

**INTERIM REPORT ON THE MAIN PHASE OF THE REACH ROLE MODEL  
PROJECT**

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## Executive Summary

The REACH programme aims to use role models to improve the career aspirations and actions of young black men. It is possible that role models might do this in various ways including by being inspiring, by affecting people's view of stereotypes of black men, and by directly affecting the self-concepts of those who see the role models. This research used an experimental design to test the effects of different role models. We also investigated the role models that people thought of spontaneously to gain insight into the types of person and occupations that might be most relevant to them.

The research was conducted in the London area using schools, FE colleges, job centres and other locations to recruit participants. These were 286 Black boys, 109 black girls, 269 white boys and 37 white girls, aged 11 to 16, and a second sample of 168 young black men aged between 17 and 24. Participants listened to a black man reading out one of four role models' stories. One role model had a small scale of achievement and focused on material outcomes (e.g. money), a second role model had a similar scale of achievement but focused on the social value of their outcomes (e.g. helping others). Two other role models had a larger scale of achievement and focused on material or social outcomes, respectively. A fifth set of participants did not see any role models (the control group). All participants completed a lengthy questionnaire to explore their reactions to the role models and how black men and other groups are viewed in society.

We summarise the most important findings first for young black men, then black school boys, and then any important differences between black boys and other school children. We also checked on participants' use of news media.

- **How the role models were judged:** The young men liked the role models but did not feel similar to them or that there was a strong sense of connection with them. The black boys, in contrast, did want to emulate the role model with a small scale of achievement and material focused outcomes. Black children were more positive about the role models than were white children. These results suggest that the role models are relevant for black school children, particularly black boys. However, the role models appear to be viewed less enthusiastically by young black men.
- **Effects of the role models on perceptions of stereotypes of black men:** We used a number of questions to measure three general aspects of stereotypes, the warmth, competence and respect that are accorded to black men as a social group. Higher prestige groups in society tend to be viewed as higher in competence and worthy of respect. Overall, stereotypes of black men were perceived as positive in terms of both warmth and competence. However, young black men who viewed a small scale of achievement materialistic role model thought others would regard black men as less warm. Among black boys who saw role models with a small scale of achievement and materialistic focus thought others would stereotype black men as more competent than others. The black boys who were presented with role models tended to think the stereotypes were more positive compared with black girls who saw the role models, suggesting that there is a positive effect but it is for black boys only, and does not extend to young black men or to black girls.
- **Effects of the role models on participants' self-image and social comparisons:** The self-esteem, self-efficacy and overall self-descriptions of young black men were generally

positive. However, those who saw any role model showed lower self-esteem than those who saw no role model. For black boys, who also reported positive self-esteem, self-efficacy and self-descriptions, those who saw role models who focused on material outcomes rated themselves as less successful, whereas those who saw role models who focused on social outcomes rated themselves as more competent. Overall black boys were more positive about themselves than where white children. The implications of this seem to be that the role models may trigger a negative self-comparison in which participants are aware of their own relative lack of achievement. This may not be a bad thing (it means they are more aware of the potential distance they could travel). Overall the findings do show that the black males are using the role models as a reference point for thinking about themselves.

All participants indicated that if they wanted to assess their own skill, academic ability or personality they would tend to compare themselves with people of their own gender and ethnic category. This suggests that the use of black male role models is likely to have specific and distinct effects for black males and that these effects may not generalise to others who see those same role models.

- **Participants' career aspirations and the role models they came up with spontaneously:** Given a range of options, young black men and black boys showed broadly the same set of career aspirations, focusing on being athletes, IT specialists or actors. However, for black school boys, this was a more pronounced pattern than for other groups of pupils, and it was affected by which role model they saw (increasing the mention of the relevant occupation). The overall pattern of career aspirations for white and black boys did not differ. Taken together these results suggest that the role models stimulate thinking about the relevant occupation among black boys. This suggests the use of role models is likely to be more effective with black boys than young black men.

Unsurprisingly, the spontaneous role model most nominated by young black men and black boys was Barack Obama. More generally, they named people who were footballers or businessman.

- **Media usage:** We asked where participants gained information and news. All participants identified newspapers and TV news as their main sources, along with the internet, family, friends and documentaries. They were less likely to get news information from radio news and other places.

## **Conclusions and Recommendations**

Black role models are seen as relevant by black school boys but less so by young black men for whom they seemed to highlight a less positive stereotype of black men generally, and even to make them feel less positive about themselves. For black school boys, the role models who had a smaller scale of achievement were viewed more positively and if they were materially successful this tended to have a positive effect on the perceived stereotype of blacks. Overall the evidence suggests that role models that have a closer proximity to the life situation of the boys could have a more positive effect overall on their aspirations. The participants generally nominated role models who were famous, and were athletes, businessmen or actors. It may be that role models who refer to their connections to these domains (even if they do not work within them) might be more influential.

Further research is needed to establish if and how engagement and identification with role models is affected by whether role model presents himself as sharing or not sharing some characteristics that map onto the occupations of role models black boys mention spontaneously. Further analysis will be required to evaluate which findings here persist over time, and to be more confident about the effects of different role models. This will be addressed in the Final Report when data from a second survey of the school sample will be available.

## **Recommendations**

- It is likely that the REACH campaign can have maximum impact on black school boys rather than young men. We recommend effort be focused on black school boys.
- It is likely that among black boys, role models who emphasise modest material outcomes may be most easily accepted and have a more positive impact on stereotypes of black men. Despite potential short term effects on perceptions of their current levels of success, this may be a viable way to establish realistic aspirations for a larger number of boys.

## Overview of Full Report

The proposed research will identify the most effective way of delivering messages from role models to target audiences, and identifying any possible negative effects. This research draws on the social psychology of prejudice and stereotyping that suggests that people's attitudes and stereotypes can be changed from watching others (e.g. Bandura, 1986, Karunanayake & Nauta, 2004; Leaper, 2000; Tatum, 2004). The objective will be to promote positive attitudes towards Black boys and Black young men.

Specifically, the primary goal of the research will be to test messages to challenge negative stereotypes of Black boys and young men amongst all groups within the local environment of Black boys and young men. The lessons learned through this process will help the REACH role modelling scheme to challenge negative stereotypes of Black boys and Black young men.

Based on the findings of the pilot study reported previously and communications with CLG, four role model vignettes were created that varied according to the scale of achievement (SA), and whether they emphasized social-moral outcomes or materialistic outcomes (MM). These were tested among Black young men (aged 17+) and 1067 school aged children (aged 11-17) from several schools in London. Specifically, the purpose of the Time 1 data collection was to test whether the dimensional features of the role models (i.e., Large or Small SA, and moral (i.e. social-focused) versus material (money/wealth focused) MM), affected various outcomes compared to baseline control condition in which no vignettes were presented.

The analyses presented in this interim report represent an extensive first inspection of the data. Because there was only 5 days between completion of data collection and the required date for this report it has not been possible to undertake more complex analyses. The aim for this report is to highlight the overall pattern of responses to the role models, to highlight statistically reliable differences, where observed, and to provide sufficient detail that readers can consider implications and understand the overall patterns in the data. More comprehensive and summary analyses will be undertaken once the Time 2 data have been collected.

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## **I) Methods and Sample Characteristics**

The 4 role model vignettes (see Appendix A for vignettes) were drafted and constructed on the basis of detailed consultation with the REACH team and CLG research advisors.

The role model vignettes (or conditions) were:

- Large Scale of Achievement, Social-Moral Outcome (LSA/Moral)
- Large Scale of Achievement, Material Outcome (LSA/Material)
- Small Scale of Achievement, Social-Moral Outcome (SSA/Moral)
- Small Scale of Achievement, Material Outcome (SSA/Material)
- No vignette presented, participants simply filled out the questionnaire (Baseline control)

Most items were measured using a 5 point intensity scale, a few were checklists or open ended items that were content coded later. Further details of procedure are available on request. The questionnaire for the schools sample is in the Appendix B.<sup>1</sup>

### **a.) Measures**

All of the measures can be found in Appendix B. Question numbers have been given in the following discussion for easier reference.

Based on the prior pilot research measures were used to record participants' *direct evaluations* of the role model along the manipulated dimensions (i.e. SA and MM; see questions 2-5).

Participants were asked to make *judgements about the role models* (questions 1, 6-8, and 10-19). Specifically, participants were asked how much they liked the role model, could they be like the role model, their pride for the role model and their perceived similarity of the role model to themselves/Black men/White Men. Participants were also asked how memorable, inspiring and interesting they found the role model, whether they would tell the role model's story to someone else, whether or not they had met anyone like the role model, and who their own role models were.

Additionally, participants were asked about *others' views of the role model* on stereotypical dimensions (i.e., warmth, kindness, skilfulness, cleverness, respect, envy, pity, fear, competitiveness and successfulness; question 9),

Participants' perception of other *people's stereotype ratings* of Black men, White men, Black women and White women were also measured (questions 21-23). Participants were also asked to rate to what extent these stereotypical dimensions described themselves (question 32).

Measures of the participant's *self-esteem* (question 30), *self-efficacy* (question 31), *preferred social comparison group* (questions 33-40) and *career aspirations* (questions 41-42) were also included.

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<sup>1</sup> The school-aged questionnaire and young adult questionnaire did not differ very much. Main differences involved wording that was school or age specific. For example, asking about the parents' social economic status in the school-aged sample, and asking about the participants' social economic status in the young adult sample.



The questionnaire also includes measure of *inter-ethnic contact* (questions 26-29), *ethnic identification* (question 49) and *social class* (final set of questions, not numbered). Because the questionnaire was very lengthy, many respondents failed to complete the inter-ethnic contact, ethnic identification and social class measures. Therefore, we intend to repeat these measures at Time 2 to ensure we have a more complete data set for the final report.

## **b.) Analyses**

Data were analysed by evaluating whether the average answers (Means =  $M$ ) differed reliably from the scale midpoint, which also depend on the size of the standard deviation ( $SD$ ). These differences were tested using one-sample t-tests, and are included in the Appendix.<sup>2</sup> Throughout the report if a variable is referred to as ‘high’ or ‘low’ this means the scores are statistically different from the scale midpoint in that direction. All reported differences are statistically reliable (i.e.,  $p < .05$  or smaller).

The main analyses were multivariate analyses of variance on blocks of variables (e.g. stereotype ratings). For this report we treated condition as a single factor with either 4 or 5 levels (Vignette 1, Vignette2, Vignette3, Vignette 4, and Control). The control condition is dropped when we analyse direct evaluations and ratings of the role models themselves (control participants had no vignettes to evaluate). These analyses are included in the appendix.<sup>3</sup> Again, all reported differences are statistically reliable (i.e.,  $p < .05$  or smaller).

The second factor is participant ethnicity and gender, simplified into Black men, White men, Black women, White women. Of primary interest are the ‘main’ effects of condition. The effects of ethnicity and gender are reported when they qualify or change the effect of the role model vignettes on the outcomes of interest. Additionally, participants’ age was included as an independent variable, but, again, only when it qualifies or changed the effect of the role model vignettes on the outcomes of interest.

Within the school-aged sample effects of condition were inspected in two ways: First focusing only on Black males, and second, comparing Black males to other groups (i.e., White males, Black females, and White females). These comparisons are not available for the young adult analyses, as this sample only included Black men.

## **c.) Sample Characteristics**

### **1) Young Men**

164 young men took part in the study for the young men sample. The young men sample was collected throughout 11 Nov. – 12 Dec. from 4 FE Colleges and 4 job centres based in London. Ages ranged from 15 – 42 ( $M = 18.70$ ,  $SD = 3.28$ ). 57% described themselves as born in the UK, 38% as born somewhere else, and 8 (4%)

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<sup>2</sup> Appendix C for Black boys, Appendix D for White boys, Appendix E for Black girls, Appendix F for White girls and Appendix G for young Black men.

<sup>3</sup> Appendix H for Black boys, Appendix I for comparisons between Black and White boys, Black girls and White girls, Appendix J for young Black men.

participants did not answer this question. The majority (47%) of young men were Black African (see Table 1 for a breakdown of ethnicity).

Table 2. Ethnic and gender background of young men sample.

	# of Participants	% of Total Sample
Black African	77	47
Black Caribbean	40	24
Black other	8	5
Mixed White and Black African	9	6
Mixed White and Black Caribbean	8	5
Mixed Other	15	9
Total	157	96

## 2) School-aged

*Overall Sample.* 1067 pupils, from the school years 7 to 11, took part in this part of the data collection. Of these 732 (69%) were male and 216 (20%) were female (11% of the sample had missing data on gender).<sup>4</sup> Ages ranged from 11-16 ( $M = 12.82$ ,  $SD = 1.34$ ; 10% of the sample had missing data on age).

The school-aged sample was collected throughout 6 – 19 Nov. from 6 schools based in London. These schools were chosen for having high proportions of Black pupils and were a collection of single/mixed sex, and faith/non-faith schools.

Table 2. Ethnic and gender background of school-aged sample.

	# of Participants	% of Total Sample	Male	Female
Black African	231	22	157	65
Black Caribbean	88	8	58	23
Black other	36	3	23	10
White British	138	13	109	24
White Irish	44	4	39	4
White Other	87	8	76	9
Bangladeshi	18	2	12	6
Indian	64	6	34	29
Pakistani	16	2	12	4
Chinese	6	1	5	1
Asian Other	34	3	29	5
Mixed White and Black African	30	3	26	2
Mixed White and Black Caribbean	33	3	22	9
Mixed White and Asian	16	2	14	2
Mixed Other	32	3	24	8
Other	13	1	7	3
Total	886	84	647	204

<sup>4</sup> Missing data on all of the demographic questions may become available during Time 2.

73% of participants were born in the UK, 14% were born outside the UK, 0.6% stated they did not know where they were born and 12.4% of participants did not answer this question. Pupils came from a variety of ethnic backgrounds, though the majority (40%) were Black (see Table 2 for a breakdown of ethnicity).

To ensure adequate statistical power, participants were collapsed into three ethnic categories: Black (all participants who stated Black heritage including Black mixed race individuals), White (i.e., White British, White Irish, or White other), and other ethnic categories (i.e., Bangladeshi, Indian, Pakistani, Chinese, Asian Other, Mixed other, and other). Participants with missing data on the ethnic group membership question (181 participants, or about 16% of the sample) were excluded from the analyses.

*Black Sample.* The Black category consisted of 418 participants, 286 (68%) were male and 109 (26%) were female (6% had missing data). Ages ranged from 11-16 ( $M = 12.97$ ,  $SD = 1.42$ ; 6% had missing data).

*White Sample.* The White category consisted of 269 participants, 224 (83%) were male and 37 (14%) were female (3% had missing data). Ages ranged from 11-16 ( $M = 12.70$ ,  $SD = 1.26$ ; 3% had missing data).

*“Other” Sample.* The “Other” category consisted of 199 participants, 137 (69%) were male and 58 (29%) were female (2% had missing data). Ages ranged from 11-16 ( $M = 13.04$ ,  $SD = 1.26$ ; 2% had missing data).

## II) Effect of the Different Vignettes on Black Boys Responses

### a) Manipulation Checks on Scale of Achievement and Moral/Material Questions

The effect of each vignette on the children's evaluations of each role model's scale of achievement (SA) and their social-moral and materialistic outcomes (MM) was assessed for Black boys only.

SA was measured using one item: "How easy do you think it was for person X to get where he is today?" A Large SA was defined in the study as an individual who had experienced hardships in his youth (e.g., from a single parent home, low socio-economic background) to become successful as an adult. A Small SA was defined in the study as an individual who had not experienced hardships as a youth (e.g., both parents, middle class background) to become successful as an adult.

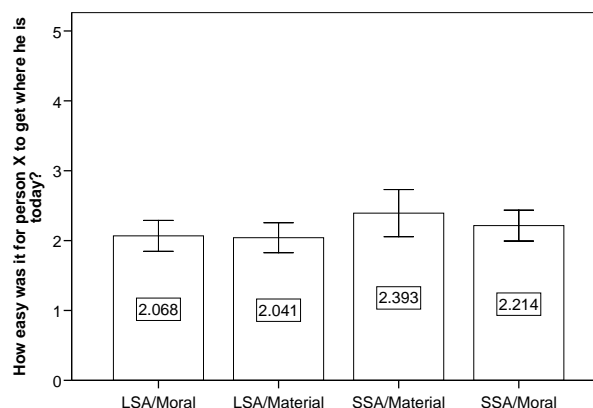
MM was measured with three items: "For person X, how important are other people?", "For person X, how important is it to become rich?" and "For person X, how important is it to become famous?" MM was defined as either being concerned with social/moral outcomes (e.g., friends and family, good of the community, helping others) or being concerned with materialistic outcomes (e.g., money, fame).

The purpose of these analyses is to see whether or not Black boys correctly identified the differences between the different vignettes.

#### 1) SA

Overall Black boys felt that it had not been easy for the role models to get where they were today. However, Black boys did see that it was slightly easier for the role models with a Small SA (SSA in graphs), than for role models with a Large SA (LSA in graphs).

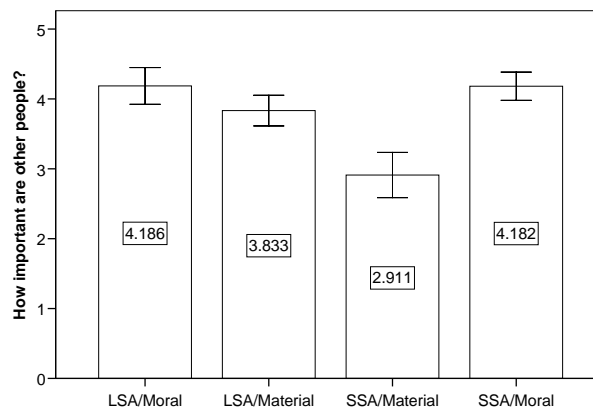
Figure 1. Mean response for scale of achievement for Black boys.



## 2) MM

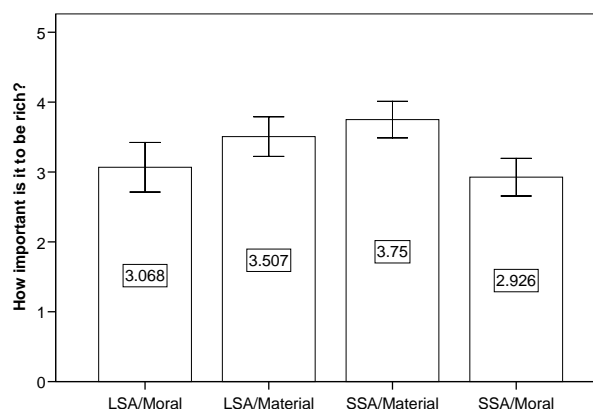
*Importance of others.* As seen in Figure 2, Black boys thought that other people were important to the role models. However, the Black boys did think that role models with materialistic vignettes thought less about other people than role models with moralistic vignettes. This was especially true when the role model had a Small SA and was materialistic (SSA/Material).

Figure 2. Mean response for social-moral and materialistic outcomes (how important are other people) for Black boys.



*Importance of money.* As seen in Figure 3, Black boys thought that the role models with materialistic vignettes cared more about being rich than role models with moralistic vignettes. This was especially true when the role model had a Small SA and was materialistic (SSA/Material).

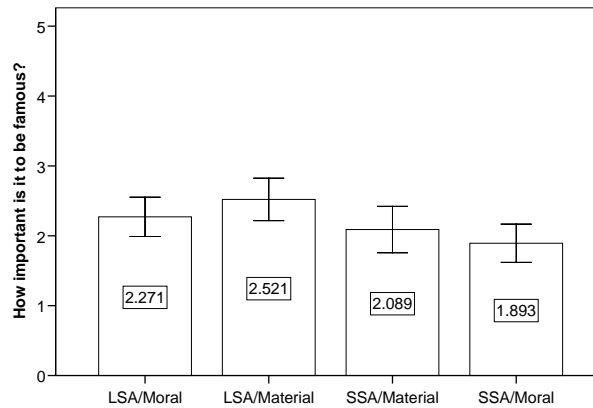
Figure 3. Mean response for social-moral and materialistic outcomes (how important is money) for Black boys.



*Importance of fame.* As seen in Figure 4, Black boys did not think that fame was important to any of the role models. However, when the role model had a Large SA

and was materialistic (LSA/Material) he was seen to be more concerned with fame than the other role models.

Figure 4. Mean response for social-moral and materialistic outcomes (how important is fame) for Black boys.



### *Summary*

These findings suggest the manipulation of both sense of achievement (SA) and social-moral or materialistic (MM) outcomes had effects, if weak ones, on the Black boys judgments of the role model. Role models with a large SA were perceived to have not had an easy time getting where they were today. The results for MM were more mixed. Generally, materialistic role models were seen to value other people less and money or fame more than role models with a social-moral orientation. However, the small SA and materialistic role were sent to value others least and money most, while the role model with a large SA and materialistic orientation were perceived to value fame the most.

### **b) Effects of the Different Vignettes on Reported Self-Esteem, Self-efficacy, and Self-Stereotypes.**

The goal of the REACH project is to promote positive self images and goals for Black boys and Black young men. After being presented with the role model, participants were asked to answer questions about their self-esteem (e.g., personal worth), self-efficacy (e.g., ability to achieve goals), and self-stereotypes (i.e., warmth, cleverness, skilfulness, popularity, success, competitiveness and kindness). The purpose of these series of questions is to establish what the self-image of Black boys is, and whether or not any or all of the role models promote a positive self-image for Black boys.

#### 1) Self-Esteem

Self-esteem is a sense of personal worth or worthiness. Black boys have fairly good self-esteem ( $M = 3.93$ ,  $SD = 0.69$ ) and this was not changed by being exposed to a role model.

## 2) Self-Efficacy

Self-efficacy is the belief that that you are able to achieve your goals. Black boys have fairly good self-efficacy ( $M = 3.93$ ,  $SD = 0.69$ ) and this was not changed by being exposed to a role model.

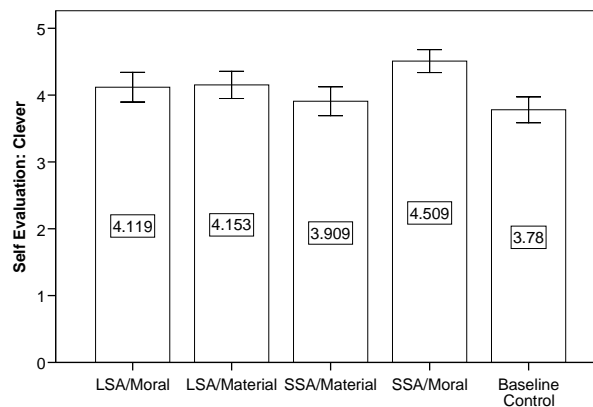
## 3) Self-Stereotypes

The findings in this section are broken down by individual items and discussed in terms of differences between the experimental conditions for Black boys. All participants were asked to rate themselves in terms of their warmth, cleverness, skilfulness, popularity, success, competitiveness and kindness. Overall, Black boys see themselves as doing well in all of these areas of achievement.

*Warmth.* Black boys rated themselves as being warm ( $M = 4.07$ ,  $SD = 0.85$ ). However, how warm they saw themselves was not changed by being exposed to a role model.

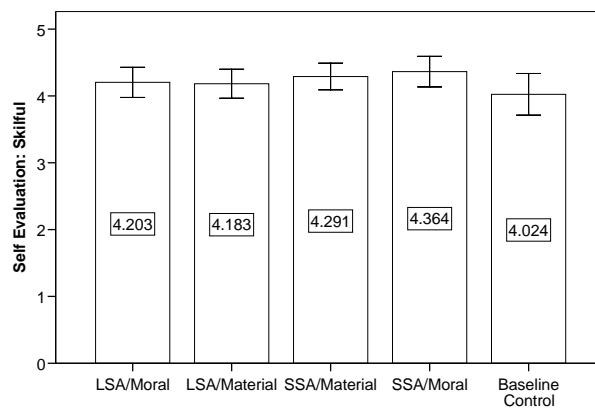
*Cleverness.* Black boys rated themselves as being clever ( $M = 4.11$ ,  $SD = 0.81$ ). As seen in Figure 5, Black boys rated themselves as being cleverer when they were exposed to a role model, unless the role model was Small SA, materialistic. Black boys rated themselves as especially clever when they were exposed to a Small SA, moralistic role model (SSA/Moral).

Figure 5. Black boy's self-evaluation of cleverness across the different vignettes.



*Skilful.* Black boys rated themselves as being skilful ( $M = 4.22$ ,  $SD = 0.87$ ). As seen in Figure 6, Black boys rated themselves as especially skilful when they were exposed to a Small SA, moralistic role model (SSA/Moral).

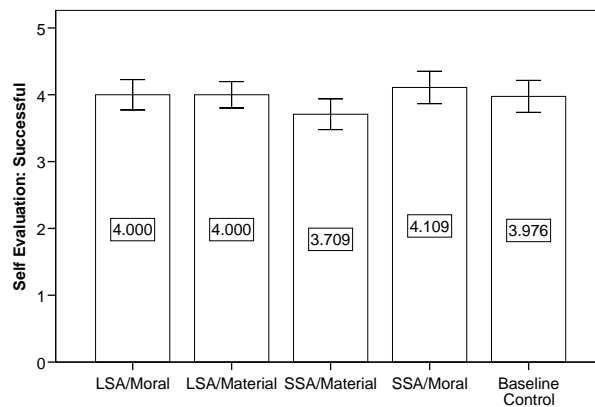
Figure 6. Black boy's self-evaluation of skill across the different vignettes.



*Popularity.* Black boys rated themselves as being popular ( $M = 3.94$ ,  $SD = 1.02$ ). However, how popular they saw themselves was not changed by being exposed to a role model.

*Success.* Black boys rated themselves as being successful ( $M = 3.96$ ,  $SD = 0.85$ ). As seen in Figure 7, Black boys rated themselves as being more successful when they were exposed to a role model, unless the role model was Small SA, materialistic (SSA/Material).

Figure 7. Black boy's self-evaluation of success across the different vignettes.



*Competitiveness.* Black boys rated themselves as being competitive ( $M = 4.02$ ,  $SD = 1.8$ ). However, how competitive they saw themselves was not changed by being exposed to a role model.

*Kindness.* Black boys rated themselves as being kind ( $M = 3.99$ ,  $SD = 1.02$ ). However, how kind they saw themselves was not changed by being exposed to a role model.



### *Summary*

Black boys have a good level of self-esteem and self-efficacy and these are not changed by being presented with a role model. In general, Black boys rate themselves highly on the different areas of self-stereotyping. Importantly, Black boys rated themselves as especially clever and skilful when they were exposed to a small sense of achievement and moralistic role model. However, Black boys reported feeling less successful when they were exposed to a role model that had a small sense of achievement and was materialistic.

### **c.) Effects of the Different Vignettes on Judgements about the Role Models**

All participants were asked to rate how they thought about the role model (i.e., liking, pride, similarity to self, like to meet him, want to be like him, could be like him, find inspiring, find interesting, remember him, tell friends about him, heard about and met someone like him) and how other people might think about the role model (i.e., warm and friendly, clever, skilful, popular, successful, competitive, kind, look up to, respect, fear, envy, pity, similarity to other Black men, similarity to other White men, and think he is happy). The purpose of these series of questions is to establish what people think about the role models and how they respond to the role models.

#### 1) Evaluation of the Role Model

All participants were asked to rate how they thought about the role model (i.e., liking, pride, similarity to self, like to meet him, want to be like him, could be like him, find inspiring, find interesting, remember him, tell friends about him, heard about and met someone like him). The purpose of this series of questions is to establish how Black boys evaluate the role models.

The findings in this section are broken down by individual items and discussed in terms of differences in Black boys' response due to the different role models.

*Liking.* Participants were asked to describe how much they liked the role model they had seen. Overall, Black boys liked the all of the role models well ( $M = 3.82$ ,  $SD = .89$ ) and this did not change between the different role models.

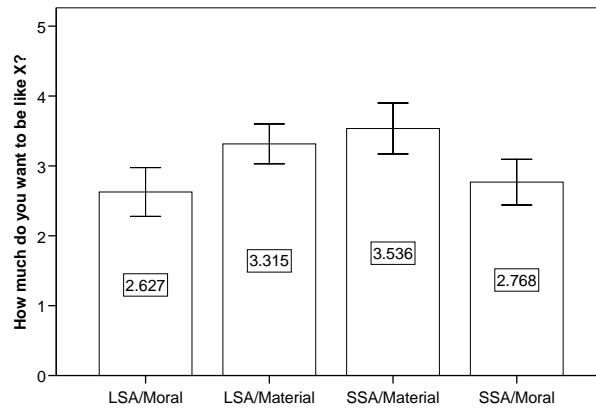
*Pride.* Participants were asked to describe how proud they would feel of the role model, if they knew him. Overall, Black boys thought they would be proud of the role models if they new them ( $M = 4.22$ ,  $SD = 0.94$ ) and this did not change between the different role models.

*Desire to Meet the Role Model.* Participants were asked how much they would like to meet the person in their story. Overall, Black boys were not sure if they wanted to meet any of the role models ( $M = 3.06$ ,  $SD = 1.21$ ) and this did not change between the different role models.

*Desire to Emulate.* Participants were asked how much they would like to be like the role model. Overall, Black boys were not sure if they wanted to be like the role

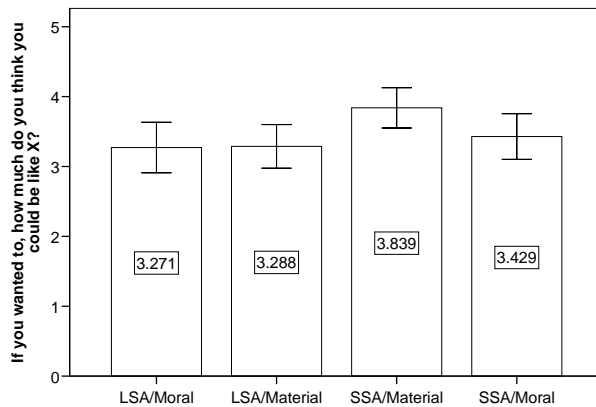
models ( $M = 3.07$ ,  $SD = 1.33$ ). However, as seen in Figure 8, Black boys wanted to be most like the materialistic role models, and least like the moralistic role models.

Figure 8. Mean desire to emulate the role models across vignettes for Black boys.



*Ability to emulate.* Participants were asked to consider whether they were able to be like the role model. Overall, Black boys were not sure if they could be like the role models ( $M = 3.44$ ,  $SD = 1.28$ ). However, as seen in Figure 9, Black boys did think they could be like the Small SA, materialistic role model (SSA/Material).

Figure 9. Mean ability to emulate the role models across vignettes for Black boys.

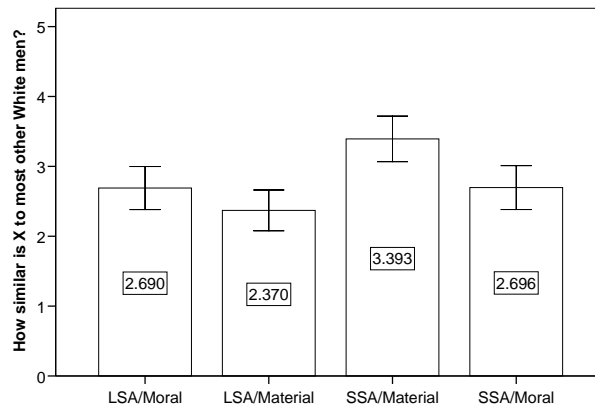


*Similarity to Self.* Participants were asked how similar they thought they were to the role model. Overall, Black boys did not think any of the role models were very similar to them ( $M = 2.46$ ,  $SD = 1.14$ ) and this did not change between the different role models.

*Similarity to Black Men.* Participants were asked to rate how similar they thought the role model was to other Black men. Overall, Black boys were not sure how similar the role models were to other Black men ( $M = 3.21$ ,  $SD = 1.08$ ) and this did not change between the different role models.

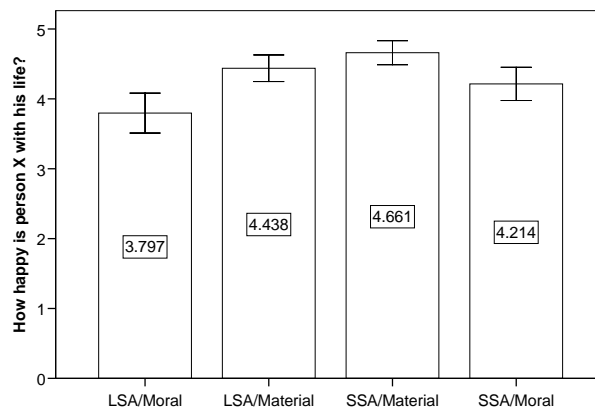
*Similarity to White Men.* Participants were asked to rate how similar they thought the role model was to White men. Overall, Black boys did not think the role models were similar to White men ( $M = 2.76$ ,  $SD = 1.26$ ). However, as seen in Figure 10, Black boys did think that the Small SA, materialistic role model was most like a White man.

Figure 10. Mean similarity of the role models to White men across vignettes for Black boys.



*Happiness.* Participants were asked how happy they thought the role models were. Overall, Black boys thought the role models were happy ( $M = 4.28$ ,  $SD = 0.92$ ). However, as seen in Figure 11, Black boys thought the Small SA, materialistic role model was the happiest, followed by the Small SA, moralistic role model and the Large SA, materialistic role model. Black boys thought that the least happy role model was the Large SA, moralistic role model.

Figure 11. Mean happiness of role models across vignettes for Black boys.



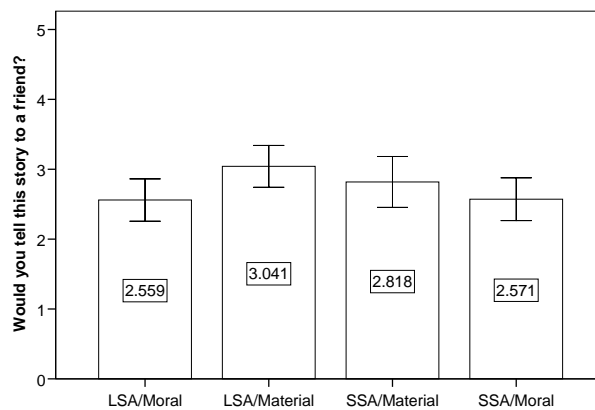
*Inspiration.* Participants were asked how inspiring they found the role models. Overall, Black boys found all of the roll models equally inspiring ( $M = 3.72$ ,  $SD = 1.20$ ) and this did not change between the different role models.

*Interest.* Participants were asked how interesting they found the role models' stories. Overall, Black boys thought the role models' stories were equally fairly interesting ( $M = 3.36$ ,  $SD = 1.17$ ) and this did not change between the different role models.

