

Quaker Shaker

Plainfield High School Plainfield, Indiana

Volume 5, Issue 10 -- May 2017

CLAY CREATIONS

*Freshman Morgan
Simmons creates
miniature fairy
landscapes*

- Sports leaders
- '13 Reasons Why' controversy
- Cornfields and crybabies
- Life after high school





Countryside MEADOWS

*NEW ENERGY WELLNESS, MOVING FORWARD REHABILITATION,
AUGUSTE'S COTTAGE MEMORY CARE, SKILLED NURSING
SERVICES, LONG TERM CARE, HOSPICE, RESPITE*

762 N. Dan Jones Rd.
Avon, IN 46123

317-495-7200



Washington

HEALTHCARE CENTER

New beginnings

Teens think about life after high school



Imagine a little girl in a red dress. All she wants in life is to sing; she will do anything to achieve that dream. When she grows up and enters her high school years, she joins the marching band and sings in various groups, building up her resume and dreaming every night of being on stage. Despite all of the people telling her it would never happen -- including herself -- she kept on dreaming and took risks to be able to go where she wants to go and be who she wants to be.

Enter senior **Allee Flanigan**.

Flanigan isn't one to shy away from a hard task. She will be attending Berklee College of Music in Boston this fall to study contemporary and R&B music. The school had a 32% acceptance rate during the 2015-2016 school year, which is about 4,500 students.

Flanigan acknowledges the hardship of making it into the college of her dreams, but she never once thought of backing down. "I was not expecting to make it on the first try at all. They tell you that only a small percentage of first time applicants will get accepted, so, it was kind of rough knowing that we spent all this money to fly to Boston and to get put up in a hotel there and to audition -- all the costs of that -- just to not get in. It was really awesome when

I got in because that was not to be expected," she said.

She explained that her entire life was spent working towards a good college. "It is really a combination of my life work," she said. "My entire life, I've been singing in different groups and doing different things with voice and performance. And it's all compiled up to be my audition at Berkley and then my acceptance."

Senior **Liz Bowman**, like Flanigan, will be transferring out of state for university. She will be attending LIM College in Manhattan this August. She agrees that taking the risks of travelling out of state for college is worth it in the long run. "I think it's really important for younger people to definitely get that worldly view and experience other cultures," she said. "To kind of say that, 'I realize that this person doesn't have clean water.' Or, 'I didn't realize this or that' because we like to be in our little communities. We kind of get into these little ecosystems where we don't really look outside. We don't look at people in Danville who maybe don't have it as easy as we do. And that's what, -- three miles down the road?"

Senior **Helen Dones** agreed. "I think it's important just so you can experience new cultures and ways of life that are different than what you get exposed to daily," she said.

Dones is planning on doing her traveling after college. "I definitely want to travel to places that I've never been to," said Dones. For Dones, staying in state for college is her plan, but she feels it will be a change nonetheless.

Of course, with change comes risks. Bowman feels that a life worth living is worth the risks. "I'm a risk-taker," she said. "I think it's highly important to take risks. Especially for me, since I'm a senior and I'm literally changing my entire life right."

She added, "When I get to the end of my high school days, I can look back at me going in and out of phases, the 'it's not a phase, Mom,' but

it totally is a phase. In two years, I'm going to be like, 'Why was I like that? Why was I ever friends with that person?' I think that taking those risks and doing things in the moment is my greatest triumph and my greatest victory. Saying, 'I'm going to do this right now because I need this right now.' And in two weeks, if I look back and think about why I ever did that, I can at say that I did it. I figured out it wasn't for me and that's all that matters."

Flanigan agreed that she wouldn't be where she is today without taking risks. "What is life without risks?," she asked. "What is success without risks? Risks are a necessity."

Story by Molly Trivett

"Traveling is a lot of fun.

You also get to experience new and different things. Plainfield is different from other places that I've traveled to because it's calm. The places I have traveled to are exciting."

Tarek Matar, 9



"I think it's important to travel because you get to meet a lot of new people and learn some new languages. For example, this summer I'm going to Europe and I will get to learn more about French and Italian cultures."

Neyven Garal, 10



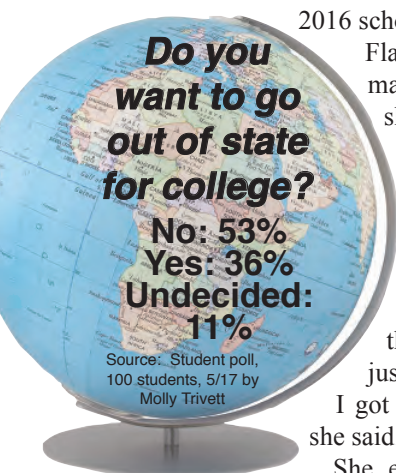
"I think that getting out of your home town and visiting different areas of the world can be really informative. I haven't been to that many places, but I have been to London, Eritrea and Virginia."

Yoval Solomon, 11



"I think it is important to travel because it lets you get a taste of how other people live. Immersing yourself in other cultures is very important in my opinion."

Emily Gist, 12



The
Coachman
Restaurant and Lounge

A Plainfield landmark for 28 years
- and still going strong!

6112 Cambridge Way
Plainfield
(317) 839-4545
thecoachmanrestaurant.com

CAUTION CAUTION CAUTION CAUTION CAUTION CAUTION



"I think driving under the influence is a bad idea. It's against the law and you should get penalized for doing so. It affects how you drive, therefore it could lead to getting into a car crash."

