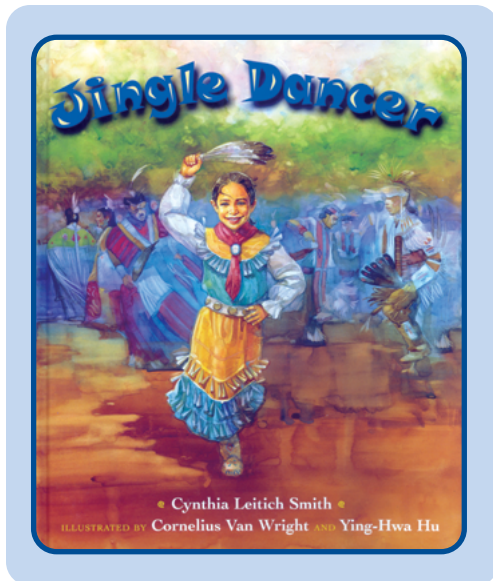


# Jingle Dancer



## About the book:

*Jingle Dancer*

by Cynthia Leitich Smith

Publisher: Morrow Junior Books

ISBN#: 978-0-688-16241-2

## Nutrition Objectives

- Illustrate a relationship between family, friends, healthy foods, and physical activity.
- Match foods into MyPlate categories.

## Physical Education Objectives

- Perform dance moves as a physical activity.

## Activities

- Nutrition Activity #1: Medicine Wheel
- Nutrition Activity #2: Indian Tacos and MyPlate
- Physical Activity #1: Make Noise and Dance
- Physical Activity #2: Rain, Rain, Go Away!
- Oceti Sakowin: Fancy Dancers

## Lesson Handouts

- My Medicine Wheel
- MyPlate Tacos Handout

## Parent Newsletter

- Healthy Eating for Your Family

## 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

Celebrations, sharing, and community are important aspects in the Native American culture. *Jingle Dancer* helps students relate these concepts to their lives. They will also make food connections with MyPlate food groups.

## Previewing (5 minutes)

Today we are going to read *Jingle Dancer* by Cynthia Leitich Smith. This book is about one type of dance performed by many Native American tribes. Native Americans perform dances in circles, by moving either clockwise or counterclockwise. Other dances involve dancers in straight lines. Drums, bells, and singers provide the music. Some of the dances are the Ghost Dance, Sun Dance, Stomp Dance, Harvest Dance, Hoop Dance, and Jingle Dance.

## Active Reading: (10 minutes)

Have the students sit in a circle like Native Americans dance. Read *Jingle Dancer* by Cynthia Leitich Smith.

## Summarizing (5 minutes)

After reading the story ask the students:

**Q: How many rows of jingles did Jenna's dress need? How many people did she visit to help her get these rows?**

A: Jenna's dress needed four rows of jingles and she visited four different people.

**Q: What kind of exercise did Jenna do in the story?**

A: Jenna practiced and performed her dance and walked everywhere to find her rows of jingle bells.

**Q: Why is exercise important?**

A: Physical activity keeps children in shape! It builds muscles, keeps us strong, and helps us burn calories to maintain a healthy weight.



**20 minutes**

**Equipment:**

- Crayons and other craft items
- My Medicine Wheel Print-out (one per child)

## Medicine Wheel

**Directions:**

To introduce the Medicine Wheel, explain to students that Native Americans consider the number four to be a basis for good social, physical, mental, and spiritual health. It also represents the four directions, four seasons, and four stages of life. In the “Jingle Dancer” Jenna visited four people, needed four rows of bells, and traveled the four directions in four different times of a day! Let’s see what the number four can mean for us!

1. In the family section, have children draw the people in their family.
2. In the friend section, have children draw their favorite sport or activity they like to play with their best friend.
3. In the fun section, have children draw another favorite activity.
4. In the food section, have children draw their favorite supper to cook with their family or favorite snack they like to share with friends.
5. Discuss some illustrations the children made in each section of the Medicine Wheel.