*Memorable.* Participants were asked to rate how much they thought they would remember the story. Overall, Black boys thought they would be ok at average at remembering the role model's stories ( $M = 3.07$ ,  $SD = 1.25$ ) and this did not change between the different role models.

*Retelling the Story.* Participants were asked if they would tell the role model's story to a friend. Overall, Black boys did not feel they would tell the story they had heard to a friend ( $M = 2.77$ ,  $SD = 1.25$ ). However, as seen in Figure 12, the one exception to this was the Large SA, materialistic role model (LSA/Material). Black boys reported being more likely to tell a friend about this role model's story.

Figure 12. Mean intent to tell the role models' story to a friend across vignettes for Black boys.



*Heard About Someone Like the Role Model.* Participants were asked if they had ever heard about someone like the role model. Overall, Black boys had heard about someone like the role models (64%). Black boys had heard most about people with a Large SA who were moralistic (80%) and people with a Small SA who were materialistic (80%). They had heard least about people with Large SA who were materialistic (70%) and people with a Small SA who were moralistic (71%).

*Ever Met Someone Like the Role Model.* Participants were asked if they had ever met someone like the role model. Overall, about half of the Black boys had met someone like the role models (57%). The role model that Black boys reported having met most was a person with a Small SA who was materialistic (84%). Only slightly more than half of the Black boys reported having met any of the other role models (~61%).

### *Summary*

Black boys liked the role models, were proud of them, wanted to emulate the materialistic role models, and thought the role models were happy, inspiring and interesting.

However, they did not find the role models at all similar to themselves or Black men, they did not particularly want to meet the role models and were not sure if they could emulate the role models. The role model they thought they could emulate the most was the small sense of achievement and materialistic one. Of all the role models they did see the small sense of achievement and materialistic role model as most similar to white men.

They did not have a strong feeling they would remember the role models, and did not think they would tell their friends about the role models. Most of the Black boys had heard of someone similar to the role models, but only had really met someone with a small sense of achievement and a materialistic outlook.

## 2) Other People's Stereotype-related Views About the Role Models

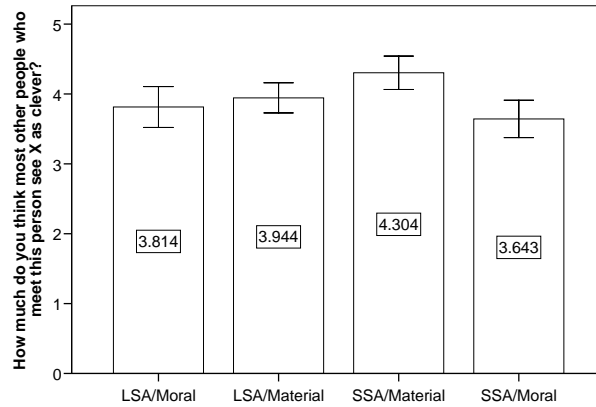
This set of items asked how other people would view each role model along various stereotypical dimensions (i.e., warmth, cleverness, skilfulness, popularity, success, competitiveness, kindness, admiration, respect, fear, envy and pity). The purpose of these series of questions was to establish how Black boys thought others would stereotype the different role models.

The findings in this section are broken down by individual items and discussed in terms of how Black boys thought others would stereotype the different role models.

*Warm & Friendly.* Overall, Black boys thought that others would see the role models as warm ( $M = 3.51$ ,  $SD = 0.97$ ) and this did not change between the different role models.

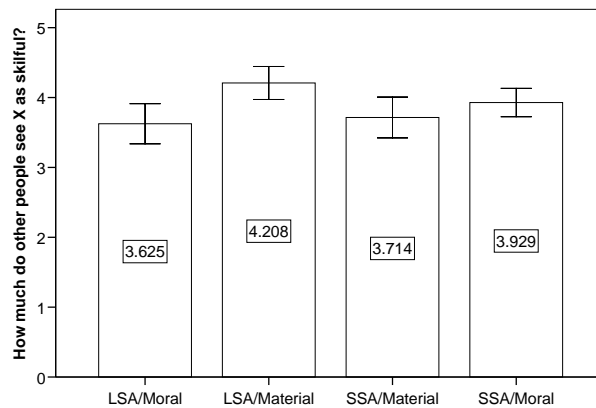
*Cleverness.* Overall, Black boys thought that others would see the role models as clever ( $M = 3.93$ ,  $SD = 1.01$ ). As seen in Figure 13, Black boys thought the Small SA, materialistic role model (SSA/Material) would be seen to be the cleverest.

Figure 13. Mean report of how others view the role model as clever across vignettes for Black boys.



*Skilfulness.* Overall, Black boys thought that others would see the role models as skilful ( $M = 3.89$ ,  $SD = 1.01$ ). As seen in Figure 14, Black boys thought the Large SA, materialistic role model (LSA/Material) would be seen to be the most skilful.

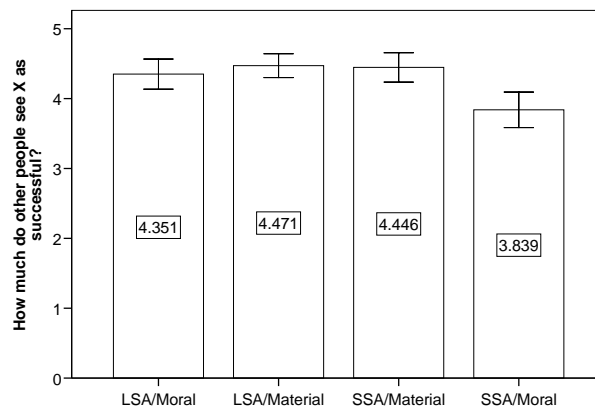
Figure 14. Mean report of how others view the role model as skilful across vignettes for Black boys.



*Popularity.* Overall, Black boys thought that others would not see the role models as popular ( $M = 2.64$ ,  $SD = 1.09$ ) and this did not change between the different role models.

*Success.* Overall, Black boys thought that others would see the role models as successful ( $M = 4.29$ ,  $SD = 0.85$ ). As seen in Figure 15, Black boys thought the Small SA, materialistic role model (SSA/Material) would be seen to be the least successful.

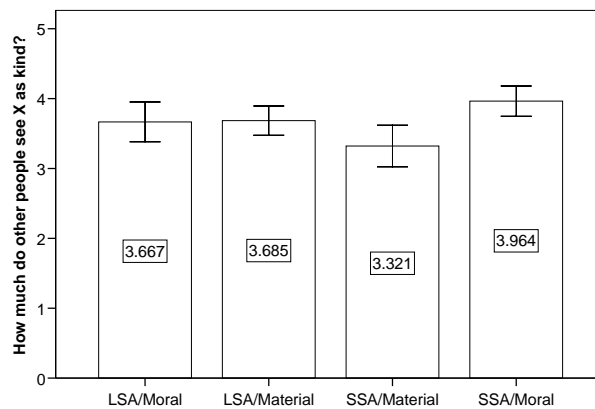
Figure 15. Mean report of how others view the role model as successful across vignettes for Black boys.



*Competitiveness.* Overall, Black boys thought that others would not see the role models as competitive ( $M = 2.81, SD = 1.25$ ) and this did not change between the different role models.

*Kindness.* Overall, Black boys thought that others would see the role models as kind ( $M = 3.66, SD = 0.99$ ). As seen in Figure 16, Black boys thought the Small SA, moralistic role model (SSA/Material) would be seen to be the kindest.

Figure 16. Mean report of how others view the role model as kind across vignettes for Black boys.



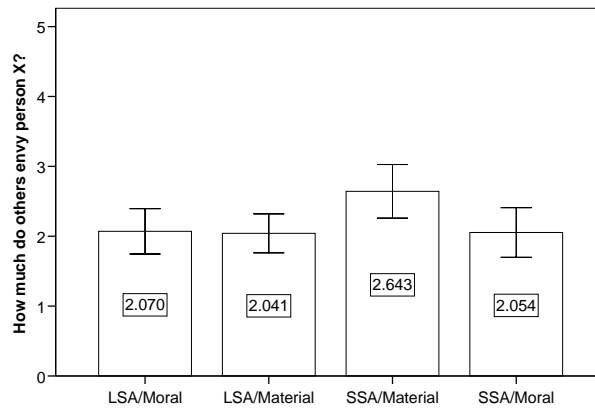
*Admiration.* Overall, Black boys thought that others would see the role models as someone to look up to ( $M = 3.39, SD = 1.21$ ) and this did not change between the different role models.

*Respect.* Overall, Black boys thought that others would see the role models as someone to respect ( $M = 3.88, SD = 0.99$ ) and this did not change between the different role models.

*Fear.* Overall, Black boys thought that others would not see the role models as someone to fear ( $M = 1.42, SD = 0.87$ ) and this did not change between the different role models.

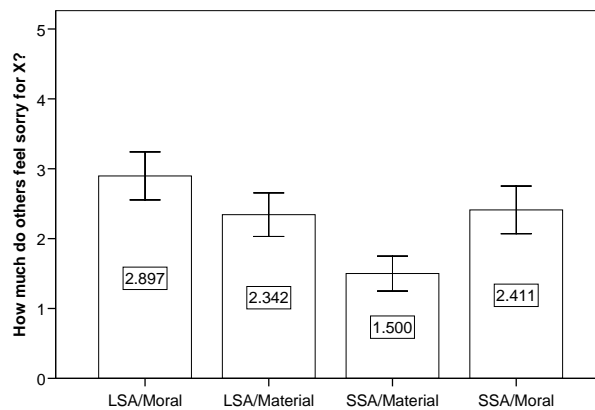
*Envy.* Overall, Black boys thought that others would not see the role models as someone to envy ( $M = 2.19, SD = 1.31$ ). As seen in Figure 17, Black boys thought that others would be most envious of the Small SA, materialistic role model (SSA/Material).

Figure 17. Mean report of how others view the role model as envious across vignettes for Black boys.



*Pity.* Overall, Black boys thought that others would not see the role models as someone to feel sorry for ( $M = 2.30, SD = 1.32$ ). As seen in Figure 18, Black boys thought the Large SA, moralistic role model (LSA/Moral) would be pitied the most and that the Small SA, materialistic role model (SSA/Material) would be pitied the least.

Figure 18. Mean report of how others pity the role model across vignettes for Black boys.



*Dislike.* Overall, Black boys thought that others would not dislike the role models ( $M = 2.04, SD = 1.22$ ) and this did not change between the different role models.



### *Summary*

Black boys thought others would see the role models as warm and friendly, clever, skilful, successful, kind, admirable, and respected. In contrast, Black boys did not think others would see the role models as popular, competitive, or someone to fear, envy, pity or dislike. Overall, these findings suggest Black boys had a positive representation of the role models.

The small scale of achievement and large scale of achievement *materialistic* people were seen as the most clever (and envied) and skilful role models respectively. The small scale of achievement and large scale of achievement *moralistic* people were seen as the least successful (but kindest) and most pitied respectively.

#### **d.) Ratings of Other Social Groups on the Stereotype Dimensions**

Participants were asked to rate how they thought other people would evaluate Black men and White men in terms of their warmth, cleverness, skilfulness, popularity, success, competitiveness, kindness, admiration, respect, fear, envy, pity and dislike. They were also asked to rate how other people would evaluate Black women and White women in terms of their warmth, cleverness, skilfulness and how much other people would respect and dislike these groups. The purpose of these series of questions is to determine the stereotypes Black boys thought others have of these groups and whether or not they are reduced by hearing about the role models.

As there was no effect of the role models on Black boys' perceived stereotypes of White men and Black women, those analyses are not reported.

##### 1) Comparisons between Stereotypes of Black Men, White Men, Black Women, and White Women.

As there was no effect of role model vignettes on perceived stereotypes of White men and Black women, those analyses are not reported. For White women, the role model vignettes only affected the perception of how clever White women are perceived to be and that analysis is reported below. However, Table 3 reports the means and standard deviations of the perceived stereotypes of Black men, White men, Black women and White women for comparison purposes. All of the means are meaningfully different from the midpoint except for White women – kind.

Table 3. Mean report of perceived stereotypes of Black men, White men, Black women, White women across all role models for Black boys.

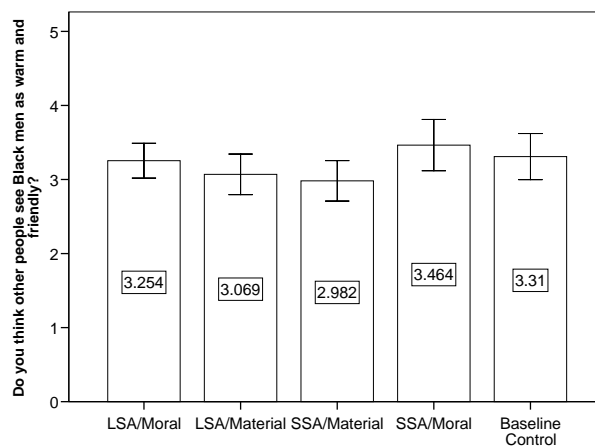
	Black men <i>M(SD)</i>	White men <i>M(SD)</i>	Black women <i>M(SD)</i>	White women <i>M(SD)</i>
Warmth	3.20 (1.09)	3.09 (0.91)	3.63 (1.08)	3.53 (1.05)
Cleverness	3.46 (1.05)	3.34 (0.96)	3.74 (0.97)	3.52 (0.94)
Skilfulness	3.52 (1.05)	3.33 (1.00)	3.63 (0.99)	3.33 (0.99)
Popularity	3.62 (1.05)	3.29 (1.11)		
Success	3.42 (1.08)	3.52 (1.03)		
Competitive	3.46 (1.22)	3.39 (1.10)		
Kindness	3.22 (1.08)	3.02 (1.03)		
Admiration	3.38 (1.24)	2.54 (1.15)		
Respect	3.65 (1.13)	3.41 (1.07)	3.80 (1.11)	3.44 (1.07)
Fear	2.56 (1.35)	1.96 (1.06)		
Envy	2.13 (1.20)	2.00 (1.25)		
Pity	2.52 (1.31)	2.05 (1.15)		
Dislike	2.30 (1.24)	2.26 (1.09)	2.12 (1.13)	2.19 (1.04)

## 2) Effects of Vignettes on Perceived Stereotypes of Black Men

The findings in this section are broken down by individual items and focus on the influence of the role models on Black boys' perceptions of others stereotypes of Black men. Since the overall means for all of the stereotype content have been reported in the section above, stereotype content areas that are not affected by role model vignettes are not reported below.

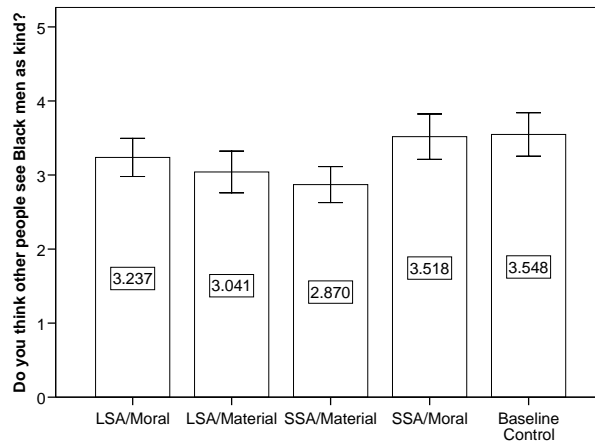
*Warmth.* Overall, Black boys thought that others would see Black men as warm ( $M = 3.20$ ,  $SD = 1.10$ ). However, as seen in Figure 19, Black boys thought that others would perceive Black men as warmer and friendlier when exposed to the Small SA, moralistic role model (SSA/Moral) as compared to when they were exposed to the Small SA, materialistic role model (SSA/Material).

Figure 19. Mean report of how warm and friendly others Black men are across vignettes for Black boys.



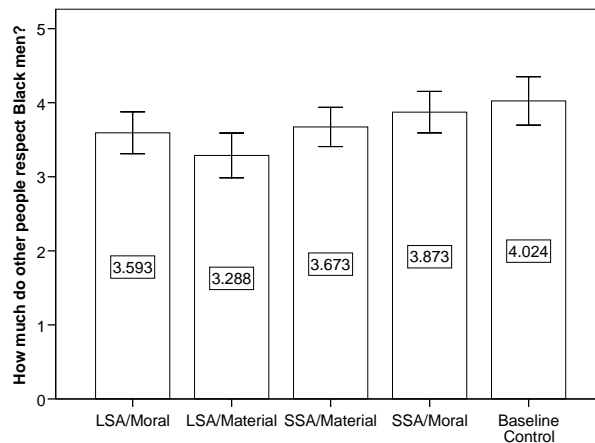
*Kindness.* Overall, Black boys thought that others would see Black men as kind ( $M = 3.66$ ,  $SD = 0.99$ ). As seen in Figure 20, Black boys thought that Black men would be seen to be seen as less kind when exposed to the materialistic role models.

Figure 20. Mean report of how others view Black men as kind across vignettes for Black boys.



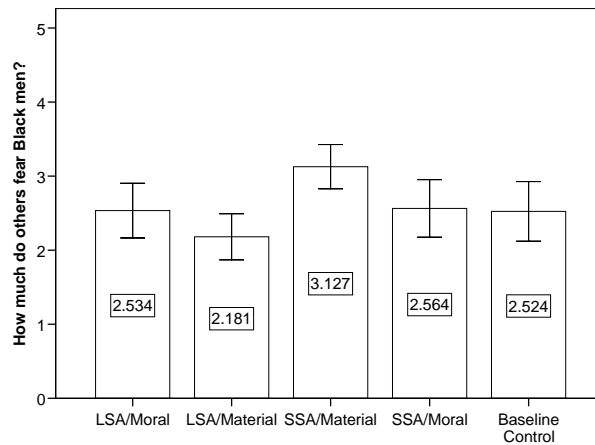
*Respect.* Overall, Black boys thought that others would see Black men as someone to respect ( $M = 3.65$ ,  $SD = 1.13$ ). As seen in Figure 21, Black boys do not think others will respect Black men when exposed to the Large SA role models.

Figure 21. Mean report of how others respect Black men across vignettes for Black boys.



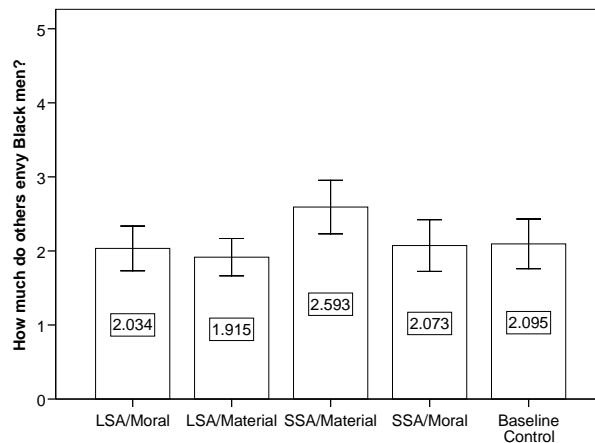
*Fear.* Overall, Black boys thought that others would not see Black men as someone to fear ( $M = 2.56$ ,  $SD = 1.35$ ). As seen in Figure 22, Black boys thought others would be more likely to fear Black men when exposed to the Small SA, materialistic role model.

Figure 22. Mean report of how others fear Black men across vignettes for Black boys.



*Envy.* Overall, Black boys thought that others would not envy Black men ( $M = 2.13$ ,  $SD = 1.20$ ). As seen in Figure 23, Black boys thought others would be more envious of Black men when exposed to the Small SA, materialistic role model.

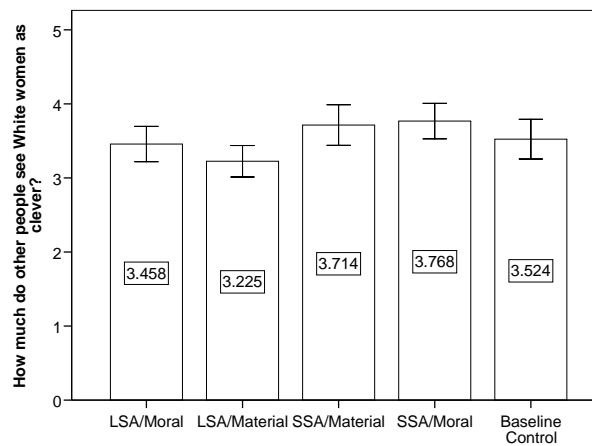
Figure 23. Mean report of how others envy Black men across vignettes for Black boys.



### 3) Effect of Vignettes on Perceived Stereotypes of White women

*Cleverness.* Overall, Black boys thought that others would see White women as clever ( $M = 3.52$ ,  $SD = 0.94$ ). As seen in Figure 24, Black boys thought others would think White women were less clever when exposed to the LSA role models.

Figure 24. Mean report of how others view Black men as clever across vignettes for Black boys.



### *Summary*

Materialistic role models generally made Black boys think others would perceive Black men as less warm, friendly and kind. The small scale of achievement and materialistic role model also encouraged Black boys to think others would fear and envy Black men. The large sense of achievement role models made Black boys think others would show less respect towards Black men

The large sense of achievement role models also made Black boys think others would perceive White women as less clever.

### **e.) Profile and Frequencies of Spontaneously Nominated Role Models**

Participants were asked if they could think of someone they wanted to be like one day, and a series of questions to describe this person (see Appendix B, questions 43-47). The purpose of these series of questions was to determine who Black boys were already using as role models.

Among Black boys, 80% generated their own role models, 16% stated that they did not have a role model, and 4% left the question blank. Participants were then asked to check boxes that described their role model (e.g., male, female, Black, young, famous, relative, doctor, athlete) and given an option to write in other professions not in the list. Table 4 shows the frequencies of the demographic characteristics of these role models. Lists of generated role model names, other professions, what the role model does and reasons for choosing the role model are shown in Appendixes (K, L, M and N respectively).

Table 4. Frequencies of demographic characteristics of spontaneously generated role models for Black boys.

	# of Participants	% of Sample
Gender ( <i>% male</i> )	215	94
Race ( <i>% Black</i> )	147	64
Age young	94	41
Age old	34	15
Famous	135	59
Relative	35	15
Actor	21	9
Musician	31	14
Athlete	93	41
Teacher	4	2
Doctor	10	4
Business Person	41	18
Scientist	5	2

### ***Summary***

Black boys primarily generated young Black male role models who were famous. For those that gave information about the profession of role models, almost half chose a role model in a sports profession. The next largest professions of interest were business people closely followed by musician.

### **f.) Career Aspirations**

#### 1) General Choice of Career

Participants were asked how much they would like to be one of the following: Doctor, Mechanic, IT specialist, Social Worker, Electrician, Writer, Soldier, Athlete, Musician, Politician, Actor, Teacher, Shop Assistant and Van Driver (see Appendix B, question 41). The purpose of asking these series of questions was to determine what effect being exposed to role models may have on Black boys' career decisions, and to learn what careers were of interest to Black boys.

For the most part, being exposed to role models did not have an affect on the career interests of Black boys. However, Black boys that saw the Large SA, materialistic role model were less likely to say that they wanted to be a Musician than Black boys who had seen other role models. In addition, there was trend for Black boys who saw this role model, who was an IT specialist, to have higher interest in entering that profession. Indeed, overall, there was a general trend for Black boys to show a higher interest in the occupation of the role model they saw rather than any other occupation.

Also, Black boys that saw the Large SA moralistic role model were more likely to say they wanted to be an IT specialist than Black boys who had seen other role models.

Overall, Black boys were not interested in most of the careers (see Table 5). The exceptions to this, in order of interest, were athlete, IT specialist, and actor. The careers of least interest, with the lowest listed first, were van driver, shop assistant, teacher, and soldier.

Table 5. Mean report of career interest and ability to work in a career for Black boys.

Careers	How much would you like to do this job?	How likely is it that you could do this job if you wanted to?
	<i>Mean (SD)</i>	<i>Mean (SD)</i>
Mechanic	2.46 (1.31)	2.98 (1.45)
IT Specialist	3.35 (1.33)	3.52 (1.36)
Social Worker	2.06 (1.21)	2.59 (1.42)
Electrician	2.51 (1.31)	2.85 (1.39)
Writer	2.36 (1.33)	2.75 (1.45)
Soldier	1.86 (1.25)	2.57 (1.61)
Athlete	3.68 (1.42)	3.61 (1.43)
Musician	2.81 (1.49)	2.93 (1.49)
Politician	2.41 (1.37)	2.68 (1.47)
Actor	3.33 (1.48)	3.31 (1.50)
Teacher	1.85 (1.19)	2.46 (1.40)
Shop Assistant	1.54 (0.92)	2.71 (1.64)
Van Driver	1.35 (0.86)	2.48 (1.70)

## 2) Ability to Pursue Career Aspirations

Participants were asked how likely it was that they could do one of the following jobs if they wanted to: Doctor, Mechanic, IT specialist, Social Worker, Electrician, Writer, Soldier, Athlete, Musician, Politician, Actor, Teacher, Shop Assistant and Van Driver (see Appendix B, question 42). The purpose of asking these series of questions was to determine what effect being exposed to role models may have on Black boys' belief in their ability to work in a career, and Black boys' general belief in their abilities to work in a career.

In general, being exposed to role models had little affect on the Black boys' perceived ability to follow the careers. The one exception to this was that Black boys that saw the Small SA, materialistic role model, who was a social worker, increased Black boys' perception that they could become social workers, over and above the perceptions of participants who had not seen this vignette. In addition, there was trend for Black boys who saw the role model, who was an IT specialist, to think they had a higher ability to enter that profession. Overall, there was also a general trend for Black boys to show a higher belief they could do the job of the role model they saw rather than any other occupation.

Overall, Black boys were more or less confident in their ability to work in most of the careers (see Table 5). Black boys were most confident in their ability to work as an IT

specialist, Athlete, and Actor. Black boys were least confident in their ability to work as a teacher, van driver, and a soldier.

### **Summary**

Overall the effect of the role models on Black boys career interests and perceived ability to follow these careers was not strong. Nonetheless, there was a general trend for Black boys to show a higher interest in and belief they could follow the occupation (if IT specialist or social worker) of the role model they saw rather than any other occupation. Significantly, the large SA and materialistic role model discouraged the Black boys from wanting to be a musician and increased their interest in being an IT specialist. The small SA and materialistic role model also increased Black boys' perception that they could become social workers.

Black boys were not interested in most of the careers. The exceptions to this, in order of interest, were athlete, IT specialist, and actor. The careers of least interest, with the lowest listed first, were van driver, shop assistant, teacher, and soldier.

### **g.) Comparison Choices**

Participants were asked to identify significant others (i.e., Black men, White men, Black women, White women, other men, other women) they would compare themselves to in terms of their own cleverness, personality, skill and life opportunities. They were also asked to clarify whether these comparison people were family members, friends, people at school or others (see Appendix B, questions 33-40). The purpose of this series of questions was to evaluate the usefulness of the role models by taking into account Black boys' likelihood of comparing themselves to people similar to the role models (i.e., Black men).

As seen in Table 6, Black boys most compare themselves to Black men when they want to know more about cleverness, their personality, their skill, or the opportunities available to them in life. Who these Black men are, however, is a mixed story. When Black boys want to know about what it means to be clever they look equally to family members and other people. Other people in this case are often someone who is successful, clever, or famous. When Black boys want to know about their personality or what it means to be skilful they look equally to family members and friends. When Black boys want to know about the opportunities available to them in life they look primarily to their family.



Table 6. Frequencies comparison of self to others groups of people by Black boys.

	Cleverness (%)	Personality (%)	Skilfulness (%)	Opportunities (%)
Black men	56	57	48	48
White men	12	9	17	20
Black women	5	6	4	5
White women	3	2	2	1
Men	20	19	24	19
Women	1	1	1	1
Family member	42	40	31	41
Friend	22	35	32	21
Someone at School	16	12	17	13
Other	44	8	15	19

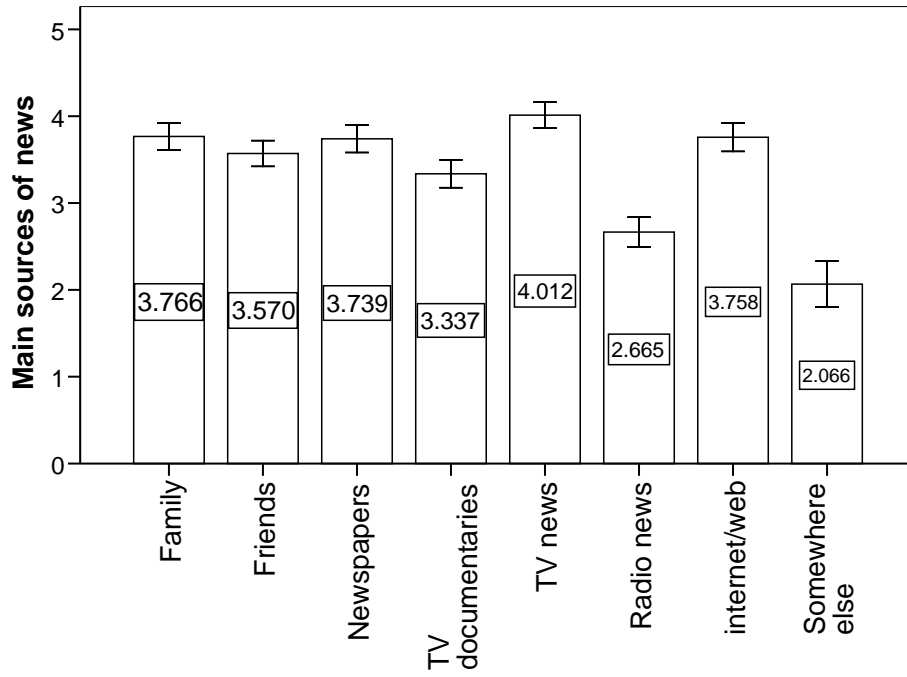
### *Summary*

Black boys mostly compare themselves to Black men when they want to know more about cleverness, their personality, their skill, or the opportunities available to them in life. Who these Black men are, however, is a mixed story. When Black boys want to know about what it means to be clever they look equally to family members and other people. Other people in this case are often someone who is successful, clever, or famous. When Black boys want to know about their personality or what it means to be skilful they look equally to family members and friends. When Black boys want to know about the opportunities available to them in life they look primarily to their family.

### **h.) Media Use**

The participants were asked to what extent they heard about most of their news and information from different sources. Answers to this question were not affected by which role model they had seen. As shown in Figure 56, newspapers and TV news were the main sources, along with the internet, family, friends and documentaries. They found out significantly less from radio news and other places.

Figure 25. Media usage of Black boys.



## II) Effect of the Different Vignettes on Black Boys, White Boys, Black girls and White girls Responses

The purpose of these analyses was to assess how Black boys differed from other ethnic and gender groups in their response to the vignettes. As such, the only differences that have been reported in these analyses are those between Black boys and the other groups (i.e., White boys, Black girls and White girls). Since these analyses are more complicated than the analyses only using Black boys or Black young men, the means and standard deviation are given in a Table in Appendix.

### c) Manipulation Checks on Scale of Achievement and Moral/Material Questions

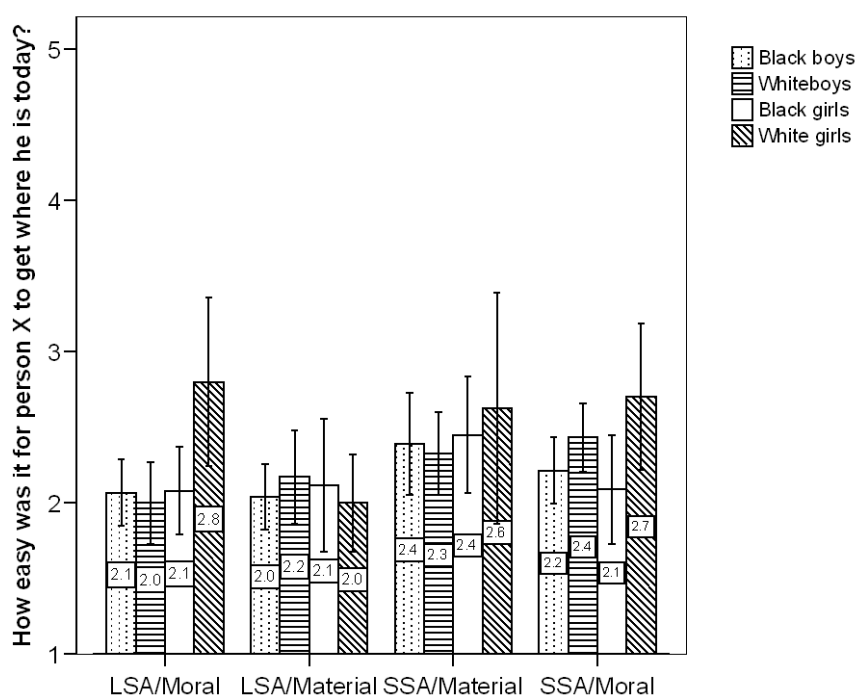
The effect of each vignette on the children's evaluations of each role model's scale of achievement (SA) and their social-moral and materialistic outcomes (MM) was assessed for Black boys, White Boys, Black girls and White girls only.

The purpose of these analyses is to see whether or not Black boys, White Boys, Black girls and White girls correctly identified the differences between the different vignettes.

#### 1) SA

Overall, as seen in Figure 26, Black boys, White boys, Black girls and White girls felt that it had not been easy for the role models to get where they were today. However, all of them did see that it was slightly easier for the role models with a Small SA (SSA), than for role models with a Large SA (LSA).

Figure 26. Mean response for scale of achievement for Black boys, White boys, Black girls and White girls.

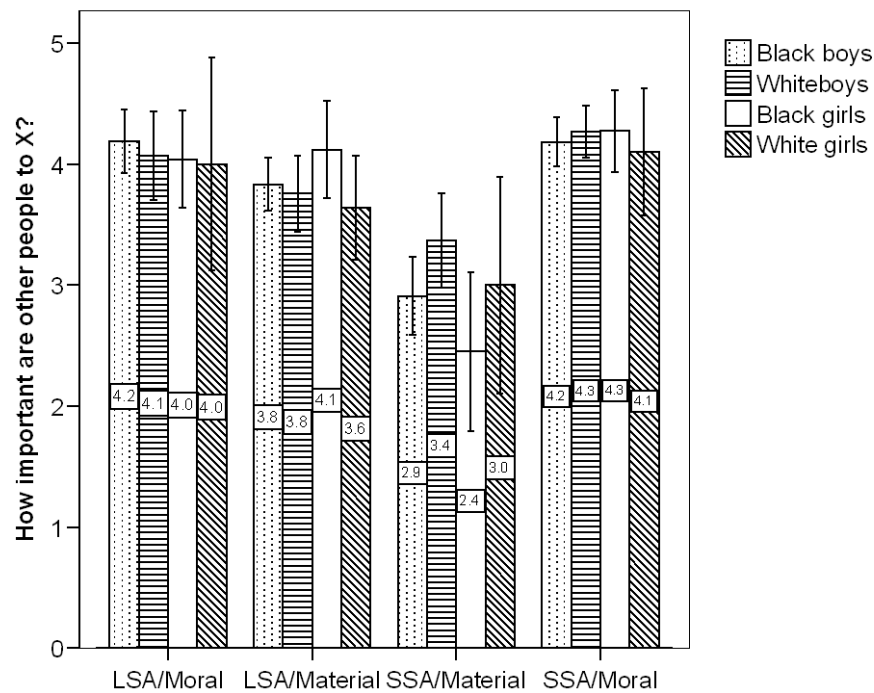


Between the groups, Black boys thought it was harder for the Large SA, moralistic (LSA/Moral) role model to get where he is today than White girls. Additionally, Black boys (and girls) felt that it was harder for the Small SA, moralistic (SSA/Moral) role model to get where he is today than the White children.

