



**FOOTBALL
IN SCHOOLS
PROGRAMME**
the pathway to develop Irish football

Soccer Programme



GAMES

Treasure Chest
Hijack
1-2-3-4

Find a Goal
Headers
4 v 1
Goalkeeping

The Game of Mini-Soccer
3 v 3
Split Ends
The Wing Game

Football For All
Card

Futsal

EQUIPMENT

- ★ 1 set of Buntús Soccer Cards.
- ★ Balls
 - Size 3 soccer ball x 5.
 - Size 4 soccer ball x 5.
 - Futsal ball size 3 x 12.
- ★ Bibs - 4 sets of 8.
- ★ Cones - 2 sets.
- ★ 1 Ball bag.



Introduction

Many children have experience of playing or watching the game of football and may have a basic understanding of the rules and purpose of the game.

FAI Buntús Soccer Programme is based on decision making and Mini-soccer is the appropriate game for children to develop their understanding of decision making in football.

All the FAI Buntús Soccer cards:

- ★ develop game understanding by using progressive activities.
- ★ involve small groups of children working in areas of an appropriate size.
- ★ attempt to reinforce appropriate skill development.

Organisation

In the classroom children are often put into small groups to complete a task. This can also work in games lessons if children are given the necessary assistance to organise themselves. This approach leads to a more thorough understanding of games playing by children as they discuss rules, safety, co-operation, and competition. Simple guidance for children could include:

Basic rules

- ★ handball.
- ★ re-starting play
 - after a goal.
 - when the ball goes out.

- ★ foul play.

Behaviour

- ★ avoid reckless and inappropriate challenges.
- ★ to adopt a fair-play attitude at all times.

Grouping

- ★ by ability and size.

Competition

Games are not enjoyable unless both teams play fairly and co-operate in their attempts to win.

Try to stress the individual and team performance rather than the result.



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Courses

The Football Association of Ireland operates a national programme of courses for teachers and coaches including a course to help implement the FAI Buntús Soccer Programme.

Resources

The FAI Guide includes details of a comprehensive range of activities for all stages. Further support is available from:

The Football Association of Ireland
80 Merrion Square
Dublin 2

Phone: 01 7037500
Fax: 01 6610931
E.mail: info@fai.ie





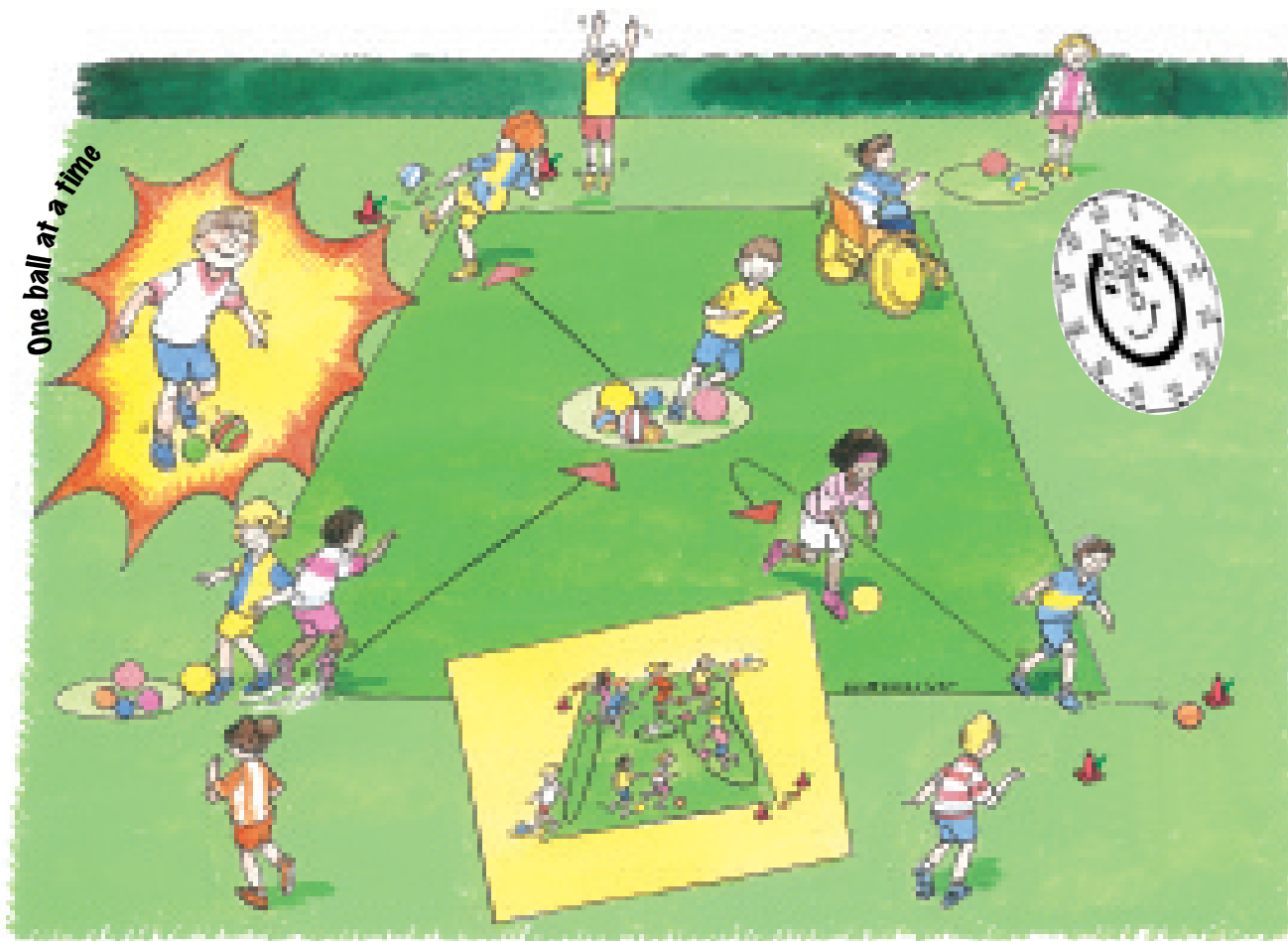
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Treasure Chest



How to Play

- ★ Number of players: 8 split into four teams of 2. All teams play against each other.
- ★ In 60 seconds dribble as many balls as possible and place in own area.
- ★ When area in middle is empty, take balls from other teams' areas and move clockwise back to own area.
- ★ Only collect one ball at a time.
- ★ Collect from different areas not the same one each time.
- ★ Do not tackle other players.



Did you take one ball at a time?
Did you take care not to bump into people?



Treasure Chest



Safety points

- ★ Ensure middle area is large enough so players do not bump heads.
- ★ Leave enough space between groups.
- ★ Play sensibly...no pushing, bumping or tackling.
- ★ Make sure children have a signal to stop.

Equipment

- ★ 15-20 balls of different sizes.
- ★ Markers to mark areas.

What to look for...do the children?

- ★ Try to look ahead at all times?
- ★ Try different ways to get the ball out of the central hoop?
- ★ Try to change their pace?

