ОУРЦ „ИДНИНА" - СКОПЈЕ

Touch the Goal

Football for Every Child

Фудбал за секое дете

Loreta Andreevska
Katerina Velichkovska
Irena Novacheska Makaloska

TOUCH THE GOAL
ДОПРИ ГО ГОЛОТ

A Practical Handbook for Creating Inclusive Sports Environments Through Football

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With the support of the Football Federation of Macedonia (FFM)
and the UEFA Foundation for Children

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FOREWORD

In addition to providing education to pupils with disabilities, Primary School with Resource Centre “Idnina” – Skopje offers professional support for inclusive education in 78 primary schools across 16 municipalities in the Skopje and Northeastern Regions.

Its ongoing cooperation with schools, pupils, teachers, educational assistants and families provides direct insight into children’s different support needs, placing their abilities and active participation at the centre of attention.

This experience gave rise to “Touch the Goal”, a one-year project of Primary School with Resource Centre “Idnina” – Skopje, implemented with support from the Football Federation of Macedonia (FFM) and the UEFA Foundation for Children. The work focused on creating practical opportunities for children to take part in football activities, communicate, cooperate with their peers and contribute to shared play.

Nine partner primary schools and Primary School with Resource Centre “Idnina” – Skopje took part in the project, making ten schools in total. The project involved 130 pupils: 117 from the partner schools, 13 from each school, and 13 from “Idnina”. Eighteen physical and health education teachers received training, and practical implementation took place through 20 training sessions.

Based on the needs identified, the “Idnina” team developed and produced innovative tools and then prepared and delivered training on their use. Working with pupils and providing professional support to schools made it possible to examine the tools and activities in real situations and adapt them in response to experience and feedback.

This handbook brings together the practical guidance, tools, examples and working templates that emerged from this joint effort. It has been prepared as a lasting, practical resource for teachers, coaches and others who provide support during sports activities. A documentary film additionally presents the participants’ experiences and the course of project implementation.

The handbook is intended to keep the knowledge gained accessible after the project activities have ended, with opportunities for use and further development in different school and sports settings. At its heart is attention to each child: what helps them understand an activity, make choices, participate alongside peers and recognise their own contribution to the team.

TOUCH THE GOAL

Play connects us. Participation brings us closer. Belonging makes us stronger.

A Practical Handbook for Creating Inclusive Sports Environments Through Football

FROM IDENTIFIED NEEDS TO PRACTICAL IMPLEMENTATION

Stages of implementing “Touch the Goal”



Figure 1. Stages of implementing “Touch the Goal”. This nine-stage representation follows the project’s actual sequence and was developed by the authors. The initial visual reference for a phased approach was FIFA (2025), FIFA Disability Football Toolkit, September 2025 edition, p. 50.

The stages are interconnected and partly overlap, while practical experience informs the refinement of tools and adaptation of activities.

WHO IS THIS HANDBOOK FOR?

This handbook is intended for physical and health education teachers, coaches, special educators and rehabilitation professionals, other specialist staff and educational assistants. It can also be used by school teams, sports organisations and families working together with those who lead the activities.

It may be particularly useful for coaches working with groups of children with disabilities, as well as coaches running joint football activities for children with and without disabilities. It also provides practical support for coaches who have a child in an existing group who needs additional guidance or adaptations to participate in play. Each coach can select the examples and tools that suit their programme, working conditions and the needs of the particular participants.

The guidance is not tied exclusively to a diagnosis or a predefined category of children. It is applied according to participants' specific interests, abilities, communication methods and support needs. The examples are a starting point for adaptation, not a compulsory model to be delivered in exactly the same way with every group.

HOW TO USE THIS HANDBOOK

Chapter 1 establishes the principles of meaningful participation. Chapter 2 explains how to prepare the environment and activities. Chapter 3 introduces the tools and the structured football activities programme. Chapter 4 offers practical activities and options for adaptation, while Chapter 5 connects the experience gained with future application. The annexes contain working templates and materials for immediate use.

TRANSLATION SCOPE: This working document contains an English translation of the cover, publication information, foreword, project stages, intended audience and usage guidance (source pages 1–8). The remaining chapters and annexes have not yet been translated.

Chapter 1

FOOTBALL AS A SPACE FOR PARTICIPATION, COOPERATION AND BELONGING

Introduction

A child's presence on the football pitch does not always mean that they are genuinely participating in the activity. A child may be part of the group, wear the same sports kit and follow the others, yet still have limited opportunities to engage in the game, make choices or contribute to the shared task.

Therefore, when planning inclusive football activities, it is important to focus not only on whether the child is present, but also on how they participate, what role they play and whether their contribution is recognised by others.

1.1. From Presence to Active and Meaningful Participation

Table 1. From Presence to Active Participation

01. PRESENCE	02. OPPORTUNITY	03. PARTICIPATION
The child is part of the group.	The activity and support are adapted.	The child has a role, makes choices and contributes.

Active and meaningful participation means that the child has a genuine opportunity to engage in an activity in a way that corresponds to their abilities, interests and current support needs. This does not mean that all children must perform the same movements, achieve identical results or participate at the same pace.

In a football activity, meaningful participation for one child may involve passing the ball independently; for another, successfully following a visually presented task; and for a third, communicating with a teammate or taking part in a coordinated action with appropriate support. What matters is that the task is meaningful to the child and connected to the team's activity.

This requires a different approach to organising the game. Rather than expecting the child to adapt to predetermined rules that they may be unable to follow, the teacher or coach should consider which elements of the activity can be modified without losing its primary objective.

Adaptations may involve the size of the playing area, the duration of the task, the number of participants, the way instructions are given, the use of visual support or the role the child takes within the team. Sometimes a small adjustment, such as allowing additional response time or clearly marking a position on the pitch, can significantly increase opportunities for independent participation.

It is particularly important that support does not replace the child's participation. When an adult consistently performs tasks on the child's behalf, directs every movement or makes decisions for them, the child may be formally included but have insufficient opportunity to demonstrate their own initiative. Support should therefore be carefully balanced, with the possibility of gradually reducing it as the child demonstrates greater confidence and independence.

Peers play an important role in this process. Their support should not be limited to constantly providing assistance, but should enable natural communication, interaction and shared decision-making. The child should be recognised as a teammate with their own contribution, rather than merely as a recipient of help.

Practical Example: Adapting a Ball-Passing Exercise

During a paired ball-passing exercise, one child finds it difficult to keep up with the speed of the passes and often has no opportunity to touch the ball.

Rather than excluding the child from the activity, the teacher can reduce the distance between teammates, use a ball that is easier to control and agree on a brief visual or verbal signal before each pass. The peer can be encouraged to allow sufficient response time and respect their partner's pace.

In this way, the fundamental task remains the same – passing the ball to one another and cooperating – but the conditions are adapted so that both children can participate actively.

Questions for Practical Assessment

When planning and monitoring activities, the teacher or coach may consider the following questions:

- Does every child have a clear and achievable role in the activity?
- Does the child receive sufficient time and appropriate support to respond or act?
- Does the child have opportunities to make choices, take initiative and communicate with peers?
- Do the adaptations promote greater independence, or do they create dependence on assistance?
- Is the child's contribution visible and recognised within the shared activity?

These questions help distinguish between formal inclusion and participation that holds genuine value for the child.

Core Principle: A successful inclusive football activity is not defined by whether all children do the same thing, but by whether every child has a genuine opportunity to participate, contribute and feel part of the team.

1.2. Different Abilities, Different Ways of Participating

Within every group of children, there are differences in movement, communication, understanding instructions, maintaining attention and establishing relationships with peers. These differences are particularly relevant when organising football activities, as the game simultaneously requires children to follow the movement of the ball, orient themselves in space, understand rules, cooperate and respond to changing situations.

For children with autism and complex support needs, certain characteristics of the sporting environment may further affect their participation. Noise, unpredictable movements of teammates, rapid changes between activities or multiple simultaneous instructions may place considerable demands on some children. For others, the greatest challenges may involve motor coordination, understanding the sequence of tasks or establishing communication with teammates.

However, a diagnosis alone does not determine how a child participates. Two children with the same or similar developmental characteristics may have different interests, abilities, communication methods and support needs. Therefore, planning should not be based on assumptions about what a child can or cannot do, but on directly observing and understanding their abilities and responses within a specific activity.

Diversity Is Not a Predetermined Limitation

Differences in communication, movement and pace do not represent fixed categories of participants. They demonstrate that achieving the same football objective may require different pathways to participation.

Therefore, rather than focusing on what a child cannot do, it is important to recognise that their participation also depends on how the game is organised. Practical approaches to getting to know participants are discussed in Section 2.1.

Different Ways of Participating in the Same Activity

An inclusive football activity may have a shared objective while allowing different ways of achieving it. For example, in a goal-scoring task, one child may independently dribble the ball and shoot, another may shoot from a shorter distance, while a third may direct the ball towards the goal from a prepared position with appropriate support.

All three approaches relate to the same sporting task but require different conditions for successful participation.

This approach does not mean lowering expectations of the child. On the contrary, it makes the task sufficiently accessible for the child to begin participating, while remaining challenging enough to encourage development.

It is therefore important that adaptations do not remain unchanged. As the child gains experience, confidence and independence, the teacher or coach can gradually increase the complexity of the task.

Practical Application:
One Task – Multiple Ways of Performing It

Shared Task: The child directs the ball towards a designated goal.

Table 2. Ways of Participating and Possible Adaptations

Way of Participating	Possible Adaptation
Independent dribbling and shooting	A standard or adapted route towards the goal
Shooting from a stationary position	A shorter distance and a ball placed in a stable position
Shooting following a visual cue	A card, marker or demonstration before performing the task
Performing the task with support	Assistance with positioning or initiating movement, according to the child's needs and consent
Performing the task in pairs	A teammate passes or positions the ball, while the child takes the final shot

The options presented do not represent separate categories of children or predetermined levels of ability. They are examples of adaptations that can be combined and modified depending on the specific situation.

Core Principle: Different ways of participating do not undermine the shared game. They enable every child to engage according to their current abilities, while providing opportunities for progress, independence and individual contribution.

1.3. Football as an Opportunity for Communication, Cooperation and Connection

Football creates numerous situations in which children need to exchange information, coordinate their actions and respond to their teammates' activities. Passing the ball, moving together towards the goal, changing roles and celebrating a successful action provide opportunities to develop communication and social skills in a natural context.

However, simply organising a group game does not guarantee that cooperation will develop among the children. Some pupils initiate communication easily and engage independently in team activities, while others require additional time, a clear structure or support to establish contact with their peers.

Communication and cooperation should therefore be deliberately incorporated into the planning of football activities as an integral part of the sporting task.

Communication Takes Different Forms

Communication in football does not occur exclusively through speech. Eye contact, movement, gestures, pointing, body orientation and the use of visual symbols can all convey messages to teammates.

A child who does not use speech or has limited verbal communication may request the ball through a gesture, indicate where they wish to move or select an activity using a communication card. These forms of expression should be recognised and accepted as equally valid means of communication.

The teacher or coach is responsible for creating conditions in which teammates can understand and respect different ways of communicating. This involves short and clear instructions, demonstrations, visual support and sufficient time for the child to process information and respond.

It is particularly important that adults do not take over all communication on the child's behalf. Whenever possible, messages should be exchanged directly between teammates, with support provided only to the extent necessary.

Cooperation Is Learned Through Shared Tasks

A shared task gives children a specific reason to communicate and coordinate their activities. Rather than explaining cooperation solely through verbal rules, it can be developed through carefully selected football exercises.

For example, when passing a ball in pairs, both pupils need to observe their partner's movements, adjust the timing of their passes and maintain the shared activity. In a small group, children can agree on who will initiate the action, who will receive the ball and who will take the final shot.

In these situations, the sporting task also becomes an opportunity to practise turn-taking, asking for help, making shared decisions and respecting agreed rules.

Roles should not always remain the same. A child who receives support in one activity may help a teammate in another, suggest a solution or take responsibility for a particular part of the task.

Peer Support as a Reciprocal Relationship

Peer support is most valuable when it develops as a natural and reciprocal relationship, rather than creating a permanent division between children who provide help and children who receive it.

The peer's role is not to perform the activity on behalf of their partner, but to facilitate their participation through cooperation, encouragement, clear communication and respect for personal choice.

To achieve this, the teacher or coach can encourage children to ask before offering help, allow time for a response, respect a refusal and recognise the contribution of every team member.

It is also important that the same peers are not continuously assigned to support the same child. Rotating partners and team roles encourages broader communication and prevents dependence on a single teammate.

Practical Example: A Coordinated Move Towards the Goal

Activity Objective: To encourage communication and cooperation through shared passing and shooting towards the goal.

Organisation: Three children are positioned a short distance apart. The first child initiates the move, the second receives and passes the ball, and the third shoots towards the goal.

Before starting, the teacher introduces the roles through a brief demonstration. Children may use speech, gestures or visual signals to indicate that they are ready to receive the ball.

After each attempt, the roles are rotated, giving every child the opportunity to initiate a move, cooperate with teammates and take the final shot.

If a child requires additional support, the distance may be reduced, the pace slowed or a visually marked sequence of the activity introduced.

Skills Encouraged: Exchanging messages, coordinating actions, joint attention, turn-taking and recognising teammates' contributions.

From Shared Activities to Peer Connections

Friendships and a sense of belonging cannot be established simply by organising joint training sessions. They develop gradually through repeated positive experiences, mutual trust and opportunities for children to get to know one another beyond their assigned roles.

Therefore, alongside structured football tasks, it is important to allow time for spontaneous interaction, shared choices of activities and brief exchanges of impressions after the game.

The teacher or coach can encourage children to recognise successful cooperation, thank a teammate or share what helped them during the shared task. These activities should be brief, natural and accessible through different forms of expression.

Core Principle: Communication and cooperation are not additional tasks alongside football. They develop through the game itself when every child has the opportunity to communicate, be understood and contribute to the shared activity.

1.4. The Child's Dignity, Choice and Individual Contribution

Participation in a sporting activity should be an experience in which the child feels respected, accepted and safe. The way adults and peers communicate with the child, offer support and involve them in decision-making directly influences their willingness to participate.

In inclusive football, respecting the child's dignity means taking their abilities, interests and needs into account without unnecessary comparisons or separation from the group. The child should be recognised as an equal participant for whom, as with all other participants, appropriate conditions for play are created.

Support That Preserves Independence

Support is meaningful when it enables the child to do something that would otherwise be difficult or inaccessible. It should not unnecessarily restrict their initiative.

The teacher, coach or educational assistant should assess when assistance is needed and when it is preferable to allow the child time to attempt the task independently. Before offering physical assistance, it is important to establish whether the child accepts it and whether the same objective can be achieved through a demonstration, visual cue or brief verbal instruction.

For example, when positioning the ball before shooting, the adult can first demonstrate the action and give the child an opportunity to repeat it independently. If additional assistance is required, it should be provided at the minimum level necessary to ensure safe and successful participation.

Gradually reducing support should not be an objective in itself. For some children, certain forms of support will remain necessary, and this does not diminish the value of their participation.

The Right to Choose and Refuse

Choice is an important indicator that the child has influence over their own participation. In sporting activities, choices may involve selecting a ball, partner, position or method of performing a task, or deciding whether a break is needed.

Respecting refusal is equally important. A child may not wish to participate in a particular task due to tiredness, discomfort, sensory overload, insufficient understanding or simply personal preference.

In such situations, insisting on participation at all costs is inappropriate. Instead, the teacher or coach can offer an alternative role, a simplified activity, a short break or the opportunity to rejoin when the child feels ready.

Respecting choice does not mean an absence of rules. It means establishing clear, safe and understandable boundaries within which the child has genuine opportunities to make decisions.

Recognising Individual Contributions

In football, goals scored, speed and technical performance are often the most visible achievements. However, contributions to the team may also be demonstrated through a successful pass, attentively following a teammate, respecting an agreement, offering encouragement or taking responsibility for a shared task.

It is important that these contributions are recognised naturally, without excessive emphasis or unnecessarily singling the child out from other participants.

Instead of offering general praise such as “Well done, you’re brilliant!”, the teacher can highlight a specific contribution: “You waited for your teammate and passed the ball when they were ready.”

Such feedback is clear, directly related to the activity and beneficial for the entire group.

The child should also have the opportunity to express their own satisfaction, dissatisfaction or opinion about their participation through an accessible means of communication..

Practical Situation: When a Child Does Not Want to Shoot at Goal

During an exercise, the child follows the activity but does not wish to take the final shot.

Rather than insisting or assuming that the child is unable to perform the task, the teacher can check whether the instruction has been understood and offer two options: shooting from a closer position or passing the ball to a teammate.

If the child does not choose either option, they may be offered a short break and the opportunity to rejoin later.

The purpose of this approach is not to ensure that the child completes the originally assigned task at all costs, but to preserve their dignity, sense of safety and opportunity for continued participation.

Professional Responsibility of Adults

Teachers, coaches and other professionals play an important role in creating a sporting environment in which every child feels accepted, respected and valued as a member of the team.

Such an environment is developed through considerate and respectful communication, recognition of individual characteristics and encouragement of positive relationships among peers. It is particularly important that support is provided naturally and unobtrusively, without unnecessarily separating the child from the group.

When sharing information and providing guidance for cooperation, the privacy and personal dignity of every child must be respected. Attention should be directed towards communication methods, mutual understanding and shared participation rather than individual difficulties or personal circumstances.

Core Principle: A child's dignity is respected through everyday actions – when their choices are heard, support does not replace their initiative, and their contribution is valued as part of the shared game.

1.5. Core Principles for Planning and Delivering Inclusive Football Activities

The quality of an inclusive football activity largely depends on how it is prepared, organised and delivered. Good preparation does not mean anticipating every possible reaction from a child, but creating conditions in which the activity can be adapted to participants' needs without compromising its objectives, safety or group dynamics.

The "Touch the Goal" approach is based on several interconnected principles that can be applied across different school and sporting environments.

1. Clear Objectives and an Understandable Structure

Every activity should have a clearly identifiable objective and a sequence that participants can understand. Before starting, the teacher or coach should know which sporting skill is being developed, what type of cooperation is expected and the different ways in which children can participate.

Instructions should be brief, specific and, where necessary, accompanied by demonstrations or visual support. A clear beginning, a structured sequence of tasks and a predictable ending contribute to better orientation and a greater sense of security.

2. Accessibility and Flexibility

Activities should allow multiple ways of performing tasks without predetermining a single acceptable form of participation.

The space, equipment, rules, duration and communication methods can be modified according to the specific situation. Adaptation should be an integral part of planning, rather than merely a response to difficulties that have already arisen.

3. An Active Role for Every Child

Every child should have a clearly identifiable and achievable role in the shared activity. Roles may differ, but they should be connected to the common task and allow for individual contribution.

When assigning roles, it is important to consider the child's interests, current abilities and opportunities for gradually expanding their participation.

4. Communication and Peer Cooperation

Football activities should create opportunities for direct communication among children. Communication may take place through speech, gestures, movement, visual symbols or other accessible forms of expression.

Peer support should encourage reciprocity, cooperation and independence. The role of adults is to facilitate these relationships without unnecessarily taking over communication between teammates.

5. Respect for Individual Pace and Choice

Children may respond differently to the same activity and may need different amounts of time to understand, prepare for and complete a task.

Planning should allow for an appropriate pace, reasonable choices and opportunities to take breaks. Support should be provided according to individual needs, while respecting the child's dignity and initiative.

6. Safety and a Sense of Security

Safety involves a suitably organised environment, properly maintained equipment, clear rules and careful supervision of activities. It is equally important that children feel secure when communicating with adults and peers.

The teacher or coach should recognise situations that may cause overload, discomfort or withdrawal and offer appropriate adaptations in a timely manner.

7. Observation and Continuous Improvement

The success of an activity should not be assessed solely on the basis of sporting results. It is important to monitor participation, initiative, communication, cooperation and the level of support required.

Observations help teachers and coaches identify which approaches are effective, what needs to be changed and how subsequent activities can be better adapted.

Chapter 2

PREPARING A SUPPORTIVE FOOTBALL ENVIRONMENT

Introduction

Preparing an inclusive football activity begins before stepping onto the pitch. For a teacher or coach, knowing the number and age of participants is not enough. It is necessary to understand how children communicate, what motivates them, how they interact within a group and what conditions help them participate in sporting activities.

In “Touch the Goal”, information about each child is translated into decisions about how training sessions are organised. The plan is adapted to the group and continuously refined throughout the process.

2.1. Getting to Know Participants and Their Support Needs

From Information About the Child to Decisions on the Pitch

Planning involves identifying relevant information about how the child understands tasks, expresses a desire to participate, experiences potential difficulties and responds to appropriate support.

Only personal information necessary to ensure safe and meaningful participation should be collected.

