

## DOING SOMETHING ACTIVE EVERYDAY

**Purpose:** To provide opportunities to creatively address barriers to being physically active.

#### **Lesson Objectives - Students should be able to:**

- review and identify barriers to goal setting and doing physical activities everyday.
- use letter writing to practice identifying and resolving barriers to being physically active.
- to give support to peers in overcoming barriers.

Lesson Outline				
Part A Activities	Time (approx.)	Student Materials	Teacher Materials	
1. Overcoming Barriers	10-15	Oglala Lakota Map	Cassette Player Pathways Theme Music Pathways Nations Map Battered Envelope Pine Ridge Note	
2. Practice Writing Letters of Advice	30-35	Bea Active Letters	Visual Aid D Blank Letters	



## Activity 1 Overcoming Barriers



Pathways Background: In previous years of Pathways, students have been given support by their peers or incentives to accomplish tasks. They have had experience in accomplishing these tasks outside of school in their home environment. Practice in goal setting to make decisions towards reaching a goal has included some discussion of overcoming barriers.

- A. Prepare students for today's lesson.
  - 1. Turn on the Pathways Theme Music cassette.
  - 2. Ask students to give the hidden message in Week 3, **Do Something Active Everyday** and also name the Body Cues: working muscles, breathing hard, warm face, sweating, and faster heartbeat. Discuss, as time permits.
  - 3. Explain to students that they will learn how to identify barriers and offer advice to others on how to overcome these barriers.
  - 4. Turn off the Pathways Theme Music cassette.
- B. Explain that you have received an envelope with an important message for the class and express surprise at the condition of the envelope as it is crumpled and torn as if it had been run over by a semi truck.
- C. Remove a note attached to the envelope and ask students to listen as you read aloud the barriers that almost caused this enveloped to be lost or destroyed before it reached their classroom.
- D. Provide astonishment and awe as you read this note for students.

#### **Pine Ridge Note**

What a sight to see this battered envelope arrive in Pine Ridge! Our postal workers extend their sympathy on its condition. Let us describe what we know about this case.

This envelope came from a newspaper columnist named BEA Active in the Tohono O'odham Nation. She wanted to Federal Express the envelope to a Pine Ridge Pathways School. Unfortunately, there was a computer error at Federal Express. So, the van never showed up. Trying to be helpful, a Pathways staff member asked a school bus driver to take the envelope to Gila River. There, a UPS truck would pick it up. You would think that would have taken care of everything! Well, nobody knew that UPS was on strike!

A Gila River Pathways staff member gave the envelope to a firefighter. He was traveling to San Carlos. On his motorcycle, the firefighter carefully drove through the famous Salt River Canyon. Little did he know that a roadrunner was traveling down the same highway at full speed! This wild bird moved swiftly from side to side across the road. The firefighter tried to dodge the roadrunner. Sadly, he wiped out. Afterwards, a triathlete who was training for the year 2000 Olympics found the envelope. He ran, biked, and swam to the White River ski resort. There, a rich couple on vacation took the envelope on their plane. A fierce dust storm forced the plane to land in Window Rock next to an old sheep corral. Now, a friendly airplane worker took the envelope to the Shiprock bus depot. The envelope arrived in Rapid City where a waitress volunteered to take it to Rosebud. A nurse in Rosebud came to visit the Pine Ridge Hospital. She dropped the envelope off at our post office.

- E. Discuss this story about barriers using the following questions.
  - Ask for volunteers to identify the barriers in the Pine Ridge Note that almost destroyed the envelope.

Examples: UPS strike, dust storm, motorcycle accident

Ask for a volunteer to describe how each barrier was overcome.

Examples: Firefighter took envelope after UPS Strike

Airplane worker drove with envelope to Shiprock

Waitress took envelope to Rosebud

Triathlete found the envelope after motorcycle crash

#### Week 4 - Part A

- F. Have students think about and identify barriers they may have encountered when they set their goal for being physically active.
  - 1. Write these barriers on the chalkboard.

