

**A BALL FOR ALL**



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**UKRAINIAN  
ASSOCIATION  
OF FOOTBALL**



**Co-funded by  
the European Union**

**EXERSISE KIT**  
**WITHIN THE FRAMEWORK OF THE PROJECT**  
**“BALL FOR ALL SCP”**



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## Project Information

The project “Ball for All SCP” (Project No. 101184550) is a two-year initiative funded by the European Union under the Erasmus+ Sport programme. Its goal is to promote inclusive physical education by bringing together children with visual impairments and their peers without impairments through joint sports activities.

### Key project details:

- Duration: December 2024 - November 2026
- Target audience: Children aged 6-12 with visual impairments, their peers without impairments, and parents
- Coordinator: NGO “ORAMA NEON - YOUTHORAMA” (Thessaloniki, Greece)
- Partners:
- Public Union “Ukrainian Association of Football” (Kyiv, Ukraine)
- UNIVERSITAT DE LES ILLES BALEARS (Palma de Mallorca, Spain)
- Foundation for People with Disabilities “ENGELLI EGITIM KULTUR SAGLIK SPOR VAKFI” (Antalya, Turkey)

### Exercise kit:

The Ukrainian Association of Football has developed this exercise kit for teachers and coaches working with children with and without visual impairments in inclusive teams. The exercise kit was co-developed by Liana Kopylova, a physical education teacher at Kyiv-Pechersk Lyceum No. 171 “Lider,” instructor in the “Open Fun Football Schools” project, and an Honored Teacher of Ukraine.

### Structure:

- A set of exercises for developing communication
- A set of exercises for strengthening and mobilizing the feet
- A set of exercises for ball control

The exercise kit includes exercise descriptions and an electronic version with video demonstrations and voice narration.

### Disclaimer:

This exercise kit was developed within the framework of the “Ball for All SCP” project (Project No. 101184550), funded by the European Union. The views and opinions expressed are those of the authors and do not necessarily reflect the official position of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the EACEA can be held responsible for the content.

## **SET OF EXERCISES FOR DEVELOPING COMMUNICATION**

### **Exercise No. 1 "SIGNAL"**

Objective: Establishing team communication, sensing each other.

Brief Description: Children stand in a circle, holding hands. The coach/teacher gives a signal, such as pressing the hands two or three times. The "signal" should travel around the circle and return to the one who initiated it.

Methodical Tips: Make sure all participants are holding hands. Repeat the task several times. It is recommended to perform this exercise at the beginning and end of the session to compare how the team cooperated and communicated.

Equipment: -

### **Exercise No. 2 "MAGIC HOOP"**

Objective: Establishing team communication, sensing each other.

Brief Description: Children form teams of 3-5. Holding a hoop with their index fingers, they work together to lift it up and lower it back down.

Methodical Tips: The tempo should be slow. All participants must touch the hoop. One team member should give verbal guidance about the tempo and remind others not to rush.

Equipment: Gymnastics hoop

### **Exercise No. 3 "TRAIN"**

Objective: Establishing team communication, sensing each other.

Brief Description: Children form teams of 2, 3, or 4 and stand one behind the other, holding each other's shoulders. A ball is placed between the back of one child and the stomach of the next. The goal is to reach a finish line without dropping the ball.

Methodical Tips: Each team sets its own tempo. The ball must be held only between the bodies—not with hands. Start with pairs and gradually increase the number of participants. Use a balloon for an easier version, then move to a regular ball.

Equipment: Football, balloon

### **Exercise No. 4 "MOVE TO THE SOUND"**

Objective: Establishing team communication, sensing each other, spatial orientation.

Brief Description: Children form pairs. One child in each pair wears a blindfold. An obstacle course is set up. The blindfolded child navigates through it following verbal instructions from their partner.

Methodical Tips: Instructions should be clear and loud. If a child with a visual impairment is paired with a sighted child, the sighted child gives the commands.

Equipment: Cones, barriers, balls, blindfolds

### **Exercise No. 5 "COLLECT THE BALLS"**

Objective: Establishing team communication, sensing each other, spatial orientation.

Brief Description: Children work in pairs. One wears a blindfold. Each pair receives 4 balls. The blindfolded child must collect and transfer the balls to a hoop, guided by their partner's voice.

Methodical Tips: Instructions should be clear and loud. If a child with a visual impairment is paired with a sighted child, the sighted child gives the commands.

Equipment: Balls, hoop, blindfolds



## **Exercise No. 6 "FEEL, HEAR, ACT"**

**Objective:** Establishing team communication, sensing each other, spatial orientation.

**Brief Description:** Children work in pairs. One wears a blindfold. An obstacle course is set up. The blindfolded child navigates through it using verbal and tactile signals from the sighted partner.

