

SUNY CORTLAND MOTOR DEVELOPMENT LAB

Spring 2010 – Professor. Yang Locomotor Lab Part A: Lab Two

Name: ___Ryan Walker_____

Date: ___02/10/2012_____

Lab Group Day and #: ___Monday_____

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.

The first students we worked were kindergarten and first grade level. Dave, Mallory, and I ran them through games that would test their locomotor skills. For example we were specifically asked to make sure the students demonstrate running, galloping, and hopping. During the games the students also did things like skipping, jumping, walking, and they even did other movements including squatting, grabbing, and other gross and fine motor movements. Because we had students that were so close in age there wasn't much difference between their abilities to perform locomotor movements. Although I did notice differences in their ability to hop because some students had very elementary abilities to perform a hop. For example the students would keep their leg in front of their body with the knee up and they were hunched over at the waist. While other students stood upright and erect and kept their foot behind them for better balance as they traveled across the floor using the hop.

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?

I think at first Dave was overwhelmed by the fact that not many kids came out to participate for his game but when we got the music running Dave was able to use the music to his advantage and help get the students more energized and ready to play! Mallory did a wonderful job getting the students to participate by using a firm voice and getting down to the students level while addressing them. When I gave my game I tried to joke with the students and use an accent but they didn't think that was funny, so I just talked to them in a regular voice. I also said we are going to play, "Will You Be My Valentine" and all the kids went, "ewwwwwww." So I changed the game to will you be my friend and the students responded to that a lot better and felt more comfortable asking their peers to be there friends rather than their valentines.

MOTOR DEVELOPMENT LAB- Locomotor Skills Part A

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

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

Grades: 1 / 2

Ages: 7 / 8

Gender: Male / Female

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.	No	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	Yes
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	Yes
			2. Brief period where both feet are off the ground.	Yes	Yes
			3. Arms bent and lifted to waist level.	No	No
			4. Able to lead with the right and left foot.	Yes	Yes
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.	Yes	Yes
			2. Nonsupport leg swings in pendulum fashion to produce force.	No	No
			3. Arms bent at elbows and swing forward on take off.	Yes	Yes
			4. Able to hop on the right and left foot.	Yes	Yes