    (Example decided to watch TV instead of being active, the weather was bad, too many chores, no time, and so on.)
  - 2. Ask everyone to give some ways that they could overcome each of these barriers.
  - 3. Stress to students that it is important to identify a barrier and then to figure out a way to overcome it so that they can accomplish what they set out to do.
- G. Inform students that they will practice finding ways to overcome barriers in their next activity.
- H. Explain that Pine Ridge is a town in the Oglala Lakota Nation which is the tribal headquarters.
  - 1. Point to the **Pathways Nations Map** and have a volunteer locate the Oglala Lakota Nation.
  - 2. Ask students to find the Oglala Lakota Nation map in their *Pathways Notebook* and locate the site of the tribal headquarters.
  - 3. Ask for a volunteer(s) to name some of the animals, lakes and other areas that are found on this map.
  - 4. Have a volunteer(s) give the population of the tribe and the amount of land area for the Oglala Lakota Nation.



## Activity 2 Practice Writing Letters of Advice



- A. Announce to students that there is an important job to be given to them in the following message enclosed in the battered envelope.
  - "There is this newspaper columnist named Bea Active who writes an advice column in the newspaper for kids in the fifth grade. Her column is called **DEAR BEA**. Well, she has been receiving so many letters from students asking for advice on how to be more active every day that she just cannot answer every letter. She is looking for assistant writers to help her to answer all of these letters. Today's message is that all of you are just perfect for helping her to answer all of these letters."
- B. Stress to students that they will help **AUNT BEA** give advice on how to be more active every day.
  - 1. Be sure to ask students what an "advice column" is and explain, as necessary.
  - 2. State that their assignment will be to write a letter of advice back to each of the students who have written a **DEAR BEA** letter.
  - 3. Stress that their advice letters should give **helpful**, **positive suggestions** that they think students of their age could use to help them solve or overcome some of the problems or barriers in doing physically active things every day.
  - 4. Encourage students to be thoughtful about this responsibility and to show their leadership in providing advice to others about problems.
- C. Display **Visual Aid D Example Letter** to assist students with understanding their assignment.
  - 1. Read this example letter and point out the helpful suggestions and positive advice given by **AUNT BEA**.
  - 2. Have students discuss the suggestions **AUNT BEA** gives to overcome the barriers in the sample letter.

#### Week 4 - Part A

- D. Tell students that they will work in pairs to complete their **Bea Active** letters.
  - 1. Explain that each pair of students will receive one letter to read, discuss, and then decide what advice to give to the person.
  - 2. State that they will write a letter of advice back to the student who wrote a letter to Bea Active.
  - 3. Tell students that when they are finished, they will take turns reading their **Bea**Active letters.
  - 4. Remind students that their advice letters should give helpful, positive suggestions that they think students their own age could use to overcome barriers.
- E. Divide students into pairs and distribute the **Bea Active** letter to each pair.
  - 1. Provide time for students to work on this activity.
  - 2. Monitor students to be sure that they understand the directions to this activity.
- F. Distribute the Blank Letter to students who finish early and encourage them to write their own barrier letter to **Bea** and then write the response that they think she might have given them.
- G. Choose one pair of students to be first (or ask for volunteers) to present their **DEAR BEA** letters.
  - 1. Discuss each letter by asking the following questions:
    - Were the comments positive?
    - Was the advice helpful? Realistic? Appropriate?
    - Would they follow their own advice? Why or why not?
  - 2. Have the class give applause to show their support for each other's efforts to share their letter(s) with the class.

- H. Continue, as time permits, having the pairs of students read their **DEAR BEA** letters and give their written response in the advice letter.
- I. Congratulate students on their solving of barriers and encourage them to continue to think positively about solving difficult situations.
  - 1. If all of the pairs of students did not get a chance to present their letters, explain that they will do their presentation during the next Pathways class.
  - 2. Tell students that they can also help others by being positive and offering advice when asked.
  - 3. Encourage students to think of themselves as leaders who have positive attitudes and who can overcome barriers.

