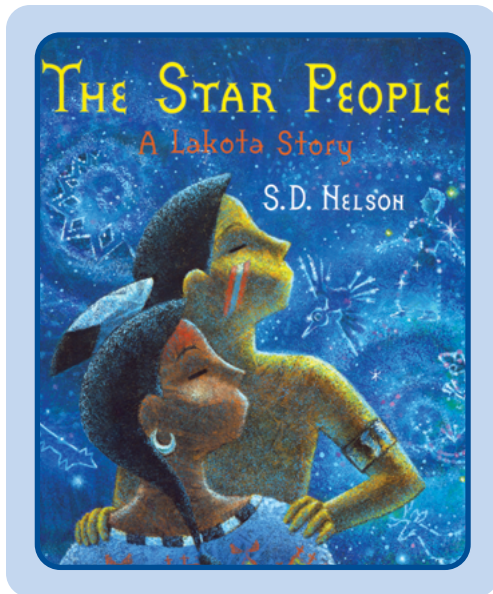


The Star People



About the book:

The Star People
A Lakota Story
by S.D. Nelson

Publisher: Abrams
ISBN#: 9780810945845

Nutrition Objectives

- Recognize the importance of water and its availability.
- Plan foods for a balanced MyPlate.

Physical Education Objectives

- Perform exercise that increases heart rate.
- Perform eye-hand coordination exercise.

Activities

- Nutrition Activity #1: Water , Water, Everywhere!
- Nutrition Activity #2: Star Snacks
- Physical Activity #1: Star Hopping
- Physical Activity #2: Shooting Star
- Oceti Sakowin Activity: Lakota/Dakotah Songs

Lesson Handouts

- Water, Water Everywhere
- MyPlate Coloring Page
- Recipe for Star Snacks

Parent Newsletter

- Water—An Essential for Good Health

Oceti Sakowin Understanding

Explain the values learned through stories. Interpret the cultural beliefs of the Oceti Sakowin. Identify a product produced in a Tribal community.

Intent of Lesson

Recognize the importance of food, water and shelter to our existence. Think about where our food and water comes from originally and where we access it.

Previewing (5 minutes)

Q: Do you look at clouds? When you do what shapes do you see? Do you also look at the sky at night? Do you see the Milky Way and the moon? What about other bright stars?

A: Answers will vary.

Active Reading: (10 minutes)

As I read, listen to see why clouds and stars are important to the children in the story. Read *The Star People* by S.D. Nelson.

Summarizing (5 minutes)

After reading the story ask the students:

Q: How did the stars help Young Wolf and Sister Girl to get back home?

A: Dreamed of grandmother Elk Tooth Woman and she guided them with the stars.

Q: How did water help them?

A: They jumped in the water to escape the fire.

Q: How did plants help them?

A: They found berries to eat when they were hungry.

Remind children that “Food and water and shelter (home) are some things that everyone needs to live safely and healthfully.”

Water, Water, Everywhere

We need water often during the day. Where do you have water that you can drink? Draw a line from the water on the right of the page to where you find it on the left. (More than one answer may be right.)



School



At Home



Machine



In the Store



Snack Stand





20-30 minutes

Equipment:

- Food Model Cards
- MyPlate Poster
<https://www.choosemyplate.gov/resources/myplate-tip-sheets>
- MyPlate Coloring Page
https://choosemyplate-prod.azureedge.net/sites/default/files/tentips/ColoringSheet_0.pdf
- Markers or crayons
- Food ingredients
- Food preparation supplies

Star Snacks

Directions:

1. Tell the group: “The children Young Wolf and Sister Girl were very hungry as they found their way home. They had to hunt for berries to eat. Food doesn’t just appear on your table either. Someone has to plan and purchase the food or grow it in a garden. When you want a snack you might go to the cupboard or refrigerator to find something that will satisfy your hunger. It is best to choose snacks that fit into the MyPlate food guide and that are low in sugar and fat.”

Q: Who can tell me what the MyPlate food guide looks like?

A: It is a round plate with divisions for fruit, veggies, grains, protein and a side section for milk. Show the MyPlate poster.

