

## **Making the Environment Relevant: Culturally Sensitive Care**

### **Books**

- Do your books show pictures or illustrations of people of various races and cultures?
- Do your books contain images of people that are different ages or genders engaged in the same activities?
- Do you have books that show people with varying abilities – people in wheelchairs, people using canes, people with glasses engaged in a variety of activities?
- Do you have books that are written in different languages?
- Do you have people who speak a different language read books to the children in their home-language?
- What “story” do your books tell about accepting diversity in your classroom?

### **Materials**

- Do you have materials that represent different races and cultures?
- Are both genders represented equally in your materials?
- Do you have any materials that show people with differing abilities?
- What kind of music do you listen to in your classroom? Does it reflect the kinds of music the children hear at home?
- Are the foods the children eat at home represented in your play foods?
- What “story” do the materials in your dramatic play/housekeeping area tell about different cultures or genders? What about the other materials in your room?

### **Display**

- What is the “first impression” children and/or families receive about the acceptance of diversity and how they are valued when they walk into your space?
- When children are in different areas of your classroom, what “story” does the display tell them about themselves and/or others?

### **Special Events/Activities/Celebrations**

- Which holidays do you celebrate and why?
- Which holidays do you not celebrate and why?
- What is the purpose of the various celebrations your program holds? Do your events and activities help you meet this goal?
- What “story” do your celebrations tell children and families about themselves, about others, and about your program?