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CHAPTER 1
INTRODUCTION

1

1.1 CONTEXT OF THE PROBLEM

A. General context

The need for fostering intercultural communication in Canada's multicultural society has been an area of concern for educators. In the words of Cafik, Minister of State, Multiculturalism (1978): "The real challenge of this policy (of multiculturalism) today is to increase Canadians' awareness and appreciation of the cultural plurality of their nation." (p.3).

Studies have shown that attitudes towards racial groups begin as early as the preschool years (Goodman, 1966; Hraba & Grant, 1970). In the past decade, several projects have sought ways to provide an intercultural approach to early childhood education. With the phenomenal success of "Sesame Street", educational television is now accepted as an effective medium for teaching preschoolers. Mukerjee (1977) in reviewing television's impact on children observed: "Fostering pro-social attitudes and behavior in

children who inescapably live in a multicultural country and world is an urgent responsibility for television." Thus today, many educators are aware of the significant role television can play in fostering intercultural communication among children.

B. Specific Context

Little attention has been given to encouraging intercultural communication among preschoolers via television. However, with the advent of "Sesame Street", this situation has been gradually changing. Multicultural segments are produced in Canada and used as inserts in "Sesame Street". These segments show children of minority racial groups¹ in ethnic settings and also playing together with white children (Gorn et al, 1976).

Although these segments have been useful in fostering the multicultural concept, efforts in this field are still at the development stage. There is certainly a need for experimenting with different approaches to encourage intercultural communication among preschoolers via

¹Chinese, Indians etc.

television. The past decade has seen the emergence of some promising strategies for developing intercultural communication. Significant among them is UNESCO's Socio-Affective Approach in Education for International Understanding. This approach recognizes the complex nature of racial attitudes. It goes beyond simplistic "informational" approaches (imparting information about minority groups) which are regarded as insufficient in altering group attitudes (Yinger & Simpson, 1973).

In this context, the primary aim of this thesis was to apply UNESCO's Socio-Affective Approach and related research findings in the design and production of television segments for fostering the multicultural concept among preschool children².

²The term "multicultural" as employed in this thesis is operationalized to "multiracial" as a subset of the concept since we are primarily concerned with reactions to specific racial groups. The term culture is often used to indicate a social grouping. Race is described as a major division of mankind with distinctive, hereditarily transmissible physical characteristics (Winick, 1956).

1.2 THE PROBLEM STATEMENT

The purpose of this thesis was to produce two pilot segments³ based on UNESCO's Socio-Affective Approach and other related research findings and demonstrate that they could successfully do the following:

- Encourage white children to respond more positively to minority group children.

- Teach white children to discriminate differences between members of the same ethnic group (avoid stereotyping).

A secondary objective was to demonstrate that the children would generalize this learning to other ethnic groups not shown in the segments.

1.3. SIGNIFICANCE OF THE STUDY

As was indicated earlier in this section, little research has been done in experimenting with different ways for promoting intercultural communication at the preschool

³The pilot segments were designed to be part of a proposed series of 12 segments. The educational objectives for the series are outlined in Chapter 3.

level via the television medium. The significance of this study lies in the fact that it suggests a new approach for fostering intercultural communication. As this approach is based on UNESCO's Socio-Affective Approach and other research in the area, it attempts to integrate and apply ideas that have not yet been used in the production of multicultural television segments for preschool children. The two, pilot multicultural television segments produced can suggest practical guidelines and ideas for developing a series of multicultural segments. Further, the significance of this study lies in the hope that it will lead to more innovative research in the area — the end result of which will be better television productions for promoting intercultural communication in the critical preschool years when racial attitudes are beginning to develop and take shape.

CHAPTER 2

REVIEW OF RELATED RESEARCH

2.1 RACIAL ATTITUDES OF PRESCHOOL CHILDRENA. Nature & Development

Research studies on two to five year old children in this area are limited. However, studies that have been done confirm that racial awareness and attitudes¹ develop at an early age. Children three years and older can identify their own racial group and even show racial group preferences (Clark & Clark, 1947; Traeger, 1969; Hraba & Grant, 1970).

What is the nature of these racial attitudes and how are they formed? Studies in a variety of social settings have attempted to answer these questions; they have been adequately covered elsewhere (Watson, 1973; LaDue et al, 1974). These studies have resulted in ideas and theories about the development of children's racial

¹A child is racially aware when he knows that social categories based on biological characteristics like skin colour exist and people can be classified into these categories. A racial attitude exists when a child shows a preference for a certain race category (Porter, 1971).

attitudes. Three of these theories, by prominent researchers in the field, offer considerable insight.

Goodman (1966) identified the following processes in the development of racial attitudes of preschool children:

- Perceiving & classifying: Young children see the more conspicuous physical features of people and the more conspicuous differences between them; they begin classifying themselves and others into groups on the simple basis of the rather marked colour differences. As one little girl in her study commented, "This girl (white doll) belongs to this boy (white doll); this girl (brown doll) belongs to this boy (brown doll)." (Goodman, 1966, p.24).

- Learning the way of life: In the process of socialization, the child learns from what he sees and hears in his environment, especially from his models i.e. dominant figures around him. Racial awareness then soon gives way to an important development: the child begins to show preferences for skin colours which may be expressed as simply as, "I like whites!"

These two processes occurring in the preschool years, form the foundation of racial attitude development. Milner

(1975, p.83) states it very precisely: "The existence of this simple evaluative scheme — white/good, black/bad — provides a foundation for the whole super-structure of prejudice and the reasons and rationalizations which are supposed to justify prejudices are absorbed later, selectively, to consolidate this basic disposition."

Allport (1954) suggested that the learning of prejudice is a 3-stage process. The first stage, the period of "pre-generalized learning", occurs in the preschool years. It is characterized by vague preferences rather than clearcut evaluations attached to social categories. He illustrates this with a case study of a 6-year old girl:

"She knows that group X (she knows neither its name nor its identity) is somewhat hateworthy. She already has the emotional meaning. She seeks now to integrate the proper content with the emotion. She wishes to define her category so as to make her future behavior conform to her mother's desires. As soon as she has the linguistic tag at her command, she will be like the little Italian boy for whom 'Polish' and 'bad' were synonymous terms."

(Allport, 1954, p.308)

During this period, the place of linguistic tags (name-calling such as "cold-blooded Japs") is crucial. Such

generalizations prepare the child for prejudice. It's interesting to note that television adds to this picture by providing what may be termed as "visual tags". A study by Mendelson & Young (1972) confirmed that minority groups are almost always presented as negative stereotypes in children's television programs.

The second stage of learning prejudice is "Rejection" which is found in many children by the age of 7-8 years. The youngster becomes fully aware of racial attitudes and verbally rejects certain categories of people.

In the final stage of "Differentiation" which occurs after puberty, the child begins to rationalize his prejudices and loses the tendency to totally reject groups of people.

Porter's study (1971) led her to conclude that the theory concerning racial attitude formation should be modified and "attitudes at an early age are more complex than previously thought" (Porter, 1971, p.173). Her research suggested that the stages of "Rejection" and "Differentiation" are not separate stages and occur together as early as age five. In this second stage, which she terms as the stage of "generalized racial attitudes", the several components of attitudes — social distance, evaluative.

and stereotyping — are not fully differentiated from one another. Yet the feelings are more intense and begin to signify racial acceptance and rejection, rather than the earlier vague colour preferences. She concludes:

"During the preschool years, racial evaluations start as pregeneralized learning or incipient attitudes and develop into 'generalized attitudes'. By the time the child enters first grade, his opinions about race are fairly well formed" (Porter, 1971, p.175).

B. Fostering positive attitudes through education.

When prejudice exists in the child's social environment, is it naively optimistic to suggest that education can counteract this negative influence? If it can, what kind of education is required?

A review of the literature reveals that educators are questioning the effectiveness of cognitive-based or informational approaches (teaching about minority groups) in fostering positive intergroup attitudes. Traeger (1969) reported that possession of facts about a group does not preclude hostile feelings towards the group. Walker (1971) concluded that telling children stories that portrayed blacks in a favourable manner was not enough to modify the negative racial attitudes of black and white

kindergarden children towards blacks. Yinger & Simpson (1973, p.133), after reviewing studies on the effect of intergroup education in schools, stated: "Recent studies indicate that imparting of specific information about minority groups does not materially alter attitudes towards these groups."

