

Support Her. Protect Them.



OREGON
**RIGHT
TO LIFE**

EDUCATION FOUNDATION



Support Her
Protect Them

CONTEST MANUAL



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ORTLEF STUDENT CONTESTS

Mission Statement:

The Oregon Right to Life Education Foundation contest program provides the opportunity for pro-life students to engage in the creative process in a way that inspires excellence and lifelong advocacy.

Purpose:

Contribute - When students enter the contest, they feel that they are making a difference in the effort to protect human life. Their age prevents them from participating in many pro-life activities, but the contests are something that they actually can do.

Develop Skills - When children learn how to research information and communicate ideas clearly, especially through writing and public speaking, this equips them with skills that they will need throughout their lifetime.

Learn - The contests enable young people to learn valuable information that they can share with their peers. The contests also motivate them to become more involved in pro-life activities.

CONTEST COORDINATORS

Purpose

To inspire, educate, and create life-long advocates, starting at the earliest ages, and to use the contests as an opening of dialogue between students and family, friends, peers, and acquaintances, sharing their excitement and knowledge about the need to protect life.

Contests consist of...

1. **Drawings:** K-12th (Completed using pencils, crayons, pastels, ink-pen, and/or painting; 7 divisions)
 - o **Graphic Design:** 9th-12th (Competed using computer platforms or digital software; 1 division)
2. **Essays:** 5th-12th (3 divisions)
3. **Film Production:** Ages 10+ (3 divisions)
4. **Short-Form Video:** Ages 14+ (1 division)
5. **Oratory:** 11th-12th (1 division)

At the county/area level, the following divisions are managed by the contest coordinator: Drawings, Essays, and Oratory. Film production and short-form video entries will be sent directly to the ORTLEF office. All contest entries will be judged according to the county, requiring the administration of a panel of three judges. Entries will be completed with adherence to the Contest Theme, set forth by the ORTLEF state coordinator for the corresponding year. **The Drawing and Essay contests will have a county deadline of January 15, 2027. Coordinators will set their own deadlines for the Oratory contest.** All first-place county winners will thereby be sent to ORTLEF, along with a completed Prize Order Form (found on the Student Contest Coordinators Portal).

DRAWING/ESSAY CONTEST INSTRUCTIONS

Preparation

- **Review contest rules on entry forms.** Notice that the Local Drawing Contest entry form should be printed on cardstock. Drawings will be made on the back of the contest entry form. **This is very important for the post-contest process.** Drawing entries on thinner mediums have the potential to scan improperly. Essays and Graphic Design entries need to be attached to the entry form with tape or staples.
- **Make your lists,** which should include all persons assisting you, including their contact information, and all entities or groups that will be participating, promoting, or potentially participating in your contests.
- **Customize promotional materials** with your preferred contact information and deadline of January 15, 2027.
- **Identify and make a list of your judges.** Contact to verify that there is a sufficient number of judges available; recruit additional judges if necessary.
- **Set your date and judging parameters.** After you determine whether you want collective judging all in one place or plan to send entry copies home with judges, share those plans and dates with the judges. Communicate these in advance so that our winning entries can be sent to the ORTLEF office by the state deadline of February 1, 2026.

Promotion

- **Deliver promotional materials to places of participation.** Distribute posters, application forms, and prize information to schools, churches, homeschool groups, religious education classes, and all that you have identified as participants or potential participants.
- **Utilize the local radio and news outlets.** You can deliver information to local radio stations for community news announcements. If possible, arrange for an interview at the station. Local newspapers may also have a space for an announcement.
- **Communicate procedures with contest participant groups.** Include instructions to have their students write their name, county, school, phone number, and grade on the Local Drawing and Essay Contest entry forms. For the essays, encourage

students to also lightly write their names on the back of their entries (not the front). This is for identification purposes in case the essay entries get separated from their application forms.

