

The Legacy of Paris 2024

D1.1 – Output 1

Inclusive mini blind footballs and Exercise kit



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** In exercises where a ball is used, A Ball for All is recommended, an innovative special lightweight ball, designed with bells inside for audible tracking, suitable for all children.*

*** In those exercises where there are diagrams - pictures, they are indicative and do not correspond exactly to the description of the exercise. They are of an auxiliary type for a more direct and easier understanding of the exercises.*

**** All exercises can be modified and done with different variations, depending on the level of the students, the expected outcome, the available equipment, space and staff etc...*



Adapted Physical Education for the Blind and Visually Impaired

It is helpful to use your student's name before giving instructions.

- Use descriptive verbal instruction. Say what it is you are actually doing in body-oriented language.
- Use directional words and landmarks in the playing area to direct a low vision student.
- Use movement as a mode of learning. Guide, but do not over protect, the student.
- Vision plays an important part of maintaining balance. A lack of vision affects movement and coordination of a visually impaired student.
- Use additional helpers if needed.
- Encourage students to work as independently as possible so they do not become over-reliant on assistance.
- Break skills into small steps.
- Standard equipment can be adapted to meet the needs of visually impaired students.
- Consider visually impaired students special needs in all planning.
- Seek support from specialist teachers, other teachers and organizations for the blind.

Adaptations: Development of Fundamental Skills and Games

- Go from less difficult to more difficult skills and breakdown skills into their component parts.
- Limit playing space-this allows for greater involvement for the impaired child without greatly changing the experience for the sighted participants.
- Slow the action.
- Targets can be moved closer or made larger.
- Boundaries-Change the floors texture. Example: Place a rubber carpet runner next to the wall so that child knows when it steps onto the changed surface that it has stepped out of bounds. The change in surface also signals a warning to the student that a wall or object is coming up so it needs to slow down and stop.
- Run to caller's voice for a short run. Student can run by self-holding onto a tape stretched between two points. Put different textured tape (or anything that is distinctive) on the existing tape at the end so the student can turn around and return to the starting point in a shuttle run.
- Modify the environment for safety reasons.
- Familiarize a visually impaired or blind student with any hazards. Show student the safest routes to and from the various areas.
- Always keep verbal contact with the visually impaired/blind student.
- Ensure safety rules are known and followed by all students.
- In unfamiliar surroundings, student may be disoriented and lack confidence. The teacher may need to establish an understanding of the activity and the safety precautions needed.
- Where necessary provide one-to-one or small group support.
- Alert student to the location of any obstacle-such as goal-posts-in open areas, on floor, and at head height.

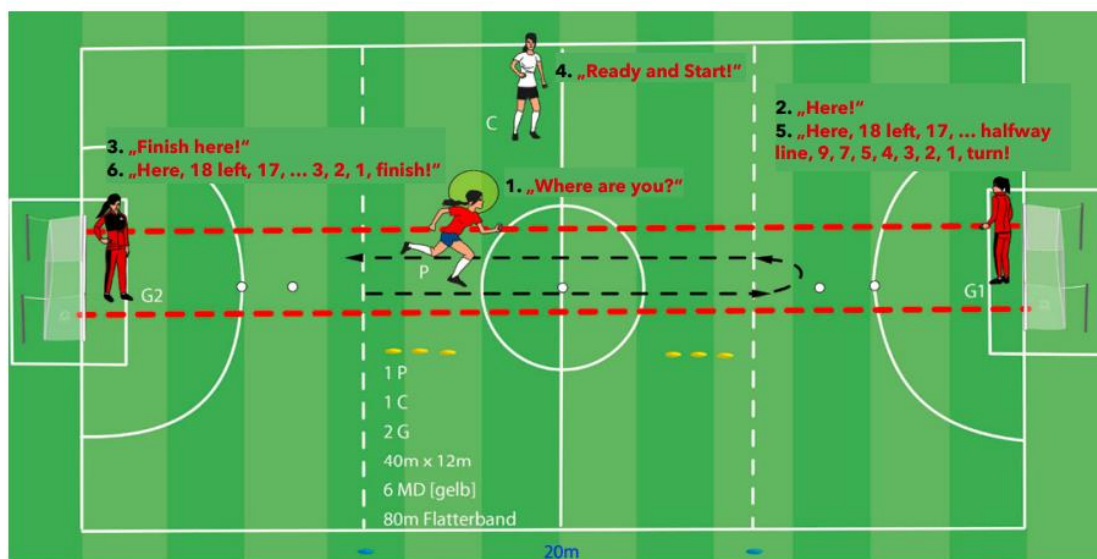


Exercise 1: Learn how to run/sprint

A running/sprinting corridor is created. It is created by using 2 lengths of barrier tape that are attached firmly to the opposing goalposts at belly button height (Caution: Don't attach tape at head or neck level!). The lanes made from barrier tape can offer children a tactile orientation aid and a feeling of safety. Children can use the barrier tape as a handrail to help with orientation.