What then, are the methods which have been successful in fostering positive intergroup attitudes? Research studies in this area are limited. As Yinger & Simpson, (1973, p.172) conclude: "Of the research that we do have in the area of intergroup relations, a high portion has been concerned with the cause of prejudice and discrimination ...relatively little with strategies that are effective, in specific situations, in reducing them."

Among the approaches that have been evaluated is one in which racial differences were deliberately emphasized and discussed in favourable terms; an attempt was made to create an atmosphere of racial understanding and self-respect. Crooks (1970) found that this approach was successful in changing established racial group preferences of preschool children.

Kerchoff & Trella (1972) reported some specific experimental curriculum approaches designed to promote constructive

racial attitudes in nursery school children. The learning experiences focussed on general and broad principles, such as, love, friendship and respect for individuality and human differences. Using books, puppets, etc., the children were exposed to the following concepts:

- . The value of being our unique selves.
- . People are alike but still individually different.
- . Universal importance of love.
- . Sharing.
- . Friendship can hold people together, even though they are different from one other.

The study concluded that, in general, the children understood and accepted the central theme of the project that human beings are all alike, although each one is uniquely different. This seemed to be an important basis for improved racial attitudes. They also grasped the idea that each of us is special and that we can be friends with various kinds of people. They also became more understanding of why people have different colours of hair, eyes and skin.

Handler (1966) developed and evaluated a curriculum to promote positive attitudes in kindergarden children towards blacks. Some of the objectives focused on teaching children to appreciate the beauty of all colours and

to unlearn the negative emotional content of dark colours by associating these colours with pleasant experiences. The researcher concluded that given special experiences (using books, puppets, art, etc), young white children could be taught to change their negative attitudes of prejudice.

In recent years, many multicultural curriculums have been suggested but few evaluated. The more innovative ideas have come from organizations concerned with education for international understanding. These curriculums and teaching strategies recognize the complex nature of racial attitudes and go beyond:

"...the superficial expression of attention to one ethnic group by teaching the children a Mexican dance step, making Japanese kites...with this type of tokenism, teachers delude themselves into thinking that they have incorporated ethnic studies into their curriculum...this pitfall also tends to focus on the most profound differences between them and us, on the bizarre rather than on the everyday patterns and life of a group." (King, 1977, p.9)

Her suggestions for activities at the kindergarden level focus on the importance of providing children with opportunities to discover differences between themselves and others and to feel good about these differences.

James Bank (1977), a specialist in ethnic studies, considers positive self-image and better self-understanding as essential goals in multi-ethnic education. In a sound multi-ethnic curriculum, the child should also be shown that he is a member of many different groups and the ethnic group is but one of the many groups to which he belongs.

UNESCO's (1970) recommendations for primary education include: (1) Increasing the child's awareness of distinctions which enables him to avoid simplistic prejudices; he has more categories for classifying people and thus need not force them into ill-fitting stereotypes. (2) Developing in children knowledge and appreciation of the world as a community made up of individuals, families and nations that differ in many ways but are fundamentally similar in their needs and aspirations.

"Multiculturalism in Action" (Breithaupt et al, 1977) provides curriculum ideas for teachers. It represents a shift from social studies objectives and methods that have primarily been cognitive² to objectives and methods that

²Cognitive objectives and methods emphasize remembering or reproducing something which has presumably been learnt. (Krathwohl et al, 1956).

can be labelled as affective³. Some of the program objectives are to give each child:

An opportunity to develop and retain a personal identity by becoming acquainted with the historical roots of the community and culture of his or her origin.

The opportunity to understand and appreciate the points of view of ethnic and cultural groups other than his or her own.

The opportunity to learn the social skills and attitudes upon which effective and responsible co-operation and participation depend.

The teaching methods go well beyond the lecture-discussion method, employing games and role plays that provide opportunities for children to relate with one another at a very personal level.

These curriculum ideas and teaching strategies are closely related to UNESCO's Socio-Affective Approach in Education

³Affective objectives emphasize a feeling, an emotion or a degree of acceptance or rejection. (Krathwohl et al, 1956).

for International Understanding⁴. In contrast with informational approaches that involve direct teaching about minority groups, it is based on the premise that empathy towards others depends largely on personal and shared experiences that make children more aware of themselves and others.

The Socio-Affective Approach is also closely related to the approach used in the production of "Sesame Street" segments. In the words of Michael Lavoie, Executive Producer of the Canadian Segments of "Sesame Street", "We're not here to teach facts. We never were. 'Sesame Street' was conceived as a way of teaching youngsters how to learn and how to feel good about it in the process" (Whittingham, 1979).

2.2 ROLE OF EDUCATIONAL TELEVISION IN DEVELOPING CHILDREN'S SOCIAL ATTITUDES

It appears that educational television has considerable effect on the attitudes and behavior of preschoolers.

⁴The Socio-Affective Approach has been covered in detail in Appendix A.

Exposure to "Sesame Street" increases sharing and co-operation (Lesser, 1974).

Several studies on the prosocial effects of "Mr. Roger's Neighbourhood", have shown that children learn prosocial behavior from this program. Kindergarden children who saw four episodes of "Mr Roger's Neighbourhood" learned and generalized several themes — helping a friend, trying to understand another's feelings, valuing a person for inner qualities rather than appearance (Stein & Freidrich, 1975). Children who saw a brief episode stressing sharing demonstrated increased generosity to a friend immediately after viewing (Shirley, 1974). After reviewing studies on the effects of "Mr. Rogers'", Stein & Freidrich (1975, p.43) conclude: "The results are promising, as they indicate that various forms of positive social interaction can be instigated by prosocial television programming even with relatively short exposure."

Does educational television effect the racial attitudes of preschoolers? Research in this area is extremely limited and it's indeed difficult to draw any conclusions. As Stein & Freidrich (1975, p.57) point out: "In both children's programs and prime-time television, most ethnic groups in this country (U.S.A.) are virtually ignored."

However, with the advent of "Sesame Street" and its inter-racial cast, the situation has been gradually changing.

Broadening children's appreciation of other cultures is one of the many goals of "Sesame Street". A study by Bogatz and Ball (1971) suggested that 2 years of viewing "Sesame Street" (but not 1 year) produced somewhat more favourable attitudes towards children of other races.

A study by Gorn et al (1976) was structured to determine whether a series of inserts into "Sesame Street", produced by the Canadian Broadcasting Corporation and aimed at white Canadian preschool children, had the desired effect of creating more favourable attitudes toward: (a) children of several races in Canada and, (b) French Canadian people and their culture. These multicultural inserts were of two kinds: (a) Inserts that dealt with racial groups in a purely ethnic, non-integrated setting and inserts showing white and non-white children playing together in a familiar setting. (b) French Canadian inserts with a single central character, either identifiable or non-identifiable as a French Canadian.

The study resulted in a sample of 3-5 year old white children showing a strong preference for playing with

non-whites as opposed to whites. This sharply contrasted to the preference of a control group not exposed to the inserts. The respondents also showed an equally strong preference for the French Canadian character, irrespective of whether his cultural identity was evident or not.

The responses of preschool children to a one-week sequence of experimental, multicultural "Sesame Street" program materials dealing with scenes taped in New Mexico were very positive. The curriculum goals included: multicultural awareness and differing perspectives. The study concluded that the "New Mexico" shows were successful in holding the children's attention and the comprehension level was also good (Herrera, 1976).

Other Canadian programs, such as "Mr. Dressup", introduce ethnic groups to preschoolers and communicate the message that intercultural relationships are enriching. However no formal studies have been done to date to evaluate the effectiveness of this program.

From the limited research that is available, it appears that television has a significant role to play in fostering positive intercultural communication among preschool children. However, production and research in this area is in its infancy, and it is indeed difficult to draw any

conclusions. Also, it is apparent that the kind of materials that have been produced barely draw upon the research available in the field of multicultural education. Showing ethnic groups favourably and imparting facts about them has its advantages, but as was pointed out in the previous section, educators are questioning the impact of these informational approaches in changing established attitudes.

However programs for older children have gone beyond these informational approaches and the results are encouraging.

