

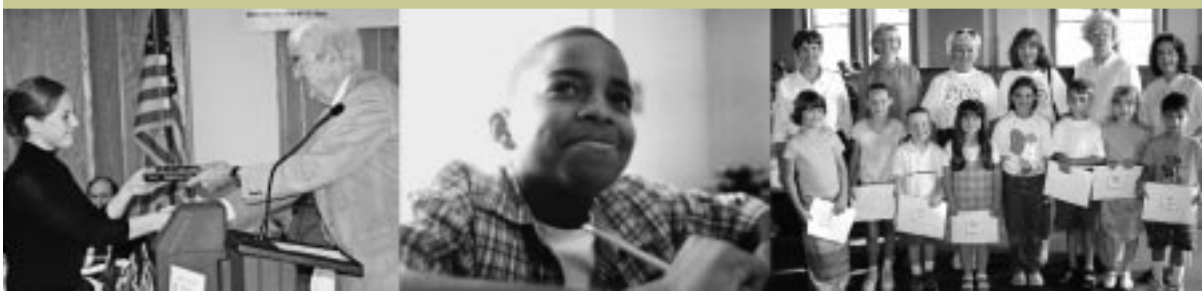
C O N T E S T   M A N U A L



*laws of life*  
E S S A Y   C O N T E S T

*The National Association of  
Secondary School Principals  
has placed the  
Laws of Life Essay Contest  
on the NASSP National Advisory List  
of Student Contests and Activities*





The John Templeton Foundation has designed this contest manual to provide you with step-by-step guidelines for launching a *Laws of Life* Essay Contest in your community and schools.

Much of the information in the manual was generated by listening to the ideas and suggestions of the many sponsors, teachers, and community members across the United States and around the world who have successfully funded and started the contest in their schools and communities. The John Templeton Foundation would like to thank the many individuals who took the time to help create a manual that we hope is concise, informative, and inspirational!

This manual was edited by Arthur Schwartz, Director, Character Development Programs and Peggy Veljkovic, Program Director, *Laws of Life* Essay Contest.

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# ABOUT SIR JOHN TEMPLETON

Sir John Templeton graduated from Yale University and was a Rhodes Scholar at Balliol College, Oxford University. He is universally regarded as a pioneer in the development of high-yield globally diversified mutual funds, founding the highly successful Templeton Growth Fund and Templeton World Fund. His creativity and wisdom as an investor brought the benefits of top-flight counsel to ordinary people and helped create the reality of a “people’s capitalism.” Templeton funds have transformed the financial circumstances of millions of small investors, with an outstanding record of sustained growth over several decades.



*Sir John Templeton, Laws of Life Essay Contest founder, congratulates high school senior Damion Forbes, who won Grand Prize in a Laws of Life Essay Contest held in Nassau, Bahamas.*

Born in rural Winchester, Tennessee, John Templeton once dreamed of a career in full time religious service. His first major philanthropic endeavor was in 1973 with the establishment of the Templeton Prize for Progress toward Research or Discoveries about Spiritual Realities. Today the Templeton Prize is one of the world’s largest monetary awards at approximately \$1 million. Since 1973 the Templeton Prize has been awarded each year, and recognizes a living individual who has shown extraordinary originality in advancing humanity’s understanding of spiritual realities, including research in love, creativity, purpose, infinity, intelligence, thanksgiving, and prayer. Recent recipients have included Reverend Dr. Arthur Peacocke, spiritual leader Pandurang Shastri Athavale, and theoretical physicist and author Paul Davies.

In 1987 John Templeton was knighted by Queen Elizabeth II for his philanthropic efforts, which included his endowment of Templeton College, Oxford. After selling the Templeton Group of mutual funds in 1992, he focused his talents on pioneering new ways to create value and stimulate progress through philanthropy. Since then, he has authored and edited over a dozen books. One of his most significant, *Worldwide Laws of Life*, is a collection of 200 eternal spiritual principles drawn from the works of essayists and philosophers, ranging from Socrates to Benjamin Franklin.

In 1987 John Templeton created the *Laws of Life* Essay Contest in his hometown of Winchester, Tennessee. His vision was to encourage young people to reflect and write about their own “laws of life.” Since 1987 the contest has spread to communities and schools throughout the United States and around the world. Each contest is locally funded by an individual or organization that cares about the values and spiritual principles of young people. In the words of Former First Lady Barbara Bush, “The *Laws of Life* Essay Contest gives students the opportunity to look within themselves and decide which ideals are important to them.”

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# FIRST THINGS FIRST

*“I have been involved in numerous writing contests. No other contest has had such a positive effect on our young people.”*

— Greg Stevens,  
State Representative,  
Spirit Lake, Iowa

## WHAT IS THE CONTEST ABOUT?

*“An attitude of gratitude creates blessings.”*

*“You are only as good as your word.”*

*“Conceive it. Believe it. Achieve it.”*

*“Honesty is the best policy.”*

*“To have a friend, be one.”*

*“Do unto others as you would have them do unto you.”*

These are just some of the *laws of life* by which we live. Often called wise sayings or maxims, the *laws of life* transcend religions, cultures, and national borders. They reveal the core values that make up our character, and they provide us with a moral compass as we journey through life. Sir John Templeton writes about the importance of these ‘laws’:

*“To be a happy and useful person, we must understand and practice the laws of life. The world operates on spiritual and moral principles just as it does on the laws of physics and gravity. It is up to us to learn what those principles are and then live by them.”*

So what are your *laws of life*?

When you think about it, that is quite a challenging question. And that is exactly what young people are asked when they participate in the *Laws of Life* Essay Contest. There is no right answer or quick response. In order to succeed in this activity, contest participants need to **reflect** and **write** from the heart about what *they think* matters most in life. As young people write their essays, they must identify one or more *laws of life* that mean the most to them and explain their choices through the experiences they have had, the lessons they have learned, and the people who have served as living examples.



There is a common saying that character education is about helping young people “know the good, desire the good, and do the good.” The *Laws of Life* Essay Contest enables educators and community members to focus young people on their values and then publicly recognize them for committing their principles to writing — in the hope that this powerful experience will encourage young people to live according to their *laws of life*.



## DO WHAT FITS!

A hallmark of the *Laws of Life* Essay Contest is its flexibility. More than 100 hundred local essay contests have been launched around the world, and each one is unique, because for each program, organizers followed the strategy “DO WHAT FITS!” as they were developing their own contest.

When you launch a *Laws of Life* Essay Contest, the contest becomes a part of your local community. It becomes *your* program. DO WHAT FITS means that you should tailor the contest to meet the unique needs of your schools and community — and no one knows your schools and local community better than you do.

When you DO WHAT FITS, you decide how to best organize your contest, and all aspects of the program — such as the size and type of prizes, the length of essays, the number and level of schools involved, the kind of awards ceremony you have, and even the name of your contest — are determined by *you*.

The John Templeton Foundation has attempted to create a user-friendly manual that will help you launch a successful *Laws of Life* Essay Contest. Many of the helpful strategies in this manual have already been “field tested” in schools and local communities across the United States and around the world. Remember, however, that one strategy is more important than all the rest — DO WHAT FITS!

*“I work with incarcerated boys — the most violent juvenile offenders in the state — on programs designed to educate, motivate, and connect them to the community. I can honestly say that their participation this past fall in the Laws of Life Essay Contest has had an impact like nothing else that we have tried.”*

— Linda Gilbert,  
Volunteer Contest Director,  
McMinnville, Tennessee



## HOW WE CAN HELP

At the John Templeton Foundation, we are available to assist you every step of the way as you launch your own *Laws of Life* Essay Contest, and help is only a phone call away at 800-245-1285 (US only) or 610-687-8942, or feel free to email us at [lawsoflife@templeton.org](mailto:lawsoflife@templeton.org). At the Foundation, we provide the following support to individuals and communities:

*"It was easy to adapt the Foundation's contest materials and design a program that honors our unique multicultural heritage."*

— *Judy Nagasako,*  
*Character Education Coordinator,*  
*Honolulu, Hawaii*

- ❖ **Contest materials.** Our contest materials are **free** for your use and include the Contest Brochure, Contest Manual, Teacher's Guide, *Laws of Life* Newsletter, Contest Facts and Benefits Sheet, and *Essays from the Heart* Video. Please contact us to request these materials. We can also work closely with you to develop your own contest materials. (These materials are described later in the Manual.) Feel free to ask for our contest logo and design, available camera-ready or on diskette, which you are welcome to use on your own materials.
- ❖ **Help with fundraising and promotion.** We can help you strategize the most effective ways to secure the funds needed to start a contest, and we can offer suggestions for promoting the contest to schools, the general community, and the local media.
- ❖ **On-site presentation.** We are available to make a "Contest Presentation" to local community groups, individuals, and businesses that are interested in sponsoring the contest. We can also meet with teachers and school officials to talk about the contest.
- ❖ **Teacher workshop.** We can arrange for a teacher already involved in the contest to visit your community and share his or her experiences and knowledge about the contest with teachers and school officials.
- ❖ **Information from other contests.** We are happy to share with you examples of what has worked for sponsors and organizers in other schools and communities, as well as those materials that they have developed for their contests. We can also keep you informed of what is happening across the country and around the world when you join our *Laws of Life* Listserv (on email) and subscribe to our free newsletter, which is published three times a year. Call us so we can sign you up!



## HOW THE CONTEST WORKS

*Laws of Life* Essay Contests have been launched a variety of ways, by individuals, local school districts, character education organizations, community and private foundations, local businesses and banks, YMCAs and other community organizations, youth groups (Boys and Girls Clubs), and civic groups (Kiwanis, Lions, and the Rotary Clubs). Regardless of how an essay contest is launched, almost all contests involve the participation of the local schools, both public and private, for a very simple reason — that’s where the kids are! Most contests take place in high schools and middle schools; however, contests are also frequently launched in elementary schools and colleges. Contact the Foundation for information on how the contest has been adapted for these different age groups.

