**Standard 1: Scientific and Theoretical Knowledge**

**Element:** 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.

**Artifact:** Motor Development Lab 3

**Date:** Fall 2011

**Reflection:** In my Motor Development lab 3, my task was to watch and then assess the motor skills of a young boy and girl while they performed leaping, horizontal jumping, and sliding. The results of their performance allowed to me to critique their motor movements, and then apply the principles to determine where the students were in regards to skill development. This artifact is efficient in my development because being able to apply theory and principles related to skillful movement will help me planning lessons to ensure student learning takes place. It is important as the educator to be able to break down, demonstrate, and critique the elements of each skill movement. Having the ability to do this will allow me to give more specific and congruent feedback to the students.

SUNY CORTLAND MOTOR DEVELOPMENT LAB

PED 201 – Professor Yang

Loco-motor Skills Part B: Lab Three

Name: Beka Fredrickson Date: 10/17/11 Lab Group Day: MONDAY

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.

During this lab we observed leaping, horizontal jumping, and sliding. The two children we observed were in the age range of 5-7. The first student was a young boy who was actually quite good at each skill. For this age I would say he was really engaged and truly ready to move. In the one activity the TC tried, the children were not following directions well. They were supposed to be doing certain skills around a ‘car track’ that was set up with cones. In reality the children were more focused on getting around the track rather than really doing each skill asked. I think that if the track was more spread out it could have been observed better. The young girl we chose to observe was not having a very good day. She seemed very sad and just did not want to participate in much at all. I see kids all the time that are off on their own, crying, pouting, or just not interested in playing; it really breaks my heart. I try my best to go over to them and reach out, but to a child a stranger is not what they want at the time. The leap was the hardest for the children we observed. The boy hit the performance criteria’s sometime and possibly never. It was more like a run rather than a leap. The young girl we watched did not do well with leaping either.

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? It was hard for me to connect with the children in this lab because I was in the floating group. For the main portion of the lab I was making posters of developmental skills to put up on the gym walls. I think that was a great idea; however it prohibited us from interacting with children in the beginning. However once everyone rejoined in the gym I tried to move around and look for children who were in small groups. I feel as if those may be the shy ones, and maybe the ones who need more attention. I wanted to do many things, but I tried approaching them differently this time. I asked them to create a game we could play and they explained it to me. I think this was a great strategy to connect with the children because they were super excited to teach me. One child was making a course with hula hopes and we had to cross over them. Once the game was made I tried to incorporate skills with it, such as jumping from hoop to hoop, and then skipping, then trying a jump followed by a hop. It worked great because he was already involved and enjoying himself, he did not even realize I was teaching him new things.

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 find it to be different depending on the age group. For the youngest children they really need short directions and lots of reminders. For the older children they need stricter rules and a much louder voice to listen to. For the end game my group member Josh was explaining our game and the children were losing him quickly. I tried yelling out real loud for them to listen to what Josh was explaining. It worked pretty well, however not everyone quieted down. During the game I think the children were just a bit confused so I tried to freeze them and redirect them to a different goal in mind.

MOTOR DEVELOPMENT LAB-Locomotor Skills Part B

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

1st1st1st/2n

Joe Jane

Name of Students (first names only):\_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_Grades:\_1st-2nd\_/\_1st-2nd \_\_\_\_ Ages: \_\_5-7\_\_\_/\_\_5-7\_\_\_\_

Gender: \_\_\_Male\_\_\_\_/\_\_Female\_\_\_\_\_\_

Locomotor Skills- (Lab 3) Part 2

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| --- | --- | --- | --- | --- | --- |
| 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. | Take off on one foot and land on the opposite foot. | Some-times | Yes |
| A period where both feet are off the ground (longer than running). | Not often | No |
| Forward reach with arm opposite the lead foot. | Yes | 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. | Preparatory movement includes flexion of both arms and knees with arms extended behind the body. | Some-times | Some-times |
| Arms extend forcefully forward and upward, reaching full extension above the head. | No | No |
| Take off and land on both feet simultaneously. | Yes | Yes |
| Arms are brought downward during landing. | No | No |
| 3. Slide | Use a clear space | During a game or activity, watch a student slide. Ask the student to slide facing the same direction. | Body turned sideways to desired direction of travel. | Yes | Yes |
| A step sideways followed by a slide of the trailing foot to a point next to the lead foot. | Some-times | Some-times |
| A short period where both feet are off the floor. | Yes | Not often |
| Able to slide to the right and to the left side. | Yes | Yes |