#### Reminders:

- ✓ Jot down notes on the Teacher Interview form after completing this lesson.
- ✓ Select the Trailblazer team for Week 4 Part B if you have not yet made this selection.



## DOING SOMETHING ACTIVE EVERYDAY

Purpose: To expand student skills in identifying and addressing barriers to being physically active.

#### **Lesson Objectives - Students should be able to:**

- discuss common barriers that students their age have in trying to do active things everyday.
- identify realistic approaches to overcoming barriers through practice.

Lesson Outline				
Part B Activities	Time (approx.)	Student Materials	Teacher Materials	
1. Bea Active Letters	10	Bea Active Letters	Cassette Player Pathways Theme Music	
2. Blue Bead Trail	20-25	Activity Sheet 6 Station Equipment: 6 cones, 6 sign boards, 6 action movement cards, 3 hula hoops and 6 bean bags	Mt. Pathways Challenge Kit Stopwatch Mt. Pathways Poster Pony Bead Chart	
3. Summary of the Week	10	Pathways Puzzle	Pathways Message	



## Activity 1 BEA ACTIVE Letters



- A. Prepare students for today's lesson.
  - 1. Turn on the Pathways Theme Music cassette.
  - 2. If **DEAR BEA** letters were not completed in Part A, tell students that pairs can volunteer to read their **DEAR BEA** letter to the class and share the advice or suggestions that they gave in their letter.
  - 3. Turn off the Pathways Theme Music cassette.
- B. Give students a few minutes to review their **DEAR BEA** letters before reading them to the class.
- C. Choose one pair of students who have not yet presented their letters to be first (or ask for volunteers) to present their **DEAR BEA** letters.
  - 1. Discuss each letter by asking the following questions:
    - Were the comments positive?
    - Was the advice helpful? Realistic? Appropriate?
    - Would they follow their own advice? Why or why not?
  - 2. Have the class give applause to show their support for each other's efforts to share their letter with the class.
- D. Continue until all of the pairs of students have had a chance to read at least one of their **DEAR BEA** letters and give their written response in the advice letter.

- E. Congratulate students on their completion of this activity and encourage them to think positively about solving barriers.
  - 1. Tell students that they can also help others by being positive and offering advice when asked.
  - 2. Encourage students to remember their own advice and try to do something active everyday.
- F. Optional: Post their Bea Active letters in the classroom or hallway.



Teacher Note: Prior to this activity, have the Trail blazer team remove the following action movement cards from the Mt. Pathways Challenge Kit for the Blue Bead Trail

Side Bends Power Punch Elbow Touch Opposites
Squat Thrusts

Jump Forward/Jog Back Bean Bag Toss

- A. Explain to students that they will complete their third trail, the Blue Bead Trail, which will be an Hourglass Trail and announce the name of the Trail blazer team.
- B. Have students locate **Activity Sheet 6 Blue Bead Trail** in their *Pathways Notebook* and review the sequence for the six stations on this hourglass trail course.

Station 1 Side Bends

Station 2 Elbow Touch Opposites

Station 3 Jump Forward/Jog Back

Station 4 Power Punch

Station 5 Squat Thrusts

Station 6 Bean Bag Toss

#### Week 4 - Part B

C. Instruct the Trail blazer team to demonstrate the action movements at the six stations on the Blue Bead Trail with the class as follows:

**Side Bends**: Stand with feet shoulder width apart. With left arm overhead, lean to the right. Slide right hand down side of right leg. Reach as far as you can without leaning forward or back. Hold and slowly return back up. Switch arms, alternate sides. Repeat.

**Elbow Touch Opposites**: Stand with arms bent in front. Raise right knee to left elbow and touch elbow with knee. Hop. Raise left knee to right elbow and touch elbow with knee. Hop. Repeat.

**Jump Forward/Jog Back**: With feet together, jump four steps forward. Jog back to starting point. Repeat.

**Power Punch**: Stand and raise arms in front of body. Clench hands and punch one fist in front of body and then the other. Repeat.

