

CHALLENGING STEREOTYPES: EMBRACING UNIQUENESS IN TODAY'S WORLD

Creative Minds Youth Contest



Intercultural Dialogue Institute GTA in partnership with the York Catholic District School Board announces its 2nd Annual Creative Minds Youth Contest in York Region. The contest is open to high school students in art, essay and short video categories.

Submission deadline - February 22nd, 2019

For more information visit www.artessay.ca



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1. Intercultural Dialogue Institute GTA

Intercultural Dialogue Institute (IDI) GTA is a non-profit organization aiming to promote dialogue and cooperation between individuals and communities to advance social cohesion. It brings together people of diverse ethno-cultural and faith backgrounds to establish enduring relations based on mutual understanding and respect.

The institute aims to eliminate false stereotypes and prejudices through direct human interaction. It stresses the need for creating a culture of understanding and peace based on universally shared values. To accomplish its mission, IDI GTA implements a wide range of projects and activities such as lectures, conferences, discussion panels, interfaith gatherings, dialogue dinners, youth contests and intercultural study trips. Through these activities, IDI GTA offers its modest contribution to enhancing civil society and advancing pluralism in Canada.

Website: gta.idialogue.ca

2. Creative Minds Youth Contest York Region

IDI GTA in partnership with the York Catholic District School Board (YCDSB) announces its 2nd Annual Creative Minds Youth Contest in York Region. This year's theme is "Challenging Stereotypes: Embracing Uniqueness in Today's World". The organizers invite high school students (grade 9 – 12) from the YCDSB to participate in the contest. Submissions will be accepted in three categories: art, essay and short video.

Winners of the 1st, 2nd and 3rd places in all three categories in York Region will have an opportunity to participate in Creative Minds Youth Contest GTA which will be held in the Fall of 2019.

Creative Minds Youth Contest aims to engage students, intellectually and artistically, in a wide range of social, cultural and environmental topics and provide them with a unique opportunity to express their ideas through their creative pieces. It aims to make a positive impact in preparing youth to be empathetic and responsible citizens of their communities and the globe.

3. Contest Rules and Submission

GENERAL GUIDELINES

- All entrants must be secondary school students from the YCDSB.
- Entries should represent students' interpretation of the theme: "Challenging Stereotypes: Embracing Uniqueness in Today's World" (for more on the topic, see *Creative Minds Resource* on pages 10 – 12).
- All entries must be submitted no later than **February 22nd, 2019**.
- All entries must include a fully completed and signed entry form, co-signed by a parent or legal guardian (see page 6).
- No work should contain any material that is libelous, defamatory, profane or obscene.
- Winning entries are based on grade-appropriate skills and creativity and will be judged on message and content. The decisions of the judges are final.
- Entrants will continue to own the rights of their works, but when they enter the contest they agree that their works may be reproduced, printed and showcased, for non-commercial purposes, with their names and grades, by IDI GTA and the YCDSB.

GUIDELINES FOR ESSAY SUBMISSIONS

- Essays may be one of the following four types: persuasive essay, informative essay, narrative story or true story.
- Essays must be original, unpublished, and written by one student, and **must not exceed** 1000 words.

- Students may only submit one (1) essay within the Essay contest. Students who submit an essay are still permitted to enter one (1) submission in the Art category and one (1) submission in the Video category.
- Each sponsoring teacher must submit no more than ten (10) essays in total.

GUIDELINES FOR ARTWORK SUBMISSIONS

- Artworks can be submitted in any two or three-dimensional media including the following: drawing, painting, collage, photography, graphic design.
- Artwork submitted must be original, unpublished and created/authored by one person.
- Students may only submit one (1) piece of artwork (in any medium) within the Art contest. Students who submit artwork are still permitted to enter one (1) submission in the Essay category and one (1) submission in the Video category.
- All entries must include a brief (100 words maximum) explanation of the artwork.
- **General art submissions** (except photography and graphic design) must be two-dimensional artworks up to 36" x 36" in size.
- **Photography submissions:** Photography work includes colour and black & white works. Please do not frame and do not mount photography submissions.
- **Graphic design submissions:** Graphic design work is defined as the use of computer media and innovative computer applications in art. Please do not frame and do not mount graphic design works.

GUIDELINES FOR VIDEO SUBMISSIONS

- Entrants must submit an original video which explores the contest theme.

