

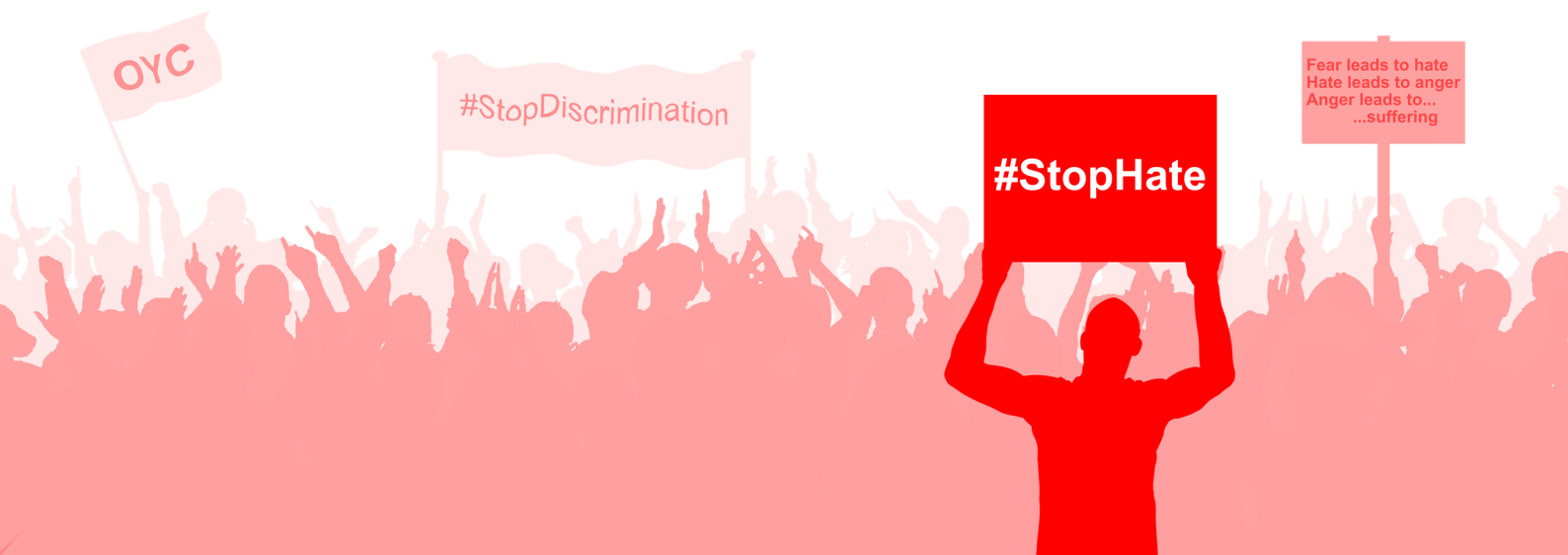
ALC

UNDERSTANDING THE WORLD WE LIVE IN

ALLY SCHOOL PACK

OLDHAM YOUTH COUNCIL

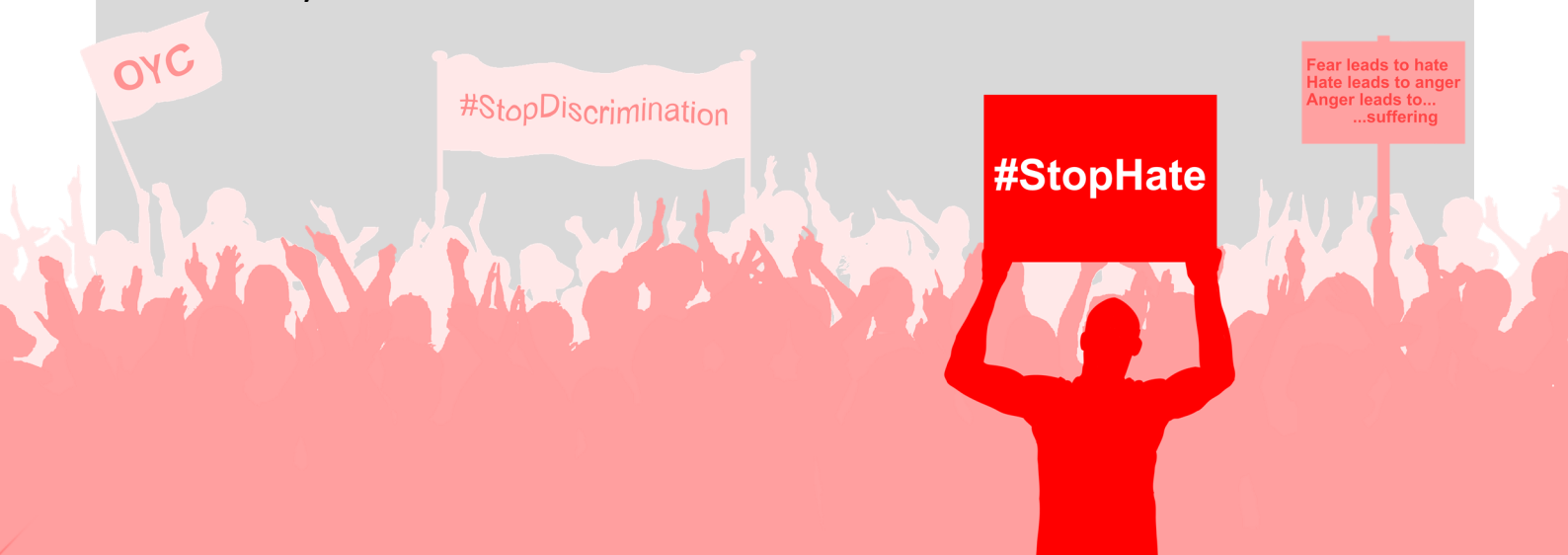
Tackling Prejudice and Discrimination in Oldham



What is this pack for?

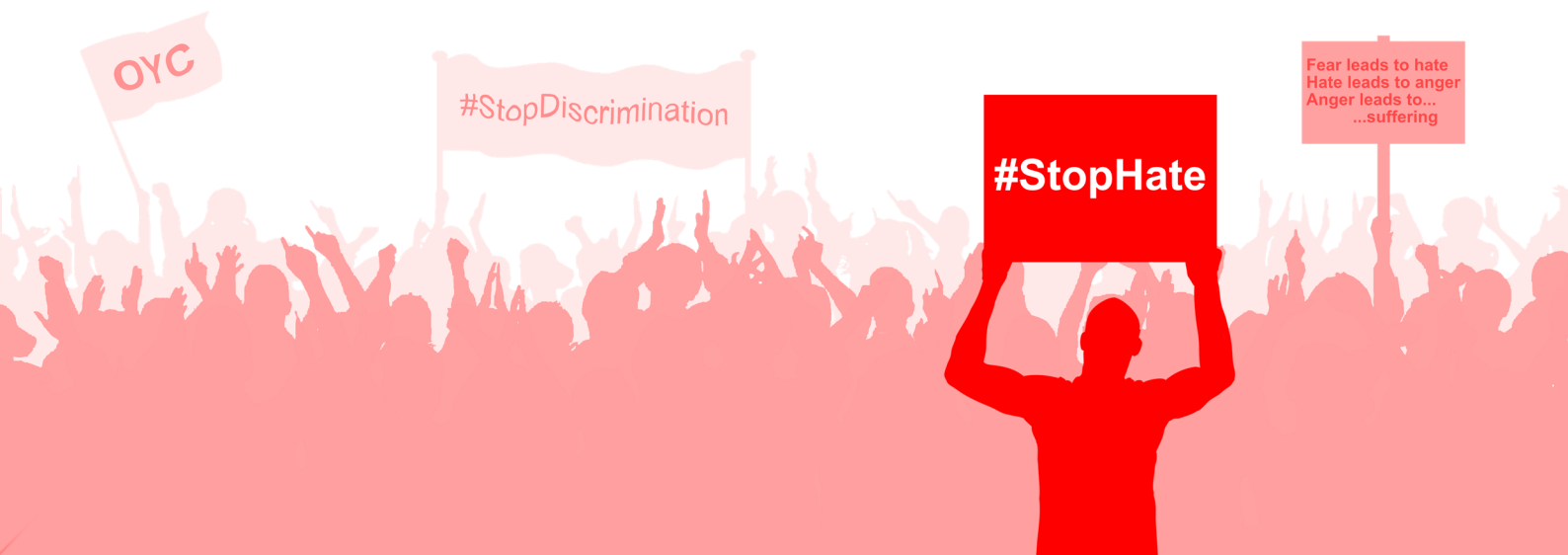
We want you to take part! Join in, spread the word and help us increase awareness. Oldham is a diverse place, everyone is different and we want to celebrate this. To do this we need people to understand their prejudices and how we can counter act discrimination.

