

The Effects of Educational Techniques on Reducing
Negative Racial Attitudes of French Speaking, English Speaking
and Native Children in Grades 6, 7, and 8

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April 10, 1992

1991-1992

Running Head: Reducing Negative Racial Attitudes

Abstract

The investigation attempted to reduce negative racial attitudes through a short-term intervention program. Video training, word association tasks and a combination of both were used as treatments for the experimental groups. A control group provided comparative data in order to distinguish if any of the programs were effective. Subjects ($n = 90$), consisted of males and females from grades 6, 7 and 8 who were either French speaking, English speaking or of native Canadian ancestry. The pre and post tests utilized 25 questions to assess attitudes towards racism, prejudice and discrimination. The questions were rated on a 5 point Likert scale, ranging from "strongly agree" to "strongly disagree". An ANOVA was used to determine a possible relationship between ethnic background, treatment and survey scores. Small sample sizes, time constraints and intellectual differences contributed to inconclusive results; however, analysis of the pre and post test mean scores among Native subjects approached statistical significance.

Reducing Negative Racial Attitudes in Children

Racism, prejudice and discrimination are crippling Canadians' efforts to provide quality education for all. Children are not born with values and beliefs, they adopt the values and learn prejudice from others. The education system can be the vehicle to provide the understanding and awareness of different cultures in a non-threatening environment of respect and mutual consideration.

When we think of racism we consider the terms prejudice, stereotypes and attitude. Prejudice is, "a state which can determine both the manner and nature of our behaviour toward other people" (Ehrlich, 1973). A prejudiced person 'prejudges' a person or group according to his or her own personal beliefs about them rather than considering the person or an individual. A person who is prejudice holds negative beliefs toward all members of a specific group. This set of beliefs constitutes a stereotype which is "a set of beliefs and disbeliefs about any group of people" (Ehrlich, 1973). When a person develops a belief, that belief may become a stereotype which in turn will take the form of an attitude. An attitude is "an interrelated set of positions about an object or class of objects which are organized around cognitive, behavioural and affective dimensions" (Ehrlich, 1973). It is the attitudes of others that children observe and eventually adopt. In order to understand prejudice, people must examine the reasons they employ for treating members of groups differently from the way in which they would like to be treated themselves.

Canadians have promoted the idea of multiculturalism for many years and through this encouragement the aboriginal population has increasingly demanded rights to self-government as well as rights to land which was originally inhabited by their ancestors. These demands have over the years lead to confrontations between aboriginal groups and authority figures representing the white 'prevailing' culture.

The issue of racism has become a growing concern in our society. In Ontario, the Human Rights Commission was established in 1962 to ensure that members of various ethnocultural groups were treated fairly when dealing with employers, the government and social agencies. It has been recognized that racism in our education system has increased over the years and it is beginning to affect the welfare of the students. The purpose of this study was to determine which method of education is most effective in an attempt to reduce negative racial attitudes in children.

Many studies have been conducted by both students and teachers to alleviate racism in education. Working together, students in Ann Arbor Michigan wanted to change the opinions of their administrators toward students' involvement in an attempt to improve the curriculum, placing an emphasis on racial issues. An article published by Polakow-Suransky and Ulaby (1990) described the process in which the students in Ann Arbor attempted to confront racial problems. The students developed and distributed a survey dealing with racism.

Two thousand and six students responded to the survey providing information regarding racial issues. The major themes of the survey included segregation, institutionalized discrimination, reversed discrimination and stereotyping. Comments made by the respondents clearly illustrated that Caucasian students did not experience the same type of racism that African American students face. The information obtained from the survey challenged the role of the school system and its influence over students concerning topic areas such as racism and discrimination. Upon the completion of data analysis a detailed report was presented to the administration of the school system. Major themes were identified and discussed while recommendations were made which outlined the steps necessary to ensure a high level of education and equity for all students.

Based on the findings from the study, the following recommendations were formulated: (i) ensure follow-up activities such as workshops and discussions in the high schools participating in the survey; (ii) ensure all students complete a course dealing with racial issues and racial awareness in the United States; and (iii) establish a task force to further explore, develop and evaluate the school system's multicultural component. Although the program was unsuccessful, one high school did comply with follow-up recommendations. Clearly, the school system and established curriculum are not easy to change, therefore we must pay closer attention to the concepts and ideologies being learned by our youth.