Changes to the game

	Easier	Harder
Space	★ Reduce distance from centre to corner.	★ Increase distance from centre to corner.
Task	<ul style="list-style-type: none"> ★ Use walking pace and then jogging pace. ★ Take ball out of central hoop with the hands. ★ Wheelchair users can carry the ball on their laps and work with a partner who collects / places balls. 	<ul style="list-style-type: none"> ★ Place Markers to dribble round on the way back. ★ Use both feet to dribble.
Equipment	★ Only use size 3 and 4 footballs at first.	★ Use a variety of size of balls.
People	★ A partner can verbally guide a visually impaired player, or use tactile guide lines linking hoops.	★ Have a defender who can tag or tackle players as they return to their hoop.

Making Connections Use this as a warm-up to a game that requires running with the ball, e.g. The Wing Game, 3v3.
Associated Language Warming-up, dribbling, travelling with the ball, keeping the ball.





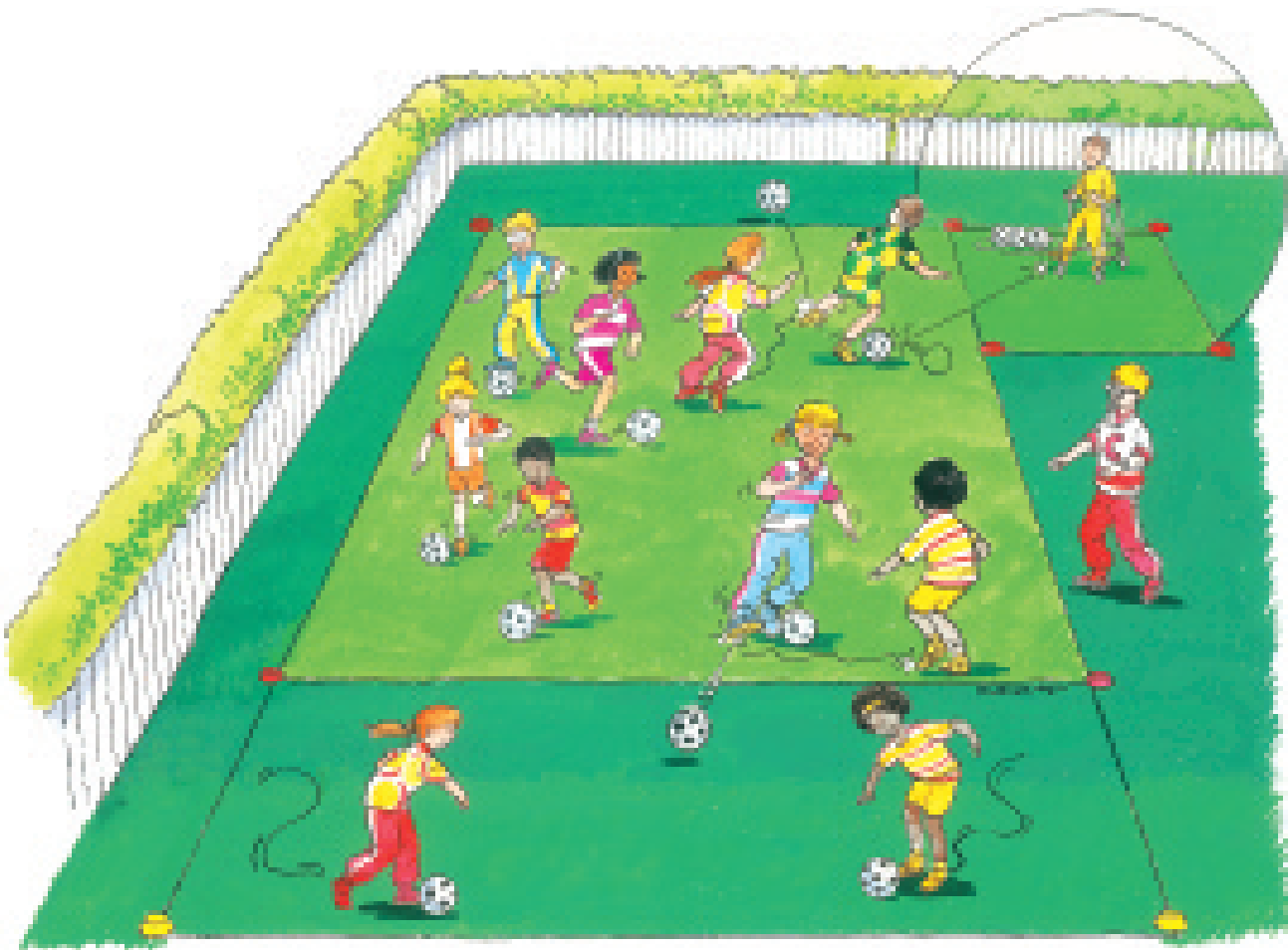
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HIJACK



How to Play

- ★ Each player has a ball.
- ★ In 60 seconds knock as many other players' footballs out of the square while at the same time protecting your own.
- ★ When players' footballs are knocked out of the square they collect ball and return.



Did you kick one ball out at a time?
Did you take care not to bump into other people?
Did you try to stop other players kicking the ball out?



Hijack

Safety points

- ★ Ensure area is large enough for number of players.
- ★ Play sensibly...no pushing.
- ★ Make sure there is a signal to stop.

Equipment

- ★ 1 ball per player.
- ★ Markers.
- ★ Watch.
- ★ Whistle.

What to look for...do the children?

- ★ Try to look up at all times?
- ★ Take the ball away from opponents quickly?
- ★ Bend their knees when turning?
- ★ Shield their football?

Changes to the game

	Easier	Harder
Space	★ Make area bigger.	★ Make area smaller.
Task	<ul style="list-style-type: none"> ★ Walk then jog. ★ When ball is knocked out of the area it can be collected and player rejoins the game. ★ Some players can play from within a zone near the playing area, they try to hit other players' balls. ★ Some players play without a ball and knock / kick other players' balls out (easier for the player without the ball). 	<ul style="list-style-type: none"> ★ When ball is knocked out of the area practise dribbling at the edge of the square. ★ Keep one foot on the ball at all times. ★ Only use one foot.
Equipment	★ Use smaller balls as appropriate.	
People		★ Introduce defenders.

Making Connections Use this as a warm-up to any game that requires players to keep possession, e.g. 1-2-3-4, Split Ends, Goalkeeping.

Associated Language Keeping possession, keeping control, shielding the ball.



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1 - 2 - 3 - 4



How to Play

- ★ In groups of 4 or 5 numbered 1 to 5.
- ★ The ball is passed in order from 1 to 2 to 3 to 4 to 1 to 2 etc in a marked area.
- ★ Practice initially with players standing still.
- ★ When players have practised they must move into a different space once they have passed the ball.
- ★ Remove markers and allow two or three groups to come into the same area and continue the practice.



Did you help with the numbering?
Did you help your team to keep passing in order to move when you had passed the ball?



1 - 2 - 3 - 4

Safety points

- ★ Use grids for each group.
- ★ Ensure there is enough space for each group.
- ★ Be aware of others.

Equipment

- ★ Footballs.
- ★ Markers to mark the area.
- ★ Bibs.

What to look for...do the children?

- ★ Have a clear path before passing the ball?
- ★ Show clearly that they are ready to receive a pass?
- ★ Communicate with each other?

Changes to the game

	Easier	Harder
Space	★ Do not mix groups in the same area.	★ Mix the groups.
Task	<ul style="list-style-type: none"> ★ Pass the ball with the hands until the sequence is remembered. ★ When starting to move, walk and then jog. ★ Move closer to each other when passing. 	<ul style="list-style-type: none"> ★ Allow teams playing in the same area to intercept each other's passes. ★ Change direction of passes 4-3-2-1. ★ Introduce a second ball.
Equipment	★ Use smaller balls as appropriate.	
People	★ Wheelchair users can transfer the ball on their laps and partners collect.	★ Have one defender who tries to intercept passes.