"Vegetable Soup", a multi-ethnic children's television series produced in U.S.A., is designed to reduce and/or eliminate the adverse effects of racial isolation in elementary school students of white, black, Asian, Native American and other ethnic backgrounds. Its stated objectives go well beyond teaching about minority groups and enter the affective domain very directly with objectives such as:

- To teach positive acceptance of individual and group differences.
- To teach appreciation of differences in points of view.
- To teach that name-calling is painful for others.
- To teach that race role stereotyping can be misleading.

A summative evaluation of the series led the researchers to conclude that positive verbal responses, attainment of objectives and significant differences in intergroup attitudes of viewers compared to non-viewers were strong indicators of the effectiveness of the program (May et al, 1975).

Other television programs have also shown to foster cross-cultural understanding.

"Earth's a Big Blue Marble" explored concepts such as co-operation, lifestyles, differences and interdependence. A summative evaluation showed that the general response of fourth, fifth and sixth grade children to the series was positive (Roberts et al, 1974).

A multicultural project was introduced in 1972 by the East Chicago City School District. The curriculum was designed to improve attitudes among ethnic groups. It was delivered by closed-circuit television and videotapes. The effect of the program increased dramatically over the 3-year period due to improvements, such as, student work packages and student-teacher interaction (Sfura, 1976).

In summary, the foregoing studies demonstrate that television has a significant role to play in fostering positive intercultural communication among children.

CHAPTER 3

MEDIA PRESENTATION3.1 TARGET AUDIENCE

The target audience consisted of 3 to 5 year old Euro-Canadian (white) children attending Day Care Centres in the Montreal area.

3.2 EDUCATIONAL OBJECTIVES

The overall goal of the series was to to develop skills and attitudes that would lead to positive intercultural communication; and, to lay the foundation for the development of positive attitudes towards the many minority groups that white children would encounter in the elementary school years.

From this overall goal, specific objectives were derived¹. As far as possible, they have been stated in

¹Many worthwhile objectives such as, "Teaching children to develop a positive acceptance of one's own group affiliation" have not been included because in keeping with the principles of the Socio-Affective Approach, the skills and attitudes that foster intercultural communication have been given priority over teaching about the heritage and culture of minority groups.

behavioral terms for clarity. The rationale for these objectives can be found in the theories and research findings that were covered in Chapter 2 (Review of Related Research).

A. Objectives related to the development of attitudes:

These are based on the first three levels (receiving, responding and valuing) of the Taxonomy of Educational Objectives: Affective Domain (Krathwohl et al, 1956).

The following objectives teach the child to:

1. Avoid race stereotyping by becoming aware of the unique differences in members of the same ethnic group. The child recognises that each of us is different and special in many ways.

- . Physical features: The child recognises that in spite of obvious similarities, such as skin colour, people of the same ethnic group have many unique differences, such as, the shape of the mouth and nose, colour of eyes and manner of speaking.

- . Likes and dislikes: The child becomes aware that people of the same ethnic group have different professions, interests, hobbies, etc.

2. Respond positively to, and value, unique differences.

. The child shows interest and enjoyment in exploring differences in people of the many ethnic groups in his environment.

. The child shows preference for the variety of colours in his environment, especially the varied colours of people. He discovers that the variety of colours make life more interesting and enjoyable.

3. Become aware of similarities in people.

. The child recognises the many similarities in people irrespective of their ethnic or cultural background e.g. they share the same joys and fears, most children love animals, etc.

. The child recognises that skin color is a superficial trait.

4. Value expressions of empathy.

. The child appreciates being welcomed into a group.

. The child willingly lets a stranger play with him and his group of friends.

. The child shares feelings of joy, sadness or loneliness with children from different ethnic backgrounds.

5. Become aware of the interdependence of people.

. The child recognizes that he is often dependent on others and others are often dependent on him.

B. Objectives related to the development of skills

The following objectives are based on Favel's theory of the development of role-taking and communication skills in children (Favel, 1968). They teach the child to:

1. Recognize the existence of differences in points of view.

. The child recognizes that not everyone thinks, feels or sees objects and situations in the same way.

2. Consider differences in points of view.

The child recognizes that looking at objects or situations from another's point of view is often necessary to have fun or to solve a problem.

3.3 DESIGN OF TELEVISION SEGMENTS

As was indicated in the problem statement, the two, pilot segments produced were designed to be part of a proposed series of 12 segments. Thus once the educational objectives for the entire series were clearly stated, the next question was to decide on the general format for the segments. In making this decision, the "Sesame Street" format served as a guideline. It was decided that the two, pilot segments would be about 3 to 6 minutes each and completely self-contained. This would afford the opportunity to separately evaluate at least two of the stated objectives of the series.

Thus the pilot segments produced were designed to be used:

As inserts in a magazine format television program, such as "Sesame Street".

- Independently, or with related resource materials, in a Nursery School/Day Care Center.

Guidelines for writing the script

Zeroing in further on creating segments that would effectively meet the objectives, the next concern was: How can pro-social behavior be effectively taught to preschoolers via television? This general question was essentially directed at finding:

- A suitable teaching strategy.
- Effective television production techniques.

Review of relevant research in the area resulted in the following guidelines:

- The Socio-Affective Approach² suggests that learning should begin with the child's own behavior and experience. This can be achieved by involving the child in "experience situations" created through techniques

² For details, see Appendix A.

such as role playing, simulations, critical incidents, fantasy scenarios, etc. The "experience situation" should allow the child to actively explore concepts and ideas through concrete activities and active methods of inquiry and discovery. This process of learning — by participating and experiencing — is far more effective than lecturing or other verbal persuasion methods. Further, this process of learning (from act to thought) closely matches the child's natural learning process because his initial discoveries of the world are made through his senses.

- Indirect teaching can be extremely effective on television. Children model what they see without any direct reinforcement (Lesser, 1974).
- A variety of models — embodying warmth, power and status — should be employed for maximum appeal (Stein and Friedrich, 1975).
- Children like seeing other children — it holds their attention (Lesser, 1974).
- Television models should act out behavior as well as label it. (Stein and Friedrich, 1975).

Reward to a model is more effective if it's an intrinsic outcome of the model's behavior rather than praise or some other reinforcement that is incidental to the behavior (Stein and Friedrich, 1975).

There should be a balance between the entertainment value of segments and specific educational goals (Flagg et al, 1976).

Children are easily distracted. Narrow focusing techniques (verbal and visual) can be used to direct the child's attention to relevant material (Lesser, 1974). Also, making the item move attracts attention to it (Flagg et al, 1976).

Certain areas of the screen draw differing amounts of attention. The central portion elicits the greatest amount of attention while the top and bottom, left and right extremes draw the least attention (Flagg et al, 1976)

Audio can be used for selective attention. When the dialogue is relevant to some object on the screen, attention is often directed to the object.

3.4 PRODUCTION OF TELEVISION SEGMENTS

Research in the area of intercultural communication³, the educational objectives and guidelines for writing the script provided the factual input for the design and production of the segments. Informal "chats" with children and parents from different ethnic backgrounds provided the much-needed "human" input. It was interesting to note that the informal research matched the formal research.

Described below are the educational objectives, synopsis of script and production highlights of the two segments produced in the television studio at Concordia University.

A. Segment 1: Colours

(1) Objectives:

Primary Objective: The child recognizes the beauty of different colours in his environment, especially the different colours of people.

³Reviewed in Chapter 2.

Secondary Objective: The child discovers that skin colour is a superficial trait (even if a person's skin colour changed he would still be the same person).

(2) Synopsis of script:

The interplay of a multicultural group, a colour-related song and a light reflector create an interest in the beauty of colours. Suddenly, the group is interrupted by a studio lightman (dressed as a magician). He requests that the little black boy stand under his lights.

The children are puzzled and excited. What's going on? What's going to happen? Behold! The lightman impresses and delights them with his colour experiment. The little boy, standing under the lights, begins to "change" colours (as the light changes) ... from blue ... to green ... to yellow.

The experiment ends with the lightman taking his bows. The children run towards the little black boy expressing their delight. The moderator asks the boy if he "changed" when his skin colour "changed". The little boy responds: "No, I was me!" The main theme of the segment — the beauty of different colours of people — is reinforced as the little white girl points to the black boy and exclaims, "Me, next! I want to be all sorts of colours ... like him!"

(3) Production highlight.

