

SUNY CORTLAND MOTOR DEVELOPMENT LAB

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

Name: Katie Darling
Penguins, Wednesday

Date: 2/2/11

Lab Group Day and #: Party

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.

When observing the students as they performed the activities, I noticed different levels of ability throughout the games. They first started with running, during which I noted that they did so almost perfectly. The only exception was the position of the arms. Next, the students galloped, which was also very good except for the position of the arms once again. Third, we examined the students as they hopped. This was the most difficult for them to perform correctly, both with the arms and the non-support leg. The two students were both in kindergarten, around age 5-6 and one was a male, the other a female. They seemed to be quite equal in their abilities from what I observed.

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?

Some of the strategies I observed were that the "teachers" asked the kids for understanding. Making the students repeat directions is a great way to check that they know what the rules are. Since I didn't actually teach the kids myself, I observed that my classmates used this as well as communicating loudly when explaining the directions. The effect of this was that the students knew how to play the game, however sometimes they did not gallop or hop when they were supposed to, in which case I would have liked to see more direction from those who were teaching the game. I think that being loud and checking for understanding was the most useful strategy that was used.

MOTOR DEVELOPMENT LAB- Locomotor Skills Part A

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

Name of Students (first names only): Amanda / Gary
5 / 6

Grades: K / 1st

Ages:

Gender: Female / Male

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 | Yes |
| | | | 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. | Yes | 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 | No |
| | | | 2. Nonsupport leg swings in pendulum fashion to produce force. | No | No |

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|--|--|--|---|-----|-----|
| | | | 3. Arms bent at elbows and swing forward on take off. | No | No |
| | | | 4. Able to hop on the right and left foot. | Yes | Yes |