

SUNY CORTLAND MOTOR DEVELOPMENT LAB

PED 201 – Professor Yang

Lab 4 - Object Control

Name: Geoffrey Greene

Date: 11/5/11

Lab Group Day and #: Monday, Mary's Marvels

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.

The hardest thing to deal with so far has been getting the attention of the kids and maintaining it. They become easily distracted by absolutely anything else going on in the gym. They all also have their own idea of what they want to do. Most of the time they just want to play some sport like soccer, basketball or football. You have to tell them over and over that they need to pay attention to you and your game. Another difficult thing to do is deal with the lack of space in the gym when you have to share with other grades. They section off the gym into small sections and it's hard to keep the students in one area. The kids are also very likely to grab onto the college students which becomes an issue because we aren't supposed to let them do it.

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

As far as grabbing the attention of the students, I've found a couple things that seem to help. One is that the more college students who seem to get involved the more likely the kids are to join and stay interested. Another thing to do is make it relatable to them and their interests. Don't be afraid to change the game or move on to the next activity either if something is going very wrong. The lack of space in the gym can't really be helped. The easiest thing to do is make the game something they really want to do even if it means changing what you planned to do. This way they'll actually enjoy doing your activities. I've found that no matter what you do or say some of the kids will continue to cling to you. You just have to find ways to nicely get them to stop for brief periods of time.

MOTOR DEVELOPMENT LAB- Object Control Skills

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

Name of Students (first names only): Josh/Sara

Grades: 1st/1st

Ages: 7/6

Gender: Male/Female

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.	<ol style="list-style-type: none"> 1. A downward arc of the throwing arm initiates the windup. 	Yes	No
			<ol style="list-style-type: none"> 2. Rotation of hip and shoulder to a point where non-dominant side faces an imaginary target. 	Yes	Yes
			<ol style="list-style-type: none"> 3. Weight is transferred by stepping with the foot opposite the throwing hand. 	Yes	No
			<ol style="list-style-type: none"> 4. Follow-through beyond ball release diagonally across body toward side opposite throwing arm. 	Yes	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.	<ol style="list-style-type: none"> 1. Preparation phase where elbows are flexed and hands are in front of the body. 	Yes	Yes
			<ol style="list-style-type: none"> 2. Arms extend in preparation for ball contact. 	Yes	Yes
			<ol style="list-style-type: none"> 3. Ball is caught and controlled by hands only. 	No	Yes
			<ol style="list-style-type: none"> 4. Elbows bend to absorb force. 	No	No