**SUNY CORTLAND MOTOR DEVELOPMENT LAB PED 201 – Professor Yang Lab 4 -** Object Control

Name: \_\_\_\_\_\_\_\_\_\_Courtney Barry\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_         Date: \_11/2/11\_\_\_\_\_\_\_\_\_\_\_\_\_       Lab Group Day and #: \_Monday Jumping Jack 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.  *The experience so far at St.Mary's has been a very positive experience. I've learned many helpful things that I will use for the rest of my teaching career. Although it has been positive there are many difficulties and challenges that I have faced as well. Things like learning ways to control the kids and make it so I give clear instructions to an activity in a way that everyone understands. Also I need to learn how to be louder and more assertive with the students so I can better control my classroom. Environment was not an issue in my teaching so far. St. Mary's has everything I need and more and enough room for everyone as well.*    2. What ideas/suggestions do you have to resolve the difficulties or challenges that you wrote about in #1?  *Ideas are really work with the students in being loud and clear in my directions, really plan out my  lesson plan and make sure I know everything I'm going to say and how I'm going to say it. Also I need to discover my phys ed. teacher voice and become louder.*

MOTOR DEVELOPMENT LAB- Object Control Skills

**TGMD-2: Test for Gross Motor Development- Second Edition- Revised  Name of Students (first names only):\_\_\_\_\_Bob\_\_\_\_\_\_\_/\_\_\_\_\_Stacy\_\_\_\_\_\_\_\_\_        Grades:\_\_1st\_\_\_/\_1st\_\_\_\_        Ages: \_\_6\_\_\_/\_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.  | A downward arc of the throwing arm initiates the windup. | yes | yes |
|   Rotation of hip and shoulder to a point where non-dominant side faces an imaginary target. | yes | yes |  |  |  |
|   Weight is transferred by stepping with the foot opposite the throwing hand. | yes | yes |  |  |  |
|   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.  | Preparation phase where elbows are flexed and hands are in front of the body. | yes | yes |
|   Arms extend in preparation for ball contact. | yes  | yes |  |  |  |
|   Ball is caught and controlled by hands only. | no | yes |  |  |  |
|   Elbows bend to absorb force.  | yes | yes |  |  |  |

**Lab 4 Object Control Lab** Overhand Throw Checklist

Child’s Name:\_\_\_\_\_\_\_Bob and Stacy\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Date: \_\_\_\_11/2/11\_\_\_\_\_\_\_\_\_\_\_\_\_  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):

|  |  |
| --- | --- |
| A. *Initial stage*.                                 l. Action mainly from elbow.     2. Elbow remains in front of body; a push. 3. Follow-through - forward and downward. 4. Feet remain stationary. |  |
| B*. Elementary stage*. 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.    |  |
| C. *Mature stage*. 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 (boy)** | 1 (large) | 2 (medium) | 3 (small) |
| *Initial Stage* |  |  |  |
| *Elementary Stage* | X | X | X |
| *Mature Stage* |  |  |  |

Task two – have the students throw a heavier or lighter ball during a game, record three observations of their throw.

|  |  |  |  |
| --- | --- | --- | --- |
| **Observation number (girl)** | 1 (large) | 2 (medium) | 3 (small) |
| *Initial Stage* |  |  |  |
| *Elementary Stage* | X | X | X |
| *Mature Stage* |  |  |  |