- **Encourage participation.** Mention the cash prizes and the display of the winners' entries at the Together We Advocate conference. Be sure to invite them to attend the conference.
- **Perform follow-up calls/visits** to encourage participation and answer any questions. This is something assistants can do, particularly with those groups they initially contacted.

Production

- **Collect entries for judging.** You or your assistants collect the contestant entries and student application forms on or shortly after the deadline date you originally set. Make copies of entries as needed and the appropriate number of judging forms for judges to complete their task.
- **Distribute entries and judging forms.** Contact judges to pick up entries and judging forms, or gather them at your pre-determined meeting place for collective judging. Ensure that none of the judges are related to contestants in the division that they will be judging, and that the names of the contestants are not visible on their artwork/essays. If necessary, make photocopies of entries and blank out any names visible.
- **Collect judges' score sheets and entries.** You, the judges, or others helping you will tally judging scores to determine 1st, 2nd, and 3rd place winners.
- **Schedule presentation date.** The scheduling of any local presentation and/or return of entries and prizes is at your discretion. You may want to present before sending the first-place winning entries to the state office, or you may wait until after the conference and present them all at the same time.
- **Order prizes.** Send in your prize list order form to the state office in time to allow for your order to be filled, mailed, and received by you in advance of any presentation you plan.

Submit all 1st place winning entries to the ORTLEF office. Plan to send them two weeks before the deadline, February 1, 2027.

FILM PRODUCTION & SHORT-FORM VIDEO INSTRUCTIONS

The ORTLEF state office runs the Film Production and Short-Form Video contests.

- Film Production contest entries must not exceed three minutes in length and must be affirming of life in a creative way. Individuals ages 10+ can participate, and group entries are permitted.
- Short-Form Video contest entries are designed to engage viewers on different social media platforms. They must not exceed 60 seconds in length, must be vertically filmed, and must affirm life in a creative way. Individuals ages 14+ can participate, and group entries are permitted. A prize will be awarded to the first-place winner.
- Questions can be directed to the state coordinator by email (outreach@ortl.org) or phone (503) 463-8563.
- All applications must be submitted to the state coordinator by **February 8, 2027**.

Promotion

- **Deliver promotional materials to places of participation.** Distribute posters, application forms, and prize information to schools, churches, homeschool groups, religious education classes, and all that you have identified as participants or potential participants.
- **Utilize the local radio and news outlets.** You can deliver information to local radio stations for community news announcements. If possible, arrange for an interview at the station. Local newspapers may also have a space for an announcement.
- **Communicate procedures with contest participant groups.** Include instructions to have their students write their name, county, school, phone number, and grade on the Film Production Contest and Short-Form Video Contest entry forms.
- **Encourage participation.** Mention the cash prizes and the display of the winners' entries at the Together We Advocate conference. Be sure to invite them to attend the conference.
- **Perform follow-up calls/visits** to encourage participation and answer any questions. This is something assistants can do, particularly with those groups they initially contacted.

ORATORY INSTRUCTIONS

Preparation

- **Review contest rules on the entry form.** Familiarize yourself with the rules and parameters of the oratory contest.
- **Set your deadline for entries and the date of your contest.** Keep in mind that the state deadline to submit the oratory winner is Monday, February 8, 2027.
- **Customize promotional materials** with your preferred contact information and your local deadline and date of the contest.
- **Identify and make a list of your judges.** Contact to verify that there is a sufficient number of judges available; recruit additional judges if necessary.
- **Make your lists,** which should include all persons assisting you, including their contact information, and all entities or groups that will be participating, promoting, or potentially participating in your contests.

Promotion

- **Deliver promotional materials to places of participation.** Distribute posters, application forms, and prize information to schools, churches, homeschool groups, religious education classes, and all that you have identified as participants or potential participants.
- **Utilize the local radio and news outlets.** You can deliver information to local radio stations for community news announcements. If possible, arrange for an interview at the station. Local newspapers may also have a space for an announcement.
- **Communicate procedures with contest participant groups.** Include instructions to have their students write their name, county, school, phone number, and grade on the Local Oratory Contest entry form.
- **Encourage participation.** Mention the cash prizes and the display of the winners' entries at the Together We Advocate conference. Be sure to invite them to attend the conference.
- **Perform follow-up calls/visits** to encourage participation and answer any questions. This is something assistants can do, particularly with those groups they initially contacted.