## 2) MM

*Importance of others.* Overall, as seen in Figure 27, the children thought that people were important to all of the role models. However, the children did think that Small SA, materialistic role model thought less about other people than the other role models.

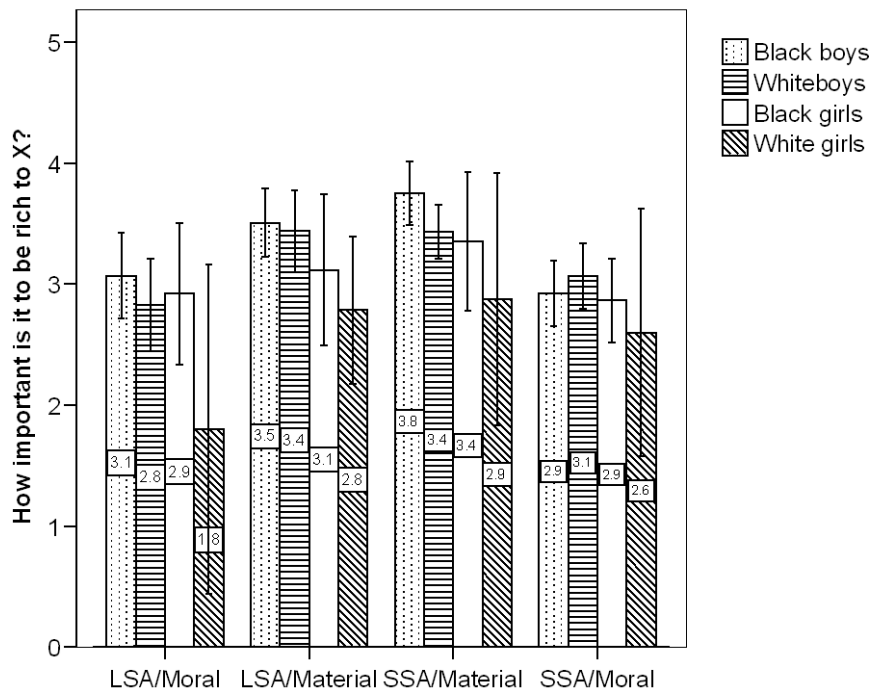
Figure 27. Mean response for social-moral and materialistic outcomes (how important are other people) for Black boys, White boys, Black girls and White girls.



Between the groups, Black boys thought people were less important to Large SA, materialistic role model (LSA/Material) than Black girls. Black boys thought people were less important to the Small SA, materialistic role model (SSA/Material) than White boys, and Black boys thought people were more important to the Small SA, materialistic role model (SSA/Material) the Black girls.

*Importance of money.* Overall, as seen in Figure 28, there was a general trend for the children to think that the role models with materialistic vignettes cared more about being rich than role models with moralistic vignettes.

Figure 28. Mean response for social-moral and materialistic outcomes (how important is money) for Black boys, White boys, Black girls and White girls.

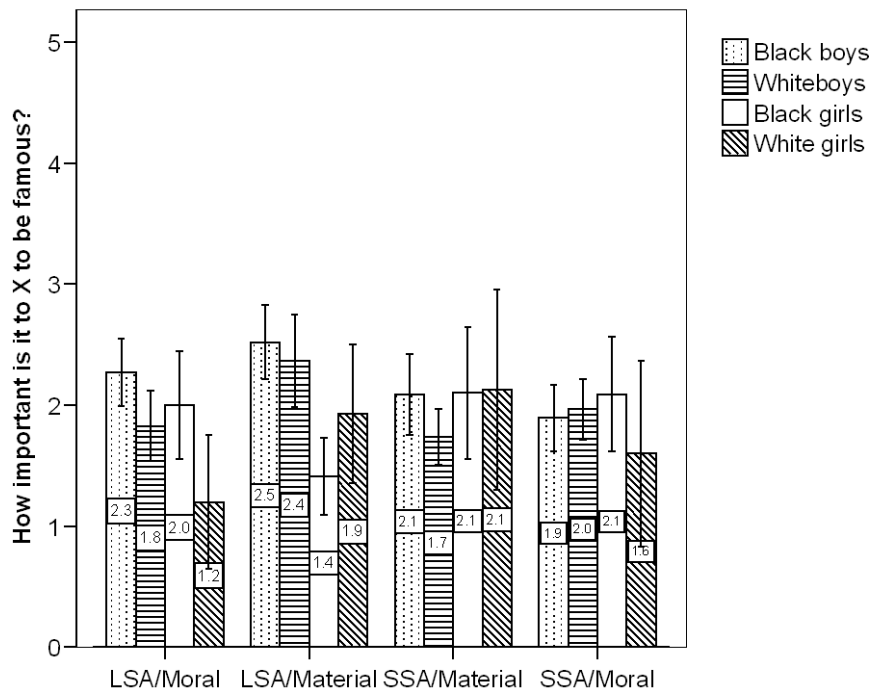


Between the groups, Black boys (white boys and Black girls) thought that all of the role models more concerned with being rich than White girls. Black boys (and White boys) thought that the materialistic role models were more concerned with being rich than the Black girls. Black boys thought that the Small SA, materialistic role model (SSA/material) was more concerned with being rich than White boys.

*Importance of fame.* Overall, as seen in Figure 29, the children did not think that fame was important to any of the role models.

Between the groups, Black boys thought fame was more important to the LSA, moralistic role model (LSA/Moral) than the other children. Black boys (and White boys) thought fame was more important to the LSA, materialistic role model (LSA/Material) than either group of girls.

Figure 29. Mean response for social-moral and materialistic outcomes (how important is fame) for Black boys, White boys, Black girls and White girls.



### Summary

Overall Black boys, White boys, Black girls and White girls all felt that it had not been easy for the role models to get where they were today, though this was less so for small scale of achievement compared to large scale of achievement role models. This suggests the manipulation of scale of achievement was effective. White girls were least effected by the manipulation of scale of achievement.

Overall the children thought that people were important to all of the role models. The manipulation of the moral/materialistic dimension had some effects since the small scale of achievement, materialistic role model was seen to be less concerned about other people and materialistic role models were seen to care more about being rich than role models with socio-moralistic outcomes. The manipulation of the socio-moral/materialistic dimension seems to have most effects on the Black boys. The children did not think that fame was important to any of the role models.

### d) Effects of the Different Vignettes on Reported Self-Esteem, Self-efficacy, and Self-Stereotypes.

The purpose of these analyses is to establish whether or not Black boys, White Boys, Black girls and White girls differ in their self-image (i.e., self-esteem, self-efficacy

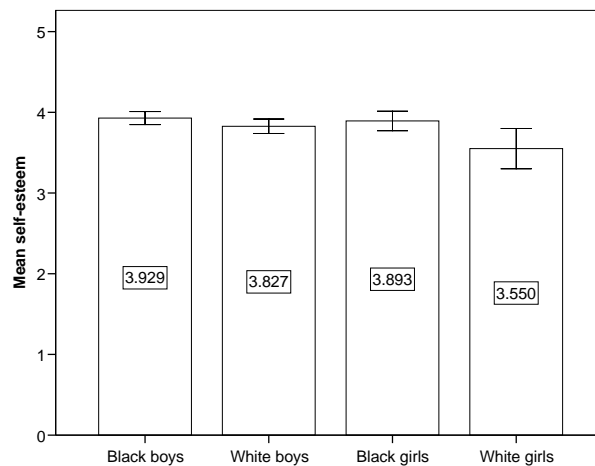
and self-stereotype), and whether or not any or all of the role models promote a positive self-image for Black boys.

Importantly, none of the role models influenced (positively or negatively) the self-image of White boys, Black girls and White girls. Previously how the role models influenced the self-image of Black boys has been examined, so these findings are not reported again here. Therefore, this section will only report how Black boys differed in their self-image with the other groups.

#### 4) Self-Esteem

Self-esteem is a sense of personal worth or worthiness. Overall, as seen in Figure 30, all the children reported having fairly good self-esteem. However, White girls have lower self-esteem than the other three groups.

Figure 30. Mean reported self-esteem for Black boys, White boys, Black girls and White girls.



#### 5) Self-Efficacy

Self-efficacy is the belief that that you are able to achieve your goals. Overall, all the children have fairly good self-efficacy, and their belief that they can achieve their goals did not differ between groups.

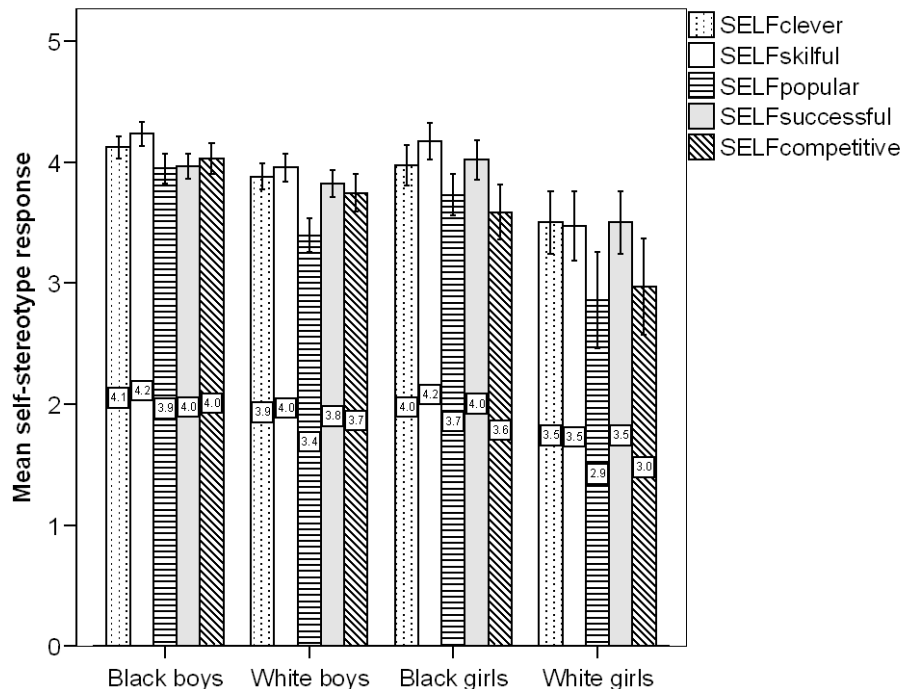
#### 6) Self-Stereotypes

The findings in this section are broken down by individual items and discussed in terms of differences between Black boys, White Boys, Black girls and White girls. Only areas where Black boys differed from the other groups will be highlighted.

Overall, all the children saw themselves as doing well in areas of achievement. There were no differences between Black boys and the other groups in the areas of warmth and kindness. Additionally, as seen in Figure 31, Black boys scored higher on the remaining areas of achievement (i.e., cleverness, skilfulness, popularity, successfulness, and competitiveness) than any of the other three groups. The only

exception to this is with Black girls, who score equally as high as Black boys in the areas of cleverness, skilfulness and successfulness.

Figure 31. Black boys, White boys, Black girls and White girls' self-evaluation.



### Summary

The role models had no negative or positive effects on the self-image of Black girls, White boys or White girls. Overall the children's self-esteem and self-efficacy was fairly high, though self-esteem was less so for White girls.

All groups saw themselves as equally warm and kind. However, Black boys scored higher on the areas of achievement (i.e., cleverness, skilfulness, popularity, successfulness, and competitiveness) than any of the other three groups, except Black girls who also rated themselves high on cleverness, skilfulness and successfulness.

### c.) Effects of the Different Vignettes on Judgements about the Role Models

The purpose of these analyses is to establish if Black boys, White Boys, Black girls and White girls differ in how they respond to the role models and differ in their beliefs about what people think about the role models.

Black boys, White Boys, Black girls and White girls answered similarly to how they thought other people might respond to the role models (i.e., warm and friendly, clever, skilful, popular, successful, competitive, kind, look up to, respect, fear, envy, pity, similarity to other Black men, similarity to other White men, and think he is happy).



Black girl, White Boy and White girls judgments of the role models were unaffected by the particular role model presented to the children (i.e. scale of achievement and socio-moral/materialistic). How Black boys thought other people would respond to each role model has already been discussed previously.

Therefore, this section will only report how Black boys differed from the other groups in their evaluation of the role models generally.

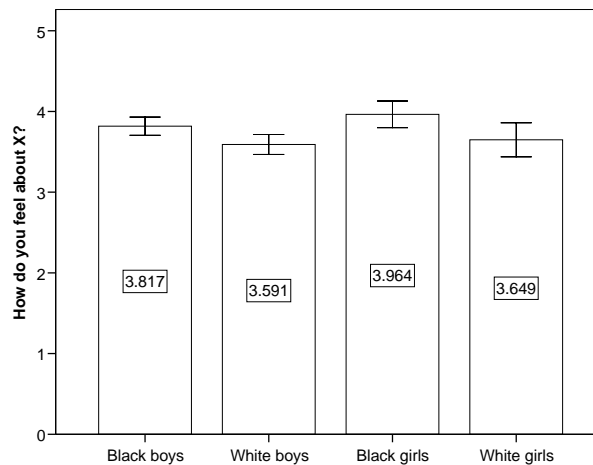
### 3) Evaluation of the Role Model

The findings in this section are broken down by individual items and discussed in terms of how Black boys' response to the role models differed from White Boys, Black girls and White girls.

Overall, Black boys, White Boys, Black girls and White girls responded similarly in their beliefs that the role models were happy, that they would be able to emulate the role models, of whether or not the role models were similar to White men, and whether or not they had ever heard about or met someone like the role models. Since Black boys' responses to these questions have already been discussed, this section will only report on the remaining questions.

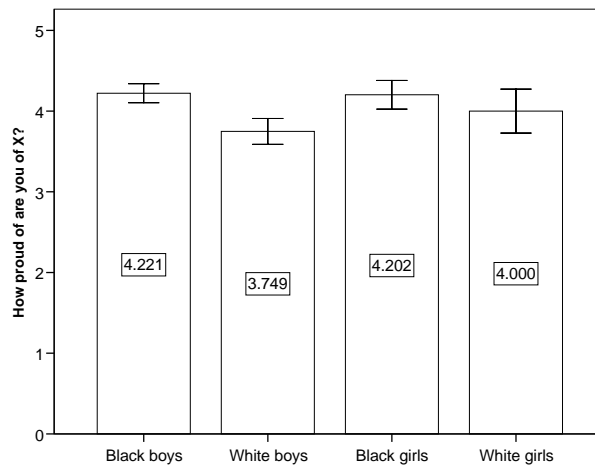
*Liking.* Overall the children liked the role models. As seen in Figure 32, Black boys like the role models more than the White children and less the Black girl.

Figure 32. Mean liking of role models for Black boys, White boys, Black girls and White girls.



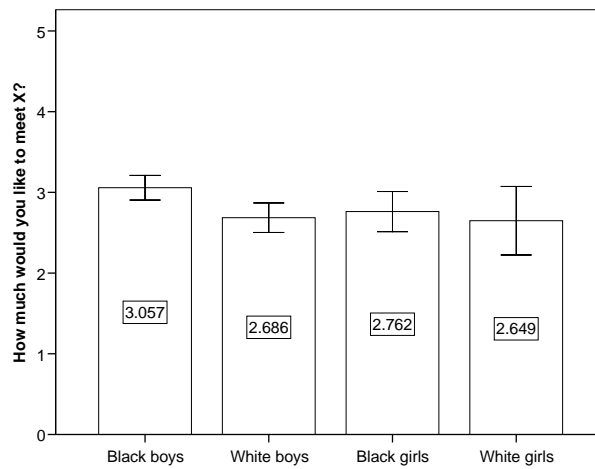
*Pride.* Overall, the children were proud of the role models. As seen in Figure 33, Black boys (and Black girls) were prouder of the role models than White boys.

Figure 33. Mean pride of role models for Black boys, White boys, Black girls and White girls.



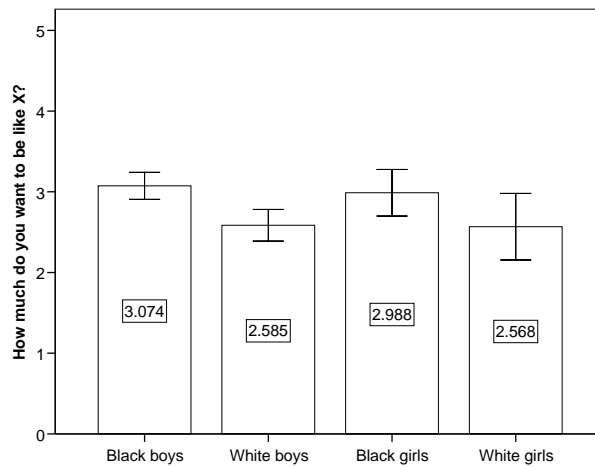
*Desire to Meet the Role Model.* Overall, the children were not interested in meeting the role models. As seen in Figure 34, Black boys were more interested in meeting the role models than any of the other children.

Figure 34. Mean desire to meet role models for Black boys, White boys, Black girls and White girls.



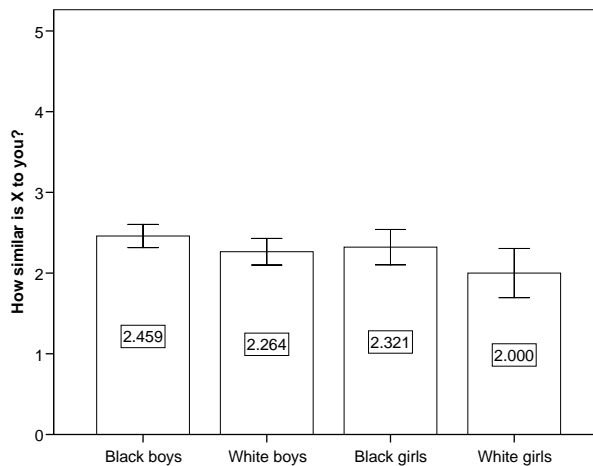
*Desire to Emulate.* Overall, the children had a different response to how much they wanted to emulate the role models. As seen in Figure 35, Black boys (and girls) wanted to be like the role models more than the white children.

Figure 35. Mean desire to emulate role models for Black boys, White boys, Black girls and White girls.



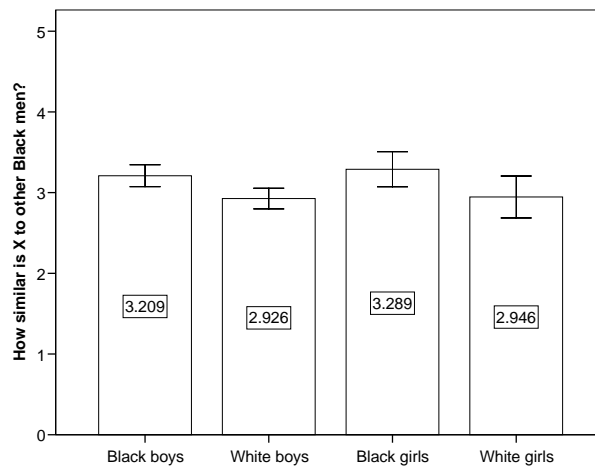
*Similarity to Self.* Overall, the children did not think the role models were very similar to themselves. As seen in Figure 36, Black boys thought the role models were more similar to themselves than the other groups.

Figure 36. Mean belief that the role models are similar to self for Black boys, White boys, Black girls and White girls.



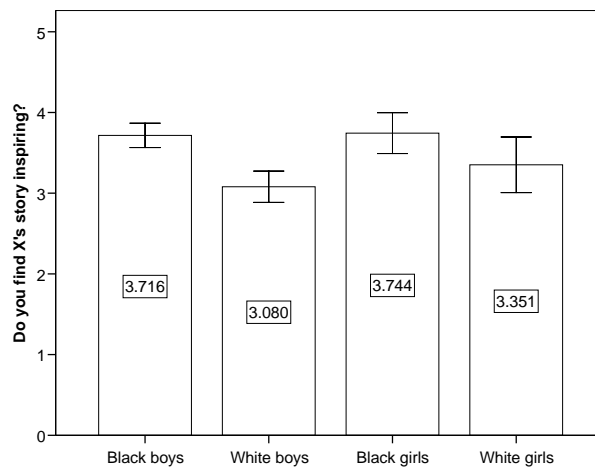
*Similarity to Black Men.* Overall, the children were not sure how similar the role models were to Black men. As seen in Figure 37, Black boys (and Black girls) thought the role models were more similar to Black men than the White children.

Figure 37. Mean belief that the role models are similar to other Black men for Black boys, White boys, Black girls and White girls.



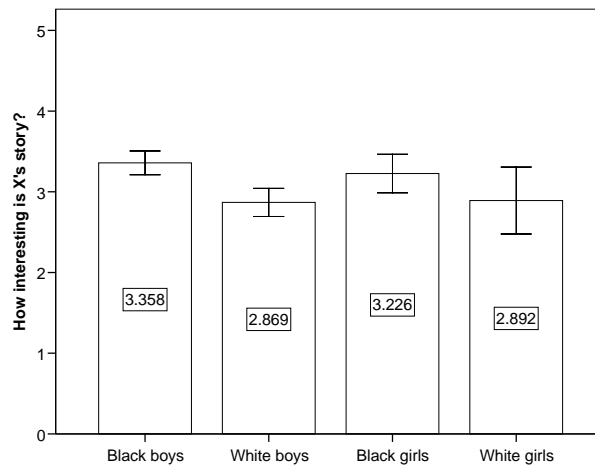
*Inspiration.* Overall, the children found the role model's stories inspiring. As seen in Figure 38, Black boys (and girls) found the role model's story more inspiring than White children.

Figure 38. Mean inspiration of role models for Black boys, White boys, Black girls and White girls.



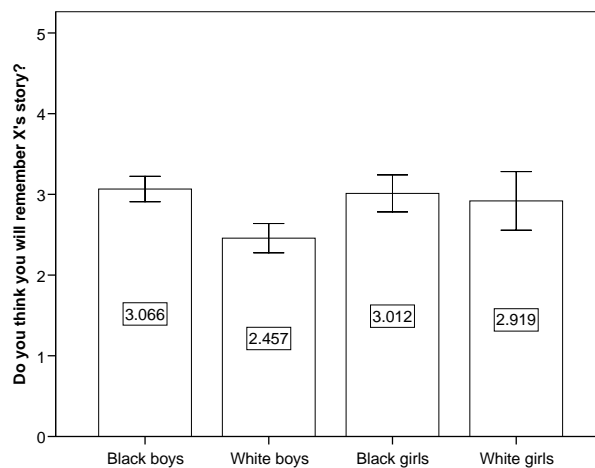
*Interest.* Overall, the children found the role model's stories interesting. As seen in Figure 39, Black boys found the role model's story more interesting than White children.

Figure 39. Mean interest in the role models for Black boys, White boys, Black girls and White girls.



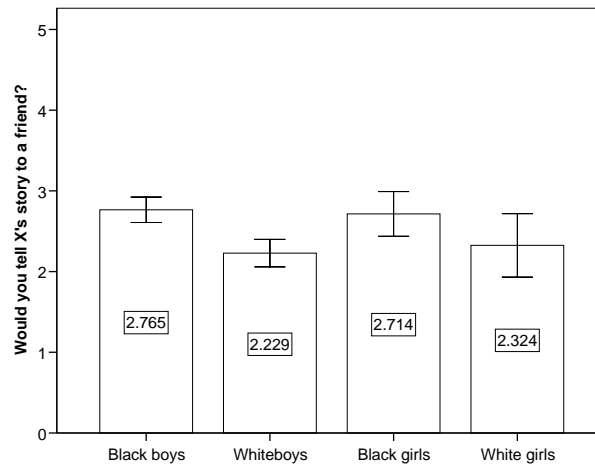
*Memorable.* Overall, the children thought they would be ok at remembering the role model's stories. As seen in Figure 40, Black boys (and both group of girls) thought they would remember the role model's story more than White boys.

Figure 40. Mean belief that Black boys, White boys, Black girls and White girls will remember the role models' stories.



*Retelling the Story.* Overall, the children did not feel they would tell the story they had heard to a friend. As seen in Figure 41, Black boys (and girls) reported being more likely to tell a friend about the role model's story than the White children

Figure 41. Mean belief that Black boys, White boys, Black girls and White girls will tell the role models' stories to a friend.



### *Summary*

Black boys, White Boys, Black girls and White girls answered similarly to how they thought other people might respond to the role model.

Generally Black children, especially boys, liked the role models, had pride in them and want to emulate them more than White children. These Black children also thought the role models were more like them and Black men than White children. Again Black children found the role models to be more inspiring, interesting and memorable than White children. Plus Black children said they were more likely to retell the stories than White children.

Overall, the Black children showed more positive responses to the role models.

### **d.) Ratings of Other Social Groups on the Stereotype Dimensions**

The purpose of these analyses is to determine whether or not Black boys differed from White boys, Black girls and White girls in the stereotypes they thought others have and whether or not these stereotypes are reduced by hearing about the role models.

Overall, the children replied very similarly in the stereotypes they thought others would have for White men and White women. As the stereotypes for White men and women have already been discussed in terms of Black boys, this section will only report how Black boys differ from the other children in regards to the stereotyping of Black men and women

For the most part, none of the role models influenced (positively or negatively) the children's stereotyping White men, Black women and White women. However, the role models did influence the groups of children differently in their stereotyping of Black men. As REACH is most interested in influencing the stereotyping of Black

men with the role models, the impact of the vignettes on the children will only be discussed in terms of Black men.

### 3) Comparisons between Stereotypes of Black Men.

Table 7 reports the means and standard deviations of the perceived stereotypes of Black men for Black boys, White boys, Black girls and White girls for comparison purposes. Means marked with an ‘\*’ are meaningfully different from the reports of Black boys.

Across almost all of the categories, White boys believed that people would respond to Black men less positively with regards to the positive categories than Black boys, and that people would respond to Black men less negatively to the negative categories than Black boys. Black girls thought that people would find Black men less clever and admirable than Black boys, and that people would find Black men more as someone to fear and dislike than Black boys. White girls thought people would find Black men less admirable than Black boys.

Table 7. Mean report of perceived stereotypes of Black men across all role models for Black boys, White boys, Black girls and White girls.

	Black boys M(SD)	White boys M(SD)	Black girls M(SD)	White girls M(SD)
Warmth	3.20 (1.09)	3.03 (0.90)*	3.07 (1.15)	3.24 (0.86)
Cleverness	3.46 (1.05)	3.12 (0.83)*	3.31 (1.16)*	3.19 (0.74)
Skilfulness	3.52 (1.05)	3.20 (0.83)*	3.48 (1.13)	3.38 (0.79)
Popularity	3.62 (1.05)	3.09 (0.92)*	3.53 (1.21)	3.35 (1.09)
Success	3.42 (1.08)	3.10 (0.85)*	3.27 (1.06)	3.27 (0.90)
Competitive	3.46 (1.22)	3.13 (1.06)*	3.35 (1.25)	3.03 (1.01)
Kindness	3.22 (1.08)	2.98 (0.93)*	3.09 (1.04)	3.16 (0.80)
Admiration	3.38 (1.24)	2.48 (1.05)*	3.15 (1.32)*	2.86 (0.98)*
Respect	3.65 (1.13)	3.27 (1.03)*	3.54 (1.29)	3.59 (0.96)
Fear	2.56 (1.35)	2.49 (1.19)	2.94 (1.34)*	2.32 (1.00)
Envy	2.13 (1.20)	1.96 (0.97)*	2.23 (1.33)	1.78 (0.89)
Pity	2.52 (1.31)	2.23 (1.15)*	2.41 (1.28)	2.31 (1.08)
Dislike	2.30 (1.24)	2.20 (1.06)	2.63 (1.38)*	2.00 (1.13)

### 4) Effects of Vignettes on Perceived Stereotypes of Black Men

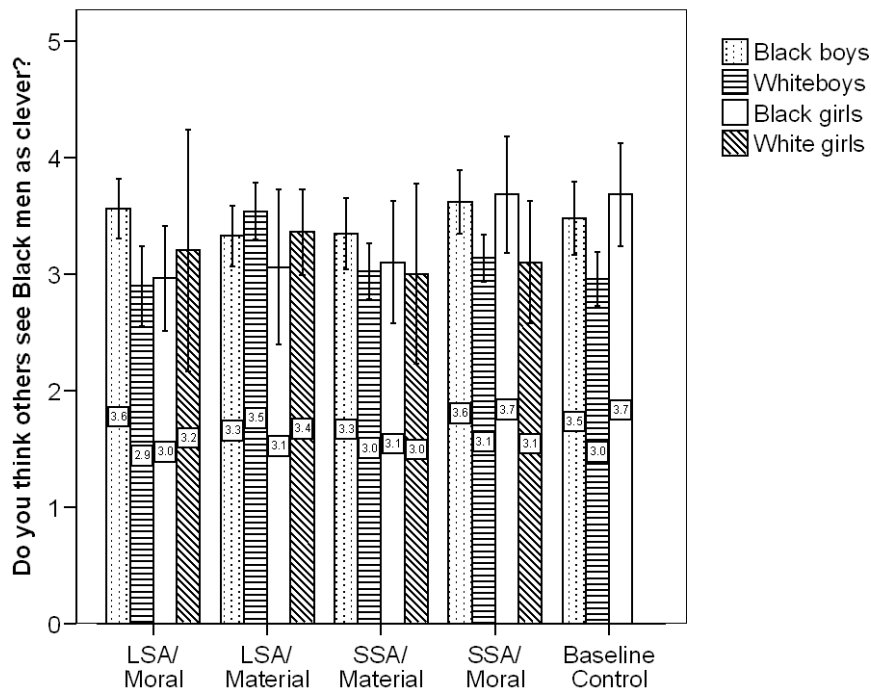
The findings in this section are broken down by individual items and focus on the influence of the role models on Black boys, White boys, Black girls and White girls’ perceptions of others stereotypes of Black men. Since the overall means for all of the stereotype content have been reported in the section above, stereotype content areas that are not affected by role model vignettes (i.e., warmth, skilfulness, admiration, fear, envy, pity and dislike) are not reported below.

The influence of the role models on Black boys’ perceived stereotypes of Black men have already been discussed. However, the mean response for Black boys is included

in the following graphs in order to make comparisons. The purpose of these analyses is to identify which, if any, vignettes have a positive or negative influence on White boys, Black girls and White girls' perceived stereotypes of Black men.

*Cleverness.* As seen in Figure 42, White boys think Black men are cleverer when exposed to the Large SA, materialistic role model (LSA/Material). Black girls think Black men are less clever when exposed to all of the role models except the Small SA, moralistic role model (SSA/Moral).

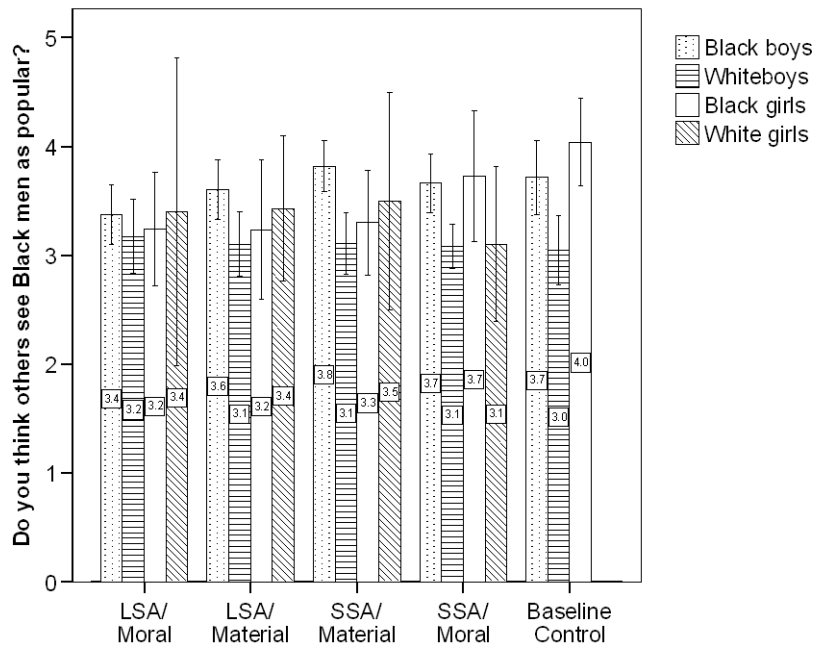
Figure 42. Mean report of how others view Black men as clever across vignettes for Black boys, White boys, Black girls and White girls.



*Popular.* As seen in Figure 43, Black girls think Black men are less popular when exposed to all of the role models except the Small SA, moralistic role model (SSA/Moral).

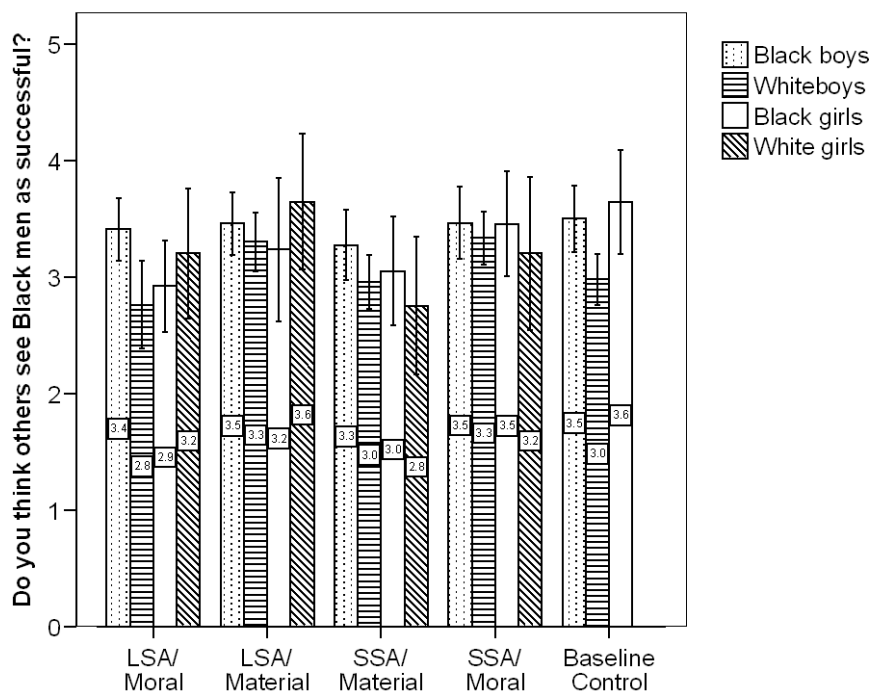


Figure 43. Mean report of how others view Black men as popular across vignettes for Black boys, White boys, Black girls and White girls.