Several areas deserve particular attention:

Interests and motivation. Does the child enjoy activities involving a ball? Do they prefer shooting, passing, moving along a marked route or playing with a partner? What helps them initiate an activity and maintain their interest?

Communication and understanding. Does the child respond more easily to spoken instructions, demonstrations, photographs or symbols? How do they express choices, agreement, a need for assistance or a break?

Movement and orientation. How does the child move through the space? Can they control the ball independently? Do they require additional spatial markers, adjusted distances or adapted equipment?

Participation with peers. Does the child find it easier to begin an activity independently, in pairs or in a small group? How do they respond to passing the ball, taking turns and changing partners?

Sensory characteristics and sense of security. How does the child respond to whistles, loud music, noise, physical contact or larger groups of children? What helps them when they need to rest or reduce sensory stimulation?

These areas help determine appropriate conditions for participation; they are not prerequisites that the child must meet.

Working with the Child, Family and Professional Team

Information from the child, their family and relevant professionals is brought together.

The child should have the opportunity to express their interests and choices in accordance with their preferred means of communication. Parents can share what helps the child in unfamiliar environments, which activities they prefer and which situations may cause discomfort. Teachers, special educators and rehabilitation specialists, and other professionals can recommend appropriate approaches to communication, organisation and support.

However, information obtained in advance should not be considered a final assessment. A child may demonstrate different abilities or interests in a sporting environment compared with the classroom. Direct observation during activities is therefore essential to verify and supplement initial findings.

The First Participation Experience as an Opportunity to Get Acquainted

A child's first encounter with a football activity does not necessarily need to begin with a match or a complex group exercise. It may be more beneficial to organise a short, understandable and flexible activity that allows the child to become familiar with the space, equipment and approach.

For example, participants may be offered three simple options: moving freely with the ball, passing in pairs or shooting towards a designated goal. The teacher observes which activity attracts the child's interest, how they understand the task, whether they seek assistance and how they respond to the presence of others.

The aim is to provide a positive first experience and guidance for future planning, without testing sporting ability.

Practical Tool: From Observation to Adaptation

The following working model demonstrates how observations can be linked to specific adaptations.

Table 3. From Observation to Specific Adaptation

Element	Description
Observation	The child shows an interest in the ball but does not join the group game.
Opportunity for participation	An activity in pairs may provide a more accessible starting point.
Adaptation	We organise a short ball-passing activity with one teammate.
Reassessment	We observe how the child participates and whether they are ready to expand the activity.

Brief Participation Profile

For planning purposes, it is useful for the teacher or coach, in cooperation with the professional team, to prepare a brief working profile containing only the information necessary for the sporting activity.

Suggested Template: “My Way of Participating”

MY WAY OF PARTICIPATING

A Brief Working Profile for Planning Support

Table 4. Working Profile – “My Way of Participating”

Question	Information
What interests me?	Favourite activities and roles
How do I communicate?	Speech, gestures, pictures or symbols
What can I do independently?	My skills and abilities
What helps me?	Useful adaptations and support
When do I need a break?	Signs and an agreed way of taking a break
What would I like to try?	My next step

The template can be completed gradually and updated throughout the activities. It is not intended for diagnostic assessment, ranking children or creating additional extensive documentation. Its value lies in enabling those leading the activity to quickly identify useful forms of support.

Information should be accessible only to those who need it for their work, while respecting the child’s privacy.

Connecting with the “Touch the Goal” Tools

Information about communication methods, choices and the need for breaks helps determine appropriate support during training.

The Football Talk Cards can facilitate understanding and expression, while the POP-UP Mobile Inclusion Box enables visual and practical engagement with football-related content. Where necessary, the adapted area provides a space for quieter activities or breaks.

Their specific preparation and application are discussed in Chapter 3.

Support is selected and evaluated within the specific activity; no single tool is equally suitable for everyone.

2.2. Identifying Participants’ Strengths, Interests and Abilities

After getting to know the participants, their interests and observed skills are linked to an achievable next step in training.

A familiar activity, a skill to develop further and a method of evaluating progress are selected

.

From Interest to a Specific Football Task

A small new element is introduced into a familiar task while maintaining the child's interest in the game.

For example, if a child enjoys shooting towards the goal and can independently direct the ball from a short distance, the next step might involve shooting after receiving a pass from a teammate.

This maintains the familiar activity while introducing a new element that requires additional attention, coordination and synchronisation of movements.

The complexity of the task is increased gradually, in accordance with the child's abilities and responses. If the new element proves too challenging, the activity can be simplified again or performed with a different form of support.

Practical Model: "What I Like – What I Can Do – What I Will Try"

The model connects the child's interest, existing skill and next activity.

1. WHAT I LIKE

The child shows an interest in shooting towards the goal.

↓

2. WHAT I CAN DO

The child independently directs the ball towards a designated target from a short distance.

↓

3. WHAT I WILL TRY

Shooting after receiving a pass from a teammate, with an adapted distance and appropriate support.

The model helps with task selection and is not intended for ranking participants.

Recognising Abilities That Are Not Immediately Visible

During football activities, movement, ball control and shooting accuracy are the easiest skills to observe. However, other abilities that are not directly related to sporting performance are also important for planning.

For example, the ability to follow a visual marker can be used when organising a dribbling exercise along a marked route. Successfully following a brief demonstration may provide a basis for introducing a new movement, while recognising an agreed signal can help organise activities with clearly defined beginnings and endings.

Monitoring Individual Progress

Task performance and changes over time are monitored.

Indicators include greater independence, improved ball control, more precise movement, understanding a new element or applying a skill in a different situation.

Practical Guidance

Record one achievable next task and one condition that will help the child attempt it. After training, decide whether to retain, modify or develop the task further.

2.3. Identifying and Removing Barriers to Participation

Understanding participants' interests, abilities and needs provides the foundation for planning appropriate football activities.

However, opportunities for participation depend not only on the child's individual abilities but also on the conditions in which the activity takes place. The organisation of training, rules of the game, communication, space, equipment and available support can either facilitate or hinder participation.

A child who possesses a particular skill may still experience difficulties because of an excessively fast pace, unclear instructions, limited space or the need to follow several teammates simultaneously.

Therefore, alongside considering the child's abilities, it is important to examine what can be changed within the activity to make participation easier.

Identifying Barriers in a Specific Situation

The same football task may be accessible to one child but challenging for another. Similarly, the participation of the same child may vary depending on the number of participants, the method of organisation, the duration and the conditions within the sporting environment.

For example, a pupil who successfully passes the ball in pairs may experience difficulties when applying the same skill in a game involving several participants.

In such a situation, it should not immediately be concluded that the pupil has not mastered the skill. Instead, it is necessary to examine whether the difficulty arises from the speed of the game, having to follow several movements simultaneously, choosing a teammate or having limited time to react.

A specific adjustment is then selected based on the observed situation.

Barriers That May Hinder Participation

Barriers Related to Activity Organisation

Unannounced changes, long waiting times and multiple simultaneous instructions can make participation difficult. A clear sequence, smaller groups and clearly indicated beginnings and endings can help.

Barriers Related to Communication

Overly long or difficult-to-understand instructions are replaced with brief guidance, demonstrations and appropriate visual support.

Barriers Related to Space and Equipment

An unmarked pitch, uneven or slippery surfaces, inappropriate distances and unsuitable equipment can make tasks more difficult. The safety of movement and suitability of the layout should be checked.

Barriers Related to Pace and Rules of the Game

When speed, limited response time or complex rules restrict participation, the pace, rules or time allowed for performing the task should be adapted.

Barriers Related to Sensory Conditions

Loud sounds, simultaneous calls, intense movement and other stimuli can make it difficult to follow an activity. Reducing these stimuli, providing a clearer spatial layout or allowing a short break may help.

Observation focuses on improving the environment without labelling participants.

From an Identified Barrier to a Specific Change

The following examples connect an observed difficulty, its possible cause and an appropriate adjustment to the activity.

Table 5. Linking Barriers to Possible Adjustments

Observed Situation	Possible Barrier	Appropriate Adjustment
The child does not begin the task following verbal instructions.	The instructions are not sufficiently clear.	A brief demonstration and a clear starting signal.
The child loses control of the ball when moving among several participants.	Limited space or an excessively fast pace.	A wider route and fewer participants.
The child rarely comes into contact with the ball during the game.	The organisation does not provide sufficient opportunities for active participation.	A game in a smaller group, with more opportunities to pass and receive the ball.
The child stops participating when exposed to loud, simultaneous sounds.	Excessive auditory stimulation.	Reducing simultaneous calls and allowing a short break.
The child has difficulty reaching the designated target.	Inappropriate distance or target positioning.	Adjusting the distance and position of the target.

The adjustment is selected according to the situation rather than applied automatically, and its effectiveness is evaluated during play.

Maintaining the Objective While Adapting the Activity

Adaptations should preserve the sporting or educational objective of the task.

If the objective is to develop passing accuracy, the distance between participants may be reduced, but the task should still require directing the ball towards a partner.

If the objective is spatial orientation, the route may contain fewer markers, but the child should still move according to a defined sequence.

When planning, it is therefore important to distinguish between:

- **The objective of the activity** – the skill or experience to be developed.
- **The method of performance** – the conditions, rules, equipment and support through which that objective is achieved.

The objective may remain the same while the conditions change. If the objective itself is not currently appropriate, a more achievable step should be established.

Evaluating the Effectiveness of Adjustments

After an adaptation has been introduced, it is important to assess whether participation has improved.

For example, if the passing distance has been reduced, the teacher observes whether the child can direct the ball more easily.

If the group has been divided into smaller teams, the teacher monitors whether the participant comes into contact with the ball more frequently.

If instructions have been supplemented with a demonstration, the teacher checks whether the task has become easier to understand.

If no improvement is observed, the situation is reassessed and a different adjustment is selected.

This cycle forms part of the planning and delivery of activities.

Practical Guidance

Identify which aspects of the space, organisation, communication, equipment or pace make the task difficult. Introduce an appropriate adjustment and evaluate its effect.

2.4. Planning an Inclusive Football Activity

Planning an inclusive football activity is a process through which knowledge about participants is translated into a specific working plan.

Once their interests, abilities and potential barriers to participation have been identified, it is necessary to determine the activity's objective, method of organisation and support required for successful implementation.

In the proposed approach, planning connects football tasks with opportunities for shared participation.

This involves carefully selecting activities, clearly assigning roles and appropriately preparing teachers, coaches and other individuals involved in implementation.

Five Steps for Preparing an Activity

1. Defining the Objective
The football skill or its application in play is identified: dribbling, passing, receiving the ball or shooting towards the goal.

A clear and achievable objective guides the selection of tasks.

2. Planning Participation
For each task, consideration is given to how participants will be involved in carrying it out. It is particularly important to assess whether the organisation provides sufficient opportunities to come into contact with the ball, assume a role and participate in the shared game.

When working in pairs or small groups, opportunities to encourage cooperation are planned.

3. Organising the Tasks

The sequence, approximate duration, groups and arrangement of equipment are determined. Tasks gradually progress from becoming familiar with a skill to applying it during play.

4. Preparing Support
Necessary adaptations, communication methods and forms of support are prepared. Depending on the task, the Football Talk Cards, Peer Support Passport or POP-UP Mobile Inclusion Box may be selected. Where necessary, an adapted area for activities or breaks is also provided.

When several adults are involved in implementation, their tasks and responsibilities are agreed in advance.

5. Implementation and Adaptation

During training, participation is monitored and, where necessary, the organisation, duration or method of performing tasks is adjusted.

After the session, decisions are made about what should be retained or changed next time.

Planning Framework for an Inclusive Football Activity

OBJECTIVE

Which football skill or game-related task are we developing?

↓

PARTICIPATION

How will we ensure an active role for every participant?

↓

ORGANISATION

How will we arrange the tasks, groups and time?

↓

SUPPORT

Which individuals, adaptations and project tools are required?

↓

IMPLEMENTATION

What will we retain or modify based on how the activity progresses?

Team Coordination Before Training

When an activity is delivered by a teacher, coach and other professionals, it is useful to briefly coordinate the training plan before starting.

Everyone involved should understand the main objective, the sequence of tasks and the agreed methods of support.

Transitions should also be agreed upon, including regrouping participants, preparing equipment and introducing the next task.

This ensures that support is provided at the appropriate time and that the activity is delivered in a clear and predictable manner.

Practical Guidance

The plan should answer three questions: what will be learned, how the children will participate and what is required for implementation.The five steps connect these decisions.

2.5. Creating a Football Environment That Enables Safe Movement and Active Participation

The way a football space is organised affects movement, orientation and participation in the game.

The positioning of goals, markers, equipment and gathering areas can make tasks easier to perform, but may also create unnecessary barriers if it is not suited to the activity and participants' abilities.

In "Touch the Goal", preparing the space is an integral part of creating an inclusive sporting environment.

The aim is to help participants recognise where the game takes place, how to move around the pitch and where they can receive support when needed.

A specially equipped sports facility is not essential for this purpose. A school sports hall or suitable sports ground can be organised for different football activities, provided that basic conditions for safety, accessibility and unobstructed movement are met.

A Space That Makes the Task Understandable

Before training, it is important to check whether the layout clearly communicates the task.

For example, during a dribbling exercise, participants should be able to easily identify the starting position, movement route and finishing point.

If several exercises are arranged simultaneously, they should be sufficiently separated and visually distinguishable.

Only as many markers as necessary should be used to guide movement clearly, without unnecessarily overcrowding the pitch.

A clear layout reduces the need to repeat verbal instructions and encourages independence.

Four Functional Areas Within the Sporting Space

It is useful to distinguish four functional areas:

1. Gathering and Preparation Area

A space for gathering, introducing the task and providing brief instructions, with a clear view of the activity area.

2. Football Playing Area

A section of the pitch with sufficient space for movement, passing, receiving the ball and changing direction, according to the task and number of participants.

3. Equipment Area

A designated area for balls and equipment that are not currently in use, allowing easy access without obstructing movement.

4. Additional Support and Short Break Area

An adapted area for additional explanations, quieter activities or short breaks.

The POP-UP Mobile Inclusion Box can also be used in this area. The adapted area provides a space for support, while the box is a portable tool.

These areas do not necessarily need to be physically separated. The layout should be adapted to the available conditions, allowing simple and safe transitions between them.

Safety Begins with the Layout

Before the activity, the condition of the playing surface, stability of the goals, positioning of equipment and potential obstacles within the space should be checked.

Particular attention should be paid to areas where participants accelerate, stop or change direction.

Movement routes for different groups should be clearly separated to avoid collisions. Unused balls and equipment should be removed from the active playing area.

Access must also be ensured for participants who use mobility aids.

Routes should be free from obstacles, and the layout should allow safe access and movement within the planned activity.

Safety should also be checked whenever tasks or equipment arrangements change.

Adapting the Space to the Activity

The layout is modified according to the football task.
Exercises aimed at developing accuracy may require a clearly marked direction towards the target. Dribbling exercises require an unobstructed movement route.

During small-group games, it is particularly important to provide sufficient space for teammates to move and react to the ball.

Changes should be clearly announced, and equipment should be moved without creating obstacles.

In this way, the same space can accommodate different activities through simple organisational adjustments.

Brief Safety Check Before Training

Before starting the activity, the teacher or coach should check:

- Are the playing surface, goals and equipment safe to use?
- Are movement routes clear and appropriate for the participants?
- Are starting positions and directions of movement clearly marked?
- Is there sufficient space between groups working simultaneously?
- Is unused equipment placed outside the active playing area?
- Do all participants have safe access to the designated activity and support areas?

This check helps identify what needs to be prepared or changed in advance.

Practical Guidance

When preparing the football space, consider movement from the participant's perspective: where should they start, which route should they follow, where does the task end and how can they access support?

A space that provides clear answers to these questions enables safer and more independent participation.

2.6. Different Pathways to the Same Football Goal

In football, participants can develop the same skill even when performing a task in different ways.

For one participant, a lighter ball may be appropriate; another may require more response time; while a third may participate more easily with a modified rule or support from a teammate.

The shared task remains the same, while the conditions for participation are adapted.

Equipment That Supports Football Skills

The choice of ball and other equipment should be based on the specific task.

When learning to pass, a larger or softer ball that is easier to control may be used.

A ball whose colour contrasts with the playing surface can help with visual tracking, while a clearly marked target can make it easier to direct a shot. Sometimes a single adjustment to equipment can benefit the entire group.

Equipment should be selected according to the skill being developed.

Rules That Create More Opportunities to Play

Adapted rules can provide more opportunities to touch the ball and encourage greater co-operation.

For example, in a passing game, it may be agreed that the ball should pass between several teammates before a shot is taken towards the goal.

During initial practice, participants may be allowed to stop the ball before making the next pass.

As the task is mastered, more complex game situations are gradually introduced.

The rules should allow room for initiative, choice and cooperation.

Time for Understanding and Performing Tasks

When learning a new task, sufficient time should be allowed for observation, assessment and response.

Initial attempts may be made without time limits. Movement, faster passing or additional choices can then be introduced.

For example, when receiving and passing the ball, a participant may initially stop the ball, select a teammate and then make the pass.

In the next stage, receiving and passing are encouraged as one continuous movement.

Additional time supports learning while maintaining an appropriate level of challenge.

Roles That Change with Progress

Roles are selected according to the task and participants' current abilities.

When working in pairs, one participant may pass from a stationary position while the other moves to receive the ball. The roles are then reversed.

In a small group, a participant may initially be involved in passing before taking on a role in completing the attacking move.

Rotating roles broadens participation and prevents a permanent division between easier and more difficult tasks.

Peer support is particularly valuable when a teammate helps a participant recognise a passing opportunity, allows them time to respond or encourages them to take on a new role.

Support should strengthen independence rather than replace the participant's involvement.

Practical Model: One Game, Multiple Opportunities

Activity: “Path to the Goal”

Objective: Participants cooperate by passing, receiving and directing the ball towards the goal.

The game is organised in small groups. The task is to create a shooting opportunity through coordinated passing.

Depending on the group’s needs, the teacher or coach may introduce several adaptations.

Table 6. Adapting the Game “Path to the Goal”

Element	Possible Adaptation
Ball	A softer or more visible ball
Distance	Shorter distances between teammates
Rule	Allowing the ball to be stopped before passing
Time	More time to choose the next move
Roles	Rotating roles in passing and taking the final shot
Peer support	A teammate positions themselves where they can easily receive the ball and clearly signals that they are ready

In the initial stage, the group may play without pressure from opponents.

An opponent, additional movement or faster changes of position can then be introduced gradually.

The game is developed according to participants’ readiness while maintaining cooperation .

How Can We Recognise That an Adaptation Is Achieving Its Objective?

Greater active involvement in tasks, cooperation and increased independence are monitored.

If the task is too easy, an additional challenge is introduced. If it is too difficult, the conditions are reassessed.

Changing one significant element at a time makes it easier to observe its effect.

Practical Guidance

Before replacing a football task with another, consider whether changing the equipment, rules, time or roles could create better opportunities for participation.

Adaptation is most useful when it enables the participant to make gradual progress within the shared game.

2.7. Readiness to Participate: Communication, Predictability and Individual Support

Immediately before a task begins, the participant is prepared to understand the sequence, recognise the starting point and know how to request support.

Before Starting: What Are We Doing Today?

The main parts of the training session are introduced.

A simple sequence may include: warm-up, ball exercise, group game and closing activity.

The schedule provides orientation and can be adapted to the group.

Instructions That Lead to Action

Instructions should be brief, specific and directly linked to the required action.

For example, rather than explaining receiving, moving and passing simultaneously, the task can be introduced step by step:

“Receive the ball.”

“Look at your teammate.”

“Pass.”

Where necessary, the task is demonstrated before participants are given an opportunity to try it.

Transitions Between Activities

Moving to a new task, location or group may require brief preparation.

It is useful to announce transitions in advance:

“Two more passes, then we move on to shooting at goal.”

When introducing a new task, the location should be shown first, followed by the instructions.

Announced transitions reduce periods of waiting without a clear task.

Accessible Support When Starting

Before the task begins, the participant is shown whom they can approach for help and how to request it – through words, gestures or an agreed signal.

Brief Readiness Check

Before the main activity, three questions should be considered:

1. Does the participant know what comes next?

Has the task been presented in a way they can understand?

2. Does the participant know how to begin?

Can they identify their starting position, role or first action?

3. Does the participant know where to obtain support?

Is it clear whom they can approach and how they can request assistance?

The purpose is to check whether the task is understandable, without formally assessing the child.

2.8. Ready to Play: A Practical Check Before, During and After Training

The plan described in Section 2.4 defines the activity; the following check demonstrates how it functions before, during and after training.

“Ready to Play” is a brief working checklist focusing on organisation and participation.

It can be used flexibly according to the activity and the needs of the group.

Before Training: Have We Created the Conditions for Participation?

Before participants arrive, the conditions listed in the table are checked.

Table 7. Pre-Training Conditions Checklist

Check Question	Yes	Change Required
Is the football objective of the training session clear?	☐	☐
Do the tasks allow different ways of participating?	☐	☐
Are the space and equipment safe and accessible?	☐	☐
Has the necessary support for participants been planned?	☐	☐
Is it clear how tasks and transitions between them will be introduced?	☐	☐
Have the roles of the adults delivering the training session been agreed upon?	☐	☐

The checklist supports timely preparation and does not create an additional administrative obligation.

During Play: What Does Participation Tell Us?

During play, the way the planned task functions with the specific group is monitored.

Attention is given to interaction with the ball, each child’s role and participation in the shared task.

Three indicators help provide a quick assessment:

Engagement – Does the participant have a genuine opportunity to take part in the activity, or do they spend most of their time waiting?

Independence – Can the participant initiate or continue the task with the support they need, without someone constantly performing it on their behalf?

Cooperation – Does the activity create opportunities for passing, coordinated action and interaction with teammates?

Adjustments may be made without interrupting the entire group, provided that safety and organisation allow it.

After Training:
What Have We Learned for the Next Activity?

After training, no more than three specific observations should be identified.

Useful support, difficulties encountered and the next adjustment are recorded.

What worked well?

Which task, organisational approach or form of support enabled active participation?

What presented a difficulty?

During which part of the training session was an additional adjustment required?

What will we do differently next time?

Which specific change will we introduce during the next training session?

One specific decision for the next session, recorded as a brief working reminder, is sufficient.

In this way, planning, implementation and adaptation become connected within a continuous working cycle.

The tools supporting this process are presented in Chapter 3.

Chapter 3

INNOVATIVE TOOLS FOR "TOUCH THE GOAL"

Introduction

Designing different approaches, methods and tools that encourage active inclusion, mutual understanding and equal opportunities for all is a particularly important aspect of inclusive practice.

Guided by these considerations, the team from the Primary School with Resource Centre "Idnina" – Skopje designed and developed three innovative tools for use in inclusive football activities as part of the "Touch the Goal – Football for Every Child" project. Existing pictograms from ARASAAC, accompanied by Macedonian labels, were used in the development of some of the communication cards. The team's original contribution lies in the conceptualisation, organisation, development and practical application of the tools. During training sessions, the tools were used to support active participation, communication and peer cooperation.

These tools promote an approach in which differences are recognised as a strength rather than a barrier to shared experiences. They have been carefully designed to recognise children's abilities, encourage children to learn from one another, develop a sense of belonging and build positive peer relationships.

This chapter presents the innovative approaches and tools associated with the implementation of the project, their purpose, methods of application and possibilities for adaptation in different educational and sporting contexts.

Particular emphasis is placed on their practical value and potential to inspire teachers, educational assistants, professional associates, coaches and organisations working to advance inclusion.

They are not a substitute for professional planning, individual assessment or child safeguarding measures and may be used:

- individually;
- in different combinations;
- before, during and after an activity;
- with the entire group or selected participants;
- in a one-off activity or a longer-term programme;
- in printed form or an appropriately adapted digital format.

The aim is not merely to present specific tools, but to share experiences that can be applied, further developed and adapted, conveying one simple message: **Every child has a place in the game.**

The following sections present the three innovative tools separately, together with the adapted activity and break area. This area is distinct from the mobile box: different tools can be used within it according to the child's needs.

An Integrated System of Tools for Active Participation

The tools were developed on the basis of a shared methodological framework, with each contributing to the broader objectives of the project.

This approach places the participant at the centre. Rather than requiring the child to adapt to a single, unchanging activity, the tools help make activities more understandable, flexible and accessible.



Figure 2. Interconnection of Tools for Active Participation

The diagram illustrates the relationship between understanding the activity, cooperation, support during breaks and meaningful participation.

This methodological framework prompted a range of practical questions that formed the basis for designing the tools.

3.1. Football Talk Cards

Football Talk Cards are a tool for communication, learning and motivating players.

The cards are arranged on a white magnetic board and are used to:

- support discussion and reflection, helping children talk about what happened on the pitch;
- mprove social skills through discussions about teamwork, communication and other aspects of participation;
- encourage motivation and self-esteem;
- teach football terminology and rules, such as goalkeeper, penalty, foul and offside;
- recognise positions and roles within the team.

The Football Talk Cards were developed to help participants understand activities more easily, make choices, request support and express their experiences.

Simple, recognisable images, a key message at the bottom of each card, clear, concise and easily readable text, strong contrast between the text and background, a sufficiently large format, a consistent arrangement of images and words, and materials that can be cleaned and reused all contribute to making this a highly functional tool.

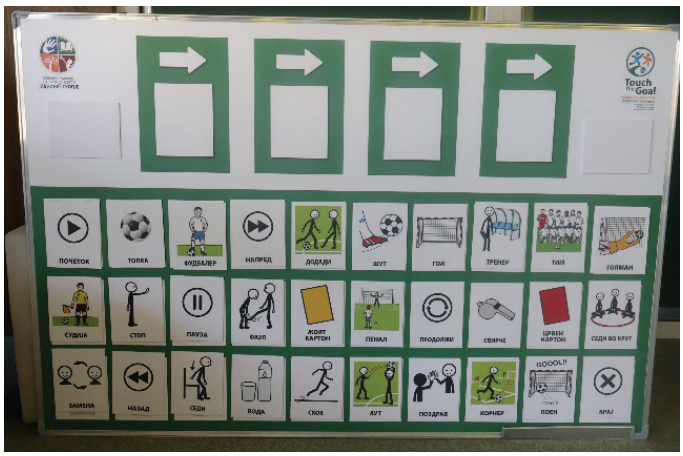


Figure 3. Football Talk Cards on a Magnetic Board

The set enables participants to select and visually represent football-related concepts, actions and needs.

The tool is available in several languages: Macedonian, Albanian and Turkish.

The cards can be used by all participants and are particularly useful for children who:

- understand visual information more easily than lengthy verbal instructions;
- use little or no spoken language;
- require additional time to process information;
- communicate through symbols, photographs, gestures or other means;
- participate in an environment where they have limited knowledge of the language;
- find it difficult to express feelings, choices or the need for assistance;
- feel uncertain in a new or dynamic activity;
- require a clear sequence and predictability.

Through these cards, participants are given an active role. They are not merely recipients of instructions but individuals who can understand what comes next, recognise the task, choose an activity, role or equipment, request assistance, ask for a break, express readiness or refusal, provide simple feedback and communicate with peers and adults.

3.1.1. Preparing to Use the Football Talk Cards

Before the activity, the responsible person (teacher, coach or professional associate) should:

- determine which cards will actually be needed;
- select a small, functional number of cards;
- introduce the symbols to participants;
- demonstrate how to select and use a card;
- place the cards in a visible and accessible location;
- check whether every participant can see, reach or point to the cards;
- agree on how to respond when someone uses a card.

It is not necessary to use the entire set every time. Too many cards may make choosing more difficult. Initially, two to four of the most relevant messages may be offered, with the number gradually increasing.

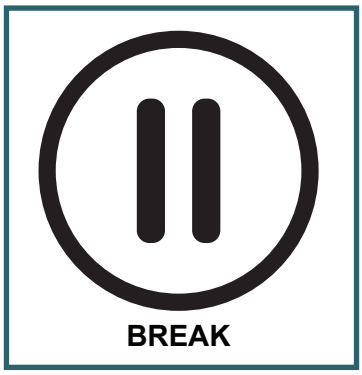


Figure 4. “Break” Card

The symbol enables participants to request a break for rest or additional support.

The cards should not be divided into “cards for children with disabilities” and “cards for other children”. When available to the entire group, they become a natural part of communication and reduce the risk of singling out individual participants.

For example, the “Break” card can be available to everyone rather than only to one predetermined child. In this way, the need for rest is accepted as a normal part of self-regulation.

For successful use of this tool, several consecutive steps should be followed:

Step 1 – Introduce

Show the card, read its message and explain when it can be used.

Step 2 – Connect It to an Action

Show the “SIT IN A CIRCLE” card and immediately indicate the area designated for that activity.

Step 3 – Practise Without Pressure

Allow participants to select a card in a practice situation, without competition or time limits.

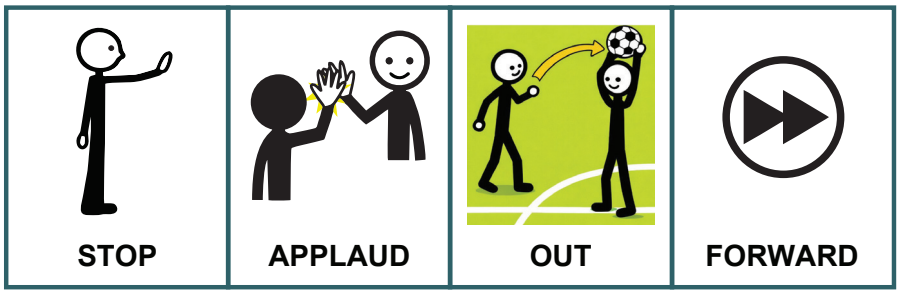


Figure 5. Examples of Communication Cards
The figure shows cards that can be selected and linked to specific actions during an activity.

Step 4 – Use It During the Actual Activity

Keep the cards accessible throughout the game, ensuring that adults and peers consistently respect the messages communicated.

Step 5 – Evaluate the Usefulness of the Card

Observe pupils' motivation and behaviour. Every message communicated by a pupil requires a response from an adult.

3.1.2. Examples of Introducing the Cards and Linking Them to Actions

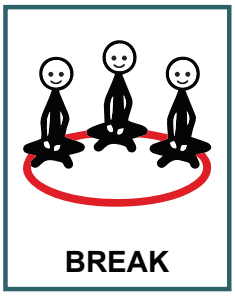


Figure 6.
"Sit in a Circle" Card
A visual instruction for gathering in a circle.



Figure 7.
Sitting in a Circle During an Activity
An illustration of group organisation involving participants and activity leaders.



Figure 8. "Team" Card
A symbol representing teamwork and belonging to a team.



Figure 9.
Group Photograph of Participants
An example of connecting the concept of a "team" with a specific group.



Figure 10.
"Pass" Card
A visual instruction for passing the ball.



Figure 11.
Ball and Cone Exercise
An example of connecting the card with a practical activity on the pitch.

3.1.3. Practical Example of Using the Football Talk Cards

Objective:
To enable the participant to make choices and actively engage in warm-up exercises.

Prepared Cards:

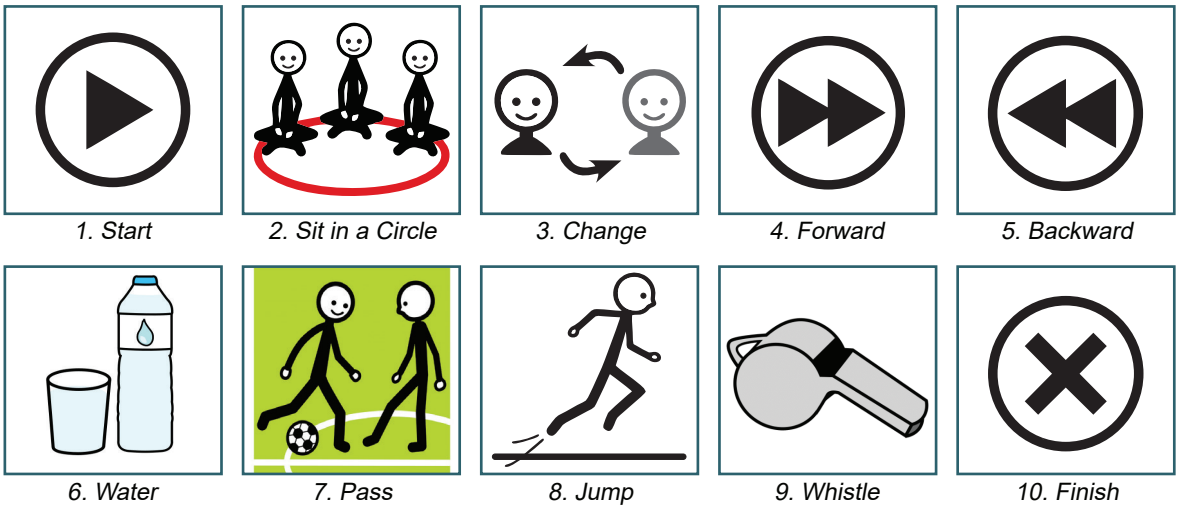


Figure 12. Cards for the Practical Example
The ten messages support choice, movement, breaks and the sequence of the activity.

Before the activity begins, the cards are placed in a visible and accessible position on the magnetic board. The remaining cards are not displayed.

Each participant is given the opportunity to examine the cards, become familiar with their meanings and then place them in the designated area at the bottom of the board.



Figure 13. Prepared Set of Football Talk Cards
The messages required for the specific activity are selected from the displayed set.

The coach explains the symbols using brief instructions and demonstrations of the movements.

Participants then choose which exercises will be performed first. The cards representing these exercises are positioned in the upper section of the board.

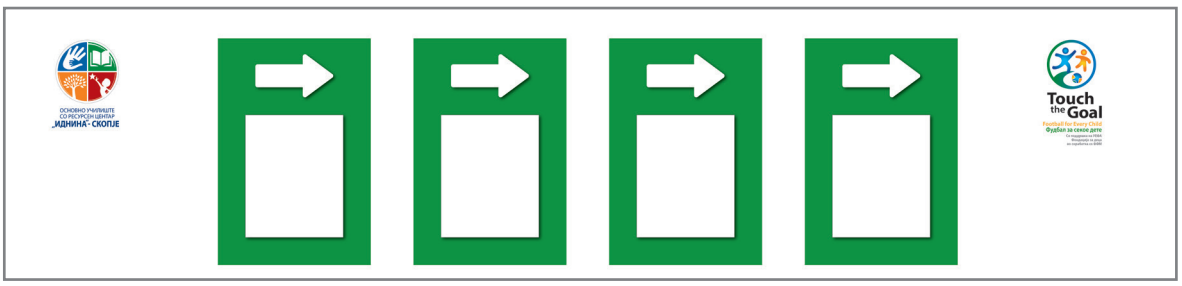


Figure 14. Visual Activity Sequence Board
The cards are placed in designated spaces to help participants follow the agreed sequence of activities.

Choices may be made by pointing, picking up a card, expressing a preference verbally or using augmentative and alternative communication.

The visual schedule on the board should not simply represent a predetermined sequence of instructions.

Pupils should have the opportunity to participate in creating the schedule, make choices and request changes when necessary.

The number of cards may be reduced or increased according to individual needs.

In this example, the activity takes place in several steps.

Table 8. Steps for Using the Cards During the Activity

Step	Instruction and Procedure
1. Starting	A pupil selects the “Start” card to indicate the beginning of the warm-up.
2. Organisation	Using the “Sit in a Circle” card, the group gathers in a circle.
3. Movement	A participant selects “Forward” or “Backward”, and the group follows the movement.
4. Physical Activity	A participant selects “Jump”, and everyone performs the corresponding movement or an adapted variation.
5. Peer Cooperation	Using the “Pass” card, pupils pass the ball to one another.
6. Change	Using the “Change” card, roles or the activity leader are changed.
7. Break	Using the “Water” card, a short hydration break is taken.
8. Finishing	A pupil selects the “Whistle” or “Finish” card to indicate the end of the warm-up.

Particular emphasis is placed on ensuring that participants have an active role in the process by:

- independently or with support choosing which activity will follow;
- giving instructions to their peers through the cards;
- having opportunities to lead the warm-up;
- participating in movements according to their abilities;
- cooperating with other pupils and encouraging them to follow the selected activity.

To enable all pupils to participate, activities can be adapted by:

- offering two or more choices;
- allowing movements to be performed while standing, sitting or using assistive devices;
- providing additional time for understanding and making choices;
- ensuring additional support from an assistant, aimed at promoting independence rather than making decisions on behalf of the pupil.

After completing the activity, participants:

- recognise and select activities according to their interests and abilities;
- express choices through speech, gestures, symbols or cards;
- actively participate in warm-up exercises;
- develop a sense of independence and control over their participation;
- develop communication, cooperation and peer support.

After each step is completed, the corresponding card can be removed or marked.

This provides participants with a visual representation of the progression and completion of tasks. Teachers' experiences in the practical application of this tool indicated that, to improve its effectiveness, the following should be avoided:

- using too many cards simultaneously;
- assuming that a symbol is automatically understandable;
- changing the meaning of the same symbol;
- using a card without an appropriate action or response;
- forcing participants to communicate exclusively through cards;
- removing a pupil's existing communication method;
- keeping the cards with an adult and making them inaccessible to the child;
- presenting their use as something unusual;
- ignoring the "Break" or "I Don't Want To" cards;
- using the materials as a test or a means of assessing the child.

Success is not measured by the number of cards used.

Instead, it is important to observe whether the participant:

- understands tasks more easily;
- experiences uncertainty or remains passive less frequently;
- makes more independent choices;
- equests assistance more frequently in an understandable way;
- demonstrates greater confidence;
- communicates with peers;
- joins or returns to activities more easily;
- can express what works for them and what does not.

Key Message: Football Talk Cards do not speak on behalf of participants. They provide an additional means through which participants can understand, choose, express themselves and influence their own participation.

3.1.4. Lessons Learned from Using the Tool

To facilitate use, the range of concepts represented by the cards should be expanded and organised into six functional groups:

1. Cards for Starting, Continuing and Finishing
Examples: Wait, My Turn, Your Turn, One More Time.
These cards help participants follow the sequence of an activity.

2. Cards for Football Actions
Examples: Run, Walk, Play with a Peer, Play in a Group.
These cards illustrate basic tasks and movements.

3. Choice Cards
Examples: Big or Small Ball, Slower or Faster, Closer or Further Away.

4. Cards for Needs and Support
Examples: I Don't Understand, I Don't Want To, Show Me, Help Me.

These messages are particularly important for safety and self-advocacy. They should remain accessible at all times, not only when an adult determines that the child needs them.

5. Cards for Feelings and Physical Well-being
Examples: I Am Happy, I Am Tired, It Hurts, I Am Angry.

The card is not a diagnostic tool. It creates an opportunity for communication, after which the adult should carefully assess what support is required.

6. Cards for Cooperation and Feedback
Examples: Let's Do It Together, Your Turn, Again.

These cards ensure that communication extends beyond instructions to include relationships, encouragement and reflection.

Visual communication, peer support and opportunities for breaks can benefit all participants.

When tools are naturally integrated into the organisation of the entire group:

- singling out individuals is reduced;
- labelling is avoided;
- predictability is increased;
- communication improves;
- a culture of mutual support develops;
- every participant has the opportunity to choose what helps them.

3.2. POP-UP Mobile Inclusion Box

(Football Pop-Up Inclusion Corner)

The POP-UP Mobile Inclusion Box is a portable tool designed for individual and group activities. Through a visual football board and counters, participants can explore football positions, rules and actions, plan strategies and cooperate with one another. The tool can be used in various locations, including the adapted activity and break area, depending on the objective of the activity and the child's needs.



Figure 15. Use of the POP-UP Mobile Inclusion Box

The visual football board and counters are used to plan positions, actions and team cooperation.

This tool provides an interactive activity in which pupils can plan, organise and present their own football strategies using a visual football board. Using numbered counters in different colours, pupils position the players on the pitch and decide on their positions and roles within the team.

Through this activity, football is presented not only as a physical game but also as an opportunity for thinking, planning, communication and shared decision-making.

Pupils are divided into teams, with each team assigned the task of designing its own formation and planning a football move. They need to decide which player will initiate the move, which teammate will receive the pass, how the other players will move and how they will attempt to reach the opposing team's goal.

By moving the counters around the pitch, pupils visually represent their ideas, explore possible solutions and collaboratively develop their strategy. Once the planning is complete, each team can present its tactics and demonstrate the planned move.

The particular value of this activity lies in enabling every pupil to participate in a way that corresponds to their abilities, interests and communication needs, within an adapted environment.

Participation does not depend on the ability to run, shoot or perform particular physical movements. Instead, everyone can contribute by selecting and positioning counters, suggesting solutions, indicating positions or presenting ideas.

Where necessary, visual guidance, symbols, brief instructions and support from a fellow pupil or adult may be used.

In this way, the activity creates opportunities for equal participation, mutual listening and respect for different ideas. Pupils learn that successful teamwork depends not only on individual abilities but also on cooperation, coordination and the contribution of every team member.

Above all, this activity offers benefits for participants' development. It encourages logical and strategic thinking, spatial orientation, planning and problem-solving.

