

Lakota Nation Invitational – Lakota Language Bowl

Competition Structure for Grades 6–8

Overview

- **Introductions**
 - **1 Song**
 - **Verb speed round (5 -minute time limit)**
 - **3 possible Interactive activities (teams draw)**
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1. Introductions (Scored as a Group)

Initial Introductions

- Each student gives a self-introduction the first time their team competes.

***Follow-Up Introductions (Next Time the Team Competes)**

- Instead of repeating introductions the next time the team competes, the moderator will ask each student questions about their family or background.

Examples of Moderator Questions:

- *Niyáte táku ecíyapi he?* = What is your father's name?
 - *Nihúnŋ táku ecíyapi he?* = What is your mother's name?
 - *or*
 - *Iná yayé kiŋ tuwá he?* = Who do you have for a mother?
 - *Até yayé kiŋ tuwá he?* = Who do you have for a father?
 - *Tuktél yathí he?* = Where do you live?
 - *Tuktél iníčaga he?* = Where did you grow up?
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2. Song (Scored as a Group)

- Each team will perform **one song**.
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3. Vocabulary Verb Speed Round

- **Time limit:** 5 minutes.
- Teams will be given a verb in either English or Lakota/Dakota by the moderator.
- The first team to buzz in and answer correctly wins the point.
- If an incorrect answer is given, the opposing team **will be** given the chance to answer.

Scoring:

- **The first team to score 10 points wins.**
- Or
- **the team with the most points at the end of 5 minutes wins the round.**

(See the “verbs to learn” list provided for each grade level.)

4. Interactive Activities (Scored as a Group)

- The three possible activity names will be written on pieces of paper and placed in a hat or container, along with the two team names.
- The moderator will draw a team name and an activity.
- That team will perform the activity that was drawn.
- The opposing team will draw and perform one of the two remaining activities.

(There are many ways to say things in Lakota. Students and coaches are encouraged to improvise and add to the dialogue, and/or feel free to use the suggested examples provided.)

Interactive Activity #1 – Giving Commands to Fill Cups with Drinks

(All props will be provided.)

Setup:

- 10 Styrofoam or paper cups will be marked with the numbers 1–10.
- Students will review the word for “cup” and drink names.

Vocabulary:

- *Wíyatke* = cup *Asáŋpi* = milk *Mní* = water
- *Wakályapi* = coffee *Ceyáka* = Lakota mint tea *Taspán haŋpí* = apple juice
- *Kapópapi* / *Mnikápopapi* = soda

Verbs to Study:

- *Okáštaŋ* = he/she pours into
- *Owákaštaŋ* = I pour into
- *Oyákaštaŋ* = you pour into

Ordinal Numbers (1st–10th):

- *Waŋží* → *Tokáheya* = 1st
- *Núŋpa* → *Ičínunpa* = 2nd
- *Yámni* → *Icíyamni* = 3rd
- *Tópa* → *Ičitopa* = 4th
- *Záptaŋ* → *Icízaptaŋ* = 5th
- *Šákpe* → *Ičíšakpe* = 6th
- *Šakówiŋ* → *Ičíšakowiŋ* = 7th
- *Šaglóğaŋ* → *Ičíšaglóğaŋ* = 8th
- *Napčíyunka* → *Ičínapčíyunka* = 9th
- *Wikčémna* → *Ičíwikčémna* = 10th

Cups will then be referred to as:

- cup #1 = *Wíyatke tokáheya*
 - Cup #2 = *Wíyatke ičínunpa*
 - Cup #3 = *Wíyatke icíyamni*
 - Cup #4 = *Wíyatke icítopa*
 - Cup #5 = *Wíyatke icízaptaŋ*
 - Cup #6 = *Wíyatke icíšakpe*
 - Cup #7 = *Wíyatke icíšakowiŋ*
 - Cup #8 = *Wíyatke icíšaglóğaŋ*
 - Cup #9 = *Wíyatke ičínapčíyunka*
 - Cup #10 = *Wíyatke ičíwikčémna*
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How the Activity Works:

- Moderator will select one student who will perform the command.

Example:

- **Moderator:** "(Joe), mní kiŋ icú na wíyatke ičínunpa kiŋ mní okáštaŋ yo/ye." = Joe, get the water and pour some into the 2nd cup.
- Student walks to the table and gets the water. Walks over to the cups and pours water into the 2nd cup.

Moderator Follow-Up:

Example: if a student named joe performed the activity.

- **Moderator:** joe, "Wíyatke ičínunpa kiŋ mní oyákaštaŋ he/hwo?" = Did you pour water into the 2nd cup?
- **Student:** "Háŋ, wíyatke ičínunpa kiŋ mní owákaštaŋ." = Yes, I poured water into the 2nd cup.

Moderator may try to trick the student so they must pay attention.

