

## GUIDELINES FOR A NON-BIASED CLASSROOM

### Teacher's Behavior

1. **Attitude** – Takes the ideas of equity and multicultural education seriously. You are an extremely important variable in the teaching of acceptance. Be sensitive to your own racial attitudes, behaviors and the statements you make in the classroom. Do not try to ignore the racial and ethnic differences you see, but try to respond to these differences positively and sensitively.
2. **Model** – Get in touch with your own cultural and ethnic heritage and encourage a climate for sharing ethnic and cultural stories in the classroom. You can help motivate students to understand and share their ethnic and cultural roots, which will result in powerful learning. Model non-biased behavior by performing activities traditionally thought to be more easily done by the other gender, such as, if female, run AV equipment and lift boxes; if male, perform clerical duties and dust shelves. Model respect. Do not joke about gender, race or ethnic background.
3. **Language** - Use non-biased language; in other words, do not refer to all doctors or lawyers as “he,” or all nurses or secretaries as “she.”
4. **Generalizations** – Avoid generalizations that refer to stereotyping; for example, “all Asians are good in Math,” “you throw like a girl.”
5. **Types of Examples** – Use examples in your teaching which show men and women of diverse backgrounds with a wide range of feelings, interests and career choices.
6. **Facts** – Display and use accurate information about the history and current status of women and ethnic groups. Read at least one major book that surveys the histories and cultures of U.S. ethnic groups, such as James A. Banks, Teaching Strategies for Ethnic Studies (Boston: Allyn and Bacon, 1987).
7. **Comparisons** – Avoid comparison of students based on gender, race or ethnic background.
8. **Equitable Attention** – Give equitable attention to males, females and those of various ethnic backgrounds; do not show preference for any one group over another.
9. **Discipline** – Address all inappropriate behavior with a calm, respectful and courteous approach, regardless of gender, race ethnicity or socio-economic class of the student.
10. **Vocational Interests** – Help students explore all vocational interests, not only those traditionally associated with their gender or socio-economic class.
11. **Grades** – Be sure that your grading patterns do not favor any students, but reflect individual accomplishments.
12. **Parental Contact** – Keep in mind that most minority parents want their children to be successful academically even though some parents may be alienated from the school. Try to gain the support of these parents and make them partners in the education of their children.