

Quaker Shaker

Plainfield High School Plainfield, Indiana

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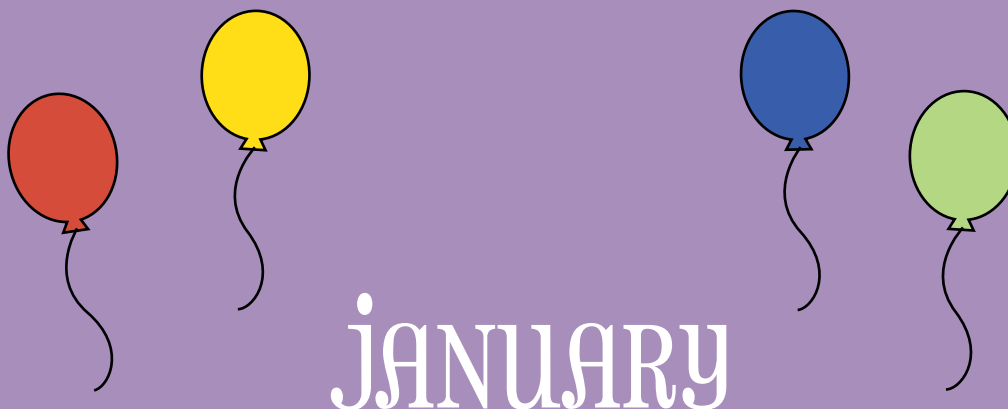
VIRTUAL REALITY

*Check out the latest
in electronic
gadgets*

- Earning adults' respect
- Living underground
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- Video games and violence



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THE QUAKER SHAKER

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THE QUAKER SHAKER STAFF

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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.

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QS January 2017

Staying connected with Twitter, Facebook, Snapchat, more Social media in schools

Name a person who does not have an electronic device.

Whether it be a personal cell phone, a laptop or a school device, a majority of students and teachers possess something they use to communicate with others. The methods they use for this communication can range from simple texting to following tweets on Twitter -- and much more.

According to pewinternet.org, "Today, around seven in ten Americans use social media to connect with one another, engage with news content, share information and entertain themselves."

But are people actually communicating with each other using these social media platforms? Senior **Bret Allen** does not think so. "I feel like it's not really a connection because you're not face-to-face," she said. "Plus, on social media, people can say whatever they want, including things that they don't have the courage to say to a person's face."

English teacher, **Jamie Treash** agrees. "People often post statements and pictures without thinking of the impact," she said. "In face-to-face communication, more dialogue can occur to explain information or statements."

It seems that the majority of people are open to the idea of using social media. When walking through the hallways of high school or middle school, chances are most teens are on their phones looking at their favorite celebrity's newest selfie on Instagram or seeing who just retweeted their tweet. In the classroom, people sneak their devices to text friends or check Snapchat. Even at home, students watch the newest video their favorite Youtuber just

uploaded or read fan-fictions on Wattpad.

Treash believes that technology is a huge part of most people's lives -- and that it is here to stay. "I believe social media is part of our society's need for instant gratification," she added.

Science teacher and football coach **Brian Woodard** sees the benefits as well as the downsides to using social media for communication. "I don't know if there is a sudden need for it as much as it is just easier to communicate," he said. "When I started off as the head football coach in 2006, I mailed a newsletter to every football player. That was hard and expensive; it is much easier now to email, tweet, etc. information to our football family."

At Plainfield, every student gets his or her own laptop to use for educational purposes -- and for personal use as well.

Sophomore **Jeremyah Wade** explained that the devices can be both good and bad. "It has many advantages and disadvantages that I see," he said. "For one, we have the ability to look up stuff, like instead of having to reserve a computer lab to do research like you had to do in middle school. If you have your computer with you, it's easier to type stuff. But there is also the added level of distraction, which a lot of teachers dislike."

Yet, despite some problem areas, one of the biggest advantages devices offer is the chance to increase communication among students, teachers, parents, administrators and the community. Many different branches of the school have Twitter accounts: the Principal, Plainfield High School Athletics, the Guidance

Department, Student Government and Food Services, to name a few. Woodard said, "The advantage is that you can be informed about the people, topics and situations that most interest you." He also believes that, "The disadvantage is that social media has given a platform to anyone and everyone with an opinion, so it can be hard to sort through the garbage to actually get to something that might be beneficial to you."

Indeed, an article in adweek.com stated, "Social media has revolutionized many industries, but it's perhaps its impact on the classroom, and the education system as a whole, that is the most striking. Whether it's through the use of private social groups, Facebook pages, classroom Twitter profiles or blogs, school after school has embraced social networking, with some studies showing that, used correctly, these channels can have a positive impact on grades."

Woodard thinks that social media is, "... no different than any other business or government entity having forms of social media," he added. "We're in the communication/information business, so you better have ways of getting important details out to the community."

Allen agreed. "[Social media] is fast and a lot of people have it," she said. "The downside is that not all the kids in the school can have Twitter because their parents restrict it or something like that."

However, for those who have regular access to social media, the communication piece can be almost invaluable. Treash said, "I appreciate seeing all of the positive things that are going on in schools because so often we are bombarded with negativity from the media."