**Q: What foods do you enjoy with your family?**

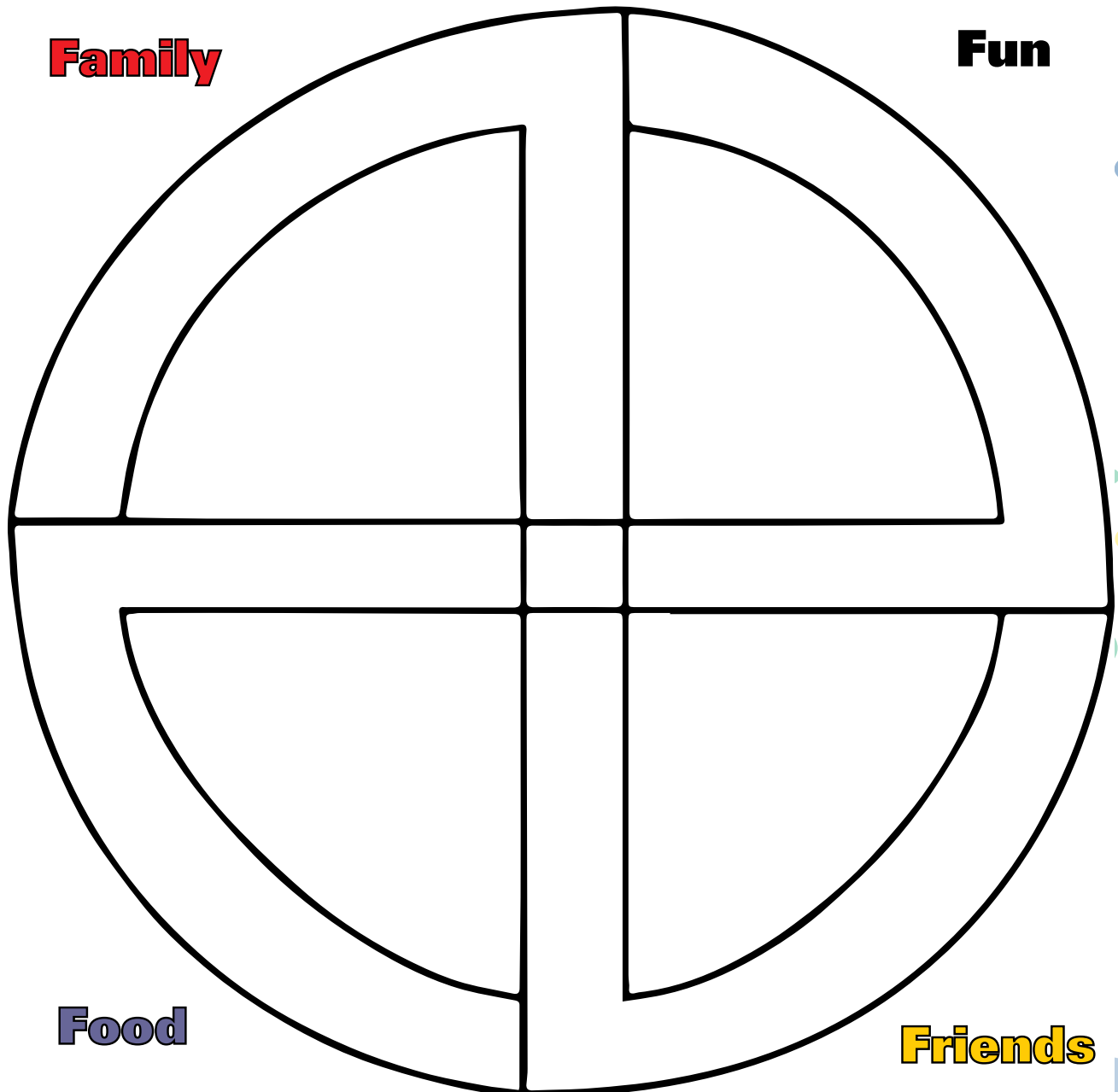
**Q: What activities do you like to do with friends?**

**Q: What other activities do you like to do?**

A: Answers will vary.



