

The FA Football Development Programme Soccability



SOCCABILITY



The FA TOP Sport Soccability course was written by Pam Stevenson and Ken Black.

Jeff Davis, Regional Football Development Manager with The Football Association contributed Section 2.6 'Playing Opportunities for Disabled Players'.

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English **Federation**
of Disability Sport

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1. Introduction and Background

FA TOP Sport Football

The Football Association and the Youth Sport Trust launched the FA TOP Sport Football programme in 2001.

This ambitious programme is fully funded by The Football Association, and will bring new equipment, resources and training to every primary and special school in England over the next three years. This amounts to 18,000 schools receiving 36,000 portable goals and 108,000 footballs!

Soccability

Up to 400 sites, which will be either special or mainstream schools, will receive an additional Soccability bag with some additional equipment aimed at providing teachers and coaches with options around the inclusion of young disabled people.

About this booklet

This booklet is designed to accompany the Soccability training session that supports The FA TOP Sport Football Soccability programme. It aims to support two main target groups:

- teachers, in special education or mainstream settings, who are delivering The FA TOP Sport Football / Soccability programme or including football in their curriculum or extra-curricular programmes.
- coaches with football expertise working with disabled players in a variety of settings

This course builds on the idea that a good football coach or teacher mainly needs support, confidence and experience to be an effective coach of young disabled people, and that most adaptation and modification strategies can come from the coach's own experience.



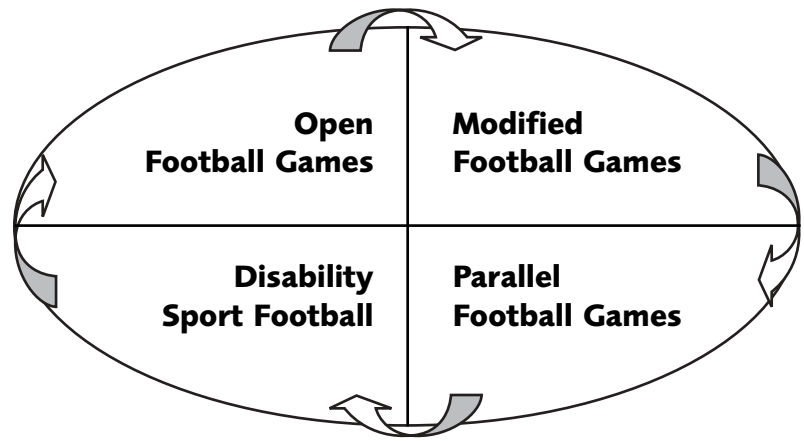
This first section looks at some of the broader issues surrounding the participation and coaching of disabled football players and will allow course participants to raise or register any important issues.

By the end of this section you will be able to:

- Discuss the reasons young disabled people participate in football
- Discuss relevant issues when working with young disabled people
- Identify appropriate communication skills
- Discuss appropriate skills and qualities needed to work with young disabled people

The Soccability course and training booklet support, and draw examples from, The FA TOP Sport Football resource cards and handbook.

1. The Inclusion Spectrum



The Inclusion Spectrum is an activity-centred approach to the inclusion of young people who have different abilities in physical education and sport programmes.

This activity-focused rather than an ability-based approach is built upon the practical application of the **Social Model of Disability**.

Is disability social or medical?

In the past, people were considered to be disabled according to what medical condition they happened to have. In other words, it was their impairment that resulted in problems with access to buildings, work, and opportunities in sport. However, another more positive way of looking at things is to consider that if all new buildings are made accessible, and that educational and sporting facilities and opportunities are designed with the necessary support services in place, then although people would still have impairments, they would not be 'disabled'.

'Disabled people' therefore means 'disabled by society'. People who are non-disabled do not have to put up with these social barriers.

This model, developed and adopted by the disabled people's movement, states that barriers to participation by disabled people are not due to an individual's medical condition or impairment, but are caused by attitudinal, economic and environmental factors.

In a games or physical activity context, inclusion can be achieved by changing the environment of the activity, or the way in which the activity is presented.

The Inclusion Spectrum consists of four approaches to the delivery of a games or physical activity, arranged in a continuum of participation. Each approach aims to empower delivers and encourage fuller involvement of disabled and non-disabled people.

This can enable coaches and teachers to balance their delivery in order to include more young people more of the time. The four strategies, although different, overlap with each other in the way they can be used in practice.

1. The Inclusion Spectrum

Open Football Games

Open football games are where everyone in the group is able to participate with minimal or no adaptation or modification.

For example:

- warm ups
- integrated games
- individual skill development
- cool downs

Modified Football Games

Modified football games occur when changes are made to the game or activity in order to promote inclusion. For example, alter space, adapt rules, or vary equipment.

Parallel Football Games

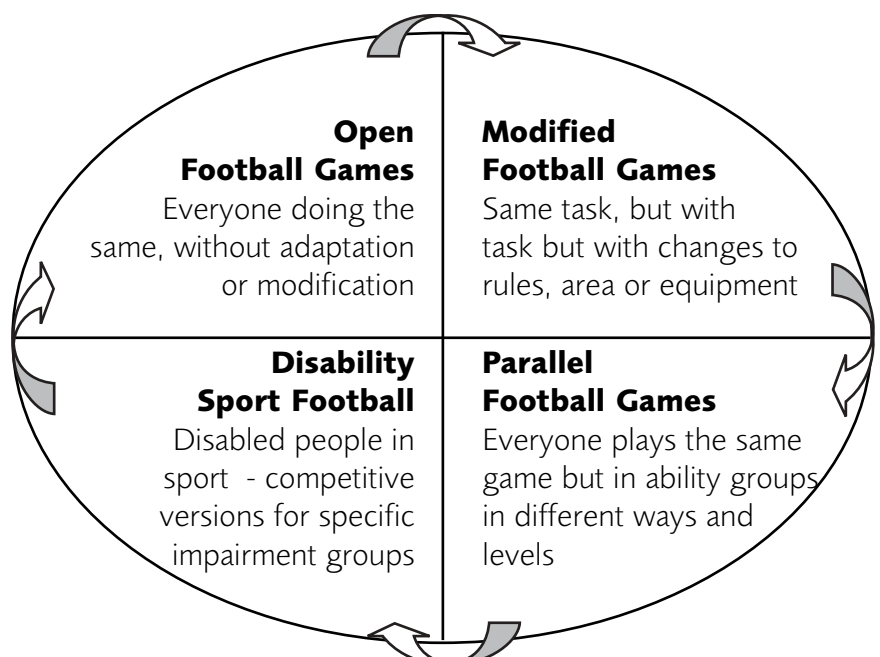
Parallel football games happen when everyone plays the same game or game theme, but they are organised in ability groups and the activity is set at a level suitable to each group.

For example, three groups:

- one group passing a football in a circle
- passing a football in a circle with an interceptor in the middle
- passing a football whilst moving, with an interceptor.

Disability sport football

This is where disabled people play competitive football in impairment specific groups, e.g. amputee football, or people who are visually impaired. Or where they play in mixed groups with disabled peers, e.g. One2One Ability Counts Programme.



2. Practical Implications of Including Young Disabled People in Football



2.0 INTRODUCTION

In the previous section we discussed in a theoretical way working with disabled people. This section will concentrate on the practical aspects.

- By the end of this section you will have:
- examples of inclusive warm up and cool down
- identified the different ways of including disabled people in football based on the Inclusion Spectrum model
- identified key practises and games to correspond with areas of the inclusion spectrum.

2.1 INCLUSIVE WARM UPS

Examples of inclusive warm ups

1. Change!

Each player has a ball. When the coach shouts change players leave their ball and pick up another.