Although no two contests are exactly alike, they all share some common components:

- ❖ An individual or organization interested in launching a contest contacts the Foundation for materials and ideas;
- ❖ The individual or organization either underwrites the contest or secures the needed funds locally;
- ❖ The individual or organization plans and promotes the contest within the local community;
- ❖ The individual or organization works with school officials to get teachers involved;
- ❖ Teachers learn how the contest works;
- ❖ Teachers introduce the contest to their students and encourage them to submit essays;
- ❖ Students turn in their essays by a deadline;
- ❖ Impartial judges from the community read and rank the essays;
- ❖ The prizewinners are announced at an awards banquet or reception.



*"When I read the essays each year, it is clear that the laws of life — love, generosity, patience and courage — 'live' in our community. All I do as the sponsor of the essay contest is encourage young people to write about these universal principles."*

— Contest Sponsor Leo J. Hawk,  
Chairman, Superior Metal Products,  
Lima, Ohio

## SPONSORING THE CONTEST

The *Laws of Life* Essay Contest is usually funded in one of the following ways:

- ❖ Sometimes a single individual hears about the contest and decides to personally donate the total funds needed to start a contest.
- ❖ In many communities a single individual may hear about the *Laws of Life* Essay Contest and decide to “champion” a contest. The contest champion begins to enlist a network of people — friends, business colleagues, and neighbors — to secure the needed funds to launch the contest.
- ❖ The contest is also frequently sponsored by a local business, community organization, or civic group. These organizations either directly contribute funds for the contest or take on the responsibility to secure the funding.

On page 54 of the Appendix, you will find a list of the kinds of organizations that often sponsor the essay contest. We encourage you to refer to the list as you think of those groups in your community that you could approach and involve in your contest.



## CONTEST CHECKLIST

We invite you to use this “unofficial” contest checklist as you organize your own *Laws of Life* Essay Contest. In subsequent sections, we explain in detail each of the different components of the checklist.

### Getting Started

- Assemble a contest committee
- Secure contest funds
- Develop a contest timeline
- Develop a contest budget

### Promoting the Contest

- Introduce the contest to schools, organizations, and individuals in your community

### Working with Schools

- Identify a school coordinator
- Distribute the Teacher’s Guide
- Hold a “Teachers’ Meeting”
- Distribute posters, flyers, and entry forms
- CASE STUDY: How one volunteer gets thousands of teens each year to write about their *laws of life*

### Judging the Essays

- Secure essay screener(s)
- Select a committee of judges
- Distribute instructions to judges
- Forward essays to judges

### Planning the Awards Event

- Organize awards banquet/reception
- Design and mail invitations
- Print programs for awards event
- Prepare certificates and awards

### Publicity

- Promote the contest in your local media

### Publishing the Essays

- Publish and distribute the award-winning essays

### After the Contest

- Assess all contest activities



# GETTING STARTED

- ✓ Assemble a Contest Committee
- ✓ Secure contest funds
- ✓ Develop a contest timeline
- ✓ Develop a contest budget

*“Working with such committed people on the contest has been an incredible experience. I think that everyone has worked so hard because we feel that we are giving back to our community, and that we are making a difference in young people’s lives.”*

—Carl Schoensted,  
Volunteer Contest Director,  
Mankato, Minnesota

## ASSEMBLE A CONTEST COMMITTEE

No matter how a contest is sponsored or organized, nearly all contests have benefited from having a “contest committee” in place. The contest committee may be composed of a wide range of individuals, including: school officials (a principal, teacher, or representative of the superintendent), public officials, business leaders (and their spouses), community leaders (members of service clubs, community organizations, or youth groups), religious leaders, and media representatives.

Regardless of how your committee is composed, you should keep the following in mind: Planning and implementing a *Laws of Life* Essay Contest take **leadership** and **teamwork**. Committee members should be committed to the ideals of the contest, willing to pitch in, and enthusiastic to work together to achieve the success of the contest.

Committee work tends to progress more smoothly when individuals are assigned specific tasks. When it is time for committee members to take on different roles, you may want to consider the following questions:

- ❖ Who will be responsible for raising funds for the contest?
- ❖ Who will work directly with the schools and teachers?
- ❖ Who will be responsible for developing the contest materials (posters, flyers, certificates, etc.)?



- ❖ Who will organize the judging process?
- ❖ Who will coordinate the awards event?
- ❖ Who will take care of publicity for the contest?
- ❖ Who will be responsible for compiling the essays into an attractive publication?

## SECURE CONTEST FUNDS

*The following section was contributed by Amy Butler, Volunteer Director, Georgia Laws of Life Essay Contest, and Arthur C. Franzreb, Fundraising Consultant, McLean, Virginia.*

Raising money to fund your *Laws of Life* Essay Contest is the perfect opportunity to promote and encourage community involvement and collaboration. Many communities have been creative in securing long-term funding commitments for the contest. Remember, the Foundation is ready to help you strategize the best way to secure funds for your contest.

Fundraising requires an investment of time and talent. It is the application of philanthropy, a word that is Greek in origin and means “love of humankind.”

**When approaching potential funders, consider the following:**

- ❖ Potential donors seek personal motivation that will provide them with a meaningful way to promote positive values, high academic standards, ethics, character, and accountability.
- ❖ Potential donors must have confidence in the qualifications of all individuals who have a leadership role in the contest.

### FUNDRAISING TIP #1:

If possible, seek a major underwriting gift from a single individual or family. The amount of money needed for the contest is modest enough that there may be an individual or family in your community who can underwrite a portion or the entire cost of the *Laws of Life* Essay Contest.

### FUNDRAISING TIP #2:

Mention Sir John Templeton’s name to potential sponsors. Many individuals in your community will know about and highly respect Sir John, a legendary investment counselor. Having launched the first *Laws of Life* Essay Contest, Sir John may serve as an inspiration to those in the world of business and financial investments who seek to better the communities in which they live and work.



### FUNDRAISING TIP #3:

Link specific contest activities to individual funding sources. For example, in one community a local bank dedicated its financial contribution to the design, printing, and distribution of a handsomely bound collection of the winning essays. The collection was widely distributed throughout the community, and the bank was proud of its unique contribution to the contest.

### FUNDRAISING TIP #4:

Hand out the Contest Brochure to potential sponsors. The brochure effectively conveys the benefits of the contest and is a wonderful promotional tool. Contact the Foundation to request free copies of the Contest Brochure.

- ❖ Potential donors may wish their donation to be tax-deductible. In such cases, you should approach local civic groups, non-profit organizations, or school districts, all of which are tax-exempt and can serve as the fiscal agent for your contest. These organizations can accept tax deductible donations from individuals, which they will in turn pass on to the contest.
- ❖ There should be a long-range plan for the funding of the contest — “A design for its destiny.” We encourage you to seek sustained funding, so that the contest will become an anticipated annual tradition for many years to come.

### Make the most of your funding:

Once you have obtained some funding, you may want to approach the following individuals and organizations, which can help to leverage the money you have collected:

- ❖ Radio stations (may want to interview students and have them read their essays on the air)
- ❖ Local newspapers (may want to publish essays with students’ photos)
- ❖ Local public relations firms (may want to offer public speaking/interview training to winning students)
- ❖ Civic groups (Rotary Clubs, Lions, Kiwanis, Junior League, etc.)
- ❖ Chambers of Commerce

Think creatively about fundraising and all the ways of approaching potential donors within your community. It is a fun and interesting way to network and link various community members, and conveying your commitment and dedication to the contest is the key to gaining support.



## DEVELOP A CONTEST TIMELINE

In most communities, the contest is held only once a year. About half of the contests takes place in the fall, and half takes place in the spring.

The below timeline is only a rough approximation — your contest will take on its own schedule.

	Spring	or	Fall
Contest announcement in schools	January 15		September 15
Students write	Jan. 15 - Feb. 15		Sept. 15 - Oct. 15
Contest entry deadline	February 15		October 15
Judging	Feb. 15 - March 15		Oct. 15 - Nov. 15
Preparations for awards event	March 15 - April 9		Nov. 15 - Dec. 9
Awards banquet/reception (Announcement of winners)	April 10		December 10

**MAKE SURE** that when you are designing your contest timeline you ask for feedback from a teacher or school official. Teachers manage a variety of required activities throughout the school year, such as standards testing programs, and they will greatly appreciate a contest timeline that is school-friendly!

### Two important considerations when designing the contest timeline:

- 1) The time allowed for writing can be less than one month; however, it is very important to keep writing time consistent for all participants. If two schools are participating in the contest, don't let one school allow one month for students to write while another allows only two weeks.
- 2) The contest is usually administered in English classes. You should be aware that some schools follow "Block Scheduling" for English classes, in which half of the students takes their English classes in the fall, and the other half takes their classes in the spring. For those schools, in order to allow all English students to participate, you should allow the students taking English in the fall to write their essays in the fall. Once the spring students have written their essays, both the fall and spring essays can be compiled and judged together.



## DEVELOP A CONTEST BUDGET

The donated time of volunteers is what makes the *Laws of Life* Essay Contest cost effective. As we mentioned earlier, many contest organizers work with a community organization, local business, youth or civic group, local foundation, or school district. Oftentimes, people at these organizations contribute their time to the contest, and some organizations even “donate” an employee to work on the activities of the contest. Organizations also donate incidental costs to the contest, such as photocopying, postage, computer time, telephone use, etc. Whenever possible, you should seek these types of contributions from organizations participating in the contest.