Story by Molly Trivett



"I think the school should continue what they are already doing [on social media]. It is better to find out information from multiple sources than to not know at all."
Jared Mackey, math



"[The best way for the school to reach the student body is through] e-mail. Almost everybody checks their e-mail either once a day or once every other day."
Richard Bryant, 10



"I would lean more toward the internet for connecting with students. [Social media is a good way to stay in touch with the students] because it's good for reminding kids of stuff, like sporting events."
Jack Anderson, 9



"[The best way for the school to reach the student body is through] e-mail. You can say everything you need to say without a word limit."
Karen Alexander, English



As the wheels on the bus go round ... Room enough for all

According to the *National Highway Traffic Safety Administration*, every year, approximately 450,000 public school buses transport 23.5 million children to and from school and school-related activities.

For some students, riding the bus to and from school is nothing more than an uneventful 10-minute trip. For others, the ride might be longer and the trip might have a few bumps in the road.

One of the things that some riders feel can be a challenge is the number of students riding on each bus. Some students claim that their bus seems a little full, with three students to a seat at times.

"I ride the bus, and I do think there is an overcrowding problem, although that doesn't affect me because my bus is not over crowded," said freshman bus rider **Lilly Sharp**. "It's a problem for most students depending on when the bus picks up the middle school students. Overcrowded buses consist of having too many kids to a seat; they could fall out and most of the time the kids get too rowdy."

Though riders have expressed concerns about the number of students on board, Transportation Director **Steve Dayhuff** keeps a close eye on the situation and says that the status quo is currently on target.

"I feel the buses are at reasonable capacities at this time," said Dayhuff. "When we encounter overcrowding issues, we may use one of the following methods to correct the issue: change the bus to one with more seats, re-assign students to another bus or do what we call a split route, where we pick up middle school students only on the first pass and take them to



HIGH SCHOOL STUDENTS wait to board the bus home, joining middle schoolers already on board. Photo by Mason Burress

As a bus rider, do you feel the buses seem overcrowded?



79% **21%**
Yes **No**

Source: Student poll, 100 students, 1/18/17 by Maggie McGuire and Taylor Wise

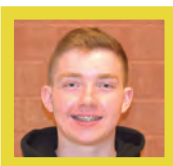
school. Then we make a second pass in the same area to pick up the high school students."

The majority of complaints from students are regarding space and seating. Many riders feel that some buses have too few open seats, while others say that there are many open seats. Dayhuff has ascertained the situation and explained, "The capacity is determined by the number of passengers that can safely fit on a seat."

As far as the time spent on the bus, "Routes are determined by the number of students and the time it takes to get them picked up or taken home," explained Dayhuff.

Technology plays a role in determining routes as well. "The implementation of technology used on the newer buses and in our routing process has really amazed me," said Dayhuff. "Products such as GPS and 'Here Comes the Bus' have given our office and parents immediate access to their child's bus information."

Story by Taylor Wise



"It does have an overcrowding problem; mainly because there are too many middle

school students and there aren't enough seats for the high school students. I think they could fix the problem by having bigger buses or the middle school students should fit more to a seat."

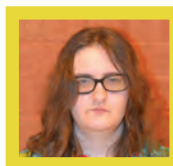
Riley Hinton, 9



"My freshman year [bus] 36 [seemed overcrowded]. But this year, it has kind of died down.

Last year, we used to have three people to a seat, but this year some people can sit in one. [The solutions would be] more buses."

Courney Toppee, 10



"I ride the bus normally on Fridays to the library with my friends and they do have an

overcrowding problem. I think they should limit the people who are able to ride. It's unpleasant because there is screaming and just too many people in one place."

Anna McCown, 11



"I do ride the bus and it definitely has an overcrowding problem. I think get

more buses or maybe have two buses go the same route and split it in half so it is less crowded. It is an inconvenience to the students because you don't want to be cramped and you want to be able to relax on your bus ride home."

Cameron Napier, 12



"I think it depends on the kid. If the kid already has anger issues, then yes [video games will incite violence in them.] But if it's just a normal video game, then no."

Lilly Sharp, 9



"Video games do not cause violence. A video game shouldn't influence you. It's just a video game."

Payton Stear, 10



"I don't [think video games cause violence.] Video games are great. They take your mind off of the violence you want to cause."

Evan Brock, 11



Feature 5
"I don't believe video games cause violence. Video games are meant for entertainment; you're not supposed to take them literally."

Alex Ortiz, 12

Video games = violence?



In 1976, Exidy released an arcade game titled "Death Race." It was a simple racing game in which the objective was to run over as many "gremlins" as possible. The game sparked lots of media criticism and even prompted *60 Minutes* to broadcast an investigation about the effect of video games on the mind. Now, in 2017, first-person shooter games are one of the most popular video game genres. Researchers, however, are still trying to answer that same question: do video games cause people to commit violent acts (violent meaning "intentional harm or aggression towards another living thing")?

According to CNN.com, a report released in 2015 by the American Psychological Association concluded that playing violent video games can lead to increased aggression. However, the report also stated that they still don't have enough research to determine whether video games can cause criminal violence. Not everyone was thoroughly impressed with this study. Chris Ferguson, one of 230 researchers who addressed a response letter to the APA, believes that there were a number of problems in their experimentation. For example, the APA failed to define "aggression" and specifically chose people to research who were known for having a bias against video games.

