

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

Name: Name: \_Maggie Trombly\_\_\_\_\_

Date: \_10/20\_\_\_\_\_

Lab Group Day and #: Monday Lab #3\_\_

*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.

When I observed the one boy and one girl during lab I noticed they were for the most part very good at leaping, horizontal jump, and sliding. After the opening game I was part of the Special projects group at St. Mary's, after I was done making some posters I got the opportunity to have some free time with the children. I was doing a lot with the hoola hoops. There were two girls in second grade that we awesome at hoola hooping, it was cool to see, they were trying to teach me certain things I can do with a hoola hoop. I noticed that the girls really like the hoola hoops, you don't really see that many boys using the hoola hoops too much. Also I was playing hop scotch with some of the boys from kindergarten, they liked to see how fast they could go. The ability of these children surprises me every day I see how talented some of these children are. I also get to see the variety in ability depending on different age groups.

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?

Some teaching strategies that I used at St. Mary's was getting down to the child's level. Also I try to only ask one question at a time, if I ask too many questions at one time they get overloaded and confused. Also when I said good job to certain kids, I told them exactly what I thought they did a good job on, it is important to be specific instead of just saying "good job". I observed what they like to play and I joined, example this one little boy loved hoola hooping and did not want to play tag, so I incorporated the hoola hoops into an activity. Lastly, it is important to keep the talk short and sweet. This is with instructions for a game and also with just simple conversation.

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 a few times at St. Mary's now I realize how hectic the gym can be when we first get there. The kids are excited and yelling and want to really do anything but pay attention to instructions to the game. So I see that it is important to pull them in and use words that get their attention. At first I thought it was important to have every single child's attention when explaining a game. But I have come to realize that it is most important to have the majority of the children's attention and most the time the couple kids who did not want to play or pay attention usually end up playing the game and join the activity. An effective strategy is also to keep a loud clear voice and keep things as simple as possible!

# MOTOR DEVELOPMENT LAB-Locomotor Skills Part B

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

Name of Students (first names only): Joe / Jane

Grades: 1st / 1st

Ages: 7 / 7

Gender: M / F

### 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.                                              | Y       | Y       |
|                    |                   |                                                                                                                                | 2. A period where both feet are off the ground (longer than running).                               | Y       | N       |
|                    |                   |                                                                                                                                | 3. Forward reach with arm opposite the lead foot.                                                   | Y       | N       |
| 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. | Y       | Y       |
|                    |                   |                                                                                                                                | 2. Arms extend forcefully forward and upward, reaching full extension above the head.               | N       | N       |
|                    |                   |                                                                                                                                | 3. Take off and land on both feet simultaneously.                                                   | Y       | Y       |
|                    |                   |                                                                                                                                | 4. Arms are brought downward during landing.                                                        | Y       | N       |
| 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.                                             | Y       | Y       |
|                    |                   |                                                                                                                                | 2. A step sideways followed by a slide of the trailing foot to a point next to the lead foot.       | Y       | Y       |
|                    |                   |                                                                                                                                | 3. A short period where both feet are off the floor.                                                | Y       | Y       |
|                    |                   |                                                                                                                                | 4. Able to slide to the right and to the left side.                                                 | N       | Y       |