

# 2010-2011 PTA Reflections Program | STUDENT ENTRY FORM Theme: "Together We Can"

Directions: Please type or print clearly in black or blue ink (do not use pencil). Completely fill out the form down to and including the required signatures. Leave the boxed area for local PTA information blank. If you need more space, use the back of this form or an extra sheet of paper. Be sure to write your full name on any additional pages.

Grade: **8**  
 Age: **13**  
 Gender:  M  F

Grade Division (check one)  
 Primary: preschool-grade 2  
 Intermediate: grades 3-5  
 Middle/Junior: grades 6-8  
 Senior: grades 9-12

Arts Area (check one)  
 Dance Choreography  
 Film Production  
 Literature  
 Musical Composition  
 Photography  
 Visual Arts

Title of Work: **No Thanks, Man**  
 Required Artist Statement: **I write this according to ~~Fairness~~ ~~Character~~ Principles... to improve our world.**  
 Explain how your work relates to the theme. (Maximum 250 words)  
 See attached (Please print your name on any attached sheets.)

## REQUIRED INFORMATION

Photography and Visual Arts: Give the dimensions of the work in inches, including mat. L \_\_\_\_\_ W \_\_\_\_\_  
 Photography: Location/date of shot: \_\_\_\_\_  
 Describe the type of camera and process used in preparing the piece. **Visual** \_\_\_\_\_  
 Arts: Describe the medium (crayons, oil on canvas, etc.). **Dance** \_\_\_\_\_  
 Choreography: Name(s) of performer(s): \_\_\_\_\_  
 Film Production: Name(s) of person(s) appearing in your film: Was \_\_\_\_\_  
 a computer used? If so, name the software and hardware. \_\_\_\_\_  
 Dance Choreography and Film Production: Credit the background music below (title, composer, and performer). \_\_\_\_\_

Musical Composition: Check one:  Traditional Instrumentation  Synthesizer  
 Name(s) of person(s) who performed your composition: \_\_\_\_\_  
 Was a computer used? If so, name the software and hardware. \_\_\_\_\_  
 Are lyrics included? If so, how do your lyrics complement your composition? \_\_\_\_\_

Student's first name: **Cason** Middle Initl. \_\_\_\_\_ Last name: **[Redacted]**  
 Address 1: **[Redacted]** Address 2: **#204**  
 City: **[Redacted]** State: **VA** ZIP: **[Redacted]**  
 Phone: **(703) 562-5473** E-mail: \_\_\_\_\_

I assign to National PTA copyright in my works submitted for the Reflections Program. National PTA is not responsible for lost or damaged works. Entries may not be returned. I understand that I must participate in the Reflections Program through a PTA/PTSA in good standing. I affirm that this is my own original work. I understand that the submission of my entry into the Reflections Program constitutes acceptance of the above conditions.

Signature of student: **[Redacted]** Signature of parent/legal guardian (necessary if child is under 18 years): **[Redacted]**

TO BE COMPLETED BY LOCAL PTA Check one:  PTA  PTSA Local eight-digit PTA ID: \_\_\_\_\_  
 Local chair name: \_\_\_\_\_ Official PTA/PTSA name: \_\_\_\_\_  
 PTA address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_  
 E-mail: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_ Council: \_\_\_\_\_  
 Local PTA good standing status: Membership dues paid for: / / Begins approval for: / / District: \_\_\_\_\_

## No Thanks, Man

Gangs, drugs, and violence infest the lives of innocent people every day. Family and friends of those in gangs are always in constant fear of their own well being and of those loved ones in gangs. Together, we can put an end to gangs and the crimes they commit.

On gang awareness day, I was told that there are six major gangs in Arlington, Virginia. I don't know any of them. I was at the park playing ball with some older kids I found. They were high school kids, larger, tougher, and stronger than I was. I got along with them on the court. I noticed that they were all wearing red. Suddenly one of the kids asks me in a harsh tone,

"Wanna join our gang? We'll get you your red in no time."

I just stood there, a statue for about five minutes. I didn't know what to say. I knew we had gone over gangs in school, but never really paid attention. I didn't know what to say: I knew that in my mind I wanted to say no, but I felt as if I was being pressured into saying yes.

"No thanks man," I finally responded in a shaky voice.

"You sure, man? We'll have your back, get you some cash, and be one of us" he replied while he approached, me towering above my head.

"Yeah, man; I'm sure", I responded firmly, remembering that I learned not to fall into peer pressure during health class.

"Well, in that case, you better be at the initiation tomorrow night, we need a few more guys out there on the streets" he said. I noticed that all the kids on the court had formed a circle around me.

"Now!" screamed the kid, and in the blink of an eye, I was on the ground. I was manhandled and beaten until the gang was fully amused. Right before the gang left the court; their leader looked me eye to eye and said,

"Deuces".

I lay there on the court, tattered and torn. I gathered the strength to get up, and dragged myself home. I was constantly looking back while walking. A whirlwind of thoughts were zapping through my mind. I knew I didn't want to be in a gang, but that I wanted to be independent, an individual.

In the *Washington D.C. News Bureau* article titled "Students Talk of Gangs, Drugs", author Kim Geiger states:

Forty-six percent of teens report gangs at public schools, compared with just 2% of teens at private and religious schools. Forty-seven percent of public school teens said drugs are used, stored, or sold at schools compared with 6% of private school students.  
(Geiger, A. 17)

To put an end to gangs, we must reach out to kids before gangs reach them, whether it's through conventions, school programs, or having experts talk to kids. Kids must know that they should avoid gangs and learn how to say no when approached by other gangs members. We should also teach kids how deadly being in a gang can be such as acts of violence, shootings, and threatening others.

Parents should be active and pay attention to what their kids do and participate in. Parents should spend time with their kids so they grow closer to their child. Parents should also get involved in school activities to keep and with what their kids are learning and doing in school. Parents should set an example for their kids as they often look up to their parents. Parents should talk to their kids about how being in a gang can affect them negatively. Gangs influence kids to make poor decisions, stray away from school, and act rebellious towards their parents.

We must also stop those already in gangs from committing crimes. We must increase police and

law enforcement. Penalties and charges should be increased for those who have committed crimes. Finally, those in gangs that need help or are in emotional turmoil, therapy can be offered to assist them in changing their ways and having a second chance in life.

Finally, we must support victims of gang activity. We must convince them to not end up in rival gangs or get involved in gang activity as well. Rehabilitation, therapy, and counseling should be offered to them so they don't end up in turmoil. One day, I hope that together we can put an end to gangs and the terror they bring.

#### Works Cited

Geiger, K. (2010, August 19). "Students Talk of Gangs, Drugs." *SIRS Knowledge Source*. Washington D.C. News Bureau. Retrieved October 22, 2010, from <http://sks.sirs.com>

**2010-2011 PTA Reflections Program | STUDENT ENTRY FORM** Theme: "Together We Can"

**Directions:** Please type or print clearly in black or blue ink (do not use pencil). Completely fill out the form down to and including the required signatures. Leave the boxed area for local PTA information blank. If you need more space, use the back of this form or an extra sheet of paper. Be sure to write your full name on any additional pages.

	<b>Grade Division</b> (check one)	<b>Arts Area</b> (check one)
Grade:	<input type="checkbox"/> Primary: preschool-grade 2	<input type="checkbox"/> Dance Choreography
Age:	<input type="checkbox"/> Intermediate: grades 3-5	<input type="checkbox"/> Film Production
Gender <input checked="" type="checkbox"/> M <input type="checkbox"/> F	<input checked="" type="checkbox"/> Middle/Junior: grades 6-8	<input checked="" type="checkbox"/> Literature
	<input type="checkbox"/> Senior: grades 9-12	<input type="checkbox"/> Musical Composition
		<input type="checkbox"/> Photography
		<input type="checkbox"/> Visual Arts

**Title of Work:** Together We Can

**Required Artist Statement:**  
 Explain how your work relates to the theme.  
 (Maximum 250 words) **See attached** (Please print your name on any attached sheets.)

