

Moral Courage

Kindness in Building One's Courage

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Introduction

There are situations wherein children are not asked for opinions and ideas because we have the cultural conception that children are naïve and should not be involved in the situations outside what we think they're capable of. Indeed, there are various situations where us adults should protect our children from these areas that could scare them. However, this does not mean that we totally enclose them in a box because we are afraid that their minds will be tainted. I have been teaching early childhood for five years and I have witnessed that these children are truly capable of understanding social, environmental, and political issues. In their simple ways, they can be our teachers. Their innocence can be our knowledge. Their ideas can be our learning. Children are vital to the preservation of the community's culture. They are the next generation that will inherit its tradition and will also pass down to the next generation. The young generation in the present are very essential in keeping the heart of a community. Therefore, the people in the community have to be persistent and consistent in teaching the young ones about their culture, tradition and language. All over the world there are tribes that have a vivacious culture that amazes the modern society that we have now. Through time these tribes are vanishing due to many reasons such as modernization, eradication, change of one's perspective about life, and many more. One of the beautiful tribes is the Apache tribe. They have been through many challenges over time and showed valiancy in preserving their culture.

Context

Responsibility can start among children. Their capabilities are beyond what we are expecting from them. They are capable of leading and empowering a group and their voices are relevant to the society's success. Therefore, this curriculum aims to encourage kindergartens of Apache Tribe mainly in Cibecue to realize the beauty of their culture and as to how they can use their identity to promulgate moral courage. Their small ways are big enough to encourage a community.

I teach Kindergarteners that are between the age of five to six years old. My students are local residents in Cibecue and its neighboring reservation in the White Mountain Apache. The community of Cibecue is located in Navajo County, Arizona, United States, northwest of Whiteriver (main tribal headquarters) on the Fort Apache Indian Reservation, more commonly referred to as the White Mountain Apache Reservation. It is approximately 50 miles from Show Low, Globe, and Whiteriver - the nearest commercial centers in the area. The community has a population of about 1,700 enrolled tribal members according to the 2010 Census (Dishchii'bikoh Community School). The community of Cibecue itself is small, consisting mostly of single family dwellings and small family owned farms or ranches. The terrain is moderately hilly with a lot of trees and shrubs and high mountain desert plant and animal life. It has one school, namely Dishchii'bikoh Community School, funded by Bureau of Indian Affairs since 1991. The school is subdivided into an elementary, middle, and high school. The school focuses on academic achievement and the preservation of the Apache language and culture. Children showcase their culture on special occasions and practice their language at home and school. Moreover, the school provides Apache Language and Arts subjects through kindergarten to high school. The school also celebrates the Apache culture through Indigenous Programs and encourages students to join the school's Apache Club. The students are being trained to speak

their language and practice their dances and songs, and they are encouraged to showcase these to the neighboring communities. The Apache tribe is indeed rich in dances, practices, and songs.

I moved here in the beautiful White Mountain Apache as a cultural-exchange teacher from the Philippines and I have started teaching in Cibecue since 2018. I initially taught second grade and moved to teach kindergarten to this day. This is my fourth year of teaching kindergarten in Cibecue and catered fifteen to twenty students every school year. My stay here in the reservation was a great experience as a teacher and a person. It has helped me grow as a professional. Staying here also has been an eye-opener. I have never thought that I would get the chance to experience living and teaching in the reservation and was honestly hesitant at the beginning because of the biases that was instilled to me back then. I did have struggles too at the beginning of teaching in the reservation because of the difference of the school environment from what I had back home. There were judgements and comparisons that led me to push my students to learn the way I thought it should be done. However, my stay here has unwrapped the beauty of its culture and the truth about Native Americans. These things that I have learned have made me understand more of their way of life and the many reasons why Native Americans are still struggling and still fighting to preserve their culture and to contest their rights. These experiences also helped me in my teaching because it let me identify and understand the things that my students need and also classify the things that are allowed in their culture.

