

# Zambia Creative HEART Contest Guide Booklet

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## **Publication Data**

Health Communication Partnership Zambia, Ministry of Education, Ministry of Health, Ministry of Youth and Child Development Publication.

Zambia Creative HEART Contest Guide Booklet

Published by HCP Zambia/USAID:

2nd Edition April 2006

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## **Information on Use**

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# ACKNOWLEDGEMENTS

The Zambia Creative HEART Contest (ZCHC) Guide Booklet is a product of the work of many people whose contributions led to the definition and improvement of this innovative health communication activity for the youth of Zambia.

These contributors include participants of the program design workshop which took place in Kabwe in February 2005, the HCP technical team at the project headquarters in Lusaka and the provincial teams. The role of the team at Johns Hopkins University Center for Communication Programs in reviewing the guide and providing thoughtful advice in formulating the contest has been invaluable.

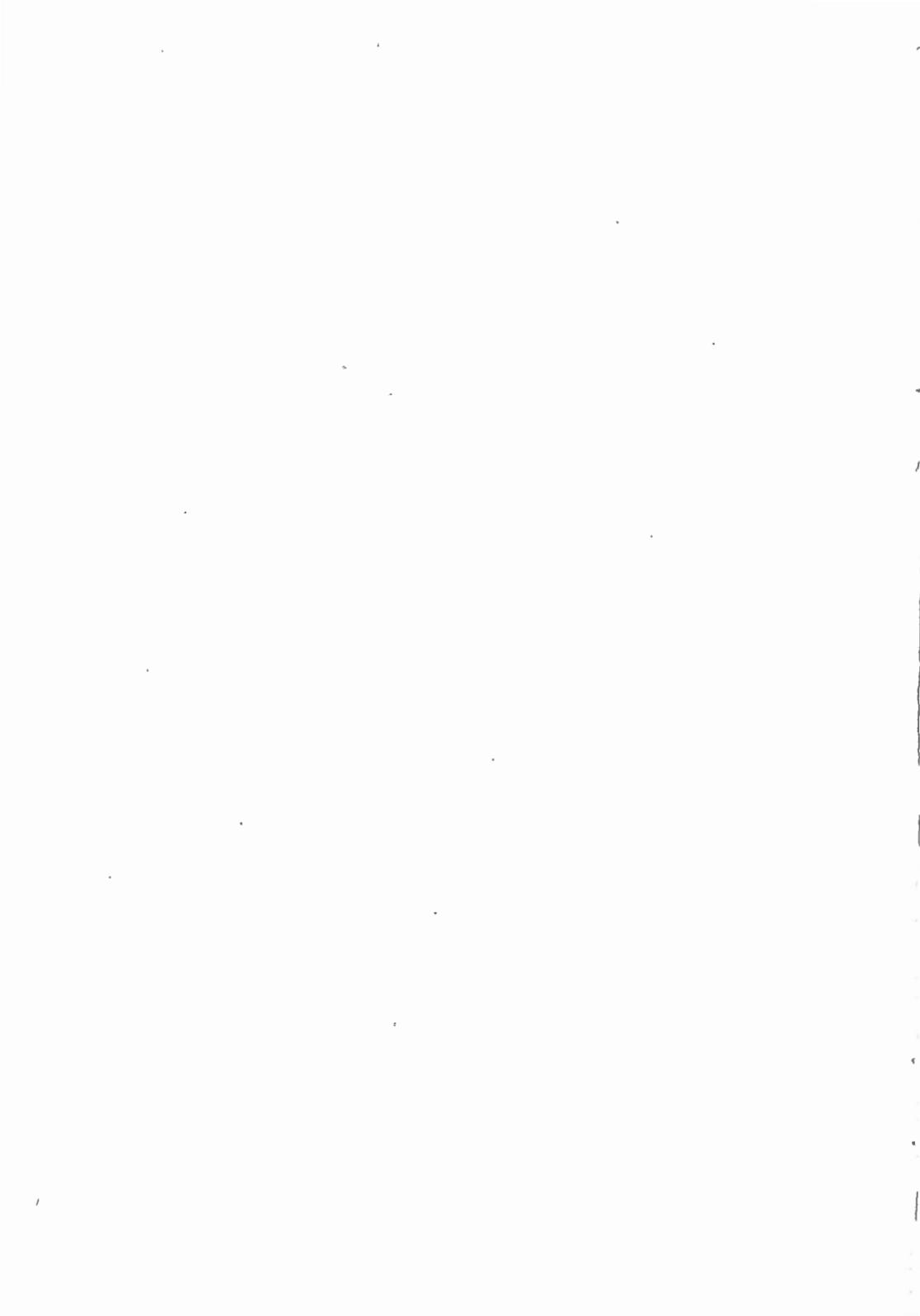
We must also thank the Creative HEART National Advisory Group made up of representatives of the Ministry of Education, Ministry of Health, Ministry of Youth Sports and Child Development, National Association of Theater Arts of Zambia and the Zambia Center for Communication Programs. Their input in sharing experiences on similar programs of this nature and advice on the most suitable ways of applying the contest to the life of young people in Zambia has been very helpful.

