safer sex practitioner)

On one card write DO NOT WRITE YOUR NAME ON ANY CARD AND DO NOT LET ANYONE WRITE THEIR NAME ON YOUR CARD (This is the "abstinent person")

d) Write "B" on the rest of the cards for birth control other than condom use.

Keep the "X" card for yourself.

Give the cards to the students. Tell them they have three minutes to walk around and get three other students and you, the teacher, to sign their cards. After they are done they should go back to their seat. (Do not

tell them at this time what the letters mean.)

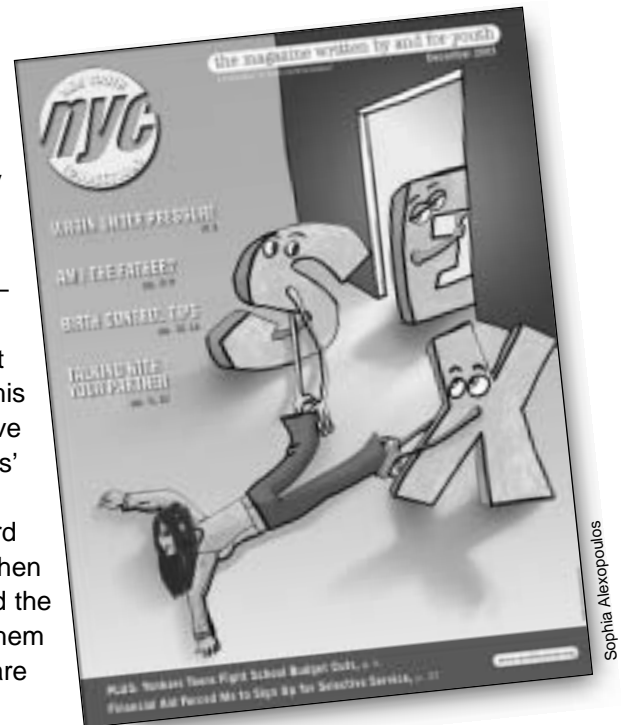
Tell the students that the X on your card means you are HIV positive. Remind them what this means. (If any student reacts strongly to your announcement—makes a sound of disgust or a nervous giggle—ask that student why they responded that way. This can be a good opportunity to have a short discussion about students' fears and attitudes.)

Read the names on your card and ask them to please stand. Then everyone still seated should read the names on their cards. If any of them have the names of people who are standing then they must stand. Continue with the process until all students are standing except the "abstinent person."

Tell the students that for the purpose of this exercise, writing their names on cards or having other people write sign their cards represented having sex. Everyone standing put themselves at risk of getting HIV by exchanging names with the teacher or someone the teacher had exchanged names with and so on.

Tell the student with the "C" card to sit down. Tell the class that this student had a C on their card which means they always used a condom

Ask your students to notice that one person did not stand up. The reason this student did not stand is because he or she was instructed not to allow anyone to record their name



on their card. He or she was playing the role of someone who is abstinent.

## Discussion points:

- How many people did the one HIV positive person potentially infect? Are they surprised?
- Is it hard to use a condom all the time? What problems may develop?
- In real life how does it feel to be someone who does not have sex? Do people give them a hard time?
- The teacher or facilitator should stress that in this game, you (the teacher) were in control of what role students would play. In reality, they are in control and responsible for the decisions they make.

Tips for Teachers is also available on our web site at:  
[www.youthcomm.org](http://www.youthcomm.org)

## Positive Change

In "Marked at Birth" p. 7, Cynthia Orbes describes how a facial birth defect affected her life until she was ten years old when an operation removed most of the unsightly skin tissue.

Ask your students to read the story and think about the parts of the story as they read: before the change, during the change, and after the change.

Writing idea: Assign your students to write about a "before and after" situation in their lives. They should choose an event which they think changed their lives for the better. Some possibilities include the birth of a sibling, getting into a healthy dating relationship, moving into a new apartment or neighborhood, coming to Amercia from another country, trans-

ferring to a new school, graduating from junior high, getting a job.

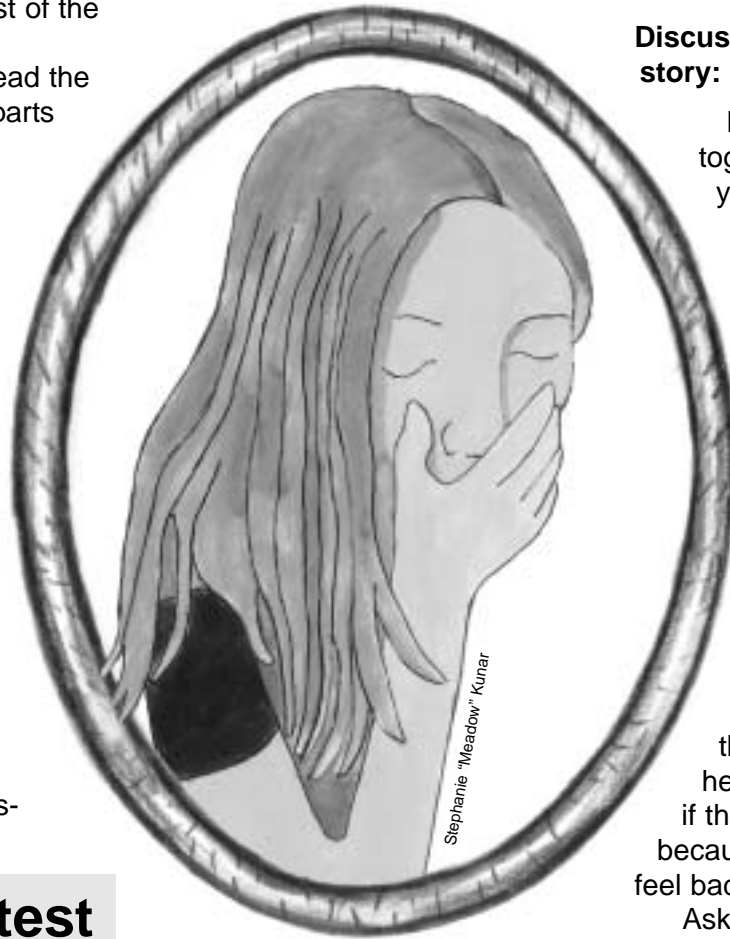
The before situation: Like Cynthia does in her story, ask them to describe one or two inci-

made her try not to act the same way toward others. To sum up their story, ask your student if they learned any lessons from their change experience which affects how they act now.