**REQUIRED INFORMATION**

**Photography and Visual Arts:** Give the dimensions of the work in inches, including mat. L \_\_\_\_\_ W \_\_\_\_\_  
**Photography:** Location/date of shot: \_\_\_\_\_  
 Describe the type of camera and process used in preparing the piece. **Visual** \_\_\_\_\_  
**Arts:** Describe the medium (crayons, oil on canvas, etc.). **Dance** \_\_\_\_\_  
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**Film Production:** Name(s) of person(s) appearing in your film: Was \_\_\_\_\_  
 a computer used? If so, name the software and hardware. \_\_\_\_\_  
**Dance Choreography and Film Production:** Credit the background music below (title, composer, and performer). \_\_\_\_\_

**Musical Composition:** Check one:  Traditional Instrumentation  Synthesizer  
 Name(s) of person(s) who performed your composition: \_\_\_\_\_  
 Was a computer used? If so, name the software and hardware. \_\_\_\_\_  
 Are lyrics included? If so, how do your lyrics complement your composition? \_\_\_\_\_

Student's first name Rafael Middle Intl. [redacted] Last name [redacted]  
 Address 1 [redacted] Address 2 \_\_\_\_\_  
 City [redacted] State VA ZIP [redacted]

Phone (703) 310-3380 E-mail [redacted]  
 I assign to National PTA copyright in my works submitted for the Reflections Program. National PTA is not responsible for lost or damaged works. Entries may not be returned. I understand that I must participate in the Reflections Program through a PTA/PTSA in good standing. I affirm that this is my own original work. I understand that the submission of my entry into the Reflections Program constitutes acceptance of the above conditions.

Signature of student [redacted] Signature of parent/legal guardian (necessary if child is under 18 years) [redacted]

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 E-mail \_\_\_\_\_ Phone ( ) \_\_\_\_\_ Council \_\_\_\_\_  
 Local PTA good standing status: Membership dues paid date / / Bylaws approval date / / District \_\_\_\_\_

# Together We Can

Together we can bring happiness,  
Together we can get lightness.  
Together we can face fear,  
Together we can make all sadness disappear.

Like an old an old man said,  
You can be together in your own way.  
Together there is nothing to worry about,  
Together we can go anywhere out.

Every body we will stay together,  
Families, friends, whoever  
And always we will be together forever.  
Poor people on the streets walking alone  
Together we can make them a new home.

Together, together  
We can make the world better...

By Rafael V. [REDACTED]

**2010-2011 PTA Reflections Program | STUDENT ENTRY FORM** Theme: "Together We Can"

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Arts Area (check one)  
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 Film Production  
 Literature  
 Musical Composition  
 Photography  
 Visual Arts

Title of Work: The Cry for Help  
 Required Artist Statement: Explain how your work relates to the theme. According to President John F. Kennedy, "We have the ability, as members of the human race, we have the means, we have the capacity to eliminate hunger."  
 (Maximum 250 words) See attached (Please print your name on any attached sheets.)

**REQUIRED INFORMATION**

Photography and Visual Arts: Give the dimensions of the work in inches, including mat. L \_\_\_\_\_ W \_\_\_\_\_  
 Photography: Location/date of shot: \_\_\_\_\_  
 Describe the type of camera and process used in preparing the piece. Visual \_\_\_\_\_  
 Arts: Describe the medium (crayons, oil on canvas, etc.). Dance \_\_\_\_\_  
 Choreography: Name(s) of performer(s): \_\_\_\_\_  
 Film Production: Name(s) of person(s) appearing in your film: Was a computer used? If so, name the software and hardware. \_\_\_\_\_  
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 Musical Composition: Check one: Traditional Instrumentation \_\_\_\_\_ Synthesizer \_\_\_\_\_  
 Name(s) of person(s) who performed your composition: \_\_\_\_\_  
 Was a computer used? If so, name the software and hardware. \_\_\_\_\_  
 Are lyrics included? If so, how do your lyrics complement your composition? \_\_\_\_\_

Student's first name: [Redacted] Middle Init. T Last name: Vo  
 Address 1: [Redacted] Address 2: \_\_\_\_\_  
 City: [Redacted] State: VA ZIP: [Redacted]  
 Phone: (703) 814 8146 E-mail: \_\_\_\_\_

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Signature of student: [Signature] Signature of parent/legal guardian (necessary if child is under 18 years): [Signature]

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 E-mail: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_ Council: \_\_\_\_\_  
 Local PTA good standing status: Membership dues paid date: // // Bylaws approval date: // // District: \_\_\_\_\_

## The Cry for Help

I was sitting outside of a restaurant in Vietnam with my parents. We had just gotten our food. "Get out of here you pest!" I turn my head and see the shopkeeper chase a little girl down the street with a stick. The girl was about 10 years old. She was dressed in rags and had a filthy face. There was sorrow and fear in her eyes. She was very thin and carrying a small bowl. I could tell she was starving just by looking at her weak and fragile body. She was like a deer running away from a hunter. She scurried down the street and hid in the corner. The shopkeeper returned to his store.

My father called her over. "You, get over here." The girl slowly stepped towards us. As she walked closer, I could see her beauty. I stared at my untouched meal.

"Mommy, I'm not hungry," I whined.

"Well, you ate before you came here," my mom explained.

I pushed the bowl away. "Throw it away."

"No, we spent money on that."

The girl stared intently at my food. "I'm very hungry. This is very rude of me to ask, but can I please have some food? Please? I beg of you. I'm starving."

My dad picked up my bowl of noodles and dumped it into her bowl.

"Thank you so much! I will share this with my siblings!" The girl exclaimed as she ran away.

I stared at my dad. "Why would you give my food to a stranger? You don't even know her. The shopkeeper chased her. She may be a bad person."

He frowned at me. "I am very disappointed in you. You didn't want it. That girl needs it more than you do. Are you starving? Of course you're not. In fact you were planning to throw the food away. To you, every meal is just another meal. To her, every meal is a gift from god, a gift for survival.

Those words have stayed with me for the past 7 years. My father was right. We're luckier than we think. We have food, a home, clothes, and the people we love. Sometimes we forget that these things are privileges, not rights that we take for granted.

Has a homeless person ever asked you for money? Have you ever ignored them? Have you ever asked yourself why? Was it because you didn't have money? You know they need money more than you do. Over 3.5 million people are homeless each year in the United States. ("National Coalition for the Homeless" N.p) The next time you see a homeless person, ask yourself those questions. Together we can end poverty and help save millions of people.

Unfortunately, not everyone is like us. Think about people all over the world who die because of unhealthy conditions, famine, diseases, and unsafe drinking water. I remember when I saw someone like that on the street in Vietnam.

He held his stick-like hand out to me. "Please, I need money. Spare a dime!" He called to me with his rasp voice. I looked at his face. It was as pale as a sheet of paper and thin as grass. His lips were as dry as the desert. I knew he couldn't survive for more than a few more days. I nodded then handed him five dollars. He smiled and thanked me. I came back a week later and he wasn't there.

According to President John F. Kennedy, "We have the ability, as members of the human race, we have the means, we have the capacity to eliminate hunger from the face in our lifetime. We need only the will." ("Day to Day," N.p).

We do have the ability to end the deaths of millions of innocent people. We have the ability to eliminate famine. Think about everyone on the planet who is homeless. What have they done to deserve such a cruel and horrifying fate? Have you ever wanted to help them? You can help prevent poverty. You can save lives by just sending money to other countries to help people. The next time you see a homeless person, you can give them money. It doesn't have to be hundreds of dollars. You can buy them breakfast for just a couple dollars. So why not save a life?

#### Works Cited

- N.a (2008) "Day to Day" in "National Public Radio" Retrieved October 22, 2010, from SIRS Web site: <http://sks.sirs.com/>
- N.a (2007) "How Many People Experience Homelessness?" in "National Coalition for The Homeless" Retrieved October 27, 2010, from NCH Web site: <http://www.nationalhomeless.org/>



**2010-2011 PTA Reflections Program | STUDENT ENTRY FORM** Theme: "Together We Can"

**Directions:** Please type or print clearly in black or blue ink (do not use pencil). Completely fill out the form down to and including the required signatures. Leave the boxed area for local PTA information blank. If you need more space, use the back of this form or an extra sheet of paper. Be sure to write your full name on any additional pages.