At the same time, pupils develop communication and social skills, learn to negotiate, share their ideas, accept different suggestions and make decisions together.

The practical application of this activity demonstrated that every pupil can be part of a football team – some through movement on the pitch, others through developing strategies, and others through support and cooperation.

What matters is that everyone has an opportunity to contribute, be heard and feel valued as a member of the team.

The mobile box can be quickly set up, moved and packed away. It can be used in a resource room, classroom or ot her suitable space, either individually or with a group.

3.3. Adapted Activity and Break Area

The adapted area is a designated space where a child can engage in activities in a quieter environment, communicate or take a short break.

The mobile box may also be used within this area, but the area's purpose is not limited to a single tool.

It forms part of the shared environment, is accessible according to participants' needs and provides an opportunity to rejoin the activity.

The adapted area can help to:

- reduce sensory overload;
- provide short periods of physical and emotional rest;
- enable participants to express feelings and needs;
- support the use of self-regulation strategies;
- provide access to visual and communication support;
- facilitate a predictable and safe transition back to the activity;
- promote greater independence in requesting assistance;
- prevent complete withdrawal from or abandonment of the activity;
- enable participation in sporting environments that do not have a permanently adapted space.

The adapted area may benefit a participant who:

- is tired;
- feels overwhelmed;
- finds it difficult to cope with noise, light or movement;
- needs a short break;
- wants to organise themselves;
- requires visual support;
- wishes to communicate their needs in a quieter setting;
- needs gradual preparation before returning to the game;
- requires individual support to understand football concepts and rules.

Depending on the available conditions and individual needs, the adapted area may be equipped with:

- a lightweight mat or cushion;
- a small folding chair;
- noise-reducing headphones;
- a cap with a visor to reduce exposure to light;
- a visual timer;
- a card illustrating a simple breathing exercise;
- an image showing a short calming sequence;
- an object that supports calm concentration.

The adapted area may also accommodate activities using the mobile box and provide opportunities for short breaks.

The space should be arranged comfortably, while maintaining appropriate supervision and opportunities for choice.

It may contain carefully selected items, such as:

- a stress-relief ball;
- a soft or textured ball;
- an elastic hand exercise band;
- a simple tactile object;
- a visual tube or object for calm visual tracking;
- cards suggesting stretching or movement activities;
- a lightweight object for rhythmic squeezing or applying pressure.

Items should be safe, durable, easy to clean and age-appropriate.

Not every sensory item is suitable for every participant. Selection should be based on observation, known needs and professional advice where necessary.

The adapted area should be:

- close to the activity but outside the main movement zone;
- protected from balls and other sports equipment;
- visible to the responsible adults;
- accessible to participants with different mobility needs;
- located where noise and visual stimulation are reduced;
- away from hazardous objects, stairs and unsecured exits;
- clearly marked;
- positioned to respect privacy without creating isolation.

The area should not be arranged in a way that exposes the child to public attention or observation by the entire group.

3.3.1. Guidelines for Using the Adapted Area

The adapted area and the materials available within it should be introduced to participants in advance so that they understand their purpose.

The group may be told:

“This is a place for a short break, communication and preparation for returning to the game. Anyone can use it when they need to.”

Each item and card should be briefly explained, with a demonstration of how to use it safely.

Participants should know:

- how to request a break;
- whether they need to inform an adult;
- how many people may use the area at the same time;
- how to use the materials;
- how to indicate that they are ready to return.

All participants can briefly practise these steps before a situation of overload occurs. This helps make the area familiar and predictable.

After the activity, it should be established which items were useful, what was missing and what should be removed or replaced.

Participants may request to use the area themselves, or an adult may offer it discreetly.

An appropriate suggestion would be:

“I notice that the noise is bothering you. Would you like to take a break in the quiet area, or would you prefer to stay here and do a quieter activity?”

It would not be appropriate to say:

“Go to the quiet area until you calm down.”

The first statement offers choice and support. The second may sound like a punishment or removal from the group.

There is no single appropriate break duration for everyone. For some participants, two or three minutes may be sufficient, while others may need more time.

A visual timer can provide predictability, but it should not be used to force a participant to end their break.

Instead of saying firmly:

“Your time is up. You have to go back.”

An alternative would be:

“The timer has finished. Are you ready to return, would you like a little more time, or shall we choose an easier role?”

When a participant frequently requires long breaks, the team should reconsider the activity and environment themselves, rather than simply extending the time spent in the adapted area.

Returning to the activity may be gradual:

- the participant indicates or says that they are ready;
- they choose how they would like to return;

- they are given a brief, familiar task;
- where necessary, they rejoin with a chosen peer;
- they begin at a reduced level of intensity;
- their well-being and participation continue to be monitored.

Possible ways of returning include:

- observing from the sidelines;
- passing the ball with one partner;
- helping to arrange equipment;
- choosing a less demanding role;
- making a brief trial attempt;
- gradually joining the team game.

The aim is to reconnect the participant with the activity, not to make up for anything they may have “missed” during the break.

Equipment or materials that create strong pressure, restrict movement or provide other forms of intense sensory stimulation should not be used without appropriate individual assessment and professional guidance.

Safety and hygiene are important both when using the mobile box and within the adapted area.

Before and after use, the following should be checked:

- whether all items are in good condition and whether any components are missing;
- whether there are small or sharp parts;
- whether the materials are age-appropriate;
- whether the items can be cleaned easily;
- whether headphones and tactile objects are regularly disinfected;
- whether there is a risk of allergies;
- whether electronic devices, if present, are safe;
- whether heavy or unstable objects have been avoided;
- whether the area does not obstruct an exit or evacuation route;
- whether appropriate supervision is provided.

Before the activity, a person should be designated to:

- set up the area;
- check its safety;
- prepare the cards and materials;
- monitor its use;
- ensure cleaning and proper packing;
- record what has been useful;
- propose adjustments for the next activity.

Nevertheless, responsibility for the adapted area should not rest with only one designated person. The entire team should understand its purpose and how it should be used.

Materials for Setting Up the Adapted Area

Table 9. Materials for Setting Up the Adapted Area

Category	Essential Materials
Signage	A sign identifying the area and visual rules
Communication	Cards for requesting help, taking a break, expressing feelings and returning to activities
Comfort	A mat or folding chair
Reducing stimulation	Headphones and visual protection, where necessary
Self-regulation	Several safe tactile objects
Predictability	A visual schedule and timer
Returning to activities	Cards for choosing a role or task
Hygiene	Cleaning products and materials
Safety	Essential contact information and access to first aid

Materials are selected according to the specific environment and the child's needs.

A few carefully selected resources with a clear purpose may be more useful than numerous items without a defined function.

What Should Be Avoided?

The adapted area should not:

- be used as a punishment;
- be described as a place for "naughty" children;
- be used for prolonged separation from the group;
- be hidden from supervision;
- be used to forcibly keep a participant in one place;
- become a substitute for adapting the activity;
- contain unsafe or randomly selected objects;
- be used without explanation;
- be restricted to only one child;
- be used to avoid an appropriate professional or safeguarding response when one is needed.

Monitoring Effectiveness

The adapted area fulfils its purpose when the participant:

- recognises independently, or with minimal support, that they need a break;
- can choose a strategy that helps them;
- feels safe expressing their needs;
- experiences reduced overload;
- returns to the activity more easily;
- gradually develops personal self-regulation strategies;
- is not labelled or separated from the group;
- maintains a sense of belonging to the team.

If the same participant repeatedly withdraws to the adapted area, it is necessary to examine which aspects of the main activity are creating barriers.

The solution is not for the child to spend more time away from the game, but to improve the environment and the task.

The adapted area is not the endpoint of participation. It is a safe transition that enables participants to take a break, regain their sense of stability and reconnect with the team.

3.4. Peer Support Passport

(Peer Power Passport)

An educational and motivational tool, often presented as a "passport" or small booklet, designed to monitor and encourage peer learning and cooperation.

- It can be easily adapted or personalised using visual pictograms for pupils with specific needs, including autism, intellectual disabilities and attention deficit hyperactivity disorder (ADHD).
- It helps monitor pupils' development.
- Children learn how to play, communicate and support one another.

  These experiences are recorded and monitored. The passport also contains sections for documenting new skills, achievements in team play, fair play, attendance at training sessions and personal goals.
- It promotes inclusive values, emphasising friendship, respect, empathy and teamwork, and encourages the participation and engagement of all players regardless of their abilities.
- It increases motivation through clearly visible stages and steps. Progress is monitored and achievements are recognised, as each signature or stamp provides evidence of something the pupil has accomplished.
- It can serve as a communication tool for coaches, teachers, groups and pupils.
- It typically contains an introductory page with the participant's name, photograph and team; participation and behavioural goals; motor and social skills; motivational stickers; reflective questions such as "How did I help a friend today?"; a section for comments from the coach or teacher; and a section for peer feedback.

The Peer Support Passport is a practical tool through which children learn to be teammates who include, listen, encourage and cooperate.

It transforms the values of inclusion into concrete actions that can be recognised and applied during sporting activities.

The Passport does not create a division between "helpers" and "children who need help". Every participant can offer, accept or request support at different times.

Therefore, the foundation of the tool is reciprocity.

The Passport aims to encourage:

- active inclusion of all participants;
- communication between peers;
- mutual assistance and cooperation;

- respect for different paces and ways of participating;
- recognition of every team member's contribution;
- responsible and unobtrusive offers of assistance;
- independence and self-advocacy;
- positive leadership;
- prevention of exclusion and ridicule;
- a sense of belonging to the team.

The tool shifts attention away from the question "Who is the best player?" towards the question:

"How did I help ensure that everyone could be part of the game?"

The Passport is intended for all children in the group. It can be used:

- in the classroom;
- during training sessions;
- in a sports club;
- in an inclusive workshop;
- at a camp or in a short-term programme;
- in a mixed group with participants of different ages and abilities;
- during a one-off event or a programme lasting several weeks.

Its content and method of use should be adapted to participants' ages, communication abilities and the duration of the programme.

The Passport may take the form of a small personal booklet, a folded card or an adapted digital format.

It is recommended that it contain several clearly defined sections.

Team Profile

In this section, participants can enter or select:

- their name or symbol;
- what they enjoy most about football;
- what they feel confident doing;
- what they would like to learn;
- how they prefer to receive support;
- how they can indicate that they need assistance;
- what makes them a good teammate;
- their personal team challenge.

Participants are not required to provide sensitive personal information.

The Passport should contain only information necessary for the activity and which the child wishes to share.

Team Missions

“Team Missions” are specific actions that participants can put into practice during activities.

Mission: Invite Me into the Game

- I invited a teammate to join in.
- I explained where they could stand.
- I offered them a meaningful role.
- I checked whether they wanted to participate.

Mission: Ask Before Helping

- I asked whether help was needed.
- I waited for a response.
- I respected the choice made.
- I did not perform the task on behalf of my teammate.

Mission: Give Time

- I did not interrupt my teammate.
- I allowed time for a response.
- I did not rush someone who participates at a different pace.
- I waited for the team before continuing.

Mission: Communicate Clearly

- I used a brief and understandable message.
- I demonstrated instead of only explaining.
- I used an agreed signal or card.
- I checked whether the message had been understood.

Mission: Share the Ball

- I passed the ball to different teammates.
- I made sure everyone had an opportunity to touch the ball.
- I did not take over the entire game.
- I recognised other people’s contributions.

Mission: Encourage

- I praised an attempt, not only the result.
- I used respectful language.
- I did not make fun of mistakes.
- I helped the team try again.

Mission: Respect Choices

- I accepted when someone requested a break.
- I did not impose assistance.
- I accepted different ways of performing a task.
- I respected personal space.

Mission: Respond to Exclusion

- I noticed when someone was left out.
- I included them in the team's discussions and decisions.
- I asked an adult for help when necessary.
- I did not participate in insulting or mocking others.

My Contribution Today

After the activity, participants may select or write:

- Today, I helped by…
- Today, I asked for help when…
- Today, I accepted help from…
- Today, I included a teammate by…
- Today, I learned from others…
- Today, I felt part of the team when…
- Next time, I will try to…

For younger children or participants who do not use written language, symbols, pictures, stickers, drawings or a choice between two suggested messages may be used.

A Teammate's Perspective

A teammate may provide brief, positive and specific feedback:

- "You helped me when…"
- "You included me by…"
- "We worked well together when…"
- "I learned from you…"
- "Next time, we could… together."

Feedback should relate to observed behaviour rather than personal judgements.

Instead of saying:

"You are the best helper,"

it is preferable to say:

"You helped me when you showed me the task and waited for me to try it independently."

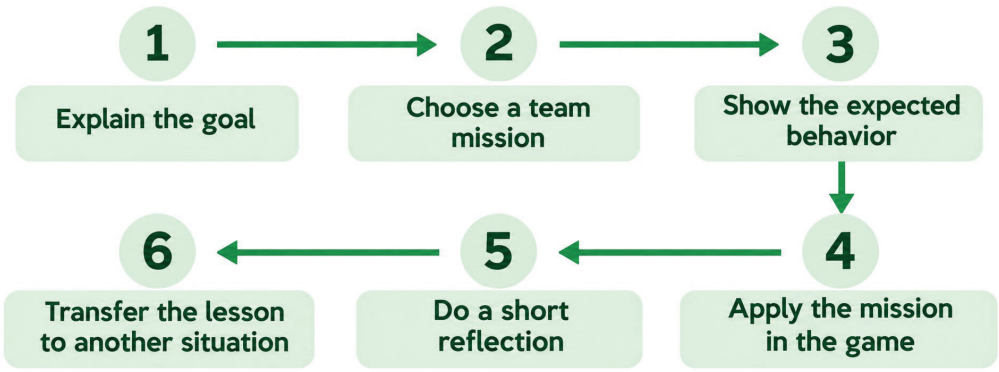


Figure 16. Visual Representation of Introducing the Peer Support Passport
The diagram illustrates the sequence of steps. Detailed guidance is provided below.

Step 1 – Explain the Purpose

The group should be informed that the Passport is not a competition and is not intended to identify the best participant.

It helps recognise what makes a team accessible and supportive for everyone.

Step 2 – Choose One Team Mission

Initially, it is sufficient for the entire group to focus on one mission, for example:
"Today, we will make sure that every team member receives a pass."

Step 3 – Demonstrate the Expected Behaviour

A brief demonstration should show:

- how to invite a teammate;
- how to offer assistance;
- how to wait for a response;
- how to provide encouragement;
- how to respect a refusal.

Step 4 – Apply the Mission During Play

During the activity, adults observe participants' actions without constantly interrupting the game.

Where necessary, they use a brief reminder or visual signal.

Step 5 – Conduct a Brief Reflection

After the activity, a few minutes are set aside for participants to reflect on:

- what they did;
- how their actions affected others;
- what support they received;
- what they would do next time.

Step 6 – Transfer the Skill to Another Situation

The same mission can be applied during the next activity, in a school lesson, at a club or during an everyday group task.

In this way, peer support becomes a habit rather than a one-off action.

A completed mission may be marked with:

- a stamp;
- a sticker;
- a symbol;
- a colour;
- a brief note;
- a teammate's signature;
- the participant's personal mark.

The mark should not be awarded exclusively by an adult.

Participants can reflect on their own actions, while teammates can confirm specific examples of cooperation.

It is not necessary for everyone to collect the same number of marks. The Passport should not create a new system of comparison.

Three Perspectives on Reflection

To avoid peer support being understood solely as "giving help", the Passport should incorporate three perspectives.

Table 10. Three Perspectives on Peer Support

I Offered Support	I Requested or Accepted Support	I Contributed to the Team
I demonstrated a task.	I explained what I needed.	I suggested an idea.
I invited a teammate.	I accepted assistance.	I fulfilled a team role.
I waited for a response.	I requested a break.	I encouraged a teammate.
I communicated clearly.	I made a choice.	I helped us achieve our goal.

All three aspects are equally valuable. Asking for help is a skill, not a weakness.

The person leading the activity should:

- select a mission appropriate for the group;
- provide clear examples;
- rotate partners and roles;
- prevent one child from constantly being assigned the role of helper;
- observe relationships and possible imbalances of power;
- respond to ridicule, exclusion or unwanted assistance;
- recognise every participant's contribution;
- connect reflection with specific behaviour;
- ensure that the Passport does not become an obligation that creates pressure.

Adults should not award a positive mark simply for general "good behaviour".

They should identify exactly what the participant did and how it contributed to the team.

Practical Activity:
“Three Passes – Three Ways of Providing Support”

Objective: For the team to complete the task with the active participation of all members.

Procedure:

1. Participants are organised into small groups.

2. Each team must complete a sequence of passes in which everyone touches the ball.

3. Before starting, each participant selects one mission from the Passport:

- I will invite a teammate.
- I will wait.
- I will ask before helping.
- I will encourage someone.
- I will request support when I need it.

4. After completing the task, everyone shares one specific example.

5. A teammate may add what helped them.

Success is not measured by speed but by whether everyone participated and whether the chosen mission was put into practice.

The Passport should not:

- be used to rank participants;
- create a competition over who has collected the most marks;
- be used as a disciplinary record;
- contain sensitive personal information;
- identify one child as a permanent recipient of assistance;
- turn peers into substitutes for professional support;
- reward pity or patronising behaviour;
- be completed without discussion and reflection;
- be compulsory if it causes discomfort to a participant;
- be reduced to collecting stamps without practical application.

The Passport is useful when it is observed that:

- more children communicate with one another;
- participants ask more frequently before offering help;
- assistance becomes less intrusive;
- partners and roles change naturally;
- children find it easier to request support;
- every participant has an opportunity to contribute;
- exclusion and ridicule decrease;
- participants can explain what it means to be a good teammate;
- the team values the shared process, not only the result.

The Peer Support Passport does not reward the "helper". It develops a team in which offering, requesting and accepting support are equally valuable ways of participating.

3.5. Programme for the Practical Implementation of Adapted Football

A Structured Methodological Tool for Planning and Delivering Inclusive Football Activities

The programme offers a systematic approach to gradually involving pupils in adapted football activities, beginning with the development of basic motor abilities, progressing through the acquisition of football skills and teamwork, and culminating in participation in inclusive matches.

Within the "Touch the Goal" project, 20 training sessions were delivered. The cycle was adapted to the later start of activities, the school calendar and the summer period.

For future implementation, the following content is organised into four interconnected methodological units:

Unit 1 – Adaptation and Basic Motor Skills: Becoming familiar with the space, equipment and group activities.

Unit 2 – Basic Football Skills: Acquiring and developing fundamental football movements.

Unit 3 – Cooperation and Team Play: Encouraging communication, cooperation and team responsibility.

Unit 4 – Application and Inclusive Matches: Applying acquired skills through games and matches.

Each unit has its own developmental objective, with content building upon previously acquired experiences and skills.

The units provide guidance for planning activities, allowing for repetition and combination according to participants' progress and needs. A fixed number of training sessions is not assigned to each unit in advance.

The underlying idea is to use football as a means of physical, social and personal development, placing emphasis not exclusively on sporting results but on participation, cooperation, progress and the contribution of every pupil.

3.5.1. Programme Objectives

The overall objective is to create conditions for the active, equal and meaningful participation of pupils with and without disabilities in shared football activities.

Specific objectives:

- Developing basic motor abilities, coordination and movement control.
- Acquiring fundamental football skills, such as dribbling, passing, stopping and shooting the ball.
- Encouraging communication, cooperation and mutual support.

- Developing a sense of belonging and responsibility towards the team.
- Promoting self-confidence, initiative and independence.
- Developing positive attitudes towards diversity, inclusion and fair play.
- Creating opportunities for every pupil to participate according to their abilities, needs and interests.

3.5.2. Structure and Delivery of the 20-Session Training Programme

UNIT 1: ADAPTATION AND BASIC MOTOR SKILLS
Objective: To gradually familiarise pupils with group activities, the environment, equipment and basic motor activities.

The initial unit focuses on creating a positive and supportive atmosphere in which pupils feel safe and accepted.

Through simple activities, they become familiar with the playing space, the ball and other equipment, as well as their teammates.

Suggested Content and Activities:

- Getting-to-know-you games involving introducing names and passing the ball.
- Walking, running and jumping with and without the ball.
- Dribbling in open space without competitive pressure.
- Throwing, rolling, passing and stopping the ball.
- Games involving cones, hoops and equipment in different colours.
- Activities in pairs that encourage peer support and cooperation among pupils.

Methodological Guidance: Activities should be organised using brief and clear instructions, visual demonstrations and sufficient time to become familiar with each task.

More frequent breaks and repetition of activities should be provided when necessary.

It is important to avoid comparing pupils based on their speed or success in performing tasks.

Expected Progress: Pupils gradually adapt to group activities, become familiar with basic equipment and are encouraged to participate in shared activities.

UNIT 2: BASIC FOOTBALL SKILLS
Objective: To develop coordination and acquire fundamental football movements and techniques.

In this unit, pupils are introduced to and practise basic football skills.

The activities build upon the motor experiences acquired in the previous unit and gradually introduce greater ball control and purposeful movement.

Suggested Content and Activities:

- Dribbling with the right and left foot.
- Stopping the ball with the foot.
- Passing the ball from a stationary position and while moving.

- Shooting towards a target – a goal or a previously marked area.
- Simple obstacle-course exercises using cones and other equipment.
- Two-a-side and three-a-side mini-games.

Methodological Guidance and Adaptations: Activities are carried out in a smaller playing area, allowing more touches of the ball and avoiding time pressure.

The distance between pupils and targets can be adapted, while demonstrations and repetition can provide additional support.

It is important that pupils are given sufficient opportunities to practise each skill.

Expected Progress: Pupils gain greater confidence when interacting with the ball, improve their coordination and gradually apply basic football movements.

UNIT 3: COOPERATION AND TEAM PLAY
Objective: To develop cooperation, communication and team responsibility through shared football activities.

The third unit expands individual football skills practice into activities in which success depends on cooperation between team members.

Pupils learn to share the ball, recognise their teammates' positions and make simple decisions together.

Suggested Content and Activities:

- Passing the ball in small groups.
- Dribbling while changing direction.
- Games requiring players to pass the ball between teammates.
- Team-based motor games with a shared objective.
- Mini-matches with adapted rules.
- Games in which all pupils must have an opportunity to touch the ball.

Methodological Guidance: The teacher or coach encourages cooperation through praise, encouragement and positive feedback.

Situations should be created in which pupils rely on one another, respect different abilities and recognise the importance of every team member.

Expected Progress: Pupils develop greater readiness for team play, mutual communication, passing and jointly resolving simple game situations.

UNIT 4: APPLICATION AND INCLUSIVE MATCHES
Objective: To apply acquired knowledge and skills through football, strengthen self-confidence and encourage active participation.

In the final unit, pupils apply their acquired motor and football skills in more complex game situations.Emphasis is placed on shared play, mutual support, respect for the rules and creating a positive competitive experience.

Suggested Content and Activities:

- Four-a-side and five-a-side mini-matches.
- Games without emphasising the score or with symbolic scoring.
- Combined activities linking football and motor tasks.

- Team challenges in which pupils work together to achieve a specific objective.
- A final inclusive tournament.
- Social activities and discussions about experiences gained during the programme.

Methodological Guidance: Competitive activities should be organised using adapted rules and appropriate adjustments to the space, duration and ways of participating.

Every pupil should have the opportunity to be an active team member, regardless of their level of football skills.

Attention should be focused on effort, progress, fair play and team cooperation, rather than solely on the final result.

Expected Progress: Pupils gain greater self-confidence, apply the skills they have learned during play and develop positive experiences of shared participation.

3.5.3. Closing Activity – Cooling Down After Training

At the end of each training session, a short activity is planned to gradually reduce physical exertion and reflect on pupils' experiences.

The activity includes:

- Light walking.
- Simple breathing exercises.
- Stretching exercises adapted to pupils' abilities.
- Brief reflection on how pupils felt during the activity.

The closing discussion may be conducted through verbal expression, selecting a picture or symbol, pointing or another appropriate means of communication.

3.5.4. Adaptations and Individual Support

A fundamental principle of the programme is flexibility in organising and delivering activities.

Adaptations should not exclude pupils from activities but should facilitate access and active participation.

Depending on individual needs, the following adaptations may be applied.

For Pupils with Autism:

- Visual marking of lines and zones on the pitch.
- Brief, clear and predictable instructions.
- Visual representation of the sequence of activities.
- A consistent position or role in the game, where this suits the pupil.

For Pupils with Down Syndrome:

- Adjusting the pace of activities.
- More frequent breaks and substitutions.
- Support from a teammate.
- Demonstration and repetition of tasks.

For Pupils with Motor Difficulties:

- Providing more opportunities to touch the ball.
- Reducing passing or shooting distances.
- Assisted passing and other adapted forms of participation.
- Adapting the space and equipment.

All adaptations should be selected individually, according to each pupil's functional abilities, needs and interests.

6. Organisation, Safety and Rules of Inclusive Play

To implement the programme, appropriate conditions for safe and organised participation must be ensured.

Basic Organisational Guidelines:

- **Team composition:** Five outfield players and one goalkeeper.
- **Maximum number of pupils on the team sheet:** Ten.
- **Recommended pitch dimensions:** 20–40 metres in length and 12–20 metres in width.
- Use of handball goals or small football goals.
- Use of a lighter ball, size 3 or 4.
- Use of markers and cones for visual orientation.
- **Match duration:** Two periods of 15 minutes, with a five-minute break; where necessary, two periods of 10 minutes.

In adapted play, unlimited substitutions, returning to the game without a refereeing sanction and verbal support from the teacher are provided for.

Sliding tackles, aggressive physical contact and high shots near the goalkeeper are not permitted.

The offside rule does not apply.

Pushing, hitting, pulling and deliberately taking the ball away from a pupil with a disability are penalised.

The prescribed measures include an indirect free kick, a verbal warning or a two-minute educational exclusion.

Safety is a priority throughout all activities.

Warming up is compulsory, football boots with metal studs must not be worn, and a distance of three metres must be maintained when taking a free kick.

If sensory overload occurs, the activity is stopped and appropriate support is provided.

7. The Role of the Teacher, Coach and Support Team

The teacher or coach plays a key role in planning, organising and leading activities.

Their responsibility is not merely to explain football rules and techniques, but also to create

an environment in which all pupils have opportunities for active participation.

Throughout the programme, the teacher or coach:

- Explains and demonstrates activities.
- Adapts tasks according to pupils' needs.
- Monitors safety and group dynamics.
- Encourages peer support and mutual cooperation.
- Provides positive feedback.
- Encourages pupils to take initiative and make decisions.
- Values effort and progress, not only results.

Educational assistants and other members of the support team can contribute by adapting instructions, communication and methods of participation.

Support should always encourage the pupil's independence.

8. Monitoring Progress and Expected Outcomes

Pupils' progress can be monitored through systematic observation of their participation, engagement and application of acquired skills throughout the programme.

Particular attention is given to:

- Participation in individual and group activities.
- Development of basic motor and football skills.
- Ability to follow instructions and rules.
- Communication and interaction with teammates.
- Readiness to cooperate and provide peer support.
- Independence, initiative and self-confidence.
- Respect for rules and principles of fair play.

Expected Programme Outcomes:

- Improved motor abilities and basic football skills.
- Increased social interaction among pupils.
- Improved self-control and concentration.
- Development of positive attitudes towards inclusion and diversity.
- Strengthened team belonging and peer support.
- Increased self-confidence and motivation to participate in sporting activities.

9. Key Principles for Successful Implementation

The following principles should be respected when implementing the programme:

- **Every pupil participates** – activities are adapted so that everyone has a meaningful role.
- **Individualisation** – approaches are adapted to each pupil's abilities, needs and interests.

- **Peer support** – cooperation and mutual assistance are encouraged.
- **Gradual progression** – activities build upon one another and enable continuous progress.
- **Fair play and respect** – effort, cooperation and respect for diversity are valued.
- **Flexibility** – rules, space, duration and equipment may be adapted.
- **Participation before results** – the most important indicator of success is the active and meaningful participation of every pupil.

Closing Message

Adapted football is not merely a modified version of traditional football. It is an opportunity to create a shared space in which differences are accepted, abilities are recognised and every pupil has the opportunity to be part of the team.

The success of the programme is not measured only by goals scored or sporting results, but by the opportunities created for participation, the relationships established among pupils and the feeling that everyone has a place in the game.

3.6. Selecting the Appropriate Tool Based on Support Needs

The selection of a tool should begin with the specific circumstances of participation, rather than the child's diagnosis or a desire to use a particular resource.

The same behaviour may have different underlying causes. A participant standing on the sidelines may:

- not have understood the task;
- not know how to join in;
- not have been given a meaningful role;
- not feel accepted by the group;
- feel overwhelmed by noise;
- need a rest;
- not know how to request assistance;
- not wish to participate in the way offered.

Therefore, before selecting a tool, the following question should be asked:

What does the participant need in order to engage in the activity more easily and independently?

The selection process can be carried out in four steps:

1. Observe what is happening.

2. Identify the possible barrier.

3. Select the most appropriate support.

4. Check whether the support has improved participation.

If no positive change occurs, it should not immediately be concluded that the participant is “uncooperative”.

Instead, the barrier, the selected tool and the way it was used should be reconsidered.

Guide to Selecting a Tool

Table 11. Selecting a Tool According to Observed Needs

What Is Observed?	Possible Need	Possible Support	Possible First Step
The participant does not begin the task.	The instructions are not understood.	Football Talk Cards	Show one card and demonstrate the action.
The participant frequently watches what others do before responding.	A visual model is needed.	Football Talk Cards	Use a sequence of two or three steps.
The participant cannot choose between several options.	A limited and clear choice is needed.	Football Talk Cards	Offer two visually presented options.
The participant does not indicate when assistance is needed.	An accessible means of expression is needed.	Football Talk Cards	Introduce “Help” and “Show Me” cards.
The participant remains outside team interactions.	Greater peer connection is needed.	Peer Support Passport	Agree on a partner and a specific team mission.
The participant does not receive passes from others.	The team needs to become more inclusive.	Peer Support Passport	Introduce the mission “Everyone Contributes”.
One peer constantly makes decisions on the participant’s behalf.	Reciprocity and respect for choice are needed.	Peer Support Passport	Introduce “Ask Before Helping”.
The participant becomes distressed by noise.	Sensory stimulation needs to be reduced.	Adapted Activity and Break Area	Offer a quieter space and headphones, if suitable.
The participant shows signs of tiredness or loss of attention.	A short break is needed.	Adapted Activity and Break Area	Provide a break and water.
The participant finds it difficult to return after a break.	A gradual transition is needed.	Adapted Area and Communication Cards	Offer a choice of an easier task or partner.
The participant does not understand, withdraws and cannot request help.	Several forms of support are needed.	A combination of tools and the adapted area	Provide a visual message, a peer partner and access to a break.
The participant finds it difficult to connect positions and movements on the pitch.	A visual and practical demonstration is needed.	POP-UP Mobile Inclusion Box	Demonstrate one move using the board and counters, then offer an opportunity to try.

The table provides initial guidance rather than an automatic solution.

The participant’s response indicates whether the selected approach is appropriate.

Before introducing a tool, its intended purpose should be clear.

Table 12. Support Objectives and Possible Applications

Support Objective	Possible Applications
If the objective is to help the participant understand	A card showing a single action; a visual schedule; a sequence of steps; a demonstration; spatial markers.
If the objective is to enable the participant to make choices	Cards representing an activity; role; partner; equipment; pace; break; way of returning to the activity.
If the objective is to improve peer connections	A specific mission from the Passport; paired activities; rotating partners and roles; a task requiring everyone's contribution; brief reciprocal feedback.
If the objective is self-regulation	A "Break" card; access to the adapted area; a visual timer; a choice of calming strategies; gradual return to the activity.

If the Objective Is Safety

Tools may support safety, but they do not replace the necessary professional or emergency response.

The "I Don't Feel Safe" card creates an opportunity for communication, but an adult must immediately assess the situation and act in accordance with safeguarding procedures.

Different solutions may address the same need.

For example, if a participant does not join a group game, the following may help:

- a card explaining their role;
- a peer partner;
- a smaller group;
- a larger or softer ball;
- a shorter distance;
- additional time;
- a trial attempt;
- an opportunity to observe first;
- a short break;
- a choice of another role.

The tool should not be selected independently of other adaptations to the activity.

The same tool may serve different functions.

For example, a "Partner" card may:

- help the participant choose whom to work with;
- remind a peer that the task is performed together;
- indicate a way of returning after a break;
- form part of a visual schedule;
- encourage direct communication between teammates.

It is therefore important to explain in advance what the card means within the specific activity.

When Should Tools Be Combined?

Combining tools is useful when a single barrier affects several aspects of participation.

Example 1: A New and Unfamiliar Activity

The participant does not understand the task and feels uncertain.

Possible combination:

- cards showing the sequence of activities;
- a demonstration by a chosen peer;
- the opportunity for a short break;
- returning to the activity with the same partner.

Example 2: Exclusion from Team Play

The participant understands the task but rarely receives the ball.

Possible combination:

- a team mission from the Passport;
- a visual rule stating “Everyone Participates”;
- an assigned meaningful role;
- reflection after the activity.

Example 3: Sensory Overload

The participant covers their ears, stops following instructions and withdraws.

Possible combination:

- a “Break” card;
- the adapted area;
- a choice of a resource that helps them;
- a card indicating how to return;
- a peer partner when rejoining the activity.

How Many Tools Are Enough?

More tools do not automatically mean better support. An excessive number of cards, rules, objects and reminders may create additional confusion.

It is necessary to:

- begin with the simplest solution;
- offer a limited number of choices;
- introduce one new procedure at a time;
- observe its effect;
- add further support only when necessary;
- remove anything that has no functional value.

This approach can be described as **minimum effective support**: sufficient to enable participation, but no more than necessary.

How Can We Check Whether a Tool Is Helping?

After introducing a tool, it is important to monitor whether the participant:

- understands the task more quickly;
- makes more independent choices;
- communicates more easily;
- interacts with peers more frequently;
- relies less on direct adult assistance;
- can request a break before becoming overwhelmed;
- returns to the activity more easily;
- demonstrates greater confidence and satisfaction;
- has a meaningful role within the team.

Feedback from the participant is particularly important:

- “Did this help you?”
- “What would you like to be different?”
- “Which card was most useful to you?”
- “Which type of support worked best for you?”
- “What did you not need?”

Responses may be communicated through words, gestures, symbols, choices or observed actions.

When Should a Tool Be Changed?

The tool or the way it is used should be reconsidered if:

- the participant does not understand it;
- the participant avoids or refuses it;
- it creates additional overload;
- it is not physically or communicatively accessible;
- it singles the child out;
- peers use it to mock the participant;
- an adult controls it instead of the participant;
- it reduces independence;
- it does not contribute to more active participation;
- it is used mechanically without a clear purpose.

A change may involve simplifying the tool, using a different format, introducing a new symbol, reducing the number of materials, changing its location or selecting a completely different form of support.

Making a Quick Decision During an Activity

When there is insufficient time for a more detailed analysis, the person leading the activity can ask three questions:

1. Does the participant understand what they need to do?
If not, use visual or communication support.

2. Does the participant have a meaningful role and connections with peers?
If not, introduce a peer partnership or team mission.

3. Is the participant regulated and ready to participate?
If not, reduce stimulation, offer a break or provide access to the adapted area.

Afterwards, check whether the adjustment has improved participation.

Brief Selection and Monitoring Template

Table 13. Support Selection and Monitoring Template

Question	Notes
What did we observe?	
What is the possible barrier?	
What support is needed?	
Which tool will we use?	
How will we adapt it?	
What do we expect to change?	
What changed after implementation?	
What will we retain or improve?	
What did the participant say or demonstrate?	

Key Message: We do not select a tool based on a label or diagnosis, but according to the specific barrier and the support required.

The right tool is the one that enables the participant, at that particular moment, to understand, communicate, connect with others, regulate themselves and participate actively.

The “Touch the Goal” tools were developed to address three essential needs within inclusive sporting practice:

- the need for participants to understand and be understood;
- the need to connect and cooperate with peers;
- the need to self-regulate and re-engage.

The Football Talk Cards, Peer Support Passport, Inclusive Corner Game and Inclusive Football Programme do not represent three separate solutions, but rather a flexible system that can be adapted to different participants, environments and activities.

Their use is successful when it leads to:

- greater independence;
- clearer communication;
- more opportunities for choice;
- stronger peer connections;

- greater confidence and security;
- less separation from the group;
- active participation;
- a stronger sense of belonging.

Five Rules for Effective Implementation

1. Start with the Need, Not the Tool

First, identify what makes participation easier or more difficult. Then select the appropriate tool or adaptation.

2. Involve the Participant in the Choice

Ask what helps them, what they would like to use and what they would change.
If the participant does not use speech, enable them to respond through gestures, symbols, choices or another means of communication.

3. Use the Tool Naturally

The tool should form part of the activity rather than publicly identifying one particular child. Whenever possible, make it accessible to the entire group.

4. Monitor Its Effect

Simply having the tool available is not enough.

Check whether it genuinely improves participation, communication, independence and well-being.

5. Adapt, Simplify or Change

If the tool is not helping, change its format, the number of elements, the way it is used or select another solution. The tool serves the participant, not the other way around.

The application of the tools during activities demonstrated that they can be used at three levels:

1. Universal Support – For the Entire Group

Materials and rules that benefit all participants are introduced:

- a visual schedule;
- cards for basic instructions;
- agreed signals;
- team rules for providing support;
- an accessible area for short breaks.

2. Targeted Support – When Some Participants Need Additional Assistance

Specific tools or adaptations are selected, such as:

- a smaller number of communication cards;
- a familiar peer partner;
- a visual timer;
- a previously agreed signal for requesting help;
- a specific strategy for returning to the activity.

Chapter 4

PRACTICAL IMPLEMENTATION OF INCLUSIVE FOOTBALL ACTIVITIES

Introduction

Every activity in this manual should be understood as a basis for planning rather than a fixed procedure. The person leading the activity selects, adapts and combines elements according to the actual group of participants.

4.1. Delivering Practical Activities

Before using an activity, the person leading it should answer three fundamental questions:

- What do we want participants to learn or experience?
- What might facilitate or hinder their participation?
- How will we ensure that everyone has a meaningful role?

To facilitate implementation, each practical activity is presented using the same structure.

This structure allows the same activity to be implemented in different environments without losing its inclusive objective.

Each activity should have at least two interconnected objectives: one primary sporting objective and one inclusive objective. Both are pursued simultaneously.

For example:

The activity should be selected according to:

- developmental abilities;
- previous experience;
- interests;
- communication methods;
- level of support required;
- physical and emotional readiness.

The same game can be used with different age groups if the rules, language, pace and complexity are adapted.

An activity should not appear childish simply because it has been simplified. The materials, communication and theme should respect participants' dignity and age.

The suggested duration should not be followed rigidly. An activity may be shortened or extended depending on:

- interest and engagement;
- tiredness;
- the need for repetition;
- the time required for understanding;
- the number of participants;
- weather and spatial conditions;
- the need for a break or adjustment.

It is better to end an activity while participants are still motivated than to continue simply because it was originally planned that way.

If the suggested equipment is unavailable, a safe alternative serving the same function should be selected.

For example:

Any substitute must be stable, visible, hygienic and safe. To avoid dividing activities into “main” and “special” activities, it is recommended that at least three methods of participation be prepared in advance.

Basic Version

This represents the initial task offered to most participants.

With Additional Support

This may include:

- a shorter distance;
- a larger or softer ball;
- fewer steps;
- a visual sequence;
- a slower pace;
- support from a partner;
- additional time;
- a stable starting position.

With an Additional Challenge

This may include:

- a greater distance;
- changes of direction;
- movement before passing;
- an additional rule;
- choosing between several solutions;
- leading a small group;
- combining two skills.

Participants may move between versions without them being labelled as “easy” or “difficult”. Neutral names, colours or symbols may be used.

Whenever possible, participants should be able to choose:

- equipment;
- distance;
- partner;
- role;
- pace;
- method of performing the task;
- type of support;
- time for a break;
- method of rejoining the activity.

Choice increases participants’ sense of control and motivation, but it should not be overwhelming. For some participants, two clear options are more effective than a large number of choices.

Particular attention should be paid to how instructions are given.

Instructions should be:

- brief;
- specific;
- positively phrased;
- divided into steps;
- supported by demonstrations;
- presented visually when necessary;
- checked through a trial attempt.

For example, instead of saying:

“Everyone must position themselves correctly and dribble the ball around the space without colliding.”

It may be better to say:

“Choose a ball. Stand on the marker. Dribble the ball to the blue cone. Stop.”

Once the first step has been mastered, the next one can be introduced.

Trial Attempt Before Starting

Before each new activity begins, participants should be given an opportunity for a brief trial attempt.

During the trial:

- there is no rushing;
- mistakes are not publicly pointed out;
- rules may be demonstrated again;
- the suitability of the equipment is checked;

- participants may ask questions or request changes;
- initial adaptations are introduced.

The trial attempt is an assessment of the activity, not a test of the participant.

Adaptation is necessary when it is observed that a participant:

- does not understand the task;
- waits for a long time;
- has no opportunity to touch the ball;
- cannot use the proposed equipment;
- remains constantly dependent on an adult;
- is excluded from communication;
- becomes overwhelmed by noise or movement;
- shows pain, tiredness, fear or significant discomfort;
- does not have a meaningful role;
- completes the task without any challenge.