We divide the children into a group of 3 persons. One child, which is blindfolded, positions themselves centrally between the two tapes on the starting point (that was indicated) and acoustically checks the situation. The child calls out to the other 2 children/guides that are positioned centrally 2 meters in front of their respective goals. The children/guides need to keep a safe distance to the children's turning area, so that the child has enough safety distance when running at full speed, in case the guiding comes too late. Once the child has started running, only the child/guide in the running direction gives acoustic distance cues – "here, 18 left, halfway line, 9, 7, 5, 4, 3, 2, 1, turn!" – the child/guide tells the player how far they need to run to the turning point. The child breaks abruptly after reaching the turning point (that was indicated), does a 180-degree-turn and accelerates in the opposing direction at full speed. The other child/guide starts guiding as soon as the child has changed their direction and continues doing so until the child has reached the finishing point (i.e. has returned to the starting point).

We encourage the children to try on both roles. We discuss how they felt as blind and how they felt as guides.



Exercise 2: Communicative “ping-pong” between players

We divide the children into a group of 3 persons and all of them are blindfolded. The three children are arranged in a way that two children share a position (that is indicated). The third child of the group is opposite of them at a specific position (that is indicated). These positions-marks are all it needs to mark the running/sprinting route.

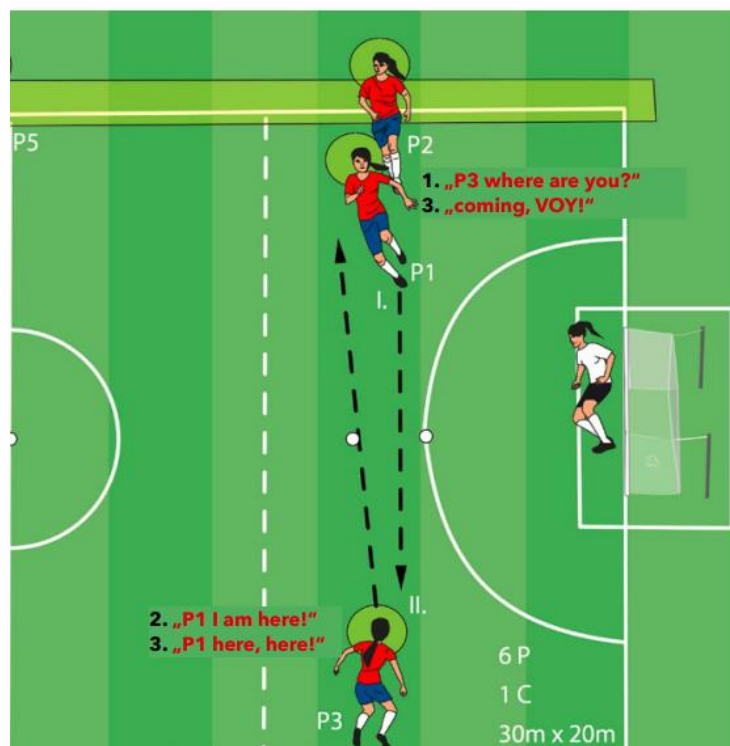
Every child should make sure they know beforehand who their counterpart is. The first child of the group starts running to the opposite side, where their counterpart is giving verbal cues and waiting for a high-five. After the high-five, the second child (the one that was alone before beginning the exercise) starts running towards the third child, who like the second child previously, gives verbal cues and waits for the child to reach them.

After high fiving, the child stays at the position of their counterpart. This way both positions - or end points of the sprinting track – are always occupied and the child can sprint towards an acoustic signal at full speed, namely their counterpart that is waiting and giving verbal cues.

The active child also checks their target (their counterpart) verbally while active and say “VOY!” while running (this is a good point to introduce the rule of “VOY!”). The waiting child, towards whom the other child is sprinting, gives verbal cues. “Jim, I am here, here!” They do this until the other child has reached them and given them the go-signal through high fiving. The group should always communicate actively and frequently.

The teacher supervises the exercise and intervenes only for safety reasons, while the children run.

