

SPORTS INITIATION IN FOOTBALL FOR THE BLIND



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Personal male and female pronouns are used randomly in this manual and should be used to refer to both genders.

TABLE OF CONTENTS :

- Page 5 INTRODUCTION

- Page 6 CHAPTER I: SPORTS PREPARATION FOR CHILDREN AND TEENAGERS: PHYSIOLOGICAL AND MATURATIONAL ASPECTS
 - SPORTS TRAINING STAGES
 - HOW TO PERATIONALIZE

- Page 13 CHAPTER II: INITIATION IN SPORTS FOR THE BLIND
 - KNOWING THE SPACE
 - GAME DYNAMICS INTRODUCTION GAMES
 - ENTER THE GAME
 - ADVANCING FOR THE GAME AT THE OFFICIAL LEVEL:
BASIC RULES AND TECHNICAL-TACTICAL GUIDELINES
IN FOOTBALL FOR THE BLIND
 - FOOTBALL FOR THE BLIND RULES
 - TACTICAL SYSTEMS AND THEIR FUNCTIONS

SPORTS INITIATION IN FOOTBALL FOR THE BLIND

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INTRODUCTION

"Understand what you do" is a fundamental assumption for professional performance with high proficiency. This is a practical book... A manual. It aims to show exercises that lead to the physical, sensory, and cognitive development necessary for football for the blind practice. To contribute to the training of professionals who understand what they are doing, the exercises presented in this manual are previously filled with theoretical, methodological, and scientific support that ensure a football training practice for the blind supported by scientific evolution in biological and pedagogical areas. For this, the book is divided into three chapters, as briefly presented below:

Chapter I: Biological bases of motor and cognitive development in children and adolescents: shows how motor and intellectual development occurs from birth to adolescence, from the development of fundamental motor skills (walking, running, jumping, throwing) to using these skills in sports.

Chapter II: Sports training since childhood: shows how to operationalize the concepts presented in Chapter I specifically for training children to play football for the blind. The suggested exercises follow a pedagogical sequence that ranges from developing the sensoriality of time-space to activities that take children and adolescents to the technical-tactical challenges of introducing the game of football for the blind.

Chapter III: Moving on to the official game: for readers less acquainted with blind football, it begins by presenting the game's basic rules. Then, it shows the most basic ways of playing blind football through basic tactical patterns.

CHAPTER I

PREPARATION FOR CHILDREN AND ADOLESCENTS FOR SPORTS: PHYSIOLOGICAL AND MATURATIONAL ASPECTS

How and when does a child develop physically and cognitively? What happens first? How to combine physical and cognitive development with training to practice sports?

In this chapter, we will see that dividing a child's life into first childhood and second childhood, followed by adolescence, helps understanding what can be done at each stage. This is because, in the first childhood, the physical qualities essential to the practice of sports are developed (walking, running, jumping, throwing). In the second childhood, these qualities can be combined to promote the development of blind football practice skills; in adolescence, the duly psychomotorily stimulated child can move on to sports at a leisure level for the rest of his life or evolve into high-performance sports.

This chapter presents these issues in detail and ends with a practical table indicating how to implement sports training for children and adolescents.

The expression "The child is not a miniature adult" is the most classic slogan elaborated from advanced knowledge of sciences related to growth, development, and motor learning. Considering that, for all people with minimum training in physical education, this expression is enough by itself, we will start the first chapter of this book with just a brief evolutionary explanation of the physiological maturation from birth to the first years of adulthood, focusing mainly on motor and intellectual aspects.

At birth, the infant enjoys only motor functions essential for survival, especially the innate ability to suck. Although it is an intellectual being, humans begin development through motor functions. These are even essential for intellectual development. The first perceptible motor developments are the abilities to sit, pick up, crawl, and walk, which occur in the first year of life (HADDERS-ALGRA, 2005; HADDERS-ALGRA, 2018). From there until age seven, the development of skills of interest to the sport will be present (running, jumping, throwing, kicking, and the combination of these motor actions).

From a physiological point of view, the development of these skills is explained by the increase of connections between the 86 million neurons in our brains. These connections happen to be quite scarce at birth. For them to multiply, a specific process is necessary: **to stimulate the emergence of new connections by "forcing" the neurons to do so through hundreds to thousands of attempts of new movements** (GEERTSEN

et al., 2017), of which they are part of It takes a lot of trial and error for neuronal circuits to develop (HADDERS-ALGRA, 2018). In practical terms, one of the essential needs of early childhood (up to the age of seven) is movement... The motricity.

