

[Click here](#) to watch the PCSC Focus on Learning Report for PHS

---

**Plymouth High School Focus on Learning Report**  
**Story 1: PHS Multicultural Club and Latino Fest Script**

**Resources:**

- [Click here](#) for the finished Multicultural Club piece
  - [Click here](#) to see a log of all the interviewee's possible soundbites
  - TRT: 1:34
- 

**Rebecca Ippel**

**Plymouth High School ENL Teacher**

"The Latino Festival is a festival celebrating Latino culture."

**Ana Baca**

**Plymouth High School Junior**

"It's exciting to see the community connect with a bunch of people's heritage."

**Ippel:** "It's been a neat way to see different aspects of Latino culture and get some great food. There's booths and stuff for kids."

**Baca:** "My name is Ana Baca and I attend Plymouth High School and I am a junior. When I entered the high school my freshman year, my cousin was a member of it and she recommended me to join the club."

**Ippel:** "This year the multicultural club had the chance to volunteer at the Latino festival for the third time. Each year, we have done face painting for kids, for free."

**Baca:** "They were really excited to get their face painted."

**Ippel:** "The festival will supply the face paint."

**Baca:** "We had all of the paints organized but by the end of it, it was all over the place because we were all busy face painting."

**Ippel:** "So we were in an area where it was just a bunch of kids activities."

**Baca:** "The community has done so much for me, in many ways so I think this is probably one of the few ways I can give back."

**Ippel:** "Multicultural club is open to everyone."

**Baca:** “I think it’s the message that keeps me going to the club, because they embrace diversity and they accept everyone and I think it’s the message that makes me want to come back.”

**Ippel:** “I really hope students just see multiculturalism as a strength.”

**Baca:** “Our biggest event is the Latino Festival.”

**Ippel:** “And since Plymouth has a big Latino community, it’s a neat way to kind of celebrate.”  
###

---

## **Story 2: Vietnam Memorial Traveling Wall School-wide Field Trip Script**

### **Resources:**

- [Click here](#) for the finished Vietnam Memorial Traveling Wall piece
- [Click here](#) to see a log of all the interviewee’s possible soundbites for this story
- TRT: 2:02

---

### **NAT sound off the top**

#### **Melissa Faulstich**

##### **Plymouth High School History Teacher**

“I’m Melissa Faulstich and I teach at PHS, U.S. History and Government. We teach the Vietnam War to juniors in U.S History. We decided, you know, this is a big deal...we should just take the whole school, and different teachers went with different grades, so I got to go with the seniors. This is a really awesome opportunity for them to see at least a replica of the Vietnam Wall. It’s a little bit smaller than the actual wall in Washington D.C., and there’s so many names and until you get to see that yourself, it’s hard to comprehend how many 58,000 is, that is a lot of people.”

#### **Dexter Ambrose**

##### **Plymouth High School Senior**

“I was looking for my grandfather on my mom’s side - Robert L Long. I never got to meet him but I always see a picture at my house of what he looked like, he was an air force pilot, he unfortunately died while he was flying around dropping bombs he was shot down and crashed. So I was really looking for that name I was searching.”

**Faulstich:** “It was really cool that the wall was in Plymouth because then these veterans who knew things were here already, if you go to DC, you’re not gonna have that Plymouth connection with other veterans from Plymouth that also know your family that might of served or even died in Vietnam.”

**Ambrose:** “I saw a familiar family friend that I knew his name is Chet.”

**Faulstich:** “And he’s related to my grandma’s side.”

**Ambrose:** “And she’s also related to Chet.”

**Faulstich:** “So Dexter and I are related, and we didn’t even know that and then we got to go find his grandpa’s name on the wall and it was really just a small world - coincidence - that we saw this person were both related to and found out through him that were related to each other. “We walked over to that section of the wall and Dexter was able to color on his page and trying to get the name etched on there. We would of never known if it hadn’t been for this trip to the Vietnam wall. Now he’s in my government class and we say hi ‘cous in the hallway.”

