

SUNY CORTLAND MOTOR DEVELOPMENT LAB

PED 201 – Professor Yang

Lab 4 - Object Control

Name: Devon Howard Date: Nov. 4th 2011 Lab Group Day and #: Monday, Jumping jacks and Jills

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.

At St. Mary's today, it was difficult to keep the kid's attention because it was an hour before they were about to go trick or treating on Halloween. I'm sure they already played many Halloween themed games in Phys ed. class already this week. I feel with the Halloween environment and just before their parent coming to pick them up to go trick or treating, the last thing they wanted to do was listen to us to play more of our games. I struggled with my game to want them to play my game. I participated to try and lead them into playing the game right and it worked. Then I noticed kids left, or students left my game to go play basketball off to the side. Some of the older kids listened better and we kept their attention more than the younger ones.

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

Next week it may go smoother because it won't be Halloween. An advantage I have for my leading experience for next week is that the kids are going to play my game at the beginning when we first get there, instead of at the end when all they want to do is leave or many are leaving because their parents are coming. A challenge for next time will be that the young kids get distracted easily and lately it takes me

awhile to give directions. I'm going to work on giving directions simpler and faster.

MOTOR DEVELOPMENT LAB- Object Control Skills

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

Name of Students (first names only): Joe / Suzie Grades: k / 1 Ages: 5 / 6

Gender: Boy / Girl

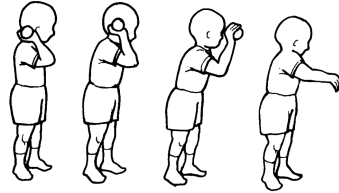
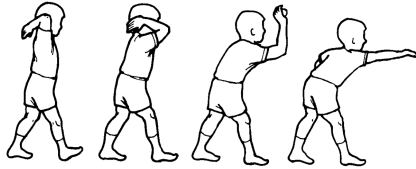
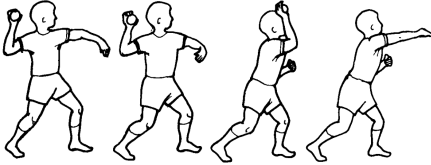
Skill	Materials	Directions	Performance Criteria	Child 1	Child 2
1. Overhand Throw	Use a clear space, you can use a variety of yarn balls, tennis balls, etc.	During a game or activity, watch a student throw. Tell the student to throw the ball as best as they can.	1. A downward arc of the throwing arm initiates the windup.	Yes	Yes
			2. Rotation of hip and shoulder to a point where non-dominant side faces an imaginary target.	Yes	Yes
			3. Weight is transferred by stepping with the foot opposite the throwing hand.	Yes	Yes
			4. Follow-through beyond ball release diagonally across body toward side opposite throwing arm.	Yes	Yes
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.	Yes	Yes
			2. Arms extend in preparation for ball contact.	Yes	Yes
			3. Ball is caught and controlled by hands only.	Yes*	Yes*
			4. Elbows bend to absorb force.	Yes	Yes

Lab 4 Object Control Lab

Overhand Throw Checklist

Child's Name: Joe 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.

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>	X	X	X
<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>	X		
<i>Elementary Stage</i>		X	X
<i>Mature Stage</i>			