2. Give each child a MyPlate coloring page. Place Food Model Cards in an area where all can access them. Instruct them to pick two or three healthy snack foods that they would like to eat during the day and to draw them onto their plates in the proper section.

Q: Tell us why your snack is a healthy choice. Where could you find this type of snack in your home or school/child care?

A: Answers vary. Encourage low fat, low sugar, small serving size.

3. Tell the children: “You could be the one to prepare a snack for your family or friends. We are going to practice measuring and making a snack.”
4. Divide the children into groups of 2 or 3. For young children provide equipment and ingredients on a tray for each group (for older children prepare a supply table for them to access).

Provide each child with the following:

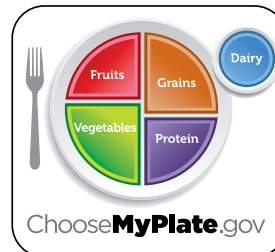
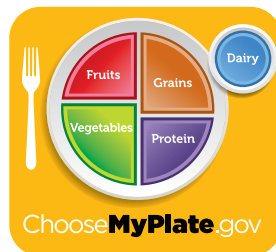
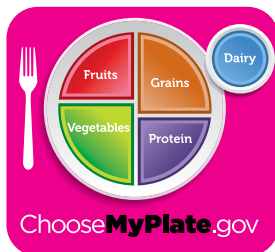
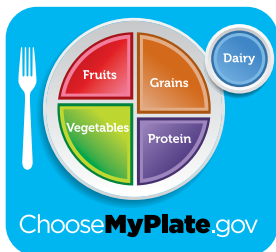
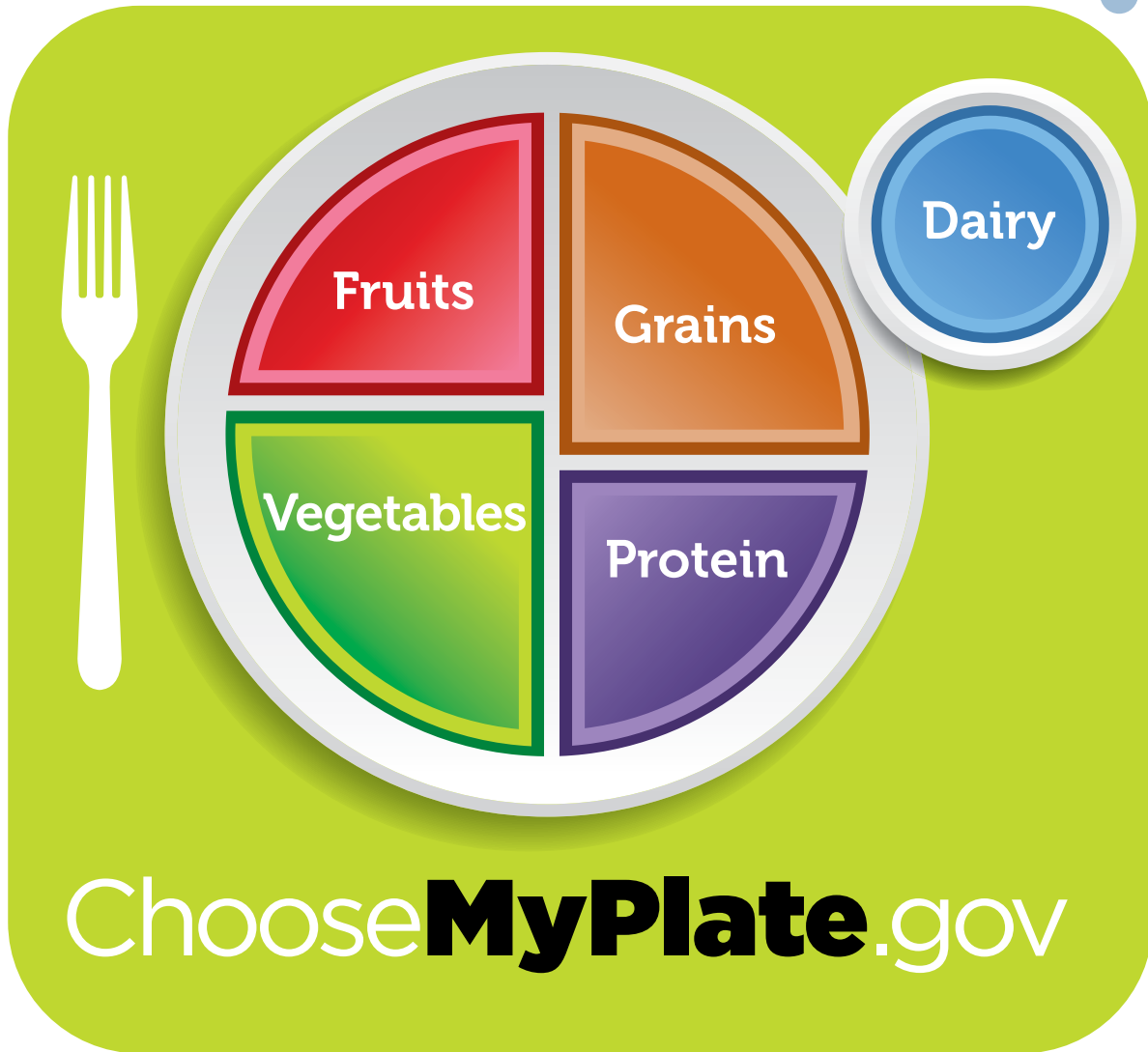
- 1 rice cake or English muffin half (represents the sky)
- Peanut butter/nut butter (if allowed) or lowfat cream cheese, applesauce, cheese spread, or hummus (represents the clouds)
- Assortment of fruits and veggies such as raisins or dried cranberries, apple halves, kiwi, grapes, carrots, celery, green/red pepper halves, whole pea pods, (represents stars in the sky)