Therefore, all educational actions at this stage must be guided toward constructing an excellent repertoire of motor actions that are as diverse as possible. It is important to emphasize that this initial motor development is a prerequisite for adequate cognitive development. Cognition needs even more complex neural connections than those supporting motor activities. In a recent literature review, authors analyzed 24 carefully selected studies to support this pedagogical process. They concluded that if parents and family members are instructed to stimulate various motor actions in children, they reach higher motor and cognitive development levels. (MOSS and GU, 2022). Likewise, another recent literature review, which selected seven studies, showed that interventions with training carried out by professionals promote better development of both physical and cognitive functions in children (WOLLESEN et al., 2022)

SPORTS TRAINING MOMENT

In the previous item of this chapter, we demonstrated, with scientific bases, the importance of family members and first school years teachers in the psychomotor formation of early childhood. School is essential because, in contemporary world culture, children spend at least a third of their awake time at school. Therefore, the child's pedagogical activities in kindergarten and school usually have various motor actions... but not sports yet.

Sports actions are not, in fact, a priority in early childhood because to initiate sports practice, basic motor actions (running, jumping, throwing, kicking) are an essential prerequisite. Only after developing some motor competence for these actions they can be used for sports practices. In other words, the right time to start sports activities for children is when they have minimally developed their basic motor skills, which should occur at the end of early childhood (around 6-7 years old).

The Brazilian Paralympic Committee has developed a systematic parasport initiation protocol in all modalities, including blind football, which targets children from seven years of age onwards.

It must be strongly stressed that early second childhood is the time to introduce children to sports (note the plural word)... To various games and sports, not to any specific

sport. The main argument for this approach is that children at this age need a wide variety of motor function development. For the same reasons based on the previous item of this chapter (the creation of a vast network of neuronal connections, now of sporting nature). This does not imply that the child cannot practice a particular modality, but that the practice of this modality must follow some fundamental principles, highlighted below:

- 1- Practicing a specific sport should not be the only opportunity to develop motor actions. It is good for the child to practice football for the blind in two 90-minute sessions per week, for example. But she must be able to practice other motor actions for a more extended period in the week.
- 2- Even if the child is enrolled in a football for the blind group, the activities should aim at the development of typical motor actions and the development of psychomotricity (with a wide variety of exercises, beyond those specific to the football modality).

The science and practice of sports training have shown us that two scientific principles must be duly balanced in the athlete's training process. These are the principle of specificity and the principle of multilateralism.

The principle of specificity: tells us that high sports performance is only maximized through training that is as similar as possible to the specific demands of the modality. It means that an activity that demands motor, physical and physiological skills different from those needed in competition leads to a lower sports performance of the athlete.

The principle of multilaterality tells us something apparently opposite to the principle of specificity. It says that although highly-specific training guarantees the best sports performance, it is inadequate to implement in children and adolescents sports formation phase. Firstly, because children and adolescents do not yet need to be involved in competition; therefore, the maximum sports performance that would be obtained by observing the principle of specificity is not required. Secondly, scientific evidence indicates that multilateral training during childhood and early adolescence guarantees the neural and motor bases for maximum sports performance in late adolescence and adulthood.

A literature review was recently carried out (McLELLAN, et. al., 2022) to verify what the literature currently states about the impacts of early specialization in the performance and prevalence of injuries in professional, elite, and Olympic athletes. After rigorous and systematic criteria, 29 articles were selected. Eight studies investigating

injuries concluded that early specialization is associated with greater prevalence and severity of injuries throughout the athletic career. Meanwhile, seven out of nine studies have shown that avoiding early specialization results in better athletic performance throughout life. As for the longevity of high-performance sports life, the data are less consistent. Still, 5 out of 9 studies showed that athletes with a good balance between the principles of specificity x multilateralism in sports training carried their sports performances at a high level for longer. The table below shows the benefits of ensuring a multilateral base in sports training for children and the first half of adolescence.