Making Connections Associated Language

Use this as preparation for any passing game, e.g. Split Ends, 4v1, The Wing Game, Mini-Soccer.
Finding and using space, watching the ball, following through, supporting.



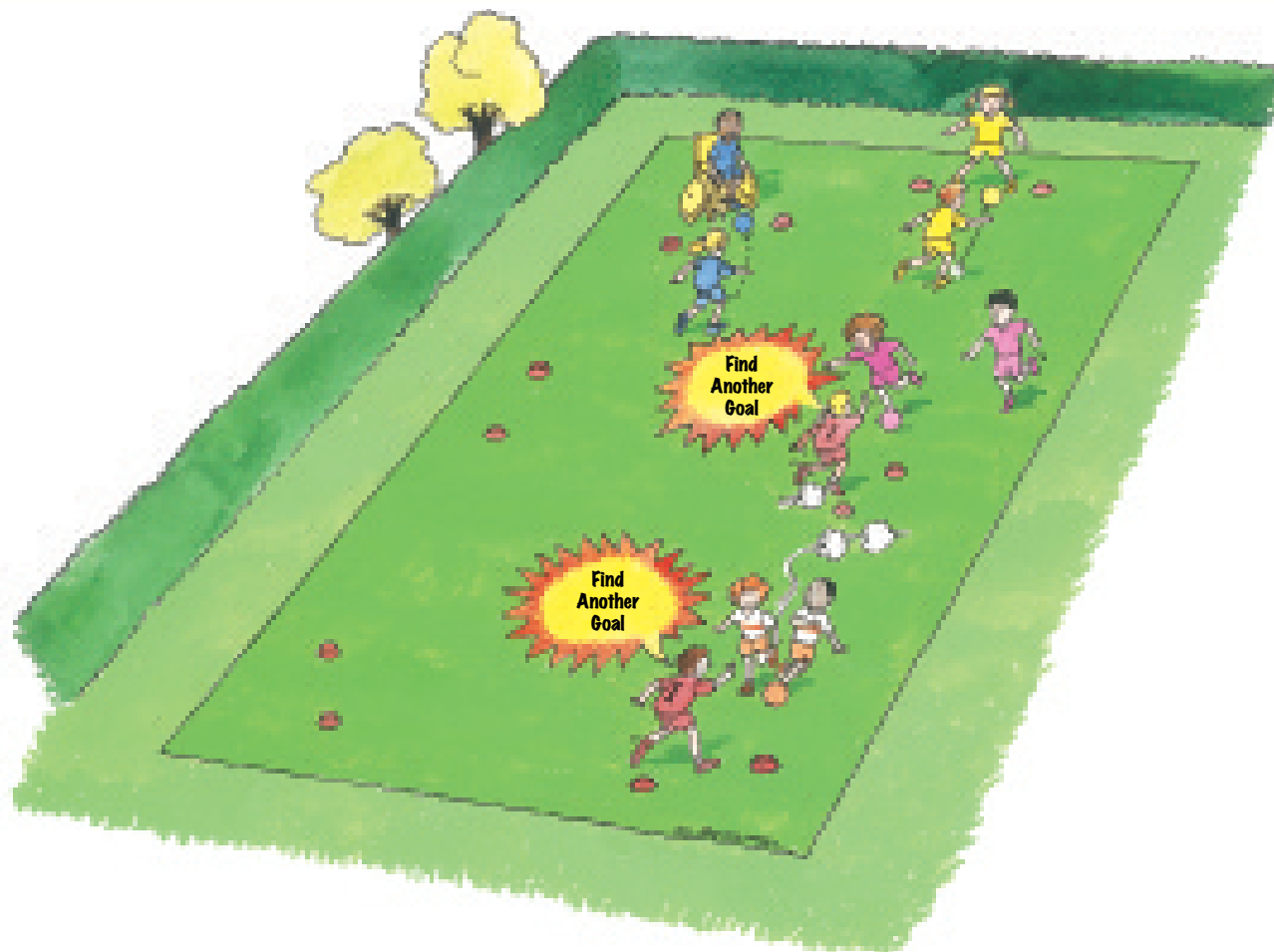
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Find a Goal



How to Play

- ★ 10 players in pairs.
- ★ Each pair sets out two markers of the same colour one metre apart anywhere in the area.
- ★ Practice passing the ball between the two markers to each other.
- ★ Continue by scoring a goal through one pair of markers and then moving to another pair to score through them.
- ★ The course is completed when a goal has been scored through each pair of markers.
- ★ When this has been tried pick two players who block goals and shout 'Find-a-Goal' to players approaching who then have to find another goal.



Did you give everyone a chance of intercepting?
Did you keep score?



Find a Goal



Safety points

- ★ Leave enough space between markers.
- ★ Make sure children have a signal to stop.
- ★ Move round the course clockwise at first.

Equipment

- ★ 1 football per pair.
- ★ Goals/markers.
- ★ Markers to mark area.

What to look for...do the children?

- ★ Pass and dribble with both feet?
- ★ Look up when dribbling?
- ★ Communicate with each other?

Changes to the game

	Easier	Harder
Space	★ Make area bigger.	★ Make area smaller.
Task	<ul style="list-style-type: none"> ★ Use walking pace and then jogging pace. ★ Some players can begin by throwing and catching the ball. ★ Move round the course clockwise at first. 	<ul style="list-style-type: none"> ★ Players score from further away. ★ Try first time passing.
Equipment	★ Make goals bigger.	★ Make goals smaller.
People		★ Introduce defenders.

Making Connections Associated Language

Use this as preparation for any passing game, e.g. Split Ends, 4v1, The Wing Game, Mini-Soccer.
Backup, support partners, keeping possession, being direct. Discussing the best route and comparing performance.





