

## 2021-22 “Respect for All” Anti-Bullying Essay and Poster Contest

### National Anti-Bullying Month:

- **October** is National Anti-Bullying Month, and schools are encouraged to participate in this anti-bullying essay and poster contest.
- For questions about the contest, please contact [RespectForAll@schools.nyc.gov](mailto:RespectForAll@schools.nyc.gov).

### RFA Essay Contest for Students:

- The theme of the essay contest is “From Bystanders to Allies.”
- Essay responses should be no more than 400 words, on 8½ x 11 letter paper, 10 Arial font size, single-spaced, with page numbers. Essays submitted on larger paper size will not be accepted.
- All essay responses must have the name of school and the name of student with grade level.
- Address one of the following four prompts.
  1. Describe a time when you stood up for someone other than yourself. Explain how this act or acts have affected your life.
  2. Describe a time when someone has helped you in a time of need. Explain how their actions have affected you.
  3. Why do you think people have trouble accepting others who are different from them? How can you encourage others to be more accepting of those who are different?
  4. The end of bullying begins with you: What have you (or someone you know) done to inspire, involve, or help others in preventing or ending bullying? Please give examples.
- See the “Essay Rubric” on page 3 for more information regarding the criteria and metrics that the Superintendent’s Office will use to determine winning essays for your district.

### RFA Poster Contest for Students:

- The theme of the poster contest is “Friends do make a difference.”
- Create a poster that incorporates your experience and understanding of bullying and anti-bullying. The intent of this contest is to raise awareness around bullying issues through the healing power of art. Art helps us tell stories, express pain, and share hopes. Your poster can reflect any of these perspectives.
- When you submit your artwork, please write a brief statement about what your poster means to you.
- The poster size must not exceed 11” x 17,” must relate to anti-bullying, and must be an original work. Posters exceeding size limit will not be accepted.
- See the “Poster Rubric” on page 4 for more information regarding the criteria and metrics that the Superintendent’s Office will use to determine winning essays for your district.

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Your School’s Submission to the Superintendent’s Office:

- Each school is allowed two submissions only (one essay and one poster) per the size limits described on page 1.
- No later than **November 12, 2021**, schools must email their submissions to their respective [Superintendent](https://www.schools.nyc.gov/about-us/leadership/district-leadership) (<https://www.schools.nyc.gov/about-us/leadership/district-leadership>).

The Superintendent’s Office Submission of Winning District Essays and Posters

- Each Superintendent’s Office must use the Essay Rubric (page 3), the Poster Rubric (page 4), and the Social-Emotional Learning (SEL) Performance Indicators (page 5) to determine the winning essays and posters.
- No later than **November 30, 2021**, each Superintendent should select two winning essays and two winning posters, representing their District.
  - Superintendents are encouraged to announce and celebrate all submissions and the winning essays and posters at their monthly Community Education Council meetings.
- No later than **January 21, 2022**, superintendents, after recognizing their schools and students, must email copies of the district winning essays and posters (only two essays per district and two posters per district) to [RespectForAll@schools.nyc.gov](mailto:RespectForAll@schools.nyc.gov).

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### Essay Rubric

<b>CRITERIA</b>	<b>4 Very Good</b>	<b>3 Good</b>	<b>2 Okay/Fine</b>	<b>1 Needs Work</b>
<b>CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or</b>	4---clearly introduce a topic in a manner that follows logically from the task and purpose --demonstrate comprehension and analysis	3—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade appropriate comprehension of the text	2—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a confused comprehension	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the
<b>COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text to support analysis and reflection</b>	4--develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay	3--develop the topic with relevant facts, definitions, and details throughout the essay	2—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant	1—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or
<b>COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</b>	4--clearly and consistently group related information together —skillfully connect ideas within categories of information using linking words and phrases — provide a concluding statement that follows clearly	3—generally group related information together —connect ideas within categories of information using linking words and phrases —provide a concluding statement that follows from the topic and	2exhibit some attempt to group related information together —inconsistently connect ideas using some linking words and phrases —provide a concluding statement that follows generally from the topic	1—exhibit little attempt at organization —lack the use of linking words and phrases —provide a concluding statement that is illogical or unrelated to the topic and information presented
<b>CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation,</b>	4—demonstrate grade appropriate command of conventions, with few errors	4—demonstrate grade appropriate command of conventions, with occasional errors that do not hinder comprehension	2—demonstrate emerging command of conventions, with some errors that may hinder comprehension	1—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension

Poster Rubric

<b>Excellent</b>	<b>4 Very Good</b>	<b>3 Good</b>	<b>2 Okay/Fine</b>	<b>1 Needs Work</b>
<b>VISUAL IMPACT (overall quality)</b>	4 The unique organization of art elements, content, & execution create a striking & memorable work. It has the power to “wow” the viewer	3 The organization of art elements, content, and execution create cohesive work. The work has lasting impact on the viewer.	2 The organization of art elements, content, and execution are addressed in the work. The work holds the viewer’s attention.	1 The organization of art elements, content, & execution are incompletely addressed in the work. There is little or no impact on the viewer.
<b>INTERPRETATION &amp; CREATIVITY (completeness/effort)</b>	4 The design shows unique and creative interpretation of the assignment and was continued until it was as complete as possible. Effort was far beyond that required, with great attention to details.	3 The design shows clear understanding of assignment and the student’s ability to think “outside the box.” With more effort, the project might have been outstanding.	2 The design shows some creativity and adequate interpretation of the assignment. However, the work appears unfinished.	1 The design requirements are fulfilled but give no evidence of original thought or interpretation. Project is incomplete or lacks attention to details.
<b>COMPOSITION / DESIGN (organization)</b>	4 Shows and effectively utilizes knowledge of the elements and principles of design, combining three or more elements and principles. The design effectively filled the entire space.	3 Shows an awareness of the elements and principles of design, using one or two elements and principles. The design mostly filled the space.	2 The assignment was completed, yet work lacks conscious planning and little evidence that an overall composition was planned. The design partly filled the space.	1 The student did the assignment, but showed little evidence of any understanding of the elements and principles of art; no evidence of planning: The design space is somewhat
<b>CRAFTMANSHIP (made with skill of mediums and overall neatness)</b>	4 It demonstrates a mastery of skill and a clear understanding and application of specific medium qualities. The design is beautiful and	3 It demonstrates skill and some understanding of specific medium qualities. The design is pleasing and partially complete.	2 It demonstrates partial skill and understanding of specific medium qualities. The design is	1 It lacks understanding of specific medium qualities. The design is a bit careless in creation of the work.
<b>CRITERIA</b>	4 All criteria of assignment have been met. Student work demonstrates the best example of following directions for assignment.	3 Most of the required criteria have been followed.	2 Some of the criteria have been met.	1 Only one criterion has been met.

### Social Emotional Learning (SEL) Performance Indicators:

1. Identify unwelcome teasing or bullying behaviors.
2. Identify bullying behavior and how it affects people.
3. Identify intervention strategies to stop bullying.
4. Describe how classmates who are the subject of rumors or bullying might feel.
5. Distinguish between bullying and non-bullying situations.
6. Explain why bullying or making fun of others is harmful to oneself or others (e.g., physical or verbal).
7. Describe strategies for preventing or stopping bullying.
8. Role-play strategies for preventing or stopping bullying.
9. Evaluate the effectiveness of strategies for preventing or stopping bullying.
10. Role-play how to report bullying behavior.