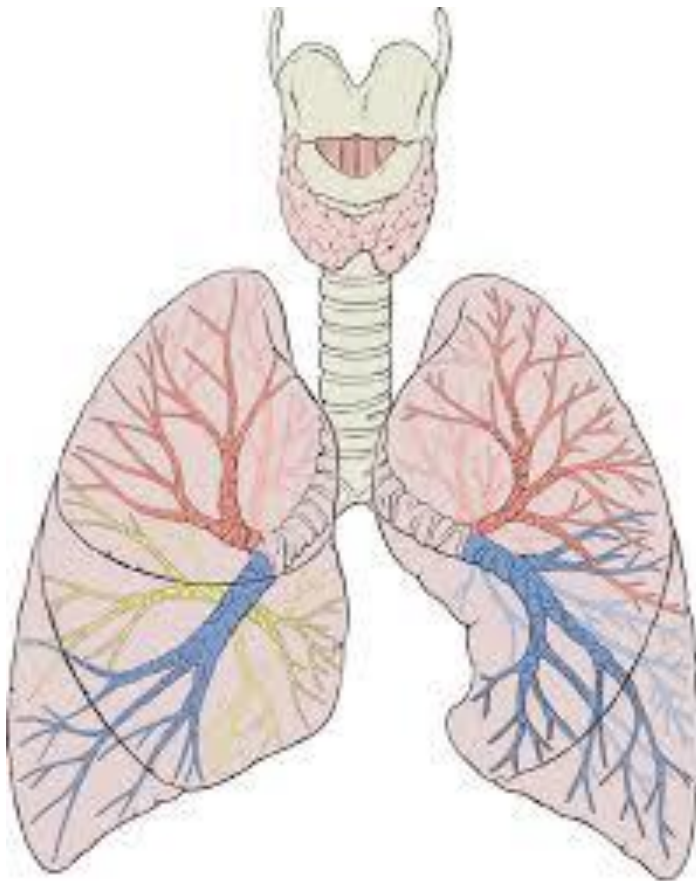


1.2 The Respiratory System

Name _____

Class _____



The PE Classroom:

This booklet will guide pupils through all of the content required for this topic.

Any time you see a box such as this, take a look for videos, advice and links to extra documents and resources.

This booklet can also be printed as a 'pupil booklet' and 'teacher answer booklet'.

Content	Additional Information	Pupil comments – How confident do you feel on this topic?
Understanding of lung volumes and the impact of and on physical activity and sport.	Residual volume. Expiratory reserve volume. Inspiratory reserve volume. Tidal volume. Minute Ventilation	
Gas exchange systems at alveoli and muscles.	Oxygen and carbon dioxide. Principles of diffusion and partial pressures	
The neural and chemical regulation of pulmonary ventilation during physical activity and sport	Sympathetic and parasympathetic. Carbon dioxide.	
Receptors involved in regulation of pulmonary ventilation during physical activity.	Chemoreceptor, proprioceptor, baroreceptor.	
Impact of poor lifestyle choices on the respiratory system.	Smoking. Oxygen transport.	

The PE Classroom:

It is important that, as pupils, you understand the specification.

Use the 'pupil comments' section to state how confident you feel for each topic. This will help you decide on which areas require the most revision.

The Pathway of Air:

What is the main organ involved in respiration?

Unscramble the words below to uncover which other parts of the body are involved in respiration...

RAHCAET _____

VLAOILE _____

PRADIGMH _____

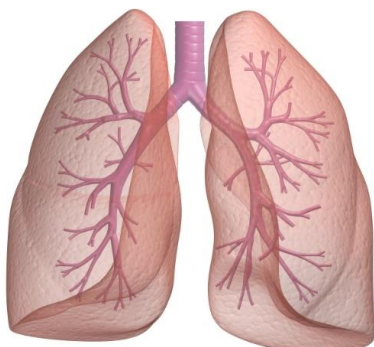
RNIHBCO _____

RNIHBCOSLOE _____

When inhaling the _____ tightens, changing from a dome shape to a flatter shape. This action opens up the _____ and allows air to rush in. When we exhale the _____ relaxes, moving up and back to a dome shape.