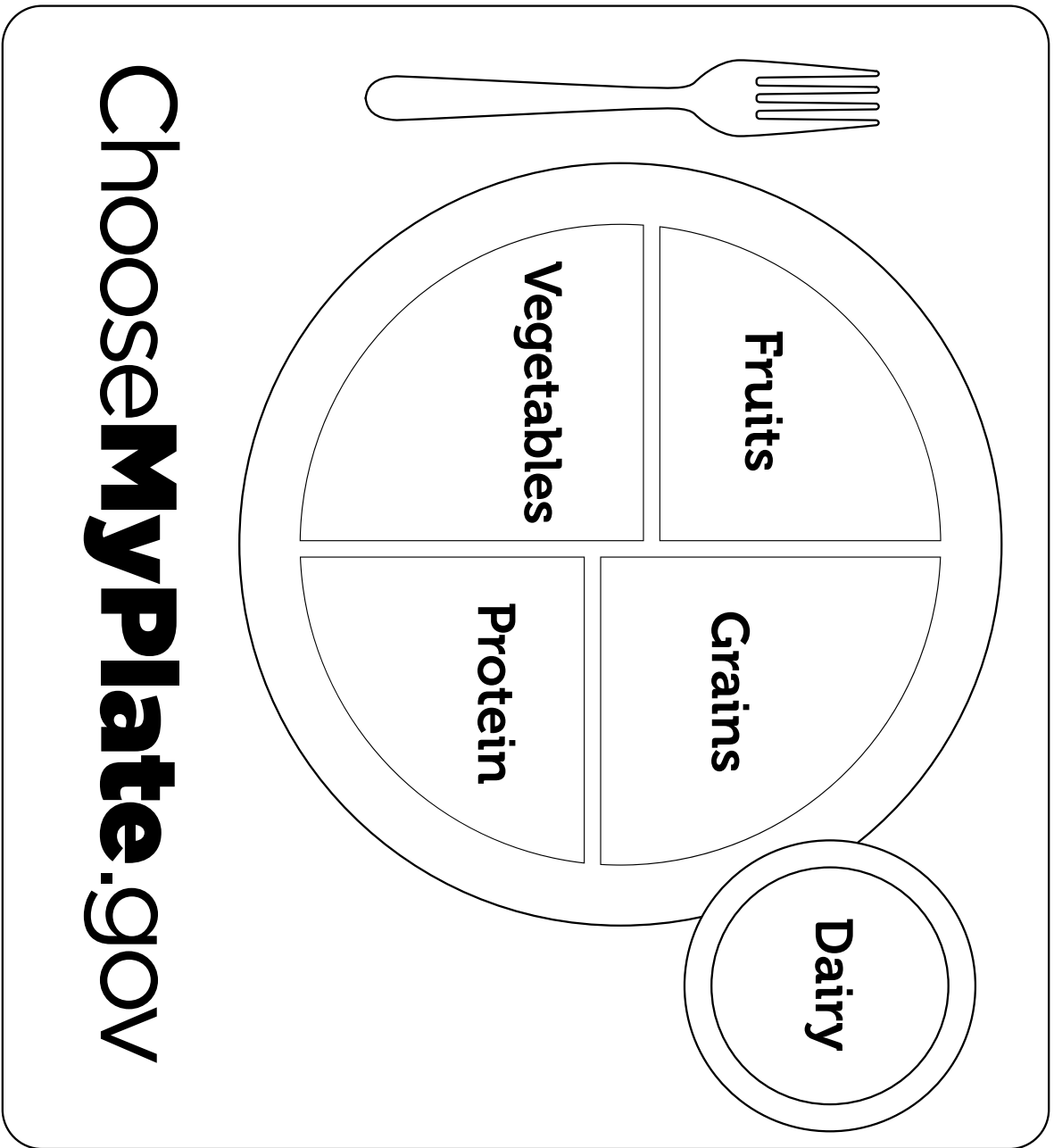
For the group provide:

