

- Accidents in Middle Childhood:
 - Injury fatalities increase from middle childhood to adolescence
 - Most common types
 - Motor vehicle (leading cause of injury)
 - Bicycle (head injury is the leading cause of permanent physical disability and death in school-age children)
 - Pedestrian (ex- children running between cars)
 - Prevention
 - Teach safety
 - Model safe behavior (ex- parents wear helmets too)
 - Require helmets
 - Watch high-risk children more (especially boys)
 - Nearly 50% of kids who receive medical treatment from a bike injury experienced trauma to the head or neck
 - Study of kids medically treated for injury
 - 68% owned a helmet
 - 26% used it regularly
 - 30% never wore one
 - 93% of the parents believed that helmets are important in protecting from serious injury.
 - Compared to children over 6, younger kids are more likely to sustain head and neck injuries
 - Older more likely to be involved in:
 - vehicle collisions involving bicycles
 - Upper and lower extremity injuries
 - Ex- fracture, dislocation
- Motor Development: in Middle Childhood
 - Gross Motor Skills Improvements
 - Flexibility
 - Balance
 - Agility (the power of moving quickly, easily, accurately)
 - Force
 - More rapid responders (11 year olds respond twice as quick as 5 year olds)
 - React to only relevant information (more often and quicker)
 - Fine Motor Skills Gains
 - Writing
 - By 6, most can print alphabet, first and last name, and numbers 1-10
 - Starts big, using entire arm
 - Becomes more legible and smaller
 - Drawing
 - Dramatic gains in organization, detail, representation, depth
 - Other new accomplishments:
 - Cursive
 - using a mouse

- video controller
 - keyboard
 - texting
 - playing instruments
 - Brain dev allows children to practice fine motor skills (e.g., playing an instrument)
 - Practice stimulates brain development
 - Case study:
 - Study piano lessons & 3-4 hours a week practice
 - Over 2 year period
 - Piano kids scored higher in:
 - Reaction times
 - Overall information processing speed
 - Possible stronger connection between brain hemispheres because kids use both hands to play the piano
- Individual Differences in Motor Skills
 - Body build
 - Taller, more muscular children often excel more at tasks
 - Sex (or Gender, unsure)
 - Boys are more superior at some gross motor skills than girls
 - However, girls are better in balance and agility
 - Family encouragement, expectations
 - If parents encourage physical exercise, kids tend to do it more, enjoy it more, etc.
 - Ex- organized sports, going to parks, family hikes
 - Parents hold higher expectations for girls in sports than boys
 - SES
 - Some families don't have the disposable income to place their kids in sports programs, lessons, etc.
 - Low income neighborhoods may be dangerous and kids may not be allowed to play outside
 - School & community lessons available
 - Less available in rural areas
 - Regional differences (ex- ice hockey)
 - Do the schools have resources for programs like this?
 - Heredity
 - Some kids are genetically able to move their bodies better than others
 - Ex- college football coaches
- Physical Play Development in Middle Childhood
 - Child-Organized Games with Rules
 - Sports
 - Invented/Informal Games
 - Class favorites:
 - Tag, and variations (freeze tag)
 - Hide and seek, sardines
 - Red rover
 - Marco Polo
 - Capture the flag

- Help children learn:
 - Perspective taking skills
 - Growth in emotional and social development (ex-turn taking)
 - Try out cooperation, competition, winning, and losing
 - Adjust and create rules
 - Helps with moral development
 - What's fair?
 - Ex- tag with a base for younger kids
- Video Games
 - Electronic violence increases the likelihood of
 - Hostile thoughts and emotions
 - Aggressive behavior (verbally, physically, and relationally aggressive)
 - desensitization
- Adult-Organized Sports
 - About half of North American kids (60% boys, 40% girls) participate
 - Raises self esteem
 - Higher social competencies
 - Does that mean that everyone should participate in organized sports? No.
- Physical Education
 - Less prevalent in schools now
- Developmentally Appropriate Organized Sports
 - Emphasize effort, improvement, participation, and teamwork
 - Don't always focus on winning
 - Build in child's interest
 - Teach age-appropriate skills
 - Emphasize enjoyment
 - Want to create life-long physical activity
 - Limit frequency and length of practices
 - Focus on personal and team improvement
 - Discourage unhealthy competition
 - Permit children to contribute to rules and strategies (during practices, etc. when the time is appropriate)