We want all potential feedback you can give, how we can improve the pack, things we missed, any additions you would add, all feedback will be greatly appreciated. We encourage you to share the pack on social media and to actively stop discrimination where and when you see it.



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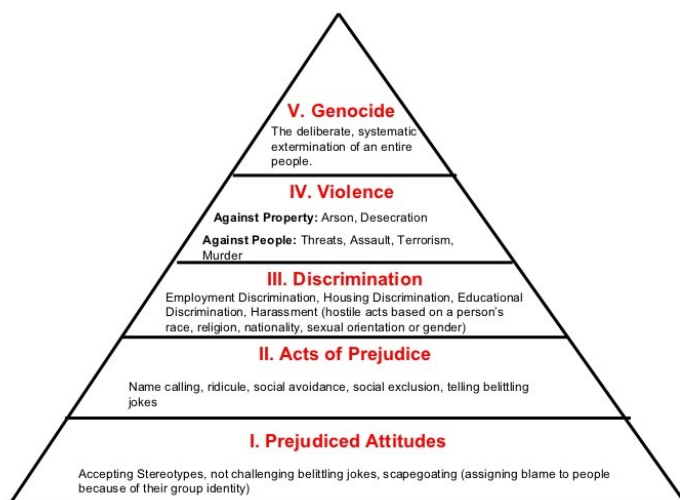
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INTRODCUTION

Oldham is home to a diverse range of people and this diversity is a strength to be valued and promoted. However, Greater Manchester, and Oldham in particular, has a high number of hate crimes in comparison to the rest of the UK. Sadly in recent years these figures have risen, between September 2014 and September 2015 there was 32%(*) rise in race and religious hate crimes within Oldham. This left Oldham with the second highest number of reported hate crime incidents (351*), only coming behind Manchester (1116*) a city with a population five times bigger than that of Oldham. These figures rise even further when we have tragic events such as the Manchester Arena bombing and the London attacks, where Police recorded double the average hate crime incidents in days following these incidents.

Unfortunately it is not just race and religious hate crime that faces residents of Oldham. A report produced by gallop.org.uk showed that 4 in 5 LGBT people had experienced hate crime, that 25% had experienced violent hate crime and 10% had experienced sexual violence as part of a hate crime. At least 7,016 homophobic and transphobic hate crimes were recorded by UK police during 2014/15. That was an increase from at least 6,409 the previous year (**).



Pyramid Of Hate

In our work of looking at tackling prejudice and discrimination we have tried to base what we do on the 'pyramid of hate'. The Pyramid shows biased behaviours, growing in complexity from the bottom to the top. Although the behaviours at each level negatively impact individuals and groups, as one moves up the pyramid, the behaviours have more life-threatening consequences. Like a pyramid, the upper levels are supported by the lower levels, if people or institutions treat behaviours on the lower levels

as being acceptable or "normal," it results in the behaviours at the next level becoming more accepted. In response to the questions of the world community about where the hate of genocide comes from, the



*Statistics taken from Home Office reported on <http://www.manchestereveningnews.co.uk/news/greater-manchester-news/manchester-race-religious-hate-crime-10849104>

**Statistics taken from 'The Hate Crime Report 2016' produced by gallop.org.uk

Pyramid of Hate demonstrates that the hate of genocide is built upon the acceptance of behaviours described in the lower levels of the pyramid.

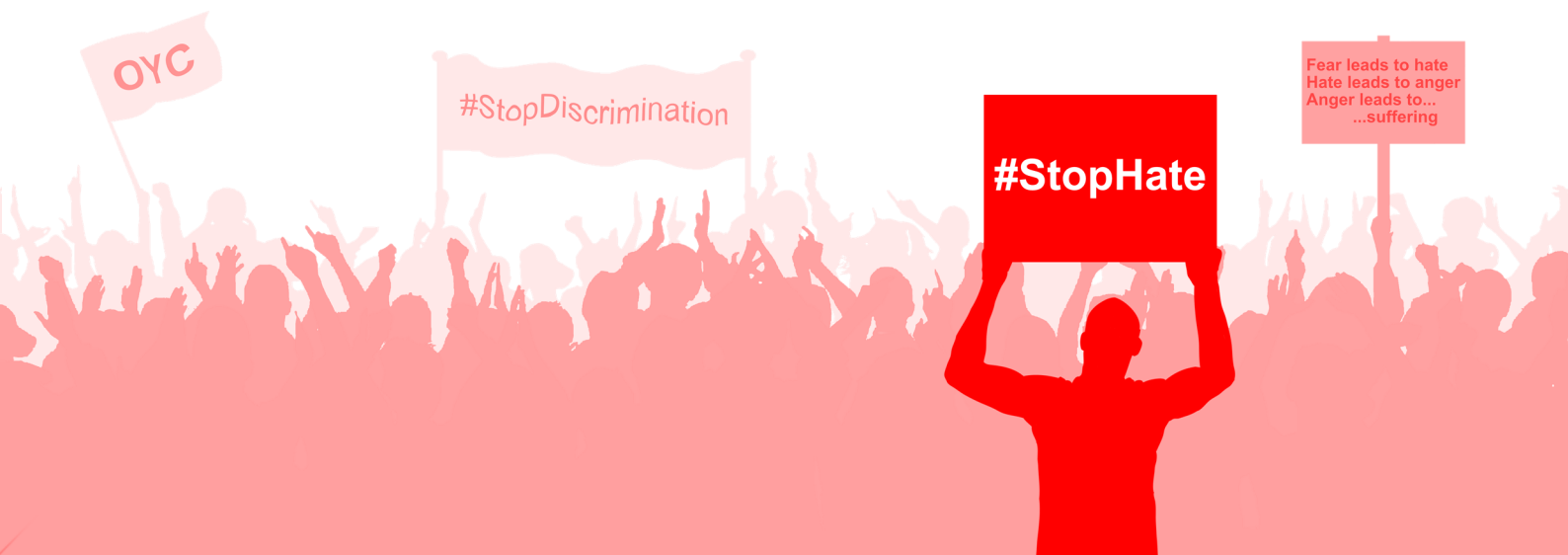
OUR AIM

With this pack we will aim to address prejudice and discrimination wherever they are found, in order to make Oldham a fairer and more equitable place for all. We will also work with our partners to promote good equality practice to ensure that services are being fairly delivered to everyone.

The Youth Council has a variety of roles to play in achieving this ambition. We will champion fairness and equality of opportunity, challenge all forms of discrimination and harassment, and contribute to making Oldham a place where people live together safely in peace, respect and friendship.