The script was rehearsed by the adults but not by the children. This helped retain spontaneity in the production:

The script was so structured that the children would naturally respond as was expected of them. However, some indirect instructions were given to the children, for example, the little white girl wanted to stand under the lights so that she could "change" colours. The moderator asked her to say that loudly to the lightman. She did. In fact her words were almost identical to the script written for her!

The taping was continuous resulting in four complete "takes" which were edited for the final segment⁴.

Observations indicated that the children were not bored with having to repeat many of their actions — they especially enjoyed the colour-changing sequence which continued to be a source of wonder for them.

⁴The script appears in Appendix B. The floor plan for the production appears in Appendix C.

B. Segment 2: Differences

(1) Objectives

Primary objective: The child learns to avoid stereotyping members of the same ethnic group by recognising that they're different from one another in many ways.

Secondary objective: The child learns that there are other ways of communicating besides sight and speech.

(2) Synopsis of script.

Mirrors interest children. They often make funny faces in the mirror. A little white girl does just that and remembers a game that she'd played with her two friends ... (flashback begins)

The white girl is blindfolded and touches a Chinese boy and a Chinese girl to find out how they're different from each other. She discovers that their mouth, nose and hair are different. Amused by her discovery, she tells the viewers, "If you were there you would have found many other differences". The game situation also creates empathy — the culturally-different children share an intimate moment together.

(3) Production highlights:

The flashback technique (using voice over) made this segment easier to direct. Whenever necessary, verbal instructions were given to the children (during the video taping) since the audio was not being recorded.

The children were told that they would be playing a game like blind man's buff. The white girl (blindfolded) was asked to find out how the two Chinese children were different from each other. Although the children missed their cues a few times, the two "takes" recorded were adequate for the final, edited version of the segment⁵.

The voice over and sound effects were recorded in the sound studio at Concordia University. Since the white girl was too small (4 years) to read the script, she was shown the segment and reminded of the game she had played in the television studio. She then repeated each of the sentences in the script after her mother. The audio was then edited to fit the video segment.

⁵The script appears in Appendix B. The floor plan for the production appears in Appendix C.

CHAPTER 4

METHODOLOGY4.1 HYPOTHESIS

As was indicated in the context of the problem, the overall goal of the series was to foster the multicultural concept among preschool children. The main objectives of the two pilot segments produced were to encourage white children to respond more positively to minority group children and to avoid stereotyping them. A secondary objective was to demonstrate that children would generalize this learning to other ethnic groups not shown in the segments.

With these objectives in mind, the following hypothesis were formulated:

1. Children exposed to the television segments would respond significantly more positively towards minority group children when compared to children not exposed to the segments.
2. Children exposed to the television segments would significantly increase their ability to discriminate

differences between Chinese children (shown in the segments) when compared to children not exposed to the segments.

3. Children exposed to the television segments would significantly generalize the increased ability to discriminate differences to other ethnic groups not shown in the segment.

Rationale for hypothesis

The empirical justification for the first hypothesis in question lay in the fact that children's educational television programs have had significantly positive effects on the social and racial attitudes of children (Lesser, 1974; Friedrich and Stein, 1975; Gorn et al, 1976, etc.). The theoretical justification lay in the fact that the segments were specifically designed for the purpose of fostering positive attitudes towards minority group children¹.

While no empirical research can be cited to rationalize the second hypothesis as no comparable study has been done, the theoretical justification lay in the fact that

¹Based on relevant research (Chapter 2)

the segment titled, "Differences" was specifically designed to increase children's ability to discriminate differences between members of the same ethnic group². It was also hypothesized that children would generalize this learning to other ethnic groups. The theoretical justification for this lay in the fact that the segment titled "Differences" was designed to teach children to avoid stereotyping members of the same ethnic group. So, once they learnt to discriminate differences between members of one ethnic group (in this case, Chinese), it was logical to deduct that they would transfer this learning to other ethnic groups.

4.2 SUBJECTS

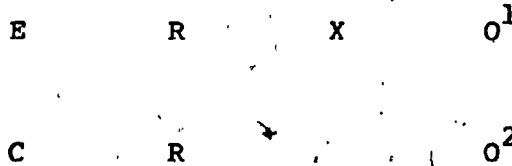
The subjects for this study consisted of 63 Euro-Canadian (white)³, middle-class children ranging in age from 3 to 5 years. There were 32 males and 31 females. The children were volunteers drawn from Day Care Centres in the downtown Montreal area (YWCA Day Care Centre, McGill Community Centre and Sir George Williams Day Care Center).

²Based on relevant research (Chapter 2).

³Both parents of children were of European descent and resided in Canada.

4.3 RESEARCH DESIGN

The subjects were randomly assigned to experimental (34ss) and control (29ss) groups⁴. The Posttest-Only Control Group Design was used which can be diagrammed as follows:



In this design, the experimental group (E) was exposed to the television segments (X) and given a posttest (O_1) immediately after this treatment. The control group (C) was given the same posttest (O_2) without being exposed to the segments (X).

The use of the control group and the unbiased assignment of subjects to the two groups provided control for all threats to internal validity. Moreover, because no pretest was used, risk of pretest effects on final results were eliminated.

⁴The difference between the size of the experimental and control group occurred because of unexpected dropouts from the control group (some preschoolers refused to be interviewed, some had to leave early, etc.)

4.4 VARIABLES

The variables were identified as follows:

1. Independent Variable

Exposure to television segments versus no exposure to television segments.

2. Dependent Variables

(a) Positive change in attitude towards minority group children.

(b) Increase in ability to discriminate differences between members of the same ethnic group.

3. Control Variables

(a) Chronological age.

(b) Socio-economic background.

(c) Ethnic group.

4.5 INSTRUMENTATION

A. Preferred Playmate Test

Since language and expression skills of preschool children are just beginning to develop, it was felt that their responses, as far as possible, should be measured by non-verbal, projective techniques. The Preferred Playmate Test, using dolls, cut-outs and photographs has proved to be a reliable index of children's racial attitudes (Goodman, 1966; Gorn et al, 1970).

For the purpose of this study, 3 photographs of children from the television segments were used:

Photograph - 1 White children

Photograph - 2 Minority group children (Asian and Chinese)

Photograph - 3 Mixed group (white and minority group children)

The children were shown the photographs and asked to indicate their playmate preferences⁵.

⁵Copies of the photographs appear in Appendix D.

4.6 THE QUESTIONNAIRE

The purpose of the questionnaire was to determine children's abilities to discriminate differences between the Chinese children shown in the segments. Also, to find out if they would be able to generalize this learning to other ethnic groups.

The following photographs were used in conjunction with the questionnaire⁶.

Photograph - 4 Chinese boy.

Photograph - 5 Chinese girl.

Photograph - 6 White boy.

Photograph - 7 White girl.

Photograph - 8 Black boy.

Photograph - 9 Black girl.

⁶Copies of the photographs and the questionnaire appear in Appendix D.

Children were shown photographs of the Chinese children and asked to point out the differences between them⁷. The same procedure was repeated for the white and black children.

4.7 PROCEDURE

Subjects were tested in their Day Care Centers. The operational procedure for the experimental group was as follows:

- (a) The video cassette recorder and monitor were set up before the children entered the room.
- (b) Children viewed each of the segments twice in groups of four.
- (c) Immediately after viewing the segments, each child was approached by a trained interviewer, taken to the room and questioned (using the questionnaire and photographs).

⁷The obvious sex difference was not taken into account. Differences that were considered included differences in physical features, expressions, likes and dislikes.

The operational procedure for the control group was quite simple. Each child was questioned separately by the same trained interviewers used for the experimented group.

4.8 DATA ANALYSIS

Once the data from the questionnaire was scored and coded, a Chi-square analysis was used to compare the responses of the experimental group with those of the control group. The results of this analysis are found in the next chapter.

CHAPTER 5,

RESULTS.

This section presents the analysis of the data collected from children who participated in the study. The analysis was performed to test the hypothesis stated prior to the field operations. The results are presented under each hypothesis which is briefly restated.

5.1 HYPOTHESES 1: CHILDREN EXPOSED TO THE TELEVISION SEGMENTS WOULD RESPOND SIGNIFICANTLY MORE POSITIVELY TOWARDS MINORITY GROUP CHILDREN WHEN COMPARED TO CHILDREN NOT EXPOSED TO THE SEGMENTS

The results support the first hypothesis. As Table 1 indicates, children exposed to the television segments showed a significant preference for playing with minority group children as compared to children not exposed to the segments ($\chi^2(1) = 4.027, p < .05$).

