

Sugary Treats and Sweet Kids Have Huge Impact on Students Against Drunk Decisions

By: **Brendon Jacques**  
Staff Writer

It's hard to believe that cookies and other sugary treats could potentially help prevent students from making drunk decisions, but that's what SADD is all about.

SADD has been around for a very long time as they try to help students against drunk decisions and promote positive thought processes for students here at Richmond high school.

Social studies teacher Mr. Delore has been running SADD for the past eight years and believes it can make a difference in many students' lives. "If pro-motes positive decisions here at Richmond and is great for all students," said Mr. Delore.

AS SADD tries to influence students against drunk Decisions, they are also trying to make a difference in young children's lives each and every single day.

SADD does many fundraisers to purchase gifts for less fortunate children whose parents can't afford to buy at Christmas time. Mr. Delore said, "We donate to Sandy's Kids and many local charities around the area that helps young children feel special at Christmas time."

Sandy's Kids is a local fundraiser that was started by a former social worker at Richmond named Sandy Manzo. "She started this charity to help children at Christmas time and it benefits the local Richmond community tremendously," said Mr. Delore.

During Parent-Teacher Conferences, SADD held a bake sale featuring many delicious treats.

"Over 30 student members parents made cookies, chocolate pretzels, brownies and banana bread to help raise money towards Sandy's Kids," said Mr. Delore. It was a huge hit as it raised over \$400 as many students donated their time to sell.

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## Choir Brings Theater to Performance

By: **Alexa Dentai**  
Co-News Editor

Whether students are performing musical favorites on stage or in front of judges, theater kids still thrive.

Just last year, theater kids were performing their last play with Mr. Applegate, previous theater and English 12 teacher. Now these theater kids took their knowledge of theater and brought it to their Solo Ensemble performance at Grosse Pointe South High School on November 8.

The new choir teacher, Mrs. Neumann, has brought theater kids back and has performed some musical favorites.

For instance, Max Leesch, senior, performed "Javert's Suicide" from Les Miserables and "Maria" from West Side Story.

Leesch said, "I kind of had an idea of how hard the song was, but Mr. Augustus told me it was literally like suicide. And I also chose "Maria" from West Side Story, because I remember it from freshmen year."

Mr. Augustus, who helped both the theater and choir, played a significant part in the theater's productions of "Legally Blonde" and "West Side Story". Mr. Augustus has also been a part of the Richmond Community Choir.

Amanda Vinson, senior, theater and choir fanatic, also was eager to perform her favorite musical songs. Vinson said, "This helps me connect to theater, again. I'm eager to get back on the stage, but until then, I'm happy doing this."

Both choir and theater bring challenges for her that she loves to conquer.

"Whether it's a musical performance or a solo ensemble performance, songs can be difficult to sing for anyone," Vinson said. "Singing

can be difficult for anybody, whether you are a professional singer or even a person who sings in the shower, but the point being is that anybody faces challenges when it comes to singing. And everybody can conquer the obstacles that bring down their performance."

Sometimes the challenge is not hitting a certain note correctly or being off pitch, but as long as a performer sings the lyrics with the story and character in mind, their performance has the potential to be great.

"Each song tells a different story than the last. Sometimes, it's not the song, lyrics or notes that are difficult, but could just be the story of the song that makes it difficult," Vinson added.

Although, for some students it may just be the fact that the songs they perform are not from popular musicals. Getting to know a brand new song that is completely unfamiliar can be difficult for anybody.

Anthony Hinojosa, senior, and Graham performed "Sue Me" from Guys and Dolls and "A Whole New World" from Disney's Aladdin.

Graham recently played a role from the musical, Guys and Dolls, and was influenced by that to sing one of her favorite songs.

Although, Hinojosa has not played a role in Guys and Dolls, yet he was intrigued by the story line and the songs, and decided to help out a friend.

Hinojosa said, "I have always wanted to do theater, but I have had sports." This was a way for Hinojosa to connect with theater and his passion for singing.

Hinojosa easily agreed to perform with Graham if it meant doing a duet.