Example: if joe filled the 3rd cup with water

- **Moderator:** joe, "Wíyatke ičínunpa kiŋ mní oyákaštaŋ he/hwo?" = joe, did you fill the 2nd cup with water?
- **Student (joe):** "Hiya, wíyatke ičínunpa kiŋ mní owákaštaŋ šní. Wíyatke iciyamni kiŋ mní owákaštaŋ." = No, I did not pour water into the 2nd cup. I poured water into the 3rd cup.

Follow-Up with Another Student:

Example: joe has a teammate named Mary.

- **Moderator:** "Mary, (Joe), táku wíyatke ičínunpa kiŋ okáštaŋ he/hwo?" = Mary, what did joe pour into the 2nd cup?
- **Mary:** (Joe) wíyatke ičínunpa kiŋ mní okáštaŋ." = Joe poured water into the 2nd cup.
- *Or moderator might ask this way*
- **Moderator:** joe táku tókħuŋ he? = what did joe do?
- **Mary:** "(Joe) wíyatke ičínunpa kiŋ mní okáštaŋ. = joe filled up the 2nd cup with water

Interactive Activity #2 – where did you go?/who did you see?

Pieces of paper to be placed in box

Locations

Gas station: = wígli oínažin laundromat: = owáyužaža

Store: = Mas'ópiye restaurant: = owóte-thípi

All the names of the students on a team will be written on separate piece of papers.

One name will be selected and placed into the box/hat along with a location name.

Verbs to Study:

- | | |
|-------------------------------------|-----------------|
| • <i>Waṇyáŋka</i> = he/she sees/saw | í = he/she went |
| • <i>Waṇbláke</i> = I see/saw | waí = I went |
| • <i>Waṇláka</i> = you see/saw | yaí = you went |
| • <i>Waṇníyaŋka</i> = S/he saw you | |
| • <i>Waṇmáyaŋke</i> = s/he saw me | |

How the Activity Works:

- The moderator will prepare 2 slips of paper, 1 containing a location, and 1 name of a student from the team that is competing and place them into a box
- Moderator will select a student (**whose name is not in the box**) to approach and look in the box and identify the name, location.
- The student then returns to their seat.
- The judges will be shown the box and the contents.
- The moderator will then ask the student questions.

For example: this location and the name of a student on the team performing are placed into the box/hat.



- **For example:** this location and name are placed into the box/hat.
- moderator places the name of a student named (**frank**) and one of the locations **owóte-thípi** (restaurant) in the box
- Moderator calls up a (frank's teammate) a student named (**William**) to look in the box. William sees the name: Frank and the location: Restaurant and returns to their seat.
- **The location name is where the student went, and the name of a student is who they saw at that location.**
- Moderator will ask:
- **Moderator:** William, tókhiya yaí he? = William, where did you go?
- **Student (William):** owóte-thípi kin ektá waí. = I went to the restaurant.
- **Moderator:** tuwá wanlaka he? = who did you see?
- **Student (William):** Frank wanblake." = I saw a frank.

Follow-Up with Another Student:

Example: moderator calls upon William's teammate Janet.

Moderator:

- **Moderator:** Janet, (William) tókhiya í he? = Janet, where did William go?
- **Janet:** William, **owóte-thípi** kin ektá í. = William, went to the restaurant.
- **Moderator:** (Janet) (William) tuwá wanyánka he/hwo?" = who did William see?
- **Janet:** (William) Frank wanyánke." = William saw a frank.

Moderator may also ask the students whose name was in the box/hat.

Moderator:

- **Moderator:** frank, (William) Waṇníyaṅka he? = Frank, did William see you?
- **Student Frank:** háṅ, William, waṇmáyaṅke. = yes, William saw me.
- **Or**
- **Moderator:** Frank (William) waṇláka he? = frank did you see William?
- **Student:** háṅ, William waṇbláke. = yes, I saw William.

Moderator may switch up the questioning

Example: to test students' memory

- **Moderator:** Janet, (William) Mas'ópiye kin ektá í he? = Janet, did William go to the store?
- **Janet:** Hiyá, (William) Mas'ópiye kin ektá í šní. Owóte-thipi kiṅ ektá í. = no, William did not go to the store, he went to the restaurant.
- **Moderator:** (Janet), (William) Mary waṇyáṅka he/hwo?" = Janet, did William see Mary?
- **Janet:** Hiyá, (William) Mary waṇyáṅke šní." Frank waṇyáṅke. = no, William did not see Mary. He saw frank.

Interactive Activity #3 – Puppet Dialogue

- Three students are selected.
- Each chooses one puppet (baby, boy, girl, man, woman, grandma, grandpa).
- Students act out a short dialogue.
- **Time limit:** 5 minutes.
- Dialogue can be about anything — students are free to create and perform their own conversation.