

YDF Manual for Disability Inclusion

Guidelines for Teaching Football and Life Skills

Youth Development through Football



YDF Manual for Disability Inclusion ● **Guidelines for Teaching Football and Life Skills**



Youth Development through Football (YDF) is a project dedicated to educate disadvantaged youths in ten African countries.

It is implemented by the 'Deutsche Gesellschaft für Internationale Zusammenarbeit' (GIZ) in partnership with the Department of Sport and Recreation South Africa (SRSA).

The project is part of the South African - German development cooperation. It is funded by the German Government and co-funded by the European Union.





Overview of Lessons

Lesson 1

Introduction to Disability Inclusive Football

Lesson 2

Understanding Own Perceptions of Disability

Lesson 3

How to Include People with Disabilities in Football Activities

Lesson 4

Practical Sessions 1
Dribbling / Dummying / Turning

Lesson 5

Practical Sessions 2
Passing / Ball Control / Running with Ball

Lesson 6

Practical Sessions 3
Shooting / Heading / Goal Keeping

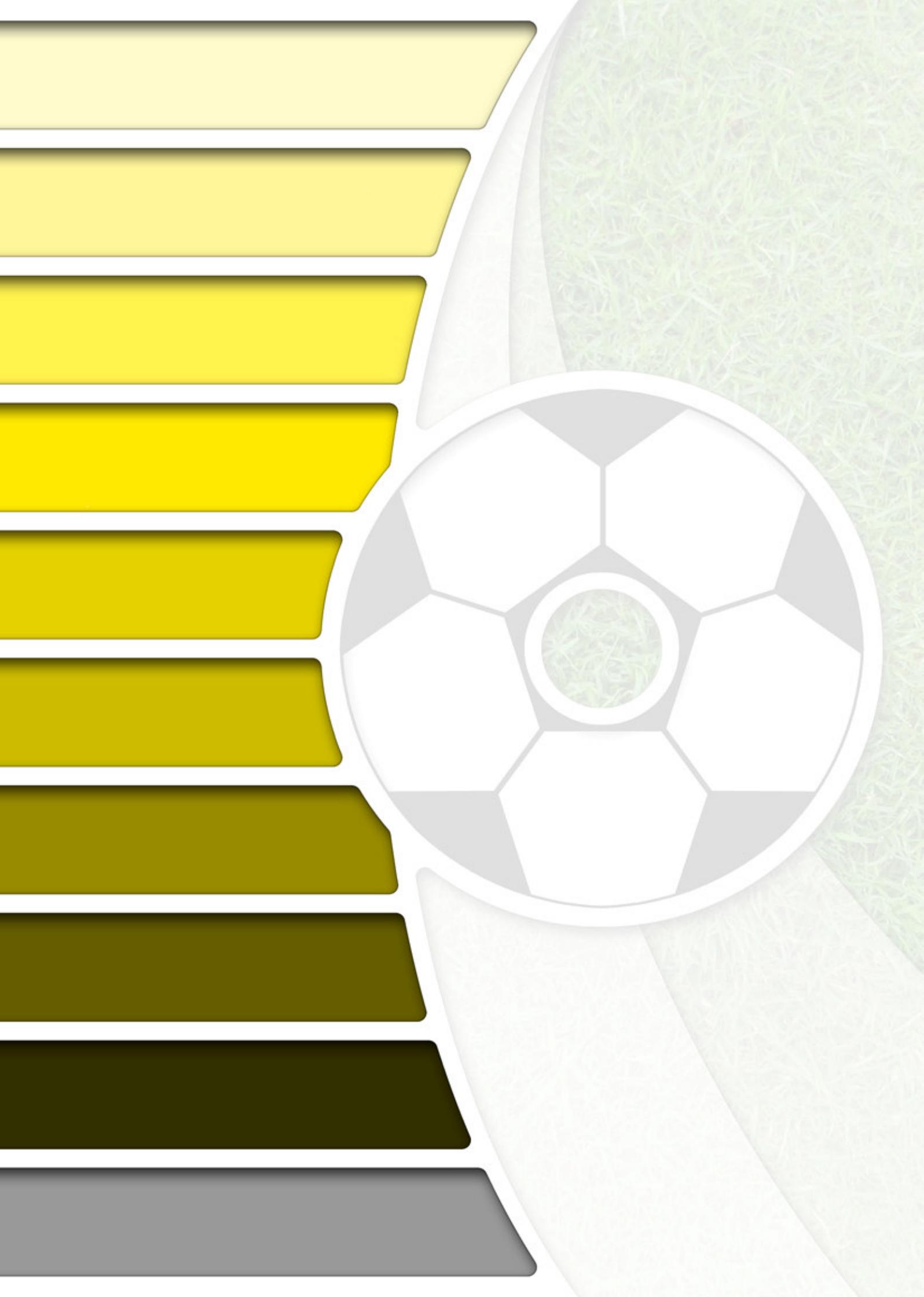
Lesson 7

Practical Sessions 4
Defending / Attacking / Small Sided Games

Lesson 8

Signposting Opportunities

Work Sheets



OVERVIEW OF LESSONS

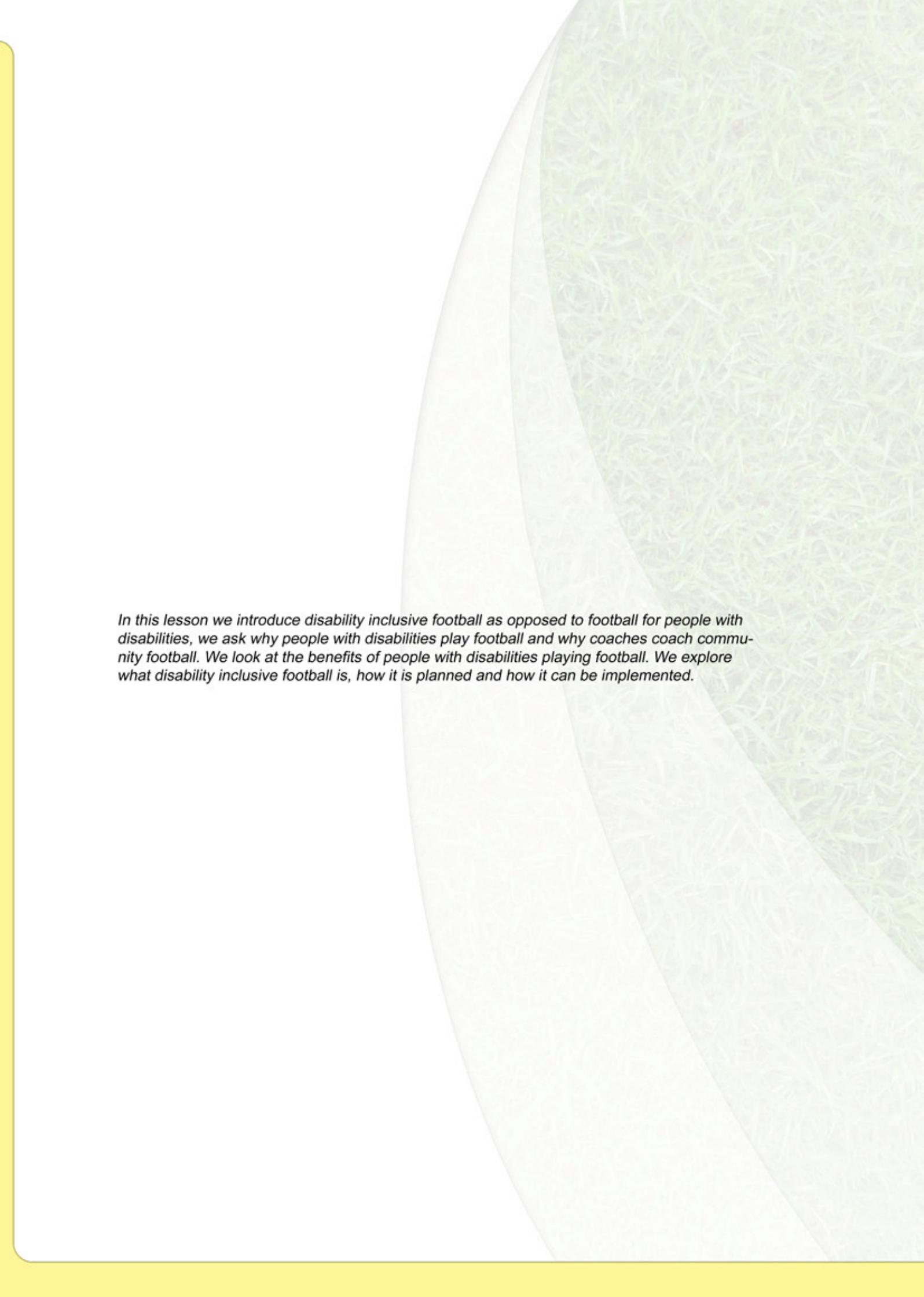
Basic Training Level

OVERVIEW OF LESSONS		
Basic Training Level		
Name of Lesson	Learning Aim and Content	Time
Lesson 1 Introduction to Disability Awareness Training	<p>By the end of this lesson, the participant should be able to:</p> <ul style="list-style-type: none"> Describe what the LAF is and its objectives for the health of patients, staff and the public. Identify the role of the LAF in the health service. Identify the role of the LAF in the health service. Identify the role of the LAF in the health service. 	15 min
Lesson 2 Introduction to the Philosophy of Disability Awareness Training	<p>By the end of this lesson, the participant should be able to:</p> <ul style="list-style-type: none"> Describe the philosophy of disability awareness training. Identify the role of the LAF in the health service. Identify the role of the LAF in the health service. 	15 min

OVERVIEW OF LESSONS		
Basic Training Level		
Name of Lesson	Learning Aim and Content	Time
Lesson 3 Disability Awareness Training - The Role of the LAF	<p>By the end of this lesson, the participant should be able to:</p> <ul style="list-style-type: none"> Describe the role of the LAF in the health service. Identify the role of the LAF in the health service. Identify the role of the LAF in the health service. 	15 min
Lesson 4 Disability Awareness Training - The Role of the LAF	<p>By the end of this lesson, the participant should be able to:</p> <ul style="list-style-type: none"> Describe the role of the LAF in the health service. Identify the role of the LAF in the health service. Identify the role of the LAF in the health service. 	15 min

OVERVIEW OF LESSONS		
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Name of Lesson	Learning Aim and Content	Time
Lesson 5 Disability Awareness Training - The Role of the LAF	<p>By the end of this lesson, the participant should be able to:</p> <ul style="list-style-type: none"> Describe the role of the LAF in the health service. Identify the role of the LAF in the health service. Identify the role of the LAF in the health service. 	15 min
Lesson 6 Disability Awareness Training - The Role of the LAF	<p>By the end of this lesson, the participant should be able to:</p> <ul style="list-style-type: none"> Describe the role of the LAF in the health service. Identify the role of the LAF in the health service. Identify the role of the LAF in the health service. 	15 min

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Lesson 8 Disability Awareness Training - The Role of the LAF	<p>By the end of this lesson, the participant should be able to:</p> <ul style="list-style-type: none"> Describe the role of the LAF in the health service. Identify the role of the LAF in the health service. Identify the role of the LAF in the health service. 	15 min



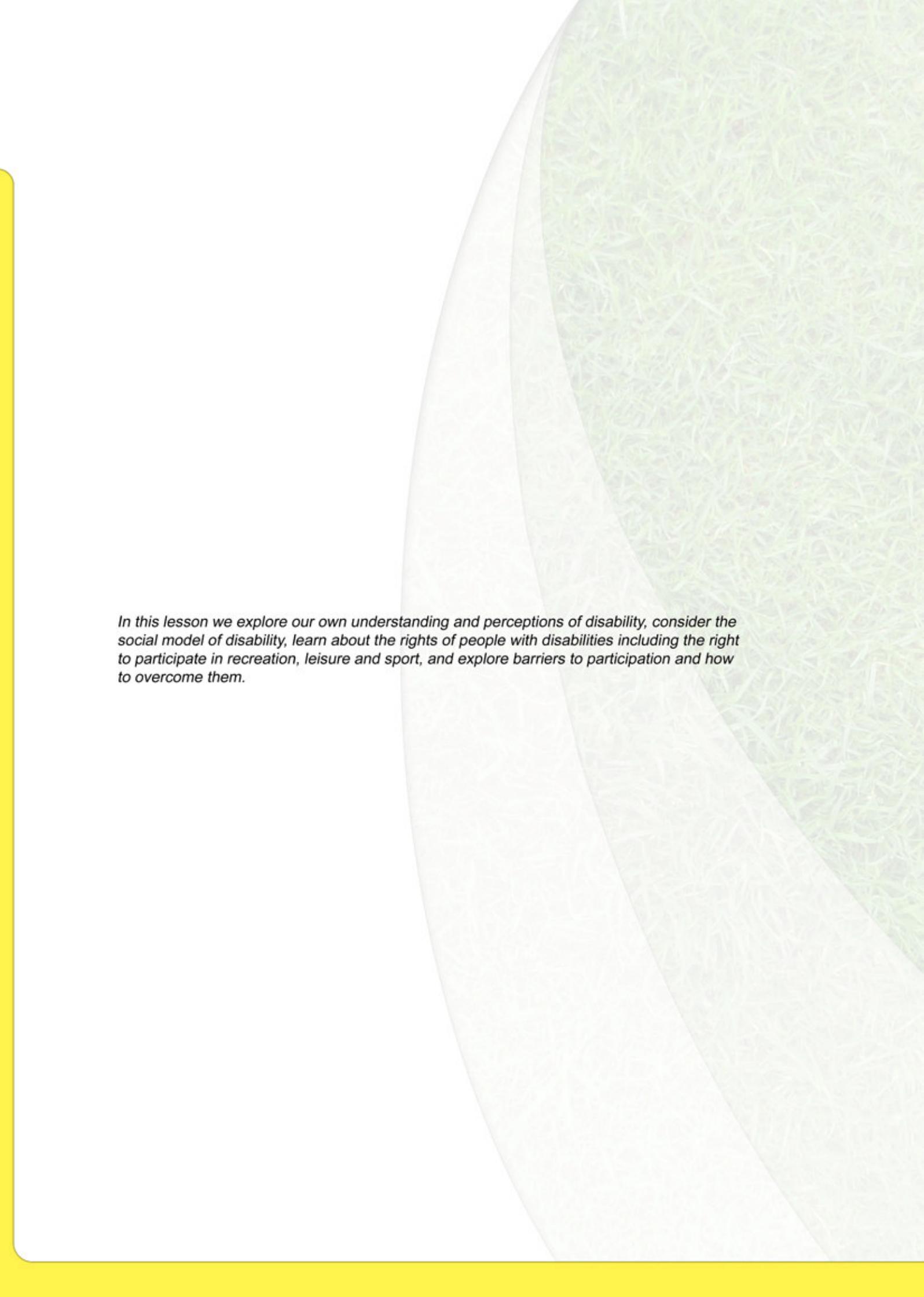
In this lesson we introduce disability inclusive football as opposed to football for people with disabilities, we ask why people with disabilities play football and why coaches coach community football. We look at the benefits of people with disabilities playing football. We explore what disability inclusive football is, how it is planned and how it can be implemented.

LESSON 2

Understanding Own Perceptions of Disability

The image displays a collection of 20 educational cards arranged in a path-like pattern. Each card features a green header, a title, and a main body of text. The cards are interspersed with various icons and illustrations:

- Card 1 (Top Left):** Features a green oval icon.
- Card 2 (Top Middle-Left):** Shows three stylized human figures in different colors.
- Card 3 (Top Middle-Right):** Shows two stylized human figures in different colors.
- Card 4 (Top Right):** Shows three stylized human figures in different colors.
- Card 5 (Second Row, Left):** Shows a group of stylized human figures.
- Card 6 (Second Row, Middle-Left):** Features a balance scale icon.
- Card 7 (Second Row, Middle-Right):** Shows three stylized human figures.
- Card 8 (Second Row, Right):** Shows a group of stylized human figures.
- Card 9 (Third Row, Left):** Shows a group of stylized human figures.
- Card 10 (Third Row, Middle-Left):** Shows a group of stylized human figures.
- Card 11 (Third Row, Middle-Right):** Shows a group of stylized human figures.
- Card 12 (Third Row, Right):** Shows a group of stylized human figures.
- Card 13 (Fourth Row, Left):** Shows a group of stylized human figures.
- Card 14 (Fourth Row, Middle-Left):** Shows a group of stylized human figures.
- Card 15 (Fourth Row, Middle-Right):** Shows a group of stylized human figures.
- Card 16 (Fourth Row, Right):** Shows a group of stylized human figures.
- Card 17 (Bottom Row, Left):** Shows a group of stylized human figures.
- Card 18 (Bottom Row, Middle-Left):** Shows a group of stylized human figures.
- Card 19 (Bottom Row, Middle-Right):** Shows a group of stylized human figures.
- Card 20 (Bottom Row, Right):** Shows a group of stylized human figures.



In this lesson we explore our own understanding and perceptions of disability, consider the social model of disability, learn about the rights of people with disabilities including the right to participate in recreation, leisure and sport, and explore barriers to participation and how to overcome them.

LESSON 3

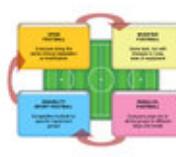
How to Include People with Disabilities in Football Activities

LESSON 3

Introduction

The purpose of this lesson is to provide you with the knowledge and skills to create an inclusive environment for people with disabilities in football activities. This lesson will cover the following topics:

- Understanding the needs of people with disabilities
- Identifying barriers to participation
- Developing strategies to overcome barriers
- Promoting a positive and inclusive culture



LESSON 3

Understanding the Needs of People with Disabilities

People with disabilities have diverse needs and abilities. It is important to understand these needs in order to create an inclusive environment. The following are some common types of disabilities:

- Physical disabilities
- Sensory disabilities
- Intellectual disabilities
- Mental health conditions



LESSON 3

Identifying Barriers to Participation

Barriers to participation can be physical, social, or attitudinal. It is important to identify these barriers in order to develop strategies to overcome them. The following are some common barriers:

- Physical barriers (e.g., lack of accessible facilities)
- Social barriers (e.g., lack of awareness)
- Attitudinal barriers (e.g., discrimination)



LESSON 3

Developing Strategies to Overcome Barriers

There are a number of strategies that can be used to overcome barriers to participation. The following are some examples:

- Physical strategies (e.g., providing accessible facilities)
- Social strategies (e.g., providing information and support)
- Attitudinal strategies (e.g., promoting a positive and inclusive culture)



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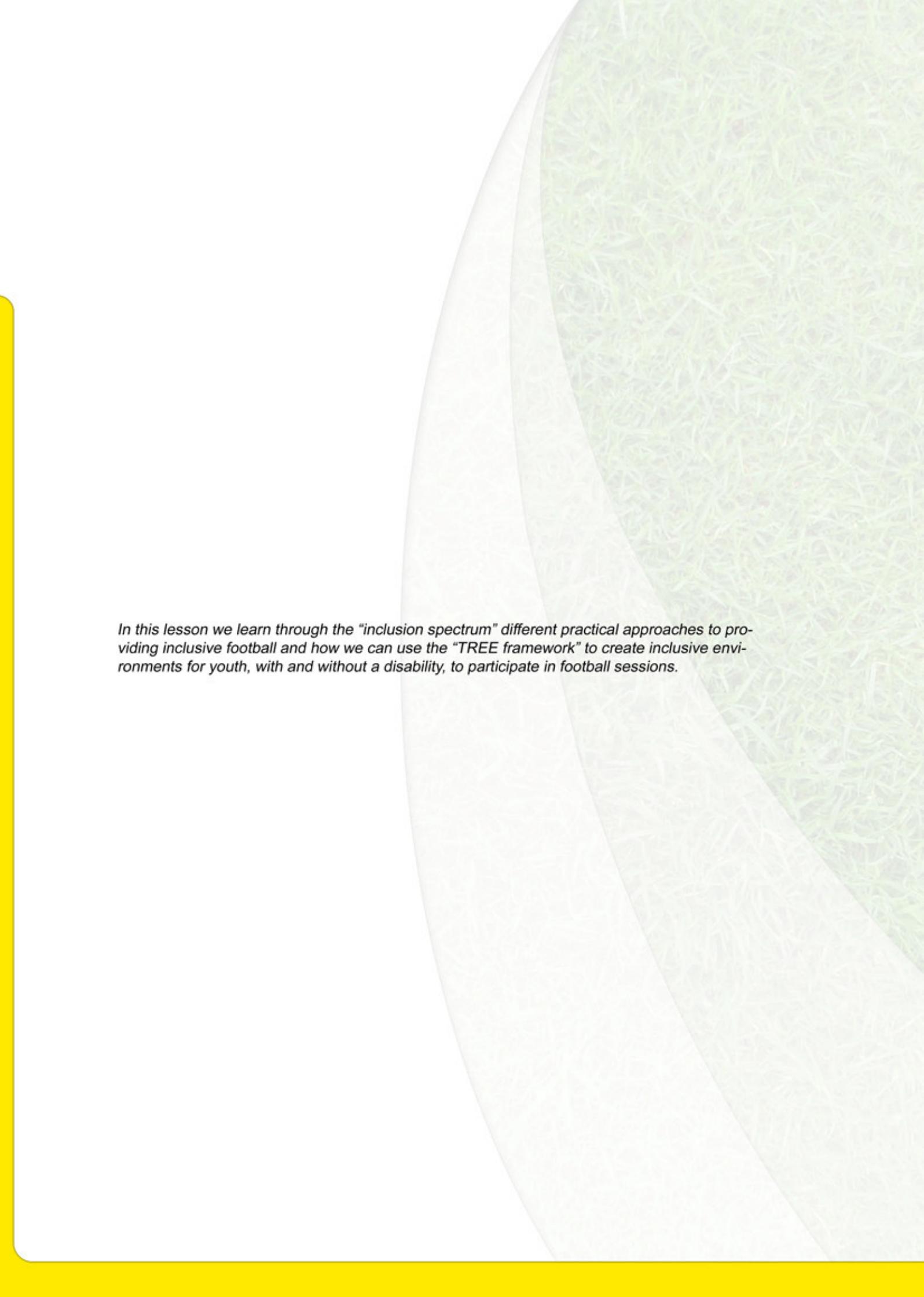
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- Social barriers (e.g., lack of awareness)
- Attitudinal barriers (e.g., discrimination)





In this lesson we learn through the "inclusion spectrum" different practical approaches to providing inclusive football and how we can use the "TREE framework" to create inclusive environments for youth, with and without a disability, to participate in football sessions.

LESSON 4

Practical Sessions 1 Dribbling / Dummying / Turning

LESSON 4

WARM UP
15 MINUTES

MAIN PART
15 MINUTES

CONCLUSION
15 MINUTES

LESSON 4

WARM UP
15 MINUTES

MAIN PART
15 MINUTES

CONCLUSION
15 MINUTES

LESSON 4

WARM UP
15 MINUTES

MAIN PART
15 MINUTES

CONCLUSION
15 MINUTES

LESSON 4

WARM UP
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WARM UP
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WARM UP
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LESSON 4

WARM UP
15 MINUTES

MAIN PART
15 MINUTES

CONCLUSION
15 MINUTES

LESSON 4

WARM UP
15 MINUTES

MAIN PART
15 MINUTES

CONCLUSION
15 MINUTES

In this lesson we learn how to deliver inclusive football sessions aimed at developing the football skills of dribbling, dummies and turning. Two football sessions aimed at developing these skills are presented. The coach / teacher is asked to consider what adaptations they can make to these sessions in order to be inclusive of players with different disabilities.

Introduction

Coaches / teachers are asked to consider the football activities shown in this lesson which comprise the warm-up, main part and conclusion of a football session developing the skills of dribbling, dummies and turning. The sessions shown do not contain any adaptations to make the activity inclusive of players with a disability, but ideas on how to adapt sessions are included at the foot of each page. Coaches / teachers are asked to make adaptations to these sessions using the information provided in this lesson and the knowledge they gained in the previous lessons.



VIP
Player with a Visual Impairment
(Partially Sighted or Blind)



HIP
Player with a
Hearing Impairment



CP/A
Player with Cerebral Palsy
or Amputee Player



I/ED
Player with an Intellectual
or Emotional Disability

LESSON 5

Practical Sessions 2 Passing / Ball Control / Running with Ball

LESSON 5

WARM UP

MAIN PART

CONCLUSION

LESSON 5

CONCLUSION

LESSON 5

WARM UP

MAIN PART

CONCLUSION

LESSON 5

CONCLUSION

In this lesson we learn how to deliver inclusive football sessions aimed at developing the football skills of passing, ball control and running with ball. Two football sessions aimed at developing these skills are presented. The coach / teacher is asked to consider what adaptations they can make to these sessions in order be inclusive of players with different disabilities.

Introduction

Coach / teachers are asked to consider the football activities shown in this lesson which comprise the warm-up, main part and conclusion of a football session developing the skills of passing, ball control, running with the ball. The sessions shown do not contain any adaptations to make the activity inclusive of players with a disability, but ideas on how to adapt sessions are included at the foot of each page. Coaches / teachers are asked make adaptations to these sessions using the information provided in this lesson and the knowledge they gained in the previous lessons.



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or Amputee Player



I/ED
Player with an Intellectual
or Emotional Disability

LESSON 6

Practical Sessions 3 Shooting / Heading / Goal Keeping

LESSON 4

WARM UP
10 MINUTES

MAIN PART
15 MINUTES

CONCLUSION
5 MINUTES

LESSON 5

WARM UP
10 MINUTES

MAIN PART
15 MINUTES

CONCLUSION
5 MINUTES

LESSON 6

WARM UP
10 MINUTES

MAIN PART
15 MINUTES

CONCLUSION
5 MINUTES

LESSON 7

WARM UP
10 MINUTES

MAIN PART
15 MINUTES

CONCLUSION
5 MINUTES

LESSON 8

WARM UP
10 MINUTES

MAIN PART
15 MINUTES

CONCLUSION
5 MINUTES

LESSON 9

WARM UP
10 MINUTES

MAIN PART
15 MINUTES

CONCLUSION
5 MINUTES

LESSON 10

WARM UP
10 MINUTES

MAIN PART
15 MINUTES

CONCLUSION
5 MINUTES

LESSON 11

WARM UP
10 MINUTES

MAIN PART
15 MINUTES

CONCLUSION
5 MINUTES

LESSON 12

WARM UP
10 MINUTES

MAIN PART
15 MINUTES

CONCLUSION
5 MINUTES

LESSON 13

WARM UP
10 MINUTES

MAIN PART
15 MINUTES

CONCLUSION
5 MINUTES

LESSON 14

WARM UP
10 MINUTES

MAIN PART
15 MINUTES

CONCLUSION
5 MINUTES

LESSON 15

WARM UP
10 MINUTES

MAIN PART
15 MINUTES

CONCLUSION
5 MINUTES

In this lesson we learn how to deliver inclusive football sessions aimed at developing the football skills of shooting, heading and goal keeping. Two football sessions aimed at developing these skills are presented. The coach / teacher is asked to consider what adaptations they can make to these sessions in order to be inclusive of players with different disabilities.

Introduction

Coach / teachers are asked to consider the football activities shown in this lesson which comprise the warm-up, main part and conclusion of a football session developing the skills of shooting, heading and goal keeping. The sessions shown do not contain any adaptations to make the activity inclusive of players with a disability, but ideas on how to adapt sessions are included at the foot of each page. Coaches / teachers are asked to make adaptations to these sessions using the information provided in this lesson and the knowledge they gained in the previous lessons.



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Player with a
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CP/A
Player with Cerebral Palsy
or Amputee Player



I/ED
Player with an Intellectual
or Emotional Disability

In this lesson we learn how to deliver inclusive football sessions aimed at developing the football skills of defending, attacking and playing a small sided game. One football session aimed at developing these skills is presented. The coach / teacher is asked to consider what adaptations they can make to this session in order be inclusive of players with different disabilities.

Introduction

Coach / teachers are asked to consider the football activities shown in this lesson which comprise the warm-up, main part and conclusion of a football session developing the skills of defending, attacking and playing small sided games. The sessions shown do not contain any adaptations to make the activity inclusive of players with a disability, but ideas on how to adapt sessions are included at the foot of each page. Coaches / teachers are asked make adaptations to these sessions using the information provided in this lesson and the knowledge they gained in the previous lessons.



