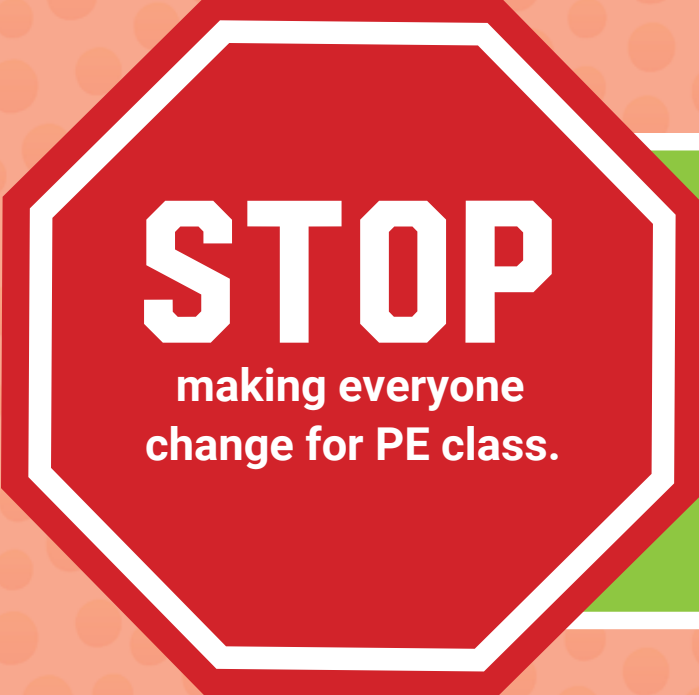




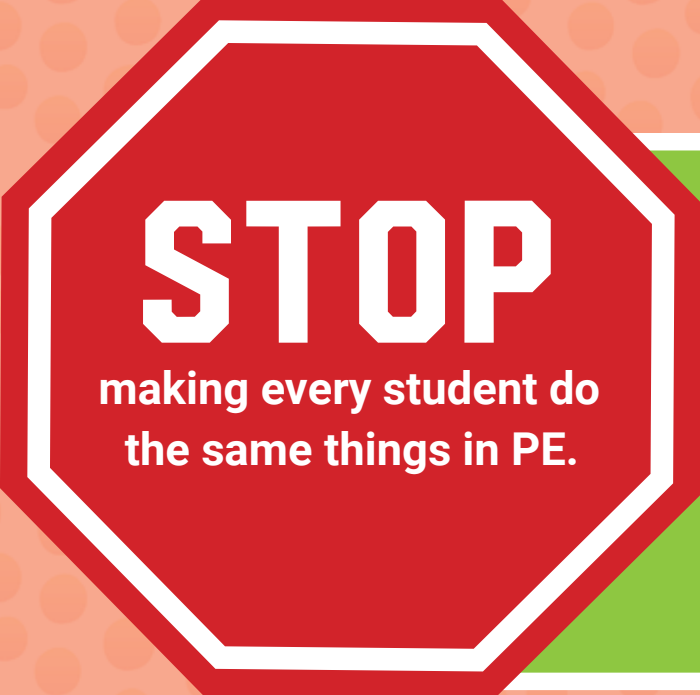
# STOP. START. CONSIDER...



**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.



## START

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



## START

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

**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.

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



# STOP. START. CONSIDER...



## START

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

**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.



## START

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

**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!”.

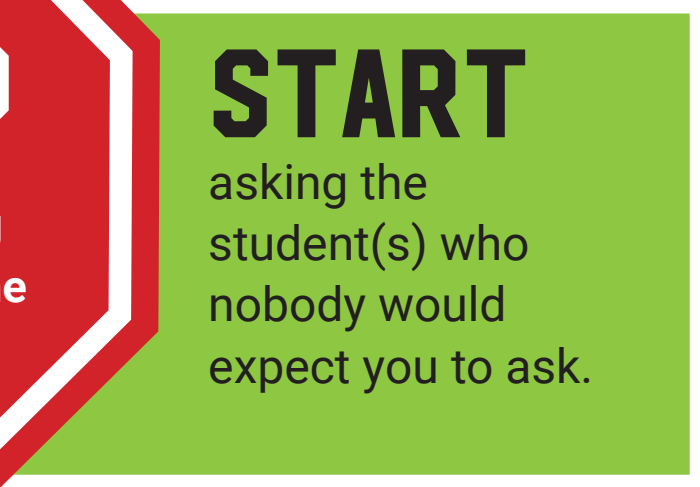


**START**  
playing favourite competitive team sports only as a reward for equitable play.

**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.