Variations / progressions

- Run and touch another ball and return to your own.
- As above but touch the ball with different parts of your body eg head / bottom.

Finally, a football-based version. On the command, leave your ball, find another, and move it around in a circle using only your feet.

2. Numbered Warm Up

Participants move around and respond to numbers shouted.

e.g. 1-throw in action
2-move and body swerve
3-reach towards the floor
4-heading action

- Note instructions are generic
- Choose movements that are appropriate to the group
- Consider flash cards / designated areas to perform movement in

3. Traffic Lights

Group line up behind a line and move forward when a green marker is held up, stop when a red marker is held up and return to the original line when both markers are held up.

Variations

- Perform movement/skill when red marker held up e.g. turn around, reach down, hold a ball up
- Last person back to the line holds the markers
- Last person back to the line joins the leader and chases group back

4. Busy bodies

Participants move around until the leader shouts a part of the body. Pairs or groups then make contact with that part of the body e.g. elbow to elbow.

- Participants can shout body parts
- Move participants out of the balance e.g. turn and move away
- Hold balance and lower towards the ground

5. Bib Snatch

Divide group into two, each player tucks a bib behind them; opposing group members try to steal bibs. Each team has 15 spare bibs in their hoop.

If a player's bib is taken they must immediately return to their hoop and put another one on. The first team to use up all their bibs has lost.

Advanced: try the same game whilst dribbling a football!

2.1

Practical Implications of Including Young Disables People in Football

6. Find a goal

This game is from The FA TOP Sport Football resource cards.

Up to ten players, in pairs, in a small area. Each pair marks out two markers of the same colour, a metre apart, anywhere in the area. The pairs practise passing the ball to each other between the markers.

Once each partner has successfully passed through their goal, they move on to another goal. Continue until a goal has been scored through each pair of markers.

Advanced: introduce interceptors or goalkeepers who try to block goals.

7. Cone to Cone

Each participant has a cone and moves between cones

On the whistle participants stop at a cone and perform a warm up move e.g. shoulder rotation and then move on.

Variations

Try different warm up moves.

Take cones out so participants have to pair up like musical cones.

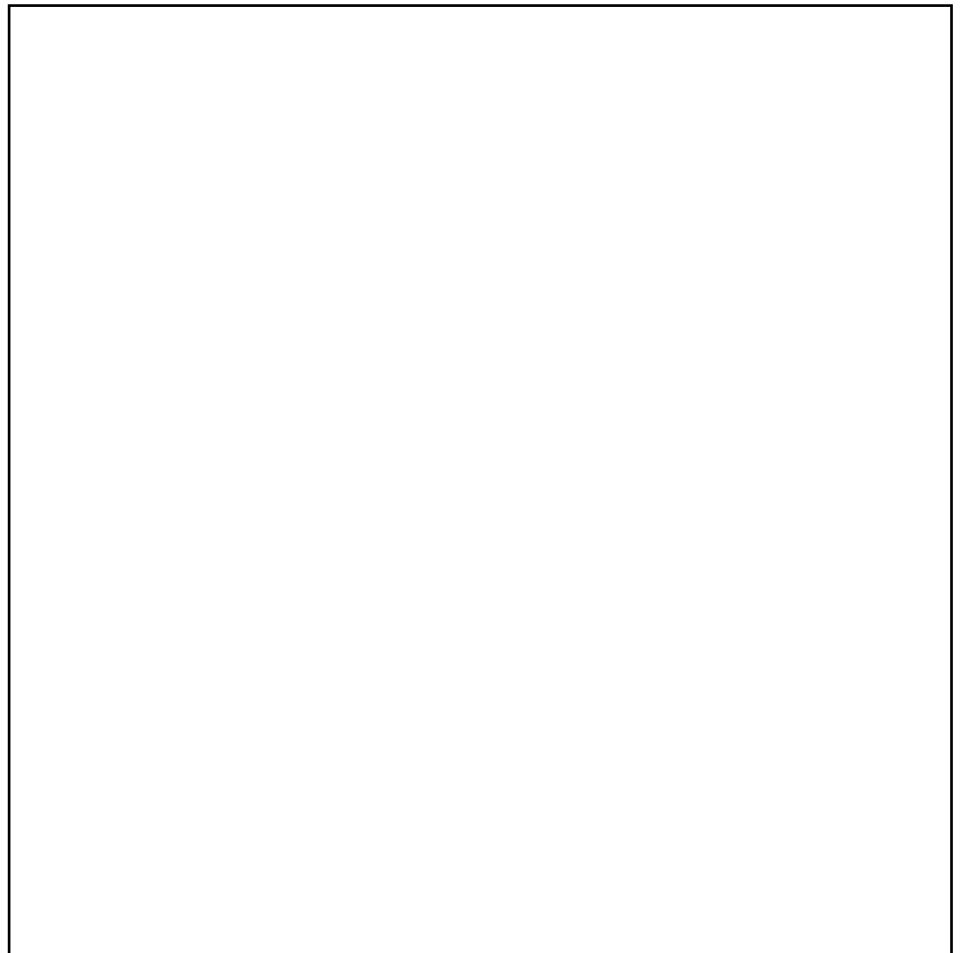
Perform a football move at each cone.

Dribble a football between the cones.

THINK INC

Describe a football specific warm up you think would start a session in a fun and inclusive way.

What issues about the warm up may you have to consider?



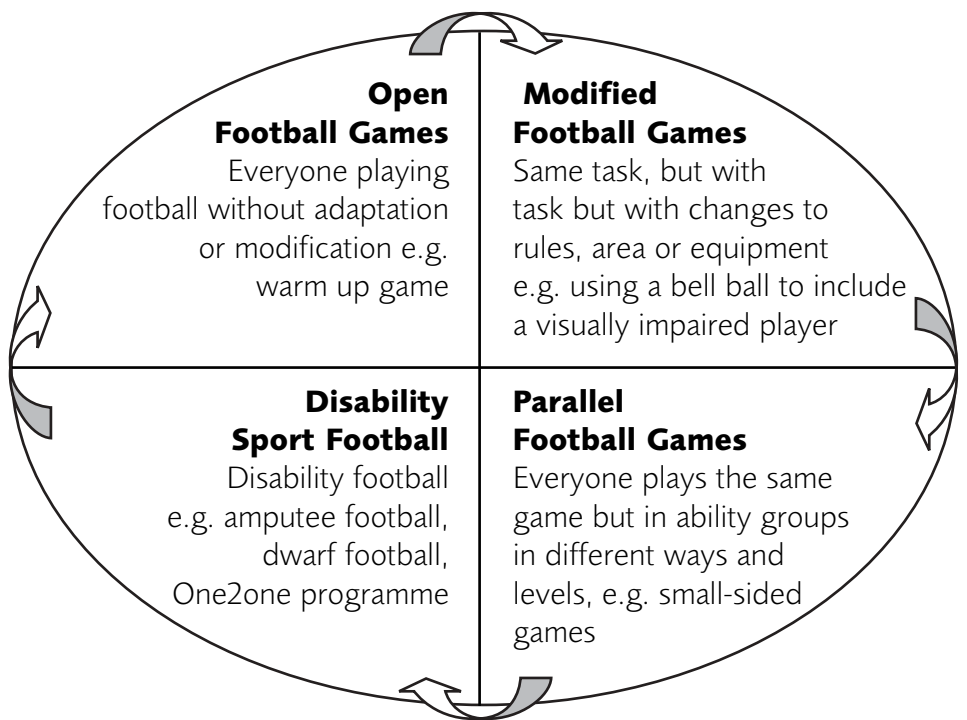
2.2

Introduction to the Inclusion Spectrum

As mentioned in the introduction the Inclusion Spectrum gives the coach or teacher different ways of coaching football to mixed ability groups without focusing on the individual impairments. Instead it focuses on football and how football can be presented to suit all players. Below is a diagram of the spectrum adjusted for football.

When the different delivery methods are mixed no one group of players is at an advantage or a disadvantage. Players play together in a variety of ways which allows inclusion, skill, fun, and competition all to be balanced

The Inclusion Spectrum : football



2.3

Open Football Games

Open football games are games that need no modification for the entire group to take part. Open games are designed with "what the group can do" in mind.

These games are excellent as a starting point as they include everyone playing together. These games give a powerful message that people of very different ability can play games together. They are often easy and quick to set up.

EXAMPLES OF OPEN FOOTBALL GAMES

Domes & Dishes / cone knock down

Domes and dishes is a familiar warm-up game. Marker discs are scattered around the playing area, and the players are divided into two teams.

One team try to turn the discs so that they resemble 'domes' (ie. right way up), the others turn them so that they look like 'dishes' (upside down). After a minute or so, the stop signal is given, and the number of domes and dishes are counted to determine the winner. However, the game set up in this way can be exclusive:

- some people may not be able to reach the discs on the floor
- the manual dexterity of others may compromise their involvement (ie. ability to flip the discs)

Therefore, why not set the game up from the beginning as an inclusive or open game?

Combining 'Domes and Dishes' with 'Cone Knock Down' can create a game that everyone can access at their own level.

In addition to the domes and dishes (marker discs), place a number of cones and foam skittles around the playing area.

One team, as well as changing the discs, also try to knock down the cones or skittles. The other team continues to change the discs back, **and** reset the cones.

Players who have mobility or co-ordination disabilities can always play on the side of the team knocking down the cones.

As before, cones and discs are tallied up to determine the winning team.

Football version: use only cones; each player in one team has a ball which they use to knock the cones down.

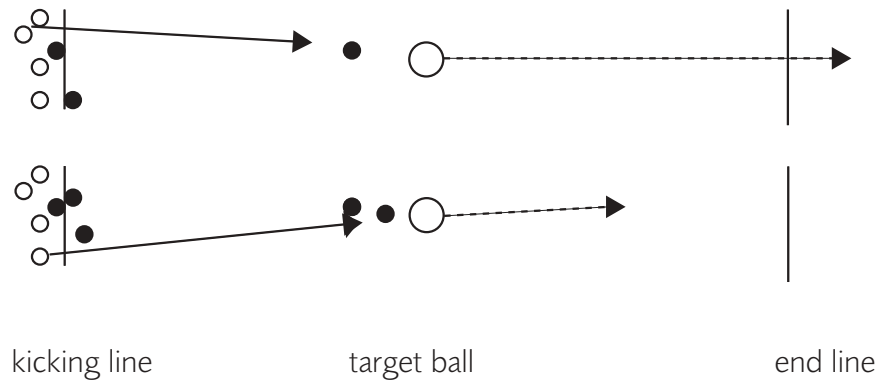
Clear the decks

Teams face each other with a designated space between them. On the whistle each team tries to kick or send balls into their opponents half. On the whistle the team with the least balls on their side wins. N.B. Think about how far away from each other the teams are and what size / weight balls to use.

2.3 Open Football Games

3. Pelter

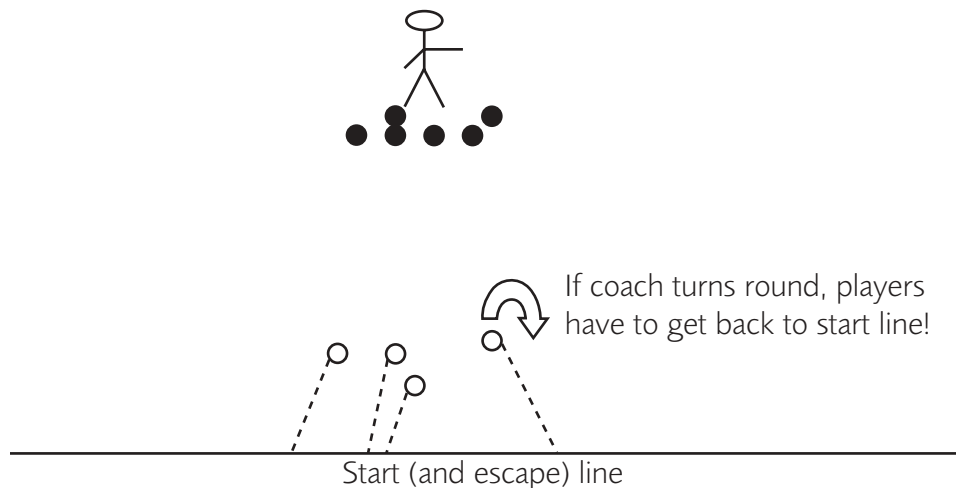
This is another popular game that can be adapted for a number of different ball games. For football, divide the group into two teams and give each team lots of balls. Each team also has a bigger target ball. This is placed halfway between where the teams are standing and another line at the opposite side of the playing area.



The teams face the same way and try to move the target ball over the end line by hitting it with their footballs. They can kick or propel the balls in any way. Some members of the team can have the job of collecting and returning footballs to the kicking line.

4. Spider's Web

Players creep up to the coach (spider) if the coach turns round players stop. If they collect a ball the coach can chase them back to the start line. If they are caught they become spiders.



2.3

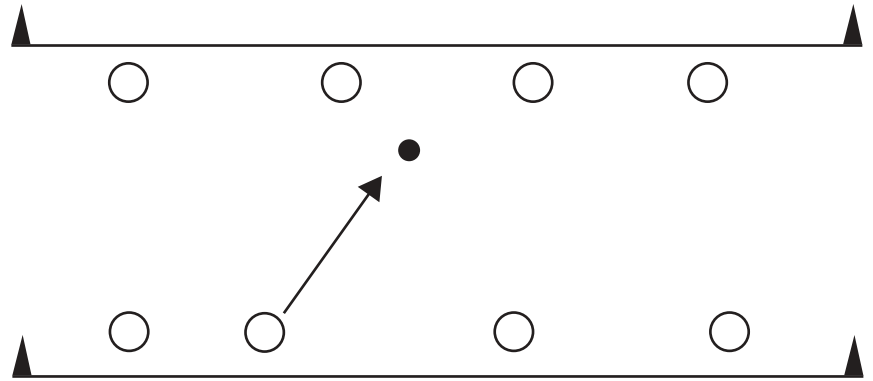
Open Football Games

5. Liney

Two teams of players space out between cones facing each other. Participants throw or kick a ball towards the opposing team and score if they get it through their opponents goal.

Variations:

- Pupils play, the teacher/coach keeps widening the goals
- Vary distance between 2 teams
- Add more balls
- Players must try to kick to make the game football specific, but underarm throw, or any other way of sending the ball is acceptable.



6. Transfer

Team members begin behind their own goal line (on a five-a-side pitch) each team member dribbles down the length of the pitch and shoots into an open goal.

7. Simon Says

All players have a ball and dribble the ball around. They respond to the coach's instructions IF the coach says 'Simon says ...', but not if they don't say 'Simon says'.

2.3

Open Football Games

THINK INC

Choose a football game that you think would be a good example of an open game. Describe it below and consider what issues may have to be considered when showing it to a non-specialist footballer

2.4 Modified Football Games

A modified approach is where the group are all doing the same activity but the activity is modified for each individual so they have a degree of success and challenge.

In a skills setting each individual would be practising the same skill in a variety of ways. E.g. somebody may be dribbling the ball with their foot alongside somebody who is controlling the ball with a crutch or wheel.