Since I belong to a minority tribe in the Philippines, called Igorot, I can relate to the adversities that the Apache people have experienced historically and are still experiencing nowadays. Hurtful events were also part of the history of where I came from and we strived to heal and to use our culture itself to move forward. I am grateful that my tribe is striving in communicating our culture and tradition in our country and in the world. My tribe has been part of my life and it's a reflection of who I am today. This background affects my instruction to my students and definitely opened good relationships with my students and parents. This experience of being a cultural-exchange teacher in the reservation is enlightening wherein it gave me varied experiences that honed me more as a professional and a person. In regards with this, I am confident to go back home to share their history, culture, tradition, and also the education system and vice versa, I got also the chance to showcase my culture to them. All throughout my stay here in Cibecue is a much more of understanding someone's way of life and the importance of preserving one's culture because somehow it is one's identity.

Rationale

“It takes a village to raise a child”. In rural African societies, children were traditionally raised to believe that they were brought up by the community, that they were part of the community, and that in due course they would play an important role in the development of the community (Serpell, R. et al., 2011). Children learn from the people around them and to the environment where they are raised. The culture and beliefs hone the identity of a child. When culture is destroyed, identity is lost. In every nation, there are thousands of cultures that make everybody unique and this helps us to survive in our chaotic world. It also contributes to the improvement of the society. These values are being passed from generation to generation and, through time because of this cliché, “progress”, these beautiful traditions of every tribe in the world are neglected piece by piece until the fear of our ancestors becomes reality which is extinction.

One's culture should not be taken for granted because somehow it was part of the history and the reason of what we are today.

One of the tribes that are striving up to this day are the Apaches. The Apache tribe has a rich oral history (Parezo, 2017). Its history has limited written accounts that are accessible to the community and to those who are outside the reservation. Their history is passed through word of mouth and looking at the situation of my students today, they have limited knowledge of who they are and have a narrow understanding of their culture. There is also a difficulty of finding of authentic Apache stories that are written that can be used in the classroom. Thus, it is one of the reasons of children forgetting their language and culture. Therefore, the passing of the history and culture of Apache among the different generations is forgotten overtime.

The rich culture of the Apache tribe is a part of their daily practice and this includes their language. Language is the soul of the culture. Their language is a big part of their culture and their oral history. Hence, it is one of the challenges of the community in preserving it. Most of the students in the reservation cannot speak in Apache because the mother tongue that commonly used at home is English. Therefore, the schools in the reservation include Apache Language as part of the core subjects. Teachers that are not local residents of the reservations also are trying to speak their language to help students master their language. Language is really a big part of a culture and it should be cherished and applied. I believe that culture is not merely a noun but an action. It has to be part of our daily living. This is also being effective if the whole community gets the chance to be immersed in the culture and that will help in preserving the culture. If the young generations were given the right support from the different stakeholders of school and the community, they are giving them a future that embraces their unique identity. It takes courage to be proud of the place where we came from and to be confident sharing these unique customs to different groups of people.

Hence, this curriculum unit will encourage young ones to apply their culture in different sections in building moral courage. With the social problems that we are encountering nowadays, young ones should not be left behind in understanding these topics specifically that includes their history and culture. Children are capable of understanding these social issues if given the appropriate resources. The curriculum will focus mainly on kindness that will showcase social responsibility and courage. It will be implemented from October to November that is timely in the school's celebration of Indigenous People, wherein students display their traditional costumes, dances, and songs. The implementation of the curriculum will also take place in their social studies subject which is forty-five minutes and will be once a week. Each session will be maximized with a main topic and will be followed by an activity that will exhibit their learning about each topic.

Topic Summary

It is like a seed sprouted and thriving to grow from the different natural disasters. It survives for the sake of the other living things to thrive. The life of a seed is compared to one's culture. Certainly, it has to survive for the well-being of its community. Its people, practices and its language are the foundation of its existence. These good and helpful habits that are part of the culture are considered as part of how we live good and it takes courage to preserve and to put these into actions. We live in a battleground and we've been surviving in different ways. This