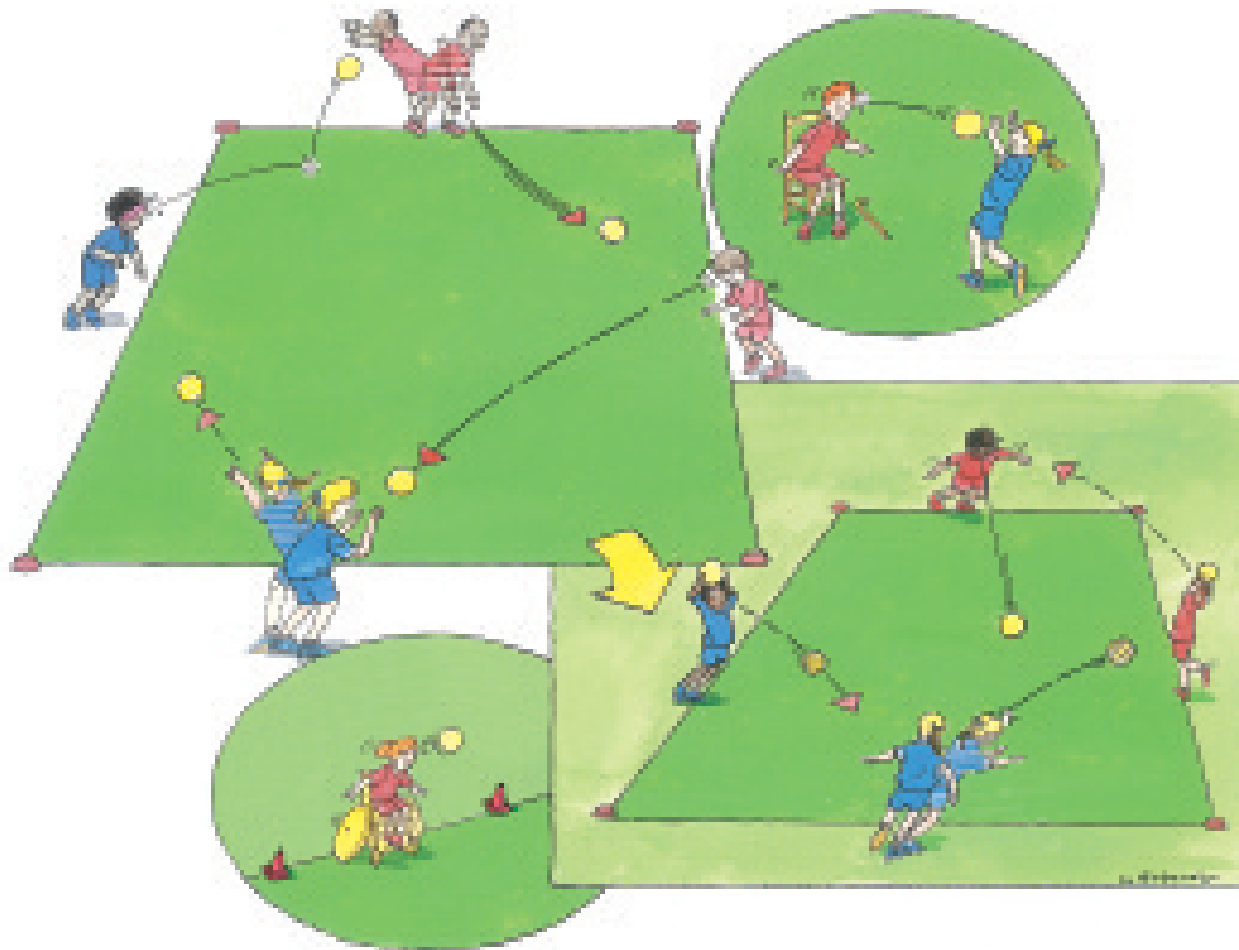
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Headers



How to Play

- ★ Start in pairs with players taking it in turns to serve themselves trying to score a goal against a partner.
- ★ Players underarm serve to each other and try to score.
- ★ Four players in two pairs (red and blue) around a 6m x 6m square.
- ★ Players from each pair stand on adjacent sides of the square.
- ★ Reds start by throwing an underarm pass to the other red who tries to head the ball past one of the blue pair.
- ★ Teams take it in turns to try to score.



Did you remember to keep score?
Did you change the size of the area as you improved?



Headers



Safety points

- ★ Maximum 15 minutes of heading in any lesson.
- ★ Use appropriate soft balls.

Equipment

- ★ One soft ball per four.
- ★ Markers to mark the area.
- ★ Bibs.

What to look for...do the children?

- ★ Have their eyes open and their mouths closed?
- ★ Attack the ball or did it attack them?
- ★ Head through the ball with their forehead?

Changes to the game

	Easier	Harder
Space	★ Make area smaller and move closer together.	★ Make area larger and move further away.
Task	★ Head the ball out of the hands.	★ Use a proper throw-in as a feed. ★ Ball must bounce before the line to score. ★ Use cones to make small target goals.
Equipment	★ Use a soft ball.	
People	★ Work with a partner who tosses a light ball at head height.	

Making Connections Use heading in the wing game with players throwing in balls to head.
Associated Language Watching the ball, following through, getting into position.





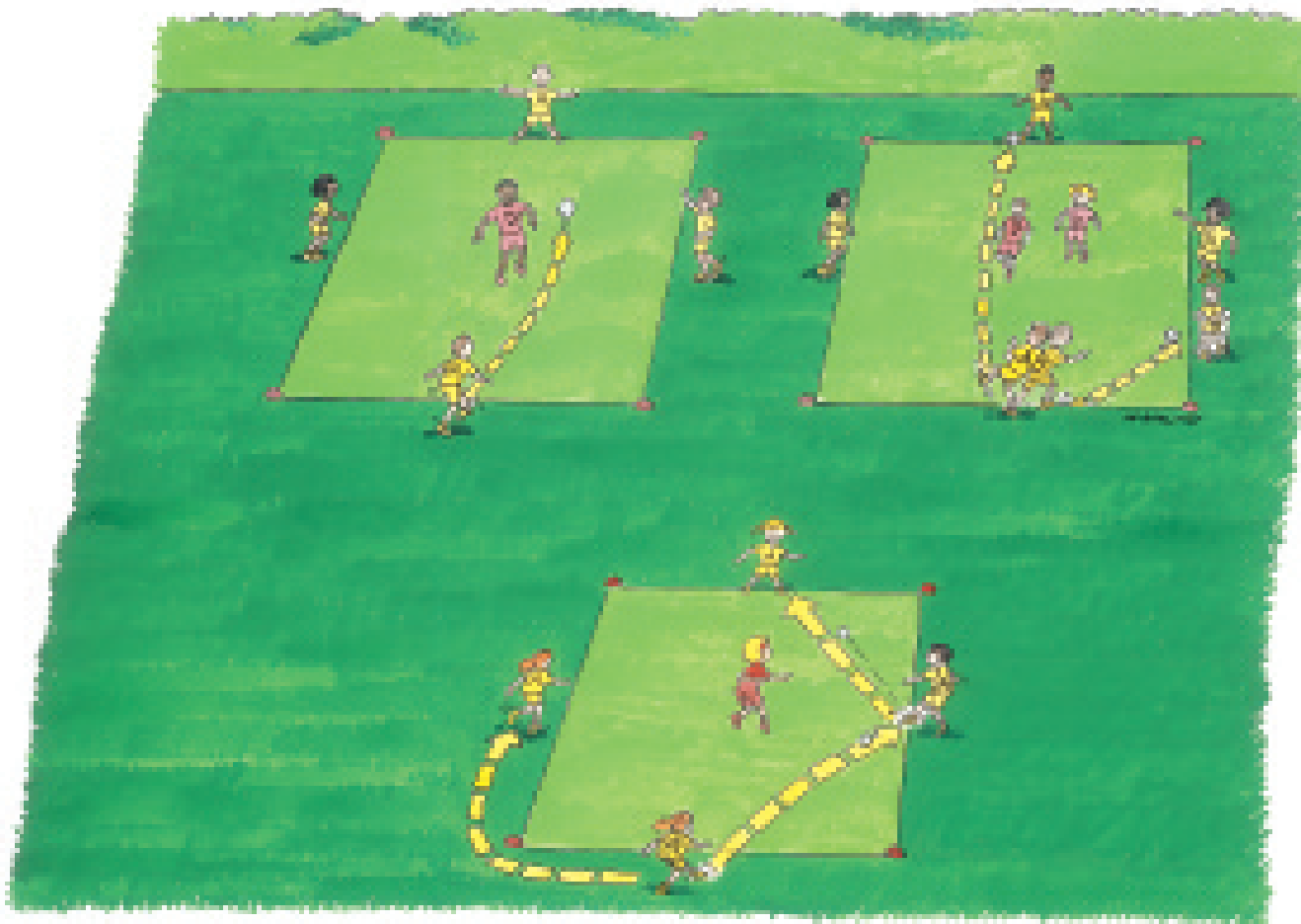
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4 v 1



How to Play

- ★ Start with 5 players.
- ★ Use an area (approx. 9m x 9m).
- ★ 4 attackers stay outside the area, 1 defender inside the area.
- ★ Defenders stay inside the area, attackers outside.
- ★ Attackers score a point when they make a successful pass across the area.
- ★ Change defender every 30 seconds.
- ★ Attackers must move along their line to make an angle for the passer, to complete their pass.