When Graham asked Hinojosa to perform a duet with her, Hinojosa was excited since he had craved to perform a duet and also be a part of

the theater. The situation, when Graham had asked him, had been a win-win situation for him.

Even though Hinojosa was aware of the all practice that was required in order to ace a performance, having been previously in choir helped him strengthen his performance with Graham.

Hinojosa, who also plays football and wrestles, has been a part of the choir for many years.

Vinson said, "He has not been a part of the theater community in the past, but now he has shown that he has wanted to be a part of our team in the theater. He has been practicing a lot, along with everyone else who has put in long hours of practice."

Haley Fortuna, freshman, said, "I have been practicing for weeks now. Even with all of my practice, performing my songs were just as nerve wracking as they have the first time I have performed these songs."

Fortuna performed, "I Enjoy Being a Girl" from The Flower Drum Song and "Still Hurting" from The Last Five Years. She chose these songs after speaking with her vocal coach on what songs fit her best.

She chose "I Enjoy Being a Girl" because it seemed fun and perky, and then she chose a tear-jerking song, "Still Hurting", to help finish up the requirements needed for the assignment.

Fortuna added, "Getting into character, to perform these songs, was easy because I have been in theater before. I know my characters situations and what they want to achieve by singing these songs."

After all of their practices, the students performed on November 8 and received ratings such as "excellent" and "good" according to Leesch and Mrs. Neumann.

Leesch said, "My strengths were my tone and my unique voice, my weaknesses were that I needed further develop my characters for both of my songs."

Vinson said, "My main weakness is my breath support. My strengths out weighted my weakness though because of my great facial expressions and my interpretation of the songs."

Vinson is proud of her rating, which was an "excellent" score.

Graham and Hinojosa had also received an "excellent" rating, but theirs was more of a "superior excellence", said in the judges' comments, due to their strengths of blending well together and bringing their emotions forward into their performance. Their only weakness was their stage presence, which means their body language and actions didn't match their emotions.

Hinojosa said, "I have learned that it takes hard work to achieve something that you really want. You can't just want to win; you have to work for it."

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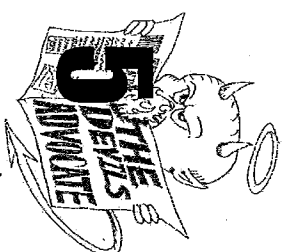
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**School News**

**November 21, 2014**



## Zoning Out

By: Lauren Duché  
Staff Writer

Most people think of hypnosis happening in a dark room with candles lit. At RHS, however, it happens annually in the school's auditorium. Psychology teacher, Mr. Rineer, has been bringing a hypnotist to RHS as an annual in-school field trip for seven years.

Mr. Rineer said, "I like to bring in the hypnotist for the academic value he provides. Not only do my students learn more about the stages of sleep, but they get to see some of their classmates get hypnotized. It's a great experience all around."

In the months leading up to this experience, Mr. Rineer had been teaching his students about the four stages of sleep. During this in-school field trip they increased their knowledge on this and more.

Hypnosis occurs in the fourth stage of sleep, or REM sleep. This field trip, allowed the students to witness REM sleep and how it affects a person's actions.

To be hypnotized, you have to be completely relaxed. A lot of people try to fight the hypnosis or they are too self-aware so it doesn't work.

Anyone can be hypnotized and this experiment proved this as RHS students were hypnotized. Carolyn Schweiger, senior, was hypnotized during this field trip.

She said, "After I came out of the state, I couldn't remember anything that happened. I still don't remember everything that happened."

Mostly, she knows what her peers told her happened.

"I remember that I thought I lost my beltbutton and that I thought the hypnotist was Ryan Gosling, but everything else is fuzzy," she said.

Along with Carolyn, Graham Barton, junior, was also hypnotized. Graham said he forgot the number two when he was asked to count and thought the hypnotist was Wiz Khalifa.

"It was really weird. In the front of my mind I knew that the hypnotist wasn't Wiz Khalifa, but the back of my mind was saying, 'Wow that's Wiz Khalifa I have to give him a hug right now!' I knew what was going on but wasn't sure what was real, and what wasn't," said Graham.

