

☰ INCLUDING STUDENTS WITH VISUAL IMPAIRMENTS IN PHYSICAL EDUCATION

CREATED BY:



ALBERTA SPORTS AND RECREATION
ASSOCIATION FOR THE BLIND

SOCCER



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MORE INFORMATION

For more information on sport lesson plans and programming for students with visual impairments, please visit the website for the Alberta Sports & Recreation Association for the Blind at asrab.ab.ca.





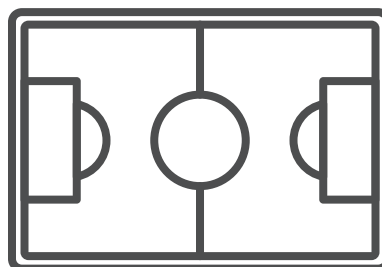
UNIT OVERVIEW: SOCCER

HISTORY AND BACKGROUND

Soccer is a territory invasion sport, known more widely in the world as football, played outdoors between two teams of eleven players. Since the basic rules or “laws of the game” were established by the English Football Association in 1863, the game has spread steadily worldwide, and it is now estimated that over 250 million people play soccer across more than 200 countries, making it the world’s most popular sport.

Ball-kicking games have been known in many countries throughout history. For example, in China during the second century, the game of *cuju* involved kicking a leather ball into a small net. In the fourth century BCE, the Greeks played a ball-kicking game called *episkyros*. Ball-kicking games were also known in Japan, Korea, and among Indigenous peoples of North America centuries ago.

In addition to eleven-a-side soccer, many variants of the game have become popular for indoor and outdoor play, such as five-a-side football and futsal. Blind soccer is one of several five-a-side adaptations of soccer.





FUNDAMENTAL MOVEMENT SKILLS

Fundamental Movement Skills (FMS) are the basic locomotor, manipulative, and balancing skills used in sport and recreation, and even our daily living. As children and youth develop their fundamental skills through sport and physical activity, they steadily learn to sequence them into more sophisticated, specialized, and adaptable skills.

In five-a-side blind soccer, the fundamental movement skills are running, kicking, and dribbling the ball. The lessons in this sport plan are designed to introduce these basic skills to children and youth with visual impairments so they can participate in the sport, while also providing them with an understanding of the general principles of soccer play that may be transferred to other sports and physical activities.

TEACHING GAMES FOR UNDERSTANDING (TGfU)

Teaching Games for Understanding (TGfU) is an approach to sport and activity teaching that balances traditional technical and tactical instruction with engaging game-like play that develops skills and tactical understanding in a fun applied setting. In the process, it provides participants with instinctive insight into how these skills and tactics may transfer to other sports and activities that have similar rules and formats (e.g., other target games, net games, territory games, and striking and fielding games). Wherever possible, the lessons in this sport plan reflect the TGfU model.





THERE ARE SIX STEPS IN THE TGFU APPROACH:

1. Game: Participants play a simplified version of the formal game that develops an understanding of particular tactics and skills pertinent to the sport.
2. Game appreciation: Participants gain an understanding of how the rules, skills, and tactics all influence each other.
3. Tactical awareness: Through game-like activities, participants develop an understanding of important offensive and defensive tactics.
4. Decision making: After developing a basic understanding of tactics, participants begin to develop appropriate decision making within the game.
5. Skill execution: After going through these previous four steps, participants will realize the importance of good skill execution, what skills they need to practice, and why.
6. Game performance: Participants apply everything they have learned in the previous five steps to playing the formal game or an advanced modified version of the game.

The theory and practice of TGfU has been developed since the 1980s to respond to the natural desire of learners to play, and to give learners a deeper and broader base of skills and understandings that they can apply to other sports and activities. In short TGfU is a learner-centred approach that emphasizes the personal needs and welfare of participants over the performance goals that might be held by teachers, coaches, or program administrators.