One of the most popular arguments comes from the Supreme Court case from 2011, *Brown v. Entertainment Merchants Association*. In it, the Supreme Court ruled 7-2 that California could not ban the sale of video games to children, agreeing that video games were protected under the First Amendment. Justice Antonin Scalia wrote that studies that show a connection between violent games and harmful effects on children "have been rejected by every court to consider them, and with good reason: they do not prove that violent video games cause minors to act aggressively."

Gamers seem to have their own opinions on the matter. Senior **Brandon Hayden** weighed in on the topic: "I feel like crimes and violence come from more of a psychological condition," Hayden explained. "Video games can instigate that, but I feel like there has to be a standing mental or psychological condition for that to be a link." Hayden was no stranger to games that could be labeled as violent. "I have been playing violent video games since a very young age, which isn't a very good thing [because of how violent they are]. I wouldn't have given myself those video games at such a young age," he said. "As far as I stand, I'm not a very violent person. Nobody has ever said [that I'm violent] before."

Sophomore **Barrett Noggle** had a similar opinion. "I do believe that there is a link between aggressive behavior and violent video

games. However, I don't believe there's a direct link between violent video games and murder and other tremendously awful crimes," said Noggle. "There are usually other things involved ... you don't just say, 'Hey, I played violent video games; now I'm going to go kill people.'" Noggle added, "I think that violent video games are appealing to people because of the mass market of people that are already buying and playing them. It's a bandwagon deal, and if video games like that were less promoted and less overhyped, they wouldn't be as popular in this society."

Keeping the general consensus the same across the board, junior

Jace Mott elaborated on the issue. "I do not [think there is a link between video games and violence] because I myself play a lot of violent video games, but I have never done anything violent," Mott explained. "I've played almost every 'Call of Duty,' every 'Battlefield,' a lot of the 'Grand Theft Auto' games. I've played almost every violent game and I think they're great."

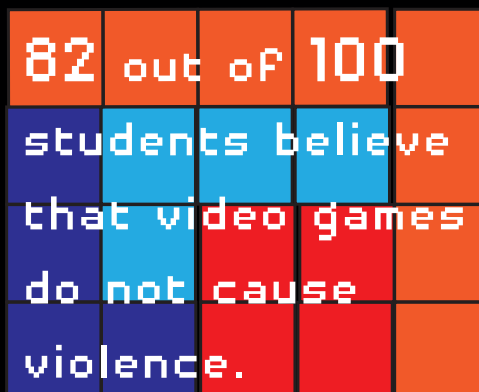
School Psychologist **Justin Tobey** also shared his opinion. "I think there's a small link [between video games and aggressive behavior]. I think there are a lot of obvious reasons, like exposure [to violence], but there's a lot more to it. It'd be hard to deny that there's any sort of relationship," Tobey explained. "I believe that the underlying

component in a lot of those violent video games is the competitive nature, which is a big part of almost any video game, and not just the violent ones. [What makes them appealing] is how fun it can be to be competitive. On a second stance, some of that is also the ability to hang out with friends, and somewhat 'collaborate,' which is good. You can develop teamwork skills and leadership skills, oddly enough. It seems like there are some good skills that can be taken from that, even though you're doing stuff that you couldn't do in society."

The general public seems to agree on one thing: that video games cause slight aggression, but there is not a direct link between games and crime.

Tobey explained, "[People think there's a link between video games and violence because] it's the easy answer to say 'Absolutely.' However, there's a much more sophisticated way of looking at it. If you took [video games] out and inserted violent movies, then it would be the same synopsis. Video games are just such a phenomenon that everyone plays and that children of all ages are exposed to; it's just easy to connect one dot to the other without considering all those other variables."

Story by Kyle Griffin



Source: Student poll, 100 students, 1/25/17 by Mason Burress

6 Feature

"I would probably put in a swimsuit because I plan on diving all four years of high school. I think that [if someone in the future found it], the pattern would be way out of date. I think that the swim team at Plainfield is pretty strong, so it would say something about our swim team. Companies are constantly turning out new types of swimsuits and it would be a different type and pattern and material than what they have in the future."

Madison Cadwell, 10



"I have my great grandmother's ring, and it's been in my family for a really long time. When my great grandma passed away, she gave it to my cousin Nikki. Unfortunately, my cousin Nikki also passed away in a car [accident] a couple years ago. Since I didn't have anything to remember both of them by, I received the ring to keep. They were both really close to me, so I'm glad to have a keepsake to remember them by. I hope that if people from the future found the ring, they would try to understand how important it is to me. I think that a lot of people think that teenagers don't take anything seriously, but I want them to think differently after seeing the ring."

Christen Doan, 12



"I would put in a few of my favorite books because reading is something I enjoy doing, and I think that people in the future can learn a lot from literature. I would like to keep those books alive and being read 100 years later, or whenever they open it. Also, I would include a picture of me and all my friends because they are important to me as well. I think that people can look at them and learn about our lifestyle. I think the concept of time capsules came about because people wanted to communicate with people in the future."

