LESSON 6

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

WARM UP
20 MINUTES
- 1 Ball for every player
- 8 Cones
- Bibs for half the players
- Football(s) with ball inside
- Tape / Rope

MAIN PART
40 MINUTES
- Half Pitch
- 2-3 Balls
- 4 Cones
- 5 Wooden planks
- Football(s) with ball inside
- Tape / Rope
- 2 Goals

CONCLUSION
30 MINUTES
- Half Pitch
- 2-3 Balls for every pitch
- 8 Cones for every pitch
- Bibs for half the players
- Football(s) with ball inside
- Tape / Rope
- 2 Goals for every pitch
WARM UP

20 MINUTES

PHASE 1

“Goalkeeper Circle” Pitch 1
- Set up a square in the middle of the pitch.
- The players line-up on opposite sides of the pitch.
- The player passes the ball into the arms of the goal-keeper and then makes his/her way to the cone on the left.
- The keeper catches the ball and throws it in the path of the player who then dribbles it to the other group.
- Consider varying the passes and distances.

“Goalkeeper Circle” Pitch 2
- Set up a diamond shape in the middle of the pitch.
- Two players at every corner.
- The coach calls out a number of a corner (1 to 4).
- The player at that corner makes a low pass to the keeper who then passes it back.
- The player controls the ball and then passes it on to his/her team-mate at the other cone, who he/she then replaces.
- This continues until the ball is back where it started.

Making Session Inclusive

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**I/E/D:** Practice remains the same. Ensure I/E/D player understands practice before they commence. ID player may need more time to learn the practice. If so maybe the task can be broken down to smaller elements.
Practical Sessions 3 - Shooting / Heading / Goal Keeping 1  
Adaptations to make sessions inclusive

MAIN PART
40 MINUTES

PHASE 1

“Shooting Circle” Pitch 1
- The goalkeeper bowls the ball into the path of player A.
- Player A then controls the ball, makes a long pass to the other goalkeeper.
- This goalkeeper then bowls the ball into the path of player B, who controls and passes the ball to the first keeper.
- Afterwards the players go to the other positions.
- Switch the duties of the goalkeepers after a while.

“Shooting Circle” Pitch 2
- Set up 4 cones to form a ‘cross’. A goalkeeper is in the middle, and two groups of players are at opposing cones.
- The players start the round by passing the ball to the goalkeeper, who then passes it back to them.
- Each player has to complete certain actions to finish the round (dribbling, obstacles, long passes, etc.)

Making Session Inclusive

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

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

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

I/ED: Practice remains the same. Keep explanations simple, use demonstration. Simplify activity if necessary.
PHASE 2

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

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

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

Making Session Inclusive

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

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

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

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

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

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

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

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

30 MINUTES

GAME

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

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

Making Session Inclusive

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

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

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

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

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

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

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

I/ED: Practice remains the same. Some players with I/ED may be fearful of heading a ball. Introduce with trapping and shooting before attempting heading.
LESSON 6

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

WARM UP

20 MINUTES

- 2-3 Balls
- 4 Cones
- 2 Goals
- Football(s) with ball inside
- Tape / Rope

MAIN PART

40 MINUTES

- 2-3 Balls
- 4 Cones
- 2 Goals
- Football(s) with ball inside
- Tape / Rope
- Bibs for half the players

CONCLUSION

30 MINUTES

- 2-3 Balls for every pitch
- 4 Cones for every pitch
- 2 Goals for every pitch
- Football(s) with ball inside
- Tape / Rope
- Bibs for half the players
WARM UP

20 MINUTES

**PHASE 1**

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

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

**Making Session Inclusive**

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

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

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

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

VIP: Use an alternative practice for this group.

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

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

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


**Making Session Inclusive**

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

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

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

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

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**VIP:** Use an alternative practice for this group.