Emma Clark, 9



"When I think of driving under the influence, I think of under aged kids drinking and driving. I don't normally correlate drugs with driving under the influence. Doing something like that would possibly get somebody killed."

Sam Larracuenta, 10



"My first thought when I think of driving under the influence is alcohol. I think it's dangerous because when people drink, they're more out of it when they're drinking than when they're high."

Julie Lawrence, 11



"I've been driving for a year and a half -- usually about 600-700 miles a week. Anybody driving under the influence could determine whether or not I get home that night."

Ryan Lennox, 12

CAUTION CAUTION CAUTION CAUTION CAUTION CAUTION

Driving under the influence:

Alcohol, drugs can be equally as dangerous when driving

Driving under the influence is often associated with red Solo cups, kegs of beer and very bad choices. However, there is another type of driving under the influence not often talked about -- but, unfortunately, on the rise. In 2015, driving while on drugs was associated with more accidents than driving intoxicated, according to cnn.com.

Positive drug tests were more common than the presence of alcohol among the fatally injured drivers who were tested in 2015, said the same cnn.com report. Specifically, 43% of those motorists that died had drugs in their system (35% had marijuana, 9% had amphetamines and more than half of the positive tests were other drugs.)

Currently, there are no drug field tests comparable to a preliminary alcohol screening using a breathalyzer. Officers are trained to seek out signs of drug impairment, such as hallucinations, paranoia, dilated pupils, tremors, etc., but there is no definitive way to be 100% certain of the type of drug a driver might be under the influence of.

James Hedlund, an independent safety expert with Highway Safety North in Ithaca, New York, has a vast knowledge of the effects of drugs on driving. "Drugs can affect people in different ways," he explained in an interview with CNN News. "Some things make you super excited and some things slow you down. It's illegal to drive while impaired by drugs in the same way that it's illegal to drive while impaired by alcohol, and you just plain shouldn't do it."

Senior **Christian Mayo** had his own take on drugs and driving. "Driving under the influence (of drugs) may affect some people differently than others, but they still have a greater risk crashing into someone or something which could kill someone and/or themselves," he said.

CNN claims although the impact of alcohol has been studied for decades, drug impairment and driving has only recently begun to be studied. Russ Rader, spokesperson for Highway Safety, said in an interview with CNN, "Another problem, particularly with marijuana, is that people often combine the two -- alcohol and drugs -- so how do you separate them? Many officers are not trained to identify the signs and symptoms of

drivers impaired by drugs other than alcohol."

Senior **Kimi Haigler** explained that she understood why there has been an increase in driving under the influence of drugs. "Some people don't think logically and decide to be stupid," she explained. "One DUI is one too many. Drive safely."

Driving while intoxicated -- whether after consuming drugs and/or alcohol -- is a serious crime. According to alcoholrehabguide.org, it takes roughly 30 minutes to two hours for alcohol to be absorbed into a person's bloodstream. During this time, one's breathing may slow down and his or her cognitive skills may be delayed. "Drugged driving" results in similar outcomes, but experts agree more studies need to be done to determine how to gauge the intoxication level of a person under the influence of a substance.

While both are dangerous, according to Officer Bruce Felix, people driving under the influence of alcohol are easier to spot than those who are driving on drugs. Felix noted that if a person saw someone they suspected of driving under the influence the first thing they should do is "get out your cell phone and call 911."

Story by Taylor Wise



Photo illustration by
Alyssa Franklin
Source: madd.org



Consultant Sherri Curl
Tupperware



<http://sherricurl.my.tupperware.com/>
(317) 503-2334

Fight for first place in classroom

Competitive edge

That familiar catchy music and interesting player names are all common for the classroom's newest trend; games like Kahoot! and Quizlet Live are bringing an interesting twist to class reviews. These are often used before a test to help students study; however, review games in class can sometimes alienate introverted students. The argument about balancing the use of competition in classrooms is a growing one, fought by shy and outgoing learners alike.

"Some students are just not as involved," said sophomore **Kaitlyn Ashmore**, a shy student not as fond of competition as her classmates. "They don't get as much help from competition," she added. For Ashmore, who doesn't feel comfortable participating in competitive environments, the solution comes from the teachers balancing it out. "I think [teachers] can make it not as much of a race [to get] the right answer."

For example, freshman **Macey Emberson** thinks competition is one of the best ways for her and other outgoing students to learn.

"I think playing the games helps my memory," Emberson said. "I just memorize questions on the game." Emberson also believed that – while competition might exclude shy students – it was more of a benefit to kids because of the fun factor. "[Competition] helps more," she stated. "I wouldn't want to learn without [it]; I'd want to learn less without games. It [could] harm [shy students] if people get too competitive," Emberson explained. "But it [also]

helps students participate more with the games."

That balance of competition – an equilibrium where outgoing students and the typically shy, alienated ones can learn on their own terms – can be hard to keep balanced. For German teacher **Susan Ament**, individually helping the overwhelmed students during a competition can relieve stress. "If I know kids who specifically just don't get anything out of it, or don't feel comfortable doing it, I will allow them to study on their own," Ament said.

"The power of competition's effect makes its use very tempting. Little else gets a group of young people energized than competition."
John Schindler,
Cal State LA

"There are remedies that you can use and ways to get around [to help] kids." For Ament's class, review games make up a bulk of in-class review; this competition helps some kids, but alienates others that are less willing to participate.

"For the most part, [review competition] helps students," Ament said. "If they enjoy the game and like it, they're still learning something; I think they're more apt to retain it."

