

SELF-CONFIDENCE

Self-confidence

Even when they are skilled, many girls lack confidence in their abilities in physical activity and sport. Support and encouragement from significant adults, including PHE teachers, can have a significant impact on their self-confidence. Before you think about skills teaching, however, remember that maintaining quality relationships with your students can help them keep an open mind and in turn dare to try. Ultimately, they will feel a greater sense of enjoyment and self-confidence in the activities to which they're exposed—even those that are new or difficult.

Important

- 1 The confidence to overcome physical challenges is an important determinant of regular practice and perseverance in sports.
- 2 Keep in mind that girls may be concerned about the image they project when practicing a physical activity, which can hinder their self-confidence.
- 3 Spare no effort to provide positive feedback. It can have a significant impact on a girl's intention to continue practicing a physical activity beyond puberty.

Self-confidence is the key!

Self-confidence means determining that you have the resources required to deal with a specific situation. In other words, it means believing that you are capable. Some girls possess the required abilities (actual abilities), but doubt themselves because they lack confidence (perceived abilities). Conversely, healthy self-confidence allows girls to shine and fulfil their full potential.

Fear of new things

Gladly agreeing to new tasks given by the PHE teacher requires a certain confidence in one's abilities. To approach learning situations with aplomb, there's nothing better than confronting a new challenge on a regular basis. For example, a young girl may feel very confident at the idea of playing baseball, even if she has never played, when she knows that she can apply the skills learned in a similar activity. Varying the contexts will allow all teenage girls to throw themselves into these new activities with more pleasure than fear!

A caring context and appropriate feedback

Sometimes, the practice context has a greater impact on girls' self-confidence than the nature of the activity itself. Feeling safe, in a familiar and comfortable environment that allows them to enjoy a quality experience, is a prerequisite for improving skills. In particular, girls who feel awkward or fear failure stand to benefit from constructive feedback. Encouraging students, specifically those who are trying a new activity or persevering through a more difficult task, helps foster meaningful ties between you and them.

Paths for reflection

- Among your evaluation activities, have you thought to include self-evaluation measures of your students' confidence?
- What are you doing to foster relationships of trust with your students? Have you noticed a difference in self-confidence between girls and boys in certain situations?
- Do you take the time to care for the environment in which less confident students exercise and are evaluated (learning objectives consistent with what the student feels they are capable of, a space away from prying eyes)?
- Do you adopt a caring approach with girls who are trying to develop new skills when you present them with a new practice context?
- Are you quick to recognize the progress of girls who persevere in learning new activities? Or is your focus too often on recognizing excellence?

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