**(Yellow is True, Green is False)**

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| Culture and Diversity  As preschoolers develop a sense of self, the cultural, ethnic, and racial identity that they share with family members becomes a more important part of their self-awareness.  **PLF, Vol. 3, p. 23** | Culture and Diversity  Their understanding of the geographical vastness of the world expands in the fourth and fifth years, and their interest in human diversity grows.  **PLF, Vol. 3, p. 23** |
| Culture and Diversity  Children who favor their own cultural, ethnic, and racial group may seem to be negative toward other groups; however, it primarily means that children are more likely to favor people who resemble them, whose characteristics are more familiar and comfortable to them.  **PLF, Vol. 3, p. 23** | Relationships  Developing relationships with other children and adults is one of the most important challenges for children in an early childhood program.  **PLF, Vol. 3, p. 24** |
| Relationships  Children who are English learners or who have disabilities will not face special challenges in the development of close relationships with teachers and peers.  **PLF, Vol. 3, p. 25** | Relationships  School friendships do not cause kindergarten and primary grade children to look forward to attending school, to have a more positive classroom experience, and to achieve more as students.  **PLF, Vol. 3, pp. 25-26** |

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| Social Roles and Occupations  As their view of themselves and the social world expands, preschoolers become fascinated by the adult roles  (e.g., parent, grandparent, neighbor) and occupations (e.g., teacher, firefighter, bus driver, doctor) with which they are familiar.  **PLF, Vol. 3, p. 26** | Social Roles and Occupations  Children have limited understanding of the economy and perceive financial matters primarily in terms of the consumer, not the worker…  **PLF, Vol. 3, p. 26** |
| Social Roles and Occupations  The interests of preschoolers can be observed most readily in pretend play when they take on familiar adult roles.  **PLF, Vol. 3, p. 26** | Marketplace  Young children are not economic consumers from an early age.  **PLF, Vol. 3, p. 37** |
| Marketplace  Older three-year-olds take pleasure in playing store or barbershop—pretend activities in which money is exchanged for goods or services.  **PLF, Vol. 3, p. 37** | Marketplace  Older four-year-olds have a somewhat more sophisticated understanding of economics. They are aware that bartering can sometimes substitute for a monetary exchange, such as when one person offers to exchange an apple for a friend’s orange.  **PLF, Vol. 3, p. 37** |