Grade: 8  
Age: 13

Gender  M  F

**Grade Division** (check one)  
 Primary: preschool-grade 2  
 Intermediate: grades 3-5  
 Middle/Junior: grades 6-8  
 Senior: grades 9-12

**Arts Area** (check one)  
 Dance Choreography  
 Film Production  
 Literature  
 Musical Composition  
 Photography  
 Visual Arts

**Title of Work:** The House

**Required Artist Statement:** Explain how your work relates to the theme. The man in the poem gets together a group of volunteer construction workers to build a homeless family a house. This shows that together, we can end homelessness.  
 (Maximum 250 words) See attached (Please print your name on any attached sheets.)

**REQUIRED INFORMATION**

**Photography and Visual Arts:** Give the dimensions of the work in inches, including mat. L \_\_\_\_\_ W \_\_\_\_\_  
**Photography:** Location/date of shot: \_\_\_\_\_

Describe the type of camera and process used in preparing the piece. **Visual** \_\_\_\_\_

**Arts:** Describe the medium (crayons, oil on canvas, etc.). **Dance** \_\_\_\_\_

**Choreography:** Name(s) of performer(s): \_\_\_\_\_

**Film Production:** Name(s) of person(s) appearing in your film: Was \_\_\_\_\_  
 a computer used? If so, name the software and hardware. \_\_\_\_\_

**Dance Choreography and Film Production:** Credit the background music below (title, composer, and performer). \_\_\_\_\_

**Musical Composition:** \_\_\_\_\_ Check one:  Traditional Instrumentation  Synthesizer

Name(s) of person(s) who performed your composition: \_\_\_\_\_  
 Was a computer used? If so, name the software and hardware. \_\_\_\_\_

Are lyrics included? If so, how do your lyrics complement your composition? \_\_\_\_\_

Fold here

Student's first name Marina Middle Intl. C. A. Last name [REDACTED]

Address 1 [REDACTED] Address 2 [REDACTED]

City [REDACTED] State VA ZIP [REDACTED]

Phone (703) 979-1468 E-mail [REDACTED]

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Signature of student Marina [REDACTED] Signature of parent/legal guardian (necessary if child is under 18 years) [REDACTED]

**TO BE COMPLETED BY LOCAL PTA** Check one:  PTA  PTSA  Local eight-digit PTA ID: \_\_\_\_\_  
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 PTA address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_  
 E-mail \_\_\_\_\_ Phone ( ) \_\_\_\_\_ Council \_\_\_\_\_  
 Local PTA good standing status: Membership dues paid date \_\_\_/\_\_\_/\_\_\_ Bylaws approval date \_\_\_/\_\_\_/\_\_\_ District \_\_\_\_\_

The cold,  
Hungry,  
Homeless family  
Is in a deserted alley.  
No food tonight.  
No shelter tonight.  
No hope for them tonight.

The cold,  
Hungry,  
Homeless family  
Is approached by a nice-looking man.  
He asks them if they want  
A house,  
Free of any and all charge.

The stunned,  
Ecstatic,  
Suspicious family  
Accepts the nice man's offer.  
He walks away,  
To make his plans  
While the homeless family waits.

The determined,  
Generous,  
Compassionate man  
Groups his  
Construction helpers.  
Once they are grouped,  
They start to build  
A house that will hold the family.

The walls go up,  
The flooring is installed,  
A roof is put in place.  
The rooms are designed,  
The furniture is bought,  
The decorations are added.

The cold,  
Hungry,  
Homeless family  
Is approached by the man  
Once more.  
He tells them  
The house is done with,  
Finished  
As he leads them to its door.

The cold,  
Hungry,  
Homeless family  
Is shocked by what they find.  
For inside the house  
Are walls,  
A roof,  
and furnishings too.

The cold,  
Hungry,  
Homeless family  
Is in store for even more shock.  
The nice-looking man  
Now tells them that  
There is food, clothing, and a job  
For the father.

The cold,  
Hungry,  
Homeless family  
Is now homeless no more.  
Now they are,  
As one would expect,  
A happy,  
Content,  
Joyful family.

The determined,  
Compassionate,  
Generous man  
Is still doing great deeds.  
He has helped many people,  
And is still helping more  
On his journey to assist all in need.

# 2010-2011 PTA Reflections Program | STUDENT ENTRY FORM Theme: "Together We Can"

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Grade: **8**  
 Age: **14**  
 Gender:  M  F

**Grade Division (check one)**  
 Primary: preschool-grade 2  
 Intermediate: grades 3-5  
 Middle/Junior: grades 6-8  
 Senior: grades 9-12

**Arts Area (check one)**  
 Dance Choreography  
 Film Production  
 Literature  
 Musical Composition  
 Photography  
 Visual Arts

**Title of Work:** Unforgettable  
**Required Artist Statement:**  
 Explain how your work relates to the theme. This is about grief  
 (Maximum 250 words) See attached! (Please print your name on any attached sheets.)

## REQUIRED INFORMATION

**Photography and Visual Arts:** Give the dimensions of the work in inches, including mat. L \_\_\_\_\_ W \_\_\_\_\_  
**Photography:** Location/date of shot: \_\_\_\_\_  
 Describe the type of camera and process used in preparing the piece. **Visual Arts:** Describe the medium (crayons, oil on canvas, etc.). **Dance Choreography:** Name(s) of performer(s): \_\_\_\_\_  
**Film Production:** Name(s) of person(s) appearing in your film: Was a computer used? If so, name the software and hardware. \_\_\_\_\_  
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**Musical Composition:** Check one:  Traditional Instrumentation  Synthesizer  
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 Are lyrics included? If so, how do your lyrics complement your composition? \_\_\_\_\_  
 Fold here \_\_\_\_\_

**Student's** first name Eman Middle Intl. S. Last name \_\_\_\_\_  
 Address 1 \_\_\_\_\_ Address 2 \_\_\_\_\_  
 City \_\_\_\_\_ State V.A ZIP \_\_\_\_\_  
 Phone (703) 874-1342 E-mail \_\_\_\_\_

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Signature of student: Enore  
 Signature of parent/legal guardian (necessary if child is under 18 years): [Signature]

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## Inescapable

I was born in a gang populated Bronx, New York. So scared to go play outside the fear of getting shot or jumped walking back from school. Under Pressure when your best friend joins a gang “A shawty wanna join the gorilla gang homie?”, “AAA ill let you know tomorrow”. All day the only thing that goes your mind is should I join the gang or should I not?

Growing up was hard for me trying to get away from the guns, drugs, gangs, and prostitution it was nearly impossible. Every corner you look you see the normal’s trying to live a normal life but it was almost impossible to live a normal life when you are in the hood (projects).

If you live in the projects you turn hard cold, you’ll have no heart that’s the faze when you join a gang. The money is what mostly drags people to gangs you might want to help your family or you just are selfish and saw something you wanted.

That is why my big brother joined a gang to support his family it was tough after my dad died he had to take 2 shifts. My mom couldn’t take a job because she had to watch my brother obey he just turned 1 last month and he never lets my mom leave the house so I got a job at I corner store that paid 12 dollars every 2 hours. At the age of 13 I started to sell nickel bags of weed (marijuana) Also according to the SAMHSA study, “49.7 percent of the teens who used marijuana in 2005 engaged in violent behavior (Monteverde, Matthew 2008) that’s when I got

caught on March 17, 2009. I got sent to a juvenile center for two months and got out with parole.

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 Intermediate: grades 3-5  
 Middle/Junior: grades 6-8  
 Senior: grades 9-12

Arts Area (check one)  
 Dance Choreography  
 Film Production  
 Literature  
 Musical Composition  
 Photography  
 Visual Arts

Title of Work: The Consequence

Required Artist Statement:  
 Explain how your work relates to the theme. I wrote this according to Earth character principles... to improve our world.  
 (Maximum 250 words) See attached (Please print your name on any attached sheets.)

**REQUIRED INFORMATION**

Photography and Visual Arts: Give the dimensions of the work in inches, including mat. L W  
 Photography: Location/date of shot: \_\_\_\_\_  
 Describe the type of camera and process used in preparing the piece. Visual  
 Arts: Describe the medium (crayons, oil on canvas, etc.). Dance  
 Choreography: Name(s) of performer(s): \_\_\_\_\_  
 Film Production: Name(s) of person(s) appearing in your film: Was  
 a computer used? If so, name the software and hardware. \_\_\_\_\_  
 Dance Choreography and Film Production: Credit the background music below (title, composer, and performer).