*“We’re ecstatic that the YMCA sponsors the essay contest. Our kids benefit, and so does the entire New York community.”*

—Contest Sponsor Paula Gavin,  
President, YMCA of  
Greater New York

Usually, there are two significant out-of-pocket costs associated with the contest:

- ❖ The cash prizes awarded to the student winners
- ❖ The awards banquet or reception

When designing your budget, your contest committee should give careful thought to the prizes. Not all contests award cash prizes, and not all give only money to their winners. For example, in one contest, students are given gift certificates to a local bookstore. In another, students are given partial scholarships to local colleges. Another consideration is the amounts of prizes. Is it more important to offer large cash prizes to fewer prizewinners, or should there be more “Honorable Mentions” among the prizewinners? Finally, is the entire school going to compete for the Grand Prize, or will each grade have their own Grand Prizewinner? (Some contest organizers do not feel that it is fair for different age groups to compete in the same writing contest.) These are some things to consider as you determine the amounts and breakdown of prizes in your budget.

Outlined on the following pages are three different variations on the contest budget. We have tried to clearly identify the differences in each budget. It is important to note that some contests start small and increase their budgets in subsequent years as the contest grows in stature, success, and participation. Remember, donors like to back a “winner.” In the beginning, the budget formulated by the contest committee should reflect your optimism — but we also encourage you to be fiscally prudent and cost effective at all times!



## SAMPLE BUDGET — A

### BUDGET “A” ASSUMPTIONS:

- ❖ For its first year, contest is implemented in one school only
- ❖ Contest volunteers and organizations donate considerable time, expertise, and services (in the case of organizations, they may donate facility space for the awards event)
- ❖ Miscellaneous contest expenses are donated (photocopying, cost of printing flyers, telephone use, etc.)
- ❖ An awards reception (not a sit-down awards banquet) is held to recognize students
- ❖ Raising funds for the first year of the contest will be a challenge for contest volunteers

### STUDENT PRIZES

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1st prize	\$300.
2nd prize	200.
3rd prize	150.
4th prize	100.
Honorable mentions (8 students @ \$50.)	400.
<b>Sub-total</b>	<b>\$1,150.</b>

### TEACHER PRIZES

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English teacher of first-place student	\$100.
English teacher of second-place student	50.
<b>Sub-total</b>	<b>\$150.</b>

### AWARDS RECEPTION

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Produce and mail invitations	\$50.
Produce certificates	100.
Light appetizers and refreshment costs	200.
<b>Sub-total</b>	<b>\$350.</b>

### ESSAY PUBLICATION

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Produce and distribute winning essays	\$100.
<b>Sub-total</b>	<b>\$100.</b>

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<b>TOTAL EXPENSES</b>	<b>\$ 1,750.</b>
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## SAMPLE BUDGET — B

### BUDGET “B” ASSUMPTIONS:

- ❖ Contest is implemented in three to five schools
- ❖ Contest volunteers and organizations donate considerable time, expertise, and services (in the case of organizations, they may donate facility space for the awards event)
- ❖ Miscellaneous contest expenses are donated (photocopying, cost of printing flyers, telephone use, etc.)
- ❖ An awards reception (not a sit-down awards banquet) is held to recognize students, and a banquet hall has been rented for the event
- ❖ Funding for the contest has been secured by a local civic group or a single individual
- ❖ A school coordinator promotes and implements the contest in each of the schools
- ❖ Contest is implemented at both the high school and middle school levels, and the schools at each level are competing for their own grand prizes
- ❖ Each school is guaranteed to have one top finalist
- ❖ A screener is hired to read all of the essays submitted

### STUDENT PRIZES

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#### High School

1st prize	\$300.
2nd prize	200.
3rd prize	150.
4th prize	100.
Honorable mentions (8 students @ \$50.)	400.

#### Middle School

1st prize	\$200.
2nd prize	100.
3rd prize	75.
4th prize	50.
Honorable mentions (8 students @ \$25.)	200.

#### Best of School Prizes

(5 winners, one per school, each receive a \$150. prize)

School 1	\$150.
School 2	150.
School 3	150.
School 4	150.
School 5	150.

**Sub-total (for all student prizes)                    \$2,525.**



### SCHOOL PRIZES

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(Cash awards are sometimes provided to schools and teachers who have worked hard to ensure a large number of students participate in the contest.)

School with greatest percentage of student participants	\$200.
Teacher with greatest percentage of student participants	200.
<b>Sub-total</b>	<b>\$400.</b>

### SCHOOL COORDINATORS

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(Coordinator at each school receives a \$100. honorarium)

5 school coordinators	\$500.
<b>Sub-total</b>	<b>\$500.</b>

### TEACHER PRIZES

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Teacher of 1st Place high school student	\$150.
Teacher of 2nd Place high school student	100.
Teacher of 1st Place middle school student	150.
Teacher of 2nd Place middle school student	100.
<b>Sub-total</b>	<b>\$500.</b>

### ESSAY SCREENER

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(Qualified individual reads all essays and selects those that the judges will read. For more on the essay screeners, see the section “Judging the Essays.”)

Contest screener (25 hours x \$10./hour)	\$250.
<b>Sub-total</b>	<b>\$250.</b>

### AWARDS RECEPTION

---

Produce and mail invitations	\$200.
Produce certificates/medallions	250.
Light appetizers and refreshment costs	500.
Banquet hall rental costs	500.
<b>Sub-total</b>	<b>\$1,450.</b>

### ESSAY PUBLICATION

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Produce and distribute volume of winning essays	\$500.
<b>Sub-total</b>	<b>\$500.</b>

---

<b>TOTAL EXPENSES</b>	<b>\$ 6,125.</b>
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## SAMPLE BUDGET — C

### BUDGET “C” ASSUMPTIONS:

- ❖ Contest is implemented in five to ten schools
- ❖ Contest volunteers and organizations donate some time, expertise, and services (in the case of organizations, they may donate facility space for the awards event)
- ❖ No contest expenses are donated (photocopying, telephone use, etc.)
- ❖ A sit-down awards banquet is held
- ❖ Funding for the contest has been secured, perhaps by a single individual
- ❖ A school coordinator promotes and implements the contest in each of the schools
- ❖ Contest is implemented at both the high school and middle school levels, and the schools at each level are competing for their own grand prizes
- ❖ Each school is guaranteed to have one top finalist
- ❖ Two screeners are hired to read all of the essays submitted
- ❖ Top student prize is \$1,000
- ❖ Judges are awarded gifts for their participation

## STUDENT PRIZES

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### High School Division

1st prize	\$1,000.
2nd prize	400.
3rd prize	300.
4th prize	200.
Honorable mentions (8 students @ \$100.)	800.

### Middle School Division

1st prize	\$500.
2nd prize	250.
3rd prize	150.
4th prize	100.
Honorable mentions (8 students @ \$50.)	400.

### Best of School Prizes

10 winners, one per school, each receive a \$300 prize	\$3,000.
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**Sub-total** (for all student prizes) **\$ 7,100.**



### SCHOOL PRIZES

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(Cash awards are sometimes provided to schools and teachers who have worked hard to ensure a large number of students participate in the contest.)

School with greatest percentage of student participants	\$250.
Teacher with greatest percentage of student participants	250.
<b>Sub-total</b>	<b>\$500.</b>

### SCHOOL COORDINATORS

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(Coordinator at each school receives a \$100. honorarium)

10 school coordinators	\$1,000.
<b>Sub-total</b>	<b>\$1,000.</b>

### TEACHER PRIZES

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Teacher of 1st Place high school student	\$200.
Teacher of 2nd Place high school student	100.
Teacher of 1st Place middle school student	200.
Teacher of 2nd Place middle school student	100.
<b>Sub-total</b>	<b>\$600.</b>

### ESSAY SCREENERS

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(Qualified individuals read all essays and select those that the judges will read. For more on the essay screeners, see the section “Judging the Essays.”)

2 contest screeners (each screener @ 25 hours x \$10./hour)	\$500.
<b>Sub-total</b>	<b>\$500.</b>

### AWARDS BANQUET

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Produce and mail invitations	\$200.
Produce certificates/medallions	250.
Dinner costs (100 x \$30./person)	3,000.
Gifts for judges (\$25./gift x 10 judges)	250.
Miscellaneous Expenses	1,000.
<b>Sub-total</b>	<b>\$4,700.</b>

### ESSAY PUBLICATION

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Produce and distribute volume of winning essays	\$1,000.
<b>Sub-total</b>	<b>\$1,000.</b>

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<b>TOTAL EXPENSES</b>	<b>\$15,400.</b>
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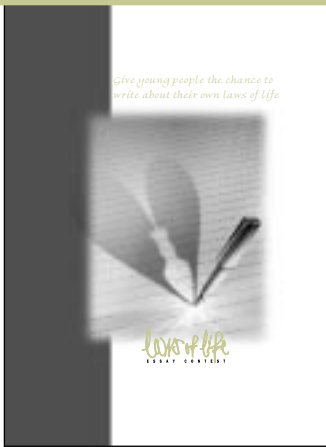


# P R O M O T I N G   T H E   C O N T E S T

- ✓ Introduce the contest to schools, organizations, and individuals in your community

Because the contest is usually held in schools, we strongly encourage you to develop a good working relationship with the leadership of your local schools, such as superintendents, principals, and department heads. It is the school officials who determine what programs their teachers will be involved in, so their support is crucial. If they believe in the ideals of the contest, then teachers will more than likely participate in it.

Outlined below are some resources that will help you “sell” the benefits of the *Laws of Life* Essay Contest to schools, organizations, and individuals in your community. All of these resources are produced by the John Templeton Foundation and are **free** for your use.



## Contest Brochure

The beautiful, four-page Contest Brochure has been designed to help you promote the contest to individuals, schools, and organizations. The brochure is a handy way to communicate the benefits of the contest in a succinct, attractive, and accessible format. We suggest you keep a number of brochures on hand to give out to those interested in the contest.



## *Essays from the Heart* Video

Featuring Former First Lady Barbara Bush, the *Essays from the Heart* Video describes the benefits of the contest in interviews with students, teachers, and sponsors. The nine-minute video is a great way to raise people’s interest in the contest, and we encourage you to show it when presenting the contest to potential sponsors, schools, and community groups.