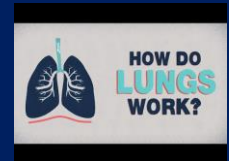
When breathing in, air passes through the wind pipe, which is also known as the _____. From here, the air enters one of two branches called the _____, through which air passes into each _____. Smaller branches called _____ extend out from the _____ and at the very end of these there are millions of tiny sacs called _____. Here is where gaseous exchange takes place and oxygen is passed into the blood so that it can supply the body.

Label the diagram below and also outline the position of the diaphragm when inhaling.



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Video: Click below to find out how the lungs work as part of the respiratory system.



The PE Classroom:

Video:

This video shows exactly what happens to the diaphragm as we breathe in and out.



Lung Volumes:

Tidal Volume

Expiratory Reserve Volume

Inspiratory Reserve Volume

Residual Volume

Minute Ventilation

The PE Classroom:

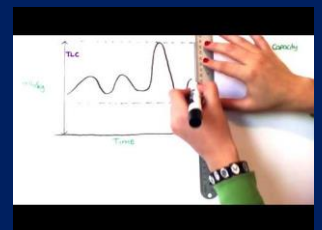
Resource:

Match the definitions in this resource to the key terms:

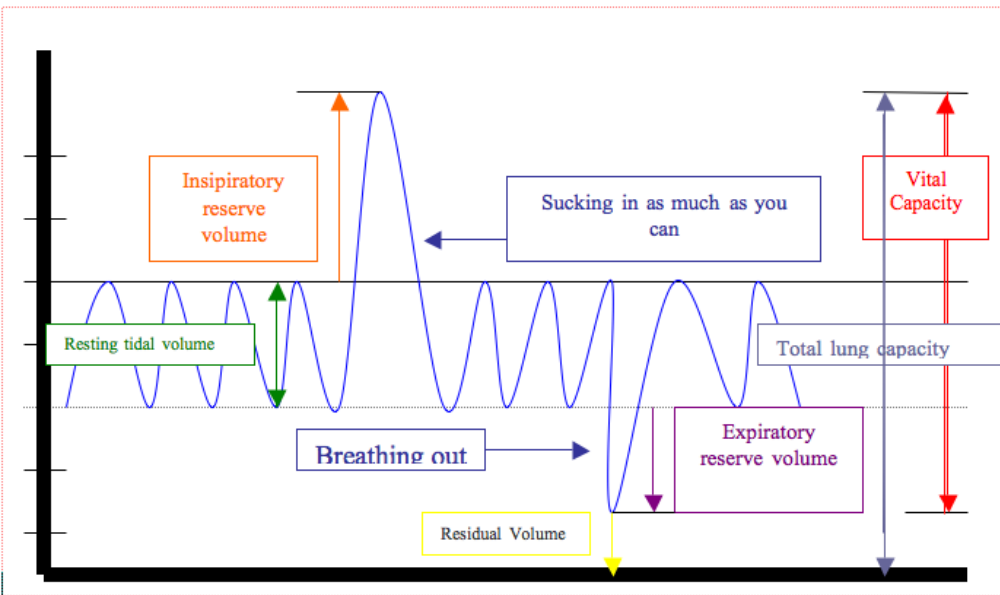
Lung Volumes
Definitions

The PE Classroom:

Video: This video offers a detailed explanation of lung volumes and capacities.



The image below shows how these terms can be displayed on a graph. This graph is showing the values for a person **at rest**. Take some times to understand this graph before having a go at the questions below.



Tidal volume increases during exercise. Why does this occur?

Does **residual volume** change during exercise?

Hint: Think carefully before answering this question

It is important that you are able to understand how the graph shown above will vary at exercise.

Task – Think carefully before using a separate piece of paper to draw out the same graph to show a trace for a 1500m runner towards the end of a race.

