Oxygen Cycle

Equipment:

2 large red buckets

All beanbags/tennis balls

30 cones

3 large signs (lungs, Heart, Muscle)

Before Main Activity:

\*Remind students that they must stay in the track because it is like the arteries in the body.

\*Teach the students that when they exercise they begin breathing harder, and that when we breathe we take oxygen into our bodies. (Have everyone take three deep breaths.)

\*Ask them if they can think of any examples of exercise. (They'll probably say jumping jacks, pushups, etc.) Then have everyone perform 5-10 of that particular exercise.

\*After they understand what to do at each station, ask for a couple of volunteers to run the course so everyone can watch.

\*You can vary the number of breaths they take at the mouth, the number of compressions at the "heart" station, the

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| number or type of repetitions at the "muscle" station, or the type of movement to use when moving through the "artery" (the running path). |
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Layout:

-Create a modified track on pavilion to have students run around.

-Each student should have a Pedometer to use to count steps

-Students start at “Lungs”, take 3 deep breathes, and pick up one object (beanbags/fluffballs)

\*Complete 1 lap around the track before moving to the Heart

-Students move to the “Heart” to complete 10 jumping jacks, 10 invisible jump ropes, contract whole body by putting both hands over head and contracting their body

\*Complete 1 lap around the track before moving to the Muscle

-Students go to the “Muscle” to complete 10 push-ups, 10 sec. planks, and 5 alternating leg/arm lifts from plank position.

\*Complete 1 lap around the track before moving to the Lungs

-Students have run out of oxygen and now must go back to the “lungs” to get more and the cycle starts over again.

\*\*\*Get enough Pedometers for each student to have one to use. Have them zeroed out before the start of each class and students will see how many steps they’ve completed by end of activity. (Explain 10,000 steps per day, how many steps equates to a mile/ etc.)