As a result of this study a program called SEED (Students Educating Each other about Discrimination) was designed and is currently being implemented. While data is not yet available, this subsequent study which supports interaction between high school students and sixth graders utilizes simulation games, cooperative learning activities and group discussion in hopes of providing a more pragmatic understanding of discrimination and racial issues. The expected outcome of this study is that once the sixth graders enter high school, they will become group leaders in the SEED program and continue the cycle which raises the level of awareness and education surrounding discrimination.

Carl Grant (1990), taught a course titled "Multicultural Education in Schools" in which fifty experienced educators participated. Desegregation and multicultural education were existing priorities for all participating educators. The goal of the program was to prepare a multicultural education plan for either a classroom or an entire school. Multicultural education plans were developed, discussed, evaluated and finalized based on work completed by the teachers. The ultimate goal of this planning exercise was to provide the teachers with further insight into multiculturalism, thus expanding their knowledge base, with hopes that ownership of the program would increase racial awareness.

Gordon Allport (1954), believed that children's attitudes are intransient to change. He also stated that children develop attitudes through a three stages process. In the first stage, called "Pre-Generalized Learning",

the child can differentiate between races. However, the child has not formed a concrete opinion for or against a race or races. The second stage is a "Total Verbal Rejection" whereby the child begins to adopt the premise of racial superiority. The third and final stage, referred to as "Differentiation", marks the formation of an attitude towards a group or groups.

A study conducted by Branch and Newcombe in 1986 explored the concept of attitude development in children. The subjects in this study include 4 and 5 year old black children whose attitudes were examined for a two and one half year period. Both parents and children took part in this experiment in order to educate the parents who in turn have an affect on the manner in which their children are educated. The study was designed to determine if black children's attitudes change over the course of development. The study indicated that as children develop, so do their attitudes. The study also supported the notion that children are greatly affected by the attitudes of their parents.

Cohen and colleagues (1976) conducted an experiment in order to produce interracial status equality. They predicted that students who received the "Expectation Training" were more prone to exhibit equal status behaviour directly following training than would students in the "Learning Center". Seventy students participated in the Expectation Training, 18 'black-white' male pairs and 17 'black-white' female pairs. Seventy-five students participated in the Learning Center, consisting of 11 white and 20 black females in addition to 18 white and 26 black males.

In Expectation Training, a minority student is placed in the position of being a role model, consequently teaching the other students in the group. Four tasks were used for the intervention treatment, two being academic: either learning a Malay language or learning a Malay culture. In addition to the two academic tasks, there were two non-academic tasks, namely, problem solving and building a radio transmitter. Video tape reinforcers were used to provide a positive role model for student viewers. Included in the Learning Center were small inter-racial cooperative learning teams.

Expectation Training was originally thought to be the more influential treatment, which was the case among Black males, however, white females benefitted more from the Learning Center. This study implies that status-related behaviours can be modified by manipulating the organizational curriculum in the classroom.

For decades, there has been a strong belief that the prevalence of prejudicial attitudes could be decreased through a raised level of awareness in the education system. Educators believe that negative attitudes “are primarily the result of ignorance which could be counteracted by the appropriate knowledge and information” (Katz, 1976, p. 221). Information involving younger children and their awareness of prejudice is limited and available results suggest a weak relationship between educational experiences and changes in attitude. The scope of many previous studies was also limited to 'black and white' issues while other relevant racial elements were explored such as other cultures, awareness levels and

attitudes. Past research involving Caucasian children was conclusive to the extent that attitude change was attainable only when the children did not have any interaction with members of other cultures.

According to Glock and colleagues (1975), once attitudes have been formed three kinds of educational techniques are necessary in order to alter prejudicial generalization development among children. The first step is called "Logic of Inference" which entails the recognition of wrongful interpretation of a specific group. The second step, "Specific Instruction", highlights the chronological progression of group differences. "Acquired Instruction" is the third step which dissuades the formation of generalizations.

The most frequently used method of measuring attitude change toward a group or groups has been the use of 'Direct Questionnaire Techniques.' The consistency of a questionnaire is attractive; however, there are confounding variables such as a student's level of comprehension and topic familiarity that discourages researchers from using this instrument. The present investigation noted these concerns and developed the survey accordingly, carefully designing broad-based questions and not focussing on any one group or race.

Katz (1976) stated that techniques used to change attitudes may be categorized into one of the following: (i) picture preferences, (ii) projective techniques, (iii) social distance scales, (iv) disguised measures such as

learning, memory, perceptual indices, (v) behavioural measures, and (vi) cooperative learning.

