

CHECKLIST: Creating an Anti-Bias Learning Environment

Representations through Images

	YES	NO	N/A
Does the instructional material contain images of people from diverse backgrounds (for example, diverse cultures and religions, and people of different ages)?			
Does the instructional material include images that counter existing stereotypes (for example, a Mexican physician instead of a Mexican in a sombrero taking a siesta)?			
Does the instructional material include images of diverse people engaged in everyday dress and activities, as opposed to ancient or ceremonial dress (for example, a Native American in Western dress working at a computer, rather than in ceremonial feathers)?			
Does the instructional material include images of people with a range of different abilities and body types engaged in a variety of activities?			
Does the instructional material include images of many different kinds of family compositions and socioeconomic groups?			
Does the instructional material include images that demonstrate the geographic diversity of family dwellings, neighborhoods, and communities (for example, urban, rural, suburban)?			
Does the instructional material include images that counter gender stereotypes (for example women demonstrating physical strength and men performing domestic tasks or caring for children)?			
Does the instructional material include images of people from diverse backgrounds interacting with one another?			

Representations through Experiences

	YES	NO	N/A
Does the instructional material include content and illustrations that reflect the experiences of people from diverse backgrounds?			
Does the instructional material promote understanding of diverse perspectives, including the values, attitudes and behaviors that support cultural pluralism?			
Does the instructional material meet the needs of a variety of learning styles?			
Does the instructional material provide equal opportunities and maintain high expectations for <u>all</u> students?			
Does entry into this course and the course's requirements foster positive interactions among staff, students and students' families?			
Does the instructional material foster students' learning of other languages, including sign language, as legitimate means of communication?			
Does the instructional material help students develop decision-making abilities, social participation skills, and a sense of political efficacy needed for effective citizenship?			