**SUNY CORTLAND MOTOR DEVELOPMENT LAB**

**Fall 2010 – Dr. Davis**

# Locomotor Lab Part A: Lab Two

##### Name: \_Jamie Florindi\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: 10/28/2010\_\_\_\_\_\_\_\_\_\_\_\_\_ Lab Group Day and #: \_Thursday\_\_\_\_\_\_\_\_\_

## Tasks

A. To observe the interaction between Cortland students and CHAMP students.

B. Locomotor Tasks Part A Worksheet.

# TASK A – OBSERVATION/REFLECTION

Observe the interaction between CHAMP students and Cortland students. Observe locomotor patterns of Run, Gallop and Hop as outlined on the Test of Gross Motor Development (TGMD 2).

1. Observe the CHAMP student(s) as they participate in the activities. Be sure to observe the locomotor patterns of Run/Gallop/Hop. Describe the variability of the movement patterns you observed. Be sure to note differences in age, gender, or ability.

 All of the students in CHAMP have different movement patterns and this contributes with their age, gender, and ability. Most of the students in CHAMP are more likely to fall into the elementary movement skill phase. These skills are typical of a 3-5 year old; I have observed few if not any students in the mature movement skill phase. Most of the students at CHAMP are younger, and therefore this is one of the reasons also why they fall into the elementary phase. The younger students have had less time to practice these skills and are moving forward from the initial stage. Some of them are still in the initial phase, but with practice in class they will be able to advance to the elementary phase. Although the initial phase is reached between 6 and 7 years old, I have not seen many of the CHAMP students in this level of the movement skill phase. Many of the students are maturationally dependent, but have some elements missing and their performance is awkward. Age is a big factor in determining the progress of the locomotor pattern between the students. The older the student, the more advanced their locomotor movement patterns are. I noticed that the male gender was more advanced in their locomotor skills and were able to perform the tasks better than the females. Most of the females are younger at CHAMP and they are less advanced than some of the males in the program. Gender plays a large role in motor development of children and in lab I have seen these hands on. I do believe that the boys in lab will advance quicker with their locomotor patterns because they are more interested in sports and physical education class which motivates them to advance with their skill. Girls are more self-conscious and have more of a fear of failure and these reasons tie into why they fail to develop movement skills. This all makes sense when I watch in lab, the boys are more energetic when it comes to the games and they are more enthusiastic about sports and moving around. The girls are less enthusiastic than the boys and this forces their movement patterns to yield until they are older. Some girls do not have any practice at all after physical education class and they do not develop like the other girls who participate in sports.

 I observed Michael and Isabelle in lab. I first observed them running during specific games that we have been playing. What I observed with Michael was that he did have a brief period where both of his feet were off the ground. I observed that Isabelle as well had a brief period when her feet were off the ground. When I was observing Michael run, he was using his arms in opposition but his elbows were not bent all the way. Most children during development do not use their arms while they run and I noticed that Michael’s arms are swinging at the side of his body and they are not bent up. I noticed the same thing with Isabelle that her elbows are not bent while she is running. Both students keep their arms at their side and do not use their arms to their advantage to speed them up while running. The students may learn when they get older that their elbows need to be bent in order to speed them up while running. With Michael, I saw that he was not flat footed when he was running and had his foot placement near or on a line. It is important for students when they run to be on the balls of their feet and not land on their heels. If they land on the balls of their feet and are not flat footed, it is easy for them to speed up and switch their feet in a faster motion. I noticed that Isabelle was a little more flat footed than Michael while running. This is possible because she has not developed at the level that Michael has developed and she has not had a lot of practice with running like Michael. As she gets older, she will perfect this skill and be able to run with her foot near or on a line. Both of the students had their knees bent while running, although their knees were not bent at approximately 90 degrees. It is important to get the feet close to the buttocks when running and I did not see these feet reach this point in either of the students. I noticed that many of the students, male and female, younger and older, had trouble with the gallop locomotor skill. Many of them started to slide when they were directed to gallop. I noticed that Michael and Isabelle both had a problem with galloping. I noticed that Isabelle started to skip when she was directed to gallop. Michael was able to gallop, but not for a long period of time. It started to look more like a skip than a gallop when he was completing the task. With both students, they took a step forward with the lead foot, but there was not a step with the trailing foot to a position adjacent to or behind the lead foot. They are making their progress in a forward direction, but not in the correct way. Both Michael and Isabelle had a brief period where both of their feet were off the ground, but I noticed that Michael was skipping rather than galloping. I was not able to see any of the students complete the task of galloping because they all started to skip or slide as they progressed. With hopping, I noticed that the younger students such as Isabelle is able to hop in place, while the other students such as Michael is able to hop in a forward motion and keep his balance steady. I noticed that both Michael and Isabelle’s foot for nonsupport leg is bent and carried in back of the body. I did not notice with any of the students that their nonsupport leg was swinging in pendulum fashion to produce force. I saw that Isabelle is not able to hop with both of her feet while Michael is old enough to hop on both of his feet. Some of the younger students are hopping and not landing lightly on their toes. When they land heavily on their toes, they become off balanced and are not able to hop in a continuous pattern.

