

SUNY CORTLAND MOTOR DEVELOPMENT LAB

PED 201 – Professor Yang

Lab 4 - Object Control

10-29-10

Jeff Hansen

Name: _____
k _____

Date: _____

Lab Group Day and #: _____pre

Tasks

- A. To observe the interaction between Cortland students and St. Mary's students.
- B. Complete Observation and Reflection from Task A Worksheet.
- C. Complete Chart (TGMD-2) Overhand and Catching Checklist.
- D. Complete Chart (Gallahue Checklist) on Overhand Throw. (If time permits)

TASK A – OBSERVATION/REFLECTION

1. Reflecting on your experience so far at St Mary's, what do you think have been some difficulties or challenges you have faced? Consider all areas – environment, children, etc.

As far the children go it is pretty easy to get their attention at first but keeping it can be tough if the game isn't exiting or interesting enough. Besides that my besides that the biggest challenge I've had is learning how to use the technology to keep on top of things in the class.

2. What ideas/suggestions do you have to resolve the difficulties or challenges that you wrote about in #1?

Being as vocal as you can without yelling is the biggest part of keeping them in line but as far as keeping the children's interest preparation of a good game that flows smoothly and a quick transition between games are the most important factors. The technology thing is just a matter of repetition and getting used to it.

MOTOR DEVELOPMENT LAB- Object Control Skills

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

Name of Students (first names only): Brunette blue vest / Blonde blue dress Grades: k / k

Ages: 6 / 5

Gender: b / g

Skill	Materials	Directions	Performance Criteria	Child 1	Child 2
1. Overhand Throw	Use a clear space, you can use a variety of yarn balls, tennis balls, etc.	During a game or activity, watch a student throw. Tell the student to throw the ball as best as they can.	1. A downward arc of the throwing arm initiates the windup.	Yes	No
			2. Rotation of hip and shoulder to a point where non-dominant side faces an imaginary target.	No	No
			3. Weight is transferred by stepping with the foot opposite the throwing hand.	No	No
			4. Follow-through beyond ball release diagonally across body toward side opposite throwing arm.	No	No
2. Catch	Use a clear space, you can use a sponge ball or something soft depending on the individual.	During a game or activity, watch a student catch. Try tossing the ball underhand directly to the student with a slight arc and tell him/her to catch it with your hands. Only count those tosses that are between the student's shoulders and waist.	1. Preparation phase where elbows are flexed and hands are in front of the body.	Yes	No
			2. Arms extend in preparation for ball contact.	No	Yes
			3. Ball is caught and controlled by hands only.	Yes	Yes
			4. Elbows bend to absorb force.	Yes	Yes

Lab 4
Object Control Lab

Overhand Throw Checklist

Child's Name: _____ Date: _____

Your task for this station is to qualitatively assess the student's ability to perform the overhand throw using the following criteria based on Gallahue (1998):

<i>A. Initial stage.</i> 1. Action mainly from elbow. 2. Elbow remains in front of body; a push. 3. Follow-through - forward and downward. 4. Feet remain stationary.	
<i>B. Elementary stage.</i> 1. Arm is swung forward, high over shoulder. 2. Shoulders rotate toward throwing side. 3. Trunk flexes forward with forward motion of arm. 4. Definite forward shift of body weight. 5. Steps forward with leg on same side as throwing arm.	
<i>C. Mature stage.</i> 1. Arm is swung backward in preparation. 2. Opposite elbow is raised for balance as a	

preparatory action in the throwing arm. 3. Definite rotation through hips, legs, spine, and shoulders during throw. 4. As weight is shifted, there is a step with opposite foot.	
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Task one – have the students throw a different size ball during a game, record three observations of their throw.

Observation number	1	2	3
<i>Initial Stage</i>			
<i>Elementary Stage</i>			
<i>Mature Stage</i>			

Task two – have the students throw a heavier or lighter ball during a game, record three observations of their throw.

Observation number	1	2	3
<i>Initial Stage</i>			
<i>Elementary Stage</i>			
<i>Mature Stage</i>			