Deep appreciation also goes to the Permanent Secretary at the Ministry of Education in authorizing the implementation of the Creative HEART Contest in the selected districts.

A total of 479 teachers from selected schools in the 21 districts in which ZCHC was implemented in Year One supported the program by mentoring and helping the youth design their contest entries. In order to strengthen the role of teachers and other adults as mentors, a section on mentoring has been included in this current edition. I hope all who will be providing guidance to the youth in preparing them for this year's contest find it helpful.

Thank you to all.

Emmanuel Fiagbey



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# INTRODUCTION

Welcome to the Zambia Creative HEART Contest (ZCHC). The Zambia Creative HEART Contest is one of the four programs being implemented by the Health Communication Partnership (HCP) project with the goal of promoting youth access to health information, particularly information about HIV/AIDS, in Zambia. HEART Waves, HEART Sports, and HEART Life Skills are the other youth programs.

The ZCHC was developed to be a helpful tool to communities to engage youth in addressing the health challenges they face. Given the impact of HIV/AIDS in Zambia and the particular threat for youth, the ZCHC has had a primary focus in mobilizing youth to take positive action around HIV/AIDS. The ZCHC provides a unique opportunity for young people to explore their own thoughts and ideas related to HIV/AIDS or other key health issues affecting their communities, develop their opinions based on information they receive from teachers, health care providers and other adults and to use their creativity to share health messages with their peers and the community. The contest involves adults in an important role of supporting and helping young people as they learn communication and information-seeking skills. Additionally, the ZCHC will expose the wider community to important messages through their attendance at the contest events.

The Zambia Creative HEART Contest has been designed by the Health Communication Partnership (HCP) and is being implemented in partnership with the Ministry of Education, Ministry of Health (MOH), Ministry of Youth Sports and Child Development, the National Theater and Arts Association of Zambia (NATAAZ), and the Zambia Center for Communication Programs (ZCCP). These together form the national ZCHC Advisory Group.

This guide booklet describes the process by which youth in HCP project intervention districts can participate in the contest. It also describes how prospective contestants can organize and prepare their entries and the rules and regulations to follow.

Teachers who will be organizing mentoring sessions for the youth, parents and other adults in the communities who will be helping to prepare prospective contestants to participate in the contests, leaders of community-based youth groups and youth leaders in schools should all use this guide in addition to the Contest Entry Leaflet in providing quality leadership and guidance required for successfully organizing the Zambia Creative HEART Contest. Teachers in particular should make effective use of the section on mentoring to strengthen their roles as mentors for the youth.

# CONTEST OVERVIEW



## Participation

Youth ages 10-19 from the following 21 districts of Zambia are eligible to enter this contest:

PROVINCE	DISTRICT
1. Lusaka	Chongwe, Luangwa
2. Central	Serenje, Mkushi
3. Copper Belt	Luanshya, Mpongwe
4. Luapula	Mansa, Kawambwa, Chiengi
5. Southern	Choma, Siavonga
6. Eastern	Petauke, Chadiza
7. Northern	Mpulungu, Mpika
8. North Western	Mufumbwe, Kasempa, Solwezi
9. Western	Kalabo, Mongu, Senanga

## School Participation

As representatives from the school system, teachers will be charged with informing students about this competition, the deadlines for entry, and presentation and event dates. HCP in collaboration with the National Advisory Group will determine the dates for the organization of the contest at all levels in consultation with provincial and district partners. Selected teachers will, however, have the special responsibility of conducting the school level contests and select their representatives to participate in the higher levels of the contest. Contest events should take place on Saturday and Sunday in school halls to avoid taking youth out of school during the week.

