



# Using Service Learning to Understand Motor Development: Developing & Implementing a Movement Education Program at the Early Learning Center

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## Getting Started

- In preparation for the Movement Education Program at the Early Learning Center, program faculty Nancy Getchell and Karen Rucker:
  - Discussed logistics with the ELC staff
  - Previewed available space
  - Purchased equipment
  - Trained student workers
  - Reviewed NASPE standards for early motor development
  - Developed basic elements of the movement education program
  - Revised course outline
  - Worked with PRESENT to better utilize WebCT within course for journals and portfolios
  - Discussed timing and program requirements of ELC specific to fall semester
  - Conducted on-site observations of children with student workers



*A child in the Gait Lab.*

## Training and Orientation

- Before the Movement Education Program was implemented, students:
  - Were trained at an outside facility
  - Participated in orientation at the Early Learning Center
  - Were assigned into teams of 3-6 based on interests, individual characteristics, and available time slots at the ELC
  - Designed a program to meet the needs of the children with whom their team would be working

## Sample Lesson Plan

**Name:** Dave August, Chris D'Esposito, Bri Flinger, Kim Haring, Andrew Mears, Connie Pleasanton

**Unit Title:** Movement Education

**Materials/Equipment:** 1 ball per person, 1 bean bag per person, various bowling pins, hula hoops, music.

**NASPE Standard:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Lesson Focus:** Students will learn how to roll and underhand throw objects towards targets staying in their own personal space.

### **Objectives:**

- 1) Students will demonstrate the proper way to roll a ball toward a partner and toward a bowling pin.
- 2) Students will demonstrate their ability to throw an object at a target underhand using correct form.
- 3) Students will demonstrate their ability to underhand throw an object and have it land inside a hula hoop using correct form.

**Assessment:** Teachers will assess the students' ability to complete the activities.

### **Safety Precautions:**

Be sure to make the space big enough so students will not get hit  
Remind students to stay in their personal space

Be sure to show students the proper way to throw/roll an object to avoid injury

Don't throw/roll your object too hard

Remind students to only throw their object towards their target, not at people, and make sure their target is clear and people are out of the way

### **Activity # 1**

Introduce yourself to students to remind them who you are. Tell the students that today we will be working on rolling and underhand throwing skills.

### **Description of Activity:**

#### **Rolling a Ball to Partners; Bowling Pin Activity: Manipulating an Object**

Students will be put into pairs. Each pair will have one ball. They will stand across from each other rolling the ball back and forth. Make sure they are rolling the ball and not bouncing it (demonstrate). Have them back up once they get the hang of it. Once they are able to roll the ball to each other, give each student their own ball and have them roll their ball towards various objects, like bowling pins, and knock them down. If they knock down a pin, they will be responsible for picking it up. (To add a little excitement you can time them to see how long it takes them to knock down all the pins, just make sure they don't pick the pins up when they knock them down. You can also see if they can beat their time.)

### **Activity # 2**

#### **Description of Activity:**

##### **Throwing to Target: Manipulating an Object**

Each student will have 1 bean bag. They will be lined up on a line, spread out, facing the wall. They will be working on the proper form of an underhand throw. The cues will be face your target (the wall), step with opposite foot, arm back, and follow through. When they are able to do this correctly, give them the option of moving back. Once they get the hang of throwing to a target, we will have them try and knock down the pins again, this time by throwing their bean bag underhand at them. Once again, they will be responsible for picking up a pin if they knock it down. (You can also time them if you want.)

### **Activity # 3**

#### **Description of Activity:**

##### **Throwing Underhand to Hoops: Manipulating an Object**

Students will get into partners facing each other, with a hula hoop between them. They will have their own bean bag and they will practice throwing their bean bag so it will land directly in the middle of the hula hoop. Have them move back if they make it. Partner A will go first 5 times. Partner B will retrieve the bean bag and return it to Partner A. Remind them to keep their eyes on their target. To add a challenge have them take one step back if they can make it in the hoop. To change things up, Partner A can hold the hoop out to their side in the air and Partner B will throw their bean bag through the hoop. After about 5 times have them switch. Once they get the hang of this spread hula hoops around the floor. Have them travel different ways around the gym, in their own personal space, while music is playing. When the music stops, they have to underhand throw their bean bag to the closest hoop by them.

### **Closure:**

Go over everything and ask questions.

For example:

Did you enjoy the activities?

What type of throw were we working on today?

What are some cues for an underhand throw?

What was your favorite activity?

## Student Reflection

### •Outside class:

- Students used WebCT to create and keep on-line journals, in which they engaged in structured reflections.
- Teams gathered information and artifacts in ePortfolios which described and provided rationale for their programs and highlighted program successes.

### •In class:

- Students discussed children's progress, unforeseen issues, problems, and successes/failures within program.
- Instructor conducted periodic assessment of WebCT journals and ePortfolios.



## Evaluation and Assessment

### •Rubrics were used to assess:

- Learning in students' reflection journals
- Team production of the ePortfolios
- The appropriateness of lesson plans and actual teaching performance
- Three web-based exams, with essay questions related to the service learning experience, assessed students' content knowledge.
- Series of questions on service-learning and motor development were given to students at beginning and end of the course.
- Sample questions:
  - What do you think "service learning" is?
  - Do you see this course having any long-term impact on your involvement with the community?
  - Has your experience in this class made you re-think or focus your future career goals?