

Middle Childhood 6-8 years

Physical	Social	Emotional	Cognitive – thought processes	Needs
<ol style="list-style-type: none"> 1. Are developing and mastering fundamental gross motor skills 2. Are beginning to develop motor coordination 3. Have slow, steady musculoskeletal growth 4. Mainly use large muscles – have better control of large than small muscles 5. Have high energy levels but tire easily and recover quickly 6. Girls and boys have similar abilities 7. Learn best if physically active 8. Have low anaerobic and aerobic capacity. 	<ol style="list-style-type: none"> 1. Are dependent on adults, especially parents for support 2. Self and family orientated but begin to experience empathy for others and start to become independent 3. Are learning how to be friends and may have several ‘best friends’ at a time 4. Opinions of peers are becoming more important. Often care more about being successful in front of peers than parents 5. Boys and girls enjoy playing together 6. Diversity is embraced, with positive acceptance of others 7. Cooperation is being learned 8. Motives to participate are to be with friends and have fun. 	<ol style="list-style-type: none"> 1. See fairness as ‘the golden rule’ 2. Need and seek parental or coach approval 3. Like external rewards and positive reinforcement – success is important 4. Are sensitive to criticism and become frustrated quickly 5. Like to play games with simple rules 6. Need adult help in learning to cope with failures and problems 7. Are easily distracted. 	<ol style="list-style-type: none"> 1. Have increased understanding of words, but learn best by doing/exploring 2. Are more interested in the process than the outcome. Will continue working on a project rather than completing it 3. Concept of competition is difficult to understand 4. Have a limited and inconsistent attention span – interests are short and changing 5. Start to take into account ideas and emotions of others 6. Are easily motivated – like trying something new. 7. Are naturally curious and imaginative. Ask lots of ‘why’ questions 8. Handle one mental operation at a time 9. Start to distinguish between reality and fantasy 10. Respond to external feedback or praise 11. Lack spatial awareness and understanding of time 	<ol style="list-style-type: none"> 1. The opportunity to experience a variety of sporting situations and a wide variety of activities within a session 2. Rotation of roles – no specialisation in positions 3. Frequent rest periods 4. Skill learning immersed in play 5. Activities designed for both boys and girls to play together 6. Modification of rules, field sizes and equipment 7. A safe environment 8. ‘On task’ involvement of everyone 9. No fitness testing 10. Activities that are progressive in intensity without the necessity of a warm-up 11. Emphasis on success and cooperative games where everyone can win 12. A coach who understands the athletes’ characteristics and the relevance and implications of what that means to individual needs 13. Focus on general skills (and fitness) development: <ul style="list-style-type: none"> . agility, balance, coordination, speed . running, jumping and throwing . kinaesthetics, gliding, buoyancy, striking . catching, kicking, striking 14. Positive support, a caring coaching approach, praise, affection and attention, to build confidence 15. Activities that are demonstrated with simple, limited verbal instructions 16. Reinforcement of values through ‘coachable moments’ 17. Exploration of winning/losing concepts 18. An environment where everyone can experience success 19. Parents who reinforce the coach 20. Opportunity to explore, question and foster natural curiosity and imagination 21. The opportunity for play, fun, participation and interaction with others.