For all students, reviewing for tests is a necessary part of their academic life, whether that means participating in review games like Kahoot! or filling out review packets by themselves. Most teachers are beginning to conform their classrooms to engage all students, whether they are shy or outgoing. "I think [competition] outweighs the negatives of people who don't like the competition or don't like to participate," Ament said. "There are ways you can [help shy students]. I think there's more who would prefer to do some sort of game like that than not."

Story by Jack Estes and Kayla Mays

To the TOP

We the People team finishes 4th in the nation

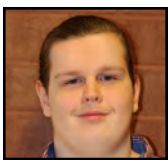
National finals: the ultimate competition for the students in the We the People class. Beating all odds with their hard work and attaining the wild card necessary to succeed, they have earned the fourth place in the nation on Capitol Hill. Senior Maddie Richmond, a student of the We the People class, talked extensively about the sheer roller coaster of emotions she felt while on this one-of-a-kind experience.

"At first, we went to District; we made it to State on a wild card – so we almost didn't make it to State," Richmond said. "I didn't honestly think we were going to make it; then just to find out that we got the wild card and were going to Nationals – it was crazy," Richmond said. "We were all crying and hugging each other; it was one of the most memorable nights in my life."

Richmond and her classmates felt confident yet nervous about their upcoming hearing. "We got to go to the Oversight Committee and had our hearing on Capitol Hill," Richmond said. "It's really cool because we made it to the Top Ten." She – along with her classmates – were very nervous; they were finally announced ninth, which was a breath of relief for the stressed students. "We got our picture taken," Richmond said. "[It's] hanging up in Mr. Cavanaugh's room." After this initial relief, they once again became nervous as they began their final hearing: their chance to come home as champions.

"All we wanted was ninth place," Richmond said. "We ended up getting fourth place." She then stated that, every time a judge would announce a team's place, she and her class would get more and more anxious. "We were all a team, and we all wanted to do well for each other. I wanted to do well [to] make my parents proud, but I wanted everyone else in the class to do well, too." She expressed her emotions about the whole endeavor as being like a roller coaster with a great ending, and it certainly was. "We did it as a team," Richmond said. "We all had to work hard and we all had to do our best."

Story by Jack Estes



"I think competition does affect how students participate in class, but not in a negative or positive way. For some students, I feel like

it helps them because they want to work harder to do better than others."

Robert Rahr, 9



"I definitely have to say that competition is a big deal in the classroom. The competition encourages outgoing kids to be

with each other and be against each other, but it'll have the opposite effect on the more introverted students."

Barrett Noggle, 10



"I think that outgoing students would [more want to] participate. Shy students would be less likely to participate

because interaction is involved."

Larissa Freeman, 11



"I think competition affects students' participation in class because a student could feel inferior to others. They might think

they will be looked down on because of their responses."

Rachel Bahr, 12

6 Academics

Miss Lydick,
I wanted to thank you for all the things you have done for me throughout my high school years. From soccer, to being your TA, helping me with my math homework and even church camp (CM), you have helped me with so much. It feels great to have a teacher I know I can go to for anything. Whenever I was having a rough day, you would always say something funny to cheer me up. I'm going miss coming down to your room in the mornings and hanging out and passing you in the hallway and saying hello. You have helped me with so much these past couple of years, and I can't thank you enough.

Sincerely,
Lexi Kavanaugh

Dear Mrs. Clark,
Thank you so much for three wonderful years of physics. I have truly enjoyed my time in your classroom because you make learning physics so fun. Your students know that you are dedicated to helping them succeed in every way possible because you always take the extra time to explain something and you are very approachable. I appreciate all the extra time you have spent this past semester teaching me AP Physics out of class and I can't even begin to express my gratitude for the opportunity you have given me. You are a special teacher whose lessons will follow me through college and through life. Thanks for everything Mrs. Clark!

Sadra Ahmad, 12



WHAT WE LIKE ABOUT YOU ...

Seniors express appreciation for influential teachers



Mr. Pearson has helped me become the person that I am today through football. He and Coach Woodard taught me life lessons that I will remember and use for the rest of my life. I will always be thankful for what he has done for me during my time here at PHS.

- Tyler Marks, 12

I, along with countless other students, would like to thank Mr. Peters for his dedication to a holistic approach to education. Mr. Peters has made a commitment to his students that extends far beyond the classroom, and it has resulted in personal success in multiple aspects of my life.

Thank you,
Eric Horsting, 12



**National Domestic
Violence Hotline:**
1-800-799-7233

Self-Harm Hotline:
800-366-8288

'13 Reasons Why' controversy: *Is the show's message positive or negative?*

Suicide is a difficult topic to address -- especially when the subject involves high school students. Information can be misleading, and cause more harm than good. According to WTHR.com, Riley Children's Hospital emergency room treated more potentially suicidal children in the first week of May than it did in the entire month of May last year.

Though causes for the increase are unknown, the rise in hospital admittance could be due to the increasing popularity of Netflix's newest original series *13 Reasons Why*. On the other hand, some feel the series could be helpful by depicting the truth behind tenagesuicide.

The show is based off the original novel written by Jay Asher, in which a teenage girl commits suicide and leaves behind tapes for the people who hurt her.

The show has taken many by surprise with the graphic descriptions of what happened to the main character Hannah and her peers.

Interest in the show among teenagers seems to be caused by the honesty of the series. Sophomore **Elizabeth Van De Voorde** explained why she thought the show was popular.

"It could be someone at our school," said Van De Voorde. "People also want to hear the back story. They might expect a huge family [issue]. In reality, it is just a bunch of kids being mean to a girl."

Student Assistance Counselor **Christa Detzel** shared why she believes the show has sparked teenager's interests.

