

The Complexities of Apache History: Western Apachean Peoples After the “Apache Wars”

Growing Strong Hearts: Building Self, Family, and Community with White Mountain Apache
Teachings

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Topic & Context

This curriculum aims to support the social and emotional growth of High School students at Dishchiibikoh Community School in Cibecue, Arizona. This is designed to support students in understanding and managing themselves, emotions, strengthening relationships with their family, clan, community, and cultivating a positive self-identity, all grounded in Apache cultural knowledge, language, values, and empowerment to pursue their life dreams.

Social-emotional learning (SEL) is a crucial topic for our school and community. Zins and Elias (2007) emphasize that social and emotional learning (SEL) is crucial for all students' growth and success. They argue that SEL goes beyond regular teaching and helps students develop essential life skills such as self-awareness, self-control, understanding others, building relationships, and making responsible choices. These skills enhance students' emotional well-being and positively influence their academic performance, behavior, and future opportunities. It focuses on helping students understand their emotions, build relationships, and make positive choices. By prioritizing SEL, we create a supportive environment where everyone can thrive.

Students in Cibecue often face unique challenges, including historical trauma and long-term poverty. Basso (1996) concluded that they have long used stories, placenames, and cultural teachings to support emotional resilience, moral development, and social responsibility, which are the core elements of SEL. These traditional ways of knowing offer powerful, culturally rooted models for helping students navigate their emotions, relationships, and identities. While the Arizona Department of Education has recognized the importance of Social-Emotional Learning (SEL) in public schools, mainstream SEL programs often overlook Indigenous perspectives. This curriculum builds on an opportunity to integrate culturally rooted approaches, using White Mountain Apache language to teach students how to know where they come from, to identify their strengths and talents, navigate emotions, and reflect on their dreams for their future.

The curriculum unit is designed for students, with a primary focus on social-emotional learning. This curriculum is intended with a diverse group of students who require varying levels of academic and behavioral support. The expected students are included: (1) students with documented behavioral challenges who had received referrals from the general education classroom due to disruptive or non-compliant behaviors; (2) students with identified special educational needs requiring accommodations to access the curriculum effectively; and (3) academically at-risk students who needed targeted interventions to meet learning objectives and pass their subjects. The students speak primarily English in school but have exposure to the Apache language through family and school-based language programs. Many students have strong relationships with extended family members and participate in local traditions, but some are also disconnected from deeper cultural teachings.

The curriculum unit was implemented as part of the students' daily routine, serving as a preparatory activity that emphasizes Social and Emotional Learning (SEL) before the delivery of the standard, teacher-prescribed academic lessons/ Worksheets/ Edgenuity courses.

This approach aims to support students' emotional regulation, social skills, and empowerment to pursue their life dreams. Muñiz (2018) highlighted the need to include socio-emotional learning in educational programs to help students grow personally and academically, particularly those from underserved communities. Following this idea, the curriculum unit aims to connect cultural and socio-emotional aspects through various activities that highlight students' families, communities, strengths, talents, emotions, and dreams/future goals, while incorporating the Apache language into a compiled workbook. This approach will help create a more personalized and culturally relevant learning activity. Fante (2022) shows that using sociocultural activities inquiry can help us understand students' emotional experiences in their cultural contexts.

This unit was implemented in October, aligning with our school's period and early-year focus on community building, classroom expectations, and student goal setting. By focusing on socio-emotional wellness, students will be better prepared to engage in academic learning with greater confidence, emotional regulation, and relational skills. The curriculum also aligns with the timeline of the Institute for Native-serving Educators (INE), allowing the pilot to refine the unit before the INE Showcase on November 8th.

In terms of standards alignment, the unit will address the Arizona SEL Competencies for Grades 6–12, including Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. It will also incorporate Common Core ELA Standards, particularly in reading (e.g., analyzing oral stories and community texts), writing (reflective journals and narrative pieces), and speaking and listening (story circles, group discussions, and presentations). Cultural integration will be guided by the CRAIS Tool, ensuring that the unit is grounded in culturally responsive and sustaining practices.