Damico and Sparks (1986) conducted a study exploring the effects of school organizational structure on student's interracial and cross-sex communication patterns. There were six hundred and seventy seven subjects from grades six, seven and eight. The grade six and eight classes, (middle school), provided formal and informal cross-group contact opportunities while the grade seven, (junior high), class did not.

The experimental groups were randomly divided into cooperative learning teams, accounting for ability and race while the control group (junior high), was organized according to the traditional method of teaching. Students were provided with a list of all members of their team, asked to circle their name and identify the frequency of conversations between other students by choosing one of four possible answers, ranging from "I talk to this person a lot" to "I never talk to this person."

The rationale behind this task was to gain an idea of gender and cross-race contacts already established from previous encounters between classmates. Results indicate significant differences between the two schools in both cross and within-race communication. According to Damico and Sparkes (1986), Caucasian and African American females in both schools "were found to occupy distinctive social roles," however Caucasian females experienced a higher social standing than did their African American counterparts. This study provided information supporting the interactions

between majority and minority groups can be improved by a well structured curriculum.

A study conducted by Hansell and Slaven (1981) explored the structure of “new cross-race friendships caused by a cooperative learning intervention.” The rationale for the study stemmed from a belief that while students from different cultures may geographically share an environment, interaction may not occur. Four hundred and two students from grades seven and eight in twelve language arts classrooms participated in the study.

Each subject was randomly assigned to either a cooperative learning team or a control group for a ten week period. The control group consisted of 173 subjects while the experimental group consisted of 229 students who were again randomly assigned to either a four or five member learning team. Two hundred and forty five students of the participants were Caucasian, the remainder were African American.

Both the experimental and control groups followed identical schedules which consisted of “a two and one half period cycle composed of about 40 minutes of lecture/discussion, 40 minutes of worksheet work and a 20 minute quiz” (Hansell et al., 1981). The sole difference between the two groups was worksheet periods and quiz score usage. Information concerning particulars about the study were minimally provided to students and teachers alike in order to control for experimental bias.

The pretest and posttest consisted of the recording of student friendships measured from personal testimony of 'best friends' on a sheet of

paper which was forwarded to the researcher. The list provided insight toward existing cross-race friendships.

Results showed that cooperative learning teams increased cross-race friendships “equally for students of different sexes, races and achievement levels” (Hansell et al., 1981). This study also demonstrated that friendships and interaction between different racial groups was strengthened through cooperative learning teams however, “there is a need to explore a variety of school contexts before cooperative learning can be considered a generally applicable method for improving race relations” (Hansell et al., 1981).

Slavin and Oickle (1981) conducted a study to investigate the effects of cooperative learning teams. Cooperative learning teams consist of “students working in small heterogeneous learning teams to master academic materials and improved race relations” (Slaven et al., 1981). The effect of cooperative learning teams has been an effective tool useful in improving race relations.

Two hundred and thirty students participated in the study from grades 6, 7, and 8. Of the two hundred and thirty students, seventy eight were African American. The length of the program was twelve weeks in duration, whereby four experimental groups and six control groups were allowed to study identical materials. The experimental groups worked in cooperative learning teams while the control groups did not. Results from the study indicate that “cooperative learning teams gained significantly more academic achievement than did non-team classes” (Slaven et al., 1981).

Another significant finding was that minority groups gained more from the program and achievement levels were markedly increased compared to majority groups. While the results are not clear and easily explainable, evidence supports the further utilization and exploration of the cooperative learning technique.

Through the use of mass media, particularly television, attitudes in children have been successfully modified. However, it is important to understand that television may also perpetuate a rise in negative attitudes towards other cultures based upon the nature of the program. Although media presentations have recently evolved depicting situations which adversely affect minority groups, there has been little progress understanding the effects of these programs ability to change children's attitudes. In short, we are not sure of the positive or negative implications of these programs.

This study was intended to identify which educational technique would be most effective in reducing negative racial attitudes in children. The hypothesis was that the combination of both a film and the word association exercise would be the most effective techniques in reducing negative racial attitudes among children.

Method

Subjects

The participants in the study included 86 English speaking, French speaking and Native students from grades 6, 7 and 8. Of the 86 subjects, 62 were English speaking, 8 were French speaking and 16 were Native.

Materials

The materials used for this study included a segment of the film titled "The Eye of the Storm" which was used in an experiment that Elliot conducted in 1969 dealing with teaching a grade three class about discrimination.