Hint: Think about both **breathing rate** and **breathing depth** and how each of these will affect the tidal volume readings

Use the knowledge that you have gained to describe what happens to each volume during exercise.

Lung Volume	Definition	Change during exercise
Tidal Volume		
Inspiratory Reserve Volume		
Expiratory Reserve Volume		
Residual Volume		
Minute Ventilation		

Gas Exchange:

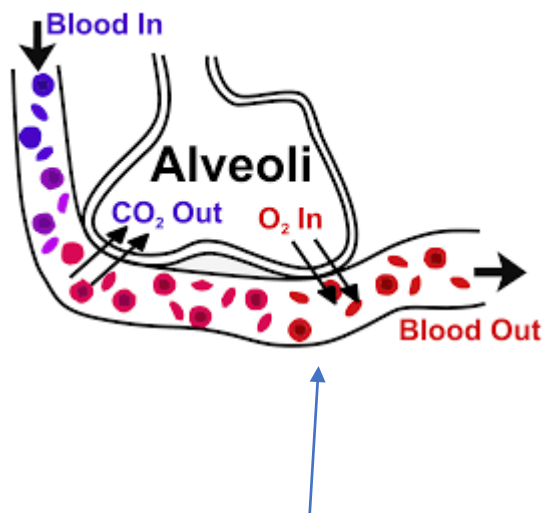
This takes place at the site of the **alveoli** and at the site of the **muscle tissue**. The process of gas exchange allows us to get _____ to our muscles and for us to get rid of waste products such as _____ and _____.

There are three key parts to gas exchange and they are outlined below:

Diffusion – The movement of a substance from an area of high concentration to an area of low concentration.

Partial Pressure – The pressure of an individual gas when it exists amongst a mixture of gases

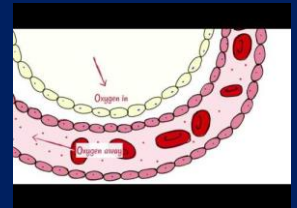
Concentration Gradient – The process of particles moving through a solution or gas from an area with a higher number of particles to an area with a lower number of particles



At the alveoli, the blood stream contains a large partial pressure of CO₂ and a small partial pressure of oxygen. The alveoli contains a high partial pressure of oxygen and a small partial pressure of CO₂. Therefore a concentration gradient is present and diffusion will occur.

The PE Classroom:

Video: It is important that you understand how gas exchange takes place at the alveoli. This video will help....



<u>Location</u>	<u>Partial Pressure of Oxygen (P_{O2})</u>	<u>Partial Pressure of Carbon Dioxide (P_{CO2})</u>
Alveoli	100 mm Hg	40 mm Hg
Blood Capillary	40 mm Hg	46 mm Hg

At the site of the lungs:

Use the table above to explain how diffusion takes place at the alveoli:

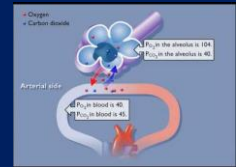
<u>Location</u>	<u>Partial Pressure of Oxygen (P_{O2})</u>	<u>Partial Pressure of Carbon Dioxide (P_{CO2})</u>
Blood Capillary	100 mm Hg	40 mm Hg
Muscle Tissue	40 mm Hg	46 mm Hg

At the site of the muscle tissue:

Use the table above to explain how diffusion takes place at the muscle tissue:

The PE Classroom:

Video: This animated video shows what is happening in terms of partial pressure within the blood stream.



In order for diffusion to take place effectively, the capillaries and alveoli have the following features:

Large Surface Area

One Cell Thick

Narrow Diameter

Sample Exam Questions

'Tidal volume \times respiratory frequency' is an equation.

Which **one** of these physiological measures does the equation allow you to calculate?