- Plastic knives, tablespoon measuring spoons, cutting board, paper plates, wet wipes.

Steps:

1. Encourage children to measure 1 Tablespoon of their chosen sauce and spread it evenly on the rice cake or muffin with a plastic knife. (Cheese or humus for the veggie cakes and cream cheese, applesauce or peanut butter for the fruits.)
2. Talk about knife safety and give them child safe veggie knives to cut some pepper strips, carrots, celery, apple pieces, grape halves, or kiwi slices, or they can shuck some peas.
3. They will add their fruits or veggie “stars” to their sky in a shape that they like. Show the star creations and enjoy.





Star Snacks

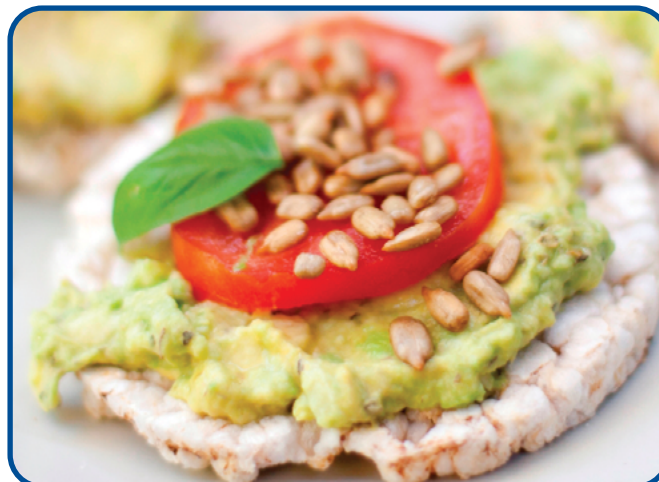
Decide this: Choose a sweet or a tangy snack

Steps	Sweet	Tangy
1. Start with a BASE	Rice Cake	English muffin half
2. Add some SAUCE	Peanut butter Apple sauce Lowfat cream cheese	Hummus Cheese spread Yogurt
3. Slice or chop and add TOPPINGS	Raisins or dried cranberries Apple wedges Kiwi slices Grape halves Banana slices Blueberries	Shredded carrot Celery chunks Green/red pepper slices Whole pea pods Cucumber slices Cherry tomato halves Avocado slices

How to make star snacks

Do this:

1. Wash fruit and veggies well under running water
2. Use a plastic vegetable knife and a cutting board. Cut your choice of fruits and veggies into slices or small chunks.
3. Spread 1 Tablespoon sauce on a rice cake or muffin.
4. Add as many toppings as you like. Enjoy.





