

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

Name: Brandon Loomis

Date: 2-29-12

Lab Group Day and #: Wednesday

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.

I was able to get a chance to work with the Pre-K students this week. Among them I was able to see how at such a young age, there is a distinguishable difference in how each child could move. At such a young age, each individual child grows at a different rapid or slow pace. Some of the students, whether it be a boy or girl, were able to run, jump, or slide much more fluently than some of the others. This was more clearly seen in the students that were a little more hyper than the others, they tended to be a little more coordinated and flew through physical activities with ease. The other students who may be less coordinated or may be excelling at a slower developmental rate tend to be the ones who are less enthusiastic about games or kind of keep to themselves.

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?

Working with such young children, they are very impressionable and all you need to do for them to cooperate is a little persuasion, you need to sell your game or activity as if you are a salesman and make them get excited for it. When talking with one child in particular, I was able to get him to sit down for me to read a book because I told him that I would read the book however he wanted me too and he grabbed his Bob the Builder book right away. I feel as though with such a young group, it is easy to just sell your activity with positive, exciting statements.

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.

There are many strategies you can use to grab a group of children's attention, but many of these strategies are based on the age group of the children. The universal strategy that I believe works for children of all ages is a combination of two. These would be selling your activity like a salesman, and demonstrating them clearly and with a lot of enthusiasm. You need to be able to convince the students that they will have a ton of fun playing your game, you need to physically show them how fun it is and get them involved quickly with short but precise instructions.

MOTOR DEVELOPMENT LAB-Locomotor Skills Part B

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

Name of Students (first names only): Phil/Mindy

Grades: 1st-2nd / 1st-2nd

Ages: 5-6 / 5-6

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.	NO	YES
			2. Arms extend forcefully forward and upward, reaching full extension above the head.	NO	NO
			3. Take off and land on both feet simultaneously.	YES	YES
			4. Arms are brought downward during landing.	YES	YES
3. Slide	Use a clear space	During a game or activity, watch a student slide. Ask the student to	1. Body turned sideways to desired direction of travel.	NO	YES

		slide facing the same direction.			
			2. A step sideways followed by a slide of the trailing foot to a point next to the lead foot.	NO	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.	NO	YES