

SUNY CORTLAND MOTOR DEVELOPMENT LAB

PED 201 – Professor Yang

Lab 4 - Object Control

Name: __Cody Casaletta__

Date: __April 6__

Lab Group Day and #: __Party Penguins/ Wed__

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.

Based on feedback from teachers and TA's I need to work on my enthusiasm while teaching. It is hard for me to talk differently than I normally do when teaching to the kids. At times I may think that I am being enthusiastic but to others it doesn't sound like that. My personality is very laid back and it is something that I will have to work on to improve my teaching.

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

Act like the game I am about to tell them is the best game ever. If I act like it is my favorite game and I am telling them about it maybe I will be more enthusiastic about it. Even if I don't really feel this way I need to realize that I just have this one game to teach and I need to go all out. If I am enthusiastic for the five minutes that I am teaching the kids, more of them will pay attention and be interested in the game.

MOTOR DEVELOPMENT LAB- Object Control Skills

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

Name of Students (first names only): Brit / Zach Grades: K / K Ages: 5 / 5
 Gender: F / M

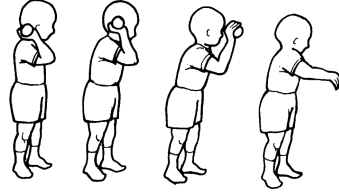
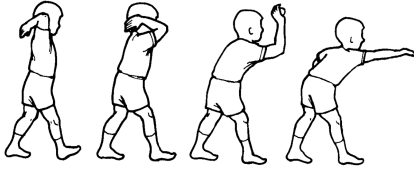
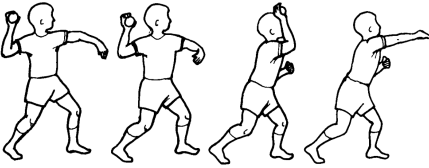
Skill	Materials	Directions	Performance Criteria	Child 1	Child 2
1. Overhand Throw	Use a clear space, you can use a variety of yarn balls, tennis balls, etc.	During a game or activity, watch a student throw. Tell the student to throw the ball as best as they can.	1. A downward arc of the throwing arm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

Lab 4 Object Control Lab

Overhand Throw Checklist

Child's Name: Brit 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):

<p>A. <i>Initial stage.</i></p> <ol style="list-style-type: none"> 1. Action mainly from elbow. 2. Elbow remains in front of body; a push. 3. Follow-through - forward and downward. 4. Feet remain stationary. 	<p>INITIAL</p>  <p>ELEMENTARY</p>  <p>MATURE</p> 
<p>B. <i>Elementary stage.</i></p> <ol style="list-style-type: none"> 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. 	
<p>C. <i>Mature stage.</i></p> <ol style="list-style-type: none"> 1. Arm is swung backward in preparation. 	

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|---|--|
| 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>			