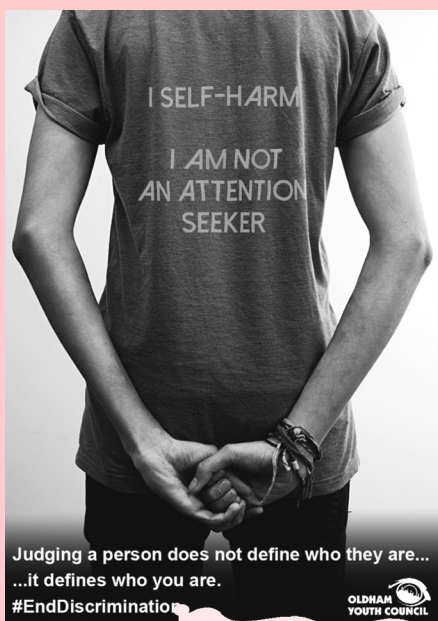
What's In The Pack

- **Posters** - We have developed a set of four anti-discrimination posters, islamophobia, homophobia, ableism, and mental health were the topics chosen to cover.
- **Workshops** - A selection of games and interactive presentations on how we can tackle discrimination in Oldham.
- **Guess Whom** - Ever played Guess Who? We made an alternative with a discrimination twist, we're incredibly proud of this game and hope you enjoy playing it as much we did making it.
- **Film Competition** - The youth council champions took part in the 4 Films 1 Script competition, watch our entry, we challenge you to make a better one...



OLDHAM YOUTH COUNCIL

Tackling Prejudice and Discrimination in Oldham



OYC

#StopDiscrimination

#StopHate

Fear leads to hate
Hate leads to anger
Anger leads to...
...suffering

ALLY POSTERS

With this anti-discrimination pack is a set of four posters, that were created by our Youth Councillors and the Youth Council Champions. We targeted four specific examples of discrimination focusing on: disability, LGBT+, Mental Health and race & religion. We chose these because the Youth Voice Family believe these are issues prevalent in Oldham and must be dealt with. Please display these posters around school and when conversation starts allow an open and safe dialogue about the subject in the posters.

Disability

For our poster on disability discrimination, known as ableism, we decided to concentrate on autism. Young people with autism are often socially excluded due to their struggle to understand and form relationships with others. The slogan 'I am Autistic, I am not rude' hopefully asks for other people's understanding of this.

LGBT+

Our LGBT+ poster features a homosexual young man who is surrounded by people who think they may 'catch' being gay from him. The hope with this poster is that people see how ridiculous that idea could be and start a conversation that if it's not a fear of catching something what is the issue with homosexuality.

Mental Health

Statistics, both nationally and locally show that mental health is a problem on the increase and many young people who suffer from mental health problems face both bullying and a stigmatic view often stopping them asking for help. We decided to tackle self-harm on our poster as it is frequently seen as attention seeking behaviour and not as a coping mechanism. Our poster also shows a young man to combat the misconception that most people who self-harm are female.

Race & Religion

With race and religious discrimination we concentrated on Islamophobia. This was in response to the growing number of attacks on the Islamic community, especially in the aftermath of the Manchester Arena bombing. This poster's primary purpose is to show there is a difference between religious beliefs and the actions of a minority that say they follow those beliefs.



Activity 1: Nurse and Builder's Story

Objective

The objective of this activity is to show that everyone will have prejudicial views and that it just a way for the human brain to categorise information it receives. It should allow young people a safe space to discuss and better understand their own prejudices and if they act upon them.

Estimated time

15 minutes

Group size

Any size works, but a form class size of between 20-30 is ideal

Instructions

Distribute the 'Nurse and Builder Handout' face down so participants can't see the questions. Explain that:

"This exercise is used in Police training to show that eye witness testimony is unreliable. I will read you a short passage, once only so make sure you are listening!! I will then give you about 30 seconds of unrelated information to try and make you forget what you have heard. You will then have another 30 seconds to answer the questions on the sheet."

Obviously this is not true but required so participants don't try to double guess themselves. Once the questions are handed out remind the group that they must listen and then read out the statement on page 9 word for word. Once finished give the group unrelated information about anything you wish, perhaps an event that's coming up or just make something up. After about 30 seconds ask the group to answer the questions telling them they have 30 seconds to do so.

Go through each question one by one asking members of the group to give their answers and reasons why. Hopefully everyone will have answered 'True' or 'False' to at least one question. In actual fact all the questions should be answered 'Don't Know' as to answer 'True' or 'False' requires you to make assumptions around gender, sexuality or to assign stereotypes to the characters.

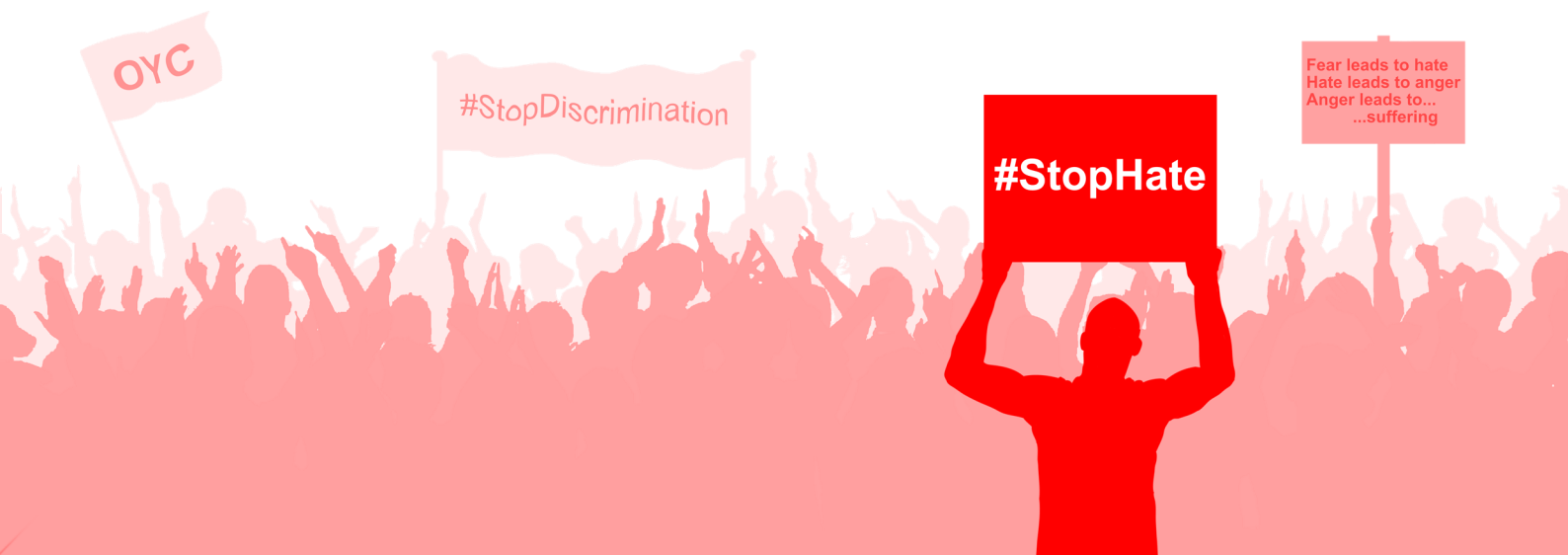
Discussion Questions

1. Do you feel surprised or disappointed by your answers? Why?
2. What experiences have you had that may have contributed to the way you answered the questions?
3. What does it mean if we make assumptions based on a group/community a person belongs to? Does it suggest that the person is biased against certain groups? Why or why not?



