

the intervention was anecdotal. The subjects in their study were university students preparing to become elementary teachers. Their simulation had positive effects on the attitudes of non-Black students toward Blacks, but had no effects on the subjects' "stated level of comfort with Blacks in various social situations, as measured by the Social Distance scale" (p. 351).

Yawkey and Blackwell (1974) examined the effects of multiethnic social studies materials and related experiences on the racial attitudes of Black four-year-old children. The children were divided into three groups. The students in Group One read and discussed the materials. The Group Two students read and discussed the materials as well as took a related field trip. The students in Group 3 experienced the traditional preschool curriculum. The interventions in Groups 1 and 2 had a significant, positive effect on the students' racial attitudes toward African Americans and Whites.

Research indicates that curriculum interventions such as plays, folk dances, music, role playing, exclusion from a group, discussion in dyads, and interracial contact can also have positive effects on the racial attitudes of students. A curriculum intervention that consisted of folk dances, music, crafts, and role playing had a positive effect on the racial attitudes of elementary students in a study conducted by Ijaz and Ijaz (1981) in Canada. Four plays about African Americans, Chinese Americans, Jews, and Puerto Ricans increased racial acceptance and cultural knowledge among fourth-, fifth-, and sixth-grade students in the New York City schools in a study conducted by Gimmetstad and DeChiara (1982).

Ciullo and Troiani (1988) found that children who were excluded from a group exercise became more sensitive to the feelings of children from other ethnic groups. McGregor (1993) used meta-analysis to integrate findings and to examine the effects of role playing and antiracist teaching on reducing prejudice in students. Twenty-six studies were located and examined. McGregor concluded that role playing and antiracist teaching "significantly reduce racial prejudice, and do not differ from each other in their effectiveness" (p. 215).

Aboud and Doyle (1996) designed a study to determine how children's racial evaluations were affected by talking about racial issues with a friend who had a different level of prejudice than their own. The researchers found that "high-prejudice children became significantly less prejudiced in their evaluations after the discussion. Changes were greater in children whose low-prejudice partner made more statements about cross-racial similarity, along with more positive Black and negative White evaluations" (p. 161). A study by Wood and Sonleitner (1996) indicates that childhood interracial contact has a positive, long-term influence on the racial attitudes and behavior of adults. They found that interracial contact in schools and neighborhoods has a direct and significant positive influence on adult racial attitudes toward African Americans.

*Creating Cross-Cutting Superordinate Groups.* Research indicates that creating or making salient superordinate and cross-cutting group memberships improves intergroup relations (Banks et al., 2001; Stephan & Stephan, 2004). Write Banks et al. (2001): "When membership in superordinate groups is salient, other group differences become less important. Creating superordinate groups stimulates cohesion, which can mitigate preexisting animosities" (p. 9).

Members of a sports team, Future Farmers of America, Girl Scouts, and Campfire are examples of cross-cutting or superordinate groups. Research and theory indicate that, when students from diverse cultural, racial, and language groups share a superordinate identity such as Girl Scouts, cultural boundaries weaken. Students are consequently able to form friendships and to have positive interactions and relationships with students from different racial, cultural, language, and religious groups. Extra- and co-curriculum activities, such as the drama club, the debating club, the basketball team, and the school chorus, create rich possibilities for structuring superordinate groups and cross-cutting group memberships.

When teachers create cross-cutting or superordinate groups, they should make sure that the