

Connecticut's

# *Laws of Life*

2018-2019 Essay Program Handbook



*Celebrating 19 Years!*



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Laws of Life 2018-2019 Timeline	
Activity	Date
Registration Period	September 1, 2018 – January 30, 2019
Essay Submission Period	January 30, 2019 – March 4, 2019
Essay Judging Period	March 5, 2019 – March 25, 2019
Winning Students Announcement	First week of April
Character Celebration RSVP Due	April 15, 2019
Character Celebration	Wednesday, May 1, 2019   6:30PM – 8:45PM at Amarante’s Sea Cliff in New Haven

**Endorsing Organizations**  
 National Association of Secondary School Principals  
 National School Boards Association  
 Connecticut Association of Schools Approved List of Activities  
 The John Templeton Foundation

### Laws of Life Overview

The Laws of Life Essay Program is a character education essay writing contest that includes students reflecting, writing and discussing their laws of life (ethical values) that help people live productive and meaningful lives. The contest is available to all Connecticut schools and students in grades 5-12.

The School for Ethical Education organizes *Laws of Life* as a two-tiered program in Connecticut. SEE invites schools and districts to register and provides the program guidelines and consulting to administer their own local *Laws of Life* Essay Program.

### Local Laws of Life Programs

Local programs are encouraged to follow these steps to include:

- Students introduced to think about their own *laws of life* with a prompt from literature, history, personal reflection, or quotes/maxims.
- Teachers use a writing process which includes pre-writing, outlining, drafting, editing, peer and family review, final writing and presentations to complete *Laws of Life* essays.
- Final essays are evaluated by readers outside of the class using a *Laws of Life* essay judging rubric.
- A class/community celebration provides closure for the local process with opportunity for students to share essays and local winners are recognized for their essays.
- The school submits one essay (for every 50 participants) to SEE for entry into Connecticut's statewide *Laws of Life* program for judging.

All the preceding steps **are not** required to host a local *Laws of Life* program. The main goal is to have students **reflect and write from the heart about their values**. Schools and districts are encouraged to “**do what fits**” for their program to benefit their students.

### Statewide Laws of Life Program

At the statewide program level, SEE accepts essays from the local contests and completes the following steps:

- Each essay submitted to SEE is labeled with a numeric identifier and then judged by two professional readers. Judges are not given the names of authors or schools.
- Scores for all essays are compiled, averaged and the top ten essayists are invited to a statewide *Laws of Life* essay celebration.
- The *Laws of Life* essay celebration is usually held in early May at a central location in Connecticut and includes a dinner for the students, two guests, and their teacher.
- Selected student essays are presented along with a keynote speech by a respected guest speaker.
- Student winners are awarded certificates and a gift bag.

### **Laws of Life Essay Scoring Criteria**

As you begin a *Laws of Life* Essay Program, it is helpful for teachers and students to know the statewide judging criteria for a *Laws of Life* essay. The following scoring rubric is used by statewide judges and should be clearly understood by teachers and students. An example judge's scoring form is available online. As these criteria are used, an essay could earn a total of 24 points as follows.

#### **Content (1-10 Points)**

The essay is positive and life-affirming. The author clearly articulates one or more *laws of life* (ethical values) that would make the world a better place if everyone practiced it. Reasonable people would agree that the author's *laws of life* are important. The essay makes one both think and feel. The essay captures a *law of life* in a unique and special way.

#### **Presentation (1-8 Points)**

The essay is easy to read and is clearly written. The reader can tell exactly what the author was trying to communicate. The ideas and paragraphs flow smoothly in the essay.

#### **Grammar and Spelling (1-6 Points)**

The essay has been edited for grammar and spelling.

### **Tips for Coordinators**

Build a team or committee to support a *Laws of Life* program. The team can include students, other faculty, administrators, parents and community organizations. The purpose in team formation is not simply to distribute tasks for the program, an important goal for *Laws of Life* is to expand the size of the community that reflects, writes or discusses with students the values associated with *Laws of Life*.