Table 1: Advantages of multilateral training in athlete training

APPROACH TO SPORTS TRAINING	
EARLY SPECIALIZATION	MULTILATERAL PROGRAM
Fast performance development	Low-performance development
Best performance achieved around 15 to 16 years of age	Best performance after the age of 18, ideal for world sporting success
Inconsistent performance in competitions	Consistent performance in competitions
Susceptibility to injuries and doubts about sporting longevity	Lower prevalence of injuries and greater sporting longevity

HOW TO RATIONALIZE

As this book is a practical manual, the text aims to be concise regarding theoretical concepts to focus on practical–methodological terms. However, it cannot only be practical to prevent readers from acting at an undesirable level, which would be "doing without understanding" what they are doing. We believe the concepts presented in the previous paragraphs provide a minimum degree of understanding. In this way, we close this chapter by showing a proposal, recurrent in sports training books, on how to plan activities aimed at the sports training of children and adolescents.

Table 2: Proposed activities for sports training for children and adolescents.

Up to 7 years old	<p>Sports and educational entities in each country must promote family education programs to encourage motor practices.</p> <p>Development of a wide variety of motor activities in schools.</p> <p>Monitoring the development of basic skills (running, jumping, throwing, kicking...)</p>
Around 7 to 10 years old	<p>Instead of groups of a specific parasport modality, organizing groups of different parasports and recreational practices would be better.</p> <p>If there are sports classes, practice various other sports and recreational parasports games in all sessions.</p> <p>Systematically assess psychomotor development and implement activities to suppress any developmental delays.</p>
Around 11 to 14 years old	<p>A good moment to practice a single modality.</p> <ul style="list-style-type: none"> - In the first moment, still with some time destined to experiment with other modalities. - In the second moment, only the specific sports modality, but trying all the functions (goalkeeper, wing, defense...) <p>Systematically assess the development of motor and cognitive skills essential for blind football and implement activities to suppress developmental delays.</p>

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CHAPTER II

SPORTS INITIATION FOR THE BLIND

In this chapter, a repertoire of practical actions will be presented (exercises in the form of fun games) that lead to the development of the physical and intellectual skills necessary for the game of football for the blind. Initially, it shows how the pedagogical principles presented in the previous chapter can be operationalized specifically in the sports training of football for the blind. Based on these principles, it presents the repertoire of activities as a proposal for teaching children and adolescents to play football for the blind.

The sports initiation of the blind person must start with the principle that the most important thing is to consider that potentiality is the primordial factor since the limitations are already known. Therefore, we must establish constant challenges to expand the possibilities.

Thus, exploring the world through movement is an essential tool for acquiring specific skills and facilitating the appropriation of the sport.

It is necessary to be aware that the greater the motor repertoire, the greater the possibilities of movement combinations in space-time situations. The experienced situations gain meaning in sports practice and intense dialogue so that the player builds his action options.

Specifically, in the case of football for the blind, the acts of running, turning, stopping, walking rhythmically, in several directions, sudden stops, and restarting walking, applied in the activities, make it possible to build skills. Therefore, kicking, dribbling, passing, and carrying the ball will result from these combinations. The more they are stimulated in socialized situations, the sooner they will provide the skills to practice football.

Once the movements are learned and combined within the body, space, time, and object interaction, the skills allow the future athlete to locate himself through the auditory description, building strategies for displacement. At this moment, it is time to transform movement into movement gestures. The game space location results from stimulating the other senses so that the adaptation is consistent with the construction of the synesthetic map, as the topology of the game location has already been duly registered by the player.

From the moment the blind person develops the ability to delineate their relationship of movements on the court in constant dialogue with the elements of the game, it becomes necessary to introduce situations that, in a socialized way, demand motor responses according to the dynamics of a football match.

Thus, we can say that the coach must, every day, present experiences like pieces of a giant puzzle that will be assembled and reassembled in the movement of the elements involved. Therefore, all activities provided in training must gain meaning and significance in game situations that precede an actual football match.

Therefore, the recipe is to have as a plan of action the constant observation of each piece in movement and, after visualizing the ideal, consider it as a brief scene that is part of the process of an endless construction.

KNOWING THE SPACE

It is essential to provide opportunities for activities that promote challenges so that the future athlete knows how to locate himself in space, mainly by identifying sound references. Since blind football is coordinated by reference points that require the athlete to be guided by the voice of the coach in the central third of the court, the attacker by the caller's voice and the defenders by the goalkeeper, all this happens in a relationship of sound simultaneity, including the ball's sound and the players' movement.

Activity suggestions that promote sensory integration and help the athlete build the motor action map

1 – **Games that use rattles** and require displacement of space. (search your ludic repertoire for all the activities that can be adapted and move on).