2. Describe the effective “teaching strategies” that you observed to promote quality locomotor performance. What were they? How were they used? What was the effect? Were there any strategies that were more effective than others? If so, why?

 The effective teaching strategies that I observed to promote quality locomotor performance were Command and Practice. These are the two main teaching strategies that I observed during lab and that are the most effective with the age group of students at CHAMP. They are just working on perfecting the skills themselves, and they are not able to give constructive feedback to each other. With the Command teaching style, the teacher demonstrates the skill that the students are supposed to use and then apply them into a game setting. The teacher makes all of the decisions while the game is in play. For example, we are the teachers in lab and we decide on the game and the rules that the students must follow. As a teacher, if the activity is too hard or too easy for the students, we put in modifications to the lesson to make it fitting to everyone. In CHAMP there is a wide range of ages in students, so it is hard to modify the game for everyone. The game is going to be too hard or too easy for students depending on their abilities and ages. With the Practice teaching strategy, the students work on their own with a partner or with a team without the teacher, and the teacher walks around and provides feedback for the students. I believe we use this style of teaching in lab as well, when as a teacher we make up the teams and provide feedback to the students on what they are doing wrong and what they could do to improve the game. During this style, the students have to work together and learn about teamwork and being part of a team. They can learn from each other and make changes when it is necessary. I believe that the Command style of teaching is more effective than the practice because the students are still young where they need the teacher for guidance and need the teacher to make most of the decisions for the students at CHAMP. When the students have perfected the skill that they are using, then that is when they can use the Practice strategy in class.

Pledge: “On my honor, I have not given or received aid on this assignment.” X \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Student Signature

MOTOR DEVELOPMENT LAB- Locomotor Skills Part A

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

**Task: Observe a minimum of Two Students performing locomotor skills of Run/Gallop/Hop.**

**Name of Students (first names only):\_\_Michael\_\_\_\_\_\_\_\_\_\_/\_\_\_\_\_Isabelle\_\_\_\_\_\_\_\_ Grades:\_\_4th\_\_\_/\_\_\_1st\_ Ages: \_\_9\_\_\_/\_\_\_\_5\_\_**

**Gender: \_\_\_male\_\_\_\_/\_\_\_female\_\_\_\_\_**

Locomotor Skills- (Lab 2) Part A (Check box at right that applies for each child observed)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Skill** | **Materials** | **Directions** | **Performance Criteria** | Child 1 | Child 2 |
| 1. 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.
 |  X |  X |
| 1. Arms in opposition to legs, elbow bent.
 |  X |  |
| 1. Foot placement near or on a line (not flat footed).
 |  X |   |
| 1. Nonsupport leg bent approximately 90 degrees (close to buttocks).
 |  |  |
| 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.
 |   X |  |
| 1. Brief period where both feet are off the ground.
 |  X |  X |
| 1. Arms bent and lifted to waist level.
 |  |  |
| 1. Able to lead with the right and left foot.
 |  |  |
| 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.
 |  X |  X |
| 1. Nonsupport leg swings in pendular fashion to produce force.
 |  |  |
| 1. Arms bent at elbows and swing forward on take off.
 |  X |  X |
|  4. Able to hop on the right and left foot. |  X |  |