The things Carolyn and Graham did during the field trip were nothing short of strange. However, it was even more bizarre to witness.

Students in the audience also had a wild experience. Stephanie Woodruff, junior, was amazed by what was going on. "It was like watching a 12-year-old, childish without a care in the world," she said.

Although this field trip was unforgettable, the takeaway was even more astounding.

Rineer said, "Every day we walk in with a mask on. We all try to look a certain way or act a certain way for certain people. Under hypnosis, all that goes away. It's amazing to see them take off their masks and just be themselves, it's strange to see the same people do the same thing every day and then see them act totally different; it's amazing."

### Books Come To Life In Honors English 10

By: Connor Hill  
Coordinating Co-Editor

Have you ever picked up a book and it just comes alive? This is what happened in Honors English 10 class. The novel, *The Scarlet Letter*, by Nathaniel Hawthorne, literally came to life in the form of videos.

For the past three years, Mr. Mur-

phy has assigned his Honors English 10 class the task of making an eight minute video based on a specific part from the novel.

"Students bring a novel to life and show their knowledge and insight into a very difficult and complex book. It shows the students' creativity, ability to plan and their ability to collaborate as a team to produce a very high quality, finished product," Mr. Murphy said.

*The Scarlet Letter* is complex novel students read to gain further understanding of literary elements as well as a deeper understanding of the English language.

When assigned this project, students were given three to four days in class, as well as three weeks outside of class to complete the assignment.

Along with the video, Mr. Murphy required a three-page paper with detail on why groups chose to do certain sections, as well as a full explanation of symbols used.

Characterization developed and reasoning behind camera angles.

"It's expected that they have a variety of camera angles; that they have symbols; that they act the way they envision the character acting. So in the writing they submit, they are exposing their insight into the overarching project," Mr. Murphy said.

One of the groups consisted of Amanda Gorr, Mary Gaffney, Amanda Job and Riley Boyd.

These students chose to make their video on Chapters 19-23, the ending of the novel.

"We mainly chose to make our video on Chapters 19-23 because it was the most dramatic part of the entire book," Boyd said.

It took the girls' group about three

days in order to complete their video.

"We had to get together a lot and put a lot of time into it," Gorr said.

The girls agree that it was pretty difficult to step into the roles of the characters they played in their video.

"It was hard because we had to be serious and couldn't laugh," Job said.

Many props were used in the creation of the girls' video. These props range from the letter A to a witch hat to even a cape.

These props assisted them in adding further detail to their video. Not only did they use props in their video, but they also included camera angles.

"We used different camera angles like bird's-eye, worm's-eye, and straight on," Gorr said.

The camera angles assisted the girls in giving different views in the video, as well as giving close-ups of the actions and emotions they portrayed in their video.

In the end, Job, Gaffney, Gorr, and Boyd had fun making their video and were proud with the end result.

The girls aren't the only ones who enjoyed the *Scarlet Letter* videos. Mr. Murphy thoroughly enjoyed seeing what his students created with the time they were given.

"Their projects were good. They make me, at times, laugh. I was highly impressed with a lot of their finished work. They showed great insight and understanding into that novel," Mr. Murphy said.

Mr. Murphy recommends this form of assignment to other teachers.

"You don't want to do it every single novel because it loses its effectiveness. But the finished product is very good, and the kids take a lot of pride and ownership in it," Mr. Murphy said.

Seeing as how both students and teacher enjoyed the *Scarlet Letter*, Mr. Murphy is considering continuing to assign the project every year.

"Every year I kind of reevaluate the assessments that work well and the ones that need to be reworked," Mr. Murphy said. "So next year in the honors class, there's a good possibility that I'll use it or have the students do a similar project on another unit or text."



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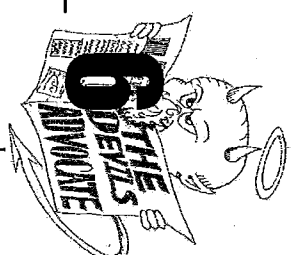
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## Knock Out Bullying

By: Emma Gillem  
Staff Writer

Every night before Jessica Allan goes to bed, she dreads starting a new week of school with the same old people. As she wakes up in the morning, she checks her phone and has already seen she received a rude subtweet on Twitter, like every other morning.