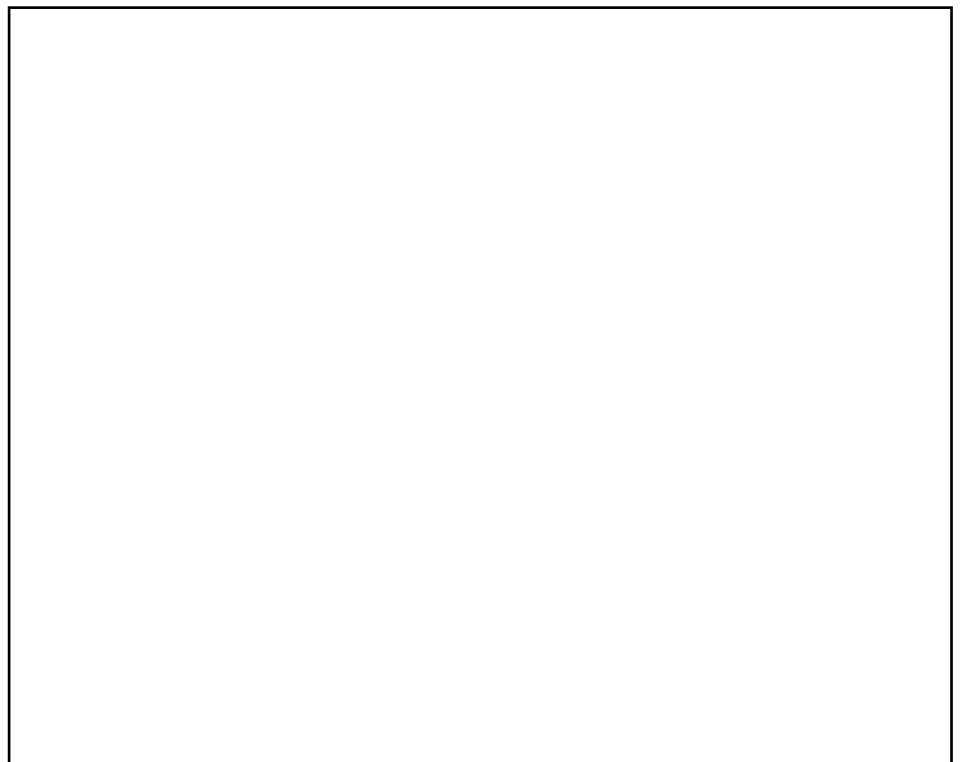
In a game situation everyone would be playing the same game but they would be accessing the game differently e.g. somebody may score by shooting into a goal with a goalkeeper whereas somebody may score by dropping the ball into a hoop or bucket. The core skill is the same but it is adapted to allow everyone to achieve success alongside a degree of challenge.

Activity: Modified Skills

Chose an activity or skill and then change it so it is challenging and you have a degree of success. E.g if you perform the skill 10 times you shouldn't score 10 or 0!

THINK INC

List below the ways you made it hard or easier to find the appropriate point.



You could have used any of the following:

- EQUIPMENT: colour / shape / texture / size / weight
- SPEED: slower / faster / still ball to kick
- POSITION: side on / orientation of visually impaired players
- SPACE: zones / wider or higher goals / size of playing area
- RULES: simplify game / flexibility / specific roles / safe areas
- INTERACTION: 3v1 games / pairings same ability or mixed ability / feeder

2.4

Modified Football Games

Modifying and adapting activities

ACTIVITY: Group workshop.
From the list below choose one activity and list the ways it can be adapted to include as many different levels as possible.

1. A heading practice
2. A passing drill
3. Penalty taking
4. Goalkeeping
5. Trapping the ball
6. Dribbling the ball
7. Tackling the ball
8. A throw in

Modified Games

If a group of very differing players are all playing the same game, the game may have to be modified. One way of doing this is to engineer that within the game, players with similar abilities are encouraged to play against each other.

Examples of three modified games

1. Fruit basket / ladders
This is an excellent game to ensure that the group are highly competitive but against someone of a similar ability.
Split the group into two and have pairs of similar ability facing each other. If the group is large five pairs can face other in one line and another five pairs in another etc
The basic structure of the game is a race between opponents to the top of the line, round the back of everyone and up the channel and back to their place.
The races can vary in sophistication.

No equipment:

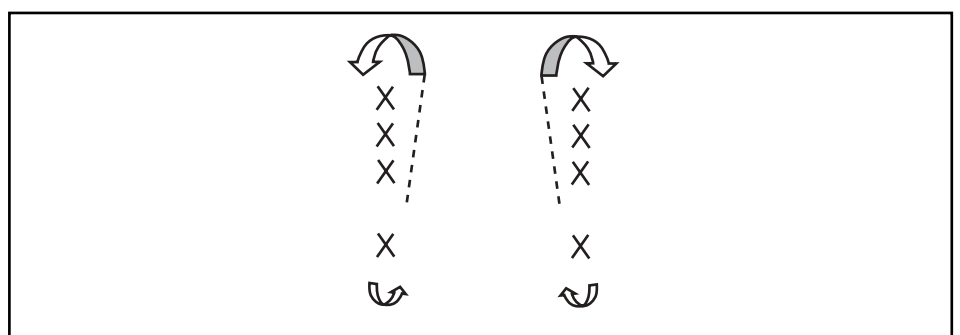
- running or pushing or hopping
- interaction with team members, high five's etc.

Sport specific:

Football

- Dribbling ball
- Heading to each player
- Passing to each player
- Dribbling in and out of players
- Non dominant foot dribbling

It is important to build skills up gradually and the task can change according to the players' abilities.



2.4 Modified Football Games

2. Numbered Invasion games

Two teams are given the same number as someone on the opposing team who has similar ability.

Players line up on the base line and the session leader decides which numbers play against each other at any one time. E.g. 5's only or 1, 3 and 5.



The session leader can balance: mixed ability groups appropriate ball or rule changes duration of the game

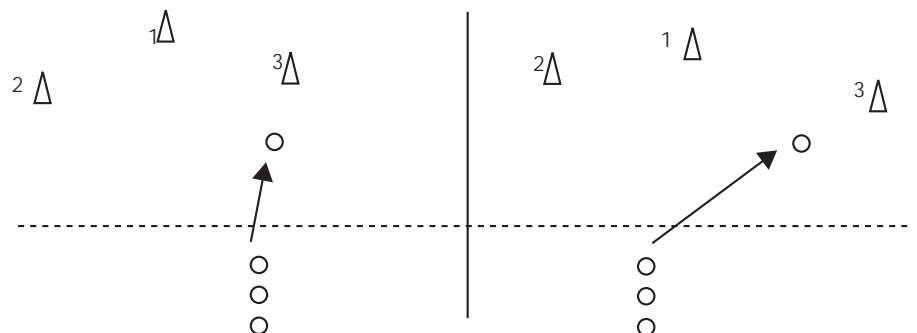
You may choose to begin with two balls in the middle - players try to dribble and shoot to score more quickly than their opponent.

3. Wacky races

Group A play against group B with players going together of a similar ability. The coach shouts a number or sequence of numbers and the players race to the cones and back to the start.

Variations / progressions:

- Colour code the cones if the numbers are too hard to remember
- Ball / no ball
- Complexity of sequence
- Distance between cones
- Add skill at cone



2.4 Modified Football Games

THINK INC

In what ways have you included players of different ability in the same game?



Here are some suggestions when including players with different abilities:

- Use zones or safe areas/hoops
- Players score in different ways e.g. different size goals
- Rotate players on / off
- Keep a player in a particular position e.g. goalkeeper / striker
- Remove goalkeeper
- Give player a specific task when their team has scored e.g. they always take sideline pass and penalty
- Some players have a time limit before they are tackled or challenged

2.5 Parallel Football Games

Participants are usually grouped according to ability and play the same game in parallel alongside each other. Each game is set at a level suitable to each group.