We discuss with the children that when we have our eyes closed in a state of blindness all of our other senses are stimulated. We hear better, we smell better, our sense of touch is magnified.



Exercise 3: Catcher

We divide the children into a group of 6 persons and define a specific secured area. All children are blindfolded. One child is the catcher and holds an audible ball in its hands and tries to catch the others, who must respond by saying “VOY!” (for safety reasons so that they not collide with each other) every time the ball is shaken. When the catcher touches a child, it is eliminated from the game, until it touches all of them so as to win.

We encourage the children to try on both roles.

Exercise 4: Basics dribbling (around) the guide

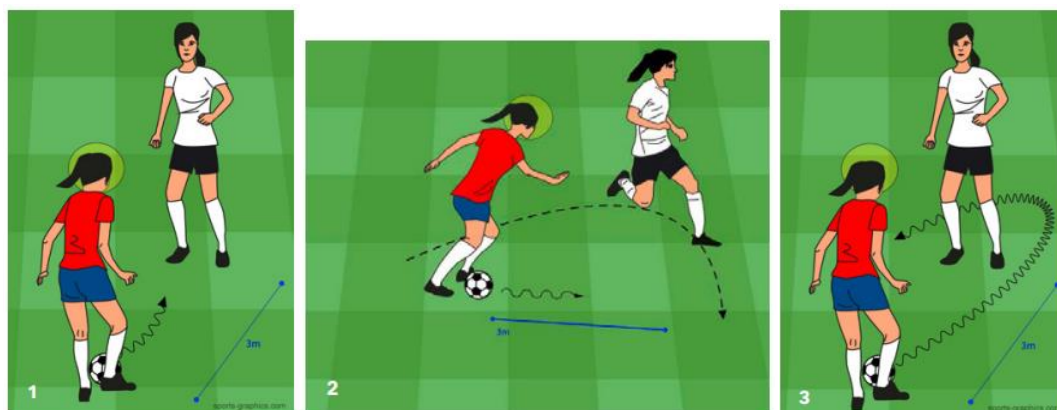
We divide the children into a pair of 2 persons. One of them is blindfolded and has the possession of the ball and the other is the guide. The blindfolded child dribbles towards the child/guide with the ball. The guide positions themselves to create an ideal dribbling distance, shouts “Here, here!” and provides the blindfolded child with additional information on demand: “3m left, 2m, 1m!”

Once the blindfolded child has reached the guide, the guide runs to a new position, thus creating a new dribbling direction for the blindfolded child. The blindfolded child should be able to always dribble towards the guide fluidly.

The blindfolded child and the guide can also arrange that when performing the distance countdown “... 3m left, 2m, 1m!”, “1m” is the key word to start reorientating. To increase difficulty, the blindfolded child can dribble around the guide. Afterwards, the guide changes position again. The guide should pay attention that the blindfolded child doesn’t always dribble in the same direction when circumventing, but is able to safely dribble around the guide in both directions.

During the exercise we should be sure that the guide pays attention that the blindfolded child is confronted with distances that they can manage (for example 3 meters). In the beginning, the guide can stay put until the blindfolded is 1 meter in front of them, before relocating to a new position. Later, the guide can increase the distance (for example 5 meters) and even later on, the guide can stay in motion perpetually.

We encourage the children to try on both roles. We discuss how they felt as blind and how they felt as guide.