**Squat Thrusts**: Stand straight with feet together and squat down placing both palms on the ground with palms next to your feet. Thrust legs backwards until they are straight (like a push up). Push off both feet to a squat position again (feet by hands). Return to a standing position and repeat movement.

**Bean Bag Toss**: Each person stands behind a line with a bean bag. Toss the bean bag into one of three hoops placed 10, 20, and 30 feet away from that line. Each person gets multiple tosses to get the bean bags into all 3 hoops.

- D. Remind students that the Trail blazers are to decide on the **Bonus Lap** challenge for the class.
- E. Tell students that they will now move either outdoors or to the gym to complete the Blue Bead Trail.
  - 1. Ask each team to assist with the following equipment: their homebase cone, a sign board, station equipment, and the action movement card for that station.
  - 2. Have Trail blazers monitor the placement of each cone marking a station so that they are **at least 15 paces** from the next cone on the Blue Bead Trail.

- 3. Ask the Trail blazer team to monitor the return and storage of all equipment, sign boards, and the replacement of the action movement cards in the Mt. Pathways Challenge Kit.
- 4. Summarize for students these final directions for the Blue Bead Trail.
  - Remind students that each team will move from their homebase to the next station in a clockwise direction.
  - Express that on the word "go," each team will begin doing their action movements for one minute at their station.
  - Monitor the class after they have begun this activity to make certain that students understand directions and action movements.
  - Upon completion of the Blue Bead Trail, students will complete their Bonus Lap challenge.
- F. Ask teams to return all equipment, sign boards, and replace the action movement cards in the Blue Bead Trail folder in the **Mt. Pathways Challenge Kit.**
- G. Instruct students to record their completion of the Blue Bead Trail as follows:
  - Turn to the Pony Bead Chart and shade in five pony beads on the Blue Bead Trail.
  - Shade in one pony bead for the Bonus Lap at the level of Great, two pony beads for Outstanding, and three pony beads for Awesome.
  - Ask the designated recorder from the Trail blazer team to shade in the Blue Bead Trail on the Mt. Pathways poster with a blue colored marker, write the name of their team beneath the trail, and write Great, Outstanding, or Awesome in the Bonus Lap circle to designate the challenge for the class.
- H. Congratulate all teams and notify them that their next trail is the White Bead Trail which is a Zig Zag Trail.