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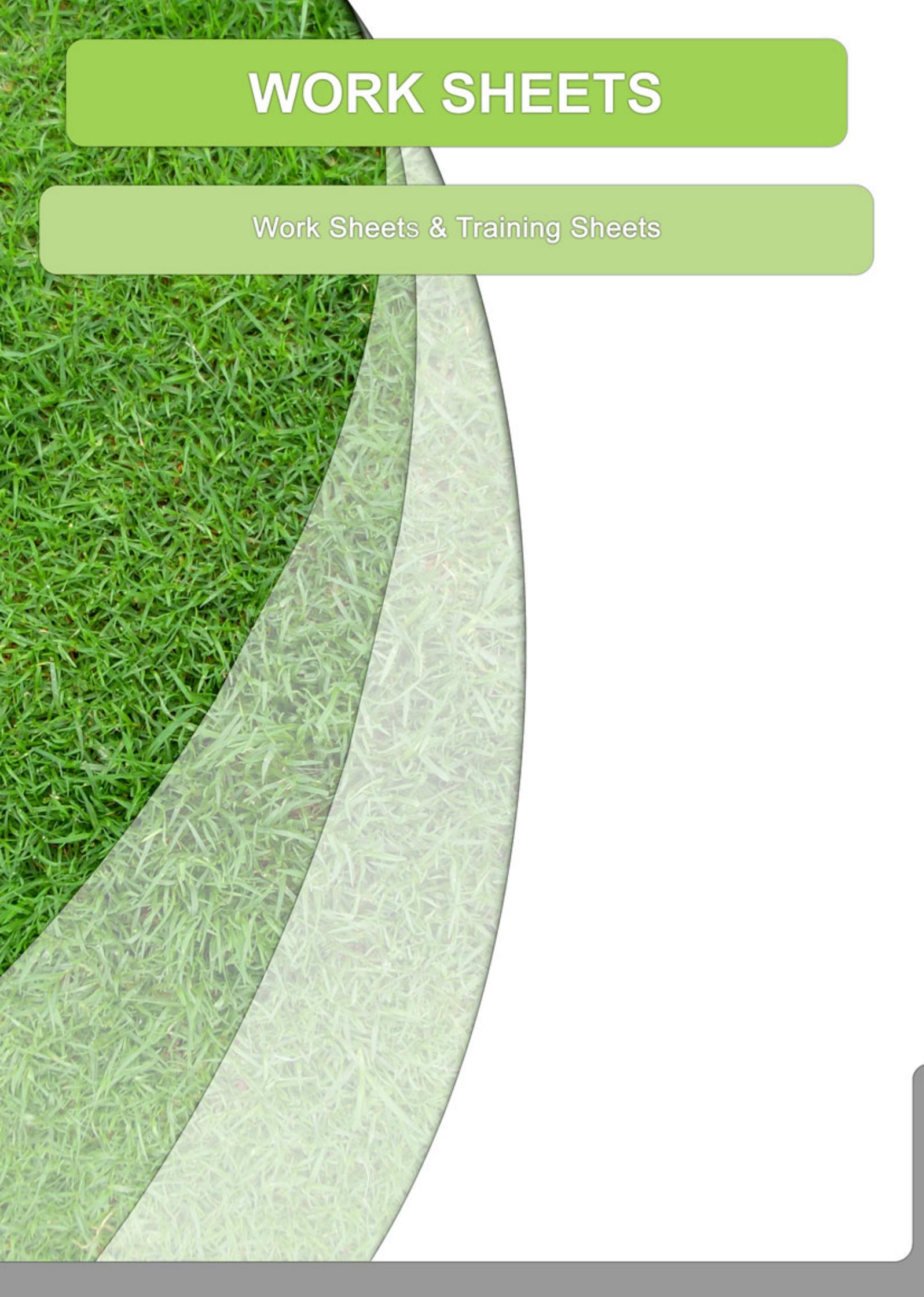
CP/A
Player with Cerebral Palsy
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I/ED
Player with an Intellectual
or Emotional Disability



In this lesson we learn about the opportunities for players with a disability to participate in Disability Specific Football, look at organisations active in working with people with disabilities, explore ideas as to how we can develop inclusive programmes not just offer inclusive sessions.



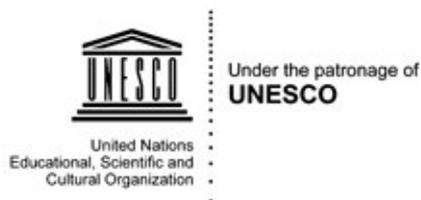
WORK SHEETS

Work Sheets & Training Sheets



YDF Manual for Disability Inclusion

Guidelines for Teaching Football and Life Skills



The 'Youth Development through Football' (YDF) project has its roots in the 2006 FIFA World Cup™. It was launched in 2007 and will run until 2012. The project is part of the 'South African - German Development Co-operation'. It is funded by the 'German Federal Ministry for Economic Co-operation and Development' (BMZ), co-funded by the 'European Union' (EU) and implemented by the 'Deutsche Gesellschaft für Internationale Zusammenarbeit' (GIZ). The project partner is 'Sport and Recreation South Africa' (SRSA). YDF is a football project aimed at the youth. At the same time, it far surpasses that description. The aim of the project is to support socially disadvantaged boys and girls in such a way that they are able to take their own lives 'in hand' and shape them positively. Their passion for football facilitates access to these youths. The YDF project will be established in all South African provinces and in nine other African countries.

YDF Manual for Disability Inclusion Guidelines for Teaching Football and Life Skills

Through their contributions the below mentioned experts collaborated considerably on the contents and arrangements of this manual:

**Riaan Adonis • Prof Liz Bressan • Norman Brook
Priscilla Cloete • Sadick Da Silva • Martin du Toit
Christiane Frische • Gabriel George • Katrin Hermsen
Rene Homann • Brendon Huege • Paul January
Moremi Klip • Lovejoy Mbulumete • Michael Mpahlwa
Dumisane Ntombela • Frans Ntombela • Majiet Sait
Henning Schick • Alricht Schwartz • Asnath Sebati
Michael September • Lebogang Tlomatsane
Thandoxolo Tobi • Johanna Tyrakowski
GIZ Sector Project 'Persons with Disabilities'**

Additional football oriented information provided by

**Henning Schick (YDF)
Lebogang Tlomatsane (YDF)**

Published by

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Compiled by

Norman Brook

Illustrations, layout and design by

Björn Rothauge

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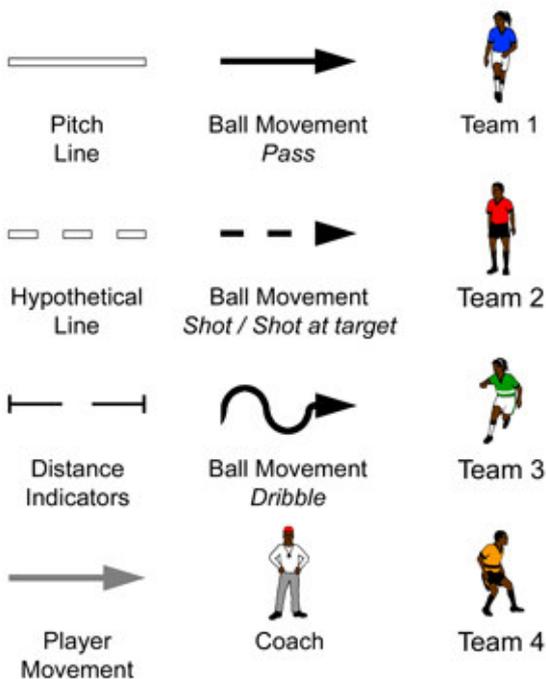
Hi there!

I'm **Edwin**, the Life Skills Meerkat. I'll give you helpful hints concerning Life and Social Skills in Football. So whenever you see me, be sure to take note of what I have to say, as it might just make the difference between a good coach and an excellent coach!

Together we will **Educate and win!**



UNDERSTANDING THE DIAGRAMS



Introduction

The *YDF Manual for Disability Inclusion* is one of a series of short course manuals that expand the "Youth Development through Football" concept. The foundation module is the *YDF Manual for Coaches* which prepares teachers and coaches to develop young people through the medium of football. This first manual addresses both the development of football skills and the development of life skills through football. The *YDF Manual for Disability Inclusion* is an important addition to the series as it will help to ensure all young people can be reached including those young people with disabilities.

The general basic training that coaches undergo forms a foundation (a foundation that is useful but not absolutely necessary) that enables them to work this manual – the *YDF Manual for Disability Inclusion*. This manual can be used as a direct entry point to the "Youth Development through Football" methodology where we use the popularity, attractiveness and power of football to teach skills to young girls and boys and involve them positively.

This manual plays an important role in ensuring that teachers and coaches have the skills to adapt football activity to make it accessible to all young girls and boys including those with a disability. Girls and boys with a disability are often excluded from participation in football not as a consequence of their disability but because of the barriers of attitudes, policies, physical environments, access, etc. This manual has been designed to support football coaches in making a positive contribution by including people with disabilities in their sessions, to address stigma and discrimination and to promote full participation of young people with disabilities.

Taking our lead from Nelson Mandela who said

'The challenge is to move from rhetoric to action',

we also pay particular attention here, as we did in the first coach training manual, the *YDF Manual for Coaches*, to the practical application of the principles included in this coach training for coaches with different levels of knowledge and experience of including young people with disabilities in their coaching sessions.

In the process, we consider the full range of approaches that football offers:

- From taking the individual situation of each player into consideration;
- And making use of the connective power of group experiences and identities within the team;
- Through using different forms of enactment which are geared towards staging local circumstances in each community.

Football can provide support concepts for taking action at all these levels. What appears at first glance to be a very difficult notion is presented here in a manner that is both understandable and extremely vivid. Even teachers and coaches with limited experience of working with youth with disabilities will find practical information and action-taking tips that can be implemented and used immediately.

This manual was designed to support those who teach and coach football to make their regular football sessions accessible to young people with disabilities and to develop within the communities they work an understanding that youth with disabilities should like any other young person be encouraged to participate fully in our sport. This manual teaches practical steps that can ensure young people with disabilities cannot just take part in disability specific football but can also be fully included in regular community football training. The manual also provides advice on how coaches can address the barriers that exclude young people with disabilities from participation in the sport including addressing their own beliefs and attitudes as well as those of football players without disabilities and the wider community.

We hope that this manual will serve as an advisor, one that will assist teachers and coaches in making their sessions more inclusive, and one that will provide tools and tips that can be applied in daily practice.



People with disabilities make up between 10-15% of the population, so if the Youth Development through Football concept is to reach out to all young people, it has to reach those young girls and boys who have a disability. Disability is a wide ranging concept covering people with visual, auditory, physical, intellectual and emotional disabilities. Young people living with these disabilities live in our communities and are often excluded from sport and recreation activity simply because we do not take the steps to remove the barriers to their participation.

Exclusion impacts on the development of young people and stops them from achieving their full potential. Participation in football can help build the confidence, competence, and character of young people with disabilities and help them achieve their full potential in life. Football teachers and coaches can play a key role in facilitating their participation and their growth as positive young adults.

Football coaches are important role models for young people who can help change the attitudes of all young people to disability and who can help young people with disabilities see themselves in a different light.

**'Your values are the ideas, beliefs, principles, and things that are important to you.
Our values define who we are and help us make decisions.'**

The first lesson in this manual introduces disability inclusive football as opposed to football for people with disabilities. It asks why people with disabilities play football and relates this to the role of community football coaches. Lesson 1 also examines the benefits of people with disabilities playing football.

The second lesson explores our understanding and perceptions of disability, considers the social model of disability and social barriers to participation by people with disabilities, considers the rights people with disabilities including the right to participate in recreation, leisure and sport, and explore barriers to participation including the appropriate use of language.

In the third lesson we introduce the "inclusion spectrum" different practical approaches to providing inclusive football and the "TREE framework" which is used to create inclusive environments for youth, with and without a disability, to participate in football sessions.

Lessons 4 through 7 feature practical football sessions and offer advice on how these sessions can be made inclusive using the "inclusion spectrum" and "TREE framework" approaches.

The final lesson explores opportunities for players with a disability to participate in Disability Specific Football, looks at organisations active in working with people with disabilities, and explore ideas as to how we can develop inclusive programmes not just offer inclusive sessions.



OVERVIEW OF LESSONS

Basic Training Level

Name of Lesson	Learning Aim and Content	Time
<p><u>Lesson 1</u></p> <p>Introduction to Disability Inclusive Football</p> <p><i>In this lesson, participant coaches consider why people with disabilities should have access and how the whole team can benefit from an inclusive approach, reflect on their own coaching philosophy and examine how their communication skills can be used to create positive and safe environments for people with disabilities to be included in football sessions.</i></p>	<p>By the end of this lesson, the participant coaches should be able to:</p> <ul style="list-style-type: none"> ☞ Describe how the YDF Toolkit differentiated the needs of young people of differing ages and abilities. ☞ Communicate why people with disabilities should have access and how the whole team can benefit from following an inclusive approach. ☞ Describe different coaching styles when working with a diverse team of players with and without disabilities in football activity. ☞ Demonstrate basic communication skills for coaching footballers with a disability. ☞ Identify how to create safe environments for people with disabilities to participate in inclusive football activity. <p>Content:</p> <ul style="list-style-type: none"> ☞ Refresh key principles learned through the YDF toolkit. ☞ Discuss why people with disabilities would play football. ☞ Reflect on individual coaching philosophies and what the role of a community football coach is in promoting inclusion. ☞ Explore how language can create positive, safe environment for footballers with a disability. ☞ Examine communication styles that will enable coaches to include people with disabilities in football activities. ☞ Explore how the all participants, or the group or team can benefit from an inclusive approach. 	1 hr
<p><u>Lesson 2</u></p> <p>Understanding Own Perceptions of Disability</p> <p><i>In this lesson, participant coaches are introduced to the social model of disability, learn about different physical and intellectual impairments, cover safety and medical considerations for people with disabilities, and develop an understanding of the rights of people with disabilities.</i></p>	<p>By the end of this lesson, the participant coaches should be able to:</p> <ul style="list-style-type: none"> ☞ Use appropriate terminology when working with footballers with a disability. ☞ Describe different types of physical and intellectual disability. ☞ Describe the causes of physical and intellectual disability. ☞ Address the stigma that often exists around working with people with disabilities. ☞ Identify the basic requirements of legislation relating to people with disabilities. ☞ Identify basic safety and medical considerations when working with footballers with a disability. <p>Content:</p> <ul style="list-style-type: none"> ☞ Social Model of Disability. ☞ Descriptions of different physical and intellectual impairments. ☞ Causes of physical and intellectual impairments. ☞ Safety and medical considerations when working with people with different impairments. ☞ The rights of people with disabilities and how football can help ensure those rights are met. 	1 hr 30 min



Basic Training Level

Name of Lesson	Learning Aim and Content	Time
<p><u>Lesson 3</u></p> <p>How to Include People with Disabilities in Football Activities</p> <p><i>In this lesson, participant coaches learn how to apply the "inclusion spectrum" and the "TREE framework" to create safe and enabling environments for people with disabilities to be included in football activity. Participant coaches will also consider how they adopt an inclusive approach when working with youth without disability.</i></p>	<p>By the end of this lesson, the participant coaches should be able to:</p> <ul style="list-style-type: none"> ☞ Demonstrate how the inclusion spectrum can be used to include people with disabilities in football activity. ☞ Demonstrate the communication skills required to include people with different physical and intellectual impairments in football activity. ☞ Create a safe and enabling physical environment to include people with different physical and intellectual impairments in football activity. ☞ Describe how to adopt an inclusive approach when working with youth without disability. <p>Content:</p> <ul style="list-style-type: none"> ☞ Inclusion Spectrum for Football Activity - Open Football Activity, Modified Football Activity, Parallel Football Activity, Disability Football. ☞ Use of the TREE framework to address the inclusion of people with different impairments in football activity - Teaching or instructional style. Rules and/or regulations, Environments, Equipment. ☞ How to plan inclusive warm-ups, main sessions and conclusions. 	<p>1 hr 30 min</p>
<p><u>Lesson 4</u></p> <p>Practical Sessions 1 - Dribbling / Dummying / Turning</p> <p><i>In this lesson, participant coaches learn to plan and deliver inclusive football sessions, focused around the skills of dribbling, dummying and turning, that meet the needs of players with different impairments.</i></p>	<p>By the end of this lesson, the participant coaches should be able to:</p> <ul style="list-style-type: none"> ☞ Reflect on their own coaching practice when working with people with a disability. ☞ Plan and prepare inclusive football sessions including warm up, main part and conclusion. ☞ Lead inclusive sessions including warm up, main part and conclusion. <p>Content:</p> <ul style="list-style-type: none"> ☞ Practical tasks ask coaches to plan and deliver sessions that include persons with different impairments in football sessions. ☞ Sessions focus on dribbling, dummying and turning skills. ☞ Sessions include warm up, main part (technical focal point - progression of activity) and conclusion (small sided game). ☞ Coaches use STEP model to adapt session to make it inclusive. ☞ Manual includes examples of how persons with different impairments can be included. 	<p>1 hr 30 min</p>

OVERVIEW OF LESSONS

Basic Training Level

Name of Lesson	Learning Aim and Content	Time
<p><u>Lesson 5</u></p> <p>Practical Sessions 2 - Passing / Ball Control / Running with Ball</p> <p><i>In this lesson, participant coaches learn to plan and deliver inclusive football sessions, focused around the skills of passing, ball control, running with a ball, that meet the needs of players with different impairments.</i></p>	<p>By the end of this lesson, the participant coaches should be able to:</p> <ul style="list-style-type: none"> ☞ Reflect on their own coaching practice when working with people with a disability. <p>Content:</p> <ul style="list-style-type: none"> ☞ Practical tasks ask coaches to plan and deliver sessions that include persons with different impairments in football sessions. ☞ Sessions focus on passing, ball control, running with a ball, skills. ☞ Sessions include warm up, main part (technical focal point - progression of activity) and conclusion (small sided game). ☞ Coaches use STEP model to adapt session to make it inclusive. ☞ Manual includes examples of how persons with different impairments can be included. 	<p>1 hr 30 min</p>
<p><u>Lesson 6</u></p> <p>Practical Sessions 3 - Shooting / Heading / Goal Keeping</p> <p><i>In this lesson, participant coaches learn to plan and deliver inclusive football sessions, focused around the skills of shooting, heading, and goal keeping, that meet the needs of players with different impairments.</i></p>	<p>By the end of this lesson, the participant coaches should be able to:</p> <ul style="list-style-type: none"> ☞ Reflect on their own coaching practice when working with people with a disability. <p>Content:</p> <ul style="list-style-type: none"> ☞ Practical tasks ask coaches to plan and deliver sessions that include persons with different impairments in football sessions. ☞ Sessions focus on shooting, heading, goal keeping skills. ☞ Sessions include warm up, main part (technical focal point - progression of activity) and conclusion (small sided game). ☞ Coaches use STEP model to adapt session to make it inclusive. ☞ Manual includes examples of how persons with different impairments can be included. 	<p>1 hr 30 min</p>



Basic Training Level

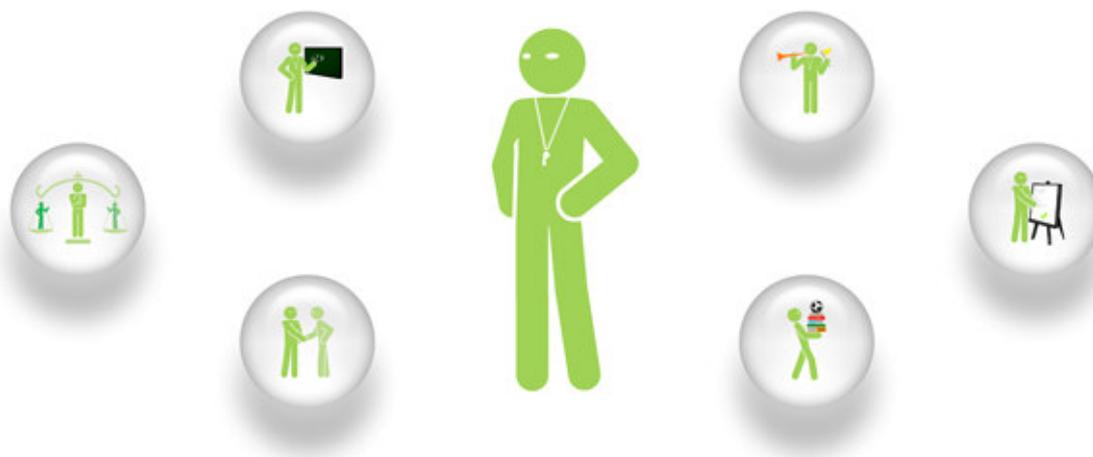
Name of Lesson	Learning Aim and Content	Time
<p><u>Lesson 7</u></p> <p>Practical Sessions 4 - Defending / Attacking / Small Sided Games</p> <p><i>In this lesson, participant coaches learn to plan and deliver inclusive football sessions, focused around the skills of defending and attacking skills and small sided games, that meet the needs of players with different impairments.</i></p>	<p>By the end of this lesson, the participant coaches should be able to:</p> <ul style="list-style-type: none"> ☞ Reflect on their own coaching practice when working with people with a disability. <p>Content:</p> <ul style="list-style-type: none"> ☞ Practical tasks ask coaches to plan and deliver sessions that include persons with different impairments in football sessions. ☞ Sessions focus on defending and attacking skills and small sided games. ☞ Sessions include warm up, main part (technical focal point - progression of activity) and conclusion (small sided game). ☞ Coaches use STEP model to adapt session to make it inclusive. ☞ Manual includes examples of how persons with different impairments can be included. 	<p>1 hr 30 min</p>
<p><u>Lesson 8</u></p> <p>Signposting Opportunities</p> <p><i>In this lesson, participant coaches learn about opportunities for players with a disability to participate in Disability Football, consider how they can work with youth with disabilities in their communities, and develop strategies to enable youth with disabilities in their communities to access inclusive football sessions and to enable youth without disabilities to give access to youth with disabilities.</i></p>	<p>By the end of this lesson, the participant coaches should be able to:</p> <ul style="list-style-type: none"> ☞ Advise footballers with different physical impairments as to how they can participate in Disability Football. ☞ Identify opportunities in their communities to work with youth with disabilities. ☞ Strategize as to how they can include youth with disabilities in their current football programmes. <p>Content:</p> <ul style="list-style-type: none"> ☞ Information on Disability Football structures and opportunities including information on classifications, rules adaptations, competition structures, organisations. ☞ Information on community based provisions for youth with disabilities (schools, organisations, etc.). ☞ Tasks to get coaches to strategize how to enable youth with disabilities to access football activity in their communities and how to enable people without disability to act inclusively. 	<p>1 hr 30 min</p>

Introduction to Disability Inclusive Football

Roles of a Youth Football Coach

The coach roles and responsibilities are of particular importance and go beyond teaching football skills. In fact, the coach acts as a role model and as an educator to develop as a young person. Hence, the roles a coach is taking over is multifaceted and it comes along with different responsibilities. Among these are the responsibility for assessing the young person's level of ability, providing instruction that helps them develop their skills, and providing motivation to them. Coaches are a performance analyst, a teacher, a motivator.

Moreover, the coach plays important roles in guiding the youth in life and their chosen sport. Thereby, the roles will be varied from assessor, teacher, motivator, friend, mentor, facilitator, demonstrator, adviser, supporter, fact finder, counsellor, organizer, and a planner.



Responsibilities of a Youth Football Coach

When someone undertakes to coach football to youth, they assume a range of responsibilities as a coach.

These responsibilities include:

- Ensuring the health and safety of the young people participating in activities you lead;
- A duty of care for young people that includes protecting children from abuse;
- Ensuring the balanced long term development of the young person taking into account their physical, technical, psychological and social needs;
- Continuing to update your own knowledge of football and football coaching;
- Planning and evaluating your coaching sessions;
- Providing opportunities for youth to play football and have fun;
- Involving young people in decision making around their own participation;
- Development of the Youth Football Player.

Introduction to Disability Inclusive Football

Development of the Youth Football Player

One of the responsibilities of a youth football coach is the long term development of the player. This means developing the young person in terms of their technical / tactical skills, their physical fitness, their mental or psychological fitness, and their social skills.



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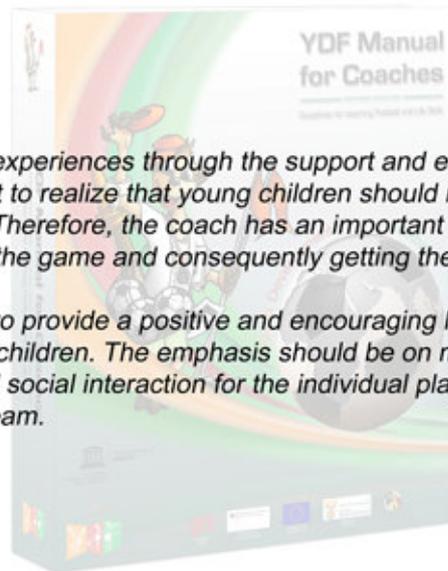
Football is a sport that attracts interest around the world and appeals to children and youth, men and women, non-disabled and disabled people. It is a sport that can bring people together and can be used to develop individuals and communities. Football is not just for the elite performer but is a sport that everyone in a community can participate in.



Through the training of coaches and teachers, the GIZ Youth Development through Football (YDF) programme seeks to encourage more young people to take up the game of football and to use the sport as a means of developing youth and promoting social change. The **YDF Manual for Coaches** opens with the following two paragraphs:

Children gain positive experiences through the support and encouragement given by coaches. It is important to realize that young children should never be exposed to unrealistic expectations. Therefore, the coach has an important role to play in attracting more young people to the game and consequently getting them permanently involved.

The coach is required to provide a positive and encouraging learning environment during interaction with children. The emphasis should be on maximum participation, skills improvement and social interaction for the individual player, and fostering good team spirit within the team.



Persons with disabilities make up around 10-15% of the population and children / youth with disabilities are included in those young people that we wish to attract to the game.



Introduction to Disability Inclusive Football

Coaches and teachers trained in the YDF methodology learn to differentiate levels of ability, adapting their sessions to make them inclusive of all participants. In considering how to make football sessions disability inclusive, coaches and teachers are encouraged to further develop their ability to adapt sessions to make them fully inclusive.

Whilst some people with disabilities will participate in disability specific football teams and some coaches will work with such teams, the thrust of this training manual is to develop coaches and teachers who can include children / youth with disabilities in mainstream football sessions. This manual does provide information on football for specific disability groups for those coaches who may wish to work with such groups, but the main purpose of this manual is to assist coaches and teacher to include children and youth with disabilities in the everyday football sessions that they conduct in their communities.

In order to promote disability inclusive football this manual encourages coaches and teachers to reflect on their beliefs and their coaching practice. We explore how our coaching or teaching philosophy and practice can be developed to make the football sessions we deliver fully inclusive. The manual also gets teachers and coaches to explore the role of non-disabled players and how they can contribute to making community football programmes disability inclusive. Moreover, coaches and teachers will be encouraged to motivate players with disabilities to share their own experiences and perspectives towards the training sessions.

Why Play Football



Place a football in a space with a group of young people and regardless of their ability, it will not be long before they start to play with it?

Consider, what are the reasons that people with and without disabilities play football?

- ☞ For fun and enjoyment?
- ☞ To develop their skills?
- ☞ To engage in competition?
- ☞ To play with others or their friends?
- ☞ So that they can join in the fun with others?
- ☞ So that they can demonstrate that their impairment is not a barrier to them playing football?
- ☞ To copy their idols (famous footballers)?



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- ☞ To seek recognition, praise and encouragement?
- ☞ To exercise, burn off energy, keep fit?
- ☞ To get out of the home and meet up with friends?
- ☞ To be a future elite performer?
- ☞ For rehabilitation and physiotherapy?

Have a close look at this list and it is hard to distinguish different reasons for people with and without disabilities playing football. In general, people with and without disabilities have the similar motivations for playing football.

Why Coach or Teach Football

Coaches and teachers have different motivations for coaching or teaching young people to play football. They might:

- ☞ Love the game and want to share their love of football with others.
- ☞ Want to be a top coach and coach the best team / players.



- ☞ Want to share their football knowledge and skills with young people.
- ☞ Want to see children engaged in health promoting activities.
- ☞ See sport / football as means of developing young people.
- ☞ See sport / football as means of diverting youth from risk activities such as drugs, alcohol, violence, gangs, etc.



- ☞ Use sport as a means of developing communities and teaching youth life skills.

Introduction to Disability Inclusive Football

Football coaching can be focused on performance or participation. The performance coach looks for talent and seeks to build a winning team. The participation coach seeks to involve as many young people in the game as possible and seeks to develop positive youth through their participation in football. Of course coaching at performance and participation levels are not mutually exclusive. A coach could one day be coaching his football team for a league competition and the next day be running a community football scheme aimed at youth development and inclusion.



