TODAY'S ACTIVITY

This pamphlet provides more information about the activity your child will play today. You will see examples of pictures and questions.

HAVERFORD
COLLEGE

Are you interested in future studies? Join our research participant mailing list and we will let you know when there's a new study for you and your child to participate in!

Please visit us at haverfordismlab.org for more information and to fill out a short form to be notified!

- - Before we get started -

We want parents to know that we never give feedback during any of these activities. There are no right or wrong answers! We're just curious how children think about the complicated and interesting world around them. We never mention race in the study because we want to know how kids spontaneously think about and represent race when considering gender categories.

Children usually really enjoy these studies, but if your child becomes tired, bored, or uncomfortable at any time then we will stop the study immediately. We are happy to answer any questions that you have now, as well as after your child completes the study.

Thank you so much for your participation!

- What is the point of this study? –

With this study, we hope to better understand how and when, and why children begin to associate race with gender. In previous work (Lei, Leshin, & Rhodes, 2019), we have found that children begin integrating Blackness and maleness as young as 5.5 years of age. This study will help us understand what children are paying attention to when they make their gender categorizations.

Categorization Task

This activity will help us understand how children represent gender as a social category, and how they might take into account other pieces of social information such as race. In this task, children are shown pictures of animals first, and then people in a second block, and asked to categorize the pictures. So, with animal pictures, children are asked to identify if the picture is showing a bird, or a fish. Similarly, for pictures of people, children are asked to identify if it's a boy or a girl. Examples of stimuli are below: