



How to use this Handbook

The handbook is divided into five sections:

Section One is a useful introduction to The FAI Buntús Soccer programme.

Section Two contains general information on the use of the resources.

Section Three contains information about running a session.

Section Four contains information on adapting activity to ensure that All Children are involved.

Section Five contains further information for FAI Buntús Soccer deliverer.

Section Six contains information on FUTSAL.

The FAI Buntús Soccer Programme aims to include **ALL** children, regardless of their ability. This handbook offers general guidelines and some specific examples of ways to adapt activities and games across a wide range of mobility, sensory and intellectual abilities.

The FAI Buntús Soccer Programme is about taking part in safe, purposeful activity; about achieving and having fun - it is not about 'winning at all costs'.

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Enquiries should be addressed to the Youth Sport Trust or The Irish Sports Council.

Section One

Introduction - Welcome to The FAI Buntús Soccer Programme.

The FAI Buntús Soccer Programme is designed for use with primary age children (suggested age group 7-12 years). The programme uses resource cards to bring a variety of linked activities to children.

The FAI Buntús Soccer Programme has been developed by The Football Association of Ireland, the Youth Sport Trust and The Irish Sports Council.

The games and activities have been carefully designed so that they:

- Can be used by all children
- Offer a variety of linked activities
- Include games that can be set up quickly and easily
- Give useful hints to teachers on:
 - Safety
 - Adapting the games
 - How the cards help with activity sessions
 - Equipment
 - Follow up games

FAI Buntús Soccer cards are linked, using simple activities first and then moving on to more complex games. More advice about using the cards is given in Section Two.

FAI Buntús Soccer cards are supported by an equipment package, carefully designed for children and providing the necessary equipment to carry out the games.

The FAI Buntús Soccer Programme is supported by training for deliverers. The training is designed to allow people to experience the games and to think about how to integrate them with sessions they organise. Most of the ideas from the training session are included in this handbook.

An underpinning philosophy of FAI Buntús Soccer is that **ALL** children should achieve and feel success in sport, regardless of their ability. This philosophy is demonstrated through an integrated approach to including young disabled people in FAI Buntús Soccer activity. The equipment, resource cards and training provide easy to follow step by step advice so that FAI Buntús Soccer deliverers can ensure that all young people within a group are challenged to achieve their full potential, whatever that may be.

FAI Buntús Soccer is also about helping children learn that playing fairly makes sport more fun. It helps them to learn to co-operate and play as a team. They can also learn that playing by the rules and respecting other players makes sport more fair for everyone. This makes it more enjoyable. See Section 2 on how to encourage fair play.

Section Two

Using The FAI Buntús Soccer cards

The FAI Buntús Soccer cards are designed to be easy to use. Information on the front of the card can be used by the deliverer initially and then by the children. The back of the card contains information primarily for the deliverer.

The front of the card

The front of the card has three main elements:

- An illustration of the activity
- An explanation of **how to play**
- Questions to encourage fair play

Illustration

Both the children and the deliverer can use this. The general activity is illustrated and important rules are shown.

How to play

Some activities initially need more explanation than a picture. The 'how to play' section lists all the information necessary to play the game successfully.

Questions for fair play

These questions can be used after a session to remind children of the importance of fair play. For example the FAI Buntús Soccer game Treasure Chest asks. Did you:

- Take one ball at a time?
- Take care not to bump into people?

The back of the card

There are 5 sections on the back of the card. These include:

- Safety points
- Equipment
- Points to look for when children are playing
- Changes to the activity using the STEPS analysis:
 - Space
 - Task
 - Equipment
 - People
 - Success
- Making connections

Safety

This section includes basic advice on the organisation of space and any useful points for controlling the group.

For example the safety section of the FAI Buntús Soccer card Goalkeeping lists:

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

Equipment

A list of all the equipment needed to play the games is included. Some additional equipment may be required; markers or bibs for example.

Changes to the game

This section can be used to enhance differentiation (different ability groups working simultaneously on slightly different tasks) and progression (gradually increasing the challenge as children become more skillful). Advice is given on how to make the games easier or harder using the STEPS analysis which gives advice on how to change the:

- Space
- Task
- Equipment
- People
- Success

For example the FAI Buntús Soccer card 3 v 3 lists the following:

Changes to the game

Space	<ul style="list-style-type: none"> ★ Easier for defenders -make area smaller ★ Harder for defenders -make area bigger
Task	<ul style="list-style-type: none"> ★ Easier for defenders -maximum of two touches before attacker shoots
Equipment	<ul style="list-style-type: none"> ★ Harder for defenders -make goals bigger
People	<ul style="list-style-type: none"> ★ Easier for defenders -play two defenders against one attacker ★ Easier for defenders -some players cannot be tackled and play without a defender opposing ★ Harder for defenders -play two attackers against one defender
Success	<ul style="list-style-type: none"> ★ All players must achieve success regardless of their age or abilities ★ Winning is not regarded as the only measurement of success

Section Four- Adapting Activity gives many more ideas on introducing changes to the game.