20 minutes

Connection:

Move from star to star to make shapes like the children saw in the sky.

Equipment:

- Star shape cutouts or poly-spots (vinyl floor markers)
- Music suggestions:
[youtube.com/watch?v=SC9syForxPs](https://www.youtube.com/watch?v=SC9syForxPs)
or [youtube.com/watch?v=e9BN7atOD1s](https://www.youtube.com/watch?v=e9BN7atOD1s)
- Elk tooth necklace for the leader. (String of large long beads.)
- Grass dance video:
[youtube.com/watch?v=5xOIDMAvflc](https://www.youtube.com/watch?v=5xOIDMAvflc)

Star Hopping

Activity Guide:

The Great Race and the star map are part of Lakota history. Tell the children this story:

“The Lakota People are one of the Native American Sioux Tribes in North and South Dakota. Lakota history says that the red clay valley that surrounds the Black Hills mountains was the path of a trip that hunters and their families took every year before the white man came. The star knowledge of the Lakota says that this path on earth is the same as a star map that they could see in the sky. ‘The Great Race’ is celebrated today by running this path which is a circle around the Black Hills. The circle includes:

1. Winter Camps (Cansasa Ipusye)
chan-sha-sha ee-pew-shyae
2. Harney Peak (Wicinca Sakowin)
wee-chin-cha-la sha-ko-wee
3. an animal grouping (Tayamni)
tha-yam-nee
4. a bare hill in the center of the Hills (Pe Sla)
pee sla
5. Devil’s Tower (Mato Tipila)
ma-tho thee-pee-la

We will run a route like the Great Race.”

Play music while they jump or hop from spot to spot. Choose Native American drumming and singing music if possible.

1. In a large, open area tape star shaped cut outs or polypots with stars taped to them around the area in a large circle with enough distance to hop or jump from spot to spot.
2. Choose someone to be Elk Tooth Woman who will be the leader. Others will follow her hopping from star to star. To simulate the Great Race encampments around the Black Hills, an adult leader will periodically call out "It's time to camp. We are at the Winter Camp. Do 25 jumping jacks to keep warm."
3. When it is time to move on, switch leaders so another child gets a chance to be Elk Tooth Woman as the group continues around the circuit. Also switch skills from jump, to hop, to skip, and to leap.
4. After another 2-3 minutes of star hopping, announce, "It is time to camp. We are at Harney Peak. Do one minute of mountain climbing movements."
5. Continue with another Elk Tooth Woman. The next pause is a bear crawl for one minute at Tayamni.
6. Switch leaders, then stop for the next encampment, sit ups at Pe Sla.
7. Circle again and finally stop for the last camp at Devil's Tower to do a grass dance for one minute. (See video link for instructions.)
8. Pause to discuss how their body feels when they are very active (breath hard, heart beats fast, get warm, maybe sweat). Tell them, "It is good for your body to be this active. It helps your heart and lungs to be strong. "

Small space variation: Place stars in a swirling pathway with a child on each star and play like Simon Says. (Elk Tooth Woman says jump two stars forward, etc.)





Photo by NASA/JPL-Caltech

15 minutes

Connection:

Using a star shaped grouping, children practice shooting a foam ball through the straddled legs of a group member and out into space.

Equipment:

- 2 or 3, 7-inch soft foam balls for each team
- Diagram for placement of 6 students

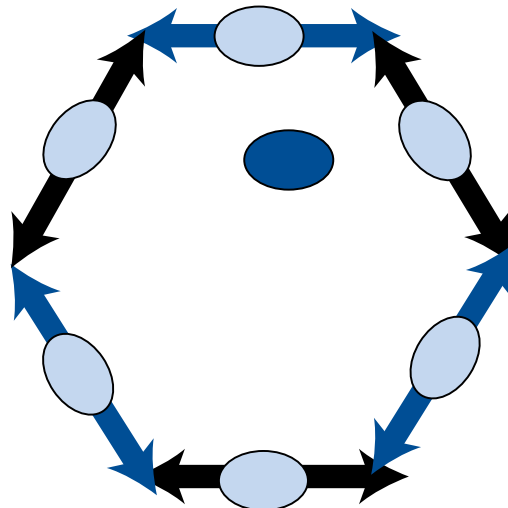
Safety Concerns:

Students will need to be able to move safely in personal and general space.