Late Childhood 9-12 years

Physical	Social	Emotional	Cognitive – thought processes	Needs
<ol style="list-style-type: none"> 1. Growth is slow until puberty 2. Many females and some males reach puberty and experience growth spurts 3. In puberty, skeletal system grows faster than muscular system, thus increasing injury risk 4. Lack coordination whilst going through puberty 5. Have steady increases in motor skills, strength, balance and coordination – fine motor skills are developing 6. Hand-eye coordination is relatively mature 7. Are maturing at differing rates (individual, gender and ethnicity). 	<ol style="list-style-type: none"> 1. Are becoming more independent 2. Begin to identify with peers, although they still need and want guidance and support from parents and coaches 3. Like an environment with consistent standards and fair consequences 4. Enjoy organised group activities 5. Like sense of belonging to group, team and club and enjoy working in cooperative activities 6. Begin to sense differences 7. Start to identify/prefer being with same-sex groups 8. Enjoy taking responsibility and assuming simple leadership roles 9. Girls are more socially mature than boys. 	<ol style="list-style-type: none"> 1. Accept parent/family beliefs but are beginning to question parental authority 2. Admire and imitate older people (role models) – look for the similarities between self and friends 3. Success should be emphasised and failures minimised 4. Like challenge, but dislike public failure 5. Find comparisons with the success of others difficult and this erodes self-confidence 6. Need to feel accepted and worthwhile (self-worth) 7. Are easily motivated to be involved and prepared to take risks 8. With puberty, changes in hormones and thinking patterns contribute to mood swings 9. Early maturing can be stressful – rapid physical change can be embarrassing. 	<ol style="list-style-type: none"> 1. Are capable of developing leadership skills 2. Vary greatly in academic abilities, interests and reasoning skills 3. Begin to think logically and symbolically; new ideas are best understood when related to previous experiences 4. Have increased attention span, but have many interests which change rapidly 5. Are learning to absorb new ideas, but tend to judge in terms of right/wrong or black/white 6. Often reject solutions offered by adults in favour of finding their own solutions 7. Like to share thoughts and reactions 8. Are developing individual identity – intrinsic motivation is important (doing it for themselves) 9. Understand multiple levels of meaning and have a rapidly increasing vocabulary 10. Use reasoning skills to solve problems, negotiate and compromise with peers 11. Can differentiate between ability and effort (if I work hard, I will improve) 12. Have clearer understanding of the concept of competition (social comparison). 	<ol style="list-style-type: none"> 1. Variety of sports, events and positions 2. Skill development that becomes more sport-specific 3. A continued degree of modified sports, but gradual introduction of adult structured games/events 4. A high level of activity (lots of time on task) with rotations of roles and equal involvement 5. Consistent, organised sessions – transition from deliberate play to increasingly deliberate practice. 6. Decision making 7. Teaching Games for Understanding (TGfU). 8. Introduction to the notion of competition, with emphasis on improvement to win. 9. Provision of a safe emotional, physical, cultural and social environment 10. Proactive promotion of fair play and moral decision making 11. Use of role models as a teaching tool 12. Lots of positive reinforcement, variety, enjoyment 13. Learning through mistakes and creation of challenges 14. Encouragement to take risks in games 15. Positive input from parents 16. Cooperative activities that reinforce the enjoyment of playing with friends 17. An empathetic environment (understand and listen to individual athletes' needs) 18. Leadership and responsibility opportunities (independence) 19. Identification with current childhood trends 20. Understanding of hormonal mood swings (e.g. do not embarrass).