If one of the reasons for coaching or teaching football is to reach out to children and youth in communities to encourage mass participation, the opportunity to participate should extend to children and youth with disabilities. The challenge for coaches and teachers is how to make their session accessible to children and youth with disabilities and to ensure that the activities being offered are fully inclusive. We cannot open football activities to young people with disabilities only to have them sitting on the side-lines not participating. This manual addresses how coaches and teachers can make their football sessions open and welcoming to people with disabilities and how they can make activities fully inclusive.

Benefits of Including People with Disabilities

Disability inclusive football sessions offer benefits to both persons with disabilities and persons without disabilities. Working to include young people with disabilities in football sessions also develops the coach / teacher's coaching / teaching skills and as a result helps them become better at what they do.



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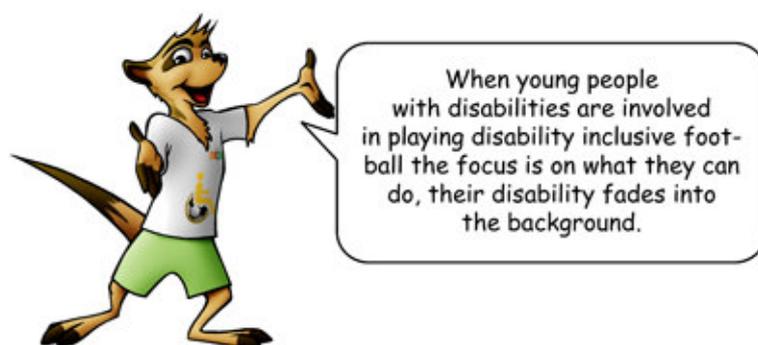
Participation in football can improve the inclusion and well-being of persons with disabilities by helping to change what communities think and feel about persons with disabilities and by changing what persons with disabilities think and feel about themselves.

Changing what communities think and feel about persons with disabilities can reduce the stigma and discrimination that is often associated with disability.



Participation in disability inclusive football sessions alongside people without disabilities can help change what persons with disabilities think and feel about themselves, helping them realise their full potential in life. Young people with disabilities can learn to make choices and take risks on their own. They can develop new skills and experience success which builds the self-confidence needed to take on other life challenges such as pursuing education or employment. Young people with disabilities can develop social skills, make friendships outside their families, exercise responsibility and can be empowered to take on leadership roles. They can learn how to interact socially and develop independence.

In many communities children and young people with disabilities can be quite isolated and through disability inclusive football they can be encouraged to integrate into community life. Persons with disabilities are often excluded from education, employment and community life from a young age. Participation in integrated community football programmes can encourage young people with disabilities to access other opportunities in their community. Early participation in sport can help young people with disabilities in their social development and in doing so contribute to their of health and well-being.



When young people with disabilities are involved in playing disability inclusive football the focus is on what they can do, their disability fades into the background.

When coaches, teachers and most importantly players without disabilities engage with players with disabilities perceptions are changed. Persons without disabilities engage with people with disabilities in a positive context, sometimes for the first time, seeing them achieve things they had previously thought impossible. Perceptions about what persons with disabilities can and cannot do are profoundly challenged and reshaped by this experience. As well, the tendency to see the disability instead of the person is greatly reduced, in part because of the common experience of football that they now share. By playing football alongside people with disabilities, players without disabilities benefit by they learn better social skills, making new friends with interesting backgrounds, and develop their football skills by learning to respond to diversity in their team.



Introduction to Disability Inclusive Football

Disability Inclusive Football Sessions

All YDF programmes encourage inclusion. In this manual we are encouraging the inclusion of persons with a disability, in other YDF manuals we have addressed the gender inclusion, the inclusion of people living with HIV and Aids, and the inclusion of people of different cultural or racial backgrounds.

This manual focuses on the inclusion of people with disabilities and seeks to equip coaches and teachers to be able to adapt their football sessions in order that people with disabilities can fully participate. This is not just about providing football coaching or activities in the community for people with disabilities, it is also especially about how football programmes can be delivered inclusively so that people with and without disabilities can play TOGETHER.

Adapting football sessions to meet the training needs of all participants is a common coaching / teaching practice. Coaches and teachers are encouraged to differentiate between the different capabilities or skill levels of each participant. Sessions are organised so that all participants can practice and develop their skills by adapting activity to be less demanding for some and more challenging for others.



When working with children and youth, coaches and teacher are encouraged not to see them as mini-adults but rather as young people who have not yet fully matured.

When coaching children, the coach / teacher might make some of the following adaptations of the adult game to make it more suitable for children:

- ☞ Reducing the size of the pitch or playing area;
- ☞ Using larger goals or more than two goals to create more chances for children to score and experience success;
- ☞ Playing with fewer players on a team to increase the amount of contact each player has with the ball;
- ☞ Using a lighter, smaller football that is easier to kick and control.



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This practice of adapting activity to make it appropriate to the ability level of the individual child / youth is the same approach we adopt to include people with disabilities in mainstream football sessions. This manual focuses on how coaches and teachers can adapt their coaching or teaching practice so as to include people with disabilities in football sessions. The manual also considers what players without disabilities can contribute to making sessions more inclusive of players with a disability.



How can you as a coach bring disabled and non-disabled people together through football, create a platform for understanding and cooperation; and facilitate meaningful interaction and opportunities for social cohesion?

Planning Disability Inclusive Sessions

This is not just about providing football coaching or activities in the community for people with disabilities, it is also especially about how football programmes can be delivered inclusively so that people with and without disabilities can play TOGETHER.



The preparation and structuring of football training sessions was addressed in the YDF Manual for Coaches and offered a framework for planning that included for each session:

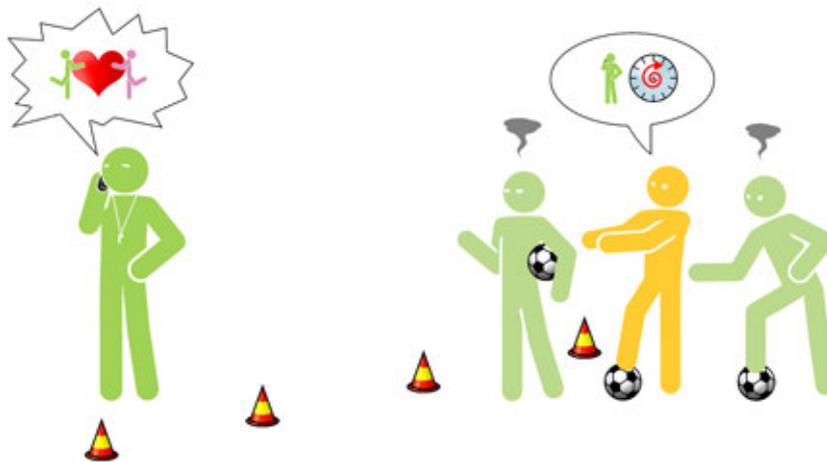
- Session objective or focal point;
- Structure of Warm-Up, Main Part, Conclusion and Cool Down.
- Skill progressions within the session.



Introduction to Disability Inclusive Football

In preparing and structuring disability inclusive football sessions the coach or teacher might ask some of the following questions:

- ❖ What is the composition of the training group and what are they able to do?
- ❖ What facilities are available and are these suitable for all members of the training group?
- ❖ What equipment and materials is required for this group?
- ❖ What drills will be included and how can these be adapted and progressed for players with different abilities and skills?
- ❖ How to organise the session to ensure all players have as much contact with the ball as possible?
- ❖ How can the session be structured to promote fun and provide opportunities for success?
- ❖ How can the session be structured to avoid long breaks between activities?



The questions we ask when we coach or teach a group consisting of players with and without disabilities are essentially the same.

Basic principles of coaching apply whether coaching players with or without disabilities. Both players with and without disabilities will be able to tell or show you what they can do and what they aspire to be able to do. Knowledge of your players, their abilities and aspirations, allows you to set them realistic and challenging goals.

When coaching or teaching a person with disabilities, it is necessary to understand how the individual's impairment(s) affects the way they play football, but it is not required that you develop an extensive knowledge of the disability.

When working with players with a disability, just as when working with players without a disability, you need to be aware of risks associated with your players' participation in your football sessions. Talking to individual players, with and without disabilities, or in the case of children their parents, guardians or assistants, will help you understand and manage any health or safety risks associated with their participation. Armed with this knowledge you can take steps to reduce risk.

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Inclusion of Players with Disabilities

It is not just coaches and teachers that need to address their approach and practice to create disability inclusive sessions. Players without disabilities need to be educated on inclusion and how they can become inclusive by the way they conduct themselves on and off the football field.

Consider the following scenario:



A well-meaning football coach decides to promote inclusion by organising an inclusive youth 7-a-side football match. The competition rules require that each team must play a young person with a disability in their team. Both teams arrive to play the tournament and have included one young person with a disability in their team. Team A has included a girl with a learning disability called **Anthea**. Team B has included a boy called **Vumisa** who has a physical impairment, he is a below the knee amputee who is able to play with the aid of a prosthesis.



Once the match starts it becomes clear that the coach's good intentions have not quite worked. **Anthea** is told she is going to be the goal keeper. She has never been in goals before and has had no goal keeping coaching.

Vumisa is quite a good player but none of the other boys in his team have ever played with him before. He is asked to play in midfield.

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Once the game starts **Vumisa** is completely ignored by his fellow players. They do not pass the ball to him and when he is closest to a free kick, one of the other boys pushes him to the side so that he can take the free kick. By the end of the first half, **Vumisa** has had very few touches of the ball and is feeling undervalued.

Anthea is unsure how to play in goals and fails to stop the other team from scoring. Her team mates start shouting at her and telling her she is "stupid". By the end of the first half **Anthea** is very upset and does not want to play anymore.



It is clear that whilst the coach's intentions were good he has failed to get those players without disabilities to accept the players with disabilities and to work out how to better include them.

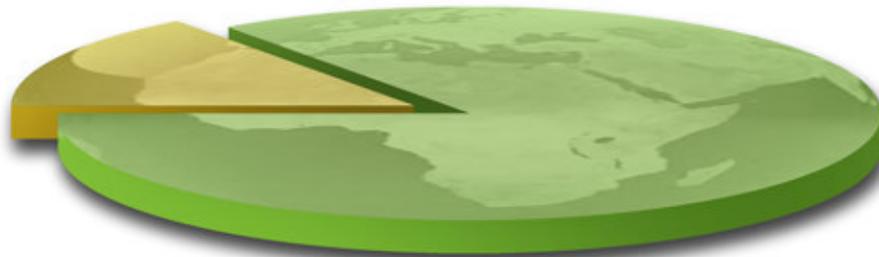
What should the coach do at half time to ensure the match becomes a fully inclusive activity where **Anthea** and **Vumisa** can fully participate and actually enjoy the experience?

There is more to offering disability inclusive sessions than just making sessions open to people with disabilities. Coaches, teachers, players without disabilities, parents, guardians and carers, communities and even people with disabilities need to change the way they act and behave in order to make community football sessions inclusive.

Understanding Own Perceptions of Disability

Understanding Disability

It is estimated that people with disabilities comprise around 15% of the world's population, that is more than 1 billion people. In developing nations there is a higher prevalence of disability than in developed nations.



People with disabilities are a diverse group and can include people with physical, sensory (auditory or visual), intellectual or learning difficulties, and emotional disabilities.

- ❖ **Physical disabilities** involve restricted mobility (e.g. limited ability to walk, move about, stand for long periods or to carry objects) or restricted agility (e.g. limited ability to bend, dress, feed oneself or to manipulate objects).
- ❖ **Auditory disabilities** involve having partial or no hearing (e.g., persons who are deaf, deafened or hard of hearing). For some individuals, the loudness of the sound will determine whether it is heard. For others, it depends on the type of sound (e.g., consonants versus vowels or intonation). In other situations, individuals may become confused by certain sounds due to excessive background noises.
- ❖ **Visual disabilities** involve complete blindness, limited or residual sight. They may involve a loss of visual clarity / acuity or a decrease in the size of the visual field.
- ❖ With **intellectual and learning disabilities**, cognitive impairment can vary widely, from severe intellectual disabilities to the inability to remember to the absence or impairment of specific cognitive functions (e.g., language).
- ❖ **Emotional disabilities** may be hidden or apparent (e.g., depression). In many cases, they have little or no effect on learning. They may appear in actions of indifference or other types of mood swings. The causes of emotional disabilities are wide ranging, but common forms are evident in individuals experiencing depression, anxiety or stress.

It is important to remember that a person with disabilities may have more than one physical, sensory, intellectual or emotional impairment. For example, a young person could be both blind and deaf.



Understanding Own Perceptions of Disability

Meet some young people with disabilities.



Vumiso

Vumiso lost his lower left when he stepped on a land mine that had been left near his village following a period of conflict. Prior to this he was a keen footballer and he was determined to play football after his injury. He now plays football in his village with the aid of a pair of aluminium wrist crutches.



Gert

Gert is passionate about football and follows his favourite team every week. He is an active young man who likes to be doing things including joining his friends at home and in school in a game of football.

Gert's left arm and wrist are permanently bent and his lower left leg is permanently bent outwards and his foot twisted inwards. He sometimes has problems staying balanced. His speech is slurred and he has poor vision.

Gert has Cerebral Palsy and attends a regular school where he is a good pupil.



Prashnee

Prashnee was involved in a car accident when she was quite young and is paralysed below her waist. She really likes playing with her friends and hates to be left out of things. She uses a wheelchair to get about and only needs assistance on tricky or uneven ground.

Prashnee likes to join in sports with young people without disabilities and is also now getting involved in wheelchair sport.

Understanding Own Perceptions of Disability



Anthea

Anthea is a cheerful young woman who loves to play sport, especially sport played with a ball.

She is very affectionate and is easily upset if people are not friendly to her. Anthea's general fitness levels are low and she tires easily.

Anthea sometimes takes more time to understand coaching instructions and might need an explanation in simple terms. She also has poor vision.



Thandi

Thandi is partially sighted a condition she has had since birth. She does have light perception and can make out shapes at a distance.

Thandi loves physical activity and is extremely active. She competes in running events. She is keen to participate in any sport.

Thandi attends a school for blind children where she is an achieving pupil. She hopes to go on to study at University.



Sipho

Sipho is a very competent young football player who plays the game almost every day.

He has learned to play football through watching others play and has not had access to coaching.

Sipho is deaf and finds it frustrating when he attends coaching sessions as he cannot hear the instruction and has to guess from what the others are doing, what it is he should be doing.

Understanding Own Perceptions of Disability

The causes of disability can be broadly classified into genetic or hereditary factors, biological (disease) factors and accidents. Some people are born with physical, sensory or intellectual impairments, whilst others develop these as a consequence of an illness and other as a consequence of trauma. The prevalence of disability is on the rise due to people living longer. Health conditions, natural disasters, conflicts, incidence of road traffic accidents and lifestyle factors such as diet and substance abuse all contribute to the prevalence of disability. In some cultures, people believe that disability is caused by witchcraft, that it is a punishment by god or that people with disabilities are cursed by some spirit. It is important to understand that disabilities always have natural causes and that the cultural myths surrounding disability are a major cause for the exclusion of disabled people.

Social Model of Disability

Our approach to the inclusion of people with disabilities in youth football is based on the social model of disability. The medical model which was predominant for a long time defines people with a disability by their health condition. Hence, in that context, disability is regarded as an individual problem. The social model regards disability as a social issue caused by the environment including policies, practices and attitudes of people.

The social model of disability considers ways of 'changing the environment'. It encourages a differentiated and flexible approach and provides strategies and ideas that develop an inclusion mentality.



Barriers

There are a lot of unfounded stereotypes, incorrect assumptions, negative perceptions and prejudice directed towards people with disabilities. These create what we call social stigma, a general disapproval of people with disabilities on the grounds that they are different from other members of our communities. In many communities, social stigma around people with disabilities is deeply rooted.

Social stigma involving people with disabilities results in discriminatory practice and policies. These become barriers that stop people with disabilities achieving their full potential. Stigma causes some children to refuse to play with children with disabilities. It results in teachers failing to discover what a student with a disability can achieve. It leads to employers refusing to hire a person with a disability because they believe they will not be able to do the work as well as a person without a disability.

Social stigma not only denies people with disabilities opportunities they deserve and access to their rights, but also causes people with disabilities to question their own worth in society. People with disabilities may become reclusive, limiting their social contacts to close family and friends, for fear of the attitudes of others towards them. In some cultures it is not uncommon for people with disabilities to be considered as being cursed by some spirit.

Understanding Own Perceptions of Disability

Poverty becomes a barrier for people with disabilities as a lack of support services and poor infrastructure stops them from realising their full potential. People with disabilities may find it difficult to contribute to the household economically if they have not been able to access education and employment. If a lack of support services and infrastructure means a family member has to stay at home to care for a person with disabilities, this will also impact on the household's income.

Women with disabilities often experience increased discrimination on the basis of their gender and their disability. They may find access to education, community and rehabilitative services more difficult than even for men with disabilities. As a result of exclusion, women with disabilities may be less literate and may be less likely to be employed. Women with disabilities are also more likely to be victims of gender based violence, including sexual assault and rape.

Rights for People with Disabilities

The United Nations Convention on the Rights of Persons with Disabilities sets out in detail the rights of people with disabilities. The following general principles are included:

- ☞ Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons.
- ☞ Non-discrimination.
- ☞ Full and effective participation and inclusion in society.



- ☞ Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity.
- ☞ Equality of opportunity.



- ☞ Accessibility.



Understanding Own Perceptions of Disability

- ☛ Equality between men and women.



- ☛ Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

The following link can be used to access the full convention:

- ☛ <http://www.un.org/disabilities/convention/conventionfull.shtml>

Article 30 of the convention addresses the rights of people with disabilities to participation in cultural life, recreation, leisure and sport.

People with disabilities have a right not to be discriminated against, to enjoy equal opportunities in all spheres of their life, and to be protected against exploitation and all treatment of an abusive or degrading nature.

People with disabilities are entitled to represent themselves on all matters affecting them.

People with disabilities have a right to mainstream education with personal assistance where necessary, appropriate assistive technology and specialised teaching. This signals an inclusive approach to accessing education where possible and suggests inclusive physical education and sport should be provided.

Children with disabilities have the right to be treated with respect and dignity and to be provided with equal opportunities to enable them to reach their full potential in life.

People with disabilities have a right to access football and to join with people without disabilities in recreational activities.

“For the community, participation by persons with disabilities in sport provides a means of deconstructing disabling images that portray persons with disabilities as passive, inactive and lacking capacities to participate in the wider life of the community. In breaking down stereotypes of disabilities, participation in sport helps build more inclusive communities and therefore greater social cooperation and cohesion.”

- Office of the High Commissioner for Human Rights

Understanding Own Perceptions of Disability

Participation in Sport

The United Nations Convention on the Rights of Persons with Disabilities states that persons with disabilities have the right to participate on an equal basis with others in recreational, leisure and sporting activities. We should in our communities be encouraging and promoting the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels.

In addition to the full inclusion of people with disabilities in mainstream sporting activities, persons with disabilities should have the opportunity to organise, develop and participate in disability-specific sporting and recreational activities. They should also be able to access training and resources on an equal basis with others, to enable them to develop their participation in sport as players, officials and administrators.



People with disabilities have the right to access sports and recreational facilities and children with disabilities should have equal access with other children to participation in play, recreation and leisure and sporting activities, including in the school.

Persons with disabilities should also have access to services from those involved in the organisation of recreation, leisure and sporting activities. This means that they have the right to access your services as a community youth football coach.



Consider what stopped Anthea and Vumisa participating as equals in the football tournament? Was it each of their disabilities or was it the environment they were asked to participate in? Were they enabled or disabled from playing by the other players in their team?



Understanding Own Perceptions of Disability

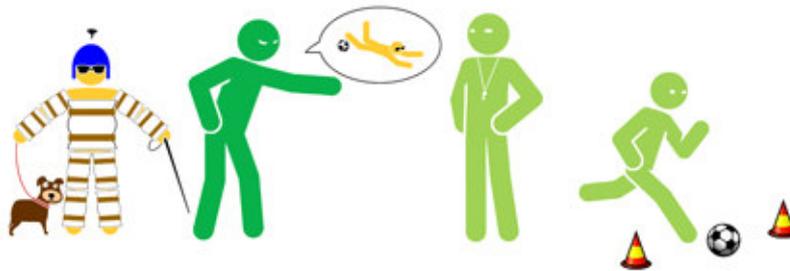
BARRIERS TO PARTICIPATION IN FOOTBALL

Coaches and teachers of football need to apply the social model of disability in their coaching / teaching practice if they are to be able to address barriers that might restrict a young person with disabilities from participating in the football sessions we organise.

The things that create barriers to young people with disabilities participating in football include attitudes, physical barriers, transport difficulties and communication issues.

There are many barriers that stop all youth from accessing football in their local communities. They can include:

- ☞ Local community youth football programmes do not encourage participation by youth with disabilities.
- ☞ Stigma and prejudice towards people with disabilities.
- ☞ Parents of youth with disabilities are over-protective and do not let their children attend football sessions as they worry they will be hurt, or bullied, or subjected to discrimination.



- ☞ Youth with disabilities do not know about inclusive football sessions or that they are welcome at these sessions.
- ☞ The places we organise football sessions are difficult for some people with disabilities to access.



- ☞ The coaches do not understand how to adapt their sessions and make them inclusive.
- ☞ Youth without disabilities feel that youth with disabilities get in the way of the activity and are a nuisance.
- ➔ You can use **Work Sheets 9 and 10** to list barriers to participation in football for people with disabilities and strategies you might adopt to address these barriers.

Understanding Own Perceptions of Disability

Attitudinal

Consider how a person's attitude to people with disabilities can become a barrier to their participation in football.

If the coach / teacher

- ☞ sees a person with disabilities as being a health and safety risk;
- ☞ sees a person with disabilities as being too difficult to accommodate in the session;
- ☞ sees a person with disabilities as not having sufficient ability to take part in activities;
- ☞ lacks the confidence to work with people with disabilities;
- ☞ only sees the disability and not the person.



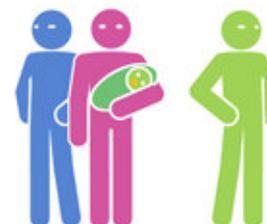
If other players / participants

- ☞ do not want to play with a people with disabilities:
 - ▲ because they hold us back;
 - ▲ because we don't get to play proper football;
 - ▲ because they are embarrassed to be seen playing with them;
- ☞ ignore and fail to include players with disabilities.



If parents, guardians, assistants

- ☞ think it is dangerous for people with disabilities to play sport;
- ☞ fear the person with disabilities may be ridiculed;
- ☞ are embarrassed to be seen in public with a person with disabilities.



If the person with disabilities

- ☞ fears they will be judged negatively by others;
- ☞ is embarrassed to play football alongside people without disabilities;
- ☞ is not used to interacting with other people.



Understanding Own Perceptions of Disability

Physical Barriers

Consider how the physical environment could become a barrier to the participation in football of a person with disabilities.

Here are some general barriers associated with many sports facilities:

- ⊗ There is no car parking for people with disabilities close to the venue;
- ⊗ There are kerbs to negotiate and no ramps adjacent to stairs;



- ⊗ There are no handrails to provide support;
- ⊗ Pathways and passages are narrow and items obstruct the way;
- ⊗ Doorways are narrow and doors are heavy;
- ⊗ Low lighting levels and poor colour contrast on signs;



- ⊗ There are revolving doors, doors with handles too high, doors made from glass;
- ⊗ There are no toilets designed for people with disabilities;
- ⊗ No accessible changing areas and the shower handles and heads are too high;
- ⊗ The reception desk is too high;



- ⊗ There is no access to drinking fountains or vending machines for people with disabilities;
- ⊗ There are no rest areas near steps.

LESSON 2

Understanding Own Perceptions of Disability

Here are some more specific barriers around the football playing area:

- ⊗ Surface is too soft for wheelchair users;
- ⊗ Surface is uneven;
- ⊗ Area is too close to public road producing high levels of background noise;
- ⊗ Sound system is pumping out high levels of noise;



- ⊗ Indoor areas have background noise and poor acoustics;
- ⊗ Poor lighting, strong lighting can affect visually impaired players;

Transport

Consider how transport could become a barrier to the participation in football of a person with disabilities.

- ⊗ How easy is it for a person with disabilities to get from home to the practice ground?
- ⊗ Does the person with disabilities have access to public or private transport?



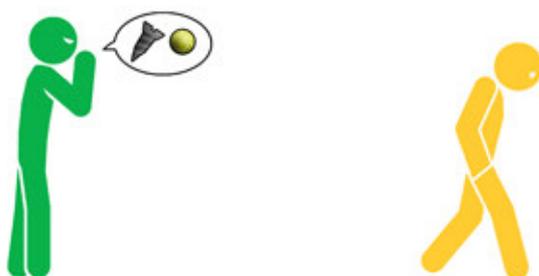
- ⊗ Public transport may not be accessible for all people with disabilities;
- ⊗ Transport costs may be higher if the person with a disability needs to pay for private transport or needs to pay an additional fare for his or her assistant;
- ⊗ People with disabilities may find access to information on public transport challenging - can they see / hear it?
- ⊗ Public transport staff may not be trained to assist people with disabilities?

Understanding Own Perceptions of Disability

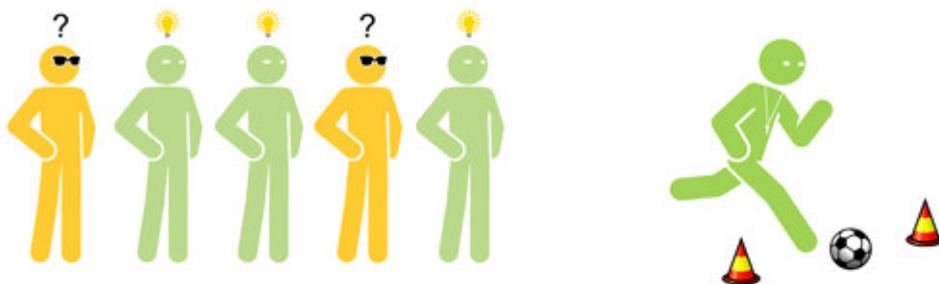
Communication

Consider how communication can become a barrier to the participation in football of a person with disabilities.

- ⊗ Insensitive use of language may reinforce stereotypes and cause offence to people with disabilities;



- ⊗ People with hearing impairments may not be able to hear instructions;
- ⊗ Coaches or teachers may struggle with signing for people with hearing impairments;
- ⊗ People with visual impairments may be unable to see demonstrations;



- ⊗ Coaches or teachers may struggle to give verbal instructions;
- ⊗ People with learning difficulties may not understand what the coach / teacher is asking them to do;
- ⊗ People with emotional disabilities may find communicating with others difficult and feel insecure or unsafe.

ADDRESSING BARRIERS

The things that create barriers to young people with disabilities participating in football can be changed or overcome. Attitudes can be changed, physical barriers can be removed or mitigated, transport solutions can be found and we can learn to communicate effectively. By addressing the barriers that can make it difficult for young people with disabilities to access football we can make our sport fully inclusive.

- ➔ You can use **Work Sheets 9 and 10** to write down actions you can take to eradicate barriers to participation in football for people with disabilities.



Understanding Own Perceptions of Disability

Attitudinal

Consider what you can do to change negative attitudes towards people with disabilities participating in football.

- ☞ What can you do as a coach to become more positive about young people with disabilities taking part in your sessions?
- ☞ What can you do to encourage your players without disabilities to include players with disabilities in your sessions?
- ☞ What can we do to encourage young people with disabilities to come play football at the sessions we organise?

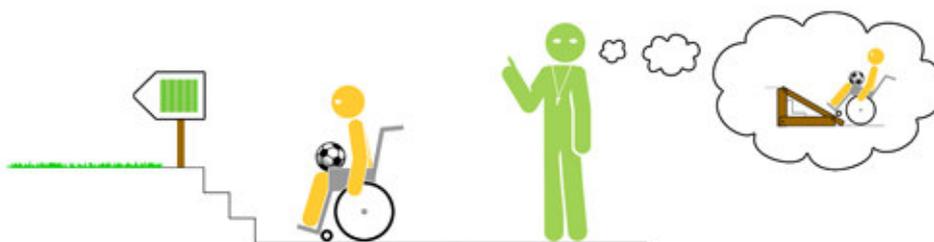


- ☞ What can we do to reassure parents of young people with disabilities that they should let their children attend open football sessions?
- ☞ What can we do to promote inclusion of people with disabilities in football in our communities?