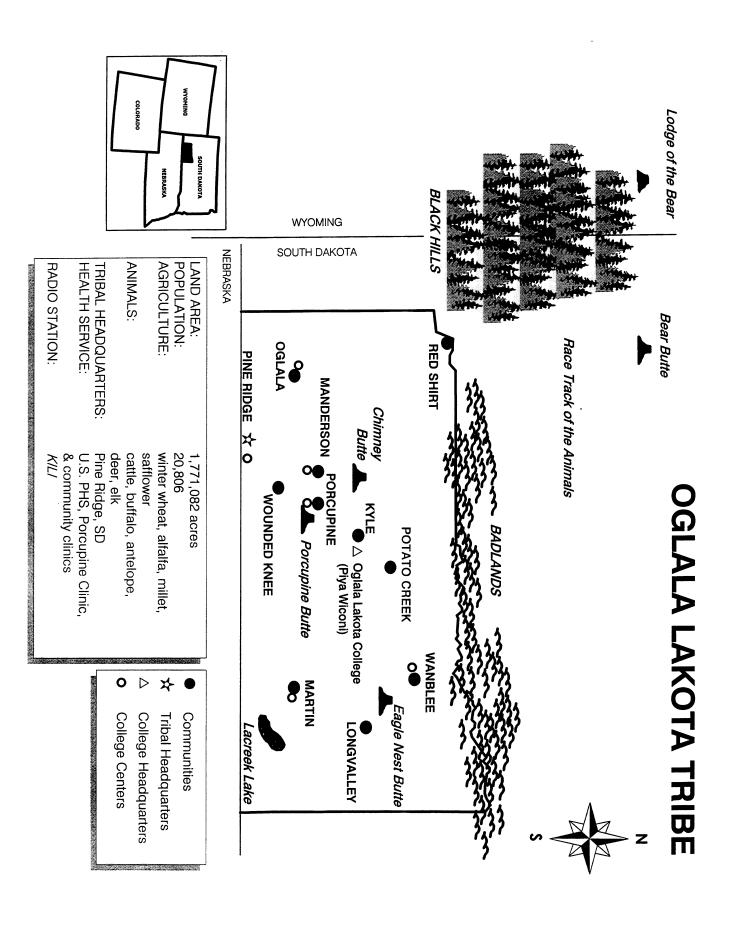
## Activity 3 Summary of the Week



- A. Congratulate students on the completion of their activities for this week.
  - 1. Emphasize to students that they have done very well in their teamwork and in supporting each other.
  - 2. Encourage them to remember to share what they have learned with their family and friends.
- B. Point to the **Pathways Messages** on the classroom wall or mobile and ask students to remember the message **Do Something Active Every Day** which describes their activities this week.
  - 1. Emphasize to students that they have done very well in their teamwork and in supporting each other.
  - 2. Encourage them to remember to share what they have learned with their family and friends.
- C. Distribute this week's Pathways Puzzle for completion outside of class.
  - 1. Remind students that the puzzle contains words or phrases that will give them a clue to their next class.
  - 2. Tell students that they can check their work on the puzzle and give them the location of the key to this week's puzzle.

#### Reminders:

- ✓ Jot down notes on the Teacher Interview form after completing this lesson.
- ✓ Contact Food Service and Pathways staff to plan for the preparation and/or tasting in Week 5 - Part A of a Pathways Nations Food that is local to the area.



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Partners:	
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## Letters to cive

#### Letter 1

Dear Bea,

I can't be active because I'm just no good at sports! It's true, I never have been much of a basketball player, and, well, forget about ever seeing me be any good at football, softball, or even soccer. I just seem to have no talent for doing any of these games!

Yes, I know that exercise is important for people, but I just don't think it's something I'll ever be able to do. So, Bea, if I'm no good at games, how can I be active?

Your friend,

No Good at Games James

Dear No Good at Games James,	



Dear Bea,

I love basketball! I think I've played basketball since I was born! I know I've been on a basketball team since I started school.

I learned in Pathways that it is important to get a lot of exercise every day, and I do that when I'm practicing with my basketball team. It's just that once basketball ends for the year, well, I don't like to do any other active things. I just want to sit around and wait for basketball to start again. So, Bea, when the basketball season is over, how can I be active?

Your friend,

Basketball is All Paul

Dear Basketball Is All Paul,	
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Partners:	
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### Letters to ctive Bea Active

#### Letter 3

Dear Bea,

It's great to learn in Pathways about how great it is to do active games and stuff every day, but have you ever visited Arizona in the summer? It is hot outside and I mean HOT!

I like to run and jump rope and play frisbee, but it's just too hot here in the summer to do any of those games. So, Bea, when it's so hot, how can I be active?

Your friend,

Too Hot to Play Kay

Dear Too Hot to Play Kay,			
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Partners:	
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### Letters to cive Bea Active

#### Letter 4

Dear Bea,

I believe that it's probably really important to do active things. I was interested in studying in Pathways about how heathy it is to eat lower fat foods everyday and to do regular exercise. But, Bea, there is a problem.

I always have a lot of homework to do and by the time I get it all done, well, it's time to go to bed. I just don't have the time to exercise. So, Bea, when I have homework to do, how can I be active?

Your friend,

Homework to Do Sue

Dear Homework to Do Sue,	
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Partners:	
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## Letters to cive

#### Letter 5

Dear Bea,

I know it's important to do active things every single day! I really like to be active and what I like to do best is ride my bike. I love to ride my dirt bike over all the rocks and hills behind my house.

Yep, I ride my bike every day after school, well, at least I did until it was broken. I can't figure out how to fix it, so until I can get somebody to fix it for me, I can't ride it. So, Bea, if my bike is broken, how can I be active?