## My Medicine Wheel





**20 minutes**

**Equipment:**

- MyPlate Taco Handout
- Crayons, colored pencils
- Make Half Your Plate Fruits and Vegetables Poster

## MyPlate Tacos

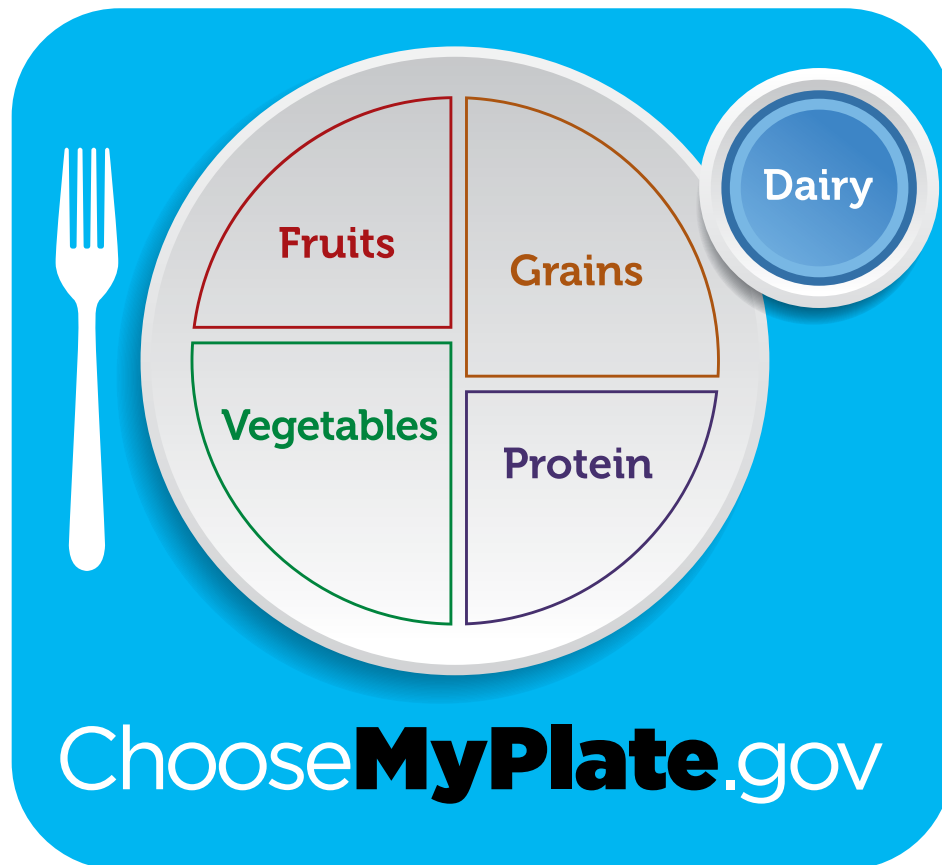
**Directions:**

1. Foods called Indian tacos are often served at powwows. Fry bread is the base and other toppings are added to make it into an Indian Taco (usually cooked meat, lettuce, tomato, onion, cheese, and sometimes salsa or sour cream).
2. Using MyPlate Tacos Handout have students name the different toppings and write them on the matching food groups of MyPlate.
3. Have the students list other toppings that are healthy and flavorful on the fry bread!
4. Review the importance of fruits and vegetables on half of the child's plate. Use the Make Half Your Plate Fruits and Vegetables Poster and discuss how it relates to combination foods like the Indian Taco.

## MyPlate Tacos

Some foods may come from more than one section of MyPlate. An Indian taco with toppings such as the Jingle Dancer saw at the powwow is an example. Write the name of the taco ingredient on the section of MyPlate that matches the food group that it comes from.

- Bread
- Beef
- Lettuce
- Tomato
- Cheese
- Peppers
- Olives
- Salsa





At School.  
At Home. Eating Out.

# Make Half Your Plate Fruits & Vegetables



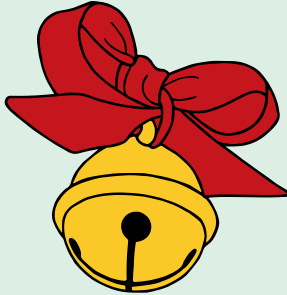
Find these recipes  
and more ideas at  
**ChooseMyPlate.gov**



TeamNutrition.USDA.gov

U.S. Department of Agriculture • November 2011  
Food and Nutrition Service • FNIS-431  
Center for Nutrition Policy and Promotion • CNPP-27  
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**20 minutes**

**Connection:**

Perform a Jingle Dance like Jenna in *Jingle Dancer*.