"A lot of youth connect to those feelings of hopeless, desperation, being overwhelmed and depression," said Detzel. "They [realize] other people feel that way. My hope is that kids see it and think, 'I don't ever want to put my family through that.'"

Detzel added that parents should become aware of the show due to its popularity



and use it to better communicate with their children.

The reason that the show is embroiled in controversy is that some viewers believe it may be helpful for teens to see how it portrays suicide and open up dialogue with parents and adults about the topic, while others feel that the overall message is a glamorization of suicide.

"Watching a show about suicide does not cause someone to go out and commit suicide," explained Detzel. "They were already thinking about it." She added the controversy may be due to the fact most parents are not aware of the series and she hopes that parents see the need to engage conversation with their children.

After watching it, Van De Voorde expressed her perspective. "It makes people more aware of suicide," she said. She added that she thought the message behind the series was the need for teenagers to consider how they treat people. "You need to be careful what you say and do to people," she explained. "Nudging someone in the hall or pushing their stuff down can lead to a whole different problem."

Junior **Payton Moulder** also feels that the message was for teens to consider how they treat others, but he felt that it lacked resources for students who were struggling with mental health issues themselves.

"It didn't give me anything to do if I was put in that situation," said Moulder. "If someone I knew was contemplating suicide, I would probably alert the school, or just let them talk to me if they needed to, but I didn't learn anything about how to handle it from watching the show."

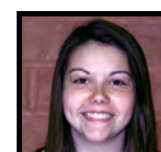
He added, "If anything, the show tells people how devastating suicide can be to the people around you. The effect that Hannah's suicide had on her parents and her school is massive and should serve as a sort of warning to students."

Story by Kyra Howard

"Personally, I think [people] shouldn't look at it as glorifying suicide. I think they should look at it and ask themselves how they could help and how they could do something to help."



Brooke Starks, 12



"I think that *13 Reasons Why* has both a positive [and

negative] effect on teenagers. I think a positive side to it is showing that if you think killing yourself is the solution to your hurt, there are many people out there that care so much about you."

Megan Black, 11

"*13 Reasons Why* changes people's view on suicide. It does this by



showing how you never know when someone could [feel] like that. You may think things are funny, but the person who gets hurt doesn't."

Logan Reams, 10



"It shows [teens] the seriousness of their actions toward other

people. [People] will think about what they say to others and take into consideration how others feel."

Logan Nus, 9

**If you or someone you know needs immediate help,
you can text 'home' to 741741.**

Cornfields ... and crybabies?

Despite expert claims that Indiana is the 4th most miserable state, teens seem relatively happy living in the middle of the Midwest

Indiana: Home of cornfields, basketball, racing, 4-H fairs, tenderloins, sugar cream pie, hot summers and friendly neighbors. What's not to like about that?

Apparently, plenty.

According to a story featured on WRTV6, Indiana is the 4th most miserable state in the nation, ranked below West Virginia, Oklahoma and Kentucky. A poll conducted by 24/7 Wall Street ranked Indiana low in every category of well-being: a sense of purpose, social life, financial health, community pride and physical fitness.

Junior **Payton Moulder** has lived in Indiana his whole life. He plans on going to college at Indiana University in Bloomington, but then heading out of state. "There are more opportunities away from here," he explained. "I want to live in a place like Seattle or Colorado because they have weather that I like (cold and rainy). It gets too hot here in the summer. Plus, there are bigger cities and more things to do."

After using data from a survey of 177,281 people by the 2016 Well-Being Index, along with scores in multiple areas to

**Do you
think Indiana is a
miserable place to live?**
NO: 84%
YES: 16%

Source: Student poll, 100 students,
4/17 by Molly Trivett
and Abi Postma

measures all 50 states by their well-being, the results showed 31.3% of Hoosier adults are obese and nearly just as many of them smoke. The data also shows that Indiana is one of the least-educated states with only 24.9% of adults having at least a bachelor's degree.

Another factor that the survey took into consideration was average income. Indiana was reported to be below the average, which is a possible cause for the low ranking that the state received.

For sophomore **Lexy Hacker**, Indiana has also been home for her entire life. She plans on attending Purdue University in Lafayette and leaving the state after graduation; however, she plans on returning to the state after she travels a bit to settle down and have children. "The school system is really good and the community is very accepting, which is one of the reasons that I want to come back and raise a family here in Plainfield," said Hacker. "I disagree that Indiana is miserable because I feel like there are a lot of positive people here. I like Indiana. I don't know anywhere else, but it feels safe to me here."

This semester, student teacher **Tess Tazioli** joined the high school choral department from Depauw University in order to gain hands-on experience in music education. Originally from a northwest suburb outside of Chicago, Tazioli recently moved to the Hoosier state in order to go to college.

"I would say there is not a major difference between my childhood home and Indiana, but I do notice a [little bit of] difference," she explained. "A city as large as Chicago offers a lot more things to do on the weekends, at night or after school. There is definitely a lot more culture there."

Junior **Mary Nahlen** said she can understand the rank Indiana received, but she sees positive facts in what other people might think are negative reasons. "I can see why others can think of Indiana as one of the worst states to live in, but that's what makes it unique. I like the cold winters and the rainy months of March and April, and even the summers are a delight with nice evenings," she explained.



LAUGHING IT UP at lunch, juniors Alyssa Laser and Indra Peters don't seem miserable as they entertain their tablemates. "Indiana can be miserable because of the weather," said Peters. "It can be rainy and gloomy for full weeks at a time." Photo by Alyssa Franklin

Indiana is indeed one of the few states that goes through all four seasons and the transition from season to season is a favorite aspect of many Indiana residents.