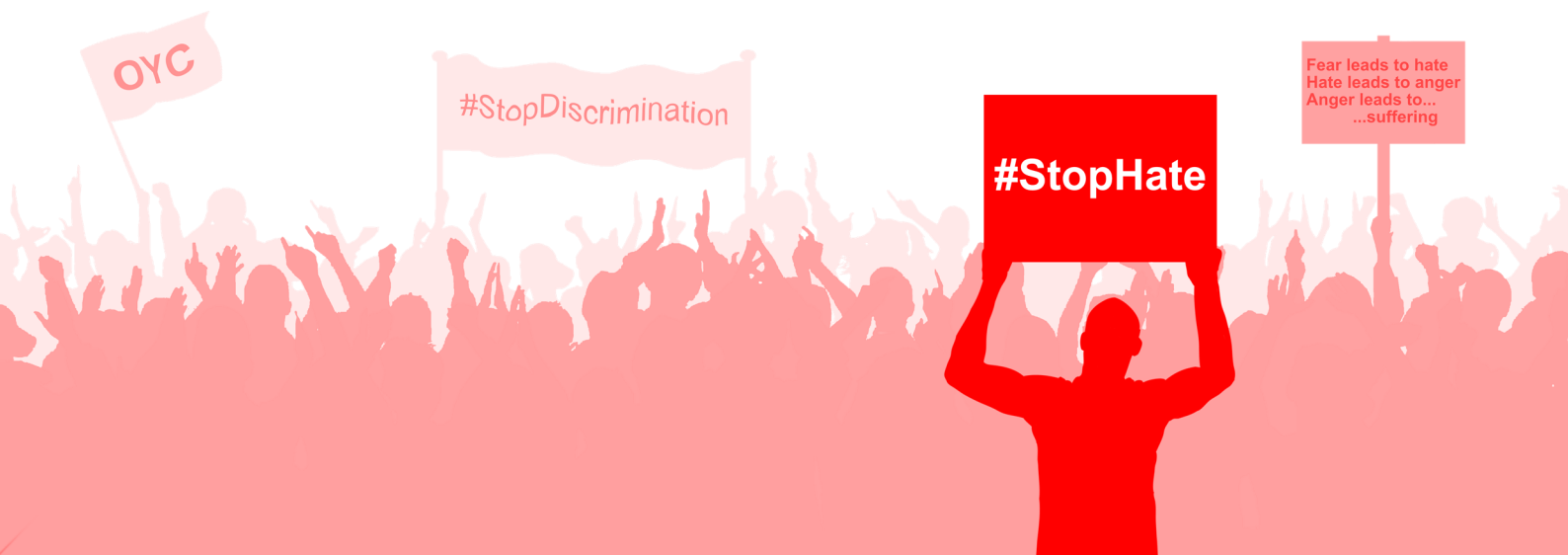
A nurse is cycling to work when a builder leans out of a van window, wolf whistles and comments on the nurse's legs. The nurse arrives at the hospital and goes straight to see a senior doctor. When the nurse explains about the builder the doctor agrees that it was wrong and that they would never make that sort of comment about the nurse's legs.

The doctor has 2 children; one is a sergeant in the army and the other is a hair dresser. The Doctor is currently going through a divorce but has date tonight at 8pm.



Nurse and Builder Handout

	True	False	Don't Know
The builder was driving a white van?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The builder is a rude man who made offensive comments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The builder had upset the woman?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Doctor has two sons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The eldest child is in the armed forces?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One of the Doctor's children is gay?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doctor has an ex-wife?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The doctor is meeting his girlfriend tonight?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The builder's van was moving faster than the nurse's bike?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The nurse was wearing a skirt?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Activity 2: Entertainment Personality Group Activity

Objective

The purpose of this activity is to bring awareness to the underrepresentation of meaningful roles for women, people of colour, LGBT (Lesbian, Gay, Bisexual, Transgender), and other groups in entertainment media. Furthermore, in the reflection section this activity will prompt participants to consider how this underrepresentation relates to prejudice and social privileges.

Estimated time

20-30 minutes

Group size

This activity works well with groups of all sizes.

Instructions

Using the chart provided, students should name people in entertainment media (e.g., movies, television, sports, advertisements) who fall into each of these categories. You might note that countries such as India are considered part of Asia. If students cannot think of the person's name, they can describe the person's role or appearance. Tell the students that if they cannot name a personality for a given category, they should leave that space blank. Give them 5 minutes to fill in as many name as possible.

Use the discussion questions to start dialogue and share responses. After this initial conversation share the Sample Completed Worksheet with participants and ask them to comment on the cells that contain the highest number of readily recognized people. If there is time, use a search engine to find out more about the people with whom the students are unfamiliar. Ask students to comment about the reasons why some people are better known than others.

Discussion Questions

1. Which categories was it more difficult to find examples for? Which were the easiest? Why?
2. If you had difficulty finding people to list in some of the categories, how did that make you feel? Will you be likely to seek out movies or television shows that include members of these categories in the future? Why or why not?
3. Does it matter that some groups are overrepresented or underrepresented in the media? Explain your reasoning.



Entertainment Personality Group Handout

	Men	Women	Lead Roles	Supporting Roles	Positive Role Models
White					
Black					
Asian					
LGBT					
Disabled					



Sample Completed Worksheet

	Men	Women	Lead Roles	Supporting Roles	Positive Role Models
White					
Black					
Asian					
LGBT					
Disabled					

#StopDiscrimination

#StopHate

Fear leads to hate
Hate leads to anger
Anger leads to...
...suffering

Activity 3: Subtle Prejudice Activity

Objective

This activity is designed to create awareness of how subtle beliefs and behaviors can affect social interactions in everyday life. This activity is meant to evoke thought and reflection about situations where race, gender, sexuality and disability can affect interactions. Students can think about whether their stereotypes and attitudes influence their own and others' behavior.

Estimated time

20-30 minutes, including instructor-facilitated discussion

Group size

This activity works best with a class size of 30 or fewer, but it could be modified for a larger class by having the instructor rotate among the groups while they discuss the topic or by having teaching assistants facilitate discussion in smaller groups.

Instructions

Each participant receives a questionnaire and rates each situation from 1 = very comfortable to 5 = very uncomfortable. Each participant should then sum all the points per section and record the score for each section on the worksheet. After students review their scores, they answer the review questions individually; a group discussion based on the review questions follows. Participants might find some of the questions do not apply to them; if so, they can write "N/A" and adjust their total score. Note that there are two worksheets: One for students and one for people in a work setting.

Discussion Questions

1. On which section did you score the lowest? Highest? Or are all your scores similar? Why do you think that happened? Do you feel surprised, disappointed, or satisfied by your results? Why?
2. Think about your own social group memberships. How do you think the answers for each section would be different for dominant group members (e.g., a White person answering the questions in Section A or a heterosexual answering the questions in Section C) compared to minority group members (e.g., a disabled person answering the questions in Section D)?
3. What does it mean if someone reports feeling uncomfortable in the situations described on the questionnaire? Does it suggest that the person is biased against certain social groups? Why or why not?



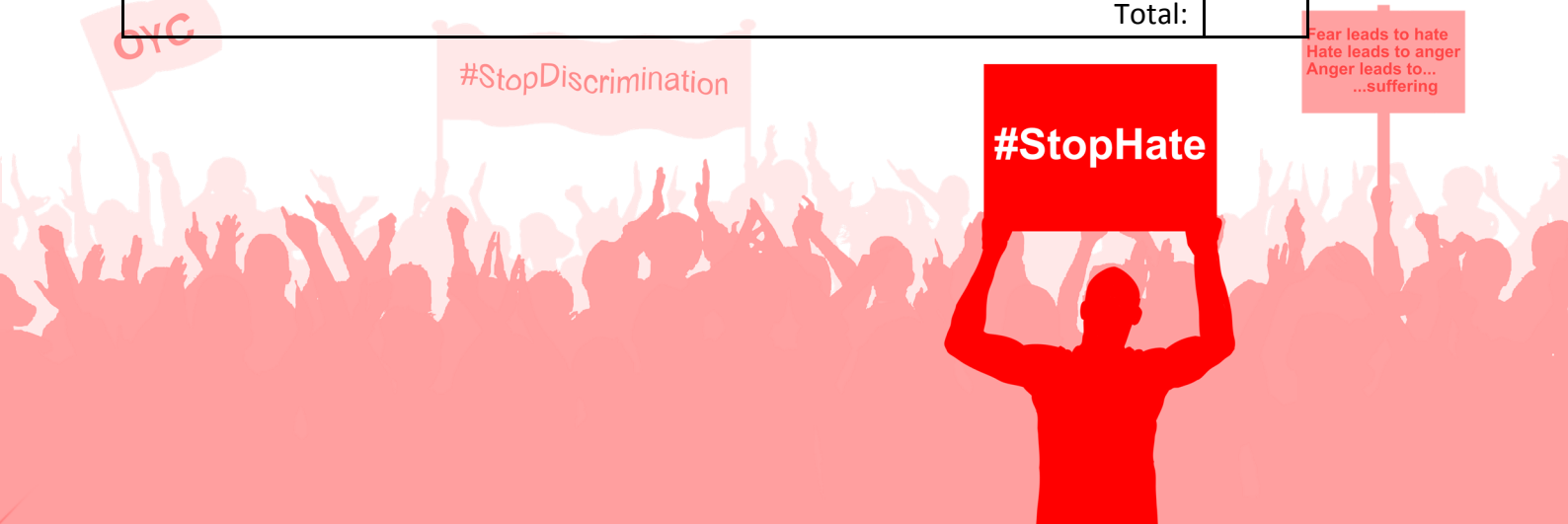
Comfort in Social Situations Worksheet

Read the following statements and rate what you think your comfort level would be in each situation using the scale below. There are no right or wrong answers. Simply be honest with yourself and do not over-think the situations. In some cases, you may not think a situation is personally applicable; if so, mark “N/A” in the space provided. After you have completed all sections, follow the instructions to create a total score for each section.