Making Connections

This section gives guidance on what activities can be linked to each card.

Help for teachers

FAI Buntús Soccer aims to extend the skills that children learn in their physical education and sport programmes at school.

The FAI Buntús programme will incorporate the following four strands:

- Acquiring and developing skills
- Selecting and applying skills, tactics and compositional ideas
- Knowledge and understanding of fitness and health
- Evaluating and improving performance

The activities on the cards help children with the four strands in the following ways:

Acquiring and developing skills

The FAI Buntús Soccer cards require the children to use different skills. The section ‘What to look’ for will help leaders give children basic advice on the development of skill and can therefore be used as basic coaching points. Using the Changes to the Game section will ensure all children can be involved at an appropriate level.

Selecting and applying skills, tactics and compositional ideas

All the activities on the FAI Buntús Soccer cards use a game like context to develop skills. This approach helps children apply the skills and think about tactics at the very earliest stage. Once again the section ‘What to look for’ gives simple tactical ideas for the games. The section ‘Changes to the Game’ can be used to make games more complex as children become more competent.

Knowledge and understanding of fitness and health

Helping children understand the need for a warm-up and cool-down and giving them some appreciation of the effects of exercise can help them with this strand.

Evaluating and improving performance

Teachers can successfully help children to evaluate activities by getting them to use the cards themselves. Children can use the ‘What to look for’ section either before or after a session to help them understand how to evaluate and improve.

Progression

There are 13 FAI Buntús Soccer cards in the set.

The cards are linked and move through three levels. The levels are indicated on the first card and are marked on each card by a different coloured margin as follows:

Green x 3

- Easier activities to organise and play

Yellow x 4

- Games to improve common skills and principles

Gold(orange) x 4

- Small-sided games involving team-work moving towards the mini-soccer

Blue x 1

- Games for the inclusion of Football for ALL players into the FAI Buntús Soccer programme

Red x 1

- Futsal Soccer Card

The progression through the cards will depend on the age, experience and ability of the children. Teachers may want to offer a progression within the easier activities. This could be achieved by working through them using the 'changes to the game' section to:

- Make games easier if some children are having difficulty
- Making familiar games harder to consolidate skills required for the next game and improve the quality of performance

Teachers may already use many useful activities that will also link with FAI Buntús Soccer Cards to allow successful progression. The suggestion above show how the FAI Buntús Soccer cards link together.

Differentiation

The cards are ideal for differentiation. This means that different groups of children in a FAI Buntús Soccer session could work on activities from different cards with each card providing a focus and ideas for the group. If one card is being used with the whole group then the advice within the 'Changes to the Game' and Adapting Activity- (Section Four) will lead to further differentiation. Examples of differentiation for all includes:

Ball Games

- Lighter ball travels slower and gives more reaction time
- Larger ball is easier to see, trap or kick
- Softer ball travels slower on the floor
- Smaller ball moves faster and challenges children by reducing reaction time
- Different colours -children who have visual impairment may prefer a particular colour
- With an internal bell -helps children who have a visual impairment with tracking the location of the ball; can also help to focus attention when children are easily distracted
- Change the size of the target
- Change the distance to the target
- Ask the children to set themselves a score to reach

Kicking

- Use left and right foot
- Run and kick/turn and kick
- Use inside and outside of the foot
- Kick from a seated position to maximise balance
- Some children can send the ball in other ways, using hands or an implement to propel the ball
- Pass or shoot at a large or small target; e.g. wall (large) or cones (small)

- Kick a still or moving ball
- Children using mobility aids; e.g. walking frame, can use these to trap a ball within their personal space
- Kick from a tee; e.g. marker disc

Receiving (Ball Control)

A ball can be:

- Controlled or stopped by part of the body
- Stopped by part of a wheelchair, crutch, stick, rollator
- Gathered into the body using arms, legs or an implement
- Gathered and controlled using an enclosed space, eg. a corner
- Retrieved using a string attached to chair, wheelchair, wrist or hand held
- Replaced with a softer implement, e.g. koosh ball, partially deflated ball

Other sporting roles for children

One of the main aims of FAI Buntús Soccer is to give children their first opportunity to lead, officiate or organise sport. When children are familiar with the games they could be asked to contribute further by helping with the organisation. Older children may also be able to help in this way. Appropriate activities could be:

- Keeping score
- Helping the leader set up equipment
- Helping others in their team
- Refereeing the mini-games

Fair Play

As children begin to take on responsibility for organising their own games, teachers should encourage them to take responsibility for making sure that games are played fairly.