### Discussion ideas using this story:

If you are reading this story together in class or group ask your students to reread or focus on the section which is subtitled "Hiding My Feelings." In this section Cynthia explains why she did not press her mother to let her have the operation sooner. She did not want to pressure her mother who was already stressed. She also did not think her mother could do anything about it so why bother her? She states, "I just do not think that people should have to hear other people's problems if they cannot help them, because it will just make them feel bad."

Ask your students what they think of these explanations. Have they ever talked to someone about a problem even though that person could do nothing to help them? Do they think that talking to other people about their problems makes those people feel bad?



## Writing Contest

Encourage your students to enter this month's Writing Contest, which offers \$175 in prizes, p. 2:

**"If you could go back in time and change an event in your life, what would it be? Why?"**

Before your students tackle this, you might direct them to Cynthia Orbes's story on page 7 about how an operation which removed a facial disfigurement changed her life ("Marked at Birth"). There is a lesson plan for this story above.

**Deadline:**  
**December 23, 2003**

dents in their "before" situation which shows why they were unhappy or it wasn't working for them.

The change period: During the change, did anyone help them make the transition? What was hard about making the change? Again, ask them to describe one or two events during the change.

The after situation, part 1: Why were they happy after the change? Give two examples of how the new situation made them happier.

The after situation, part 2: Toward the end of the story (third from last paragraph), Cynthia writes that being tormented and stared at in pre-operation life has

**Tips for Teachers** is written for the bulk subscribers to *New Youth Connections* to help them use the magazine more effectively with teens in their classes and programs.

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## A Quick Way to Get Everyone Writing Letters to the Editor

We welcome letters to the editor and publish as many as we can. This is an easy way to involve everyone in a short writing assignment (and they may get the satisfaction of seeing their names in print). Writing letters can be an ideal “Do Now” exercise after your students finish reading articles in *NYC*. Use these prompts to get your students started (a few sentences on one or more of these points will be sufficient for a letter):

“I liked/disliked the article because...”,

“A point I really agree with in the article, based on my experience, is...”,

“A point I really disagree with, based on my experience, is...”

“A solution to one of the problems in this article might be...”

Depending on the age group you work with, an easy letter for this month would be one which responds to “Sex Now or Later” on page 5. This article contains six questions about being ready to have sex.

can’t make copies of the overview consider writing it or just read it to them.)

### Read this to your students:

**Overview:** You will listen to part of an article written by a teenager about how the U.S. government requires most young men to register for possible military service when they apply for financial aid to go to college. You will then answer some multiple choice questions. You will hear the article twice. You may take notes.

**Step Two:** Tell your students, “Now I will read the passage aloud to you for the first time.

### IMPORTANT NOTE:

Do not read the entire story. Read from the beginning and stop at the sub-headline entitled “Law Based on Discrimination.”

After reading the story once, say:

“You make take a few minutes to look over your notes. (Pause) Now I will read the story again.”

### Step Three: Multiple Choice Questions

After reading the article for the second time give them the questions on the next page.

Here are the answers to the multiple choice questions:

- 1) a 2) c 3) b 4) d 5) c
- 6) d 7) b

## Practice Lesson for Regents Exam Listening Section

Use story: “The Draft Trap” p. 23

What the teacher needs to know to use this lesson The Regents English exam has a listening section. A proctor reads the students an Overview (see below). The proctor then reads a passage to the students, *twice*, during which time the students can take notes. The students then answer some multiple choice questions.

**NOTE:** This lesson omits the report writing section of the Regents exam. It only contains the listening part.

**Step One:** Read the Overview



(Note: During the real test the students have a printed version of the Overview in front of them as the proctor reads the story. If you

# The Draft Trap

## Multiple Choice Questions

**Directions:** Use your notes to answer the questions about the story read to you.

**1) What is one reason the writer doesn't give for feeling uncomfortable about registering for Selective Service?**

- a) it might interfere with his education
- b) he doesn't believe in violence
- c) registering discriminates against men
- d) he might have to fight in a war he doesn't believe in

**2) The total annual cost of going to the writer's college school is about**

- a) \$5,000
- b) \$20,000
- c) \$12,000
- d) \$25,000

**3) During what decade did the original draft end?**

- a) 1960s
- b) 1970s
- c) 1980s
- d) 1990s

**4) What can the government do to a young man who does not register?**

- a) take away his right to vote
- b) have him thrown out of college
- c) enroll him in a community service program
- d) send him to jail

**5) Why does the government want every young man to register?**

- a) to make sure they receive financial aid from the government
- b) to keep track of where they live
- c) to contact them in case they are needed to join the armed forces
- d) to see if they are interested in volunteering for the army

**6) Why is the writer worried that the government might soon start "cracking down" on young men who do not register?**

- a) not enough young men are registering
- b) young men are receiving too much financial aid
- c) not registering is illegal
- d) the country is at war

**7) At what age are young men required to sign up for Selective Service?**

- a) 17
- b) 18
- c) 19
- d) any time between 18 and 25