CONSIDERATIONS FOR PERSONS WITH VISUAL IMPAIRMENTS

When delivering sport and physical activity programming for children and youth with visual impairments, it is important to consider the equipment, facilities, and mode of instruction that will give them the best experience.

GENERAL CONSIDERATIONS:

- Start by having simple conversations with participants, their parents, and any support staff to understand their visual impairment.
- Allow time for participants to explore the activity area to orient themselves.
- Consider the lighting and illumination of the activity area.
- Wherever relevant, establish tactile or visual demarcations to the activity area, and modify the size and distances if necessary.
- Use adapted or brightly coloured equipment wherever relevant or appropriate, such as balls with bells or equipment of difference sizes and textures.
- If helpful, assign a sighted activity partner for support.
- Consider a variety of teaching strategies to ensure success for each participant, such as pre-discussion, verbal directions, visual demonstration, physical guidance, tactile modeling, feedback, and whole-part-whole instruction (WPW).

SOCCKER CONSIDERATIONS:

- Introduce side foot passing and instep (laces) kicks wherever possible, but also allow toe kicks depending on the nature of each participant's visual impairment and what is easiest for them.
- If the playing pitch does not have side boards and the ball travels out of bounds, use kick-ins rather than throw-ins to return the ball to play.
- Use a smaller playing pitch and smaller goal frames with sighted goalkeepers (e.g., see rules and specifications for five-a-side blind soccer).
- Use adapted soccer balls with a noise device for better tracking (e.g., beeping ball or ball with bells).
- If the participants are partially sighted, use brightly coloured balls, brightly coloured field markings, brightly coloured goal frames and nets, and brightly coloured and contrasting jerseys or bibs to identify teammates and opponents.



PASSING AND RECEIVING

OBJECTIVES:

To practice basic ball control with the feet (feeling, rolling, receiving). To learn how to use the “V” formation of the feet to receive the ball, then use the sole of the foot to roll and retain the ball.

EQUIPMENT:

Soccer ball designed for blind soccer, with sound device(s) inside.
Wall or fence for part of the lesson.



WARM-UP

1. Ask participants to spread out around the activity area.
2. Lead participants through different dynamic stretches and locomotor movements:
 - For example, jog on the spot, shuffle side to side, hop on both feet, hop on left foot, hop on right foot, stand tall with arms at full stretch over the head, bum kick on the spot, lift left knee high, lift right knee high, kneel on left knee, kneel on right knee, etc.



ACTIVITY 1: BALL FEELING AND ROLLING

1. All participants have a ball.
 - Ask participants to place their right foot on top of the ball, then roll the ball backwards and forwards without losing contact with the ball.
 - Repeat with the left foot.
2. Ask participants to try rolling the ball from side-to-side using the sole of their foot (right foot, left foot) without losing contact with the ball.
3. Ask participants to try walking forwards, backwards, and side-to-side while rolling the ball with the sole of their feet.
 - Emphasize taking time to maintain good balance for best ball control.



ACTIVITY 2: BALL PASSING AND RECEIVING

1. Working in partners, participants pass one ball between them at a distance of 4-5 metres.
 - Emphasize lifting their kicking foot off the ground a few centimetres and turning it sideways like a hockey stick to pass the ball. Depending on the nature of each participant's visual impairment, you might need to explain what a "hockey stick" looks like, and you might need to help them to move their foot into position (physical guidance).
 - Teach participants how to position their feet in a "V" formation to receive the ball (like duck feet). You might need to move their feet into position (physical guidance) or allow them to feel your feet in "V" formation (tactile modeling). There should be 5-10 centimetres between their heels when they make the "V."