This curriculum unit is meant to be self-awareness, healing, and empowering. It recognizes that emotional growth and academic growth are deeply connected, especially for Indigenous students. According to Zins and Elias (2007), fostering students' social and emotional growth not only enhances their well-being but also serves as a critical foundation for improving academic performance across diverse student populations. Through the 'Growing Strong Hearts' curriculum, students will develop essential social-emotional skills while deepening their understanding of Apache ways of self-awareness, ultimately empowering them to envision and shape their future. This curriculum unit contributes to integrating Socio-Emotional Learning and Indigenous knowledge in a meaningful, respectful, and student-centered way.

Rationale

The decision to create the “*Growing Strong Hearts*” curriculum unit is rooted in my desire to meet the social-emotional and cultural needs of my students in Dischciibikoh Community School. To support Apache students effectively, it's important to recognize their history and culture. These elements play a significant role in shaping who they are, their ability to bounce back from challenges, and their emotional growth to help them envision their future. As highlighted by Parezo (2017) in her review of *Dispatches from the Fort Apache Scout*, the stories of the White Mountain and Cibecue Apache reveal both the community's strength and the difficulties they face. This knowledge can help educators create more supportive and culturally aware learning environments for Apache students.

As an alternative classroom teacher, I work with students facing behavior challenges, those needing special accommodation, and many who are at risk of dropping out. I chose to focus on social-emotional learning (SEL) because I have witnessed how emotional struggles and trauma can become invisible barriers to academic success, classroom engagement, and personal well-being. Basso (1996) deliberated that Apache youth in Cibecue learn to regulate emotions, build empathy, and develop a moral sense of self through cultural practices, land-based storytelling, and community interactions. This curriculum will be aligned with Arizona SEL's goals, which will be rooted in Indigenous knowledge systems.

My students are striving, but many are also crossing grief, intergenerational trauma, and difficult family circumstances without adequate emotional tools or culturally grounded support systems in place, which typically reflect their school's attitude. I believe that by integrating White Mountain Apache values, teachings, and language into SEL instruction, we can offer our students something more than behavioral support; we can offer healing, connection, identity, and empowerment to support them in envisioning their future.

This curriculum unit is particularly meaningful for all the high school students who are assigned to an alternative classroom, where students are beginning to form a more complex sense of who they are, where they come from, and how they relate to the world. It is during this developmental stage that students begin to question themselves, their worth, and their belonging. If they are not offered culturally relevant guidance, they may internalize negative messages from media, society, or even historical narratives that erase or stereotype their identity. Basso (1996) shows that Western Apache youth gain emotional understanding, learn about ethics, and feel a sense of belonging through stories connected to their landscapes. This means that when SEL is rooted in cultural identity and uses different cultural activities, it can help students develop stronger emotional and social skills.

Recognizing that much of the existing SEL curriculum has been developed without specific attention to Apache cultural values, this unit seeks to provide a more culturally responsive approach that honors and integrates Apache perspectives into social-emotional learning. Emotional maturity is seen as the ability to listen, observe, and act with restraint and empathy, especially in community relationships (Basso, 1996).

This curriculum unit seeks to connect to the culture by centering Apache words of teachings, focusing on their self, family, community, strengths, talents, emotions, and their dreams for future in the development of students' social-emotional growth. The activities often involve dealing with the student. Recounting them helps younger people internalize lessons about empathy, humility, and self-control (Basso, 1996).

By incorporating Apache language and reflective activities that invite students to explore their self, family, community, clan, personal strengths, emotions, and dreams for the future, this curriculum honors their individual stories and cultural roots while supporting their hopes for the future. *Growing Strong Hearts* is designed to nurture academic confidence, emotional resilience, and a strong sense of cultural identity and pride as students shape their own future.

Instructional Guide

Title: *Growing Strong Hearts: Building Self, Family, and Community with White Mountain Apache Teachings*

Purpose

This curriculum unit aims to support students' social-emotional development using culturally responsive and sustaining practices rooted in White Mountain Apache values, language, and community knowledge. As Goforth et al. (2024) note, adapting SEL programs to include Indigenous cultural values such as relationality and respect can better support the emotional development of Native students.

A culturally adapted social-emotional learning (SEL) program tailored for Indigenous students centers on core Apache language, values, focusing on respect, relationality, and resilience, reflecting how traditional White Mountain Apache worldviews foster emotional and community balance (Goforth et al., 2024). In this unit, students who are enrolled in an alternative classroom will engage with their self-awareness and culturally grounded activities that will support students in understanding and managing their self, family, clan, community, emotions, strengths, talents, and cultivating a positive self-identity, all grounded in Apache cultural knowledge, language, values, and empowerment to pursue their life dreams.

The unit is designed not only to support students' emotional well-being but also to affirm their cultural identity within the classroom. In Apache communities, values like respect, resilience, and relationships are foundational, and these same principles are essential to effective SEL.

Recent research highlights that SEL programs are most effective for Indigenous students when they are embedded in culture, language, and community traditions, just as in our stories. *“Social–emotional learning is more powerful when guided by Indigenous values such as connection, balance, and respect.”* (Goforth et al., 2024).

Subject Matter and Key Concepts

The subject matter of the unit is social-emotional learning (SEL), with a focus on five key competencies aligned to the Arizona SEL Standards:

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship skills
5. Responsible decision-making

But in this Curriculum Unit, it will focus on Self-Awareness. There will be 5 topics with activities focusing on Self-Awareness.

Students will learn these competencies using culturally relevant content, including English Apache vocabulary, to express lessons.

Teaching Strategies, Lesson Sequence, and Assessment Plan

The curriculum unit follows a five-topic discussion on Self-Awareness, implemented during the first part of the hour for students in the Alternative classroom. Lessons are designed to build cumulatively from internal self-awareness toward outward community. This will be in the form of a workbook focusing on Socio-Emotional Awareness. This curriculum unit will start with the topic of Self-Awareness.

Teaching Strategies

- PowerPoint presentation with recorded discussion of Apache words facilitated by native speaker of Apache.
- Using traditional music to help the students reflect on the topic for the day.
- A workbook was used to compile all the activities to make it more personalized and confidential for each student.
- Writing, drawing, breathing activity, and crafts were used to help the students express their feelings on the topic.
- English- Apache vocabulary integration related to feelings, roles, and values was used using the Apache box in every lesson.
- Collaborative circle discussions using shared protocols for respect and active listening.

Lesson Sequence Overview

| Lessons | | |
|-------------------------------------|--------------------------|---|
| Self-Awareness and Emotional Skills | | |
| Topic | Topic | Objective |
| 1 | Where I Come From | Students will reflect on the people who shape their lives, family, clan, elders, caregivers, and community, using Apache words to express respect and connection. |
| 2 | My Family, My People | Students will reflect on the people who shape their lives, family, clan, elders, caregivers, and community, using Apache words to express respect and connection. |
| 3 | My Strengths and Talents | Students identify personal strengths and understand that strengths come in many forms (skills, values, actions, attitudes). |
| 4 | My Emotions, My Power | Help students understand that emotions are not weaknesses; they are sources of wisdom, strength, and identity when recognized and managed in healthy ways. |
| 5 | My Dreams, My Future | Students will reflect on their dreams and understand how their family, community, and culture can guide them toward their future goals. |

Assessment Plan

- Formative assessments: Journal entries, group discussions, vocabulary checks
- Summative assessment: (Written reflection)
- Culturally grounded rubrics: Assessment includes growth in self-awareness, use of Apache vocabulary, and respectful participation in community learning.

Teaching Plan

Growing Strong Hearts: Building Self, Family, and Community with White Mountain Apache Teachings

Topics/Subject Matter: Social-Emotional Learning (SEL), Identity and Belonging

Grade Levels: 6th-12th Grade

Learning Objectives/ Alignment to Standards: Students will demonstrate an understanding and pride in their cultural identity by expressing their connection to their family, community, and heritage through written reflections or drawings.

