

SUNY CORTLAND MOTOR DEVELOPMENT LAB

PED 201 – Professor Yang

Stability: Lab One

Nathan Fish

Name: _____

Date: 1/26/2012 _____

Lab Group Day and #: Monday 3-5:00 pm

Tasks

- A. To observe the interaction between St. Mary's students and Cortland students.
- B. To get to "know" some of the students at St. Mary's through play and participation.
- C. To make yourself aware of Stability (static and dynamic movements) across the different phases of motor development (Table 1.6, page 21 of Gallahue text)

TODAY IS FAIRLY INFORMAL! Have fun but be purposeful, try to learn a little about your students including their names.

Schedule:

<u>PREK CLASSROOM</u> * Assigned group stays with Pre-K for entire time 1. Play with kids – parachute activities 2. Fine Motor Activities (coloring, books, story time, etc.) 3. Tag Games from Adventure Activities 4. Tag games from Text	<u>CAFETERIA</u> 1. Fine motor activity (finger twister, coloring, etc.) 2. Observation of fine motor activity (eating, coloring, etc.) 3. Tag Games from Adventure Activities 4. Tag games from Text
<u>GYM</u> 1. Tag Games from Adventure Activities 2. Tag games from Text	<u>RESOURCES</u> 1. Organize PE equipment rooms, ball bins, racks 2. Cut out photos for labeling equipment boxes

TASK A – Gross and Fine Motor Observation: Please answer the following questions, all responses must be typed:

Observe the interaction between St. Mary's students and your peers (Cortland students). Try to get an idea of the behaviors of the St. Mary's students – Do they listen well? Do they remain on task? What do they attend to? What motivates them to play?

1. Based upon observation, what are the differences in motor behavior and social between the St. Mary's students you observed? What differences did you observe between grade levels, gender, and ability? Do you think that grade level, gender, and ability have any influence on motor behavior?

The difference in motor behavior and social behavior from the students that I observed in Monday's lab was that some students were more sociable and some kids were more skilled than others. The differences that I observed through the grade levels were the abilities to play more and be more sociable. The younger kids were less sociable and just ran around. The higher the grade level the more sociable the student seemed to be. The males seemed to be less shy than the girls. The ability to play games increased the higher the age.

Yes I believe the grade level, gender, and ability have influence on motor behavior. Students that are older and have practiced a game or sport will perform better at that game or sport. Also the older a child gets usually their reaction time increases so I believe that gender, and grade levels

have ability to influence on motor behavior

2. Based upon your observation, what fine motor activities did you observe (describe these) when watching the St. Mary's students? Were there differences between age? Gender? Ability?

I noticed students playing games such as knockout and some of the students that were playing were impressive with their shooting skills. They had their basic motor skills for shooting down however dribbling was decent. Also in the cafeteria I saw games such as marbles and legos being played and the students playing marbles tended to try and spy so they could guess the color of the marbles. I saw some students building a ship out of legos and the ship was designed well and looked like a ship. In the classroom with the kindergarten students I saw a lot of students by themselves playing rather than playing in groups also the students were more shy and less talkative.