Adaptation may involve either increasing or reducing the level of challenge.

When Should an Activity Be Stopped?

The activity must be stopped immediately if:

- there is an immediate risk of injury;
- the space or equipment becomes unsafe;
- a participant experiences significant pain or a health-related difficulty;
- violence, serious harassment or threats occur;
- supervision is no longer sufficient;
- weather or other external conditions pose a risk.

Stopping an activity is not a failure. It is a responsible decision made to protect participants
.

Observation During the Activity

During the activity, it is important to observe:

- what encourages participation;
- where barriers arise;
- what choices the participant makes;
- how the participant communicates;
- how they connect with peers;
- what support they accept;
- when they demonstrate the greatest independence;
- what brings them enjoyment;
- whether the selected adaptation is effective.

Instead of recording:

“He is not interested.”

A more useful observation would be:

“He did not participate while the instructions were only verbal. After a demonstration and the opportunity to choose a partner, he began the task.”

Such observations enable more accurate planning of subsequent activities.

Reflection After the Activity

After the activity, participants should be provided with a brief and accessible way to share their experiences.

Possible methods include:

- questions;
- pictures or symbols;
- feelings cards;
- choosing between two options;
- thumbs-up or thumbs-down gestures;
- drawings;
- a short sentence;
- an individual conversation.

Possible questions include:

- What did you enjoy?
- What helped you?
- What was difficult?
- Did you have an opportunity to make a choice?
- Did you feel part of the team?
- What would you change next time?

Practical Check Before Starting

Before each activity, the following should be checked:

- Is the objective clear?
- Does everyone have an opportunity for meaningful participation?
- Have different methods of performing the task been prepared?
- Can the instructions be demonstrated and supported visually?
- Are the equipment and space safe and accessible?
- Do participants have a way to make choices?
- Is an opportunity for a break available?
- Have the adults’ roles been agreed upon?
- Do we know what we will observe?
- Have participants’ views been taken into consideration?

Key Message: A high-quality practical activity has a clear objective, multiple pathways to participation and the flexibility to change according to what participants demonstrate.

Success is not assessed by how precisely the plan was followed, but by how effectively the plan serves the children.

4.2. Planning and Adaptation Model

A unified model is used for the practical activities in this manual to help the team systematically plan and adapt each activity.

The model comprises six interconnected elements.

At its centre is the participant, with their:

- strengths;
- interests;
- choices;
- communication methods;
- support needs;
- right to safe and meaningful participation.

The model does not require every element to be changed each time. Sometimes one small adjustment is sufficient to create an entirely new opportunity for participation.

Objective

The first step is to clearly establish what we want to achieve.

The objective may be:

- **Sporting** – passing, dribbling or shooting;
- **Motor-related** – balance, coordination or orientation;
- **Communication-related** – requesting help or making choices;
- **Social** – cooperation, waiting or sharing roles;
- **Emotional** – self-confidence, self-regulation or a sense of security;
- **Inclusive** – active participation and belonging.

The objective should be sufficiently clear to allow progress to be recognised, while remaining flexible enough to accommodate different ways of achieving it.

For example, if the objective is for participants to contribute to a team move, not everyone has to perform the same technique.

One participant may pass the ball, another may choose the direction, a third may signal the start, and a fourth may shoot.

Planning Questions

- What is the essential purpose of the activity?
- What do we want participants to learn or experience?
- Which outcome is important for participation?

- Can the objective be achieved in different ways?
- How do participants themselves understand the objective?

Space

The space directly influences movement, orientation, communication and the sense of security.

The following elements may be adapted:

- size of the pitch;
- distance between participants;
- width of the route;
- size of the target;
- number and position of zones;
- visibility of boundaries;
- lighting;
- noise levels;
- location of the break area;
- access to water and toilets;
- movement between different areas.

The space may be reduced when:

- a participant finds orientation difficult;
- the task requires excessive movement;
- distance makes passing difficult;
- a large area creates uncertainty;
- the group is small.

The space may be increased when:

- there is a risk of collisions;
- participants require more time to react;
- close proximity causes sensory discomfort;
- the task requires free movement;
- a participant uses a mobility aid.

Planning Questions

- Can everyone enter and move around safely?
- Are the boundaries clearly visible?
- Is the distance appropriate?
- Is anyone exposed to excessive noise or close proximity?
- Is an accessible break area available?

Task

The task defines what participants are expected to do. It can be adapted without losing its primary objective.

The following may be modified:

- number of steps;
- sequence;
- speed;
- duration;
- number of repetitions;
- method of starting;
- method of finishing;
- level of complexity;
- type of movement;
- individual or group performance;
- participant's role.

Example

Basic task:

"Dribble the ball between five cones and shoot towards the goal."

Possible adaptations:

- Dribble the ball between three cones.
- Position the cones further apart.
- Allow the participant to walk instead of run.
- Allow the ball to be pushed or passed with a partner.
- Start from a closer position.
- Present the task using a visual sequence.
- Allow the participant to choose the direction.
- Finish with a pass instead of a shot.

The objective remains spatial orientation and ball control, but the way of achieving it changes.

Planning Questions

- Is the task understandable?
- Are there too many steps?
- Does it allow success while providing an appropriate challenge?
- Can everyone have a meaningful role?
- Can it be performed in different ways?
- Does the participant have a choice?

Rules

Rules organise the game, but they may sometimes unintentionally create barriers.

They should therefore be reviewed according to the objective of the activity.

The following may be adapted:

- number of permitted touches;
- response time;
- method of scoring points;
- number of passes;
- movement rules;
- method of changing roles;
- contact between players;
- duration of a round;
- number of attempts;
- method of starting and stopping.

Example

Instead of the rule:

“The team that scores the most goals wins.” The following may be applied:

“The team earns one point for scoring a goal and an additional point when all members have contributed to the move.”

An adapted rule should not single out a child or create the impression that the entire team “has to wait because of them”.

It should apply to everyone and improve teamwork.

Planning Questions

- Is the rule understandable?
- Does it automatically exclude anyone?
- Does it create long waiting periods?
- Does it reward only the fastest or most skilled participant?
- Can it encourage cooperation?
- Is it safe and fair?

Equipment

Equipment can significantly facilitate or hinder participation.

Table 14. Options for Adapting Equipment

Elements That May Be Modified	Elements That May Be Modified
Ball size	Auditory feedback
Weight	Height or width of the target
Softness	Size of equipment
Texture	Method of holding
Colour and contrast	Number of available items

Examples

- A larger ball for easier tracking and receiving.
- A softer ball to reduce fear of impact.
- A contrasting-colour ball for better visibility.
- An audible ball where appropriate.
- A wider goal to facilitate initial success.
- Larger visual markers.
- Bibs that are easy to put on.
- A stable surface for a stationary task.

Equipment should not be selected solely on the basis of disability.

It should be tested to determine whether it genuinely suits the participant.

Planning Questions

- Can the equipment be used safely?
- Is it visible, accessible and appropriate?
- Can the participant choose between several options?
- Does the equipment make the action easier or create a new barrier?
- Is an individual or professional assessment required?

Support

Support includes everything that helps a participant understand, begin, perform and complete an activity.

Table 15. Types and Forms of Support

Type of Support	Possible Forms
Verbal	Brief instructions
Visual	Demonstration
Communication	Visual schedule
Peer	Football Talk Cards
Physical, when necessary and appropriate	Peer partner
Organisational	Additional time
Sensory	Trial attempt
Emotional	Agreed signal
Technological	Adapted Activity and Break Area
Professional	Choice of role, gradual prompting or assistance with equipment

Support should be as extensive as necessary but as limited as possible.

Its purpose is to increase independence rather than make the participant dependent on an adult or peer.

Planning Questions

- What support is genuinely necessary?
- Can the participant request it independently?
- Does the participant accept it?
- Is the support unobtrusive?
- Does it connect the participant with the group?
- When and how can it gradually be reduced?

Practical Adaptation Matrix

Table 16. Adaptation Planning Matrix

Element	Initial Organisation	Observed Barrier	Possible Adjustment
Objective	Everyone shoots towards the goal	Only one way of succeeding	Allow different meaningful roles
Space	Large pitch	Difficulties with orientation	Reduce the size of the pitch and mark the zones
Task	Five consecutive steps	Instructions are complex	Divide the task into two short sections
Rules	Game with rapid transitions	Insufficient response time	Introduce additional time or a signal
Equipment	Standard ball	Difficult to track or control	Offer a larger, softer or contrasting-colour ball
Support	Verbal instructions only	Instructions are not sufficiently understandable	Add a demonstration and a visual card

Example: One Activity, Six Possible Adjustments

Initial Activity:

Participants dribble the ball towards a cone, move around it and return.

Table 17. Six Adaptations of One Football Activity

Element	Possible Adaptation
Objective	Focus on independent movement and control rather than speed
Space	Move the cone closer or widen the route
Task	Allow the participant to walk, push the ball or work with a partner
Rules	Remove time limits and allow multiple attempts
Equipment	Use a larger, softer or contrasting-colour ball
Support	Add a demonstration, visual arrow or peer partner

It is not necessary to introduce all changes simultaneously.

The combination that creates the best balance between accessibility and challenge should be selected.

When Should the Level of Challenge Be Increased?

Inclusion does not mean that a task must always be easier.

If a participant performs the task effortlessly, loses interest or is ready for the next step, it may be appropriate to:

- increase the distance;
- add a change of direction;
- introduce movement;
- reduce direct support;
- offer a leadership role;
- combine two skills;
- introduce choices or problem-solving;
- increase the number of teammates.

The challenge should be achievable and motivating, rather than a source of repeated failure.

The Participant's Voice Within the Model

After an adaptation, the following questions should be asked or checked:

- Is it clearer to you now?
- Is this ball suitable for you?
- Would you prefer to be closer or further away?
- Would you like a partner?
- Do you need more time?
- What would you like us to change?

No professional solution is complete unless it takes the child's experience into account.

4.12. Implementation in Football Academies and Sports Clubs

Initial Contact with the Child and Family

When a child requires additional support to participate in football activities, a brief conversation with the child and their family can help the coach identify an appropriate starting point.

It is useful to learn what interests the child, what they already enjoy doing with a ball, how they understand instructions most easily and how they indicate that they need assistance or a break. Where necessary, the first meeting may include becoming familiar with the environment, the coach and some of the equipment.

The conversation may be guided by a few simple questions:

- Which activities does the child find interesting?
- What helps the child understand a new task and feel secure?
- How does the child most easily make choices or request support?
- Would a shorter initial session or gradual introduction to the group be more suitable?

Necessary health and safety information may be shared confidentially, to the extent relevant to participation. The family's observations should be supplemented by getting to know the child directly through the activity.

Opportunities for Implementation in Different Groups

Experiences from the pilot implementation of "Touch the Goal" can provide practical support for football academies and sports clubs. Coaches can use individual guidelines, examples and tools according to their own programmes and participants' specific needs.

In groups consisting of children with disabilities, the manual can help with explaining tasks, developing football skills, communication and team cooperation. Adaptations are selected according to individual abilities and interests, as support needs may differ even within the same group.

In groups where children with and without disabilities train together, as well as when introducing a new child into an existing group, certain approaches can make it easier to understand tasks, cooperate with teammates and gradually become involved.

Sometimes a small adjustment is sufficient: a brief demonstration, additional response time, a shorter distance or a clearly agreed role.

Practical Options for Coaches

The guidance developed for Physical and Health Education teachers in Chapters 2 and 4 can also be adapted for club training.

Depending on the need, coaches may choose:

- a brief explanation accompanied by a demonstration instead of several simultaneous instructions;
- a trial attempt with one teammate before joining the entire group;
- adaptations to distance, pace, equipment or duration;
- multiple ways of achieving the same football objective;
- a brief conversation with the child after the activity about what helped them and what they would like to repeat.

Tools as Additional Support

The Football Talk Cards can help explain the sequence of activities, enable participants to choose an activity or request assistance.

The POP-UP Mobile Inclusion Box enables participants to explore football positions and moves using a board and counters, through individual activities or cooperation.

The Peer Support Passport can provide a simple team mission, such as inviting a teammate to join the game or offering encouragement after an attempt.

When necessary and where appropriate conditions are available, the adapted area can provide a space for quieter activities using the tools or for a short break.

The box is a tool that can be used in different environments, while the adapted area is a designated space selected according to the child's needs and the working conditions.

Practical Example

A child joining a group for the first time finds it difficult to follow several consecutive verbal instructions.

The coach can demonstrate the exercise with one teammate, use two cards to illustrate the sequence and allow a trial passing exercise from a shorter distance.

After several attempts, the coach and child can decide together whether to continue the task in pairs or in a small group.

The primary objective remains passing and cooperation, while the method of participation is adapted.

Implementation can begin with a single approach or tool.

A brief exchange with the child, family and, where necessary, a professional can help identify what was useful and what could be adapted for the next training session.

In this way, the manual remains an accessible source of ideas and practical support for coaches who need it.

4.13. Adapting Activities to Different Conditions

An inclusive football activity does not depend on an ideal pitch, extensive equipment or a specially equipped facility.

It can be delivered in a sports hall, classroom, school playground, club, park, community setting or temporarily organised space.

Quality depends on how carefully the activity is adapted to:

- the available space;
- the number and age of participants;
- weather conditions;
- available equipment;
- the number of adults;
- linguistic and cultural diversity;
- communication, sensory and motor needs;
- the time available;
- safety and safeguarding requirements.

Adaptation does not mean reducing quality. It means preserving the objective while creating a different, genuinely accessible way of achieving it.

When Space Is Limited

In a small sports hall, classroom or restricted playground, priority should be given to activities involving controlled movement.

Useful Approaches

- Working in pairs or small groups.
- Rotating between activity stations.
- Passing and receiving the ball from a stationary position.
- Rolling the ball instead of shooting forcefully.

- Using soft balls.
- Visually marking individual activity zones.
- Creating short, clearly defined routes.
- Taking turns to move rather than having everyone move simultaneously.
- Tasks involving choice, communication and team planning.
- Providing wider safety distances.

What Should Be Avoided

- Uncontrolled running.
- Too many balls moving simultaneously.
- Powerful shots.
- Narrow, intersecting routes.
- Long queues.
- Equipment placed close to walls, doors or windows.

Example

Instead of organising a mini-match, three stations can be arranged:

- Passing the ball through a wide gate.
- Stopping the ball and choosing a direction.
- Working together to construct a football move using cards.

When There Is No Standard Football Pitch

If an activity takes place in a park, playground or shared space:

- Boundaries should be clearly marked.
- The playing surface should be checked.
- Stones, litter and other hazards should be removed.
- Goals should be replaced with stable cones or designated target zones.
- Safe entry and exit points should be ensured.
- The movement of other people and vehicles should be controlled.
- Areas for water, equipment and breaks should be designated.
- Clear visual supervision of the entire group should be maintained.

Improvised equipment must not create additional risks.

Heavy objects, unstable structures and unsecured metal components should not be used as goals.

When Equipment Is Limited

A lack of equipment can be addressed through organisation that reduces waiting time and increases cooperation.

Possible Solutions

- One ball for a small group.
- Paired and team tasks.
- Rotation between stations.

- Using safe, soft objects.
- Handmade visual cards.
- Lines and zones marked with tape.
- Task cards instead of additional equipment.
- Activities without a ball that develop orientation and communication.
- One shared target instead of several goals.

Important

Improvised materials should be:

- clean;
- stable;
- sufficiently large to be noticeable;
- free from sharp edges;
- age-appropriate;
- checked before use.

An unsuitable object should not be used simply because it is available.

When the Group Is Large

A large group may create:

- long waiting periods;
- fewer opportunities to come into contact with the ball;
- increased noise;
- difficulties following instructions;
- a greater risk of collisions;
- less individual feedback.

Recommended Solutions

- Dividing participants into small, stable groups.
- Parallel activity stations.
- Short activities.
- Clear visual rotation schedules.
- Marked waiting areas.
- Sufficient balls or alternative tasks.
- Predetermined responsibilities for adults.
- Agreed signals.
- Demonstrations before dividing into groups.
- Peer support with rotating partners.

If the number of participants exceeds what can be safely supervised, the activity must be reorganised, restricted or delivered across several sessions.

When Only One Person Is Leading the Activity

In such circumstances, activities that are easy to supervise should be selected.

It is useful to:

- keep the activity area compact;
- organise no more than two parallel tasks;
- display instructions visually;
- use familiar rules;
- keep transitions infrequent and clearly structured;
- prepare equipment in advance;
- keep the adapted area within sight;
- ensure participants know where and how to request assistance;
- avoid activities involving complex physical contact;
- reduce the number of participants if safety cannot be ensured.

Peers may help with demonstrations and organisation, but they do not assume responsibility for supervision and safeguarding.

When Participants Are of Different Ages

In a mixed-age group, older children should not automatically become helpers while younger participants are treated as passive recipients of assistance.

Possible approaches include:

- a shared objective with different levels of challenge;
- opportunities to choose roles;
- partnerships based on interests rather than age alone;
- tasks in which experience is not the only advantage;
- rotating leadership roles;
- different distances and equipment;
- opportunities for younger participants to demonstrate their strengths;
- shared reflection in an accessible format.

Communication, materials and visual design should be respectful and age-appropriate for all participants.

When Participants Have Different Levels of Football Experience

It is not necessary to divide the group strictly into “beginners” and “advanced” players.

The same activity can offer different challenges.

Table 22. Different Levels of Support and Challenge Within the Same Activity

Basic Activity	Additional Support	Additional Challenge
Passing to a partner	Shorter distance and wider target	Passing while moving
Dribbling	Straight, wide route	Changing direction and pace
Shooting towards the goal	Closer position and larger goal	Choosing a target zone
Team move	Fewer steps	Several possible solutions
Mini-game	More time for ball control	Rapid decision-making

An advanced participant should not constantly perform tasks on behalf of others.

Their challenge may involve greater accuracy, a complex decision, a different role or effective cooperation with a partner.

When Several Languages Are Used

Linguistic diversity should not become a barrier to participation.

Possible approaches include:

- visual cards;
- demonstrations;
- brief and consistent keywords;
- symbols and colours;
- gestures;
- multilingual visual schedules;
- peer language support;
- checking understanding through practical performance;
- allowing sufficient time for understanding and responding.

It should not be assumed that a participant does not understand an activity simply because they cannot respond fluently in the language used by the activity leader.

A peer may assist with translation but should not be made permanently responsible for all communication.

Important information concerning safety and consent must be communicated clearly and accurately.

When Activities Take Place Outdoors

Before starting, the following should be checked:

- temperature;
- exposure to sunlight;
- wind;
- rain and humidity;
- condition of the playing surface;
- air quality;
- availability of shade;
- access to water;

- safety of equipment;
- options for quickly moving to shelter.

In Hot Weather

- Schedule activities during cooler parts of the day.
- Provide more frequent breaks.
- Reduce intensity.
- Ensure access to water and shade.
- Monitor for signs of overheating.
- Respect individual health needs.

In Cold or Wet Weather

- Check the playing surface.
- Reduce waiting time.
- Keep participants moving at a moderate intensity.
- Ensure appropriate clothing.
- Stop the activity if conditions become unsafe.

In the Event of a Sudden Change in Weather

The organiser should have a contingency plan, an alternative venue or a clear procedure for stopping the activity and ensuring the safe collection of children.

When the Environment Is Noisy or Sensory-Intensive

Possible adaptations include:

- replacing whistle signals with visual signals;
- reducing the number of simultaneous activities;
- forming smaller groups;
- removing unnecessary music;
- positioning the adapted area away from the main source of noise;
- offering noise-reducing headphones;
- using a clear visual schedule;
- announcing every change;
- providing short breaks;
- reducing the duration of the session.

If a participant repeatedly needs to withdraw from the activity, the main environment should be modified rather than simply extending the time spent in the adapted area.

When the Activity Must Be Short

Even in a 20–30-minute session, the essential elements should be maintained.

Example of a 25-Minute Session

Table 23. Structure of a 25-Minute Session

Phase	Duration
Greeting and visual schedule	3 minutes
Preparatory activity	4 minutes
Basic football skill	7 minutes
Team task or mini-game	7 minutes
Cool-down and reflection	4 minutes

Orientation and reflection should not be omitted entirely.

They provide predictability and information for future planning.

When the Activity Takes Place in the Community

In a park, public sports ground or outdoor event, additional planning should address:

- permission to use the space;
- accessibility;
- marking the activity zone;
- movement of visitors;
- supervision;
- identification of team members;
- registration area;
- contact arrangements with families;
- procedures if a child moves away from the group;
- first aid;
- photography and filming;
- weather conditions;
- gathering participants and ensuring their safe departure.

