

Soccer

(excerpt taken from the book Teachers Survival Guide Book by Christine Stopka)
Available in the PE Central store (www.pecentral.org)

Description/ Goal:

Soccer is an invasion game that offers fitness activity and motor skill development. Teams are only allowed to make contact with the ball with every part of the body, except for their hands and arms. Teams each compete in order to outscore each other in goals during this game.

Games are 90 minutes in length with two 45-minute halves. *If teams are tied after regulation time, the two teams take 5 penalty shots respectively. Penalty shots are taken by five different players and are taken 12 feet away from the goal.*

General Adaptations:

- Use a bigger ball
- Use a lighter ball
- Reduce the length of the game
- Reduce the field size
- Increase the size of the net

Facility/Equipment:

- A soccer field is 50 yards in width and 80 yards long
- In order to play soccer you need a field/gym and a soccer ball
- Safety pads may be used
- The field can be marked with cones if paint is not available
- Walls may be used if indoors
- Goals may be marked with cones as well if nets are not available
- Soccer balls can be used or other balls such as a kickball or sponge ball

Skills/Objectives:

Fundamental skills should be learned prior to players participating in game-like situations. The following skills should be developed.

- Kicking/passing
- Kicking/shooting
- Heading
- Throwing/Catching (Goalie)
- Running
- Strategies
- Teamwork
- Refereeing
- Coaching

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Adaptations for students with . . .

Cognitive/Behavioral Disabilities

If needed:

- Allow players to use their hands
- Increase goal size
- Use bigger, brighter, and softer balls
- Decrease size of field
- Give physical assistance

Always:

- Demonstrate clearly and concisely
- Decrease unnecessary time for verbal explanations
- Maintain eye contact to ensure attention
- Give these children a chance to teach peers learning football
- Praise the positive! Reinforce anything the child does correct (skills or behavior)

Visual Impairments (VI) or Hearing Impairments (HI)

➤ Deaf or HI:

- 1) Peer tutors can be very helpful for practicing these sport skills
- 2) Physical demonstration of a skill
- 3) Face child to ease lip reading; do not exaggerate words
- 4) Use of rudimentary sign language is welcomed and appreciated
- 5) For HI, speak clearly, minimize background noises

➤ Blind or VI:

- 1) Peer tutors can be very helpful for practicing these sport skills
- 2) Assist the student through various activities if needed
- 3) Use bigger, softer balls for better tracking
- 4) Use balls that beep for improved tracking
- 5) If playing indoors, make sure to use bright lighting and use a ball that contrasts well with background

Disabilities Causing Paraplegia

If needed:

- Play on a hard surface
- Use larger, softer, and brighter balls
- Reduce the field size
- Practice having student push the ball with their wheelchair until they feel comfortable performing the skill.

Disabilities Causing Quadriplegia

For students with very little movement abilities:

- If the ball lands near the student in the wheelchair, instruct a teammate to set the ball on the lap tray of the student in the chair. Then instruct the student in the wheelchair to put the ball back into play by knocking the ball off the lap tray (with head or arms) or rolling it down a ramp to a teammate.
- Place the ball and have student hit it, for those with partial movements.

For student with a bit more upper extremity function:

- Place the ball and have student hit it, for those with partial movements
- Allow students to use wheelchair to hit ball
- Reduce field size
- Use larger, softer, bright colored balls for motivation and fun
- Give physical assistance
- Allow students in wheelchairs to be placed closer to the goal