

Children’s Concepts on Equal Opportunities and Discrimination

Research Report

1. Research Background and Objectives

“Discrimination” is any adverse treatment of people based on their race, color, sex, disability, national origin, or other factors, which deprives them of equal opportunities (Mckean, 1983). Discriminatory behaviors include actions ranging from exclusion to physical assault. They can be subtle and ambiguous or explicit and overt (Brown & Bigler, 2005). “Equal opportunity” means everyone has a fair opportunity to participate and acquire resources and benefits from the society (Gomberg, 2008).

“Discrimination” and “equal opportunity” are two sides of the same coin. Discrimination may deprive some people of reasonable treatments and therefore equal opportunities to participate in the community. Only when people regardless of their race, color, sex, disability, national origin, or other factors can have a fair chance to show their abilities can a world without discrimination be a possibility.

Discrimination hinders children’s future development, educational opportunities and career achievements. On the other hand, children who have been instilled with the values of equal opportunities and inclusion are relatively more rounded in their development, including in human relationships. As children learn at a faster pace, teachers and parents should introduce the values of equal opportunities to children and nurture their positive behavior while they are still young.

To help young children understand the fundamental value of equal opportunity and to acquire an inclusive attitude on life, the Equal Opportunities Commission (EOC) commissioned the Child Education Centre for Teaching and Learning (CECTL), Child Education and Community Service Discipline, Hong Kong Institute of Vocational Education (Sha Tin) to develop and produce a training package entitled “Online Training Module on Equal Opportunities for Children Attending Kindergarten and Child Care Centers” (online training module) in 2009. The whole project lasted approximately two years from preparation, production, trials, and revisions to launching.

To tie in with the online training module, the EOC also invited CECTL to conduct a research study on “Children’s Concepts on Equal Opportunities and Discrimination.” The study was designed to investigate whether local children aged three to six already have discriminatory thoughts as well as to assess the effectiveness of the online training module in reducing such thoughts.

The study has the following objectives:

- i. To understand the local children’s perception of different races and people with disabilities; and
- ii. To assess the effectiveness of the online training module in reducing children’s discriminatory thoughts.

2. Research Methodology

The targets of the research study are children aged three to six years old who were randomly selected from kindergartens and child care centers in various districts of Hong Kong.

Before using the online training module, the researcher carried out a pre-test by using a questionnaire in order to understand the young children’s perception of different races and people with disabilities (wheelchair users and people with visual impairment). After the pre-test, teachers used stories and games from the online training module as a teaching tool for approximately one month. The researcher then conducted a post-test by using the same questionnaire of the pre-test to check if the children’s perception of different races and people with disabilities had changed.

The questionnaire was designed with reference to Black / White Evaluative Trait Scale (Hughes & Bigler, 2007). Ten words were used to describe personal characteristics. Four of them describe positive traits (kind, pretty, honest, polite). Another four describe negative traits (selfish, unkind, dishonest, cruel) and two of them describe neutral traits (happy, curious). At the oral interviews with the help of graphic illustrations, the researcher invited the children to answer questions such as "Do you think (people with yellow skin color/ white skin color/ dark skin color/ wheelchair users/ people with visual impairment) is (the above-mentioned ten characteristics)?" in order to understand whether the children have positive or negative attitudes towards the mentioned group. The questionnaire adopts the

five-point Likert scale with coding from 0 (never) to 4 (always).

Moreover, the researcher added another four questions on the questionnaire to check if the children agree that different races and people with disabilities are good, special, should be respected, as well as if they are willing to be friends with them. Similarly, the children's answers were encoded to five-point Likert scale from 0 (strongly disagree) to 4 (strongly agree).

In the post-test, the researcher also conducted interviews with open-ended and follow-up questions to ask the children about their learning experiences of using the online training module. The children shared their views on the most significant parts in the stories, and their feelings towards different ethnic groups and people with disabilities.

Please refer to Annex I for a sample of the questionnaire.