During each contest, participants will have the chance to present their entry and/or compete against other participants in their age bracket at an event attended by members of their school and community. Judging of the contest entries will take place during the actual event by a panel of judges. Prizes will be awarded to the three best entries in each channel and age group.

## Who Can Participate?

School-aged children in the following age groups can participate in the contest.

Boys and girls aged 10-14

Boys and girls aged 15-19



## Rules for Entry

Based on the experience of the first contest, four channels of participation in the ZCHC have been chosen. These are: Debate, Drama, Music and Poetry.

Each youth can participate in one channel only. Each group entering the competition must ensure that all group members belong to the same age group.



Each entry must reflect a particular theme related to HIV/AIDS or an issue of focus determined by the district ZCHC committee. Entries will be judged on their success in addressing the issue chosen through the selected theme. The following are suggested themes relating to HIV/AIDS: Please note that themes should be developed which are appropriate to the age group.

### 10 -14 Age Group Suggested HIV/AIDS Themes

All participants in this age group

Peer Pressure:

- Choosing good friends helps prevent early sex.
- Talking to and with adults about HIV/AIDS
- Protecting your young body from sexual abuse
- Correct time for everything: avoid early marriages and pregnancies

### 15 -19 Age Group Suggested HIV/AIDS Themes

All participants in this age group

- Sharing ideas with adults about HIV/AIDS
- Life Skills : Self-Esteem/Critical Thinking and Decision Making
- Creating and keeping your life dreams in the face of HIV/AIDS
- Alternative ways of expressing affection
- Stopping after you've started (secondary abstinence)
- Know your HIV status
- Dealing with peer pressure
- Maintaining a healthy relationship with the opposite sex
- Achieving your life goals
- Being a responsible young adult
- Harmful traditional practices affecting youth



## Process of Designing Entries

In designing their entries youth are encouraged to consult and seek information and direction from their teachers, parents and other adults and health workers, who in turn are encouraged to facilitate sharing of information on HIV/AIDS or the key issue chosen with the youth. Each youth must identify three key adults who they feel comfortable going to for advice, support and help. These three adults will be notified and encouraged to support the youth in the process of designing their entries, by offering youth guidance and discussing with them information related to HIV/AIDS or the key issue chosen by the zone or district to ensure accuracy and appropriateness of information included in their entries.

Additionally, one teacher from each school will attend a one-day workshop designed to prepare them for organizing contests in their schools, overseeing the process of designing entries, and ensuring that all entries are designed according to the guidelines. The teachers will need to set up mentoring sessions in their schools, which will consist of one or two days a week where students can get together to design their entries, and consult with teachers and health care providers on the information going into their entries.

School competitions will need to be organized and set-up by each school. One teacher will be chosen from each school to set up art camps and to organize the in-school contests.

Teachers/Judges will attend a one-day orientation facilitated by HCP. The guidelines for organizing the contest at all levels, preparation of entries and the key themes will be explained at the ZCHC orientation.



# BEING A MENTOR TO THE YOUTH

The mentoring role to be played by teachers and other adults is of great importance to the effective implementation of the Creative HEART Contest. Mentors have the unique opportunity and responsibility to model positive adult-youth communication, building confidence and trust in youth as well as sharing important information.

*"When kids felt teachers cared and were fair, they were less likely to initiate all of those problem behaviours."*  
(Prof. Clea McNeely, 2005)



The problem behaviours referred to here include teenage sex, drug abuse, alcohol abuse, teenage pregnancy and dropping out of school. Developing a relationship with a mentor and participating in extra curricular activities can prove to inspire youth to take on positive behaviours. Being a mentor brings the invaluable rewards of seeing how you can positively influence the lives of young people.

