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. Be sure to note with whom you worked, what grade they were in, and any differences in age, gender, or ability.

The gym group had the kids participating in activities and immediately you could tell the differences between the genders. The girl that I had to watch did not participate the entire time but compared to the boy she was more advanced in her skills than the boy. I worked with the kindergarten group last time I was at St. Mary's and this time I was working with the older kids in 4th and 5th grade. I was surprised with the differences in abilities that the 4th and 5th graders had. They are very skilled and one sport that stuck out to me was watching the kids shooting basketballs. They were quite accurate for their age group. It was quite breathe taking to see the advancements from the younger kids to the older kids.

2. Describe "teaching strategies" that **YOU** used today towards connecting with the children. What were they? How did YOU use them? What was the effect? Were there any strategies that were more effective than others? If so, why?

I used a couple teaching strategies today at St. Mary's while working with the kids. I used a loud PE voice to get the kids attention and also talked to the kids to try and make them want to play our games that we had planned to play with them. However the older kids are not as friendly as you would think they would be. Talking to them and trying to make them want to play your games isn't as easy as it sounds. But using a loud voice and making the game you have sound like it's the best has advantages. I played the Cha Cha slide song, and the kids couldn't get enough of it. I started the song and started dancing with the beat and the kids joined in. So by making your game sound the best and having confidence with your game can be beneficial at the end of the day.

3. After being at St. Mary's for these past weeks and observing and working with the students, can you briefly describe an effective strategy (or strategies) that you used to capture the children's attention and keep them on task for your activity.

The one effective strategy that I have used to capture the students attention is using a loud PE voice to get their attention. Also sound enthused about the games that you have in mind to play with the kids. Most likely they will want to play your game if you make it sound like it's the best thing that there is. If you can't sell your game that it's the greatest thing ever, well then most likely the kids will not want to play it. Also be specific and brief when giving instructions about the games that you will be playing.

MOTOR DEVELOPMENT LAB-Locomotor Skills Part B

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

Name of Students (first names only):_____/_____
Grades: K/1st Ages: _____/_____

Gender: Boy/Girl

Locomotor Skills- (Lab 3) Part 2

Skill	Materials	Directions	Performance Criteria	Child 1 Boy	Child 2 Girl
1. Leap	Use a clear space	During a game or activity, watch a student leap. Tell the student to take large steps leaping from one foot to the other foot.	1. Take off on one foot and land on the opposite foot.	No	Yes
			1. A period where both feet are off the ground (longer than running).	No	Yes
			1. Forward reach with arm opposite the lead foot.	No	No

2. Horizontal Jump	**Use a clear space**	**During a game or activity, watch a student jump. Tell the student to jump as far as they can.**	**1. Preparatory movement includes flexion of both arms and knees with arms extended behind the body.**	**Yes**	**Yes**
			1. Arms extend forcefully forward and upward, reaching full extension above the head.	**No**	**No**
			1. Take off and land on both feet simultaneously.	**No**	**Yes**
			1. Arms are brought downward during landing.	**No**	**No**
3. Slide	**Use a clear space**	**During a game or activity, watch a student slide. Ask the student to slide facing the same direction.**	**1. Body turned sideways to desired direction of travel.**	**Yes**	**Yes**
			1. A step sideways followed by a slide of the trailing foot to a point next to the lead foot.	**Yes**	**Yes**
			1. A short period where both feet are off the floor.	**No**	**Yes**
			1. Able to slide to the right and to the left side.	**No**	**Yes**