3. Research Findings

In May 2011, researchers interviewed the children regarding their attitudes towards different races before and after they used the online training module. A total of 152 valid questionnaires were received. Regarding the children's attitudes towards people with disabilities before and after they used the online training module, the children's responses were gathered in December 2011. A total of 103 valid questionnaires were received.

a. **Children's Attitude towards Different Races**

Results of the Pre-test

Before using the online training module, the children (respondents) had the perception that people with yellow or white skin color generally had more positive characteristics than people with dark skin color. People with yellow or white skin color scored higher in all the four positive characteristics (kind, pretty, honest, polite) than people with dark skin color. Higher scores represent more positive perception of certain categories of people. The difference is statistically significant¹. For example,

¹ Kind: People with yellow skin color vs. people with dark skin color: $F(1, 82) = 12.88, p = .00$;

the average scores given to people with yellow and white skin colors for the trait “nice” were 3.14 and 3.42 respectively, but the average score for people with dark skin color was only 2.43.

The figures show that the children had more positive impression towards people with yellow or white skin color than people with dark skin color. People with yellow and white skin color were viewed by the children as nicer, prettier, more honest and more polite.

Please refer to the following table regarding the average scores of people with different skin colors on the four positive traits in the pre-test:

	People with yellow skin color	People with white skin color	People with dark skin color
Kind	3.14	3.42	2.43
Pretty	2.96	3.19	1.37
Honest	3.04	3.08	2.63
Polite	3.55	3.35	2.30

On the other hand, the respondents generally thought that people with dark skin color had more negative traits than people with yellow or white skin color. People with dark skin color scored higher than people with yellow or white skin color for all the four negative traits (selfish, cruel, dishonest, and unkind). Higher scores represent more negative perception of certain categories of people. The difference is statistically significant². For example, the average scores given to people with yellow or white skin colors regarding the negative trait “selfish” were 1.10 and 1.30 respectively. However, for people with dark skin color, the average score was 1.72.

People with white skin color vs. people with dark skin color: $F(1, 82) = 33.05, p = .00$; Pretty: People with yellow skin color vs. people with dark skin color: $F(1, 82) = 73.54, p = .00$; People with white skin color vs. people with dark skin color: $F(1, 82) = 76.55, p = .00$; Honest: People with yellow skin color vs. people with dark skin color: $F(1, 82) = 4.80, p = .03$; People with white skin color vs. people with dark skin color: $F(1, 82) = 5.88, p = .02$; Polite: People with yellow skin color vs. people with dark skin color: $F(1, 82) = 53.51, p = .00$; People with white skin color vs. people with dark skin color: $F(1, 82) = 33.41, p = .00$

² Selfish: People with yellow skin color vs. people with dark skin color: $F(1, 82) = 10.63, p = .00$; People with white skin color vs. people with dark skin color: $F(1, 82) = 4.55, p = .04$; Cruel: People with yellow skin color vs. people with dark skin color: $F(1, 81) = 16.61, p = .00$; People with white skin color vs. people with dark skin color: $F(1, 81) = 12.50, p = .00$; Dishonest: People with yellow skin color vs. people with dark skin color: $F(1, 82) = 22.02, p = .00$; People with white skin color vs. people with dark skin color: $F(1, 82) = 24.77, p = .00$; Unkind: People with yellow skin color vs. people with dark skin color: $F(1, 81) = 9.76, p = .00$; People with white skin color vs. people with dark skin color: $F(1, 81) = 13.99, p = .00$

The figures demonstrate that the children had a more negative impression towards people with dark skin color than people with yellow or white skin color. In general, the children thought that people with dark skin color were more selfish, cruel, dishonest, and unkind.

Please refer to the following table regarding the average scores of people with different skin colors on the four negative traits in the pre-test:

	People with yellow skin color	People with white skin color	People with dark skin color
Selfish	1.10	1.30	1.72
Cruel	0.65	0.70	1.38
Dishonest	0.66	0.58	1.49
Unkind	0.85	0.72	1.41

Results of the Post-test

After using the online training module, the respondents generally had more positive perception of people with dark skin color compared to the pre-test. There is no statistically significance difference regarding the positive trait “kind” among people with yellow skin color (average: 2.94), people with white skin color (average: 3.00), and people with dark skin color (average: 2.64)³.

Similarly, there is no statistically significance difference regarding another positive trait “honest” among people with yellow skin color (average: 2.83), people with white skin color (average: 2.86) and people with dark skin color (average: 2.70)⁴. The figures suggest that, after using the online training module, the children now thought that people with yellow, white and dark skin colors are all “kind” and “honest”.