**Equipment:**

- Bells
- Cardboard tube – toilet paper or paper towel size
- Stapler
- Beans, buttons, or other small objects

## Make Noise And Dance

**Activity Guide:**

Give each child a bell to perform the dance. If bells are not available for each student, directions are given below for making noisemakers.

1. Staple one end of a cardboard tube closed.
2. Fill the tube with beans, buttons, or other small objects that will make noise when the tube is shaken.
3. Staple the other end closed to seal the rattle.

Have students watch the video first and then try to imitate the dancers. [www.youtube.com/watch?v=mQQyqWx-OqM&feature=related](http://www.youtube.com/watch?v=mQQyqWx-OqM&feature=related) (Note: This video is of a Black Hills competition in 2010. Many videos are available on YouTube to explore all different kinds of Native American dance. )





**20 minutes**

**Connection:**

The Jingle Dancer listened to the drums and singing to guide her dancing. Many other motions can be fun to do while listening to music.

**Equipment:**

- Ribbon Stick (or light weight scarf) per student
- View the demonstration video at <https://www.youtube.com/watch?v=H7teJyducxs>

*Play lively music and allow children to express the rhythms through dance with the ribbons.*

**Safety Concerns:**

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

## Rain, Rain, Go Away!

**Activity Guide:**

**Making Rainbows**

Give each child a ribbon stick or scarf. Have children lay on the floor and pretend to be asleep. Recite the following rhyme:

“Rain, Rain, go away. Come again another day. So that we can run and play. When the thunder claps, the clouds will clear and pretty rainbows will appear.”

At this, clap your hands and have the children jump up and run slowly, holding their ribbons high over their heads, throughout the area. Repeat this activity using various locomotor skills.

**Other Suggestions:**

- Make a river in front of you (drag ribbon on floor)
- Make a rainbow (overhead)
- Make waves (shake)
- Pull out a fish (put ribbon in front of you and lean back)
- Make a tornado (spin)
- Be a horse (use ribbon for tail and gallop)
- Make a bird (wings that flap)



**20-30 minutes**

**Connection:**

Social gatherings called powwows continue to be important cultural events in the plains states. Movements in the dances of the powwow require skill, agility and stamina.

**Equipment:**

- Equipment to show the PBS video <https://www.pbs.org/video/tpt-documentaries-wacipi-powwow/>
- Make tags for matching by cutting the pages into strips and then divide into right and left labels—total of 10 separate pieces.
- Labels for roles played at the wacipi.
- Easel and pad or whiteboard
- Poster of signs that you are being physically active

## Fancy Dancers

**Activity Guide:**

**Q: How many of you have attended a powwow/wacipi (wah-chee-pee)? How many have danced? What kinds of dances, if any?**

**What movements do powwow dancers do? Do some of you want to show us your steps?**

1. Play a portion of a video to show types of dances at a wacipi. (Total video is 60 minutes but it can be shown in part.) Ask occasionally “What do you see happening?”
2. Now we will summarize some facts about powwows/wacipi. Distribute slips for the matching exercise among the students so each gets one slip. (As these are in sets of 10 you may need to make multiple sets or team some students for large groups.)
3. Have children find their partner with a matching tag so they have a matched term and description.
4. Have children read their matching answers and reinforce the correct answers by posting them in the front of the room. Use the original handout.

**Q: How did your body feel when you did a jingle or other dance?**

**A:** Muscles and body get warm, breathe hard, get thirsty, sweat, heart beats fast and hard.

1. Post the Physical Activity Signs at the front of the room (Muscles and body get warm, breathe hard, get thirsty, sweat, heart beats fast and hard). Point out that these are signals that your body is getting good physical activity.
2. Tell the children, “Now lets look at the different activities at the wacipi.” On an easel or whiteboard

post the labels for participants that you might see at the wacipi (announcer, women's traditional dancer, drummer/singer, spectator/observer, fancy dancer, jingle dancer, food vendor).

**Q: What will the most active people be doing? What will the least active people be doing?**

A: Most—Dancing, moving a lot. Least—Sitting or standing, watching, serving.

3. Instruct them, "Thinking about the people at the wacipi arrange these by how active they are from least active to most active." Move labels or have a child or two come up to arrange them as they see them being active.

Key: Not absolute but a recommended listing...