- Hands on back = move forward
- Tap on right shoulder = move right
- Tap on left shoulder = move left
- One clap = one step
- Two claps = two steps

**Methodical Tips:** Include pauses between commands.

**Equipment:** Cones, poles, blindfolds

## **SET OF EXERCISES FOR FOOT STRENGTHENING AND MOBILITY**

### **Exercise No. 1**

**Objective:** Strengthening and mobilizing the feet, preparing for physical activity, improving ball perception.

**Brief Description:** Starting position - basic stance. A ball is placed between the heels. Rise onto tiptoes while keeping the ball squeezed between the heels.

**Methodical Tips:** Slow tempo, maintain balance, squeeze the ball with the heel bone while rising on tiptoes. Repeat 10 -15 times. Can be done in pairs.

**Equipment:** Tennis ball, football

### **Exercise No. 2**

**Objective:** Strengthening and mobilizing the feet, preparing for physical activity, improving ball perception.

**Brief Description:** Starting position - basic stance. The ball is held between the inner middle part of the feet. While controlling the ball, alternate lifting the right and left foot on counts "one-two." On "three-four," rise onto tiptoes.

**Methodical Tips:** Slow tempo, focus on ball control. Can be done in pairs. Repeat 10 times.

**Equipment:** Tennis ball, football

### **Exercise No. 3**

**Objective:** Strengthening and mobilizing the feet, preparing for physical activity, improving ball perception.

**Brief Description:** Starting position - the ball is placed between the feet. While controlling the ball, roll it from the outer to the inner edge of the feet.

**Methodical Tips:** Slow tempo, focus on ball control. Can be done in pairs. Repeat 10 times.

**Equipment:** Tennis ball, football

## SET OF EXERCISES FOR BALL CONTROL

### Exercise No. 1

Objective: Ball control, development of mathematical competence.

Brief Description: Each child receives a ball. Place the right foot on the ball and control it by rolling from heel to toe. Repeat with the left foot. Perform 10 repetitions per foot.

Methodical Tips: The ball is placed in front of the child. The controlling foot remains on the ball at all times. Maintain balance. You can add movement or math tasks, e.g., number of repetitions = solving the example:  $10-4=6$ .

Equipment: Footballs

### Exercise No. 2

Objective: Ball control, development of mathematical competence.

Brief Description: Each child receives a ball. Place the right foot on the ball and roll it left and right using the foot. Repeat with the left foot. Perform 10 repetitions per foot.

Methodical Tips: The ball is placed in front of the child. The controlling foot remains on the ball at all times. Maintain balance. You can add movement or math tasks, e.g., number of repetitions = solving the example:  $10-4=6$ .

Equipment: Footballs

### Exercise No. 3

Objective: Ball control, development of mathematical competence.

Brief Description: Each child receives a ball. Place the right foot on the ball and move it in circular motions clockwise and counterclockwise. Repeat with the left foot. Up to 10 repetitions per foot.

Methodical Tips: The ball is placed in front of the child. The controlling foot remains on the ball at all times. Maintain balance. You can add movement or math tasks.

Equipment: Footballs

### Exercise No. 4

Objective: Ball control, development of mathematical competence.

Brief Description: Each child receives a ball. Place the right foot on the ball and "draw" numbers with the foot: 0, 1, 2, 3, 4... 9. Repeat with the left foot.

Methodical Tips: The ball is placed in front of the child. The controlling foot remains on the ball at all times. Maintain balance. You can add tasks like drawing the answer to a math example with the foot (e.g.,  $10-4=6$ ).

Equipment: Footballs

### Exercise No. 5

Objective: Ball control, development of mathematical competence.

Brief Description: Each child receives a ball. With the right foot on the ball, "draw" geometric shapes: square, triangle, rectangle, circle. Repeat with the left foot.

Methodical Tips: The ball is placed in front of the child. The controlling foot remains on the ball at all times. Maintain balance. You can add movement.

Equipment: Footballs

## Exercise No. 6

**Objective:** Ball control, communication, and movement.

**Brief Description:** Children form pairs and hold hands. Each pair shares one ball. They move together while controlling the ball as a team.

**Methodical Tips:** Do not let go of each other's hands. The child without visual impairment helps coordinate the pair. You can add a goal-shooting task.

**Equipment:** Footballs

### USEFUL INFORMATION

#### Exercise "We Are a Team!"

**Objective:** To encourage team spirit, improve communication, and foster unity among participants.

#### Brief Description:

1. At the beginning of the session, the coach/teacher asks children to stand in a circle.
2. All participants extend one hand forward.
3. The coach/teacher places their palm facing up in the center of the circle.
4. Each child places their palm on the coach's hand, forming a "tower" of hands.
5. The coach/teacher then clearly and loudly says: "We are a team!"
6. At the same time, all participants raise their hands together in unison.

#### Methodical Tips:

- Perform this activity at the beginning, middle, and end of the session to maintain team spirit.
- Encourage children to say the phrase together to enhance their sense of unity.