Did you help supervise the game?
Did you help to change the teams correctly?
Did you encourage players?



4 v 1

Safety points

- ★ Avoid dangerous challenges.
- ★ Leave enough space between each group.

Equipment

- ★ One ball per group.
- ★ Markers.
- ★ Bibs.

What to look for...do the children?

- ★ Disguise their passes?
- ★ Keep the ball low?
- ★ Pass with both feet?
- ★ Pass using a different part of the foot?
- ★ The weight of the pass?

Changes to the game

	Easier for attackers	Harder for attackers
Space	★ Increase the area.	★ Decrease the area.
Task	★ Play 1-2-3-4 around a square.	★ Play 3 v 1 with attackers allowed to move to different parts of the square.
Equipment	★ Use bright coloured balls to help players who have visual or perceptual impairments to track the ball.	★ Use different size balls.
People		★ Play 4 v 2 with two defenders inside the square. Ball must go between defenders to score.

Making Connections Use 1-2-3-4 as preparation, lead onto Split Ends.
Associated Language Disguising, concealing, supporting, covering, watching the ball.



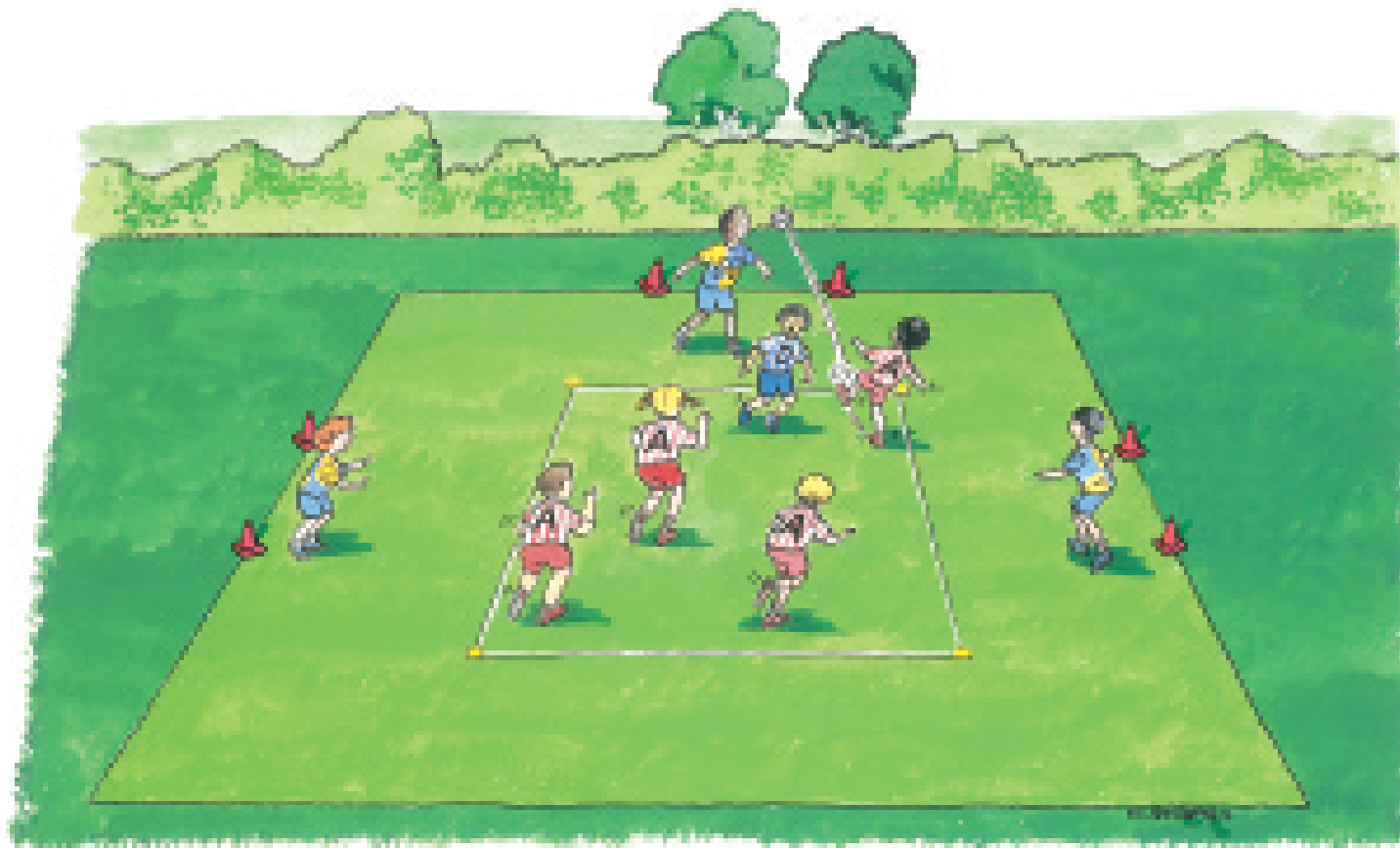
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Goalkeeping



How to Play

- ★ 8 players in a group.
- ★ 3 goalkeepers, each in a goal.
- ★ 4 attackers and defender in a square.
- ★ Attackers can shoot at any goal to score.
- ★ When a goal is scored, the goalkeeper throws the ball back into the square and attackers try to score in another goal.
- ★ When one attacker has scored 3 goals... players rotate.



Did you encourage attackers to work together to score?

Did you keep Score?

Did you make sure everyone had a go at goalkeeping, defending and attacking?



Goalkeeping



Safety points

- ★ Avoid dangerous tackles.
- ★ Group by ability/height.
- ★ Take care to shoot low, and use softer ball if seated players are goalkeeping.

Equipment

- ★ Footballs.
- ★ Cones.
- ★ Markers to mark out areas 40m x 40m overall with a 20m x 20m square in the middle.
- ★ Bibs.

What to look for...do the children?

- ★ Try to stay on their feet as long as they can?
- ★ Try to move off their goal line to make target smaller for the attacker?
- ★ Hold on to the ball?

Changes to the game

	Easier for goalkeeper	Harder for goalkeeper
Space	★ Move goals further away from the shooting zone.	★ Increase the size of the shooting zone.
Task	<ul style="list-style-type: none"> ★ Limit the number of touches for the attackers. ★ Give some goalkeepers more reaction time by marking an area from outside which players must shoot. 	<ul style="list-style-type: none"> ★ Encourage attackers to follow in for rebounds. ★ Defenders can score if they win the ball.
Equipment	<ul style="list-style-type: none"> ★ Make goals smaller, move cones in. ★ A light bell ball or colour contrast ball can help a visually impaired player to track the ball. 	★ Make goals bigger.
People	★ Add more defenders.	★ Add more attackers.

