Theme 2: Para sports

Let’s play the Para sport of football 5-a-side

Learning objective:
To become aware of different Para sports and adaptations.

Activity A has been designed to be used as the main activity for learners aged 6-8, but can also be used as a practice activity for older learners before moving on to their main Activity B.

Please see the Overview of Para sports and film ‘Football 5-a-side’ youtube.com/watch?v=Dk2PeDB9Bm4 for a brief introduction to football 5 a-side.

Activity A

Let’s get started learning these skills:
Kicking, receiving and communicating, scoring goal.

Inclusion tips:

• (T) Explain the game using verbal and tactile cues as necessary.
• (T) Make sure everyone feels confident and safe moving their bodies with eye mask on.
• (T) Begin by practicing skills such as movement, passing, dribbling etc. before playing a match.
• (R) Play in pair until learners are comfortable to maintain safety.
• (R) Adapt rules as required if one or few learners are performing much better compared to the rest, for example: switch them to become goalkeepers or to teach other students.
• (E) Use balls that are appropriate for the sport. It can be adapted for easiness. For example, using a balance ball (45cm) with a bag wrapped around it will make the game easy as well as fun for learners.
• (E) Reduce the size of the field so there is less distance between both players and sets of players.
• (E) Feel free to make your own equipment such as goals, kickboard etc. if it is not available.
Equipment

Blind football balls (size of a futsal ball with bells inside), alternatively soccer balls with plastic bags wrapped around them, eye shades or blindfolds (something to cover the eyes), and goals* that can be made using cones, other markers for example, tape.

Skills practice

- In pairs:
  ✓ It is important that the leaders are comfortable moving around with an eye mask on. First, start by practicing to walk blindfolded without a physical support. One learner in pair puts the eye mask on, while the other does not. The learner who does not have the eye mask on can guide the blindfolded learner verbally. Cues such as ‘I am here’, ‘keep walking straight’ or clapping hands to provide spatial guidance can be given.
  ✓ Switch roles; once both the learners are comfortable moving with eye masks on, the ball can be added. Both blindfolded players can then practice passing the ball by kicking it back and forth to each other, still using verbal cues.
  ✓ Begin close together. Give verbal cues, such as ‘I am here’ or clap hands so that the learner knows where to pass the ball. When successful move further away and repeat the activity.

- Divide learners in groups of four:
  ✓ Create a goal by placing two cones at the distance of 3,66 metres from each other.
  ✓ Have one blindfolded learner stand about 5 metres away from the goal, and the other 3 learners to stand behind the goal.
  ✓ Let the 3 learners standing behind the cones give verbal cues – such as ‘kick the ball here’ or clap hands, to guide the kicker on the position of the goal. Give verbal cues after the learner kicks the ball, such as ‘Yes you made the goal’ or ‘the ball was kicked to the right of the goal’.
  ✓ Take turns to kick the ball into the goal, and give learners three or four attempts each. Score one point for each successful attempt. How many successful hits out of the three or four are made by each player? When learners are successful, move the goal away or have learners attempt a goal from different angles.
  ✓ *(If futsal goal is available, teachers can hang a big blue sheet/plastic sheet with bells attached to it so that the learners can hear when the ball goes in the goal).
Activity B
Let’s get started learning these skills:
Dribbling and communicating.

Equipment
Blind football balls (size of a futsal ball with bells inside), alternatively soccer balls with plastic bags wrapped around them, eye shades or blindfolds (something to cover the eyes), cones or other markers to mark point A and point B.

Skills practice
• In pairs:
  ✓ Place two cones about 8-10 metres away from each other.
  ✓ One learner puts an eye mask on, and stands at one cone. The other learner stands at the other cone, with no eye mask on.
  ✓ Have the blindfolded learner dribble the ball from one cone to the other, while the learner without eye mask gives verbal cues.

• Divide learners in groups of four:
  ✓ Have two teams compete in a relay.
  ✓ The objective is for blindfolded learner to take the ball from point A to point B, and pass the ball to another learner, who needs to then take the ball from point B to point A.
  ✓ Mix teams up, or have each teams go for few rounds.

Extension activity
• Ask the learners to introduce the game of football 5 a-side to other learners and to explain the rules. Ask them to remember to keep everyone safe.

• Ask the learners to think of ways that they can make this contact sport safe for everyone on field.

• Learners could design or make a ball suitable for use for football 5-a-side. How would it make a sound?
Discussion/reflection questions

- How did you feel playing football 5-a-side? What was most difficult?
- What skills and abilities must one gain to become a good blind football player?
- What difficulties might Para athletes who play football 5-a-side face in daily life? How might they overcome these difficulties? How could you help them?
- In a team, there are individuals with full and partial visual differences. How are they different? (For older students) Does anyone know the types of partial vision impairment?

Homework task

- Describe to family members what it is like playing football 5-a-side wearing a blindfold.
- What can you find out more about the sport of football 5-a-side and what other sports are played by those with a vision impairment?