- People appearing in the video do not have to be youth. However, the videos must reflect the students' opinions or reflections about the theme.
- The video should be 4 minutes or less in length including title and end credits.
- The type of video submitted is up to the discretion of the entrant. It may be a live performance, an edited piece, narrative, non-narrative or any combination thereof.
- Multiple students may work together to make one video, as long as all members of the group are high school (grades 9 – 12) students from the YCDSB.
- Videos should not contain any material that is libelous, defamatory, profane or obscene;
- Entrants must get the consent of everyone appearing in their videos if their faces are recognizable.
- Entrants must get the consent of everyone whose copyrighted, patented, or trademarked material appears in their videos.
- Entrants must get the consent of everyone whose music is used in their videos unless consent is not needed (due to lack of copyright etc.).
- If the English language is not used in the video, English subtitles or a transcript must be provided.

Content Formatting

Videos

Motion video should be captured to or supplied in standard .MPG files meeting the following standards:

- Frame Size: 720p, 1080p, 1080i
- Actual Screen size (540px X 300px)
- Audio: Stereo Audio if required.

Images

- Please note: if the image data is line drawings, rather than photos, .png will provide the best image quality.
- Image Width: 540
- Image Height: 300
- Colour Depth: 16 bit or 24 bit

Animations

Flash files should be generated using the following details:

- Image: 720p, or 1080p
- *Note: While flash content will be scaled to full screen, certain element types should be considered using the full screen size listed above. Develop content with an actual playback size of 540×300 in mind. Please do not loop.

Music

- There are many options for music to accompany your video. For this contest we are only accepting original music or royalty-free music.
- Original music: An original music score, one that you or you and your team have composed. This is a big undertaking; however you own the music and are not restricted in how you use it.
- Royalty-free music: There are many online sites that offer royalty-free music. This type of music doesn't require you to pay a licensing fee in order to use it.
- Music that requires a licensing fee will not be accepted.

CONTEST SUBMISSION FORM

“Challenging Stereotypes: Embracing Uniqueness in Today’s World”

Entry category:

☐ Art ☐ Essay ☐ Video*

** If your video is a group project only one of the students should complete this form. The names of other students should be provided below.*

Title of Poster/Essay/Video: _____

Student’s Name (First & Last): _____

School Name: _____ **Grade:** _____

Sponsoring Teacher’s Name (if applicable) _____

For group entries in the video category provide the names of other students below. Please note that all members of the group must be secondary school students from the YCDSB.

Acknowledgement of Contest Rules

- ☐ I am a secondary school student from the YCDSB
- ☐ I acknowledge that I have read, understood, and agree to the Contest Rules
- ☐ I assert that I have the right to submit this entry for the purpose of this contest, and have the consent of all participants in the submission to do so
- ☐ I acknowledge that my art, essay or video entry may be reproduced, printed and showcased, for not-for-profit purposes, with my name and grade level, by IDI GTA and the YCDSB.

