




STOP. START. CONSIDER...

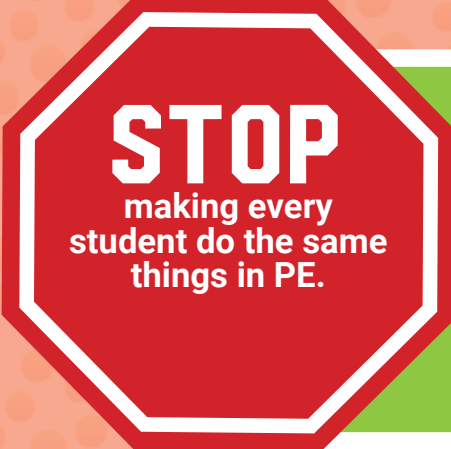


STOP
making everyone
change for PE class.




START
asking for
comfortable
clothing, not
requiring 'gym
strip'.

CONSIDER having “get ready time” before class where students can safely change, rest, hydrate, stretch, and warm-up.



STOP
making every
student do the same
things in PE.



START
Whenever a sport/
activity is played,
offer a related skills-
based option (e.g.,
soccer in the gym,
passing games
outside).

CONSIDER small affinity groups of students creating their own PE curriculum each term. Class time is autonomous with teacher support, using an inquiry-based learning approach.



STOP. START. CONSIDER...



STOP
assigning team uniforms by gender.

START
describing uniforms instead as 'loose' or 'fitted' offering all options to all players.

CONSIDER ordering lots of XL and XXL uniform options both loose ('boys') and fitted ('girls'), with no jersey number overlap across loose and fitted sets.

STOP
announcing athletics tryouts as if all students are either boys or girls.

START
including instructions for trans and nonbinary students in every single announcement.

CONSIDER visiting the Genders and Sexualities Alliance (GSA) each season to build trust and invite members to play on teams and in intramurals.



STOP
playing 'boys versus girls' or having captains publicly select teammates.

START
allowing students to pair up with a friend, then randomly assigning pairs to teams based on clothing colours, birthdays or name letters.

STOP
offering 'boys and girls' intramurals.

START
offering non-gendered intramurals with random team assignment, staff or student leader captains, and team-building activities.

CONSIDER having students self-assess strengths, including athletic skill, teamwork, communication, and mindfulness of other players. Make teams with diverse strengths, explain why, and talk up strengths that aren't athletic.

CONSIDER having two winners: one for points, and one for experience (including teamwork, communication, and mindfulness of other players). Talk up the experience winners, who also receive the best prize.



STOP. START. CONSIDER...



STOP
playing competitive team sports no matter what because "that's what we do in PE!"

START
playing favourite competitive team sports only as a reward for equitable play.

CONSIDER redefining winners: the team who shares the ball and talks each other up the most. Coach the class toward this win during game play.

STOP
asking for a 'strong boy' to help move the equipment.

START
asking the student(s) who nobody would expect you to ask.

CONSIDER developing a volunteer schedule where students sign up for tasks based on individual interest and comfort level.