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

Name: _____ 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?

I believe all of the games that I have used thus far in lab have been perfect for the age groups that I have been with. Part of being a good physical educator is picking the perfect games for the age group you are working with, and if they are not perfect to begin with then you must adjust them as the game goes on! I believe the hardest game to think about was for the gym group because you want to come up with a game thatLauren Garbarino
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is fun and engaging for the students but also easy for my peers to assess the students.

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

Games cannot be too hard for the students to understand. The harder the game is for them to understand the harder it will be to get them to play the way you want them to. When they do not know what they are doing they are going to make up their own rules which makes it very difficult to assess the skills the students are supposed to be doing. It is also easier when all of the students are doing the same thing at the same time to assess because if they see one student throwing a ball while they should be dribbling it, they will follow the "crowd" and do the other skill that they most likely are not being tested on.

MOTOR DEVELOPMENT LAB- Object Control Skills Part B

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

Name of Student: MARY and LOUIS Grade: 1ST Age: 7 YEARS OLD

Object Control Skills- (Lab 5) Part B

Skill	Materials	Directions	Performance Criteria	Trial 1 GIRL	Trial 2 BOY
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	N
			1. Pushes the ball with fingers (not a slap).	N	N
			1. 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.	N	N
			1. The trunk is inclined backward during ball contact.	N	N
			1. Forward swing of the arm opposite kicking leg.	Y	Y
			1. Follow-through by hopping on the non-kicking foot.	N	N