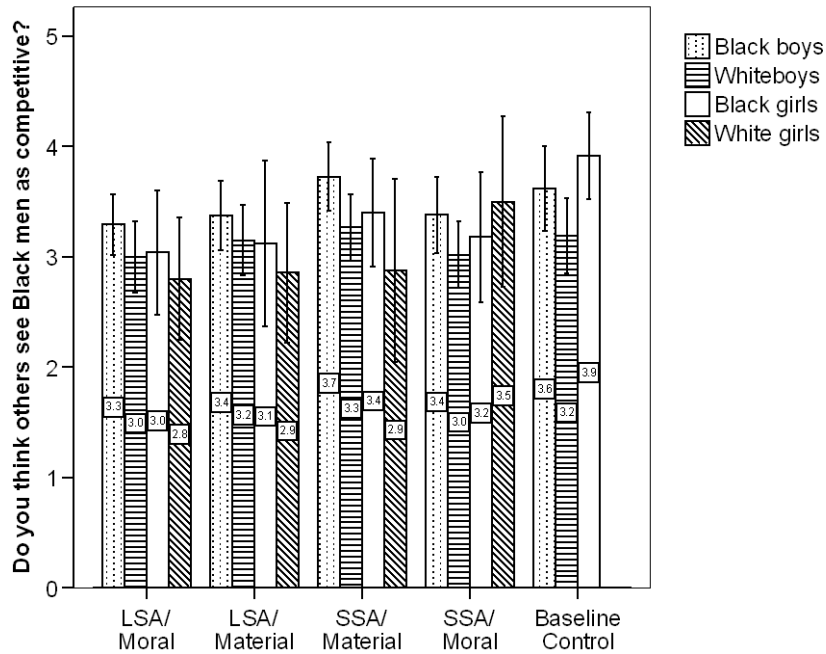
*Successful.* As seen in Figure 44, White boys think Black men are more successful when exposed to the Large SA, materialistic role model (LSA/Material) and the Small SA, moralistic model (SSS/Moral). Black girls think Black men are less successful when exposed to all of the role models except the Large SA, moralistic role model (LSA/Moral) and Small SA, materialistic (SSA/Material).

Figure 44. Mean report of how others view Black men as successful across vignettes for Black boys, White boys, Black girls and White girls.



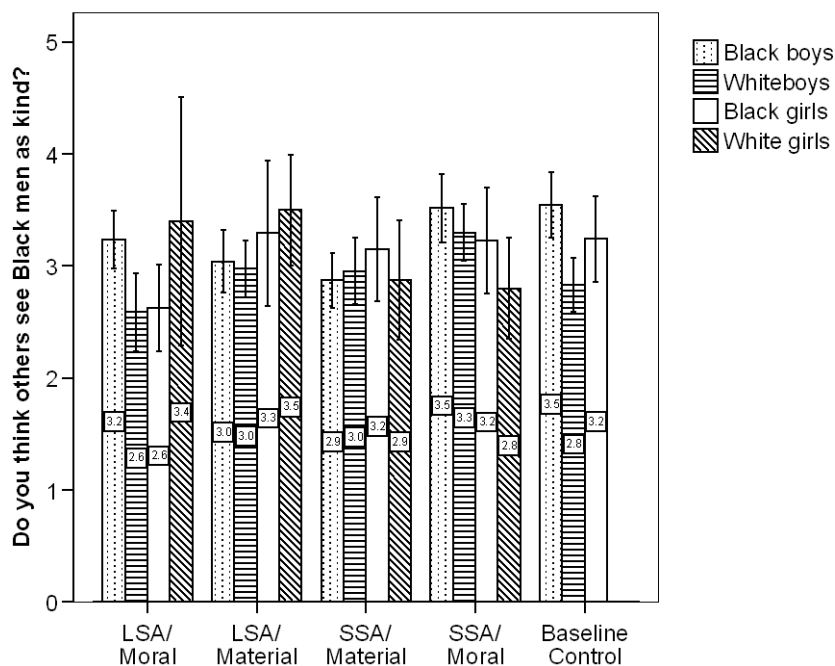
*Competitive.* As seen in Figure 45, Black girls think Black men are less competitive when exposed to all of the role models.

Figure 45. Mean report of how others view Black men as competitive across vignettes for Black boys, White boys, Black girls and White girls.



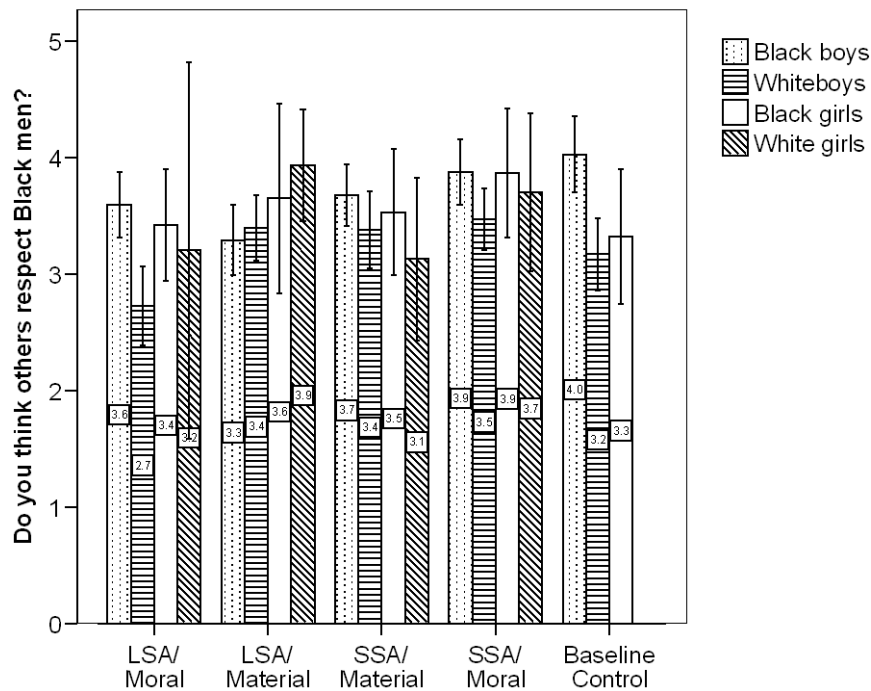
*Kindness.* As seen in Figure 46, Black girls think Black men are less kind when exposed to Large SA, moralistic role model (LSA/Moral).

Figure 46. Mean report of how others view Black men as kind across vignettes for Black boys, White boys, Black girls and White girls.



*Respect.* As seen in Figure 47, White boys think Black men get less respect when exposed to the Large SA, moralistic role model (LSA/Moral) and more respect when exposed to the Small SA, moralistic role model (SSA/Moral). Black girls think Black men get more respect when exposed to the Small SA, moralistic role model (SSA/Moral).

Figure 47. Mean report of how others view Black men as someone to respect across vignettes for Black boys, White boys, Black girls and White girls.



### 5) Comparisons between Stereotypes of Black Women.

Table 8 reports the means and standard deviations of the perceived stereotypes of Black women for Black boys, White boys, Black girls and White girls for comparison purposes. Means marked with an ‘\*’ are meaningfully different from the reports of Black boys.

White boys believed that people would respond to Black women less positively with regards to all of the positive categories than Black boys. Black girls thought that people would find Black women cleverer and more skilful than Black boys. White girls thought people would find Black women less clever than Black boys.

Table 8. Mean report of perceived stereotypes of Black women across all role models for Black boys, White boys, Black girls and White girls.

	Black boys <i>M (SD)</i>	White boys <i>M (SD)</i>	Black girls <i>M (SD)</i>	White girls <i>M (SD)</i>
Warmth	3.63 (1.08)	3.25 (0.92)*	3.85 (1.06)*	3.43 (0.99)
Cleverness	3.74 (0.97)	3.18 (0.91)*	3.76 (0.95)	3.24 (0.86)*
Skilfulness	3.63 (0.99)	3.11 (0.90)*	3.81 (1.02)*	3.32 (0.78)
Respect	3.80 (1.11)	3.19 (1.07)*	3.77 (1.28)	3.51 (0.96)
Dislike	2.12 (1.13)	2.17 (1.02)	2.20 (1.27)	1.91 (1.12)

### **Summary**

Overall, there is a trend that Black girls presented with the role models tended to think others would see Black men as less clever, popular, kind, successful and competitive. Though, generally, these negative effects were less evident when moralistic role models were presented.

### **e.) Profile and Frequencies of Spontaneously Nominated Role Models**

The purpose of these analyses is to determine if Black boys differ from White boys, Black girls and White girls in who they use as role models. Frequencies for Black boys have already been discussed previously, so this will not be repeated in this section, although frequencies are listed in Table 9 for comparison purposes. Additionally, REACH has suggested that more detailed information on White boys will be most useful, so only White boys are discussed in the following section, although raw frequencies for Black and White girls are provided in Table 9 for comparison purposes.

Among White boys, 72% generated their own role models, 27% stated that they did not have a role model, and 1% left the question blank. Table 9 shows the frequencies of the demographic characteristics of these role models. For White boys, lists of generated role model names, other professions, what the role models do and reasons for choosing the role model are shown in Appendixes (O , P, Q and R respectively).

Table 9. Frequencies of demographic characteristics of spontaneously generated role models for Black boys, White boys, Black girls and White girls.

	Black boys (%)	White boys (%)	Black girls (%)	White girls (%)
Gender (% male)	94	94	18	18
Race (% Black)	64	11	74	3
Age young	41	33	41	39
Age old	15	13	13	25
Famous	59	44	56	43
Relative	15	26	32	43
Actor	9	3	2	21
Musician	14	6	16	18
Athlete	41	38	11	11
Teacher	2	2	4	7
Doctor	4	0	13	11
Business Person	18	18	26	7
Scientist	2	2	3	0

### ***Summary***

White boys respond very similarly to Black boys in the types of role models that they generate. The primary difference is that White boys do not choose Black men as role models as frequently as Black boys. White boys are also more likely to choose a role model that is a relative than Black boys.

### **f.) Career Aspirations**

The purpose of these analyses is to determine what, if any differences there are between the career aspirations and belief in ability to obtain a career between Black boys and White boys, Black girls or White girls. Additionally, these analyses were designed to determine if any of the role models influenced the career aspirations or belief in the ability to obtain a career for Black boys, White boys, Black girls and White girls

None of the role models influenced (positively or negatively) the career aspirations or belief in the ability to obtain a career for White boys, Black girls and White girls. Since how Black boys career aspirations and belief in their abilities have already been discussed in regards to the vignettes, these sections will only report how Black boys differed from the other groups in their career aspirations and belief in their abilities.

#### **3) General Choice of Career**

The purpose of these analyses is to determine what, if any differences there are between the career aspirations of Black boys and White boys, Black girls or White

girls. Table 10 reports the means and standard deviations of the career aspirations for Black boys, White boys, Black girls and White girls for comparison purposes. Means marked with an ‘\*’ are meaningfully different from the reports of Black boys.

As seen in Table 10, overall most of the children were not interested in any of the choices of careers. The only exception to this is actor, which Black boys, Black girls and White girls all reported to be interested in.

Table 10. Mean report of career interest for Black boys, White boys, Black girls and White girls.

Careers	How much would you like to do this job?			
	Black boys Mean (SD)	White boys Mean (SD)	Black girls Mean (SD)	White girls Mean (SD)
Doctor	2.86 (1.37)	2.39 (1.29)*	3.18 (1.45)	2.72 (1.43)
Mechanic	2.46 (1.31)	2.64 (1.32)*	1.32 (0.76)*	1.58 (1.11)*
IT Specialist	3.35 (1.33)	2.75 (1.38)*	2.39 (1.33)*	2.33 (1.47)*
Social Worker	2.06 (1.21)	1.73 (0.92)*	2.86 (1.38)*	2.28 (1.32)
Electrician	2.51 (1.31)	2.45 (1.25)	1.35 (0.81)*	1.47 (1.06)*
Writer	2.36 (1.33)	2.14 (1.26)	2.81 (1.42)*	2.81 (1.49)*
Soldier	1.86 (1.25)	2.56 (1.45)*	1.16 (0.64)*	1.75 (1.32)
Athlete	3.68 (1.42)	2.98 (1.47)*	2.69 (1.54)*	2.44 (1.36)*
Musician	2.81 (1.49)	2.47 (1.37)*	2.94 (1.49)	2.64 (1.44)
Politician	2.41 (1.37)	2.23 (1.32)	2.23 (1.38)	1.53 (1.03)*
Actor	3.33 (1.48)	2.76 (1.43)*	3.43 (1.46)	3.50 (1.38)
Teacher	1.85 (1.19)	1.81 (1.09)	2.28 (1.30)*	2.56 (1.40)*
Shop Assistant	1.54 (0.92)	1.44 (0.82)	1.77 (1.07)*	1.43 (0.74)
Van Driver	1.35 (0.86)	1.50 (0.99)	1.03 (0.16)*	1.03 (0.17)

White boys reported wanting to be a doctor, IT specialist, social worker, athlete, musician, and actor less than Black boys wanted to be in these careers. White boys reported wanting to be a mechanic and soldier more than Black boys wanted to be in these careers.

Black girls reported wanting to be a mechanic, IT specialist, electrician, soldier, athlete, and van driver less than Black boys wanted to be in these careers. Black girls reported wanting to be a social worker, writer more than Black boys wanted to be in these careers.

White girls reported wanting to be a mechanic, IT specialist, electrician, athlete and politician less than Black boys wanted to be in these careers. White girls reported wanting to be a writer and teacher more than Black boys wanted to be in these careers.

#### 4) Ability to Pursue Career Aspirations

The purpose of these analyses is to determine what, if any differences there are between the beliefs Black boys and White boys, Black girls or White girls have in their abilities to work in a career. Table 11 reports the means and standard deviations of the career aspirations for Black boys, White boys, Black girls and White girls for

comparison purposes. Means marked with an ‘\*’ are meaningfully different from the reports of Black boys.

Overall, the boys were more or less confident in their ability to work in most of the careers (see Table 11). The girls, however, tended to be less confident in their ability to do most of the careers.

Table 11. Mean report of ability to pursue a career for Black boys, White boys, Black girls and White girls.

Careers	How likely is it that you could do this job if you wanted to?			
	Black boys Mean (SD)	White boys Mean (SD)	Black girls Mean (SD)	White girls Mean (SD)
Doctor	3.04 (1.33)	2.56 (1.33)*	3.32 (1.33)*	2.94 (1.43)
Mechanic	2.98 (1.45)	3.09 (1.31)	1.94 (1.27)*	2.06 (1.35)*
IT Specialist	3.52 (1.36)	3.14 (1.39)*	2.79 (1.29)*	3.00 (1.41)
Social Worker	2.59 (1.42)	2.49 (1.37)	3.22 (1.43)*	2.97 (1.45)
Electrician	2.85 (1.39)	2.99 (1.33)	1.77 (1.07)*	2.00 (1.41)*
Writer	2.75 (1.45)	2.51 (1.40)	3.16 (1.38)*	2.97 (1.36)
Soldier	2.57 (1.61)	3.04 (1.47)*	1.48 (1.05)*	2.17 (1.29)
Athlete	3.61 (1.43)	2.73 (1.50)*	2.75 (1.54)*	2.69 (1.39)*
Musician	2.93 (1.49)	2.57 (1.43)*	3.09 (1.46)	2.71 (1.49)
Politician	2.68 (1.47)	2.42 (1.31)	2.50 (1.50)	1.91 (1.12)*
Actor	3.31 (1.50)	2.81 (1.43)*	3.56 (1.38)	3.40 (1.22)
Teacher	2.46 (1.40)	2.36 (1.36)	2.79 (1.42)	3.00 (1.46)*
Shop Assistant	2.71 (1.64)	2.83 (1.63)	2.70 (1.55)	2.86 (1.61)
Van Driver	2.48 (1.70)	2.89 (1.63)*	1.92 (1.38)*	2.31 (1.51)

White boys reported being more confident than Black boys in their ability to be a soldier and van driver. White boys reported being less confident than Black boys in their ability to be a doctor, IT specialist, athlete, musician and actor.

Black girls reported being more confident than Black boys in their ability to be a doctor, social worker and writer. Black girls reported being less confident than Black boys in their ability to be a mechanic, IT specialist, electrician, soldier, athlete and van driver.

White girls reported being more confident than Black boys in their ability to be a teacher. White girls reported being less confident than Black boys in their ability to be a mechanic, electrician, athlete and politician.

### ***Summary***

Generally, children showed little interest in the careers apart from being an actor. Black boys showed a stronger desire to be an IT specialist and athlete compared to all other groups of children. Overall, Black boys showed less of a wish to become a mechanic, social worker and teacher compared to most of the other groups.

Additionally, Black boys were more confident that they could be an IT specialist, electrician and athlete compared to most of the other groups of children. They showed less confidence in their ability to be a soldier, teacher and van driver compared to some of the other groups.

Overall, the boys were more or less confident in their ability to work in most of the careers where as girls tended to be less confident in their ability to do most of the careers.

### **g.) Comparison Choices**

The purpose of these analyses is to determine if Black boys differ from White boys, Black girls and White girls in who they compare themselves to. Frequencies for Black boys have already been discussed previously, so this will not be repeated in this section, although frequencies are listed in Appendix for comparison purposes. Additionally, REACH has suggested that more detailed information on White boys will be most useful, so only White boys are discussed in the following section, although raw frequencies for Black and White girls are provided in Appendix S for comparison purposes.

As seen in Appendix, White boys follow the same patterns of comparison as Black boys. The main difference is, of course, that White boys compare themselves to White men when they want to know more about cleverness, their personality, their skill, or the opportunities available to them in life. Additionally, White boys are much less likely to look to famous people than Black boys when they want to know about what it means to be clever. Instead, White boys look almost exclusively to their family and friends.



#### **IV) Effect of the Different Vignettes on Black Young Men's responses**

##### **e) Manipulation Checks on Scale of Achievement and Moral/Material Questions**

The effect of each vignette on evaluations of each role model's SA and MM was assessed. A Large SA was defined in the study as an individual who had experienced hardships in his youth (e.g., from a single parent home, low socio-economic background) to become successful as an adult. A Small SA was defined in the study as an individual who had not experienced hardships as a youth (e.g., both parents, middle class background) to become successful as an adult.

MM was defined as either being concerned with social/moral outcomes (e.g., friends and family, good of the community, helping others) or being concerned with materialistic outcomes (e.g., money, fame).

The purpose of these analyses is to see whether or not the Black young men correctly identified the differences between the different role models.

##### **1) SA**

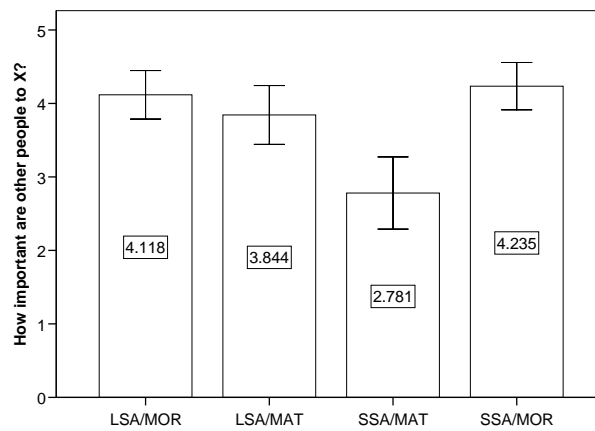
Overall, Black young men felt that it had not been easy for the role models to get where they were today. (Mean = 2.18, SD = 1.02) and this was not changed by being exposed to a role model.

##### **2) MM**

Overall, Black young men felt that other people were important to the role models (Mean = 3.76, SD = 1.22), that the role models felt it was important to be rich (Mean = 3.51, SD = 1.12), but not that the role models felt it was important to be famous (Mean = 2.39, SD = 1.31).

The only difference between the role models was on how important other people were to the role models. Here, as seen in Figure 48, the Small SA, materialistic role model (SSA/Material) was viewed by Black young men as less concerned with other people than were the other three role models.

Figure 48. Mean response for social-moral and materialistic outcomes (how important are other people).



### Summary

These findings suggest the manipulation of both scale of achievement and socio-moralistic/materialistic outcomes had little affect on the Black young men judgments of the role model. The only evidence of an effect of the role model's stories was in terms of the materialistic outcome focus of the role models making the Black young men think that people were not important to these role models.

### f) Effects of the Different Vignettes on Reported Self-Esteem, Self-efficacy, and Self-Stereotypes.

After being presented with the role model, participants were asked to answer questions about their self-esteem (e.g., personal worth), self-efficacy (e.g., ability to achieve goals), and self-stereotypes (i.e., warmth, cleverness, skilfulness, popularity, success, competitiveness and kindness).

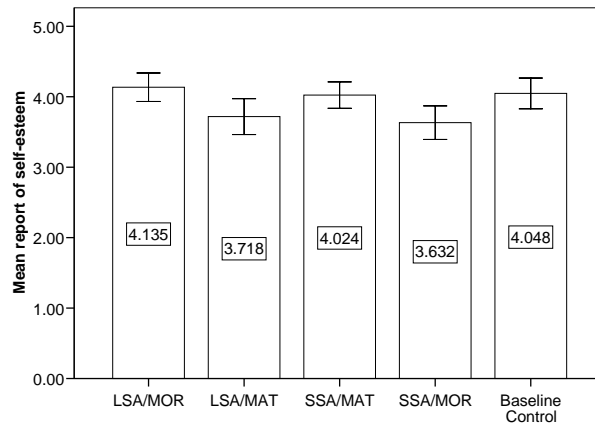
The purpose of these series of questions is to establish what the self-image of Black young men is, and whether or not any or all of the role models promote a positive self-image for Black young men.

### 7) Self-Esteem

Self-esteem is a sense of personal worth or worthiness. Self-esteem levels for Black young men were high ( $M = 3.01$ ,  $SD = 0.65$ ). However, as seen in Figure 49, this appeared to differ depending on which role model had been seen. Black young men who saw the Large SA, materialistic and Small SA, moralistic roles models (LSA/Material & SSA/Moral) showed reduced self-esteem compared to the Black young men who saw no role model. Therefore, being exposed to a role model did not

increase self-esteem and in some cases actually reduced self-esteem amongst Black young men.

Figure 49. Mean reported self-esteem levels for Black young men.



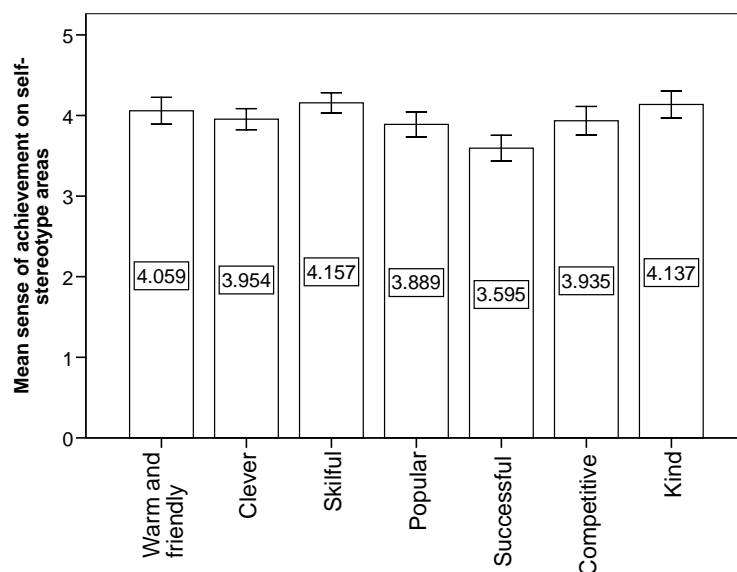
#### 8) Self-Efficacy

Self-efficacy is the belief that that you are able to achieve your goals. Self-efficacy levels for Black young men was also positive ( $M = 3.75$ ,  $SD = 0.66$ ) and this was not changed by being exposed to a role model.

#### 9) Self-Stereotypes

None of Black young men's self-stereotypes were affected by being exposed to a role model. As seen in Figure 50, Black young men see themselves as doing very well in these areas of achievement (i.e., self-ratings of warmth, cleverness, skill, popularity, success, competitiveness and kindness).

Figure 50. Black young men's self-evaluation of warmth, cleverness, skill, popularity, success, competitiveness and kindness.



### *Summary*

Black young men have a good level of self-esteem and self-efficacy. However, there was evidence that certain role models reduced Black young men's self-esteem. In general, Black young men rate themselves highly on the different areas of self-stereotyping.

### **c.) Effects of the Different Vignettes on Judgements about the Role Models**

All participants were asked to rate how they thought about the role model (i.e., liking, pride, similarity to self, like to meet him, want to be like him, could be like him, find inspiring, find interesting, remember him, tell friends about him, heard about and met someone like him) and how other people might think about the role model (i.e., warm and friendly, clever, skilful, popular, successful, competitive, kind, look up to, respect, fear, envy, pity, similarity to other Black men, similarity to other White men, and think he is happy).

The purpose of these series of questions is to establish what Black young men believe other people think about the role models and how Black young men respond to the role models.

#### 4) Evaluation of the Role Model

The purpose of this series of questions is to establish how Black young men evaluate the role models.

The findings in this section are broken down by individual items and discussed in terms of differences in Black boys' response due to the different role models.

*Liking.* Overall, Black young men liked the all of the role models well ( $M = 3.81$ ,  $SD = .093$ ) and this did not change between the different role models.

*Pride.* Overall, Black young men thought they would be proud of the role models if they new them ( $M = 4.10$ ,  $SD = 0.95$ ) and this did not change between the different role models.

*Desire to meet the role Models.* Overall, Black young men were not sure if they wanted to meet any of the role models ( $M = 2.83$ ,  $SD = 1.21$ ) and this did not change between the different role models.

*Desire to Emulate.* Participants were asked how much they would like to be like the role model. Overall, Black boys were not sure if they wanted to be like the role models ( $M = 3.12$ ,  $SD = 1.29$ ) and this did not change between the different role models.

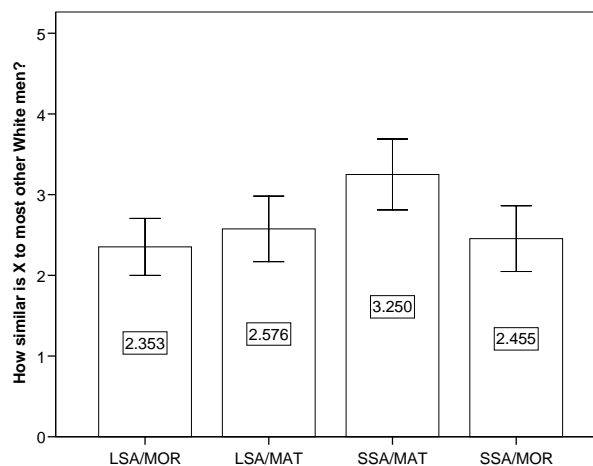
*Ability to emulate.* Overall, Black young men thought they could be like the role models ( $M = 3.83, SD = 1.18$ ) and this did not change between the different role models.

*Similarity to Self.* Overall, Black young men did not think any of the role models were very similar to them ( $M = 2.72, SD = 1.27$ ) and this did not change between the different role models.

*Similarity to Black Men.* Overall, Black young men thought the role models were similar to other Black men ( $M = 3.22, SD = 0.94$ ) and this did not change between the different role models.

*Similarity to White Men.* Overall, Black young men did not think the role models were similar to White men ( $M = 2.65, SD = 1.17$ ). However, as seen in Figure 51, they did think that the Small SA, materialistic role model (SSA/Material) was more similar to most White men than were any of the other role models.

Figure 51. Mean similarity of the role models to White men across vignettes for Black young men.



*Happiness.* Overall, Black young men thought the role models were happy ( $M = 4.12, SD = 0.92$ ) and this did not change between the different role models.

*Inspiration.* Overall, Black young men found all of the roll models inspiring ( $M = 3.59, SD = 1.21$ ) and this did not change between the different role models.

*Interest.* Overall, Black young men thought the role models' stories were equally interesting ( $M = 3.39, SD = 1.21$ ) and this did not change between the different role models.

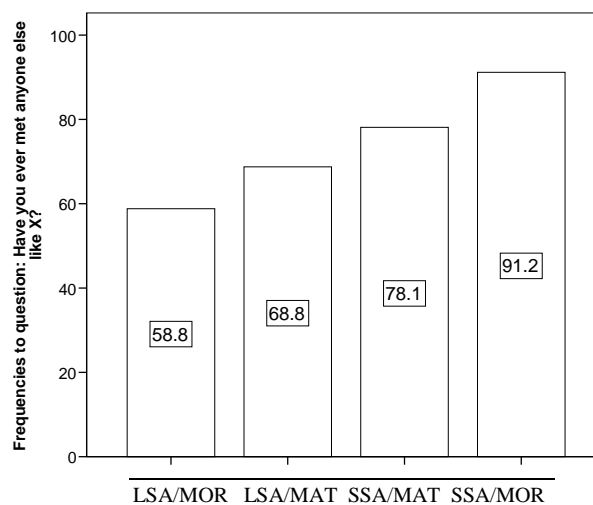
*Memorability.* Overall, Black young men thought they would be ok at remembering the role model's stories ( $M = 3.41, SD = 1.37$ ) and this did not change between the different role models.

*Retelling the Story.* Overall, Black young men did not feel they would tell the story they had heard to a friend ( $M = 2.95$ ,  $SD = 1.30$ ) and this did not change between the different role models.

*Heard About Someone Like the Role Model.* Most Black young men had heard about someone like the role models (82%) and this did not change between the different role models.

*Ever Met Someone Like the Role Model.* Overall, 74% of Black young men had met someone like the role model they saw. But this varied depending on which role model it was. In particular only 59% had met a Large SA, moralistic role model, whereas 91% had meet a Small SA, moralistic role model, as shown in the Figure 52.

Figure 52. Frequency report of having met anyone like the role models for Black young men.



### Summary

The Black young men liked the role models and were proud of them, but they did not particularly want to meet the role models. Black young men did not find the role models at all similar to themselves, did not find the role models particularly similar to other Black or White men (apart from the small scale of achievement, socio-moralistic focused role model). Most of the Black young men had heard of someone similar to the role models, but only had really met someone like the small scale of achievement, socio-moralistic focused role model.

### 5) Other people's Stereotype-related Views About the Role Models

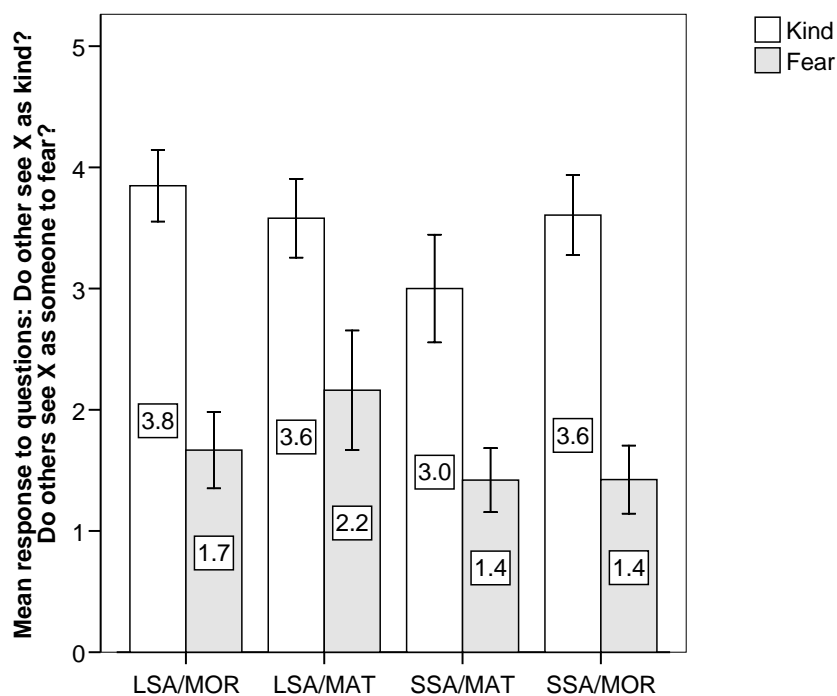
The purpose of these series of questions was to establish how Black young men thought others would stereotype the different role models.

The findings in this section are broken down by individual items and discussed in terms of how Black young men thought others would stereotype the different role models.

Evaluations of the role models were fairly positive overall, being rated as warm ( $M = 3.46, SD = 1.01$ ), clever, ( $M = 3.63, SD = 0.95$ ), skilful ( $M = 3.76, SD = 0.96$ ), popular ( $M = 2.70, SD = 1.10$ ), successful ( $M = 4.13, SD = 0.96$ ), competitive ( $M = 3.33, SD = 1.10$ ), kind ( $M = 3.52, SD = 1.0$ ), admirable ( $M = 3.53, SD = 1.09$ ), respected ( $M = 3.89, SD = 0.97$ ), and not feared ( $M = 1.66, SD = 1.0$ ), envied ( $M = 2.19, SD = 1.26$ ), pitied ( $M = 2.15, SD = 1.33$ ) or disliked ( $M = 2.12, SD = 1.19$ ).

However, there were differences between the role models for judgements of kindness and fearfulness. As seen in Figure 53, Black young men viewed the Small SA, materialistic role model as less kind than all the other role models. Whereas, Black young men viewed the Large SA, materialistic role model as more feared than the others.

Figure 53. Mean response by Black young men to the questions: How kind would others see the role model? How much would others fear the role model?



### Summary

Overall, Black young men thought others would see the role models in a positive way. However, the small scale of achievement, materialistic focused role model was viewed as less kind than all the others whereas the large scale of achievement, materialistic focused role model was viewed as more feared than the others.

#### d.) Ratings of Other Social Groups on the Stereotype Dimensions

Participants were asked to rate how they thought other people would evaluate Black men and White men in terms of their warmth, cleverness, skilfulness, popularity, success, competitiveness, kindness, admiration, respect, fear, envy, pity and dislike. They were also asked to rate how other people would evaluate Black women and White women in terms of their warmth, cleverness, skilfulness and how much other people would respect and dislike these groups.

The purpose of these series of questions is to determine the stereotypes Black young men have for these groups and whether or not any or all of the role models reduce the stereotypes for these groups.

#### 6) Comparisons between Stereotypes of Black Men, White Men, Black Women, and White Women.

As there was no effect of role models on perceived stereotypes of White men and Black women, those analyses are not reported. However, Table 12 reports the means and standard deviations of the perceived stereotypes of Black men, White men, Black women and White women for comparison purposes. Means marked with an ‘\*’ are meaningfully different from the midpoint of 3.