## Teacher’s Guide

The Teacher’s Guide is designed specifically for teachers, but it is also suitable for anyone interested in the contest. Co-written by Janis Bean, a teacher who has made the *Laws of Life* Essay Contest a part of her high school English classes since 1987, the Teacher’s Guide talks about the benefits of the contest, offers a teacher-friendly lesson plan, and also includes examples of student essays.





### *Laws of Life* Newsletter

The John Templeton Foundation publishes a newsletter three times a year that provides information on contest activities throughout the United States and around the world. In our experience, school officials and community leaders who are learning about the contest for the first time appreciate knowing that the contest is already underway in many other schools and communities. The newsletter also serves as a platform for sponsors, teachers, and students involved in the contest to share their experiences. Finally, the newsletter includes excerpts from award-winning student essays.



### Contest Website: [www.lawssoflife.org](http://www.lawssoflife.org)

These days, most of us are Internet-savvy and are used to researching a topic or program at the click of a button. With that in mind, the John Templeton Foundation has designed our *Laws of Life* Website to be a one-stop location for comprehensive and easy-to-access information about the essay contest. The website includes sections for contest sponsors, organizers, teachers, and students, a variety of useful and current information about the contest, and all of our contest materials, which are downloadable and printable. The website also features student essays on a variety of themes, from love and perseverance to honesty and making the most out of life. We encourage you to visit [www.lawssoflife.org](http://www.lawssoflife.org) and suggest the website to anyone who is interested in learning more about the contest.



Note: Need copies of the Contest Brochure? Video? Newsletter? Teacher's Guide? All of these materials can be sent to you free, courtesy of the John Templeton Foundation. Simply call the Foundation at 800-245-1285 (USA only) or 610-687-8942, or email us at [lawssoflife@templeton.org](mailto:lawssoflife@templeton.org) to request more copies of what you need to communicate the benefits of the *Laws of Life* Essay Contest.



## WORKING WITH SCHOOLS

- ✓ Identify a school coordinator
- ✓ Distribute the Teacher's Guide
- ✓ Hold a "Teachers' Meeting"
- ✓ Distribute posters, flyers, and entry forms
- ✓ CASE STUDY: How one volunteer gets thousands of teens each year to write about their *laws of life*

*"I never thought that taking part in this contest would have such a profound effect on my relationship with my students. I have always told my students that writing is a form of discovery — this time I was the one discovering who my students really are."*

— Roger Mahn, English Teacher,  
Wayzata High School,  
Plymouth, Minnesota

How many young people would you like to involve in your *Laws of Life* Essay Contest? What number of participants would make your program a success? These are two questions to consider as you think about how you will work with your local schools. After all, once you make the commitment to launch a contest, you will want your program to reach as many young people as possible. In this section, you will find the most common techniques that contest organizers have used to engage their local schools in the contest and maximize the number of students who participate in the program. You will also read a case study about how one volunteer in Atlanta, Georgia inspires thousands of Georgia teens each year to reflect and write about their *laws of life*.



## IDENTIFY A SCHOOL COORDINATOR

The “school coordinator” may simply be your contact at the school: the principal, English department head, or staff member who has committed his or her support to the contest. He or she can serve as a liaison between the contest committee and the school’s teachers, and is the person to call when you want to give the teachers materials or information. Or the school coordinator may play a more important role, depending on the size of the contest. For example, in cases where more than one school is involved in the contest, each school may have their own coordinator, and each coordinator may be responsible for promoting and implementing the contest within his or her school. As indicated in Sample Budgets B and C (on pages 16 and 18), we suggest you remunerate school coordinators if they are given significant responsibilities.

Regardless of the role the coordinator plays, it is vital that every teacher knows whom to contact at the school with questions about the contest.

## DISTRIBUTE THE TEACHER’S GUIDE

The Teacher’s Guide answers many of the questions that teachers, coordinators, and school officials may have about the essay contest. Teachers love the activities in the Guide, and we recommend you provide one copy to each teacher who participates in the contest.

The Teacher’s Guide has been designed specifically for English classes. Co-written by an English teacher, the Guide includes an explicit, well-structured lesson plan that reinforces a process, or multi-draft, approach to writing. These days, teachers at all levels (and not just in English classes!) are working on writing with their students. The essay contest gives them a wonderful opportunity to practice important writing skills using a meaningful and engaging activity. Thanks to the Guide, teachers are able to seamlessly integrate the contest into their existing curriculum without having to do a lot of extra work.

### TIP:

When promoting the contest, make sure you mention that the National Association of Secondary School Principals has placed the *Laws of Life* Essay Contest on the NASSP National Advisory List of Student Contests and Activities.





## HOLD A “TEACHERS’ MEETING”

Most times, school officials have informed teachers that they will be taking part in the contest before the teachers’ meeting is held. However, the meeting is still very important, because it provides you with an opportunity to meet teachers, give them useful materials and information about the contest (such as the deadline for turning in the essays), and answer their questions about the contest. Most important, it is an opportunity to gain the full support of the people who will be administering the contest. If planned the right way, as teachers learn about the contest they will grow more and more enthusiastic and will be convinced that the contest will greatly benefit their students and themselves.



The way teachers hear about the contest is important! As indicated earlier, a representative from the John Templeton Foundation is available to talk to teachers. If requested, a teacher who is currently involved in the contest may also be able to speak at the teachers’ meeting. Of course, a member of your contest committee should also meet with teachers to answer their questions.

## DISTRIBUTE POSTERS, FLYERS, AND ENTRY FORMS

The teachers’ meeting offers you a good opportunity to distribute your contest posters, flyers, and entry forms to school coordinators, officials, and teachers. Posters advertising the contest are often hung in schools, municipal buildings, libraries, churches, etc. A sample contest poster can be found on page 39 of the Appendix.

We have included two sample flyers on page 40 of the Appendix. In some communities, flyers are handed out in schools to every eligible student. In other communities, the contest committee decides to mail flyers directly to parents so that they can learn about the program. Contest flyers are also distributed to community organizations, churches, civic and youth groups, potential sponsors, and local media outlets.



We have included one example of a contest entry form on page 41 of the Appendix. The entry form should be designed to reflect the needs of your contest. You are advised to include a “permission section,” in which students and their parents authorize you to use the essays to promote and publicize the contest.

## CASE STUDY: HOW ONE VOLUNTEER GETS THOUSANDS OF TEENS EACH YEAR TO WRITE ABOUT THEIR *LAWS OF LIFE*

*Amy Butler has championed two of the largest Laws of Life Essay Contests to date, in Palm Beach County, Florida (10,000 writers in one year) and Atlanta, Georgia (8,900 participants in just the second year of the program). Recently, Amy shared with the John Templeton Foundation her “secrets” for maximizing student participation — even in the first year of the program.*

**JTF:** *How many high schools and students participated in the first two years of the Georgia Contest?*

**Amy:** For the first year, I had originally targeted 20 high schools and 2,000 essays — about 10% of eligible students. In actuality, 15 high schools and 6,407 students participated in the inaugural contest, which represents a much higher penetration than I had anticipated — about 26% of possible participants. In the second year of the Georgia Contest, 21 high schools and 8,907 kids participated, representing 27% of eligible students.

**JTF:** *Tell us about your “game plan” for promoting the contest to teachers.*

**Amy:** I think the key to winning the support of teachers is to hold a well-attended teachers’ meeting. Here is how I hold mine:

Step One: Find the best place in town to hold the teachers’ meeting and luncheon, so teachers will want to come. Once I learn which dates suit everyone, I invite two people from each school I am targeting.



Step Two: Communicate personally with all meeting invitees. Invite teachers well in advance of the teachers' meeting (3 - 4 weeks) and ask them to get a substitute teacher (which I offer to pay for) if necessary. On the invitation, indicate that one representative from the school must attend the orientation in order for the school to participate in the contest. Make sure to get RSVPs.



*Amy Butler poses with David Andrews, top finalist in the Year 2000 Contest, his mother, and his English teacher Davey Mills (on right).*

Step Three: Secure the speaker and develop the meeting agenda. (Including lunch, the meeting lasts about 2½ hours.) Make folders that include all of the pertinent information to be distributed: contest timeline, your own “contest newsletter” or flyer that advertises the contest, list of prizes and awards, list of sample topics, past essays, entry forms, school tally sheets, and copies of the John Templeton Foundation’s Teacher’s Guide.

Use the teachers’ meeting to: 1) inspire teachers to get involved in the program; 2) share with teachers the incredible benefits that the contest will offer their students; and 3) show teachers how to run the program in their schools. Since the Georgia Contest involves the participation of multiple schools, I ask each school to select one individual as the school’s “contest chair.” This person is responsible for facilitating the program within his/her school and helping to maximize student participation. (The contest chair is given a \$100 honorarium.) Having one contest chair at each school really helps the program to run smoothly and enables schools to take ownership of the contest.

**JTF:** *Promoting the contest to schools can sometimes be tricky, since teachers are often under pressure with full teaching schedules, state testing standards, etc. How were you able to convince teachers this was a project worth their time?*

**Amy:** Teachers are inundated with special contests for them to do in class. I tried to reinforce that the *Laws of Life* Essay Contest is different because: 1) the program is not an add-on and can be used to reinforce existing lesson material — plus, teachers do not need to read or grade the essays; 2) each school is



guaranteed to have at least one finalist who will be invited with their parents and English teacher to the awards dinner; 3) some students can use their essays for college applications; and 4) the top essays will be published and distributed to schools.

**JTF:** *Do you think that getting the endorsements of the Georgia Department of Education and the Georgia Character Education Center made a difference as you promoted the contest to schools and teachers?*

**Amy:** Absolutely! It is important to get endorsements from prominent organizations prior to approaching schools so that they know you are creditable and approved. That's why I am so excited about the addition of the *Laws of Life* Essay Contest to the list of approved programs by the National Association of Secondary School Principals. I believe in establishing as many coalitions in the community as possible to market the contest and generate support for the program.

