

CREATE THE MESSAGE SOMEONE NEEDED EARLIER

Choose a question before a medium

Twenty electives and one shared legacy brief

The creative architecture

Choose one of five thematic pods. A pod connects schools around a shared area of enquiry; it does not restrict the medium. Geographic support circuits are separate. Core schools prepare at least one elective work and one school-curated U1 response.

From listening to art

Listen to a general question → distil an anonymous shared theme → match a brief → create → review. A poem, song, garment, film or installation should help an audience notice, understand, question or act.

Submission essentials

Include the original work, 150–250-word artist statement, caption of no more than 75 words, brief code, sources/rights/collaborators/AI declaration, technical needs and permission/review references. Final venue-dependent specifications and deadlines will follow.

Safe storytelling

Use fiction, metaphor and symbolic expression. No private allegations, identifiable disclosures or forced personal grief. Safety and rights are eligibility requirements before artistic assessment.

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Pressure and Performance

A1 The Weight of Winning

How can achievement remain life-giving rather than identity-consuming? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

A2 The Perfect Student

What does perfection hide, and what does healthier excellence look like? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

A3 Red Sea Moments

What helps a young person think and act when options feel closed? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

A4 The Future Arrived Early

How can students hold ambition without being crushed by uncertainty? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

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Belonging and Relationships

B1 The Friend Who Notices

What does noticing and responding safely look like? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

B2 The Room Where Nobody Belongs

How can school communities create real belonging? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

B3 What Parents Hear / What We Mean

How can families translate difficult conversations? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

B4 The Courage to Ask

What makes help-seeking possible and dignified? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

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Digital Life and Identity

C1 Life Behind the Screen

What does healthy digital identity require? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

C2 The Algorithm Knows Me

How do recommendation systems shape attention, mood and identity? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

C3 When the Joke Becomes Harm

Where do humour, bullying and accountability meet? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

C4 Who Am I When Everyone Is Watching?

How can young people preserve privacy, authenticity and agency? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

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Risk Recovery and Prevention

D1 Before the First Use

What protective choices and relationships act before substance use begins? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

D2 The Exit Ramp

What makes return, recovery and reintegration possible? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

D3 The Message That Arrived in Time

How can prevention awareness encourage help and hope without sensationalising pain? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

D4 Better Ships

What healthy coping can replace harmful escape? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

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Systems Purpose and Mental Wealth

E1 The School That Listens

What would a listening school do differently? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

E2 Mental Wealth Is Performance Infrastructure

How does wellbeing support sustained cognitive and creative performance? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

E3 Small Habits, Strong Lives

Which repeated practices build capacity over time? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

E4 What Help Should Look Like

How can schools, families, services and peers form a usable support system? Choose the art form that best communicates the question. Discuss a general or fictional scenario, distil a shared theme and develop an original response.

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U1 What Continues Through Us

The question

Which life-giving quality, contribution or responsibility can we carry forward after shared public loss or an approved public legacy?

A school response rather than compelled grief

Each core school curates a response. No student must perform a private loss. They may use collective symbolism, an approved public legacy or an alternative role. The individual Open Pod companion response and group allocation are clarified during onboarding.

Two distinct spaces

The Wall is limited to Cyclone Idai in Chimanimani and the Kariba Ferry Disaster. The Memory Gallery honours approved deceased public or creative figures and organisational founders. Political figures and private pupil, family and staff memorials are excluded.

Research and permission

Use at least two reliable sources for a legacy response and appropriate authorised rights/archival sources. Subject and concept approval precede production. Identify the quality that continues, distinguish fact from interpretation and invite one constructive action. All public contributions are moderated.