Making Connections Associated Language

Use as preparation for Mini-Soccer or the Wing Game and Split Ends if using Goalkeepers. Moving feet, getting into position, cradling the ball, watching the ball, covering team play, team position, W-catch.





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The Game of Mini-Soccer



How to Play

- ★ 2 teams with a minimum of 4v4 up to a maximum of 7v7.
- ★ Play for a maximum 10 minutes then change opponents.
- ★ Each team has a goalkeeper. Change both goalkeepers when a goal is scored.
- ★ To score, get ball into opponents goal. When a goal is scored restart with a centre-kick.
- ★ If ball goes out, play it back in.
- ★ No offside.



Did you help supervise the game?
Did you give everyone the opportunity to play?
Did you encourage the players?



The Game of Mini-Soccer



Safety points

- ★ Ensure pitch is appropriate size for number of players.
- ★ Avoid dangerous tackles.
- ★ Group players by height and ability.

Equipment

- ★ Footballs.
- ★ Cones for Goals.
- ★ Markers to mark pitch 27.5m x 18.3m min, 54.9m x 45.8m max.

What to look for...do the children?

- ★ Try to move into space nearer to their opponents goal to receive a pass?
- ★ Defend with their team to try to get the ball back?
- ★ Spread out to find a space when their team has the ball?
- ★ Shoot at every opportunity?
- ★ Try to pass the ball forward?

Changes to the game

	Easier	Harder
Space	<ul style="list-style-type: none"> ★ Make pitch bigger. ★ For some goalkeepers, create a safety zone. Attackers must shoot from outside this zone giving goalkeeper more time to react. 	<ul style="list-style-type: none"> ★ Reduce size of the pitch.
Task	<ul style="list-style-type: none"> ★ Special needs players can be included successfully by allowing them to play for BOTH teams. 	<ul style="list-style-type: none"> ★ Encourage the players to use the minimum number of touches (2 or 3) before a pass for: <ul style="list-style-type: none"> ★ individuals. ★ all players.
Equipment	<ul style="list-style-type: none"> ★ Make goals bigger. 	<ul style="list-style-type: none"> ★ Make goals smaller.
People	<ul style="list-style-type: none"> ★ One player plays for the team that has the ball i.e. 3 v 3 +1. 	<ul style="list-style-type: none"> ★ Give one team less players.

Making Connections Associated Language

The Wing Game and Split Ends are useful variations to the game of Mini-Soccer. Principles of attack and defence, finding and using space, marking, covering, delaying, team play and team positions.





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3 v 3



How to Play

- ★ 7 players in a group.
- ★ 3 attackers in an area with a ball each.
- ★ 3 defenders in an area closer to the goal, with one ball passing to each other.
- ★ One goalkeeper in goal.
- ★ One attacker moves out of the back of the area to try to score.
- ★ One defender leaves the area to stop attacker scoring.
- ★ When three goals have been scored teams swap and goalkeeper changes.



Did you encourage other players?
Did you keep the score?



3 v 3

Safety points

- ★ Avoid dangerous challenges.
- ★ Group players by height and ability.
- ★ Make sure there is enough room between groups.

Equipment

- ★ Goals.
- ★ Markers to mark out area.
- ★ Footballs.

What to look for...do the children?

When attacking

- ★ Shoot as soon as possible?
- ★ Concentrate on accurate shooting?

When defending

- ★ Always stay on their feet trying not to fall to the ground?
- ★ Try to stay between the attacker and the goal?

Changes to the game

	Easier for defenders	Harder for defenders
Space	★ Make area smaller.	★ Make area bigger.
Task	★ Maximum of two touches before attacker shoots.	
Equipment		★ Make goals bigger.
People	<ul style="list-style-type: none"> ★ Play two defenders against one attacker. ★ Some players cannot be tackled and play without a defender opposing. 	★ Play two attackers against one defender.

Making Connections Associated Language

Use as preparation for Split Ends or the Wing Game.
Team play, covering, supporting, shooting, marking, delaying, principles of attack and defence.



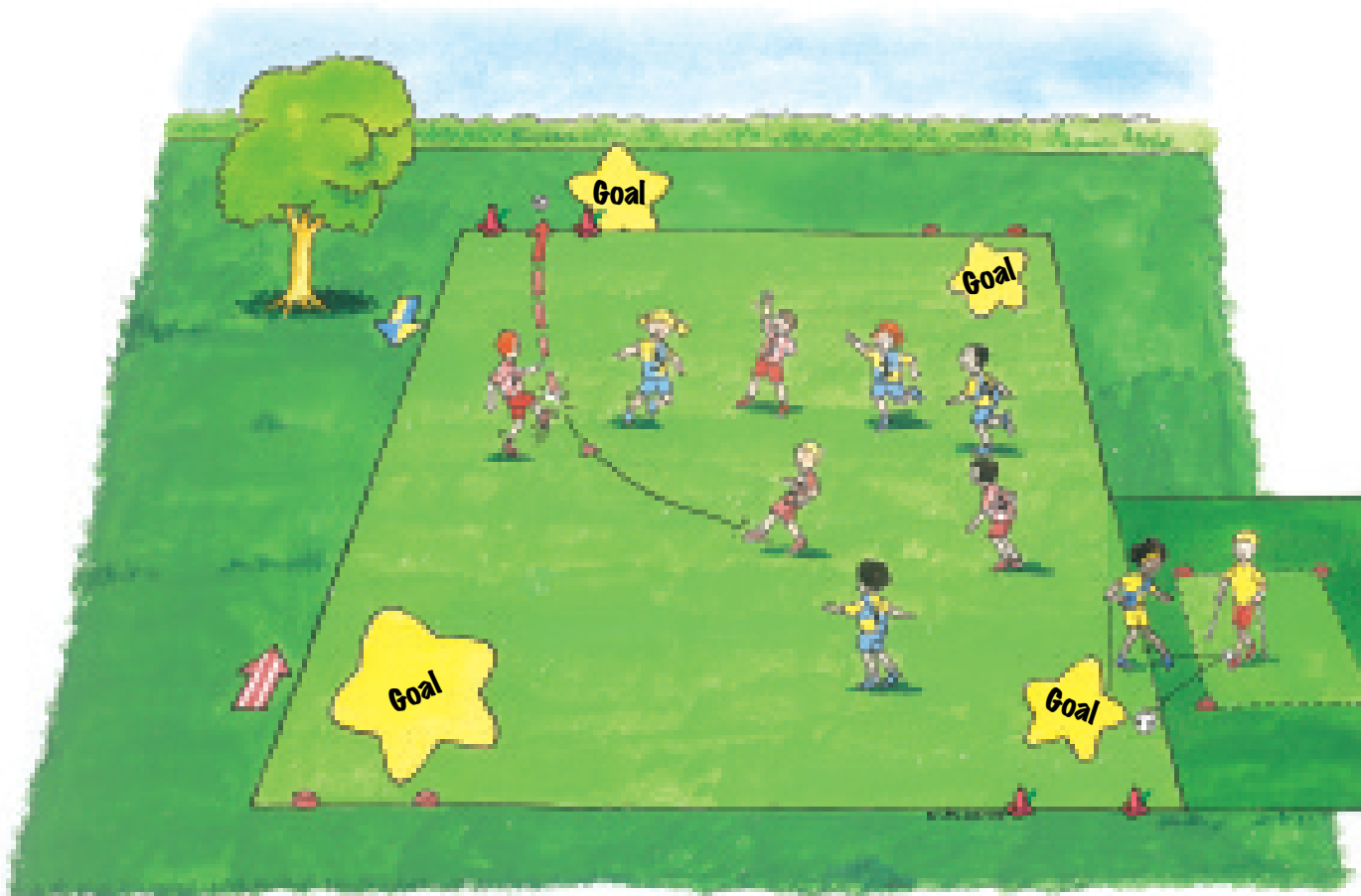
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Split Ends



How to Play

- ★ 2 teams of 4 in a square with 4 goals 1.2m wide.
- ★ Score in either of the two oppositions' goals.
- ★ If ball goes out, re-start with a throw or kick-in.
- ★ When a goal is scored, give the ball to the other team which starts with a centre kick.
- ★ No goalkeepers, but a player near the goal can use hands to save the ball.