Table 12. Mean report of perceived stereotypes of Black men, White men, Black women, White women across all role models for Black boys

	Black men M(SD)	White men M(SD)	Black women M(SD)	White women M(SD)
Warmth	2.90 (1.09)	3.07 (0.93)	3.52 (1.12)*	3.51 (1.12)*
Cleverness	3.11 (1.00)	3.20 (1.00)*	3.58 (1.00)*	3.49 (1.00)*
Skilfulness	3.40 (1.07)*	3.18 (0.98)*	3.55 (1.00)*	3.38 (0.92)*
Popularity	3.48 (1.10)*	3.06 (1.08)		
Success	2.92 (1.15)	3.68 (1.78)*		
Competitive	3.25 (1.16)*	3.31 (1.11)*		
Kindness	3.11 (1.09)	2.86 (0.98)		
Admiration	3.00 (1.21)	2.39 (1.12)*		
Respect	3.40 (1.18)*	3.20 (1.11)*	3.76 (1.04)*	3.56 (0.95)*
Fear	2.95 (1.49)	1.90 (1.00)*		
Envy	2.35 (1.29)*	2.19 (1.36)*		
Pity	2.54 (1.31)*	1.93 (1.08)*		
Dislike	2.45 (1.33)*	2.29 (1.24)*	2.21 (1.22)*	2.22 (1.18)*

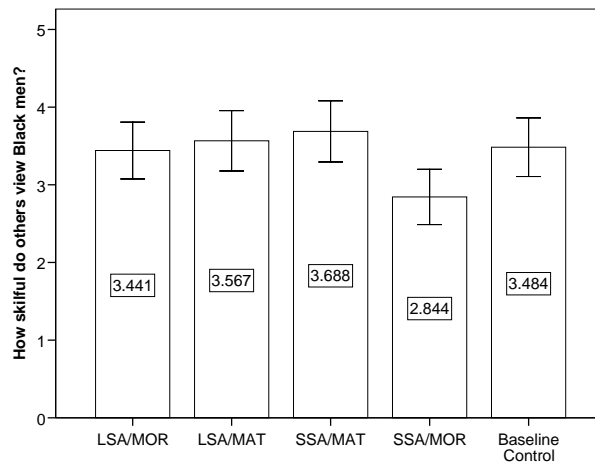
#### 7) Effects of Vignettes on Perceived Stereotypes of Black Men

Being exposed to the role models changed Black young men’s perceptions of whether stereotypes of Black men were seen as skilful, respected and disliked. There were no differences on the remaining stereotype items. Since the overall means for all of the stereotype content have been reported in the section above, stereotype content areas that are not affected by role model vignettes are not reported below.



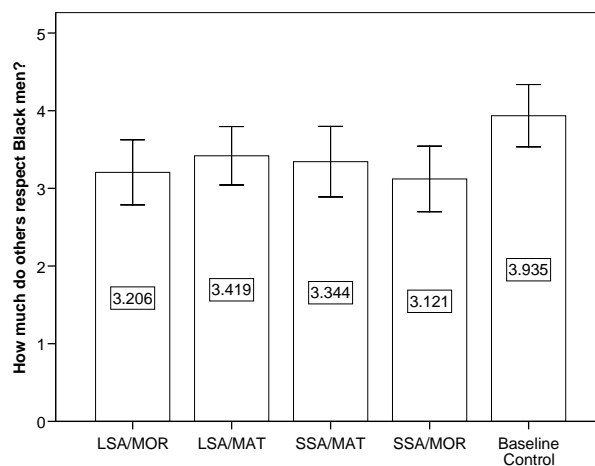
*Skilful.* Overall, as seen in Figure 54, Black young men thought that others would see Black men as less skilful after they saw the Small SA, moralistic role model (SSA/Moral) than any other role model.

Figure 54. Mean report of how others view Black men as skilful across vignettes for Black young men.



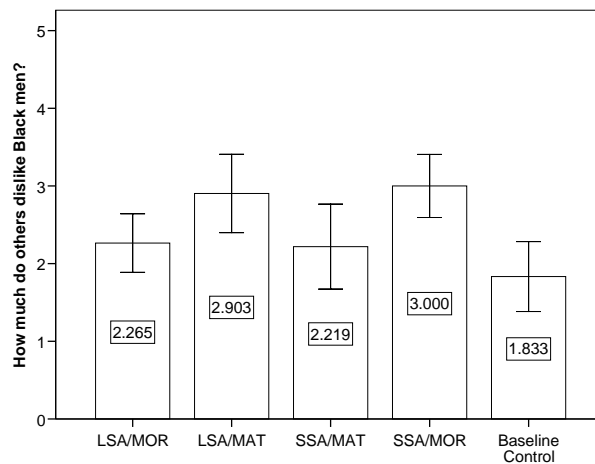
*Respect.* Overall, as seen in Figure 55, Black young men thought that others would see Black men as someone to respect less when they had viewed any role model than when they had not.

Figure 55. Mean report of how others view Black men as someone to respect across vignettes for Black young men.



*Disliked.* Overall, as seen in Figure 56, Black young men thought that others would dislike Black men more when they were exposed to a Large SA, materialistic role model (LSA/Material) or a Small SA, moralistic role model (SSA/Moral).

Figure 56. Mean report of how others view Black men as someone to dislike across vignettes for Black young men.



### *Summary*

There were some negative effects of the role models on the Black young men's perceived stereotypes of Black men. The small scale of achievement, socio-moralistic focused role model made the Black young men perceive that Black men will be stereotyped as less skilful. All role models made the Black young men think that others would stereotype Black men with less respect. Finally the large scale of achievement, materialistic focused or a small scale of achievement morally focused role models made the Black young men think that others would show more dislike towards Black men

### **e.) Profile and Frequencies of Spontaneously Nominated Role Models**

Participants were asked if they could think of someone they wanted to be like one day, and a series of questions to describe this person (see Appendix B, questions 43-47). The purpose of these series of questions was to determine who Black young men were already using as role models.

Only 60% of the young men generated their own role models. 32% stated that they did not have a role model, and 1% left the question blank. Participants were then asked to check boxes that described their role model (e.g., male, female, Black, young, famous, relative, doctor, athlete) and given an option to write in other professions not in the list. Table 13 shows the frequencies of the demographic characteristics of these role models. Lists of generated role model names, other professions and reasons for choosing the role model are shown in Appendixes (T, U, V and W respectively).

Table 13. Frequencies of demographic characteristics of spontaneously generated role models for Black young men.

	# of Participants	% of Sample
Gender (% male)	104	94
Race (% Black)	58	52
Age young	27	24
Age old	11	9
Famous	44	40
Relative	10	9
Actor	9	8
Musician	12	11
Athlete	20	18
Teacher	9	8
Doctor	4	4
Business Person	28	25
Scientist	7	6

**Summary**

Black young men primarily generated young Black male role models who were famous. For those that gave information about the profession of role models, the largest professions of interest were business people closely followed by athlete.

**f.) Career Aspirations**

5) General choice of career

Participants were asked how much they would like to be one of the following: Doctor, Mechanic, IT specialist, Social Worker, Electrician, Writer, Soldier, Athlete, Musician, Politician, Actor, Teacher, Shop Assistant and Van Driver (see Appendix B, question 41). The purpose of asking these series of questions was to determine what effect being exposed to role models may have on Black young men’s career decisions, and to learn what careers were of interest to Black young men.

Seeing different role models had *no impact* on the career preferences or expectations of the young men.

Overall, as seen in Table 14, Black young men were most likely to prefer the roles of athlete, IT worker, actor, or musician, and least likely to choose soldier, van driver, or shop assistant.

Table 14. Mean report of career interest and ability to work in a career for Black young men.

Careers	How much would you like to do this job? <i>Mean (SD)</i>	How likely is it that you could do this job if you wanted to? <i>Mean (SD)</i>
Doctor	2.80 (1.41)	2.80 (1.44)
Mechanic	2.84 (1.39)	3.40 (1.37)
IT Specialist	3.45 (1.40)	3.60 (1.23)
Social Worker	2.74 (1.40)	3.10 (1.43)
Electrician	3.03 (1.44)	3.32 (1.41)
Writer	2.37 (1.35)	2.62 (1.46)
Soldier	1.92 (1.21)	3.08 (1.85)
Athlete	3.59 (1.46)	3.60 (1.34)
Musician	3.00 (1.53)	3.05 (1.47)
Politician	2.45 (1.46)	2.28 (1.41)
Actor	3.35 (1.39)	3.29 (1.38)
Teacher	2.46 (1.42)	2.87 (1.45)
Shop Assistant	2.15 (1.31)	3.39 (1.49)
Van Driver	2.00 (1.33)	3.16 (1.61)

#### 6) Ability to Pursue Career Aspirations

Participants were asked how likely it was that they could do one of the following jobs if they wanted to: Doctor, Mechanic, IT specialist, Social Worker, Electrician, Writer, Soldier, Athlete, Musician, Politician, Actor, Teacher, Shop Assistant and Van Driver (see Appendix B, question 42). The purpose of asking these series of questions was to determine what effect being exposed to role models may have on Black young men's belief in their ability to work in a career, and Black young men's general belief in their abilities to work in a career.

Seeing different role models had *no impact* on the career preferences or expectations of the young men.

As seen above in Figure 14, when asked which jobs they thought they *could* do, the most common answer was athlete, IT worker, mechanic and shop assistant, and they felt least likely to be able to be a politician, writer, or mechanic.

#### *Summary*

Black young men have a variety of careers that they are interested in pursuing. However, they are not confident in their abilities to pursue many of these careers.

**g.) Comparison Choices**

Participants were asked to identify significant others (i.e., Black men, White men, Black women, White women, other men, other women) they would compare themselves to in terms of their own cleverness, personality, skill and life opportunities. They were also asked to clarify whether these comparison people were family members, friends, people at school or others (see Appendix B, questions 33-40). The purpose of this series of questions was to evaluate the usefulness of the role models by taking into account Black young men’s likelihood of comparing themselves to people similar to the role models (i.e., Black men).

As seen in Table 15, Black young men most compare themselves to Black men when they want to know more about cleverness, their personality, their skill, or the opportunities available to them in life. Who these Black men are, however, is a mixed story. When Black young men want to know about what it means to be clever they look equally to family members and friends. When Black young men want to know about their personality or what it means to be skilful they look to friends. When Black young men want to know about the opportunities available to them in life they look equally to family members and friends.

Table 15. Frequencies comparison of self to others groups of people by Black boys.

	Cleverness (%)	Personality (%)	Skilfulness (%)	Opportunities (%)
Black men	52	57	52	55
White men	14	8	12	16
Black women	4	8	6	6
White women	2	1	1	4
Men	26	25	27	19
Women	3	1	1	1
Family member	36	34	25	39
Friend	36	51	56	39
Someone at college	14	7	10	12
Other	14	9	10	11

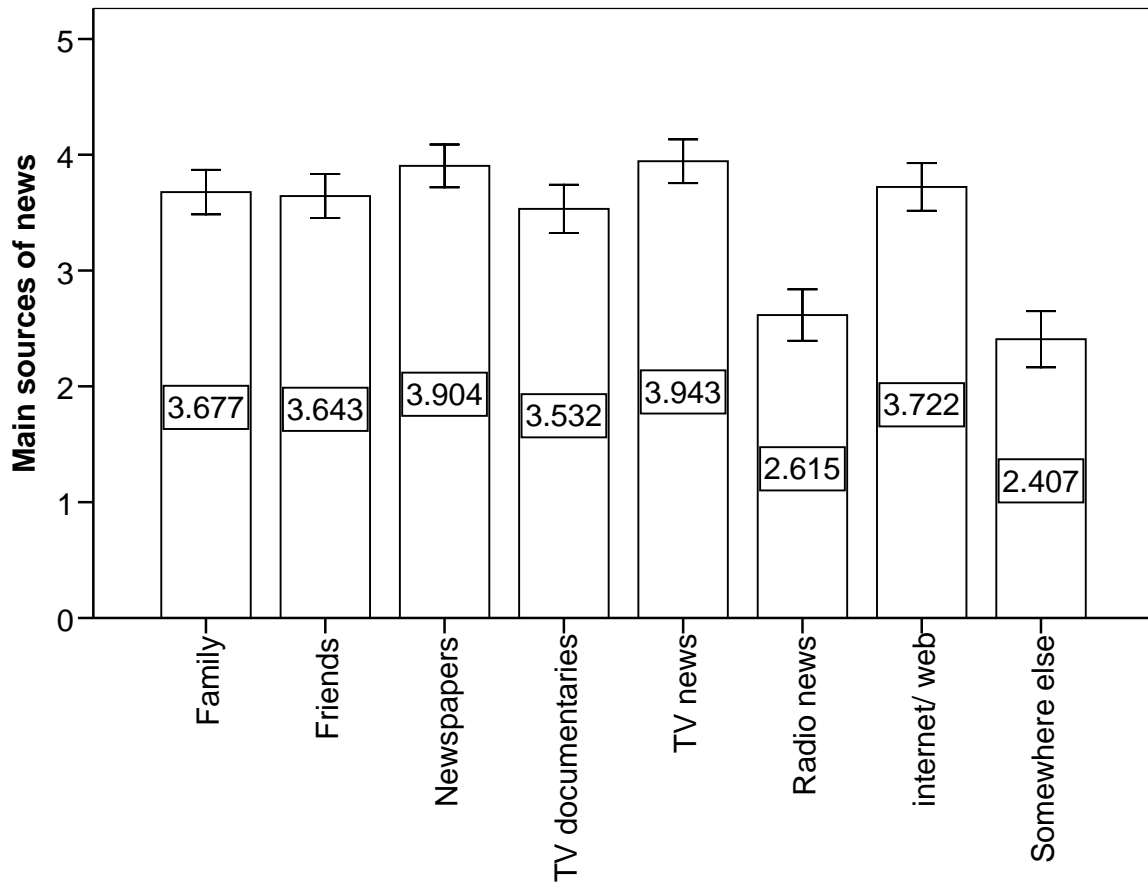
***Summary***

Black young men mostly compare themselves to Black men who are family members or friends when they want to know more about cleverness, their personality, their skill, or the opportunities available to them in life.

## h.) Media Use

The participants were asked to what extent they heard about most of their news and information from different sources. Answers to this question were not affected by which role model they had seen. As shown in Figure 57, newspapers and TV news were the main sources, along with the internet, family, friends and documentaries. They found out significantly less from radio news and other places.

Figure 57. Media usage of Black young men.



## **V) Conclusions and Recommendations**

The use of black role models appears to have greatest relevance for black school boys. For young black men there is evidence that the role models might be viewed as less relevant, to highlight a less positive stereotype of black men generally, and even to make them feel less positive about themselves. For black school boys, the role models who had a smaller scale of achievement were viewed more positively and if they were materially successful this tended to have a positive effect on the perceived stereotype of blacks. However, there is a risk that focusing on material outcomes might potentially reduce the current sense of personal success of black boys. This may actually be productive if it creates a larger sense of aspiration for them. Overall the evidence suggests that role models that have a closer proximity to the life situation of the boys produce less of a contrast with their views of black men as a group and could have a more positive effect overall on their aspirations. The participants generally nominated role models who were famous, and were athletes, businessmen or actors. It may be that role models who refer to their connections to these domains (even if they do not work within them) might be more influential. This remains to be explored in further research.

One might consider it strange that the participants were not most impressed and influenced by role models, particularly those with a large scale of achievement. However, we note that among the young men, seeing role models reduced the extent to which they thought black men are respected and increased how much they thought they were disliked. And among black boys, role models with a larger scale of achievement had *negative* impact on the perceptions of the stereotype of how respected black men are. The reason for these findings is likely to be a “contrast effect”. It is probable that these role models were seen as so unusual that they were not realistic members of the category of black men (they were atypical outliers who are so few in number that they are treated as a completely different type of person). Social psychological research shows very clearly that attitudes toward a group are unlikely to be changed by people who are viewed as wholly atypical members, whereas stereotypes and attitudes can be affected by people who are viewed as generally typical but exceptional only in one respect. Understanding the dynamics of this process could help real role models to deliver their messages more effectively. However, it requires further testing to be sure of the effects.

It is likely that the REACH campaign can have maximum impact on black school boys rather than young men. We recommend effort be focused on black school boys. This would be justified not only from the current evidence, but even from of the informal comments made by the young black men, who commented very favourably on the aims of the REACH programme as a whole but stated that they believed the critical period for intervention is in the school years. Some also suggested that we should use more ‘realistic’ role models such as actors and sportsmen who have achieved in other areas too.

It is likely that among black boys, role models who emphasise modest material outcomes may be most easily accepted and have a more positive impact on stereotypes of black men. Changing beliefs about stereotypes is one avenue to influence self-expectations and ambitions, so this is an important avenue to understand and pursue.

Regardless of potential short term effects on boys’ self-images, presenting role models can be a viable way to establish realistic aspirations for a larger number of boys. However, it would be useful to understand more about how the perceptions of a role model, the viewer’s self-

image, stereotype perceptions and aspirations fit together, and this is something that needs to be evaluated over a longer time span.

Further research is needed to establish if and how engagement and identification with role models is affected by whether role model presents himself as sharing or not sharing some characteristics that map onto the occupations of role models black boys mention spontaneously.

Further analysis will also be required to evaluate which findings here persist over time, and to be more confident about the effects of different role models. This will be addressed in the Final Report when data from a second survey of the school sample will be available.



Appendix A:  
Vignettes

**Please read along while you are listening to the recording. After it has finished please wait for more instructions.**

*Large SA, moral*

**This is Robert's story:**

I am from a Black family. My father left home when I was about 10 years old and I do think I suffered from not having a male role model. I was trouble in class and a pain to my mum. In school, one thing I was good at was science and it really helped that my teachers often pushed me to keep studying. I worked hard and was able to find work in a hospital. I then trained to become a doctor. The hard work paid off and every move up the ranks taught me more about myself. I learned there are many ways to be successful but the truest and most honest form of respect a person can get is to be valued by other people as you help your community.

*Large SA, material*

**This is Michael's story:**

As a kid, we didn't have much money, so I helped my family by doing part-time work after school. I left school and joined the army. I was successful in the army where I was the only Black service man in my unit and was awarded several medals. After the end of my service, I was able to take the skills and hard work that I learned in the army to successfully finish a degree at Uni and became an IT professional, working with computers and computer programmes, in London. Working with computers brings me money that I never would have imagined for myself as a kid. My story shows no matter where you come from, you can succeed and do well for yourself.

*Small SA, material*

**This is Steve's story:**

I am Black and have three brothers and sisters. When I was a kid, we didn't have to worry about money as both my parents had good jobs. If people had low expectations of me, I never allowed them to affect me and I worked hard in school, getting seven GCSE's and three A'levels. So I applied to University and got a place to study for a degree. After that I did more training and started working as a social worker. Though parts of this journey may have been hard it is all worth it in the end when I look at my nice car, and the good home that I was able to get for myself.

*Small SA, moral*

**This is David's story:**

I'm a Black man and have been lucky to have a good life and a great family. But my school experiences were generally bad. I decided I needed a trade and was interested in becoming an electrician, and in the end I got an apprenticeship. I am now working for an electrical company, as a supervisor, but I'm still carrying on learning by getting more qualifications as an electrician. These experiences that I have gained in life's journey can not be wasted and I feel most serious about sharing my knowledge and life with as many young adults as possible in the hope that they will know that it is never too late to make the right choices in life.

Appendix B:  
School-Aged Questionnaire

1.) Choose the face that shows how you feel about Robert?



I don't like him  
at all

I like him a lot

2.) How easy do you think it was for Robert to get where he is today?



Not at all easy

Very easy

3.) For Robert, how important are other people?



Not at all  
important

Very important

4.) For Robert, how important is it to become rich?



Not at all  
important

Very important

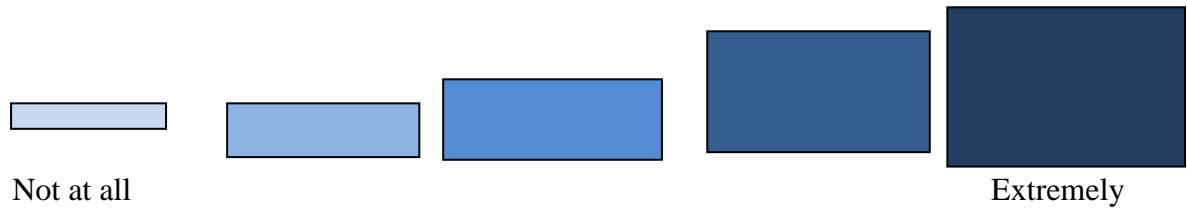
5.) For Robert, how important is it to become famous?



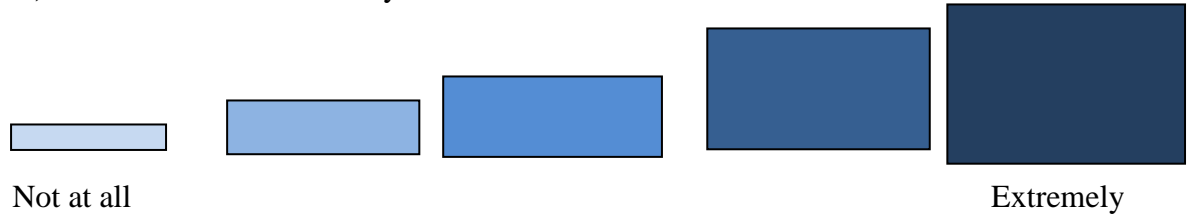
Not at all  
important

Very important

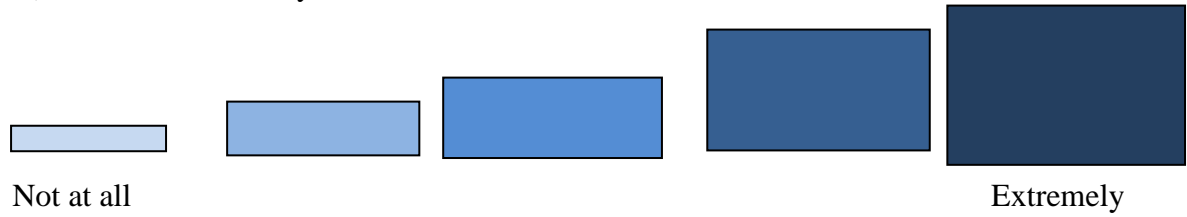
6.) If you knew Robert how proud of him would you feel?



7.) How similar is Robert to you?

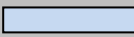

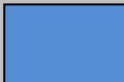




8.) How much would you like to meet Robert?

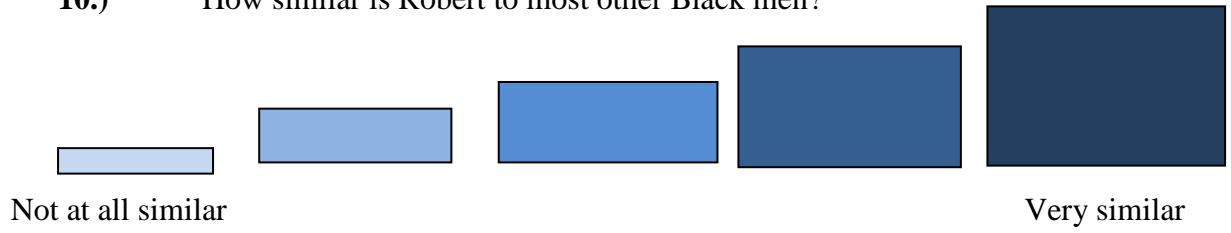


For the next questions circle the number that shows how much you think each statement is true about the way most people would see Robert, ranging from not at all (1) to extremely (5).

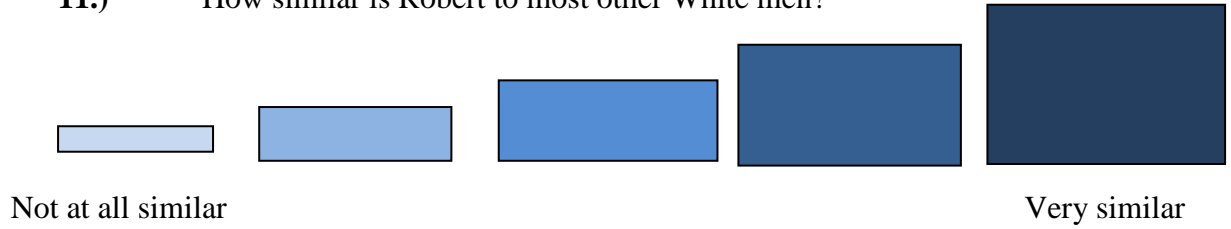
9.) How much do you think most other people who meet this person...

	Not at all				Extremely
					
See Robert as warm and friendly	1	2	3	4	5
See Robert as clever	1	2	3	4	5
See Robert as skilful	1	2	3	4	5
See Robert as popular	1	2	3	4	5
See Robert as successful	1	2	3	4	5
See Robert as competitive	1	2	3	4	5
See Robert as kind	1	2	3	4	5
Look up to Robert	1	2	3	4	5
Respect Robert	1	2	3	4	5
Are frightened of Robert	1	2	3	4	5
Are jealous of Robert	1	2	3	4	5
Feel sorry for Robert	1	2	3	4	5
Don't like Robert	1	2	3	4	5

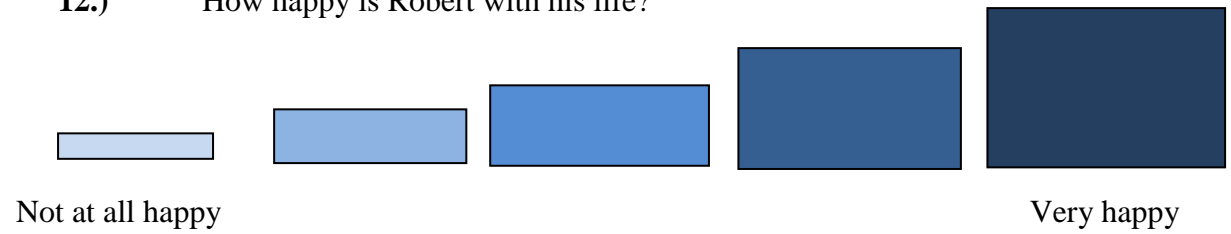
10.) How similar is Robert to most other Black men?



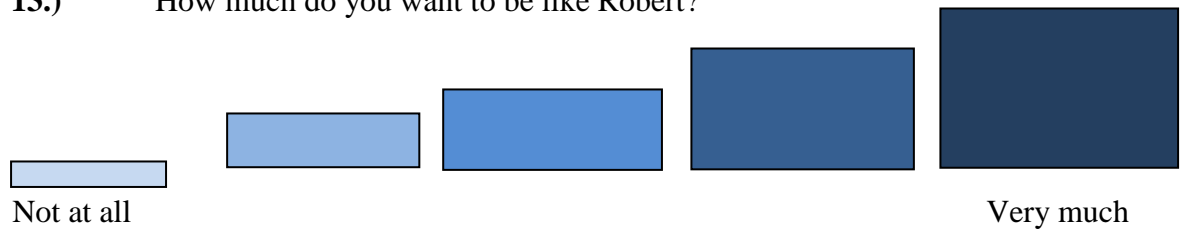
11.) How similar is Robert to most other White men?



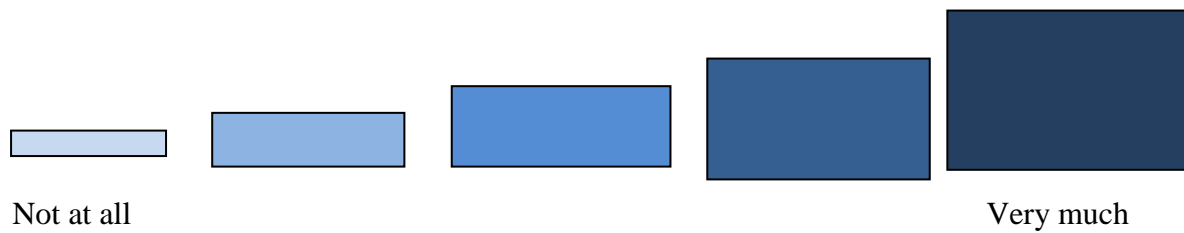
12.) How happy is Robert with his life?



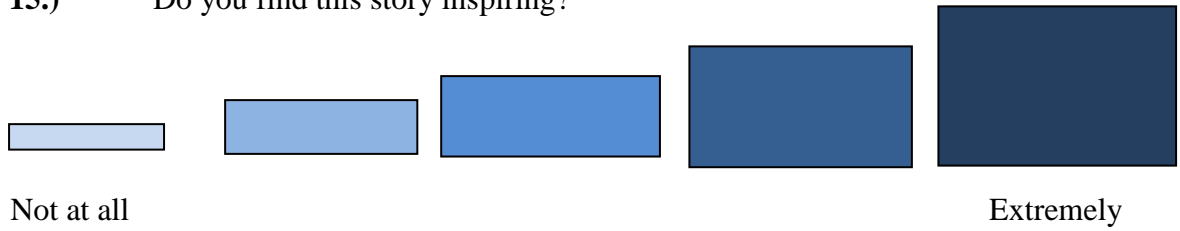
13.) How much do you want to be like Robert?



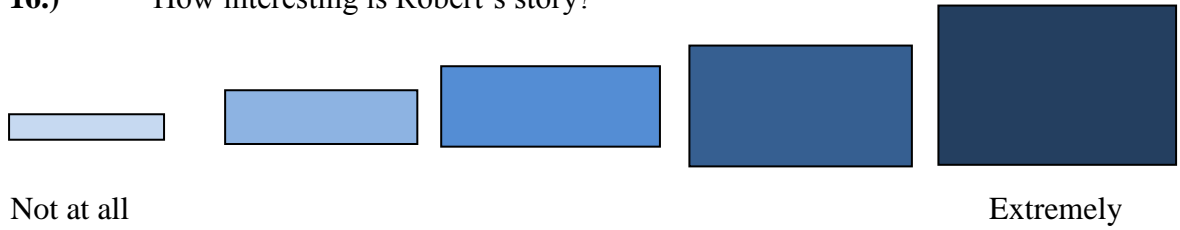
14.) If you wanted to, how much do you think you could be like Robert?



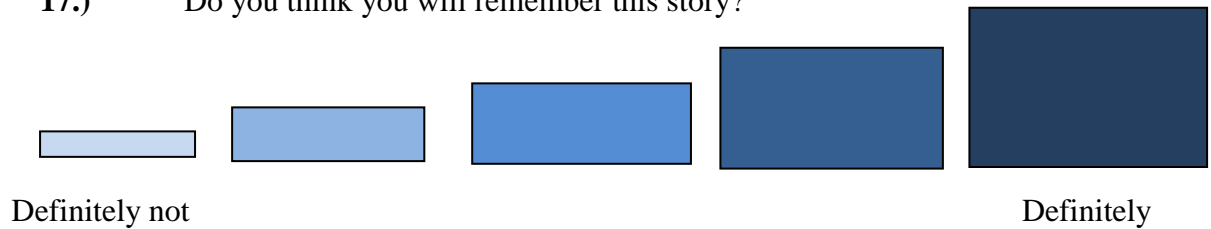
15.) Do you find this story inspiring?



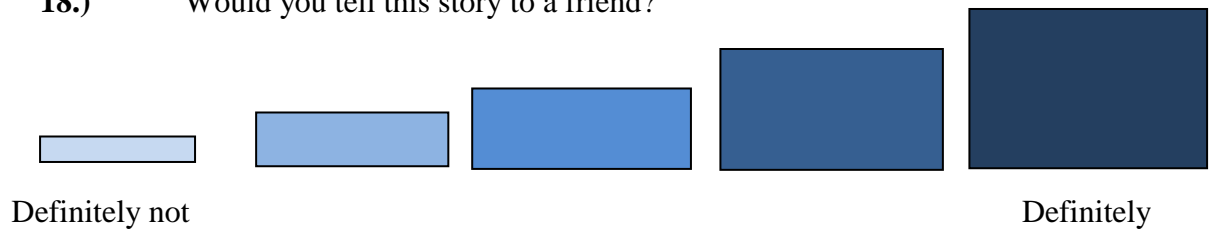
16.) How interesting is Robert's story?



17.) Do you think you will remember this story?



18.) Would you tell this story to a friend?

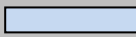

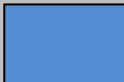




19.) Thinking about Robert:

- a) Have you ever met anyone else like Robert?      **Yes**              **No**
- b) Have you heard about someone else like Robert?      **Yes**              **No**

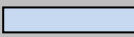

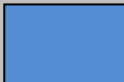


For the next questions circle the number that shows how much you think each statement is true about the way most people would see White men in general, ranging from not at all (the smallest box) to extremely (the biggest box).

20.) How much do you think other people...

	Not at all				Extremely
					
See White men in general as warm and friendly	1	2	3	4	5
Are frightened of White men in general	1	2	3	4	5
See White men in general as clever	1	2	3	4	5
See White men in general as skilful	1	2	3	4	5
See White men in general as popular	1	2	3	4	5
Are jealous of White men in general	1	2	3	4	5
See White men in general as successful	1	2	3	4	5
See White men in general as competitive	1	2	3	4	5
Feel sorry for White men in general	1	2	3	4	5
See White men in general as kind	1	2	3	4	5
Look up to White men in general	1	2	3	4	5
Respect White men in general	1	2	3	4	5
Don't like White men in general	1	2	3	4	5

For the next questions circle the box that shows how much you think each statement is true about the way most people would see Black men in general, ranging from not at all (1) to extremely (5).

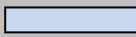




21.) How much do you think other people...

	Not at all				Extremely
					
See Black men in general as warm and friendly	1	2	3	4	5
Are frightened of Black men in general	1	2	3	4	5
See Black men in general as clever	1	2	3	4	5
See Black men in general as skilful	1	2	3	4	5
See Black men in general as popular	1	2	3	4	5
Are jealous of Black men in general	1	2	3	4	5
See Black men in general as successful	1	2	3	4	5
See Black men in general as competitive	1	2	3	4	5
Feel sorry for Black men in general	1	2	3	4	5
See Black men in general as kind	1	2	3	4	5
Look up to Black men in general	1	2	3	4	5
Respect Black men in general	1	2	3	4	5
Don't like Black men in general	1	2	3	4	5



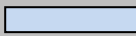




For the next questions circle the number that shows how much you think each statement is true about the way most people would see Black women in general, ranging from not at all (1) to extremely (5).

22.) How much do you think other people...

	Not at all				Extremely
					
See Black women in general as warm and friendly	1	2	3	4	5
See Black women in general as clever	1	2	3	4	5
See Black women in general as skilful	1	2	3	4	5
Don't like Black women in general	1	2	3	4	5
Respect Black women in general	1	2	3	4	5





For the next questions circle the number that shows how much you think each statement is true about the way most people would see White women in general, ranging from not at all (1) to extremely (5).