Being a teenager in high school is supposed to be the best time of a young person's life. But not when you are considered an outcast.

Bullying is an unwanted, aggressive behavior among young children — particularly in school — that involves a real or perceived power of imbalance. The behavior is repeated or has the potential to be repeated over and over again.

According to stopbullying.org, 15% of all students who don't show up to school report it to being out of fear of being bullied. Also, 1 in 10 people drop out of school each year due to bullying.

While 57% of all students say they have witnessed a bullying crime take place at school, they don't say anything.

According to the same site, one in four teachers see nothing wrong with bullying and will only intervene 4% of the time.

These statistics were found from researchers on the internet who were also curious of how bullying has increased or decreased throughout the years.

Most students report that name calling (verbal bullying) is the most common type of bullying, followed by teasing, harassing, rumors, threats, belongings being stolen and of course, cyberbullying, which is used to bully over social media.

83% of girls and 79% of boys say they are being bullied online.

This is what Jessica Allan is most threatened by. Unfortunately, children who are "different" from their peers are the targets of bullies and are most likely to be bullied.

Children who are intelligent, sensitive, have few to no friends, don't play sports, wear different types of clothes and have weight issues are reasons they may be bullied.

However, Jessica does have many friends. Just not kids who are well-known.

Jessica, formally being the varsity cheer captain, has now had to quit her favorite sport due to the amount of cyber bullying, and verbal bullying happening, along with some physical bullying like breaking her cell phone, and taking scissors and cutting her hair without her looking.

Deep thoughts race through her mind as she walks through the hallway's feeling everyone looking at her, making her question why she even bothers anymore.

As she would go home every day, straight to her room, her parents and siblings began to get very worried, realizing she was having troubles eating and sleeping, showing de-

pression, and was no longer being an all 'A' student. This reflects how victims begin to feel about themselves.

Saying they can no longer handle things and saying that everything would be better without them is also a sign of being bullied.

As Jessica's mom was up in her room one day putting away clothes and also seeing if she could find anything that would explain Jessica's behavior, she noticed a pair of her earrings and a watch they had got from her was missing.

There are several explanations for the missing items, but not many for her other troubles at home.

**83% of girls and 79% of boys say they are being bullied online.**

Jessica's mother decides it's time for her to figure out, and so she decides to call her principle,

Alex Trend. He tells her he has noticed Jessica no longer goes to sporting events or dances. Being her senior year, it is almost a bigger surprise than her quitting cheerleading. This her mother did not know about until Mr. Trend had said something.

When Jessica had come home from school, her parents decided to sit her down and talk about everything that has been going on. After she realized her mom got involved at the school, she had nothing left to say except, "Sorry."

Later that night, her mom knocked on her door trying to talk to her. She noticed there was no communication coming from the other side of the door. She walked in slowly and noticed Jessica face down on the ground with pills all over. Her family, crying and hysterical, rushed her to the hospital and made it in time for her to get treatment and help. Luckily, she survived.

No parent wants to believe their child is getting bullied.

Bullying can make a young child feel very helpless, causing them not to attempt to ask anyone for help.

Kids, who feel like this, also feel as if nobody cares. They feel as if adults will expect them to be strong in the situation.

Bullying has become a very large problem worldwide. Young children do it to make themselves look better and feel better about themselves.

However, do they not see the effect it has on who is being bullied? Most of the time, they do it to look tough to their friends.

We as people need to come up with a solution so that less bullying incidents happen each year.

People should treat others with respect and treat others how they want to be treated. If they see someone being mistreated, they should not sit around and do nothing.

Instead, they should stand up for that person because it's the right thing to do.

Luckily, Jessica was able to overcome her situation, unlike many other bullied victims who have unfortunately taken it to the next level.

