**Guidelines for Food4Change Caribbean Story Writing Competition:
STAGE 1 – Short Story**

BACKGROUND
This competition is developed as a part of the project “*Developing Resources for the Implementation of the HFLE Curriculum*”. It aims to support the development of learning resources to enhance the teaching and learning of the revised Health and Family Life Education (HFLE) curriculum in the CARICOM Region. Winning Stories will be further developed into ‘edu-tainment’ digital content that teachers can use when teaching the HFLE course.

The Food4ChangeCaribbean Story Writing Competitionis split into 2 Stages.

* Stage 1: Apply to the Competition by writing a 500-word Short Story based on an illustration provided.
	+ *Judging of Short Stories and selection of 50 students to join Stage 2.*
* Stage 2: Attend a Zoom training/brainstorming session and then write a 1,000-word Long Story, in the form of a skit/script, based on HFLE learning objectives.
	+ *Judging of Scripts and selection of 5 winners of laptops.*

**This document gives details on Stage 1 of the Competition.**

ELIGIBILITY

* This Competition is open to anyone aged 7-17 years from Jamaica, Barbados, and St. Kitts and Nevis.
* Family members of the organising committee and the panel of judges are not eligible to enter.

WRITING SHORT STORIES

1. Choose one of the three illustrations provided.
2. Reflect on:
	* Your feelings or mood.
	* What is happening in the picture.
	* How you want the Short Story to unfold; think of **the characters, the setting,** and **the plot**.
		+ A **character** is a person, animal, being, creature, or thing in a story. For example, a parent, a boy, a plant, or animal or even a rock.
		+ A **setting** is where a story takes place, or where the story is located. For example, the country or at the beach.
		+ A **plot** is what happens in the story.
3. Write your Short Story of the illustration. Make sure that it is:
	* Typed in a 12-point font.
	* No more than 500 words long.
	* Fictional (do not include real-life personal names, addresses, telephone numbers etc).
4. Using a teacher as a mentor: It is not necessary, but you can get help from a teacher to help you with writing your Short Story. If you make it to Stage 2 of the Competition (Zoom Training and Script Writing), you,
your parents/guardians and your teacher will be asked to fill out a separate **Student Support Declaration**

**Form** and submit this along with your Script. What the teacher might want to help you with is listed below. You must document dates and details of support given.

* + Clarifying the writing process with the student.
	+ Ensuring that the application form is properly completed.
	+ Ensuring that student adheres to Competition guidelines.
	+ Monitoring the progress of the student to ensure timely completion/delivery.
	+ Reading and providing feedback (e.g.: storyline or formatting) to the student where necessary.
	+ Assisting with submissions to the Competition email.

SUBMITTING SHORT STORIES

* Dates
	+ The start date for the Competition will be **13th August 2021**.
	+ **Application Forms** must be received by midnight **17th September 2021** (Eastern Caribbean Time). The Application Form must include signed/typed permission from a parent or guardian.
* How to submit
	+ Application Forms with Short Stories must be submitted to the competition email: hflecompetition@gmail.com*.*
	+ Where children do not have access to the internet, family, friends, or teachers are asked to help and can contact the project at the Competition email address for guidance.

JUDGING SHORT STORIES

* Short Stories will be judged anonymously by a panel of judges in 3 age categories: 7-11, 12-15, and 16-17.
* Up to 50 students will be selected to participate in Stage 2 – The Zoom Training and Script Writing. We will be in touch by **1st October 2021** to tell you if you have been chosen for Stage 2 of the Competition.
* The scoring rubric for the Short Stories is listed below (Table 1).

Table 1: Scoring Rubric for Short Stories

|  |  |  |
| --- | --- | --- |
|  | **Possible Marks** | **Actual Marks** |
| **Originality** | **10** |  |
| * Shows imagination, creativity, and individuality, and keeps the reader’s interest.
 | 1 - 10 |  |
| **Setting**  | **6** |  |
| * **Setting is well-described, including time of day, weather or surroundings.**
* **The ways the character interacts with the setting.**
 | 1-31-3 |  |
| **Plot** | **6** |  |
| * Enough information is provided to understand the story.
* Conflict emerges early and builds toward resolution.
* The sequence of events is organised, logical and focused.
 | 1-21-21-2 |  |
| **Character Development and Dialogue** | **6** |  |
| * The reader can relate to the characters.
* Actions and interactions are consistent and well-motivated.
* Dialogue shows the characters for who they really are.
 | 1-21-21-2 |  |
| **Quality of Writing** | **2** |  |
| * Sentences are smooth and expressive and show good command of language.
 | 1-2 |  |
| **TOTAL** | **30** |  |