- Challenge behaviour that is not acceptable in terms of fair play and explain why you think it is not fair
- Praise positive behaviour, explaining why you think the children demonstrated a strong sense of fair play
- Talk to the children and encourage them to develop a ‘play fair’ code that they will follow -(this could be a good rainy day activity, or perhaps a chance to sit and rest after an energetic game)
- Encourage children to adapt games and rules to ensure that the game is fair for everybody
- Children very often forget the score in a game -they are too busy enjoying playing the game to worry about who is winning!

Section 3

Taking a FAI Buntús Soccer session

Organising space

It is important to consider which space to use for FAI Buntús Soccer and how it will be made safe. The three most common forms of organising space for children are:

- Grids
- Channels
- Webs or fans

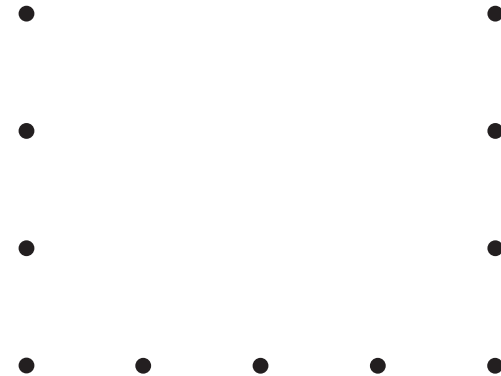
Grids

Grids are ideal for the type of activities in FAI Buntús Soccer as they give a defined space in which a small group of children can work.

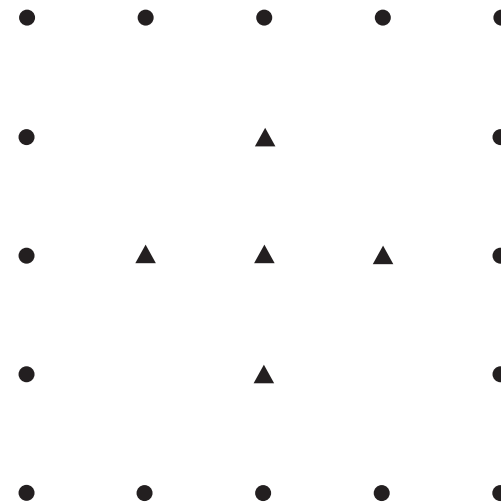
The following diagrams show how to set up a 20m x 20m area using grids.

Start with the open grid that would be suitable for a running warm-up activity involving all children. If the warm-up is completed by touching the cones at the corners of the grid it helps children explore the space and the boundaries they are using.

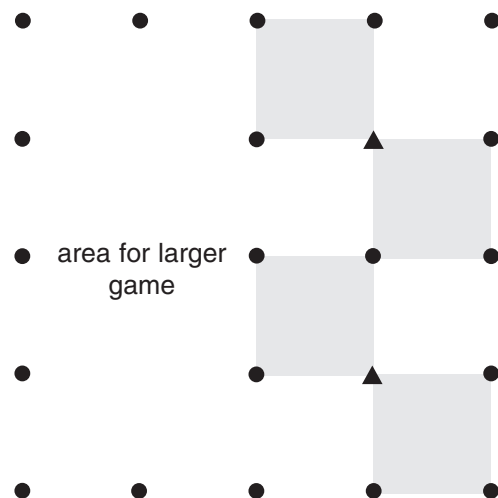
Children can also warm up using a football, e.g. dribble or play the ball with control around the boundaries of your space.



The large grid can be divided further into four 10m x 10m grids, by adding 5 cones.



A combination of sizes can also be used. Children can practice in small grids and play games with larger groups in the larger grids. If there is enough space some grids can be used as run offs to keep enough space between groups as shown by the shaded areas below.



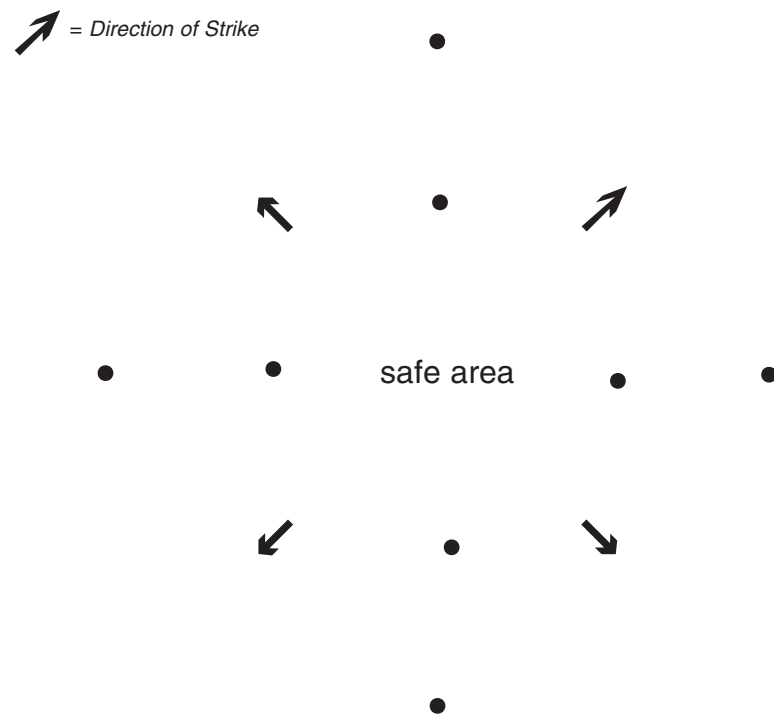
Playground markings can also be used effectively. Outside, a basketball court can easily be divided into three areas. Inside, halls can also be divided into 3 areas.