2. Ask partners to roll the ball slowly and carefully into the feet of participants as they stand with heels close together in the “V” shape. Some participants with limited vision may be able to practice receiving the ball with the side of their foot like a hockey stick.
 - Participants can stand in front of a wall or fence, so missed passes can be easily retrieved.
 - If necessary, reduce the passing distance to create success.
 - When participants feel the ball reach their “V” feet, ask them to place one foot on top of the ball to steady it with the sole of their foot.
 - Partners then return the ball with a simple push pass—steady the ball with the sole of one foot, then briskly “rolling” the ball forward to their partner.
3. After a couple of minutes practicing the push pass, ask participants to practice a side foot pass.
 - Learning assistants or partners should make a distinctive noise to help the participants aim their pass, such as clapping their hands and calling.
 - Learning assistants or partners should then provide feedback. Was the pass accurate? Was it too firm? Did it go wide? How far wide? This enables participants to make adjustments for the next pass.
4. As a first progression, increase the passing distance. As a second progression, ask the learning assistants or partners to pass the ball slightly to the side of the participants.
 - Participants must move sideways and adjust their feet to receive passes to each side.





ACTIVITY 3: COCONUT

1. Create a line of small cones with one metre between each.
2. Balance a soccer ball on top of each cone.
3. Divide participants into two groups and have them line up in two lines parallel to the cones, on opposite sides 3-4 metres away.
4. Instruct participants to make passes and shots to knock the balls off the cones.
 - If participants knock a ball off a cone, they can retrieve both balls and return them to their side.



ACTIVITY 4: SMALL-SIDED SOCCER GAMES

- Divide the activity area into three or four mini game areas for 2-against-2 and 3-against-3.
- Set up small goals (use cones if necessary).
- If you want to have goalkeepers, make sure they are sighted, and make the goals bigger.
- Play soccer!



BALL DRIBBLING

OBJECTIVES:

To practice basic ball dribbling with the feet. To learn how to dribble using the inside of both feet, keeping it close at all times.

EQUIPMENT:

Soccer ball designed for blind soccer, with sound device(s) inside.
Wall or fence for part of lesson.



WARM-UP

1. Ask participants to spread out around the activity area.
2. Lead participants through different dynamic stretches and locomotor movements:
 - For example, jog on the spot, shuffle side to side, hop on both feet, hop on left foot, hop on right foot, stand tall with arms at full stretch over the head, bum kick on the spot, lift left knee high, lift right knee high, kneel on left knee, kneel on right knee, etc.



ACTIVITY 1: DRIBBLING IN ONE SPOT

- All participants have a ball between their feet.
- Ask participants to gently touch the ball back and forth between their two feet, using the inside of each foot, as they stay in one spot. With practice, they should be able to keep the ball moving constantly.
- Every 15-20 seconds, shout “Right foot!” or “Left foot!” Participants must stop dribbling and quickly stand with that foot on top of the ball.
- Emphasize the importance of maintaining good balance.

ACTIVITY 2: DRIBBLING IN MOTION

- Ask participants to dribble their balls slowly throughout the activity area without colliding.
- The objective is to keep the ball very close to their feet, so it does not escape beyond the reach of their control.
- Teach participants to bend both arms at 90 degrees and hold their elbows out from their body slightly as “bumpers,” one hand at face height and the other at waist height.
- Every 30-45 seconds, shout “Right foot!” or “Left foot!” Participants must stop dribbling and place that foot on top of the ball.
- Encourage participants to create a mental map when dribbling. For example, who is near them, what sounds can they hear, and where their next ball touch or step will take them.



ACTIVITY 3: DRIBBLING RELAY

- Create lines with 3-4 participants and have them run a dribbling relay race over 8-10 metres.
- Instructors can tell participants when to turn with the ball and return to their team.
- Teammates can also act as audible markers—participants dribble around teammates who are making sounds to let them know where they are.
- Teammates waiting in line can make also noises to direct participants who are dribbling.

ACTIVITY 4: SMALL-SIDED SOCCER GAMES

- Divide the activity area into three or four mini game areas for 2-against-2 and 3-against-3.
- Set up small goals (use cones if necessary).
- If you want to have goalkeepers, make sure they are sighted, and make the goals bigger.
- Play soccer!





BALL SHOOTING

OBJECTIVES:

To practice basic shooting with the toe.

EQUIPMENT:

Soccer ball designed for blind soccer, with sound device(s) inside.
Wall or fence for part of lesson.