Bailee Kelly, 9



"I would choose to put in a yearbook. I think people would be able to see everyone's style and they would be able to see how everyone looked. I think they would think the same things that we think now when we look at old pictures. It's funny to see how people dressed and stuff. I think that time capsules are a great idea because people can look back and see what things were like. Also, a lot of trends come back into fashion that way."

Anna Restivo, 11



What items would you choose to put in a time capsule?

Remember when ...?



"If I had to choose an item to put into a time capsule, I would choose a Big Mac from McDonald's. I moved here this year from North Carolina and I can definitely say that this town has a lot of McDonald's in comparison to the other towns I've lived in. I think that the Big Mac would be a good representation and symbol for our school right now. I think if someone from the future found the Big Mac, they would eat it. Maybe in the future, McDonald's might not be as big of a deal, and I think that the sandwich could possibly bring it back or something. I would probably add a newspaper, too, but that's really cliché."

It would be a good idea to include articles about major events that have happened in recent years."

Will Smith, 10



"A phone, a newspaper from the day the capsule is buried and popular music at the time [are some things that I would add to the time capsule]. I think that phones are useful to see how far technology has come. The newspaper could be used to see important things that happened the day it was buried. I think that music is something that is widely appreciated today, so adding it to the time capsule would give the people in the future some insight into what our interests were like. Everyone I know listens to music, even though there are many different kinds. I don't know if music will be such a big deal when they dig the capsule up and there could be a possibility of people rediscovering it."

Will Payton, 9



"I would add a ton of old photos of my family and friends and all the fun events that we went to together. I'd also add my baseball stuff because I have played my whole life. And of course, I would add money as well. I think that if people from the future found the photos, they would be able to learn about what we did for fun and be able to see all the memories that my friends and I had together. I think that adding money is a good idea because you never know when you might need a few extra [dollars], but also there is a possibility that technology could advance and the currency might not even exist anymore. If this were the case, then there would be a lot more that the people could learn from in terms of what we used to use as money."

Luke Castetter, 12



"The best things to add to the capsule in my opinion are a map to show how much Plainfield grew, a *Quaker Shaker* to show anything that happened throughout the school year and a ticket stub to show what movies were out. I think that movies are a very popular part of our culture right now, and I think that people would be able to pull a lot of information from the movies we watch. Plainfield has grown a lot over time already, so I think that it will grow a lot more in the future. People can see how much we have grown in size and see how far we have come as a town. I think *Quaker Shakers* also show how things are in our school, and are a great way to show current events and what is happening in the school."

Ben Grytza, 11



Japanese import

From the 'Land of the Rising Sun,' junior Shiori Sekiyama makes Plainfield home for school year

"I wanted to be an exchange student because I wanted to improve my English skills, and I wanted to see what American high school is like.

When I first decided that I wanted to come here as an exchange student, I had to take an [exam] that had some English grammar, vocabulary, and comprehension in it. I also had to make a small presentation about United States history. After I passed all of that, I got into the program. I didn't have the choice to pick where the program sent me, but I'm really glad they picked here.

I definitely think the people here are more friendly, and I think that they are very welcoming. They ask me a lot of questions about Japan and I like answering them. Everyone here has his or her own personality and they're all very kind to me.

It's very different, though, because here everyone says, 'I love you' to each other all the time. Even when [people part ways] in the hallway, they always say, 'I love you, bye!' to each other. In Japan, people rarely say they love each other, even if they are married.

The most interesting thing in the U.S. is the food. The food is a lot different here. I have tried to cook some Japanese food for my host family, and they liked it a lot. I prefer Japanese food to American, because I am more used to it.

I spent Christmas here, which was very different than Christmas in Japan, because in Japan, we like to go to KFC (Kentucky Fried Chicken.) For some reason, everyone there likes to eat at KFC on Christmas. I was very surprised to see that people here don't follow that tradition as well.

The size of the [portions] are also very different. America's meal sizes are a lot bigger in comparison to Japan's. I really think that the ice cream is a lot better tasting than the ice cream there.

I think the weirdest thing about American culture is tipping. In Japan, we never tip.

School-wise, Algebra is kind of the same. I learned a lot of the stuff from that class in Japan, so it is pretty easy for me. My hardest class is probably Theatre Arts. I like acting, but improvisation is very difficult for me.

I also enjoy dancing. I'm on the dance team at school, and I used to take dance lessons back home, too. At home, though, it was more hip-hop and tap, but the dance team here does a lot of jazz style dancing. That is very different for me, but I still enjoy it a lot.

I think the schools are much more strict in Japan, because of the uniforms. We also have to have a lot of respect for older students and teachers as well.

Overall, I would say that I really like being here and I am going to miss this place a lot. It is a lot different from where I'm from, which is close to Tokyo, because I can actually see the sky instead of all the tall buildings. I want to stay here longer than I am, and I don't want to go back so soon, but probably not stay here permanently because I would miss my friends and family."

Shiori Sekiyama, 11



Doing some improvisation in Theatre Arts
Photo by Alyssa Franklin
Interview by Anu Nattum and Jack Estes



With her dance team in Japan



At her school in Japan

Could the landscape of the world be changing?