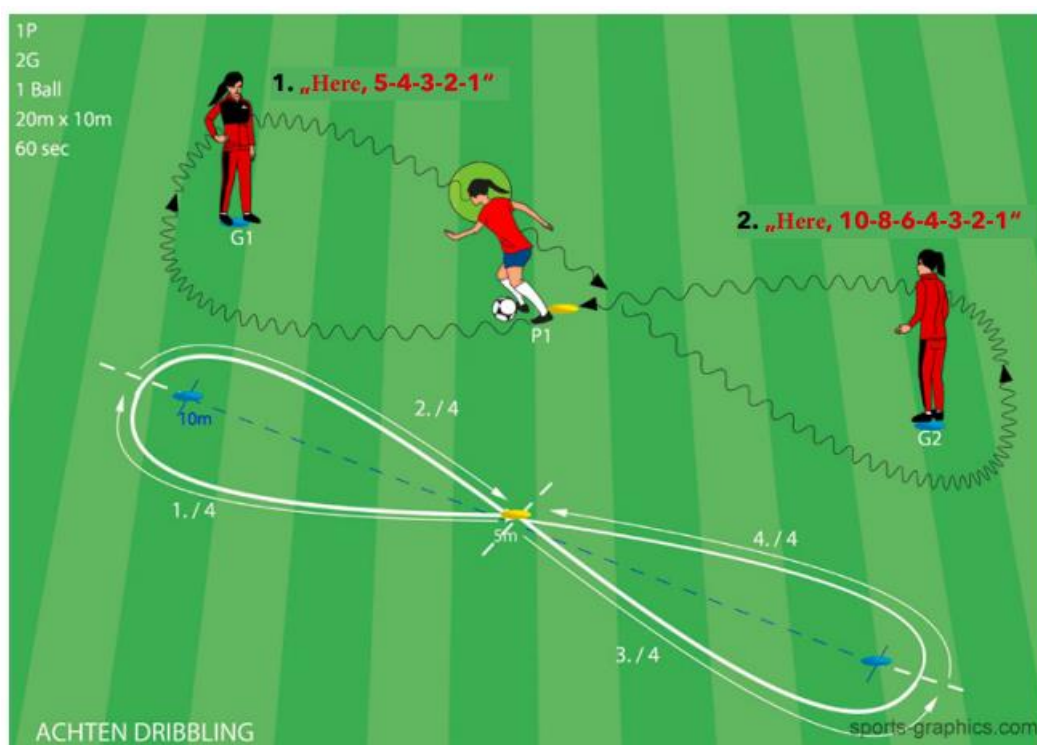
Exercise 5: Eights

We divide the children into a group of 3 persons. One is blindfolded and has the possession of the ball and the others are the guides. The guides are positioned facing each other and 10 meters apart. The blindfolded starts from a central position, halfway between both guides. For the blindfolded child to be able to safely reach their maximum speed, a 5 meters safety zone behind each guide needs to be factored in. The blindfolded child dribbles around the guides in the shape of an eight.

The children can go through the exercise at walking pace to familiarize themselves it and then starting running. As always, this exercise also starts with an acoustic orientation of everyone involved. As soon as the blindfolded child has gone around the first guide, the second guide calls out.

If the blindfolded child loses the ball, guides only help through vocal cues. The guide never touches the ball. Losing possession of the ball is part of the active learning process. The blindfolded child has to go through this process to reach their potential in terms of dribbling speed.

We encourage the children to try on both roles. We discuss how they felt as blind and how they felt as guides.



Exercise 6: Free one-two passes

We divide the children into a pair of 2 persons and define a specific secured area. One child is blindfolded and the other is sighted and starts dribbling with the sound ball at their feet. While continuously saying "VOY!", the blindfolded child runs alongside the sighted child and calls for the ball verbally. "Here!" "I'm free" "Pass it" "Give it!" "Yes!"

The sighted child in possession of the ball announces the pass. "Pass coming (now)!" and plays an audible pass to the blindfolded child. The blindfolded child integrates the ball into their dribbling motion and can choose the direction of the first touch and subsequent dribbling freely.

If the blindfolded child can't get the ball under control, they inform the sighted child: "(I'm searching!)", "lost it" or something similar. The sighted child can then support the blindfolded child verbally by taking the role of a guide. If the guiding process takes too long, the sighted child can make the ball audible by tapping on it with their foot to continue the one-two passing game.

If the blindfolded child was able to perform a short dribble and the sighted child has run into space (and called for the ball), the blindfolded child announces a pass "Pass coming (now)!" and plays the ball to the sighted child. Now the sequence starts over again.

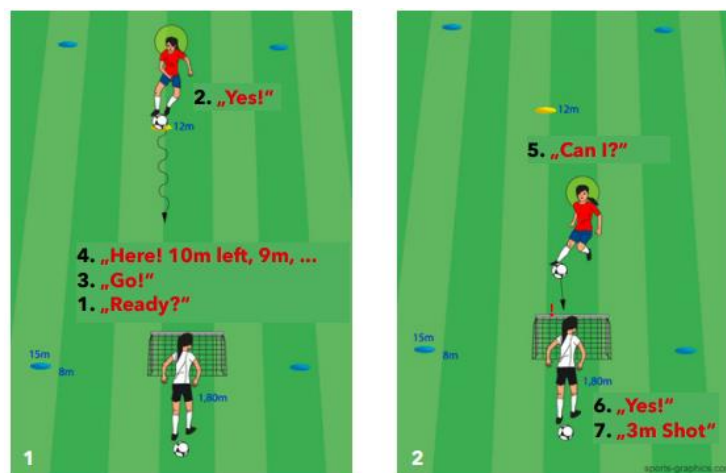
We encourage the children to try on both roles.