Did you help supervise the game?
Did you help everyone take part?
Did you encourage the other players?



Split Ends



Safety points

- ★ Avoid dangerous challenges.
- ★ Group players by height and ability.

Equipment

- ★ Balls.
- ★ Markers to mark pitch approx 27m x 18m.
- ★ Bibs.
- ★ Cones.

What to look for...do the children?

- ★ Pass to one of their team who can shoot at a different goal?
- ★ Change the direction of play with a pass?
- ★ Spread out?

Changes to the game

	Easier	Harder
Space	★ Increase the area.	★ Decrease the area.
Task	<ul style="list-style-type: none"> ★ Score in any goal. ★ Player in tackle-free zone (positioned near a goal) can receive a pass and score for either team. 	<ul style="list-style-type: none"> ★ Mark a square in each corner. Players must receive the ball in the square to score. ★ Play with a third team of four one behind each goal. Score by playing ball through goal and receiving it back.
Equipment	★ Place goals in the middle of each side.	★ Make goals narrower.
People	<ul style="list-style-type: none"> ★ Play 3 v 3 or 4 v 3. ★ Have one player who swaps sides and always plays for the team with the ball. ★ Play with a third team of four one behind each goal. Score by playing the ball through goal and receiving it back. 	★ Play 5 v 5.

Making Connections Use 1-2-3-4 and 4 v 1 for preparation, lead onto The Wing game and Mini-Soccer.
Associated Language Being direct, finding and using space, possession and repossession, width, depth and support.





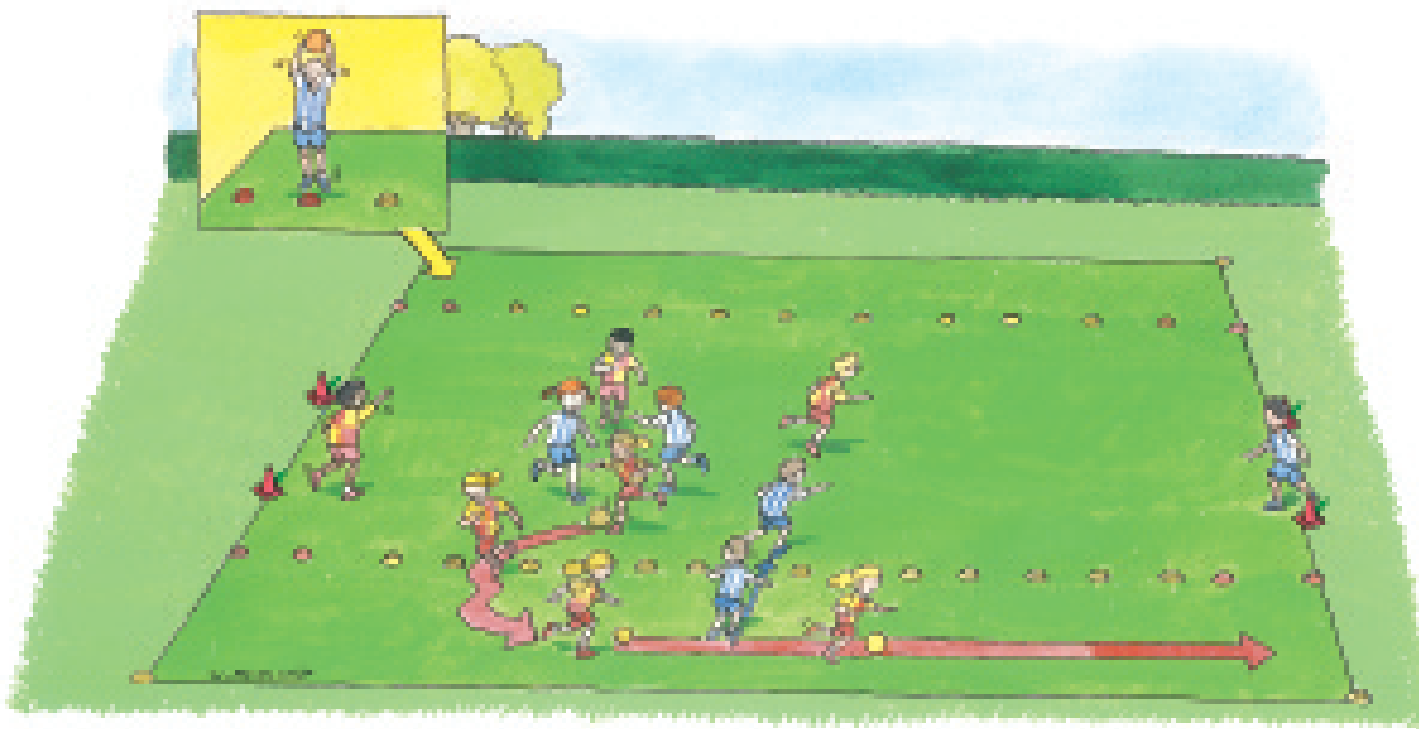
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The Wing Game



How to Play

- ★ 5-7 players per team including a goalkeeper.
- ★ Pitch marked out with two 1.5 metre channels down each side.
- ★ When a player moves into the wing zone or is passed the ball while in the wing zone all other players must move out of the zone leaving the player alone to run with the ball.
- ★ Encourage players to pass or take the ball into the wing zone.
- ★ Player cannot be tackled in the wing zone.
- ★ Players cannot score from the wing but must pass the ball back into the field of play for someone else to score.



Did you encourage all players to use the wing zone?
Did you supervise the game and keep score?



The Wing Game



Safety points

- ★ Avoid dangerous tackles.
- ★ Group by ability / height.

Equipment

- ★ Footballs.
- ★ Markers to make goal 3.6m wide.
- ★ Bibs.

What to look for...do the children?

- ★ Pass the ball to both wing zones?
- ★ Cross the ball from the wing zone along the floor?
- ★ Score with a header or a volley?

Changes to the game

	Easier	Harder
Space	★ Widen the wing channels.	★ Make wing channels narrower.
Task	<ul style="list-style-type: none"> ★ Walk in the channel. ★ One player from each team plays in opposite wing channels. No other players are allowed in. These players provide an outlet pass for infield players. ★ Cannot score unless the ball has been passed to the wing player. 	<ul style="list-style-type: none"> ★ Players allowed in the channel for a limited amount of time. ★ Throw a ball into the centre for a header to score. ★ Winger is only allowed two touches.
Equipment		
People	<ul style="list-style-type: none"> ★ Keep a player in the channel all the time. ★ Whenever certain identified players enter the channel, all other players must leave. 	<ul style="list-style-type: none"> ★ Allow one defender in the channel.