Although Nahlen isn't alone when it comes to her opinions about Indiana being a nice to live, sophomore **Alyx Suiter** is one who firmly believes that Indiana is in fact, the fourth most miserable state. Suiter believes that there is nothing of interest offered here in Indiana for her. "I do think it's boring here," said Suiter. "When a place doesn't have things that I like, I consider it boring. I don't know if anything can [make Plainfield less boring]."

Though some may consider Indiana "boring" like Suiter, others may see it as having less things to worry about, like crime and dangerous situations. This makes Indiana a strong draw for people wishing to raise a family in a safe place and explains why many people choose to stay in Indiana rather than locate elsewhere.

It's not a secret that Plainfield High School has graduated generation after generation of families. Many teachers who graduated from Plainfield have returned to their alma mater as educators -- from 1986 graduate **Carrie Farris** in the English Department to 2010 graduate **Jamie Lydick** in the Math Department.

"When I was in high school thinking about my future, I never saw myself permanently settling outside of Indiana," said Farris. "Almost my entire family lives here and being close to them was and is important to me. Also, the thought of teaching anywhere but here in central Indiana never crossed my mind. I received a great education here and wanted the same for my children."

Despite being ranked as "miserable," on one particular survey, most residents of the state don't see themselves as miserable. In fact, one thing they can claim they are known for is their Hoosier Hospitality -- "Hoosiers pride themselves on being polite," according to a Fox 59 report.

Farris agreed: "You don't meet more friendly people than Hoosiers."

In fact, helping each other out seems to be a hallmark of many Hoosiers' characters. The closeness that families have resemble the way students think of friends, teachers and other adults they spend time with.

"Everybody in the community comes to the athletic events and works together to solve problems," said sophomore **Cade Ritter**. "Being close to people gives you motivation."

This is a trait that many outsiders observe in their interactions with Hoosiers. As a non-native, Tazioli noticed both similarities and differences between her big-city upbringing in Illinois and teens in a medium-sized town in Indiana. "It's strange because I thought that people in Indiana would be a lot different from me before I came to Plainfield High School," she said. "But now that I've gotten to know the kids, I realize that it's pretty similar. The one thing that I would say that I've noticed is there's a lot more pride; students are a lot more proud of who they are."

Nahlen noted, "Indiana may not be suitable for everyone, but it's my home."

Story by Maggie McGuire, Abi Postma and Molly Trivett



"I would rank it in the 40's because I love Indiana. It's really modern and urban, but then you can drive and it is still country and all pretty with fields and stuff like that. I enjoy the weather because it's a pleasant surprise. When it's really cold and then the next day it's really warm, it makes it fun."

Brooklyn Smith, 11



"[I would rank Indiana] a 30. I don't think it is that bad. [I think it is because] there is not much going on. We really don't have to worry about anything. And there are not that many awesome places to go, but there are still fun places to go. I don't mind the weather. Maybe [people don't like Indiana] because of what people have heard or people just don't like living here."

Patrick Groesch, 12



"[I would rank Indiana] a 25. I mean it's not super bad; we have good schools. I don't think there is anything super bad about Indiana, but there isn't anything super good. We have a good educational system."

Reece Leverenz, 10



"Based on Plainfield alone, I would say on a scale of one to ten, it would be a seven or eight. Indiana has the highest teen suicide rate, so I would say we have a pretty high depression. People get rude and say mean things, which leads to bad things. I haven't witnessed [bullying] but I know it's here."

Alex Westfall, 9

10 Athlete of the Month

Braden Feltner



"Baseball is important to me because helps me get through a lot. I can release anger and it brings me a lot of happiness. If I am having a hard time with something, I can always fall back on baseball.

In the future, I hope to see myself on the varsity baseball team. I am playing well right now on both sides of the field. I hope to be able to keep this level of playing up and continue to play at the same caliber for the rest of the season. I am very blessed to have the supplies and equipment I have.

I am just happy to come to play baseball with some of my best friends every day. The role of a coach to a player is to teach a player what is right and what is wrong. The game of baseball is endless with certain plays you must make in a certain situation, so a coach is to explain what you did wrong and tell you what is right and how to improve from the last time. The coach is a huge part of a player's upbringing because he, in a way, can shape a player's path to the next level. Teammates provide a huge support when in games. They can either build you up in a game, or they can break you down."

Braden Feltner, 9

"Braden is having a very successful year and putting up the stats of someone who can be a major contributor in the program. In addition, he had to make sacrifices for the good of the program. He is playing out of position -- because that is what his team needed him to do.

He is excelling and helping the team in more than one way. I see Braden possibly being a varsity contributor next year and if he continues to develop and grow physically and mentally, I could see him playing in college or beyond.

Braden plays basketball as well and with the rigorous schedule they have in the winter, it is difficult for him to get baseball work in. He was behind a little at the start of the season, but it seems the rust is wearing off."

Jeffery McKeon, coach



"He contributes [to the team] by always bringing a positive attitude to the team. He always encourages us to do our best. Overall, he's a good guy on the field and off the field. He has been a good friend and helped me and the team during tough times."

Paul Durrell, 9

KEYS TO *SUCCESS*



1 Attitude

"Attitude is important in all sports, but in baseball, it can determine many things. It can determine how many times you go up to bat or it can determine how you play on the field and how you treat other people."

2 Confidence

"It is important that you are going up to the plate thinking you are going to get a hit or hit a home run. I always remember what Babe Ruth said, 'Never let the fear of striking out get in your way.' I always keep this on my mind during a game and it hasn't failed me yet."