LIFE UNDERGROUND

"I think if we were ever in a situation where there was nuclear warfare, people living underground would be safe.

But, there could be lots of problems if there was a major earthquake, because it would shift all the plates. If you're living underground,

I think it would be difficult to have access to food and other items [that are above-ground]. I wouldn't live there, though, because I wouldn't be able to look up and see the stars every night. I know ideas like this one came around during the Cold War because everyone wanted a safe place to live with all the war going on. Maybe the idea just evolved, but I still see how the idea can work today as well. I guess if we run out of space above-ground, we can always make space below-ground."

Sam Boger, 12

"Living underground can be convenient in some ways, I guess. If your work involved something that was down there too, it would be more accessible if you just

lived there. But there would have to be an easy way to get from above-ground to under it, because there might be some things that people have to have that are only found above. Personally, I know that I wouldn't enjoy going between underground and above-ground, because it can be too confusing. I think if I did live underground, I would miss going outside and getting to enjoy nature."

Lauren Duncan, 9

Some might imagine a million-dollar house when told to picture their dream home -- but how often does an underground abode come to mind?

Recently, a Netherlands-based firm, Open Platform for Architecture (OPA), has been breaking conventions by building down into the earth, rather than on top of it. Although underground architecture has been around since medieval times, the concept of it is slowly gaining more attention. OPA co-founder Laertis Vassiliou, who is heading up the project, felt that this terrain was unexplored and wanted to delve into it, as other architects had been working in unconventional landscapes, like building underwater. With most of the world living above ground, this idea could change the ways of people's lifestyles drastically.

Senior **Anna Baize** thinks that the reason behind a sudden interest in building down instead of up is due to overpopulation. "It could potentially be good for the environment up top. On the other hand, though, you don't get any sunlight and there could be other environmental effects," she said. "When I think about living underground, I feel like it would be similar to District 13 from *The Hunger Games*. Your everyday life would completely change. You wouldn't be able to drive anywhere; it would all be walking or riding a scooter. Everything would also be very close together."

Sophomore **Bret Haltom** agreed with Baize on the change from being above-ground to being below-ground as being quite drastic. "I cannot imagine living underground because I like the sunshine too much, but I think it would be a good idea," she said. "You would be able to support yourself and you wouldn't have to depend on getting as much stuff from the supermarket, since there might not be many around."

Haltom wondered if this idea might be suitable for specific environments. "Maybe this idea would work better in the desert, because it's really hot there and there aren't many trees to get shade from," Haltom said. "They could avoid the sun by living underground," she said. "I don't really think we will ever have to live underground, though. I think that the change would be very drastic, and it might not be very appealing to very many people. It still has benefits, though."

Freshman **Luke Evans** also made a point about this idea working efficiently in certain environments. "This idea would work best in the city because they already have a lot of people and I think that it could help out with decreasing pollution as well," he said. "I also think that it would conserve space. This is good because you could use the ground above for other things, like primarily agriculture or solar panels to generate energy and conserve natural resources. There would be clean energy this way." But, even so, there are some negatives that stood out to him. "I feel like it would be somewhat depressing. It's been proven that sunlight helps you be happy, and there would be none of it underneath," he said. "Also, I feel like it would feel very crowded. I guess they came up with the idea because of clean energy and probably also because they just wanted to be pioneers." He concluded that if there was still some access to the ground above, he would be open to living below.

According to cnn.com, there are currently three projects underway for subterranean complexes. One, called the The Plinth, was designed to be a cultural center in the Bamiyan Valley in Afghanistan. Another will serve as a place of worship, called The Holy Cross. The third vision, Casa Brutale, was commissioned after images for the house wedged into a cliff went viral online. It will eventually be located in Lebanon.

With the use of creative thinking to make living underground as appealing as possible, there is a chance that maybe one day life below ground will be as common as life above. Although there can be potential problems with seismic activity, the idea continues to gain interest. Since humans are meant to live above ground, there is a natural hesitance toward changing it, but with these new buildings exposing bits of the world that are mostly unseen, there is still an allure for exploring life below.

Story by Anu Nattam

"I think living underground is a good idea because it would be very safe and there wouldn't be a lot of extra noise. Also, you wouldn't need to worry about your house being destroyed by a storm. This would be a good idea

if someone wanted to stay safe from the outside world. Also, it would only take a

few more minutes to leave and get in the house if it were underground. In regions of war, this could serve as a safe place for citizens, or in hot places to stay cool. I totally think that this could happen."

Tristan Abner, 11

"I would not live underground because I feel like it would be cold all the time. I don't really like cold environments. In my head, I just imagine an apartment complex except it's underneath the ground instead of on top of it. I think

you would have to get into it like how you would get into a subway station.

I definitely believe that you can still have access to the ground above, but I think it would be harder to go from top to bottom all the time. I feel like this idea isn't really creative either. In some ways, I feel like this is a step backwards, not one forward. There is no sunlight down there and I feel like it would be very hectic and not as nice as the ground above."