1	2	3	4	5
Very	Comfortable	Neutral	Uncomfortable	Very
Comfortable				Uncomfortable

Section A:	Score
Your best friend starts dating someone who is Polish	
You go into a Chinese restaurant where all the patrons and employees appear Chinese	
You realize you are the only person of your race when you visit a community	
A women wearing a Niqab (head scarf and veil that shows only the eyes) sits down next to you on a crowded bus.	
Your new doctor went to medical school in India	
Total:	

Section B:	Score
You find out a family friend is choosing to be a stay-at-home dad.	
You greet someone but can't determine the person's gender.	
You take your car in for repairs and the head mechanic is a woman.	
You see a little boy playing with a princess Barbie.	
You see a businessman getting a manicure.	
Total:	



OLDHAM YOUTH COUNCIL

Tackling Prejudice and Discrimination in Oldham

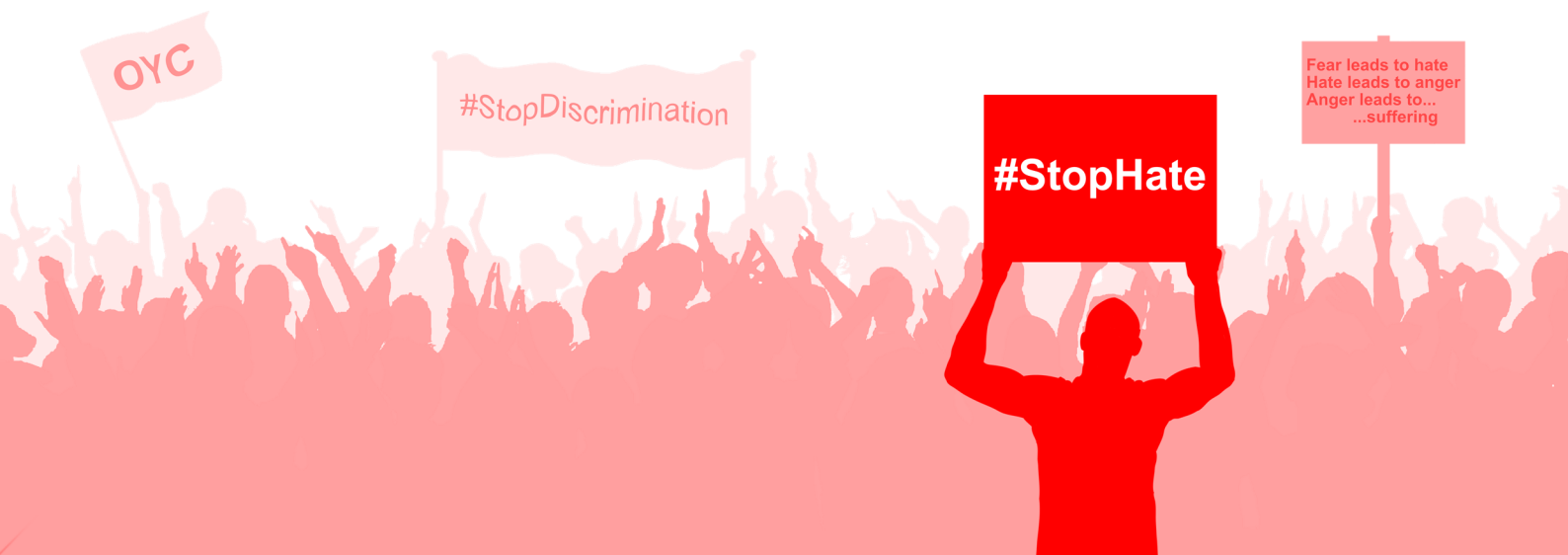
Section C:	Score
You see two men holding hands.	
A person of the same sex is flirting with you.	
You move in next door to a same sex couple who have two children.	
You go on a date with someone who used to date someone of the same sex.	
You see two girls kiss lovingly in public.	
Total:	

Section D:	Score
You don't know whether to open a door for someone in a wheelchair	
You watch someone who does not have a visible disability park in a handicap spot	
You walk by someone you think person who is talking loudly in the grocery store	
Your friend is dating someone with Autism	
You are standing in line behind a deaf person at a fast food restaurant	
Total:	

Results:

Compute your total for each section by adding up the numbers from your responses. If you marked an item "N/A," score it as a "3" before computing your total score for that section. Higher numbers indicate greater discomfort with social situations in that section.

Section A: Race	
Section B: Gender	
Section C: Sexuality	
Section D: Disability	



Activity 4: Microaggression Activity

Objective

Students will learn to identify microaggressions and will be able to reflect on how they can modify questions or comments in ways that are less likely to reflect stereotypic assumptions and beliefs.

Estimated time

10-20 minutes

Group size

This activity works best with a class size of 30 or fewer .

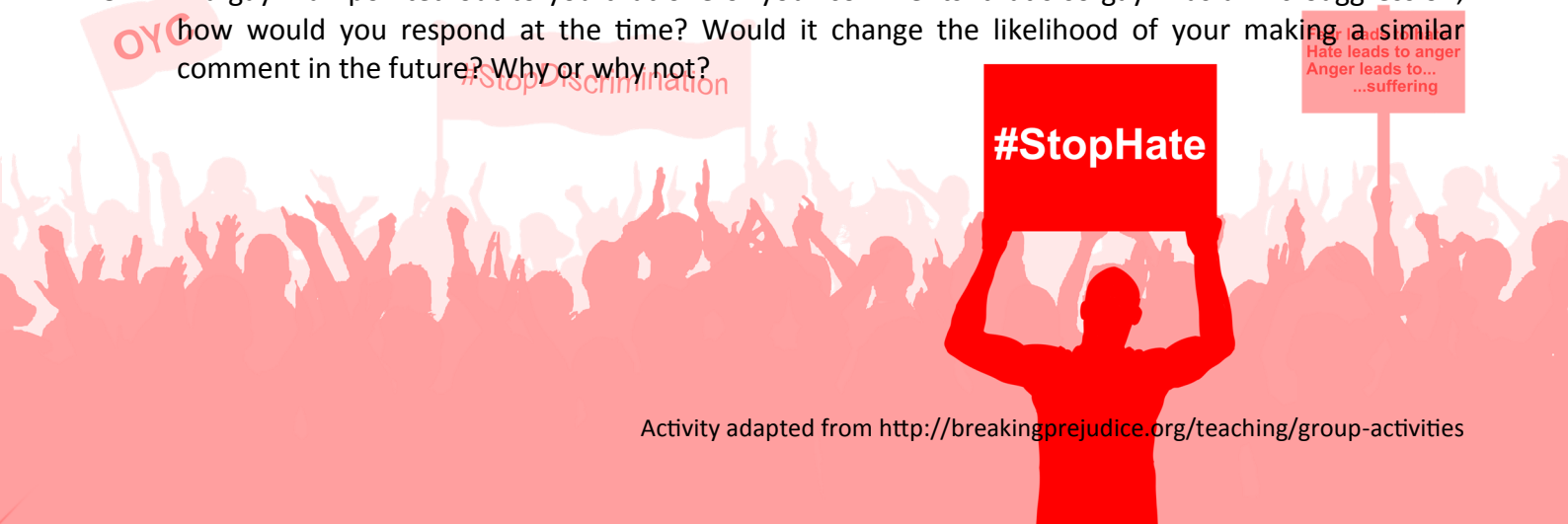
Instructions

Split participants into groups of 4 or 5, then define ‘microaggressions’ as insults, which communicate negative messages to target persons based solely upon their social group membership. These microaggressions can assign prejudice, sometimes unintentionally. Give the example of ‘Man Up’ used to motivate people to be brave. However, when said to a woman it may suggest they need to drop their ‘undesirable emotional female traits’ and when said to a man suggests they are not ‘manly’ enough. Allow for a few minutes of discussion around microaggressions.