Children should not be photographed by visitors or the media without appropriate consent and organisational oversight.

When Full Adaptation Is Not Possible

Sometimes not all barriers can be removed immediately.

In such circumstances, the team should:

- clearly identify the barrier;
- assess the risk;
- discuss the situation with the participant and family;
- provide the most appropriate temporary solution;
- determine what is needed for permanent improvement;
- identify who is responsible;
- establish a deadline for taking action;
- check whether the solution has genuinely enabled participation.

A temporary solution should not become a permanent justification for exclusion.

Quick Adaptation Matrix

Table 24. Adaptations According to Conditions and Risks

Condition	Main Risk	Practical Solution
Limited space	Collisions and restricted movement	Pairs, soft balls and stationary tasks
Large group	Waiting and insufficient supervision	Small groups and parallel stations
Limited equipment	Passivity	Cooperative tasks and rotation
One activity leader	Insufficient supervision	Simple organisation and a compact activity area
Different ages	Unequal power dynamics	Choice and rotation of roles
Different experience levels	Dominance or repeated failure	Multiple levels within the same task
Multiple languages	Misunderstood instructions	Demonstrations, symbols and keywords
Noisy environment	Sensory overload	Visual signals and reduced stimulation
Outdoor activities	Weather-related and spatial risks	Assessment, contingency planning and breaks
Limited time	Omission of important phases	A shorter but complete session structure

Final Check

Before implementation, the following questions should be answered:

- What are the actual conditions, rather than the desired ones?
- Which barriers can be removed in advance?
- What is essential for safety?
- Which materials can be safely substituted?
- How will waiting time be reduced?
- How will accessible communication be ensured?
- Are different ways of participating available?
- How will participants request assistance or a break?
- What is the contingency plan?
- What needs to be improved in the longer term?

Key Message: Inclusive practice does not wait for ideal conditions, but it never compromises safety or dignity. It preserves the objective, realistically assesses the circumstances and creates the best possible pathway to participation using the available resources.

Concluding Observations and Guidelines for Practical Implementation

From an Activity to a Quality Inclusive Experience

The practical models presented in this chapter demonstrate that an activity does not become inclusive simply because children with different abilities participate in it.

Inclusion depends on how the objective is defined, how the space is organised, which choices are offered, how roles are assigned and whether every participant has a genuine opportunity to contribute.

There is no single activity suitable for every group and every situation.

Therefore, the professional value of this manual lies not in reproducing the examples exactly, but in the ability to select, adapt and improve them thoughtfully.

The Six Elements of an Inclusive Activity

Before, during and after an activity, the following should be checked:

Table 25. Key Questions for an Inclusive Activity

Element	Key Question
Objective	Is the objective clear and achievable in different ways?
Space	Can everyone safely access, navigate and move around the space?
Task	Is the task understandable, meaningful and appropriately challenging?
Rules	Do the rules create fair opportunities for participation?
Equipment	Is the equipment safe, accessible and functional?
Support	Does the support increase independence and connection with the team?

Before the Activity: Prepare

Before starting, it is necessary to:

- define a sporting and an inclusive objective;
- become familiar with participants and their needs;
- check the space and equipment;
- anticipate possible barriers;
- prepare at least two ways of performing the task;
- select the necessary tools;
- ensure an accessible means of communication;
- designate a break area;
- agree on the responsibilities of adults;
- determine what will be observed.

During the Activity: Observe and Adapt

During implementation, attention should be given to:

- who begins without difficulty;
- who waits for long periods;

- who does not understand the task;
- who does not receive the ball or a meaningful role;
- who constantly depends on an adult;
- who becomes overwhelmed;
- which rules facilitate or hinder participation;
- how peers communicate;
- whether the adaptation is effective;
- what participants themselves communicate and demonstrate.

Necessary adjustments should be made promptly, rather than waiting until the activity has ended.

After the Activity: Listen and Improve

After completion, three types of information should be collected.

1. The Participant's Experience

- What did the participant enjoy?
- What did they find difficult?
- What helped them?
- Did they have a choice?
- Did they feel part of the team?
- What would they like to be different next time?

2. The Team's Observations

- Did everyone participate?
- Which barriers arose?
- Which adaptation was successful?
- Was the support appropriate?
- Was the activity safe?
- What needs to change?

3. Visible Progress

- Greater independence.
- Improved understanding.
- Clearer communication.
- Stronger connections with peers.
- Better ball control.
- Longer periods of active participation.
- Successfully requesting a break.
- Easier re-engagement.
- Increased confidence and motivation.

Eight Indicators of Quality

A practical activity can be considered high-quality when:

1. Every participant has access to the activity.
2. Everyone has a meaningful role rather than merely formal involvement.
3. Multiple pathways to the shared objective are available.
4. Communication is understandable and two-way.
5. Support does not create unnecessary dependence.
6. Taking breaks and rejoining are normal parts of the activity.
7. Safety and dignity take priority over results.
8. Participants' views influence future planning.

Chapter 5

FROM PRACTICE TO IMPLEMENTATION

Practical Guidelines, Experiences and Lessons Learned
Touch the Goal – Football for Every Child

Introduction

The "Touch the Goal – Football for Every Child" approach focuses on creating opportunities for every child to participate in football and sporting activities in ways that take into account their interests, abilities, communication methods and support needs. Its practical value lies in how the ideas and tools are applied in real educational and sporting environments.

This chapter connects experiences from training sessions for physical and health education teachers, football training sessions and implemented activities with recommendations for future application. Particular attention is given to the voices of professionals and the perspectives of pupils, as their experiences help identify what is useful, which challenges arise and what can be improved.

Practice does not mean that every activity will proceed without difficulties or that the same solution will be appropriate for everyone. It involves planning, observation, listening to participants and a willingness to adapt. The aim is not for everyone to perform tasks in the same way, but for each participant to have a genuine opportunity to take part, make choices, communicate and contribute.

5.1. Piloting

The piloting of "Touch the Goal – Football for Every Child" provided an opportunity to test the approaches, tools and knowledge acquired through training in real educational and sporting environments. Through the football activities delivered, professionals were able to observe their practical applicability directly and relate them to pupils' interests, abilities and support needs.

The aim was to identify the conditions that encourage active participation, as well as the challenges arising during implementation. Particular attention was paid to the clarity of instructions, communication methods, opportunities for choice, peer cooperation and the role of professionals in providing appropriate support.

Experiences from the pilot phase highlighted the need for a flexible approach in which activities, rules, space, equipment and communication are adapted according to the specific situation and participants' needs. Furthermore, support should not focus solely on enabling participation in activities, but also on promoting independence, confidence, cooperation and a sense of belonging for every pupil.

5.2. From Model to Practice: Planning and Implementation

Successful implementation of inclusive football activities begins with a clearly defined objective and the timely identification of potential barriers to participation. Physical and health education teachers or coaches should anticipate different ways of engaging pupils without limiting their opportunities in advance on the basis of assumptions.

Preparation Before the Activity

During planning, the team should consider the following questions:

- Is the objective of the activity clear, and does every pupil have an opportunity to contribute?
- Are the instructions brief, understandable and, where necessary, supported by demonstrations or visual aids?
- Do the space and equipment allow safe participation and different ways of performing tasks?
- Have the roles of the teacher, educational assistant and peers been agreed upon?
- Does the pupil have opportunities to make choices, request assistance or take a break?
- How will feedback be obtained from pupils and the professionals involved?

Preparation should involve only information relevant to the specific activity: communication methods, interests, motivating factors and the support that suits the pupil.

In this way, conditions for participation are created without unnecessarily singling out individuals.

During the Activity

During implementation, the teacher's or coach's attention should focus not only on task performance but also on the genuine participation of every pupil.

Long waiting periods, unclear instructions, limited opportunities for involvement or the absence of a meaningful role within the team indicate that an adaptation is necessary.

Sometimes even a small change can improve the activity: a shorter instruction, an additional demonstration, working in a smaller group, more time for practice, different equipment or a clearly agreed signal.

Every adaptation should respond to a specific need while respecting the pupil's dignity and independence.

After the Activity

A brief joint review of the completed activity enables professionals to identify which approaches were successful, which challenges arose and what should be changed during subsequent implementation.

It is particularly important to listen to pupils' experiences. They can provide feedback through discussion, visual cards, pictures, symbols or another accessible means of communication.

Feedback is not intended to assess the pupil's abilities, but to improve organisation, activities and support.

If a particular strategy does not produce the expected result, the conditions of implementation should be reconsidered rather than automatically attributing the difficulty to the pupil.

5.3. Voices from Practice: Experiences from the Project

Participants' experiences represent an important source of knowledge about the practical application of the "Touch the Goal – Football for Every Child" model.

Their observations provide a broader understanding of how the project activities were implemented, the approaches and adaptations used, and the benefits and challenges arising from direct participation.

The experiences of physical and health education teachers provide insight into how the training influenced their thinking and approach to inclusive football, which strategies they applied and which challenges they encountered during practical implementation.

Particularly valuable are their observations regarding the applicability of the knowledge acquired in everyday teaching practice.

Adapting the rules, space, equipment, duration and methods of giving instructions creates more opportunities for the active participation of all pupils.

At the same time, the teacher's role is to recognise when additional support is required and when the pupil can independently assume their role within the team.

Educational assistants play an important role in creating conditions for the participation of pupils who require additional support.

During football activities, their experiences provide a better understanding of how pupils follow instructions, communicate with other participants, respond to adaptations and gradually develop greater independence.

Their perspective is also important in relation to cooperation with physical and health education teachers.

Joint planning, agreeing on roles and exchanging observations before and after activities help ensure that support is aligned with the objectives of the activity and the individual needs of the pupil.

Particular importance is given to the perspectives of pupils with typical and atypical development. Their experiences and perceptions make it possible to consider the activities from the perspective of those for whom they are primarily intended.

Their impressions provide insight into the importance of shared play, teamwork, mutual acceptance and a sense of belonging.

These experiences are important indicators of how sport can create an environment in which every pupil has the opportunity to participate and contribute to a shared activity.

5.3.1. Experiences from the Training of Physical and Health Education Teachers

The training provided to physical and health education teachers represented an important step in preparing for the implementation of inclusive football in school practice. Through theoretical content and practical exercises, participants had the opportunity to become familiar

with approaches and strategies for adapting football activities, organising team play and encouraging the active participation of all pupils.

The experiences and observations of the teachers who attended the training provide direct insight into how they perceived the knowledge acquired, which aspects they considered particularly useful and the significance of the training for their future work.

Experience from the Training – Physical and Health Education Teacher

"The theoretical part, and particularly the practical part of the training, gave me a wide range of ideas for working with children with atypical development. Through the practical activities, we had the opportunity to become familiar with different approaches and ways of adapting activities to the needs and abilities of each child. This experience helped me think more creatively, look for new solutions and realise that, with appropriate support and adaptations, every child can be included in activities and contribute according to their abilities."

Source: Training Evaluation Questionnaire (anonymous response)

Experience from the Training – Physical and Health Education Teacher

"The training gave me greater motivation and encouragement to be more creative in my work with children. It helped me think of new ideas and ways in which activities can be adapted to the individual needs and abilities of each child. I believe that a creative approach and a willingness to try different solutions are important for encouraging children's interest, active participation and enjoyment of shared activities."

Source: Training Evaluation Questionnaire (anonymous response)

Experience from the Training – Physical and Health Education Teacher

"The visual communication cards and the practical physical and health education lesson were particularly useful parts of the training. The visual communication cards helped us better understand how visual aids can support children in understanding instructions more easily, following activities and expressing their needs more clearly. The practical physical and health education lesson gave us an opportunity to see how the knowledge acquired can be applied in real situations and how physical activities can be adapted to encourage the participation, cooperation and inclusion of all children."

Source: Training Evaluation Questionnaire (anonymous response)

The shared experiences indicate that the training provided a valuable opportunity for the professional development of physical and health education teachers, particularly in terms of understanding and applying inclusive approaches in teaching practice.

Combining theoretical content with practical activities, as well as introducing specific tools, including the Football Talk Cards, helped participants gain new ideas and become better prepared to adapt activities to pupils' individual needs and abilities.

These observations confirm the importance of practice-oriented training that not only provides new knowledge but also encourages creativity, flexibility and a proactive approach to creating opportunities for every child to participate.

5.3.2. Experiences from Training Sessions and Implemented Activities

The football training sessions provided an environment in which the knowledge and ideas acquired were translated into direct practice. Through shared football activities, pupils had

opportunities to participate in team play, follow instructions, cooperate and agree on roles within the team.

At the same time, practical implementation made it possible to observe how different approaches, adaptations and forms of support influenced each pupil's participation.

Experiences from the training sessions are presented through the perspectives of physical and health education teachers, educational assistants and pupils. Their observations provide an opportunity to examine the activities from different perspectives and recognise the benefits, challenges and significance of shared participation.

Experience from a Training Session – Physical and Health Education Teacher

"We organised the activities in accordance with the pupils' motor abilities and individual needs. We adapted the rules and methods of performing the exercises according to their abilities and preferred communication methods. We paid particular attention to their safety during the activities. Through appropriate adaptations, we aimed to create a positive atmosphere in which every child would feel accepted, welcome and motivated to participate."

Filip Milenkovski, Physical and Health Education Teacher, Municipal Primary School "Magdalena Antova" – Kumanovo

Experience from a Training Session – Physical and Health Education Teacher

"The project has been organised to a high professional standard, and I hope its implementation will continue in the future, as it represents an excellent opportunity for all schools. The equipment we received as part of the project provides significant support for delivering football activities."

Borche Spiridonov, Physical and Health Education Teacher, Municipal Primary School "Kocho Racin" – Kratovo

Experience from a Training Session – Physical and Health Education Teacher

"Participating in the project, which brought together pupils with typical and atypical development, showed us that all pupils enjoy shared activities. I hope these activities will continue, as they help pupils feel happy and satisfied, accept one another and build relationships based on togetherness and respect."

Kristina Mladenovska-Kuzmanoska, Physical and Health Education Teacher, Municipal

Primary School "Kocho Racin" – Kratovo

The shared experiences indicate that the successful implementation of inclusive sporting activities depends not only on selecting appropriate exercises and providing the necessary resources, but also on teachers' willingness to adapt activities, recognise pupils' individual abilities and create opportunities for their equal participation.

This connection between acquired knowledge and direct practical experience represents one of the significant values of the project's training sessions.

In addition to teachers' experiences, educational assistants made an important contribution to understanding the practical implementation of the project.

By providing direct support to pupils during the training sessions, they were able to observe their responses, ways of engaging in activities, communication and cooperation with other participants.

Experience from a Training Session – Educational Assistant

"I noticed many positive changes in the pupil I support. Initially, he was reluctant to participate in any sporting activity, but with the start of the project, he developed an interest in and love for football. He now actively participates in every training session and shows a desire to engage in sport.

I also noticed positive changes in his interactions with peers. He gradually learned to wait his turn, respect the rules of the game and accept that he cannot always be the centre of attention, but that other participants should also have opportunities to shoot at goal, play as goalkeeper and take on different roles in the game.

I would like to highlight one situation that left a particularly strong impression on me. After three years of working closely with him and providing support as his educational assistant, the pupil clearly showed me for the first time that he wanted to try performing the activity independently and that, at that moment, he did not need my direct assistance. It was an especially emotional moment for me because one of my main goals is to encourage his independence, autonomy and freedom to act.

For me, one of the most valuable outcomes of this project is that it helped the pupil build self-confidence and gain greater independence in performing exercises, without constant supervision and support from me."

Viktor Velichkovski, Educational Assistant

Experience from a Training Session – Educational Assistant

"I would highlight the inclusion of pupils with typical and atypical development in shared activities as the most important contribution of this project. The pupils received the support they needed, particularly from physical and health education teachers, while parental consent and support for their participation were also important.

I have noticed positive changes in the pupil I support, especially considering that he previously did not want to participate in group activities. He now participates increasingly often in larger group activities, demonstrates a willingness to cooperate and follows instructions adapted to his needs and abilities."

Angela Bozhinovska, Educational Assistant

Experience from a Training Session – Educational Assistant

"There are several moments from this project that have stayed with me and touched me deeply. One of them was a situation in which a pupil withdrew to the side and did not want to participate in the activities. However, one of the coaches, thanks to his skills, experience and knowledge, managed to involve her in the activity again. In this way, he showed us that sometimes just a small step and an outstretched hand are enough to make a great difference and enable every child to be part of shared activities.

Through this project, I also realised how important peer support can be, as peers can play a significant role in encouraging and including children who require additional support."

Julija Jakimovska, Educational Assistant

The experiences of educational assistants highlight the positive changes that can be encouraged through continuous participation in inclusive sporting activities.

Their observations particularly emphasise pupils' progress in independence, self-confidence and communication, as well as the importance of appropriate support and encouragement in enabling them to participate more actively in shared activities.

However, the experiences from the training sessions would not be fully represented without hearing the voices of the pupils themselves.

Their impressions and experiences allow the activities to be viewed from their perspective and help us understand what shared play, social interaction, teamwork and the opportunity to be part of a football team meant to them.

Experience from a Training Session – Pupil *"I was happiest when I had the ball and when I scored a goal."* *L. Gj., Pupil*
Experience from a Training Session – Pupil *"I really enjoyed taking part in this project. I found playing football interesting. I am the best goalkeeper."* *F. D., Pupil*
Experience from a Training Session – Pupil *"I really enjoyed participating in the 'Touch the Goal' project. I hope the activities will continue and that I will make new friends."* *M. H., Pupil*

The different perspectives of physical and health education teachers, educational assistants and pupils provide a more complete picture of the experiences gained through the project activities.

Their observations demonstrate that successful implementation of inclusive sporting activities is reflected not only in ensuring that every pupil has an opportunity to participate in the game, but also in the changes encouraged in their independence, self-confidence, communication and cooperation with peers.

The joy of scoring a goal, the desire to participate again, making new friends and experiencing a sense of belonging are equally important indicators of the value of such activities.

The experiences from the "Touch the Goal – Football for Every Child" project confirm that inclusive football is much more than a sporting activity.

It represents an opportunity for learning, mutual acceptance, building relationships and creating an environment in which every child can participate, develop and contribute in their own way.

5.4. Lessons Learned: Monitoring Participation and Improving Practice

After each activity, the conditions that facilitated participation, the barriers observed and the adaptations that proved useful should be recorded. Monitoring can be brief and practical.

Key Elements to Monitor:

- **Accessibility and Understanding:**
  Tasks that are easy to understand and accessible instructions.
- **Active Participation:**
  Opportunities to engage in play and take on a meaningful role.
- **Communication and Choice:**
  Expressing preferences, making choices, requesting assistance or taking a break.
- **Independence:** Performing tasks without unnecessary direct support.
- **Peer Interaction:** Cooperation, encouragement and shared decision-making.
- **Safety and Acceptance:** Physical safety and a sense of belonging.

These elements serve as guidance for improving the conditions for participation rather than as a formal checklist for assessing pupils.

- Adapt instructions, pace, organisation and support according to the needs observed. Unexpected difficulties should prompt a review and improvement of the approach.

From Observation to Change

Observations are linked to specific adjustments through the following elements.

Table 26. From Observation to Change: Elements to Record

Element	What Is Important to Record
Situation	Which activity was delivered, and under what conditions?
Barrier or Need	What made participation difficult, or what did participants request?
Adjustment Made	What was changed in the instructions, space, equipment, pace or roles?
Observed Response	What was actually observed or said, without making assumptions?
Next Step	What should be retained, adapted or examined further?

- If there is no improvement, reconsider the task, pace, group, equipment, communication and participant's role. The visible barrier may not be the only cause.
- Seek feedback from pupils in an accessible way: what helped them, what they found difficult and what they would like to be different.
- Share observations with the physical and health education teacher, educational assistant and other individuals involved, and agree on the next step.

Observation → Question → Adjustment → Review with Participants

5.5. From Project Experience to Sustainable Practice

Key Conditions for the Sustainable Implementation of "Touch the Goal – Football for Every Child":

- Integration into regular planning.
- Accessible and well-maintained materials.
- Appropriately prepared professionals.
- Team cooperation.
- Pupils' involvement in planning.

Recommendations for Physical and Health Education Teachers and Coaches

- Plan activity objectives in ways that allow different forms of meaningful participation.
- Provide brief and clear explanations and, where useful, demonstrate the task.
- Allow opportunities for choice, additional practice, breaks and rejoining the activity.
- Monitor who is genuinely participating, rather than merely who is present on the pitch.
- Talk to pupils about what helps them and what they would like to try.
- Discuss challenges with colleagues and plan adjustments for the next activity.