2 – **Catch**: the **catcher** holds a rattle (which can be the ball) in his hands and tries to catch the others, who must respond by clapping every time the ball is shaken.



3 – **Evolve to chain-catch** – the same game, with the captured walking hand in hand with the catcher.

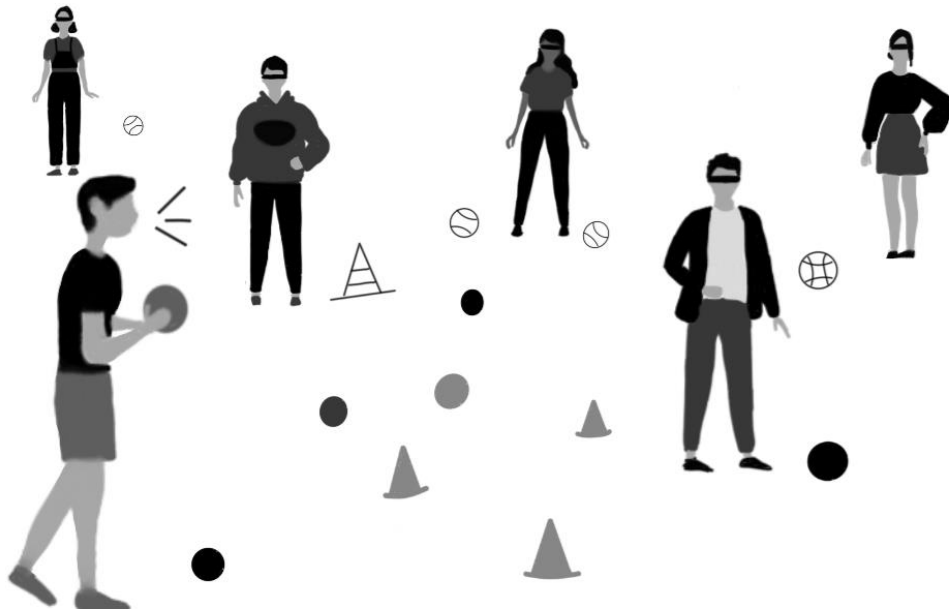


4 – **Find your pair** – Pairs of rattles will be distributed, and participants must find who has the sound that matches theirs.



5 – **Where am I** – Everyone walking on the court will be introduced to the elements of the specific game space. After this exploration, the mediator should ask them to move to a particular location.

Ex: Central third near the coach's voice as the reference; Kickboard near the stands; goalposts, etc. (according to each space). Ask each one to describe the path from one place to another within the shared space of the group.



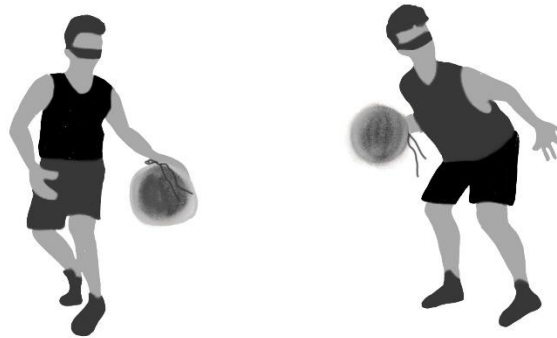
6 – **Traffic jam** – Ask everyone to walk around the court. Meanwhile, the mediator tries, with the ball's rattle, to touch one of the participants, who must get rid of the sound of the ball without colliding with the other participants. The mediator must use the time in a way that stimulates displacements. It is good to remember that challenging is not slaughtering. This is an excellent time to introduce VOY/ME subliminally.



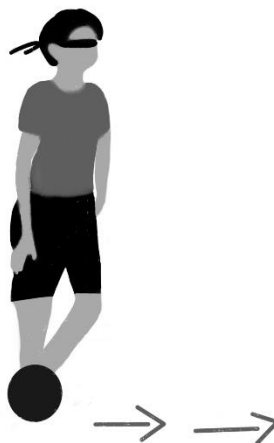
7 – **All together** – encourage the formation of groups, continually renewing the pairs and the place using different sounds.