The "preferred minority" category was formed by pooling together responses of children who preferred to play with (a) minority group children only and (b) both minority group and white children (Table 2).

Group Preferences

There were virtually no differences between the responses of subjects divided by sex (Table 3) or age (Table 4) in both the experimental and control groups.

TABLE 1: COMPARISON OF EXPOSURE TO TV SEGMENTS WITH CHILDREN'S PLAYMATE PREFERENCES

	Preferred whites	Preferred minority	
Children exposed to segments	15	19	34
Children not exposed to segments	21	8	29

$$x^2 = 4.027, df = 1; p < .05$$

TABLE 2: FORMATION OF "PREFERRED MINORITY" CATEGORY

	Preferred minority only	Preferred minority plus whites	
Children exposed to segments	7	12	19
Children not exposed to segments	2	6	8

$$x^2 = .022; df = 1; NSD$$

TABLE 3: COMPARISON OF SEX OF CHILDREN WITH PLAYMATE PREFERENCESEXPERIMENTAL GROUP

	Preferred whites	Preferred minority	
Males	9	8	17
Females	6	11	17

$$x^2 = .477; df = 1; NSD$$

CONTROL GROUP

	Preferred whites	Preferred minority	
Males	10	5	15
Females	11	3	14

$$x^2 = .091; df = 1; NSD$$

TABLE 4: COMPARISON OF AGE OF CHILDREN WITH PLAYMATE PREFERENCES

EXPERIMENTAL GROUP

	Preferred whites	Preferred minority	
3-4 yr olds	5	8	13
4-5 yr olds	10	11	21

$x^2 = .028; df = 1; NSD$

CONTROL GROUP

	Preferred whites	Preferred minority	
3-4 yr olds	9	2	11
4-5 yr olds	12	6	18

$x^2 = .209; df = 1; NSD$

5.2 HYPOTHESIS 2: CHILDREN EXPOSED TO THE TELEVISION SEGMENTS WOULD SIGNIFICANTLY INCREASE THEIR ABILITY TO DISCRIMINATE DIFFERENCES BETWEEN CHINESE CHILDREN WHEN COMPARED TO CHILDREN NOT EXPOSED TO THE SEGMENTS

The results strongly support the second hypothesis. As Table 5 indicates, children exposed to the television segments significantly increased their ability to discriminate differences between the Chinese boy and girl (shown in the segments); this sharply contrasted with the control group's relative inability to discriminate differences finding the two Chinese children to be more "same" than "different" from each other ($\chi^2(1) = 15.047, p < .001$)

The "same" category was formed by pooling together responses of children who (a) indicated that the Chinese boy and girl were the "same" and (b) indicated only the obvious sex difference (Table 6).

Group Preferences

There were virtually no differences in the responses of subjects divided by sex (Table 7) or age (Table 8) in both the experimental and control groups.

TABLE 5: COMPARISON OF EXPOSURE TO TV SEGMENTS WITH ABILITY TO DISCRIMINATE DIFFERENCES BETWEEN CHINESE CHILDREN

	Different	Same	
Children exposed to segments	29	5	34
Children not exposed to segments	10	19	29

$$x^2 = 15.047; df = 1; P < .001$$

TABLE 6: FORMATION OF "SAME" CATEGORY

	Sex difference only	Same	
Children exposed to segments	3	2	5
Children not exposed to segments	9	10	19

$$x^2 = 0.00; df = 1; NSD$$

TABLE 7: COMPARISON OF SEX OF CHILDREN WITH ABILITY TO DISCRIMINATE DIFFERENCES BETWEEN CHINESE CHILDREN

EXPERIMENTAL GROUP

	Different	Same	
Males	15	2	17
Females	14	3	17

$\chi^2 = 0.00; df = 1; NSD$

CONTROL GROUP

	Different	Same	
Males	5	10	15
Females	5	9	14

$\chi^2 = 0.00 ;df = 1; NSD$

TABLE 8: COMPARISON OF AGE OF CHILDREN WITH ABILITY TO DISCRIMINATE DIFFERENCES BETWEEN CHINESE CHILDREN

EXPERIMENTAL GROUP

	Different	Same	
3-4 yr olds	11	2	13
4-5 yr olds	18	3	21

$$x^2 = .168; df = 1; NSD$$

CONTROL GROUP

	Different	Same	
3-4 yr olds	4	7	11
4-5 yr olds	6	12	18

$$x^2 = .056 ;df = 1; NSD$$

5.3 HYPOTHESIS 3: CHILDREN EXPOSED TO THE TELEVISION SEGMENTS WOULD SIGNIFICANTLY GENERALIZE THE INCREASED ABILITY TO DISCRIMINATE DIFFERENCES TO OTHER ETHNIC GROUPS NOT SHOWN IN THE SEGMENTS

There was selective generalization of learning. As Table 9 indicates, children exposed to the television segments significantly generalized an increased ability to discriminate differences to members of their own ethnic group i.e., Euro-Canadians (whites) as compared to children not exposed to the segments ($\chi^2(1) = 5.377, P < .05$). But, as Table 10 indicates, when it came to blacks, even children exposed to the television segments found it difficult to discriminate differences between the two black children ($\chi^2(1) = .880$). Children were thus able to generalize learning to their own ethnic group but not to blacks.

Group Preferences

There were virtually no differences in the responses of subjects divided by sex (Tables 11 & 12) or age (Tables 13 & 14) in both the experimental and control groups.

TABLE 9: COMPARISON OF EXPOSURE TO TV SEGMENTS WITH ABILITY TO GENERALIZE LEARNING TO OWN ETHNIC GROUP.

	Different	Same	
Children exposed to segments	27	7	34
Children not exposed to segments	14	15	29

$$x^2 = 5.377; df = 1; P < .05$$

TABLE 10: COMPARISON OF EXPOSURE TO TV SEGMENTS WITH ABILITY TO GENERALIZE LEARNING TO BLACKS

	Different	Same	
Children exposed to segments	18	16	34
Children not exposed to segments	11	18	29

$$x^2 = .880; df = 1; NSD.$$

TABLE 11: COMPARAISON OF SEX OF CHILDREN WITH ABILITY TO GENERALIZE LEARNING TO OWN ETHNIC GROUP

EXPERIMENTAL GROUP

	Different	Same	
Males	12	5	17
Females	15	2	17

$$x^2 = 0.720; df = 1; NSD$$

CONTROL GROUP

	Different	Same	
Males	7	8	15
Females	7	7	14

$$x^2 = 0.00 ;df = 1; NSD$$

TABLE 12: COMPARISON OF SEX OF CHILDREN WITH ABILITY TO GENERALIZE LEARNING TO BLACKS

EXPERIMENTAL GROUP

	Different	Same	
Males	9	8	17
Females	9	8	17

$x^2 = 0.00$ df = NSD

CONTROL GROUP

	Different	Same	
Males	5	10	15
Females	6	8	14

$x^2 = 0.00$;df = 1; NSD

TABLE 13: COMPARISON OF AGE OF CHILDREN WITH ABILITY TO GENERALIZE LEARNING TO OWN ETHNIC GROUP

EXPERIMENTAL GROUP

	Different	Same	
3-4 yr olds	11	2	13
4-5 yr olds	16	5	21

$\chi^2 = .024; df = 1; NSD$

CONTROL GROUP

	Different	Same	
3-4 yr olds	5	6	11
4-5 yr olds	9	9	18

$\chi^2 = .021; df = 1; NSD$

TABLE 14: COMPARISON OF AGE OF CHILDREN WITH ABILITY TO GENERALIZE LEARNING TO BLACKS

EXPERIMENTAL GROUP

	Different	Same	
3-4 yr olds	8	5	13
4-5 yr olds	10	11	21

$$x^2 = 0.191; df = 1; NSD$$

CONTROL GROUP

	Different	Same	
3-4 yr olds	4	7	11
4-5 yr olds	7	11	18

$$x^2 = .067 ; df = 1; NSD$$

CHAPTER 6

CONCLUSION AND DISCUSSION

Each of the two television segments produced and evaluated will be dealt with separately because each has its own set of objectives as described in Chapter 3.