Musical Composition: \_\_\_\_\_  
 Check one: Traditional Instrumentation Synthesizer  
 Name(s) of person(s) who performed your composition: \_\_\_\_\_  
 Was a computer used? If so, name the software and hardware. \_\_\_\_\_  
 Are lyrics included? If so, how do your lyrics complement your composition? \_\_\_\_\_  
 Fold here \_\_\_\_\_

Student's first name: Jessica Middle init. \_\_\_\_\_ Last name: [Redacted]  
 Address 1: [Redacted] Address 2: \_\_\_\_\_  
 City: [Redacted] State: [Redacted] ZIP: [Redacted]  
 Phone: (703) 845-3662 E-mail: [Redacted]

I assign to National PTA copyright in my works submitted for the Reflections Program. National PTA is not responsible for lost or damaged works. Entries may not be returned. I understand that I must participate in the Reflections Program through a PTA/PTSA in good standing. I affirm that this is my own original work. I understand that the submission of my entry into the Reflections Program constitutes acceptance of the above conditions.

Signature of student: [Redacted]  
 Signature of parent/legal guardian (necessary if child is under 18 years): [Redacted] for the Newcare family

TO BE COMPLETED BY LOCAL PTA. Check one:  PTA  PTSA  Local eight-digit PTA ID: \_\_\_\_\_  
 Local chair name: \_\_\_\_\_ Official PTA/PTSA name: \_\_\_\_\_  
 PTA address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_  
 E-mail: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_ Council: \_\_\_\_\_  
 Local PTA good standing status: Membership dues paid date: / / Bylaws approval date: / / District: \_\_\_\_\_

## The Consequence

"Yeah, man you saw *Teen Mom* yesterday!?"

"Yeah, that chick was only like fourteen years old, Dog."

"Man, it seems like doing it is fun, but you got to look at the consequence that comes about 8 months later, Man."

The issue that these two teenage boys are talking about is a rising issue that is becoming more and more common in America, and around the world. Together, we can prevent teenage pregnancy.

The term is abstinence: "Forbearance from any indulgence, appetite, drugs, sexuality and/or alcoholic beverages." (Online Dictionary, n.p). Or, when talking about sexual terms, it is refraining from having sex until marriage.

I have a cold, heartbreaking story to tell you. It's about a girl, who is one of my best friends. Her name is Jenisha Mainali. She's a careful and cautious girl. But one day, she whispered in class,

"Jessica, I have to go throw up I've been throwing up for a while and I don't know what's happening to me!" She raised her hand to ask to use the bathroom. When the teacher said yes, we ran as fast as we could, all right. I stood there, watching her throw up, saying "its okay," over and over again. A few hours later, Jenisha found out that she was in her 2<sup>nd</sup> month of pregnancy. We cried and cried all day long. I was there for just about everything, you know? We running off to the mall going into all the stores, her modeling shirts for me that were baggy, but not baggy enough to make it obvious.

I still here her voice in my head going "Is this okay?" "What about this? Can you see my bump?" The day she told her ex boyfriend she was pregnant was a disaster. He physically and verbally abused her, hitting her and calling her stupid. "This was your fault! You should've known better than that, *ya freakin' prostitute!*" I still hear him saying that to her and tears still come to my eyes. It's amazing how men can just think they can do whatever they want and get away with it. And the worst part is he abandoned her soon after that. I remember before she was pregnant her boyfriend would shower her with "I love you"s and gifts. But now he denies being the father and refused to take the paternity test. So, on November 1<sup>st</sup> 2009, baby Jessika was born. Jenisha named the baby after me because I was there the entire time. But ever since Jenisha had Jessika, she gained a lot of weight and now suffers from an anxiety disorder. Her parents are ashamed of her being their daughter and don't support her at all. "Be happy you're still living with us," they say ever so rudely "You're not our daughter anymore." Heartbreaking, I know. She cries everyday, regretting everything she's ever done. Even though I moved back to America, and she's in Nepal, we still talk a lot on Facebook and I'm still always there for her. Now, whenever I see a pregnant teenager walking down the street, I smirk and think "*Been there, done that,*" because really, I truly have.

According to Callie Watson, "In 2009, a Youth Risk Behavior Survey conducted by the U.S Federal Government, estimated that condom use by sexually active teenagers was at 61%" (Watson, n.p). Sixty-one percent is definitely not enough. Just imagine the other thirty-nine percent having unplanned sex. This just utterly shocks me. I honestly don't see why people don't take having a life inside of you and having sex seriously. I believe teens are having more sex by lack of communication, and pressure from their sex partner. People also misunderstand the media, and take everything the wrong way. While



the media is trying to tell you that teenage pregnancy is the opposite of good, people misunderstand and think that having a baby at a young age is cool. Some girls actually try to get pregnant on purpose. We **need** to teach teens to think twice about what they are doing and take precautions. We can help make teens more aware by teaching abstinence in schools and making that term more common around the world. We can do this by providing sex education and making it compulsory around the world. Especially for boys, who think that they can take advantage of girls and just get away with everything they want. Little by little, we can make a difference. Together, we can prevent teenage pregnancy.

#### Work Cited List

Watson, Callie (2008). "*More Teens having Unsafe Sex*" Retrieved October 6<sup>th</sup> 2010, from website: <http://sks.sirs.com/>

**2010-2011 PTA Reflections Program | STUDENT ENTRY FORM** Theme: "Together We Can"

**Directions:** Please type or print clearly in black or blue ink (do not use pencil). Completely fill out the form down to and including the required signatures. Leave the boxed area for local PTA information blank. If you need more space, use the back of this form or an extra sheet of paper. Be sure to write your full name on any additional pages.

Grade: **8**  
 Age: **B**  
 Gender  M  F

**Grade Division (check one)**  
 Primary: preschool-grade 2  
 Intermediate: grades 3-5  
 Middle/Junior: grades 6-8  
 Senior: grades 9-12

**Arts Area (check one)**  
 Dance/Choreography  
 Film Production  
 Literature  
 Musical Composition  
 Photography  
 Visual Arts

Title of Work: **The Crew**

Required Artist Statement: **I wrote this according to earth character principle, to improve our**  
 Explain how your work relates to the theme:  
 (Maximum 250 words) See attached (Please print your name on any attached sheets.)

**REQUIRED INFORMATION**

**Photography and Visual Arts:** Give the dimensions of the work in inches, including mat. L \_\_\_\_\_ W \_\_\_\_\_  
**Photography:** Location/date of shot: \_\_\_\_\_  
 Describe the type of camera and process used in preparing the piece. **Visual** \_\_\_\_\_  
**Arts:** Describe the medium (crayons, oil on canvas, etc.). **Dance** \_\_\_\_\_  
**Choreography:** Name(s) of performer(s): \_\_\_\_\_  
**Film Production:** Name(s) of person(s) appearing in your film: **Was** \_\_\_\_\_  
 a computer used? If so, name the software and hardware: \_\_\_\_\_  
**Dance/Choreography and Film Production:** Credit the background music below (title, composer, and performer): \_\_\_\_\_

**Musical Composition:** Check one:  Traditional Instrumentation  Synthesizer  
 Name(s) of person(s) who performed your composition: \_\_\_\_\_  
 Was a computer used? If so, name the software and hardware: \_\_\_\_\_  
 Are lyrics included? If so, how do your lyrics complement your composition? \_\_\_\_\_

Student's first name: **Ashik Azim** Middle initial: \_\_\_\_\_ Last name: **[Redacted]**  
 Address 1: **[Redacted]** Address 2: \_\_\_\_\_  
 City: **[Redacted]** State: **VA** ZIP: **[Redacted]**  
 Phone: **(703) 941-2377** E-mail: \_\_\_\_\_

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Signature of student: **[Redacted]** Signature of parent/legal guardian (necessary if child is under 18 years): **[Redacted]**

**TO BE COMPLETED BY LOCAL PTA** Check one:  PTA  PTSA Local eight-digit PTA ID: \_\_\_\_\_  
 Local chair name: \_\_\_\_\_ Official PTA/PTSA name: \_\_\_\_\_  
 PTA address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_  
 E-mail: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_ Council: \_\_\_\_\_  
 Local PTA good standing status: Membership dues paid due: / / Expires approval due: / / District: \_\_\_\_\_

The Crew  
By Ashik Azim

I lived in D.C. for most of my life and it was okay; but when it was midnight, that's when it got a little frightening. Rarely you see or hear gun fire but not to night. You could hear gun fire in the air, yelling, innocent people shouting for help. One night I heard two groups of people fighting in front of my building.