As for the positive trait “pretty”, although the score for people with dark skin color had increased from 1.37 in the pre-test to 2.01 in the post-test, the respondents still thought that people with yellow or white skin color are prettier (people with

³ People with yellow skin color vs. people with dark skin color: $F(1, 68) = 2.46, p = .12$; People with white skin color vs. people with dark skin color: $F(1, 68) = 3.02, p = .09$

⁴ People with yellow skin color vs. people with dark skin color: $F(1, 68) = 0.41, p = .52$; People with white skin color vs. people with dark skin color: $F(1, 68) = 0.63, p = .43$

yellow skin color: 2.97; people with white skin color: 3.00). The difference is statistically significant⁵. This may be because the trait “pretty” is an exterior feature and people often believe that persons from the same race have more attractive facial features (Bereczkei & Meskó, 2006). The children may have identified people with dark skin colour with a different appearance and therefore consider them less pretty.

For the positive trait “polite”, there is no statistically significant difference⁶ between the score for people with white skin color (average: 2.94) and that for people with dark skin color (average: 2.60). This implies the children think that both people with white skin color and dark skin color are polite, which is different from the result in the pre-test. However, the children in the post-test did think that people with yellow skin color are more polite than people with white or dark skin color, and the difference is statistically significant⁷. This may be because children have had more chances to interact with people with yellow skin color and have fewer chances to observe the polite behavior of people with white or dark skin color.

Please refer to the following table regarding the average scores of people with different skin colors on the four positive traits in the post-test:

	People with yellow skin color	People with white skin color	People with dark skin color
Kind	2.94	3.00	2.64
Pretty	2.97	3.00	2.01
Honest	2.83	2.86	2.70
Polite	3.24	2.94	2.60

On the other hand, there was no significant improvement on the negative perception of people with dark skin color. The score of the negative trait “selfish” given to people with dark skin color decreased the most. The average scores for people with yellow, white, and dark skin color are 1.00, 1.25, and 1.28 respectively. There is no statistically significant difference⁸. These figures show that the respondents no longer thought that people with dark skin color are more “selfish” than

⁵ People with yellow skin color vs. people with dark skin color: $F(1, 68) = 17.39, p < .001$; People with white skin color vs. people with dark skin color: $F(1, 68) = 17.33, p < .001$

⁶ People with white skin color vs. people with dark skin color: $F(1, 67) = 3.01, p = .09$

⁷ People with yellow skin color vs. people with white skin color: $F(1, 67) = 3.86, p = .05$; People with yellow skin color vs. people with dark skin color: $F(1, 67) = 12.67, p = .00$

⁸ People with yellow skin color vs. people with dark skin color: $F(1, 68) = 2.41, p = .13$; People with white skin color vs. people with dark skin color: $F(1, 68) = 0.02, p = .89$

people with yellow or white skin color.

However, the respondents still thought that people with dark skin color are more “cruel”⁹ and “unkind”¹⁰ in the post-test and there is statistically significance difference in the result.

For the trait “dishonest”, the children in the pre-test thought that people with dark skin color are more dishonest than people with white skin color, but in the post-test, this attitude had been slightly improved¹¹. However, the children in the post-test still thought that people with dark skin color are more dishonest than people with yellow skin color, and the difference is statistically significant¹².

Please refer to the following table regarding the average scores of people with different skin colors on the four negative traits in the post-test:

	People with yellow skin color	People with white skin color	People with dark skin color
Selfish	1.00	1.25	1.28
Cruel	1.06	1.07	1.75
Dishonest	1.07	1.14	1.49
unkind	1.22	1.26	1.70

b. Children’s Attitude towards People with Disabilities

Generally speaking, after using the online training module, the children had a more positive perception of people with disabilities compared to the pre-test.

For the four positive traits (kind, pretty, polite, and honest), the children became more positive when evaluating people with visual impairment on the trait “pretty” in the post-test (average: 1.99), when compared with that in the pre-test (average: 1.73). Higher scores represent more positive perception of people with disabilities. The

⁹ People with yellow skin color vs. people with dark skin color: $F(1, 68) = 14.69, p < .001$; People with white skin color vs. people with dark skin color: $F(1, 68) = 10.52, p < .001$

¹⁰ People with yellow skin color vs. people with dark skin color.: $F(1, 68) = 7.10, p = .01$; People with white skin color vs. people with dark skin color: $F(1, 68) = 6.48, p = .01$

¹¹ People with white skin color vs. people with dark skin color: $F(1, 68) = 2.52, p = .12$

¹² People with yellow skin color vs. people with dark skin color: $F(1, 68) = 4.17, p = .05$

difference is statistically significant.¹³

When evaluating wheelchair users on the trait “pretty”, and evaluating wheelchair users and people with visual impairment on the other three traits “kind”, “honest” and “polite”, a more positive evaluation in the post-test was also found. However, the change is not statistically significant¹⁴.