Alignment with State and CRAIS Standards

Arizona SEL Standards (Grades 6–12): Arizona SEL Competency: Self-Awareness – Personal & Social Identity

Students explore their family, clan, community, and cultural connections, reflecting on belongings and identity through Apache language and values in line with Arizona SEL Standards for Identifying and Belonging.

Materials needed

Workbook
Pencil
Crayon
PowerPoint presentation
Speaker and Laptop

Procedure

Topic 1-Where I Come From

Preliminary Activity

Activity 1

- Introduce students to Apache family, clan, and community vocabulary using visuals. (PowerPoint presentation with recorded discussion of reading the Apache words)
- Practice pronouncing the words together.
- Explain that Shichagháshé means family; it also means respect, connection, and responsibility.

Developmental Activity

Activity 2: Match the Apache word with the English meaning:

| Apache Word | English Meaning |
|--------------|-----------------|
| Shi'maa | A. Father |
| shitaa' | B. Mother |
| mé' | C. Grandfather |
| shik'isn | D. Grandmother |
| Shilah | E. Family |
| shi'woye' | F. Sister |
| shidaale' | G. Baby |
| shich'ine | H. Brother |
| Shichagháshé | |

Now write 3 Apache words and who they are in your life:

Example:

Jose is my shitaa'.

1. _____ is my _____.
2. _____ is my _____.
3. _____ is my _____.

Activity 4:

Directions: Read the instructions. Then, turn to the next page.

- Write the name of a Shichagháshé (family) member.
- Label them with the Apache word (e.g., Shi'maa= mother).
- Write one thing that person teaches them or how that person gives them strength.

Fill in the box with the correct answer.

Activity 4: Draw it!

- During this activity, you will listen to traditional Apache songs by Philip and Patsy Cassadore.
- This song is an integral part of your culture and carries profound meaning.
- Please listen respectfully while you work and let the music guide your thoughts as you reflect on your family and identity.
- Draw a symbol, object, animal, or design that represents your family or clan.

Where I Come From
(Reflection Activity)

Date: _____

My Home, My Place

I come from the community of

The land, water, and mountains near my home are

One thing I love about my home or community is

My favorite memory from my home is

Topic 2 -My Family, My People

Objective: Students will demonstrate an understanding of their family and clan connections by expressing respect for family teachings and using Apache words or symbols to represent shichagháshé (family).

Alignment with State and CRAIS Standards

Arizona SEL Standards (Grades 6–12): Arizona SEL Competency: Self-Awareness – Personal & Social Identity

This aligns directly with Arizona’s SEL standard on Self-Awareness by:

- Encouraging reflection on personal and cultural identity
- Fostering recognition of family and clan relationships
- Promoting cultural expression through language and symbols.

Materials needed

Workbook
Pencil
Felt or construction paper
String
Glue
Clips
PowerPoint presentation
Speaker and Laptop

Preliminary Activity

Activity 1: Fill in the blanks:

1. My Shichagháshé (family) is important to me because _____.
2. My Shi'maa (mother) helps me by _____.
3. I love our mé' (baby) he usually _____.
4. My shik'isn (brother) helps me in _____.
5. I love my Shichagháshé (family) because _____.
6. The clan I belong to is _____.
7. My clan connects me to _____.
8. I feel proud to be part of my clan because ____

Developmental Activity

Activity 2: Read the family member words in English and Apache. Say them aloud, then answer the prompt below.

In my Shichagháshé (family), I learn from _____ (Apache word for family member). They teach me _____.

Activity 3: Visual Poster or Drawing

Students create a web starting with "ME" in the center.

Around the center, students write or draw:

- Family members, labeled with Apache words
- Draw something that represents teachings from the family members.
- Lines that connect them with words like "teaches me," "protects me," "gives me strength," "tells stories," etc.

These are my people. They are my Shichagháshé (family). They help make me who I am.

Activity 4: "Who Am I in My Family/Community?"

Goal: Reflect on your identity, roles, and connections.

Instructions:

1. Write at least one paragraph answering the following:
2. What is your role in your family?

What traditions or values are important in your community?