- Least—Spectator/observer
- Announcer
- Food vendor
- Drummer/singer
- Women's traditional dancer
- Jingle dancer
- Fancy dancer





## Wacipi Terms

<b>Powwow/ wacipi</b>	Festive occasions where people come together to dance, sing, play musical instruments, eat traditional foods, meet old friends and make new ones, and celebrate the culture of American Indians.
<b>Ceremonial and social dances</b>	Ceremonial dances have sacred meaning. Social dances are fun ways to be active. They are performed to celebrate an event or tell a story.
<b>Types of dances</b>	Bear dance, butterfly dance, grass dance, jingle dress, men's traditional, women's traditional.

<b>Jingle Dress Dance</b>	A medicine man had a dream to make a jingle dress to cure his daughter. As the girl circled the dance arena wearing the dress she became stronger. The cloth dress is adorned with shiny metal cones.
<b>Grass Dance</b>	Movements come from the scouts dancing in a special way to flatten the grass to make it acceptable for a new camp site.
<b>Regalia</b>	Clothing, decorations, and tools or weapons worn and carried by dancers. They are different for each dance.

<p><b>Women’s Traditional Dance</b></p>	<p>Women move their feet in a very controlled way keeping them close to the ground. Women raise their fans during the “honor beats” of the drum.</p>
<p><b>Decorations on regalia</b></p>	<p>Ribbons, beadwork, quillwork, shells, belts, eagle feathers, fans, shiny cones, bustles, bone, hooves.</p>
<p><b>Beadwork patterns</b></p>	<p>Rainbow colors and geometric (squares, rectangles, lines) in shape.</p>
<p><b>Men’s Traditional Dance</b></p>	<p>Oldest form of dance. Regalia represents animals. Movements are of hunting, stalking game, and battling an enemy.</p>



## Signs Of Physical Activity

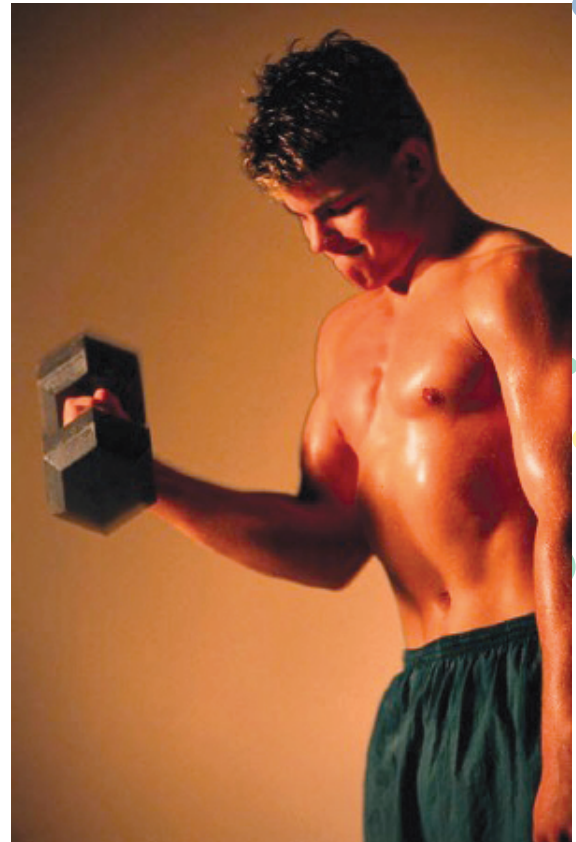
**Breathing  
Hard**

**Feel Warm/  
Hot**

**Heart  
Pounding**

**Thirsty**

**Sweating**



## Who's at the Wacipi?

**Who's at the  
Wacipi?**

**Least Active**

**Most Active**

Drummer and Singer

Fancy Dancer

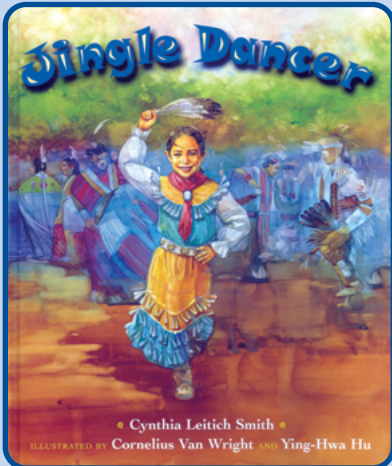
Announcer

Food Vendor

**Women's Traditional  
Dancer**

**Spectator or Observer**

**Jingle Dancer**



### Family Fun

For a family activity check out the book, *Jingle Dancer* by Cynthia Leitich Smith, from your local library. Read together and discuss the importance of eating healthy.