Student’s First and Last Name

Signature

Date

Parent/Guardian’s First and Last Name

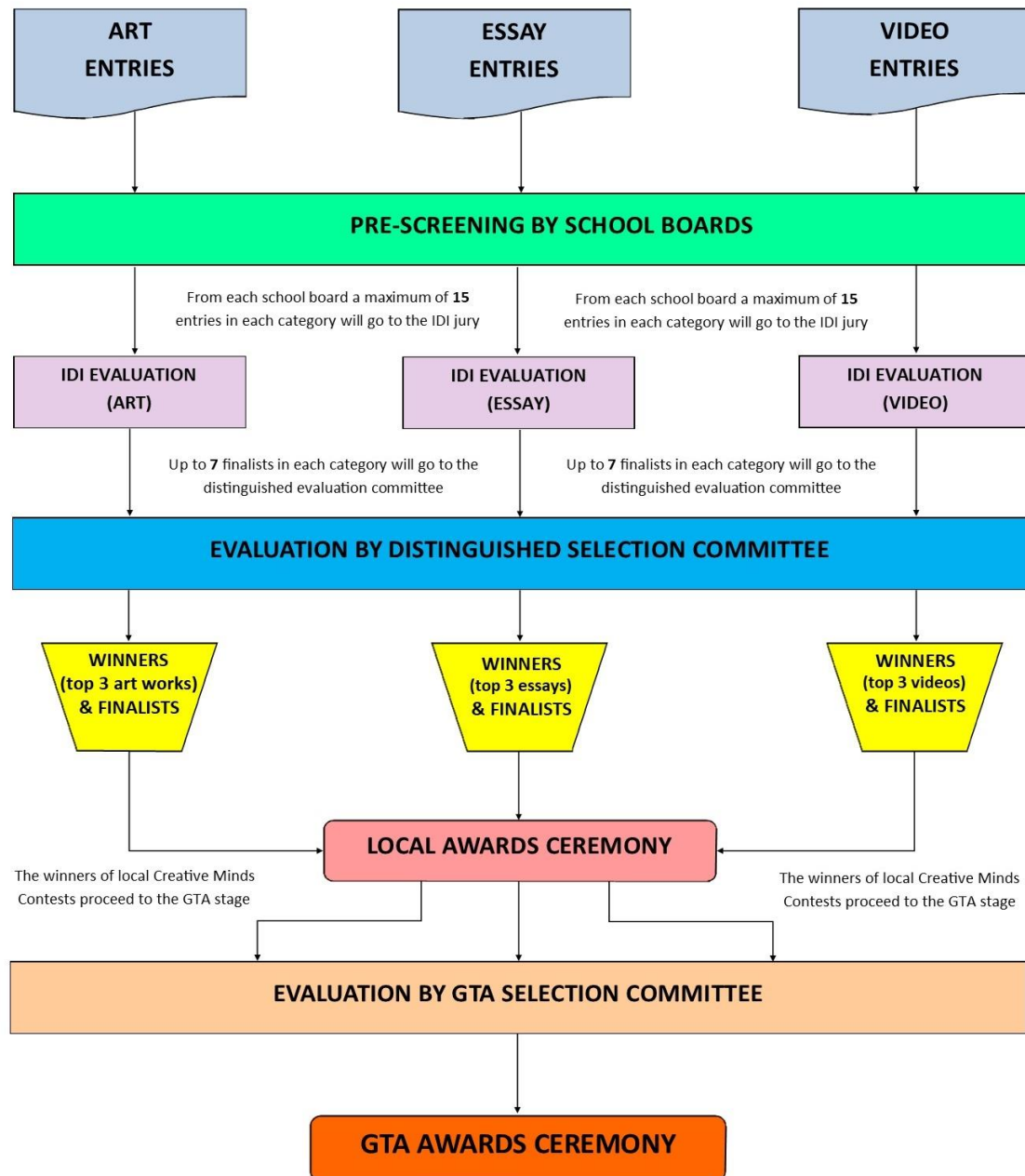
Signature

Date

4. Evaluation

Evaluation Process

Below is a schematic outline of the selection process for the Creative Minds Contest York Region.



After the initial screening of entries by the school boards and IDI GTA jury, a distinguished Selection and Hosting Committee will evaluate top seven works in each category to select the winners. The committee will also act as the honorary hosting committee of the contest's award ceremony. Past members of the selection committee included:

Armand La Barge, Chief (Ret), York Regional Police

Bob Saroya, MP for Markham-Unionville

Brian Prousky, Executive Director, Jewish Family and Child

Geoffrey Dawe, Mayor, Town of Aurora

Nancy French, Chief Executive Officer, York Region Children's Aid Society

Sony Dosanjh, **Inspector**, Community Services Bureau, York Regional Police

5. Timeline

Milestones	Time
Contest starts	September 2018
Deadline for submissions	February 22 nd , 2019
Awards ceremony	March 20 th , 2019

6. Awards Ceremony

The contest finalists will be recognized and awarded at an awards ceremony on March 20th, 2019. They will attend the ceremony along with their teachers and parents/guardians. Prominent leaders of York Region will be invited to the event to honour the finalists. The event will also feature a distinguished keynote speaker. Finalist posters, essays, and videos will be showcased during the ceremony.

7. Contest Prizes

Prizes will be awarded in each contest category:

- (1) Grades 9 – 12: Essay
- (2) Grades 9 – 12: Art
- (3) Grades 9 – 12: Video

In each category, the prizes are as follows:

- (1) **First place** will receive a Laptop computer (art and essay categories) and a Video Camera (video category)
- (2) **Second place** will receive a Tablet computer.
- (3) **Third place** will receive a Wacom Bamboo Capture tablet (art and video categories) or a Kindle Fire tablet (essay category)

Other finalists will receive special gift bags from the organizers and sponsors of the contest.

All contestants will receive a certificate of participation which will be sent to their schools.

8. Creative Minds Resource

The theme is: **“Challenging Stereotypes: Embracing Uniqueness in Today’s World”**

When planning your submissions, try to think about the following keywords and questions related to the theme. Please note that the keywords and questions are meant to help you start thinking on the theme. However, they shouldn’t limit your thoughts as the theme is broader than just those elements. Therefore, when composing your work, feel free to be creative. Just remember you want to present your ideas in a way that will inspire the reader and viewer to think and become aware of the importance of the theme.

