

THE STEP MODEL

All tamariki/children have the right to have access to the Health and Physical Education curriculum.

The STEP model assists inclusion in physical education by adapting the following four variables to increase participation:

Space – consider surface, surroundings, size of playing area, colour contrast or distractions.

Task – adjust the task / rules of the activity, e.g., time, pace, or positions.

Equipment – modify size, shape, weight, texture, sound colour or type.

People – adjust how people are grouped or use a buddy system.

Active NZ survey data (2017) shows:

- having a disability affects participation rates in all types of physical activity
- young people with disabilities participate less in physical education with their class in school, and they dislike physical education more than their non-disabled schoolmates do
- people with disabilities who take part in sports and physical activities have better health and wellbeing.

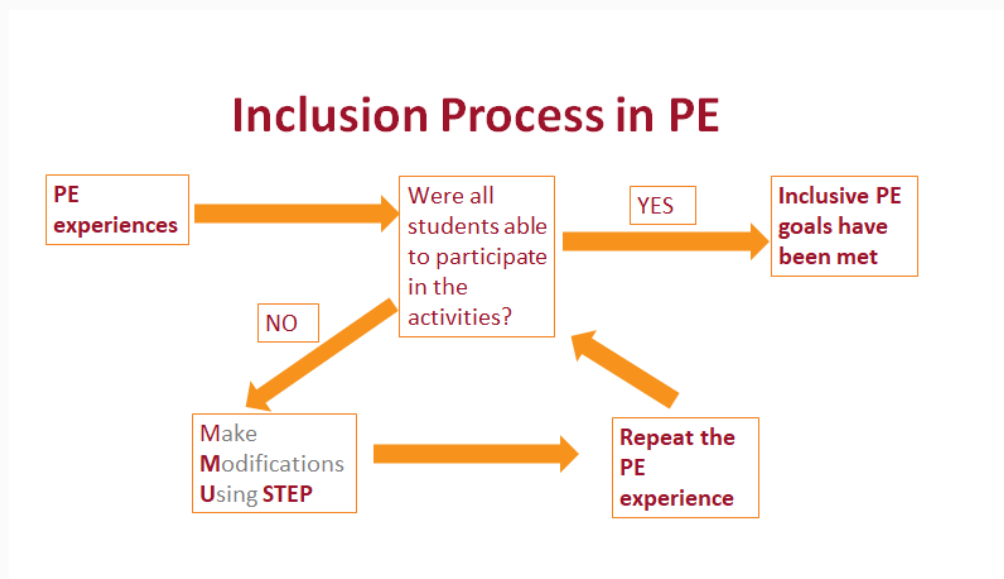
Consider these questions about your own or your school's practices

Some of the reasons given for lower participation rates in movement-based learning activities in primary school are that there are not enough 'fun' and accessible activities.

What accessible activities would tamariki/children describe as fun in your physical education programme? Check your assumptions, by asking them.

What barriers to participation exist for our tamariki/children with a disability?

Think about your most recent physical education lesson. Use this model to evaluate how inclusive it was. Then, using the STEP model, consider what you would do next time.



Useful resources

[Inclusive PE webinar and Ideas for Inclusive Physical Education paper \(PENZ, August 2020\)](#)

[Spotlight on Disability- Sport New Zealand, Ihi Aotearoa](#)

[Sport Disability Plan, 2019- Sport New Zealand, Ihi Aotearoa](#)