has been a mirror of our past and this includes who we are and where we come from. Truly our history is a big part of how we live our lives nowadays. The way we view things in one way or another is rooted from our past that includes where we originated and the moral virtues that we convey in our day to day lives. Indeed, this world is chaotic and everybody strives to live and the values from our culture have a big part on how we live, especially surviving the misfortunes in life. It is our identity and foundation in becoming a good person. The manner in which these cultures were and still being eliminated should not be debatable because it contributes to the extinction of the moral virtues that many groups of people around the world treasure because of its significance in their lives. What we do is very important, either we flourish our culture or kill it. This is the essence of being a virtuous person that does the right thing from a settled disposition. A virtuous person has also the right motivations and the right feelings. A virtuous person has a distinctive grasp of what is important, in the light of which the person chooses what to do (Hills, 2015). These virtues that helped us to do what is right is in some way from our culture. Hence, these cultures cultivate our virtues that are learned and acquired (Plato) since our culture is our foundation of why do things. These reasons give an impression of how do we foresee our next generations if these cultures are radically removed. Would it mean that moral virtues will not be considered in time or will it make the world more chaotic? Will it also encourage people to do what they want to do without thinking of the consequences? This boils down to the importance of the virtues from our cultures that make us humane and morally in the world that is immoral.

The cultures that we practice are from different tribes around the world. It is the origin of our practices, laws, and rules nowadays. These tribes include all the minority and majority groups of people. These tribes should be treasured and preserved. One of the tribes that showcases amazing virtues is the Apache tribe. The happenings in the past, in the Apache tribe that encompasses the obliteration of its culture, is not morally justifiable. Any tribe that has experienced an eradication of its culture has resulted in the difficulty of striving to live especially outside their communities. It also created biases to their identity and worst is them forgetting who they are. Thus, this affects the way Apache people live and this includes their value and happiness. The observation that I have while teaching in the reservation is the number of suicide incidents, alcoholism, and drug use. It is well-documented that American Indians and Alaska Natives have the highest rates of suicide of all US races (Nevins, 2008). In the study, the result between 2001 and 2006, 61% of Apache suicides occurred among youths younger than 25 years. Annual rates among those aged 15 to 24 years were highest: 128.5 per 100 000, 13 times the US all-races rate and 7 times the American Indian and Alaska Native rate. The annual suicide attempt incidence rate in this age group was 3.5%. The male-to-female ratio was 5:1 for suicide and approximately 1:1 for suicide attempts. Hanging was the most common suicide method, and third most common attempt method. The most frequently cited attempted precipitants were family or intimate partner conflict. This is one of the results of the extinction of one's culture and history. Until this day it causes negative situations in their tribe and in their personal lives. Undeniably we cannot go back and change the past but we try to move forward and use the experiences as a learning and root of becoming a morally courageous person. Looking back to where I came from, we did also experience rejections, oppressions, and extermination by different colonial powers. Until this day, we do not forget what happened but with the values in our culture like flexibility and adaptation we moved forward for our future especially for our young ones. The importance of family in our culture also helped us to press on with life's adversity. Nevertheless, we cannot generalize the effect and solution across cultures. In relation to my experience here in the

reservation, the way the healing and progress differs from my experience back in my tribe in the Philippines. So we take a look at the importance of the virtues that are instilled to us by our culture because somehow these practices help us to make headway to have our happiness and progress. People strive in finding happiness but we have to realize that it is not merely a feeling but an action. So it comes with practice, especially with positive activities.

The way we see the big picture of how important these are, the more we appreciate and preserve these cultures. In spite of that, culture does not only result in good outcomes but also bad results. We cannot only pay attention to the good stuff but also recognize the other way to perceive the good. Thereupon I agree with Aristotle when he said "we are not conducting this inquiry in order to know what virtue is, but in order to become good". Indeed, we discern and apply our cultural practices in order to become good. In becoming good we find happiness. We feel happy when we are valued and when we practice what is good. Socrates mentioned that if one is virtuous, one is happy. If one is happy, one is virtuous. Associating this to one's culture, there is happiness when people have the entitlement to practice their good culture. There are various ways as to how we can have happiness and one is being kind. The focus of this curriculum is building up kindness, according to research that performing positive activities, such as expressing gratitude and doing acts of kindness, boosts happiness. However, does this work equally across cultures? Culture undoubtedly affects how people practice and ultimately benefit (or not) from positive activities (Lee et al., 2013) like doing kindness and showing gratitude. They also mentioned in their study that people attempt to improve their happiness through simple positive activities and culture has a big part of translating one's happiness.