"Naw, son: this is my turf. Hop off!" the guy in the red shirt says.

"Boy; this is my turf, now out before I bust a cap in your head!" the guy in the blue said.

That's when the fight started. I couldn't believe what I was seeing with my own eyes. I never thought this would happen in this side of town. I heard a gun fire shot by the guy in the red shirt, then the group in the blue ran away out of fear. The group in red was cursing out of celebration, and shooting bullets in the air.

"That's right, son; we got our turf back, boy!" the leader of the group said. I was speechless for what I had just experienced and heard there was a moment of silence...

"WEE WOO WEE WOO!" the sound of a police siren came out of nowhere. The red group scattered away like mice running away from a cat. The police managed to catch one of them.

"You have the right to remain quite," the officer said. I could barely hear him. I didn't know how to cope with this incident I was only 7 and didn't understand what just happened.

All over the world, there are gangs and people doing drugs. Gang violence shatters life. Every day you see stories on TV news and read in newspapers about how gang violence disrupts lives and leaves a trail of blood. Gangs prey on the weak: they beat-up their victims, punching, kicking, or beating them with bats or clubs. Gangs, drugs, and violence are like disease that affects everything around them. Family and friends worry everyday about their loved ones in gangs. They are worried for their well-being and if they will ever see their nearest and dearest again. Together, we can end people from doing drugs and gangs committing crimes.

According to Kim Geiger, journalist, "More than a quarter of public middle and high school students say both gangs and drugs are present at their campuses, according to a survey released Thursday by the National Center on Addiction and Substance Abuse at Columbia University" (Geiger, A17). Together, we can put an end to gangs and drugs by putting less peer pressure on teens. Cooperate with the police forces. When the police know where and when gangs operate, they can be more effective in dealing with the problems associated with them. Another is to be part of a neighborhood watch. Criminal activity can be curtailed when many eyes are watching. Crime lives in the dark, so shine the light of neighborhood in the street and the gang will go elsewhere. Deglamourize the gang lifestyle. A child will be attracted to the seemingly attractive lifestyle made popular by certain styles of music. When the reality of prison and/or jail is shown to young people, they quickly find that such brutality is not to their taste. Don't force people into doing things they don't want to do, and they won't feel they have to do it. We shouldn't exclude teens out of activities, or they will feel like they aren't wanted around and join gangs. So! Education, community, and cooperation are all important steps to stopping gang activity.

#### Works Cited

Geiger, Kim. "Students talk of gangs and drugs." Retrieved October 26, 2010 from *McClatchy. Washington DC News Bureau* .Web site SIRS. <http://sks.sirs.com/>.

Grade Division (check one)

Arts Area (check one)

Grade: 8

Primary: preschool-grade 2

Dance Choreography

Age: 13

Intermediate: grades 3-5

Film Production

Middle/Junior: grades 6-8

Literature

Gender  M  F

Senior: grades 9-12

Musical Composition

Photography

Visual Arts

Title of Work: The Pain of the Bond

Required Artist Statement: I wrote this according to the Earth Charter Principles...  
Explain how your work relates to the theme. To improve our world  
(Maximum 250 words) See attached (Please print your name on any attached sheets.)

REQUIRED INFORMATION

Photography and Visual Arts: Give the dimensions of the work in inches, including mat. L \_\_\_\_\_ W \_\_\_\_\_  
Photography: Location/date of shot: \_\_\_\_\_  
Describe the type of camera and process used in preparing the piece. Visual Arts: Describe the medium (crayons, oil on canvas, etc.). Dance Choreography: Name(s) of performer(s): \_\_\_\_\_  
Film Production: Name(s) of person(s) appearing in your film. Was a computer used? If so, name the software and hardware. \_\_\_\_\_  
Dance Choreography and Film Production: Credit the background music below (title, composer, and performer). \_\_\_\_\_

Musical Composition: Check one:  Traditional Instrumentation  Synthesizer

Name(s) of person(s) who performed your composition: \_\_\_\_\_  
Was a computer used? If so, name the software and hardware. \_\_\_\_\_  
Are lyrics included? If so, how do your lyrics complement your composition? Field here

Student's first name: Bo Middle init. \_\_\_\_\_ Last name: [Redacted]

Address 1: [Redacted] Address 2: \_\_\_\_\_

City: [Redacted] State: Virginia ZIP: [Redacted]

Phone: (703) 522-2761 E-mail: \_\_\_\_\_

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Signature of student: [Redacted] Signature of parent/legal guardian (necessary if child is under 18 years): [Redacted]

TO BE COMPLETED BY LOCAL PTA Check one:  PTA  PTSA Local eight-digit PTA ID: \_\_\_\_\_  
Local chair name: \_\_\_\_\_ Official PTA/PTSA name: \_\_\_\_\_  
PTA address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_  
E-mail: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_ Council: \_\_\_\_\_  
Local PTA good standing status: Membership dues paid date: / / Bylaws approved date: / / District: \_\_\_\_\_

## The Pain of the Bond

*I woke up from my deep slumber to the sound of a door opening. It was my owner, Larry. I heard many people walk in. I put my head down and pretended to be asleep as they walked up to me, these are new faces, new smells. Almost everyday this has happened, Larry bringing in new people to show them his "stupid mutt."*

*"Are you awake, stupid dog?" the boy pokes me with the stick.*

*"Dude, I think its dead!" says another one of his friends, who pokes me even harder.*

*"No its not, Butch is just lazy. A lazy, stupid, disgrace of a dog," Larry says.*

*I can't understand what he is saying, but I know it was about me. Ever since Larry and his friends met me, I've been bullied. I lift my head and look at them. They all are staring at me, trying to find an excuse to poke me again. I get up and start to walk to another room but one of them is in my path. I try to push past him but he shoves me down. I'm used to this: Larry and his friends have been doing this for a while now. They push me around for a bit. It isn't anything I'm not used to. Then more of Larry's beastly multitude enters the premises, and shoving turns to hitting. Then hitting becomes punching, and before I know it, I am on the ground, bleeding.*

*When Larry's parents show up, they rescue me. I go to the vet's, which I had feared and hated when I was little, yet now these grounds are a fort for me. I don't know if they are telling the vet what Larry did to me, but I am cleaned up.*

*The next day, Larry and his entire deathly brigade are at it again when the neighbors come. They yell at Larry and send him and the horde away. Then they confront Larry's parents. They yell at each other. After much shouting, the neighbors leave and I am taken to a different vet. I don't understand why; I don't know how long I've been gone.*

*When we get back home, people are waiting for us. They take Larry and his parents away. They put me in a big truck and take me to my first shelter, the one where Larry had first adopted me.*

*This new prison is worse than Larry's. All day I am either in a cage, or getting pushed around. The workers feed me and all the other dogs the most tasteless food. Many weeks pass and I haven't seen a change.*

*One day, they take me into the back room. I had seen other dogs go back here. It has a smell. Like ammonia and adrenalin. Fear drowns me into blurred vision as they lay me down. They take out a needle. Its prick isn't so bad. My fear slides into comfort as my world fades away...*

Butch's fate is sealed.

Butch is not an entirely fictional character. He is not the only one like him to see cruelty. Many, many animals have seen cruelty. Not only dogs, but animals of all kinds. Houses aren't the only place where it can occur, either. Circuses, farms, and zoos can all be the site of abuse.

Many ways exist in which animals are abused. Some of these ways are very inhumane and could cause serious harm and even death to the animals subject to abuse. Some ways of abuse are neglecting them, hoarding, poisoning, shooting, and bestiality. Some forms of cruelty may be worse than others but they are all still very bad, and punishable by law.

For every kind of abuse there are many abusers. Everyone has the ability to abuse an animal. It takes no more clenched fist or a swift kick to plunge an animal's life into horror.

The answer to the question regarding why is one with no single answer. Sometimes no one, not even the person exercising cruelty upon an animal, knows why they do it. There are many possible reasons to drive a person into hurting an animal. Stress, mental illness, or even just ignorance can turn, from an animal's perspective, a regular person into a savage monster.