Production

- **Provide an Oratory Contest packet** to each student expressing interest that contains:
 - ORTLEF Oratory Contest entry form
 - Oratory Contest ballot
 - Speech pointers
 - CARS Criteria
- **Arrange to have three judges** for the oratory contest. Arrange for an emcee and timekeeper as well.
- **Make sure** that the contestants' speeches focus on **abortion, euthanasia, infanticide, embryonic, or adult stem cell research**. They should address one of these topics directly, using other topics only as support.
- **Prepare the required documents** and send a qualified local winner to the state competition. Important: A copy of the winning speech must be sent to the office immediately after judging is complete.
- **Send all final documents** to be received in the state office no later than February 8, 2027:
 - Winner's Local Oratory Contest entry form (All information must be legible)
 - Winner's speech as presented at the local contest (Word document preferred)
 - Small revisions may be made to the speech before the state competition. If done, the updated speech must be sent to the state coordinator no later than February 8, 2027.
 - Winner's biography (No more than 100 words written in the third person)
 - Winner's photo (Clear shot of head and shoulders only)

CARS CRITERIA SUMMARY

Summary of the CARS Checklist for Research Source Evaluation

CARS Criteria developed by Robert Harris, Vanguard University of Southern California. Retrieved Nov.25, 2014, from:

<http://www.mhhe.com/socscience/english/allwrite3/sevler/ssite/sevler/se03/cars.mhtml>

PURPOSE: *To set forth a guideline for determining if the information presented has been appropriated accurately.*

CREDIBILITY

If a source is credible, it is: Trustworthy; the quality of evidence and argument is evident; the author's credentials are available; quality control is evident; it is a known or respected authority; it has organizational support.

Goal: An authoritative source; a source that supplies some good evidence that allows you to trust it. Some questions to ask to determine credibility:

- Is there sufficient evidence presented to make the argument persuasive?
- Are there compelling arguments and reasons given?
- Are there enough details for a reasonable conclusion about the information?

ACCURACY

If a source is accurate, it is: Up-to-date, factual, detailed, exact, comprehensive, and its purpose reflects the intentions of completeness and accuracy.

Goal: A source that is correct today (not yesterday); a source that gives the whole truth. In addition to an obvious tone or style that reveals carelessness with detail or accuracy, there are several indicators that may mean the source is inaccurate, either in whole or in part:

- No date on the document
- Assertions that are vague or otherwise lacking detail
- Sweeping rather than qualified language (that is, the use of always, never, every, completely, rather than usually, seldom, sometimes, tends, and so forth)
- An old date on information known to change rapidly
- A very one-sided view that does not acknowledge opposing views or respond to them

REASONABLENESS

If a source is reasonable, it is: Fair, balanced, objective, and reasoned; there is no conflict of interest; there is an absence of fallacies or slanted tone.

Goal: A source that engages the subject thoughtfully and reasonably; a source concerned with the truth. Here are some clues to a lack of reasonableness:

- Intemperate tone or language ("stupid jerks," "shrill cries of my extremist opponents")
- Over claims ("Thousands of children are murdered every day in the United States.")
- Sweeping statements of excessive significance ("This is the most important idea ever conceived!")
- Conflict of interest ("Welcome to the Old Stogie Tobacco Company Home Page. To read our report, 'Cigarettes Make You Live Longer,' click here." or "When you buy a stereo, beware of other brands that lack our patented circuitry.")

SUPPORT

If a source is valid, it will have: Listed sources, contact information, and available corroboration; its claims will be supported; documentation will be supplied.