Take a look at this highly popular and influential TED talk by Nigerian author Chimamanda Ngozi Adichie: https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story. She speaks of the ways in which a single story told over and over can come to define a particular people or community.

Keywords/concepts:

Marginalization: or social exclusion, is the process by which individuals or groups are pushed to the margins of society and blocked from accessing rights, opportunities, and resources (like health care, housing, education, employment) and can lead to alienation or disenfranchisement.

Diversity: at its core, diversity refers to space for multiple identities or views. These can be within the framework of cultures, political views, faiths, body type or skin colour, genders, or sexual orientations, etc.

Inclusivity: tied to diversity and marginalization, inclusivity deals with actively including individuals or groups who are marginalized.

Prejudice: an unjustified or incorrect attitude (usually negative) towards an individual based solely on the individual's membership of a social group.

Discrimination: the unjust treatment of individuals or groups on the grounds of prejudice, race, age, or sex in particular.

Intersectionality: as “intersectional oppression [that] arises out of the combination of various oppressions which, together, produce something unique and distinct from any one form of discrimination standing alone....”

Equity: Equity has to do with everyone having access to fair and equal treatment under the law, regardless of race, social class or gender. (<https://www.shoreline.edu/esj/>)

Discussion Questions:

- 1) Think about how stereotypes can lead to marginalization and stigmas. Have you experienced this path or know someone who has? What about the different populations in your school or community, do you think a single story has been written about some of them unfairly?
- 2) Think of the ways in which you have challenged stereotypes that you held or that others held. Which ways of challenging these stereotypes were the most influential?
- 3) How do you think power dynamics play into stereotypes?
- 4) How does the media play into bias coverage of different groups, whether they are cultural, faith, political, social, socio-economic, or race groups?
- 5) The Model Minority is a concept that a visible minority has achieved higher success than the average. In what ways do you think this representation could be harmful to a select group or population? What about groups within these minorities who are facing greater challenges than the rest—how are they affected by marginalization and exclusion?
- 6) When the internet first grew in the 1990s, there was a perception that with online anonymity, differences and prejudices would disappear, but that has not been the case. In what ways have you experienced or seen negative stereotypes online?
- 7) What can we do to make online spaces and social media safer and more inclusive to different views and people? What about the aspect of the internet as an echo chambers and a reinforcer of stereotypes. Think of doxing and online harassment, or a specific example like the #GamerGate controversy.
- 8) If we take the case of the movie *Crazy Rich Asians* (2018), then we see that the question of stereotypes is not clear cut. There is more representation for Asians on screen, but there is a stereotypical portrayal that in fact causes more harm than good in some places (<https://www.flare.com/tv-movies/crazy-rich-asians-racism-vancouver/>), but at the same time there is a character that breaks with this stereotype. Have you noted instances where on-screen portrayals of certain groups have created, inflated, or contributed to stereotypes in the past, present, and possible future examples?
- 9) Do you think media coverage and on-screen representation has become more inclusive in recent years? Think of #OscarsSoWhite and #AskHerMore, or the controversies surrounding actors who take minority roles when they themselves are not.
- 10) What do you think is the interplay between pressing social issues (such as a lack of affordable housing and precarious work) and negative stereotypes, particularly when it comes to scapegoating certain groups as convenient targets? Think of the false claim that “immigrants steal jobs”.
- 11) What about the other side of stereotyping, specifically when speaking about cultural sensitivity? For example, if we know a certain culture has specific customs, how do we then stay sensitive to someone’s culture without falling into narrow thinking and stereotyping?
- 12) What do you think is the best way to approach stereotypes? Is there ever a situation where a stereotype can be neutral or beneficial? Can we use them responsibly?
- 13) What role do you think cognitive bias plays in stereotyping? How can we be aware of this and prevent it?

Further reading/listening:

Danger of Stereotypes

Teaching Tolerance

<https://www.youtube.com/watch?v=Ttz4Fr-7Ztk>

How Stereotypes Affect Us and What We Can Do - Claude Steele
Facing History and Ourselves

<https://www.youtube.com/watch?v=KvLj3OIQHUE>

Prejudice & Discrimination: Crash Course Psychology #39
CrashCourse

<https://www.youtube.com/watch?v=7P0iP2Zm6a4>

<http://lettoysbetoys.org.uk>

9. Contact Info

For further inquiries, please contact your school administration or your board contact below.

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