Animal abuse has been going on since animals have been domesticated. That doesn't mean it will go on forever. It may be hard to find every animal that is being abused from its painful demise. Doing so will be hard, but through hard work and determination this problem facing our world can be stopped. Everyone can help. If you see an animal being abused, report it. But be careful, because if someone is just treating their pet a little bit less well than you would, don't jump to conclusions. As according to the American Humane Association:

Sometimes the food and water bowls are kept inside an animal's shelter to keep them away from bugs or to prevent them from freezing. Maybe the owner feeds the dog everyday before he goes to work at 3 am when you're asleep, and then takes the bowl back inside. Maybe the pet's shelter is a cleverly disguised dog door into the shed or garage. Perhaps the dog just prefers to be outside no matter what the weather, so you never see him go inside.

("How do I help an animal?" n.p.)

Use your judgment. If you can take pictures, do. You can save an animal's life. Everyone can save an animal's life.

Animals play a large role in our lives. Many people have trusted their lives to animals. Many people still do. With all this cruelty in existence, animals may have trouble trusting us even long after the cruelty has passed.

Someday, there will be a world free of cruelty towards animals. You can wait for it to happen, or you can help. Everyone can save an animal's life, and, if you do, this world will be a much happier place.

#### Work Cited

N.a. "How do I help an animal?" Retrieved Tuesday, October 26, 2010, from American Humane Association Web site: <http://www.americanhumane.org/>.

**2010-2011 PTA Reflections Program | STUDENT ENTRY FORM** Theme: "Together We Can"

Directions: Please type or print clearly in black or blue ink (do not use pencil). Completely fill out the form down to and including the required signatures. Leave the boxed area for local PTA information blank. If you need more space, use the back of this form or an extra sheet of paper. Be sure to write your full name on any additional pages.

Grade: 8      Grade Division (check one)      Arts Area (check one)

Age: 14       Primary: preschool-grade 2       Dance Choreography

Gender  M  F       Intermediate: grades 3-5       Film Production

Middle/Junior: grades 6-8       Literature

Senior: grades 9-12       Musical Composition

Photography

Visual Arts

Title of Work: A nation inside a nation

Required Artist Statement: A lot of my relatives have problems because of the living conditions of the reservation. The government won't even help them. See attached (Please print your name on any attached sheets.)

**REQUIRED INFORMATION**

Photography and Visual Arts: Give the dimensions of the work in inches, including mat. L \_\_\_\_\_ W \_\_\_\_\_

Photography: Location/date of shot: \_\_\_\_\_

Describe the type of camera and process used in preparing the piece. Visual

Arts: Describe the medium (crayons, oil on canvas, etc.). Dance

Choreography: Name(s) of performer(s): \_\_\_\_\_

Film Production: Name(s) of person(s) appearing in your film: Was a computer used? If so, name the software and hardware. \_\_\_\_\_

Dance Choreography and Film Production: Credit the background music below (title, composer, and performer). \_\_\_\_\_

Musical Composition: Check one: Traditional Instrumentation      Synthesizer

Name(s) of person(s) who performed your composition: \_\_\_\_\_

Was a computer used? If so, name the software and hardware. \_\_\_\_\_

Are lyrics included? If so, how do your lyrics complement your composition? \_\_\_\_\_

Student's first name: Gabrielle Middle init. M Last name: [Redacted]

Address 1: [Redacted] Address 2: \_\_\_\_\_

City: [Redacted] State: [Redacted] ZIP: [Redacted]

Phone: (703) 474-8887 E-mail: [Redacted]

I assign to National PTA copyright in my works submitted for the Reflections Program. I am responsible for any damaged works. Entries may not be returned. I understand that I must participate in the Reflections Program through a PTA/PTSA in good standing. I affirm that this is my own original work. I understand that the submission of my entry into the Reflections Program constitutes acceptance of the above conditions.

Signature of student: [Signature] Signature of parent/legal guardian (necessary if child is under 18 years): [Signature]

TO BE COMPLETED BY LOCAL PTA Check one: PTA      PTSA      Local eight-digit PTA ID: \_\_\_\_\_

Local chair name: \_\_\_\_\_ Official PTA/PTSA name: \_\_\_\_\_

PTA address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

E-mail: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_ Council: \_\_\_\_\_

Local PTA good standing status: \_\_\_\_\_ Membership dues paid date: / / Bylaws approval date: / / District: \_\_\_\_\_

## A nation inside a nation.

In the southwest there is a place of beauty. The sand greets people who have long black hair with kind brown eyes. The smell of wool and mutton like the perfume they wear there. This magic like place resides in the four states of Arizona, New Mexico, Colorado, and Utah. Turquoise dances throughout people's hair and clothes. This is my tribe... this is the Navajo Nation. Even though this tribe is built on living in beauty and family there are horrible problems that people die from. (If the problems that occur in the west happened in the east it wouldn't be tolerate). The water is unsafe to drink in some areas. Uranium is too close to people. The medical treatment is awful. I believe, together we can help my tribe.

Uranium is a radioactive metal, if exposed to people can get cancer, birth defects, deformities, health problems, and death. It is very sad, because, there is no safe level of radiation of uranium. Uranium contaminates water, soil, air, supplies, houses, and tool; and some food. There are schools that are right next to areas that have high levels radioactivity that, little kids go to. I know, for a fact, that if high levels of radioactivity happened in Arlington it would be stopped.

Coal is used to keep a Hogan (a Navajo house) warm on a cold winter night. Coal (if inhaled) can scratch up your throat and lungs. Coal is in water and makes it undrinkable for people and animals... The Navajo Nation is a desert and has high elevation and with both of those factors a person will need water. Thus, it is terrible when a water source becomes undrinkable. Some people get so thirsty that they will drink the water and eventually die. Coal mining companies (like Peabody), should make sure that no coal goes into rivers or outside the mines.

Navajos don't have very good health care. So, if someone got hurt really bad it might be a problem. In some hospitals they don't have up to date medical tools. So people who want medical attention might not get it. Although, there is some people who want a medicine man to heal them. This is the traditional way into getting treatment. There are many medicine men that are working and helping to heal people. For some people, it does help them get better. For some it doesn't.

People really need to educate other people to give them information. People don't really know that there are some places in the US that are like a third world country. According to leading issues Timelines 2010 "September 16 U.S. Census Bureau data reveals that U.S. poverty rate has climb to levels not seen in more than 10 years." People can do so much to help their country. Some people could tell government officials, and, if people tell the government for long enough it will be brought up. Or, write letter to the president or representatives. I think if we really work hard and help we could make another person's life better.

### Works cited

N.A., Timelines, 2010 September 16,



**2010-2011 PTA Reflections Program | STUDENT ENTRY FORM** Theme: "Together We Can"

Directions: Please type or print clearly in black or blue ink (do not use pencil). Completely fill out the form down to and including the required signatures. Leave the boxed area for local PTA information blank. If you need more space, use the back of this form or an extra sheet of paper. Be sure to write your full name on any additional pages.

Grade: 8<sup>th</sup>  
 Age: 13  
 Gender  M  F

Grade Division (check one)  
 Primary: preschool-grade 2  
 Intermediate: grades 3-5  
 Middle/Junior: grades 6-8  
 Senior: grades 9-12

Arts Area (check one)  
 Dance Choreography  
 Film Production  
 Literature  
 Musical Composition  
 Photography  
 Visual Arts

Title of Work: Father Son Talk

Required Artist Statement:  
 Explain how your work relates to the theme. My work relates to the theme because it talks about how not giving up and working together we can accomplish anything. Earth's challenges. See attached (Please print your name on any attached sheets.)

