

**STOP. START.  
CONSIDER...**



Disciplining Black students more than other students.

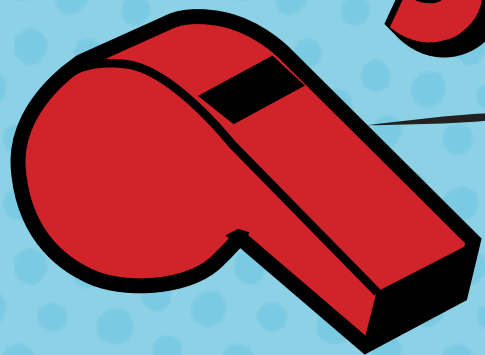
**START**

Adopting practices that prioritize relationship building.

**CONSIDER**

Keeping track of who is being disciplined in your classes (and why) and reflecting on this data regularly to identify and address patterns of racial inequity.

**STOP. START.  
CONSIDER...**



Pigeon-holing Black students as athletic or aggressive, especially in the gym or during physical activities.

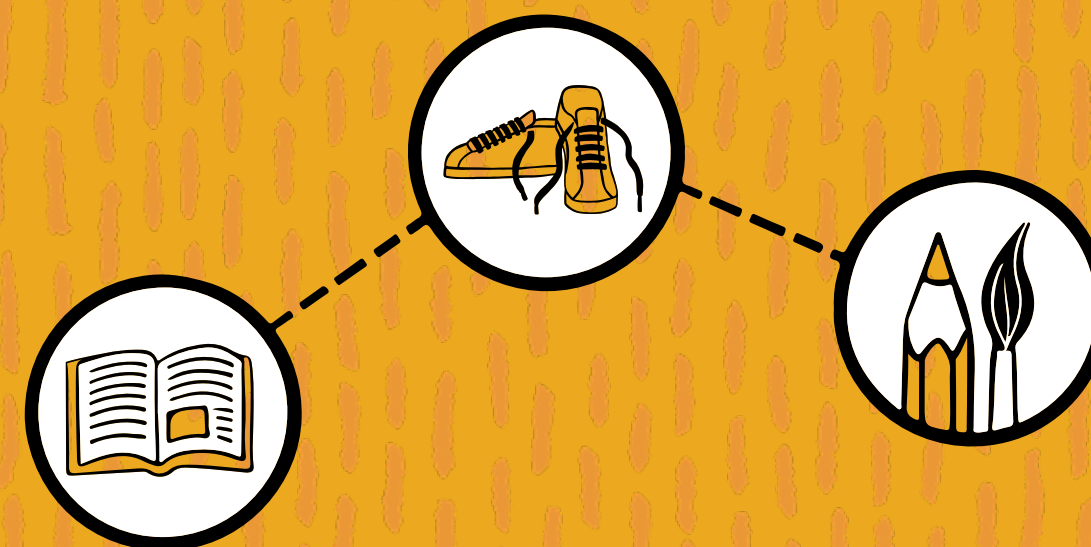
**START**

Exploring the diverse, multi-faceted interests and “ways of being and expressing” of Black students.

**CONSIDER**

Engaging in professional learning to examine your own biases, power and privilege in the classroom.

# STOP. START. CONSIDER...



Perpetuating a hyper fixation on Black students' athletic performance while minimizing their academic contributions.

## START

Celebrating and supporting the whole student by valuing all their abilities (i.e., physical, academic and creative.)

## CONSIDER

Working with Black students and community leaders to develop initiatives that foster academic, athletic and artistic pursuits holistically.

**STOP. START.  
CONSIDER...**



Questioning the femininity of Black girls who excel in athletics and challenge Eurocentric ideals of womanhood.

**START**

Creating an environment where Black students are free to define their own identities, free from racial and gender stereotypes.

**CONSIDER**

Engaging in professional learning to understand the intersection of race, gender and identity in your teaching practices.