Goal: A source that provides convincing evidence for the claims made; a source you can triangulate (find at least two other sources that support it). Some source considerations include these:

- Where did this information come from?
- What sources did the information creator use?
- Are the sources listed?
- Is there a bibliography or other documentation?
- Does the author provide contact information in case you wish to discuss an issue or request further clarification?
- What kind of support for the information is given?
- How does the writer know this?

2027 SPEECH POINTERS

The following tips are provided as advice and are meant to complement, not replace, Oratory Contest rules. Contact the State Contest Director with questions. (See also "Oratory Contest Ballot" and "CARS Criteria")

CONTENT: The rules state that your speech should address one of these topics directly: abortion, euthanasia, infanticide, or embryonic or adult stem cell research.

Organization is fundamental to writing a winning speech. Decide what type of speech you are presenting. Is it an informative speech, a persuasive speech, or one that is a mixture of both? For each type of speech, you need to have a thesis. If you are presenting an informative speech, your thesis can be the objective conclusion of what scientific data has supported or proven, but tell the audience how this information is relevant to your main topic to help them understand why it is important. If you are presenting a persuasive speech, or one that is both persuasive and informative, what argument (thesis) does your speech prove?

An organized speech uses the **introduction** to state your thesis and then lay out the main points that you intend to cover, to show your listeners the information that you intend to give them or the main points of the argument that you will use to prove your thesis. The fewer main points there are, the easier it is for your listeners to remember what they are when you cover them in the body and then again in the conclusion of your speech.

You need to make your speech unique to catch the judges' attention. You can do this by beginning with a hook, for example, an anecdote that will grab your audience's attention and make them interested in hearing more of what you have to say. The **body of your speech** should expand on the main points that were laid out in your introduction. Provide evidence using subjective information, for example, social attitudes or your personal feelings about a problem or solution. Providing objective information to support or prove things like attitudes or a solution to a problem strengthens your argument. Your speech should also use evidence that is convincing to a broad audience, including listeners who are pro-abortion and/or non-Christian. Your **conclusion** should summarize the main points in order to show that they support your thesis. Finding a way to refer to the hook again in your conclusion helps make your speech memorable and underscores your thesis or general message.

Keep the length of your speech within the ideal time limit of 5-7 minutes.

PRESENTATION: It is recommended that you memorise your entire speech in order to concentrate on your delivery (i.e., body movement, eye contact, audibility, rate of delivery, etc.) while you are speaking. You may use notes or a copy of the speech while you are speaking; however, if you rely on them too much, it may detract from your delivery and cause you to lose points. Memorizing your speech will also give you the appearance of being more prepared and confident than someone who has not. Your rate of delivery should be slow, loud, and you should enunciate your words. The use of some emotion and body movement, such as hand gestures, head movement, eye contact, stance, or position on stage, is necessary in order to keep you from appearing stiff, but moderation is best. Too little or too much of any of the above can be distracting.

Remember to make your voice loud enough so that the judges do not have to strain to hear you. It is easy for a speaker to hear their own voice, but it may not be easy for their listeners to hear them. Ladies, this is particularly important advice for you, as most men have a natural advantage in this area.

Good luck!

TOP TIPS FOR COORDINATORS

- ★ Be persistent.
- ★ Build relationships with local teachers, schools, and students.
- ★ Invite past contest winners to speak to other students to encourage participation.
- ★ Use your personal connections in local schools to find the best contact for contest information.
- ★ Ask people to work with you and delegate tasks.
- ★ Attend open houses at schools to invite students and teachers to participate and thank teachers who have previously been involved.
- ★ Organize a local award ceremony, inviting all participants to be recognized for their efforts. This can be done before or after the state finals.
- ★ Stay organized. Purchase color-coded pocket folders for each contest's prizes: certificates, medals, ribbons, and pins. This can be counted as a tax-deductible donation to ORTLEF. Just provide receipts and request documentation.
- ★ Post student artwork in the community. One group used the artwork to produce magnets, which were sold by a local ORTL chapter at a fair booth.
- ★ Use multiple forms of communication, such as letters, social media posts, calls, and emails.