23.) How much do you think other people...





	Not at all				Extremely
					
See White women in general as warm and friendly	1	2	3	4	5
See White women in general as clever	1	2	3	4	5
See White women in general as skilful	1	2	3	4	5
Don't like White women in general	1	2	3	4	5
Respect White women in general	1	2	3	4	5

For the next questions please circle the answer that you feel describes your friendships best.





24.) How many close friends do you have *at school* who are White?

				_____
More than ten	Between 5 and 10	Between 2 and 5	One	None





25.) How many close friends do you have *at school* who are Black?

				_____
More than ten	Between 5 and 10	Between 2 and 5	One	None





26.) How many close friends do you have *at school* who are not Black or White, but are from other ethnic groups?

				_____
More than ten	Between 5 and 10	Between 2 and 5	One	None





27.) How many close friends do you have *outside school* who are White?

				_____
More than ten	Between 5 and 10	Between 2 and 5	One	None

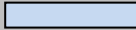




28.) How many close friends do you have *outside school* who are Black?

				_____
More than ten	Between 5 and 10	Between 2 and 5	One	None

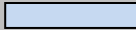




29.) How many close friends do you have *outside school* who are not Black or White, but are from other ethnic groups?

				_____
More than ten	Between 5 and 10	Between 2 and 5	One	None

30.) In the next section you will be asked to think about some statements that could describe you. Please circle the number that best indicates how true the statement is about you.

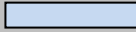




	That's not at all true about me				That's always true about me
					
On the whole I am satisfied with myself	1	2	3	4	5
At times I think that I am no good at all	1	2	3	4	5
I feel I have a number of good qualities	1	2	3	4	5
I am able to do things as well as most other people	1	2	3	4	5
I feel I do not have much to be proud of	1	2	3	4	5
I certainly feel useless at times	1	2	3	4	5
I feel that I am a person of worth, at least equal to others	1	2	3	4	5
I wish I could have more respect for myself	1	2	3	4	5
All in all, I tend to feel that I am a failure	1	2	3	4	5
I take a positive attitude towards myself	1	2	3	4	5

31.) Below are some statements with which you may agree or disagree. Please circle the number that shows how much you agree or disagree with the statement.

	Strongly disagree				Strongly agree
					
I can pretty much decide what will happen with my life	1	2	3	4	5
What happens to me in the future mostly depends on me	1	2	3	4	5
I often feel helpless in dealing with the problems of my life	1	2	3	4	5
I can achieve anything if I want to	1	2	3	4	5
In general I have my life under control	1	2	3	4	5
When I make plans I am almost certain to make them work	1	2	3	4	5
I can pretty much control what will happen in my life	1	2	3	4	5
When I get what I want it is usually because I worked hard to get it	1	2	3	4	5

**In the following statements please circle the number that shows best how you would describe yourself.**

32.) How would you describe yourself?

	Not at all				Extremely
					
<b>warm and friendly</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>clever</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>skilful</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>popular</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>successful</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>competitive</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>kind</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Next, please circle the answer that describes your opinion about which person you would compare yourself to.**

**33.)** If you wanted to know about **how clever you are** would you be most likely to compare yourself with (choose one answer):

- a.) A Black male
- b.) A White male
- c.) A Black female
- d.) A White female
- e.) Another male
- f.) Another female

**34.)** Would this person be a (choose one):

- a.) Family member
- b.) Friend
- c.) Someone at school
- d.) Other (please describe): \_\_\_\_\_

**35.)** If you wanted to know about **your personality** would you be most likely to compare yourself with (choose one answer):

- a.) A Black male
- b.) A White male
- c.) A Black female
- d.) A White female
- e.) Another male
- f.) Another female

**36.)** Would this person be a (choose one):

- a.) Family member
- b.) Friend
- c.) Someone at school
- d.) Other (please describe): \_\_\_\_\_

**37.)** If you wanted to know about **your skill** would you be most likely to compare yourself with (choose one answer):

- a.) A Black male

- b.) A White male
- c.) A Black female
- d.) A White female
- e.) Another male
- f.) Another female

**38.)** Would this person be a (choose one):

- a.) Family member
- b.) Friend
- c.) Someone at school
- d.) Other (please describe): \_\_\_\_\_

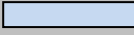




**39.)** If you wanted to know about **your opportunities in life** would you be most likely to compare yourself with (choose one answer):

- a.) A Black male
- b.) A White male
- c.) A Black female
- d.) A White female
- e.) Another male
- f.) Another female

**40.)** Would this person be a (choose one):

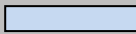




- a.) Family member
- b.) Friend
- c.) Someone at school
- d.) Other (please describe): \_\_\_\_\_

41.) Please look at the jobs below and say how much you would like to do each job.

	Not at all				Very much
					
<b>Doctor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Mechanic</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>IT specialist – working with computers and computer programmes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Social Worker</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Electrician</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Writer</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Soldier</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Athlete</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Musician</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Politician</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Actor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Teacher</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Shop assistant</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Van driver</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>



42.) Please look at the jobs below and say how likely it is that you could do this job if you wanted to.

	Not at all				Very
					
<b>Doctor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Mechanic</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>IT specialist – working with computers and computer programmes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Social Worker</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Electrician</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Writer</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Soldier</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Athlete</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Musician</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Politician</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Actor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Teacher</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Shop assistant</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Van driver</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

43.) Can you think of someone that you want to be like one day? **Yes** **No**

44.) Can you tell us this person's name?

---

45.) Please tick all the boxes that you think are true about this person:

Is this person:

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Male                        | <input type="checkbox"/> Female        | <input type="checkbox"/> White           | <input type="checkbox"/> Black         |
| <input type="checkbox"/> Asian                       | <input type="checkbox"/> Young         | <input type="checkbox"/> Old             | <input type="checkbox"/> Famous        |
| <input type="checkbox"/> Your Relative               | <input type="checkbox"/> Actor/Actress | <input type="checkbox"/> Musician        | <input type="checkbox"/> Sports Person |
| <input type="checkbox"/> Teacher                     | <input type="checkbox"/> Doctor        | <input type="checkbox"/> Business Person | <input type="checkbox"/> Scientist     |
| <input type="checkbox"/> Other (please state): _____ |  |  |  |

46.) Please write down what this person does.

47.) Why do you want to be like this person?

48.) **Please tick the box that best describes your ethnic group (tick one box):**

**White:**

- White British
  - White Irish
  - Other White background (please state):
- 

**Mixed:**

- White and Black Caribbean
  - White and Black African
  - White and Asian
  - Other mixed background (please state):
- 

**Asian and British Asian:**

- Indian
  - Pakistani
  - Bangladeshi
  - Other Asian background (please state):
- 

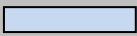




**Black or Black British:**

- Caribbean
  - African
  - Other Black background (please state):
- 

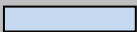




**Chinese or Other Ethnic Group**

- Chinese
  - Other Ethnic group (please state):
-

49.) Please tell us how much you disagree or agree with the following statements:

	Strongly disagree				Strongly agree
					
Overall, my ethnicity has very little to do with how I feel about myself.	1	2	3	4	5
The ethnic group I belong to is an important reflection of who I am.	1	2	3	4	5
My ethnicity is not important to my sense of what kind of person I am.	1	2	3	4	5
In general, belonging to my ethnic group is an important part of how I see myself.	1	2	3	4	5
I am happy that I am a member of the ethnic group I belong to.	1	2	3	4	5
I have a strong sense of belonging to my own ethnic group.	1	2	3	4	5
I have a lot of pride in my ethnic group.	1	2	3	4	5
I feel a strong attachment towards my own ethnic group.	1	2	3	4	5
I feel good about my cultural or ethnic background.	1	2	3	4	5

- 50.) We are interested in how you find out about things that are happening in the news. Of the options given below, which ones do you personally use to find out about the news? Please circle the number that describes your answer best.

	Not at all				Very much
					
<b>Family</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Friends</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Newspapers (e.g. Sun, Times, Metro)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>TV documentaries</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>TV news</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Radio news</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>The internet / world-wide-web</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Somewhere else</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

- 51.) If somewhere else (please state): \_\_\_\_\_

**Please give us a little information about yourself:**

How old are you?                      11      12      13      14      15      16

Are you male or female?              Male                      Female

Which year are you in at school?   7      8      9      10      11

Where were you born?

United Kingdom (England, Wales, Scotland or Northern Ireland)

Somewhere Else

Don't know

If you were born somewhere else, how old were you when you came to live in the United Kingdom? \_\_\_\_\_

**The following questions are about your mother and father or those person(s) who are like a mother or father to you – for example, guardians, step-parents, foster parents, etc.**

**If you share your time with more than one set of parents or guardians, please answer the following questions for those parents/step-parents/guardians you spend the most time with.**

Who usually lives at home with you? Please circle one answer on each row that applies to you.

Mother: YES    NO

Other female guardian (e.g., stepmother or foster mother): YES    NO

Father: YES    NO

Other male guardian (e.g., stepfather or foster father): YES    NO

Others (e.g., brother, sister, cousin, grandparents): YES    NO

What is your mother or other female guardian currently doing? (Please tick only one box)

Working full-time

Working part-time

Not working, but looking for a job

Other (e.g., home duties, retired)

Don't know

What is your father or other male guardian currently doing? (Please tick only one box)

Working full-time

Working part-time

Not working, but looking for a job

Other (e.g., home duties, retired)

Don't know

What is your mother's or other female guardian's main job? (e.g., school teacher, nurse, sales manager)

*(If she is not working now, please tell us her last main job. If you don't know, please leave this question blank.)*

---

What does your mother or other female guardian do in her main job? (e.g., teaches secondary school students, cares for patients, manages a sales team)

*Please use a sentence to describe the kind of work she does or did in that job. If you don't know, please leave this question blank.*

---

What is your father's or other male guardian's main job? (e.g., school teacher, carpenter, sales manager)

*(If he is not working now, please tell us his last main job. If you don't know, please leave this question blank.)*

---

What does your father or other male guardian do in his main job? (e.g., teaches secondary school students, builds houses, manages a sales team)

*Please use a sentence to describe the kind of work he does or did in that job. If you don't know, please leave this question blank.*

---

Which of the following does your mother or other female guardian have? Please circle your answers.

*If you are not sure which box to choose, please ask the one of the research assistants for help.*

- University degree(s): YES            NO
- A-level(s)/AS-level(s): YES        NO
- GCSE(s) or equivalent (e.g., O-levels, CSEs): YES        NO
- Other qualification(s) *(please write in)* \_\_\_\_\_
- None of these
- Don't know

Which of the following does your father or other male guardian have? Please circle your answers:

*If you are not sure which box to choose, please ask one of the research assistants for help.*

- University degree(s): YES            NO
- A-level(s)/AS-level(s): YES        NO
- GCSE(s) or equivalent (e.g., O-levels, CSEs): YES        NO
- Other qualification(s) *(please write in)* \_\_\_\_\_
- None of these
- Don't know

About how many books are there in your home? (Please tick only one box)

*Do not count magazines, newspapers or your schoolbooks.*

- None
- Very few (1-10 books)
- Enough to fill one shelf (11-50 books)
- Enough to fill one bookcase (51-100 books)
- Enough to fill two bookcases (101-200 books)
- Enough to fill three or more bookcases (more than 200 books)



Appendix C:  
One Sample t-Tests Indicating Whether Mean Scores  
Differ from Scale Midpoint (3) for Black boys.

Note: On all scales the midpoint was 3. Where 'Mean Difference' has a negative sign this indicates by how much the mean is *below* the scale midpoint, and where it is a positive number this indicates by how much the mean is *above* the scale midpoint. If the 'Sig. (2-tailed)' column is smaller than .05, this indicates that there is a statistically significant difference from the scale midpoint.

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Mean Response for Manipulation Checks:						
How easy was it for X to get where he is today?	-13.297	243	.000	-.832	-.96	-.71
How important are other people to X?	11.080	241	.000	.785	.65	.92
How important is it to be rich to X?	4.255	241	.000	.326	.18	.48
How important is it to be famous to X?	-10.255	243	.000	-.783	-.93	-.63
Mean self-esteem	22.587	284	.000	.929	.85	1.01
Mean self-efficacy	20.003	282	.000	.799	.72	.88
Self-stereotype:						
Do you see yourself as...						
Warm	21.040	279	.000	1.071	.97	1.17
Clever	23.210	281	.000	1.113	1.02	1.21
Skilful	23.498	280	.000	1.221	1.12	1.32
Popular	15.441	278	.000	.943	.82	1.06
Successful	18.914	281	.000	.961	.86	1.06
Competitive	15.864	279	.000	1.021	.89	1.15
Kind	16.239	280	.000	.986	.87	1.11
Evaluation of Role Models:						
How do you feel about X?	14.263	240	.000	.817	.70	.93
If you knew X how proud of him would you feel?	20.327	243	.000	1.221	1.10	1.34
How similar is X to you?	-7.403	243	.000	-.541	-.68	-.40
Would like to meet X?	.739	243	.460	.057	-.10	.21
How similar is X to most other Black men?	3.029	243	.003	.209	.07	.34
How similar is X to most other White men?	-3.010	242	.003	-.243	-.40	-.08
How happy is X?	21.685	243	.000	1.283	1.17	1.40
How much do you want to be like X?	.868	243	.386	.074	-.09	.24
If you wanted to, how much do you think you could be like X?	5.401	243	.000	.443	.28	.60
Do you find this story inspiring?	9.343	242	.000	.716	.57	.87

How interesting is Xs story?	4.780	242	.000	.358	.21	.51
Do you think you will remember this story?	.822	242	.412	.066	-.09	.22
Would you tell this story to a frind?	-2.927	242	.004	-.235	-.39	-.08
Have you ever met anyone else like X?	-55.507	240	.000	-1.676	-1.74	-1.62
Have you ever heard about someone else like X?	-63.758	240	.000	-1.759	-1.81	-1.70

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Stereotype-related Views of Role Models:

How much do others see X as...

Warm	8.170	238	.000	.515	.39	.64
Clever	14.355	242	.000	.926	.80	1.05
Skilful	13.638	239	.000	.892	.76	1.02
Popular	-5.102	237	.000	-.361	-.50	-.22
Successful	23.499	238	.000	1.289	1.18	1.40
Competitive	-2.370	240	.019	-.191	-.35	-.03
Kind	10.345	241	.000	.661	.54	.79
Look up to	5.003	241	.000	.388	.24	.54
Respect	13.743	238	.000	.883	.76	1.01
Fear	-28.383	242	.000	-1.576	-1.69	-1.47
Envy	-9.645	241	.000	-.810	-.98	-.64
Feel sorry for	-8.320	242	.000	-.704	-.87	-.54
Dislike	-12.240	239	.000	-.963	-1.12	-.81

---

Perceived Stereotypes:

Do others see Black men as...

Warm	3.139	283	.002	.204	.08	.33
Fear	-5.430	281	.000	-.436	-.59	-.28
Clever	7.290	281	.000	.457	.33	.58
Skilful	8.353	282	.000	.519	.40	.64
Popular	10.046	284	.000	.625	.50	.75
Envy	-12.177	280	.000	-.872	-1.01	-.73
Successful	6.568	283	.000	.419	.29	.54
Competitive	6.395	281	.000	.465	.32	.61
Feel sorry for	-6.194	281	.000	-.482	-.64	-.33
Kind	3.405	283	.001	.218	.09	.34
Look up to	5.116	278	.000	.380	.23	.53
Respect	9.643	283	.000	.648	.52	.78
Dislike	-9.432	278	.000	-.703	-.85	-.56

Do others see White men as...

Warm	3.450	285	.001	.185	.08	.29
Fear	-16.463	279	.000	-1.043	-1.17	-.92
Clever	5.928	281	.000	.340	.23	.45
Skilful	5.635	283	.000	.335	.22	.45
Popular	4.323	282	.000	.286	.16	.42
Envy	-13.288	277	.000	-.996	-1.14	-.85
Successful	8.520	282	.000	.519	.40	.64
Competitive	5.878	279	.000	.386	.26	.51
Feel sorry for	-13.981	283	.000	-.954	-1.09	-.82

Kind	.346	281	.730	.021	-.10	.14
Look up to	-6.729	280	.000	-.463	-.60	-.33
Respect	6.545	281	.000	.415	.29	.54
Dislike	-11.307	279	.000	-.739	-.87	-.61
Do others see Black women as...						
Warm	9.910	285	.000	.633	.51	.76
Clever	12.882	285	.000	.738	.63	.85
Skilful	10.649	283	.000	.627	.51	.74
Respect	12.173	284	.000	.800	.67	.93
Dislike	-13.070	280	.000	-.879	-1.01	-.75
Do others see White women as...						
Warm	8.550	284	.000	.533	.41	.66
Clever	9.365	283	.000	.521	.41	.63
Skilful	5.564	282	.000	.329	.21	.44
Respect	6.952	284	.000	.439	.31	.56
Dislike	-13.133	279	.000	-.814	-.94	-.69
<b>Career Aspirations:</b>						
How much would you like to do this job?						
Doctor	-1.711	276	.088	-.141	-.30	.02
Mechanic	-6.833	271	.000	-.544	-.70	-.39
IT Specialist	4.440	276	.000	.354	.20	.51
Social Worker	-12.895	275	.000	-.938	-1.08	-.80
Electrician	-6.273	276	.000	-.495	-.65	-.34
Writer	-7.968	276	.000	-.635	-.79	-.48
Soldier	-15.172	275	.000	-1.138	-1.29	-.99
Athlete	7.925	276	.000	.675	.51	.84
Musician	-2.141	275	.033	-.192	-.37	-.02
Politician	-7.170	277	.000	-.590	-.75	-.43
Actor	3.726	276	.000	.332	.16	.51
Teacher	-16.218	277	.000	-1.155	-1.29	-1.01
Shop Assistant	-26.607	276	.000	-1.462	-1.57	-1.35
Van Driver	-31.870	278	.000	-1.649	-1.75	-1.55
How likely is it that you could do this job if you wanted to?						
Doctor	.452	275	.652	.036	-.12	.19
Mechanic	-.207	274	.836	-.018	-.19	.15
IT Specialist	6.399	274	.000	.524	.36	.68
Social Worker	-4.757	274	.000	-.407	-.58	-.24
Electrician	-1.780	274	.076	-.149	-.31	.02
Writer	-2.830	275	.005	-.246	-.42	-.07
Soldier	-4.409	276	.000	-.426	-.62	-.24
Athlete	7.119	275	.000	.612	.44	.78
Musician	-.727	275	.468	-.065	-.24	.11
Politician	-3.617	274	.000	-.320	-.49	-.15
Actor	3.388	274	.001	.305	.13	.48
Teacher	-6.354	275	.000	-.536	-.70	-.37
Shop Assistant	-2.934	276	.004	-.289	-.48	-.10
Van Driver	-5.091	276	.000	-.520	-.72	-.32

Appendix D:  
One Sample t-Tests Indicating Whether Mean Scores  
Differ from Scale Midpoint (3) for White boys.

Note: On all scales the midpoint was 3. Where 'Mean Difference' has a negative sign this indicates by how much the mean is *below* the scale midpoint, and where it is a positive number this indicates by how much the mean is *above* the scale midpoint. If the 'Sig. (2-tailed)' column is smaller than .05, this indicates that there is a statistically significant difference from the scale midpoint.

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Mean Response for Manipulation Checks:						
How easy was it for person X to get where he is today?	-10.829	175	.000	-.727	-.86	-.59
How important are other people?	10.808	175	.000	.881	.72	1.04
How important is it to be rich?	2.787	175	.006	.210	.06	.36
How important is it to be famous?	-13.857	174	.000	-1.023	-1.17	-.88
Mean self-esteem	18.192	222	.000	.827	.74	.92
Mean self-efficacy	17.619	221	.000	.775	.69	.86
Self-stereotype:						
Do you see yourself as...						
Warm	16.808	219	.000	.977	.86	1.09
Clever	15.845	219	.000	.877	.77	.99
Skilful	16.168	220	.000	.955	.84	1.07
Popular	5.829	220	.000	.407	.27	.54
Successful	14.455	219	.000	.823	.71	.93
Competitive	9.613	219	.000	.750	.60	.90
Kind	18.302	220	.000	1.054	.94	1.17
Evaluation of Role models:						
How do you feel about X?	9.445	175	.000	.591	.47	.71
If you knew X how proud of him would you feel?	9.215	174	.000	.749	.59	.91
How similar is X to you?	-8.811	173	.000	-.736	-.90	-.57
Would like to meet X?	-3.390	174	.001	-.314	-.50	-.13
How similar is X to most other Black men?	-1.137	175	.257	-.074	-.20	.05
How similar is X to most other White men?	-1.376	175	.171	-.102	-.25	.04
How happy is X?	20.625	174	.000	1.280	1.16	1.40
How much do you want to be like X?	-4.170	175	.000	-.415	-.61	-.22
If you wanted to, how much do you think you could be like X?	3.803	174	.000	.343	.16	.52
Do you find this story inspiring?	.810	175	.419	.080	-.11	.27
How interesting is Xs story?	-1.487	174	.139	-.131	-.31	.04
Do you think you will remember this story?	-5.904	174	.000	-.543	-.72	-.36
Would you tell this story to a friend?	-8.937	174	.000	-.771	-.94	-.60

Have you ever met anyone else like X?	-39.966	174	.000	-1.514	-1.59	-1.44
Have you ever heard about someone else like X?	-53.166	174	.000	-1.749	-1.81	-1.68
<b>Stereotype-related Views of Role Models:</b>						
How much do others see X as...						
Warm	4.682	173	.000	.345	.20	.49
Clever	12.258	172	.000	.890	.75	1.03
Skilful	11.424	173	.000	.833	.69	.98
Popular	-6.316	174	.000	-.469	-.61	-.32
Successful	16.483	172	.000	1.173	1.03	1.31
Competitive	-4.432	169	.000	-.406	-.59	-.23
Kind	7.669	174	.000	.611	.45	.77
Look up to	1.322	173	.188	.126	-.06	.32
Respect	7.168	173	.000	.609	.44	.78
Fear	-20.058	172	.000	-1.457	-1.60	-1.31
Envy	-11.203	172	.000	-.983	-1.16	-.81
Feel sorry for	-10.682	173	.000	-.971	-1.15	-.79
Dislike	-10.579	173	.000	-.931	-1.10	-.76
<b>Perceived Stereotypes:</b>						
Do others see Black men as...						
Warm	.519	223	.604	.031	-.09	.15
Fear	-6.386	222	.000	-.507	-.66	-.35
Clever	2.097	223	.037	.116	.01	.23
Skilful	3.546	221	.000	.198	.09	.31
Popular	1.532	221	.127	.095	-.03	.22
Envy	-15.916	222	.000	-1.036	-1.16	-.91
Successful	1.726	222	.086	.099	-.01	.21
Competitive	1.787	218	.075	.128	-.01	.27
Feel sorry for	-10.030	221	.000	-.775	-.93	-.62
Kind	-.359	221	.720	-.023	-.15	.10
Look up to	-7.324	221	.000	-.518	-.66	-.38
Respect	3.976	222	.000	.274	.14	.41
Dislike	-11.172	221	.000	-.797	-.94	-.66
Do others see White men as...						
Warm	6.530	223	.000	.357	.25	.46
Fear	-14.944	223	.000	-.929	-1.05	-.81
Clever	5.703	221	.000	.320	.21	.43
Skilful	6.306	222	.000	.345	.24	.45
Popular	3.258	221	.001	.207	.08	.33
Envy	-9.014	221	.000	-.707	-.86	-.55
Successful	7.463	223	.000	.460	.34	.58
Competitive	3.915	221	.000	.270	.13	.41
Feel sorry for	-12.576	219	.000	-.936	-1.08	-.79
Kind	2.686	222	.008	.166	.04	.29
Look up to	-1.631	223	.104	-.116	-.26	.02
Respect	5.789	223	.000	.406	.27	.54
Dislike	-12.572	222	.000	-.937	-1.08	-.79

Do others see Black women as...						
Warm	4.121	223	.000	.254	.13	.38
Clever	3.004	222	.003	.184	.06	.30
Skilful	1.778	223	.077	.107	-.01	.23
Respect	2.688	223	.008	.192	.05	.33
Dislike	-12.028	218	.000	-.826	-.96	-.69
Do others see White women as...						
Warm	10.124	223	.000	.616	.50	.74
Clever	7.356	223	.000	.420	.31	.53
Skilful	6.900	223	.000	.397	.28	.51
Respect	7.832	223	.000	.545	.41	.68
Dislike	-12.964	218	.000	-.922	-1.06	-.78
Career Aspirations:						
How much would you like to do this job?						
Doctor	-7.058	219	.000	-.614	-.78	-.44
Mechanic	-4.041	218	.000	-.361	-.54	-.18
IT Specialist	-2.680	220	.008	-.249	-.43	-.07
Social Worker	-20.435	218	.000	-1.274	-1.40	-1.15
Electrician	-6.488	219	.000	-.545	-.71	-.38
Writer	-10.152	220	.000	-.860	-1.03	-.69
Soldier	-4.500	221	.000	-.437	-.63	-.25
Athlete	-.228	221	.820	-.023	-.22	.17
Musician	-5.764	221	.000	-.532	-.71	-.35
Politician	-8.658	221	.000	-.766	-.94	-.59
Actor	-2.457	219	.015	-.236	-.43	-.05
Teacher	-16.211	220	.000	-1.190	-1.33	-1.05
Shop Assistant	-28.247	218	.000	-1.562	-1.67	-1.45
Van Driver	-22.646	220	.000	-1.507	-1.64	-1.38
How likely is it that you could do this job if you wanted to?						
Doctor	-4.924	219	.000	-.441	-.62	-.26
Mechanic	1.029	219	.305	.091	-.08	.27
IT Specialist	1.501	220	.135	.140	-.04	.32
Social Worker	-5.546	220	.000	-.511	-.69	-.33
Electrician	-.101	218	.919	-.009	-.19	.17
Writer	-5.167	219	.000	-.486	-.67	-.30
Soldier	.366	220	.715	.036	-.16	.23
Athlete	-2.645	220	.009	-.267	-.47	-.07
Musician	-4.421	220	.000	-.425	-.61	-.24
Politician	-6.605	220	.000	-.584	-.76	-.41
Actor	-1.971	220	.050	-.190	-.38	.00
Teacher	-6.990	220	.000	-.638	-.82	-.46
Shop Assistant	-1.524	220	.129	-.167	-.38	.05
Van Driver	-1.030	220	.304	-.113	-.33	.10

Appendix E:  
One Sample t-Tests Indicating Whether Mean Scores  
Differ from Scale Midpoint (3) for Black girls.

Note: On all scales the midpoint was 3. Where 'Mean Difference' has a negative sign this indicates by how much the mean is *below* the scale midpoint, and where it is a positive number this indicates by how much the mean is *above* the scale midpoint. If the 'Sig. (2-tailed)' column is smaller than .05, this indicates that there is a statistically significant difference from the scale midpoint.

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Mean Response for Manipulation Checks:						
How easy was it for person X to get where he is today?	-9.482	83	.000	-.821	-.99	-.65
How important are other people?	5.485	83	.000	.738	.47	1.01
How important is it to be rich?	.369	83	.713	.048	-.21	.30
How important is it to be famous?	-9.453	83	.000	-1.071	-1.30	-.85
mean self-esteem	14.657	108	.000	.893	.77	1.01
mean self-efficacy	17.237	108	.000	.901	.80	1.01
Self-stereotype:						
Do you see yourself as...						
Warm	14.619	108	.000	1.202	1.04	1.36
Clever	12.062	108	.000	.982	.82	1.14
Skilful	14.791	107	.000	1.148	.99	1.30
Popular	8.488	107	.000	.722	.55	.89
Successful	12.465	105	.000	1.009	.85	1.17
Competitive	5.194	108	.000	.587	.36	.81
Kind	12.834	108	.000	1.165	.99	1.35
Evaluation of Role Models:						
How do you feel about X?	11.612	82	.000	.964	.80	1.13
If you knew X how proud of him would you feel?	13.469	83	.000	1.202	1.02	1.38
How similar is X to you?	-6.170	83	.000	-.679	-.90	-.46
Would like to meet X?	-1.902	83	.061	-.238	-.49	.01
How similar is X to most other Black men?	2.650	82	.010	.289	.07	.51
How similar is X to most other White men?	-3.164	82	.002	-.410	-.67	-.15
How happy is X?	10.729	83	.000	1.202	.98	1.43
How much do you want to be like X?	-.082	83	.935	-.012	-.30	.28
If you wanted to, how much do you think you could be like X?	4.120	82	.000	.530	.27	.79
Do you find this story inspiring?	5.844	81	.000	.744	.49	1.00
How interesting is Xs story?	1.882	83	.063	.226	-.01	.47
Do you think you will remember this story?	.103	83	.918	.012	-.22	.24

Would you tell this story to a friend?	-2.052	83	.043	-.286	-.56	-.01
Have you ever met anyone else like X?	-32.210	83	.000	-1.667	-1.77	-1.56
Have you ever heard about someone else like X?	-63.179	83	.000	-1.917	-1.98	-1.86
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Stereotype-related Views of Role Models:						
How much do others see X as...						
Warm	4.652	82	.000	.494	.28	.71
Clever	7.286	83	.000	.798	.58	1.02
Skilful	7.705	83	.000	.857	.64	1.08
Popular	-4.327	82	.000	-.434	-.63	-.23
Successful	11.763	83	.000	1.238	1.03	1.45
Competitive	-3.886	83	.000	-.512	-.77	-.25
Kind	6.438	83	.000	.726	.50	.95
Look up to	3.169	83	.002	.440	.16	.72
Respect	6.576	82	.000	.795	.55	1.04
Fear	-20.987	81	.000	-1.585	-1.74	-1.44
Envy	-3.855	83	.000	-.595	-.90	-.29
Feel sorry for	-6.086	83	.000	-.774	-1.03	-.52
Dislike	-6.949	82	.000	-.892	-1.15	-.64
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Perceived Stereotypes:						
Do others see Black men as...						
Warm	.665	108	.507	.073	-.15	.29
Fear	-.502	108	.617	-.064	-.32	.19
Clever	2.807	108	.006	.312	.09	.53
Skilful	4.419	108	.000	.477	.26	.69
Popular	4.606	108	.000	.532	.30	.76
Envy	-6.046	108	.000	-.771	-1.02	-.52
Successful	2.621	108	.010	.266	.06	.47
Competitive	2.930	107	.004	.352	.11	.59
Feel sorry for	-4.755	106	.000	-.589	-.83	-.34
Kind	.928	107	.356	.093	-.11	.29
Look up to	1.175	106	.243	.150	-.10	.40
Respect	4.345	106	.000	.542	.29	.79
Dislike	-2.740	105	.007	-.368	-.63	-.10
Do others see White men as...						
Warm	-.570	107	.570	-.056	-.25	.14
Fear	-9.804	106	.000	-1.000	-1.20	-.80
Clever	2.905	107	.004	.278	.09	.47
Skilful	2.335	108	.021	.211	.03	.39
Popular	-.079	107	.937	-.009	-.24	.22
Envy	-9.181	108	.000	-1.046	-1.27	-.82
Successful	5.387	107	.000	.528	.33	.72
Competitive	2.983	108	.004	.339	.11	.57
Feel sorry for	-11.731	108	.000	-1.202	-1.40	-1.00
Kind	-.761	108	.448	-.073	-.26	.12
Look up to	-4.747	108	.000	-.541	-.77	-.32



Respect	1.553	107	.123	.185	-.05	.42
Dislike	-3.167	107	.002	-.333	-.54	-.12
Do others see Black women as...						
Warm	8.393	108	.000	.853	.65	1.05
Clever	8.354	108	.000	.761	.58	.94
Skilful	8.222	107	.000	.806	.61	1.00
Respect	6.202	106	.000	.766	.52	1.01
Dislike	-6.473	104	.000	-.800	-1.05	-.55
Do others see White women as...						
Warm	4.640	108	.000	.459	.26	.65
Clever	4.681	108	.000	.459	.26	.65
Skilful	2.450	108	.016	.248	.05	.45
Respect	2.207	107	.029	.250	.03	.47
Dislike	-5.949	103	.000	-.615	-.82	-.41
Career Aspirations:						
How much would you like to do this job?						
Doctor	1.259	107	.211	.176	-.10	.45
Mechanic	-22.944	107	.000	-1.676	-1.82	-1.53
IT Specialist	-4.741	108	.000	-.606	-.86	-.35
Social Worker	-1.043	108	.299	-.138	-.40	.12
Electrician	-21.082	107	.000	-1.648	-1.80	-1.49
Writer	-1.419	107	.159	-.194	-.47	.08
Soldier	-30.044	108	.000	-1.844	-1.97	-1.72
Athlete	-2.118	108	.036	-.312	-.60	-.02
Musician	-.449	108	.654	-.064	-.35	.22
Politician	-5.754	106	.000	-.766	-1.03	-.50
Actor	3.093	108	.003	.431	.15	.71
Teacher	-5.752	108	.000	-.716	-.96	-.47
Shop Assistant	-12.014	108	.000	-1.229	-1.43	-1.03
Van Driver	-125.296	108	.000	-1.972	-2.00	-1.94
How likely is it that you could do this job if you wanted to?						
Doctor	2.529	108	.013	.321	.07	.57
Mechanic	-8.740	108	.000	-1.064	-1.31	-.82
IT Specialist	-1.696	108	.093	-.211	-.46	.04
Social Worker	1.608	108	.111	.220	-.05	.49
Electrician	-12.014	108	.000	-1.229	-1.43	-1.03
Writer	1.184	107	.239	.157	-.11	.42
Soldier	-15.135	108	.000	-1.523	-1.72	-1.32
Athlete	-1.692	107	.094	-.250	-.54	.04
Musician	.658	107	.512	.093	-.19	.37
Politician	-3.461	108	.001	-.495	-.78	-.21
Actor	4.222	108	.000	.560	.30	.82
Teacher	-1.557	108	.122	-.211	-.48	.06
Shop Assistant	-2.041	108	.044	-.303	-.60	-.01
Van Driver	-8.218	108	.000	-1.083	-1.34	-.82

Appendix F:  
One Sample t-Tests Indicating Whether Mean Scores  
Differ from Scale Midpoint (3) for White girls.

Note: On all scales the midpoint was 3. Where 'Mean Difference' has a negative sign this indicates by how much the mean is *below* the scale midpoint, and where it is a positive number this indicates by how much the mean is *above* the scale midpoint. If the 'Sig. (2-tailed)' column is smaller than .05, this indicates that there is a statistically significant difference from the scale midpoint.