Example: kicking a ball inside a plastic bag tied to a string, letting the string go, and letting the child experience this toy as much as possible. The teacher must carefully

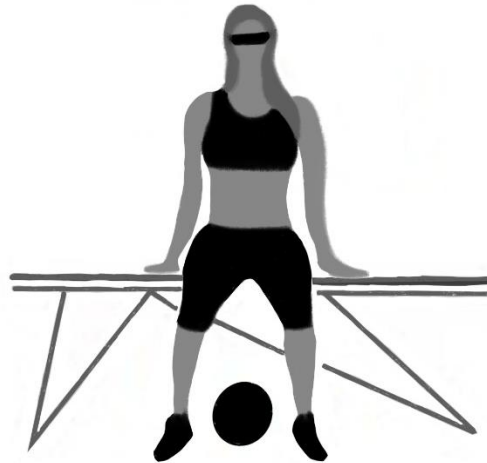
observe this moment to propose challenges that combine movements so that the sports playbook can appear naturally.



7.1 – Walk in different directions with the ball between the feet. Starting in a restricted space until gradually expanding.



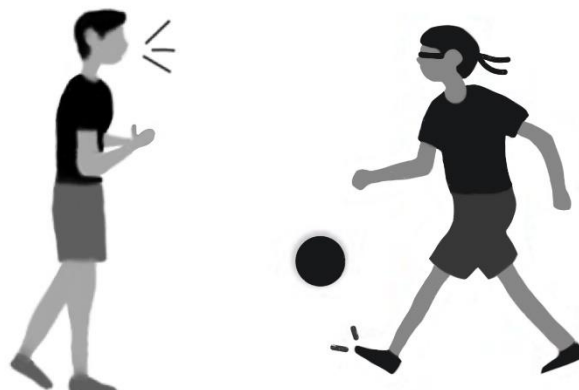
7.2 – Feel the ball between your feet while sitting on a chair and then walk away .



7.3 – Kick the ball to the wall and receive it between the feet.



7.4 – Stroll around the court with the ball between the feet and at the teacher's signal, control the ball and continue walking.



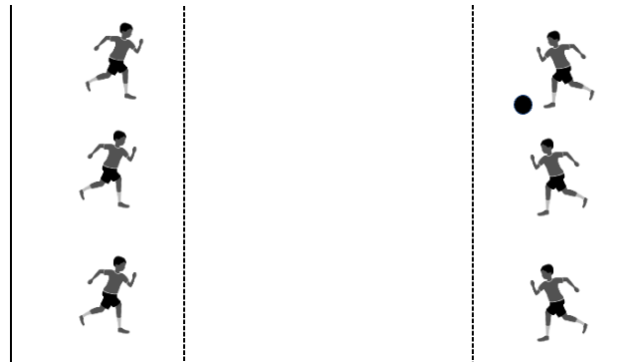
7.5 – Promote races with sudden stops and change of direction – combine the previous exercises individually and in pairs, trios, quartets...

Let's look carefully at the exercises above. We will see that these movements allow the blind athlete to perceive, control, conduct, move and kick. In football for the blind, dribbling results from a combination of elements: control/dribbling and especially moving at speed with the ball controlled.

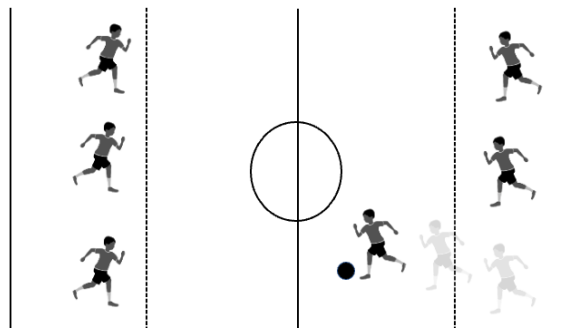
GAME MECHANISM INTRODUCTION ACTIVITIES

1. Goal to Goal or Standing Goalball –

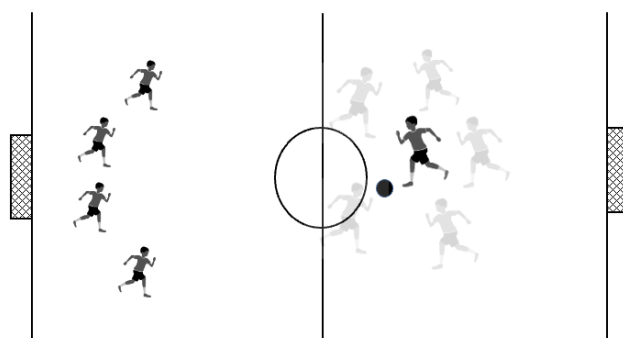
- 1.1 Athletes with an equal number of participants distributed in two teams positioned behind the dotted line, teams must kick the ball from one side to the other and prevent the ball coming from the other side from crossing the end line.