6.1 SEGMENT 1: COLOURS

The findings of the study lead to the following conclusion:

White children, who are exposed to a television segment that emphasizes the beauty of all colours, show a significantly greater preference for playing with minority group children when compared to children not exposed to the segment.

This conclusion supports the study done by Gorn et al (1976) which showed that Canadian-produced "Sesame Street" multiracial segments induced 3-5 yr old white children to react more favourably to children of minority groups (non-whites). However, it's interesting to note that although the results were similar, the segments produced were quite different. The Canadian-produced "Sesame Street" segments

showed (a) racial group children in a purely ethnic, non-integrated setting and (b) white and non-white children playing together in a familiar setting. In contrast, the segment "Colours", based on the Socio-Affective Approach and other related research, did not focus on any particular ethnic group; rather, an attempt was made to teach children to appreciate the beauty of all colours.

Although both these studies have demonstrated that minimal television exposure produces short-term attitude change towards televised children of minority groups, a basic question still remains: What about long-term attitude change? Through further research, it would be interesting to find out which kind of treatment results in long-term attitude change: exposure to the culture of minority groups, showing white and non-white children playing together or getting down to basics and teaching children to appreciate the beauty of all colours.

6.2 SEGMENT 2: DIFFERENCES

The findings of this study lead to the following conclusions:

(a) White children dramatically increase their ability to discriminate differences between Chinese children when exposed to a television segment that makes them aware of the differences between the Chinese children.

(b) White children are able to significantly generalize their increased ability to discriminate differences to their own ethnic group, i.e., Euro-Canadian (whites) but not to blacks.

The stereotyping phenomenon has been extensively examined in older children but not in younger children (especially in television research). So there appear to be no prior conclusions to support the foregoing finding. However, this study has demonstrated, quite dramatically so, that preschoolers stereotype children of ethnic groups unless they are made aware that "All Chinese are not the same" or, "All blacks are not the same". People, in fact, are different and unique in many ways, if you care to find out.

It's also interesting to note that children were able to transfer learning to their own ethnic group i.e., Euro-Canadians (whites) but not to blacks.

This result can be explained by the fact that, in their everyday life, most white children are exposed to "their

own kind" rather than to blacks. So they're probably already aware of the differences between white children; but because of lack of exposure to blacks they tend to see blacks as being the same and group them "in a bunch".

It would be useful if further research could examine different aspects of the stereotyping phenomenon and how it can be effectively decreased via the television medium. Also, it would be useful to find out if the televised children had been blacks, would the children have then decreased their tendency to stereotype them? What about other ethnic groups? The whole idea of generalization of learning from television by preschoolers is a "grey" area that could certainly benefit from further research.

6.3. CONCLUSION

In conclusion this study has demonstrated that television segments, based on UNESCO'S Socio-Affective Approach and other related research, can successfully do the following:

- Encourage white children to respond more positively to minority group children.

- Teach white children to discriminate differences between members of the televised minority group children and thereby avoid stereotyping them.

One of the major limitations of this study was that only immediate, short-term attitude change was measured. Through further research it would be useful to determine which kinds of treatments result in long-term attitude change. Also, as already stated, in relation to the stereotyping phenomenon — it would be useful to determine ways and means by which children can be taught to avoid stereotyping blacks.

The author hopes that the findings of this study will be put to practical use. This study has suggested a new approach for promoting intercultural communication at the preschool level via the television medium. It is hoped that the two pilot television segments produced will suggest guidelines and stimulate educators, television writers, producers and others to develop a series of multicultural segments for promoting intercultural communication in the critical preschool years when racial attitudes are beginning to take shape. This study, as many others beginning with Clark & Clark (1947), has shown that preschool children are in fact very aware of racial differences and live in a society that appears to support

negative attitudes towards minority groups. Because this fact exists, educators in multiracial countries, like Canada, or for that matter in a multiracial world, can hardly afford to "look the other way". And surely television, which reaches a vast preschool audience, can play a significant role in helping children of different races live and play harmoniously together and learn from one another.

APPENDIX A

The Socio-Affective Approach

THE SOCIO-AFFECTIVE APPROACH

The concepts presented here are based on a study sponsored by UNESCO¹ designed to introduce and apply this new approach to education for international understanding in the classroom and a report prepared by Cohen² that analyzes the impact and influence of the Socio-Affective Approach on primary and pre-primary levels. It should be pointed out that only selective information, relevant to this thesis, has been presented in this section.

A. Basic concepts

The Socio-Affective Approach sharply differs from "informational" or "classical" approaches to intercultural education.

Followers of the "classical" approach have essentially concentrated on teaching about foreign countries and

¹See An Experience-Centered Curriculum: Exercises in Perception, Communication and Action by David Wolsk, "Educational Studies and Documents", No. 17. UNESCO, 1975.

²See The Socio-Affective Approach in Education for International Understanding at the Primary Level. International Understanding at School, No. 33, 3-7.

cultures. The Socio-Affective Approach questions the effectiveness of this cognitive education in bringing about changes in attitudes and effectively combating prejudices and stereotypes. In such direct teaching (about foreign or minority cultures), children rarely feel personally involved. Mere accumulation of knowledge about others, does not necessarily make an individual feel any closer to his neighbour.

The Socio-Affective Approach is based on the premise that a deeper understanding of oneself and of others, born from shared experience, forms the basis of feelings of empathy toward others in the broader context of the national community. Thus in contrast with the "traditional" approach, the Socio-Affective Approach does not focus on teaching about foreign cultures — it has no specific knowledge to impart; rather, it focuses on the creation of behavior that leads to intercultural understanding.

It stresses that creation of empathy is necessary to achieve intercultural understanding. "Empathy is a product of the sense of self-confidence and security which permits contact and communication with others; it can be acquired, as can all the varied modes of communication and comprehension which subtend it (verbal communication and also the non-verbal forms of communication which are so important in international situations)" (Cohen, p.4).

The Socio-Affective Approach is based on the study of human behavior and social processes outside any specific cultural context. It focuses on the importance of shared experience that leads to a deeper understanding of self and others. Thus, this indirect approach is essentially based on an experience or "experience situation" which the individual shares as a member of the group, which he then describes and analyses in order to express what he has experienced and in the process becomes more aware of himself and others. However, in the case of young children, most of the learning occurs from the "experience situation" itself rather than the following analysis and discussion.

These "experience situations" can be created through techniques such as role-plays, simulations, projective games, critical incidents, fantasy scenarios and experiments. They allow the child to actively explore values such as empathy and co-operation through concrete activities which he can easily relate with and which matter to him in his little world.

B. Psychological considerations

Does the mentality of the child lend itself to the Socio-Affective Approach? Based on the following facts, it appear so:

The center of interest for the younger child is his own existence: he will, thus be more responsive to activities of which he is the centre and which are within his range of experience.

The child's initial discoveries of the world are made through his senses. "Experience situations" provide the child with an opportunity to make discoveries and learn about others through modes of communication, which the adult tends to forget: touch, hearing, smell, gesture, etc. Verbal communication does not have the same importance for the child as it does for the adult. Children of different nationalities often play happily together, ignorant of one others' languages. The adult loses this capacity but its cultivation in the child should pose no problem.

The activity of the child forms the basis of his conceptual acquisitions. Children delight in "experience situations" and the process proposed: action → analysis → concept, matches their own natural learning process.

Piaget and others have stressed the role of play as an important form of learning in early childhood. Thus both his nature and imagination will allow the child to participate enthusiastically in "experience situations".

So the child is not taught about the culture or tradition of ethnic groups that are beyond his immediate range of experience. Rather, he "discovers" himself and others through action-based, concrete "experience situations".

The important point then is that the child can only fully grasp what he has himself experienced. The child may faithfully try out the teacher's instructions, but still fail to understand the situation. On the other hand, there is a far greater chance that he will understand a situation if he lives through it and finds his own solutions.

C. Adapting for television

How can the methodology of the Socio-Affective Approach — experience situation, observation, open-ended discussion

(except for young children because most of the learning comes from the "experience situation" itself), follow-up activities and projects (to encourage generalization of learning) — be effectively adapted for television? Or, to put it another way, if children on television participate in "experience situations", will the child at home or in a nursery school be able to share the experiences of the televised children?

Research from "Sesame Street" suggests that indirect teaching can be extremely effective (Lesser, 1974).