This section of the ZCHC Guide is to help teachers understand the process of mentoring and their roles as mentors.

## 1 What is Mentoring?

Mentoring is a sustained learning relationship between a young person and an adult. It involves an adult person offering support, guidance and assistance to a young person.

## 2 Why teachers become mentors to young persons?

Young people need positive role models to guide them into adulthood. Developing confidence and trust in communication with a mentor carries over positively to other relationships. Many teachers find mentoring for this contest to be richly rewarding as their students blossom with the development of new skills and confidence.

## 3 What are some of the challenges our youth in Zambia face today?

Some of the challenges our youth in Zambia face today include:-

- Cultural practices that do not permit youth to discuss sexual issues with their parents and other adults in society;



- Traditional ceremonies which encourage youth to practice sex soon after puberty rites;
- Early exposure of youth to sexual images and music from the electronic and print media – television, public video houses, internet cafes, magazines and news papers etc;
- Pressure from fellow youth and even adults to have early sex;
- Pressure to exchange sex for gifts from the opposite sex;
- Misinformation among youth about their bodies and their sexuality; and
- Lack of information and skills to manage their sexual life.

#### 4 How can teachers become good mentors for the youth?

*"To change others you must change yourself first,"* so says the sage.

As good role models for youth, teachers need to master current information about HIV/AIDS, STIs or the health issues of importance to the community and demonstrate exemplary behaviour in their communities.

#### 5 How teachers become good mentors for the youth?

Teachers must do their BEST:

- B** for Believing and making youth believe that they have the ability to remain healthy in the face of HIV/AIDS.
- E** for Encouraging the youth to practice risk avoidance behaviours.
- S** for Sharing with the youth the most appropriate and useful information required to avoid HIV/AIDS infection.
- T** for promoting Trust between himself and the youth by modeling exemplary behaviour and encouraging the youth to do same.

#### 6 How can teachers put into practice the process of mentoring in the schools?

Teachers can, with the permission and support of Head Teachers, organize mentoring sessions in their schools at least once a week. Each session should last between one and two hours at a time. Apart from these formal sessions youth should be encouraged to approach teachers they trust anytime during the school hours for guidance and advice on adolescent reproductive health issues.

#### 7 Important things to do while mentoring

- **Ask open-ended questions**  
To encourage the establishment of open communication, mentors should ask open-ended yet guiding questions about the issue/theme to help the youth



to formulate a response in their own voices. **It is important as a mentor that you are fully informed yourself and that you seek all possible information to share with the youth.**

- **Clarify your level of expectation**

Allow yourself to applaud the learning and accomplishments of each participant during this process., acknowledging that individuals will be gifted at different levels and in different ways.

- **Accept and promote a healthy learning relationship.**

Encourage open discussion of sensitive or difficult topics through straight forward, non-judgmental responses to even basic questions which may seem obvious. **Know how influential you are for the youth and remember that youth will model your behaviour.**

- **Immediate practice of learning**

Encourage young people to immediately put into practice what they learn at the mentoring sessions in order to make the new learning and knowledge or skill part of their normal life.



- **Be disciplined**

To be disciplined is to be a disciple and a disciple is a good learner and to be a good learner is to be properly organized. An effective mentor should arrange for sufficient and consistent time for mentoring, select the subject matter of each mentoring session in advance; and do his home work to make the session profitable.

- **Encourage those who may be discouraged**

The many challenges facing young persons can be overwhelming. As a mentor your support and encouragement is vital to youth maintaining positive behaviour.

**8** **Should male teachers become mentors to female students and should female teachers become mentors to male students?**

Strictly, male teachers should NOT serve as mentors for female students and in the same vein female teachers should NOT mentor male students. This is to



make it easier for female teachers to share their life experiences with young girls and for the male teachers to do the same with male students.

**9 Should teacher mentors expect rewards for being mentors to the youth?**

**Mark Twain once said,**

*"To do right is wonderful. To teach others to do right is even more wonderful and easier;"* and if we may add, much more rewarding.