Please refer to the following table regarding the average scores of people with disabilities on the four positive traits:

		Wheelchair users	People with visual impairment
Kind	Pre-test	2.36	2.18
	Post-test	2.48	2.27
Pretty	Pre-test	2.04	1.73
	Post-test	2.21	1.99
Honest	Pre-test	2.98	3.02
	Post-test	3.16	3.13
Polite	Pre-test	2.53	2.61
	Post-test	2.68	2.64

On the other hand, there were significant decreases in the evaluation of people with disabilities in terms of the four negative traits (selfish, cruel, dishonest, unkind). When evaluating wheelchair users on the trait “selfish”, the children gave a less negative rating in the post-test (average: 1.60) when compared with that in the pre-test (average: 1.87). Lower scores represent more positive perception of people with disabilities. The result is statistically significant¹⁵.

Similarly, a less negative rating on wheelchair users in terms of the trait “unkind” was found in the post-test (average: 1.23), when compared with that in the pre-test (average: 1.50). The difference is statistically significant¹⁶. When evaluating people with visual impairment on the trait “dishonest,” the children gave a lower rating in the

¹³ $t(90) = -2.11, p = .04$

¹⁴ Wheelchair users are pretty: $t(100) = -1.60, p = .11$; Wheelchair users are kind: $t(101) = -1.33, p = .19$; Wheelchair users are honest: $t(101) = -1.73, p = .09$; Wheelchair users are polite: $t(100) = -1.80, p = .08$; people with visual impairment are kind: $t(90) = -.78, p = .44$; people with visual impairment are honest: $t(91) = -.84, p = .40$; people with visual impairment are polite: $t(89) = -.30, p = .77$

¹⁵ $t(100) = 2.31, p = .02$

¹⁶ $t(101) = 2.42, p = .02$

post-test (average: 1.23) when compared to that in the pre-test (average: 1.46). The change is statistically significant¹⁷.

The most significant decrease in the negative evaluation on people with disabilities is on the trait “cruel”, where the children rated wheelchair users as less cruel in the post-test (average: 1.08) than in the pre-test (average: 1.32)¹⁸. A similar shift in view was also seen for people with visual impairment in the post-test (average: 1.07) than in the pre-test (average: 1.47)¹⁹. The results are statistically significant.

When the children evaluated whether wheelchair users are “dishonest” and people with visual impairment are “unkind”, they gave a lower rating in the post-test when compared to that in the pre-test, but the difference is not statistically significant²⁰. Also, when the children evaluated whether people with visual impairment are “selfish”, they gave a similar rating in both the pre-test and the post-test, so there is no significant difference²¹.

Please refer to the following table regarding the average scores of people with disabilities on the four negative traits:

		Wheelchair users	People with visual impairment
Selfish	Pre-test	1.87	1.54
	Post-test	1.60	1.55
Cruel	Pre-test	1.32	1.47
	Post-test	1.08	1.07
Dishonest	Pre-test	1.50	1.46
	Post-test	1.33	1.23
Unkind	Pre-test	1.50	1.31
	Post-test	1.23	1.25

Another point worth mentioning is that, after the children had finished the online training module, they had an increased acceptance on the concept that “different children are all good children”, from the rating of 2.64 in the pre-test to 3.00 in the post-test. A higher rating implies a higher acceptance on the statement. The difference

¹⁷ $t(91) = 2.46, p = .02$

¹⁸ $t(101) = 2.45, p = .02$

¹⁹ $t(90) = 2.95, p < .001$

²⁰ Wheelchair users are dishonest: $t(101) = 1.51, p = .14$; people with visual impairment are unkind: $t(90) = .47, p = .64$

²¹ $t(91) = -.09, p = .93$

is statistically significant²². This implies that, after the implementation of the online training module, they agreed that people from different races and with disabilities can become friends.

