

SUNY CORTLAND MOTOR DEVELOPMENT LAB

PED 201 – Professor Yang

Lab 4 - Object Control

Name: _____Kalin Merkley_____

Date: _10/17/11_____

Lab Group Day and #: _Monday #3

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.

I have found that teaching is not as simple as it looks. One of the challenges I have faced is making sure that you are always prepared with multiple games. Also, making sure the games can last a certain amount of time. Another challenge I have faced is having those certain students who don't like your game, or don't want to participate in it. Finally, never knowing how much space you are going to have to do your lesson in is sometimes a challenge.

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

As far as the challenge of having a perfect environment, I realized it probably won't happen. I have learned, always be prepared to modify your lesson space if needed. The students will still have a good time regardless how big or small the area is. The challenge of being prepared to have multiple games if needed is very important. If something goes wrong with the planned game you will always have a backup. Making sure the students are moving is the most important part. Next, making sure that the game you have prepared will last a certain amount of time is very important. You don't want to prepare a great game that will only be able to last one minute. Being able to expand the game by adding in different skills and such will help elongate the game. Finally, I realized there are always students who will not want to play the game. Trying to encourage them to play is very important. As long as you can make the student involved and active, then that's all you can do.

MOTOR DEVELOPMENT LAB- Object Control Skills

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

Name of Students (first names only): _____/_____

Grades: ____/____

Ages: ____/____

Gender: ____/____

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.	1. A downward arc of the throwing arm initiates the windup.		
			2. Rotation of hip and shoulder to a point where non-dominant side faces an imaginary target.		
			3. Weight is transferred by stepping with the foot opposite the throwing hand.		
			4. 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.	1. Preparation phase where elbows are flexed and hands are in front of the body.		
			2. Arms extend in preparation for ball contact.		
			3. Ball is caught and controlled by hands only.		
			4. Elbows bend to absorb force.		

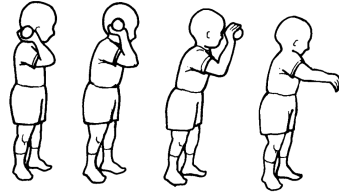
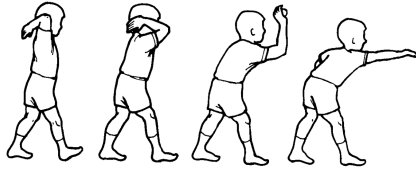
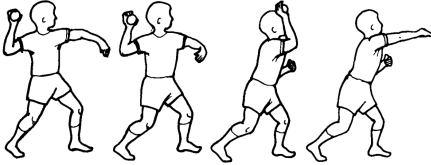
Lab 4 Object Control Lab

Overhand Throw Checklist

Child's Name: _____

Date: _____

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):

<i>A. Initial stage.</i> 1. Action mainly from elbow. 2. Elbow remains in front of body; a push. 3. Follow-through - forward and downward. 4. Feet remain stationary.	INITIAL  ELEMENTARY  MATURE 
<i>B. Elementary stage.</i> 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.	
<i>C. Mature stage.</i> 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.	
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Task one – have the students throw a different size ball during a game, record three observations of their throw.

Observation number	1	2	3
<i>Initial Stage</i>			
<i>Elementary Stage</i>			
<i>Mature Stage</i>			

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
<i>Initial Stage</i>			
<i>Elementary Stage</i>			
<i>Mature Stage</i>			