Your friend,

Broken Bike Mike

Dear Broken Bike Mike,
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Partners:	
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Dear Bea,

I really like sports! I love to go to ballgames and watch the people playing all kinds of sports. And I really love to sit and watch the Olympics on TV! I just think it is so cool looking at all those athletes doing all those sports.

I know I probably should be doing some kind of exercise myself, but I just like to watch sports. So, Bea, if I just like to sit and watch sports, how can I be active?

Your friend, Just Likes to Sit Kit

Dear Just Likes to Sit Kit,

Partners:	
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Dear Bea,

I think it's great to exercise every day if you have the right stuff. I mean, you really need to have a basketball hoop and a basketball, of course. You also need to have a bike or roller blades, if you really want to be able to do active things.

But I don't have any of those things! I don't have any money to buy a basketball hoop for my yard. And I don't have money for a bike or roller blades or any of that fancy exercise equipment I have seen in TV ads. So, Bea, if I don't have any money for the equipment, how can I be active?

Your friend,

No Bucks to Buy Vi

Dear No Bucks to Buy Vi,	

Partners:	
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## Letters to tive Bea Active

#### Letter 8

Dear Bea,

I love to run and jog and play basketball, but I can only do that when the weather is nice. It's way too cold here now to do any of the activities I love to do, so I just stay inside and watch TV. So, Bea, if it's chilly out, how can I be active?

Your friend,

Way Too Chilly Millie

Dear Way Too Chilly Millie,	
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Partners:	
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Dear Bea,

I know you're always telling people how important it is to exercise. And I know you're always giving people advice about things they can do to stay active. Well, I think this is all great, except I have a problem.

I always forget to exercise! It's true! I get home from school and start watching TV and then I eat supper and then I watch more TV and then it's time to go to bed. It's then that I remember I didn't do anything active all day, but it's too late. So, Bea, if every day I forget to exercise, how can I be active?

Your friend,

Forgets Every Day Jay

Dear Forgets Every Day Jay,	

Partners:	
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Dear Bea,

I really love to be active! I play in lots of sports at school. I am on the school volleyball team in the fall, the school basketball team in the winter, and both the school soccer team and track team in the spring. You can see, then, that I really do a lot of active things during the school year.

Once school is out for the summer and the sports are over, well, my exercising is over too. I don't do anything active all summer long. So, Bea, if sports are the only thing for me, how can I be active?

Your friend,

Sports Only for Me Dee

Dear Sports Only for Me Dee,	
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Dear Bea,

My life is dancing at powwows. My family has always danced at powwows. All spring, summer, and fall we go to powwows all over the country. I dance almost every day during the time of the powwows, because it takes a lot of practice to be good at it.

When the powwows are over, I stop exercising. I really only like to dance, so please don't suggest that I play basketball or football or something! I just want to dance, so there's no way for me to exercise once powwows are over. So, Bea, when my dancing's over, how can I be active?

Your friend,

Dancing's My Thing Bing

Dear Dancing's My Thing Bing,	

Partners:	
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## Letters to stive Bea Active

#### Letter 12

Dear Bea,

How can I be expected to exercise every day like I learned about in Pathways, when it's so-ooo muddy here? There's mud just about everywhere. My yard is muddy, the roads are muddy, and the school ground is muddy. There is no way to do anything outside unless you do it in the mud.

I like to ride bikes and play tag with my brothers, but we can't do those things in the mud. So, Bea, when there's mud all over, how can I be active?

Your friend,

Mud Is All Over Grover

Dear Mud Is All Over Grover,	



Dear Bea,

I think I would like to be in sports after school and play games with my friends, but I can't because I have to baby-sit my little sister and my two nephews. I have to go home right after school everyday and take care of them until my grandmother comes home from work.

I know it's important do active things every day, but if I can't be in sports at school, I can't very well be expected to exercise. So, Bea, if babysitting's my job, how can I be active?

