



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.



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.



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.