Channels

An open grid can also be made into channels by working in one row of grids. Channels are particularly useful for relay activities.

Webs or Fans

Striking games are often effectively organised using a web or fan. The ball is struck outwards from the centre, which should mean that neither balls nor fielders from different groups, interfere with one another. It is essential to have a 'safe area' at the very centre to avoid strikers moving too near each other. These activities can be adapted for football games, e.g. football rounders, target shooting.



The organisation of space for children is important. If children are sure about the limit of the area for play, it will make control easier and improve safety.

Some young people who have learning, perceptual or spatial impairments may not recognise zones or connect cones and marker discs into any logical configuration. Four cones arranged in a square may appear to some children just as a bunch of cones. Try to use natural boundaries created by the environment in which the activity is taking place.

Visually impaired children can feel an area marked out with string, covered with masking tape. Alternatively they can participate in a group activity from a static, perhaps, central position. Using string can help them identify the direction to a target.

Preparing for a session

Both you and the children will need to be prepared for the session. Your own preparation will involve:

- Ensuring the safety of the playing area
- Having the cards for the games that have been chosen
- Checking and preparing the equipment
- Marking out a suitable area
- Preliminary organisation in the playing area
- Roles and responsibilities of each teacher and helper

The children's preparation should involve:

- Knowing which games will be played
- Helping to take equipment out

Warm-up

Everybody needs some form of warm-up before they start to play. A warm-up will help children:

- Prepare gradually for the activity to follow
- Prevent injury
- Know the space they have to use
- Build a good sporting habit for the future

Running and tagging games can be adapted to provide a suitable warm-up if children walk, jog and run through them.

A useful end to the warm-up is to ask children to run and touch the corners of the playing area. This makes them more aware of the boundaries of the space in which they are playing.

Make sure that children with a visual impairment are orientated to their environment. Begin with a small space and increase their playing area as they become more aware and more comfortable. This could take place pre-session. Try to ensure that you keep equipment in the same place at each session so they become familiar with the layout you use.

Orientate children with a visual impairment of any potential safety hazards.

Running the session

There are many ways in which you can use the FAI Buntús Soccer activities. Once children become familiar with them and know them thoroughly, they will want to use them many times over. The way in which you introduce the activities can help children gain this ownership and enable them to become independent.

When introducing a new game:

- Always use its name, then children will be able to ask for it
- Walk it through with a few children first
- Refer to any similarities with games the children already know

Try to introduce one game at a time so children can learn it thoroughly. New games can then be introduced but the familiar games will still be available for the children to request. Games can be adapted when played again by using the children's ideas.

Allow time to assimilate and acquire skills. Repeat and reinforce, breaking skills down into smaller components where necessary.

The purpose of the game.

Be sure that you know the purpose and point of playing this game.

Ask yourself:

- What key skills are involved in this game?
- What sport is the game from?
- What other sports use similar skills?
- What other skills are required for this sport?
- What other games from this set of cards could be used to reinforce these skills or tactics?

Be aware that children's attention span and distractibility levels will vary. Try to vary activities to maintain interest, without losing direction.

Sessions including FAI Buntús Soccer activities will change as children become more familiar with the games. Children will be able to take more responsibility for organising themselves, leaving the teacher free to work with smaller groups or observe and assess.

Ideas for group control

Watching an experienced teacher or coach can often make group control look deceptively easy. The group stops, listens and then co-operates. FAI Buntús Soccer can be used to give children greater responsibility for their own learning. The teacher can then become less dominant which in itself reinforces group control. Make sure that the group knows the signal you will use when you want them to stop. This may be a whistle, a clap or a call. Combine your sound signal with a visual signal, such as raising your arm, so that hearing impaired children too, can respond to your signal.

Talking to a group

It is very important that everyone can hear you and feels included. The teacher can then use this time to:

- Introduce appropriate rules of behaviour
- Help children understand what is expected of them
- Give pupils specific roles

One of the best ways to arrange the group is a semi circle so you are about the same distance from everybody. If you are inside or the ground is dry, you may be able to sit down with the children. The semi circle formation also makes it easy to split into groups.