Finally, when analyzing the face-to-face sharing of the children at the post-test interviews, it is found that they can:

- i. Raise questions with regard to different races and people with disabilities, e.g. “why do they have different skin colors?” or “why do different children possess different outlooks?”;
- ii. Show their willingness to build up friendship with people of different races and with disabilities, e.g. “We should help children use wheelchairs”; “It is fun to play with children of different races”, “We should play with other children and learn to share toys and love each other”; and
- iii. Show positive attitudes towards different races and people with disabilities, e.g. “Everyone has talent and we should treat them well”, “All of us are good children regardless of skin color”, “Every country has its own cuisine and foods from other countries are delicious”.

The sharing shows an improvement in the children’s knowledge and awareness of different races and disabilities after using the online training module. They were more willing to make friends with people from different races or with disabilities, and they understood that they should build up a harmonious relationship with them.

Please refer to Annex II for the scores of the children on the positive and negative traits at the pre-test and post-test.

4. Analysis and Conclusion

The conclusions can be drawn from this research are:

a) Discriminatory attitude may emerge as early as at preschool stage.

Before the three to six-year-old children were taught with the online training module, they had a more negative attitude towards people with dark skin color. They thought people with dark skin color had fewer positive traits but more negative characteristics. This means that certain negative stereotypes, such as

²² $F(1, 63) = 4.70, p = .03$

people with different skin colors are unkind and cruel, have already been formed in the minds of preschool children. These negative stereotypes are the root of discrimination. If we do not take action early, these negative stereotypes would certainly have an adverse impact on the development of young children.

b) The online training module helps to enhance the concept of equal opportunities in children.

The children aged three to six years old who were taught with the online training module displayed a more positive attitude towards people with dark skin color when compared to their attitude in the pre-test. For instance, they thought people with dark, yellow and white skin colors are all kind and honest. They also showed a positive perception of people with disabilities. The online training module particularly corrected their negative attitude towards people with disabilities. Not only does this show that the online training module may be effective in reducing the discriminatory attitude of children, but it reveals that such an attitude could be eliminated through early intervention.

Teachers and parents should therefore make use of proper curricula and teaching materials to let children have the opportunity to understand different races and people with disabilities. Moreover, they should discuss everyday social issues relating to discrimination with children to correct the children's negative stereotypes about people with different skin colors or disabilities.

c) Prevention measures against discrimination should start early and be done persistently.

It is noteworthy, however, that the children's change of attitude towards people with dark skin color was not reflected on every positive and negative trait. Out of the four negative traits, the children only gave better scores on the trait "selfish" to the people with dark skin color. They did not change their negative perception towards people with dark skin color on the other three negative traits. As the teaching period of the online training module was only one month for the purpose of this research, the effectiveness of the online training module for eliminating discrimination may still be at a preliminary stage. We believe that it is not possible to cultivate in children proper values in a short period of time. Rather, fostering their early understanding of equal

opportunities is necessary to correct stereotypical beliefs and eliminate discrimination. Teachers and parents should persist in promoting equal opportunities to children.

An inclusive society is established through education, communication and cooperation. Schools, teachers and parents should provide platforms for children to understand different races and people with disabilities, and help them make friends with each other in order to eliminate discrimination and reinforce their belief in equal opportunities.

Equal Opportunities Commission

The Child Education Centre for Teaching and Learning, the Child Education and Community Service Discipline, Hong Kong Institute of Vocational Education (Sha Tin)

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Annex I

Children's Response on Concept of Discrimination (Questionnaire)

兒童對平等機會及歧視概念的問卷調查

Name of interviewer : _____ Age of the child : _____ Sex : M / F
 調查員姓名 _____ 兒童年齡 _____ 性別 _____

Name of School : _____
 學校名稱 _____

Nationality of the Child : Chinese / Pakistani / American / Others: _____
 兒童的國籍 中國人/ 巴基斯坦人/ 美國人/ 其他: _____

Date 日期 : _____

Part A: 甲部

Always (4) Most of the time (3) Sometimes (2) Rarely (1) Never (0)
 常常(4) 時常(3) 間中(2) 很少(1) 從不(0)