How do you help others or feel supported?

Optional: Add a drawing or symbol that represents you in your family/community.

Activity 5: My People Memory Pouch

What it is: A small paper or felt pouch with notes or drawings about their family.

Materials: Felt or construction paper, string, glue, paper slips

Steps:

- Students create a small pouch
- Inside, place 3–5 slips of paper:
 - “A teaching from my _____ (family member use Apache word)
 - “A time I felt proud of my family _____.
 - “What I want to pass on to others _____.

My Family, My People
(Reflection Activity)

Date: _____

My Family, My Circle

In my family, I have my

One thing I love about my family is

Someone in my family who teaches me something important is

My family teaches me to be

Topic 3 - My Strengths and Talents

Objective: Students will identify and celebrate their strengths and gifts, connect these strengths to community values or cultural teachings, and express confidence in themselves.

Alignment with State and CRAIS Standards

Arizona SEL Standards (Grades 6–12): Arizona SEL Competency: Self-Awareness – Personal & Social Identity

Students identify their personal strengths and external support, recognize how these contribute to their self-confidence, and understand how their strengths relate to their community and cultural values.

Materials needed

Workbook
Pencil
Music
PowerPoint presentation
Speaker and Laptop

Preliminary Activity

Activity I: My Strengths

- In the center of a page, students write their name.
- Around it, they write words or draw symbols that represent what they're good at (e.g., "helping," "drawing," "making others laugh," "listening").
- Include sentence frames:
 - "I am good at ____."
 - "People say I'm strong in ____."
 - "I feel proud when I ____."

Is there a strength you got from someone in your Shichagháshé (family)?

Developmental Activity

Activity 2: Tree of Strength

- Tree roots: write or draw where their strengths come from (e.g., “My shimasání taught me how to pray.”)
- Trunk: core values (e.g., respect, kindness)
- Branches: their talents and future goals

“One strength I got from my family is _____.”

“In my k’è, we value _____.”

Activity 3:

Direction: Label the parts of the tree based on the following:

Roots: Write your strength

Trunk: Core Values

Branches: Write about your talents or future goals

Activity 4:

Show What I’ve Got!

Direction: Express one of your strengths or talents in a creative format.

Activity Options (choose one or let students pick):

- Art piece
- Song, poem, or short speech
- Poster or small “Talent Show”
- Mini presentation: “One strength I want to share is...”

Activity 5: Strengths Word Web

Type: Drawing/Writing

Students write their name in the center and surround it with:

- 3 talents (e.g., drawing, running, helping)
- 3 values (e.g., respect, patience, leadership)
- 3 things they enjoy doing

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My Strengths and Talents

(Reflective Activity)

Date: _____

What I Am Good At

One thing I am good at is

A time when I felt proud of myself was

I feel strong when I

My special talent or gift is

Topic 4: My Emotions, My Power

Objective: Students will identify their emotions, demonstrate an understanding of how their emotions affect themselves and others, and practice respectful ways to express their feelings.

Alignment with State and CRAIS Standards

Arizona SEL Standards (Grades 6–12): Arizona SEL Competency: Self-Awareness – Identifying Emotions & Self-Perception

This lesson helps students recognize and name their emotions, understand how emotions affect themselves and others, and practice respectful ways to express their feelings, in alignment with Arizona’s SEL competency on emotional awareness and self-perception.

Materials needed

Workbook
Pencil
Crayon
Scissor
Music
PowerPoint presentation
Speaker and Laptop
Feather or small stone

Preliminary Activity

Activity 1: Emotion Check-In

Steps:

- Ask: “*What emotion did you feel when you woke up today? How about now?*”
- Introduce 6 core feelings: happy, sad, angry, worried, proud, calm

- Provide Apache translations

Each student draws a small face icon for how they feel right now.

Developmental Activity

Apache Word Box about Emotions with PowerPoint discussion.