Make sure the group:

- Looks away from the sun
- Is not distracted by another game or something else

Giving instructions

Keep things simple and know what you are going to say before you say it. Try to combine an instruction with a demonstration. 'Control the ball like this' is much easier to understand than 'Use the sole of your foot to stop and control the ball'.

Being a good motivator and role model

- Your enthusiasm for a variety of FAI Buntús Soccer activities will encourage children to want to play and to do their best. They will respond positively to constructive feedback and encouragement
- Your values of fair play and your equal interest in each child will encourage the children to adopt similar attitudes
- Your thorough planning and ability to put the children first will help to create an atmosphere in which children can enjoy learning new skills and practising with their friends

Including young disabled people

No generalisations can be made about the physical ability of disabled children, as each individual child will require different considerations and have different capabilities. In the context of physical activity, the following points may be useful:

- Try to welcome disabled children and enjoy the challenges they represent
- Ask the children about their needs
- Allow the children to work together on adapting activities
- When trying to integrate children to work on an adaptation of the same activity. This should be discussed openly with the group

The following section suggests ways in which sessions can be enhanced by considering the different communication needs of some children.

Young people who have a visual impairment

- Few children who have a visual impairment are totally blind. Most have some sight, although the degree and extent of vision varies from person to person. Find out! Get to know them
- Certain light conditions may be more appropriate. Some people, for example, require lower light conditions
- Use first names to get their attention. Also encourage other children to identify themselves when speaking

- **When guiding manually, make sure that the young person takes the arm of the guide, rather than the other way round.**
- Provide verbal information which is specific and accurate
- Explain the cause of any external noises
- On ending a conversation with young people who have a visual impairment, or on leaving the room, tell them!

Young people who have a hearing impairment

- The vast majority of people who are deaf or who have a hearing impairment are as physically competent as their hearing peers. In order to participate in physical activities therefore, successful communication strategies are the crucial factors. It is important that pupils who have a hearing impairments have access to the same information as their hearing peers
- Find out from the children their preferred method of communication, e.g. lip reading, signing (learn key words)
- Some children may merely need to be closer to the sound source in order to understand
- To attract the attention of a deaf person, tap them lightly on the shoulder or arm
- Speak more slowly and clearly, but avoid over emphasising words -it distorts the mouth patterns
- Do not chew gum or food or cover your mouth when speaking.
- Shouting is unlikely to help, and in some cases can cause irritation where people are sensitive to certain frequencies
- Remember that Sign Language is the first language of many people who have a hearing impairment
- Stand still when speaking. Gather the group together to make general points, rather than during a practice, or on the move

- Explain what is going to happen in the session before it starts. This makes young people aware of the general plan, assisting their later use of lip reading
- Where children use hearing aids or devices, but normally remove them for play, explain the general aim of the lesson before it commences. Then they can remove their hearing aids
- Use a board for diagrams with brief points which might convey your instructions more clearly than lengthy explanations
- Agree on a form of signal that will ensure that everyone stops playing when an explanation or change of practice is required. A green flag for go, a red flag for stop, or a raised arm might be helpful signals
- Remember to consider safety implications. Deaf children, or those who have a hearing impairment, may not be able to hear alarms. Ensure safe practice throughout, particularly in throwing activities
- Use silent demonstrations - deaf children can then concentrate on your actions without also trying to read your lips. Make sure that your demonstrations are accurate

Young people who have a learning disability

The ability range within the description 'learning disability' is so broad that generalisations are not possible or describe unhelpful stereotypes. However, there is no reason why activities appropriate to individual needs cannot be provided.

- Initially avoid jargon and technical terms until they have become part of a child's experience. Once this has been achieved the proper names for equipment and skills can be given

- Check the children have understood. This can be checked by asking them to perform the task described, or repeat the explanation
- Demonstrations can provide a vital guide to understanding and performance. Ensure they are accurate. Try demonstrating facing the same way as the children, to avoid them having to reverse the image
- Give praise and explain what you are praising. Note, however, that ill-judged, repetitive praise gives a diminishing return

Young people who have physical impairment

Generalisations about people who have a physical impairment merely serve to reinforce stereotypes. They do not form one homogeneous group, but have different capabilities and require different considerations.

- Acquire the relevant information from their parents
- Speak to the children - they know their specific needs
- Respect the personal space of mobility impaired children. Their mobility aids are not leaning posts!
- Find out anything you need to know regarding their participation in physical activity
- As with any young person, some will excel in particular areas, and do less well in others
- Ask the whole group to work together to provide solutions to questions regarding inclusion
- Integration means adaptation of the same thing. Pupils must have equal opportunity, but equity may need affirmative or alter native provisions
- We must work towards not merely accepting but celebrating and welcoming difference and diversity

For all children

The FAI Buntús Soccer cards will help explanations. Use the picture on the card to assist your explanation. Then when you give the card to the children, they will find it easier to use.

