

Today, *you* are the research participants.  
Complete the physical challenges and analyze what your body reveals about developmental theory. You **MUST** try all the activities.

**Station 1:**

**Task:** Balance on one foot for 90 seconds.

- What systems are working together? (Vestibular? Cerebellum? Core stability?)

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- Why can't toddlers usually do this?

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- Is this gross or fine motor skill?

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**Station 2:**

Pat your head and rub your stomach.

Did your brain "freeze"?

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- What does this show about bilateral coordination?

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**Station 3:**

Write your full name with your non-dominant hand.

Rate the handwriting from 1 (preschool chaos) to 5 (publishable).

- When is handedness typically established?

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- What does this say about neural lateralization?

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- Why does practice matter?

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**Station 4:**

Draw a square with one hand and a circle with the other at the same time.

Which hand “took over”?

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- Is this task proximal control or distal precision?

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- How does fine motor coordination develop in early childhood?

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**Station 5:**

Create a small paper target and try to hit it from a moderate distance.

What influences accuracy? (Vision? Motor planning? Experience?)

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- Why do children improve dramatically in throwing skills between ages 4–10?

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**Station 6:**

Hop on one foot while picking up something from the floor without losing your balance.

- Around what age do children master hopping?

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- What systems must mature for this to happen?

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- Static vs. dynamic balance — what's the difference?

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TASK	What's the level of difficulty? (1-5)	Is it a Gross or Fine Motor skill?
Balance your body standing on one foot for 1:30 mn		
Pat your head and rub your belly		
Draw a square and a circle at the same time		
Write your full name with your non-dominant hand.		
Create a small paper target and try to hit it from a moderate distance.		
Hop on one foot while picking up something from the floor without losing your balance		