**JTF:** *Many contest organizers ask us, "What is Amy's secret to achieving such phenomenal participation?" While every community is different, what do you think are the key ways that organizers can maximize student participation in the essay contest?*

**Amy:** **First** and foremost, communicate, communicate, communicate! The initial communication I have with schools consists of a "press kit," which I send out before the teachers' meeting. The kit outlines the benefits of the contest for English department chairs and principals. Also, once I have identified the contest chair in each school, I communicate regularly with him or her to keep updated about the school's progress in promoting the contest and to provide any needed support.

**Second**, be enthusiastic about the program. Try to make a personal connection with every teacher at the teachers' meeting, sharing with them that this contest is important to kids and has a lot to do with why teachers



*Amy Butler emcees the Georgia Laws of Life Awards Banquet.*



*"My students are always writing for me, but this was one assignment which enabled them to share their thoughts and ideas with the world... The activity reinforced their writing and really offered [them]... an opportunity to grow and to learn about themselves."*

— Jeff Stachura, English Teacher,  
The Lovett School,  
Atlanta, Georgia

became educators in the first place. It helps to have all of the teachers together in one room for the meeting to compare notes and generate interest among their peers.

**Third**, give lots of recognition and prize money to motivate teachers and students — about 80% of our donor's funds benefit teachers and students via the prize money, awards dinner, publication of the top essays, and the teachers' luncheon. Also, the teacher of the student who writes the grand prizewinning essay receives \$500.

**Fourth**, treat the teachers with respect and keep them informed so they feel they are part of the process. Ask their opinion, and let those teachers who are very enthusiastic about the contest speak at the teachers' meeting. *Remember, the support of teachers either makes or breaks a successful contest*, which I measure by the number of essays as a percentage of total eligible students.

**JTF: What is your goal for year three of the Georgia Contest?**

**Amy:** Our goal for this year is to generate 20,000 essays. With any luck, we'll get there!



- ✓ Secure essay screener(s)
- ✓ Select a committee of judges
- ✓ Distribute instructions to judges
- ✓ Forward essays to judges

## SECURE ESSAY SCREENER(S)

Essay screeners help to streamline the judging process. They serve as a first step, quickly selecting those essays that have potential for the judges to read. As they read the contest submissions, screeners are often asked to look for at least one clearly articulated *law of life* in each essay. Only those essays with an easily discernible *law of life* will be passed on to the contest judges.

When selecting the essay screeners, your contest committee should look for the same qualities you are seeking in your judges, which are described on the next page. Where can you find screeners? Like judges, you can enlist the help of your friends or neighbors. You may also want to contact your local colleges and universities for help. College students make great screeners, and their involvement enables colleges and universities to participate in the contest. To find students, you should contact a department head or faculty member in an appropriate department, such as education or ethics, who can advise you as to the availability of students.



*In the College of the Ozarks Contest (Point Lookout, Missouri) President Jerry C. Davis congratulates first place winner Emily Hitchings.*



## SELECT A COMMITTEE OF JUDGES

Some people believe that the contest judges have the best “job” of anyone associated with the contest. Reading the essays can be a very rewarding experience!

*“It’s been my pleasure to judge at least five of the contests. I think I probably get more joy out of it than the children do. It’s so good to see what our young people are thinking and saying.”*

— Eleanor Murray, retired teacher,  
Contest Judge, Winchester, Tennessee

Who makes up the judges’ committee? Contest organizers usually enlist their friends and neighbors within the community to judge the essays. Many times, judges are retired teachers and school officials. Organizers often ask prominent members of the community, such as Mayors, business leaders, sports figures, or local celebrities, to take part in the judging. This can be a very useful strategy, because the participation of notable individuals generates good publicity for the contest and encourages others to get involved.

Although there is not one type of person who is best suited to be a judge, a judge must be someone who can:

- ❖ appreciate and have in mind the ideals of the *Laws of Life* Essay Contest when reading the essays
- ❖ judge the essays primarily for their compelling content, not for correct grammar or spelling
- ❖ be impartial, objective, neutral, unbiased, and principled
- ❖ complete the reading and ranking of the essays in a timely fashion
- ❖ represent the community in a positive manner

A judge **MUST NOT**

- ❖ be a parent or immediate family member of a current contest participant (a student who is submitting an essay)
- ❖ have an unyielding belief that only a limited number of qualities or characteristics constitute the *laws of life*, since young people write about a wide range of values and beliefs



## DISTRIBUTE INSTRUCTIONS TO JUDGES

Please feel free to photocopy and hand out the “Note to Judges,” which we have included on page 42 of the Appendix. You are also welcome to make use of the Judges’ Tally Form and Final Tally Form on pages 43-44 of the Appendix. While many contests have used the tally forms, some contest committees have revised the judging process and developed their own forms.

## FORWARD ESSAYS TO JUDGES

You should determine the system you are going to use for collecting the essays and distributing them to the screener(s) and judges. If you are working with a school coordinator, he or she can collect the essays and turn them over to you for distribution. If you are working directly with a school, make sure you are clear about how and when the essays will be collected, allowing the screener(s) and judges a reasonable amount of time to read them.

You will need to discuss with school officials and teachers whether the judges are to see the names of the contest participants. Many times, teachers assign numbers to their essays, and these numbers are written on the students’ entry forms (see page 41 of the Appendix for a sample entry form). Teachers keep master lists of the participants, which match the numbers to the students’ actual names. Make sure that the teachers give you their master lists along with the entry forms and essays. Once the judging is completed, you will use the lists to determine the authors of the prizewinning essays.





# PLANNING THE AWARDS EVENT

- ✓ Organize awards banquet/reception
- ✓ Design and mail invitations
- ✓ Print programs for awards event
- ✓ Prepare certificates and awards

*“When our son’s name was called out at the awards ceremony, our entire family was filled with surprise, excitement, and pride!”*

— *Parents of a student,  
Napa, California*

## ORGANIZE AWARDS BANQUET/RECEPTION

One of the most exciting and rewarding activities of the *Laws of Life* Essay Contest is the awards banquet or reception. Contest organizers have remarked that this event celebrates the ideals of the contest in a very special way. The awards ceremony honors the young people who have written award-winning essays, and it recognizes the hard work and dedication of all of the volunteers, teachers, and school officials who made the contest possible.

### What is an awards banquet?

Many contest organizers believe that a “banquet-like” dinner elevates the importance of the *Laws of Life* Essay Contest, especially for the contest finalists and their families. For many of the young people who have authored a prizewinning essay, this may be the first time they have ever won anything! A banquet creates that special atmosphere.

### What is an awards reception?

An awards reception does not include a sit-down dinner. Instead, light appetizers and refreshments are provided. Some contest committees have decided that an awards reception enables people to mingle and get to know each other better than a sit-down dinner. Cost is also a factor in determining whether to hold a dinner or reception.



### Where and when should the awards event be held?

The contest committee should carefully consider where to hold the awards banquet or reception. Again, cost is often a consideration. Awards ceremonies have been held in hotels, banquet facilities, and local country clubs, as well as in community centers and church halls that have been decorated for the special event. Ceremonies have also taken place at local school board meetings, school assemblies, civic group lunches, and breakfast functions. When should the awards banquet/reception be held? We recommend you hold the event no more than two months after the essays have been collected. Make sure you select a date for the awards ceremony that does not conflict with other activities (community events, basketball games, etc.).

### Who should be invited to the awards event?

The awards banquet/reception is the best way to publicize and promote the *Laws of Life* Essay Contest for future years. Contest organizers have told us that the event is the perfect opportunity to attract more people to the contest, especially potential funding sources. We have heard from many communities that inviting potential sponsors to the awards ceremony is a very useful strategy. Prospective donors are often so moved by the ceremony that they offer to help support the contest even before the banquet or reception is over!

Every attempt should be made to invite as many people as possible to the awards event. In particular, the following groups of people ought to be invited and encouraged to attend:

- ❖ Students who will receive a contest prize (including Honorable Mention), as well as two guests of their choosing (parents, friends, relatives)
- ❖ Teachers who participated in the contest
- ❖ Contest judges and their spouses
- ❖ Contest committee members and their spouses
- ❖ Potential contest sponsors
- ❖ Community and political leaders
- ❖ School officials (principals, superintendents)
- ❖ Members of the media



*Miss America 2000 Angela Perez Baraquo, a champion of character education, lends her crown to top finalist Zac Theilen in the first Hawaii Statewide Contest.*



### Should anyone have to pay to attend the awards event?

No. Students, parents, volunteers, school officials, and community leaders should not have to pay to attend the awards banquet/reception. This is one of the out-of-pocket costs of the contest for which funds must be secured. Remember, the event is designed to honor the young people who have written award-winning essays as well as everyone else who has contributed in some way to the contest.

### What actually occurs during the awards ceremony?

The awards ceremony is when the prizewinners are first announced! Usually, the winners are announced in reverse order, culminating in the announcement of the first-place winner. The top finalists should be strongly encouraged to read their prizewinning essays. At the ceremony, winners are usually presented with their prize, as well as a contest certificate or medallion (see page 49 of the Appendix for a sample certificate). The awards ceremony is also the time to recognize the teachers, school administrators, and anyone else whose hard work made the contest such a success. You may want to award them their own prizes (see the sample budgets on pages 15 -19 for teacher and school coordinator prizes).

Note: When you invite the students to the awards event, do not tell them what prize they will be receiving — only that they are among the winners. It adds suspense to the event!



*High school senior Alicia Andrews reads her prizewinning essay during the awards ceremony for the Mississippi Laws of Life Essay Contest.*



### What have other contests included in their awards event?

- ❖ Student quartets have played classical and popular music before and after the awards ceremony
- ❖ Contest committees have invited distinguished guest speakers to address the audience
- ❖ Student vocal groups have entertained the audience
- ❖ Copies of the award-winning essays have been distributed

*"I believe the awards ceremony is a great way to publicly recognize young people who have taken the time to reflect upon and write about their ideals and values."*

— Vince Canero,  
English Department Chair,  
West Philadelphia  
Catholic High School,  
Philadelphia, Pennsylvania

## DESIGN AND MAIL INVITATIONS

We have included a sample invitation to the awards event on page 47 of the Appendix. When you send out invitations, we recommend you include RSVP cards.

