



Stop. Start. Consider...

Doing Gender-Inclusive Physical Education (PE) & Sport

Stop

Stop making everyone change for PE class.

Start

Start asking for comfortable clothing, not requiring “gym strip”.

Consider

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

Stop

Stop making every student do the same things in PE.

Start

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

Consider

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.



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Doing Gender-Inclusive Physical Education (PE) & Sport

Stop

Stop assigning team uniforms by gender.

Start

Start describing uniforms instead as “loose” or “fitted” offering all options to all players.

Consider

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

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

Start

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

Consider

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



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Stop

Stop playing “boys versus girls” or having captains publicly select teammates.

Start

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

Consider

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.

Stop

Stop offering “boys and girls” intramurals.

Start

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

Consider

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.



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Stop

Stop playing competitive team sports no matter what because “that’s what we do in PE!”

Start

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

Consider

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

Stop asking for a “strong boy” to help move the equipment.

Start

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

Consider

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