No.	Questions	Scores					
		0	1	2	3	4	
1.	Do you think that people with (yellow skin color / dark skin color/ white skin color/ wheelchair/ visual impairment) are kind? 你覺得(黃皮膚人士/深色皮膚人士/白皮膚人士/輪椅使用者/視障人士)友善嗎? a. People with yellow skin color 黃皮膚人士 b. People with dark skin color 深色皮膚人士 c. People with white skin color 白皮膚人士 d. People with wheelchair 輪椅使用者 e. People with visual impairment 視障人士	a.	0	1	2	3	4
		b.	0	1	2	3	4
		c.	0	1	2	3	4
		d.	0	1	2	3	4
		e.	0	1	2	3	4
2.	Do you think that people with (yellow skin color / dark skin color/ white skin color/ wheelchair/ visual impairment) are pretty? 你覺得(黃皮膚人士/深色皮膚人士/白皮膚人士/輪椅使用者/視障人士)漂亮嗎? a. People with yellow skin color 黃皮膚人士 b. People with dark skin color 深色皮膚人士	a.	0	1	2	3	4
		b.	0	1	2	3	4
		c.	0	1	2	3	4
		d.	0	1	2	3	4

	c. People with white skin color 白皮膚人士 d. People with wheelchair 輪椅使用者 e. People with visual impairment 視障人士	e.	0	1	2	3	4
3.	Do you think that people with (yellow skin color / dark skin color/ white skin color/ wheelchair/ visual impairment) are selfish? 你覺得(黃皮膚人士/深色皮膚人士/白皮膚人士/輪椅使用者/視障人士)自私嗎?	a.	0	1	2	3	4
		b.	0	1	2	3	4
		c.	0	1	2	3	4
		d.	0	1	2	3	4
		e.	0	1	2	3	4
4.	Do you think that people with (yellow skin color / dark skin color/ white skin color/ wheelchair/ visual impairment) are dishonest? 你覺得(黃皮膚人士/深色皮膚人士/白皮膚人士/輪椅使用者/視障人士)不誠實嗎?	a.	0	1	2	3	4
		b.	0	1	2	3	4
		c.	0	1	2	3	4
		d.	0	1	2	3	4
		e.	0	1	2	3	4
5.	Do you think that people with (yellow skin color / dark skin color/ white skin color/ wheelchair/ visual impairment) are happy? 你覺得(黃皮膚人士/深色皮膚人/白皮膚人/輪椅使用者/視障人士)開心嗎?	a.	0	1	2	3	4
		b.	0	1	2	3	4
		c.	0	1	2	3	4
		d.	0	1	2	3	4
		e.	0	1	2	3	4

6.	<p>Do you think that people with (yellow skin color / dark skin color/ white skin color/ wheelchair/ visual impairment) are polite? 你覺得(黃皮膚人士/深色皮膚人士/白皮膚人士/輪椅使用者/視障人士)有禮貌嗎?</p> <p>a. People with yellow skin color 黃皮膚人士 b. People with dark skin color 深色皮膚人士 c. People with white skin color 白皮膚人士 d. People with wheelchair 輪椅使用者 e. People with visual impairment 視障人士</p>	a.	0	1	2	3	4
		b.	0	1	2	3	4
		c.	0	1	2	3	4
		d.	0	1	2	3	4
		e.	0	1	2	3	4
7.	<p>Do you think that people with (yellow skin color / dark skin color/ white skin color/ wheelchair/ visual impairment) are unkind? 你覺得(黃皮膚人士/深色皮膚人士/白皮膚人士/輪椅使用者/視障人士)不友善嗎?</p> <p>a. People with yellow skin color 黃皮膚人士 b. People with dark skin color 深色皮膚人士 c. People with white skin color 白皮膚人士 d. People with wheelchair 輪椅使用者 e. People with visual impairment 視障人士</p>	a.	0	1	2	3	4
		b.	0	1	2	3	4
		c.	0	1	2	3	4
		d.	0	1	2	3	4
		e.	0	1	2	3	4
8.	<p>Do you think that people with (yellow skin color / dark skin color/ white skin color/ wheelchair/ visual impairment) are cruel? 你覺得(黃皮膚人士/深色皮膚人士/白皮膚人士/輪椅使用者/視障人士)凶惡嗎?</p> <p>a. People with yellow skin color 黃皮膚人士 b. People with dark skin color 深色皮膚人士 c. People with white skin color 白皮膚人士 d. People with wheelchair 輪椅使用者 e. People with visual impairment 視障人士</p>	a.	0	1	2	3	4
		b.	0	1	2	3	4
		c.	0	1	2	3	4
		d.	0	1	2	3	4
		e.	0	1	2	3	4
9.	<p>Do you think that people with (yellow skin color / dark skin color/ white skin color/ wheelchair/ visual impairment) are honest? 你覺得(黃皮膚人士/深色皮膚人士/白皮膚人士/輪椅使用者/視障人士)誠實嗎?</p>	a.	0	1	2	3	4
		b.	0	1	2	3	4
		c.	0	1	2	3	4

