

5-18 year olds
should be **physically
active** for at least

60 
minutes per day*



What do you do?

Play – **run** – **walk**
swim – **skate** – **skip**
climb – **bike** – **active**
travel – **sport** – **PE**
workout – **dance** ...

*UK Chief Medical Officers' Guidelines

THE **STEP** TOOL

The STEP tool is a simple way to make changes to physical activity and sport activities, so that everyone can feel included and participate together.

STEP can help organise thinking around adaptations and modifications. For example, changes can be made to an activity where there are children and young people of different ages, disabled and non-disabled people in the group, or girls and boys participating together.

To make changes in the way an activity is delivered one or more of the STEP areas can be considered. STEP stands for: Space, Task, Equipment, People.

Examples include:



Space – increase or decrease the size of the activity area or vary the distance to be covered to suit different abilities.



Task – ensure that everyone has equal opportunity to participate, e.g. break down complex skills into smaller parts and ensure there is opportunity for children and young people to practise skills individually or with a partner.



Equipment – increase or decrease the size of the equipment to suit the ability or age range of the participants, or depending on the kind of skill being practised, provide options that enable people to participate in different ways.



People – match young people of similar ability in small-sided or close marking activities.



active minutes*

Animal Moves

Part of your 60 active minutes

#60ActiveMinutes



Can you be creative and become lots of different animal characters?

Time to learn:

- Choose some music that reminds you of animal.
- Become an animal character. Can someone watching guess which animal you are?
- Can you create movements where you pretend you are moving over things or under things in your animal's habitat?
- With a partner, what happens when the two animals meet? Can you create a movement to show what happens?



On your own, could you try becoming an elephant and move slowly with big heavy steps?



With another person, create two movements to show what happens when your two animals meet.



Can you include high and low movements as well as a change of direction in your sequence?

TOP TIPS

Get in to character.
How would your animal move? What things would be in their natural habitat? Are they big and scary or small and sweet?

LET'S REFLECT

Did you move staying in character as your animal?
Could you imagine your animal moving through forests or water, over hills or under logs?

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