

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

Name: Name: ___Steven Miner_____

Date: ___10/18/11_____

Lab Group Day and #: ___Mon/ 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.

On Monday, we observed two students who are both in kindergarten, and both are 6 years old. We observed students as they attempted to do a leap, horizontal jump, and slide. While we watched the students, both students showed the skills on being able to have both feet in the air, and take off with one foot and land on the opposite. Both students just kept their arms to the side instead of reaching forward with the arm opposite of the lead foot. Next they had to do the horizontal jump. Both took off with both feet, and landed with both feet. However, neither reached their arms upward, and reached full extension. Joe brought his arms downward during landing, however Steph did not. The final thing we watched was a slide. Both students turn their bodies to the side that they were moving, and were able to go in a left and right direction. However, the students did not have a trailing foot, instead it looked like a side step and then another side step. It wasn't a whole motion, it was a stop and go motion.

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?

One teaching strategy I tried to use this week was to have more enthusiasm, and change up my tone of voice. I believe that at first, I was just using on tone, and trying to go through the motions of teaching. This week I felt more comfortable with the surroundings, and I let myself go and have some fun. The students reacted big time. They enjoyed my lesson more, and when they saw that I was having fun teaching, they were having fun with my lesson.

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 I found that making an activity competitive really works. With my first lesson, I told kids to go through the motion in finding a friend. However, I lost control of the kids, and many of them go bored. So I worked on a game where they could really become engaged in the game and together as a group. So I found that make a activity competitive really works with the kids.

MOTOR DEVELOPMENT LAB-Locomotor Skills Part B
TGMD-2: Test for Gross Motor Development- Second Edition- Revised

Name of Students (first names only): Joe _____ / _____ Steph _____
 Gender: ___M___ / ___F___

Grades: ___K___ / ___K___

Ages: ___6___ / ___6___

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	Y
			3. Forward reach with arm opposite the lead foot.	N	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	N
			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.	N	N
			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.	Y	Y