Physical Barriers

Consider how the physical environment can be changed to ensure persons with disabilities can access football sessions:

- ☞ Is it necessary to speak to the local government officials to make changes to the physical environment to enable access or safe participation?
- ☞ Can you as a coach make some changes to the environment that enables young people with disabilities to participate in the sport?



- ☞ Is it possible to arrange practices at an alternative venue that has better access and facilities for people with disabilities?

Understanding Own Perceptions of Disability

Transport

Consider how the issue of transport can be addressed so that it does not become a barrier to the participation in football of a person with disabilities.

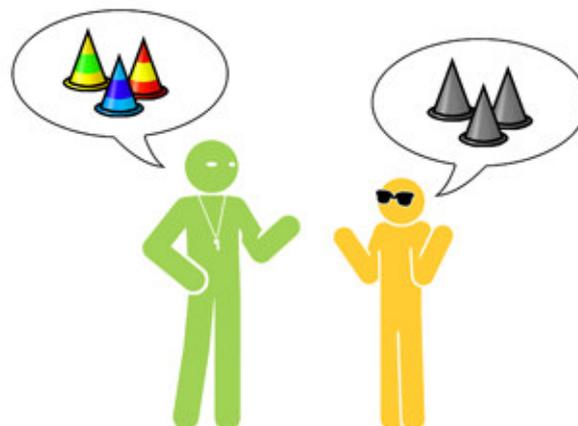
- ☞ Is it possible to work closely with organisations with people with disabilities to see if they can help provide transport?
- ☞ Can sessions be held at an alternative venue to which young people with disabilities have transport, i.e. holding open sessions at their schools?



Communication

Consider how we can learn how to communicate in order to include everyone in our football sessions.

- ☞ Can we adopt appropriate language when speaking to and about people with disabilities and can we teach others including young players without disabilities to do the same?
- ☞ Can we learn signs and new methods of communicating when working with people with hearing impairments?
- ☞ Can we use our voices to communicate effectively with people with visual impairments playing on the football field?



Understanding Own Perceptions of Disability

IDEAS FOR RESPECTFUL COMMUNICATION

Mentioned below you find some ideas on how to change your communication style. While practicing those you have to keep in mind that preferences for certain communication styles lie with the communication partner and can change accordingly.

General

- ☞ When talking to a wheelchair user, try to talk to them at eye level but avoid leaning on their wheelchair;



- ☞ Do offer assistance, but wait until it is accepted and provide assistance in the way the person asks. Don't be offended if the person declines your assistance;
- ☞ Don't make assumptions about the person;
- ☞ Treat people with disabilities as individuals and treat adults as adults;
- ☞ Talk directly to the person with disabilities and not the person supporting them;
- ☞ Most disabled people don't need help. If you're not sure, ask them.

Communicating with people with hearing impairments.

- ☞ Don't shout at people with hearing impairments, position yourself in their vision, and attract their attention with a light touch or a wave if you need to;



Understanding Own Perceptions of Disability

- ☞ Ask how a person wants to communicate - they may wish to lip-read, for example;
- ☞ Lip-reading is tiring and not totally reliable; speak slowly and clearly; try and provide emphasis with gestures and facial expressions; face the light, and don't cover your mouth;
- ☞ People with hearing impairments may use a Sign Language;
- ☞ If a person with a hearing impairment can read and write, it can help to communicate more difficult concepts with written notes.
- ☞ Be patient with people with speech impairment; don't correct them; don't finish their sentences; if you don't understand, don't pretend you do, so do ask them to repeat if necessary, and tell them what you have understood.

Communicating with people with visual impairments

- ☞ Introduce yourself to a visually impaired person and introduce other people who are there, and say where they are;
- ☞ Ask a person if you can guide them by letting them take your arm; ask them if they wish to be warned about steps, doors and other obstacles;



- ☞ Say clearly where their seat is, or place their hand on its back or arm
- ☞ You **can** use a common saying like 'see you tomorrow' with a visually impaired person;
- ☞ Remember that a visually impaired person may miss your gestures or facial expressions and so may not respond as you expect, this may indicate that you have not effectively communicated your message.

Communicating with people with intellectual impairments

- ☞ When communicating with an adult with an intellectual impairment, don't treat them as if they are a child, treat them as an adult.
- ☞ When giving instructions, give them one at a time as the person might be overwhelmed by too many instructions given at once.
- ☞ When eliciting feedback provide time for player to explain themselves and allow them to show or demonstrate what they mean.

Understanding Own Perceptions of Disability

Use of Language

Using appropriate language is polite and promotes inclusion; using inappropriate language causes offence. Here are some guidelines on language:

- ☞ Use the term "person or people with disabilities" as opposed to terms such as "the disabled". Avoid euphemisms such as "intellectually challenged" or "differently abled". Most people with disabilities do not like them. It is better to say "person with a disability"
- ☞ Put the person not the disability first, i.e. "people with disabilities", "a person with a hearing impairment"



- ☞ When necessary, refer to a person as having a (specified) disability. For example "has cerebral palsy". Phrases such as "suffers from", "stricken with" or "victim of" should not be used. People with disabilities do not necessarily suffer, nor do they wish to be seen as victims
- ☞ Avoid using medical terms such as 'quadriplegic' when describing a person as these do not reflect people's abilities;
- ☞ Avoid expressions that imply restriction, such as "wheelchair-bound". A wheelchair is an aid to mobility. It is better to say "uses a wheelchair" or "is a wheelchair user";
- ☞ Refer to "people without disabilities" rather than "normal" or "able-bodied" people. These terms imply people with disabilities are "abnormal" or "have no ability".
- ☞ Do not refer to people with disabilities being 'special', 'brave', 'afflicted', 'victims,' or 'tragic', or that they 'suffer' from disability;
- ☞ Do not refer to people with mental health problems as being 'mad', 'looneys' or similar derogatory terms;



- ☞ Do not refer to people with learning difficulties as being 'retarded', 'backward', or 'mentally handicapped'.
- ☞ If you are unsure whether you are behaving appropriately or using the right language, ask.

Don't worry about mistakes, but do be aware of the issue - if in doubt, ask the person for advice.



Understanding Own Perceptions of Disability

Working with Assistants

Persons with disabilities may be supported by a family member, friend or assistants. A support person might provide help to the person with disabilities around communication, transport and a range of other practical tasks.

In some cases a person with disabilities might be supported by a dog including guide dogs for those with visual impairments, but also hearing dogs and support dogs.

- ☞ When you want to know something about a person with disabilities, you should first ask that person not their support person.
- ☞ Make sure you look at the person with disabilities when they are speaking to you, even if they are using an interpreter to communicate with you.
- ☞ Don't pet working dogs - they are working.



How to Include People with Disabilities in Football Activities

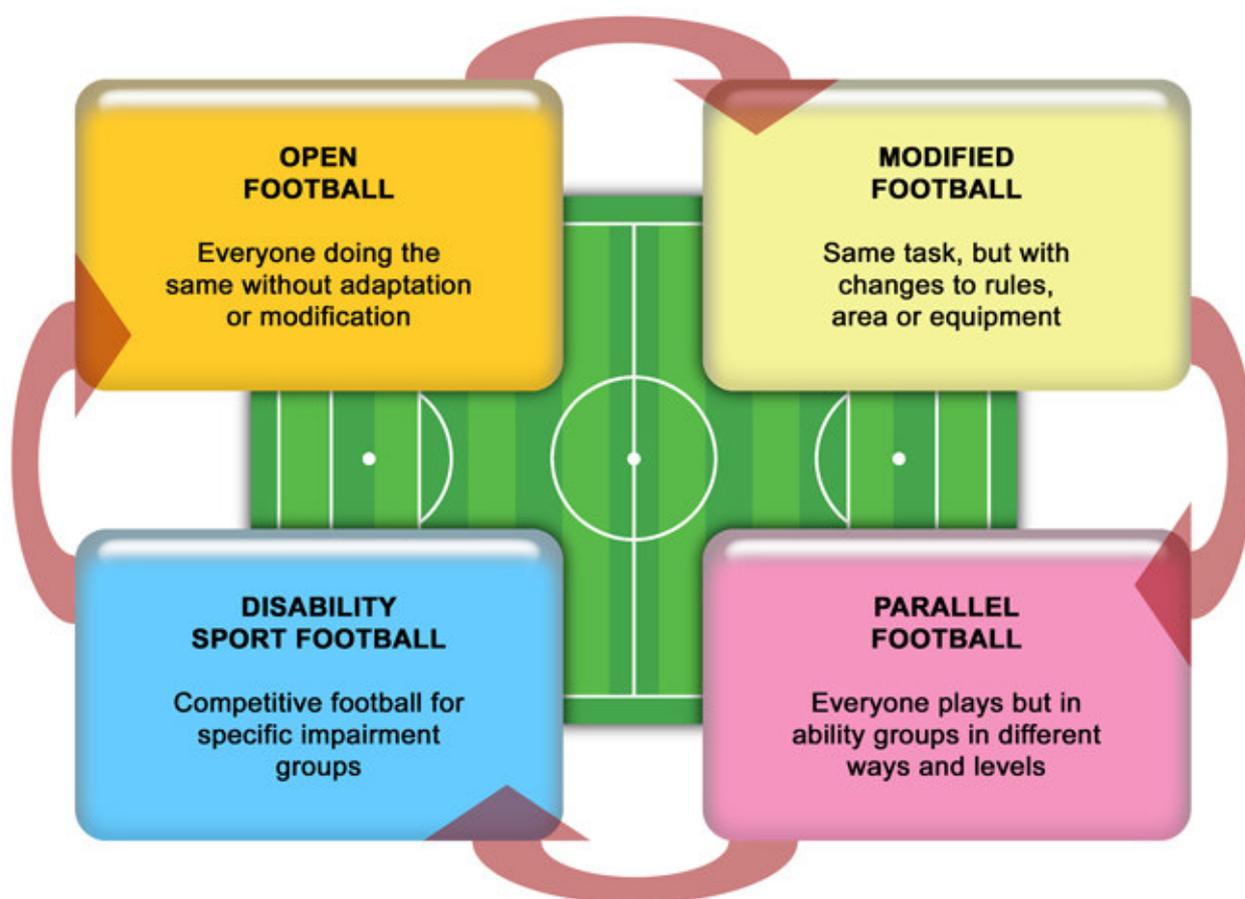
The Inclusion Spectrum

The inclusion spectrum is a useful tool for YDF coaches to create inclusive football coaching sessions.

It is an activity centred approach to the inclusion of individuals with different abilities in physical education and sports programmes. There might be situations where the coach cannot train all players at all times in one team and has to modify his or her coaching style. The inclusion spectrum offers a range of possibilities how to train youth with and without disability in different settings.

The inclusion spectrum is closely associated with the Social Model of disability which identifies barriers to participation as related to attitudes, economic or environmental factors and not to a person's medical state.

The inclusion spectrum consists of four approaches to the delivery of football sessions.



How to Include People with Disabilities in Football Activities

Open Football Games (Everyone Can Play)

Open Football Games are where everyone in the group participates with minimal or no adaptation or modification. Some examples of Open Football Games are:

- ☞ Warm up or cool down activities.
- ☞ Integrated games, i.e. everybody's contribution counts.
- ☞ Individual skill development.
- ☞ Continuous activity: individual differences less obvious.
- ☞ Importance of inclusive language.



Modified Football Games (Change to Include)

Modified Football Games occur when changes are made to the game or activity in order to promote inclusion. Everyone does the same activity using adaptations to provide both support and challenge across a range of different abilities. Some ways you can modify games are:

- ☞ Alter the Space.
- ☞ Adapt the Rules.
- ☞ Change the equipment.



Parallel Football Games (Ability Groups)

Parallel Games are when everyone plays the same game or game theme, but they are organised in ability groups and the activity is set at a level appropriate to each group.

An example is when you separate your team into three groups. One group passes a football in an area. The second group passes a football with a defender in the middle. The third group passes whilst moving in an area with defender.

This allows players of varying abilities to practice their skills according to their level of ability - each group does a version of the same activity, but at a level which suits the individuals in each group. Variations include:

- ☞ Versions of the same activity or game (e.g. standing or seated).
- ☞ A range of small-sided activities.
- ☞ Ability-matched zones within a larger activity.



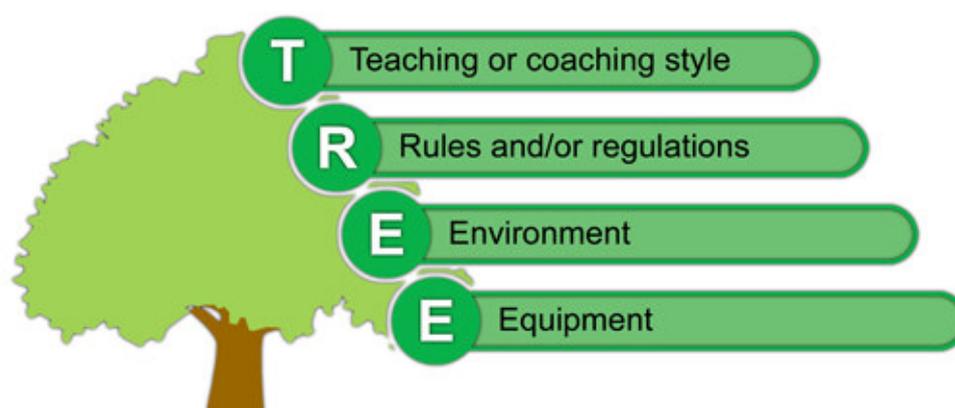
How to Include People with Disabilities in Football Activities

Disability Specific Football

Disability football happens when people play in impairment specific groups. Reasons for this can be that players with disability want to enjoy playing amongst themselves which might make communication and understanding easier. Others might just want to play with their friends who also happen to have a disability. Some players with disability might want to train in teams of players with disabilities in order to compete in tournaments for people with disabilities. The conditions and rules under which disability specific football is played may be adapted to meet the needs of the specific disability groups. Disability Specific Football as such does not follow an inclusive approach. However, it can be used by the trainer as specific training besides using the other approaches of the inclusion spectrum.

TREE Framework

A tool that YDF coaches can use to help them adapt football activity in order that it can be inclusive for people with disabilities is the acronym "TREE" which stands for:



The TREE framework is easily understood and easily remembered. It acts as a guide, helping you as a football coach think about how you can make changes to your teaching or coaching style, rules, the play or practice environment, and the equipment we use to make it possible to involve people with disabilities in our football sessions in a fully inclusive way.

Teaching or Coaching Style

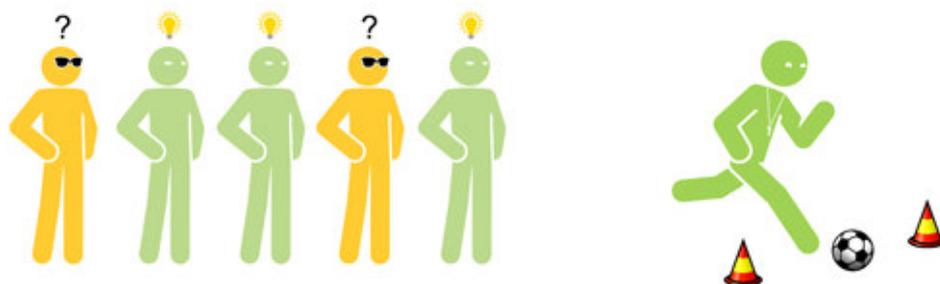
The T in TREE stands for Teaching or Coaching Style of which how we communicate with our youth players is an important part.

Being adaptable and able to change our teaching or coaching style and our methods of communication is an important aspect of being able to include everyone.



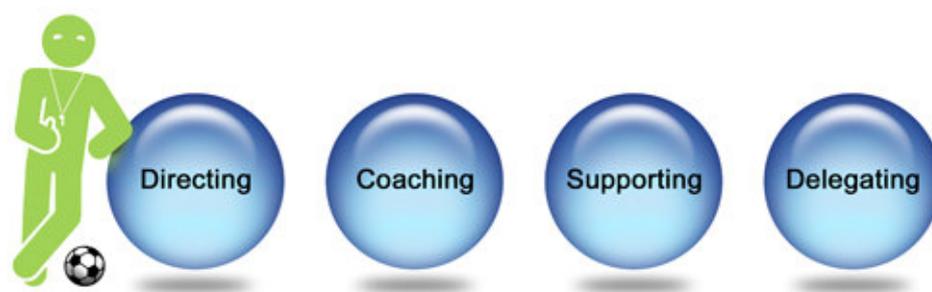
How to Include People with Disabilities in Football Activities

For example if you tend to coach mainly by giving demonstrations of what you want your youth players to practice, you may need to change your style when your group contains some young people with a visual impairment. In planning for an inclusive session including young people with visual impairments, the coach / teacher will need to consider how they will change their coaching/teaching style in advance of the session.



There are a number of models that describe different coaching styles. The following is adapted from the situational leadership model created by Hersey and Blanchard¹.

This model describes four leadership or coaching styles:



The **directing** or telling style is used when we have highly motivated players who have limited skills development. All though they are keen and enthusiastic they do not have enough experience and need to be told what to do.

The **coaching** style comes into place when our players have developed some skills but they may not be fully committed or fully confident in their own ability. Whilst the coach becomes more facilitative in his/her approach the players still need considerable guidance.

The **supporting** style applies when the players developed increased skills development. They are quite competent, play well and can make decisions, but need support from time to time especially with their motivation.

¹ Hersey, P. and Blanchard, K. H. (1977). Management of Organizational Behavior: Utilizing Human Resources (3rd ed.) New Jersey/Prentice Hall

How to Include People with Disabilities in Football Activities

The **delegating** style is where the coach can delegate to the players as they have high levels of skill and are motivated to play well and achieve without the coaches intervention. The coach can leave the players to make a lot of decisions for themselves but remains available to support and advise.

This coaching / leadership model illustrates that the coach needs to be able to adopt different coaching styles at different times of a player or team's development but also that players of different abilities may need to be coached in different ways using different coaching styles.

Communication Skills

Coaches use different techniques to communicate with their players when they are coaching them. These may include:



Giving verbal instructions



Giving written instructions



Using questioning to generate feedback and learning



Providing a demonstration



Physically guiding a player



Non-verbal communication such as body language, clapping, sign language, etc.

Consider how you as a coach communicate with your youth players presently? If you had a young person with a visual impairment, or hearing impairment, or intellectual impairment join your regular coaching sessions, how might you have to adjust how you currently communicate?



How to Include People with Disabilities in Football Activities

Here are some ideas on adaptations as to how you communicate and coach when working with players with different impairments.

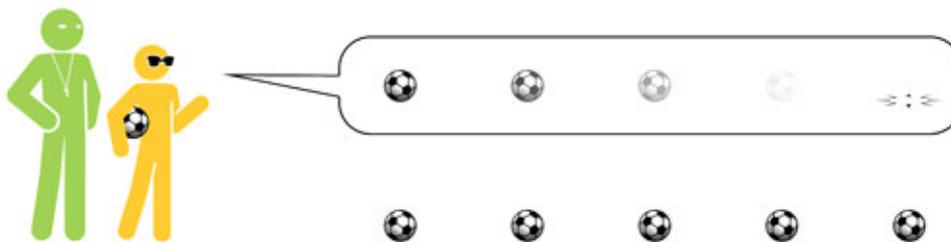
Visually Impaired Players

Visually impaired people who take part in football may be blind or may be partially sighted.

Partially sighted players can usually be coached in a similar way to sighted players.

Here are some things to keep in mind when coaching partially sighted players:

- ☞ Ask the players what they can see - do not assume!



- ☞ Make sure your verbal instructions are clear, concise and accurate. Check for understanding. If the player does not understand instructions, they may not be able to implement advice by the coach into the game.
- ☞ Ask sighted players to use verbal communication during the practice.
- ☞ Be aware of the influence of environmental factors that can influence how you communicate. For example:
 - ▲ the amount of available light during the times of the day.
 - ▲ changes in light (cloud cover).
 - ▲ type of light (sun, fluorescent lights, floodlights).
 - ▲ positioning of player and/or coach in relation to light source.
 - ▲ level of background noise (echo or reverberation, ventilation fans).



Consult your players so that you know how these can affect the players during coaching sessions and competition.

How to Include People with Disabilities in Football Activities

It can be more challenging to train players with visual impairments and sighted players together. Blind players have no vision and react to sound, echo and verbal instructions to play the game. Further advice on coaching blind players is offered later but some ideas for communication with blind players are:

- ☞ Always address the player by name.
- ☞ Do not walk away without telling the player.



- ☞ You may need to use touch but always ask first.
- ☞ Use key words and avoid long complicated sentences. Focus on a few words that convey what you are trying to say.
- ☞ Be logical and sequential when presenting information.

If a blind player needs guidance, it may be useful initially to enlist the help of family and friends to assist in coaching sessions, as they would be more familiar with guiding the individual. Eventually, it may be that sighted players or coaches in the group would be able to assist. Sighted players can help blind players by guiding them and by using sound and verbal instructions to help direct them.

Hearing Impaired Players

Communicating with deaf players may be challenging but if you are innovative and open minded you will find it greatly rewarding. Some deaf or hearing impaired players use alternative means of communication such as lip-reading and signing. Other deaf players, especially those who became impaired at a later stage in life, might be able to use spoken language.

As with all players, it is beneficial to take time to establish the most appropriate means of communication. If a player has residual hearing and uses a hearing aid, it is possible to communicate orally. However, often the player will also need to see your mouth in order to lip-read. This will reinforce what you are saying. Other factors of which to be aware include the following:

- ☞ Ensure your face is well lit. For example, if out of doors, face the sun, as this will assist the player who may be lip-reading or reading signs.



How to Include People with Disabilities in Football Activities

- ☞ Face the player at all times when speaking. If you turn your head, they will no longer be able to read your lips.
- ☞ Do not chew, shout or cover your mouth with your hand when talking - this will prevent effective lip-reading.
- ☞ Remember lip-reading is not a precise way a communicating. Do not presume if an individual can lip-read, they will understand every word. Much of lip-reading is intelligent guesswork.
- ☞ Ensure the coaching or competition environment has no background noise to interfere with communication.
- ☞ You may need to be near to attract the attention of the player e.g. by eye contact, waving or tapping on the shoulder.
- ☞ Keep sentences simple and avoid unnecessary jargon. It is always useful to establish the meaning of any sport-specific or technical language before you start a session.



- ☞ Provide written information if relevant but do not hand out the written information to read and then continue to speak - the player will be unable to lip-read or even be aware that you are speaking. Allow the player time to read the information before the practice.
- ☞ Be aware that a player may be able to read your lips even if you are standing at a distance and not talking to them.



- ☞ Always address a player from the front or the side by touching his arm or getting his/her eye attention, do not touch a person from behind as this might scare the person.

You will subsequently be able to plan an individual programme with the player. If it is necessary to remove the hearing aid, for example in training or competition, it is useful to establish mutually identifiable signs or gestures. This will also help other team mates.

LESSON 3

How to Include People with Disabilities in Football Activities

You may be approached by a deaf player who is solely using sign language. Again, you will have to establish the most appropriate means of communication. This may mean:

- ☞ Using an interpreter who might be a parent, friend or teacher or a fully qualified interpreter.
- ☞ Learning to sign or finger spell (see **Work Sheet 17**)



- ☞ Establishing mutually identifiable signs or gestures.
- ☞ Identifying whether or not the player can lip-read.
- ☞ Using written instructions if appropriate.

Sometimes deaf players might prefer to train in teams with other deaf players. Hence the coach should be flexible in using different approaches from the inclusion spectrum.

- ① Visit http://www.ndcs.org.uk/whats_on/me2/deaffriendly_football/support_for_coaches/bslforfootball.html to find a useful video resource on the use of sign language in football.



Players with an Intellectual Disability

Adapting your coaching / teaching style is important when working with players with intellectual disabilities. Players may need a more directive style of coaching / teaching and instructions may need to be kept simple so they are more likely to be understood.

When coaching players with intellectual disabilities, the coach should:

- ☞ Establish the extent to which instructions and directions are understood.
- ☞ Use simple, brief, clear and concise language, without being patronising.
- ☞ Refer to the players according to their chronological age and encourage other players, officials and supporters to use appropriate age and sport-specific terminology. Do not treat adolescent or adult players like children (e.g. 'you paced yourself well' rather than 'good boy').
- ☞ Some people with learning disability may use a signing system to support speech. The individuals are not necessarily deaf or have no speech, but may be unable to communicate effectively by oral methods alone.



How to Include People with Disabilities in Football Activities

Rules and Regulations

Football has a set of rules that you as a YDF coach will be familiar with. You are also probably using adaptation to the rules in your sessions to make them more suitable for children and youths to play. In a similar way, the rules of football can be adapted to make it possible for people of all abilities to participate in football activity in a fully inclusive way.

The rules of football were created for adult participation and for people without a disability to play. Training a diverse group of players might require a flexible approach regarding rules and regulations.



Unfortunately we are often coaches who are obsessed with the rules forgetting that the rules are there to create a level field for everyone playing the game. When the rules fail to do that, we need to be able to make adaptations to them.

An example of adapting the rules would be where a player is required to make an overhead throw in from the side-lines, it might be more appropriate in some cases to have an under arm throw in or even a roll in.

Environment

As a YDF coach you will be aware of adaptations you can make to the environment to promote involvement of children and youth in practice sessions and games. For example you might decrease the playing area for children so that they can spend more time developing their football skills and less time running up and down a full size pitch. You might also increase the size of the goal mouth to give children more chances to score goals.

Other aspects you can consider are:

- ☞ Surface - *is it better to practice on grass or on a hard surface?*



- ☞ Lighting - *how does training at dawn or dusk affect players?*



LESSON 3

How to Include People with Disabilities in Football Activities

- ☞ Temperature - how does training at noon in the heat affect players?



- ☞ Noise - is there foreground or background noise, loud or quiet, that could impact the session?



- ☞ Organisation - is the venue cluttered or tidy, are there any hazards?



- ☞ Number of players - how does the number of players affect the activity of players?



- ☞ Do we have the environment to ourselves or are we sharing it with others?



Adapting the playing or practice environment can be pretty easy yet make a significant difference to how well some people are included into what is happening. For example simply changing the surface from grass to a hard surface makes a big difference to how well someone in a wheelchair can participate.

It is important when adapting any elements of the TREE framework in a group situation to think about how your changes effect the integrity of the activity for the group as a whole.



How to Include People with Disabilities in Football Activities

Equipment

Equipment can be adapted to make football activities more inclusive. We already do this when we work with children; we use smaller, lighter balls and use smaller, larger or multiple goals.

When we are including people with disabilities in football sessions we can use balls of varying sizes, colours, and materials. Large balls make it possible to play football using a wheelchair. Brightly coloured balls may be better when playing with people with visual impairments or if they are blind playing with a ball with a bell that makes a noise when you play with them.



We can get all players to play using blindfolds so that all players can play without sight. When doing this the coach should give clear instructions and ensure that all players take the task seriously, learning how to play blind football.

Further ideas on adaptations to equipment are detailed in **Lessons 4-7**.

As a general rule it's a good idea to have a variety of equipment alternatives available, ask people what equipment might work best in any given activity and experiment with how different types of equipment work in any given context.

Inclusive Session Planning

We now have two new tools to assist us as coaches/teachers in the preparation of "inclusive" football sessions, the **"Inclusion Spectrum"** and the **"TREE Framework"**.

The following lessons will look similar to the example training sessions contained in the **YDF Manual for Coaches**. The sessions will cover the skills of Dribbling, Dummying, Turning, Passing, Ball Control, Running with Ball, Shooting, Heading, Goal Keeping, Defending, Attacking and Small Sided Games.

The same principles of preparing football sessions learned through the **YDF Manual for Coaches** apply when we are planning "inclusive" football sessions. However, we can now start to ensure that we can offer fully inclusive sessions by also considering the options included in the **"Inclusion Spectrum"** and the **"TREE Framework"**.

Each session will be designed for the 13-16 age group with recommendations being given using the **"Inclusion Spectrum"** and the **"TREE framework"** to make sessions inclusive of youth of different abilities and for people with different physical, sensory, intellectual impairments.

The following lessons help us plan inclusive sessions to develop all players' football skills by asking us to consider how can these sessions be organised and adapted to make them inclusive of players of all abilities.

How to Include People with Disabilities in Football Activities

Structuring Sessions to deliver Disability Inclusive Football

YDF coaches should consider the following points when planning a training session:

- Clarity / Framework
- Decide on the focal point
- Build-up of training session
- Select game and exercise format
- Decide on organisation of training
- Plan training and break time

The process of structuring sessions to deliver disability inclusive football is the same for planning sessions for people without disabilities. YDF coaches plan in a similar way but use the 'Inclusion Spectrum' and 'TREE Framework' to make adaptations to sessions to make them inclusive.