Isabella Carrera, 10

Athletes discuss time management Time crunch



"Anyone participating in a sport or with a job can tell you it's not easy balancing that with spending time with your friends and completing your schoolwork. These students can probably relate to long and stressful nights with seemingly non-stop work from athletics to clubs to homework and then to the sweet comfort of your bed.

For me, managing my time isn't easy and some aspects of my life end up being sacrificed – usually sleep. A typical day for me begins with any clubs or sports I happen to have before school that day. Then, as I go through the rest of the school day, I keep track of all the homework and projects I have to do on my computer's notepad to make sure I don't forget anything. Immediately after school, I go to football or track practice, depending on the season, and in the winter I try to tutor for NHS or lift every day.

Next begins the 'fun' part of my day. Once I get home, I usually like to rest for 30 or so minutes and eat supper before I begin my homework. Using the homework list I created throughout the day, I can quickly find and get out exactly what I need to do. Depending on how much my teachers decided to give me that day, I may not have much work to do at all, or end up staying up until 2 a.m. finishing it – sports and schoolwork ultimately dictate how much free time I allow myself. I mainly reserve my weekends and whatever free time I have to my friends.

Day in and day out is quite taxing, but there really is no easy way out if you want to be high-achieving academically and athletically and still maintain a social life. It takes determination and a strong support group made up of your friends and family to be successful. It is important you manage your time efficiently and get into your own routine to stay on top of things.

While it is difficult, I have picked up some helpful strategies along the way. Planning and organization are huge. As I go through the day, I plan ahead what homework I need to do that night and prioritize assignments based on due date and difficulty. This especially helps with big projects; being busy with athletics and clubs, I can plan around them if I know I'll be busy later in the week. To speed up the process, it also helps to be well-organized. I like to set out everything I need and have to do before I start so I don't have to stop because I'm searching for something."

Andrew Zoss, 12

Interviews by: Alyssa Franklin and Abi Postma



"I have calendars at home. Usually, the morning before I check and

see what I have

going on that day. Then, I try to fit homework in between softball and show choir."

Kyleigh Conrick, 11
softball

"I usually try to get my homework done at school when teachers give us time. If I

don't get it done then, I go home right after school and get my homework done then."

Owen Litzelman, 10
basketball



"I prioritize what needs to get done first. Then, I try to work ahead with all my homework

and use my agenda

to plan everything out."

Tori Treash, 12
golf

"I make plans to hang out with friends around a week in advance so I can plan around it. To keep my grades up, I get my homework done as soon as I get home."

Tycen Gibson, 9
football



Gavin Bizeau



"I grew up in a family where basketball was the thing to do. My dad played in college and coached, so naturally, I followed in his footsteps. I train a lot here in school with Coach Weaver and we really worked hard in the off-season so I would be prepared to come out and play a big role. Outside of the school, I go to a couple of different trainers and work on different things like dribbling and shooting. I play on a travel circuit during the summer – UIVL for Nike – to give me experience.

I am going to try to take basketball as far as I can and try to make a career out of it. [It's easy because] I've played it so long and I know it so well. I have no idea where I want to go [to college] right now, but I know I want to play basketball there. Right now, I have five scholarship offers and I plan to get more. That's the main goal.

I think the best way to encourage other people is by example, so when people see me doing something full-speed and working my hardest, they will follow and try to replicate. [The best parts about basketball] are the friendships and bonds I make for life. I like to win and the success we've had this year has been fun."

Gavin Bizeau, 12

"Gavin has recorded seven double doubles (double digit points and rebounds) so far this season in the first 13 games. Gavin averages 16.8 points per game and 8.8 rebounds per game.

He is shooting 51% from the field and 72% from the free throw line. He has recorded 31 blocked shots, but also alters a lot of other shots by our opponents.

Gavin spends extra time after practice getting up shots and working on his ball handling.

He also was selected for the Nike Elite 100 camp and he also attended a variety of other camps. All his time and work in the game are paying off."

Andy Weaver, coach



"Gavin helps us get rebounds and score. He's like seven feet tall, which gives us an advantage. He helps to pump the team up for games -- he really brings the team together."

Trey Davis, 11



KEYS TO SUCCESS



1 Work hard

"Working out when you don't have to helps. Sometimes I get the urge to work out by myself. When I do, I do a lot of ball handling -- dribbling, shooting. It motivates me to improve."

2 Determination

"Don't let people tell you that you can't do something. In eighth grade, I had a coach that said, 'You aren't strong enough,' and it pushed me to work harder. I do my best to prove him wrong."

3 Support

"My family is always encouraging me and pushing me to be my best. They come to every game I play -- and they have since I was little."

New world of gaming

Quaker Shaker tests latest virtual reality headset

Virtual reality is a computer-generated environment that lets players experience a different reality. A VR headset fits around one's head and over his or her eyes, and visually separates the person from whatever space he or she is physically occupying.

Images are fed to one's eyes from two small lenses. Through VR, a player can virtually hike the Grand Canyon, tour the Louvre, experience a movie as one of the characters in it and immerse oneself in a video game without leaving the couch, according to cnet.com.

There are a variety of different virtual reality headsets available on the market, with prices ranging from \$15 to \$800.

The *Quaker Shaker* staff decided to try out the EVO Virtual Reality headset.