WARM-UP (5 MINUTES)

1. Ask participants to spread out around the activity area.
2. Lead participants through different dynamic stretches and locomotor movements:
 - For example, jog on the spot, shuffle side to side, hop on both feet, hop on left foot, hop on right foot, stand tall with arms at full stretch over the head, bum kick on the spot, lift left knee high, lift right knee high, kneel on left knee, kneel on right knee, etc.
 - Shooting in particular requires good balance on one leg, so give extra emphasis to hopping in this warm-up.





ACTIVITY 1: RINGMASTER

1. Set up a small circle or square for participants to dribble their ball (e.g., 10-12 metres in diameter or 8-10 metres square).
 - As participants dribble around the area, they try to kick the balls of other players out of the area.
 - When a player's ball is kicked out, they must leave the grid and practice a skill (3 thigh juggles, 5 toe taps, etc.) before they can return to the grid.
2. After a few minutes of play, progress to "ringmaster" game. When a ball is knocked out of a square, the player must leave the game and stand outside the dribbling area, cheering on their teammates.
 - Play continues until every player has been knocked out and only the "ringmaster" remains.



DEMONSTRATION: SHOOTING WITH THE TOE

1. Demonstrate the technique for shooting with the toe. Footwear with a hard leather upper is ideal. Participants wearing typical running shoes may prefer to strike the ball with their laces.
 - Participants plant their standing leg a few centimetres to one side of the ball, making sure their toes are pointed at the goal (or partner in this drill).
 - When kicking the ball, the kicking leg should be slightly bent and the foot and toes pointed straight downwards.
 - Physical guidance and/or tactile modelling may be especially effective for teaching.
 - To orient themselves and plant their standing leg, participants with less vision should first place one hand on top of the ball, then place their standing leg to one side of the ball.
2. Participants then stretch their kicking leg out behind them, assuming a posture almost like a lunge, and in one motion stand up and swing their kicking leg forward to strike the ball.

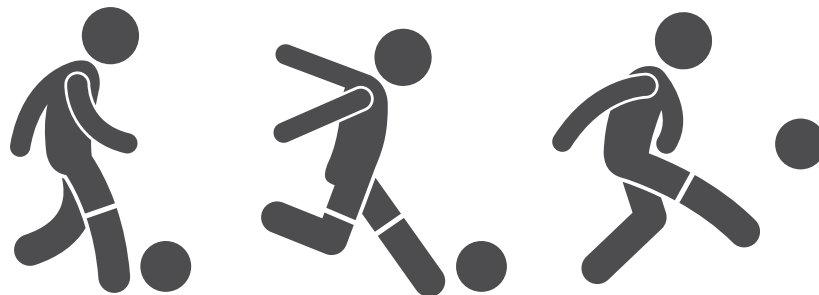


ACTIVITY 2: SHOOTING BETWEEN PARTNERS

1. Visual partners or assistants stand 8-10 metres away from the participant with vision impairment who is shooting.
 - It is ideal if partners and assistants stand in front of a fence or wall to stop shots that go too far wide.
 - If the shooters have very low vision, their visual partners or learning assistants should make distinctive noises to help them aim their shot, such as clapping their hands and calling.
 - If the goal is set up against a wall, partners and assistants can tap on the wall to outline the size and location of the goal.
2. As a progression from static shooting, ask participants to dribble the ball slowly forward by passing the ball between their feet, then shoot when they sense the ball is set up for their dominant kicking foot.

ACTIVITY 3: SMALL-SIDED SOCCER GAMES

- Divide the activity area into three or four mini game areas for 2-against-2 and 3-against-3.
- Set up small goals (use cones if necessary).
- If you want to have goalkeepers, make sure they are sighted, and make the goals bigger.
- Play soccer!





SOCCER ROUNDUP

OBJECTIVES:

To review and practice all the parts of soccer learned to date.

EQUIPMENT:

Soccer ball designed for blind soccer, with sound device(s) inside.
Wall or fence for part of the lesson.