Parallel American shoot-out drill

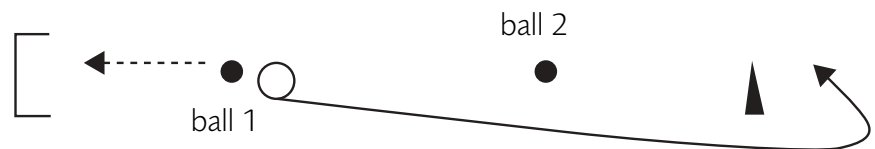
Version 1: Player shoots the ball 1 at goal and then moves round the cone and dribbles ball 2 and shoots at goal. The coach counts down or times the player.

Version 2: Player shoots ball 1. As above and then returns around the cone to dribble ball 2. To shoot when they pass the cone the defender chases after to them.

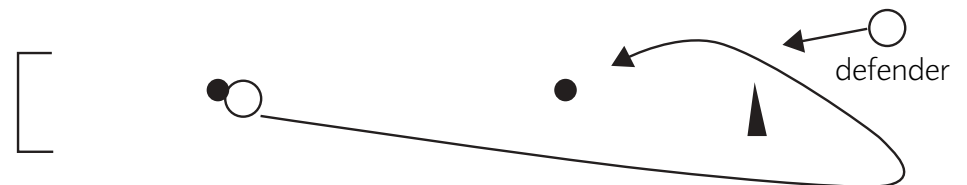
Version 3: As Versions 1 and 2 but with a goalkeeper and a defender.

Variations / progressions:

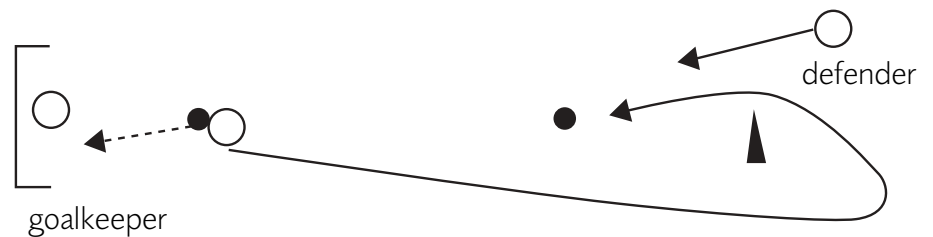
- Distances
- Competition
- Type of ball



Version 1:



Version 1:



Version 1:

2.5 Parallel Football Games

EXAMPLES OF PARALLEL GAMES FROM THE FA TOP SPORT CARDS

1. HIJACK

HARD

all have balls as
on the card

MEDIUM

half group with balls
the others intercept

EASY

all group have balls
except 1 interceptor

2. TREASURE CHEST

HARD

with tackling

MEDIUM

steal from each others

EASY

as card

Goal

3. 1,2,3,4

HARD

groups mix and add
interceptor

MEDIUM

groups move and pass

EASY

as card static passing

4. ISLAND BALL

HARD

interceptors

MEDIUM

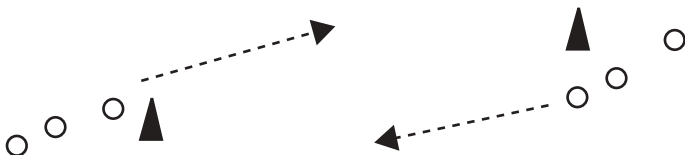
bigger zones with as card
2 players in each zone

EASY

EXAMPLES OF PARALLEL ACTIVITIES

Parallel passing and moving drill

Version 1:



Players move to the back of the opposite queue with no ball.

Version 2:

Repeat above drill with a ball. Players pass and follow the ball.

2.5 Parallel Football Games

Version 3: Players pass diagonally at the same time and follow the pass. This could be a race or timed competition.

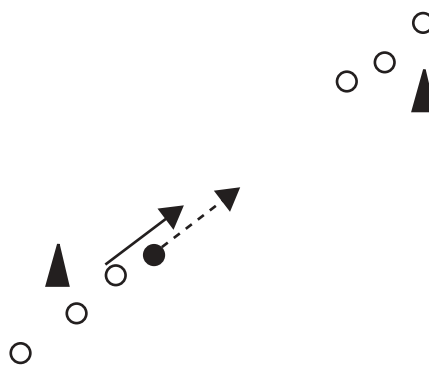
Separate Activity

In certain situations it may be impossible for all the young disabled players to play alongside each other. Or it may be that in order to practise or prepare for a specific disability sport event, young disabled people need to work individually or get together with their disabled peers.

When a separate activity is provided this must be as meaningful as possible and linked to practise and preparation for specific activities or target sports events, for example, award schemes or competitions.

Physiotherapy

Sometimes young disabled require physiotherapy as part of their daily routine in school. Although this is an important aspect, physiotherapy should never be seen as a substitute for physical education or sport. Schools who display the best practise in this area encourage teachers and therapists to work together and integrate their programmes to the benefit of the young person.



THINK INC

Choose a football type game with specific constraints and rules and give 3 or 4 examples of the same game that would span a very wide range of abilities.

2.6

Disability Football

Football, or soccer, is played worldwide by disabled people.

Traditionally, this has developed along impairment lines, as with many disability sports. This means that teams consisting of people with more or less the same impairment would play against teams with similar impairments. This is still the nature of most competitive football played by disabled people.

Below are a few examples - almost every impairment group, however, plays football in some form or another, including powerchair soccer, football for people of reduced stature (dwarfs), and football for people who have hearing impairment.

Playing Opportunities for Disabled Players

The Football Association and the English Federation of Disability Sport have developed the Ability Counts programme, which provides training and playing opportunities for disabled adults and children. This provision is provided through either a professional football club, Football in the Community scheme or by a County Football Association. For further information contact EFDS on 0161 247 5294 or federation@efds.co.uk; they would be able to identify the clubs or County Football Association's providing regular opportunities.

Ability Counts is the grassroots programme that begins to identify those players with potential to progress to national squads. The Football Association and the specific National Disability Sports organisations have responsibility to develop the disability player pathway, which enables players to reach their potential. Currently The Football Association support six squads:

- Amputees
- Blind
- Cerebral Palsy
- Deaf
- Learning Disability
- Partially Sighted

These squads have different classifications, rule adaptations and competition structure. The following information will outline these differences between the specific groups:

Amputees

Classification

- Outfield players are either above or below knee single leg amputees who play without prostheses on aluminium wrist crutches
- The goalkeepers are single arm amputees

2.6

Disability Football

Rule Adaptations

- There are two halves of 25 minutes each
- There are no off-sides
- There are seven players on each side with unlimited substitutions
- Pitch and goal sizes are different, usually 60m by 40m
- The goalkeeper is not allowed out of the penalty area
- 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 oppositions receiving a direct free kick
- Slide tackles are not allowed
- Players kick the ball into play instead of throwing
- Players are not allowed to touch the ball with their stump
- The goalkeeper is not allowed to save the ball with the stump; penalty is awarded if this rule is broken

Competition

- There are World Championships and European Championships every two years

More information on amputee football can be obtained from the British Amputee and Les Autres Sports Association on 0115 9260220

Blind and Visually Impaired

Classifications

- People who take part in Blind Sport are classified according to their level of sight into B1, B2 and B3. Players who are B1 classification are blind, players who are B2 and B3 classifications have visual impairments
- Football is played by blind players, those in the B1 classification and visually impaired players, those in the B2 and B3 classification

