

ROLE PLAY 1 OF 2

McGregor (1993) **Effectiveness of role-playing and antiracist teaching in reducing student prejudice.**

Research Checklist

- The strategy (or program) produced the desired changes in the target population
- The research was conducted by reputable researchers and published in a reputable journal
- The study used a rigorous evaluation design
- The study shows few negative effects
- The study was replicated at more than one site
- The program was implemented by school staff in the study
- The study is a meta-analysis

Check all that apply:

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Prevention | <input type="checkbox"/> Intervention | <input type="checkbox"/> Treatment |
| <input checked="" type="checkbox"/> Substance Use | <input checked="" type="checkbox"/> Violence | <input checked="" type="checkbox"/> Problem Behavior |
| <input type="checkbox"/> Preschool | <input checked="" type="checkbox"/> Elementary | <input checked="" type="checkbox"/> Middle School |
| <input type="checkbox"/> High School | <input checked="" type="checkbox"/> School Staff | <input type="checkbox"/> Parents |

Summary: (Give your opinion about the quality and outcome of this study. Would you recommend use of this strategy based on this article?)

This analysis suggest that there are benefits from role-playing and antiracist programming. It also finds that there appears to be little difference between the effectiveness of either approach and that a combination of role-playing and antiracist teaching should be combined that targets elementary and secondary school age children. The effects appear to be greater for the younger children than for older students or adults.

Teachers can have a negative influence on outcomes if they have not been carefully selected and trained in the implementation of either program.

This program could have benefits in reducing racial prejudice in young children, although it is difficult to say if the effects would be long term.