WARM-UP

3. Ask participants to spread out around the activity area.
4. Lead participants through different dynamic stretches and locomotor movements:
 - For example, jog on the spot, shuffle side to side, hop on both feet, hop on left foot, hop on right foot, stand tall with arms at full stretch over the head, bum kick on the spot, lift left knee high, lift right knee high, kneel on left knee, kneel on right knee, etc.





ACTIVITY 1: DRIBBLING IN MOTION

- Ask participants to dribble their balls slowly throughout the activity area without colliding.
- The objective is to keep the ball very close to their feet, so it does not escape beyond the reach of their control.
- Teach participants to bend both arms at 90 degrees and hold their elbows out from their body slightly as “bumpers,” one hand at face height and the other at waist height.
- Every 30-45 seconds, shout “Right foot!” or “Left foot!” Participants must stop dribbling and place that foot on top of the ball.
- Encourage participants to create a mental map when dribbling. For example, who is near them, what sounds can they hear, and where their next ball touch or step will take them.

ACTIVITY 2: SHOOTING BETWEEN PARTNERS

- Visual partners or assistants stand 8-10 metres away from the participant with vision impairment who is shooting.
- It is ideal if partners and assistants stand in front of a fence or wall to stop shots that go too far wide.
- If the shooters have very low vision, their visual partners or learning assistants should make distinctive noises to help them aim their shot, such as clapping their hands and calling.
- If the goal is set up against a wall, partners and assistants can tap on the wall to outline the size and location of the goal.
- As a progression from static shooting, ask participants to dribble the ball slowly forward by passing the ball between their feet, then shoot when they sense the ball is set up for their dominant kicking foot.





ACTIVITY 3: RINGMASTER

- Set up a small circle or square for participants to dribble their ball (e.g., 10-12 metres in diameter or 8-10 metres square).
- As participants dribble around the area, they try to kick the balls of other players out of the area.
- When a player's ball is kicked out, they must leave the grid and practice a skill (3 thigh juggles, 5 toe taps, etc.) before they can return to the grid.
- After a few minutes of play, progress to "ringmaster" game. When a ball is knocked out of a square, the player must leave the game and stand outside the dribbling area, cheering on their teammates.
- Play continues until every player has been knocked out and only the "ringmaster" remains.

ACTIVITY 4: SMALL-SIDED SOCCER GAMES

- Divide the activity area into three or four mini game areas for 3-against-3 or 4-against-4 matches.
 - Set up small goals (use cones if necessary).
 - Wherever students with visual impairments are playing, create a small centre circle where they can stand to receive, pass, and shoot the ball.
 - Alternatively, create a laneway along the length of one side of the playing area, or straight up the middle of the playing area, for the students with visual impairments to receive, pass, dribble, and shoot the ball.
- No opponents are permitted to enter the circle or laneway occupied by students with visual impairments, and opponents are not allowed to block their shots, other than the goalkeeper.
- Play soccer!





PROMOTING ONGOING PARTICIPATION

If you have program participants who have shown a special talent or interest, there are ways to help them to get more experience and programming. To pursue further opportunities in soccer, you can direct participants to the regional and provincial soccer associations for your community, who can identify any further programming that may be available.

RESOURCES

COACHING VIDEOS:

BLIND SOCCER PASSING AND TRAPPING

[YouTube](#)

BLIND SOCCER DRIBBLING WARM-UP

[YouTube](#)

BLIND SOCCER SHOOTING

[YouTube](#)

5-A-SIDE FOOTBALL'S GREATEST GOALS

[YouTube](#)

GOLD MEDAL MATCH AT RIO 2016 PARALYMPIC GAMES

[YouTube](#)



WEBSITE LINKS:

[Soccability Canada](#)

[All Abilities Soccer at Ontario Soccer](#)

[Canada Paralympic Committee football 5-a-side](#)

[International Blind Sports Federation \(IBSA\) blind football](#)

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