Your friend,

Babysitting's My Job Rob

Dear Babysitting's My Job Rob,	
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### Letters to tive Bea Active

#### Letter 14

Dear Bea,

I wish that I had the time to do something active everyday, but I just don't! I have my studies to do and I sometimes baby-sit my little brother and I help my dad make meals and I even take time to read to my grandmother.

By the time I do all of these things, well, it's just too late to start thinking up some active thing for me to do. So, Bea, if it's just too late for me to exercise, how can I be active?

Your friend,

Just Too Late Kate

Dear Just Too Late Kate,	
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Partners:	
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Dear Bea,

I think it's funny when you tell people to do all sorts of active things outside every day. Like you tell people to ride their bikes, jump rope, jog, play ball, and do all sorts of other outside kinds of things.

Bea, get real! Have you ever been in South Dakota in January? Most days the temperature is about zero and the windchill feels like 100 degrees BELOW zero. There is snow about a mile high everywhere! Well, it might not be quite that bad, but it's pretty much impossible to do anything outside. So, Bea, if there's just too much snow, how can I be active?

Your friend,

Too Much Snow Joe

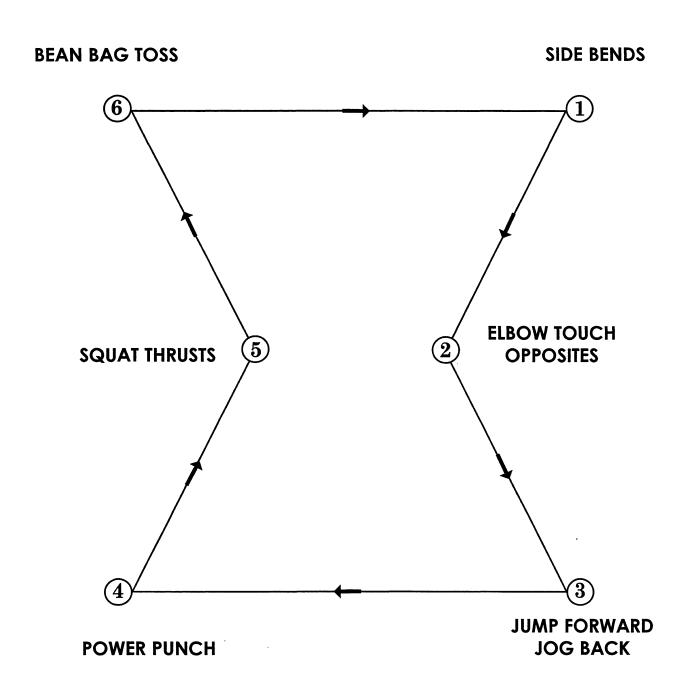
Dear Too Much Snow Joe,	
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#### **DIRECTIONS:**

Now, think about the things that keep YOU from doing physical activities or playing active games every day. Then, write your own letter to Bea and tell her about the barriers that keep you from being active every day. Finally, pretend you are Bea Active, and write a letter back explaining ways you can overcome barriers and be active every day!

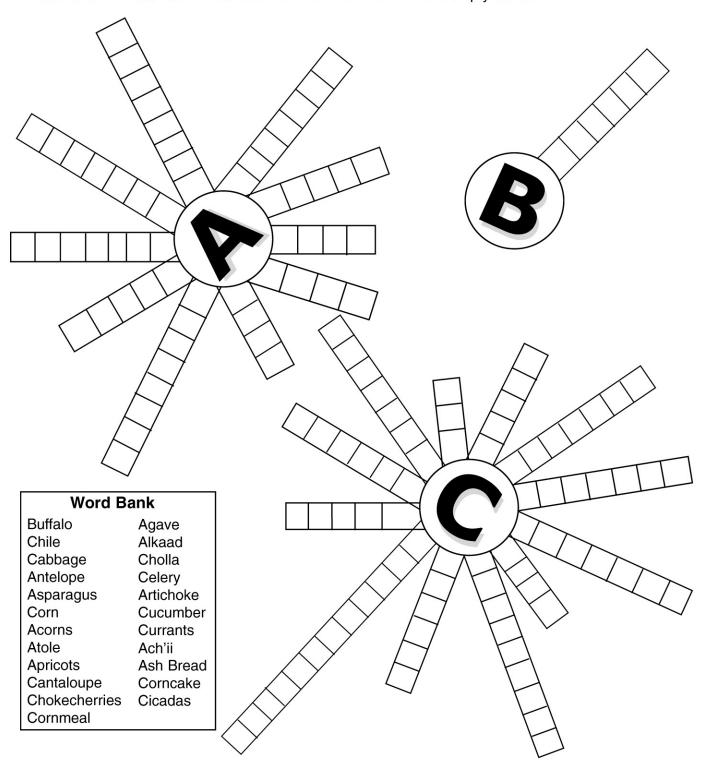
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#### **Blue Bead Trail**



