SUNY CORTLAND MOTOR DEVELOPMENT LAB PED 201 – Professor Yang
Lab 4 - Object Control

Name: Austin Dougherty Date: 4/4/11

Lab Group Day and #: Monday, # 1

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.

Some difficulties I've encountered during my time at St. Mary's mostly occurred with the children and keeping their attention. While describing the games and activities the children would seem distracted, tired, or sometimes uninterested after having finished a long day at school which made it challenging to keep their attention and make sure they knew what the game entailed and how they were supposed to play. As far as the environment, the facilities at St. Mary's are very usable and accommodating for the games and activities we plan each week. The school has an ample amount of toys, sports equipment and panel mats to ensure fun and safety. During the cafeteria section of the lab, the board games and legos are a little boring. The cafeteria group of kids could use a larger space for games while they wait to use the main gymnasium, and weather permitting; we might be able to facilitate gaming outdoors.

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

Some ideas I had to resolve the difficulties and challenges presented at St. Mary's are as follows. I suggest finding more space for the cafeteria group of children before they go to the main gymnasium. A possible solution could be to bring them outdoors for larger scale gaming, or to use the jungle gym in the school courtyard. Another suggestion I have is to present healthier food choices in the cafeteria to promote a healthy eating lifestyle. Other than my previous suggestions, bringing props and visual aids for the games will help the younger children in particular to understand what movements they are being asked to perform and the rules for each activity.

MOTOR DEVELOPMENT LAB- Object Control Skills

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

Students (first names only): Paige / Daniel Grades: 1st / 1st Ages: 6 / 6
Gender: Female / Male

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.	A downward arc of the throwing arm initiates the windup.	√+	√
Rotation of hip and shoulder to a point where non-dominant side faces an imaginary target.	√+	√			
Weight is transferred by stepping with the foot opposite the throwing hand.	√+	√			
Follow-through beyond ball release diagonally across body toward side opposite	√+	√-			

throwing arm.					
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.	Preparation phase where elbows are flexed and hands are in front of the body.	√+	√+
Arms extend in preparation for ball contact.	√	√+			
Ball is caught and controlled by hands only.	√-	√+			
Elbows bend to absorb force.	√+	√+			

Lab 4 Object Control Lab Overhand Throw Checklist

Child's Name: Paige Date: 4/411 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):

A. *Initial stage*. l. Action mainly from elbow. 2. Elbow remains in front of body; a push. 3. Follow-through - forward and downward. 4. Feet remain stationary.	
B. *Elementary stage*. 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.	
C. *Mature stage*. 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.	

Task one – have the students throw a different size ball during a game, record three observations of their throw.

Observation number	1	2	3
Initial Stage			
Elementary Stage	√	√	
Mature Stage			√

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
Initial Stage			
Elementary Stage	√		
Mature Stage		√	√