**Quotes from Students and Educational Authorities/Teachers about the 2005 Contest**

*"ZCHC should continue and not stop here. It is the best way of educating each other as youth and the best way to tell our parents that they need to open up, i.e. to discuss with us the issue of HIV/AIDS."*

**(Pupil, Mpulungu High School)**

*"We are very happy and excited by this contest because it has exposed us and our talents. We have had fun, we have fed and we have received very good prizes. Thank you to the organizers, this event should continue."*

**(Pupil, Mibenge, Mansa District)**

*"We are very thankful for this event; it has made us realize a lot of talents in our pupils. We have time and again concentrated on sports only, which has not helped us a lot. We ask you to seriously discuss with DEBS that such an event be put on the calendar as an annual activity because this will help our pupils a lot to concentrate on improving on their talents than being idol and ignorant."*

**(Headmaster, Mibenge Basic School, Luapula Province)**

*"This activity was a brilliant one because it has provided a broader opportunity for most pupils to share their ideas on what they think about HIV/AIDS and is a strong reminder to all teachers that they need to intensify the campaign on HIV/AIDS prevention in their schools."*

**(District Education Board Secretary, Mpulungu District)**



# CONTEST ORGANISATION

## Contest Event Days

Contest days shall be a Saturday and/or Sunday , so youth do not have to miss school in order to compete. (Two days may be necessary to complete all judging, depending on the number of entries.) Presentation, exhibition and judging of the contest entries will all occur during the contest event day(s).

It is during this event that winners will be selected to progress to the next level e.g. from Zonal to District.

At each of these levels the contest will be held in the assembly hall of one of the schools, which should be centrally located and easily accessible to all the rest.

Contest event days should be open to the community, younger in- and out-of-school youth, NGOs, local leaders and others. This will enable other non-competing members of the school and community to learn from the entries of the contestants.

The following rules will be followed at all levels of the contest:

## Some Sample Rules

- In-school youth will wear their school uniforms.
- Participants will report to the event at least 10 minutes prior to the contest start time.
- Participants will show respect to all other participants and their contest entries; no negative comments will be allowed.
- Judges have the final decision over the winning entries.

## Judging the Contests

- Judges for the contest at all levels will be selected from Health Officials with specialization in HIV/AIDS , or the health issue of focus, Local Leaders, relevant experts e.g., painters, poets, musicians, dramatists, youth leaders, etc.
- The above shall form a panel of not more than four in judging the entries in all categories.
- Existing NATAAZ adjudicating panels in the districts and provinces will be given orientation to participate as judges for the contests.
- Criteria for judging the various entries will include: creativity, originality, relevance of content, accuracy of information, logical consistency, fluency, mannerism, time management etc. as relevant to each channel of entry



## Prizes

Prizes will be awarded at district level to the top three entries; The best and most innovative entries selected at the district level will be given an opportunity to exhibit at traditional ceremonies/ festivals.

## Winner at each level of competition

Age Category	Drama	Music	Debate	Poetry	Total number
10-14	1st – 3rd	1st – 3rd	1st – 3rd	1st – 3rd	12
15-19	1st – 3rd	1st – 3rd	1st – 3rd	1st – 3rd	12

## How to Enter the Contest

The ZCHC entry leaflet attached to this guide booklet should be used by all prospective contestants in presenting their entries. The questionnaire section of the contest entry leaflet should be severed and attached to all written entries.

Individuals are allowed to compete in one channel only. This means that there should be only one entry per contestant. E.g., a contestant who is submitting an entry in the drama channel cannot submit an individual or group entry for another channel.

## The Role of HCP

The schools will be responsible for organizing their internal contests to select representatives for the zonal contest. HCP staff will however work with the Ministry of Education, Ministry of Health, Ministry of Youth and Child Development and the National Association of Theater Arts of Zambia in organizing the zonal and district level contests.

Transportation of first place winners at the zonal level to the district will be supported by HCP.



# GUIDELINES FOR SPECIFIC CHANNELS



(Please note that all of the guidelines relate to HIV/AIDS but can be adapted to other health issues.)

## DEBATE

### Purpose

The purpose of the debate channel is to give youth an opportunity to express their ideas about HIV/AIDS issues and themes in a debate forum.

### Prior to competition

Each school will be responsible for setting up a debate forum in which school-based teams will work with a teacher and an adult/parent from the community to prepare themselves to debate against other competing teams.