Children often model what they see on television without any direct reinforcement. In view of this, it's likely that children will gain considerably from the televised "experience situations".

APPENDIX B

Scripts

TITLE: Differences

SHOT CAMERA NO.	CAMERA MOVEMENT	VIDEO	AUDIO	Dialogue	Sound Effects
1	<p>C1 LS of white girl's reflection in the mirror</p> <p>Zoom in to CU, blur image out of focus</p> <p>Zoom out to LS getting back into focus</p> <p>Follow action</p>	<p>She looks in the mirror... makes a funny face...smiles ..then, points to herself</p> <p>Flashback begins</p> <p>The white girl is blind-folded and has a Chinese boy and Chinese girl by her side</p> <p>Co-ordinator enters ... leads children to the play area</p> <p>They settle down in the play area</p> <p>White girl touches the Chinese boy's hair...then, she touches the girl's hair</p> <p>White girl touches the Chinese boy's lips...then, the girl's lips</p>	<p>Girl: I remember that I had played a game with my friends</p> <p>Voice over (girl): I was with Lueng and Lovie</p> <p>Voice over: The game was like blind man's bluff! I had to find out how my friends were different from each other.</p> <p>Voice over: I touched them (amused) Lovie's hair was softer than Lueng's hair.</p> <p>Voice over: Lovie's lips were so cute....just like a flower!</p>	<p>Fade in flashback music</p> <p>Cross fade music. Hold music under voice over.</p>	

TITLE: Differences

SHOT CAMERA VIDEO AUDIO

Camera Movement Action Dialogue Sound Effects

5 C1 MS of children
White girl touches the Chinese boy's nose...then, the girl's nose
Voice over: Even their noses were different...if you were there you would have found many other differences!

Zoom out LS of group
Co-ordinator enters frame ...unties the blindfold

6 C2 LS of group
Zoom in to CU of 2 girls
Chinese girl helps remove the blindfold (cloth)... their eyes meet.

7 C1 LS of white girl
White girl gets up and runs towards the mirror...

8 C1 LS of white girl
She stops near the mirror... looks at her reflection... makes a funny face...smiles

Flashback ends

Fade to black

Crossfade to flash-back music

Fade out music

SHOT NO.	CAMERA	VIDEO	AUDIO	Camera Movement	Action	Dialogue	Sound Effects
1	C1			ELS of group. Zoom into LS	Co-ordinator, children and guitarist sitting in a group	Co-ordinator: Let's all try it together...ok? Group: Humas tune...	
2	C2			MS of 2 children Zoom into CU of light reflector	Chinese girl and Indian boy looking into light reflector	Group song: Have you seen the beautiful colours around you? Have you seen the colours of you and me?	
3	C1			LS of group Zoom into MS	As in shot 1	Group song: Have you seen the beautiful colours all around you? Have you seen the colours of you and me?	
4	C2			CU of light reflector. Zoom out to MS of 2 children	As in shot 2	Group song: Have you seen the beautiful colours all around you? Have you seen the colours of you and me?	
5	C1			MS of group Zoom into MS of co-ordinator	As in shot 3 Co-ordinator looks around surprised by the interruption	Group song: Have you seen the beautiful colours Lightman (interrupts): Shh...shh Co-ordinator: What's that? What's that?	

TITLE: Colours

SHOT CAMERA NO.

VIDEO

AUDIO

Camera Movement	Action	Dialogue	Sound Effects
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LS of lightman*

Lightman (dressed as a magician) is standing on a stage near studio lights. He indicates that the little black boy stand below his lights.

Lightman: It's me!
The lightman!

7 C1 MS of co-ordinator and black boy

She points to the boy and nods "OK"

Zoom out, follow action

Co-ordinator and boy walk towards the stage (below the lights)

8 C2 LS of co-ordinator and boy

They enter the stage area. She asks the boy to stay there...looks up at the lightman for his approval...walks away

LS of lightman*

Indicates "OK"...raises hands to signal the music (like a conductor)...turns towards his lights

Lightman: OK!
Music!

TITLE: Colours

SHOT CAMERA NO.	VIDEO	AUDIO	Camera Movement	Action	Dialogue	Sound Effects
10	C2		LS of black boy Zoom into CU of boy	Quick rotation of lights - red, blue, green, yellow. Light stops at red	Co-ordinator: Look...red... doesn't he look nice in red? Child: Yes! I like red. (Spontaneous remarks)	Fade in music. Hold under dialogue.
11			LS of lightman*	He takes out the blue acetate and puts it in front of the spot light with "pomp and show" of a magician.	Child: Beautiful blue... as blue as the sky!	
12	C2		LS of boy	Light changes to blue		
13			Split screen C1 CU of boy C2 LS of boy			
14			LS of lightman*	He takes out the yellow acetate and puts it in front of the spot light		
15	C2		LS of boy	Light changes to yellow	Child: "Yellow is my favourite colour." Child: "Big bird is yellow!"	