This is a new device that allows people to play video games, giving the user the feeling that they are actually walking through the game.

This device really gives a new perspective to video gaming. An app made specifically for the VR device is downloaded to a person's phone, then the phone is inserted into the headset and an entirely new world is opened.

Although not everyone on staff tried out the virtual reality device, those who did said they thought it felt different and strange because of the way the device blocked out everything else.

Depending on the app that has been downloaded, games could be humorous, challenging or even frightening. Some people claimed they were traumatized by the game, while some said they enjoyed the thrill. As a staff, everyone agreed that it was worth trying out -- and the spectators agreed that the reactions of the users were pretty hilarious, adding to the fun of trying the new device out.



"I would like to try the virtual reality so I can watch videos and play games on it. Another thing is you can watch movies and it seems as if you are in that place. If you play a game, you really feel like you're there."

Jackson Schroer, 9



"I wouldn't really want to try it out because I have a TV. If you get in a habit of using the virtual reality, you might become lazy."

Jordan Savage, 11



"I would like to try it out because it seems really cool. You get to look around and see yourself with totally different surroundings than what is actually there. I hope to try it out and see what it's like."

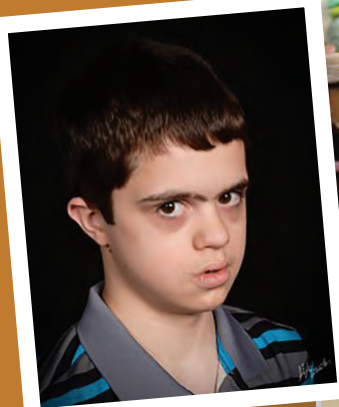
Jenna Underwood, 10



"I have actually used virtual reality before. I really liked how it felt. The games were pretty fun and I really enjoyed them. The one drawback was that the device makes you feel kind of dizzy after a while of using it."

Gavin Ritter, 12





BLESSED

*Overcoming obstacles, freshman
Kyle Dehoff lives every day with joy*

Talking and writing is something people use every day, whether it is taking notes, signing your name, or calling a friend. Most days, people don't even think of doing it – they just do. Imagine not being able to communicate in the same way as others. Most people wouldn't last a day, let alone their entire lives. Simple things in life like communication seem like nothing until it becomes everything. Some people would let this communication barrier stop them from enjoying life, but freshman **Kyle Dehoff** faces it head on with a positive attitude.

A diagnosis -- times three

Kyle was born with Down Syndrome and at the age of three he was diagnosed with childhood leukemia. A survivor, Kyle beat the disease in three and a half years. Shortly after, at the age of seven, Kyle was diagnosed with autism. These diagnoses are why he has special health needs and communication deficits. Since Kyle can't communicate well, his parents **Beth and Brad Dehoff** do most of his speaking for him. "Kyle needs a lot of help and still some daily medical care, so we are certainly more involved in caring for him than we were for our other boys when they were Kyle's age," said Beth.

Communication challenges

Kyle may have communication barriers, but he still enjoys being around others and sharing a connection with them. "Kyle loves people and he has

really made great friends with his doctors, nurses, teachers and other people who have helped him in his life," said Brad.

"It's interesting how someone with limited communication skills can communicate so much love and warmth to people who take the time to interact with him," said Beth. Beth added that Kyle is able to find joy because of the relationships he has with others. "It's really that ability to connect with people and his joy for life that has taken him through all his obstacles to where he is today," said Beth. Kyle's love for people has given him friends who are a part of his life. "Kyle genuinely likes most people," she added. "Some favorites are his mom and



Kyle with his parents, Brad and Beth Dehoff

dad, his brothers Brandon and Ryan and all his extended family. He also loves his nurse Caitlin, his teacher Miss Breidinger and his aide Abby."

Life at school

Abby Hostetler, special education instructional aide, spends time with Kyle every day at school. "We have a great bond. We miss each other when we're out of school. He says my name and looks for me when he can't find me," said Hostetler. Part of their close bond, comes from the fact that Hostetler assists Kyle with everyday tasks at school. "I help him with gym activities, art activities, reading and getting his lunch," she said. With the help of Hostetler, at the end of each day, Kyle prepares mail to be delivered the next day. "My goals for Kyle are to work on communication while delivering mail: telling teachers 'Hi,' 'Bye' and 'You're welcome,'" said Hostetler.

Kyle has a device to help him communicate: a tablet with pictures and symbols that allows him to say what he needs without having to write or speak. "He is very smart and is starting to use his device to communicate more, which is very helpful," said Hostetler. They continue to work on spelling and communication, along with the use of his device.

Saddle time

Outside of school, Kyle has many activities he enjoys doing, from riding horses to playing baseball. Since around the age of six, Kyle has been riding horses. He currently goes riding at Horseshoes of Hope in Mooresville. "He rides a horse each time with a volunteer beside him, and they go around obstacles and just enjoy themselves," said Brad. "Kyle has great form on the horse and is more verbal on the horse. He just seems to have an affinity for horses."

Batter up

On top of riding horses, Kyle plays baseball in The League of Miracles, a baseball league located in Mooresville for special needs children and young adults. "Kyle loves playing baseball with his dad as his baseball buddy. There are no outs, everyone bats every inning and no one keeps score. All the kids support one another, and it's really all the best things about baseball on one field," said Beth.

