Social and Motor Development

Chapter 3
Social Development & Movement

Social behavior affects a person’s movement; conversely, motor behavior affects one’s social development.
Concept 3.0 Social behavior affects our motor development

• Social support is major determinate in what movement activities we choose
  – By family
  – By peers

• Social forces affect our involvement in movement activities
  – School
  – Work
  – Permanent relationships
  – Having children
  – Social expectations (ageism)
Social Influences

• During infancy
  – Child care dependent
  – Child become attached to the child care provider within 3 months of birth
  – Child care provider needs to actively involving the child with the environment

• During childhood
  – The family is primary socializing agent
  – Play is a major socializing force
  – Parents of the same sex as the child has the greatest influence on movement acquisition.
  – Highly positive correlation between active parents and active children
  – Father is an important predictor of the sport selections for both boys and girls.
  – Children of different genders and race socialize into sports differently
  – Authoritarianism by the parent affected the child’s motor development

• During adolescence
  – Peer group become important socializing agent.
  – Social acceptance is based conformity to social norms, athletic ability, academic achievement, career expectations, ethnicity, special talents, and appearance.
  – Participation in physical activity directly related to peer pressure, social acceptance in the peer group, feeling self conscious, and confidence level.
Concept 3.1 Motor behavior affects social development

During infancy
   Social attachment occurs through grasping, sucking, tracking objects, etc.

During childhood
   The child moves through 4 different forms of play.

During adolescence
   Team and club participation
4 Stages of Play (Cratty, 1986)

- Solitary (24 to 30 months)
  - Play side by side
  - No interaction
- Parallel (2.5 to 3.5 years)
  - Awareness of another
  - Little interaction
- Associative (3.5 to 4.5 years)
  - Begin to recognize another
  - Begin to share toys
- Cooperative (4.5 to 5 years)
  - Purposeful, group-oriented play activities
Cooperative Play

• Positive relationship between cooperative play and both social and motor development.

• Increased participation by the child in cooperative play and games during their childhood is highly recommended.
Team Play

• During the adolescence, there is increasing sense of team or club participation.
• In late childhood and adolescence to play alone or in small groups decreases in importance (Newman, 2006).
  – Due to peer pressure
  – Motivated to play for a team or club
• Team play is a major social and motor development stride in the child*
Concept 3.2 Interaction between Self-Esteem and Physical Activity

• Self-esteem is higher in any age group, who are physically active.
• Self-esteem is one of the most important aspects of self-development
  – Children who participate in physical education and directed play situation score higher on self-esteem
  – Disabled children who are physically active score higher on self-esteem
• Self-esteem evolves developmentally through predictable steps (Harter, 1988)
## Evolution of Self-esteem

<table>
<thead>
<tr>
<th>Developmental Stage</th>
<th>Self-esteem characteristics</th>
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<tbody>
<tr>
<td>Early Childhood</td>
<td>They do not know if they are competent and have difficulty in expressing it.</td>
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<tr>
<td>Mid – Late Childhood</td>
<td>The can verbalize their feeling of competency and make judgments about their own competency.</td>
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<tr>
<td>Adolescence</td>
<td>Recognize their competency changes depending upon the social setting (friends, romantic appeal, athletics)</td>
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<tr>
<td>Young adulthood</td>
<td>Clearly and distinct, established competency between scholastic competence, intellectual ability, and athleticism</td>
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<tr>
<td>Adulthood</td>
<td>Further distinct, established competency in areas of intimate relationships, being a provider, manager, and athleticism.</td>
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*Physical appearance and social acceptance where found to be highly-ranking contributor to one’s self-esteem across all developmental stages.*
Concept 3.3 Gender Role Conflict & Movement Activity

• Gender role conflict has major implications in an adolescence decision to participate in movement activities.

• Participants attributions concerning their participation in physical activity and sport may be affected by societal views.
  – Girls and women seem to contribute their success or failure in physical activity or sport as being external (luck or task difficulty).
  – Boys and men seem to contribute their success or failure in physical activity or sport as being internal (effort and ability).
Concepts 3.3: Social Factors of Adulthood

- Factors that promote and limit one’s participation in movement activities
- Ageism
- The Exercise Aging Cycle
Factors that affect Adult Movement Participation

- School/going to work
- Permanent relationships
- Having children
Social factors that affect adult participation in movement activities

<table>
<thead>
<tr>
<th>Negative Factors</th>
<th>Positive Factors</th>
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<tr>
<td>Going to school/work</td>
<td>Children leaving home</td>
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<tr>
<td>Permanent relationship</td>
<td>Retirement</td>
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<tr>
<td>Having children</td>
<td>Death of a spouse or partner</td>
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Ageism

• Degree of appropriateness and societal expectation based on one’s age about movement participation.
  – Society formally or informally provides barriers to older adults
    • Transportation
    • Access to facility
    • Safety
Retirement

• Enjoyment during retirement is based upon:
  – If retirement was unforced
  – Work experience was not the most important aspect of the individual
  – Retiree’s health
  – Retiree’s finances
  – Retire who plan and prepare for retirement are the most satisfied.
Exercise – Aging Cycle

- Age ↑ & Exercise ↓
- Physical Activity ↓ & Physical Contraindications ↑
- Fat ↑ & Physical Abilities ↓
- Self-esteem ↓ & Feeling Old ↑
Exercise – Aging Cycle Intervention

• Maintain an active lifestyle

• Participate in well, designed training programs

• High frequency and intensity of exercise contribute to improved quality of life.
The End