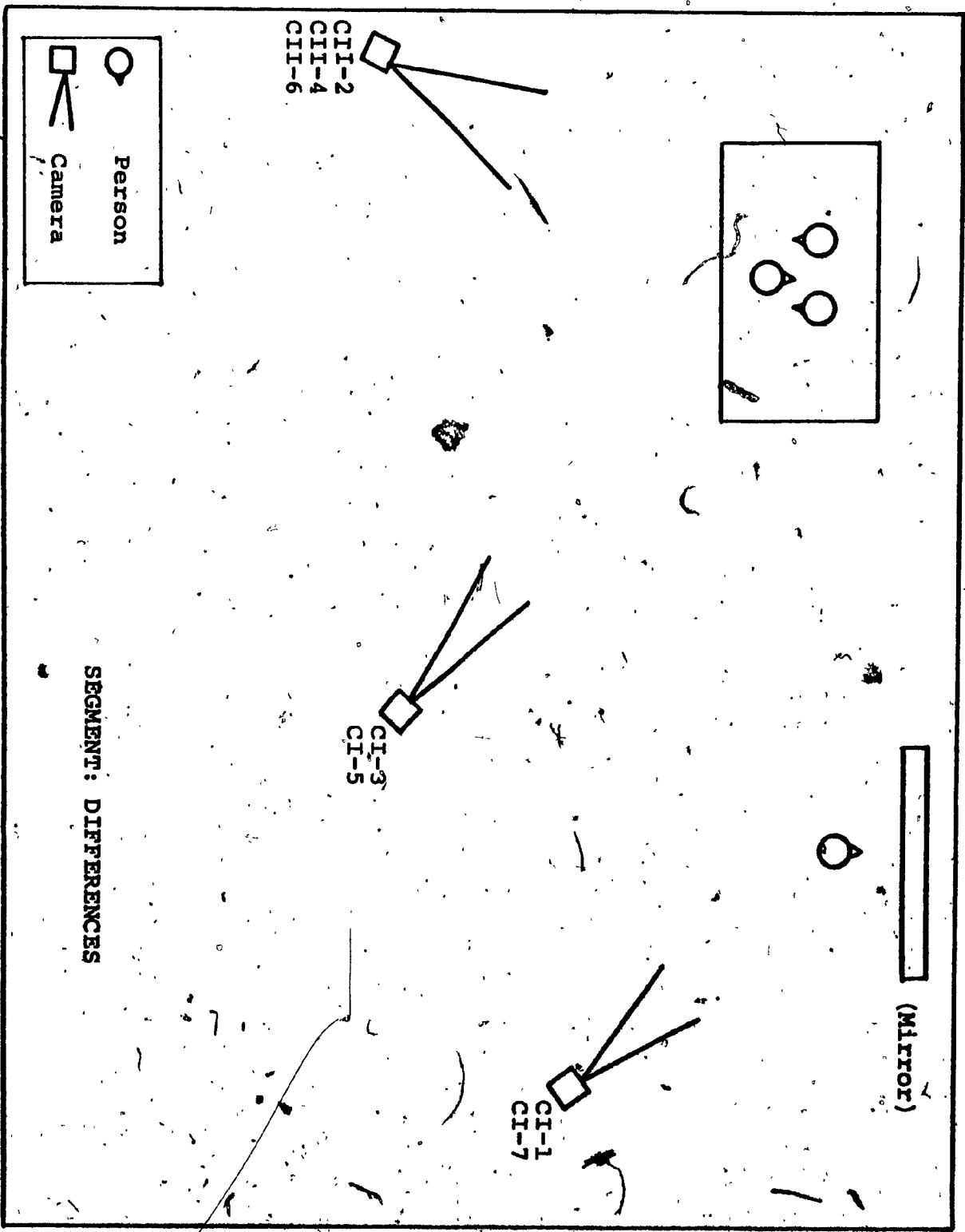
TITLE: Colours

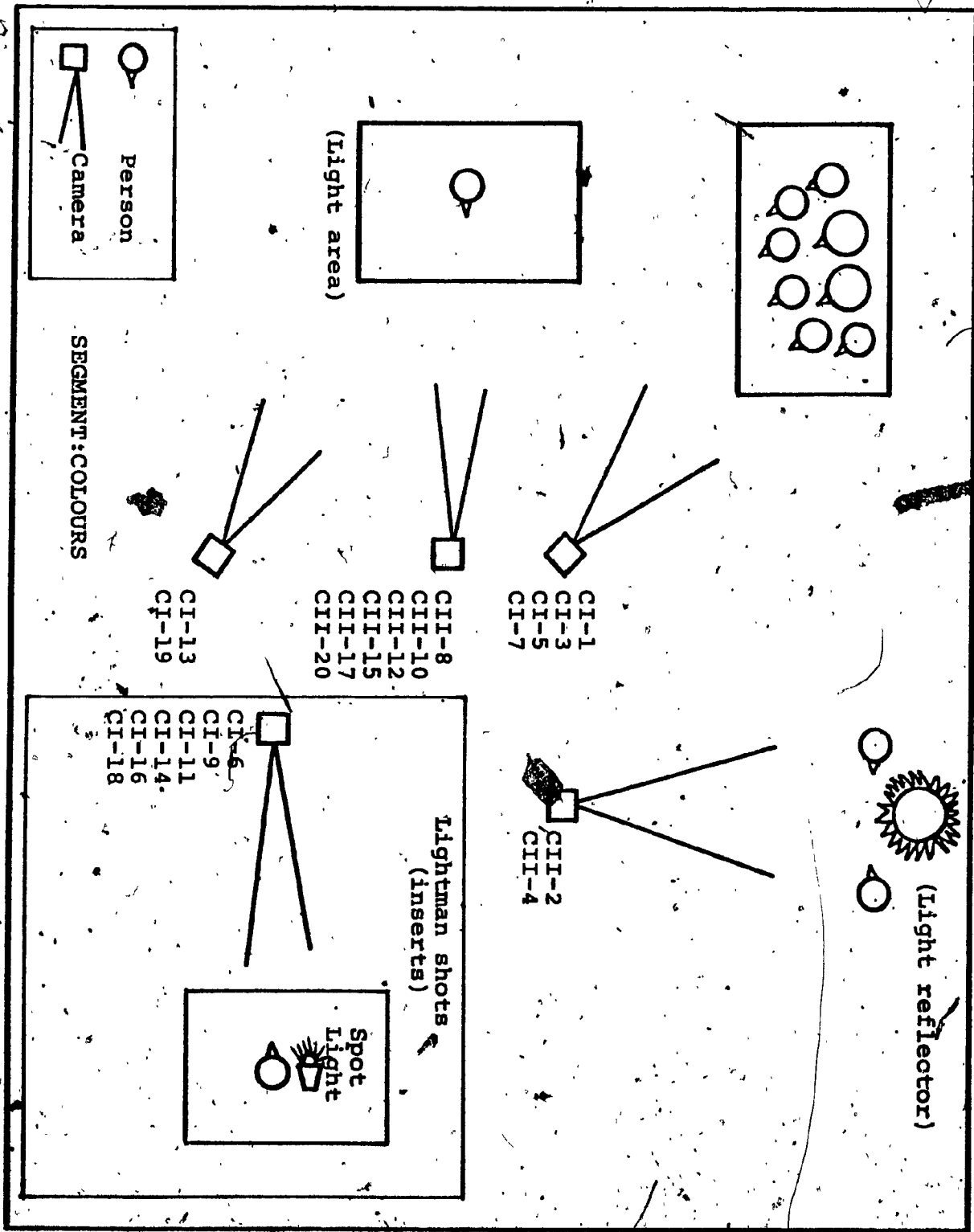
SHOT CAMERA NO.	CAMERA MOVEMENT	VIDEO	ACTION	VIDEO	AUDIO	Dialogue	Sound Effects
16	LS of lightman		Moves towards the lights (amused)				
17	C2 LS of boy		Quick change of lights as in shot 10. Normal studio lights come on.			Group: Cheers, claps.	Fade out music
18	LS of lightman*		Takes his bows				
19	C1 LS of stage		Co-ordinator enters with white girl. They run towards the black boy...				
20	C2 MS of co-ordinator & boy		Co-ordinator hugs boy			Co-ordinator: That was wonderful ...Zak (boy's name)...we saw you changing colours...first you were red, then you were blue... then yellow. Tell me something... the colours changed, but did you change? Black boy: No! I'm still me.	
			Boy hugs co-ordinator				
			Zoom out to MS of co-ordinator, boy & white girl			White girl: Me next! I want to be all sorts of colours like he was...	
21			Fade to black				

*These shot were taken separately and edited in.

APPENDIX C

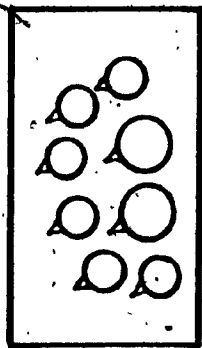
Floor Plan





Person
Camera

(Light area)



SEGMENT: COLOURS

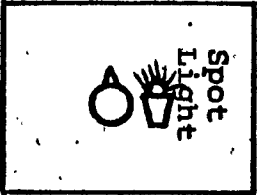
CI-13
CI-19

CII-8
CII-10
CII-12
CII-15
CII-17
CII-20

CI-1
CI-3
CI-5
CI-7

CI-6
CI-9
CI-11
CI-14
CI-16
CI-18

Lightman shots
(inserts)



(Light reflector)

APPENDIX D

Questionnaire and Photographs

Day Care Centre _____

Group _____

Questionnaire

Child's name: _____ Age _____ Sex _____

Q1 Directions: Show child photographs 1, 2 & 3.Ask question: Which of these children would you like to play with?Record the child's first choice only. Repeat question if necessary until the child points to one of the photographs.

_____ Photograph 1 (Asian & Chinese children)

_____ Photograph 2 (White children)

_____ Photograph 3 (Mixed group)

Q2 Directions: Show child photograph 4 (Chinese boy) and photograph 5 (Chinese girl).Ask question: Are these children same or different?Record response by ticking one of the following:

_____ Different

_____ Same

If the child's response is: "Different", proceed below.

Ask question: How are they different?

Record answers below.

_____ Sex Difference i.e. one is a boy, the other is a girl

_____ Difference in physical features e.g., nose, hair, lips etc. Write exactly what the child says

_____ Other Differences

If child's response is: "Same"

Ask question: How are they the same? ←

Record answer below.

Note:

The child is likely to only notice the sex difference. It's important that you encourage him to talk with further questions like: "Do you see other differences?" or "In which other ways are they different...tell me". Please probe.

Child's Name: _____ Centre _____ Group _____

Q3 Directions: Show child photographs 6 (white girl) and 7 (white boy)

Ask question: Are these children same or different?

Record response by ticking one of the following:

_____ Different _____ Same

If the child's response is: "Different", proceed below.

Ask question: How are they different?

Record answers below.

_____ Sex Difference (i.e., one is a boy, the other is a girl)

_____ Difference in physical features (e.g., nose, hair, lips, etc. Write exactly what the child says)

_____ Other Differences

If child's response is: "Same"

Ask question: How are they the same?

Record answer below.

Q4 Directions: Show child photographs 8 (Black girl) and 9 (Black boy).

Ask question: Are these children same or different?

Record response by ticking one of the following:

_____ Different _____ Same

If the child's response is: "Different", proceed below.

Ask question: How are they different?

Record answers below.

_____ Sex Difference i.e., one is a boy, the other is a girl

_____ Difference in physical features e.g., nose, hair, lips etc. Write exactly what the child says.

_____ Other Differences

If child's response is: "Same"

ask question: How are they the same?

Record answer below.





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