Activity 1:

Checking our Emotions

Materials:

- *PowerPoint presentation of feelings in English and Apache words (showing how to read the words)*
- *animal comparison*
- *visuals.*

Steps:

- *Ask: "What emotion did you feel when you woke up today? How about now?"*
- *Introduce 6 core feelings: happy, sad, angry, worried, proud, calm*
- *Using the PowerPoint presentation, let the class read the English and Apache words.*

Activity 2: Draw your Emotions

Activity 3: My Animal Emotion

Instructions:

- Choose an animal that matches a recent emotion.
 - Coyote = mixed-up/confused
 - Eagle = proud/confident
 - Bear = angry/protective
 - Deer = scared/gentle
- Draw or describe when you feel this emotion.

When I felt _____, I was like a _____ because _____

Activity 4: Emotion Power Shield

Materials: Shield template divided into 4 parts

Students write/draw in each section:

1. An emotion I've felt a lot this year
2. A time I used that emotion in a good way
3. A calming or coping strategy that helps me
4. A person who supports me when I feel big emotions

Label the shield: “My Power Is My Balance”

Activity 5: "Breath of the Mountain" – A Mindful Reflection Activity

(Adapted from Kabat-Zinn, 2013; Semple & Willard, 2021; Project Venture, 2024)

Purpose:

To help students become aware of their emotions and connect with their sense of self through breath, nature, and cultural symbolism.

Steps:

1. Grounding (2 minutes)
2. Sit in a circle or individually with feet flat on the ground. Close your eyes if comfortable. “Feel your feet like roots in the earth, strong like the mountain.” (Semple & Willard, 2021)
3. Breath of the Mountain (3–5 minutes)
4. Breathe slowly through your nose — imagine taking in the wisdom of your ancestors.
5. Breathe out through your mouth — imagine letting go of any worries or negative emotions.
6. Repeat this 5–7 times slowly.
7. Optional: Hold a small stone in your hand. As you breathe, imagine the stone absorbing your strong feelings, like the mountain holds the wind and rain. (Kabat-Zinn, 2013; Project Venture, 2024)
8. Reflection Prompt (5–10 minutes)
9. After breathing, students can write a journal or share:

“What emotion do I feel now?”

“What part of me feels strong like the mountain?”

“Who helps me feel balanced in my community?”

(Project Venture, 2024)

Closing Thought:

“Your breath is always with you, like your name and your people — it reminds you of who you are.” (Semple & Willard, 2021)

My Emotions, My Power
(Reflection Activity)

Date: _____

My Feelings and My Power

When I feel happy, I

When I feel sad or worried, I

A way I calm myself down is

One strong feeling I have is _____ and I use it to

Topic 5- My Dreams, My Future

Objective: Students will recognize and explore their strengths, reflect on how these strengths support their learning and relationships, and practice using these strengths to contribute positively to their community.

Alignment with State and CRAIS Standards

Arizona SEL Standards (Grades 6–12): Arizona SEL Competency: Self-Awareness – Strength and Confidence

This lesson helps the students recognize their strengths, reflect on how these strengths contribute to their success in school and relationships, and develop the confidence to use them to contribute to their community.

Materials needed

Workbook

Pencil

Crayon

Music: White Mountain Apache Crown Dancers A Blessing for the People

PowerPoint presentation

Speaker and Laptop

Feather or small stone

Preliminary Activity

Activity 1: Opening Circle: Dream of Sharing (10 mins)

What is one thing you hope for in the future?

Pass a talking feather or stone for each student to speak or pass.

Developmental Activity

Activity 2- Direction: Answer the following prompt.

One dream I have for my future is

Someone in my family or community who inspires me is

They taught me that

Activity 3- Dream Path Drawing (15-20 mins)

Direction:

- Draw a path from where you are now to your dream (e.g., mountain, sun, rainbow).
- Along the path, write or draw 3 steps they will take to reach their dream.
- Encourage symbols (e.g., eagle for vision, bear for strength). *Activity 4 – “My Emotions, My Power”*

My Feelings and My Power

- When I feel happy, I _____.
- When I feel sad or worried, I _____.
- A way I calm myself down is _____.
- One strong feeling I have is _____, and I use it to _____.