Pass out the worksheets so that each group has a copy and ask that they follow the instructions. Once completed ask they group to come back together to discuss their answers. Use the discussion questions to further the conversation around microaggressions.

Discussion Questions

1. It is suggested that someone hearing ‘that’s so gay’ once wouldn’t have much effect but someone hearing it over and over would associate being gay as ‘bad’ and either struggle with own identity or become homophobic. Do you agree?
2. When people say microaggressions, are “innocent acts” and that the person who experiences them should “not make a big deal out of it.” Do you agree or disagree with this point of view?
3. If a gay man pointed out to you that one of your comments ‘that’s so gay’ was a microaggression, how would you respond at the time? Would it change the likelihood of your making a similar comment in the future? Why or why not?

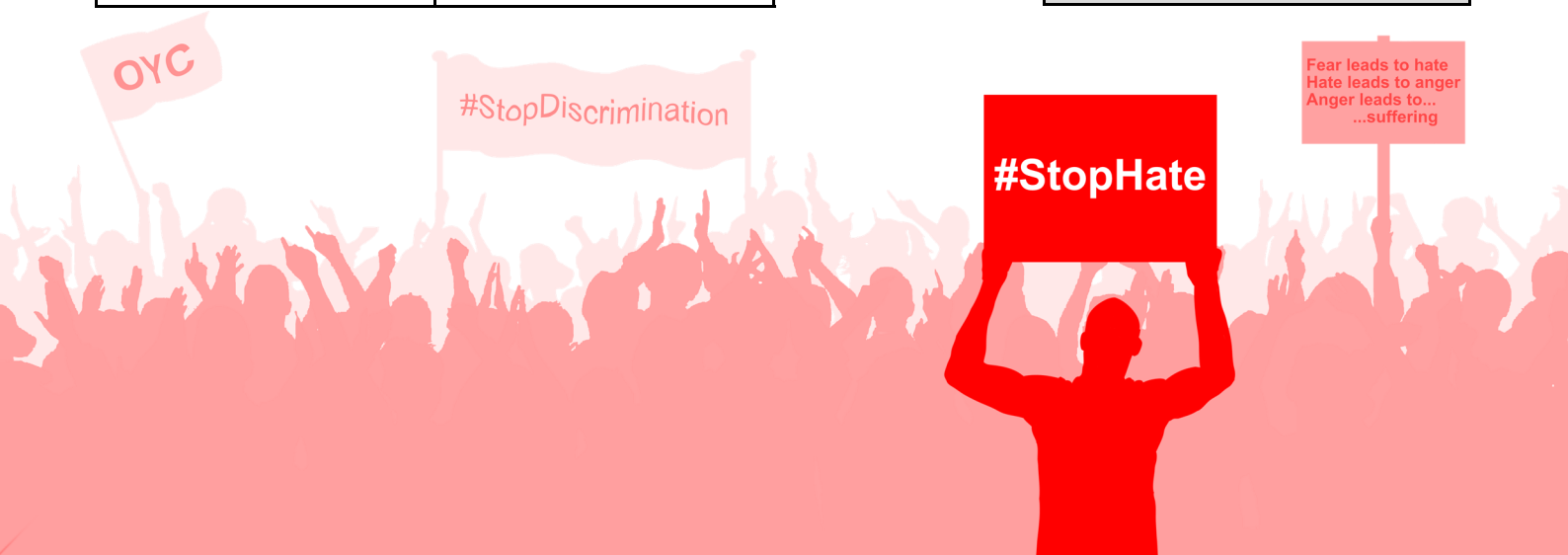


Microaggression Activity Worksheet

First of all draw an arrow from the 'Statement Used' to the possible way the statement could be taken. Once you have linked the 6 statements rewrite the statement, try to express what was meant without insult or prejudice. We have given an example to start you off.

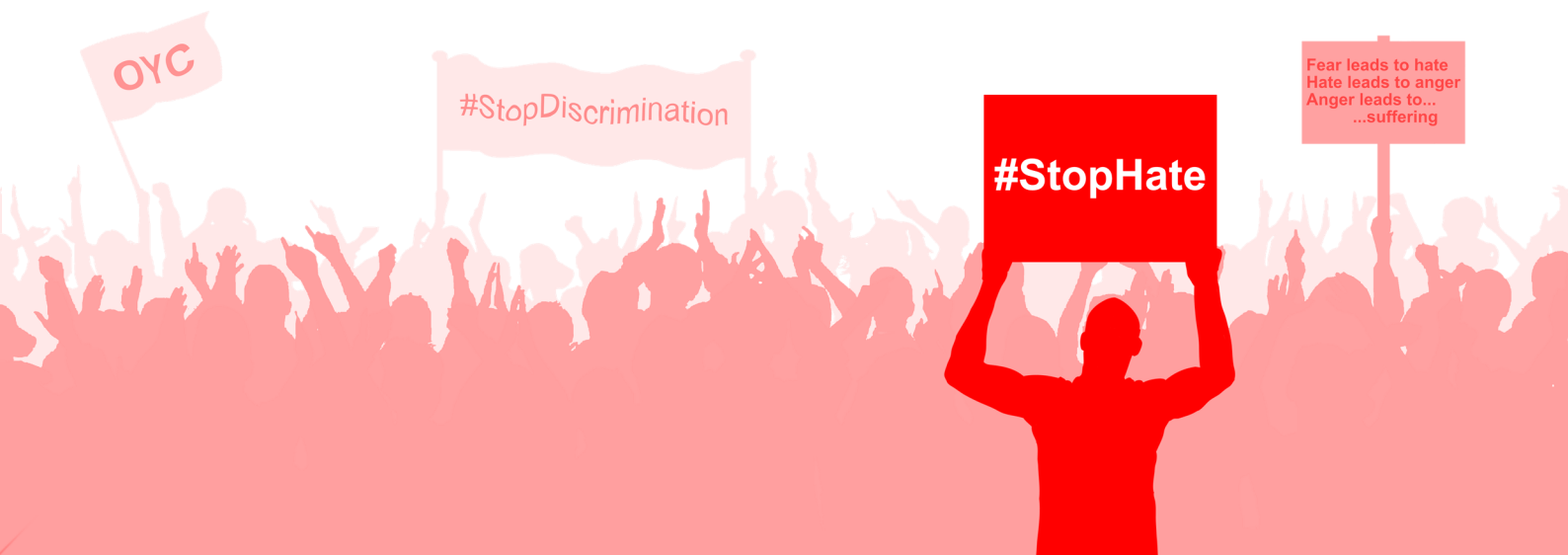
Rewrite the Statement	Statement Used
Try to be brave	"Man Up"
	"You throw like a girl."
	"That's so gay."
	"No, where are you really from?"
	"That's retarded."
	"Don't be a sissy."
	"Big boys don't cry"

How the statement could be taken
Being gay is unacceptable.
You are not British.
People with disabilities are less competent.
Feminine traits are undesirable.
Feminine traits are undesirable.
Men are lacking in emotion.
Feminine traits are undesirable.