3 Failure

"I think this is an important word because you always learn from failing. There is no way to get better unless you fail to win against a better team. Then, you can realize what you need to work on. So, unless you fail, you will never reach your full potential."



Sports, clubs allow students to hone leadership skills

Leading by example

When an unbelievably big obstacle looms in a person's path, it can almost seem impossible to defeat. That is where the greatest leaders step in to advise and lead; good leaders are the ones who can teach the failing, inspire the lost and bring up the fallen. For students, a great leader is usually one who has changed his or her life for the better and inspired them to lead others. Sharing the ideas of what a leader truly is and what makes a great leader can potentially inspire others to help others and become an admirable leader themselves.

For those who have been accomplished leaders, they can express well-versed ideas of what a good leader is and what qualities they should have.

Junior **Dylan Miller**, a member of the Interact Club who intends to become club president next year, opened up on what he believed were important qualities to have in a great leader. "Everyone should be able to believe in them and [they should be] good at communicating and problem solving, too," said Miller. "I believe they should be able to take charge in situations, even if something goes wrong, because something always goes wrong." Miller then described why he enjoyed being a leader and how it allowed him to help others. "I enjoy being in charge and I like being organized, which I think is really important," Miller said. "I see ways I can improve things and I try to make changes in order to make things better for my classmates." He also believed that good leaders should be confident in themselves and made sure to take into consideration the feelings of other people.

Junior **Jamie Lautenschlager** is also someone who takes the lead and participates in many school sports and clubs. She agreed with Miller and thinks that communication skills are important for a leader to have. However, she thinks that even if a person was not captain of a team or president of a club, that person could still be a leader to those around them. "I think it's important to set a good example to the people around you. If you set a bad example, people aren't going to realize that what you're

doing is bad, but they're going to follow you," she said. "I always try to do a little better and overachieve so people have someone to look up to and strive to be like." Lautenschlager also explained how she thought that a person did not have to be born a leader in order to become one eventually. "Some people are just more extroverted, but I believe that everyone has the ability to take the lead in something," she said. "You can start off by doing little things that make you stand out and show leadership. I didn't always consider myself a leader, but I've tried to get out of my shell and I've found that involving myself helped me. I joined a lot of clubs in high school and met a lot of people. This helped me get out of my shell and I started to feel more and more comfortable in my own skin. I think I was just ready for something different, since I was always really quiet as a kid. I really came out of my shell and gained confidence in high school, which really helped in a lot of things."

No matter what one's interests might be, there is always a club or sport that they can join along with their peers. For both Lautenschlager and Miller, they found themselves to be leaders in different clubs in the school, but for sophomore **Luke Smock**, being a role model comes easily in sports. "I think personally, it's been easy for me to take the role of leadership sometimes in some sports teams," said Smock. "If you play a lot and if the people on the team like you, it's easier to become a leader. You have to be fair and honest as a leader, and no one should be able to point out any mistakes that you make." He shared that he has always done the best that he could, especially in baseball and always hopes that people will follow his lead. He also shared that he liked the feeling of being looked up to. "Other people look up to you," he said. "To me, it feels nice to know that other people respect me and look to me as a role model. I look up to Tim Tebow because he's been cut from many teams, but he still keeps going."

Whether it is with sports or clubs, many students find opportunities to make themselves leaders amongst peers. Even if it's for the proud feeling of being looked up to or to help people become more social, being a leader has more benefits than it may seem at first glance. Although they might not have official roles of leadership in the school, there are many students that are always there for advice and inspiration.

As Miller put it, "There are a lot of students in the school who are great examples of good leaders and they do a lot of things that I think will influence students in a good way."

Story by Anu Nattam

"I don't really consider myself a good leader, but I think a lot of good things could come out of being one. People learn to be more organized and disciplined, which I think is something that someone will use for the rest of their lives. I personally think that everyone has it in them to become a leader and take the lead in something."

Mason Griffin, 9

"I think it's not necessarily being a vocal leader that matters most, but instead being able to lead by example is something that I think is cool. Younger kids -- or even your peers -- can look up to you through your habits and your actions. Putting in effort and going the extra mile is always a good thing to do and will result in people thinking that you are a good example to follow."

Davis Gellert, 11

"Being a good leader means being a good example to other people, and being someone that other people go to for guidance. I think communication and people skills are really important, too."

Sarah Buschman, 10

"I would have to say that being a leader means you are always willing to help other people. You try to inspire people and make sure they are the best they can be. I know on the swim team I had to be a leader along with the other juniors and I know that I had to motivate them and make sure that everyone's issues were addressed."

Rachel Graves, 12



Headquarters Barber Shop & Family Hair Care

**100 East Main Street
Plainfield
839-9734**

Monday through Friday - 9 a.m. to 6 p.m.
Saturday 8 a.m. to 2 p.m.

Annoying and in your face: Celebrity endorsements taking over everywhere

Katy Perry sells H & M.

For Gwen Stefani, it's Urban Decay make-up.

And who could forget about Serena Williams and Gatorade ... OPI nail polish ... Nabisco crackers ... Tampax ... Beats ... Delta Airlines ... etc...

Celebrities have increasingly jumped on the endorsement bandwagon and are trying to persuade consumers to purchase everything from deodorant to designer watches. Taken in by their popularity and "love" of a particular product, buyers can throw common sense out the window and end up buying products they don't want, simply because a famous person told them that they just *had* to have it.