- The content of the training session should be adapted to ensure the technical focal point can be relevant for all participants.
- One technical focal point should be selected per training session.
- The training of technical focal points should be changed on a weekly basis. Moreover, games or activities around the same focal point should vary.
- Varied movement exercises should be incorporated in every training session.
- Children easily learn the tactical basics during the playing of small football games! There is no need for isolated tactical training.



How to Include People with Disabilities in Football Activities

YDF Coaches will structure training sessions to include warm up, main part, conclusion, and cool down. Coaches should consider how they can plan sessions to include players with and without disabilities.



With proper planning all football sessions can be made disability inclusive.

TIME	PHASE	CONTENTS
	WARM UP	<ul style="list-style-type: none"> ☞ Welcome and Joint Warm-Up ☞ Variation of Movement ☞ Individuals working with the ball
	MAIN PART	<ul style="list-style-type: none"> ☞ Changing of games and exercises of the same technical focal point
	CONCLUSION	<ul style="list-style-type: none"> ☞ Integrate technical focal point from Main Part ☞ Play football ☞ Wind up with discussion - football, how to include everyone
	COOLING DOWN	

To aid you in planning a training session, make use of **Work Sheets 19, 20 and 21**. They can be found in the **Work Sheets** section of this manual.

LESSON 4

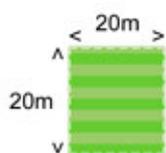
Practical Sessions 1 - Dribbling / Dummying / Turning 1

Adaptations to make sessions inclusive - Checklist

WARM UP



20 MINUTES



1 Ball for every player



4 Cones



Football(s) with bell inside



Tape / Rope

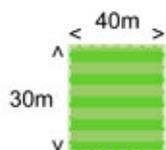


Blindfolds / Scarves

MAIN PART



40 MINUTES



1 Ball for every player



16 Cones

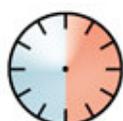


Football(s) with bell inside

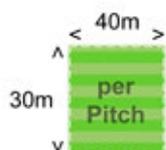


Tape / Rope

CONCLUSION



30 MINUTES



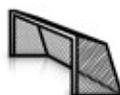
2-3 Balls for every pitch



6-8 Cones for every pitch



Bibs for half the players



1 Goal for every pitch



Football(s) with bell inside



Tape / Rope



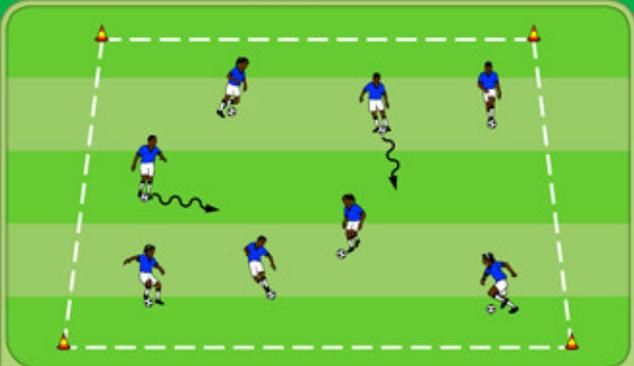
Practical Sessions 1 - Dribbling / Dummying / Turning 1

Adaptations to make sessions inclusive

WARM UP

20 MINUTES

PHASE 1



Visually impaired players can dribble a ball with a bell inside by following the sound. Ask sighted players not to make too much noise so that the bell can be heard.



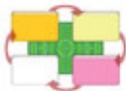
Ball Dribbling

- ⦿ 20 meter x 20 meter pitch.
- ⦿ Every player dribbles a ball.

Variation

- ⦿ Alternate between right / left foot.
- ⦿ Use the outside / inside of the foot or the sole.
- ⦿ Dribble with dummies.

Making Session Inclusive

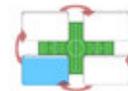


VIP: Use a ball with a bell. Ask sighted players to be aware of VIP players and to avoid collisions. Coach makes sure VIP players remain in the practice area.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.



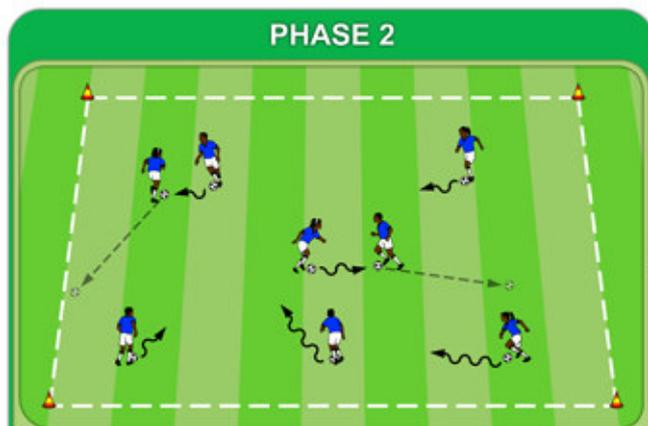
VIP: Use a ball with a bell. Provide space to avoid collisions or set up a single file practice where one player follows another. Coach makes sure VIP players remain in the practice area.

HIP: Practice remains the same. Ensure HIP players understand practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure I/ED players understand practice before they commence.

Practical Sessions 1 - Dribbling / Dummying / Turning 1
Adaptations to make sessions inclusive



Sighted players can learn what it is like to play football without sight by wearing a blindfold and practicing blind football with some visually impaired players.

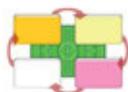
“Shoot the Ball of your Team-mates Away”

- Protect your own ball.
- Try to kick the balls of your opponents out of the pitch.

Variation

- “Last man standing”.
- Players can enter the pitch again after returning the ball.

Making Session Inclusive



VIP: Use a ball with a bell. Ask sighted players to be defender and to encourage VIP player to kick the ball away. Alternately ask sighted players to where blindfolds and keep practice the same. Coach ensures players stay in the practice area.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.



VIP: Use a ball with a bell. Practice remains the same. Coach ensures players stay in the practice area.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.



Practical Sessions 1 - Dribbling / Dummying / Turning 1

Adaptations to make sessions inclusive

MAIN PART

40 MINUTES

PHASE 1



The coach or other sighted person can indicate the position of the goals or the direction to move in whilst dribbling or running with the ball by clapping.

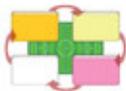
"Dribbling into the Squares"

- On command of the coach all players dribble to a square.

Variation

- Different teams.
- Name the square with numbers or colours.
- Add dummies for every square.

Making Session Inclusive

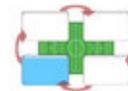


VIP: Use a ball with a bell for VIP players. Coach indicates the corner to be played to and claps to enable the VIP player to know where to dribble the ball to.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.



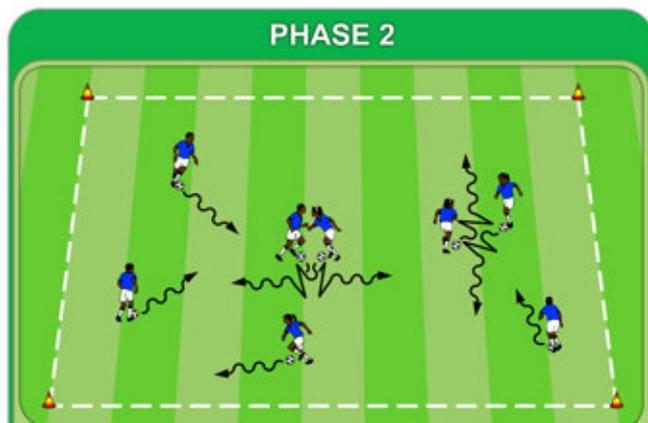
VIP: Use a ball with a bell. Coach indicates the corner to be played to by clapping to enable the VIP player to know where to dribble the ball to.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.

Practical Sessions 1 - Dribbling / Dummying / Turning 1
Adaptations to make sessions inclusive



Players with intellectual difficulties might have short attention spans so continuous activity such as this is better than activities where they have to stop and wait for their turn.



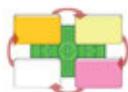
1-on-1 (dummying)

- Every time the players meet each other they have to do a dummy.
- Give 3 examples of dummies but leave room for creativity.

Variation

- Add cones to the pitch where the players have to do dummies.
- Combine the colour of the cones with particular dummies.

Making Session Inclusive



VIP: Use a ball with a bell for the VIP players. Ask sighted players to engage with VIP players and to say "Voi" as the VIP player approaches them. Coaches ensure players remain in the practice area.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.



VIP: Establish practice as a straight line activity. Ask players to say "Voi" to indicate their position and ask to dummy and pass opposing player.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.



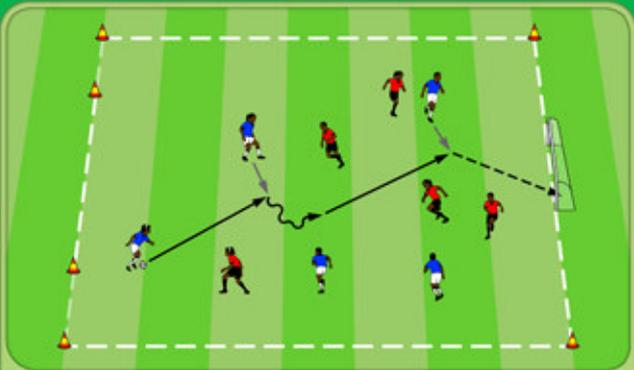
Practical Sessions 1 - Dribbling / Dummying / Turning 1

Adaptations to make sessions inclusive

CONCLUSION

30 MINUTES

GAME



Cerebral Palsy and Amputee would not normally play on a full sized pitch. So when setting up practices you consider the size of the practice area.

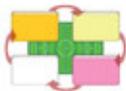
Standard Game

- Organize a game with big goals (1) and 2 small extra goals the players can dribble through.

Variation

- Each team is defending 3 goals.

Making Session Inclusive

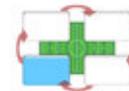


VIP: Play with ball with bell. Encourage sighted players to include VIP players by requiring them to dribble through a goal before other players can record a score. Other players assist VIP players with direction and to stay within the playing area.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Ensure that the playing area is not too large. Ensure involvement of CP/A player by setting rules that they must dribble through goal to score team points.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence. Ensure involvement of I/ED player by setting rules that they must dribble through goal to score team points.



VIP: Try not to have too many goals for VIP players to dribble through. Otherwise keep the practice the same.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Consider size of practice area and need for breaks.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.

LESSON 4

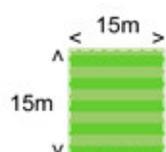
Practical Sessions 1 - Dribbling / Dummying / Turning 2

Adaptations to make sessions inclusive - Checklist

WARM UP



20 MINUTES



Tape / Rope



1 Ball for every player



20 Cones

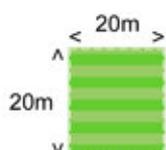


Football(s) with bell inside

MAIN PART



40 MINUTES



Football(s) with bell inside



1 Ball for every player



10 Cones



Bibs for half the players



Tape / Rope

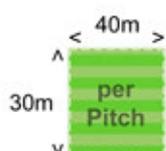


Blindfolds / Scarves

CONCLUSION



30 MINUTES



Football(s) with bell inside



2-3 Balls for every pitch



4 Cones for every pitch



Bibs for half the players



Tape / Rope



Practical Sessions 1 - Dribbling / Dummying / Turning 2

Adaptations to make sessions inclusive

WARM UP

20 MINUTES

PHASE 1



For visually impaired players provide a clear description / demonstration of practice and emphasise the importance of player to player communication, as this will help with detecting where other members of the team are.

"Cone Jungle"

- ☞ Players dribble in a small pitch between many cones.

Variation

- ☞ Ensure they don't turn to one side but alternate.

Making Session Inclusive



VIP: Coaches, supporters, sighted players act as cones and call out "Voi" as VIP player approaches to indicate their whereabouts. VIP player dribbles ball around them.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Allow more room for players to turn, CP/A players may need more recovery time.

I/ED: Avoid overcomplicating task, ask players to avoid colliding with other players.



VIP: De-mark practice area with rope / tape. Use a quiet area. Coaches, supporters, sighted players act as cones and call out "Voi" as VIP player approaches to indicate their whereabouts. VIP player dribbles ball around them.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: For CP players maybe use a ball with a bell, Allow CP/A players more room to turn and may need more recovery time between practices.

I/ED: Avoid overcomplicating task, ask players to avoid colliding with other players.

Practical Sessions 1 - Dribbling / Dummying / Turning 2
Adaptations to make sessions inclusive

PHASE 2

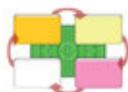
Dribbling + Dummying

- Take a couple of cones away.
- Players have to make a dummy on every cone or when meeting another player.

When working with players with a Hearing Impairment you need to consider your communication style. Provide demonstrations of the activities. Use a visual display or board to explain activity.



Making Session Inclusive



VIP: Coaches, supporters, sighted players act as cones and call out "Voi" as VIP player approaches to indicate their whereabouts. VIP player dummies and dribbles ball around them.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Allow more room for players to turn, CP/A players may need more recovery time.

I/ED: Avoid overcomplicating task, ask players to avoid colliding with other players.



VIP: De-mark practice area with rope/tape. Use a quiet area. Coaches, supporters, sighted players act as cones and call out "Voi" as VIP player approaches to indicate their whereabouts. VIP player dummies and dribbles ball around them.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: For CP players maybe use a ball with a bell, Allow CP/A players more room to turn and may need more recovery time between practices.

I/ED: Avoid overcomplicating task, ask players to avoid colliding with other players.



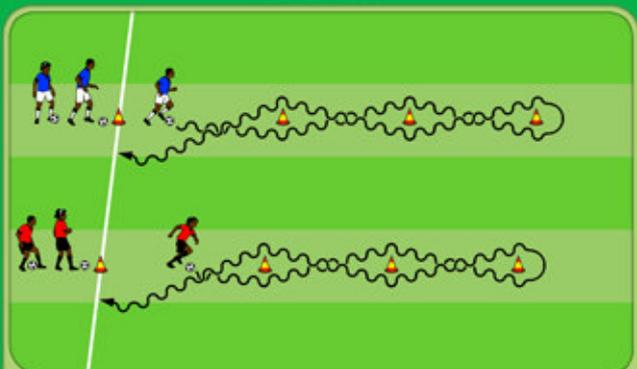
Practical Sessions 1 - Dribbling / Dummying / Turning 2

Adaptations to make sessions inclusive

MAIN PART

40 MINUTES

PHASE 1



Players with an Intellectual Disability may need more time to learn a new practice.



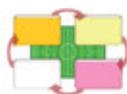
"Dribbling through Cones"

- ⦿ *Competition:* line up cones with 2m spacing in between.

Variation

- ⦿ Alternate right / left foot and also
- ⦿ Outside / inside of the foot.
- ⦿ Place cones in different positions all round the field.
- ⦿ Make a 360° turn around every cone.

Making Session Inclusive



VIP: Use parallel activity. Ask sighted persons to act as cones and call out "Voi" as VIP player approaches to indicate their whereabouts. VIP player dribbles past them.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Consider distance between cones. CP/A players may need more recovery time between efforts.

I/ED: Keep explanations simple, use demonstration. Provide praise and feedback.



VIP: Ask sighted persons to act as cones and call out "Voi" as VIP player approaches to indicate their whereabouts. VIP player dribbles past them.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Consider distance between cones. CP/A players may need more recovery time between efforts.

I/ED: Keep explanations simple, use demonstration. Provide praise and feedback.

Practical Sessions 1 - Dribbling / Dummying / Turning 2
Adaptations to make sessions inclusive

PHASE 2

“Tail Chase”

- Every player clamps a bib in their shorts.
- The players have to steal the bibs from each other with the ball within their control.

Players with Cerebral Palsy and Amputees may need longer recovery periods between activities and they should be provided with regular drink breaks.



Making Session Inclusive



VIP: Consider using parallel activity for this practice. Ask sighted to wear blindfolds, All players call out “Voi” as they dribble. Ask chasing dribbling players to touch tag dribbling players.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Consider using parallel activity for this practice.

I/ED: Consider using parallel activity for this practice. Keep explanations simple. Be aware that some players may have issues around being touched.



VIP: All players indicate where they are through sound. Ask players to touch tag dribbling players.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Consider using a smaller playing area. Allow more time for recovery.

I/ED: Simplify instructions. Check for understanding. Use lots of praise and feedback. Be aware that some players may have issues around being touched.



Practical Sessions 1 - Dribbling / Dummying / Turning 2

Adaptations to make sessions inclusive

CONCLUSION

30 MINUTES

GAME



Ensure players with a disability are included in the game by making it a rule that they must receive, pass or shoot the ball before a goal can be scored.



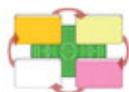
Game with Specific Rules

- Normal game set-up designed to fit the number of players available.

Variation

- No passing allowed.
- Scoring goals only after successful dribbling.
- After every pass a player has to start dribbling.
- Dribbling only.
- "Handover" ball instead of passing.

Making Session Inclusive



VIP: Sighted players use verbal communication to indicate where they are. Coaches stand and shout to indicate where goals are. Coach sets up activity to ensure VIP players are included.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Coach sets up activity to ensure CP/A players are included. They must have "x" touches of the ball before a goal can be scored.

I/ED: Coach sets up activity to ensure CP/A players are included. They must have "x" touches of the ball before a goal can be scored. Make other players aware that some players may have issues around being touched.



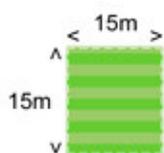
VIP: Highlight the importance of player to player communication, as this will help with detecting where other members of the team are. Coaches indicate where goals are by clapping or shouting. Use a ball with a bell and ensure players are guided around playing area before practice starts.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Playing area may be smaller and playing periods shorter.

I/ED: Practice remains the same. Progression in sessions may take longer.

LESSON 5

Practical Sessions 2 - Passing / Ball Control / Running with Ball 1
 Adaptations to make sessions inclusive - Checklist
WARM UP**20 MINUTES**

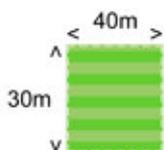
Tape / Rope



2-3 Balls



16-20 Cones

Football(s) with
bell inside**MAIN PART****40 MINUTES**

2 Goals



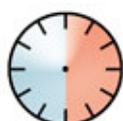
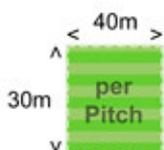
2-3 Balls



4 Cones

Bibs in 3
different coloursFootball(s) with
bell inside

Tape / Rope

CONCLUSION**30 MINUTES**2 Goals for
every pitch2-3 Balls for
every pitch8 Cones for
every pitchBibs for half
the playersFootball(s) with
bell inside

Tape / Rope



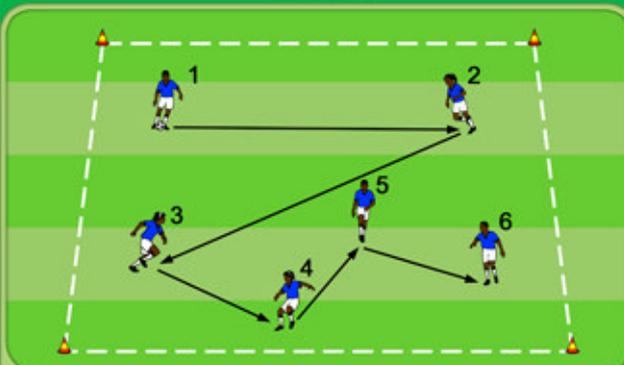
Practical Sessions 2 - Passing / Ball Control / Running with Ball 1

Adaptations to make sessions inclusive

WARM UP

20 MINUTES

PHASE 1



Use a ball with a bell so that VIP players can hear the ball as it is being passed to them.



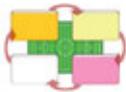
"Number Memory Passing"

- Pitch of 15m x 15m.
- Every player gets a number in normal sequence (i.e. from 1 to 8).
- The players pass the ball in that order order (moving within a marked field).

Variation

- Introduce more soccer balls as they get used to the exercise. This can start with any but maintain sequence. Max 2-3 balls.
- Players move around at all times.

Making Session Inclusive

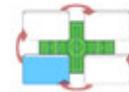


VIP: Use a ball with a bell. Sighted passing and receiving players need to use verbal communication to ensure VIP player knows where to receive ball from and pass to.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Coach needs to consider distance between players and that CP/A players may need longer recovery periods. Parallel activity could work well with this practice.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.



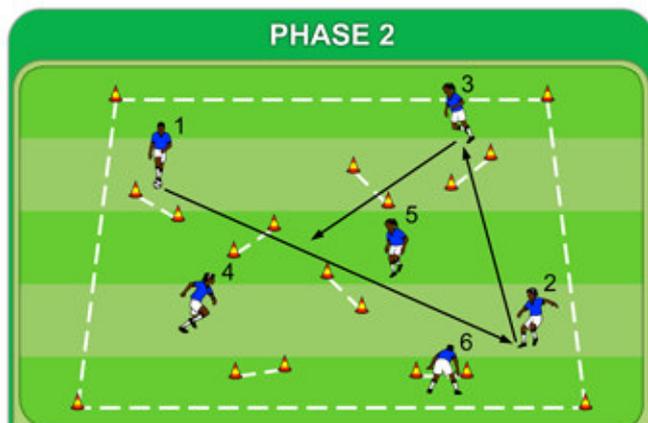
VIP: Ensure VIP players are familiar with the practice area and their number in the sequence. Players need to use verbal communication to indicate where they are for the passing player to pass to. Use a ball with a bell.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: For CP players maybe use a ball with a bell, May be use shorter passes and a smaller practice area. Players may need more recovery time between practices.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.

Practical Sessions 2 - Passing / Ball Control / Running with Ball 1
Adaptations to make sessions inclusive



Use your voice, and the voice of other coaches, to make visually impaired players aware of natural or manmade borders to the area.



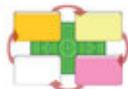
“Number Passing with Goals”

- Add between 6 and 8 small goals(cones) to the pitch.
- Every pass has to cross a goal.
- Move the goals around as they play.

Variation

- Use between 2 and 4 balls.
- Ground passes inbetween cones.

Making Session Inclusive

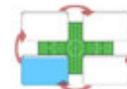


VIP: Sighted players are made responsible for VIP player passing through the goals by positioning themselves and verbally communicating their position. Use flat cones so that VIP players do not trip over if they stand on them.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Avoid using too large a playing area. CP/A players may need more recovery time.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.



VIP: Replace with a passing activity that requires VIP players to pass ball to different member of their own team.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Avoid using too large a playing area. CP/A players may need more recovery time.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.



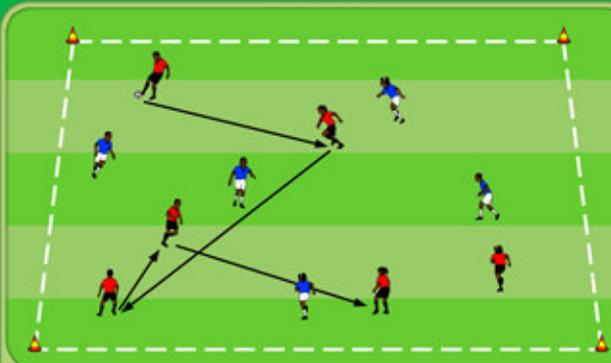
Practical Sessions 2 - Passing / Ball Control / Running with Ball 1

Adaptations to make sessions inclusive

MAIN PART

40 MINUTES

PHASE 1



Players with an Intellectual or Emotional Disability may have shortened attention spans requiring shorter activity sessions and/or the use of varied activities.



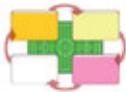
"Ball Holding"

- ⦿ Pitch of 40m x 30m.
- ⦿ Two teams.
- ⦿ Hold possession as long as possible.
- ⦿ A point for 10 pass interchanges.

Variation

- ⦿ Add an extra player who joins the team with possession (rover).
- ⦿ Limit the ball contacts to max 2 / 3 touches.

Making Session Inclusive

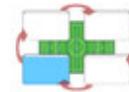


VIP: Practice remains the same, but uses a ball with a bell, and asks all players to communicate with each other so the VIP player can discern their team players. Ensure that VIP must receive and pass ball. Sighted players cannot intercept the ball being passed by or to a VIP player. Only a VIP may do this.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Set practice rules to ensure that CP/A players must receive and pass ball.

I/ED: Keep explanations simple, use demonstration. Set practice rules to ensure that I/ED players must receive and pass ball.



VIP: Practice remains the same, but uses a ball with a bell, and asks all players to communicate with each other. Playing area will be smaller.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same, but uses a smaller playing area. The use of a ball with a bell may be useful for CP players.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.

Practical Sessions 2 - Passing / Ball Control / Running with Ball 1 Adaptations to make sessions inclusive



Ask players who have partial sight what colours they prefer for their team and opponents. Also what colour is best for grid markings, goal posts, etc.

“Additional Player”

- Post players around the pitch.
- They play as “wall players” for the team with possession.
- Change the players outside after couple of minutes.

Variation

- Regulate ball contacts inside.
- Wall players have to play with one contact.
- Wall players are (not) allowed to play with each other.

Making Session Inclusive



VIP: Wall players may be VIP players and the practice may require sighted players to pass to all wall players before they can score. Verbal communication will be necessary between sighted and VIP players. Use a ball with a bell.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. CP/A players must receive ball before a goal can be scored.

I/ED: Practice remains the same. I/ED players must receive ball before a goal can be scored.



VIP: Practice remains the same but with smaller area and fewer players. Communication between players is essential and coaches communicate where goals are.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Smaller playing area is used and more time is given for recovery and drinks breaks.

I/ED: Practice remains the same. Ensure I/ED players understand practice before they commence.

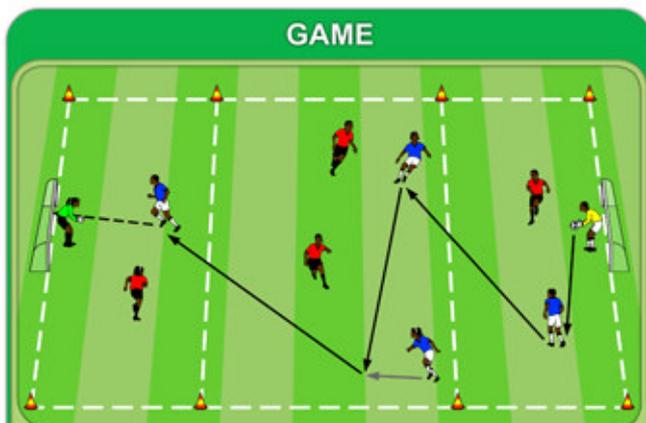


Practical Sessions 2 - Passing / Ball Control / Running with Ball 1

Adaptations to make sessions inclusive

CONCLUSION

30 MINUTES



VIP players require quiet as they use sound to help them take part. Background noise from nearby roads should be avoided as this will affect the ability of the players taking part in the session.



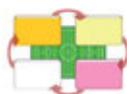
Standard Game

- Every player has to touch the ball before scoring a goal.

Variation

- Divide the pitch into three parts.
- In every part a certain number of are contacts allowed.

Making Session Inclusive



VIP: Sighted players use verbal communication to indicate where they are. Coaches stand and shout / clap to indicate where goals are.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Make players without a disability aware that some players with intellectual or emotional disabilities might be sensitive to physical contact.



VIP: Coach needs to familiarise VIP players of their zone and use verbal communication ensure they do not leave their zone. Coaches stand and shout/clap to indicate where goals are. Players can be numbered to ensure all receive and pass ball.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure I/ED players understands practice before they commence.

LESSON 5

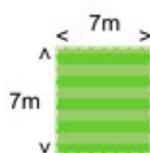
Practical Sessions 2 - Passing / Ball Control / Running with Ball 2

Adaptations to make sessions inclusive - Checklist

WARM UP



20 MINUTES



2-3 Balls



4 Cones



Football(s) with
bell inside

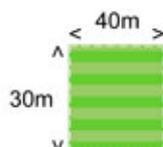


Tape / Rope

MAIN PART



40 MINUTES



1 Ball for
every 2 players



6-10 Cones

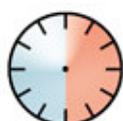


Football(s) with
bell inside

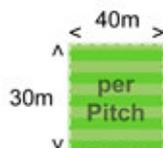


Tape / Rope

CONCLUSION



30 MINUTES



2-3 Balls for
every pitch



4 Cones for
every pitch



Bibs in 3
different colours



2 Goals for
every pitch



Football(s) with
bell inside



Tape / Rope



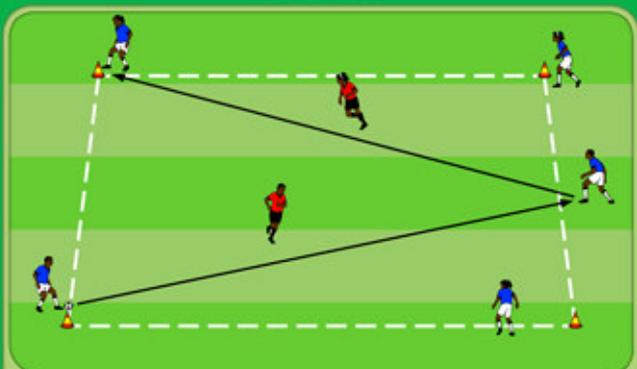
Practical Sessions 2 - Passing / Ball Control / Running with Ball 2

Adaptations to make sessions inclusive

WARM UP

20 MINUTES

PHASE 1



Providing a demonstration is a good way of making sure players with hearing impairment understand the practice.