Microaggression Statements and Interpretations - Instructor use only

Statement	Possible Interpretations	Possible Intent
"Man Up"	Feminine traits are undesirable.	Be Brave.
"You throw like a girl."	Feminine traits are undesirable.	You can't throw.
"That's so gay."	Being gay is unacceptable.	That's just weird.
"No, where are you really from?"	You are not British.	What's your ethnicity?
"That's retarded."	People with disabilities are less competent.	That's a stupid idea.
"Don't be a sissy."	Feminine traits are undesirable.	This is not a big deal!
"Big boys don't cry"	Men shouldn't be emotional	Be brave.



Activity 5: Guess Whom!

The final workshop activity is based on the popular board game 'Guess Who' but with a slight anti-discrimination twist.

Objective

This activity is designed to get students to identify people by what they can see alone and not use assumptions based on gender, race, religion or sexuality. The object of the game is to guess the mystery person by asking closed (yes/no) questions.

Estimated time

10-20 minutes

Group size

This activity works well with groups of all sizes.

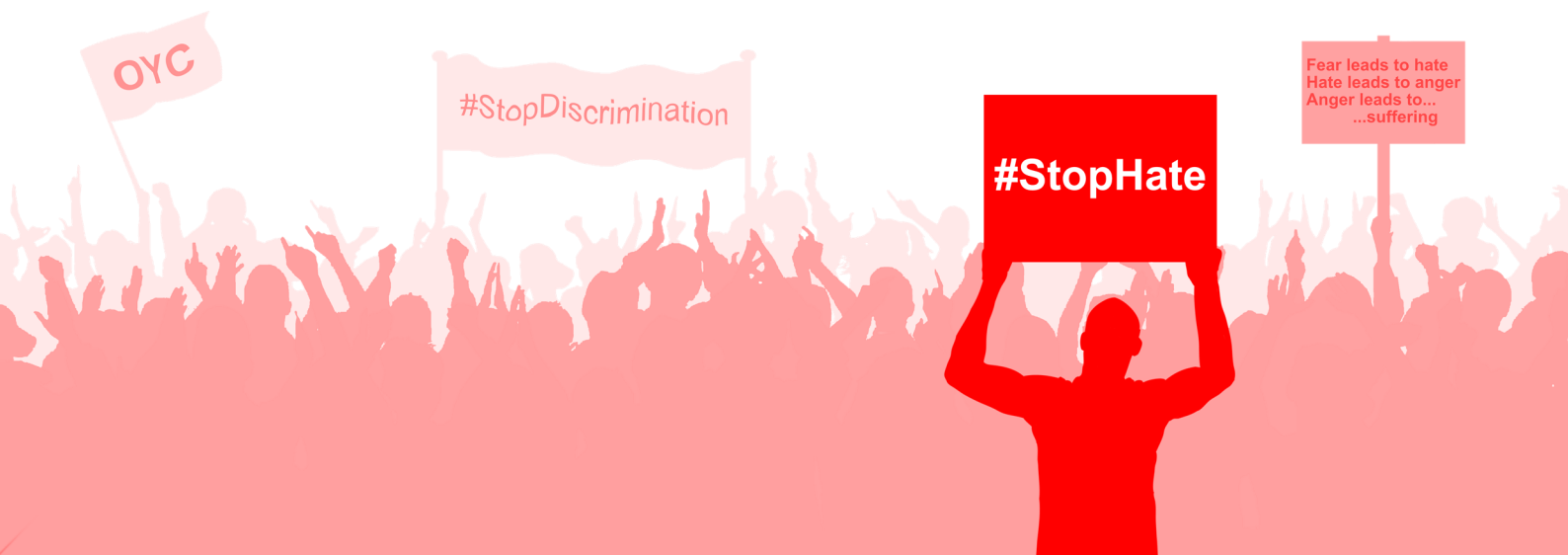
Instructions

Project the Guess Whom heads on to the board or hand out a printed copies to the group. Ask for 1 volunteer and get them to leave the room. Once out of the room the rest of the group picks a mystery person to be guessed. On returning to the room the volunteer may ask 10 'yes/no' questions in order to guess who was chosen.

Players are not allowed to ask questions relating to assumptions based on ethnicity, gender, sexuality, religion or culture. For example a player can not ask if the mystery person is male as this is an assumption made from the way a character looks and although they may look male that person may identify as female. Also a player may not ask if they are Asian as that person may identify as being British no matter their skin colour. Please also remember that nobody has black skin and everyone's skin colour could be considered a shade of brown.

Discussion Questions

1. How did it feel not to be able to use gender, race, religion to describe someone?
2. Our brains are designed to categorise people into groups to better understand the world we live in. Is this bad thing?
3. How can we stop the way we categorise people leading to prejudice and discrimination?



Guess Whom!



AMBER



ALEX



JADE



JESS



ALLET



KHADIJA



MAROUF



TOMI



NATHAN



ARTUR



TFARA



JOHN

OYC

#StopDiscrimination

#StopHate

Fear leads to hate
Hate leads to anger
Anger leads to...
...suffering



ALLY ONE SCRIPT: Short Film Competition

ALLY ONE SCRIPT: Short Film Competition is now open for entries for all you aspiring film makers. We are inviting you to make a Film or Animation (up to a max length of 1 minute) that reflects our theme:

Prejudice & Discrimination

The films will be judged by a panel made up of Oldham Youth Councillors, including the directors of the original '4 films, 1 Script'. This panel will shortlist 3 films, from each category, to go through to the finals and a public vote.

RULES

WHO CAN ENTER?

ALLY ONE SCRIPT: Short Film Competition is open to schools and organisations within Oldham only and will be split into 2 categories:

- Category 1: Entries will be accepted from children, groups or individuals, in years 4 to 6.
- Category 2: Entries will be accepted from young people, groups or individuals, in years 7 to 13.

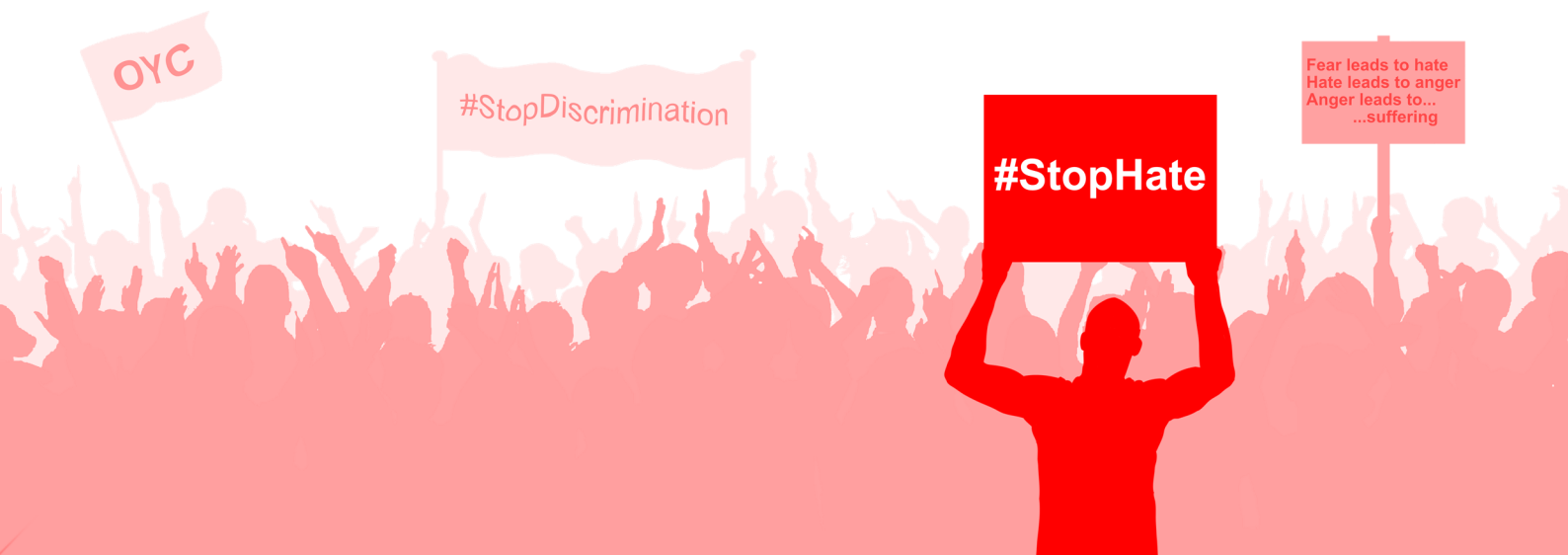
Organisations can enter more than one video.