Even teenagers can come under the spell of celebrity advertisers. Take sophomore **Kobie Fellure** for example. "[I see] just about everything: drinks, food and sportswear," Fellure noted regarding the products he sees being pushed by famous icons. He feels that this practice benefits the business or company. "[To use celebrities] is a good way (to sell a product) because everybody knows who they are and it just promotes it so more people can see what it is," Fellure explained. Indeed, using celebrities as the face of a product has worked well since many people look up to them.

In another example, junior **Emily Muller** looks up to singer Harry



SAMANTHA WEBBER
PHOTOGRAPHY
Serving Indianapolis & Beyond

www.samanthawebberphotography.com
@samanthawebberphotography

"I think celebrities are famous because so many people look up to them. They are famous because of their popularity, so that's why you would look up to them for advice on what you wear and get."



Myka Williams, 9

"If it's an athlete that is trying to sell something that's not related to their sport, I'm not going to pay any attention to it. They are richer and we aspire to be like them, though most of us won't be. The clothes we wear and the activities we pursue are shaped by what they say."

Darin Weiss, 12



"If they are tagged in the picture I will go to their profile and see what they sell and if they have cool stuff, it gets me interested. If I want to know more I can go to their website if it is in their bio, too."

Colin Dorsett, 10



"Advertising hasn't really influenced me. I don't really fall to the temptations of advertisement like that, so it doesn't really affect me. I haven't bought anything that someone has advertised."

Alexis Jones, 11



Styles and would definitely consider purchasing a product he endorsed. "I really like the way he views the world, how he views the media and how he treats his fans," she said.

When celebrities who advertise are well liked, the success of the products they promote seems to boom. Companies big and small alike use celebrities to help grow their businesses. "I think that a lot of people look up to celebrities because they like what they do and they want to be similar to them," Muller added.

When people see a celebrity or popular icon they look up to advertising a product, chances are they are more likely to purchase that product. Celebrity endorsements have many positive effects on the celebrities, companies and the consumers, but there are negatives that come with these endorsements.

From the advertising itself to decisions made by either the celebrity who was endorsing the product or just the company, the deal could go wrong in many ways. "It can go both ways, I've seen celebrities fall down and then they aren't as good as you want them to be and then other ways they strive past that," said Fellure.

In a recent event, Kendall Jenner appeared in a Pepsi commercial. The goal of the commercial was to promote peace and unity among people during a vulnerable time in the country. This theme was not conveyed well to consumers, and backlash was received by both Jenner and Pepsi. After the negative reaction from viewers, the ad ended up being pulled. Events such as this can cause a downhill effect for both the celebrities themselves and the company doing the advertising.

"I think that a lot of people look up to celebrities because they like what they do and they want to be similar to them."

Emily Muller, 11

Fashioning clay into creations

Aspiring artist freshman Morgan Simmons shapes her destiny

Drawing a straight line or coloring inside the lines of a coloring book is a challenge for those who are not artistically gifted.

But, for freshman **Morgan Simmons** art comes as a sixth sense.

Simmons was first introduced to clay at the age of five and has taken her passion for artwork to the next level. Simmons knew she was going to be an artist when she made a clay bowl in second grade. "I know it sounds really cheesy, but I remembered telling myself I wanted to be an artist on that day," she explained.

Getting her artistic abilities from her farther, she said that she was inspired by him to take art seriously; thus, began her journey into the art world.

Simmons, who prefers to work with clay and experiment with oil pastels, noted, "I really like oil painting because they can look really abstract and still make sense at the same time." She also explained how she gets really creative with clay. "I will go to antique shops and get teacups to make clay fairy or elf babies, then I will put moss inside of the teacups and lay something in there that corresponds with the object."

Fellow freshman **Brianna Surrack** has had a few classes with Simmons and appreciates her artistic abilities. "Morgan is a very kind person and shy, but once you've known her for awhile, you get to know a lot more about her and see where she gets these creative ideas from." Surrack also noted that Simmons is very talented when it comes to working with clay. "I could see her becoming famous with her ceramics because she is so gifted and creative," added Surrack.

Many young artists try to imitate past masters, but Simmons likes to go her own way when making her favorite fantasy and dragons types of work. "I like making dragons and stuff because they [dragons] are awesome," she said. "The best thing about dragons is that they can be as scrawny and little or as big and mean as you want. When I make my dragons, it varies on the message I'm trying to send. The cool thing about dragons is that there is no definite physical thing that defines Dragons."

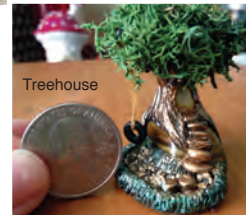
Working in her favorite medium -- clay and ceramics -- can be both enjoyable and frustrating for Simmons. "The physical shaping of the clay is pretty relaxing to me; I can get spaced out and get in my zone.

But, if something isn't going the way I want it to, I can get pretty angry with myself," she explained. "However, I try to stay calm and think of another way to make the object and still be proud of the finished piece."

Her pride in her work has resulted in Simmons wanting to possibly sell her pieces -- but, she admitted that she is a little on the shy side when it comes to promoting herself. "There is not really an easy way for me to tell people that I am willing to tell my stuff," she said. "Maybe word of mouth would be the best way for me right now."

Interested in seeing more of her work or making a purchase? Contact her at mogz2601@hotmail.com or msimmons0697@redpride.net.

Story by Dustin Frye



**Examples of
Morgan's artwork**



Thank you



Photo by Alyssa Franklin

Publications has changed my life in so many ways that it's hard to count on both hands. I didn't know what I was getting into at the start of my freshman year when Mama Burr recruited me and asked if I would be interested in joining the news magazine staff. I was a shy freshman who didn't really talk to people at all and struggled asking others for help – especially if I didn't know how to do something.