## PRINT PROGRAMS FOR AWARDS EVENT

Please refer to page 48 of the Appendix for an example of how one contest committee designed their awards program. Programs usually include the names of the winners and their teachers, special thanks to the sponsors, a list of the contest committee members, and the names of all of the volunteers who made the contest possible. Some programs also include excerpts from a few of the prizewinning essays, as well as a brief description of the *Laws of Life* Essay Contest.

## PREPARE CERTIFICATES AND AWARDS

Please refer to page 49 of the Appendix for a sample certificate. Some contests award every student who writes a *laws of life* essay a certificate of accomplishment. Other contests only give a certificate to the top finalists.



# PUBLICITY

- ✓ Promote the contest in your local media

A well-publicized contest generates excitement and communicates the goals and benefits of the contest to the general community. One way to interest your local media in the contest is to write a press release, which you can distribute to the major media outlets in your community (newspapers, cable and local television, and radio). See pages 45-46 of the Appendix for some handy tips on how to write a successful press release, as well as a sample release. You may also want to assemble a media kit for the media outlets in your community. The kit can contain the following information and materials:

- ❖ **Contest Brochure (available at the John Templeton Foundation).** The brochure is an great way to “introduce” a media person to the contest.
- ❖ **Contest facts and benefits sheet and sample endorsements.** You are welcome to use and adapt the facts and benefits sheet, as well as the sample endorsements, on pages 50-51 of the Appendix. These two documents will provide easy-to-use information about your contest to the media.
- ❖ **List of contests in other communities.** The list includes cities and school systems where the contest is already underway. You should highlight those communities that are closest to you. (Contact the John Templeton Foundation for the most up-to-date contest list.)
- ❖ **Financial sponsors.** You may want to include details on who is providing financial support for your contest (when available).
- ❖ **Print articles.** Contact the John Templeton Foundation for copies of articles about the contest.
- ❖ **Teacher’s Guide (available at the John Templeton Foundation).** The Guide describes how the contest is implemented in the classroom and contains sample student essays.
- ❖ **Essays from the Heart Video (available at the John Templeton Foundation).** The nine-minute video highlights the benefits of the contest and features Former First Lady Barbara Bush.



*In the first Four Corners, New Mexico Contest, grand prizewinner Roderick Nez poses with the Honorable Kelsey Begaye, president of the Navaho Nation (middle), and Herb Mosher, director of the Western Health Foundation (left).*

# PUBLISHING THE ESSAYS



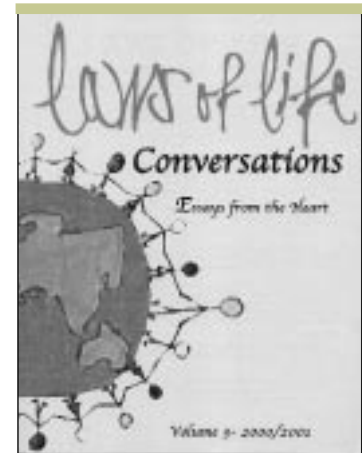
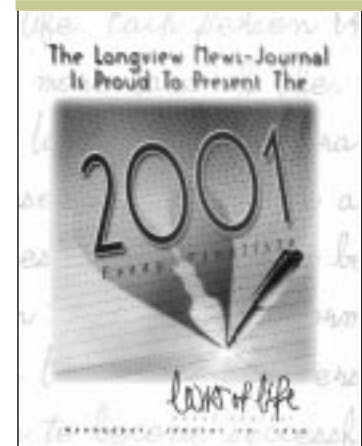
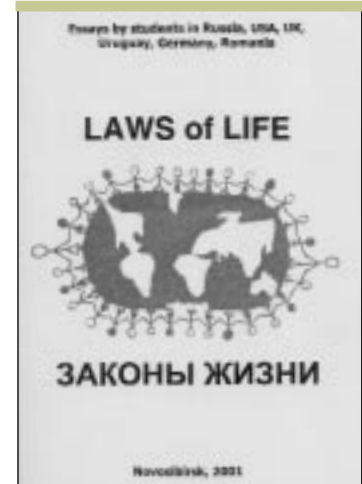
- ✓ Publish and distribute the award-winning essays

We encourage your contest committee to compile the winning essays in a handsome collection that is widely distributed throughout your community. If ready in time, the essay publication can be handed out at the awards event. The compilation is a wonderful and enduring memento of the contest, and the essays are so moving that reading them often convinces potential volunteers and sponsors that they too should participate in the contest. Please contact the John Templeton Foundation for sample essay publications from different communities.

Often, a local business underwrites the cost of the essay publication. Contest organizers have also approached local printing companies and have obtained their services at a discounted rate or even free of charge.

The first few pages of the essay publication usually include a letter (or several letters) from the contest sponsor(s), a local public official, the school superintendent, etc. The collection contains the essays of the winning students and often includes a photograph of each student. The number of essays included in the publication varies, although most contain from 12 to 25 essays.

The essay publication should be widely distributed throughout your community to schools, libraries, firehouses, police stations, hospitals, retirement centers, YMCAs, churches, etc. In addition to promoting the contest, the collection helps change the perception that young people are without values and principles. The essays are testimonies to the many parents, teachers, and adults who have worked hard to provide young people with a moral compass.





## AFTER THE CONTEST

*“As the students write their essays, they have to think about their principles, what they want to be, and how they want to lead their lives. The contest is a wonderful way to teach values at school.”*

— Contest Sponsor  
S.B. “Skeet” Rymer,  
Cleveland, Tennessee

### ✓ Assess all contest activities

The *Laws of Life* Essay Contest offers so many benefits to students, teachers, and communities that, once launched, it usually becomes an annual tradition. That is why the first year of the contest is so important. As the “pilot” year, it gives contest organizers useful information about what things worked and what things to do differently in future years. Once the awards ceremony is over, we encourage your contest committee to convene one more time in order to evaluate the different activities of the contest. We have provided you with a Contest Assessment Questionnaire on pages 52-53 of the Appendix with questions to help you evaluate your contest each year.

Responsibility Honesty

Escambia County Middle School

# "Laws of Life"

Essay Contest

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<p>Compassion</p> <p>Loyalty</p> <p>Perseverance</p>	<p>Self-Discipline</p> <p>Kindness</p> <p>Love</p>
--	--


contest begins  
Feb 11

deadline for essays  
March 11

award ceremony  
May

For information contact  
your English teacher

sponsored by:  
Atmore Rotary  
&  
Bob McMillan



Another initiative by the Community Character Project of Escambia County

**AWARDS**

1<sup>st</sup> place  
\$200 cash - grades 5 & 6  
\$200 cash - grades 7 & 8

2<sup>nd</sup> place  
\$100 cash - grades 5 & 6  
\$100 cash - grades 7 & 8


3<sup>rd</sup> place  
\$75 cash - 5 & 6  
\$75 cash - 7 & 8

4<sup>th</sup> place  
\$50 cash - grades 5 & 6  
\$50 cash - grades 7 & 8

8 Honorable Mention  
\$20 each

Respect Courage

SAMPLE CONTEST FLYERS



**GEORGIA**  
*Laws of Life*  
**ESSAY CONTEST**

A project of the  
Georgia Humanities Council and  
The Georgia Character Education Center

Approved  
by the  
Georgia Department of Education

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2001-2002

Third "Georgia Laws Of Life" Essay Contest To Be Held In 30 Area High Schools For 2001-2002!

WINNING STUDENTS TO RECEIVE CASH AWARDS

The **Georgia Laws of Life Essay Contest** is an event that encourages students on a voluntary basis to submit an essay about what they think is important in life. This contest is a unique opportunity to positively reinforce core values of a school and its students in our community.

Last year, 8,907 students wrote a Georgia Laws of Life essay in 21 area high schools. This year's goal is to expand the contest to 30 selected high schools in 11 counties in Georgia: **Fayette, Troup, Cobb, North Fulton, Habersham, Decatur, Henry County, Barlow County, Hall County, Coweta County, and Gwinnett, as well as the Atlanta City Schools.**

Contest Timeline

Contest Begins in Schools  
November 1

Essay Deadline  
March 7

Awards Dinner  
April 29

**GRAND PRIZES**  
Grand Prize  
\$2000 Cash

First Runner-Up  
\$1,000 Cash

Second Runner-Up  
\$500 Cash

Third Runner-Up  
\$300 Cash

Fourth Runner-Up  
\$250 Cash

Fifth Runner-Up  
\$200 Cash

School Finalist  
\$100 Each

Grade Winners  
\$75 Each


amount of cash awards to more than \$10,000, with \$500 for each grade 9 - 12 for each participating high school. The Grand Prize winner will receive a cash award of \$2000, for parents, their English teacher and School Principal. The contest is to be held on April 29, 2002, at the Grand Hyatt Hotel and investment manager Sir John Templeton, the 30 communities throughout the United States, Russia, Bahamas.

**IS A LAW OF LIFE?**

Is that transcends modern times, particular cultures, and nations? Are these laws or guidelines that, if practiced, will improve the world in which we live.

Some are so clear that almost all people can agree on. Honesty and compassion rank high as universal principles of religious beliefs.

## Napa County Commission on Self Esteem is honored to host the 2002



Best Essays Written

Prize and Acknowledgment

Students author of the best and well-written essays will be selected for special recognition. All non-winners winners will receive a rank award. The first place winner will receive \$1,000! Student winners will be invited to a Recognition Banquet on November 19, 2002.