HOW TO ENTER

1. Create a short film based around prejudice and/or discrimination. It can be any 'type' of prejudice or discrimination and is not limited to the original themes used in the '4 films, 1 Script' films.
2. Your film must use the script provided either through spoken word or subtitles or use of text devices such as phones, tablets or computers or a mixture of all. It can have no other dialogue either audio or text.
3. Your film can contain music but please make sure you have the right to use it. Royalty free music can be downloaded from the YouTube creation tool.
4. Your final film must be no longer than 1 minute, including a title. The title must be ONE SCRIPT and a subheading of your choosing.
5. Do not have any credits on your film, these will be placed in the YouTube description box including any school/organisations that the group belongs to.
6. A member of school or organisational staff must complete the entry form. Only entrants registered by a member of staff will be considered for the competition. A reliable contact number must also be provided on the entry form.
7. Once your film is complete please submit it electronically via www.wetransfer.com, sending it to the email oldhamyouthcouncil@googlemail.com. If you are unable to use this site please contact us directly.
8. All video clips must be returned with the completed media consent and entry forms by 5pm on the closing date of the competition. Once submitted you will receive a receipt of entry within 3 working days.

Closing Date 15th December 2017



CONSENT FORM

For Oldham Youth Council commissioning video and photography as part of the ALLY ONE SCRIPT: Short Film Competition.

Name of Participant (Block Capitals): _____

Address: _____

Postcode: _____

School/Group: _____

Contact Number: _____

Your child is participating in the ALLY, ONE SCRIPT: Short Film Competition. If the film is successful in making it to the finals it will be uploaded to Oldham Youth Council's YouTube Channel (Oldham YC). We will then promote the film through various channels including (but is not limited to) our website <http://oldhamyc.com> and our social networks such as Facebook, Instagram and Twitter. Screen shots of these films may also appear in our printed publications and as promotion of the competition through the local media.

To comply with the Data protection Act 1998, we need your permission before we use any recordings. Please answer the following questions, then sign and date the form where shown. We will not use the video images taken, or any other information you provide, for any other purpose.

Please circle your answer

- May we upload recorded images of you/your son/your daughter/your ward on our YouTube Channel, Oldham YC? **YES / NO**
- May we use recorded images of you/your son/your daughter/your ward on our website, <http://oldhamyc.com>? **YES / NO**
- May we use still and recorded images of you/your son/your daughter/your ward in printed publications produced by the Oldham Youth Council and on our web based media (such as blogs, Facebook, Twitter) for promotional purposes? **YES / NO**
- May we use still and recorded images of you/your son/your daughter/your ward in press releases that may appear (but not limited to) local news providers both online and printed publications for promotional purposes? **YES / NO**

Please continue on next page



- May we add you/your son's/your daughter's/your ward's name as a credit to the film, in the video's description on YouTube? **YES / NO**

(As per the terms and conditions of the competition this will only be the first name. Circling 'No' will not prevent the film being submitted to the competition)

Conditions of use

This form grants non-exclusive, unlimited online, DVD and broadcast use of work submitted to the competition run by Oldham Youth Council.

We will not include full names (which means first name and last name) of any person in an image on our website, on video, or in printed publications, without good reason. For example, we may include the full name of a competition prize winner or for an exhibition of work if we have their consent. However, we will not include the full name of an actor used in promotional literature.

We will not include any personal details such as e-mail or postal addresses, or telephone or fax numbers on video, on our website or in printed publications.

I have read and understood the conditions of use.

Participant's signature: _____ Date: _____

Participant's name (capitals): _____

Parent/Carer's Signature _____ Date: _____

Parent/Carer's name (capitals): _____

Please return the completed form to:

Your child's teacher or group leader

Alternatively post the consent form to

Chris Lewis, Room 222 - Civic Centre, West Street, Oldham OL1 1UL

If posting this form please make sure that the school/group is the organisation making the film

ENTRY FORM

To enter the ALLY ONE SCRIPT: Short Film Competition please read the competition rules and the terms & Conditions, then complete the following:

- ALLY ONE SCRIPT: Short Film Competition Entry Form
- ALLY ONE SCRIPT: Short Film Competition Consent Form for everyone appearing or to be credited for the film

Scan these in and send all the above including your film to oldhamyouthcouncil@googlemail.com via www.wetransfer.com by **5:00pm on 5th December 2017**

Contact Name					
Contact Address					
	Post Code				
Contact Number					
Contact Email					
Name of film/ animation					
School/Group					
Entrant Name	Role	Date of birth	Entrant Name	Role	Date of birth
Have used any copyright free music or imagery that requires attribution?					
I have included copy of the film		I have included consents for all people in the film		I have read and understood the rules and guidelines	
Signed (parent/guardian/responsible adult)					

Terms and Conditions

1. All video clips must respect copyright law. We prefer original music and video content. If you wish to use others' copyrighted material (e.g. music) you must obtain written permission from the copyright holder prior to the submission of your film. Royalty free music can be downloaded from the YouTube creation tool.
2. Your film should be produced in a format acceptable for YouTube. For advice on how to prepare your film, go to the Help Page on www.youtube.com.
3. Entries are made at an entrant's own expense and Oldham Youth Council shall not be liable to reimburse any expenses incurred in making an entry.
4. Submissions must not have any credits on them. Credits for each film will be placed in the YouTube description box including any organisations that the group belongs to. In the interests of child protection, any names displayed will contain first names only.
5. The finalists in each category will have their video clips uploaded to the Oldham YC YouTube Channel, featured on the Oldham Youth Council website, <http://oldhayc.com> and shared via Oldham Youth Council social media networks.
6. The Oldham Youth Council reserves the right to edit to the winning film
7. It is the organisation's responsibility to obtain the consent of those taking part in the film and ensuring that all participants are aware of what will be involved in the competition.
8. All video clips must reflect the theme of the competition: Prejudice & Discrimination.
9. All filming and production must have no involvement from industry professionals – though school/organisation staff can assist with filming and production.
10. Entries will be refused if:
 - ⇒ the rules, terms and conditions are not adhered to. Please read the rules, terms and conditions carefully before making a submission.
 - ⇒ submissions are longer than 1 minute
 - ⇒ submissions contain inappropriate content or imagery.
 - ⇒ submissions contain or disclose private or personal matters or personal data concerning any person without their written consent.
 - ⇒ submission forms accompanying an entry are incorrectly or insufficiently filled in.
 - ⇒ submissions to the competition are received after the relevant submission deadlines.



What Now?

The Ally School Pack is a live document, which means we want to keep updating it adding new workshops, new competitions and taking out things that just don't work. To do this we need your feedback about what works and what needs to be improved.

Use the information below to let us know what you think:



@OldhaYC



@Oldham_YC



oldhamyouthcouncil@oldham.gov.uk

A live copy of this document will be kept at:

<http://oldhamyc.com/ally-schools-pack/>

Our Challenge to you

What can we do to stop prejudice and discrimination in Oldham? Have you done something in the past, are you working on a project now or do you have some great ideas for the future that could make Oldham an even better place to live.

Please let us know about it.



OLDHAM YOUTH COUNCIL

Tackling Prejudice and Discrimination in Oldham