

## Pathway of Life

**Introduction:** Students in the first grade are responsible for learning major body structures and organs. This activity provides the students with some kinesthetic learning of the circulatory system and its functions. The students will have fun as they run along the pathway of life.

**Grade Level and Subject:** First Grade Health and P.E.

**TEKS:** Health – 4B  
P.E. – 1B, 3B, 4B, 6A, 7A, 7B

**Materials:** a simple drawing of the heart, lungs, and blood vessels of the circulatory system on the concrete portion of the playground; paper for body shapes

**Resource:** *Physical Education Methods for Classroom Teachers Human Kinetics* by Bonnie Pettifor. ISBN: 0-88011-842-3

**Activity:** Before this activity begins, each student should lie down on a very large piece of paper. The teacher should trace and cut around each student’s body shape. When each student has his or her “body” in front of them, the teacher should discuss the heart, lungs, and blood vessels of the circulatory system. The students should draw and label the parts of the circulatory system on their “bodies.”

Once the students understand the basic parts and functions of the circulatory system, the teacher should take the class to the playground. On the concrete section of the playground, he or she should have already drawn a generic body and labeled the parts of the circulatory system. If the class is large, the teacher might want to draw and label a few bodies on the concrete.

The students are now ready to take a walk on the “pathway of life.” They should start at the heart and move down the blood vessels, back up to the heart, on to the lungs, and back to the heart.

There are several options with this lesson. The students can follow one another as they become “red blood cells”; they can shout out the parts of the circulatory system as they travel on them; or they can travel to the parts the teacher calls out. This lesson allows for much creativity on the part of the teacher once the students are active. Another option would be for the students to perform different locomotive skills while traveling “through” the circulatory system, such as galloping, skipping, walking, running, hopping, jumping, etc. If the teacher has placed the students in groups, they can rotate to each circulatory system drawn on the playground and complete a different locomotive skill on that particular system.

The teacher might want to use this activity to reinforce parts and functions of other major systems in the human body.

**Evaluation:** The teacher should observe the students as they travel through the circulatory system. Any confusion on the part of the student should be corrected and the correct information given by the teacher. He or she should use the drawing to reinforce accurate information as the students need it.



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