



# STEP FRAMEWORK OVERVIEW

**PAWB**  
**EVERYONE**



# STEP FRAMEWORK OVERVIEW

To deliver inclusive sessions there is a range of adaptations to consider that might be needed for some players to take part and to cater for individual needs and abilities. One way to do this is by using the STEP Framework as a tool to adapt your Club's training sessions.

STEP stands for **S**pace, **T**ask, **E**quipment and **P**layers. The STEP principle is a simple framework for making changes to help adapt and modify football activities to ensure all abilities are provided with the right level of challenge and their needs are supported.

Changes in the way the activity is delivered can be made in one or more of the STEP areas so that all individuals can be included and achieve success along with meeting the different needs of the players.

## STEP FRAMEWORK

FRAMEWORK AREA	CONSIDERATION FOR ADAPATION
Space	<p>You can impact the difficulty of a practice or task by adapting the size of the area used or by having multiple spaces set up where individuals can be grouped by their abilities or needs.</p> <p>This can also include:</p> <ul style="list-style-type: none"><li>• Size and shape of the playing area – changing the area size and shape. A larger area can provide more space for players which can help with players who require more reaction time or have less mobility and skill level.</li><li>• Zoned playing areas can be used in order to create safe playing areas or areas where players can be matched on ability or tasks can be adapted to include players in the practice.</li><li>• Try varying the distance of any targets or goals.</li></ul>
Task	<p>There are many ways that you can vary the task to ensure everyone can achieve success in the practice.</p> <p>These can be:</p> <ul style="list-style-type: none"><li>• Changing the targets to make them easier/harder to achieve or simplifying the activity for some players.</li><li>• Change the rules or vary the tasks to support inclusion, allow players to start at different times or from different places in the practice area, no/limited contact rule utilising safe zones if required.</li><li>• Be flexible where possible for example try different ways of participating, e.g. seated/standing</li></ul>

<b>Equipment</b>	<p>You can modify the equipment used to adapt your practice to be more inclusive.</p> <p>This can include:</p> <ul style="list-style-type: none"> <li>• The size of the goals can be adapted to provide a bigger/smaller target to score in.</li> <li>• Use cones to mark out safe zones.</li> <li>• Vary the Size, shape, colour, texture, weight etc of equipment used.</li> <li>• Organising the session on a different surface or venue for example indoor hall.</li> <li>• Use colourblind-friendly equipment.</li> <li>• Use accessible equipment e.g. sound ball.</li> </ul>
<b>People/Players</b>	<p>One way to provide an equal challenge for players is to group individuals by similar abilities or needs.</p> <p>Other ways can be by organising players:</p> <ul style="list-style-type: none"> <li>• Individually, in smaller/larger groups, in pairs, in teams, with learning support from a coach.</li> <li>• Players with different/same roles or tasks, same size.</li> <li>• People in their own area, big area, small area, controlled space or open space.</li> </ul>

These are some examples of ways to adapt coaching sessions and activities. Speaking with your players to understand what support they require, along with observing them during their participation will provide feedback on further changes and adaptations you can make to ensure everyone can be included, have fun and achieve success.

If you require support in completing the Club Reflection Toolkit contact [PAWB@FAW.Cymru](mailto:PAWB@FAW.Cymru)