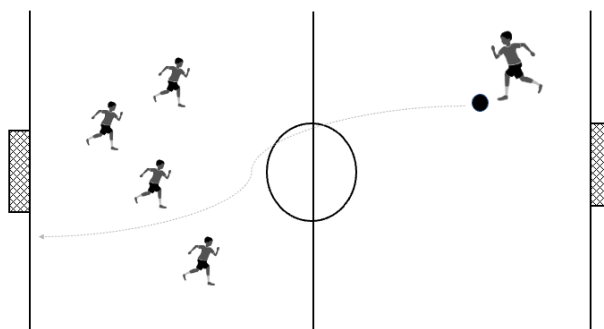
- 1.2 Increase the number of balls gradually;
1.3 Allow the athlete to dribble with the ball to the halfway line;



- 1.4 One student dribbles the ball while the others try to wrap it in a big circle;



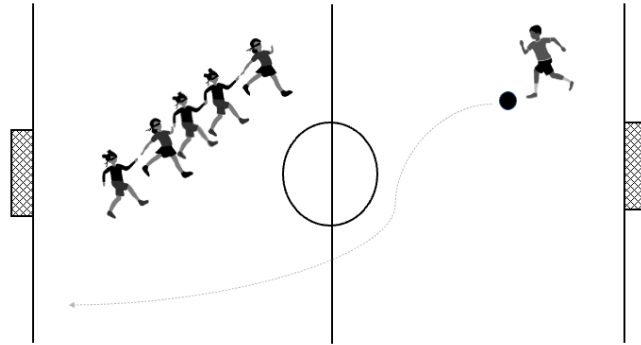
- 1.5 An athlete with the ball in control must leave the end line trying to cross the field to the other goal line. All other participants will try to prevent the first from achieving it. If a defender touches the ball, the exercise stops. The conductor restarts the activity from that point with the defenders away. Each student will have three attempts to reach the end line.



2. Follow the caller – Everyone must move with the ball in control and, at the guide's signal, pass the ball in the direction of the sound, directing the movement and sharpening the decision mechanism. It will help if you previously combine the codes for the displacement in different directions. At the signal, the athletes should follow the agreement. Ex: 1 run forward, 2 run backward, 3 run right, 4 run left.

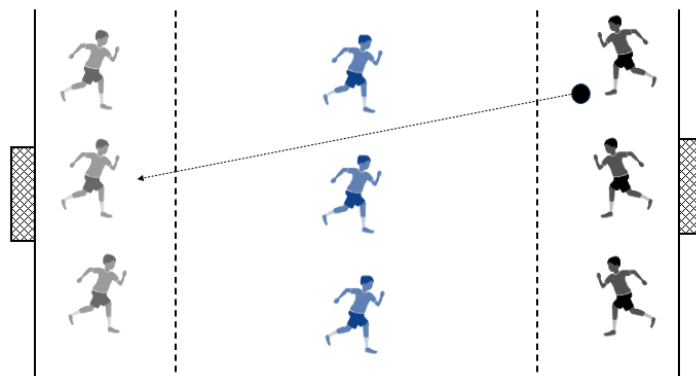


3. Walking wall - Form a barrier of students holding hands that will move laterally, preventing the athlete controlling the ball from reaching the other side. Note: Only the barrier's ends can intercept the ball, using their feet.

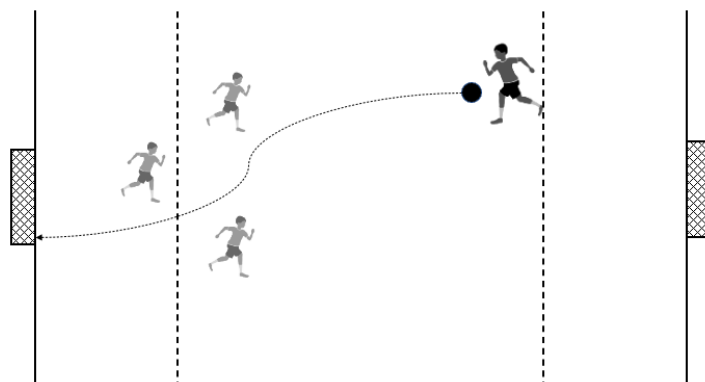


4. Block the ball - Divide the group into 3, each in a third of the court. The middle group will try intercepting the passes the other two groups exchange. When there is an interception, the center group will change places with the group at the end that made the pass.