A Word Association exercise was developed which was comprised of seven scenarios dealing with cultural issues and races.

Design and Procedure

The present study took place at Blind River Public School located in Blind River, Ontario. A pretest was administered which consisted of 25 statements dealing with racism, prejudice and discrimination. In order to assess or detect any possible treatment effects, the pretest and posttest administered to the subjects were identical (See Appendix A).

Included at the top of the survey were three definitions which were discussed with the subjects prior to the administration of the survey. Each subject was assigned a number in order to account for their pre and posttest scores as well as to ensure confidentiality. The survey was pilot tested with a grade 6 class from a Sault Ste. Marie elementary school in order to ensure

the statements were clearly understood by that age group. Each statement on the survey was to be answered according to a five point Likert Scale ranging from strongly agree to strongly disagree. The independent variables were the film “Eye of the Storm” and the Word Association exercise.

The Word Association exercise was to be completed by randomly assigned groups of 5 subjects in cooperative learning teams. Each group worked on 7 scenarios dealing with different cultures and races. The task was to unanimously choose 5 words from a list of 20 qualities comprised of both negative and positive traits and substantiate each choice, whenever possible, with an explanation (See Appendix B).

The third independent variable was a combination of the film and Word Association exercise. The dependent variable was the total scores of the pre and posttests. The pretest was administered one week prior to the treatment and the posttest was administered following the treatment.

Insert Table 1 about here

This study included three experimental groups in addition to one control group. All four groups participated in the pre and posttests. The control group consisted of 23 grade seven students while the three experimental groups from grades six, seven and eight contained 20, 22 and 21 students respectively. The film “Eye of the Storm” was viewed by the grade six class, the grade seven class completed the Word Association

exercise while the grade eight class received a combination of the film and Word Association exercise.

Results

Frequency data was tallied for all groups in both the pretest and posttest conditions. Each of the 25 statements on the pre and posttest survey were previously categorized as either being racial or non-racial in nature. An example of a statement from the survey considered to be racial in nature was "I do not like certain races". If the response to this statement was "Strongly Agree", the score of 5 was assigned as part of their total survey score. The highest possible total survey score would have been 125 which would suggest strong negative racial attitudes. An example of a statement from the survey considered to be non-racial in nature was "Racism is wrong". If the response to this statement was "Strongly Agree", a score of 1 was assigned as part of their total survey score. On the other end of the scale, the lowest possible total survey score would have been 25 which would suggest a lack of negative racial attitudes.

Insert Table 2 about here

An ANOVA also was used to compare the means from the pretest and posttest scores. There was also a comparison of the means from ethnic differences and treatment.

Although there were no significant findings, analysis of the pre and post test mean scores among Native subjects approached statistical significance. The average score for the pretest was ($M = 51$) and decreased to ($M = 45$) for the posttest, $F(2, 86) = 2.87, p > .05$. Although there was a decrease for all three ethnic groups, the Native group showed the greatest change.

Insert Figure 1 about here

There were also no significant finding for the treatments. The average posttest score of the film group was higher than the pretest averages. The control group posttest scores were less than the pretest scores on average. However, the average scores were expected to remain the same. The Word Association exercise group average posttest scores were lower than the pretest scores, however this difference was not statistically significant enough to attribute to treatment effects. The combination experimental group average posttest score was (higher or lower) than the average pretest score.

Insert Figure 2 about here

Consequently, the results gathered from this study did not indicate any support for statistical significance, therefore my hypothesis could not be confirmed.

Discussion

Blind River was an ideal location to conduct this experiment based upon the perceived high level of racial tension between the English speaking, French speaking and Native students. Delegates from the North Shore Board of Education feel there is a need to implement a program in the school curriculum to raise the level of awareness of multiculturalism among all students.

One sixth of the student population at the Blind River Public School are of Native descent which prompts educators to provide information regarding Native culture. Incidentally, during the week of the pretest condition the School was promoting a "NATIVE AWARENESS" week, which may also have had an effect on my data. Other confounding variables which may have affected my data include time constraints, small sample sizes and varying intellectual abilities.

My results suggest cooperative learning teams do have an effect on race relations however non-significant in this study. Average total survey scores illustrate a difference in ethnicity indicating Native students benefitted more than did others as a result of cooperative learning teams. As a result of being a visible minority, the Native students may have been better prepared to deal with this issue since they more than likely have a raised level of awareness concerning self-government, devolution and other issues related to their cultural heritage.