**REQUIRED INFORMATION**

Photography and Visual Arts: Give the dimensions of the work in inches, including mat.  
 Photography: Location/date of shot: \_\_\_\_\_ L \_\_\_\_\_ W \_\_\_\_\_

Describe the type of camera and process used in preparing the piece. Visual

Arts: Describe the medium (crayons, oil on canvas, etc.). Dance

Choreography: Name(s) of performer(s): \_\_\_\_\_

Film Production: Name(s) of person(s) appearing in your film: Was a computer used? If so, name the software and hardware. \_\_\_\_\_

Dance Choreography and Film Production: Credit the background music below (title, composer, and performer). \_\_\_\_\_

Musical Composition:  
 Name(s) of person(s) who performed your composition: \_\_\_\_\_  
 Was a computer used? If so, name the software and hardware. \_\_\_\_\_  
 Are lyrics included? If so, how do your lyrics complement your composition? \_\_\_\_\_  
 Check one: Traditional Instrumentation  Synthesizer

Student's Fold here  
 first name Monmeet Middle Intl. S Last name \_\_\_\_\_  
 Address 1 \_\_\_\_\_ Address 2 \_\_\_\_\_  
 City \_\_\_\_\_ State VA ZIP \_\_\_\_\_  
 Phone (703)-920-4847 E-mail \_\_\_\_\_

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Signature of student \_\_\_\_\_  
 Signature of parent/legal guardian (necessary if child is under 18 years) \_\_\_\_\_

TO BE COMPLETED BY LOCAL PTA Check one:  PTA  PTSA  Local eight-digit PTA ID: \_\_\_\_\_  
 Local chair name \_\_\_\_\_ Official PTA/PTSA name \_\_\_\_\_  
 PTA address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_  
 E-mail \_\_\_\_\_ Phone ( ) \_\_\_\_\_ Council \_\_\_\_\_  
 Local PTA good standing status: Membership dues paid date / / Bylaws approval date / / District \_\_\_\_\_

# Father Son Talk

By: Mohmeed [REDACTED]

Well, Dad, let me tell you:

Life for me or you hasn't always been a Super Bowl victory.

Better adversaries have blocked our ways,

There have and will be times when the defense tightens up and forces our  
team to punt the ball away,

There have and will be fans, who think that we're not the best of the best.

Defenders will intercept us and make our receivers drop the ball-

Incomplete.

But we should never capitulate.

We should keep going for that 4th quarter comeback no matter what the  
score is.

We should always go for the Touchdown one completion at a time even if  
it seems impossible,

We need to always speculate that we have come too far to turn the ball  
over,

While dropping back and detecting the open man.

So, Dad, don't....

Drop back too much, get sacked, and accept a face rubbing in turf.

Don't let the fans mess with your mind.

Don't glance at the clock just look at your teammates and know that they  
want the best for you.

For they are there to back you up.

We all fall down but we need to get up and win.

Life may not be a Super Bowl victory but together, we can make it one.



**2010-2011 PTA Reflections Program | STUDENT ENTRY FORM** Theme: "Together We Can"

Directions: Please type or print clearly in black or blue ink (do not use pencil). Completely fill out the form down to and including the required signatures. Leave the boxed area for local PTA information blank. If you need more space, use the back of this form or an extra sheet of paper. Be sure to write your full name on any additional pages.

Grade: **8**  
 Age: **13**  
 Gender  M  F

Grade Division (check one)  
 Primary: preschool-grade 2  
 Intermediate: grades 3-5  
 Middle/Junior: grades 6-8  
 Senior: grades 9-12

Arts Area (check one)  
 Dance Choreography  
 Film Production  
 Literature  
 Musical Composition  
 Photography  
 Visual Arts

Title of Work: **Mirror, Mirror**  
 Required Artist Statement: **I wrote this according to Earth Charter Principles... to improve our world.**  
 Explain how your work relates to the theme. (Maximum 250 words)  
 See attached (Please print your name on any attached sheets.)

**REQUIRED INFORMATION**

Photography and Visual Arts: Give the dimensions of the work in inches, including mat. L \_\_\_\_\_ W \_\_\_\_\_  
 Photography: Location/date of shot: \_\_\_\_\_  
 Describe the type of camera and process used in preparing the piece. Visual \_\_\_\_\_  
 Arts: Describe the medium (crayons, oil on canvas, etc.). Dance \_\_\_\_\_  
 Choreography: Name(s) of performer(s): \_\_\_\_\_  
 Film Production: Name(s) of person(s) appearing in your film: Was \_\_\_\_\_  
 a computer used? If so, name the software and hardware. \_\_\_\_\_  
 Dance Choreography and Film Production: Credit the background music below (title, composer, and performer). \_\_\_\_\_

Musical Composition: \_\_\_\_\_ Check one: Traditional Instrumentation Synthesizer  
 Name(s) of person(s) who performed your composition: \_\_\_\_\_  
 Was a computer used? If so, name the software and hardware. \_\_\_\_\_  
 Are lyrics included? If so, how do your lyrics complement your composition? \_\_\_\_\_

Student's first name **LUCY** Middle init. **M.** Last name **[REDACTED]**  
 Address 1 **[REDACTED]** Address 2 \_\_\_\_\_  
 City **[REDACTED]** State **VA** ZIP **[REDACTED]**  
 Phone **(703) - 888 - 0125** E-mail **nolandfamily@yahoo.com**

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Signature of student: **LUCY [REDACTED]**  
 Signature of parent/legal guardian (necessary if child is under 16 years): **[REDACTED]**

TO BE COMPLETED BY LOCAL PTA Check one: PTA PTSA Local eight-digit PTA ID: \_\_\_\_\_  
 Local chair name: \_\_\_\_\_ Official PTA/PTSA name: \_\_\_\_\_  
 PTA address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_  
 E-mail: \_\_\_\_\_ Phone: ( ) \_\_\_\_\_ Council: \_\_\_\_\_  
 Local PTA good standing status: Membership dues paid date: / / Bylaws approval date: / / District: \_\_\_\_\_

## Mirror, Mirror

At the mall, among all the stores, stands, and people, there are advertisements. Plastered on many of these are images of women with impossibly perfect bodies. I loathe this kind of advertisement. In this modern world, teenagers, women, and even young girls are constantly pressured to look like the models and celebrities used in these ads. Wherever you go, you can't escape these images – distorted women on magazines, posters, billboards. No wonder countless numbers of women and teens are giving in, on the one hand, to plastic surgery, including breast implants, and on the other, to even anorexia and bulimia. So many healthy-sized women are being told that their bodies aren't good enough. I myself have been a victim of these rude comments. I believe that all these things – advertisements, surgery, eating disorders, and ridiculous comments need to be stopped. Together we can put an end to the mediization of the female body.

Turn on the television. You will see thin, tall, beautiful actresses. Very rarely do you see shorter, plumper actresses. Most celebrities project this perfect image, that's often not even natural or real, raising the expectations for normal, every-day women. We shouldn't pay heed to these expectations - - only to our realistic ones - - but some women feel the need to change themselves. Though it is very expensive and extremely painful, plastic surgery can give self-conscious women the confidence boost that they crave. "It's a big boost to some girls' self-esteem," says Dr. Lenny Roudner, a plastic surgeon in Miami, discussing implants for teens, "It's becoming quite the graduation gift: It's cheaper than a car and better than a fountain pen."

The women of America need to come together to stop this overwhelming deluge of the mediated female body image. We, as girls, teens, and women, need to learn to be comfortable with who we are. We should be able to boast that our beauty is natural, not plastic. We also need to be aware that nobody looks like the celebrities and models in advertisements and on magazine covers – not even the celebrities and models. Because of retouch and Photoshop, nothing is real nowadays. We need to stand up for ourselves, learn to love who we are, and not let anyone tell us any different.

### Works Cited

Dr. Lenny Roudner "More Teens See Implants as Right" Retrieved October 25, 2010, from Sirs web site: <http://sks.sirs.com>

**2010-2011 PTA Reflections Program | STUDENT ENTRY FORM** Theme: "Together We Can"

Directions: Please type or print clearly in black or blue ink (do not use pencil). Completely fill out the form down to and including the required signatures. Leave the boxed area for local PTA information blank. If you need more space, use the back of this form or an extra sheet of paper. Be sure to write your full name on any additional pages.

Grade: **8**      Grade Division (check one)      Arts Area (check one)

Age:       Primary: preschool-grade 2       Dance Choreography

Gender  M  F       Intermediate: grades 3-5       Film Production

Middle/Junior: grades 6-8       Literature

Senior: grades 9-12       Musical Composition

Photography

Visual Arts

Title of Work: **Baby Love**

Required Artist Statement: **I wrote this according to Earth Charter Project to inspire our world.**

(Maximum 250 words)      See attached (Please print your name on any attached sheets.)