	a. People with yellow skin color 黃皮膚人士 b. People with dark skin color 深色皮膚人士 c. People with white skin color 白皮膚人士 d. People with wheelchair 輪椅使用者 e. People with visual impairment 視障人士	d.	0	1	2	3	4
		e.	0	1	2	3	4
10.	Do you think that people with (yellow skin color / dark skin color/ white skin color/ wheelchair/ visual impairment) are curious? 你覺得(黃皮膚人士/深色皮膚人士/白皮膚人士/輪椅使用者/視障人士)有好奇心嗎? a. People with yellow skin color 黃皮膚人士 b. People with dark skin color 深色皮膚人士 c. People with white skin color 白皮膚人士 d. People with wheelchair 輪椅使用者 e. People with visual impairment 視障人士	a.	0	1	2	3	4
		b.	0	1	2	3	4
		c.	0	1	2	3	4
		d.	0	1	2	3	4
		e.	0	1	2	3	4
11.	Do you agree even if children look different from you or speak different languages, they are still good children and they can be your friend? Children from different races, such as children with white skin color, children with dark skin color, children sitting on wheelchairs or with visual impairment can be great friends? 你是否同意如果其他小朋友跟你長得不一樣或說不同的語言，他們也是好孩子，也能和你成為好朋友？不同種族的小朋友，如白色皮膚、深色皮膚，輪椅使用者或視障小朋友，也能和你成為好朋友？	Totally not agree 非常不同意	Not agree 不同意	Neutral 無意見	Agree 同意	Totally agree 非常同意	
		0	1	2	3	4	
12.	Do you agree that everybody is special no matter what race they are/whether they are persons with disabilities? Children with white skin/dark skin/yellow skin /sitting on wheelchairs/ with visual impairment are all special ? 你是否同意所有小朋友，不論是什麼種族/是否有殘疾的小朋友，也是特別的？白皮膚、深色皮膚、黃皮膚/輪椅使用者/視障小朋友也是特別的？	0	1	2	3	4	

13.	Do you agree to be friends with the children who have a different skin color from you – for example, children with dark skin color? 你是否同意和不同膚色的小朋友，例如深色皮膚的小朋友成為好朋友？	0	1	2	3	4
14.	Do you agree that it is important to respect other people and get along with them, no matter what race they are or what kinds of needs he/she may have? 你是否同意尊重不同種族或需要的小朋友，和他們作朋友是十分重要的？	0	1	2	3	4

Part B: 乙部

CHILD INTERVIEW – FOLLOW-UP QUESTION 面談-跟進問題

a. What did you learn from the stories?

透過故事，你學會什麼？

b. Please share with us what you remember most about the stories.

請分享故事中最深刻的片段。

c. Please share about your feelings towards children from different race and with disabilities.

請分享你對不同種族及有殘疾的小朋友的感受。

~完~

Annex II

Children's Average Rating on the Positive and Negative Traits in the Pre-test and the Post-test

		People with yellow skin color		People with white skin color		People with dark skin color		Wheelchair users		People with visual impairment	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Positive	Kind	3.14	2.94	3.42	3.00	2.43	2.64	2.36	2.48	2.18	2.27
	Pretty	2.96	2.97	3.19	3.00	1.37	2.01	2.04	2.21	1.73	1.99
	Honest	3.04	2.83	3.08	2.86	2.63	2.70	2.98	3.16	3.02	3.13
	Polite	3.55	3.24	3.35	2.94	2.30	2.60	2.53	2.68	2.61	2.64
Negative	Selfish	1.10	1.00	1.30	1.25	1.72	1.28	1.87	1.60	1.54	1.55
	Cruel	0.65	1.06	0.70	1.07	1.38	1.75	1.32	1.08	1.47	1.07
	Dishonest	0.66	1.07	0.58	1.14	1.49	1.49	1.50	1.33	1.46	1.23
	Unkind	0.85	1.22	0.72	1.26	1.41	1.70	1.50	1.23	1.31	1.25