

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

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Lab Group Day and #: Monday, #3, Gym Group

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.

At St. Mary's, I observed students playing many different games that involved leaping, jumping, and sliding. This week my group was the gym group and the two students that I observed for a lot of the time was a boy in the 1st grade and a girl in the 2nd grade. The boy struggled with a lot of the locomotor movements. It seemed pretty clear that he wasn't quite sure how to do a leap exactly and he also seemed to struggle with a jump. His slide was probably the best, but it still wasn't that good. The girl was able to perform the locomotor skills better; however she seemed to struggle a little too. She was probably better at the skills, since she is one year older than the boy. She seemed to have a better idea of how to do a leap compared to the boy, but she definitely was not at a mature level. The girl's jump was decent, but she needs to work on getting her arms extended forward and upward. Her slide was the best out of the three skills that she performed. It was easy to see that she was able to perform the locomotor skills better than the boy and that she was on a more mature level than him.

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?

At the lab, one teaching strategy that I used was calling all the students over to me by using a loud voice. I also told them to sit on their bottoms, so they wouldn't be climbing all over me and up in my face when I was talking. By using my loud voice and having all the students sit on their bottom I was able to explain my game and they were all able to see me and hear me as well. Another strategy that I used was demonstration. When I was explaining my game I demonstrated to the students what a leap was, because when I told them to leap over the hockey sticks they looked a little confused as to what a leap actually was. I showed them how to do it and I also explained to them that a leap is basically like taking a giant step. They were able to understand it and perform it correctly during the game. I believe this strategy is very effective, because it really helps each student figure out exactly what they have to do during the game and it also clears up any confusion that they might have had.

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.

After being at St. Mary's for three weeks, I have learned that in order to keep the students attention and on task I need to make them feel like my game is the best game ever. I need to be excited about my game so they get excited too. Also, to keep their attention and keep them on task I have learned that it is important to ask them if they understand the game as I am explaining it to them. Such as, ask the students for thumbs up if they understand the concept of the game or ask them what they need to do when they get tagged. If the students don't know how to play the game then they will be confused and they will not be focusing at all during the game.

MOTOR DEVELOPMENT LAB-Locomotor Skills Part B

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

Name of Students (first names only): _____ Patrick _____ / _____ Madeline _____ Grades: _____ 1st _____ / _____ 2nd _____ Ages: _____ 6 _____ / _____ 7 _____

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.	No	Yes
			2. A period where both feet are off the ground (longer than running).	No	Yes
			3. Forward reach with arm opposite the lead foot.	No	No
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	No
			2. Arms extend forcefully forward and upward, reaching full extension above the head.	No	No
			3. Take off and land on both feet simultaneously.	No	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 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	No
			3. A short period where both feet are off the floor.	No	Yes
			4. Able to slide to the right and to the left side.	No	Yes