## Healthy Eating for Your Family

### Follow Dietary Guidelines for Americans

Healthful eating is important to you. After all, you want your family to have energy, be healthy, and stay well. You want your child to grow properly. You control your family's food choices more than you may think.

#### Balance Calories to Manage Weight

- Control total calorie intake to manage body weight.
- Increase physical activity and reduce time spent in sedentary behaviors.
- Maintain appropriate calorie balance throughout each stage of life—childhood, adolescence and adulthood.

#### Foods to Reduce

- Reduce sodium intake
- Consume less saturated fat and cholesterol
- Reduce the intake of calories from solid fats and added sugars
- Limit the consumption of foods that contain refined grains
- Consume alcohol in moderation

#### Foods and Nutrients to Increase

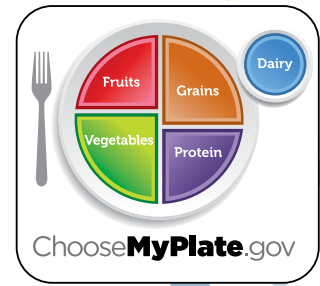
- Increase fruit and vegetable intake
- Eat a variety of vegetables, especially dark-green and red and orange vegetables and beans and peas
- Consume at least half of all grains as whole grains
- Increase intake of fat-free and low-fat milk and milk products
- Choose a variety of protein foods
- Use oils to replace solid fats where possible
- Choose foods that have more potassium, dietary fiber, calcium and Vitamin D. These nutrients are found in vegetables, fruits, whole grains, and milk and milk products.

## ChooseMyPlate.gov

Build a healthy eating pattern by using ChooseMyPlate. This figure reminds one to make one-half of their plate full of fruits and vegetables. One quarter of the plate is reserved each for grains and protein.

For more information on ChooseMyPlate, check out the website at <https://www.choosemyplate.gov/>. It

contains a variety of materials for including these concepts in your lifestyle, coloring pages for your child, and recipes.



## Make Healthy Choices

**Be realistic.** Make small changes over time in what you eat and in the level of activity you do. After all, small steps work better than giant leaps. Add one more fruit or vegetable to family meals this week. Work up to five a day.

**Be adventurous.** Expand your tastes to enjoy a variety of foods. You can let your child choose a new vegetable to taste.

**Be flexible.** Go ahead and balance what you eat and the physical activity you do over several days. There's no need to worry about just one meal or one day. You can have a burger, fries, and a shake for family lunch; then make soup and salad for supper.

**Be sensible.** Enjoy all foods, just don't overdo it. You can enjoy one scoop of ice cream, not two.

**Be active.** You can take a brisk walk after supper, walk the dog or enjoy shooting hoops as a family.



## Stir Fry Vegetables and Beef

**Servings:** 4

### Ingredients:

- 1/2 tsp. ground ginger
- 1/8 tsp. garlic powder
- 1 tsp. soy sauce
- 1/3 cup water
- 1 cup sliced carrots
- 2 cups broccoli
- 1 chopped bell pepper
- 1 chopped onion
- 1 package fresh mushrooms, sliced
- 2 tbsp. oil
- 8 ounces sliced beef

### Directions:

1. Mix spices, soy sauce and water; set aside.
2. Wash vegetables. Slice carrots, broccoli and mushrooms. Chop onions and bell peppers.
3. Heat oil in frying pan and add meat when oil is hot; stir until brown. Push meat to the side and add carrots, onions and pepper. Cook for one minute. Add mushrooms and broccoli. Cook until tender.
4. Add liquid mixture and cook until bubbly. Reduce heat, cover pan and cook for two more minutes.
5. Serve over whole wheat pasta or brown rice.



**Nutrition Facts:** 240 calories; 11g total fat; 2g saturated fat; 35mg cholesterol; 410mg sodium; 15g carbohydrates; 23g protein.

**Sources:** <https://www.choosemyplate.gov/recipes/supplemental-nutrition-assistance-program-snap/stir-fry-vegetables-and-beef>

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