- A Expiratory reserve volume
- B Inspiratory reserve volume
- C Minute ventilation
- D Residual volume

(Total 1 mark)

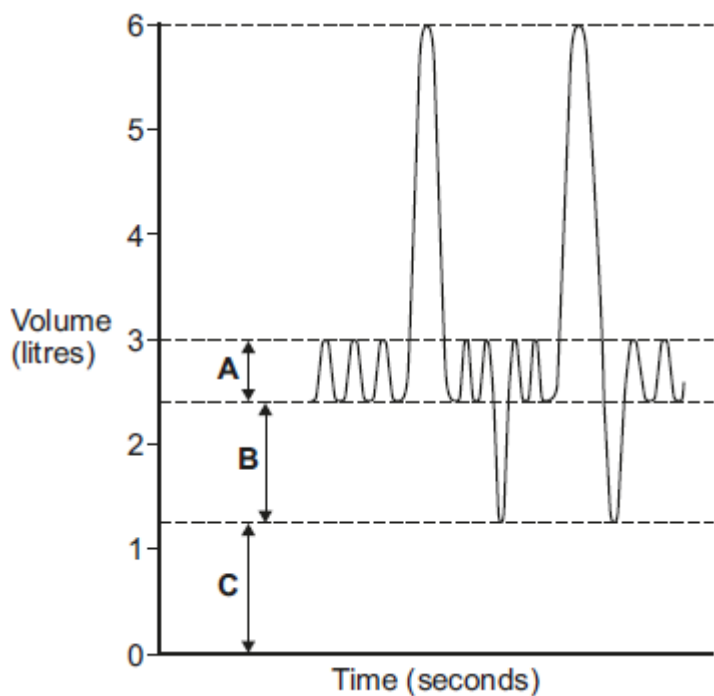
Identify which **one** of the following statements defines expiratory reserve volume.

- A The amount of air breathed in or out per breath
- B The amount of air left in the lungs after maximal expiration has occurred
- C The amount of air that can be forcibly expelled after a normal breath
- D The amount of air that can be forcibly inspired at the end of a breath

(Total 1 mark)

Many athletes will use continuous training to maintain a good level of fitness.

The diagram below shows a spirometer trace of an athlete at rest.



- (i) Complete the table to identify the type of lung volumes **A**, **B** and **C** shown in the diagram above.

	Lung Volume
A	
B	
C	

(3)

- (ii) What effect does a continuous exercise session have on lung volumes **B** and **C** in the diagram above?

Volume **B**:

Volume **C**:

(2)

(Total 5 marks)

The table below shows the partial pressure of oxygen (PO₂) and carbon dioxide (PCO₂) in a blood capillary and a muscle.

	PO ₂ (mmHg)	PCO ₂ (mmHg)
Blood capillary	100	40
Muscle	40	46

Using the table above, describe how oxygen **and** carbon dioxide move between the blood and the muscles.

[Total 4 marks]

Neural & Chemical Regulation of Pulmonary Ventilation:

Neural refers to the nervous system whereas **chemical** refers to blood acidity.

As we have discovered whilst learning about the **cardiovascular system**, receptor systems are present in our body in order to detect when an increase or decrease in heart rate are required.

What are the roles of the:

Chemoreceptors:

Baroreceptors:

Proprioceptors:

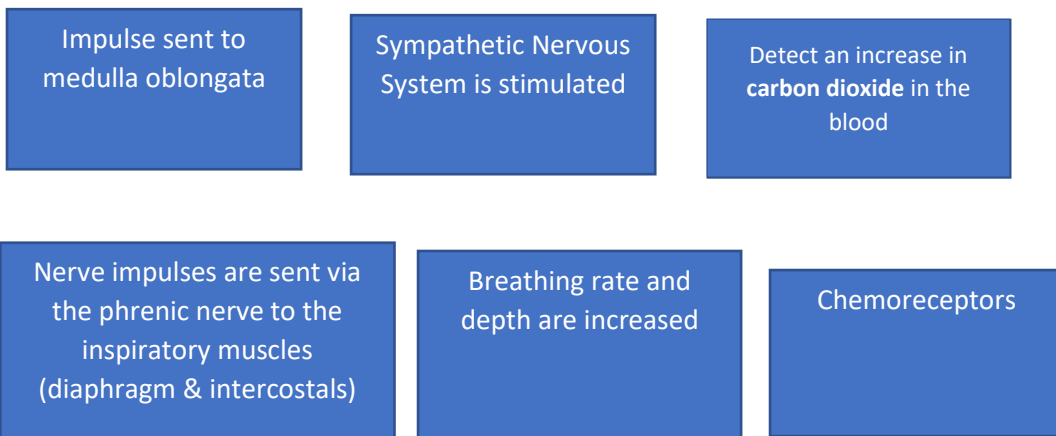
The PE Classroom:

