



## **“Respect for All” Anti-Bullying Essay, Poster and Multimedia Contest**

### National Anti-Bullying Month:

- **October** is National Anti-Bullying Month, and schools are encouraged to participate in this anti-bullying essay, poster and multimedia 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 the school and the name of the 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 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” below 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 the size limit will not be accepted.
- See the “Poster Rubric” below for more information regarding the criteria and metrics that the Superintendent’s Office will use to determine winning essays for your district.



### Multimedia Contest for Students:

- The theme of the multimedia contest is “Together we can create a world without bullying.”
- Create a multimedia expression (audio, images, animations, or video) 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 multimedia. Multimedia helps us tell stories, express pain, and share hopes in different ways. Your submission can reflect any of these perspectives.
- When you submit your presentation, please write a brief statement about what your submission means to you.
- See the “Multimedia Rubric” below for more information regarding the criteria and metrics that the Superintendent’s Office will use to determine winning submissions for your district.

## **“Respect for All” Anti-Bullying Essay, Poster and Multimedia Contest**

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

- Each school is allowed three submissions only (one per essay, poster and multimedia creation) per the limits described on page 1.
- No later than **November 15, 2025**, 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, Posters and Multimedia Presentations

- Each Superintendent’s Office is encouraged to use the Essay Rubric, the Poster Rubric and Multimedia Rubric with the Social-Emotional Learning (SEL) Performance Indicators to determine winning submissions. The rubrics are listed below.
- No later than **November 27, 2025**, each Superintendent should select winning essays, posters, and multimedia presentations, representing their District.
  - Superintendents are encouraged to announce and celebrate all submissions at their monthly Community Education Council meetings.
- No later than **January 31, 2026**, superintendents, after recognizing their schools and students, must email copies of the district winning submissions to [RespectForAll@schools.nyc.gov](mailto:RespectForAll@schools.nyc.gov).

## Examples of “Respect for All” Anti-Bullying Essay, Poster and Multimedia Contest Rubrics

### Essay Rubric

| CRITERIA                                                                                                                                                                      | 4 Very Good                                                                                                                                                                                                           | 3 Good                                                                                                                                                                                               | 2 Okay/Fine                                                                                                                                                                                                | 1 Needs Work                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONTENT AND ANALYSIS:</b><br>the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or                  | 4---clearly introduce a topic in a manner that follows logically from the task and purpose<br>--demonstrate comprehension and analysis                                                                                | 3—clearly introduce a topic in a manner that follows from the task and purpose<br>—demonstrate grade appropriate comprehension of the text                                                           | 2—introduce a topic in a manner that follows generally from the task and purpose<br>—demonstrate a confused comprehension                                                                                  | —introduce a topic in a manner that does not logically follow from the task and purpose<br>—demonstrate little understanding of the                                                             |
| <b>COMMAND OF EVIDENCE:</b><br>the extent to which the essay presents evidence from the provided text to support analysis and reflection                                      | 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:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language | 4--clearly and consistently group related information together<br>—skillfully connect ideas within categories of information using linking words and phrases<br>— provide a concluding statement that follows clearly | 3—generally group related information together<br>—connect ideas within categories of information using linking words and phrases<br>—provide a concluding statement that follows from the topic and | 2exhibit some attempt to group related information together<br>—inconsistently connect ideas using some linking words and phrases<br>—provide a concluding statement that follows generally from the topic | 1—exhibit little attempt at organization<br>—lack the use of linking words and phrases<br>—provide a concluding statement that is illogical or unrelated to the topic and information presented |
| <b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation,         | 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

| Excellent                                                                | 4 Very Good                                                                                                                                                                                           | 3 Good                                                                                                                                                                | 2 Okay/Fine                                                                                                                                                        | 1 Needs Work                                                                                                                                                                   |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>VISUAL IMPACT</b><br>(Overall quality)                                | 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</b><br>(completeness/effort)          | 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</b><br>(organization)                            | 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</b><br>(Made with skill of mediums and overall neatness) | 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.                                                                                                                                             |

## Multimedia Presentation Rubric

| CATEGORY                     | 4                                                                                                                                           | 3                                                                                                                                    | 2                                                                                                                                                                                                      | 1                                                                                                                                                                                                                                                                                                                    |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Organization</b>          | Student presents information in logical, interesting sequence which audience can follow.                                                    | Student presents information in logical sequence which audience can follow, but the overall organization of topics is basic.         | Content is logically organized for the most part, but audience could have some difficulty following presentation.                                                                                      | There is no sequence of information, just a series of facts.<br><br>Content is minimal and/or there are several factual errors.<br><br>Student used little to no visuals and/or use of font, color, graphics, effects etc. distract from the presentation content.<br><br>More than 4 errors in spelling or grammar. |
| <b>Content Knowledge</b>     | Covers topic in-depth with details and examples. Subject knowledge is excellent.                                                            | Includes essential knowledge about the topic. Subject knowledge appears to be good, but student doesn't elaborate.                   | Includes some essential information about the topic and/or there are a few factual errors.                                                                                                             |                                                                                                                                                                                                                                                                                                                      |
| <b>Visual Attractiveness</b> | Student used visuals to reinforce presentation and makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. | Visuals related to text and presentation. Student makes good use of font, color, graphics, effects, etc. to enhance to presentation. | Student occasionally used visuals that rarely supported text and presentation. Student makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content. |                                                                                                                                                                                                                                                                                                                      |
| <b>Mechanics</b>             | No misspellings or grammatical errors.                                                                                                      | Three or fewer misspellings and/or mechanical errors.                                                                                | Four misspellings and/or grammatical errors.                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |

## 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.