From this study, future considerations should be given to the need for long term educational programs that involve guest speakers, workshops, discussion periods, special assemblies and most important, cultural awareness activities involving a tri-partite group consisting of students, teachers and parents.

It has been stated that children are our only hope for change, "however children will naturally grow up to be non-racist adults only when they live in non-racist society" (Katz and Torres, 1983, p. 333).

In order to aid in the elimination of racism, the education system needs to implement programs which provide information to students which encourages multiculturalism. The students in Blind River are well aware of the problem and it is the educator's responsibility to provide factual information to both the staff and students regarding racial issues.

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APPENDIX A
SCHOOL SURVEY

Student Number: _____

Definitions:

- Racism:** The belief that some races are superior to others.
- Prejudice:** Strong feelings against members of a certain race, religion or group.
- Discrimination:** To act prejudicially.

Instructions:

Please rate the following statements using the scale provided indicating your feelings. Indicate either feelings of strong agreement, agreement, not sure, disagreement or strong disagreement.

Example:

I like homework...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

Provide responses to the following questions:

1. I do not like associating with those different from me...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

2. Having strong feelings against a certain race is good...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

3. People of different races than my own deserve to be ridiculed (made fun of)...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

4. Racism is wrong...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

5. It is okay for a person to be against a certain race...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

6. I feel sad for those different than myself...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

7. I do not like certain races...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

8. Everyone is equal...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

9. I do not like people that are different than myself...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

10. People of a culture other than my own are not as good as me...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

11. Racism is a problem in my town...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

12. People different than myself are less intelligent...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

13. Racial problems are increasing...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

14. Prejudice is a good thing in all forms be it race, religion or group...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

15. Everyone should allow racism...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

16. Races other than my own are not as good as mine...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

17. I like to meet people different from myself...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

18. I feel sorry for people different than myself...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

19. It is good for people to have different views about religion...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

20. I enjoy learning about different cultures other than my own...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

21. I make fun of those unlike myself...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

22. I do not like people who speak differently than myself...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

23. Negative attitudes towards those unlike me are good...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

24. Racism is an attitude...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

25. I often use words such as "wop", "chink", "nigger", etc...

Strongly Agree Agree Not Sure Disagree Strongly Disagree

APPENDIX B
WORD ASSOCIATION EXERCISE

Student Number: _____

Instructions: Please choose five words that you feel best describe the person in each situation.

Please complete the following exercises:

1. Pierre is a French-speaking exchange student from a small town in Quebec who recently moved to your town. Choose five (5) words to best describe Pierre...

- | | | | |
|-------|------------|-------|------------------|
| _____ | Honest | _____ | Less Intelligent |
| _____ | Uninformed | _____ | Friendly |
| _____ | Smart | _____ | Unattractive |
| _____ | Cruel | _____ | HardWorking |
| _____ | Kind | _____ | Dishonest |
| _____ | Dirty | _____ | Ambitious |
| _____ | Quiet | _____ | Trouble Maker |
| _____ | Sneaky | _____ | Happy |
| _____ | Clean | _____ | Slow |
| _____ | Talkative | _____ | Outgoing |

2. Maria is an Italian-speaking girl from a small town in Italy. Her parents recently moved to your town to start a small pizza business. Choose five (5) words to best describe Maria...

_____	Honest	_____	Less Intelligent
_____	Uninformed	_____	Friendly
_____	Smart	_____	Unattractive
_____	Cruel	_____	HardWorking
_____	Kind	_____	Dishonest
_____	Dirty	_____	Ambitious
_____	Quiet	_____	Trouble Maker
_____	Sneaky	_____	Happy
_____	Clean	_____	Slow
_____	Talkative	_____	Outgoing

3. Tonga is a Negro from Africa who recently moved to your town and works in the local grocery store. Choose five (5) words to best describe Tonga...

_____	Honest	_____	Less Intelligent
_____	Uninformed	_____	Friendly
_____	Smart	_____	Unattractive
_____	Cruel	_____	HardWorking
_____	Kind	_____	Dishonest
_____	Dirty	_____	Ambitious
_____	Quiet	_____	Trouble Maker
_____	Sneaky	_____	Happy
_____	Clean	_____	Slow
_____	Talkative	_____	Outgoing

4. Destiny is an aboriginal Eskimo from Alaska who recently moved to your town to open a trading post to sell handmade beadwork and leather goods. Choose five (5) words to best describe Destiny...