Making Connections Associated Language

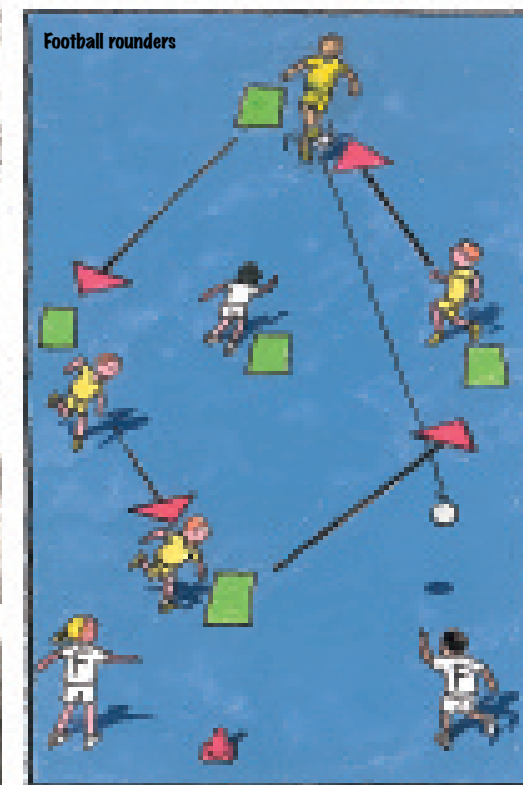
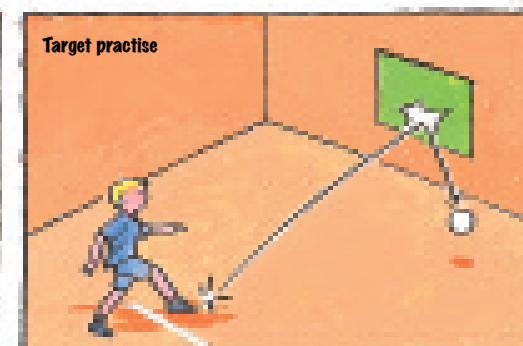
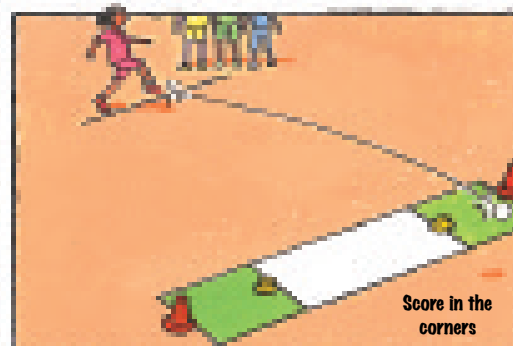
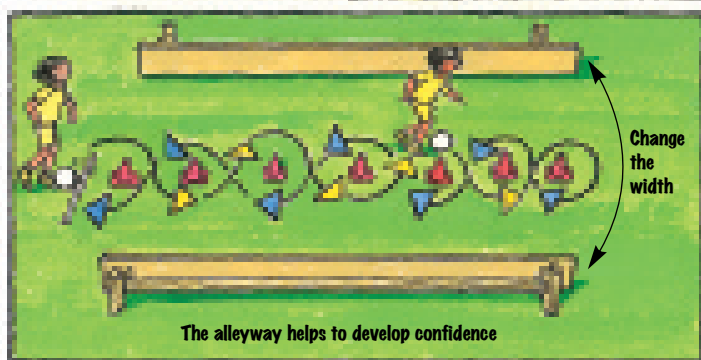
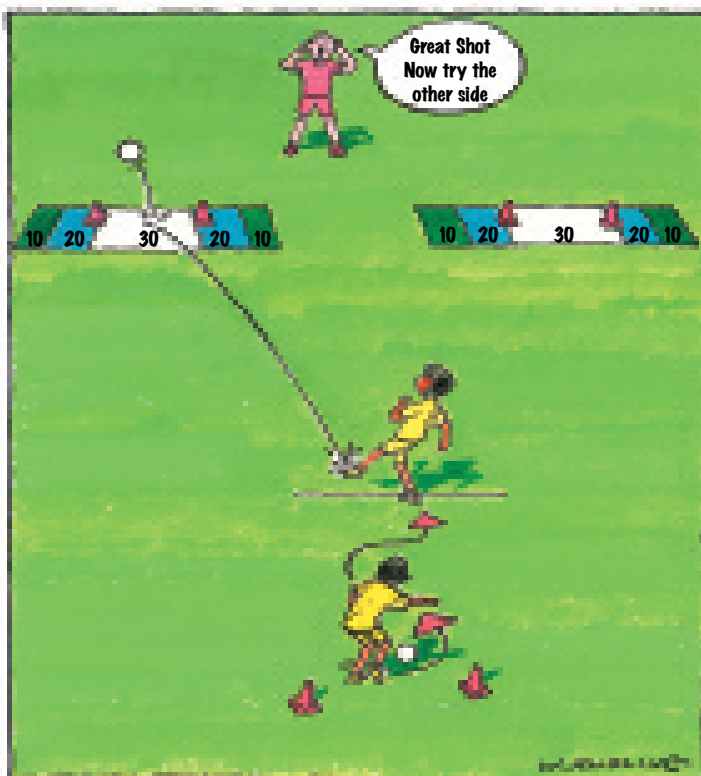
Use Treasure Chest and Split Ends as preparation.

Width, depth, support, finding and using space, changing speed, being direct, covering, delaying.





Football For All



Football For All

Safety points

- ★ Use a softer child-friendly ball initially.
- ★ Make players aware of the movement ability of each other and discourage rough play.
- ★ Separate zones can be used when ambulant players and those who have mobility impairments play together (see **Knockout** or **The Wing Game**).
- ★ When seated players are involved, make sure the ball is played to feet.
- ★ Encourage players to play the ball along the ground initially.

Key points when working with specific disabilities

Visually impaired

- ★ Avoid playing balls high.
- ★ Playing outdoors can be a disadvantage.
- ★ Use bright coloured balls or bell balls and very clear markings.

Hearing impaired

- ★ Good visual demonstration.
- ★ Use skill practices that involve balance and spatial awareness.

Learning difficulties

- ★ Specific instructions with no jargon.
- ★ Allow time for repetition and gradual progression.
- ★ Keep the environment calm.
- ★ Play balls to feet at first and encourage a number of touches on the ball.

Changes to the game

Space	★ Use zones to give some players more space and time.
Task	<ul style="list-style-type: none">★ Complex skills like trapping, passing using the inside and outside of the foot, and dribbling may have to be broken down into smaller components for some players.★ Abstract concepts, such as transfer of weight, may have to be taught by using body awareness skills.
Equipment	<ul style="list-style-type: none">★ Softer, slower-moving balls.★ Large bouncy balls (e.g. physio or floater balls) that wheelchair users can propel with their chairs.★ Some visually-impaired players can be included by using a colour contrast ball (e.g. Yellow).★ Use bell balls to assist visually impaired players or young people who have distractibility or attention span deficit.★ A bell ball can also be used as a target, either static (placed on a marker disc) or moving.
People	<ul style="list-style-type: none">★ To allow some players time to concentrate on moving or dribbling skills.<ul style="list-style-type: none">• Put a time limit on tackles (e.g. Player tackle-free for 10 seconds).• Do not allow tackling while the players are dribbling.