

SUNY CORTLAND MOTOR DEVELOPMENT LAB

PED 201 – Professor Yang

Stability: Lab One

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Name: _____

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Lab Group Day and #: Lab 1

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? There are many differences regarding motor and social behavior between the children at St. Mary's. The first activity the children were playing was a relay game that involved running, jumping, skipping, and galloping. It was very clear as you watched that there was a difference in motor and social behavior based on grade levels. The older children were faster and were more coordinated. The younger children mainly ran regardless on that the instructor told them to do. Looking at the motor and social behavior differences based on gender, it was obvious that gender had many influences on the children's behavior. The boys were all very competitive no matter what age they were, as for the girls you had a hand full of girls that were actually playing the game and then there were the girls that were just talking to their friends and when it was there turn to compete in the relay they did not try very much. Ability also influenced the children's motor behavior. Most of the children had a lot of energy and were constantly moving showing that their ability was very good. The children that struggled in this game were the ones that were not as active as the others. It was very

noticeable which children were having trouble with their ability to play the game because these children were the ones that were out of breathe after doing the relay only once. I strongly believe grade level, gender, and ability have an 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 observed many fine motor activities by the students of St. Mary's. When I first got there, I walked around the gym and was very surprised on the fine motor ability many of the children had. The first thing that caught my eye was a group of boys I would say they were in grades 4 to 5 playing basketball. Their dribbling, shooting, and passing abilities were very good. These boys really surprised me I could not believe they were playing that well. Next I noticed a few girls passing a volleyball back and forth. The girls had very good technique and their ability to hit the volleyball was very impressive. After that I observed the prek and kindergarten groups playing games. Their ability was very different than the younger children. This shows me that gender most definitely influences children's motor behavior. I hope that as the semester goes by I can help the children whatever age improve their motor abilities.