As mentioned above this curriculum will focus on the positive activities that somehow encourage happiness and courage. Kindness has an important role in having happiness. The simple act of giving to those who are in need makes people happy. Accordingly, like gratitude, kindness is an important human strength that influences subjective well-being. Kindness contributes to good social relationships and can be adaptive (Otake, et al., 2016). Kindness does not only result in happiness but also it inspires courage. Most of the time we associate courage to superheroes and to big acts of heroism. However, there are a lot of ways to be courageous. It also takes courage to do something kind without expecting something in return. The simple act of asking an old woman to be accompanied crossing a pedestrian lane is an act of courage without a hesitation of being watched by the public and being criticized. It also takes courage in being kind with a person who mistreats you. There are a lot of ways where kindness shows courage. Children do actually show their simple ways of kindness without realizing that they are courageous for doing such. As the song says, "kill them with kindness", with the traumas that the tribe had experienced and still experiencing, we want to be kind in different ways to the people around us and to ourselves. Kindness accordingly does not only imply doing the action to other people but also to ourselves. My experience here in the reservation as a teacher, I have seen how children are affected from poor family upbringing and that is somehow a factor of their past. It takes time, understanding, and kindness to have a rapport with the students. There is a need to extend our hands and hearts to affect them in good ways that will encourage them to be kind with themselves and to be courageous in doing things that will improve their self-esteem, academic and life skills. It is a process that needs to be started to not only break the poor habits but to continue improving their lives.

This curriculum will focus on teaching kindness skills that will motivate students to be responsible, reflective, and courageous. It will The curriculum will integrate the Apache culture in the lessons, specifically how Apache people show ways of kindness in building one's courage in being someone that is responsible to its community, culture, language, and oneself. The history of the Apache was hurtful and up to this day it may seem so passive that can be seen nowadays in their community but this should not stop improvement and healing especially to the young generations for they are the next leaders, parents, and workers in their community. The concept is connecting courage to kindness and providing students with tools to help them put this concept into practice. Students will be exposed to specific Apache stories that are written by their local writer, Michael Lacapa. Michael was well known for authoring and illustrating many children's books. He was also nationally recognized for his Native American storytelling. Michael said, "I think that every picture must have a story. Every painting must tell, share, move or excite us to words. It is the job of an artist to create that reaction." (The Eddie Basha Collection). Indeed, these stories can influence the students to tell their own stories in different classroom activities like painting, drawing, writing and reading that will be included in the lessons to support the objective of the curriculum. The stories of Michael that will be included in the lessons are, The Flute Player and The Antelope Woman. In addition is the story of Geronimo, an Apache warrior. These stories will be the foundation of knowing kindness and courage that will be accompanied by different activities. Another focus of the curriculum is to motivate students to have the courage to lift themselves up by using positive affirmations that are being practiced in the community. This will be a tool that will show kindness to themselves that will counteract one of the problems of the community which is suicide. Then, it will be completed by showing a random act of kindness in the community that they will share in the classroom. Looking at the big picture of the main idea of the curriculum, kindness, does not only cover the idea of empowering and inspiring but also it encompasses being responsible to oneself and to the community and to one's culture. Furthermore, it also extends to being courageous like taking a stand to what is right, being a hero within self, and respect to oneself and other people.

The curriculum will boost such behaviors and will encourage students to become heroes on their own ways. It will also encompass the "I do", "we do" and "you do" activities. The mentioned parts include demonstration, prompt, and practice.

The "I do" is a demonstration and a set of instructions from the teacher which will teach the students how to accomplish the tasks step-by-step. The teacher has a prominent role in the delivery of the content. As the students acquire new information and skills, the responsibility of learning shifts from teacher-directed instruction to student-processing activities. This activity is also intended to help those students who need extra time to process and understand the concept. Students will simply be listening and watching the process being modeled to them

"We do" are activities that will enrich the demonstration while the teacher and the learners perform tasks together. The teacher will continue to model, question, solicit responses from the learners and provide cues to the students. This step enables a deeper level of learning to enhance. Students can do more than just listen and watch the model of their learning. This part allows the teacher to guide and encourage students through the process being taught, without leaving them to conquer the "beast" of the new leaning material all by themselves.