Essay Contest Winners

Student winners will be notified soon after the judging period is completed—December 5, 2002

Submission of Essay Entries

Essays should be mailed or delivered to:

Napa Valley Alternative School  
ATTN: Mr. Bruce Campbell  
2447 Old Business Road  
Napa, CA 94958

**Priority Filing Period**  
for essay entries  
October 11-22, 2002.

**Secondary Filing Period**  
for late entries  
October 26, 2002

Questions? Call Bruce Campbell - Main Phone: (707) 254-8117

High school students are encouraged to enter the "Laws of Life Essay Contest" and "as a response to writing their personal ideas and the laws of life they value the most."

Primary Co-Sponsors: Napa County Commission on Self Esteem and Napa County Board of Supervisors



SAMPLE  
CONTEST  
ENTRY FORM



*Laws of Life*  
ESSAY CONTEST

ACTON, ONTARIO LAWS OF LIFE ESSAY CONTEST

E N T R Y F O R M

Teacher's use only: ASSIGNED NUMBER \_\_\_\_\_

ESSAYIST: Please complete the following form. Make sure your name appears only on this cover sheet and nowhere else in your essay.

NAME: \_\_\_\_\_ AGE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

TEACHER: \_\_\_\_\_ DATE: \_\_\_\_\_

ESSAY TOPIC (Law of Life): \_\_\_\_\_

Have you previously won this contest? \_\_\_\_\_

If so, when \_\_\_\_\_ and what was your essay topic? \_\_\_\_\_

HOME ADDRESS: \_\_\_\_\_

By signing this form, you (and your parent or legal guardian if you are under 18) give the *Laws of Life* Essay Contest Committee permission to use your information and essay at their discretion to publicize and promote the essay contest.

Please check one of the boxes below and sign:

- If my essay is used in any way, you may include my full name with it
- If my essay is used in any way, you may not include my full name with it

Signature(s): Essayist \_\_\_\_\_

Parent or Guardian \_\_\_\_\_

Judge's use only: FINAL SCORE \_\_\_\_\_



## NOTE TO JUDGES

Thank you for agreeing to judge the *Laws of Life* Essay Contest. As a contest judge, you will help determine the prizewinners. Your cooperation, support, and — most important — your impartiality are essential!

### **Criteria when Judging an Essay**

The following criteria should be used when judging an essay:

#### **1. COMPELLING CONTENT:** The most important criterion

Is the essay positive and life-affirming? Does it have universal appeal? Is there a **clearly articulated** *law of life* (in other words a wise saying or maxim) that would make the world a better place if everyone practiced it? Would most people agree that this is an important *law of life*? Did the essay make you both think and feel? Did the essay “move” you in some way? Did you learn something special and compelling about the author? Did the essay capture a value or ideal in a unique and special way?

#### **2. PRESENTATION:** Less important

Is the essay easy to read? Is it clearly written? Were you able to tell exactly what the author was trying to share? Do ideas and paragraphs flow smoothly?

#### **3. GRAMMAR AND SPELLING:** Least important

Unless there are many glaring mistakes that suggest a sloppy and hurriedly written essay, proper grammar and spelling are not important criteria. However, the contest judge should determine to what extent poor grammar and spelling may distract a reader from comprehending the basic message of the essay.



## Judges' Tally Form

Judge: \_\_\_\_\_

Contest Date: \_\_\_\_\_

After you have read all the essays and have put them in order (most exceptional to least exceptional), enter them in this table. Please also include the student's age as written on his/her entry form. Use additional pages if necessary.

Your Score (Rank from most to least exceptional)	Essay I.D. Number	Student's Age
1 (Your First Choice)		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		





## YOU CAN WRITE A PRESS RELEASE!

How can you help build a partnership between your community and schools while seeking to build support for your *Laws of Life* Essay Contest? Sending out a press release to your local media is a great way to make connections and raise interest. Consider using a press release to announce to your community the beginning of the contest and recognize the top finalists at the completion of the program. Write your press release with the goal of convincing potential volunteers and sponsors that they need to get involved in a winning program!

Before the contest, your press release should include a short description of the program. Provide the pertinent dates of the contest, what schools and grades are involved, who is sponsoring the contest, and finally, when and where the finalists will be recognized. After the contest, you may choose to emphasize your winning essays, the number of young people who participated, and comments and/or quotes from students and judges. Whatever you decide to publicize, make it fit your contest and community!

## HOW TO WRITE A PRESS RELEASE

Writing a press release is easy, if you follow these simple tips:

1. Be concise. Keep your release short and simple. Use short sentences and keep it to one page.
2. Give your release a catchy but short headline, which is centered at the top of the page. Put yourself in the shoes of a reporter. What would catch *your* attention?
3. Provide as much contact information as possible so a reporter can reach you easily. Include name, phone, address, email, website...as much as you can!
4. Include the date you send the release and when you would like the release to go out. You may want it to go out right away ("for immediate release") or the week before your event (include date- "for release on Month, Day, Year").
5. Make sure the first ten words of the release are interesting and persuasive. They are the most important. You need to convince a reporter to keep reading.
6. Your release should start with the important facts - answer the questions:  
*who* will be (or was) involved?      *where* will it take place?  
*what* will happen?      *why* will it happen?  
*when* will it take place?      *how* will it happen?
7. A well-written release is important. A reporter probably won't look at a release with bad spelling, poor grammar, or confusing sentences.
8. Make your press release as easy to read and understand as possible. Help the reporter by being short, powerful, and organized.
9. Consider sending out a press release before and after your contest.

## News Release

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**Montville *Laws of Life* Essay Contest**

**March 4, 2002**

**FOR IMMEDIATE RELEASE**

**Contact:** Michele Rudolfi

Leonard J. Tyl Middle School,

66 Chesterfield Road

Montville, CT 06337

Phone: (860) 867-2839

Email: mr149@aol.com

### **More than 200 Tyl Middle School Students Write from the Heart about their Values**

MONTVILLE, CT. Students in the sixth, seventh, and eighth grades at Leonard J. Tyl Middle School participated in the *Laws of Life* Essay Contest sponsored by the School for Ethical Education and Wal-Mart last month. The *Laws of Life* Essay Contest encourages students to reflect and write about the values they believe will help them live successful and productive lives.

This was the first year that the contest was implemented in the New London area, with great success. Over 200 students participated in the contest, which ran from January 23 to February 13. The contest's theme supports Tyl's practice of promoting character education and resiliency within the school, a goal that has become more attainable since Commissioner of Education Theodore Sergi became an advocate. Contest coordinator Michele Rudolfi, a teacher at Tyl, became involved through her own experiences with various other character education initiatives. Rudolfi is a language arts teacher, teaching sixth grade students.

Tyl Middle School was fortunate enough to have many strong entries, out of which were chosen five winners: In first place, sixth grader Julianne Joyce; in second place, sixth grader Sarah Henry; in third place, seventh grader John Michaelson; and in fourth place, a tie between eighth grader Stephan Rice and sixth grader Nicole Taylor. Each winner will receive a plaque, a monetary prize, and recognition at both the May Montville Board of Education meeting and an awards ceremony honoring all participants to be held on April 18<sup>th</sup> at Tyl Middle School.

The *Laws of Life* Essay Contest was first created in 1987 by Sir John Templeton in Tennessee and has spread community by community across the United States and to more than 30 countries. In each community, the contest is locally funded and organized. A great variety of individuals, service clubs, businesses, community organizations, foundations, and colleges and universities have sponsored and organized the contest in their schools because they believe that the contest is a powerful way to make a positive and lasting impact in their community.

-----End-----



SAMPLE INVITATION  
TO AWARDS BANQUET

*Laws of Life Essay Contest Awards Banquet  
February 10, 2002*



*The H & H Foundation  
invites you to the  
Awards Banquet  
Laws of Life Essay Contest  
founded by John Templeton  
on Sunday, the tenth of February  
two thousand two*

*at the  
Veteran's Memorial Civic & Convention Center  
7 Town Square  
Lima, Ohio*

*Dinner begins at 5:30*

*We look forward to  
celebrating with you.*

*Please reply by January 30, 2002*

*Name \_\_\_\_\_*

*\_\_\_\_\_ persons will attend*

*look of life*  
ESSAY CONTEST  
**Awards Banquet**  
January 14, 2002

**Welcome:** **Glenn McCutchen**  
*Publisher, Longview News-Journal*

**Invocation:** **Pete Litterski**  
*Editor, Longview News-Journal*

**Opening Remarks:** **Glenn McCutchen**

**Dinner**

**Awards Presentation  
& Reading of Essays:** **Glenn McCutchen**  
**Stephanie Atkins**  
*Marketing Director, Longview News-Journal*

**Closing Remarks and Recognition:** **Glenn McCutchen**

**Judges:** **Teachers:**

**Caroline Geer**  
*LeTourneau University*

**Christi Triage & Shirley Williams**  
*Longview High School*

**Larry Liles**  
*Texas State Technical College*

**Miriam Lancaster & Jolene Auderer**  
*Pine Tree High School*

**Marilyn Richardson**  
*Texas Association of Developing Colleges*

**Jan York**  
*Spring Hill High School*  
**Lottie Guttry**  
*Trinity School of Texas*

**Congratulations to all of our essay winners:**

**LaKindra Hawkins**  
**Andrew Jennings**

**Jenni Thompson**  
**Prentice Wink**

**Mat Joseph**  
**Amy Meyer**

**Jackie Medley**  
**Wendy Palmer**

*Sponsored by:*

**LONGVIEW**  
**News-Journal**



SAMPLE  
CONTEST  
CERTIFICATE

# First Prize Award

The International

*Laws of Life*  
ESSAY CONTEST

Created and developed by

*Sir John Templeton Foundation, USA*

Is honoured to  
award first prize to

*Ankit Shah*

of St. Vincent's High School, Pune, India  
for his winning essay in the International  
*Laws of Life* Essay Contest, September 2001,

Sponsored by:

Unity School, Vincentian Old Boys' Association, Screen-O-Vision





## CONTEST FACTS AND BENEFITS SHEET

This sheet provides you with easy-to-use information about the contest that you can photocopy and share with the media, individuals, and organizations interested in the contest.