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Mean Response for Manipulation Checks:						
How easy was it for person X to get where he is today?	-4.742	36	.000	-.568	-.81	-.32
How important are other people?	4.651	36	.000	.676	.38	.97
How important is it to be rich?	-1.902	36	.065	-.378	-.78	.03
How important is it to be famous?	-7.582	36	.000	-1.216	-1.54	-.89
mean self-esteem	4.470	36	.000	.550	.30	.80
mean self-efficacy	6.152	36	.000	.640	.43	.85
Self-stereotype:						
Do you see yourself as...						
Warm	7.795	34	.000	1.057	.78	1.33
Clever	3.873	35	.000	.500	.24	.76
Skilful	3.354	35	.002	.472	.19	.76
Popular	-.709	35	.483	-.139	-.54	.26
Successful	3.873	35	.000	.500	.24	.76
Competitive	-.141	35	.889	-.028	-.43	.37
Kind	6.481	35	.000	1.000	.69	1.31
Evaluation of Role Models:						
How do you feel about X?	6.231	36	.000	.649	.44	.86
If you knew X how proud of him would you feel?	7.450	36	.000	1.000	.73	1.27
How similar is X to you?	-6.663	36	.000	-1.000	-1.30	-.70
Would like to meet X?	-1.678	36	.102	-.351	-.78	.07
How similar is X to most other Black men?	-.422	36	.676	-.054	-.31	.21
How similar is X to most other White men?	-2.405	36	.021	-.351	-.65	-.06
How happy is X?	8.348	36	.000	1.216	.92	1.51
How much do you want to be like X?	-2.127	36	.040	-.432	-.84	-.02
If you wanted to, how much do you think you could be like X?	1.000	36	.324	.189	-.19	.57
Do you find this story inspiring?	2.068	36	.046	.351	.01	.70
How interesting is Xs story?	-.529	36	.600	-.108	-.52	.31
Do you think you will remember this story?	-.453	36	.654	-.081	-.44	.28

Would you tell this story to a friend?	-3.484	36	.001	-.676	-1.07	-.28
Have you ever met anyone else like X?	-17.748	35	.000	-1.500	-1.67	-1.33
Have you ever heard about someone else like X?	-25.298	35	.000	-1.778	-1.92	-1.64

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Stereotype-related Views of Role Models:

How much do others see X as...

Warm	2.837	36	.007	.351	.10	.60
Clever	3.571	36	.001	.595	.26	.93
Skilful	7.374	36	.000	.865	.63	1.10
Popular	-1.313	35	.198	-.194	-.50	.11
Successful	12.117	35	.000	1.389	1.16	1.62
Competitive	-1.822	36	.077	-.270	-.57	.03
Kind	4.440	36	.000	.649	.35	.94
Look up to	2.786	36	.008	.514	.14	.89
Respect	5.417	36	.000	.973	.61	1.34
Fear	-13.380	36	.000	-1.595	-1.84	-1.35
Envy	-3.318	36	.002	-.703	-1.13	-.27
Feel sorry for	-7.167	36	.000	-1.162	-1.49	-.83
Dislike	-4.533	36	.000	-.892	-1.29	-.49

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Perceived Stereotypes:

Do others see Black men as...

Warm	1.715	36	.095	.243	-.04	.53
Fear	-4.104	36	.000	-.676	-1.01	-.34
Clever	1.557	36	.128	.189	-.06	.44
Skilful	2.898	36	.006	.378	.11	.64
Popular	1.969	36	.057	.351	-.01	.71
Envy	-8.348	36	.000	-1.216	-1.51	-.92
Successful	1.822	36	.077	.270	-.03	.57
Competitive	.162	36	.872	.027	-.31	.36
Feel sorry for	-3.762	34	.001	-.686	-1.06	-.32
Kind	1.233	36	.225	.162	-.10	.43
Look up to	-.842	36	.405	-.135	-.46	.19
Respect	3.782	36	.001	.595	.28	.91
Dislike	-5.381	36	.000	-1.000	-1.38	-.62

Do others see White men as...

Warm	2.935	35	.006	.444	.14	.75
Fear	-5.840	36	.000	-.811	-1.09	-.53
Clever	2.898	36	.006	.378	.11	.64
Skilful	2.927	36	.006	.432	.13	.73
Popular	.312	35	.757	.056	-.31	.42
Envy	-5.689	36	.000	-.919	-1.25	-.59
Successful	3.151	36	.003	.432	.15	.71
Competitive	.339	36	.737	.054	-.27	.38
Feel sorry for	-7.103	36	.000	-1.243	-1.60	-.89
Kind	3.534	36	.001	.486	.21	.77
Look up to	.475	36	.637	.081	-.26	.43

Respect	4.104	36	.000	.676	.34	1.01
Dislike	-7.437	36	.000	-1.108	-1.41	-.81
Do others see Black women as...						
Warm	2.665	36	.011	.432	.10	.76
Clever	1.715	36	.095	.243	-.04	.53
Skilful	2.517	36	.016	.324	.06	.59
Respect	3.251	36	.003	.514	.19	.83
Dislike	-5.729	34	.000	-1.086	-1.47	-.70
Do others see White women as...						
Warm	-7.643	14	.000	-1.467	-1.88	-1.06
Clever	2.827	36	.008	.459	.13	.79
Skilful	1.405	36	.169	.270	-.12	.66
Respect	3.995	36	.000	.676	.33	1.02
Dislike	-7.038	34	.000	-1.171	-1.51	-.83
Career Aspirations:						
How much would you like to do this job?						
Doctor	-1.168	35	.251	-.278	-.76	.20
Mechanic	-7.691	35	.000	-1.417	-1.79	-1.04
IT Specialist	-2.714	35	.010	-.667	-1.17	-.17
Social Worker	-3.276	35	.002	-.722	-1.17	-.27
Electrician	-8.687	35	.000	-1.528	-1.88	-1.17
Writer	-.783	35	.439	-.194	-.70	.31
Soldier	-5.693	35	.000	-1.250	-1.70	-.80
Athlete	-2.448	35	.020	-.556	-1.02	-.09
Musician	-1.507	35	.141	-.361	-.85	.13
Politician	-8.595	35	.000	-1.472	-1.82	-1.12
Actor	2.168	35	.037	.500	.03	.97
Teacher	-1.901	35	.066	-.444	-.92	.03
Shop Assistant	-12.579	34	.000	-1.571	-1.83	-1.32
Van Driver	-71.000	35	.000	-1.972	-2.03	-1.92
How likely is it that you could do this job if you wanted to?						
Doctor	-.236	34	.815	-.057	-.55	.44
Mechanic	-4.135	34	.000	-.943	-1.41	-.48
IT Specialist	.000	34	1.000	.000	-.49	.49
Social Worker	-.117	34	.908	-.029	-.52	.47
Electrician	-4.183	34	.000	-1.000	-1.49	-.51
Writer	-.124	34	.902	-.029	-.50	.44
Soldier	-3.787	34	.001	-.829	-1.27	-.38
Athlete	-1.339	34	.189	-.314	-.79	.16
Musician	-1.137	34	.263	-.286	-.80	.22
Politician	-5.729	34	.000	-1.086	-1.47	-.70
Actor	1.944	34	.060	.400	-.02	.82
Teacher	.000	34	1.000	.000	-.50	.50
Shop Assistant	-.524	34	.603	-.143	-.70	.41
Van Driver	-2.686	34	.011	-.686	-1.20	-.17

Appendix G:  
One Sample t-Tests Indicating Whether Mean Scores  
Differ from Scale Midpoint (3) for Black Young Men.

Note: On all scales the midpoint was 3. Where 'Mean Difference' has a negative sign this indicates by how much the mean is *below* the scale midpoint, and where it is a positive number this indicates by how much the mean is *above* the scale midpoint. If the 'Sig. (2-tailed)' column is smaller than .05, this indicates that there is a statistically significant difference from the scale midpoint.

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Mean Response for Manipulation Checks:						
How easy was it for person X to get where he is today?	-9.362	132	.000	-.827	-1.00	-.65
How important are other people?	7.111	131	.000	.758	.55	.97
How important is it to be rich?	5.196	131	.000	.508	.31	.70
How important is it to be famous?	-5.400	131	.000	-.614	-.84	-.39
mean self-esteem	17.893	162	.000	.90802	.8078	1.0082
mean self-efficacy	14.518	163	.000	.74837	.6466	.8502
Self-stereotype:						
Do you see yourself as...						
Warm	12.491	161	.000	1.037	.87	1.20
Clever	14.842	160	.000	.950	.82	1.08
Skilful	18.879	159	.000	1.150	1.03	1.27
Popular	11.755	161	.000	.895	.74	1.05
Successful	7.778	160	.000	.602	.45	.76
Competitive	10.504	161	.000	.920	.75	1.09
Kind	13.446	155	.000	1.135	.97	1.30
Evaluation of Role Models:						
How do you feel about X?	9.972	131	.000	.811	.65	.97
If you knew X how proud of him would you feel?	13.452	132	.000	1.105	.94	1.27
How similar is X to you?	-2.527	132	.013	-.278	-.50	-.06
Would like to meet X?	-1.727	132	.087	-.180	-.39	.03
How similar is X to most other Black men?	2.675	132	.008	.218	.06	.38
How similar is X to most other White men?	-3.416	131	.001	-.348	-.55	-.15
How happy is X?	13.684	132	.000	1.105	.95	1.27
How much do you want to be like X?	1.145	132	.254	.128	-.09	.35
If you wanted to, how much do you think you could be like X?	8.071	131	.000	.826	.62	1.03
Do you find this story inspiring?	5.865	132	.000	.594	.39	.79
How interesting is Xs story?	3.792	132	.000	.398	.19	.61
Do you think you will remember this story?	3.540	132	.001	.421	.19	.66
Would you tell this story to a friend?	-.331	132	.741	-.038	-.26	.19

Have you ever met anyone else like X?	-45.605	131	.000	-1.742	-1.82	-1.67
Have you ever heard about someone else like X?	-53.549	130	.000	-1.817	-1.88	-1.75
Stereotype-related Views of Role Models:						
How much do others see X as...						
Warm	5.236	129	.000	.462	.29	.64
Clever	7.563	130	.000	.626	.46	.79
Skilful	9.013	126	.000	.764	.60	.93
Popular	-3.117	129	.002	-.300	-.49	-.11
Successful	13.368	127	.000	1.133	.97	1.30
Competitive	3.443	129	.001	.331	.14	.52
Kind	5.843	129	.000	.515	.34	.69
Look up to	5.603	131	.000	.530	.34	.72
Respect	10.493	130	.000	.885	.72	1.05
Fear	-15.141	127	.000	-1.336	-1.51	-1.16
Envy	-7.228	126	.000	-.811	-1.03	-.59
Feel sorry for	-7.274	129	.000	-.846	-1.08	-.62
Dislike	-8.389	128	.000	-.876	-1.08	-.67
Perceived Stereotypes:						
Do others see Black men as...						
Warm	-1.219	162	.225	-.104	-.27	.06
Fear	-.425	159	.671	-.050	-.28	.18
Clever	1.352	158	.178	.107	-.05	.26
Skilful	4.752	158	.000	.403	.24	.57
Popular	5.512	159	.000	.481	.31	.65
Envy	-6.347	160	.000	-.646	-.85	-.44
Successful	-.894	158	.372	-.082	-.26	.10
Competitive	2.713	160	.007	.248	.07	.43
Feel sorry for	-4.457	160	.000	-.460	-.66	-.26
Kind	1.232	160	.220	.106	-.06	.27
Look up to	.000	160	1.000	.000	-.19	.19
Respect	4.277	160	.000	.398	.21	.58
Dislike	-5.228	159	.000	-.550	-.76	-.34
Do others see White men as...						
Warm	.933	161	.352	.068	-.08	.21
Fear	-13.940	159	.000	-1.100	-1.26	-.94
Clever	2.574	157	.011	.203	.05	.36
Skilful	2.286	157	.024	.177	.02	.33
Popular	.740	156	.460	.064	-.11	.23
Envy	-7.545	160	.000	-.807	-1.02	-.60
Successful	4.834	160	.000	.677	.40	.95
Competitive	3.556	160	.000	.311	.14	.48
Feel sorry for	-12.559	159	.000	-1.069	-1.24	-.90
Kind	-1.785	159	.076	-.138	-.29	.01
Look up to	-6.943	159	.000	-.613	-.79	-.44
Respect	2.293	157	.023	.203	.03	.38
Dislike	-7.326	160	.000	-.714	-.91	-.52

Do others see Black women as...						
Warm	5.881	159	.000	.519	.34	.69
Clever	7.596	159	.000	.581	.43	.73
Skilful	6.964	157	.000	.551	.39	.71
Respect	9.286	160	.000	.758	.60	.92
Dislike	-8.198	159	.000	-.788	-.98	-.60
Do others see White women as...						
Warm	5.777	160	.000	.509	.34	.68
Clever	6.849	160	.000	.491	.35	.63
Skilful	5.219	159	.000	.381	.24	.53
Respect	7.477	161	.000	.556	.41	.70
Dislike	-8.281	157	.000	-.778	-.96	-.59
How much would you like to do this job?						
Doctor	-1.657	133	.100	-.201	-.44	.04
IT Specialist	3.729	135	.000	.449	.21	.69
Social Worker	-2.146	134	.034	-.259	-.50	-.02
Mechanic	-1.358	134	.177	-.163	-.40	.07
Electrician	.241	133	.810	.030	-.22	.28
Writer	-5.431	133	.000	-.634	-.87	-.40
Soldier	-10.405	135	.000	-1.081	-1.29	-.88
Athlete	4.689	135	.000	.588	.34	.84
Musician	.000	135	1.000	.000	-.26	.26
Politician	-4.421	135	.000	-.551	-.80	-.30
Actor	2.959	136	.004	.350	.12	.58
Teacher	-4.454	136	.000	-.540	-.78	-.30
Shop Assistant	-7.538	133	.000	-.851	-1.07	-.63
Van Driver	-8.811	136	.000	-1.000	-1.22	-.78
Career Aspirations						
How likely is it that you could do this job if you wanted to?						
Doctor	-1.666	136	.098	-.204	-.45	.04
IT Specialist	3.369	130	.001	.405	.17	.64
Social Worker	5.632	133	.000	.597	.39	.81
Mechanic	.839	134	.403	.104	-.14	.35
Electrician	2.651	132	.009	.323	.08	.56
Writer	-2.982	131	.003	-.379	-.63	-.13
Soldier	.517	132	.606	.083	-.23	.40
Athlete	5.164	133	.000	.597	.37	.83
Musician	.355	132	.723	.045	-.21	.30
Politician	-5.933	134	.000	-.719	-.96	-.48
Actor	2.459	132	.015	.293	.06	.53
Teacher	-1.007	134	.316	-.126	-.37	.12
Shop Assistant	3.012	133	.003	.388	.13	.64
Van Driver	1.174	135	.242	.162	-.11	.43

Appendix H:  
Multivariate Tests of Effects of Condition for Black Boys

Topic for Analysis	F	Eta2
Manipulation checks of the vignettes	6.85***	0.10
Self-esteem, Self-efficacy, Self-stereotype	1.64**	0.05
Evaluation of the role models	3.45***	0.23
Stereotype-related views about role models	3.05***	0.16
Stereotype-related views about Black men	1.52**	0.07
Stereotype-related views about White men	1.18	0.06
Stereotype-related views about Black women	1.27	0.02
Stereotype-related views about White women	2.04**	0.03
General choice of career	1.27	0.06
Ability to pursue careers	0.97	0.05

\*  $p < .05$

\*\*  $p < .01$

\*\*\*  $p < .001$



Appendix I:  
Multivariate Tests of Effects of Vignettes for  
Black Boys, White Boys, Black girls, and White girls

Topic for Analysis	F	Eta2
Manipulation checks of the Vignettes for Race/Gender	2.26**	0.02
for Vignettes	7.55***	0.06
for Race/Gender by Vignettes	1.22	0.02
Self-esteem, Self-efficacy, Self-stereotype for Race/Gender	3.80***	0.05
for Vignettes	1.32	0.02
for Race/Gender by Vignettes	1.09	0.02
Evaluation of the role models for Race/Gender	2.13***	0.05
for Vignettes	4.19***	0.10
for Race/Gender by Vignettes	1.18	0.03
Stereotype-related views about role models for Race/Gender	1.19	0.03
for Vignettes	5.01***	0.12
for Race/Gender by Vignettes	1.01	0.03
Stereotype-related views about Black men for Race/Gender	3.08***	0.07
for Vignettes	1.25	0.03
for Race/Gender by Vignettes	1.50***	0.03
Stereotype-related views about White men for Race/Gender	2.49	0.05
for Vignettes	1.24***	0.03
for Race/Gender by Vignettes	1.07	0.02
Stereotype-related views about Black women for Race/Gender	5.65***	0.04
for Vignettes	0.91	0.01
for Race/Gender by Vignettes	1.20	0.02
Stereotype-related views about White women for Race/Gender	1.27	0.01
for Vignettes	1.88*	0.02
for Race/Gender by Vignettes	1.23	0.02
General choice of career for Race/Gender	9.81***	0.19
for Vignettes	0.74	0.02
for Race/Gender by Vignettes	1.07	0.13
Ability to pursue careers for Race/Gender	8.57***	0.17
for Vignettes	1.22	0.03
for Race/Gender by Vignettes	0.92	0.02

\*  $p < .05$

\*\*  $p < .01$

\*\*\*  $p < .001$

Appendix J:  
Multivariate Tests of Effects of Condition for Black Young Men

Topic for Analysis	F	Eta2
Manipulation checks of the vignettes	3.75***	0.11
Self-esteem, Self-efficacy, Self-stereotype	1.30	0.07
Evaluation of the role models	1.26	0.14
Stereotype-related views about role models	1.98**	0.19
Stereotype-related views about Black men	1.43*	0.12
Stereotype-related views about White men	1.19	0.11
Stereotype-related views about Black women	0.88	0.03
Stereotype-related views about White women	1.17	0.04
General choice of career	0.96	0.11
Ability to pursue careers	0.85	0.10

\*  $p < .05$

\*\*  $p < .01$

\*\*\*  $p < .001$

Appendix K:  
Role Model Names of Self-generated Role Models for Black Boys

<b>Role Model Name</b>	Frequency	Percent	Valid Percent	Cumulative Percent
5way (making beats)	1	.3	.3	22.0
Ainsley Harriot	1	.3	.3	22.4
anyone who excels in their field	1	.3	.3	22.7
Asaka Powell	1	.3	.3	23.1
Ashley Cole / Roberto Carlos	1	.3	.3	23.4
Ashley Young	1	.3	.3	23.8
B	1	.3	.3	24.1
Bacary Sagna	1	.3	.3	24.5
Barack Obama	36	12.6	12.6	37.1
Barack Obama / Bill Gates	2	.7	.7	37.8
Barack Obama / C. Ronaldo	1	.3	.3	38.1
Barack Obama / Lenny Henry	1	.3	.3	38.5
Ben	1	.3	.3	38.8
Ben Carson	1	.3	.3	39.2
Bill Gates	4	1.4	1.4	40.6
BMW owner	1	.3	.3	40.9
Brad Bird	1	.3	.3	41.3
Brother	2	.7	.7	42.0
Brother / Pele	1	.3	.3	42.3
C. Ronaldo	11	3.8	3.8	46.2
C. Ronaldo / Usher	1	.3	.3	46.5
Carlos	1	.3	.3	46.9
Cesc Fabregas	2	.7	.7	47.6
Charlie Parker	1	.3	.3	47.9
Chris Brown	2	.7	.7	48.6
Cole / Dylan Sprouse	1	.3	.3	49.0
Crigs	1	.3	.3	49.3
Dad	12	4.2	4.2	53.5
Daniel Craig	1	.3	.3	53.8
David Beckham	2	.7	.7	54.5
David Bolarinwa	1	.3	.3	54.9
Ducan Bolton (entrepreneur)	1	.3	.3	55.2
Dwayne Wade	1	.3	.3	55.6
Eddie Murphy	1	.3	.3	55.9
Fabio Cannavaro	1	.3	.3	56.3
Fabregas	1	.3	.3	56.6
family member	1	.3	.3	57.0
Footballer	1	.3	.3	57.3
Frank Lampard	1	.3	.3	57.7
friend	1	.3	.3	58.0

Gabriel	1	.3	.3	58.4
Gary Lineker (presenter)	1	.3	.3	58.7
Gazz or Ken	1	.3	.3	59.1
Godfather	1	.3	.3	59.4
Gradi Milenge	1	.3	.3	59.8
Grandad	2	.7	.7	60.5
Guy who built the recent olympic stadium	1	.3	.3	60.8
Jack Black & Kyle Gass	1	.3	.3	61.2
jamain defoe	1	.3	.3	61.5
James Bond	2	.7	.7	62.2
Jamie Oliver	1	.3	.3	62.6
Jay-2	1	.3	.3	62.9
Jermain Defoe	1	.3	.3	63.3
Jonah Lomy	1	.3	.3	63.6
Jose Mourinho	1	.3	.3	64.0
Joseph Yobo	1	.3	.3	64.3
Kano	1	.3	.3	64.7
Kanye est	1	.3	.3	65.0
Keiron	1	.3	.3	65.4
Kelvin Kruger	1	.3	.3	65.7
Kirk Franklin and pastor Masson Brown	1	.3	.3	66.1
Kobi Brian	1	.3	.3	66.4
Koby Braght	1	.3	.3	66.8
Lebron James	1	.3	.3	67.1
Leona Lewis/ Barbara Bachel	1	.3	.3	67.5
Lil Wayne	1	.3	.3	67.8
Lionel Messi	2	.7	.7	68.5
Lionel Messi / Robinh	1	.3	.3	68.9
Lorry	1	.3	.3	69.2
Mario	2	.7	.7	69.9
Martarlager King	1	.3	.3	70.3
Martin Luther King	3	1.0	1.0	71.3
Martin Luther Ling	1	.3	.3	71.7
Marva	1	.3	.3	72.0
Masashi Kishimoto	1	.3	.3	72.4
Mical Richards	1	.3	.3	72.7
Michael Jordan	1	.3	.3	73.1
Michael Rimmer	1	.3	.3	73.4
Mum / dad	1	.3	.3	73.8
Mum or dad	1	.3	.3	74.1
Myself	3	1.0	1.0	75.2
Nelson Mandela	1	.3	.3	75.5
nigel	1	.3	.3	75.9
No	2	.7	.7	76.6
No! Family	1	.3	.3	76.9
Obafemi Martins	1	.3	.3	77.3
Pall	1	.3	.3	77.6

Parent	1	.3	.3	78.0
Patrick eurd	1	.3	.3	78.3
PDiddy	1	.3	.3	78.7
Pele	1	.3	.3	79.0
Rio Ferdinando	1	.3	.3	79.4
Rio Ferdinando, Richard Bransanor, Denzel Washington	1	.3	.3	79.7
Robert Kimani	1	.3	.3	80.1
Robert Makiibi	1	.3	.3	80.4
Robin Van Persie	1	.3	.3	80.8
Robinho	2	.7	.7	81.5
Sara	1	.3	.3	81.8
Sinister Gates	1	.3	.3	82.2
Sir Alan Sugar	2	.7	.7	82.9
Steven Gerrard	3	1.0	1.0	83.9
Steven Spielberg	1	.3	.3	84.3
Sway	1	.3	.3	84.6
Teacher	1	.3	.3	85.0
Theirry Henry	1	.3	.3	85.3
Theo Walcott	5	1.7	1.7	87.1
Thierry Henry	4	1.4	1.4	88.5
Thierry Lewin	1	.3	.3	88.8
Thomas	1	.3	.3	89.2
Timbaland or Swiss Beats	1	.3	.3	89.5
Tobi	1	.3	.3	89.9
Tony Royster Jr	1	.3	.3	90.2
Uncle	5	1.7	1.7	92.0
Usain Bolt	5	1.7	1.7	93.7
Usain bolt and my dad (business man) uncle (Doctor)	1	.3	.3	94.1
Usher	1	.3	.3	94.4
Usher, R Kelly	1	.3	.3	94.8
Vidic (Man U)	1	.3	.3	95.1
vince carter	1	.3	.3	95.5
virgil	1	.3	.3	95.8
Wallast (?)	1	.3	.3	96.2
Warren Saff	1	.3	.3	96.5
Wayne Rooney	1	.3	.3	96.9
Will Smith	8	2.8	2.8	99.7
Will Smitth / Johnny	1	.3	.3	100.0

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Appendix L:  
Other descriptions of Self-generated Role Models given  
that were not in Check-list for Black Boys

<b>Other Descriptions</b>	Frequency	Percent	Valid Percent	Cumulative Percent
African/ Caribbean	1	.3	.3	79.7
athlete	1	.3	.3	80.1
black or white	1	.3	.3	80.4
Business Person	1	.3	.3	80.8
charter surveyor	1	.3	.3	81.1
Chef	1	.3	.3	81.5
Computer Specialist	1	.3	.3	81.8
Computer technology creator	1	.3	.3	82.2
cousin	1	.3	.3	82.5
Dancer	2	.7	.7	83.2
dead	1	.3	.3	83.6
Director	3	1.0	1.0	84.6
electrician	2	.7	.7	85.3
Footballer	6	2.1	2.1	87.4
funny	1	.3	.3	87.8
Good At Teaching Mat	1	.3	.3	88.1
hard living 24:7 worker	1	.3	.3	88.5
IT technician	1	.3	.3	88.8
Lawyer	1	.3	.3	89.2
Managing Director	1	.3	.3	89.5
many others	1	.3	.3	89.9
Mechanic	2	.7	.7	90.6
Mixed Race	2	.7	.7	91.3
Mum	1	.3	.3	91.6
Myself	2	.7	.7	92.3
Neurosurgeon	1	.3	.3	92.7
police man	1	.3	.3	93.0
Politician	5	1.7	1.7	94.8
politician (mixed race)	1	.3	.3	95.1
Portuguese	1	.3	.3	95.5
President	8	2.8	2.8	98.3
rapper	1	.3	.3	98.6
soldier	1	.3	.3	99.0
sophisticated, strong	1	.3	.3	99.3
Stuntman	1	.3	.3	99.7
Successful Person	1	.3	.3	100.0

Appendix M:  
Description of What Self-generated Role Models do for Black Boys

What does Role Model do?	Frequency	Percent	Valid Percent	Cumulative Percent
Accountant	1	.3	.3	22.0
Activist, he helped black people to be free	1	.3	.3	22.4
Actor	17	5.9	5.9	28.3
Actor and the other one is a Pro-footballer	1	.3	.3	28.7
Architect	2	.7	.7	29.4
Artist	1	.3	.3	29.7
Athlete	2	.7	.7	30.4
Basketballer	6	2.1	2.1	32.5
Big Building Company He Controls Lots Of Regions That Contain Sites And Offices That This Company Own	1	.3	.3	32.9
Boss of a building estate.	1	.3	.3	33.2
Bus Driver	1	.3	.3	33.6
Business director	1	.3	.3	33.9
Business man	4	1.4	1.4	35.3
Business man and he is my friend	1	.3	.3	35.7
Cardiologist	2	.7	.7	36.4
Caring hinks about others and works hard.	1	.3	.3	36.7
Chef	3	1.0	1.0	37.8
Computer Engineer	1	.3	.3	38.1
Computers	1	.3	.3	38.5
Created Microsoft	2	.7	.7	39.2
Created Microsoft.	1	.3	.3	39.5
Dancer	2	.7	.7	40.2
Dentist	1	.3	.3	40.6
Designs and studies computers	1	.3	.3	40.9
Director	3	1.0	1.0	42.0
Don't Know	1	.3	.3	42.3
Electrician	2	.7	.7	43.0
Entrepreneur and he made his own company, manga & anime. Then he made his own game.	1	.3	.3	43.4
everything	1	.3	.3	43.7
Football Manager	1	.3	.3	44.1
Footballer	57	19.9	19.9	64.0
Footballer other one Singer	1	.3	.3	64.3
freed black people	1	.3	.3	64.7
Go to school	1	.3	.3	65.0
He had a dream that black people will be equal.	1	.3	.3	65.4
He had an idea was doubted but chased it and made it	1	.3	.3	65.7
He Likes Art And Works In A Big Job	1	.3	.3	66.1

He stood up for the rights of the Black People in America. He was also a preacher in his father's church.	1	.3	.3	66.4
Head of a games company	1	.3	.3	66.8
help people in life	1	.3	.3	67.1
Helps in life	1	.3	.3	67.5
Housing Officer	1	.3	.3	67.8
I Don't Know What He Does But I Want To Be Fit And Healthy	1	.3	.3	68.2
ICT	1	.3	.3	68.5
IT Specialist	1	.3	.3	68.9
Ken is a mechanic. Gazz is a soldier, plasterer, truck driver and a builder.	1	.3	.3	69.2
Lawyer	3	1.0	1.0	70.3
Mechanic	1	.3	.3	70.6
Music producers	1	.3	.3	71.0
Musician	13	4.5	4.5	75.5
Neurosurgeon	1	.3	.3	75.9
NHS as a deputy manager in East London.	1	.3	.3	76.2
Orthopedic surgeon	1	.3	.3	76.6
owns computer shop	1	.3	.3	76.9
Owens his own company, he is a charter surveyor	1	.3	.3	77.3
Pilot	1	.3	.3	77.6
plays at school	1	.3	.3	78.0
plays every sports and listens to people	1	.3	.3	78.3
President	36	12.2	12.2	90.9
Prime minister	1	.3	.3	91.3
Producer	1	.3	.3	91.6
read his book, rap, dance, play football	1	.3	.3	92.0
Rugby	1	.3	.3	92.3
Runner	9	3.1	3.1	95.5
She use to work in bars and club and good busines but sins she has high blood pressure she works in a cafe.	1	.3	.3	95.8
Singer	1	.3	.3	96.2
Social worker	1	.3	.3	96.5
Soldier	1	.3	.3	96.9
Stops bad people	1	.3	.3	97.2
Studying medicine	1	.3	.3	97.6
tax man for HM Revenue and customs	1	.3	.3	97.9
teaches and helps out a lot	1	.3	.3	98.3
Tennis	1	.3	.3	98.6
they are the best at what they do	1	.3	.3	99.0
university good grades and on the way to success	1	.3	.3	99.3
Works	1	.3	.3	99.7
Young Black Sports Person And Drummer	1	.3	.3	100.0
<b>Total</b>	<b>286</b>	<b>100.0</b>	<b>100.0</b>	



## Appendix N: Reasons for Choosing Self-generated Role Models for Black Boys

a well known athletic man  
basketball is my passion  
be he does lots of good stuf  
Because am good at drama and good at football & athletics  
because everyone said that I look like him so that why  
Because first black man to be president of USA and a great role model to all black people  
because he's a good romodel  
Because he's a really good defender and he plays for my team plus he's my relative.  
Because He's Fit And Healthy  
Because he's got a rep  
because he's rich and has great skills  
because he's smart, inspirational and brave  
because he's the best player in the world  
Because He's The First Black President Of USA  
Because He Broke The World Record During The 08 Beijing Olympics  
because he does drawings and games really good and I look up to him even though we are the same age  
Because He Does What I Love  
Because he earns a lot of money and is living a great life.  
Because He Fights For What Will Benefit Everyone  
because he good at playing the electric guitar  
Because He Has A Great Technique And Skill  
because he has a positive life, he has a passion for God and Jesus  
because he has achieve something good in his life and he was the first black to president  
because he has taught me things about life and he is one of my role models  
because he has worked hard to become a lawyer  
Because he inspire me and when I hear his speeches it makes me think about life and encourages me to be what I want to be in life. Also he is the first black person he fought so well and he succeeded  
Because he inspires me  
because he inspires me to be successful  
because he is a footballer and he is famous  
because he is a good footballer like me and we play in the same position  
Because He Is A Good Goalkeeper  
because he is a good rapper  
Because he is a great footballer and he is a person you could look up to  
Because he is a perfect romodel

because he is a successful football player

because he is a true leader and an inspiration

Because he is America's first black president

because he is cool

Because he is good role model and sets good example for all

Because He Is Inspiration To Me To Say If You Are Judged To Be Rubbish It Gives More Eager To Go Out And Be Who You Want To Be

because he is inspiring, powerful and envied

Because he is like a idol I look up to him.

because he is nice, clever and helps people

because he is really famous and is making quite a lot of money

Because he is rich, famous and talented.

because he is successful and a very good player

Because he is successful and strives for success and is one of the best

Because he is the first black president of America.

Because he is very good at football.

Because He Is Very Good At What He Does

because he is very successful

Because he is very successful

Because He Is Very Talented

because he is well known

because he made his life good because he's the first black president

Because He Makes Me Realise What I Can Be Even Though I'm Short

because he one of the best NBA basketball player that lived and I would like to be like him

because he scores beautiful goals and has excellent vision

because he started professionally at 16 and carried on his career to how he is now

Because he takes everything he does seriously he is a good role model.

Because he tried and tried and then he became successful

Because he was bold, trusted in God and knew what right from wrong.

Because he was the first Black president

Because He Was There For Me

Because he worked hard and in the end gpt what he wanted

because he worked hard for what he wanted and he got it. its very hard for a black man to become a president so if I try hard I might achieve what I want

because he wrote an inspiring book that just devastated me it was captivating and he devoted his time to it (called think big)

because hes a good role model

Because I'm amazing at everything

Because I'm good at computers  
because I'm in a band with my friend  
Because I've Been Told That I'm As Good As Him  
because I am also a drummer and that is my biggest ambition in life  
Because I am good at singing and I am good at football  
because I am growing up just like him and I can't think of no better way to make money  
Because I Am Myself And I Can Achieve A lot Of Things  
Because I Am One Of The Best At Football And I Play Like Him A Bit  
because I can sing, act  
Because I don't give up too easily.  
Because I like football and my favourite team is Manchester United  
because I like his attitude towards football and he gets paid a lot of money  
Because I Like Music  
because I like to play American football & it pays a lot of money & I want to donate money for cancer research & children's charities  
because I look up to him some time  
Because I Love Dancing And He Inspires Me  
Because I Love Football  
Because I play alto sax and I think he inspired me to use my talents to help structure my future.  
because I think I could be like this person  
Because I Think It's A Good Job  
Because I Think We Have Something In Common We Both Want To Leave Our Mark In Football  
Because I want to  
Because I want to be famous  
because I want to become a doctor so I can heal and help people  
Because I Want To Prove To the World Blacks Can Do What A White Man Can  
because in one of his movies he strives to take care of his son  
because inspires me a black person  
Because my dad is a great person/ he is kind, friendly, successful, role model, clever, etc  
Because She's Everything  
because the elements of him are like and I want to become like that.  
Because They're Black And Successful  
because they are good singers and I love music  
Because they are very talented and successful and they love their job and what they're doing  
Because they can act on TV they are famous for making movies  
Because they taught me what they knew  
Because when I watched him play (when I was little) he inspired me to be a footballer in future.  
Because you do have to be smart you just need the skill but you can be smart and the money you can earn for your family and change you relatives/families life

because I'm into computers, and I really want to have a job in that area.

