

MOTOR SKILLS

Motor Skills

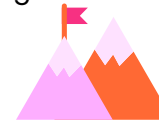
Poor motor skills adversely affect the feeling of competency among many girls. What's more, it isn't rare to hear them say that fear of the ball prevents them from enjoying sports, whereas the same girls may excel at dance or enjoy hiking on weekends. Feeling incompetent in certain physical education situations can lead many to shy away from physical activities. The solution? Practice, but not in any environment, and varied means of action that showcase their abilities!

Important

- 1 Keep in mind that some fundamental or basic motor skills may not be mastered during adolescence. Several potential factors may explain this reality, including the lack of opportunities to practice these skills during childhood.
- 2 Allow students to make mistakes, and teach them to be kind to themselves. Not succeeding, even after several tries, and persevering in spite of it, can be learned!
- 3 Offer multiple options and variations so that teenage girls can choose challenges that are consistent with their abilities and progress at their own pace.

The desire to persevere

Positive and socially rewarding experiences that allow teenage girls to meet adapted objectives will inspire them to engage and persevere. Conversely, negative experiences during activities that leave them feeling inadequate or judged can hinder their future relationship with physical activity.



Varied programming

Many girls lack opportunities to try activities that might appeal to them and spark a keen desire to take up a sport. The program requirements and the availability of equipment and facilities can serve to steer physical education classes towards the practice of traditional sports that don't appeal to many girls. However, surveys show that many girls appreciate "trendy" activities or those that feature an artistic component.



Paths for reflection

- Do you give girls a chance to continue working on their basic motor skills during your class, even if they're expected to have mastered those skills already?
- Do you set aside time and provide more private spaces where girls can practice their skills without having to worry about others watching them?
- In your annual planning, do you strike a balance between means of action that call for individual skills (to perform) and those that call for collective skills (to interact)?
- Do the students have the opportunity to experiment freely when they practice movements? Do you require perfection in the execution of movements?
- Do you offer a variety of practice settings, including those that allow girls to enjoy their participation and excel more, for example settings with music, aesthetics, synchronicity or coordination?

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