Shooting Star

Activity Guide:

1. Group children into teams of 6-8.
2. Have each group form a hexagon or octagon with members legs wide and sides of feet touching their neighbors.
3. The object is to score a goal by striking the soft foam ball through the legs of anyone in your "star". The "goal" is the straddled legs. Bend your knees and get low.
4. Send the ball through anyone's goal by striking it with an open palm and stiff wrist. Keep the ball low and on the floor/ground.
5. You may use your hands to protect or block your goal area.
6. If the ball goes outside the "star", the person who touched it last runs after it.
7. If you are scored on (ball goes between your legs), go retrieve the ball, toss it back in, then rejoin the group quickly.





20 minutes

Connection:

The children dreamed of dancing and singing songs. These songs contain a message.

Equipment:

- Drums, oatmeal cartons, coffee cans (may decorate them)
- Sample video [youtube.com/watch?feature=player_embedded&v=yI_BobHVHimA](https://www.youtube.com/watch?feature=player_embedded&v=yI_BobHVHimA)
- Poster of songs

Lakota/Dakotah Songs

Directions:

- Tell the children:
“The songs that Sister Girl and Young Wolf heard in their dream are similar to those used by many Lakota and Dakotah families today to teach spiritual lessons (ways to live) and share the beliefs of their culture (past). The songs connect today’s people with the past and the future.”
- For children who can read, write the song from the children’s dream on a large poster; for non-readers repeat the words:
Thank you, raindrops, the fire is gone.
Thank you, Sister Moon, the fire is gone.
Hey yah hey!
Star People above, we are alive.
Hey yah hey!
- Tell the children:
“There are Native American songs that have no words and those are usually ceremonial songs. The belief is that the ceremonial songs come directly from the spirits. Songs with words are usually social. Social songs come from the singer and the spirits. Lakota songs have a pleasant sound and are nice to listen to.”

Lakota/Dakotah Songs

How to write a chant/song:

1. Pick a beat which the chant/song should follow (can be any beat).
2. Pick a topic from the book to chant/sing about.
3. Brainstorm words and put them together in song form.
4. For readers write the song on a flip chart or large board for all to see. For non-readers say the line and have the children repeat it after you.
5. Sing the song with the beat that you picked.
6. Fill in gaps with repeated sounds such as “Hey yah hey” which is the one used in Star People.
7. Songs to listen to for ideas are at <http://1onewolf.com/lakota/music5.htm>.
*You will likely enjoy the YouTube video “It’s Been Days” by Butchie Eastman and Ray Eastman of the Sisseton Wahpeton Oyate. [youtube.com/watch?feature=player_embedded&v=yIBobHvHimA](https://www.youtube.com/watch?feature=player_embedded&v=yIBobHvHimA)



Example from Star People:

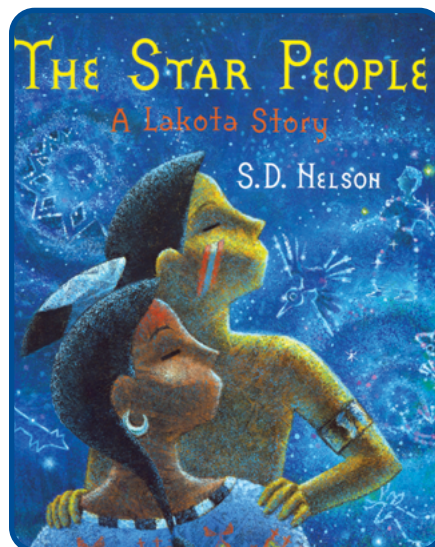
Star people watch over us,
Protecting and seeking,
Guiding and leading.
Never alone because they're
Always a little twinkle
In the sky.
Star people watch over us.

