



The STEP Framework

S – Space

T – Task

E – Equipment

P – People

The image features a solid purple background. At the top, there is a decorative horizontal band composed of several overlapping, wavy, semi-transparent shapes in shades of magenta, cyan, light green, and grey. The word "SPACE" is centered in the lower half of the image in a large, bold, white, sans-serif font.

SPACE



TASK



EQUIPMENT

The image features a large, solid purple rectangular area at the bottom. Above this area, there are several overlapping, wavy, horizontal bands of color. From top to bottom, these bands include shades of magenta, light blue, teal, and light green. The bands are separated by thin white lines, creating a layered, fluid effect. The overall composition is modern and abstract.

PEOPLE



The S.T.E.P. Framework

All lessons in PE will include children with a wide range of abilities. Some may be very skilful and will need to be challenged with harder activities. Others will be less able and will need simpler activities, or skills broken down into their component parts.

The STEP framework offers a format to help adapt activities so that all young people can achieve success and have fun. The STEP framework is extremely versatile and represents a simplistic approach to achieving quality PE experiences for the pupils.


S.T.E.P. stands for:

How can I change...

S	Space	where the activity is happening?
T	Task	what is happening?
E	Equipment	what is being used?
P	People	who is involved?

The following tables show how the STEP framework can be used to change and vary tasks to support a child's learning and progress.

S Space	Where?
Where?	<ul style="list-style-type: none"> • Level (height), e.g. a floor-based game has different requirements from an ambulant game • Adaptation of the playing area – more space gives more reaction time, less space demands higher mobility skills, dodging, marking • Length, height of barrier • Distance travelled • Use of zoned playing area to create safe areas in catch or tag type games • Nearer to partner, further away, smaller/larger target area • Allow some players to start at different times or from different places
T Task	Physical action(s) What?
What?	<ul style="list-style-type: none"> • Easier – simplify the game • Harder – introduce more rules • Rotate roles • Allocate specific roles, e.g. bowler, timekeeper • Change rules to aid inclusion, e.g. allow more lives for some children, count some players' scores as double • Be flexible • Try different ways of playing, e.g. seated, standing, lying • Use different targets for some children • Use distance hit rather than runs made to determine scores 

E Equipment	By type:	By varying:
Where?	<ul style="list-style-type: none"> • Balls • Bats • Mats • Hands • Turtles • Bells • Scarves • Feet • cones <ul style="list-style-type: none"> • Rubber-lines • Hoops • Plank • Bench • Koosh ball • Stop-watch • whistle 	<ul style="list-style-type: none"> • Size • Shape • Colour • Texture • Weight • Environment • Play surface • In/outdoor
How does it change the activity?		
Balls Lighter Larger Softer/slightly deflated Different colours	<ul style="list-style-type: none"> • Travel slower in the air and give more time • Easier to see, hit or catch • Travel slower on the floor • Children with a visual impairment may prefer one particular colour 	
Bats Larger Lighter Glove or attached bat	<ul style="list-style-type: none"> • Easier to hit a ball (larger surface area) • Easier to manipulate • Enables player with impaired or absent grip to participate 	

P People	By type:	People with:	People in:
With whom?	<ul style="list-style-type: none"> • Independently • In groups • In pairs • In teams • With friends 	<ul style="list-style-type: none"> • Different/same roles • Different/same ability • Different/same size 	<ul style="list-style-type: none"> • Own space • Big spaces • Small spaces • Restricted spaces • Open spaces

The **STEP** framework can be used to help children with selecting and applying skills and tactics. The decisions children have to make can be made simpler or more challenging using the same framework. An example follows:

	Decision making can be made easier if the:	Decision making can be made more challenging if the:
S Space	<ul style="list-style-type: none"> • Space is made larger to give more time • Space is made smaller to help with the application of the skills • Space is exclusive to one person to give them as much time as is possible 	<ul style="list-style-type: none"> • Space is made smaller to reduce thinking time • Space is made larger to challenge the application of skills
T Task	<ul style="list-style-type: none"> • Task is made easier 	<ul style="list-style-type: none"> • Task is made harder
E Equipment	<ul style="list-style-type: none"> • Equipment is easy to use • Goals or targets are large 	<ul style="list-style-type: none"> • Correct equipment for the activity is used
P People	<ul style="list-style-type: none"> • Total number of people is reduced 	<ul style="list-style-type: none"> • Number of people on one side outnumber the other