

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

Name: Name: Geoffrey Greene

Date: 10/21/11

Lab Group Day and #: Monday/ Mary's Marvels

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 worked with the 5th and 6th graders. This was quite a jump for us having dealt with the 1st graders all the weeks before. These students were much more talented and had a whole different mindset then the 1st graders. With the younger kids it seemed that the girls usually were stronger and better at activities. However with the 5th graders, the boys seemed much more capable of doing activity very well. When we were out on the playground all they wanted to do was play tag. I actually got winded due to all the running and they were much faster than the younger students. The older kids were able to use the monkey bars and the rings and were trying to do all sorts of crazy tricks on them. It was much more difficult to get them to pay attention and make corrections to their actions. They felt they were already doing things such as throwing and kicking properly and weren't really open to criticism.

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?

When we were teaching inside we played Speed ball for a long period of time. It wasn't actually my game but I had to explain the rules to some of the students who didn't understand or ones that I could see were confused. Of course the first thing I always did was get down to their level. Then I'd just try to explain whatever rule it was as simply as possible. Often times it seemed to help if I was only talking to one student at a time. They seemed to pay more attention to me and actually listen to what I had to say. Many of them just wanted to play basketball or football so we had to constantly try to keep their attention on the game. We would just say things like we'll play knockout after this or something along those lines.

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 believe the most effective strategy is for the teacher to look like they are having a ton of fun playing the activity. It helps even more if there

are more college students who all look like they're have a blast. The students look up to us and if we appear to be having fun playing something then all of a sudden they become much more interested in the activity. We saw this in lab this week when we were playing scooter soccer. At first many of the kids went away from the game to do their own thing. However we got 6 or 7 of the college kids playing and we got really into it and all of a sudden we had to take college kids out in order to have enough scooters for the students.

MOTOR DEVELOPMENT LAB-Locomotor Skills Part B

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

Name of Students (first names only): Jake/Molly

Grades: 1st/1st

Ages: 6/6

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	No
			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.	Yes	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	No
			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.	No	Yes
			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	No
			4. Able to slide to the right and to the left side.	No	No