**Ambrose:** “Hey what’s up cousin how ya doin?” It’s very fun being in her class because she’s always energetic.”

**Faulstich:** “I think it makes teaching it a lot easier because they got to see with their eyes all these names so now they know what the wall is and then when we teach the war it sparks that much interest.”

####

---

### **Story 3: PHS Manufacturing Day, CTE Courses and Internships Script**

#### **Resources:**

- [Click here](#) for the finished PHS Manufacturing Day piece
- [Click here](#) to see a log of all the interviewee’s possible soundbites for this story
- TRT: 2:01

---

#### **Jim Condon**

##### **PHS Principal**

“Manufacturing day is been in existence for four or three years at Plymouth High School. The purpose is to introduce our freshmen, to potential career opportunities and the skill sets that they would need for those particular careers.”

#### **Claire Tanner**

##### **Plymouth High School Senior**

“You go to businesses and I was excited to go to the hospital. That kind of got me going and I was like okay this is definitely something I want to do and for some people, it was like a wake-up call they were like this isn’t what I want to do.”

**Condon:** “So after our students have the opportunity to visit the work sites and learn about potential career paths they then meet with their counselors and they look for potential vocational classes that might parallel that particular career path.”

**Tanner:** “I was given the opportunity to apply for a vocational spot in the health careers. I was accepted and I did it for a year. You can walk away with college credits.”

**Condon:** “Hopefully, that either heightens their interest, which could lead towards that job or postsecondary education. Or at the same time, maybe it sends up a red flag.. ‘I was interested in that, but I’m no longer interested’ in which case that might save that student thousands of dollars, had they gone onto postsecondary education, towards that field of employment. Once our students become upperclassmen, we do have a student internship program, we’ve had students placed in all different types of businesses.”

**Tanner:** “I come to school first through sixth and my seventh and eighth is my internship which is an assistant to the nurses. I would just keep an open mind on manufacturing day.

NAT SOUND: “Those indicate that there is a urinary tract infection”

**Tanner:** “Keep an open mind on Manufacturing day. Take it seriously, because it does line up.”

**Condon:** “And just think about the potential skills for whatever job that you might pursue regardless of where it is and what you’re doing. We are trying to make sure that our students - before they leave high school have their eyes and ears open to the many possibilities that might exist here in Marshall County.”

###

---

#### 4. Plymouth High School Dance Marathon

##### **Resources:**

- [Click here](#) for the finished Dance Marathon piece
- [Click here](#) for all the interviewee’s logged soundbites with linked video files
- TRT: 1:45

---

##### **Graciabelle Holm**

##### **PHS Senior & PHSDM President**

“Plymouth High School Dance Marathon is a mini marathon under Ball State University Dance Marathon and our money that we raise goes directly towards funding the Magic Castle Cart which is a part of the hospital’s smile therapy.”

“The kids are waiting every day for the Magic Castle cart. It’s this humongous cart .”

##### **Bob Baxter**

##### **Riley Hospital Volunteer**

“We start on a floor and they can hear us, coming down there and they say, ‘here comes the castle cart.’”

**Holm:** “They get stuffed animals coloring books, like just different toys and it just like livens up the atmosphere. It’ll make their experience at the hospital more enjoyable. Our marathon will fully fund the Magic Castle Cart for an entire year and then also help with the Palliative Care Research Center.”

**Aimee Portteus**  
**Director of Guidance**

“A couple of our kids went to smaller schools and started their own dance marathons there. So a good share of our funds that we take in and we will report come from the really good work of the staff and students of Riverside and the amazing work of the staff and students at Lincoln. One of the things I like best about the dance marathon, it’s not just Plymouth High School it’s fully our entire community.”

**Holm:** “From October to January Februaryish we are just full on, contacting businesses to see if they would like to donate.”

**Portteus:** ““Our community is just amazingly generous. Oh my gosh, I cry every single year, it’s just amazing to me, our kids just work really hard they put so much into it and to see all our community cheering them on it’s, there’s nothing like it, nothing like it.”

**Holm:** “And we even get so many donations while we’re doing our dance so those 5 minutes. We just truly look forward to, after our FTK chant, looking up and seeing those posters go up and seeing the total that we raised.”

**###**