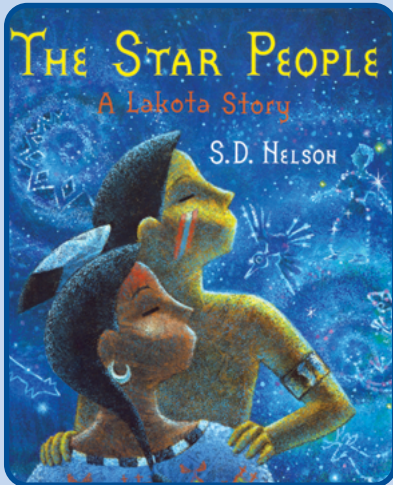
Star People Songs

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Family Fun

For a family activity check out the book, *The Star People* by S. D. Nelson, from your local library. Read together. Make plans with your child(ren) what they should do in the event of a nearby fire. Practice a fire drill from the home. Identify a meeting place for family members.

Water: A Necessity

Why Water is Important

Water has several important roles in your body:

- Keeps the body temperature normal
- Carries nutrients and oxygen to your body cells
- Gets rid of waste found
- Helps to cushion your joints
- Protects your body organs and tissues

You need to replace water that your body loses. Most adults need 8 to 12 cups of fluid daily, however, the specific amount will vary with:

- Diet and body weight
- Extreme temperatures
- Strenuous work or exercise
- Being sick (fever or vomiting)

Why Water is Important

Most of your fluid needs can be met through the water and beverages that you drink. However, you can also get some fluid through the foods you eat.

If you or your child do not get ample amounts of water, it can lead to dehydration. Signs of dehydration include: thirst, dry mouth, flushed skin, dizziness, weakness and muscle spasms. If you think you or a loved one is not getting enough water each day, try the following tips:

- Carry a water bottle with you.
- Freeze some water bottles and take one to enjoy ice-cold water all day.
- Choose water instead of sugary drinks. This will save money and calories.
- Add lemon or lime wedge to water for added flavor!

Fruits, veggies, milk, and 100% fruit juices are great sources of water!

What About Bottled Water?

What are the different types of bottled water?

- Drinking water is bottled water from an approved source. It must meet standards, which includes minimal filtration and disinfection.
- Purified water has been processed to remove minerals and other solids.
- Spring water comes from an underground source and naturally flows to the surface. It must be collected at the spring or through a bore hole that taps an underground source of the spring.

All bottled waters are regulated by the U.S. Food and Drug Administration.

Children must drink water that contains fluoride, a mineral that helps harden developing tooth enamel and so protects teeth from decay. Many municipal water supplies contain a natural supply of fluoride. In some cases, it may be added to the water system. Check with your local water department to determine the amount of fluoride it contains. If you have your own well, have it tested for fluoride. If your child drinks mostly commercial bottled water, it's hard to know how much fluoride it contains as the Food and Drug Administration only requires fluoride labeling on bottled water if it's added in processing.



Orange Cow

Servings: 3 – 8 oz. servings

Ingredients:

- 1 (6 oz.) can or 3/4 cup frozen orange juice concentrate
- 2 cups cold water
- 1/3 cup nonfat dry milk
- 1 tsp. vanilla
- 1 cup ice

Directions:

Place all ingredients in blender. Secure lid and blend until smooth. Serve immediately.

Note:

Substitute 1 cup milk and 1 cup water for 2 cups water and 1/3 cup nonfat dry milk.

Nutrition Facts: 170 calories; 0g total fat; 0g saturated fat; 5mg cholesterol; 80 mg sodium; 34g carbohydrates; 7g protein

Sources: <https://www.choosemyplate.gov/recipes/supplemental-nutrition-assistance-program-snap/orange-cow>

Adapted from: Nibbles for Health, Nutrition Newsletters for Parents of Young Children, USDA, Food and Nutrition Service