



CHECKLIST: Creating An Anti-Bias Learning Environment

Use this list to identify strengths and areas in need of improvement.

Images . . .

We do this well Needs improvement

Does the physical environment contain images of people from diverse backgrounds (for example, diverse cultures and religions, and people of different ages)?		
Does the physical environment include images that counter existing stereotypes (for example, a Mexican physician instead of a Mexican in a sombrero taking a siesta)?		
Does the physical environment 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 physical environment include images of people with a range of different abilities and body types engaged in a variety of activities?		
Does the physical environment include images of many different kinds of family compositions and socioeconomic groups?		
Does the physical environment include images that demonstrate the geographic diversity of family dwellings, neighborhoods, and communities (for example, urban, rural, suburban)?		
Does the physical environment include images that counter gender stereotypes (for example women demonstrating physical strength and men performing domestic tasks or caring for children)?		
Does the physical environment include images of people from diverse backgrounds interacting with one another?		



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Experiences . . .

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Do textbooks and other curricular resources include content and illustrations that reflect the experiences of people from diverse backgrounds?		
Does the school provide opportunities for all students and staff to participate in anti-bias education programs that promote awareness of personal biases and provide opportunities to develop skills to challenge bias?		
Does the curriculum promote understanding of diverse perspectives, including the values, attitudes and behaviors that support cultural pluralism?		
Do the teaching strategies reflect a variety of learning styles?		
Does the school staff provide equal opportunities and maintain high expectations for all students?		
Do school policies and procedures foster positive interactions among staff, students and students' families?		
Does the school foster students' learning of other languages, including sign language, as legitimate means of communication?		
Does the curriculum help students develop decision-making abilities, social participation skills, and a sense of political efficacy needed for effective citizenship?		