Rule Adaptations

- B1
 - The game is played on a solid surface
 - There are five players in each team
 - Outfield players are B1, the goalkeeper is sighted
 - There are no off-side rules
 - The football contains ball bearings so that it makes a noise when it moves
- B2 and B3 and partially sighted
 - There are 12 teams in the UK in two divisions of six
 - There is a round robin tournament once each month for six months
 - There are various other One-day competitions
 - European and World Championships

For more information on Blind and Visually Impaired football, call British Blind Sport on 01926 424247

2.6

Disability Football

Deaf and Hearing Impaired

Classifications

- All players must have a hearing loss of 65 - 70 decibels maximum to qualify for games specifically designed for deaf people

Rule Adaptations

- The rules of the game are as laid down by FIFA
- However, all players must NOT wear hearing aids during the game

Competition

- The British Deaf Sports Council organises annual cup competitions, indoor and outdoor five-a-side competitions
- There are European and World Championships for the deaf every four years
- Deaflympic held every four years
- 11 v 11 football is played

For more information call British Deaf Sports council on voice 01943 850214, DCT 01943 850081, fax 01943 850828

Cerebral Palsy

Classification

- Cerebral Palsy football is available to players who are ambulant

Rule Adaptations

- There are two halves of 30 minutes each
- There are no off-sides
- There are seven players on each side
- Pitch and goal sizes are different
- Player are allowed to roll the ball into play as well as throw it, this helps those players with hemiplegia (paralysis of one side of the body)

Competition Structure

- Cerebral Palsy football is at present the only Paralympic soccer event. In a 4 year cycle, the Paralympic Games are played in year 1, the World Games in year 2. The World Championships in year 3 and the European Games in year 4.

Further information on Cerebral Palsy football can be obtained from Cerebral Palsy Sport on 0115 9401202

2.6

Disability Football

Learning Disability

Classification

- Eligible players must have an intellectual disability as defined by the World Health Organisation (WHO). To meet this standard a person's IQ score must be within or below the range of 70 - 75
- Intellectual disability must be evident during the developmental period. This is generally considered to be from conception to 18 years of age
- Players must be in receipt of at least two of the following
 - Special Education
 - Special Accommodation
 - Special Employment
 - Special Protection
 - Respite Care
 - Financial Support

Rule Adaptations

- There are no rule adaptations, follow FIFA rules (i.e. 11 v 11)

Competitions

- There are various local, regional and national competitions held by organisations such as Gateway and Special Olympics
- Ability Counts hold regional and national competitions
- The International Sports Federation for persons with intellectual disability (INAS) organise European Championships every 2 years and World Championships every 4 years

For further details call the English Sports Association for People with Learning Disabilities on 01924 267580

2.7 Think Back

This section has looked at the practical ways disabled people can be included based on the Inclusion Spectrum. Focusing on the way the activity is delivered takes the responsibility away from the disabled people and places it firmly with the activity providers.

OPEN

Open football games are where everyone in the group is able to participate with minimal or no adaptation or modification.

MODIFIED

Modified football games occur when changes are made to the game or activity in order to promote inclusion.

PARALLEL

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

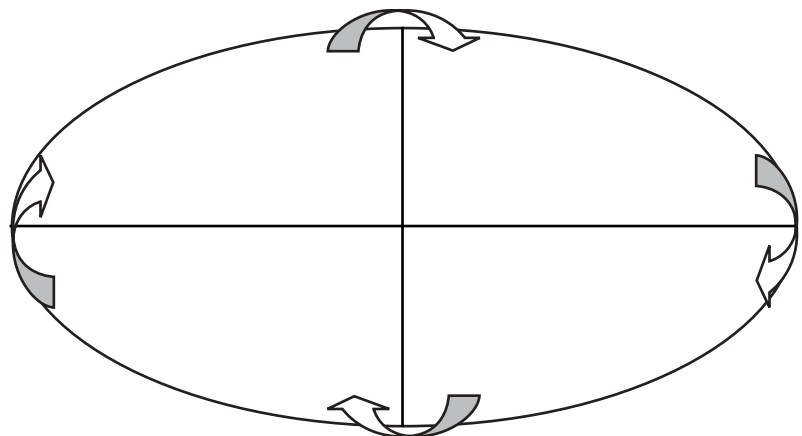
DISABILITY SPORT

This is where disabled people play competitive football in impairment specific groups, e.g. amputee football, or people who are visually impaired. Or where they play in mixed groups with disabled peers.

Think about these approaches and how they relate to football practises or games. How could football activities that you regularly organise fit into each category? How can this help you in including young disabled people in your sessions?

THINK INC

In the blank diagram below fill in your own definition of the different headings of the spectrum.



3. Football Participation



THINK INC (think inclusively! - look out for these prompts throughout the booklet).

List the reasons why young disabled people take part in football.

Generally disabled people take part in football for similar reasons as their non-disabled peers. You may have come up with some of the following: -

- for enjoyment
- as a passion
- to socialise and meet people
- to improve fitness levels
- for recognition as an elite performer
- to remain healthy
- to experience new activities
- for something to do
- to improve self esteem
- to have a better body image
- to be competitive and win
- for a personal challenge
- as part of an organised group
- to improve technical ability

3.1 WORKING WITH YOUNG DISABLED PEOPLE IN FOOTBALL SESSIONS

THINK INC

Some of you may not have worked with disabled people before or you may have only worked with one specific disability group. If there is a question, worry or point of information you would like to know jot it in the box below

3.2 Skills and Qualities

What are the skills and qualities needed to work with disabled people? Are they different from any other football session?

THINK INC

In the left-hand column list the qualities you feel are needed to work with disabled people in football and in the right hand column list the skills you feel are necessary.

Everybody brings different qualities and skills and often those needed to work effectively in coaching football are all that are needed. Below are some of the skills and qualities you may have included.

QUALITIES	SKILLS
Patience	Good coaching skills
Enthusiasm	Organisation
Humour	Safety Awareness
Keenness	Planning
Respect	Leadership
Adaptability	Communication
Flexibility	Punctuality
Motivation	Knowledge of Person & Group
Integrity	Knowledge of Modifying Activities
Reliability	Ability to work with a wide variety of people

Qualities	Skills

Essentially to coach disabled people effectively you need all the skills and qualities of a good football coach. Some of the qualities may need to be extended. Adaptability and flexibility may become increasingly important when working with some disabled people and communication skills may be more important with some people. But remember an open minded football coach is the best person to coach disabled players.

3.3 Communication

The FA TOP Sport Football handbook (pages 23-29) gives some ideas and strategies to aid communication with a group of young people, which may include young disabled people.

Certain individual differences need to be taken into consideration, but generally effective communication means using all of the faculties and channels available.

THINK INC

List ONE communication issue that you may have to take into account when you are delivering a football session to a group that includes:

<p>young children</p> <p>young people who have a visual impairment</p> <p>young people who have a learning disability</p> <p>young people who have mobility impairments</p> <p>young people who have a hearing impairment</p>	
---	--

Communication games

The following games are designed to get you to think about the various ways in which you communicate. Please note! They are not intended as simulations of communication impairments, but as exercises in improving your communication skills. Try using them with some of your groups!

Yes or no

Pair off.

One partner has the task of finding out as much as possible about the their colleague. However, the person being questioned may only answer with 'yes' or 'no' (strictly NO hand signals or miming!). Allow three minutes. This exercise can assist communication with people who have expressive language difficulties, but the main aim is to make people more aware of the way in which questions are asked.

Find out what you really want to know and make it easier for the person for the person to whom you are talking to give the desired information.

Some suggestions for questions:

- Name (or second/middle name if you know it already).
- Town where you live.
- Favourite football team.
- Least favourite team!