“You do” is a drill that will reinforce the mentioned focus behaviors; hence, students demonstrate what they’ve learned by performing the tasks independently. In the “you do” part, there will be less teacher-directed instruction, thus, students will rely on themselves to complete the learning task. This step is where students demonstrate their initial level of understanding of the new concept being taught through independent practice.

The *“I Do, We Do, You Do”* method is a simple, yet effective way to teach new concepts to students. When practiced consistently it will allow for a greater depth of understanding and confidence for students as they apply the concepts independently in the tasks and activities assigned to them.

The curriculum will be implemented once a week and will be part of the social studies subject that will also be aligned with the AZ standards.

The objectives of the curriculum are:

1. I can identify ways to show kindness to ourselves and to others.
2. I can enumerate ways of being responsible to my community and culture.
3. I can practice random acts of kindness.
4. I can speak about being courageous, specifically how it takes courage to be kind.

Teaching Strategies

Kindness is a powerful tool for nurturing the well-being of everyone. It's a significant step towards empowering our students to be their best selves through kindness. Teaching kindness at a young age has several benefits. Any small act of kindness can increase happiness, uplift energy, and give an incredible feeling of hope and self-worth. Everybody has a fundamental need to belong and feel connected to the people around them. The benefits of kindness for children go even deeper. Several studies have determined that practicing kindness changes the brain and provides physical and mental health benefits that can have lasting positive effects. Therefore, it's essential for children to learn kindness at a young age.

Being part of a community ensures support during difficult times and helps to increase a child's awareness of connection and society. In addition, kindness increases a positive outlook, so children have greater attention spans, are more willing to learn, and are better creative thinkers with better results at school.

We want to provide children with an opportunity to think critically about different types of behaviors. Our aim is to help children recognize that some behaviors are helpful and kind, while others are not. Children are asked to consider the impact that our behaviors can have on other people, animals, and the natural world, and to differentiate between a kind and helpful behavior and one that is not.

The curriculum is composed of activities that will enclose kindness and courage and at the same time showcase the Apache Culture. The kindness unit will have students participate in different activities that include art, reading, group and individual activity. The teacher will do the initial discussion as to why they are doing the instruction and demonstrate hands-on activities, this is part

of the “I do”. Then, students will respond to the activities and will create outputs. This will encompass reading Apache stories and learning about their Warrior which will help them understand the value of kindness and how kindness can build courage. The following strategies will be the focus of this curriculum:

- Story Reading: “I do” The teacher will read the stories of The Flute Player, The Antelope Woman, and the story of Geronimo, Apache warrior. Then, followed by “we do”, checking of understanding through questioning and discussion. The teacher will also integrate kindness in each story. The students will be guided by the teachers to identify the events where characters showed kindness and how these acts of kindness showed courage in solving the conflicts of the stories.
- Visual Aids: Teacher will use pictures that are relevant to the stories, puppets for the characters, and art materials that will be used at the end of each storytelling activity which will also support the lessons.
- Culturally Relevant: Apache stories will be part of the curriculum and connected to kindness. Apache history will also be part of the curriculum, more specifically the story of Geronimo will be included as a figure that can be looked up to in becoming courageous to what is true and right.
- Videos: The reading of Apache stories will be accompanied with videos to help young students get a much clear picture of the events happening throughout the story. This will also encourage students to understand the timeline of their history and help them to reflect easily on the lessons.
- Vocabulary: In every topic that will be discussed, specific vocabulary will be a focus for the day. The vocabularies are culture, kindness, courage, happiness, responsibility, and care. Apache words will also be included on the list as part of their culture.

Classroom Activities

The classroom activities are the “We do” and “You do” activities wherein students will take part of individually or as part of a group. This will also demonstrate their learning about the lessons.