### Who is eligible?

Boys and Girls aged 15 – 19

### Team size

Each team shall comprise of three members one of whom shall serve as the principal speaker and the summarizer.

### Themes:

Ages 15 – 19:

- Sharing ideas with adults about HIV/AIDS
- Life skills: self-esteem/critical thinking and decision making
- Creating and keeping your life dreams in the face of HIV/AIDS
- Alternative ways of expressing affection
- Stopping after you've started (secondary abstinence)
- Know your HIV status
- Dealing with peer pressure
- Maintaining a healthy relationship with the opposite sex - the role of young men/ women
- Achieving your life goals
- Being a responsible young adult
- Harmful traditional practices affecting youth



## Topics:

### Possible debate topics include:

1. Introduction of ARVs has brought more harm than good.
2. HIV testing should be compulsory in schools among youth in Zambia.
3. Parents are to blame for the increase of HIV/AIDS in Zambia.
4. AIDS is a punishment from God.
5. PLHAs should not be allowed to mix freely with HIV negative people.

One of these will be chosen for the contest debate topic; therefore each team should be prepared to debate the pros and cons of each topic.

### Specific Guidelines:

1. Open only to 15-19 year age group.
2. Debate must be used to discuss the merits and demerits of a given subject.
3. Youth's grasp of subject matter must be demonstrated through the arguments presented.
4. A mix of English/ vernacular language can be used as the medium of debating.
5. Each debater will present his/her arguments in not more than three minutes.
6. Debate team may be of mixed gender.

### Preparing Contest Entry

- The entry must be prepared by consulting with a teacher, health provider, or other trusted adult;
- Participants must name three key people who they trust to go to for information, support or help; and
- The three key adults must be consulted by the youth in designing their entries. Adults who exhibit hard work in the mentoring of pupils will be recognised and appreciated.

### Judging Guidelines

- Criteria for judging the debate will include: convincing argument based on accuracy of information, logical consistency, fluency, mannerism and time management.



## MUSIC

### Purpose:

Music provides an opportunity for young people to write lyrics related to their experiences and ideas about HIV/AIDS.

### Who is eligible?

Boys and girls of all age groups.

### Themes:

Ages 10 – 14:

- Peer Pressure: Choosing good friends helps prevent early sex.
- Talking to and with adults about HIV/AIDS
- Protecting your young body from abuse.
- Correct time for everything: Avoid early marriages and pregnancies

Ages 15 – 19:

- Sharing ideas with adults about HIV/AIDS
- Life skills: self-esteem/critical thinking and decision making
- Creating and keeping your life dreams in the face of HIV/AIDS
- Alternative ways of expressing affection
- Stopping after you've started (secondary abstinence)
- Know your HIV status
- Dealing with peer pressure
- Maintaining a healthy relationship with the opposite sex - the role of young men/ women
- Achieving your life goals
- Being a responsible young adult
- Harmful traditional practices affecting youth

### Entry Format:

Lyrics must be submitted in English and a local Zambian language.  
Handwritten submissions must be written in ink.



### Specific Guidelines:

1. Songs must be original and can be sung solo or in groups.
2. Any Zambian language or English is acceptable.
3. Music must be both entertaining and educative. No suggestive dance is acceptable.
4. No offensive lyrics are permitted.
5. All entries must be performed live.
6. A contestant or group of contestants will present two songs – one in English and the other in a local Zambian language. Duration of each song will be five minutes only.

The music can be with or without instruments, depending on the choice of the contestant. Neither the Ministry of Education nor HCP – Zambia will provide instruments or audio equipment of any sort during the contests.

### Preparing Contest Entry

- The entry must be prepared by consulting with a teacher, health provider, or other trusted adult;
- Participants must name three key people who they trust to go to for information, support or help; and
- The three key adults must be consulted by the youth in designing their entries. Adults who exhibit hard work in the mentoring of the pupils will be recognised and appreciated.

### Judging

All songs will be judged for lyrical content and originality. The message content of the song will be crucial in gaining points rather than sophistication of instruments or composition.



## DRAMA

### Purpose

Drama writing and performing will provide an environment to develop characters based on fact and fiction as well as play out certain consequences and scenarios related to HIV/AIDS.

### Who is eligible?

Boy and girls aged 15 – 19

### Themes

Ages 15 – 19:

- Sharing ideas with adults about HIV/AIDS
- Life skills: self-esteem/critical thinking and decision making
- Creating and keeping your life dreams in the face of HIV/AIDS
- Alternative ways of expressing affection
- Stopping after you've started (secondary abstinence)
- Know your HIV status
- Dealing with peer pressure
- Maintaining a healthy relationship with the opposite sex - the role of young men/ women
- Achieving your life goals
- Being a responsible young adult
- Harmful traditional practices affecting youth

### Entry Format

1. Handwritten script of entire play must be submitted in English or Zambian language.
2. Handwritten submissions must be written in ink.
3. Drama entries without script will not be included in the contest.
4. Contest entries could be in the form of a dance but no suggestive dances are allowed.



## Specific Guidelines

1. All entries must be original depicting healthy lifestyles youth are being encouraged to adopt.
2. Maximum number of characters should be eight (08).
3. Performance should last for not more than 15 minutes.
4. Flexibility in language is permitted.
5. Drama should be entertaining as well as educative.
6. Dance drama is allowed but suggestive dances are not acceptable.

## Preparing Contest Entry

- The entry must be prepared by consulting with a teacher, health provider, or other trusted adult;
- Participants must name three key people who they trust to go to for information, support or help; and
- The three key adults must be consulted by the youth in designing their entries. Adults who exhibit hard work in the mentoring of the pupils will be recognised and appreciated.
- All group members must participate in developing the drama.

## Judging

Criteria for judging the drama entry will include:

- Ability to dramatize the theme.
- Actors' ability to appeal to the emotions of the audience through words and action.
- Performance shall not last more than 15 minutes.
- Script should be followed during performance.
- Dramas that involve full participation of all group members in the writing and acting aspects will win credits.



## POETRY

### Purpose

Young people are encouraged to submit entries in the form of poetry as an opportunity to express in a way different from everyday writing or speaking.

### Who is eligible?

All age groups

### Themes

Ages 10 - 14:

- Peer Pressure: Choosing good friends helps prevent early sex.
- Talking to and with adults about HIV/AIDS
- Protecting your young body from abuse.
- Correct time for everything: Avoid early marriages and pregnancies

Ages 15 – 19:

- Sharing ideas with adults about HIV/AIDS
- Life skills: self-esteem/critical thinking and decision making
- Creating and keeping your life dreams in the face of HIV/AIDS
- Alternative ways of expressing affection
- Stopping after you've started (secondary abstinence)
- Know your HIV status
- Dealing with peer pressure
- Maintaining a healthy relationship with the opposite sex - the role of young men/ women
- Achieving your life goals
- Being a responsible young adult
- Harmful traditional practices affecting youth

### Entry format

Handwritten copy of entire poem must be submitted in English or a local Zambian language.

*Handwritten submissions must be written in ink.*



## Specific Guidelines

1. Entry poems should be read or be recited by the author.
2. As much as possible use of offensive and vulgar language should be avoided.
3. Tone of poetry may be sad, funny, entertaining but maintain the relevant themes.
4. Group presentation of entry with maximum of five contestants is permitted
5. Each presentation will last for 10 minutes maximum.
6. Other health and social issues can be expressed through the poem in addition to the primary message on HIV/AIDS.

Individuals are encouraged to enter this contest on their own, however if they choose to present with other individuals, then teams of no more than five are allowed.

## Preparing Contest Entry

- The entry must be prepared by consulting with a teacher, health provider, or other trusted adult;
- Participants must name three key people who they trust to go to for information, support or help; and
- The three key adults must be consulted by the youth in designing their entries.

## Judging

Criteria for judging the poetry entries will include:

- Content of the poem and how best it reflects the theme area.
- Orator – audibility and effective use of voice.





Health Communication Partnership (HCP) Zambia in collaboration with Ministry of Education, Ministry of Health (MOH)  
Ministry of Youth Sports and Child Development (MOYCD) with financial support from USAID



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