Early teenage years 13-16 years

Physical	Social	Emotional	Cognitive – thought processes	Needs
<ol style="list-style-type: none"> 1. Growth spurts occur and are likely to cause clumsiness 2. Complex motor skills become more refined 3. Hormones affect body composition 4. Are capable of handling appropriate physical training/workload (otherwise susceptible to injury risk) 5. Are capable of developing energy systems (e.g anaerobic, aerobic) 6. Have maturity differences within and between genders. 	<ol style="list-style-type: none"> 1. Are searching for personal (including athlete) identity – acceptance v isolation 2. Friendships (both same and opposite gender) formed are often sincere and long-lasting 3. Peer groups are very important 4. Move away from family reliance 5. May begin sexual relationships 6. Increased costs, wider range of opportunities and time constraints can be barriers to sporting involvement 7. Emphasis is on balancing career goals and roles in life – are starting to forward plan 8. Role models are influential 9. Are learning to cooperate with each other 10. Have increasing awareness, and possible use of drugs and alcohol. 	<ol style="list-style-type: none"> 1. Have increased awareness of body image (notice differences) e.g disability, weight changes 2. Are seeking to understand and accept sexuality 3. Seek emotional autonomy from parents 4. Hormones cause mood swings 5. Want responsibility and to be treated as an adult 6. Internally desire success but are influenced by external pressures to conform (cool to be average) 7. Are vulnerable to negative criticism but respond to constructive feedback 8. Teens who develop differently physically from their peers may become uneasy about physical changes. 	<ol style="list-style-type: none"> 1. Like to find their own solutions. Value presenting their own ideas 2. Have longer concentration span – are ready for more in-depth learning 3. Are capable of complex problem solving 4. Develop their own language. Use teen slang 5. Have sense of invincibility 6. Begin to value setting goals based on feelings of personal needs and priorities 7. Tend to be self- focused 8. May lack understanding of their abilities and talents 9. Being to demonstrate moral thinking and appreciate values 10. Are capable of informed decision making and appreciate leadership roles. 	<ol style="list-style-type: none"> 1. Opportunity for sport-specific skill development 2. Training programmes that recognise their physiological stage of development: <ul style="list-style-type: none"> . physical fitness/strength . skill development . injury prevention/burnout 3. Coaches who plan with goal setting based on needs 4. Simple tactics 5. Mental and physical challenges 6. Structure and firm but fair discipline 7. Empathy – understanding the player as a person as well as an athlete 8. Setting realistic expectations of success 9. Learning to make decisions and learning from mistakes 10. Inclusion in decision making 11. Teaching Games for Understanding (TGfU) 12. Two-way interactions/effective communications: <ul style="list-style-type: none"> . coach/athlete . coach/family 13. Encouragement 14. Ownership and responsibility but consequences if they are irresponsible 15. Understanding of why they are doing things 16. A safe, secure, non-threatening environment 17. Support for continued participation (costs, travel) 18. Coaching that recognises their lifestyle 19. Being taught to be self-reflective and to self-analyse 20. Experiences within a variety of different sport-specific situations.

Late teenage years 17-19 years

Physical	Social	Emotional	Cognitive – thought processes	Needs
<ol style="list-style-type: none"> 1. Most reach skeletal physical maturity 2. Males continue to gain muscle strength and mass. Both sexes continue to develop bone mass 3. Have better posture and coordination 4. Can achieve advanced levels in complex skill and movements 5. Are reaching physiological maturity. 	<ol style="list-style-type: none"> 1. Have strong, independent social needs and desires 2. Status in peer group is important 3. Want to belong to groups but be recognised as individuals within the team/groups 4. Are likely to be sexually active 5. Are in transition stage – change in home locations, sport involvement 6. Can assume major responsibilities and leadership roles 7. Are engaged in making lifestyle and career decisions 8. Are socially aware of their own and others' needs 9. Likely to be involved in alcohol use and risk taking adventures. 	<ol style="list-style-type: none"> 1. Self- identity becomes more stable 2. Feel they have reached the stage of full maturity and expect to be treated as adults 3. Have more stable emotional responses but feelings of inferiority and inadequacy are not uncommon 4. Tend to assume more responsibilities with the associated stress 5. Feel the pressure of other priorities e.g. work, study, church, flatting 6. Are less preoccupied with body changes and body image (still an issue though). 	<ol style="list-style-type: none"> 1. Are able to learn new skills/concepts and can relate to past experience 2. Have higher level of abstract thinking 3. Personal philosophy begins to emerge 4. Make choices/solve problems/accept responsibility 5. Self-evaluation, self- correction and motivation become strong tools 6. Can determine their own plans, schedules and goals 7. Are capable of complex analysis and associated decision making. 	<ol style="list-style-type: none"> 1. Sport/event position-specific training 2. Specific strength training as appropriate 3. Increased precision in prescription of programmes and performance assessment 4. Practising strategic approaches within their sport: taking ownership and responsibility; decision making; Teaching Games for Understanding (TGfU) 5. Opportunities for individual challenge and to be intuitive in their approach 6. Being understood: lifestyle situation/ school/university/work/employment/ Unemployment/family 7. Having clear expectations 8. Being stimulated, challenged and excited 9. Positive role models 10. Leadership and the opportunity to be a leader 11. Encouragement and support to remain involved (especially if there is a shift in location) 12. Consideration of both long and short-term development.