

AECD Workshop Design

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Workshop Title: **Connecting with Reluctant Learners**

Presenter Name: **Dr. April Lea Go Forth**

About the Presenter:

April Lea Go Forth is the founding Director of the nonprofit corporation Resources for Indian Student Education (RISE) in Alturas, Modoc County, CA. She is *a-ni-yv-wi'ya*, Eastern Band of the Cherokee Nation, and keeps a women's drum. Go Forth holds three current CA teaching credentials, a Master's in Native learning styles and Ph.D. in Education with a major in Curriculum and Instruction and minor in Child Development and Native Studies. Her doctoral research demonstrated statistical significance in positive academic and self esteem outcomes of Native students who attend Indian Education programs. She has collaborated in rural and urban school districts, community college programs and university outreach efforts throughout CA in areas of teacher inservice, classroom presentation, student discipline, parent mediation and Tribal concerns with public education.

In addition to public school instruction, Go Forth has taught in court placement and reservation schools, and a teacher education college. Her experience in curriculum development, culture and academics instructional strategies, and youth leadership and advocacy led her to write culturally appropriate curriculum for projects delivered by: the University of CA, Berkeley MESA project, the TUPE Medicine Wheel, the Center for Disease Control and CA Dept. of Education for prevention of HIV, math teacher training for AISES (American Indian Science and Engineering Society), Barbara Bush Early Family Literacy, and the CA Arts Council in reading.

Description: [provide a short paragraph which presents the overall summary of your workshop]

When an individual is interested, motivation is intrinsic and learning itself becomes a reward. The session applies history and research to present common barriers experienced by Native learners, then involves participants in a constructivist approach that connects reluctant students with instruction. Participants will experience proven methodology and pedagogy during actual lesson presentations to acquire relevant skills, focusing on what has been effective in real teaching situations. Connections between learning styles and appropriate activities will be emphasized with attention given to cultural respect. Participants are encouraged to bring a lesson plan or specific scenario session revision. Interaction will be managed in large and small groups with time allowed for open discussion.

Outcomes: [provide 3-5 outcomes that participants will achieve after attending your workshop]

- Identify learning barriers experienced by many Native students to increase participant's awareness of that population's cultural diversity and learning needs.
- Match best practices of culturally based strategies that are congruent with Native concepts and learning styles for higher student interest and participation.
- Apply successful behavior management to create a safe and supportive learning environment honoring students' primary culture.
- Develop effective lessons and/or activities as part of a culturally competent curriculum to encourage student connection and involvement in content areas.

Audience: [looking at this list, add/remove as needed]

- K-14, Teachers, Para-Professionals, Coaches, Private Industry, Site Leaders, Parents

Outline: [provide an outline of your presentation – this will be shared on the web page]

- Visual media overview for understanding public education relative to Native culture
- Comparative perspective of universal learning styles and school instruction
- Demonstrated lessons appropriate to Native culture and modality strengths
- Targeting specific strategies demonstrated to be successful with reluctant learners
- Application learning style, behavior management and cultural awareness in groups
- Revise 2-3 participant's lessons for effective pedagogy honoring culture
- Open discussion and scenario response with question/answer session

Facilities: [identified facilities typical for most workshops, add/remove those that do not apply]

- Room with table groups for mini break outs by, i.e. grade level
- Space for participant movement apart from tables
- Handicapped accessible
- Lunch locations or Catering
- Coffee/Tea/Water Service
- Restrooms
- Map of Facilities, General Area
- Presenter Table
- Registration Table

Equipment: [identified equipment typical for most workshops, add/remove those that do not apply]

- w/o lap tops, maximum 40 - handouts provided
- TV monitor with VHS and DVD player
- CD player
- Overhead Projector, Spare Projector Bulb
- Projector Screen
- Post-It Charts, Easels, Markers

Materials: [identified materials typical for most workshops, add/remove as desired]

- Handouts
- Books (i.e. grade level text and reading examples)
- CD, DVD (I will provide appropriate to the workshop)
- Presenter Boxes (general office supplies)
- Table Décor (for registration table, breakfast, participants)
- Give-aways (i.e. flash drives, pens/pencils)
- Sign-in sheets, Photo/Project Release
- Name Tags (with selected stickers for activity)
- Table Tents (with markers for participants to design)
- Evaluations (pre and post preferred)
- Notebook paper
- Signs w/logo, name of workshop directing toward locations

Workshop Format: [what formats and lengths for your presentation]

- 2 - 6 hour, multi-day
- Trainer of trainer model, consultant, coach, facilitation

Related Documents: [what resources will you provide to support your presentation]

- Articles
- Web Sites and Resources
- Samples
- Demo Lessons

Other Notes: