

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

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Date: 10/19/11

Lab Group Day and #: Wednesday and # 3 Part 2

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.

After observing the variability patterns today I was somewhat impressed and surprised with how well both John and Lauren could perform. The skills that we observed today were leaping, horizontally jumping and sliding. John, who was younger than Lauren was able to perform leaping pretty well for his age (about kindergarten-first). He could take off on one foot and land on the opposite foot and also had a period where both feet were off the ground. Although he only did this the first few times and then stopped, he still performed them well at first. When doing horizontal jumping he did not use flexion of both his arms and knees with arms extended behind the body, but he did however have his arms fully extended forward and upward and brought down during landing. He also took off and landed on both feet simultaneously very well. While John was sliding he did all of the skills that are included in sliding extremely well. He had his body turned sideways in the right direction, he always stepped sideways by a slide of the trailing foot next to the lead one, had a short period where his feet were off the floor and he was able to slide to the right. Overall I was impressed with John's skills. When watching Lauren (about first grade) perform her skills she could Leap pretty well by landing on the opposite foot and having both feet off the ground, but just like John she could not forward reach with the arm opposite the lead foot. When it came to her horizontal jumping skills however she struggled a little. She could not move her arms and knees while extending her arms behind her body and did not extend her arms forward and upward with full extension above the head. She could take off and land on both feet and brought her arms down during landing, but only sometimes. Lauren could perform almost all skills during sliding, but did not show a period where both of her feet were off the ground. Overall I observed that John was slightly ahead of Lauren in terms of performing these skills, which showed a difference in gender and ability. However, both students showed times where they could perform these and did them pretty well.

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?

Today at St. Mary’s I used a few different teaching strategies to connect with the children. I worked with the pre-k students today and really enjoyed it. I found again that getting down to the level of the children was the most important one that I could do. At first I did not do that and it clearly wasn’t working. When I sat down with two girls to play with link and logs, it went extremely well and I believe that it was because I was sitting down at their level and they really responded to that. The next one that I used to try and keep the kids involved was actually performing the activity that they were doing. For example during the arts and crafts activity I did the activity with them instead of just showing them. They all loved that I had my own “superhero” and enjoyed it. Again, I tried to stay extremely positive and outgoing, which are two characteristics that always seem to keep the kids moving and having fun.

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 the past few weeks and observing the children, I have definitely learned how to capture the children’s attention and keep them on task more than I ever could before coming here. The most important one that I have found is always encouraging them to play the game that is going on at the time. I will use strategies such as telling them that it is a REALLY fun game and I will play with them. Another one is if we have stickers that day, I will use the visual strategy and tell them that if they play they may receive another sticker, which normally will work especially with the younger kids. The most important technique that I use all of the time is getting down right to the children’s level to let them know that I am not trying to intimidate them, but actually play the game and teach them. This technique is more useful than any other one that I have used so far. These few techniques all seem pretty well and work to keep the children involved and on task for different activities.

MOTOR DEVELOPMENT LAB-Locomotor Skills Part B

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

Name of Students (first names only): John/Lauren

Grades: K-1

Ages: 3-5

Gender: Child 1: Boy/ Child 2: Girl

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, first few then stopped	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.	Yes	No
			3. Take off and land on both feet simultaneously.	Yes	Yes
			4. Arms are brought downward during landing.	Yes	Yes, sometimes
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	Yes
			3. A short period where both feet are off the floor.	Yes	No

			4. Able to slide to the right and to the left side.	Yes	Yes
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