Workshop option #1
Making Connections with African American Children and Families
This workshop covers how students, teachers, educators and those of various professions can connect more positively with African American children and their families. Participants will learn how to effectively open channels of communication, develop respect and share in the general concern of the child.

Learn more about African American culture, heritage, values and the importance of demonstrating a caring and concerned attitude. Learn how to engage African American children in successful experiences in and out of the classroom and how to promote an asset-based curriculum that emphasizes the strengths of the child rather than deficits. Learn how attitudes, non-verbal and verbal communication impact relationships with children, families, co-workers and those with whom we come in contact.

Workshop option #2
Effective Strategies and Approaches to use with African American Students and Boosting Classroom Management
This workshop is designed to allow participants to plan a variety of approaches and strategies that can be effectively implemented with African American students in a variety of settings. Various culturally-specific activities and experiences will be a part of the participants' successful completion of this course.

Instructor
Gloria Kirkland Holmes, UNI Curriculum & Instruction
Gloria.Holmes@uni.edu, 319-273-2007

ELEMECML 4133/5133
Credit option for African American Children and Families Conference attendees

Two credit options: Conference registrants may choose between either of the below workshops, which run simultaneously and may not be taken together.

Feb. 22-23, 2018 – Maucker Union, UNI
www.vpaf.uni.edu/aac

Affordable tuition
Tuition is $75 for one unit of undergraduate or graduate credit (reflects a special workshop rate for conference attendees), in addition to conference registration fees. No additional tuition and fees for full-time UNI undergraduate students.
Payable via university billing, American Express, Discover, MasterCard or Visa.

Register today!
Complete the online enrollment form at distance.uni.edu/enroll by Feb. 26, 2018.
Class Nbr Enter the Class Nbr in the first field of item #7 on the enrollment form.

Workshop #1
Undergraduate Class Nbr: 75307
Graduate Class Nbr: 75308

Workshop #2
Undergraduate Class Nbr: 73614
Graduate Class Nbr: 75306

Questions?
Enrollment contact
Carolina Wilson
UNI Continuing & Distance Education
Carolina.Wilson@uni.edu
319-273-2121 or 800-648-3864

The University of Northern Iowa does not discriminate in employment or education. Visit uni.edu/policies/1303 for additional information.

distance.uni.edu | 800-648-3864 | distance@uni.edu

Spring 2018 · Earn one unit of UNI undergraduate or graduate credit
Assignment criteria

**Required for both workshops**

**Pre-conference/conference attendance**
- Attend the Pre-Conference Institute from 5 to 9 p.m. on **Thursday, Feb. 22, 2018**.
- Attend three sessions at the Conference on African American Children and Families from 8 a.m. to 4 p.m. on **Friday, Feb. 23, 2018**.

**Reflection paper**
Describe what you learned from the sessions you attended and how you will use that learning in your daily experiences with people of various backgrounds.

1. Paper must be three pages, 12 point font, double-spaced, with 1-inch margins on all sides.
2. Include a heading with the following: Your name / Professor’s name (Gloria Kirkland Holmes) / Course title
3. Email to Gloria.Holmes@uni.edu by **April 19, 2018**.

**Required for workshop option #1**


Obtain a copy of the textbook mentioned above and respond to each of the following:

1. Describe two unique challenges for teachers in developing positive relationships with African American male students.
2. Describe two unique challenges for teachers, educators and administrators in communicating effectively with African American girls.
3. Summarize four effective strategies to use with African American students to help provide nurturing and supportive learning opportunities.
4. Select three activities from the book and explain how you would use them with students with diverse backgrounds.
5. Describe a time when you were in a situation with a diverse population when you were uncertain about what was expected of you or how you should respond and/or react.
6. Reflect and write about a time when something happened that you felt was not racially, ethically or culturally handled properly. If you could have made a change, what would you have done differently?
7. Select one chapter from the text that you think will be beneficial to you in your current position. Explain how it will be beneficial and why you selected this chapter.
8. If you could do one thing about more justice and equality in society today, what would it be?
9. Develop a plan of action emphasizing effective strategies and approaches to enhance positive and appropriate experiences of African American children.

*Textbooks for both workshops will be made available at the Pre-conference and conference.*

**Required for workshop option #2**


Obtain a copy of the textbook mentioned above and respond to each of the following:

1. Reflect on a child you know who poses behavioral challenges for teachers or parents. Write a 3 paragraph summary about the classroom management strategies to turn negative behaviors into positive behaviors.
2. Think of a time when you had an encounter with an African American child and/or family that seemed like a challenging experience. What did you learn at the conference that supports the importance of building positive relationships inside and outside of the classroom environment?
3. Discuss two effective strategies to use with African American students to promote positive learning experiences at home or in the classroom.
4. Develop a classroom management plan that provides an effective asset-based strategy to use in various settings. The plan should include:
   a. An effective strategy to use with a primary grade student who is non-compliant with classroom rules.
   b. An effective strategy to use with an elementary grade student who is talented and gifted but becomes distractive when assigned task is completed.
   c. An effective approach that a teacher can use to help promote positive interactions among students in a setting where children are located.
   d. An effective approach to use with parents of students of African American descent on engaging in educational experiences of the school with an emphasis on sharing culture, heritage and ethnicity.
   e. Cite at least two sources that can be used by educators, social workers and others to help better understand the cultures and experiences of families of African descent.