**REQUIRED INFORMATION**

Photography and Visual Arts: Give the dimensions of the work in inches, including mat.      L \_\_\_\_\_ W \_\_\_\_\_

Photography: Location/date of shot: \_\_\_\_\_

Describe the type of camera and process used in preparing the piece. Visual \_\_\_\_\_

Arts: Describe the medium (crayons, oil on canvas, etc.). Dance \_\_\_\_\_

Choreography: Name(s) of performer(s): \_\_\_\_\_

Film Production: Name(s) of person(s) appearing in your film: Was \_\_\_\_\_

a computer used? If so, name the software and hardware. \_\_\_\_\_

Dance Choreography and Film Production: Credit the background music below (title, composer, and performer). \_\_\_\_\_

Musical Composition: \_\_\_\_\_ Check one:  Traditional instrumentation       Synthesizer

Name(s) of person(s) who performed your composition: \_\_\_\_\_

Was a computer used? If so, name the software and hardware. \_\_\_\_\_

Are lyrics included? If so, how do your lyrics complement your \_\_\_\_\_ composition?

Student's first name: **Madeleine**      Middle init. **[redacted]**      Last name: **[redacted]**

Address 1: **[redacted]**      Address 2: \_\_\_\_\_

City: **[redacted]**      State: **VA**      ZIP: **[redacted]**

Phone: **(571) 926-8585**      E-mail: **[redacted]**

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Signature of student \_\_\_\_\_      Signature of parent/legal guardian (necessary if child is under 18 years) \_\_\_\_\_

TO BE COMPLETED BY LOCAL PTA Check one: PTA      PTSA      Local eight-digit PTA ID: \_\_\_\_\_

Local chair name: \_\_\_\_\_      Official PTA/PTSA name: \_\_\_\_\_

PTA address: \_\_\_\_\_      City: \_\_\_\_\_      State: \_\_\_\_\_      ZIP: \_\_\_\_\_

E-mail: \_\_\_\_\_      Phone: ( ) \_\_\_\_\_      Council: \_\_\_\_\_

Local PTA good standing status: Membership dues paid date: / /      Bylaws approval date: / / District: \_\_\_\_\_

## Baby Love

You are a teenager. Imagine walking around having everyone notice you only for the increasingly large bump on your stomach. Imagine changing diapers instead of changing your hairstyle. Imagine going to new mom's groups instead of prom. Imagine losing your innocence and feeling of being a free spirit. Thousands of teens in America don't have to imagine this situation. For them, this is their reality.

When you're a teenager, it is vital that you get to have your last fun without responsibility before you become an adult. According to Priscilla Pardini, author of, "I chose the Baby," one in every four teen girls gets pregnant before turning 20. With the rate of teen pregnancy increasing, less and less teens are able to take advantage of these years, but together, we can prevent the rate of teenage pregnancy from increasing. No teenager should have to go through the pain, and sense of loneliness that comes with the bittersweet joy of having a child. Holding that soft angel baby in your arms is a beautiful thing, but not if you can't support it and watch it grow. Many teens are not ready to raise a baby at their age, and end up having to give up the child for adoption, leading to more orphaned children in this already overpopulated world.

There are few reasons why teens become pregnant at such an early age these days. I believe the media has the biggest impact on teens across America. Movies and TV shows have a way of glamorizing the experience of having a baby at such a young age. They are not realistic, and seem to make adolescences think that it is a natural part of life, and they do not show the true consequences of being a teen mother. MTV's 'reality' show, "Teen Mom," seemed at first a good way to prevent teen pregnancy. But, even that is now just convincing America's kids that it is more than okay to birth a child at such a young age, as the starred moms are popping up all over the celebrity magazines, and making money off of their situation.

Another cause for this growing problem is how we teach the children of America. Sexual education is enforced in our school systems, but how this program is taught is a whole other story. Many believe that we should teach kids abstinence and keep them in the dark about what's more realistic; which is that teens and young adults are going to experiment and no one can fully prevent that. Teens should be learning safe sex routines, and all of the risks that come with 'experimenting', including STDs and teen pregnancies.

Teens need to be able to talk about the subject comfortably with their parents and other adults who possess authority because, as of now, 48 % of adolescences have discussed this topic with their parents, according to the

*PR Newswire.* Teens need to know every single risk and hardship that comes with having a baby at such an immature age. They need to know that experimenting is okay, as long as you stay safe. So, wake up, and spread the word that we need to work together to prevent this problem from growing.

**2010-2011 PTA Reflections Program | STUDENT ENTRY FORM** Theme: "Together We Can"

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Age: 13       Primary: preschool-grade 2       Dance Choreography

Gender  M  F       Intermediate: grades 3-5       Film Production

Middle/Junior: grades 6-8       Literature

Senior: grades 9-12       Musical Composition

Photography

Visual Arts

Title of Work: Taken Advantage Of

Required Artist Statement: I wrote this according to Faith Charter Principles. . . to improve our world.  
 Explain how your work relates to the theme. (Maximum 250 words)      See attached (Please print your name on any attached sheets.)

**REQUIRED INFORMATION**

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 Photography: Location/date of shot: \_\_\_\_\_  
 Describe the type of camera and process used in preparing the piece. **Visual** \_\_\_\_\_  
 Arts: Describe the medium (crayons, oil on canvas, etc.). **Dance** \_\_\_\_\_  
 Choreography: Name(s) of performer(s): \_\_\_\_\_  
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 a computer used? If so, name the software and hardware. \_\_\_\_\_  
 Dance Choreography and Film Production: Credit the background music below (title, composer, and performer). \_\_\_\_\_

Musical Composition: \_\_\_\_\_ Check one:  Traditional Instrumentation       Synthesizer  
 Name(s) of person(s) who performed your composition: \_\_\_\_\_  
 Was a computer used? If so, name the software and hardware. \_\_\_\_\_  
 Are lyrics included? If so, how do your lyrics complement your composition? \_\_\_\_\_

Student's first name KARIKO Middle Intl. S. Last name [REDACTED]  
 Address 1 [REDACTED] Address 2 [REDACTED]  
 City [REDACTED] State VA ZIP [REDACTED]  
 Phone (703) 671-6197 E-mail \_\_\_\_\_

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 E-mail \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_ Council \_\_\_\_\_  
 Local PTA good standing status: Membership dues paid date \_\_\_\_/\_\_\_\_/\_\_\_\_ Bylaws approval date \_\_\_\_/\_\_\_\_/\_\_\_\_ District \_\_\_\_\_



## Taken Advantage Of

In middle school, there is drama at every angle. Guys take advantage of girls all the time. They take advantage of us in every way possible; physically, sexually, emotionally. Guys cornering us at our lockers, them walking by and carelessly touching us. At our age, all this emotion is overpowering us. They get into our head and make us think so much differently than we usually do. I, being a girl, would know that. Men don't realize women should be treated equally, and that everything isn't about them. Together, we can make our world both a man and woman's world.

As recently as the 1950s and 60s, men were the ones with jobs and women had to stay home and just be housewives.

"I'm gonna take off now; see you tonight," the husband would say... "Oh, and don't forget to iron my suit!"

"Okay, Sweetie," the wife would reply, "Whatever you say."

We were always taken advantage of like that. I mean, what were we to do? We were practically powerless against them. Also, women didn't even have the right to vote back then. We did receive the vote late—later than African American men. But things are different now. Things have changed. Although, not everything is made equal now, men and women still do not have equal rights. In fact, men actually get paid more than women for doing the same job. According to Evelyn Murphy, former Lt. Governor of Massachusetts, "Women working full time still earn only 77 cents for every full-time male dollar" (Murphy n.p.). This statistic means a man make more money than a woman for doing the same job. Doesn't that seem so unfair?

When I read that very fact, I felt as if I was just electrocuted. I was just that shocked. Why would anyone discriminate against women like that? Even though things are somewhat different,

more out in the open, I bet men still think they can take advantage of us women. So that needs to be changed. Now.

The fact is that everything is not going to be completely fair in life. Things will still be prejudiced. But women can take a stand and do something about sexism. We have to show everybody that we are just as powerful as men, mentally, physically, and emotionally. So what are we waiting for? Let's stand up for ourselves.

### WORKS CITED

Murphy, Evelyn (2009). "Gender Wage Gap: Are you paid as much as a man if he had your job?" Retrieved October 22, 2010, from website: <http://womensmedia.com>