Evolution of this game: the middle group, when intercepting the ball, will attack toward the goal, being able to choose either side.

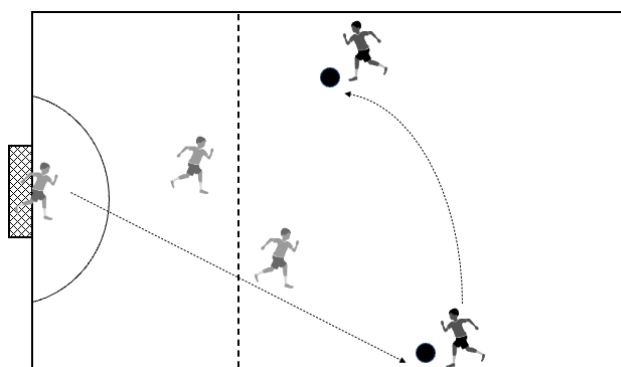


5. On the way to the goal - An athlete must start controlling the ball against three defenders. If he scores, he will eliminate a defender. The game continues until the defense is completely eliminated. For each ball that the defense blocks, another attacker takes action.



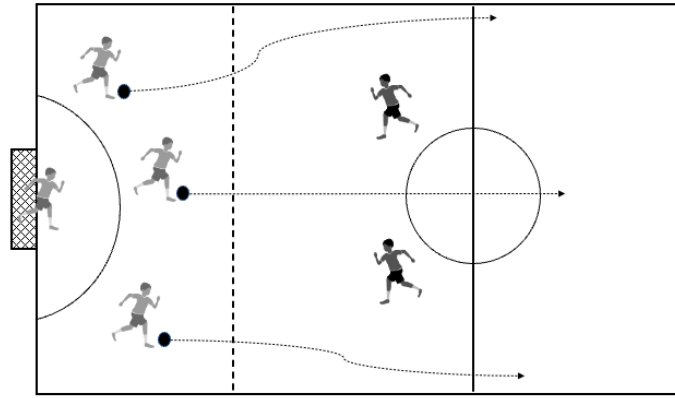
6. Follow the line of the ball - The goalkeeper must throw the ball to one of the kickboards. On the opposite kickboard, the attacker will run in the direction of the sound, and the athlete who received the ball makes the pass to the teammate who will go towards the goal.

Introduce a defender, then another, until you evolve into the game.



7. Either side - The game proceeds as usual until the coach indicates in which side the goal should be scored.

8. Mail - A team will have a certain number of balls that must be transported to the other side. It will only be considered delivered if they pass controlling the ball by the area on the opposite side. Teams should decide the number of attackers and defenders according to their will. It is essential that athletes only start the game after discussing its execution.



JOIN THE GAME

This is just a starting point. Analyze each activity and try to select elements that are part of football. Then, start to put together strategies, creating and recreating each move. Remembering that each activity has its maturation time, pedagogical patience will determine the group's growth.

ADVANCING TO THE GAME AT THE OFFICIAL LEVEL: BASIC RULES AND TECHNICAL-TACTICAL GUIDELINES IN FOOTBALL FOR THE BLIND

Adolescents who received training based on the concepts presented in Chapter I and demonstrated full development of the physical, sensory and intellectual capacities provided by the activities presented in Chapter II will undoubtedly be able to evolve into the practice of blind football according to the standards established by the official sport rules.

For this, this chapter presents two contents:

- 1- The basic rules of the sport, focusing on those readers who are still not used to the modality but realized, by reading the previous chapters, that it is possible to contribute to the development of this sport.
- 2- The most basic tactical standards for starting the game of blind football at a competitive level (whether aimed at high performance or for practice as an instrument of leisure, health, and well-being).

