

# SUNY CORTLAND MOTOR DEVELOPMENT LAB

PED 201 – Professor Yang

## Locomotor Lab Part A: Lab Two

Name: Amanda Blasi

Date: 02/12/12

Lab Group Day and #: Monday Lab 2

### *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.

At St. Mary's we provided the students with various games that tested their ability of hopping, running, and galloping. Because the students are very young, it was sometimes difficult to keep all of them engaged in the activity for the entire time. Due to this we had to have the children do the activity over and over again so we were able to observe the two children we were assigned. I was about to observe the two children, which I will call "Mark" and "Alyssa." The two children were roughly 6 or 7 years old and I was very impressed with their locomotor skills ability. The boy was young then the girl however his ability was very good. The girl was complaining about her ankle hurting her so she didn't do some of the skills as well as the boy did. However both children seem to while they galloped, ran, and hopped have their arms going all over the place. Both were unable to control their arms and do the skill at the same time. I believe their age has something to do with this. Next place I hope to observe older children so I can see if age differences affect the ability of the children.

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?

I saw many different teaching strategies. One example I saw is when speaking to the children it is helpful to get down to their eye level because it will be easier to grab their attention. Another strategy is when calling the children over go to corner of the room so that there are no distractions for the students and your voice will echo off the wall. The last strategy I observed that I believe was very helpful was saying "if you can hear me clap once...clap twice" when one of us was trying to get the students to be quiet. Unique strategies like these make the students more alert and prepared to play whatever activity you want them to play. Another thing that I saw that I believe was unique was the use of a whistle. A whistle could work greatly if you use them at the right time. Some strategies that I enjoyed using were engaging in the activity with the students. I feel that if the students see you having a good time with the activity and give positive feedback about the activity it will give them the motivation to do the activity. I believe these teaching strategies will help in the future when working with children because they seem to have working very positively at St. Mary's.



# MOTOR DEVELOPMENT LAB- Locomotor Skills Part A

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

Name of Students (first names only): \_\_\_\_\_ Mark \_\_\_\_ / \_\_\_\_ Alyssa \_\_\_\_

Grades: \_1st\_ / \_2nd\_

Ages: \_6\_ / \_7\_

Gender: \_boy\_ / \_girl\_

### Locomotor Skills- (Lab 2) Part A

Skill	Materials	Directions	Performance Criteria	Child 1	Child 2
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).	No	No
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	No
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	Yes
			2. Nonsupport leg swings in pendulum fashion to produce force.	No	No
			3. Arms bent at elbows and swing forward on take off.	Yes	Yes
			4. Able to hop on the right and left foot.	Yes	Yes