Once you have explained the game, give the group a good chance to play. As the children are playing, you should watch for:

- Safety
- Adaptations the children make

Safety

The activity must be safe at all times. If children are playing in a way that may cause an accident, you should stop the activity immediately and discuss why it is dangerous. Examples of dangerous play include:

- Running into a wall with arms outstretched
- Skidding rather than a controlled stop
- Dropping or throwing implements
- Over-vigorous tackling
- Uncontrolled Kicking

Children should dress suitably, remove jewellery, tie back hair and tie laces. Help children to appreciate the effect of their own behaviour on others within the group. Adopt a relaxed dress code in order to account for ethnic diversity or individual sensitivity regarding self-image.

Allow sufficient time before the session to carry out a thorough safety check for the playing area, its surrounds and equipment that you plan to use. Don't forget to include:

- Access to first aid equipment and a qualified first-aider
- Emergency procedures
- Equipment is fit for purpose

Safety implications are of vital concern in all physical activities. The following are in specific relation to inclusive activities.

- All players need to be careful and aware when a wheelchair user is included in a game. Lines of vision may differ, and ball trajectory may have to be adjusted to accommodate all players
- Some games may require the use of wheelchair user or ambulant only zones for players. Seated players or those inhibited by close contact, can occupy one third of the court, more active players the other two thirds
- Some young people will be more vulnerable to physical contact. This can be due to variations in mobility, balance and reaction time. Children who are physically inhibited can participate safely in some robust games
- Some young children can choose to play from outside the playing area, for example, patrolling the wings on either side. They can receive a pass from a team-mate inside the playing area (free for a pass), move with the ball, and play it back in
- Consider the safety of children who have a sensory impairment. Will they hear/see a fire alarm?

- 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 high degree of mobility, e.g. relays
- Some young people may have medical needs that affect their participation in physical activity. For example, exercise tolerance can vary from person to person. Some may need regular breaks, others may need to take medication prior to exercise, e.g. inhalers. Find out!

Adaptations that children make

When children start playing, you will see immediately how good your explanation has been. If the activity is not what you intended watch for a while. The game can continue if the adaptation is safe and it may tell you about the children's understanding. If someone thinks an adaptation to a game is unfair, discuss what the children think is fair and then carry on with their rules if appropriate. Try to avoid the word cheating.

Children will also make changes, as they become familiar with an activity. This can often extend the life of a game as children adapt and use it to learn more skills. Such experiments are invaluable. It is a time to watch and learn from the way children play.

Cool down

At the end of a session the children will need some time to cool down by taking gentle exercise which allows the body to adapt and recover. They also need to calm down mentally and physically before leaving.

Section Four - Adapting Activity

FAI Buntús Soccer sessions will attract children with a wide range of abilities. Some may be very skillful and will need to be challenged with harder activities, or break them down into their component parts.

This section contains information and ideas to help FAI Buntús Soccer teachers, leaders and parents to adapt FAI Buntús Soccer activities so that all young people can achieve success and have fun.

Some of the principles involved in adapting activities have already been mentioned in the section on 'making changes to a game'. They can easily be remembered using the acronym.

STEPS

Adaptations always involve some or all of:

- Space
- Task -(sometimes involving rules of the game)
- Equipment
- Position
- Speed

To provide some more ideas, we have added one more principle- **Interaction**, making the acronym.

InSTEPS*

Interaction

- Pairing/grouping according to ability
- Varying the number of players in a team e.g. 3 v 1 rather than 2 v 2
- Introducing a 'feeder' - one player feeds by rolling or passing the ball, the other returns with a pass
- Using safe zones where player cannot be marked or tackled.
- Playing outside the marked games area -(as long as safety isn't compromised)

Space

- Level (height) e.g. a floor-based game has different requirements from an ambulant activity. For example using benches on their sides to channel the ball to a target
- Adaptation of playing area - more space gives more reaction time, less space demands higher mobility skill level, dodging, marking
- Distance travelled
- Use of zoned playing area to create safe areas in catch or tag type games
- Nearer to partner, further away, smaller/larger target area
- Allow some players to start at different times or from different places. For example, in relay games

Task

- Easier -Simplify the game
- Harder -Introduce more rules
- Rotate roles
- Allocate specific roles e.g. shooter, link player
- Change rules to aid inclusion e.g. allow more lives for some children, count some players' scores as double
- Be flexible
- Try different ways of playing e.g. seated, standing
- Use different targets for some children

Equipment

- Size, for example, a goal or ball
- Weight
- Texture
- Shape
- Colour

Equipment	Reasons for use
Balls	
Lighter	Travels slower in the air and gives more time
Larger	Easier to see, hit or catch
Softer/slightly deflated	Travels slower on the floor
Different colours	Children with visual impairment may prefer one particular colour

Equipment	Reasons for use
Goals	
Larger /wider	Easier to score (e.g. use wall to begin)
Smaller / narrower	Promotes accuracy
Alternatives	For example, skittles, plastic bottles, cardboard boxes

Position

- Enable the young person to play in a comfortable and stable body position, ensure good body alignment
- Allow practice of skills from a static position before introducing movement
- Position or posture best suited to the activity e.g. kick sideways across the body
- Adapting position to alter intensity
- Orientation of visually impaired players, e.g. use of tactile guidelines

Speed

- Vary the speed (slower/faster), e.g. use a rolled or bounced feed instead of passing with the foot
- Make the ball still by using a tee
- Move slowly
- Slow games down to walking pace, then gradually build up speed

If you think that children may be missing out, use this simple process.

