

SUNY CORTLAND MOTOR DEVELOPMENT LAB

Spring 2011 – Professor. Yang
Locomotor Lab Part A: Lab Two

Name: Danny Russo Date: 3/4/11 Lab Group Day and #: Monday #2

Tasks

- A. To observe the interaction between Cortland students and St. Mary's students while playing the pre-planned games with an Olympic Theme:
- B. Locomotor Tasks Part A Worksheet.

TASK A – OBSERVATION/REFLECTION

Observe the interaction between St. Mary's students and Cortland students.

1. Observe the St. Mary's student(s) as they participate in the activities. Describe the variability of the movement patterns you observed in your students. Be sure to note with whom you worked, what grade they were in, and any differences in age, gender, or ability.
 - During this week's lab I was in the Gym group which means that I was teaching the students different tag and other games to keep them moving around and having fun. While I was teaching as well as participating in the other games that my peers were teaching I watched some students to notice how they were performing the specific locomotor skills which this week were running, galloping and hopping. Every student was able to run well and didn't look awkward doing it, galloping was also not too difficult for them once we explained how to do it, hopping seemed to be extremely difficult. Laura was able to run appropriately, Alex had a harder time with this. Both Laura and Alex when it came to galloping had similar out comes, they weren't able to lead with the right and left foot. Also both of these students weren't able to perform the hop well either, Alex was the only one able to hop on both the right and left foot.
2. Describe the effective "teaching strategies" that you observed. What were they and on whom did you use them? How were they used? What was the effect? Were there any strategies that were more effective than others? If so, why?
 - While I was not teaching I saw many good teaching techniques being used to keep the students under control and effectively teach them. Mike was able to project his voice out there and get it out to the students, in doing so he had all of their attention which made them have fun while playing the game he had prepared for them. Also Jessica was able to play a game that the kids could relate to, the game was pizza shop, every kid loves pizza and they had a blast playing her game. They were able to relate to it and in doing so they had fun.

MOTOR DEVELOPMENT LAB- Locomotor Skills Part A

TGMD-2: Test for Gross Motor Development- Second Edition- Revised

Name of Students (first names only): Laura /Alex

Grades: K /K

Ages: 6/6

Gender: Female / Male

Locomotor Skills- (Lab 2) Part A

Skill	Materials	Directions	Performance Criteria	Child 1	Child 2
1. Run	Use a clear space	During a game or activity, watch a student run. They may not run as fast as they can or for a long period of time due to space but do your best.	1. Brief period where both feet are off the ground.	Yes	Yes
			2. Arms in opposition to legs, elbow bent.	Yes	No
			3. Foot placement near or on a line (not flat footed).	Yes	No
			4. Nonsupport leg bent approximately 90 degrees (close to buttocks).	Yes	No
2. Gallop	Use a clear space	During a game or activity, watch a student gallop. Tell the student to gallop leading with one foot and then the other.	1. A step forward with the lead foot followed by a step with the trailing foot to a position adjacent to or behind the lead foot.	No	No
			2. Brief period where both feet are off the ground.	Yes	Yes
			3. Arms bent and lifted to waist level.	Yes	Yes
			4. Able to lead with the right and left foot.	No	No
3. Hop	Use a clear space	During a game or activity, watch a student hop. Ask the student to hop first on one foot and then on the other foot.	1. Foot for nonsupport leg is bent and carried in back of the body.	No	No
			2. Nonsupport leg swings in pendulum fashion to produce force.	No	No
			3. Arms bent at elbows and swing forward on take off.	No	No
			4. Able to hop on the right and left foot.	No	Yes