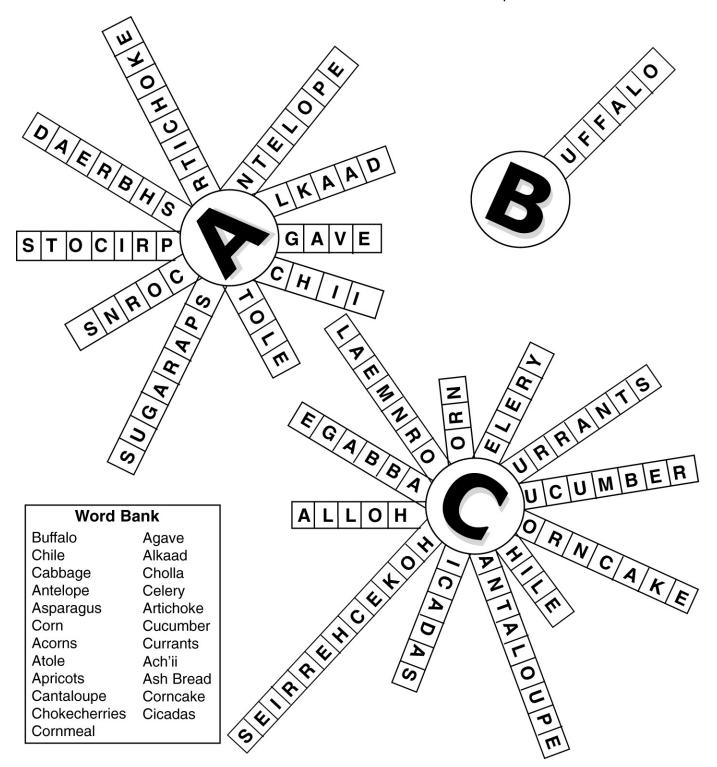
# Pathways Puzzle

Directions: Here are the A-B-C of foods from Yesterday and Today. Start with the center letter and work outward. Fit a food from the **Word Bank** in the empty boxes.



# Pathways Puzzle

Note: Some foods will fit in more than one place.



### Do Something Active Everyday



#### **Example Letter**

Dear Bea.

I like to run, ride my bike, and play basketball. But it's been raining here every day! So, all I can do is stay inside and watch TV. Well, I can't very well run and bike and play basketball out in the rain, can I? I know in Pathways class I learned about the importance of doing active things every day but, Bea, how can I be active if it's raining?

Your friend,

Rains Every Day Ray

Dear Rains Every Day Ray,

I'm happy to know that you really like to run and bike and play basketball. Good for you! Now, what is something you could do there in your house to get you moving and keep you active?

Why not get up and out of your chair during the TV commercials and try doing some jogging or running in place. Pretend you are racing for the finish line and keep it up until the commercials come to an end. Then, during the next commercials, do some line push-ups and the Turn Around Game like you learned during Pathways. If you are careful not to bump the furniture or other people, you can keep active right there in your house.

Good luck to you and remember what I always say - "BE ACTIVE" !!!

Your friend,

Bea