Which part of the ANS is activated to increase/decrease heart rate?

During exercise, the receptor systems send impulses to the _____
_____ in the brain, which then stimulates the _____
nervous system and heart rate is _____.

Following exercise, the receptor systems send impulses to the
_____ _____ in the brain, which then stimulates the
_____ nervous system and heart rate is _____.

The same process can be applied to the respiratory system, whereby rather than increasing or decreasing the heart rate, the medulla oblongata can signal for an increase or decrease in breathing rate and depth. The **Inspiratory Centre** and **Expiratory Centre** are found in the medulla oblongata and are responsible for changes in breathing rate. Put the following statements in order to explain how this is achieved:



Stretch Receptors:

These are located in the lungs. They prevent the lungs over-inflating by sending signals to the **expiratory centre**, which can signal for a decrease in breathing rate and depth.

In relation to breathing mechanics, how can an athlete's proprioceptors work to aid performance in a 5000m race?



An athlete is close to exhaustion at the end of a 5000m race. How do their stretch receptors respond in order to ensure the safety of the lungs?

The PE Classroom:
Link: Click below to find out more about the stretch receptors...
Stretch Receptors

The Impact of Poor Lifestyle Choices on the Respiratory System:

Lifestyle choices such as having an unhealthy diet or drinking alcohol can affect the respiratory system. However, **smoking** has a number of negative effects on the mechanics of breathing.

Carbon Monoxide binds to haemoglobin

Damaged alveoli

Damaged Cilia

Nicotine constricts the bronchioles

Irritation of the trachea and bronchi

The PE Classroom:

Video: Smoking has a great number of negative effects on the respiratory system...



Do some of your own research in order to explain why each of the above factors can have a negative effect on the cardiovascular fitness of a performer.

Sample Exam
Questions

How is breathing rate regulated by the body to meet the increasing demands of exercise during a game of netball?

(Total 4 marks)

Smoking is a poor lifestyle choice because of the negative effect it can have on health and performance.

Identify **one** physiological effect of smoking on the respiratory system **and** explain its impact on performance in endurance events.

(Total 4 marks)

Key Terms:

Tidal Volume – Volume of air breathed in or out per breath

Inspiratory Reserve Volume – Volume of air that can be forcibly inspired following a normal breath

Expiratory Reserve Volume – Volume of air that can be forcibly expired following a normal breath

Residual Volume – Volume of air that remains in the lungs after maximum expiration

Minute Ventilation – Volume of air breathed in or out per minute

Diffusion – The movement of a substance from an area of high concentration to an area of low concentration.

Partial Pressure – The pressure of an individual gas when it exists amongst a mixture of gases

Concentration Gradient – The process of particles moving through a solution or gas from an area with a higher number of particles to an area with a lower number of particles

Stretch Receptors – A sensory receptor that responds to the over-expanding of the lungs

Inspiratory Centre – Located in the medulla oblongata and responsible for breathing (inspiration)

Expiratory Centre – Located in the medulla oblongata and responsible for breathing (expiration)

Cilia – Tiny cells located in the bronchi and bronchioles

Nicotine – An addictive stimulant found in cigarettes

Tar – A toxic substance found in cigarette smoke

The PE Classroom:

Now this topic is complete, click below to take part in a Kahoot quiz on the Cardio-Respiratory System

Kahoot Quiz

The PE Classroom:

Test yourself on the key terms from this topic