

SUNY CORTLAND MOTOR DEVELOPMENT LAB
PED 201 – Professor Yang
Lab Five

Name: _____Brittney Olsen_____

Date: _____

1. Task one: Reflection.
2. Task two: Object Control Skills Part B Worksheet.

TASK A –REFLECTION

1. Consider the activities/games that you have utilized so far during the past four labs. Were they appropriate for the students at St. Mary's? Why or why not?

For the first few weeks of lab there was a lot of tag games used during lab. I thought these to be appropriate for us to become comfortable with the children, and the children really enjoyed them, but it was excessive. The fact that we switched up the names and a few different parts of the same tag games made them flow with our themes, and more intriguing for the students to want to play. After we strayed away from the tag games and started using different games to observe different locomotor movements. The students seemed to really enjoy the games that everyone brought and they were all very successful. When we weren't sure if a game was going to work out we used a trial and error technique and altered the games during play to benefit the students more. Overall I would say that all the games we used this semester worked very well for us and the students. The crafts that we have done with the pre-k students have also went very well. I would say more organization before had would benefit us in this area, with pre-cutting the crafts and having a visual aid so the children can see what they are making.

2. What might be some limitations to games or activities when using them in the process of assessing motor skills?

Some limitations I would say is the use of tag games. Tag games are useful in assessing but the children enjoy other games as well. Another limitation we could use is to start the games with a slow walk or at a slower pace to assess better. If for example we are assessing dribbling technique we can have the children dribble on the line for 30 seconds before they are able to begin moving. Another example if we are assessing kicking then we have the children kick a stationary ball instead of a moving one for more control over the task at hand.

MOTOR DEVELOPMENT LAB- Object Control Skills Part B

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

Name of Student: _____ Andrew _____ Lisa _____
 _____ 6/6 _____

Grade: _____

Age: _____

Check if male ☐ x ☐ or female ☐ x ☐

Object Control Skills- (Lab 5) Part B

Skill	Materials	Directions	Performance Criteria	Trial 1	Trial 2
1. Stationary Bounce with hand (dribbling)	Use a clear space, you can use a variety of playground balls or basketballs on a hard, flat surface.	During a game or activity, watch a student bounce a ball with their hand and/or dribble. Tell the student to bounce the ball using one hand.	1. Contacts ball with one hand at about hip height.	Y	Y-
			2. Pushes the ball with fingers (not a slap).	Y	Y-
			3. Ball contacts floor in front of (or to the outside of) foot on the side of the hand being used.	Y	Y
2. Kick	Use a clear space, you can use a sponge ball or something soft.	During a game or activity, watch a student kick. Place the ball on a line nearest the wall. Tell the student to kick the ball toward the wall.	1. Rapid continuous approach to the ball.	Y	Y
			2. The trunk is inclined backward during ball contact.	Y	Y
			3. Forward swing of the arm opposite kicking leg.	Y	Y
			4. Follow-through by hopping on the non-kicking foot.	Y	Y