### FACTS ABOUT THE PROGRAM:

- ❖ The contest was created in 1987 by international investment manager Sir John Templeton for his hometown of Winchester, Tennessee.
- ❖ Since its creation, more than 100 contests have been launched across the United States and around the world, in countries such as the United Kingdom, Canada, Russia, and China.
- ❖ Last year, approximately 75,000 students wrote a *laws of life* essay.
- ❖ The contest is endorsed by the National Association of Secondary School Principals.
- ❖ The contest is usually held in middle schools and high schools.
- ❖ The contest is adaptable to all age levels, and elementary schools and colleges have also participated in the contest.
- ❖ Each local contest is financially sponsored by individual donors, businesses, community organizations, civic and youth groups, foundations, and colleges and universities that care about the values and principles of young people.
- ❖ Contests can range in magnitude from one school or school district to statewide, regional, and even national contests involving thousands of students.

### BENEFITS OF THE PROGRAM:

- ❖ Challenges young people of all ages to discover *for themselves* the core values that will guide them, wherever they go and whatever they do in life.
- ❖ Provides schools with an effective, easy-to-implement character education program that enables their *own* students to win significant prizes.
- ❖ Improves classroom climate using an engaging writing activity that helps teachers and students to get to know each other better.
- ❖ Offers a community an opportunity to honor and recognize young people for taking a stand for what they believe in.
- ❖ Provides foundations, civic groups, and community organizations with a dynamic program that *reaches* young people.
- ❖ Enables business leaders to give back to their local community.
- ❖ Offers colleges and universities an opportunity to improve town-gown relations.
- ❖ Builds stronger community-school ties by enabling educators and community members to work side by side on a positive and affirming activity.
- ❖ Encourages parents and children to talk about what really matters in life.



## SAMPLE ENDORSEMENTS

Like the facts and benefits sheet, you can share these endorsements — and add your own — with the media, individuals, and organizations interested in the contest.

“Your sponsorship of the contest will not only make a difference to the children in your community, but will bring joy to your life as well.” — *Former First Lady Barbara Bush*

“These essays give us great hope for our children, the future of our educational system, and our country.” — *Contest Sponsor Carolin Whitaker, Investment Advisor, Omaha, Nebraska*

“Writing the essay was the first time I ever felt like my own ideas matter, like I have something important to say.” — *Erika, age 16, Hartford, Connecticut*

“An activity that enables our young people to think about their values is something we should all get behind.” — *Contest Sponsor Lynn Joseph, Joseph Family Foundation, Carlsbad, California*

“Finally, a contest that honors students for having a moral conscience!” — *Agnes Becker, Language Arts Teacher, Carlyle Junior High, Illinois*

“The Clayton Rotary is a very proud sponsor of the contest.” — *Contest Sponsor Kathy Holman, Clayton Rotary President, Missouri*

“This program is a win-win for students, families, and the community as a whole.” — *Amy Butler, Volunteer Contest Director, Atlanta, Georgia*

“I believe wholeheartedly that the contest has had a positive impact on my students and their families.” — *Janis Bean, English Teacher, Winchester, Tennessee*

“Florida State University is delighted to join with Leon County schools in sponsoring the contest.” — *Contest Sponsor Talbot D’Alemberte, President, Florida State University*

“Writing the *laws of life* essay convinced me that I have something to say, something worth listening to.” — *Melissa, age 18, Casper, Wyoming*



## CONTEST ASSESSMENT QUESTIONNAIRE

Please feel free to use this questionnaire as a tool for assessing all of the activities of your contest. The questions will help you determine what worked for this year's contest and what things you can do differently in future years. We invite you to share this information with us, and we look forward to talking with you about your experience working on the essay contest.

### 1. Securing Contest Funds

- ❖ What strategies worked best for securing funds, and why?
- ❖ What strategies were not successful? Why not?
- ❖ What other sources of funding could you explore for next year's contest?
- ❖ How will you approach new contest sponsors?

### 2. Contest Budget

- ❖ How closely did you follow your budget?
- ❖ Were there any unforeseen expenses?
- ❖ Were there any costs that you could reduce for next year's contest (or ask a local business or organization to underwrite)?

### 3. Promoting the Contest

- ❖ Which strategies worked best for promoting the contest, and why?
- ❖ What other organizations (schools, community organizations, businesses, etc.) could you invite to participate in and support the contest next year?

### 4. Working with Schools

- ❖ Did you face any challenges in working with the schools? How could you overcome those challenges next year?
- ❖ Are you planning to include more schools in the contest next year? If so, how might this impact your coordination of the contest?
- ❖ Are you satisfied with the number of students who participated in the contest? What target number of participants might you establish as a goal for next year? What strategies will help you reach your goal?



## 5. Judging the Essays

- ❖ Did the judging process (collecting the essays from schools, distributing the essays to screeners and judges, etc.) run smoothly? What would you do differently next year?
- ❖ Were you able to get prominent members of your community to judge the essays? What distinguished citizens could you ask to judge next year?

## 6. Planning the Awards Event

- ❖ Would you hold the awards event at the same facility next year? If not, at what other facility could you hold the event?
- ❖ Did you face any challenges in coordinating the awards event? How could you overcome those challenges next year?
- ❖ Would you change any parts of the awards program (ceremony, speakers, dinner, etc.) for next year?

## 7. Publicity

- ❖ How could you better publicize the contest next year to the community? Schools? Media?
- ❖ How will you get the media to “cover” next year’s awards event?

## 8. Publishing the Essays (for those contests that published their winning essays)

- ❖ Did you get a local business (such as a printer) to underwrite the costs or donate its services for the publication? What businesses could you approach for next year’s publication?
- ❖ How could you increase the distribution of the essay publication throughout your community next year?

## 9. Committee Work

- ❖ In terms of the division of labor among committee members, what worked best?
- ❖ What would you do differently next year?
- ❖ Who else could you invite to join your contest committee?



## ORGANIZATIONS THAT CAN SPONSOR THE CONTEST — IN YOUR COMMUNITY!

When you think about it, there is almost no limit to the kinds of organizations that can become involved in the *Laws of Life* Essay Contest. That is because most organizations are interested in supporting a positive educational activity that benefits young people, families, and the entire community. Here is just a sampling of the different types of organizations that frequently sponsor the essay contest. We hope this list will give you some ideas as you think about how you will promote the contest in your community.

### CHARACTER EDUCATION ORGANIZATIONS

*Many local and national organizations believe the contest is perfectly aligned with their mission. As such, the following organizations will often champion the program in their community:*

- ❖ College or university character education centers
- ❖ Local chapters of Character Counts!
- ❖ Privately funded character education organizations
- ❖ School districts or county character education coordinators/councils
- ❖ State Department of Education-funded character education organizations

### BUSINESSES

*All kinds of companies, from small businesses to large corporations, have benefited from their association with the contest, for example:*

- ❖ Banks
- ❖ Newspapers, especially Newspapers in Education (NIE) programs (could print the winning essays for free)
- ❖ Fast food and pizza shops
- ❖ Printing companies (could print your contest materials for free)
- ❖ Radio stations (could interview the winners and have them read their essays on the air)
- ❖ Restaurants (could host the awards reception for a reduction — or even free!)
- ❖ Retail stores & shopping malls (could donate gift certificates to the winners)



## SCHOOLS OR SCHOOL-BASED ORGANIZATIONS

*The contest is a “natural” for these kinds of organizations, for example:*

- ❖ Alumni associations
- ❖ Colleges and universities (love the opportunity to support a program that benefits their community)
- ❖ Local school boards
- ❖ PTOs: Parent-Teacher Organizations
- ❖ School associations
- ❖ School district offices

## SERVICE CLUBS/CIVIC GROUPS

*The contest is closely aligned with the goals of these organizations, with their focus on the community and youth.*

- ❖ Jaycees
- ❖ Junto clubs
- ❖ Kiwanis clubs
- ❖ Lions clubs
- ❖ Optimist clubs
- ❖ Rotary clubs
- ❖ Soroptomists

## FOUNDATIONS

*Many times, a foundation will both sponsor and run the contest itself. Foundations that have launched the contest include:*

- ❖ Community foundations
- ❖ Family foundations
- ❖ Private foundations

## CHURCH-BASED ORGANIZATIONS

*Faith-oriented groups find the contest to be a wonderful way to emphasize the values of good character.*

- ❖ Faith-based independent schools
- ❖ Local religious orders
- ❖ Sunday schools

## YOUTH-ORIENTED ORGANIZATIONS

*The contest is a perfect fit for these kinds of organizations:*

- ❖ Boy and Girl Scouts
- ❖ Junior Achievement
- ❖ YMCAs
- ❖ Boys and Girls Clubs

## OTHER COMMUNITY-BASED ORGANIZATIONS

*There are so many different kinds of community organizations you can approach on behalf of the contest, for example:*

- ❖ Chambers of Commerce
- ❖ City offices
- ❖ Community centers
- ❖ County boards of supervisors
- ❖ Local bar associations
- ❖ Merchant, business, or professional associations
- ❖ Parks
- ❖ Public Libraries





Developed by the John Templeton Foundation  
Sponsored by friends and neighbors in communities just like yours

FOR MORE INFORMATION, CONTACT:

JOHN TEMPLETON FOUNDATION  
FIVE RADNOR CORPORATE CENTER  
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100 MATSONFORD ROAD  
RADNOR, PA 19087  
USA

TEL: 610-687-8942  
800-245-1285 (USA ONLY)  
FAX: 610-687-8961  
EMAIL: [LAWSOFLIFE@TEMPLETON.ORG](mailto:LAWSOFLIFE@TEMPLETON.ORG)  
WEBSITE: [WWW.LAWSOFLIFE.ORG](http://WWW.LAWSOFLIFE.ORG)