Lesson 1

Why play football?

List below some reasons why youth play football.

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

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

List below some reasons why people coach or teach football.

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

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

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

Benefits to the Person with a Disability

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Benefits to you as a Coach or Teacher

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

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

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Inclusive football

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

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Lesson 1 - Introduction to Disability Inclusive Football
Planning disability inclusive sessions

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

<table>
<thead>
<tr>
<th>Coaching Principles</th>
<th>How this Principle helps when coaching Young People with Disabilities.</th>
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Recognising full inclusion

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

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

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

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

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

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

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

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

**Physical Barriers**

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

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**Attitudinal Barriers**

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

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Lesson 2 - Understanding Own Perceptions of Disability
Lesson 2 - Understanding Own Perceptions of Disability

Transport Barriers

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

Communication Barriers

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

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

Physical Barriers

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

Attitudinal Barriers

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

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

Communication Barriers

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

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

<table>
<thead>
<tr>
<th>People with Disabilities</th>
<th>Disabled Person</th>
<th>Differently Abled</th>
<th>Wheelchair User</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraplegic</td>
<td>Wheelchair Bound</td>
<td>Able Bodied</td>
<td>Mentally Retarded</td>
</tr>
<tr>
<td>Intellectual Disability</td>
<td>Mentally Handicapped</td>
<td>Crazy</td>
<td>Emotional Disability</td>
</tr>
<tr>
<td>Person with Cerebral Palsy</td>
<td>Spastic</td>
<td>Amputee</td>
<td>Deaf and Dumb</td>
</tr>
<tr>
<td>Deaf and without Speech</td>
<td>Victim</td>
<td>Physically Challenged</td>
<td>A Cripple</td>
</tr>
<tr>
<td>Mongol</td>
<td>Epileptic</td>
<td>Person with Epilepsy</td>
<td>Special Needs</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Unsure</th>
<th>Unacceptable</th>
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</table>
Using the TREE framework make some general suggestions as to how you would adapt your football sessions to include someone with the following types of disability.

**Teaching or Coaching Style**

For a young person with a learning difficulty who has a short attention span, I would change my teaching or coaching style by...

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**Rules & Regulations**

For the young players in my football session who have a hearing impairment, I would change the rules in the following way...
Lesson 3 - How to Include People with Disabilities in Football Activities

Environment

To include young people who are amputees in my football session I would change the training environment in the following way...

Equipment

For the young players in my football session who have a visual impairment, I would change the equipment in the following way...
Coaching young people with an intellectual disability

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

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

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

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

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

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

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**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?**

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**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?**
South African Sign Language Alphabet

A  B  C  D  E
F  G  H  I  J
K  L  M  N  O
P  Q  R  S  T
U  V  W  X  Y  Z
Planning / Monitoring Sheet

Date: D D / M M / Y Y Y Y
Venue:
Organiser:
Number of Players:
Objectives / Focal Points:

1. WARM UP

Training Method 1

Procedure / Organisation:
Variation:

Training Method 2

Procedure / Organisation:
Variation:
## 2. MAIN PART

### Training Method 1

<table>
<thead>
<tr>
<th>Procedure / Organisation:</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Variation:</td>
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</table>

### Training Method 2

<table>
<thead>
<tr>
<th>Procedure / Organisation:</th>
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<tr>
<td>Variation:</td>
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## 3. CONCLUSION

### Training Method 1

<table>
<thead>
<tr>
<th>Procedure / Organisation:</th>
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<tr>
<td>Variation:</td>
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</tbody>
</table>
Pitch - Half x 2
With lines and goals
Pitch - Full x 4
Without lines, with goals
Pitch - Full x 4
Without lines and goals

Full Pitch x 4 - No Lines & No Goals
Cells and Notes x 2
Without any markings

Note:

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Note: