



## LEARNING ENVIRONMENTS AND MATERIALS

**Review** your curriculum's resources, including its guidance for setting up the learning environment and selecting learning materials

**Examine** the learning materials for stereotypes and tokenism (i.e., inaccurate or simplistic representations of culture)

**Partner** with families and community members to include materials that reflect children's cultures throughout the learning environment

**Include** learning materials that reflect diversity and authentically represent cultures



### WHAT DOES THIS LOOK LIKE?

Tomas set up learning centers using the materials that came with the curriculum. He invited families to come to his room and explained the purpose of each center (e.g., this where children will write). Then he asked families which materials would be familiar to their children and how he could incorporate them into the centers. He also invited families to share which new materials he could include as he changed the themes at each center.

Grace noticed that her curriculum recommended only a handful of books representing cultural diversity. She asked families, community leaders, and the local children's librarian for their favorite children's books, including topics the group would study. They suggested a wider variety of books related to the curriculum's themes that represented children's cultures. In addition, Grace partnered with families to develop books in the family's home languages about topics that were meaningful to children and families.

Denise visited each child at home at the beginning of the program year. She noticed that many families displayed weavings, sculpture, and other art related to their culture. She asked families if she could photograph some of the pieces. Some families agreed, and Denise put the pictures on the walls in the art area. The children enjoyed seeing the artwork from home. Denise also partnered with families to develop learning experiences based on this meaningful art. For example, one parent led a classroom activity in which children contributed to a weaving. The class created an exhibit and invited families and friends from the community to see their art.