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

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

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

40 MINUTES

PHASE 1

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

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

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

Making Session Inclusive

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

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

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

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

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

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

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

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.
Practical Sessions 3 - Shooting / Heading / Goal Keeping 2
Adaptations to make sessions inclusive

**Making Session Inclusive**

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

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

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

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

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

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

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

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

30 MINUTES

GAME

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

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

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

Making Session Inclusive

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

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

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

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

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

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

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

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.
Lesson 7

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

Warm Up

20 MINUTES
- 2-3 Balls
- 4 Cones
- 1 Goal
- Football(s) with ball inside
- Tape / Rope

Main Part

40 MINUTES
- Half Pitch
- 2-3 Balls
- 12 Cones
- Bibs in 4 different colours
- 1 Goal
- Football(s) with ball inside
- Tape / Rope

Conclusion

30 MINUTES
- 40m per Pitch
- 2-3 Balls for every pitch
- 4 Cones for every pitch
- Bibs for half the players
- 2 Goals for every pitch
- Football(s) with ball inside
- Tape / Rope
**WARM UP**

20 MINUTES

**PHASE 1**

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

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

**Making Session Inclusive**

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

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

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

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

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

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

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

I/ED: Practice remains the same. Ensure I/ED player understands practice before they commence.
PHASE 2

Classic Defense (6-on-4)
- 2 attackers and 4 middle fielders against 4 defenders with a keeper.
- 1 big goal with keeper and 2 sets of small goals for defenders to dribble through.
- The ball always starting by attacking players.
- Rotate players with time.

Making Session Inclusive

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

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

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

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

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

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

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

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

40 MINUTES

PHASE 1

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

Making Session Inclusive

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

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

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

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

With Cerebral Palsy or Amputee footballers you can make this session more free flowing with a player dribbling with the ball and the task is for the defender to receive the ball by tackling the attacking player.
PHASE 2

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

Making Session Inclusive

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

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

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

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

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

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

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

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

30 MINUTES

GAME

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

“Numbers”
- Divide players into 2 teams.
- Place each team alongside the goals with goalkeeper.
- Coach serves a ball and calls out loud a number (i.e. 1) then 1 player from each side runs towards the ball.
- The player to got to the ball first automatically attacks and the other defend.

- 40 seconds maximum time for each pair to make sure there’s rotation.
- Numbers can range from 3-on-3 to 6-on-6 (depends on the coach).

Making Session Inclusive

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Disability Specific Football Grouping</th>
<th>International Governing Body</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambulant Cerebral Palsy</td>
<td>Cerebral Palsy International Sports and Recreation Association</td>
<td><a href="http://www.cpisra.org/">www.cpisra.org/</a></td>
</tr>
<tr>
<td>Amputee</td>
<td>World Amputee Football Federation</td>
<td><a href="http://www.worldamputeefootball.com/">www.worldamputeefootball.com/</a></td>
</tr>
<tr>
<td>Visually Impaired &amp; Blind</td>
<td>International Blind Sports Federation</td>
<td><a href="http://www.ibsa.es">www.ibsa.es</a></td>
</tr>
<tr>
<td>Wheelchair Football</td>
<td>Federation Internationale de Powerchair Football Association</td>
<td><a href="http://fipfa.org/">http://fipfa.org/</a></td>
</tr>
</tbody>
</table>

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

### Disability Specific Football for People with Ambulant Cerebral Palsy

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

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

Disability Specific Football for People with a Visual Impairment

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

Disability Specific Football for People with a Hearing Impairment

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

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

Disability Specific Football for Wheelchair Users

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

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

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

SASAPD - South African Sports Association for Physically Disabled

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

© www.sasapd.org.za

DISSA - Disability Sport South Africa

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

© www.dissa.co.za

SADSF - South African Deaf Sports Federation

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

© www.sadeafsport.com
SASA-II - South African Sports Association for the Intellectually Impaired

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

http://sasaii1990.blogspot.com

Special Olympics South Africa

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

http://www.specialolympicssouthafrica.org/

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

Disability Organisations

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

There are also Disabled People's Organisations which are mainly run by people with a disability. These organisations and their members can provide help and to support to football coaches seeking to promote inclusive football sessions in their communities. They can help coaches reach children and adults with a disability and help coaches understand the challenges people with disabilities in their community face in accessing sport and recreation opportunities.
Two examples of organisations that exist at a national level in South Africa to represent the interests of people with disabilities are shown below. If you are coaching in another country try to find out what organisations are working with people with disabilities both nationally and locally in your community. In addition to umbrella organisations such as the South African Disability Alliance, there will be Government Departments, Schools and Colleges, NGOs and local community based organisations all serving the interests of people with disabilities.

**DPSA - Disabled People South Africa**

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

© www.dpsa.org.za

**South African Disability Alliance (SADA)**

**SADA - South African Disability Alliance**

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

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

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

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

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

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

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

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

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