## Books Aren't So Small After All

By: Paige Koehn  
Features Co-Editor

Ever since the beginning of film making, stories originating in books have been brought to life. Classic tales to modern day writings are being turned into major motion pictures, such as *The Great Gatsby* and *The Hunger Games* series.

As the years progress, more and more books are being turned into movies. This, for me, is not an issue. I absolutely love seeing books transformed into a live film. It is so cool how they can turn a story from page to screen.

I personally enjoy reading the novel before I go see the actual movie. For me, it makes the movie a little more exciting to watch since I already know the plot.

Most of my favorite movies are ones that originate from books. Book to movie adaptations I love are *Perks of Being a Wallflower*, written by Stephen Chbosky, and *The Maze Runner*, written by James Dashner. I have read these novels several times, and each time I learn something new. *Perks of Being a Wallflower* is a story about a high school freshman, Charlie, who recently has gotten out of the hospital. Since he hasn't been at school for

*Sometimes in movies, certain areas have to be censored. But, in novels, it covers the whole story-line and does leave anything out," said Gil.*

quite a while, his friends are nonexistent. But, when he meets two seniors, Sam and Patrick, his whole world is turned upside down.

The main reason why this book to movie adaptation is one of my favorites is because of its message. In this movie, it showcases how friendship is a wonderful thing. Friends help us through difficult times in our lives. Even though some friendships may go through a rough patch, friends always have our back when we need to. Plus, the casting for this movie was impeccable.

Logan Lerman, the protagonist in the *Perks Jackson* series, played Charlie. Emma Watson, who played Hermione Granger in the *Harry Potter* series, embodied the character of Sam. In my opinion, these two had so much chemistry. Whenever they had scenes together, they made it seem so real. Lerman and Watson brought their characters life, and with that, it made the movie a masterpiece.

*The Maze Runner*, on the other hand, is a whole different kind of story. The book is about a teenage boy named Thomas who wakes up in a strange place only remembering one detail: his name. Throughout the novel, his main goal with his new friends is to escape a place they call The Glade. In order to achieve that, they first must solve the Maze. Everything is going as planned until a girl—the first one ever—arrives and shakes their world.

I read this book to movie adaptation before I knew the movie was even being produced. This book stuck out

to me because it was something fresh. I've never read a storyline so unique. *The Maze Runner* has an interesting plot, and with that, the movie had me on the edge of my seat.

Dylan O'Brien, commonly known for his role of Shiles in MTV's television series *Teen Wolf*, truly captured his character's personality. He did a stellar job portraying the character of Thomas. Other notable actors in this production are Thomas Sangster, Kaya Scodelario and Will Poulter.

Students at RHS also have their own opinions on books to movies. Willow Howington, freshman, enjoys the book to movie adaptation *The Fault in Our Stars*, written by John Green. One reason she found this story to be amazing is because while showcasing a beautiful relationship between two teenagers, it also teaches us lessons about our lives.

"Shailene Woodley was my favorite actress because she portrayed the character Hazel so well and was able to bring the character to life," said Howington.

Sophomore Jaret Gil also has a favorite book to movie adaptation.

One of his favorites is *The Lord of the Rings* series written by J.R.R. Tolkien. Although he loves the

movies, Gil finds the books more satisfying.

"The reason why I prefer the book over the movie is because books have so much more detail. Sometimes in movies, certain areas have to be censored. But, in novels, it covers the whole storyline and does leave anything out," said Gil.

There are also novels that I believe would make fantastic movies. One novel I adore and would be an awesome film is *Looking For Alaska*, written by Green. In this story, a boy named Miles "Pudge" Halter moves away from home and enrolls in a boarding school.

There, he makes new friends and faces many difficult aspects of life. This story should definitely become a major motion picture because the story is an interesting one—and many valuable lessons can be learned from it.

Daniel Seguin, sophomore, also has an opinion on what books he thinks should become a movie. One he would especially love to see turned to film is the memoir *Night*, written by Elie Wiesel. This novel is about the author's own experience in the Holocaust and how that has affected his life.

Seguin said, "I would like to see *Night* become a movie because it is different from anything I've ever read. The memoir is a very emotional piece and it would be interesting to see those emotions portrayed in a film."