

STEP FRAMEWORK

The STEP framework in PE is a very simple way to understand how to adapt and differentiate PE lessons to make sure everyone is getting the most engaging experience. It allows you to modify elements of your activity to better meet the needs of either the individual pupil, or group of pupils.

Space: Where the activity is happening E.g. modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.

Task: What is happening? E.g. modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.

Equipment: What is being used? E.g. modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.

People: Who is involved? E.g. modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.

SPACE

WHERE?

- Level (Height), e.g. a floor based game has different requirements from an ambulant activity.
- Adaptation of playing area – more space gives more reaction time, less space demands. higher mobility skill level, 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.

TASK

WHAT?

- Easier – Simplify the game
- Harder – Introduce more rules
- Rotate Roles
- Allocate specific roles, e.g. shooter, link player
- Change rules to aid inclusion, e.g. allow more lives for some children, count some players scores as double.

EQUIPMENT

With What?

By Type:

- Balls
- Bats
- Mats
- Hands
- Feet
- Cones
- Hoops
- Plank
- Bench
- Stop-watch
- Koosh ball

By Varying:

- Size
- Shape
- Colour
- Texture
- Weight
- Environment
- Play surface
- In/outdoor

How Does it Change the Activity?

Balls

Lighter
Larger
Softer/Slightly deflated
Different colours

Travel slower in the air and give more time
Easier to see, hit or catch
Travel slower on the floor
Pupils with a visual impairment may prefer one particular colour.

Bats

Larger
Smaller
Glove or attached bat

Easier to hit a ball (larger surface area)
Easier to manipulate
Enables player with impaired or absent grip to participate

PEOPLE

With Whom?

By Type:

- Independently
- In groups
- In Pairs
- In Teams
- With Friends

People With:

- Different/same roles
- Different/same ability
- Different/same size

People in:

- Own space
- Big spaces
- Small Spaces
- Restricted space
- Open space