

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

Name: Mallory Guerin

Date: 3/3

Lab Group Day and #: Sommersaults

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.

This week we were assessing the leap, horizontal jump, and slide. As I watched the students from grades kindergarten through first grade I saw that the students had a general understanding as to what the movement concepts were but the leap was difficult for them. It looked mostly like a run. Some could leap a few steps but then would want to rush through the activity so they would rush through the skill. I thought that the gym group tried very hard to keep the students focused by having them leap over hockey sticks and other sorts of obstacles but the students needed to be slowed down even more and really needed one on one time with an instructor, which can be difficult with a large group of students.

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 only led the cheer for the students today, which was at the very end of the day. I had the students get up off their feet and turn around, touch the gourd, shake their booties, and twist. I first demonstrated the activity then led it. I repeated the cheer to make sure that everyone had a understanding of the activity which everyone did. I made sure I was very clear, short, and loud with my instructions and made sure that everyone could see my enthusiasm so it would rub off on everyone else, which I believe it did!

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.

I think that it is really important to show that if you are extremely interested in the acuity then it will rub off on them. You also have to remember that you are the instructor. I found myself once crouching down to their level and the students would want to crawl up all on me and want to touch me. So I learned that if you remain a little bit higher there is still authority and at the same time the students are not looking straight up at you. It is a

happy medium. It is just very important to keep the students engaged in the activity and make sure that they know there is a purpose to every game!

MOTOR DEVELOPMENT LAB-Locomotor Skills Part B

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

Name of Students (first names only): Sam/Jamie

Grades: K/K Ages: 6/6

Gender: M/F

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