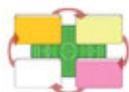
5 against 2

- Pitch of 7m x 7m.
- 5 players on the borders of the pitch and 2 inside.
- The players try to keep possession as long as possible with 1 - 2 contacts.

Variation

- Extra round for 15 contacts.
- Extra round for a *Shibobo*.

Making Session Inclusive



VIP: Practice remains the same. Use a ball with bell. Sighted players must pass to VIP player. Coach sets guidelines regarding how many passes VIP players must make and receive. Sighted player shouts or claps to indicate where they are to receive pass.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure HIP player understands practice before they commence.



VIP: Use a ball with a bell. Make the playing area smaller. Pass the ball from player to player in a numbered sequence with receiving players indicating their position by calling their number.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same, but consider using a smaller playing area.

I/ED: Practice remains the same. Ensure HIP player understands practice before they commence.

Practical Sessions 2 - Passing / Ball Control / Running with Ball 2
Adaptations to make sessions inclusive

PHASE 2

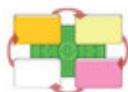
4-on-2

- ☞ 4 players outside have to touch the ball only twice.
- ☞ The defenders have to organize themselves.
- ☞ Have to cover each other.
- ☞ No middle pass; only line!

Remember you can modify activities or set up parallel activities if it is not practical to deliver a fully inclusive activity where players with and without disabilities play without any modifications.



Making Session Inclusive



VIP: Practice remains the same. VIP player remains on the line and receives and passes ball. Communication between sighted player and VIP player is essential when passing. Consider shortening distance for the pass. Use a ball with a bell.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure HIP player understands practice before they commence.



VIP: Use a ball with a bell. Make the playing area smaller. Pass the ball from player to player in a set sequence.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same, but consider using a smaller playing area.

I/ED: Practice remains the same. Ensure HIP player understands practice before they commence.



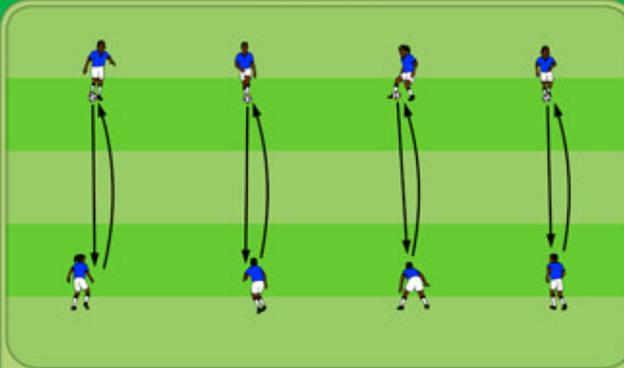
Practical Sessions 2 - Passing / Ball Control / Running with Ball 2

Adaptations to make sessions inclusive

MAIN PART

40 MINUTES

PHASE 1



Controlling the ball with the chest or thigh is not appropriate for visually impaired players. Keep passes to visually impaired players low.

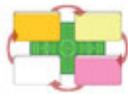
"Partner Passing"

- ☛ All players on two lines.

Variation

- ☛ Stop and pass.
- ☛ One contact passing.
- ☛ High balls.
- ☛ Outside / inside.

Making Session Inclusive

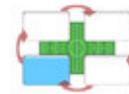


VIP: Practice remains the same. Communication between players is essential for VIP players and a ball with a bell should be used. Passes must be made along the ground to VIP Players.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure HIP player understands practice before they commence.



VIP: Use a ball with a bell. Make the distance between players smaller. Use verbal communication between players. Keep ball passes low.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same, but consider using a smaller playing area.

I/ED: Practice remains the same. Ensure HIP player understands practice before they commence.

Practical Sessions 2 - Passing / Ball Control / Running with Ball 2
Adaptations to make sessions inclusive

PHASE 2

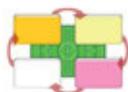
“Passing Combination”

- 4 players.
- Long ball, short pass, dribbling.
- Always follow the ball.
- Then process is reversed.

The more complicated a practice the more difficult it maybe for some players with learning difficulties to master. In such cases try to break the practice down into separate elements.



Making Session Inclusive



VIP: Set up a parallel practice that involves dribbling and short passing for VIP players. Use a ball with a bell.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same.

I/ED: Practice remains the same. Ensure HIP player understands practice before they commence.



VIP: Practice can remain the same but replace long high passes with short passes. Consider using shorter distances.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same, but consider using a smaller playing area.

I/ED: Practice remains the same. Ensure HIP player understands practice before they commence.



Practical Sessions 2 - Passing / Ball Control / Running with Ball 2

Adaptations to make sessions inclusive

CONCLUSION

30 MINUTES

GAME



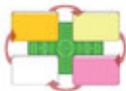
Game with Wall Players

- 3 teams: 2 teams are playing; 1 team is outside and play as additional players.
- Wall players assist only the team with possession.

Remember to use 'TREE' to adapt practices to become inclusive.



Making Session Inclusive

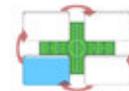


VIP: Consider setting up a parallel practice or setting rules that ensure VIP players actively participate. Use a ball with a bell.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Consider setting up a parallel practice or setting rules that ensure CP/A players actively participate.

I/ED: Practice remains the same. Ensure HIP player understands practice before they commence. Consider setting up a parallel practice or setting rules that ensure I/ED players actively participate.



VIP: Use a smaller practice area. Consider how activity can be simplified. Communication between players essential and goals need to be communicated by means of the coach clapping when an attacking player has the ball.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same, but consider using a smaller playing area.

I/ED: Practice remains the same. Ensure HIP player understands practice before they commence.

LESSON 6

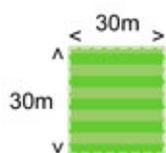
Practical Sessions 3 - Shooting / Heading / Goal Keeping 1

Adaptations to make sessions inclusive - Checklist

WARM UP



20 MINUTES



1 Ball for every player



8 Cones



Bibs for half the players



Football(s) with bell inside



Tape / Rope

MAIN PART



40 MINUTES



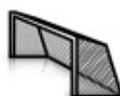
2-3 Balls



4 Cones



5 Wooden planks



2 Goals

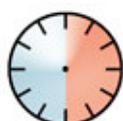


Football(s) with bell inside



Tape / Rope

CONCLUSION



30 MINUTES



2-3 Balls for every pitch



8 Cones for every pitch



Bibs for half the players



2 Goals for every pitch



Football(s) with bell inside



Tape / Rope



Practical Sessions 3 - Shooting / Heading / Goal Keeping 1

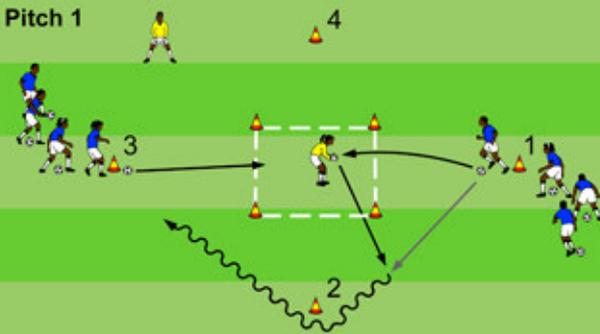
Adaptations to make sessions inclusive

WARM UP

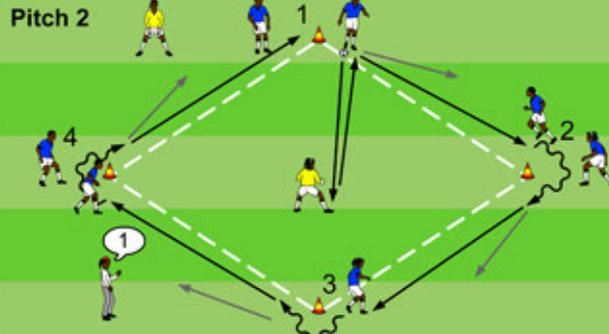
20 MINUTES

PHASE 1

Pitch 1



Pitch 2



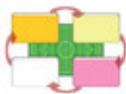
"Goalkeeper Circle" Pitch 1

- Set up a square in the middle of the pitch.
- The players line-up on opposite sides of the pitch.
- The player passes the ball into the arms of the goal-keeper and then makes his/her way to the cone on the left.
- The keeper catches the ball and then throws it in the path of the player who then dribbles it to the other group.
- Consider varying the passes and distances.

"Goalkeeper Circle" Pitch 2

- Set up a diamond shape in the middle of the pitch.
- Two players at every corner.
- The coach calls out a number of a corner (1 to 4).
- The player at that corner makes a low pass to the keeper who then passes it back.
- The player controls the ball and then passes it on to his/her team-mate at the other cone, who he/she then replaces.
- This continues until the ball is back where it started.

Making Session Inclusive

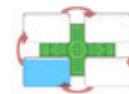


VIP: Use a ball with a bell. Ask the sighted player to act as a guide to a VIP player and to guide them through the practice. VIP players would not undertake goal role.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Ensure CP/A player understands practice before they commence. CP/A players may need more time to complete tasks.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence. ID player may need more time to learn the practice. If so maybe the task can be broken down to smaller elements.



VIP: Sighted player acts as goal keeper. Verbal communication between players and goal keeper important. Play with a ball with a bell. Coach to act as a guide to VIP players and guide them through the practice.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: For CP players maybe use a ball with a bell. Practice area may be smaller and distances between cones reduced. Players may need more recovery time between practices.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence. ID player may need more time to learn the practice. If so maybe the task can be broken down to smaller elements.

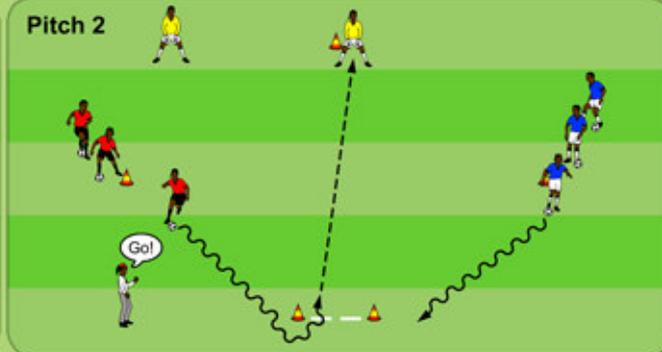
Practical Sessions 3 - Shooting / Heading / Goal Keeping 1
Adaptations to make sessions inclusive

PHASE 2

Pitch 1



Pitch 2



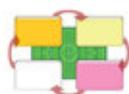
“Pitch Protection” Pitch 1

- Set up a square in the middle of the pitch.
- Player A drop kicks the ball to the goalkeeper.
- Player B starts to run across the goalkeeper square.
- The goalkeeper tries to catch the ball and then strike player B with it before he/she exits the square.
- Afterwards the players change positions.
- Vary the passes and the size of the square.

“Pitch Protection” Pitch 2

- On the coaches command, players from opposite sides of the playing area dribble toward the marked shooting line.
- First player there takes a shot at the goalkeeper.

Making Session Inclusive



VIP: Use a ball with a bell. Ask the sighted player to act as a guide to a VIP player and to guide them through the practice. VIP players would not undertake goal keeping role.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Ensure CP/A player understands practice before they commence. CP/A players may need more time to complete tasks.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence. ID player may need more time to learn the practice. If so maybe the task can be broken down to smaller elements.



VIP: Sighted player acts as goal keeper. Verbal communication between players and goal keeper important. Play with a ball with a bell. Coach to act as a guide to VIP p layers and guide them through the practice.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: For CP players maybe use a ball with a bell. Practice area may be smaller and distances between cones reduced. Players may need more recovery time between practices.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence. ID player may need more time to learn the practice. If so maybe the task can be broken down to smaller elements.



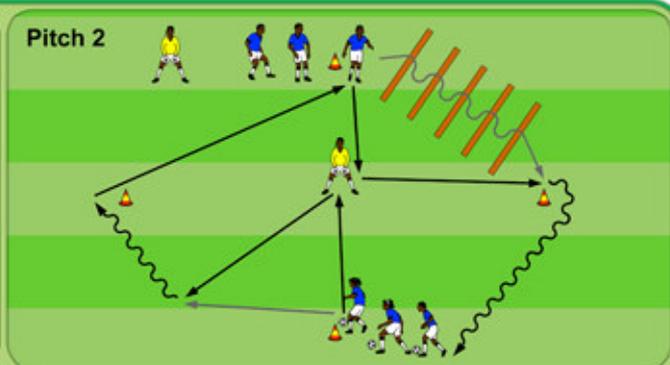
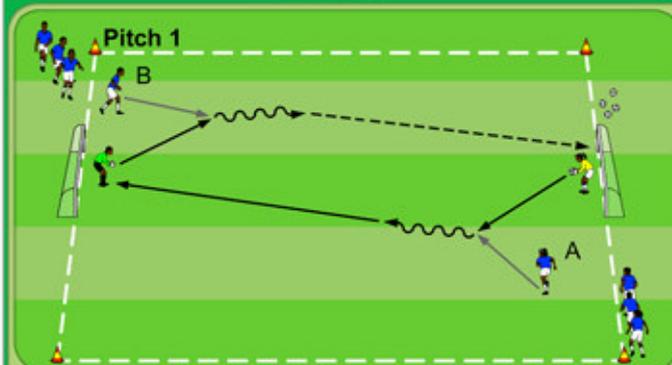
Practical Sessions 3 - Shooting / Heading / Goal Keeping 1

Adaptations to make sessions inclusive

MAIN PART

40 MINUTES

PHASE 1



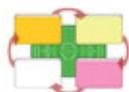
"Shooting Circle" Pitch 1

- ☞ The goalkeeper bowls the ball into the path of player A.
- ☞ Player A then controls the ball makes a long pass to the other goalkeeper.
- ☞ This goalkeeper then bowls the ball into the path of player B, who controls and passes the ball to the first keeper.
- ☞ Afterwards the players go to the other positions. Switch the duties of the goalkeepers after a while.

"Shooting Circle" Pitch 2

- ☞ Set up 4 cones to form a 'cross'. A goalkeeper is in the middle and two groups of players are at opposing cones.
- ☞ The players start the round by passing the ball to the goalkeeper - who then passes it back to them.
- ☞ Each player has to complete certain actions to finish the round (dribbling, obstacles, long passes, etc.)

Making Session Inclusive



VIP: Practice remains the same, but uses a ball with a bell. Coaches indicate direction to dribble ball and sighted goalkeeper uses verbal communication to indicate where he/she is and where the VIP player should shot. Cut down distances so that VIP player can cover ground safely and retrieve the ball with a bell.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Distances may be reduced. Allow goalkeepers to stop and feed ball with their feet.

I/ED: Practice remains the same. Keep explanations simple, use demonstration. Simplify activity if necessary.



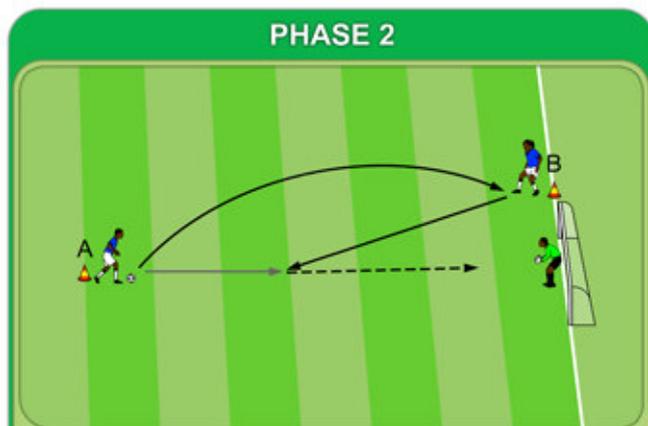
VIP: Practice remains the same, but uses a ball with a bell. Coaches indicate direction to dribble ball and sighted goalkeeper uses verbal communication to indicate where he/she is and where the VIP player should shot. Cut down distances so that VIP player can cover ground safely and retrieve the ball with a bell.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Distances may be reduced. Allow goalkeepers to stop and feed ball with their feet. Allow more time for recovery.

I/ED: Practice remains the same. Keep explanations simple, use demonstration. Simplify activity if necessary.

Practical Sessions 3 - Shooting / Heading / Goal Keeping 1
Adaptations to make sessions inclusive



Players with a hearing impairment can quickly pick up an activity if it is first demonstrated by players with hearing.

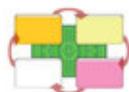
“Crossing Exercise”

- Use half of the pitch.
- Player A pass the ball to players B and runs to the box.
- Players B controls the ball and centers the ball to player A who tries to score.
- They then switch places.

Variation

- Player A pass the ball to player B and follows the ball.
- Player B controls the ball and pass it in direction of the corner.
- Player A centers the ball to two waiting strikers.

Making Session Inclusive



VIP: Include VIP players by asking them to pass ball to a sighted player who claps or shouts a name to provide sense of direction and distance. Sighted play passes back ball with bell to VIP player. Who traps ball and then focuses on where the goals are following auditory queues from the coach and then shots.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Distances may be reduced for CP/A players.

I/ED: Practice remains the same. Ensure I/ED players understand the practice.



VIP: Coach lines up VIP players and asks them to pass ball to a sighted player who claps or shouts a name to provide sense of direction and distance. Sighted play passes back ball with bell to VIP player. Who traps ball and then focuses on where the goals are following auditory queues from the coach and then shots.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Distances may be reduced for CP/A players. More recovery time allowed.

I/ED: Practice remains the same. Ensure I/ED players understand the practice.



Practical Sessions 3 - Shooting / Heading / Goal Keeping 1

Adaptations to make sessions inclusive

CONCLUSION

30 MINUTES



Some players with an intellectual or emotional disability may be scared to head the ball, therefore allow them to serve the ball to themselves. Encourage players that heading the ball does not hurt but allowing the ball to hit you will hurt, gradually develop good technique and confidence as you would do with younger players.



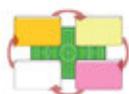
"Open Spot for Crossing"

- Use half of the pitch.
- Mark on both side a spot of 10m.
- In each area plays a winger of each team.
- When they receive the ball the opponents are not allowed to attack them so they can cross easily.
- 2 points for headed goals.

Variation

- Change the wingers often.
- Points for clean headers to towards team-mates.
- Wingers play only with two contacts.
- With the first contact the wingers have to play through a small goal.

Making Session Inclusive



VIP: Players with a visual impairment will not head balls and will keep passes low. They can still join in this practice but will need different directions to players without a disability.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Maybe reduce the size of the playing area.

I/ED: Practice remains the same. Some players with I/ED may be fearful of heading a ball. Introduce with trapping and shooting before attempting heading.



VIP: Adapt practice by focusing on passing and shooting as opposed to crossing and heading.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Maybe reduce the size of the playing area. Heading is possible but may be more appropriate to trap and shoot.

I/ED: Practice remains the same. Some players with I/ED may be fearful of heading a ball. Introduce with trapping and shooting before attempting heading.

LESSON 6

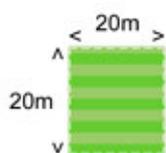
Practical Sessions 3 - Shooting / Heading / Goal Keeping 2

Adaptations to make sessions inclusive - Checklist

WARM UP



20 MINUTES



2-3 Balls



4 Cones



2 Goals



Football(s) with
bell inside

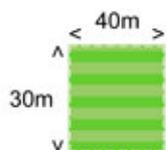


Tape / Rope

MAIN PART



40 MINUTES



2-3 Balls



4 Cones



Bibs for half
the players



2 Goals

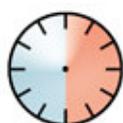


Football(s) with
bell inside

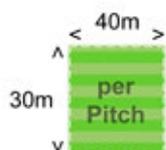


Tape / Rope

CONCLUSION



30 MINUTES



2-3 Balls for
every pitch



4 Cones for
every pitch



Bibs for half
the players



2 Goals for
every pitch



Football(s) with
bell inside



Tape / Rope



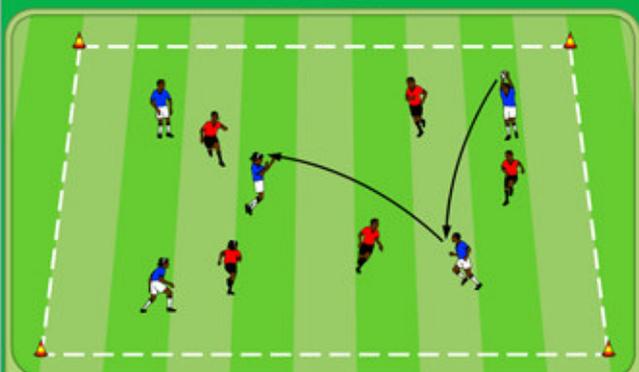
Practical Sessions 3 - Shooting / Heading / Goal Keeping 2

Adaptations to make sessions inclusive

WARM UP

20 MINUTES

PHASE 1



Heading is not actually a topic that partially sighted footballers need to learn as it is not a big part of their game, but you should still coach the elements of heading as many players join in the inclusive football games.



“Possession Game”

- ⦿ 2 teams play in a pitch of 20m x 20m.
- ⦿ Players pass the ball with their hands.
- ⦿ The teams get points for every successful header to a team-mate instead of a throw back.

Variation

- ⦿ Every second pass has to be a header.
- ⦿ A point for 10 (or 15) contacts in a row.

Making Session Inclusive



VIP: Use a parallel session where VIP players use their feet and pass the ball to each other. No heading activity.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Reduce the size of the playing area. Allow CP/A athletes to trap and shoot if not comfortable with heading.

I/ED: Practice remains the same. Some players with I/ED may be fearful of heading a ball. Introduce with a softer ball.



VIP: Use an alternative practice for this group.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Reduce the size of the playing area. Allow CP/A athletes to trap and shoot if not comfortable with heading.

I/ED: Practice remains the same. Some players with I/ED may be fearful of heading a ball. Introduce with a softer ball.

LESSON 6

Practical Sessions 3 - Shooting / Heading / Goal Keeping 2

Adaptations to make sessions inclusive



Consider players who are not very confident by allowing them to serve the ball for the header themselves.

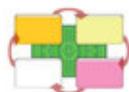
“Header Game”

- 2 teams play with 2 big goals.
- Small pitch.
- Players pass the ball with their hands.
- Goals only with a header.

Variation

- Goals can be scored as a volley: foot / knee / etc.
- Every second pass has to be done as a header.

Making Session Inclusive



VIP: Use a parallel session where VIP players use their feet and pass the ball to each other before shooting to a goal. No heading activity.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Reduce the size of the playing area. Allow CP/A athletes to trap and shoot if not comfortable with heading. Use a softer ball.

I/ED: Practice remains the same. Some players with I/ED may be fearful of heading a ball. Introduce with a softer ball.



VIP: Use an alternative practice for this group.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Reduce the size of the playing area. Allow CP/A athletes to trap and shoot if not comfortable with heading.

I/ED: Practice remains the same. Some players with I/ED may be fearful of heading a ball. Introduce with a softer ball.



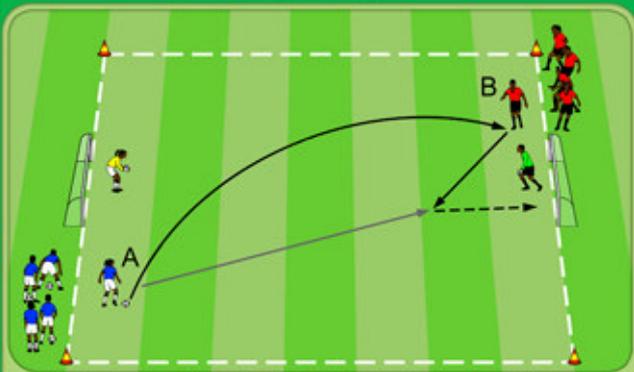
Practical Sessions 3 - Shooting / Heading / Goal Keeping 2

Adaptations to make sessions inclusive

MAIN PART

40 MINUTES

PHASE 1



When conducting shooting practices with visually impaired footballers keep the set-up of the session the same, but condition the session by having all shooting on the floor or below the waist.



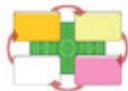
"Goal Shooting Game with Long Balls"

- ⊗ 2 goals on a small pitch.
- ⊗ Players of both teams waiting next to the posts.
- ⊗ Long ball from player A to player B.
- ⊗ Player B controls the ball and pass it back to player A.
- ⊗ Player A shoots at target.

Variation

- ⊗ Direct passing.
- ⊗ 2 contacts.
- ⊗ Vary the distance for the set ups.
- ⊗ Goalkeeper is allowed to catch the second pass.

Making Session Inclusive

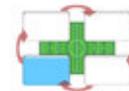


VIP: Shorten distances between players. VIP player passes ball to sighted player who then calls for the VIP player to move towards them. Sighted player passes a ball with bell, VIP player locates and traps ball. Coach calls from behind the goals and VIP player shoots towards coach's voice.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Shorter distances for the passes.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.



VIP: Shorten distances between players. VIP player passes ball to sighted player who then calls for the VIP player to move towards them. Sighted player / coach passes a ball with bell, VIP player locates and traps ball. Coach calls from behind the goals and VIP shoots towards coaches voice.

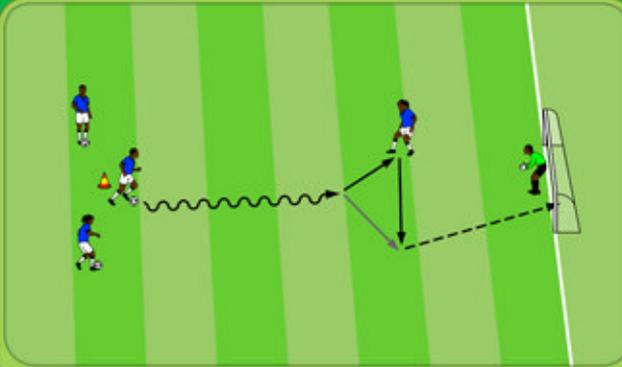
HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Shorter distances for the passes.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.

Practical Sessions 3 - Shooting / Heading / Goal Keeping 2
Adaptations to make sessions inclusive

PHASE 2



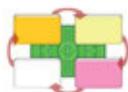
“Plain Shooting Exercise”

- Use cones, additional players or one-tuos before the finish.

Outdoor and Indoor pitches are fine for Cerebral Palsy and Amputee players.



Making Session Inclusive



VIP: Shorten distances between players. Use voices and clapping to direct VIP players. Use a ball with a bell. Coach calls from behind the goals and VIP player shoots towards coach's voice.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Shorter distances for the passes.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.



VIP: Shorten distances between players. Use voices and clapping to direct VIP players. Use a ball with a bell. Coach calls from behind the goals and VIP player shoots towards coach's voice.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Shorter distances for the passes.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.



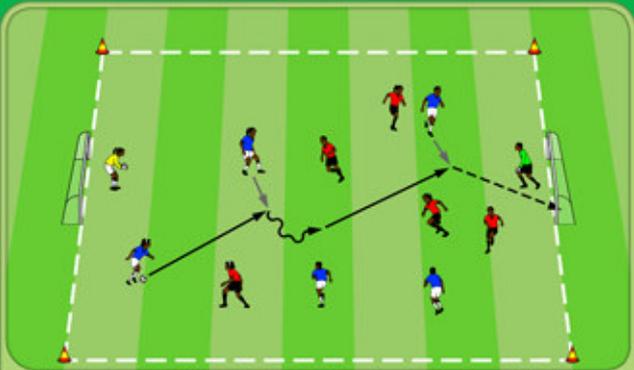
Practical Sessions 3 - Shooting / Heading / Goal Keeping 2

Adaptations to make sessions inclusive

CONCLUSION

30 MINUTES

GAME



When coaching football games with players with an intellectual or emotional disability, be creative in making the session simpler by reducing the amount of options available to the attacking team, therefore reduce the amount of defensive pressure, where needed.