Assess the children's skill and mobility	What can they do (Also, what can you do?)
Analyse the game	What skills are needed? What is its point?
Modify the game/adapt the task	Think in STEPS
Practice	Give the children time to develop skills
Play the game	Including all children
Observe what's happening	
Give feedback	Essential for learning -take account of player's reactions
Praise	Often and positive -but take care not to reinforce unacceptable behaviour or underachievement with indiscriminate use of praise
Monitor progress	Teacher and children
Evaluate	Let the group discuss changes

* Adapted from: Including Disabled Pupils in Physical Education - Core Module.

Produced by: English Federation of Disability Sport, Youth Sport Trust, Liverpool Community College.

Including young disabled people in FAI Buntús Soccer

Teachers should select the activity approached best suited to including everyone in a specific game or activity. The approach used will vary according to the activity taking place, the ability level of the participants, the confidence of the teachers and the focus of the activity -it's point or purpose.

← Inclusion Spectrum →

Inclusive Activity	Modified Activity	Parallel Activity	Disability Sport Activity	Separate Activity
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Inclusive (or Open) Activity Total inclusion of young disabled people into mainstream activity, e.g. FAI Buntús Soccer card Find a Goal played as per the card.

Modified Activity Inclusion in mainstream activity with flexibility in rules, game structure etc. e.g. FAI Buntús Soccer Hijack with a safety zone for mobility impaired children.

Parallel Activity The same game, children play to their ability, e.g. in matched pairs.

Disability Sport Activity

'Reverse integration' -non disabled young people take part in an adapted version of an activity with their disabled peers, e.g. FAI Buntús Soccer Headers.

Separate Activity

Young disabled people experience meaningful play with their disabled peers, e.g. practising for a disability sport football competition.

Adapted from an integration Continuum for Sport Participation by Joseph P Winnick, Adapted Physical Education Quarterly (Vol. 4, no 3) and from Willing and Able PE and Sport for young People with Disabilities -Australian Sports Commission.

Football as an Invasion Games

Football is an invasion game because one team tries to 'invade' the space or territory of their opponents in order to score.

Below are some suggestions to encourage the inclusion of young disabled people who have physical or sensory impairments, or a learning disability. For example:

Football Games

Playing position

Some players may prefer to participate from a seated position. Kicking and trapping skills may be better achieved initially from a static position, either standing or sitting. Some players can support themselves with a chair.

Kicking and trapping

Alternatives to kicking and trapping the ball with the feet can include wheelchair users blocking and rolling the ball with their chair, or players who use sticks, crutches, rollators or frames using these to control or strike the ball. By using a much larger ball (e.g. a physio ball), wheelchair users can propel it by pushing it along with their chairs.

The playing area

A smaller playing space may assist some players with control of the ball. In order that players can fully develop kicking (striking/sending) and trapping (receiving/gathering) skills, players can be positioned in small zones, close enough to each other to pick up deflections.

Balls

Larger balls, or less dense (partially inflated) balls, can give players more reaction time. Some balls are less intimidating.

A ball with an internal bell can assist players who have a visual impairment, or help to focus the attention of other players.

How can a severely impaired young person be included in an invasion game?

Severely impaired players can be included by successfully knocking down skittles (or another skill as appropriate) to double the score for their team following a scoring pass. Alternatively, they can play for **BOTH** teams. Or appoint a player from each team giving them a task appropriate to their abilities.

Section Five - Further information for FAI Buntús Soccer Teachers

FAI Buntús Soccer - Good Practice Guidelines

Make sure that your sessions are fun and safe for everybody involved.

