

SUNY CORTLAND MOTOR DEVELOPMENT LAB

Spring 2012 – Professor Yang

Stability: Lab One

1/25/12

Mallory Guerin

Name: _____

Date: _____

Lab Group Day and #: _____

Tasks

A. To observe the interaction between St. Mary's students and Cortland students.

B. To get to "know" some of the students at St. Mary's through play and participation.

C. To make yourself aware of Stability (static and dynamic movements) across the different phases of motor development (Table 1.6, page 21 of Gallahue text)

TODAY IS FAIRLY INFORMAL! Have fun but be purposeful, try to learn a little about your students including their names.

Schedule:

<u>PREK CLASSROOM</u> * Assigned group stays with Pre-K for entire time 1. Play with kids – parachute activities 2. Fine Motor Activities (coloring, books, story time, etc.) 3. Tag Games from Adventure Activities 4. Tag games from Text	<u>CAFETERIA</u> 1. Fine motor activity (finger twister, coloring, etc.) 2. Observation of fine motor activity (eating, coloring, etc.) 3. Tag Games from Adventure Activities 4. Tag games from Text
<u>GYM</u> 1. Tag Games from Adventure Activities 2. Tag games from Text	<u>RESOURCES</u> 1. Organize PE equipment rooms, ball bins, racks 2. Cut out photos for labeling equipment boxes

TASK A – Gross and Fine Motor Observation: Please answer the following questions, all responses must be typed:

Observe the interaction between St. Mary's students and your peers (Cortland students). Try to get an idea of the behaviors of the St. Mary's students – Do they listen well? Do they remain on task? What do they attend to? What motivates them to play?

1. Based upon observation, what are the differences in motor behavior and social between the St. Mary's students you observed? What differences did you observe between grade levels, gender, and ability? Do you think that grade level, gender, and ability have any influence on motor behavior?

Upon arriving at St. Mary's the first day I saw the TA's have some of the students of different grade levels participating in different activities. The older students in grades 4th through 6th were playing soccer, basketball, or they created different games using the equipment at hand. The younger students were participating in a relay race in which they had to use different locomotor movements. The TA's would tell them to hop, jump, skip, gallop, run or walk. Some of the students had a difficult time transitioning into the different movements either because it was a little difficult for them to or they just wanted to hurry up and win the race. Some had problems with swinging their arms and just moving too quickly to actually do the movement correctly. I also noticed how the younger boys and girls had no problem running around and interacting with each other during the tag games. As the ages increased the girls would rather stick together in groups and jump rope to the side or hula-hoop. The older boys enjoyed

breaking a sweat running around playing different sports. It is extremely important to make sure that when different age groups are mixing together during play they do not have the younger students do activities that are too advanced. I was observing some fourth grade girls swinging the jump rope for a girl in kindergarten and she could not get the fluent motion of jumping in sequence with the rope. The older girls were a bit impatient with her because she was not up to speed with them. I had the girls adjust the activity so that the kindergartener could learn the progressions to jump rope.

2. Based upon your observation, what fine motor activities did you observe (describe these) when watching the St. Mary's students? Were there differences between ages? Gender? Ability?

I was able to see a variety of different levels of skills among the St. Mary's students. When I was in the cafeteria I saw about five fourth grade boys and girls performing a dance routine with the help of an instructor. The arrangement of skills including stepping, hopping, jumping, and simultaneously swinging their arms. It was interesting to see that they were able to learn the new moves quickly and adapt to the new challenges. I also noticed in the pre-k room some young girls building Legos for their Winnie the Pooh characters. They would build structures for them and rooms that the characters could live in. The girls knew exactly what they wanted to make, they shared ideas, and were extremely creative while doing it. They wanted to make sure that everything that they built was perfect. I was extremely impressed by all of the students' talents and they really shined while doing so.