- Listening of Story: The students will listen and understand the stories being read. The teacher will prompt students with questions about the characters and scenarios of the story to enhance the student’s understanding of each story. In each story, students will identify some of the events where characters showed kindness and how they can relay this into their daily lives.
- Art: Each story will have an art activity. At the end of the story of the Flute Player, students will do a paper weave burden basket. In the Antelope Woman, students will do a paper craft of an Antelope. Antelopes are also a big part of the Apache culture and lifestyle. The story of Geronimo is also included in the story telling, students will make a paper mosaic of his face to commemorate his act of valiancy.
- Classroom Kindness Personal Posters: Being committed to creating a learning environment where each student is inspired to be a kind member of classroom community, we may consider decorating the walls with one of those fill-in kindness posters. We can also teach kinder students the Apache translation of the words “*thank you*”, “*please*”, “*have a nice day*”, “*how are you*”, “*good morning*”, “*take care*”, etc. Students can practice these short phrases every day and as educators who want to foster kindness, we can teach them to say

these words or phrases in Apache language to their peers and people in school and in community.

- Hero in Being Me: Students will relate to the stories read on how kindness showed bravery in the stories. Students will make a portrait of the exceptional character in the stories that they consider a hero that showed courage and that they can look up to.
- Cape of Kindness (Random Act of Kindness). Students will wear a cape as a symbol of kindness and bravery. They will be in pairs and this activity will have two parts. First part will be a group roleplay in the classroom. Each group will demonstrate ways of kindness either in school, home, and community. The second part will be their actual act of kindness in school, home, and community. This activity will have one-week time frame and will have everyday feedback of their random act of kindness through pair sharing, discussion as a whole group, and relaying it in drawing.
- Create a Friendship and Kindness Center: A friendship or kindness center has the potential to empower learners to explore different aspects of friendship. The center that will be created provides links to read aloud of Apache Historical Stories about kindness that demonstrate the qualities of a friend. Each day, for two weeks, the teacher reads one of the books followed by a class meeting to discuss the book and how we can use the lesson to show kindness or friendship to others. The qualities in the center include positive sentiments about what friendship means: *friends show patience, encourage each other, respect personal space, include others, help others, use kind words, show compassion, and celebrate differences*. Provide hard copies of the book/s so students can access the read aloud. The center is a great way for students to come back and reflect on the lessons learned through each book.

Student Assessment Plan

Formative Assessment

The teacher will post a focus question of each lesson e.g. *“How do we demonstrate kindness?”*. The focus question is a review of their prior knowledge about the topic. The question will also have the vocabulary of the day to build a consistent mastery of the topics. This focus question will be answered by small group discussion with prompts and redirection from the teacher and that will be presented to the class. The teacher will give feedback and relate answers to the topic that will be discussed about.

Another activity to activate the student’s learning about the topic is through interactive activities that will bring out evidence of their prior knowledge. Kahoot game, which is an interactive online game, where random questions about the topic will be shown and students will get to choose the answer will be utilized. Selecting their name to answer questions is also another review activity wherein student’s names will be written on craft sticks. Teacher will randomly select a stick, and the whoever gets picked will have to answer the question. For students that are struggling to answer the question, the teacher will do scaffolding and redirection, so students are able to give a response.

Furthermore, teacher can ask students to sit in a circle. Let them know that you are going to share some stories with them. If students think the story demonstrates someone being kind or helpful, ask them to raise their hand and make a peace sign; if they think it is a story where no one is showing kindness or helpfulness, have them use their arms to make an “x” in front of themselves.

After each story, discuss what students thought. If they don't think the story showed someone being kind or helpful, discuss what the person in the story could have done differently to be kind or helpful.

The purpose of formative assessment of the curriculum is to check students' prior understanding, to determine if students are understanding the stories to read to them, checking if they grasp concepts about their culture that later can be useful for them and how kindness is being practiced that builds up courage.

Summative Assessment

Students will demonstrate the act of kindness. Students will do a random act of kindness within their peers in the classroom, family, and community. For example, students can show kindness by helping their peers during class instruction, being nice when they go outside in the playground, saying "thank you" when their peers do good things to them, etc. At home, students can help their adults do household chores to show kindness. These are just instances on how students can exhibit kindness; hence, they have a lot of opportunities to show kindness.