Recommendations for Schools and Organisations

- Allocate time for joint planning and brief reflection after activities.
- Clarify the roles of teachers, educational assistants and other individuals involved.
- Store tools and materials in an accessible location and plan how they will be maintained.
- Involve families in sharing relevant information while respecting privacy.
- Document activities and lessons learned with appropriate consent and without unnecessary disclosure of personal information.
- Share verified examples with other schools and sporting organisations to encourage the exchange of experiences.

Brief Pre-Activity Checklist

- The objective and instructions are clear.
- The space and equipment are appropriate for the task.
- Different ways of participating and contributing are available.
- The roles of professionals have been agreed upon.
- Participants can make choices, request assistance or take a break.
- There is a way for pupils to provide feedback.
- A brief review of the experience after the activity has been planned.

Concluding Reflections

“Touch the Goal – Football for Every Child” highlights the potential of football to provide an environment for movement, learning, cooperation and belonging. The transition from model to practice takes place when professionals observe activities, listen to participants and introduce adjustments that enable participation.

Experiences from training programmes, football training sessions and implemented activities are particularly valuable when shared carefully and accurately. They serve not only to demonstrate what has been achieved, but also to support professional reflection and further improvement. The voices of pupils are an important part of this process, as the quality of an inclusive activity should also be assessed through the experiences of the participants themselves.

Sustainable inclusive practice is built through specific decisions: clear communication, flexible organisation, cooperation, opportunities for choice and respect for individuality. When these decisions become part of everyday practice, football can create more opportunities for every child to participate, contribute and belong to the team.

KEY TERMS

Adapted Football – A football activity in which the rules, equipment, space or method of play are adapted according to participants' abilities and needs, while preserving the fundamental objective and value of the game.

Active Participation – The involvement of a child in an activity through a role that is meaningful to both the child and the group. It goes beyond physical presence and includes opportunities for the child to make choices, communicate, cooperate and contribute.

Alternative Communication – Methods and tools that enable a child to express their needs, wishes, choices and opinions when spoken communication is insufficient or is not the most appropriate means of expression.

Visual Support – The use of pictures, symbols, photographs, cards or other visual materials to facilitate understanding of instructions, activity sequences, rules and available choices.

Peer Support – Support provided by other children through encouragement, cooperation and assistance with participating in the game. It contributes to building positive relationships and a sense of belonging.

Individual Support – Support provided according to the child's specific needs and the conditions in which an activity takes place. It may include clarifying instructions, demonstrations, visual aids or communication support.

Inclusive Football – An approach to football activities that enables every child to participate in ways that take into account their interests, abilities, capabilities and support needs. The aim is not for all children to perform an activity in the same way, but for each child to have an opportunity for meaningful participation.

Inclusive Sporting Environment – An environment in which conditions are created to ensure accessibility, safety, acceptance and active participation for all children. It is developed through the organisation of activities, relationships between participants and appropriate support.

Cooperative Play – A form of play in which participants work together towards a shared objective, rather than focusing exclusively on competition and individual results.

POP-UP Mobile Inclusion Box (Football Pop-Up Inclusion Corner) – A portable tool featuring a visual football board and counters for exploring positions, planning moves, communicating and cooperating.

Adapted Activity and Break Area – A designated space where a child can engage in activities in a quieter environment, use tools, communicate or take a short break, with the opportunity to rejoin the shared activity.

Peer Support Passport (Peer Power Passport) – A project tool designed to encourage peer support, cooperation and the active inclusion of children in shared activities.

Feedback – Information obtained from participants or through observation that helps identify what was useful, what presented difficulties and what could be changed.

Accessibility – The provision of conditions that enable a child to understand, access and participate in an activity. It encompasses the space, equipment, instructions, rules and methods of communication.

Adaptation – The modification of elements of an activity, such as rules, space, equipment, duration, pace or roles, to remove barriers and enable participation.

Professional Reflection – The process of reviewing and analysing a completed activity to identify successful approaches, barriers and opportunities for improvement.

Self-Regulation – A child's developing ability to recognise and manage their emotions, responses and needs. In sporting activities, it can be supported through predictability, breaks, choice and calming strategies.

Independence – The ability of a child to initiate activities, make choices and participate with the minimum level of support necessary. Support should encourage independence rather than replace it.

Sensory Overload – A condition in which the intensity or amount of sensory stimulation becomes overwhelming for a child. It may manifest through distress, withdrawal or the need for a break.

Sensory Needs – Individual needs related to how a child receives and processes sensory information, such as sound, light, touch, movement and spatial stimuli.

Football Talk Cards – A project tool consisting of visual cards designed to support communication and the expression of choices, needs and messages during football activities.

Sense of Belonging – A child's experience of being an accepted and valued member of a group or team, where their presence and contribution are recognised and appreciated.

REFERENCES AND SOURCES

The manual “Touch the Goal – Football for Every Child” was developed on the basis of practical experiences, implemented activities and innovative tools developed as part of the initiative carried out by the Primary School with Resource Centre “Idnina” – Skopje, with the support of the Football Federation of Macedonia (FFM) and the UEFA Foundation for Children.

Additional Reference Documents

The principles of equal opportunities, accessibility, active participation, peer support and inclusion, which underpin the approaches presented in this manual, are consistent with the broader guidance and commitments of UEFA outlined in the following documents:

1. UEFA. (2023). *UEFA Grassroots Charter, 2023 Edition*. Official source

2. UEFA. (2024). *UEFA Accessibility Guidelines*. Official source

3. UEFA. (2026). *UEFA Equality, Diversity and Inclusion Toolkit*. Official source

Reference for the Visual Representation of the Project Stages

FIFA. (2025). *FIFA Disability Football Toolkit*. September 2025 edition. Reference for the initial visual representation of the project stages, p. 50. Official source

Source of Pictograms

ARASAAC. Pictograms used in the communication cards. Author: Sergio Palao. Rights holder: Gobierno de Aragón (Government of Aragon), Spain. Website: https://arasaac.org. Licence: CC BY-NC-SA. Terms of use: https://arasaac.org/terms-of-use.

The documents listed above provide an additional reference framework for understanding and promoting inclusive participation in football activities.

ANNEX 1.
INCLUSIVE FOOTBALL ACTIVITY PLANNING TEMPLATE

Intended for physical and health education teachers, coaches and other professionals who plan and deliver football activities.

This template enables the objectives, organisation, possible ways of participating and necessary adaptations to be considered in advance. It is not necessary to complete every field for every activity.

A. Basic Information

Table 27. Basic Information for Activity Planning

Information	Response
Activity title	
Date and location	
Participants' age / school year	
Number of participants	
Activity leader	
Duration	

B. Activity Planning

Table 28. Inclusive Football Activity Plan

Element	Planning
Activity objective – What do we want participants to learn, practise or achieve?	
Organisation of the space – How will the space be organised to ensure accessibility and safe participation?	
Task and instructions – How will we explain and demonstrate the activity?	
Rules – Which rules are necessary, and can they be simplified or adapted?	
Equipment – What equipment is required, and does it need to be adapted?	

C. Opportunities for Participation and Support

Table 29. Planning Opportunities for Participation and Support

What Could Facilitate Participation?	How Will We Provide It?
Different ways of performing the task	
Opportunity to choose a role or activity	
Visual or other communication support	
Support from a peer or adult	
Opportunity to take a break and rejoin the activity	
Additional time or simplified instructions	

D. Roles and Responsibilities

Table 30. Allocation of Roles and Responsibilities

Person Involved in Implementation	Role / Responsibility
Physical and health education teacher / coach	
Educational assistant (if involved)	
Other professionals	
Peers / classmates	

E. Monitoring Participation

Table 31. Monitoring Participation in the Planned Activity

Question	Notes
How will we determine whether all participants have opportunities to engage actively?	
How will participants be able to request assistance, make choices or express the need for a break?	
How will we collect feedback after the activity?	
Notes on additional adaptations	

ANNEX 2.
INCLUSIVE FOOTBALL ACTIVITY CHECKLIST

A brief self-assessment checklist to be used before, during and after an activity.

The checklist can serve as a reminder of the key aspects of an inclusive activity. Its purpose is not formal assessment, but the timely identification of potential barriers and the need for adjustments.

A. Before the Activity

Table 32. Pre-Activity Checklist

Check Question	Yes	Adaptation Required
Is the objective of the activity clear?	☐	☐
Are the instructions brief and understandable?	☐	☐
Have demonstrations or visual support been planned where necessary?	☐	☐
Is the space safe and does it allow different ways of moving?	☐	☐
Is the equipment appropriate and accessible?	☐	☐
Have different ways of participating been planned?	☐	☐
Are the roles of those supporting the activity clear?	☐	☐
Do participants know how to request assistance or a break?	☐	☐

B. During the Activity

Table 33. Checklist During the Activity

Check Question	Yes	Adaptation Required
Do participants understand the task?	☐	☐
Does every participant have an opportunity to contribute?	☐	☐
Are participants' choices and individual pace respected?	☐	☐
Is communication clear and accessible?	☐	☐
Is peer support provided respectfully and without being imposed?	☐	☐
Are signs of tiredness or overload being recognised?	☐	☐
Are adjustments made when a particular approach is not working?	☐	☐

C. After the Activity

Table 34. Post-Activity Checklist

Check Question	Yes	Adaptation Required
Were participants given an opportunity to share their experiences?	☐	☐
Were successful ways of participating identified?	☐	☐
Were the barriers that arose recognised?	☐	☐
Have adjustments been identified for the next activity?	☐	☐

What worked well?

What needs to be changed or improved?

Which adjustment will we introduce next time?

ANNEX 3.
OBSERVATION, ADAPTATION AND REFLECTION TEMPLATE

A working template for documenting specific situations and decisions made during an activity.

The template helps connect the observed situation, identified barrier, adaptation made and its impact on participation. It may be completed for one or several situations occurring during an activity.

A. Basic Information

Table 35. Basic Information for Observation

Information	Response
Activity	
Date	
Observer	
Part of the activity / situation	

B. Observation and Adaptation

Table 36. Recording the Situation and Adaptation

`	Description
1. What did I observe? – A specific situation or behaviour that can be described.	
2. What barrier or need did I identify?	
3. What adaptation or support did we introduce?	
4. How did the participant respond? – What changed in their participation?	
5. Did the adaptation help?	☐ Yes ☐ Partly ☐ No
6. What should we do next?	

C. Reflection After the Activity

Table 37. Post-Activity Reflection

Question	Notes
What did we learn from this situation?	
Which adaptation would we retain?	
What would we do differently next time?	
Is additional cooperation or support required?	

Note: When completing the template, specific and observable situations should be recorded, rather than assumptions about the participant's abilities, motives or intentions.

The aim is to review the conditions and methods of implementing the activity, not to assess the child.

ANNEX 4.
PEER SUPPORT PLANNING AND ORGANISATION TEMPLATE

This template is intended for physical and health education teachers, coaches and other individuals involved in delivering inclusive football activities.

Its purpose is to assist in planning peer support as a means of encouraging cooperation, mutual participation and a sense of belonging within the group.

Peer support should be based on voluntary participation, mutual respect and shared involvement.

It does not mean that one child should be permanently responsible for supporting another, nor that tasks should be performed on someone else's behalf.

It is important that all pupils have opportunities to contribute, receive support and change roles.

A. Basic Information

Table 38. Basic Information for Peer Support

Information	Response
Activity title	
Date and location	
School year / age group	
Number of participants	
Person planning / leading the activity	

B. Peer Support Planning

Table 39. Peer Support Plan

Question	Planning / Notes
During which part of the activity will peer support be encouraged?	
What type of cooperation is planned? (e.g. passing the ball, performing a task together, demonstrating, encouraging)	
How will the task and pupils' roles be explained?	
How will pupils be given opportunities to choose whether and how they participate in providing support?	
How will rotation of partners and roles be encouraged?	
How will we ensure that support does not restrict the pupil's independence?	

C. Allocation of Roles

Table 40. Allocation of Peer Roles

Role / Task	Who Participates?	Notes
Performing a task together		
Passing or handing over the ball		
Demonstrating an activity		
Encouragement and mutual communication		
Other forms of cooperation		

Roles may change during the activity so that all pupils have opportunities to contribute in different ways.

D. Monitoring Peer Support

Table 41. Monitoring Peer Support

What Are We Observing?	Notes
Do pupils cooperate and respect one another?	
Is support offered without being imposed?	
Does the pupil have an opportunity to decide independently whether to accept support?	
Do all pupils have opportunities to contribute?	
Are partners and roles rotated?	
Does peer support facilitate participation in the activity?	

E. Reflection After the Activity

What worked well in organising peer support?

What challenges arose in cooperation between pupils?

What would we change when organising peer support next time?

Which forms of cooperation would we like to use again?

Important Guidelines for Implementation

Peer support should be offered while respecting every pupil's choices and independence.

Before providing assistance, it is important to check whether the pupil needs it and whether they accept the help offered.

Support should be reciprocal, with partners and roles changing regularly.

Every pupil should have an opportunity to contribute to the activity in a way that suits them.

Peer support does not replace the responsibilities of the physical and health education teacher, coach or other individuals involved in the activity.

The template may be adapted according to the type of activity, pupils' ages and the way the group is organised.

ANNEX 5.
FOOTBALL TALK CARDS
– FOOTBALL COMMUNICATION CARDS

Pictogram author: Sergio Palao. Source: ARASAAC (https://arasaac.org). Rights holder: Gobierno de Aragón (Government of Aragon), Spain. Licence: Creative Commons BY-NC-SA.

The Football Talk Cards are a practical tool designed to support understanding, the expression of choices and needs, and participation in football activities.

This annex presents the original set of Football Talk Cards developed as part of “Touch the Goal – Football for Every Child”.

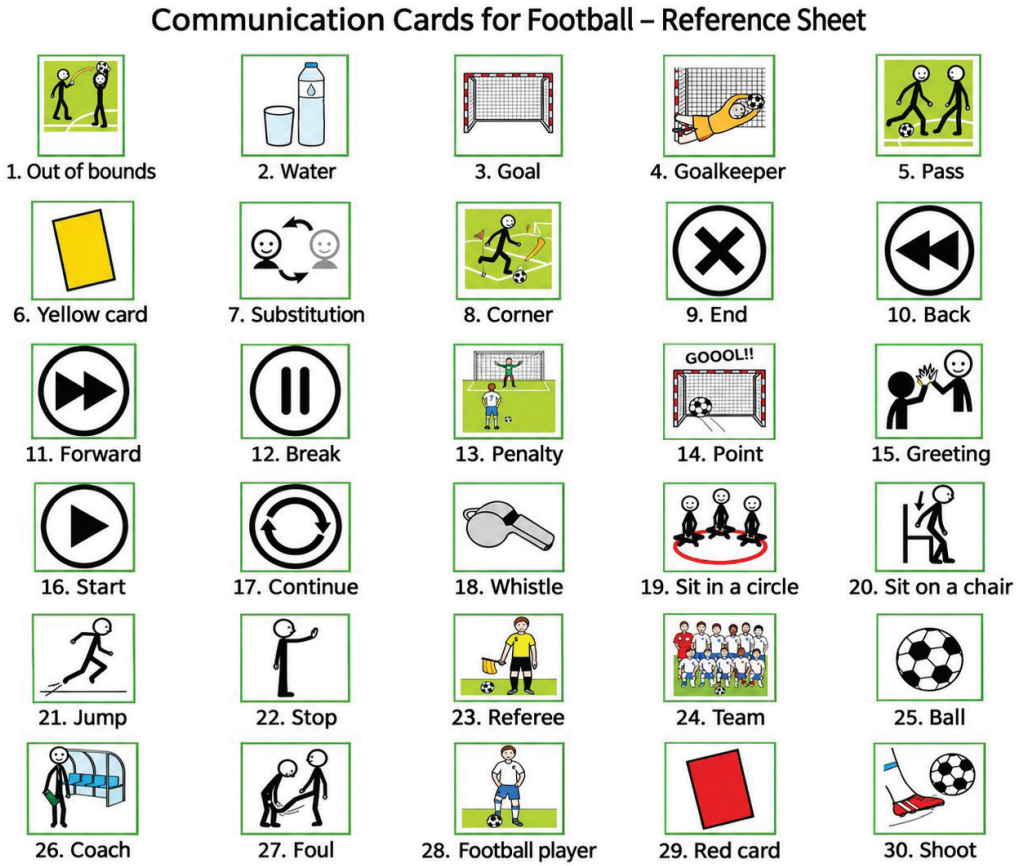


Figure 17. Original Set of 30 Football Talk Cards

The numbers below the cards are provided to make it easier to locate the terms. The source of the pictograms is acknowledged at the beginning of this annex.

ANNEX 5.
ADDITIONAL CARDS FROM ARASAAC

An additional selection of pictograms for communication, expressing needs and football activities.

These cards complement the original set presented on the previous page. They are not presented as part of the set used during the project.

Additional Selection of 15 Pictograms



Figure 18. Additional Selection of 15 Pictograms from ARASAAC

The messages are used to express needs, feelings and football-related concepts.
The source identifier is provided below each card.

Pictogram author: Sergio Palao. Source: ARASAAC (https://arasaac.org). Rights holder: Gobierno de Aragón (Government of Aragon), Spain. Licence: CC BY-NC-SA.

The Macedonian labels were added for the purposes of this manual.

Individual pictogram source: https://arasaac.org/pictograms/en/ followed by the number indicated below each card.

Terms of use: https://arasaac.org/terms-of-use.

PROJECT IMPLEMENTATION TEAM FROM THE PRIMARY SCHOOL WITH RESOURCE CENTRE “IDNINA” – SKOPJE

Table 42. Project Implementation Team from “Idnina”

Full Name	Position / Profession
Loreta Andreevska	Director; Special Educator and Rehabilitation Professional
Katerina Velichkovska	Special Educator and Rehabilitation Professional
Pavel Mirchevski	Special Educator and Rehabilitation Professional
Zoran Panchevski	Physical and Health Education Teacher
Irena Novacheska Makaloska, MA	Special Educator and Rehabilitation Professional
Nikolche Neshevski	Special Educator and Rehabilitation Professional

SCHOOLS AND TEAM MEMBERS

Nine partner primary schools and the Primary School with Resource Centre “Idnina” – Skopje participated in the implementation.

The team members are listed below according to the information provided.

Table 43. Schools and Team Members

School / Municipality	Full Name / Role
Primary School with Resource Centre “Idnina” – Skopje	Zoran Panchevski
Primary School with Resource Centre “Idnina” – Skopje	Nikolche Neshevski
Municipal Primary School “Zhivko Brajkovski” – Butel	Nikola Piljurovikj, Physical and Health Education Teacher
Municipal Primary School “Zhivko Brajkovski” – Butel	Besar Fejzulov, Physical and Health Education Teacher, Coordinator
Municipal Primary School “Kocho Racin” – Petrovec	Teodora Dimitrovska, Physical and Health Education Teacher, Coordinator
Municipal Primary School “Kocho Racin” – Petrovec	Josif Stankovikj, Physical and Health Education Teacher
Municipal Primary School “Hristijan Karposh” – Kumanovo	Nevena Stojmanovikj, Physical and Health Education Teacher, Coordinator
Municipal Primary School “Hristijan Karposh” – Kumanovo	Stefan Ilievski, Physical and Health Education Teacher
Municipal Primary School “Kocho Racin” – Kratovo	Borche Spiridonov, Physical and Health Education Teacher, Coordinator
Municipal Primary School “Kocho Racin” – Kratovo	Kristina Mladenovska Kuzmanoska, Physical and Health Education Teacher
Municipal Primary School “Magdalena Antova” – Kumanovo	Filip Milenkovski, Physical and Health Education Teacher, Coordinator
Municipal Primary School “Magdalena Antova” – Kumanovo	Aleksandra Kocevska Denkovikj, Physical and Health Education Teacher
Municipal Primary School “Ilinden” – Kriva Palanka	Biljana Jovanovska, Physical and Health Education Teacher, Coordinator
Municipal Primary School “Ilinden” – Kriva Palanka	Kristijan Stanojkovski, Physical and Health Education Teacher
Municipal Primary School “Imri Elezi” – Chair	Sabri Ramadani, Physical and Health Education Teacher, Coordinator
Municipal Primary School “Imri Elezi” – Chair	Enes Arifi, Physical and Health Education Teacher
Municipal Primary School “Vasil Glavinov” – Chair	Nijazi Elmazov, Physical and Health Education Teacher, Coordinator
Municipal Primary School “Vasil Glavinov” – Chair	Driton Idrizi, Physical and Health Education Teacher
Municipal Primary School “Kiro Gligorov” – Centar	Nikolche Todorovski, Physical and Health Education Teacher
Municipal Primary School “Kiro Gligorov” – Centar	Jane Stojkov, Physical and Health Education Teacher, Coordinator



With the support of the Football Federation of Macedonia (FFM)
and the UEFA Foundation for Children