

SUNY CORTLAND MOTOR DEVELOPMENT LAB
PED 201 –Professor Yang
Locomotor Skills Part B: Lab Three

Name: Name: Danny Russo

Date: 3/25/11

Lab Group Day and #: Monday #2

Tasks

- A. To observe the interaction between Cortland students and St. Mary's students.
- B. Locomotor Skills Part B 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. Be sure to note with whom you worked, what grade they were in, and any differences in age, gender, or ability.
-The students at St. Mary's had to perform three different locomotor skills in Monday's lab, these skills were the leap, horizontal jump, and slide. The students that we worked with were John and Lisa who were both around 6 years old and in Kindergarten. Both of the students were able to perform the leap when it was done slowly, but as soon as they started to do it faster as like most of the other students the leap began to turn into a run. John's horizontal jump was not up to speed with the other students in the lab, but Lisa was able to perform the jump correctly. Both John and Lisa were able to slide correctly as well.
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?
-When I was teaching the children my game in lab today I tried a few different things that I didn't do last time that Professor Yang, and the TA's told us to do differently. I did not recommend that we play a game, I told them the game we were going to play, I also projected my voice so the students knew that I was their teacher, and I also made sure that all of the children were paying attention to me the whole time I was explaining the game by being stern but fun and making it enjoyable. The effect was a good one; they were willing to play the game that I had explained with not many complaints. By telling the students that we were playing a game and not suggesting it the students were willing to play the game and there were not many complaints by the kids.
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.
-To keep the children on task and at your attention you have to make sure that you do not suggest the game you must tell them that this is the game we are playing today. Also you must keep in mind the tone of your voice, you want to make sure that they know they can be your friend but you have to be their teacher first and keep a stern voice. You also must make sure that you explain the skills and the game thoroughly because if not they won't

learn anything and it is pointless to be teaching the students.

MOTOR DEVELOPMENT LAB-Locomotor Skills Part B

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

Name of Students (first names only): John / Lisa Grades: K / K Ages: 6 / 6
Gender: Male / Female

Locomotor Skills- (Lab 3) Part 2

Skill	Materials	Directions	Performance Criteria	Child 1	Child 2
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.	Yes	Yes
			2. A period where both feet are off the ground (longer than running).	Yes	Yes
			3. Forward reach with arm opposite the lead foot.	Yes	Yes
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.	NA	Yes
			2. Arms extend forcefully forward and upward, reaching full extension above the head.	NA	Yes
			3. Take off and land on both feet simultaneously.	NA	Yes
			4. Arms are brought downward during landing.	NA	Yes
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
			2. A step sideways followed by a slide of the trailing foot to a point next to the lead foot.	Yes	Yes
			3. A short period where both feet are off the floor.	Yes	Yes
			4. Able to slide to the right and to the left side.	Yes	Yes

