

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

Name: Bridgette Dwyer

Date: 11/21/11

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?

The activities and games that I have utilized so far during our past four labs have been appropriate for the students at St. Mary's because they were safe, age appropriate, and have progressions leading to a skill. The games also included some type of challenge for the students individually to improve at their own pace. I feel like I made the majority of the games cooperative instead of competitive, and gave the students opportunities to practice their newly learned skills while having fun too.

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

Some limitations to games or activities when using them in the process of assessing motor skills would be that the game doesn't demonstrate the correct form of the certain skill you are trying to assess. Also, the game may be at a speed where the student is working on achieving points within a certain time limit or against another team. As a teacher you may also not be able to fully play the

game you originally planned to because you have to modify it in order to successfully examine them.

MOTOR DEVELOPMENT LAB- Object Control Skills Part B

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

Name of Student: Bridgette Dwyer

Grade: K-3

Age: 4-8

Check if male _____ or female _____

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.	X	X
			2. Pushes the ball with fingers (not a slap).	No	No
			3. Ball contacts floor in front of (or to the outside of) foot on the side of the hand being used.	X	X
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.	No	No
			2. The trunk is inclined backward during ball contact.	X	No
			3. Forward swing of the arm opposite kicking leg.	X	X
			4. Follow-through by hopping on the non-kicking foot.	No	No