

# STEP

By using the **STEP** framework, it is possible to consider a model that can be applied to a particular activity to help adapt and modify activities so that all individuals can achieve success and have fun.

<p><b>SPACE</b> – where? <i>Where is the activity happening?</i></p>	<ul style="list-style-type: none"> <li>• Level (height), e.g. floor-based activities have different requirements from those played on a level surface from seated, and ambulant activities</li> <li>• Adaptation of playing area – more space gives more reaction time, less space demands higher mobility and skill level</li> <li>• Length, height</li> <li>• Distance travelled</li> <li>• Use of zoned playing area to create safe playing areas or areas where pupils can be matched on ability</li> <li>• Nearer or further away targets</li> <li>• Allow some children to start at different times or from different places</li> </ul>
<p><b>TASK</b> – how? <i>What is happening? (physical actions)</i></p>	<ul style="list-style-type: none"> <li>• Easier – simplify the activity</li> <li>• Harder – introduce more rules</li> <li>• Rotate roles</li> <li>• Change rules to aid inclusion, e.g. allow different places to start, no contact rule</li> <li>• Be flexible</li> <li>• Try different ways of taking part, e.g. seated, standing, lying</li> <li>• Use different targets for some children</li> </ul>
<p><b>EQUIPMENT</b> <i>What is being used?</i></p>	<p><b>What is being used?</b></p> <ul style="list-style-type: none"> <li>• Balls, mats, flags, scarves, feet, cones, hurdles, plastic markers, ropes, bean bags, canes, soft equipment, bats, racquets</li> </ul> <p><b>By varying:</b></p> <ul style="list-style-type: none"> <li>• Size, shape, colour, texture, weight, environment, play surface, indoor / outdoor</li> </ul> <p><b>How does this change the activity? (e.g. balls)</b></p> <ul style="list-style-type: none"> <li>• Lighter – travel slow in the air and gives more reaction time</li> <li>• Larger / softer / slightly deflated – easier to see and catch</li> <li>• Noise (e.g. jingle trainer) – audio as well as visual stimulus</li> <li>• Different colours – easier to distinguish from the background colour</li> </ul>
<p><b>PEOPLE</b> <i>Who is involved?</i></p>	<p><b>By type:</b></p> <ul style="list-style-type: none"> <li>• Independently, in groups, in pairs, in teams, with friends, with learning support assistant</li> </ul> <p><b>People with:</b></p> <ul style="list-style-type: none"> <li>• Different / same roles, different / same ability, different / same size</li> </ul> <p><b>People in:</b></p> <ul style="list-style-type: none"> <li>• Own space, big space, small spaces, restricted space, open space, different mediums (e.g. on poolside or in water)</li> </ul>