To document their act of kindness, they can either draw or share their illustration in class. Students can do pair share and teachers can ask a pair to share what their partner has discussed. Another way is each can share in front of the class about the most amazing act of kindness they have done that builds up their courage to do what is right and truthful.

Students can also document their thoughtful and positive actions through having the "Be a Kind Person Project". At the end of each day, the teacher calls three students and will share what act of kindness they've done for the day. The teacher then will create an act of kindness chart. At the end of the week, the teacher will present the kindness chart to the students, and they will reflect on the acts of kindness. The teacher will pose the following questions to deepen the learning of the students:

1. Why do you think being kind is so important?
2. How did it make you feel doing acts of kindness?
3. How can you continue being kind to other people?
4. How do you think your peers felt when you showed kindness towards them?
5. What are some other ways to show kindness?

These questions will provoke students to think deeply about the concept "kindness". Hence, it will help them be able to practice this act in their everyday lives.

In addition, one way of providing a summative assessment could be, drawing or making an illustration of their own favorite hero. Students will share the act of kindness that their favorite hero does to other people and how this act of kindness makes an impact to people in-need. Teacher can post these thought-provoking questions for an in-depth discussion: "*How can you be your own type of hero?*" "*What kind of superpower would you like to have that will other people?*".

Through these kinds of assessments, we are building a generation of respectful, responsible, healthy and caring citizens and future leaders of our society. While we often expect children to treat others with kindness, knowing how to put their kindness into action is not necessarily

something that comes easy to them. It can be challenging to take the needs and feelings of others into consideration when it conflicts with our own wants and desires. We as educators must help children learn about and practice living kindly.

By implementing this curriculum, we can be playing a vital role in young children's lives, helping them to value kindness while you nurture it within them—which ultimately leads toward the creation of a more compassionate, equitable, and restored world for all.

Alignment with Standards

The following are the standards that are aligned to the curriculum's objective. The use of the standards will be according to the content being discussed hence, one or more than one standards will be used in a content. The standards are not in successive manner on to how the contents will be discussed.

K.SP1.2 Explore how events of the past affect students' lives and community.

Their Apache Language teacher will share some of the relevant events that happened to their community that affects their way of living in the present. The Apache Language teacher will use her class time in doing the activity and students will give their insights about their learning through discussion and art activity.

K.H4.2 Explore the stories of key historical figures through informational text and biographies.

The curriculum will introduce some of the Apache stories of Lacapa and their hero, Geronimo. It will entail the history of Apache specifically on how did Geronimo fought for his people. Students will learn that Geronimo's bravery helped their community to fight what is right and kind. Thus, this bravery of him helped their community to be recognized by the state and helped the Native American to build their lives.

K.C1.1 Apply values of respect, responsibility, equality, and fairness within schools and communities.

The curriculum will encourage the students to be courageous in doing the right thing and to be kind to other people. The activities are to boost student's confidence to take a stand to equality and fairness while being kind. The activities such as role-play, discussions, and random ways of kindness are some of the ways to help them put into action their learning which is taking courage to be kind.

K.C2.1 Describe roles and responsibilities of people in authority. ▪ Such as school personnel, family members, and community members.

The curriculum also teaches students the different role of the community members in preserving their culture and language. It will identify the ways of the school, community, and their family on how they help in preserving the Apache culture. Specifically, in school, students will enumerate the activities that they do in school that let them practice their culture such as their Apache Language and Art class, and joining the Apache Club. They'll also classify the ways that

their family do in helping them to learn their culture such as speaking in Apache at home or joining sunrise dances. In this part, it is mainly the student's observation of the people around them and their community on how these people helped them understand their culture.

K.SP3.1 With prompting and support, ask questions and construct responses to content studied. The teacher will guide students in understanding the stories and their history. Questions will be given to them at the beginning of the instruction and during the discussions. Students will also be encouraged to ask question and give ideas about the contents by recitation, pair-share, and group discussions. Students will also be encouraged to write and draw simple feedback to the topic.

References

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