### **Parental Involvement**

Encourage teachers to have students share their essays with their parents/guardians during the drafting/revising phase of the writing process.

### **Student Responses**

Writing a *Laws of Life* essay can evoke powerful emotions and experiences for students. The essays are meant to focus students on life-affirming and positive values. In rare cases, a student may write about something that raises a concern about the student's well-being. Should this situation arise, we recommended that you consider the following options: 1) Discuss your concerns with the student and 2) Make a referral to an appropriate school professional.

### **Student Recognition and Celebration**

Hosting a celebration at the end of the writing program is a great way to recognize the wonderful stories, student effort, and value of the *Laws of Life* program. The celebration is also another way the *Laws of Life* message can be disseminated into the broader community. Celebrations can take place during the school day while inviting guests, parents, judges and media into the school or as an afterschool event with hosts such as Barnes & Noble Super Stores where in collaboration with their coffee house partner Starbucks, some stores have offered to help schools host *Laws of Life* celebration events and provide in-store discount cards to the participants. Additionally, other ways to celebrate include school-wide announcements, assemblies, the school Web site, the school newsletter, bulletin boards, board of education meetings, and school yearbooks and newspapers.

**Press Release**

Completing a press release is a great way to extend the message and value of the Laws of Life program into your school community. Beyond the clear opportunity to highlight good academic work, the community can learn more specifically that the school is helping to advance positive values. SEE would be grateful for any acknowledgment to help extend our program outreach.

[INSERT DATE HERE]                      **Contact:** [INSERT SCHOOL NAME]  
[COORDINATOR NAME,  
ADDRESS, E-MAIL, PHONE]

**FOR IMMEDIATE RELEASE**

[School name] Students Write and Celebrate their *Laws of Life*

Students in grades \_\_\_\_\_ at \_\_\_\_\_ School wrote from their hearts as they took part in a *Laws of Life* Essay Program. The *Laws of Life* Essay Program encourages students to reflect and write about the values they believe will help them live successful and productive lives. Students wrote and edited their *Laws of Life* essay during \_\_\_[month].

*Laws of Life* essays were written as part of their \_\_\_\_\_ [subject] class. \_\_\_\_\_ [coordinator's name and position] coordinated the contest. [Could add names of participating teachers] The essays were evaluated by a panel of judges that included \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ [names of judges and positions].

\_\_\_\_\_ [student winner] and \_\_\_\_\_ [student winner] were the authors of the top essays and were awarded \_\_\_\_\_ [what prizes were]. \_\_\_\_\_ [All the essay writers? Or winners?] were/will be recognized at \_\_\_\_\_ (how, where, when they were/are to be recognized).

“ \_\_\_\_\_ [quote from coordinator/principal about why school participating in Laws of Life],” said \_\_\_\_\_ [quote from a teacher who participated about the experience or why he/she participated].”

Among the topics the students wrote about were \_\_\_\_\_ [topics]. \_\_\_\_\_ [student winner]'s essay was entitled “ \_\_\_\_\_,” and \_\_\_\_\_ [student winner]'s essay was called “ \_\_\_\_\_.” \_\_\_\_\_ [student winner] and \_\_\_\_\_ [student winner] will be recognized at \_\_\_\_\_ [where, when, how].

\_\_\_\_\_ [student winner] and \_\_\_\_\_ [student winner]'s essays have been submitted to the School for Ethical Education (SEE) of Milford, CT to be entered into a statewide judging of essays. Students whose essays are selected as the top essays in the statewide competition will be honored at an awards ceremony in the spring.

The *Laws of Life* Essay Program was created by Sir John Templeton in 1987 and has spread throughout the United States to more than 30 countries around the world. SEE is a non-profit, non-sectarian organization that encourages learning experiences that foster positive character. For more information about *Laws of Life* visit [www.ethicsed.org](http://www.ethicsed.org).

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