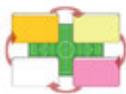
"Game Related"

- Different rules to make the players shoot a lot.
- Small pitch.
- Extra points for long-range shots.
- Teams have to finish the attack before 5 players touch the ball.

Variation

- When the ball leaves the pitch the goalkeeper brings it as quick as possible back into the game.

Making Session Inclusive

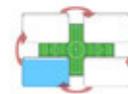


VIP: Set rules to ensure that VIP players have to pass and shoot in order for each team to score. Ensure that sighted players make below waist level passes to VIP players. Players to use verbal communication and use a ball with a bell to ensure VIP players can follow the play.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Shorter distances for the passes. Set rules to ensure that CP/A players have to pass and shoot in order for each team to score.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence. Set rules to ensure that I/ED players have to pass and shoot in order for each team to score.



VIP: Encourage players to pass and shoot for the goals. Coach stands behind the goals to provide direction for VIP players. Use a ball with bell and encourage verbal communication between players.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Shorter distances for the passes.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.

LESSON 7

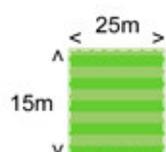
Practical Sessions 4 - Defending / Attacking / Small Sided Games

Adaptations to make sessions inclusive - Checklist

WARM UP



20 MINUTES



2-3 Balls



4 Cones



1 Goal



Football(s) with
bell inside



Tape / Rope

MAIN PART



40 MINUTES



2-3 Balls



12 Cones



Bibs in 4
different colours



1 Goal

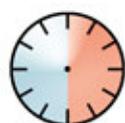


Football(s) with
bell inside

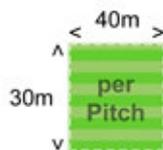


Tape / Rope

CONCLUSION



30 MINUTES



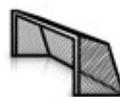
2-3 Balls for
every pitch



4 Cones for
every pitch



Bibs for half
the players



2 Goals for
every pitch



Football(s) with
bell inside



Tape / Rope



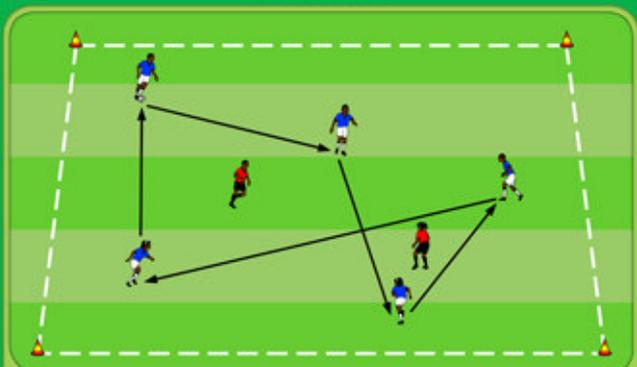
Practical Sessions 4 - Defending / Attacking / Small Sided Games

Adaptations to make sessions inclusive

WARM UP

20 MINUTES

PHASE 1



"5-on-2"

- ⦿ Emphasis is on attacking by ball possession.
- ⦿ Not losing the ball.
- ⦿ Penetrating passes.
- ⦿ It can also be used for defending as the 2 players in the middle have to work together to win the ball.
- ⦿ Closing down the space.
- ⦿ Anticipation of the pass.

Remember the coach directs the attacking player by clapping and the defender says "Voi" to give his/her whereabouts to the attacker.



Making Session Inclusive



VIP: Use a ball with a bell. Ensure that every so many passes that a VIP player must have contact with the ball. Use verbal communication so that the VIP player knows where to pass the ball.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Ensure CP/A player understands practice before they commence. Ensure that every so many passes that a CP/A player must have contact with the ball.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence. Ensure that every so many passes that an I/ED player must have contact with the ball.



VIP: Practice remains the same. Make this session more free flowing with a player dribbling with the ball and the task is for the defending to receive the ball by tackling the attacking player. Have coaches behind the goals clapping when the attacking player is near to give them a guide towards the goal. Defenders must say "Voi" to show their whereabouts.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Play for shorter periods of time and allow more rest periods.

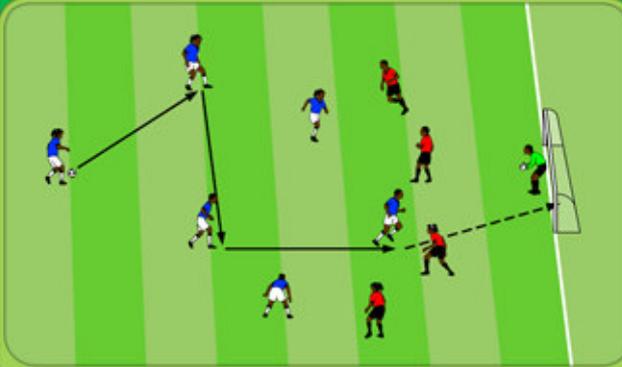
I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.

LESSON 7

Practical Sessions 4 - Defending / Attacking / Small Sided Games

Adaptations to make sessions inclusive

PHASE 2



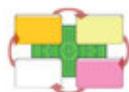
Classic Defense (6-on-4)

- 2 attackers and 4 middle fielders against 4 defenders with a keeper.
- 1 big goal with keeper and 2 sets of small goals for defenders to dribble through.
- The ball always starting by attacking players.
- Rotate players with time.

Explain sessions to hearing impaired players by using a marker board and diagrams. Look at the player when talking as they may be able to lip read.



Making Session Inclusive



VIP: Use a ball with a bell. Ensure that every so many passes that a VIP player must have contact with the ball. Use verbal communication so that the VIP player knows where to pass the ball.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Ensure CP/A player understands practice before they commence. Ensure that every so many passes that a CP/A player must have contact with the ball.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence. Ensure that every so many passes that an I/ED player must have contact with the ball.



VIP: Practice remains the same. Make this session more free flowing with a player dribbling with the ball and the task is for the defending to receive the ball by tackling the attacking player. Have coaches behind the goals clapping when the attacking player is near to give them a guide towards the goal. Defenders must say "Voi" to show their whereabouts.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Play for shorter periods of time and allow more rest periods.

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.



Practical Sessions 4 - Defending / Attacking / Small Sided Games

Adaptations to make sessions inclusive

MAIN PART

40 MINUTES

PHASE 1



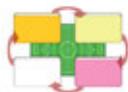
"4 by 4 (Awareness)"

- ⊕ Combination of both attack and defence.
- ⊕ Mark a field with 4 goals.
- ⊕ Divide players into 4 teams, each team allocated a coloured bib.
- ⊕ Assign a goal to defend for each team.
- ⊕ Any team has 3 goal to attack at any given time.
- ⊕ 1 ball, all teams play at the same time.
- ⊕ Allocate points and reward creativity.

With Cerebral Palsy or Amputee footballers you can make this session more free flowing with a player dribbling with the ball and the task is for the defender to receive the ball by tackling the attacking player.



Making Session Inclusive

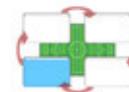


VIP: Practice remains the same, but uses a ball with a bell. Have coaches behind the goals clapping when the attacking player is near to give them a guide towards the goal. Defenders must say "Voi" to show their whereabouts.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Distances may be reduced. Allow CP/A goalkeepers to stop and feed ball with their feet.

I/ED: Practice remains the same. Keep explanations simple, use demonstration. Simplify activity if necessary.



VIP: Practice remains the same, but uses a ball with a bell. Have coaches behind the goals clapping when the attacking player is near to give them a guide towards the goal. Defenders must say "Voi" to show their whereabouts.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Distances may be reduced. Allow goalkeepers to stop and feed ball with their feet. Allow more time for recovery.

I/ED: Practice remains the same. Keep explanations simple, use demonstration. Simplify activity if necessary.

Practical Sessions 4 - Defending / Attacking / Small Sided Games Adaptations to make sessions inclusive

PHASE 2



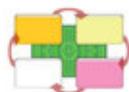
“Classic no.10”

- Divide teams into groups of 4.
- 1 team defend the goals with a goalkeeper.
- Attacking teams play with extra player(no.10) who always start the ball to initiate attack.
- After each attempt at goal, attacking team changes but no.10 stays.

Be aware of each player's levels of vision, as safety may become an issue due to timing of the tackle. Encourage lots of communication and take extra care in explaining the practice.



Making Session Inclusive



VIP: Practice remains the same, but uses a ball with a bell. Have coaches behind the goals clapping when the attacking player is near to give them a guide towards the goal. Defenders must say "Voi" to show their whereabouts.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Distances may be reduced. Allow CP/A goalkeepers to stop and feed ball with their feet.

I/ED: Practice remains the same. Keep explanations simple, use demonstration. Simplify activity if necessary.



VIP: Practice remains the same, but uses a ball with a bell. Have coaches behind the goals clapping when the attacking player is near to give them a guide towards the goal. Defenders must say "Voi" to show their whereabouts.

HIP: Practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Distances may be reduced. Allow goalkeepers to stop and feed ball with their feet. Allow more time for recovery.

I/ED: Practice remains the same. Keep explanations simple, use demonstration. Simplify activity if necessary.



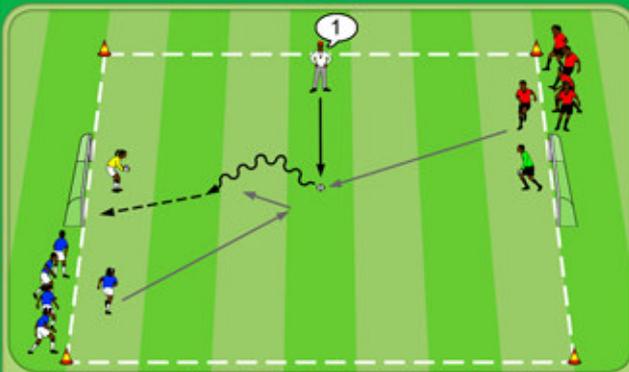
Practical Sessions 4 - Defending / Attacking / Small Sided Games

Adaptations to make sessions inclusive

CONCLUSION

30 MINUTES

GAME



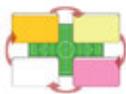
Players with intellectual or emotional disabilities may need to develop their confidence when playing with players without disabilities. Coaches and other players can help developing that confidence by offering support and encouragement.



"Numbers"

- Divide players into 2 teams.
- Place each team alongside the goals with goalkeeper.
- Coach serves a ball and calls out loud a number (i.e. 1) then 1 player from each side runs towards the ball.
- The player to get to the ball first automatically attacks and the other defend.
- 40 seconds maximum time for each pair to make sure there's rotation.
- Numbers can range from 3-on-3 to 6-on-6 (depends on the coach).

Making Session Inclusive

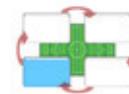


VIP: Use a parallel activity where VIP players are on the field. Call a player's number and team and roll the ball to that player. This player becomes the attacker and the person on the opposite team with the same number becomes the defender. Coaches clap or call to indicate the goal. Defender calls "Voi" and attacker tries to beat defender and score.

HIP: Same practice but coach holds up a card with the player's number. Otherwise practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Maybe reduce the size of the playing area.

I/ED: Practice remains the same. Some I/ED players may have a fear of physical contact. Make sure players without a disability understand this.



VIP: Use a parallel activity where VIP players are on the field. Call a player's number and team and roll the ball to that player. This player becomes the attacker and the person on the opposite team with the same number becomes the defender. Coaches clap or call to indicate the goal. Defender calls "Voi" and attacker tries to beat defender and score.

HIP: Same practice but coach holds up a card with the player's number. Otherwise practice remains the same. Ensure HIP player understands practice before they commence.

CP/A: Practice remains the same. Maybe reduce the size of the playing area.

I/ED: Practice remains the same. Some I/ED players may have a fear of physical contact.

Signposting Opportunities

Disability Sport Football

The aim of this manual is to promote inclusion by encouraging you as a YDF coach to adapt your teaching / coaching style, rules and regulations, playing environments and equipment to make it possible for youth with and without disabilities to take part in your football programmes.

As a community coach your main focus is in encouraging young people to participate in healthy sporting activity and to use sport as a means of developing positive and responsible young people that will want to contribute back to their families and communities. In running football programmes you will come across many young people will want to develop their skills, realise their talents, and become competitive footballers playing on a regular basis in a team with others of a similar competitive level. This will happen for both youth without disabilities and for youth with disabilities.



From your community programmes you are likely to point those young people who want to play competitive football to local clubs and teams based on their ability level. Young people with disabilities may want to play football in competitive disability specific teams.

We will look at the different disability specific football opportunities, the adaptations that are made to the rules for specific disability groups and where you can find more information on teams.

Disability football, as with many disability sports, has developed along impairment specific lines. This means that teams of players with more or less the same impairment will play against teams with similar impairments. This is still the nature of most competitive football played by people with disabilities. Within these different groups various forms of classification exist to try to ensure fair competition. Classification systems are commonly used in competitive sport to ensure fair competition and are not exclusive to disability sport although disability sport uses different classifications. Classification of sport includes the separation of male and female participants and sport being organised by age or by ability.

There are different impairment specific groupings actively organising football at international and national level. They include Ambulant Cerebral Palsy Football and Blind Football which are included in the Paralympic Games.



Signposting Opportunities

Disability Specific Football Grouping	International Governing Body	Website
Ambulant Cerebral Palsy	Cerebral Palsy International Sports and Recreation Association	www.cpisra.org/
Amputee	World Amputee Football Federation	www.worldamputeefootball.com/
Visually Impaired & Blind	International Blind Sports Federation	www.ibsa.es
Deaf	International Committee for Sport for the Deaf & Deaf International Football Association	www.deaflympics.com/ www.difa-org.com/
Learning Disability	International Sports Federation for Persons with Intellectual Disability & Special Olympics	www.inas.org/ www.specialolympics.org/
Wheelchair Football	Federation Internationale de Powerchair Football Association	http://fipfa.org/

To find out if your country has disability specific football programmes you can visit the world governing body's website as provided in the above table.

Disability Specific Football for People with Ambulant Cerebral Palsy



Ambulant Cerebral Palsy Football is played by persons with Cerebral Palsy who are able to walk. Teams consist of seven players and games have two halves each of 30 minutes duration. Games are played on a small sized pitch and goal sizes are also smaller. There are no off sides and players are allowed to roll the ball into play as well as throw it.



Signposting Opportunities

Disability Specific Football for Amputees



Outfield players are either above or below the knee single leg amputees who play with or without prostheses on aluminium wrist crutches and the goalkeepers are single arm amputees. There are seven players in a team with unlimited substitutions. Games consist of two 25 minutes halves and are played on a 60m x 40m pitch. There is no offside rule, side tackles are not allowed, and throw-ins are replaced by kick-ins. The goalkeeper is not allowed out of the penalty area and is not allowed to save the ball with the stump; a penalty is awarded if this rule is broken. Players are not allowed to strike the ball or any other player with their crutches. An infringement would result in a 'hand ball' decision being made against the player with the opposition receiving a direct free kick.

Disability Specific Football for People with a Visual Impairment



Disability specific football is organised in three categories, one for blind players and the other two for different types of visual impairment. Games are played on a solid surface. Blind teams will play with eye shields or blind-folds to counter for light sensitivity. The goalkeeper will be sighted, there is no off side rules and the football contains ball bearings so that it makes a noise when it moves. Visual impaired teams play the same rules as futsal but the ball is allowed about head height.

Disability Specific Football for People with a Hearing Impairment



Players play in teams of eleven on a full size pitch and no modifications are made to the FIFA rules except that players must not wear hearing aids during the game.



Signposting Opportunities

Disability Specific Football for People with a Learning Disability



Players play in teams of eleven on a full size pitch and no modifications are made to the FIFA rules.

Disability Specific Football for Wheelchair Users



Wheelchair football also known as Powerchair Football or Power Soccer played used motorised wheelchairs. It is played indoors on a 5-a-side pitch with goals that are 6m wide. The game is played using a large 33 cm football. There are 4 players on each team with 4 substitutes. Matches are two halves of 20 minutes each. Throw-ins are replaced by push-ins and only 2 players from the defending team may enter the penalty area at any one time. Only one defender may tackle an opponent at a time.

It should be remembered that opportunities for people with disabilities to play football are not limited to Disability Sport Football in specific impairment groups; any person with a disability should be able to participate in local community based football training and playing provision. Our role as YDF coaches is to encourage the inclusion of everyone in football activity using open, modified and parallel football games activity. That is why we introduced the inclusion spectrum in **Lesson 3**.



Signposting Opportunities

Disability Sport Organisations

In addition to national organisations organising disability specific football, most countries have organisations that cater for sport for people with disabilities. We have listed here some organisations from South Africa. If you are coaching outside South Africa you should research similar organisations operating in your country.



SASAPD - South African Sports Association for Physically Disabled

This organisation provides sport at a mass participation and development level for people with disabilities and assists high performance players to represent South Africa. They organise a number of sports throughout South Africa for people with spinal cord injuries, amputees, people with cerebral palsy, people with visual impairments and those that fall into the category of Les Autres (the others).

① www.sasapd.org.za

DISSA

Disability Sports South Africa

DISSA - Disability Sport South Africa

This organisation falls under the Ministry of Sports and Recreation and its purpose is "to provide access to all persons with a disability in South Africa to sports and recreation, enabling them to achieve their potential."

① www.dissa.co.za



SADSF - South African Deaf Sports Federation

This organisation promotes sport including football for people with a hearing impairment across South Africa.

① www.sadeafsport.com



Signposting Opportunities

South-African Sports Association for the Intellectually Impaired (SASA II)



SASA-II - South African Sports Association for the Intellectually Impaired

Affiliated to SASCOG, this organisation organises sport in South Africa for people with learning disabilities.

④ <http://sasaii1990.blogspot.com>



Special Olympics
South Africa

Special Olympics South Africa

Special Olympics South Africa's provides year round sports training and athletic competition in a variety of Olympic -type sports including football for children and adults with intellectual disabilities,

④ <http://www.specialolympicssouthafrica.org/>

These organisations can be a good starting point for you as a trainer to link your players to disability specific sports organisation. Find out about opportunities in your province or locality for participation in Disability Specific Football by researching more on them.

Disability Organisations

In each of our communities there will be a number of governmental and non-governmental organisations including schools that are working on a day to day basis with young people with disabilities. Coaches can reach out to those organisations and in doing so encourage youth with disabilities to become involved in football and to take part in your inclusive football sessions.

There are also Disabled People's Organisations which are mainly run by people with a disability. These organisations and their members can provide help and to support to football coaches seeking to promote inclusive football sessions in their communities. They can help coaches reach children and adults with a disability and help coaches understand the challenges people with disabilities in their community face in accessing sport and recreation opportunities.



Signposting Opportunities

Two examples of organisations that exist at a national level in South Africa to represent the interests of people with disabilities are shown below. If you are coaching in another country try to find out what organisations are working with people with disabilities both nationally and locally in your community. In addition to umbrella organisations such as the South African Disability Alliance, there will be Government Departments, Schools and Colleges, NGOs and local community based organisations all serving the interests of people with disabilities.



DPSA - Disabled People South Africa

Disabled People South Africa was formed in 1984 by disabled people as a body to represent their interests. DPSA is a democratic cross-disability body made up of member organisations of disabled people in South Africa. DPSA is recognised as the National Assembly of disabled people by Disabled People International [DPI], which has observer status in the UN.

© www.dpsa.org.za

South African Disability Alliance (SADA)

SADA - South African Disability Alliance

The South African Disability Alliance (SADA) comprises some 13 national organisations that represent disability in South Africa. This includes Disabled People South Africa (DPSA) and organisations representing different disability specific groups.

The QuadPara Association of South Africa (QASA) Tel: 031 767 0348 Fax: 031 767 0584	Deaf Federation of South Africa (DEAFSA) Tel: 011 482 1610 Fax: 011 726 5873	South African Federation for Mental Health (SAFMH) Tel: 011 781 1852 Fax: 011 326 0625
National Council for People with Physical Disabilities in South Africa (NCPPD/SA) Tel: 011 726 8040 Fax: 011 726 5705	Disabled Children's Action Group (DICAG) Tel: 021 797 5977 Fax: 021 797 5077	Epilepsy SA Tel: 021 447 3014 Fax: 021 448 5053
Cheshire Homes Tel: 021 685 6169 Fax: 021 685 6066	Down Syndrome South Africa (DSSA) Tel: 0861 369 672 Fax: 011 252 5323	South African National Council for the Blind (SANCB) Tel: 012 452 3811 Fax: 012 346 1177
National Council for People with Cerebral Palsy (NAPCP) Tel: 011 726 8040 Fax: 011 726 5705	Autism SA Tel: 011 484 9909 Fax: 011 484 3171	Disabled People of South Africa (DPSA) Tel: 021 422 0357 Fax: 021 422 0389

We have included a Work Sheet in this manual that you can use to map the different organisations working in your local community with people with disabilities in order that you can plan to reach out to them. (See Work Sheet 15)

People with disabilities make up 10-15% of the population, so in your community there will be children with disabilities that can be encouraged to join in your inclusive football sessions.



Signposting Opportunities

Developing an Inclusive Programme

Having developed the knowledge and skills needed to be able to deliver fully inclusive football sessions the challenge that remains is making sure that your football sessions successfully attract young people with disabilities from your community to take part in your football programmes.

We have discussed the barriers to participation in earlier lessons but now we need to start planning how we can signpost your coaching sessions and become proactive in attracting youth with disabilities to our programmes.

You may wish to consider the following questions and to use **Work Sheet 16** to start creating action plans that will see young people with disabilities attending your sessions.

- ❖ What can you do to reach young people with disabilities in your community and to encourage them to attend your football sessions?
- ❖ What can you do to raise awareness of football from people with disabilities in your community helping to eradicate any stigma that surrounds engaging with people with disabilities?
- ❖ What can you do to develop in the young people without disabilities an acceptance of participation in sessions by young people with disabilities and how can you encourage them to be active stakeholders in this endeavour actively supporting the participation of young people with disabilities?



WORK SHEETS

Lesson 1

Why play football?

List below some reasons why youth play football.

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Review your list and consider whether these reasons apply equally to young people with and without disabilities?

Are there any reasons a young person with a disability would want to play football that would be different to a young person without a disability?



Lesson 1

Why coach football?

List below some reasons why people coach or teach football.

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Review your list and consider are there any differences in the motivations of coaches or teachers working with youth with or without disabilities?

Consider are there any reasons why you would not coach or teach football to people with disabilities?
Also are there any reasons why you could not include people with disabilities in your football sessions?

Lesson 1

Benefits of including people with disabilities in sessions

List what you think some of the benefits would be to different people or groups of people of including young people with disabilities in your football sessions.

Benefits to the Person with a Disability

- Ⓔ _____
- Ⓔ _____
- Ⓔ _____
- Ⓔ _____
- Ⓔ _____
- Ⓔ _____

Benefits to you as a Coach or Teacher

- Ⓔ _____
- Ⓔ _____
- Ⓔ _____
- Ⓔ _____
- Ⓔ _____
- Ⓔ _____

Benefits to the other players attending your session who do not have a disability

- Ⓔ _____
- Ⓔ _____
- Ⓔ _____
- Ⓔ _____
- Ⓔ _____
- Ⓔ _____



Lesson 1

Benefits to the other players attending your session who do not have a disability

- _____
- _____
- _____
- _____
- _____
- _____

Inclusive football

List some of the methods that you as a coach or teacher currently use to ensure that your football sessions are inclusive of young people of different abilities. This does not necessarily mean that you currently include people with disabilities but rather that the young people that currently attend your sessions will have different levels of skill and that you will need to adapt your practices to make sure everyone is involved regardless of their ability level.

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WORK SHEETS

Lesson 1

Planning disability inclusive sessions

Make a list of some of the principles of coaching football you have learned from previous GIZ YDF Coach training. Consider how these principles could help you when planning sessions for people with disabilities.

Coaching Principles

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How this Principle helps when coaching Young People with Disabilities.

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Lesson 1

Recognising full inclusion

Read the following scenario and then answer the questions at the foot of the worksheet.

A well-meaning football coach decides to promote inclusion by organising an inclusive youth 7-a-side football match. The competition rules require that each team must play a young person with a disability in their team. Both teams arrive to play the tournament and have included one young person with a disability in their team. Team A has included a girl with a learning disability called Anthea. Team B has included a boy called Vumisa who has a physical impairment, he is a below the knee amputee who is able to play with the aid of a prosthesis.

Once the match starts it becomes clear that the coach's good intentions have not quite worked. Anthea is told she is going to be the goal keeper. She has never been in goals before and has had no goal keeping coaching. Vumisa is quite a good player but none of the other boys in his team have ever played with him before. He is asked to play in midfield.

Once the game starts Vumisa is completely ignored by his fellow players. They do not pass the ball to him and when he is closest to a free kick, one of the other boys pushes him to the side so that he can take the free kick. By the end of the first half, Vumisa has had very few touches of the ball and is feeling undervalued. Anthea is unsure how to play in goals and fails to stop the other team from scoring. Her team mates start shouting at her and telling her she is "stupid". By the end of the first half Anthea is very upset and does not want to play anymore.

It is clear that whilst the coach's intentions were good he has failed to get those players without disabilities to accept the players with disabilities and to work out how to better include them.

What should the coach do at half time to ensure the match becomes a fully inclusive activity where Anthea and Vumisa can fully participate and actually enjoy the experience?

Can you recognise the difference between full inclusion of young people with disabilities as opposed to paying lip service to inclusion and as a result leaving young people feeling that they are not part of the activity or group?

WORK SHEETS

Lesson 2

Social Barriers

The social model of disability regards disability as a social issue caused by the environment including policies, practices and attitudes of people. Can you identify some of the barriers that stop people with disabilities from fully participating in their communities. Use the headings of Physical, Attitudinal, Transport and Communication to list some of the social barriers that affect people with disabilities.

Physical Barriers

Example: Wheelchair User unable to enter a building as there are steep steps and a narrow door.

• _____

• _____

• _____

• _____

• _____

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Attitudinal Barriers

Example: Teacher assumes person with hearing impairment is not able to learn because he has a difficulty with speech.

• _____

• _____

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Lesson 2

Transport Barriers

Example: The step between the train and the platform is too high for the person with a physical disability.

- _____

- _____

- _____

- _____

- _____

- _____

- _____

Communication Barriers

Example: Information is only available in writing and there is no one available to read this to the person with a visual impairment.

- _____

- _____

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- _____

WORK SHEETS

Lesson 2

Barriers to participation in Football

Apply the social model of disability to the context of football by identifying physical, attitudinal, transport and communication barriers that stop young people with disabilities accessing the sport.

Physical Barriers

Example: The football sessions are held in a noisy environment that makes it impossible for the player with a visual impairment to hear what is happening.

Ⓔ _____

Ⓔ _____

Ⓔ _____

Ⓔ _____

Ⓔ _____

Ⓔ _____

Attitudinal Barriers

Example: The players without disabilities do not want players with disabilities joining the session as they feel this will hold them back.

Ⓔ _____

Ⓔ _____

Ⓔ _____

Ⓔ _____

Ⓔ _____

Ⓔ _____



Transport Barriers

Example: The young person with a disability does not have access to a car to take them to the training field.

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Communication Barriers

Example: The coach shouts instructions to the players but fails to show the player with a hearing impairment what he wants them to do.

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• _____

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• _____

• _____



WORK SHEETS

Lesson 2

Using appropriate language

Consider the following words or phrases and place them in the boxes below. Are they acceptable or unacceptable to use? If you are unsure you can place them in the middle box.

- | | | | |
|----------------------------|----------------------|-----------------------|----------------------|
| People with Disabilities | Disabled Person | Differently Abled | Wheelchair User |
| Paraplegic | Wheelchair Bound | Able Bodied | Mentally Retarded |
| Intellectual Disability | Mentally Handicapped | Crazy | Emotional Disability |
| Person with Cerebral Palsy | Spastic | Amputee | Deaf and Dumb |
| Deaf and without Speech | Victim | Physically Challenged | A Cripple |
| Mongol | Epileptic | Person with Epilepsy | Special Needs |

Acceptable

Unsure

Unacceptable

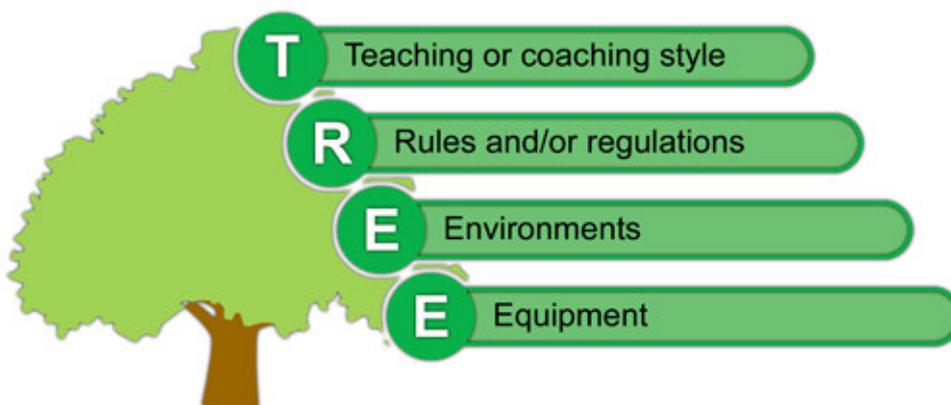


Lesson 3

Coaching young people with an intellectual disability

Young people with intellectual disabilities have a wide range of behavioural characteristics. To assist in the practical lesson that considers adapting football sessions to be inclusive of young people with intellectual disabilities we have listed some characteristics that you might as a coach come across when coaching. These can be used during the practical session as a basis for deciding what adaptations to make using the TREE Framework.