Activity 4: Letter to My Future Self

- Students write a short letter to themselves 5 years from now:
- Listen with - White Mountain Apache Crown Dancers: A Blessing for the People
 - ✓ "Remember your dream..."

- ✓ "Keep going even when..."
- ✓ "Your gift is..."

My Hope and My Future

My dream for my future is

One person who inspires my dream is

One step I can take toward my dream is

I hope to become _ someday.

Directions: First, read the words. Then, write your name at the bottom of this page.

I Am Proud of

Who I Am and Who I Am Becoming

I have taken this journey to learn more about:

- Where I Come From
- My Family and My People
- My Strengths and Talents
- My Emotions and My Power
- My Dreams and My Future

Now, I carry these lessons in my heart wherever I go.

Name and Signature

Directions: First, read the words. Then, write your name at the bottom of this page.

My Promise to Myself

I promise to

Honor where I come from.

Respect and cherish my family and my people.

Use my strengths and talents to grow and help others.

Listen to my emotions and speak kindly to myself.

Stand strong in my power and confidence.

Dream big and believe in my dreams.

Work toward a bright and hopeful future.

My Words for Myself

Direction: Draw or write something here that reminds you of your strength, dreams, or hopes for the future.

Certification of Appreciation

Learning Resources

- English Apache word list as the Apache box (feelings, animals, family members, community, and clans)
- Workbook (contains the worksheets, reflection prompts, and activities in every lesson)
- Poster paper or digital tools for final presentations
- Recorded PowerPoint discussion of lessons
- Recordings of Traditional Apache music

Assessments:

- Reflections
- Group discussion and story circles
- A workbook that will serve as a portfolio

Assessment Tools:

- Culturally responsive rubric (aligned with CRAIS values)
- Observation notes
- Peer and self-assessments during group work

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Other Tools / Reports

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APPENDICES

APPENDIX 1

SEL-Self-Awareness Workbook

<https://drive.google.com/drive/folders/1f2SG2WHfZhbkY5hZtSkZNCqmw8Jn704U>

APPENDIX 2

RUBRIC FOR SEL-SELF-AWARENESS WORKBOOK

| Lesson | 4 – Strong Evidence | 3 – Some Evidence | 2 – Emerging Evidence | 1 – Limited Evidence |
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| Lesson 1: Where I Come From | Students show deep understanding and pride in | The student shows some connection to family, clan, | The student is beginning to recognize the connection he | Students show little to no connection with or |

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| | where they come from; they express a strong connection to family, community, clan, and heritage through words or drawings. | community, and heritage with general details. | has with his family, clan, community, and heritage through words and drawings. | reflection on where they come from. |
| Lesson 2: My Family, My People | Students express a strong understanding of family/clan connections and respect for family teachings (<i>k'é</i>); use Apache words or symbols to show kinship. | Students show some understanding of family and kinship; use some Apache terms or symbols. | Students are beginning to explore family or community connections, limited. | The student shows minimal awareness of family, kinship, or community ties. |
| Lesson 3: My Strengths & Talents | Student identifies and celebrates personal strengths and gifts; connects these with community values or cultural teachings; shows confidence in self. | Student identifies some personal strengths; shows growing confidence. | The student shows beginning awareness of personal strengths, with basic responses. | The student shows limited acknowledgment of his strengths and talents. |
| Lesson 4: My Emotions, My Power | Student identifies emotions and shows strong awareness of how emotions impact self and others; shows respectful ways to express feelings. | Student recognizes emotions and shows some strategies for expressing or managing them. | The student shows basic emotional awareness with simple descriptions or drawings. | The student shows minimal reflection on emotions or needs additional support. |

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| Lesson 5: My Dreams, My Future | Students share meaningful dreams and future goals, showing hope, purpose, and connection to family or community values; identifies clear action steps. | Student identifies personal dreams or goals with some connections to family or cultural values. | Students show emerging ideas about their future with limited details. | The student has difficulty identifying future dreams or goals; shows minimal response. |
|---------------------------------------|--|---|---|--|