The newsmagazine staff was so kind and helpful to me throughout the year that I began to really admire them all. I'll never forget working on my first page and issue with Gaten Hardwick. I became friends with him and Katelyn Stewart and I now consider both of them among my closest friends. Of course, those two aren't the only two whom I've become close with. Working on the newsmagazine staff and intermingling with the yearbook kids my senior year has allowed me to interact with all types of people who share my interests and passion.

I can't truly express my gratitude without mentioning Mama Burr again. Not only has she been with me for the past three years that I have been on staff, she has seen me at my most stressful times and is still able to make me smile. She has been a tremendous help to me ever since then – especially this year since I was dealing with a new obstacle: teaching. With an influx of new staff members this year, I was worried that I wouldn't be able to pass down everything that I've learned in such a short amount of time.

Even if we've had our own personal disputes, I'll always think of the newsmagazine staff as my second family.

Chase Cupples

QS May 2017

THE QUAKER SHAKER STAFF

Chase Cupples, editor-in-chief
Anu Nattam, copy editor
Ava Worthington, business manager
Jack Estes, staff writer
Alyssa Franklin, staff writer
Dustin Frye, staff writer
Kyra Howard, staff writer
Kayla Mays, staff writer
Maggie McGuire, staff writer
Abi Postma, staff writer
Juliann Schroer, staff writer
Molly Trivett, staff writer
Taylor Wise, staff writer
Malayna Montes, cartoonist
Michelle Burress, adviser
Carrie Farris, assistant adviser

QUAKER QS SHAKER

Plainfield High School, 1 Red Pride Drive,
 Plainfield, IN 46168

317-839-7711, ext. 1114

www.plainfield.k12.in.us

The purpose of the production and distribution of the Quaker Shaker student newsmagazine is to report news to the student body of Plainfield High School. This paper aims to inform, entertain and educate our readers, as well as to sharpen their ability to think and to make informed decisions. The mission of the staff of the Quaker Shaker is to present information in an accurate, balanced, clear, factual, interesting and professional way, in as timely a manner as is possible in a monthly publication.

Another function that the Quaker Shaker serves is to be an outlet for both student submissions and student opinions, through a variety of avenues. In addition, the Quaker Shaker also serves as a training ground for those students who want to pursue a career in professional journalism or photography.

Views expressed in letters to the editor, editorials, opinion pieces, and student submissions do no reflect the views of the Quaker Shaker staff or the Plainfield Community School Corporation. The Quaker Shaker is associated with the Indiana High School Press Association, the National Scholastic Press Association, Quill and Scroll National High School Journalism Honorary and the Journalism Education Association.

"Do something, homie, I dare ya."

"That's when I learned that sharks were real."

"I feel like a rejected Jonas brother."

"What are some movies with famous prom scenes?"
 "Carrie."

"I'm not even kidney."

SAY WHAT?

Interesting conversations heard around the school

A Story to Tell

PHOTOGRAPHY

<https://ashleyvallosio.wordpress.com/>



*Class of 2018:
We want to tell your story.*

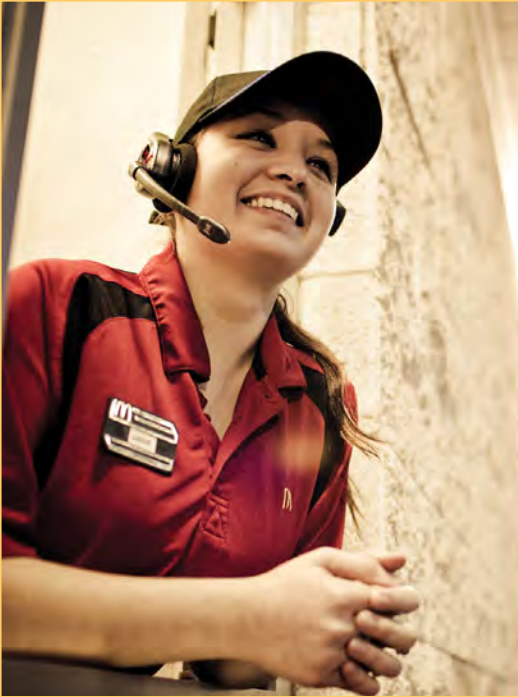


10% off a package for the first 18 seniors that schedule their session!



Email for package information & to book your session: ashleyvallosio@gmail.com

NOW HIRING!



Why I love to work at my McDonald's.®*

- Flexible hours
- Nationally Accredited Training Program
- Scholarship Opportunities
- Advancement Opportunities

Archways to Opportunity® is a comprehensive educational strategy that helps eligible McDonald's employees and the employees of participating franchisees learn English-language skills, earn a high school diploma, and progress to an Associate's or Bachelor's degree.

* McDonald's and each of McDonald's independently owned and operated franchisees are the exclusive employer of their employees and as such are solely responsible for all employment related matters in their restaurants. The benefits referenced in this document may not be available at all McDonald's restaurants. ©2016 McDonald's



i'm lovin' it®

**State Road 267 and
I-70, Plainfield**

**Apply at mylocalmclds.com/plainfield or
text "apply" to 36453**

FREE
medium fry &
drink with the
purchase of
a **BIG MAC** or
a **QUARTER**
POUNDER with
CHEESE

**State Road 267 and
I-70, Plainfield location**

**May 2017
Quaker Shaker coupon**