3.3

Communication

Can you 'group' your questions in order to make it easier for the person answering? For example, to find a favourite football team, ask whether it starts with a vowel or a consonant, or try to locate the part of country (north west, south east etc.).

Word pairs

Pair off.

Give one person the list of word pairs (see Appendix 3). It's important that their partner cannot see the words on the list.

The person with the list reads each pair to their partner by mouthing the words - no sound. Their partner tries to lip-read and guess each word.

Only 'say' each pair of words two or three times. If their partner cannot guess the word, or guesses incorrectly, move on to the next pair.

Note! This is a communication exercise, not a simulation of hearing impairment. However, it does also show how difficult it is to rely on lip-reading, without experience, as the only form of communication.

This exercise also stresses the importance of keeping information in context, particularly where a communication difficulty exists.

Make sure that what you are **saying** is co-ordinated with what you are **doing**.

Shoelaces

Ask everyone to pair up with a partner - preferably someone they don't know.

One partner unties one of their shoelaces, then puts their hands behind their back or folds their arms.

Then they have to instruct their partner to tie the lace, using only verbal cues (no pointing or waving hands about!). Allow three minutes.

Most people find this quite difficult, although this is a task that many people perform every day. The aim of the exercise is to illustrate how difficult it is to rely on only one form of communication. It also accentuates the need for precise verbal instruction.

After the task has been completed (or attempted), ask the group how many people used the words 'left' or 'right' during their instruction.

Many young people will not recognise abstract concepts relating to laterality, directionality,

space or distance. Alternative explanation is needed.

Note also that positioning is very important. If, for example, you face your partner to give the instructions, they will have to 'reverse' them in their head. Might be better for some young people to give a sports demonstration side-by-side or facing the same way as they are.

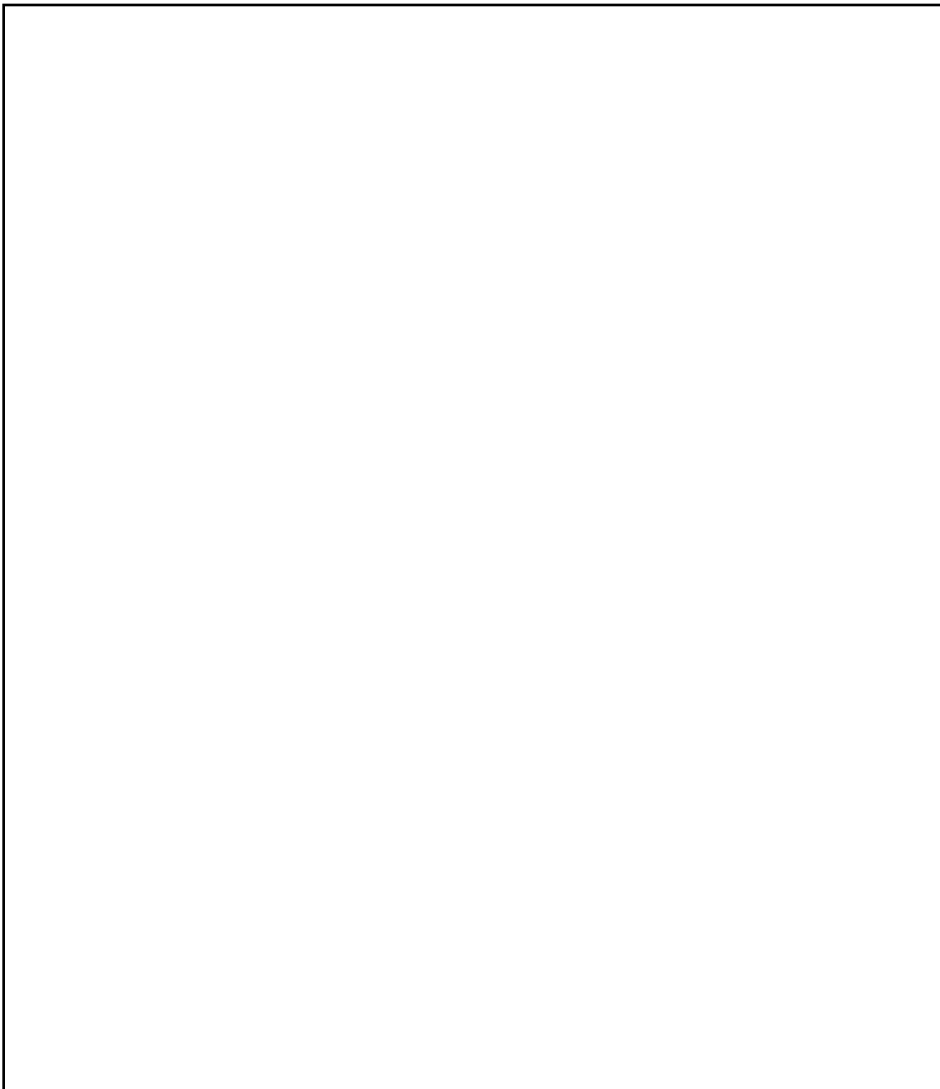
Match them up!

Devise an equal number of cards bearing the names of football players and clubs. Give these out randomly and ask the group to pair off. Someone with the 'David Beckham' card should be looking for the person who has the 'Real Madrid' card, and so on.

This game can lead into any of the paired communication exercises above.

3.4 Safety

All football activities must be safe as well as fun. This is the responsibility of the coach and teacher. List below any additional safety considerations or measures you think are relevant when working with young disabled people.



You may have listed some of the following:

- participants understanding instructions
- different fitness levels
- temperature of playing area and effect on the young person
- emergency procedures (will everyone hear/see/understand these?)
- hidden impairments
e.g. epilepsy
- awareness of each other's movement capabilities
- vulnerability to physical contact.

See Appendix 4 at the end of this booklet for some more ideas.

3.5

Warming Up/ Cooling Down

It is vital to include everyone in the warm up phase of a session. Everyone needs to warm up whether the reasons are physiological, for example, raise body temperature, gradually increase heart rate, or sociological, for example, orientation to the

space, introduction to themes/ activities that may be used later in the games.

The nature in which the coach approaches the warm up will set up the interactions, inclusion and atmosphere for the rest of the session.

You could have listed some of the following:

Warming up

- unites the group
- introduces different spaces
- prepares participants mentally
- sets the scene of an inclusive session
- sets ground rules for the session
- allows coach to assess the group
- enables coach to assess potential dangers, for example, where contact may be dangerous to a vulnerable individual.

THINK INC

The reasons why most young disabled people warm up are the same as for everybody else. But can you think of any additional reasons?



3.6 Think Back

This section has introduced some of the skills and qualities that are useful for football coaches. To conclude, consider which skills and qualities are appropriate to you when encouraging other people to coach disabled players. List in the right hand column at least three things that you are confident of and in the left-hand column three additional skills you feel would extend your existing skills.

Skills/qualities you are confident of or have experience in.	Additional skills that would help or extend you

Appendix 1.

Games Progression

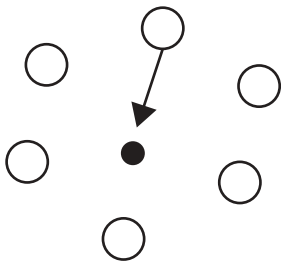


Games progression

The games progression pulls together the various aspects of the Inclusion Spectrum in a series of linked activities that include examples of open, modified and parallel activities.

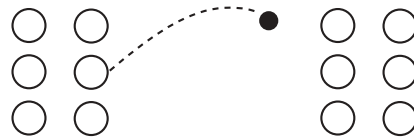
Stage 1: simple skill development

Players kick a slow moving, soft or lightweight ball around a circle formation. Some players can propel the ball in other ways if kicking is not an option, e.g. pushing with their hands, using an implement, like a hockey stick, or sending the ball down a ramp.