_____	Honest	_____	Less Intelligent
_____	Uninformed	_____	Friendly
_____	Smart	_____	Unattractive
_____	Cruel	_____	HardWorking
_____	Kind	_____	Dishonest
_____	Dirty	_____	Ambitious
_____	Quiet	_____	Trouble Maker
_____	Sneaky	_____	Happy
_____	Clean	_____	Slow
_____	Talkative	_____	Outgoing

5. Yen is a Chinese speaking boy who recently moved from China whose parents have opened a Chinese restaurant. Choose five (5) words to best describe Yen...

_____	Honest	_____	Less Intelligent
_____	Uninformed	_____	Friendly
_____	Smart	_____	Unattractive
_____	Cruel	_____	HardWorking
_____	Kind	_____	Dishonest
_____	Dirty	_____	Ambitious
_____	Quiet	_____	Trouble Maker
_____	Sneaky	_____	Happy
_____	Clean	_____	Slow
_____	Talkative	_____	Outgoing

6. Andy recently moved to your town from Australia and is currently working at the local radio station. Choose five (5) words to best describe Andy...

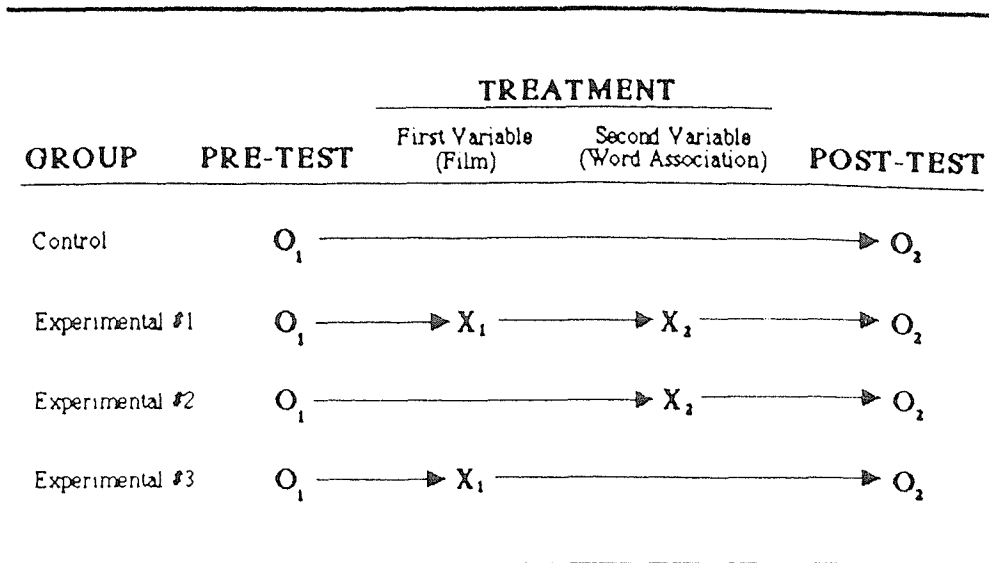
_____	Honest	_____	Less Intelligent
_____	Uninformed	_____	Friendly
_____	Smart	_____	Unattractive
_____	Cruel	_____	HardWorking
_____	Kind	_____	Dishonest
_____	Dirty	_____	Ambitious
_____	Quiet	_____	Trouble Maker
_____	Sneaky	_____	Happy
_____	Clean	_____	Slow
_____	Talkative	_____	Outgoing

7. Elizabeth is a young girl from England who recently moved to your town to open a small coffee and tea shop. Choose five (5) words to best describe Elizabeth...

_____	Honest	_____	Less Intelligent
_____	Uninformed	_____	Friendly
_____	Smart	_____	Unattractive
_____	Cruel	_____	HardWorking
_____	Kind	_____	Dishonest
_____	Dirty	_____	Ambitious
_____	Quiet	_____	Trouble Maker
_____	Sneaky	_____	Happy
_____	Clean	_____	Slow
_____	Talkative	_____	Outgoing

Table 1

EXPERIMENTAL DESIGN:



LEGEND:

- O₁ - student survey consisting of 25 questions assessing racial attitudes
- O₂ - student survey (same as pretest)
- X₁ - viewing of a film "Eye of the Storm" dealing with discrimination
- followed by a group discussion
- X₂ - word association task where students were given a scenario and asked to choose words to best describe the person involved