Exercise 7: Free finishing from a distance

We divide the children into a pair of 2 persons. One of them is blindfolded and has the possession of the ball and the other is the guide. The blindfolded child waits at the starting point 12 meter from the goal with the ball at their feet. The guide is standing behind the miniature goal. With communication and ball control, the blindfolded child starts dribbling. The guide keeps the blindfolded child updated on the distance to goal. The blindfolded child dribbles towards the miniature goal and possibly checks ["Can I?"] before shooting at goal. The guide calls for the shot. The guide gives feedback after the shot "Goal!", or "1 meter to the left (of the goal)" if the ball ended up there.

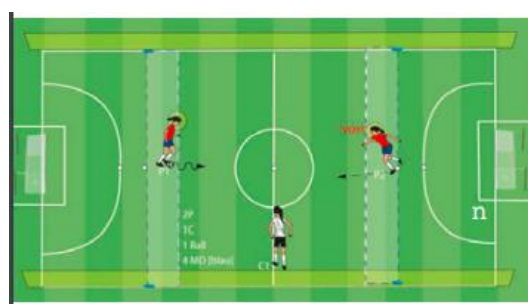
We encourage the children to try on both roles.



Exercise 8: Duels “1on1”

We divide the children into a group of 3 persons. Two are blindfolded and the other is the guide. One child in possession of the ball starts dribbling from a central position on a point that has been indicated. The opposing child starts advancing towards the child with the ball from the opposite point that has been indicated and challenges for the ball saying “VOY!”. The distance between the 2 children are 15 meters. The guide is positioned at the side on the half of the distance and guides both players. Behind every starting point of the 2 blindfolded children there is a 3 meters long touchdown zone that has been indicated too. The children try to get the ball into the opponent’s touchdown zone, where they need to bring it under full control to score a point.

We encourage the children to try all the roles ("attacker, defender, guide").



Exercise 9: Mini Match “1on1”

We divide the children into a group of 4 persons into pairs of 2. At the first pair, one child is blindfolded and the other is its guide and the same happens at the second pair respectively. We define a specific area and two mini goals are positioned centrally with a distance of 15 meters. Behind each opponent's goal is the guide of each pair. One blindfolded child starts dribbling in front of their goal, while the other blindfolded child starts challenging for the ball (saying “VOY!”) from their own goal. The children try to get the ball into the opponent's mini goal. The goals need to be wide enough that passively standing in front of the goal isn't worthwhile for the defender. [180cm+].

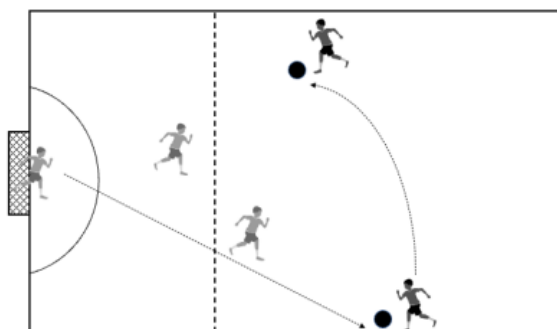
This is an initial simulation of a blind football match in a simplified version. We encourage the children to try all the roles ("attacker, defender, guide").



Exercise 10: Blind Football Initiation (Follow the line of the ball)

We divide the children into a group of 6 persons, into teams of 3. One team consists of 2 blindfolded children and 1 guide and the other of 2 blindfolded children and a goalkeeper. We define a specific secured area that looks like a half of a pitch. The goalkeeper throws the ball to one of the opponents, they receive it and after completing one pass with their teammate try to score a goal. The defenders try to take the ball away from the attackers and avoid a goal against them. The goalkeeper speaks and orientates the defenders, while the guide (of the opposing team) who is behind the goal, orientates the attackers.

We encourage the children to try all the roles ("attacker, defender, goalkeeper, guide"). We discuss how they felt trying to play blind football. If they think that blind football is an inclusive sport as totally blind footballers try to score a goal in sighted goalkeepers and how important is the orientation to achieve this.



Conclusions

When planning your PE sessions, it is important to understand your students' individual needs, abilities and mindsets. We encourage all school staff to involve disabled students in the planning process and discuss their needs with them directly. This is the best way to ensure your PE sessions are inclusive and accessible for everyone.

Games and activities are not exclusive to their associated development stage. Using your knowledge of the students, all activities can be adapted to suit the needs of individuals and groups for different development stages.

A ball for all artwork