Cause football is my life

cause I like football and cause he is famous

Confident Of Themself And Proud Of Themself

Enjoy find thing on computer

First black person to be prime minister

good pay and enjoyment

good role model

grow up

he's changed history! I want to too!

he's cool

he's my cousin and I feel I'm as talented as him in music, even better

He's respectful to all races in the world and wants to make a better future for the world, and thats why I want be like him.

He can run fast. I can run fast as well.

He does all crazy stuff like I want to do. It looks fun.

He has achieved his dream and is real inspiration to get people to chase their dreams

He has done a lot and I think that he is very successful. Helping young children to fulfil their dreams.

He has done great things for the world

He Has Loads Of Money, Nice Cars, He Used To Own Spurs FC And He Has His Own Private Jet. He Is Intelligent

he inspires me as when he is acting he will play a part well but make it funny at the same time

He is a 800meter runner known as the fastest 800meter runner.

He is a legend in the football game and I would love to equal it and by God grace better it.

He is a role model to all black people and has brought change

He is a very good presenter and is very good at analysing sport with other colleagues

he is famous has a good life and gets money

He Is Good At Tennis

He is great

he is hard working and perseverant

He Is One Of The Most Successful Businessman I Know I Want To Become A Business Man

He is quality, famous and clever

He is rich and famous and living the life.

He is successful

he is successful, has good money and has got a big home

He is successful, skilful and rich -and happy.

He is the first black man in history to ever become president.

He is the first Black president

He is the first black president in America

He is very hard working, as a result of this, he is quite successful

He Is Very Popular And Good At Football He Is One Of My Favourite Arsenal Players

He is well respected and is paid over £60000 a week.

he made me feel that I could achieve everything, colour doesn't matter

he needs help in his shop because he works alone

He strong heated and worked hard to get where he is in life

He was bold and had a goal.

He was persistent

he worked hard and got what he wanted; which would be a similar pathway I would like to take

His shows entertain every religion and culture and creates amusement

I', the best defender in year 7 and 8 and love Man U, they are the best football team in the world.

I am fast and I aim for high goals.

I am very similar to this person

I Can Be Famous

I don't

I don't know

I have a dream

I have yet to see any negative qualities towards this person

I like how he plays football and he plays for the team I support

I like PCs and would want to be rich too.

I like them because they either been through what you've been through or know what your going through

I look up to these people and I dream of being at least one of them

I love computers and he showed me stuff which blew me away

I play rugby for the school. He was my favourite player and he showed that you do not have to be white to be the best.

I really like football and I wanna become professional. I want to be Steven Gerreard because he is very kind and he plays football for the love of football. he is my hero and my dad.

I want be like this person because I want to fight for my country even if it means putting my life on the line

I want to be famous in a way that I can draw too

I want to be like him because he is rich, popular and has respect.

I want to be like him because he is the first black USA president so I want to be the first black something.

I want to be like him because it is a good job and ...

I want to be like this man because he is my dad and I am really proud of him.

I want to be like this person because he is doing well in his study.

I want to be like this person because he is very good at football

I want to be like this person because he is very talented and he has achieved in what he does, like winning many golden boots.

I want to be like this person because I want to be a football and I play a bit like him

I Want To Be like This Person Because He Is My Role Player Plays For My Favourite Team And One Of The Greatest NBA Player

I Want To Be Myself Because I Don't Want To Be A Follower I Want To Be A Leader

I want to be the best dad in the world

i want to become a business man and be rich

I want to become the first black prime minister in the United Kingdom.

I want to make history

I would like to be

I Would Like To Be Like This Person Because He Is Successful At What He Does And He Helps People Less Fortunate Than Him

I would like to be like this person because he went to University and got a degree on directing

I would like to be like this person because he would earn a lot of money and become very successful.

I would like to be Lil Wayne because he can put a positive picture in your head

I would like to be this person so I could be wealthy and take my life somewhere

I would like to become famous for doing what I enjoy become famous for doing what I

Inspires me

is a good RM

It's because I'm fast and good at athletics.

It's my dream

Ken is my granddad and Gazz is my dad.

Made a lot of money with his job also he has the chance to be creative in his job

Money

Quite successful and lives an easy life

She had a lot of well paid jobs.

She know what she doing

So I can have the best job in the country

So I can live my dream being a footballer

So My Parents Can Retire In Peace And I Can Repay Them For Everything They Have Done

so that I can do the same

That's Who I Am

The people are inspiring

there millionaires. they like the things I will want to do. Make good music.

they all succeeded in life

They are great footballers

They are inspiring showing me you can start with nothing and later have everything

They are mixed-raced like me, footballer, fast and English.

This person is the same origin as me and plays the same football position as me and I have been related to him for similar style of play.

To be rich and play for Man U

Very successful in his life and he has confidence

Very successful in their life

would like to be like him because I would like to run for Jamaica and I am from Jamaica

Yes I would love to be like Barack Obama

yes, the white house

Appendix O:  
Role Model Names of Self-generated Role Models for White Boys

<b>Role Model Name</b>	Frequency	Percent	Valid Percent	Cumulative Percent
50 Cent	1	.4	.4	32.1
A band of musicians	1	.4	.4	32.6
Aaron Lennon	3	1.3	1.3	33.9
Air Marshall	1	.4	.4	34.4
Alex Ferguson	1	.4	.4	34.8
Alex Zane	1	.4	.4	35.3
Andrew Loppage	1	.4	.4	35.7
Andy Farrel	1	.4	.4	36.2
Andy McCall	1	.4	.4	36.6
Antony	1	.4	.4	37.1
Architect	1	.4	.4	37.5
Bahm	1	.4	.4	37.9
Banksy	1	.4	.4	38.4
Barack Obama	2	.9	.9	39.3
Beethoven	1	.4	.4	39.7
Ben Parker	1	.4	.4	40.2
Bill Gates	3	1.3	1.3	41.5
Bradley	1	.4	.4	42.0
Brian	1	.4	.4	42.4
Brian Paddick	1	.4	.4	42.9
Brother	4	1.8	1.8	44.6
C. Ronaldo	7	3.1	3.1	47.8
Cesc Fabregas	1	.4	.4	48.2
Cousin (man)	1	.4	.4	48.7
Dad	12	5.4	5.4	54.0
Dad, Louis Hamilton, Jeremy Clarkson, Richard Hammond, James May	1	.4	.4	54.5
Dan Abnett	1	.4	.4	54.9
Daniel Cook	1	.4	.4	55.4
Danny Cipriani	1	.4	.4	55.8
Dave Mirra / Tony Haw	1	.4	.4	56.3
David Beckham	2	.9	.9	57.1
David Beckham / David Bentley	1	.4	.4	57.6
David Bentley	1	.4	.4	58.0
David Burke	1	.4	.4	58.5
David James	1	.4	.4	58.9
Don't know name	1	.4	.4	59.4
Etem Celebi	1	.4	.4	59.8
Eugene Finn	1	.4	.4	60.3
famous mechanic	1	.4	.4	60.7
Frank Lampard	1	.4	.4	61.2
Frankie Boyle/ Duncan Banortyne	1	.4	.4	61.6

Freddie Mercury	1	.4	.4	62.1
Frederick	1	.4	.4	62.5
George	1	.4	.4	62.9
George Craig	1	.4	.4	63.4
Grandad	1	.4	.4	63.8
I Want To Be Myself	1	.4	.4	64.3
Ice Evans	1	.4	.4	64.7
iker cassilas/ mr thomas	1	.4	.4	65.2
It's none like me	1	.4	.4	65.6
James Bond	1	.4	.4	66.1
James Cathill	1	.4	.4	66.5
James Golway	1	.4	.4	67.0
Jamie Oliver	1	.4	.4	67.4
Jeff Hardy	1	.4	.4	67.9
Jimi Hendrix	1	.4	.4	68.3
JK Rowling	1	.4	.4	68.8
Joe Kalzage	1	.4	.4	69.2
John Terry	1	.4	.4	69.6
John Terry McIntyre	1	.4	.4	70.1
Justin Timberlake	1	.4	.4	70.5
Kaka	1	.4	.4	71.0
Kevin Picterson	1	.4	.4	71.4
Kurt Cobain	1	.4	.4	71.9
kyle falconer	1	.4	.4	72.3
Ledly King	1	.4	.4	72.8
Lewis Hamilton	1	.4	.4	73.2
Martin Greensmith	1	.4	.4	73.7
Martin Johnson	1	.4	.4	74.1
Michael Shannon	1	.4	.4	74.6
Michael Vaughn	1	.4	.4	75.0
Mikolaj	1	.4	.4	75.4
Mobb Deep	1	.4	.4	75.9
Mozart	1	.4	.4	76.3
Mum	1	.4	.4	76.8
Myself	1	.4	.4	77.2
nicola	1	.4	.4	77.7
No	1	.4	.4	78.1
Paddy	1	.4	.4	78.6
Paul	1	.4	.4	79.0
Pele	2	.9	.9	79.9
Peter Kay	1	.4	.4	80.4
Prince William	1	.4	.4	80.8
R. Quresma	1	.4	.4	81.3
Rafael Nadal	2	.9	.9	82.1
Richard Branson	2	.9	.9	83.0
Richard Cygar	1	.4	.4	83.5
Robert	1	.4	.4	83.9



Robert Green	1	.4	.4	84.4
Rocky Balboa	1	.4	.4	84.8
Sir Alan Sugar	5	2.2	2.2	87.1
Sir Alex Ferguson	1	.4	.4	87.5
Step Dad	1	.4	.4	87.9
Steven Gerrard	6	2.7	2.7	90.6
Steven Hoare	1	.4	.4	91.1
The prophet Eligta	1	.4	.4	91.5
Tiger Woods	1	.4	.4	92.0
Tony	1	.4	.4	92.4
Torres Or A Forensic Scientist	1	.4	.4	92.9
Tyra Banks	1	.4	.4	93.3
Uncle	9	4.0	4.0	97.3
Usain Bolt	1	.4	.4	97.8
Usif	1	.4	.4	98.2
Valentino Rossi	1	.4	.4	98.7
Van Persie	1	.4	.4	99.1
Vis Diesel	1	.4	.4	99.6
Zydrunas Sovickas	1	.4	.4	100.0

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Appendix P:  
Other descriptions of Self-generated Role Models given  
that were not in Check-list for White Boys

Other Descriptions	Frequency	Percent	Valid Percent	Cumulative Percent
1 Footballer	1	.4	.4	80.8
1 IT Specialist	1	.4	.4	81.3
1 Middle Aged	1	.4	.4	81.7
1 Professor	1	.4	.4	82.1
Accountant	1	.4	.4	82.6
Architect	1	.4	.4	83.0
Artist	1	.4	.4	83.5
author	2	.9	.9	84.4
Barack Obama	1	.4	.4	84.8
boxer	1	.4	.4	85.3
builder	1	.4	.4	85.7
Chef	1	.4	.4	86.2
Dancer Drummer And All Round Nice Guy	1	.4	.4	86.6
Dead	1	.4	.4	87.1
engineer	1	.4	.4	87.5
Fast	1	.4	.4	87.9
Football manager of Manchester United	1	.4	.4	88.4
Footballer	3	1.3	1.3	89.7
founder of Microsoft	1	.4	.4	90.2
IT skills	1	.4	.4	90.6
Mechanic Job	1	.4	.4	91.1
Medium age	1	.4	.4	91.5
Middle Aged	1	.4	.4	92.0
model	1	.4	.4	92.4
Person from heaven	1	.4	.4	92.9
pilot	1	.4	.4	93.3
Plasterer	1	.4	.4	93.8
Policeman	1	.4	.4	94.2
Portuguese	1	.4	.4	94.6
President	1	.4	.4	95.1
Racing motorbike driver	1	.4	.4	95.5
Radio/ TV presenter	1	.4	.4	96.0
Rap Artist	1	.4	.4	96.4
Singer	1	.4	.4	96.9
Smart	1	.4	.4	97.3
soldier	1	.4	.4	97.8
Soldier	2	.9	.9	98.7
soldier/policeman	1	.4	.4	99.1
TV presenter, journalist	1	.4	.4	99.6
Works in factory	1	.4	.4	100.0

Appendix Q:  
Description of What Self-generated Role Models do for White Boys

<b>What does Role Model do?</b>	Frequency	Percent	Valid Percent	Cumulative Percent
1900's footballer and cricketer. Also a referer and umpire	1	.4	.4	30.4
Accountant	1	.4	.4	30.8
Actor	5	2.2	2.2	33.0
Alcoholic	1	.4	.4	33.5
Architect	1	.4	.4	33.9
Artist	1	.4	.4	34.4
Assistant Manager	1	.4	.4	34.8
Athlete	1	.4	.4	35.3
Boxer	1	.4	.4	35.7
Brother	1	.4	.4	36.2
Builder	1	.4	.4	36.6
Builder, business man	1	.4	.4	37.1
Business man	4	1.8	1.8	38.8
Buys Houses Decorates Then Sells Them	1	.4	.4	39.3
Carpenter	1	.4	.4	39.7
Chef	1	.4	.4	40.2
Coach	1	.4	.4	40.6
College Student	1	.4	.4	41.1
Computers	2	.9	.9	42.0
Cool and good at his job	1	.4	.4	42.4
Created Microsoft	3	1.3	1.3	43.8
Cricketer	2	.9	.9	44.6
Dancer	1	.4	.4	45.1
deputy head of st monica primary school	2	.9	.9	46.0
Designs Buildings	1	.4	.4	46.4
Does His Work And Gets On With It But Sometimes He Messes Around	1	.4	.4	46.9
Electrician	3	1.3	1.3	48.2
Football Manager	2	.9	.9	49.1
Footballer	36	16.1	16.1	65.2
Go to school	1	.4	.4	65.6
Golfer	1	.4	.4	66.1
Governor At My School And He Is Also Head Of North London Waste Authority	1	.4	.4	66.5
He Earns Quite A Bit Of Money He Is 16 And The Money He Earns He Gives To His Grandma	1	.4	.4	67.0
He Leads Is A Politician I Will Not Write Down Much As I Do Not Wish To Say His Name	1	.4	.4	67.4
He patrols things around Haringey and is best friends dad but he sadly died.	1	.4	.4	67.9
Health And Safety Offices In His Plant	1	.4	.4	68.3
Help in what I want to achieve	1	.4	.4	68.8
Influence youths from rough areas and rural backgrounds	1	.4	.4	69.2
IT Specialist	1	.4	.4	69.6

Lectures	1	.4	.4	70.1
looks after me	1	.4	.4	70.5
Lorry driver	1	.4	.4	71.0
Make people laugh	1	.4	.4	71.4
Mechanic	4	1.8	1.8	73.2
Model	1	.4	.4	73.7
Musician	11	4.9	4.9	78.6
Not sure	1	.4	.4	79.0
Owns a big investment company he is a big funder and stock broker	1	.4	.4	79.5
Owns a Deli and owns a cafe in his Antique market.	1	.4	.4	79.9
Owns Big Companies Some In Computers I Think	1	.4	.4	80.4
Owns golden boy coaches (big coach company)	1	.4	.4	80.8
Owns half a company and he has quite a lot of money, but he has time for family and holiday.	1	.4	.4	81.3
owns his own building company	1	.4	.4	81.7
Owns well known and famous business from aeroplane company to mobile networks	1	.4	.4	82.1
Painter and Decorator	1	.4	.4	82.6
Painter And Decorator	1	.4	.4	83.0
Pilot	2	.9	.9	83.9
Plasters walls and gets a lot of money for it	1	.4	.4	84.4
Police man	3	1.3	1.3	85.7
President	2	.9	.9	86.6
Pull biggest weights in world	1	.4	.4	87.1
Race Car Driver	1	.4	.4	87.5
Races motorbikes at Motogp	1	.4	.4	87.9
Rents out houses, luxury them up for profit, and sells the house when he can make the most money	1	.4	.4	88.4
Retired but used to be a builder.	1	.4	.4	88.8
Richard is a scientist as well as TV presenter, Clarkson is a journalist as well as a TV presenter, Hamilton is a FI racer, My dad is a math teacher	1	.4	.4	89.3
Rugby	2	.9	.9	90.2
Runner	1	.4	.4	90.6
skateboarder, bmx rider	1	.4	.4	91.1
Soldier	5	2.2	2.2	93.3
Soldier & Policeman	1	.4	.4	93.8
Taxi Driver	1	.4	.4	94.2
Teaching the gospel and showing people which way to go.	1	.4	.4	94.6
Tennis	2	.9	.9	95.5
This person works at reading football ground and he is only 19.	1	.4	.4	96.0
Virgin founder	1	.4	.4	96.4
Water safety checker for Scottish Water	1	.4	.4	96.9
Workman	1	.4	.4	97.3
Works 9-5 in London, for me and my mum. Good provider - might become a lawyer which is what I would like to be.	1	.4	.4	97.8
Works hard to get money for my family and enjoys working for his own company with friends and family.	1	.4	.4	98.2
Wrestler	1	.4	.4	98.7
Writer	3	1.3	1.3	100.0

## Appendix R: Reasons for Choosing Self-generated Role Models for White Boys

A lot of money and i love drawing and think I would be quite good  
because forgetting the obstacles he still was successful  
because he's achieved a lot in his lifetime  
Because He's Been Successful In Life  
Because he's good, nice, known person and he has a well good job.  
because he does what I like to be and he famous and rich  
Because he has achieved my dreams  
Because he has everything I could dream of.  
Because He Has Got A Successful Life  
because he has the job I want and has lots of money but he has time for his family and he got him self out of the water  
Because He Has Work Incredibly Hard To Become A Successful Football Player When His Friends Went To The Cinema He Stayed At Home In His Garden Practising  
because he involves computers which I really like. He is now famous and has a lot of money  
Because He Is A Bad Man And Has Been Shot 9 Times And Still Hear Boom  
Because he is a fantastic footballer  
Because He Is A Good Player  
because he is a great musician  
Because He Is A Great Player A Winger And His Rich Famous Played For Loads Of Great Teams Plus Had 100 Caps For England  
Because He Is A Star To Me  
Because he is an inspiration to me  
Because he is cool.  
Because he is funny  
Because he is good at football and it C Ronoldo  
Because He Is Intelligent  
Because He Is Kind A Singer A Dancer I Really Want To Be A Dancer He Is Great  
Because he is my dad  
Because He Is Really Good At Art And He Is Rich And Successful  
Because he is strongest people in the world  
Because he is successful  
Because he is successful and has a happy life  
Because he is successful to be elected.  
Because he is successful, he's good at football and he has a nice house.  
Because he is very skilful and good  
because he is very successful and he has achieved his success through hard work  
because he is very talented and very good at what he does

because he plays it amazingly and I would like to succeed in music

Because He Went Through Racism And Still Does To Get Where He Is Bus He Still Carries On And Doesn't Give Up

Because I am a goalie and I think that he is a very good goalkeeper.

Because I can't sing. But I want to sing.

Because I can do the same for my family and earn money and enjoy it.

because I like cars

Because I Like Football And He Was Famous

Because I love football

because I love playing football

Because I love playing football, want to be a footballer and he's my idol.

Because I took up to him and how clever he is.

Because I want the job, and he has the brains to gain ranks in the armed forces.

Because I Want To Be A Footballer

because I want to be good at football

Because It's Exciting

because my aspiration is to be a model and be successful doing it

Because of his motorbike riding skills and ability

Because she is really nice and has lots of things to be proud of.

Because they are good at doing what they do they are famous and have money and respect

Because He Earns Lots Of Money And He Is Popular

Because He Has Respect For People, He's Funny, He Achieved Lots In His Life And He Is A Pilot Just How I Want To Be

Because He Is Kind Loving Skilful And Successful

Because I Like Football And I Want To Be Talented Like Him  
Cool and Famous

Earns money and plays the game he loves

For What He Does

Good job, good life and people like him

Has a good life going on

He's big, brave and strong. He's talented at what he does and is skilful.

He's funny

He's funny, graceful and smart

He's well off, good money, likes going to his job everyday.

He Awesome

He Captains Tottenham Really Good and On His England Debut He Scored

He got the George Cross

He Has A Very Good Job And Life

He Has Always Been My Idol So I'm Not going To Choose Another Person

He has inspired me to cook.

He has strong determination and that's what I want to have more

He inspires me.

he is a good man and father and has quite a nice income

He Is A Very Kind Person And Very Funny Also Is Excellent At Maths And Science Intelligent And Friendly I Would Like To Be Like That As Well

He is an inspiration. gives good advice. Competitive. fights for his country. good around fans and children

he is clever kind and funny

He is famous, good at football and has a lot fo money

He is fast

He is good at school and football sports.

He is kind, friendly, rich and intelligent.

He is my best friend.

he is my dad

He Is Responsible Kind And Selfless

he is rich and a success

He is rich and famous

He is richest person

He Is Successful

He is successful and has a good brain

He is successful.

He is very clever.

He is very successful and has a fun job.

He lifted the World Cup for England in 2003

He Makes A Good Living

He Makes A Lot Of Money And He Does What I Like Doing

He was a good policeman and a good amn with a great personality.

He was brought up the oldest of 16 children and is successful.

he was in general a great person.

His Job Is To Help People And Stop Crime

His life seems fun and stressful and job sounds exciting

His Music Is Amazing And I Would Love To Be Able To Play Like Him With Practise Perhaps I Could

I admire him and want to be a professional footballer like him.

I am a good goal keeper

I am a good goalkeeper and even though maybe not to his level I might become semi-professional

I have a passion for football and believe that I can make it at the highest level one day

I like acting

I like skateboarding and bmx riding

I like working on bikes

I Look Up To Him As A Role Model

I look up to him as is my friend

I look up to him, he is inspiration

I love building

I Love Music It Is My Passion

I very much want to be something like a carpenter or an electrician and he already has a job like this

I want to be a cricket player

I Want To Be A Scientist Like Him

I want to be a soldier.

I want to be a taxi driver

I want to be like her because she inspires many people.

I want to be like him because he is good at his job

I want to be like my dad because he's an extremely hard worker and has achieved a lot in life.

I want to be like this person because he is extremely skilled.

I want to be like this person because he is successful and earns a lot of money.

I Want To Be Like This Person Because I Love Football And He's My Favourite Footballer

i want to be my own person

I want to lead

I want to make people laugh

I want to play football and i like him

I would like this person as he has a great personality, he is successful, he is good at most sport and has a great family.

I would like to be like him because he is extremely skilful and is determined and if he wants something he will work to achieve it.

I would like to do this as I love flying and I would like to reach that bravery and skill

It's because I love football. I am very good and my ambition and goal is to become a professional footballer.

It is a honest way of life and it is 'The British Dream'.

It Is An Awesome Job To Captain The England Cricket Team

Jack of all trades, but a master of all

like playing tennis

Like to be like this person as he can make a success out of life although i would like to be more successful.

Me

My dad: because you get to boss people about and help others learn, others: because they are funny, get to drive fast cars & do crazy things as well as be on TV. Hamilton: so I get to race FI cars, be on TV and be popular

My dream ever since a kid was to be a footballer even though there is the smallest percentage for me achieving this I still keep the idea in mind and he is somebody I look up to and aim to be like.

rich good sing and popular

Rich, successful, started off with nothing and now has a lot.

So I'll be good at golf. I will be rich.

Sporty and a stunt man expert

Successful in life

Successful, has a house and is only 23. He has loads of friends and is really funny.

they are very good at what they do

Talented and unique

Understanding

very competitive and skilful, happy caring

very organised and says yes to a challenge

Was one of the most powerful prophets to live

write my own war stories



Appendix S:  
Frequencies comparison of self to other groups of people by Black boys, White Boys, Black girls and White girls.

	Cleverness (%)				Personality (%)				Skilfulness (%)				Opportunities (%)			
	BB	WB	BG	WG	BB	WB	BG	WG	BB	WB	BG	WG	BB	WB	BG	WG
Black men	56	5	5	3	57	9	3	3	48	9	9	0	48	5	6	0
White men	12	53	1	0	9	48	0	3	17	47	2	0	20	52	6	0
Black women	5	1	70	5	6	1	75	3	4	1	62	5	5	2	58	3
White women	3	7	3	62	2	7	1	57	2	5	6	43	1	5	14	60
Men	20	29	1	3	19	27	9	3	24	31	1	3	19	27	2	35
Women	1	1	19	24	1	2	14	30	1	1	17	43	1	4	10	0
Family member	42	42	46	41	40	39	41	27	31	31	36	32	41	51	44	46
Friend	22	33	22	46	35	43	39	62	32	36	25	40	21	19	16	35
Someone at School	16	13	15	8	12	11	6	3	17	19	22	21	13	16	10	5
Other	44	10	13	3	8	4	8	3	15	9	11	3	19	10	21	8

Appendix T:  
Role Model Names of Self-generated Role Models for Black Young Men

	Frequency	Percent	Valid Percent	Cumulative Percent
?	1	.6	.6	39.6
A Youth Lawyer	1	.6	.6	40.2
Aaron Sweeney	1	.6	.6	40.9
Alan Sugar	1	.6	.6	41.5
Andrade	1	.6	.6	42.1
Arsene Wenger	1	.6	.6	42.7
Barack Obama	19	11.6	11.6	54.3
Ben Carson	1	.6	.6	54.9
Bob Marley	1	.6	.6	55.5
Brad Pitt	1	.6	.6	56.1
Cousin	1	.6	.6	56.7
Crush Bandicoot	1	.6	.6	57.3
Dad	5	3.0	3.0	60.4
Damien	1	.6	.6	61.0
David	2	1.2	1.2	62.2
Denzel Washington	1	.6	.6	62.8
Dwayne Carter	1	.6	.6	63.4
Francesco Totti	1	.6	.6	64.0
Friend	1	.6	.6	64.6
Gordon Brown	1	.6	.6	65.2
Hector Saints	1	.6	.6	65.9
Ian Write	1	.6	.6	66.5
Jermaine Defoe	1	.6	.6	67.1
Jesus	6	3.7	3.7	70.7
Kane	1	.6	.6	71.3
Keith	1	.6	.6	72.0
King Solomon	1	.6	.6	72.6
Korede	1	.6	.6	73.2
Lewis Hamilton	1	.6	.6	73.8
Lil Wayne	1	.6	.6	74.4
Louis Nani Or Christ	1	.6	.6	75.0
Malcom X	1	.6	.6	75.6
Marlon (but in my own way loads mixed up)	1	.6	.6	76.2
Martin Luther	1	.6	.6	76.8
Martin Luther King	1	.6	.6	77.4
Micah Richards	1	.6	.6	78.0
Michael	1	.6	.6	78.7
Musician	1	.6	.6	79.3

Myself	2	1.2	1.2	80.5
NFL Football Player Jones Drew	1	.6	.6	81.1
Patrick Veira	1	.6	.6	81.7
Pharrell Williams	1	.6	.6	82.3
Rafiel Laurent	1	.6	.6	82.9
Ratan Tata (Tata Motors)	1	.6	.6	83.5
Richard Branson	6	3.7	3.7	87.2
Rio Ferdinand	2	1.2	1.2	88.4
Robert Daley	1	.6	.6	89.0
Robin Smith	1	.6	.6	89.6
Ronaldo	2	1.2	1.2	90.9
Samuel L. Jackson	1	.6	.6	91.5
Sean Diddy Combs	1	.6	.6	92.1
Sean John	1	.6	.6	92.7
Stephen Hawking	1	.6	.6	93.3
Sway	1	.6	.6	93.9
T.D.Jakes	1	.6	.6	94.5
The Former CEO For Merrill Lynch	1	.6	.6	95.1
Tim Campbell	1	.6	.6	95.7
Tupac	1	.6	.6	96.3
Tyrone	1	.6	.6	97.0
Uncle	2	1.2	1.2	98.2
Wayne Rooney	1	.6	.6	98.8
Will Smith	2	1.2	1.2	100.0

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Appendix U:  
Other descriptions of Self-generated Role Models given  
that were not in Check-list for Black Young Men

	Frequency	Percent	Valid Percent	Cumulative Percent
An Economics	1	.6	.6	86.6
Financier	1	.6	.6	87.2
First Black President	1	.6	.6	87.8
Humo	1	.6	.6	88.4
Lawyer	1	.6	.6	89.0
Mixed	2	1.2	1.2	90.2
Politician	1	.6	.6	90.9
Politician "American President"	1	.6	.6	91.5
Preacher	1	.6	.6	92.1
President	3	1.8	1.8	93.9
President elect	1	.6	.6	94.5
President Of America	1	.6	.6	95.1
Prime Minister	1	.6	.6	95.7
Provider, Protector, Healer	1	.6	.6	96.3
Reverent - Visionary	1	.6	.6	97.0
Rich	1	.6	.6	97.6
Son Of God Who Died For All Of Our Sin	1	.6	.6	98.2
Still studying and hardworking	1	.6	.6	98.8
Technician	1	.6	.6	99.4
Wise	1	.6	.6	100.0

Appendix V:  
Description of What Self-generated Role Models do for Black Young Men

	Frequency	Percent	Valid Percent	Cumulative Percent
	60	36.6	36.6	36.6
Academic	5	3.0	3.0	39.6
Actor	7	4.3	4.3	43.9
All things	1	.6	.6	44.5
Business Man	12	7.3	7.3	51.8
CEO	8	4.9	4.9	56.7
Doctor	3	1.8	1.8	58.5
Estate agent	1	.6	.6	59.1
Footballer	16	9.8	9.8	68.9
Lawyer	2	1.2	1.2	70.1
Living In House	1	.6	.6	70.7
Manager	2	1.2	1.2	72.0
Musician	9	5.5	5.5	77.4
President	20	12.2	12.2	89.6
Professor	1	.6	.6	90.2
Religious (preacher/Jesus etc)	9	5.5	5.5	95.7
Social Worker	2	1.2	1.2	97.0
Sport (other)	3	1.8	1.8	98.8
Technician	1	.6	.6	99.4
Works for the London Underground	1	.6	.6	100.0

## Appendix W: Reasons for Choosing Self-generated Role Models for Black Young Men

As I Am A Football Player Myself, I see A lot Of My Characteristics In Him Or Him In Me And In General He Seems Like A Down To Earth Guy

Because Being A Football Player Is My Dream And Following His Footsteps Would Lead Me To It

Because he's my favourite

Because he's rich

Because He's Rich

Because He Change My Life, He Wrote His Books That His Mum Told Him to Start Reading 2 Books Per Week. And Now It Helped Me To Where I Have Been Today.

Because He Change The World So That Black People Can Also Be Looked At As Leader.

Because He Has Alot Of Money And He Had Nothing Before

Because He Hires People That Write The Script. Considers That It Should Be Shown In The Cinemas

Because He Is A Black Successful Man

Because He Is A Good Role Model

Because He Is A Good Role Model For Our Generation

Because he is a successful leader

Because he is a successful role model

Because He Is A Very Smart Person

Because he is always determined to get whatever he wants

Because he is famous and well known determined hardworking and consistent

Because He Is Liked And Looked Up To, And Made A Success Of His Life

Because He Is My Uncle

Because he is successful

Because He Is Succssful

Because He Is Very Clever And Hard Working

Because he looks after me

Because he loves Jesus and he is a successful son of God

Because he made it in professional sports late, which shows drive and determination despite others thinking his time had passed

Because He Makes History

Because he was rich and wise and loved God

Because He Worked to Where He Is

Because I Feel That I Have The Ability To Own And Run Companies And He Is Very Wealthy And Successful Person

Because I got the same talent as he has. And he is one of the black people I'm really proud of.

Because I have that skill to do better  
 Because I know I got the potential to be like him I only need the chance  
 Because I Like Football  
 because I like him so much.  
 Because I Understand His Background  
 Because I Want To  
 Because I want to be a story of success  
 Because I Want To Do Things That The World Would Be Proud Of  
 Because I want to secure my entry into heaven  
 Because if he retires from football he can get a decent job  
 Because is a very good rider and hes kind.  
 Because Is Respected In His Community  
 Because It Is Me  
 Because of his style/dress sense.  
 Because Of My Interests Of The Field Of Work He Is In And The Opportunities Available To Succeed  
 In That Line Of Work  
 Because of the great things he's done. He also has brains unlike other football manager  
 Because Of What He Has Achieved As A Black Male  
 Because The Message That He Is Bringing To The Nation Which Is Change. Some Thing That We All  
 Need  
 Because there someone to up to  
 Because They Are Successful  
 Because this person has make difference in the life of black males in the worlds to tell us we can  
 become whatever we want to become  
 Broaden the barriers  
 Change  
 David is happy with he's doing. I want to be happy with what I'm doing  
 Followed God With His Heart  
 For Me He Was One Very Good Example Of What A Black Male Should Be.  
 Funny, Successful, Black, Famous, Business minded  
 Good role model  
 Good Role Model  
 He's actin'  
 He's Got Money  
 He's that person I want to be like because I compare him to others and he is the most hard working,  
 he is confident, a straight forward person, skilful, teaches himself and tries to be the best at what he  
 does and a bit competitive  
 He's The First Inspiration A Young Black Man Could Have.  
 He Always Has His Head Up And Deals With His Problems

He has worked from the age of 13 and defied the odds to get where he is today. He started from scratch and has grown up to be a successful business man.

He Inspired Me To Be Competent In What I Do

He is a great role model

He Is A Strong Blackman Who Worked His Way Up To Be Successful

he is amazing. known all over the world by his friends 7 degrees in medicine, one of the degrees is a masters of science, Medicine, he is an amazing Dad

He Is Ambitious And Has High Aspirations With Determinations

He is an achiever no matter what he has been through hard times and not he still put up a fight.

He is doing everything I would want to do if I was in his position

He is peaceful

I Always Want To Be Me Nothing More and Nothing Less

I Inspire His Qualities

I like driving and money

I Like The Way He Conducts Himself

I like the way he plays football. He inspires me.

I think he's a smart person I guess no one wants to be a dumb person (and I like science).

I Think You Can Help Children That Done Mistakes

I Want To Be Like Jesus Because Everything About Him Is Good

I want to own my own business one day

I will like to make a difference to several lives

I would like to be like Barack Obama because he is one of the only positive Black role models in the world and many young people look up to him and take his doings as an example

I Would Like To Be Like Him Because He Knows What He Wants

I would like to be like him because people never thought that there would ever be a Black president and he changed that

Millionaire & Good Footballer

Most Successful Person, His Will & Determination

My type of lifestyle

No

Not all the time but be as rich as him

Not sure, I think it's because of the money

Overcame more than expected, beat the odds and achieved a whole generations aims.

Role Model

See Above

So I Can Go To Heaven

Started at the bottom and has worked his way up, and was in the same position that I was in.

Successful, liked, generous

Successful

They Are Successful

This person started from where I am at the moment

To Help Run Our Country Better

To Impact Change To The Lives Of People And To Make Them Realise That Anything Is Possible

And Achievable In Life For A Black Person Or White

very inspiring and he started from virtually nothing