Table 2

Pretest and Posttest Mean Scores

Grade	6			7			7			8		
	E	F	N	E	F	N	E	F	N	E	F	N
Pre	46	48	48	44	48	51	46	52	65	45	35	42
Post	46	49	45	46	49	42	42	49	47	44	33	44

E - English Speaking

Pre - Pretest

F - French Speaking

Post - Posttest

N - Native

<u>Group Sizes</u>	<u>Ethnic Breakdown</u>			
	English	French	Native	Total
Total Grade 6	13	2	5	20
Total Grade 7 (control)	15	2	6	23
Total Grade 7 (exp.)	16	3	3	22
Total Grade 8	18	1	2	21
	62	8	16	

(N = 86)

Figure 1

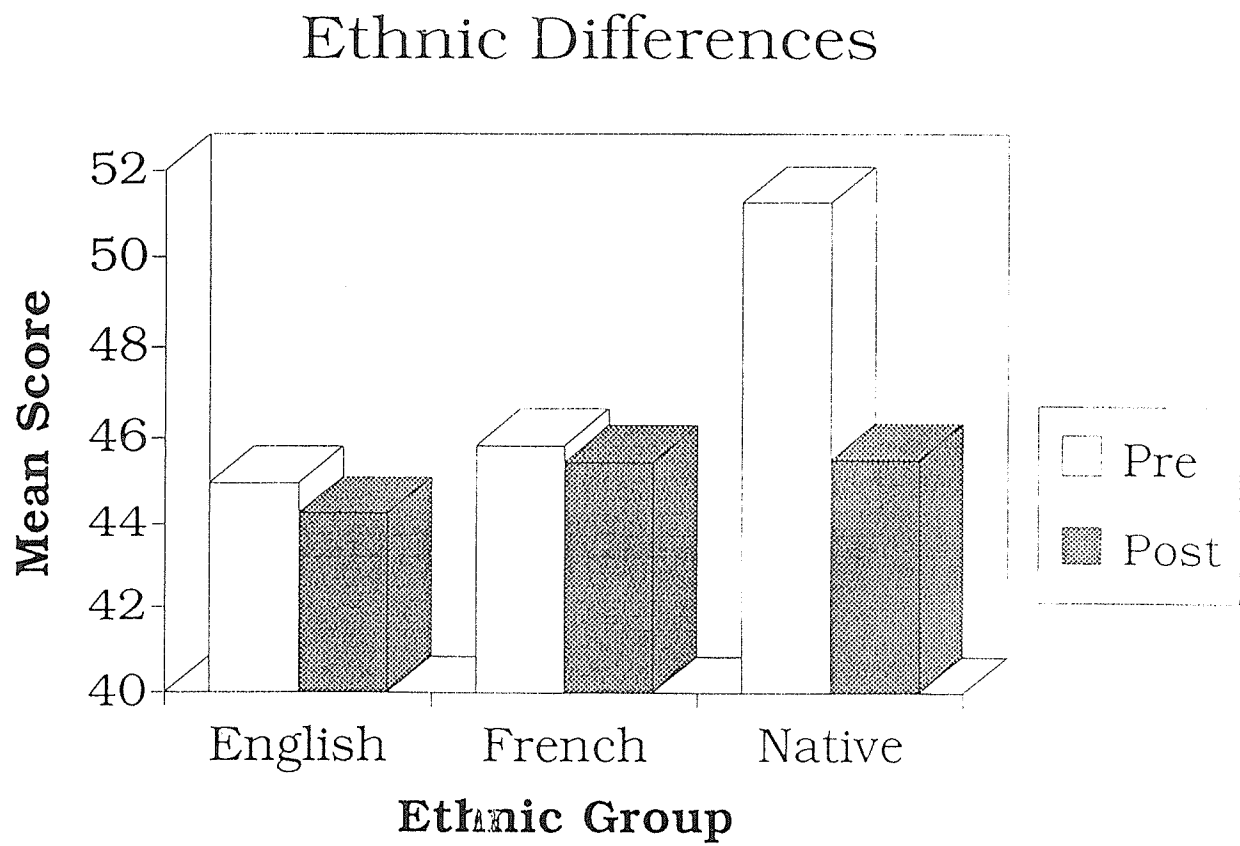
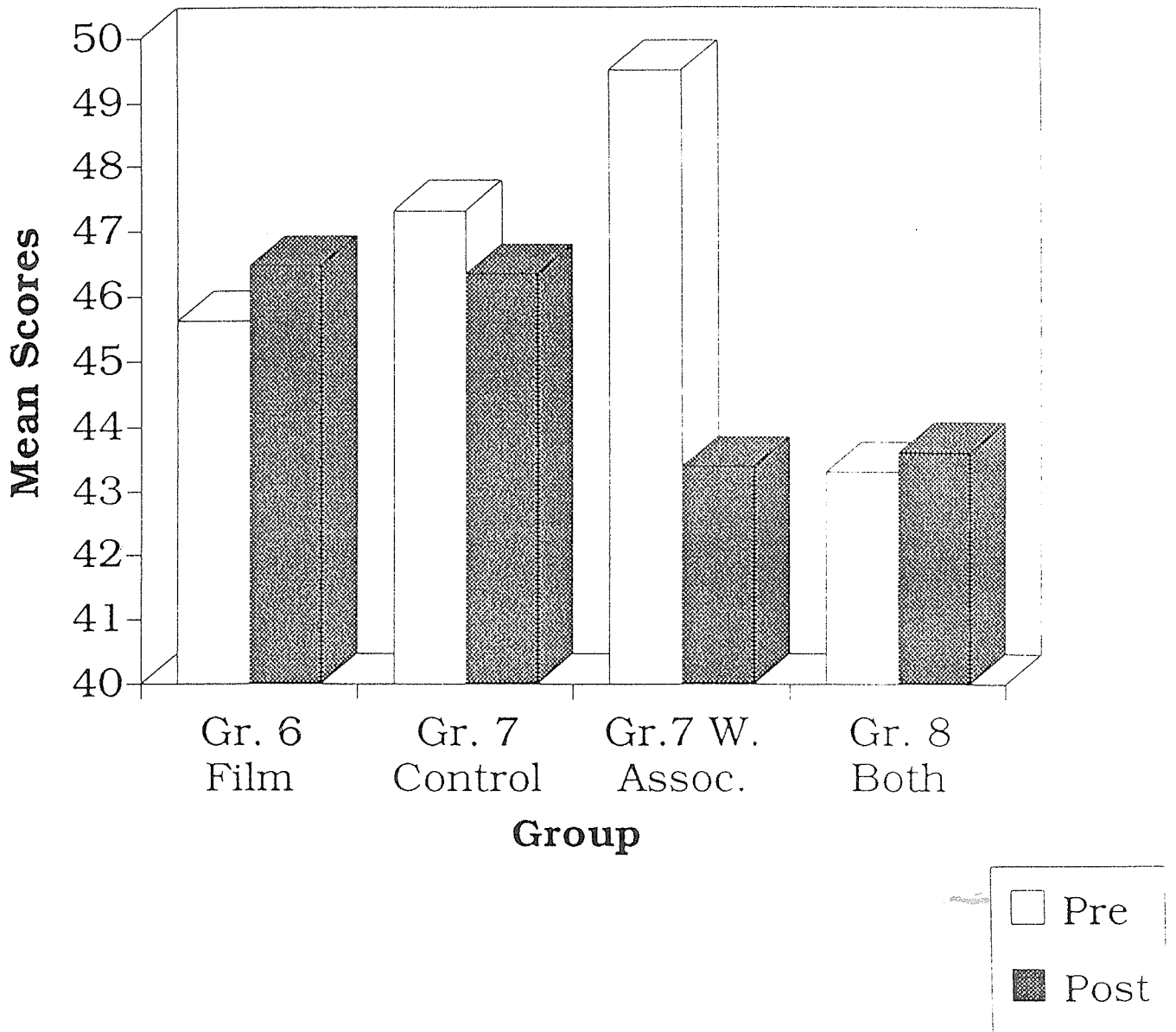


Figure 2

Treatment



Appendix Captions

Appendix A. A student survey designed to assess attitudes of racism, prejudice and discrimination. This survey was administered to children from grades 6, 7 and 8 as both a pretest and posttest measure.

Appendix B. A word association exercise consisting of 7 scenarios designed as a treatment to be used in cooperative learning teams.

Table Captions

Table 1. A diagrammatic explanation of the study design including a visual layout of the control group and experimental group structures.

Table 2. A table containing frequency data for pretest and posttest mean scores as well as a breakdown of ethnic groups by treatment.

Figure Captions

Figure 1. This figure represents the differences between ethnic groups and subject scores on both the pretest and posttest.

Figure 2. This figure represents the effects of the treatment, indicated by a difference in the pretest and posttest mean score, within each group.