- ☞ The player learns at a slower rate.
- ☞ The player has a short attention span.
- ☞ The player is resistant to making changes.
- ☞ The player is stubborn.
- ☞ The player has verbal communication challenges.
- ☞ The player may be prone to seizures.
- ☞ The player may have poor muscle tone.
- ☞ The player may have a low pain threshold and be sensitive to touch.
- ☞ The player may find it difficult to bond socially with others.
- ☞ The player may be easily over stimulated.
- ☞ The player may have balance problems.
- ☞ The player may have coordination difficulties.
- ☞ The player may be susceptible to mood swings.
- ☞ The player may also have physical or sensory impairments.



Lesson 8

Mapping Disability Organisations

Use this worksheet to identify organisations working for people with disabilities nationally and locally. Try to find contact names and numbers for your future reference.

Type of Organisation	Contact Information
<i>Local Schools in my Community providing for Children with Disabilities.</i>	<hr/> <hr/> <hr/>
<i>Non-Governmental Organisations or Community Based Organisations in my Community providing services for people with disabilities.</i>	<hr/> <hr/> <hr/>
<i>Local Government Departments in my Community providing services for people with disabilities.</i>	<hr/> <hr/> <hr/>
<i>National Organisations representing the Rights of People with Disabilities.</i>	<hr/> <hr/> <hr/>
<i>National Organisations responsible for the Promotion of Sport for People with Disabilities.</i>	<hr/> <hr/> <hr/>
<i>Disability Specific Football Organisations that are active near my community.</i>	<hr/> <hr/> <hr/>



Lesson 8

Promoting inclusion through Football

Consider the following ways in which football can be used to promote inclusion and identify actions that could be taken to do so.

What can you do to reach young people with disabilities in your community and to encourage them to attend your football sessions?

What can you do to raise awareness of football from people with disabilities in your community helping to eradicate any stigma that surrounds engaging with people with disabilities?

What can you do to develop in the young people without disabilities an acceptance of participation in sessions by young people with disabilities and how can you encourage them to be active stakeholders in this endeavour actively supporting the participation of young people with disabilities?

Lesson 8

South African Sign Language Alphabet

A



B



C



D



E



F



G



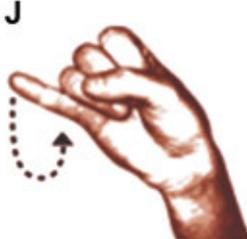
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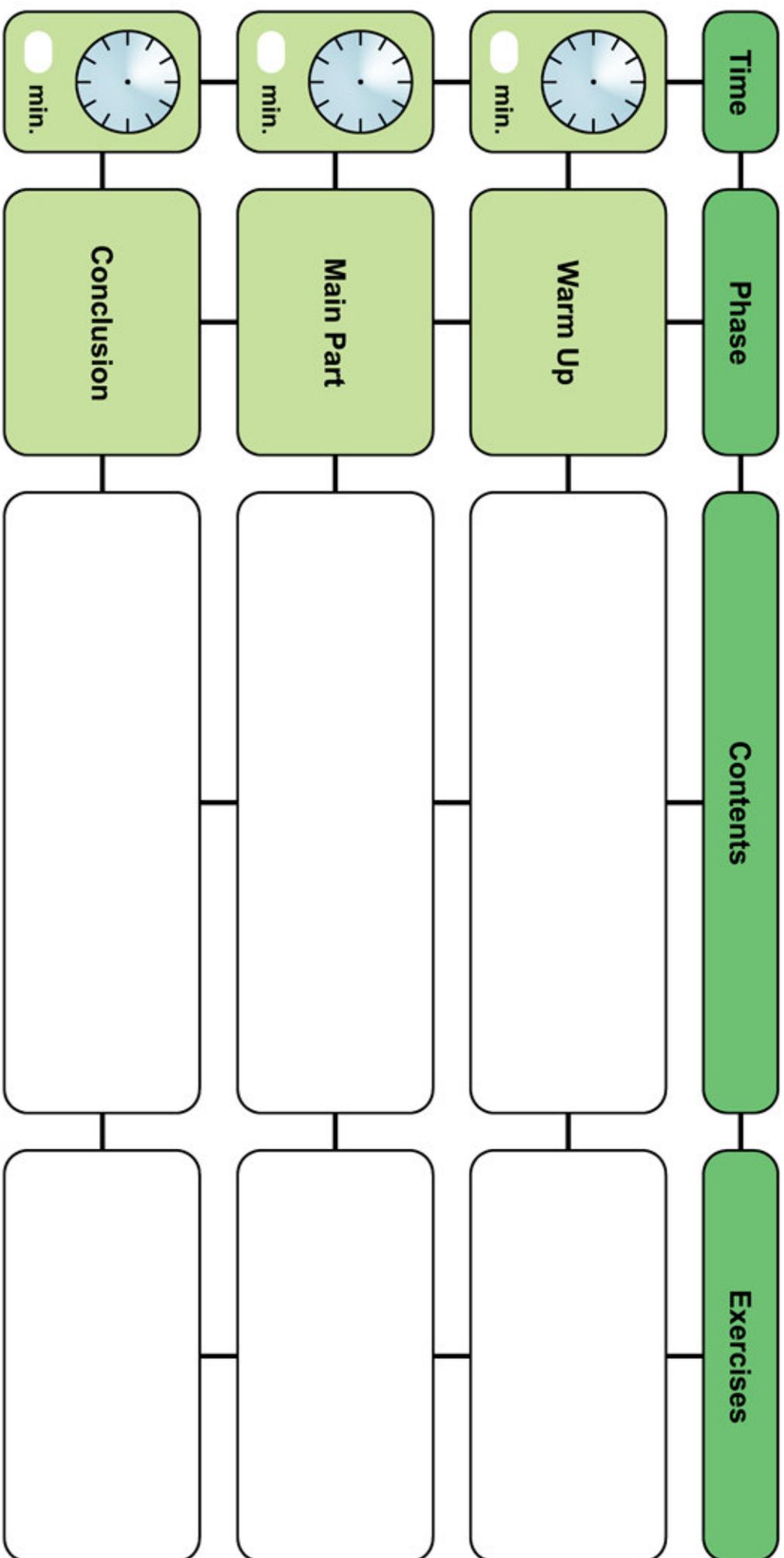


Z



TRAINING SHEETS

Structure of a Training Session



Planning / Monitoring Sheet

Date: DD/MM/YYYY

Venue:

Organiser:

Number of Players:

Objectives / Focal Points:

1. WARM UP

Time:

Training Method 1

Procedure / Organisation:

Variation:

Training Method 2

Procedure / Organisation:

Variation:

Planning / Monitoring Sheet

2. MAIN PART

Time:

Training Method 1

Procedure / Organisation:	
Variation:	

Training Method 2

Procedure / Organisation:	
Variation:	

3. CONCLUSION

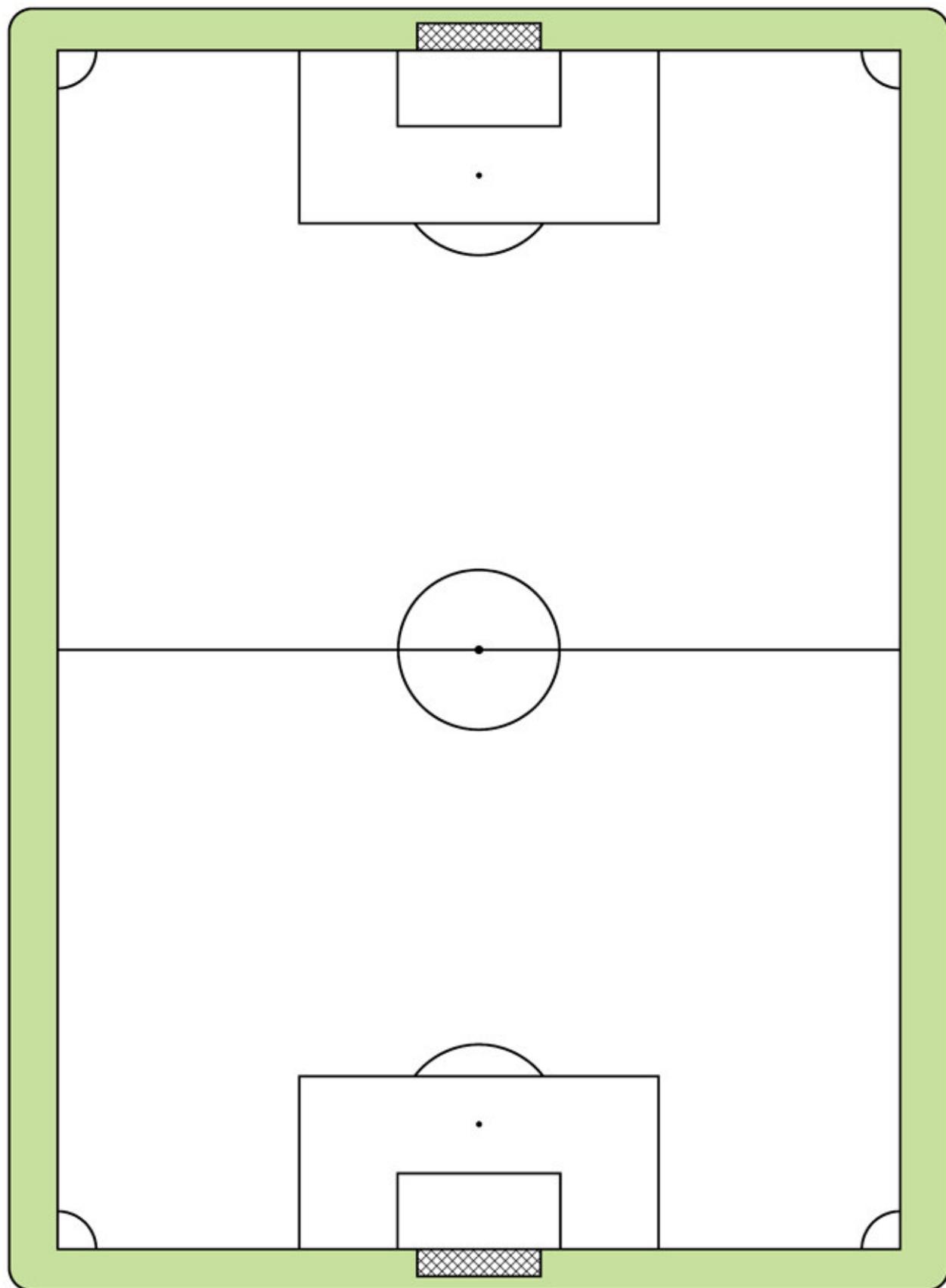
Time:

Training Method 1

Procedure / Organisation:	
Variation:	

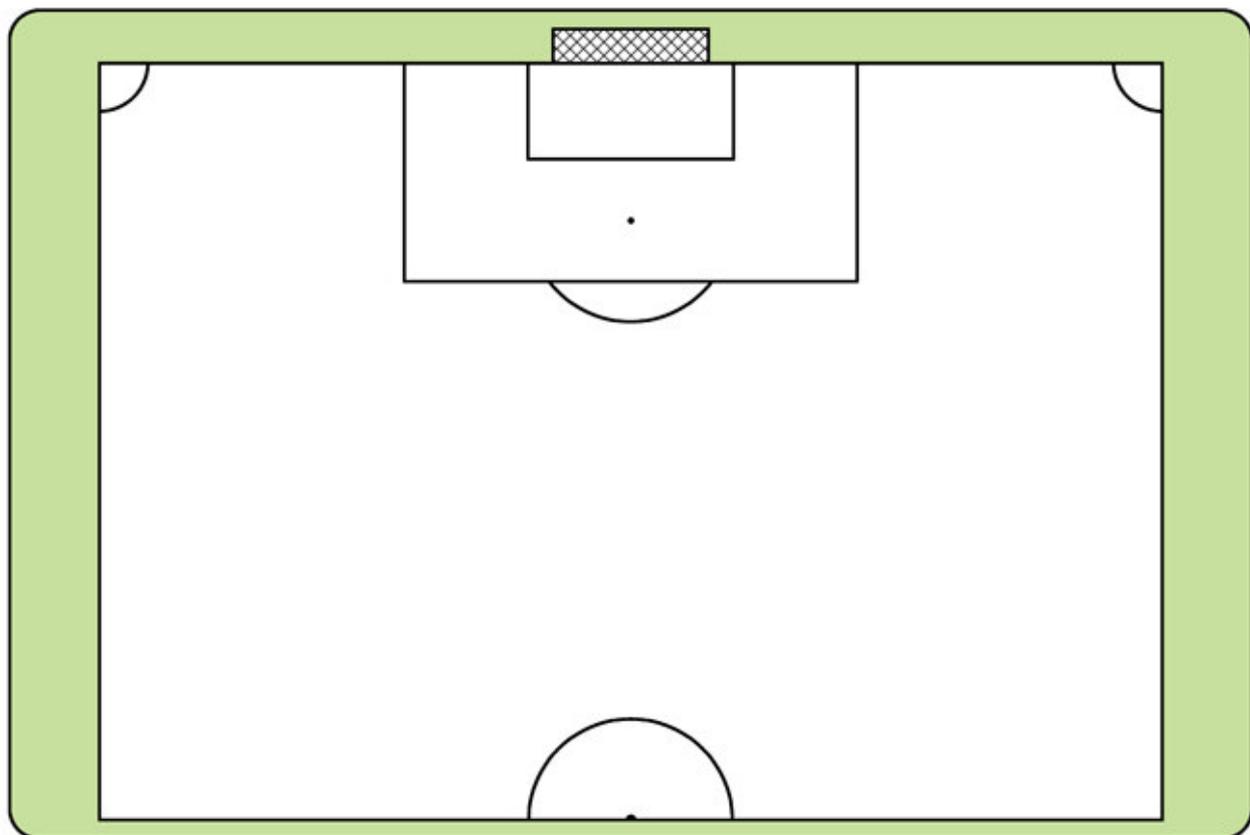
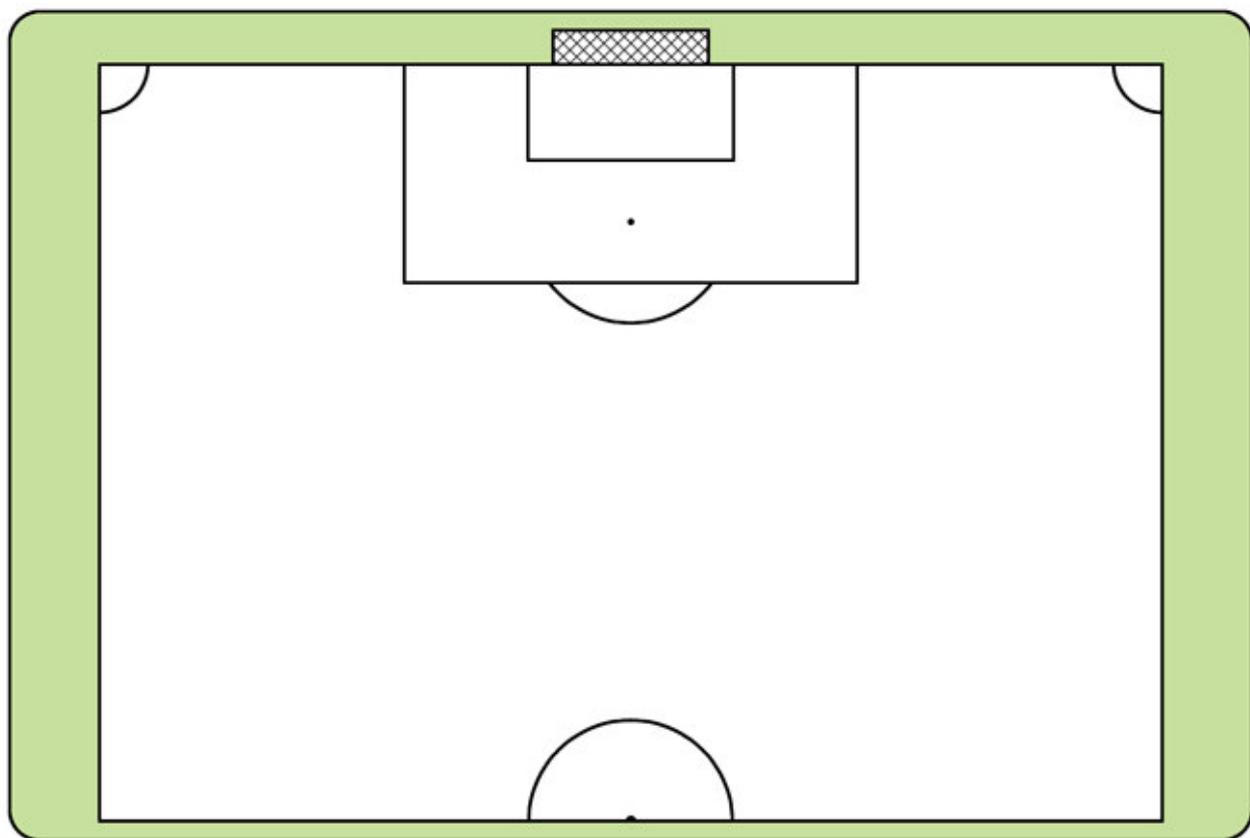


Pitch - Full
With lines and goals

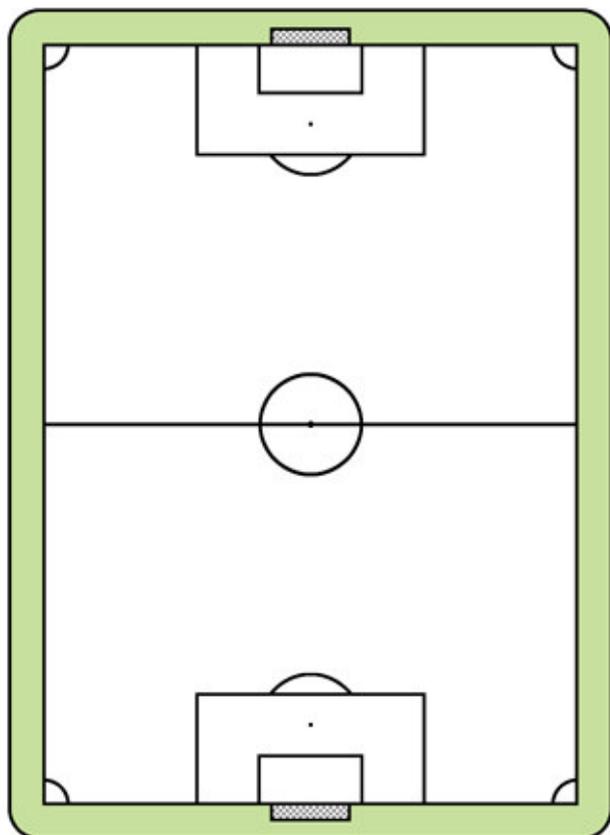
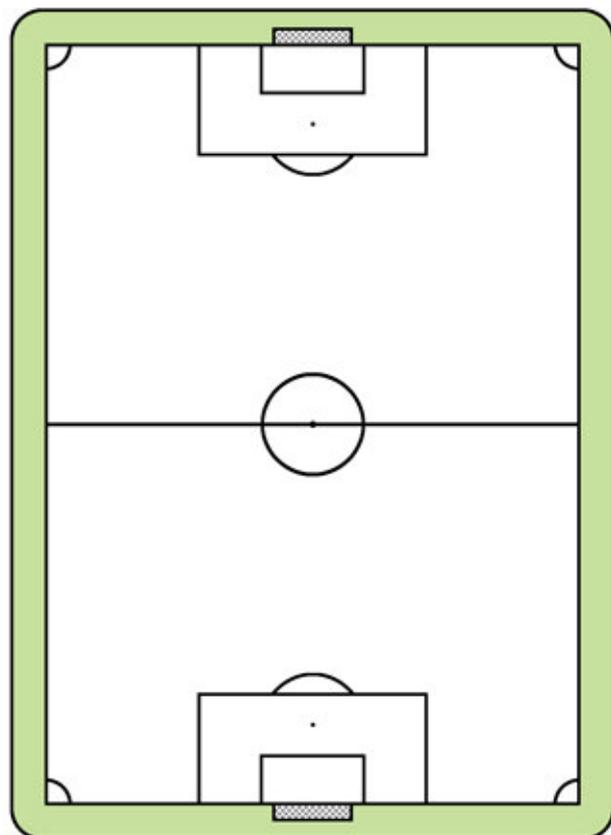
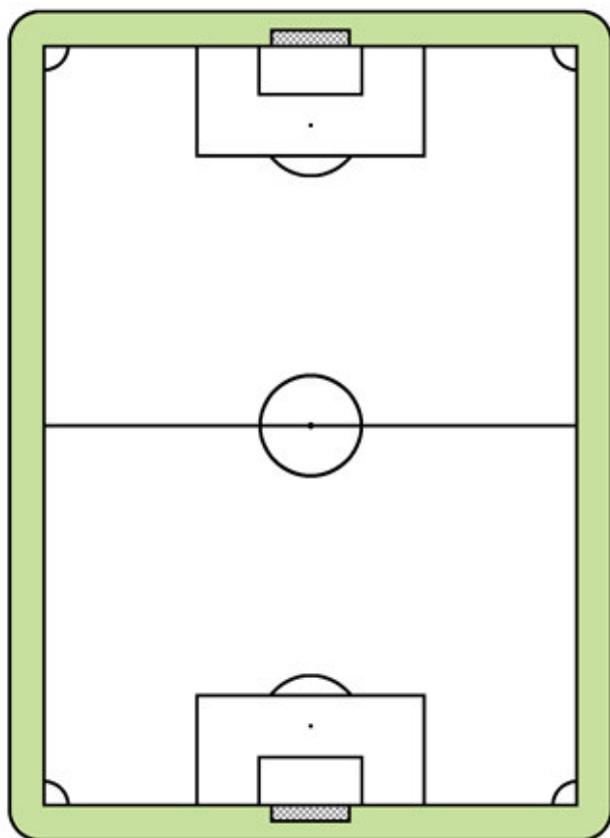
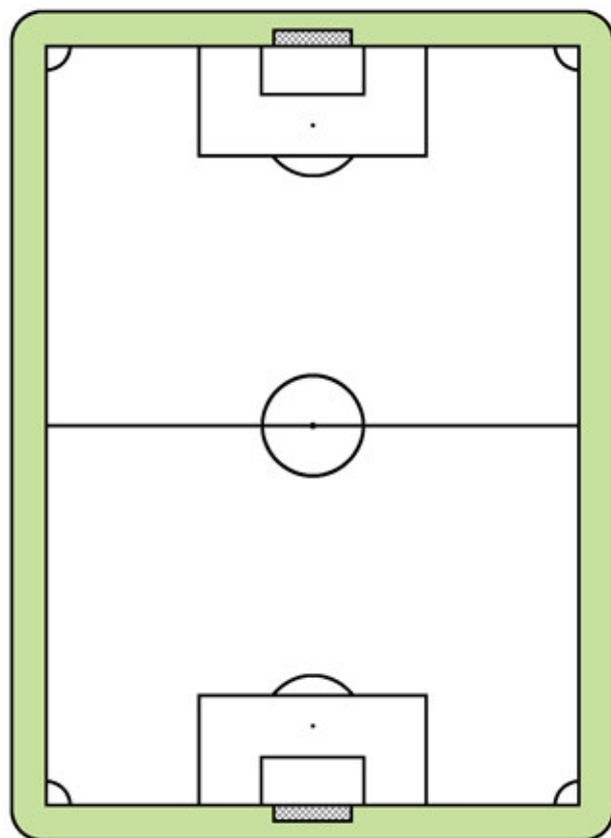


TRAINING SHEETS

Pitch - Half x 2
With lines and goals



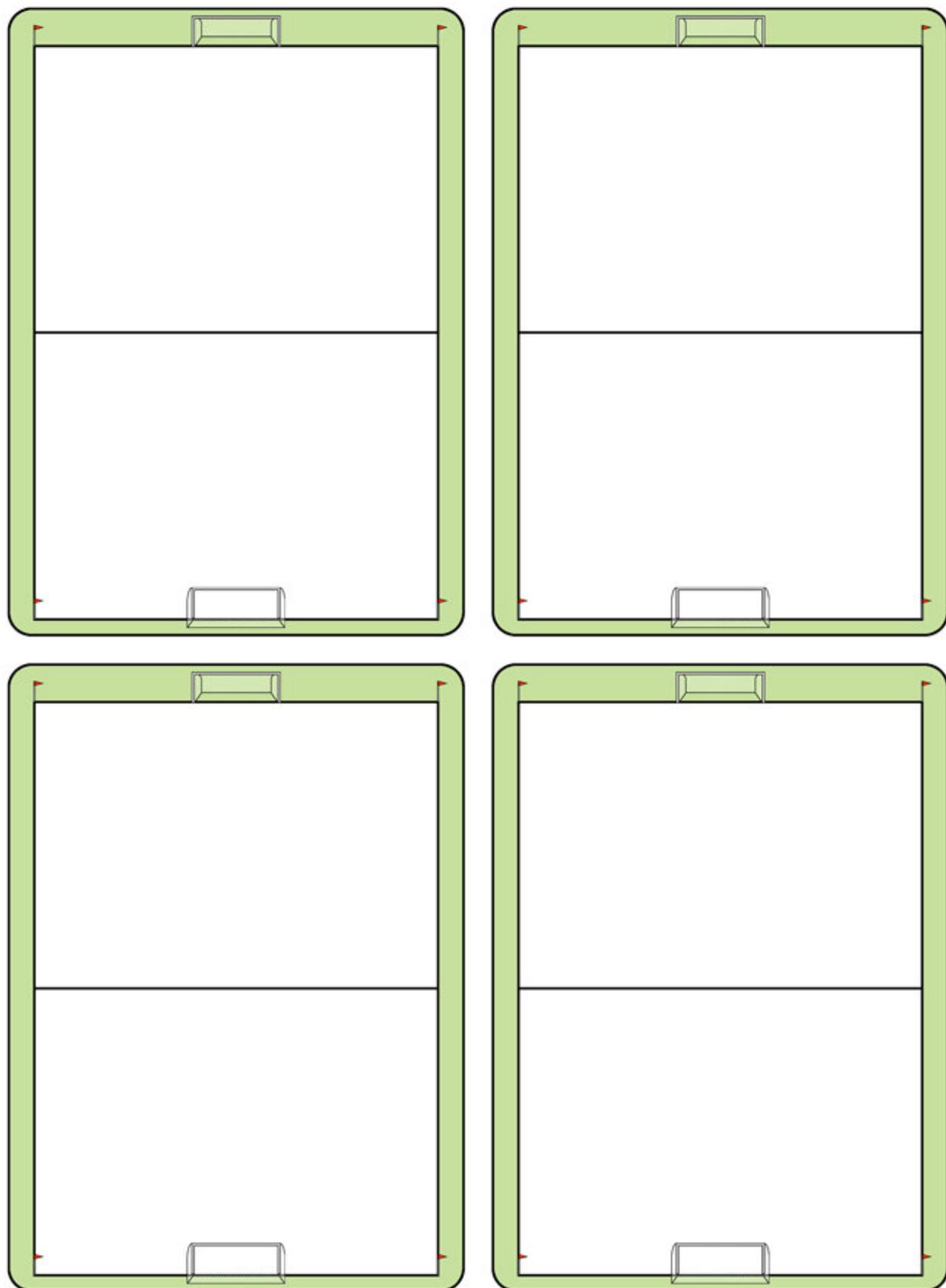
Pitch - Full x 4
With lines and goals



TRAINING SHEETS

Pitch - Full x 4

Without lines, with goals



Pitch - Full x 4
Without lines and goals