Think Safety

Make sure:

- There is a safe playing environment, free from dangerous obstacles or surfaces
- Equipment is in good condition and suitable for the children who use it
- You include suitable warm-up and warm down activities
- The environment is user-friendly for children who have a range of mobility or sensory abilities
- Sensory impaired children have been orientated to the playing area
- You have agreed suitable start, finish and emergency signals for hearing impaired children

Think Planning

Plan your sessions carefully to include all of the children who attend. Prepare all of the equipment you will need and allow plenty of preparation time before each session. Children will enjoy sessions that are:

- Well prepared
- Well structured, and challenging
- Speak to parents, carers, staff who know them and the children themselves about their specific needs
- If working with another coach, agree your plans together and decide how to organise the session between you

Think Organisation

- Prevent problems with good organisation. Make sure you can get help quickly if anything goes wrong. Keep in control, the children will enjoy safe well-controlled sessions where they know what is expected of them
- Ensure that children understand how sessions are to be organised
- Create a visible area where children go if they need 'time out'

Think Responsibility

Work within your own capabilities and ask for help if necessary. Be aware of each individual child for whom you are responsible and follow the correct procedures if you have any concerns about them.

Be careful not to put yourself at risk

- Ensure children know to whom they can speak if they have a problem (perhaps in 'time out' area)
- Encourage children to be responsible for each other as well as themselves

Think

Think about each session you deliver - How it could have been even better? What might you do differently next time? Keep learning, by:

- Exchanging ideas with other teachers
- Attending a first aid course
- Trying out new ideas

Think FUN

Put children first - if they enjoy FAI Buntús Soccer, they will develop good sporting habits for life.

- Make sure activities maximise fun and involvement for EVERYBODY!

FAI BUNTÚS SOCCER IS FUN!

What is Futsal?

- The official UEFA and FIFA version of 5 a side football
- The ONLY FIFA recognised Small Sided Game
- Essentially indoors but can be played outdoors
- Originated in Brazil & Uruguay in 1920s
- Main feature - size 4 weighted ball with reduced bounce

Some little rule changes to encourage safe and skilful play

- Play within side and endlines – no walls in use.
This refines passing technique and enhances safety
- When the ball goes out of play – kick in instead of throw in
- Goalies throw ball back into play when the ball goes wide
- No slide tackling/shoulder charging
- Rolling substitutions – 1/2/3/4 at a time.....unlimited!
This gives everyone roughly the same amount of playing time

Where is Futsal in world terms today?

- Professional leagues in many countries with regular TV coverage
- Many top football clubs like Barcelona, Benfica, Lazio and Dynamo Moscow have Futsal teams
- Futsal is played by more people than football in Brazil & Italy
- Estimated 30 million participants worldwide (source: FIFA)
- FIFA Futsal World Championships – 110 nations competed in last competition
- UEFA host Euro Futsal Championships
- UEFA host Futsal Champions Club Cup (Futsal Cup)
- Expected to feature in Winter Olympic games in near future

What are the benefits of playing Futsal for young players?

- Weighted ball helps to develop technique, particularly dribbling, passing, touch, control
- 5 a side – means more involvement, more touches and accelerated improvement.
- Tight pitch space – develops quick thinking, quick feet and creativity!
- Reduced space also encourages players to move off the ball to find space
- This in turn develops a player's awareness on the pitch – positional sense, use of space, reading of situations. (THE GAME IS THE TEACHER)
- Unlimited rolling subs rule means Futsal maximises active participation and minimises inactivity and boredom
- Futsal is widely recognised as the ideal skill building environment for football

More reasons to play Futsal!

- It's easy to form teams - only a minimum of 5 players needed
- It's suitable game for boys and girls of ALL ages
- It's a weather-proof programme!
- Safety - less injuries in Futsal as the walls are not used and the ball being constantly on floor reduces chance of head injuries!
- Futsal offers more goal scoring opportunities to ALL players
- It's a great FUN activity!

Suggested 8 team Futsal Tournament Format

2 groups of 4 teams- each team will play a minimum 3 matches

Each match is straight 10/ 15 mins. No half time.

Suggest squads of 7 players to ensure all get adequate playing time.

15 games in total - tournament should be finished in around 3/4 hours!
(depending on match time agreed)

This is based on 1 pitch being used-availability of 2 pitches significantly reduces tournament time.

In the event of equal points, top 2 teams results against each other will count

If still equal, goal difference comes into play
(ie. the team with the most goals overall)

If still equal, penalty shoot out.

* Points are given after each match

Win = 2

Draw = 1

Loss = 0

Take note of final scores also

Group 1

Match 1 A v B

Match 3 C v D

Match 5 A v C

Match 7 B v D

Match 9 A v D

Match 11 B v C

Group 2

Match 2 E v F

Match 4 G v H

Match 6 E v G

Match 8 F v H

Match 10 E v H

Match 12 F v G

Semi finals

Match 13 Winner 1 v Runner up 2

Match 14 Winner 2 v Runner up 1

Match 15 **Final**

Order of Play for 4, 5 or 6 teams

6	5	4
A-B	A-D	A-C
C-D	B-C	B-D
E-F	D-E	A-D
A-C	A-C	B-C
B-E	B-E	A-B
D-F	C-D	C-D
A-E	A-B	
C-F	C-E	
B-D	B-D	
A-F	A-E	
D-E		
B-C		
A-D		
B-F		
C-E		

Notes