Encourage co-operative play. How many successful passes keeping the ball inside the circle? Try using different density balls that move at different speeds. Initially, the players remain in a static position, standing or seated

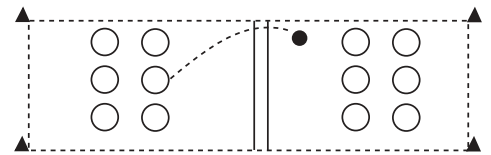
Stage 2: basic game format



This gets the players into two groups facing each other - they see that this game involves two groups of people facing each other. Remaining in a seated or static position, players try to keep the ball moving between to two groups. Players in each group can pass between themselves. Use a lightweight ball that 'lifts' easily.

Stage 3: introduce a barrier and define the space

Place a low bench or net between the groups (a solid barrier is sometimes better, because deflections will keep the 'rallies' going).



Once players have got used to the barrier, define a space using marker cones, skittles or discs. Encourage teams to 'fill their space'.

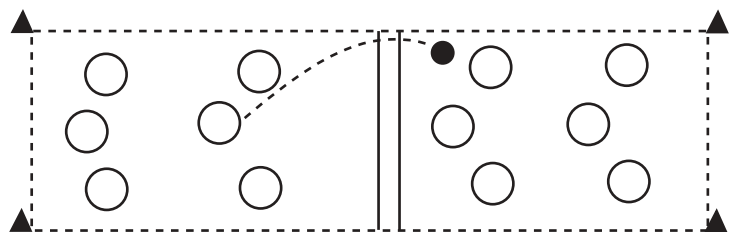
Appendix 1.

Games

Progression

Stage 3: introduce simple rules, e.g. volleyball footy

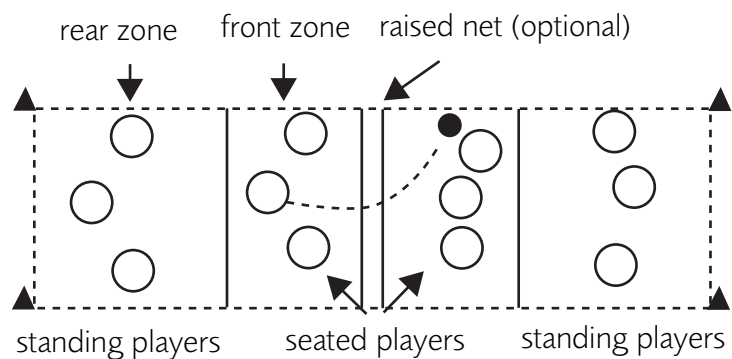
Using a lightweight, safe ball, introduce simple volleyball rules. For example, no double hits (ball must touch someone else before a player can touch it again), only three team hits (before the ball must pass over the barrier). Begin to play for points. Seated players who prefer to use their hands should be encouraged to do so.



Stage 4: integrated volley footy

This version of the game enables standing and seated players to play together. The court on each side of the net is divided into two zones, front and rear. Seated players, who may use their hands, sit in the front zone. Ambulant players are positioned in the rear zone. Players must remain in their own zone (for example, wheelchair users can't move back into the rear zone).

Play regular volleyball rules - use a lightweight (e.g. foam or beach ball) to make it easier to 'lift' the ball, and for safety. Do not use a regular or hard football when there is a mixture of seated and standing players!



This game progression shows how developing simple skills in an inclusive or open framework can lead to modified activity. The parallel aspect is that each of these games could be set up in parallel for ability-matched groups. This progression could lead some players into disability sport activities, like seated volleyball, or disability specific football.

Appendix 2.

FA TOP Sport Football / Soccability Equipment

FA TOP Sport Football bag

1 mini soccer goal size 3.66m x 1.83m (or 12' x 6') which breaks down into 3 smaller 1.22m x 0.61m (or 4' x 2') goals.

Each bag also includes three soccer balls: a size 3 and size 4 match ball, and one size 4 moulded rubber ball.

Soccability bag

This additional bag provides some different options that teachers and coaches can use to assist the inclusion of players who have different abilities.

1 trial 'soft touch' pink football	softer, user-friendly football - slightly slower-moving, providing better control and more reaction time
1 grab ball	'hollow' ball that travels more slowly and does not roll away as far or as quickly as a conventional ball - can help players who have co-ordination and control difficulties
1 plastic moulded 'rattle' ball	ball filled with plastic chips that rattles when moving along the ground or when it bounces - can help with visual tracking or to assist inclusion of visually impaired players - lighter than the familiar 'lead shot' filled ball
1 plastic moulded bell ball	Similar to the rattle ball but with internal bells - designed so that bells will not distort the movement of the ball - can help with visual tracking, or to include visually impaired players
1 'beeper' ball	this ball has a hollow centre in which a beeper unit (supplied) can be inserted - the beeper emits an intermittent beeping sound to assist visually impaired players with tracking the ball - can also motivate young people who have high levels of distractibility.
153 cm plastic 'physio' ball	this ball is designed to be used by players who use their wheelchairs to propel the ball, for example, power chairs users

The bag also includes two size 4 Trial Footballs, and a moulded Mitre ball.

Appendix 3.

Another communication game demanding specific skills - encourages participants to think about the way they articulate words and also points up the limitations in relying on one specific means of communication. This game can be used as an alternative, or in addition to, the communication games shown in Section 3.

Word Pairs

Get with a partner.

Read the word pairs to your partner, without making a sound (mouth the words).

Your partner tries to guess the words. If they can't guess a word or a pair of words after two or three attempts, then move onto the next pair.

Ensure that your partner cannot see the word list.

umpire	paper	bike
impart	baby	bag
few	require	get
view	rewire	can't
cheque	feeds	jolt
chicken	fits	shoulder

Appendix 4.

Safety

The vast majority of young disabled people can be included in physical activity with little or no adaptation.

- There may be certain reasons that may prevent some young disabled people from participating in some exercises or exercise regimes. Check with teachers, support staff, parents and carers, and the young people themselves before they participate.
- Where there are reasons, or you are not sure following consultation, try to provide a positive alternative rather than simply exclude an individual. For example, give a different or alternative version to an activity (some ideas are given in the workshop pack). There is always a way of providing a positive alternative.
- If you are uncertain about an individual's exercise tolerance, alternate active and passive segments, or build in frequent rest periods until this is established.
- Provide alternatives that enable some individuals to reduce the intensity of an exercise if you are not sure about their fitness level. For example, some can choose to walk or travel slowly between activity stations rather than run or move quickly.
- Abstract concepts, like weight transference, or feeling a stretch, may not be within the experience of some young people. Give good visual demonstrations, or find a way of isolating the desired movement. For example, stretch with the support of the floor, rather than standing.
- Suggest non weight-bearing alternatives, or reduce resistance, where individuals experience strength activities for the first time. For example, some activities could be done in a seated position initially.
- If young wheelchair users get out of their chair onto the floor to participate, use mats for them to sit on.
- Make sure that all participants are aware of the different movement capabilities of everyone in the group.
- Consider the safety of young people who have a sensory impairment. Will they see / hear the fire alarm or respond to all visual or verbal instructions?
- Allow children who have a visual impairment to feel and handle equipment, and experience the layout of the playing area. This is particularly important in activities with a lot of mobility, e.g. relays.
- Some young people will be vulnerable to physical contact. This can be due to variations in mobility, balance and reaction time.

Appendix 5. Acknowledgements

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Tony was the inspiration behind the original Soccability concept.

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For his input to this manual (Section 2.6), and his support with training development.

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