Affecting others

Kyle may live a different life than the average student, but he still affects people and touches their lives. "Everyone that meets Kyle loves him. He's always smiling and giggling with others -- it's contagious," said Hostetler.

Hostetler personally believes Kyle has had a positive impact on her life. "Kyle has made me a way better person. He makes me laugh and smile on my hardest days. He is extremely sweet and always giving me hugs or pats on the head," she said.

Along with Hostetler, Kyle's parents believe he is one of a kind. "In some ways, Kyle is unique because the combination of Down Syndrome, autism and leukemia isn't common," said Brad. Beth added,



Horseback riding



Playing baseball

"That he has lived with all that and still has such a positive attitude is great. Yet Kyle's fight isn't all that much different than other kids with special health care needs who have a supportive family and access to good health care and supportive services. In many ways, he is very blessed."

Story by Kyra Howard and Maggie McGuire

DID YOU KNOW ... ?

- ▲ There are three types of Down Syndrome- Trisomy 21, Translocation and Mosaicism.
- ▲ People with Down Syndrome have an increased risk for certain medical conditions such as respiratory and hearing problems, childhood leukemia and thyroid conditions.
- ▲ Life expectancy for people with Down Syndrome has increased dramatically in recent decades from age 25 in 1983 to age 60 today.
- ▲ Autism now affects 1 in 68 children and 1 in 42 of these are boys.
- ▲ Autism costs a family around \$60,000 a year.
- ▲ Boys are nearly five times more likely than girls to have Autism

Sources: www.ndss.org ; www.autismspeaks.org



Delivering mail with Special Education Instructional Aide Abby Hostetler

Listen to me

When teens feel they are not taken seriously by adults



OUR PERSPECTIVE:

As teens, we sometimes feel ignored or misunderstood by adults. But, there is a reason for that. And, there is a way to make it better.

"You just don't understand."

Four famous words that every teen yells at his or her parents at one time or another. As stereotypical and exaggerated as that statement may be, it seems to be a common feeling among students. Whether it is the age difference or the lack of trust, teens don't feel like adults listen to them.

One reason this lack of communication might be the case is a lack of maturity on the teens' part. Maturity is a big factor in getting respect from ones' elders. If a teen is not mature, they cannot expect those who ARE mature to listen to them.

A way that a teen could gain maturity is by being responsible. While growing up faster physically is an impossibility, growing up mentality is possible. For example, instead of arguing with a younger or older sibling, put aside differences in hopes that your

parents will recognize your actions and might take you more seriously the next time.

You could also show maturity if you do what your parents ask you to do the first time they ask. So, the next time your parents ask you to put away the dishes, get up and do it instead of

complaining and giving them a list of why you can't.

Of course, a lack of maturity is not the only reason it may seem that adults are not listening.

Another reason could be a lack of trust on the part of the adult. Trust plays a huge role in any relationship. If you are trying to get adults to listen to you, you need to give them reasons to trust you. For example, if you have been asked to pick up a sibling from practice, do it -- don't get busy doing your own thing and forget about your brother or sister.

You could also gain trust if you go where you say you are going and not somewhere else. If you say you are going to the library, go to the library -- not to your boyfriend or girlfriend's house.

Another way to gain trust from adults is to volunteer to do things you normally would not do. Clean your room without being told. Take out the trash. Fill the tank with gas. Shovel an elderly neighbor's driveway after it snows.

Ultimately, what it comes down to is this: Follow the golden rule. Treat others the way you want to be treated. If you want adults to listen to you, then you need to listen to them. Maybe you

Interesting conversations heard around the school

SAY WHAT?

"Hit me up on MyBigCampus."

"If I were a shoe, I'd be a Croc: nice and rubbery."

"My cat peed on my dad, so my dad peed on him."

"Did you tell the truth when you stole \$20 from your grandma?"
"How did you know about that?!"

Student Perspectives

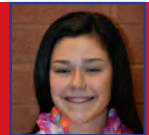
Do adults listen?

"A way I could get adults to listen to me by being honest with them. I also think being mature and acting that way is a big factor to make adults pay attention to you."

Jacob Platt, 9

"One time I wanted to go to the movies with my friends and it was a late movie. My mom didn't trust me to go. I think when teens don't listen to adults, the adults might think we are just too lazy to pay attention."

Sydney Baraso, 10



"I think adults don't listen to teens because they think we don't know what we are talking about. An experience that I have had is when I first applied for my job and they didn't take me seriously."

Holly McCartt, 11

"I think sometimes we get set in our own ways and do what we want instead of taking advice from someone who has been where we have not."

Grant Purtell, 12

POLL

Have you ever experienced a situation in which you felt an adult was not listening?

Yes

83%

No

17%

Source: Student poll, 100 students, by Dustin Frye, 1/24/17

don't want to hear their advice. Too bad. They are older. They have been there and done that. They know things that you do not. Accept the fact that they are superior to you and you could actually learn a lot from them. It may seem that you know everything and they know nothing, but someday when you look back on your teen years, you will realize that they knew a lot more than you think they did.



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