FOOTBALL FOR THE BLIND RULES

Blind Football rules are based on futsal rules established by the International Football Federation (FIFA). However, to motivate the practice and provide greater dynamism in the game, the 5-a-side football sub-committee of the *International Blind Sports Federation* - IBSA defined some adaptations to the rules according to the difficulties presented by athletes with visual impairment without mischaracterizing the conventional game. All field players must wear blindfolds to ensure a level playing field. This rule is based on the fact that some athletes have some visual perception even in the B1 medical classification. That is, they are capable of perceiving an object that passes through their visual field - even if they cannot identify or orientate themselves in the direction of a light source (e.g. a light bulb). The goalkeeper has a reduced area of action (delimited) and is the only player with no visual limitations (Campos, 2017, Morato, 2007).



Figure. Five-a-side football blindfold

When the ball is in play, players must notify that they will dispute it to avoid accidents utilizing a universal command, “voy”. It must be said by the athlete approaching to tackle.

This ball has a rattle so players can orient themselves concerning it and the opponents, so the crowd must remain completely silent not to confuse the players (ITANI, 2007).

Rattles, an artifact that constantly emits sound and allows the ball to move in a regular and straight line, are implanted inside the ball. In the current rules, the ball must be made of leather or similar material, with a circumference between 60cm and 62cm and a weight between 510g and 540g. Balls usually have six bells inside. Each rattle comprises eight steel balls and a metal cap attached to the inner part of the ball (Figure 3).



Figure. Official Five-a-side Ball

The teams have a member who stays behind the opponent's goal to guide the players in the attack, who has a delimited area to work (MORATO, 2007). According to Suárez (2014), the main functions of the guide are associated with the following:

1. Orientate the players in the offensive third of the field (last 12 meters):
2. Indicate the distance from the player to the goal.

3. Inform the number of defenders between the opponent's goal and himself
4. The guide will speak from a fixed position, so the player knows the angle he forms from his position to the orientation point.
5. Indicate the position of attacking teammates.
6. Indicate the goalposts and crossbar audibly to guide players on free kicks, considering the dynamics performed during training.
7. At the defensive level, he can guide the forward to block ball repositions of the opposing team, and guide the players who must retreat.

To perform her functions effectively, the guide must know the codes, tactical systems, strategies, set pieces, physical characteristics, and techniques of her players and opponents. In this way, she concretely transmits information with few words due to the speed with which the actions take place and their rapid variability. Use an appropriate tone, as sometimes shouting too much hurts players. It is as important to speak as to be silent when necessary (the player must listen to the ball). Coordinate with the players commands that may make it difficult for the opponent to understand and previously communicate to the players in which position of the goal the command will be executed or if it will be always positioned in the central part of the goal. And finally, it is always coordinated with the coach and the goalkeeper (SUARÉZ, 2014).



Figure. the guide

Five-a-side football is played on courts that have the same dimensions as a futsal court: width from 18m (eighteen meters) to 22m (twenty-two meters) and length from 38m (thirty-eight meters) to 42m (forty-two meters). The floor can be made of wood,

cement, synthetic rubber or similar, natural grass or artificial grass. It must be flat, smooth, and non-abrasive (MORATO, 2007).

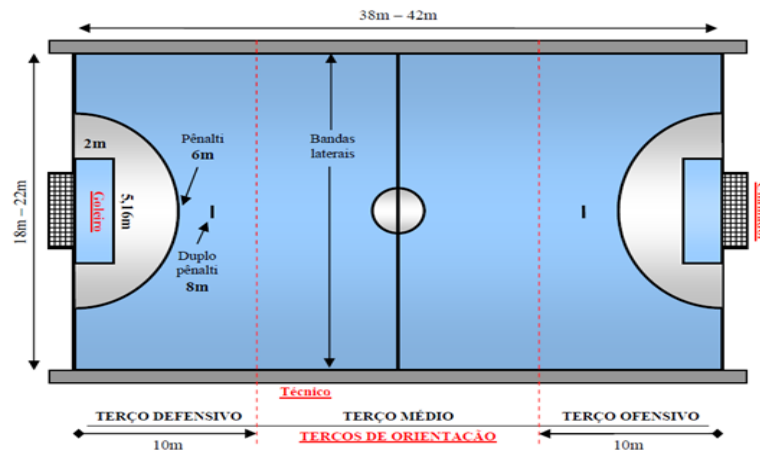


Figure. Five-a-side Football Court

Some players report that they do not like the synthetic turf, as they believe this floor gives more advantages to teams with a lower technical level. The two sidelines of the game are called kickboards, resulting from the use of barriers placed along its entire length with the height ranging from 1m (one meter) to 1.20m (one meter and twenty centimeters) in height (MORATO, 2007).

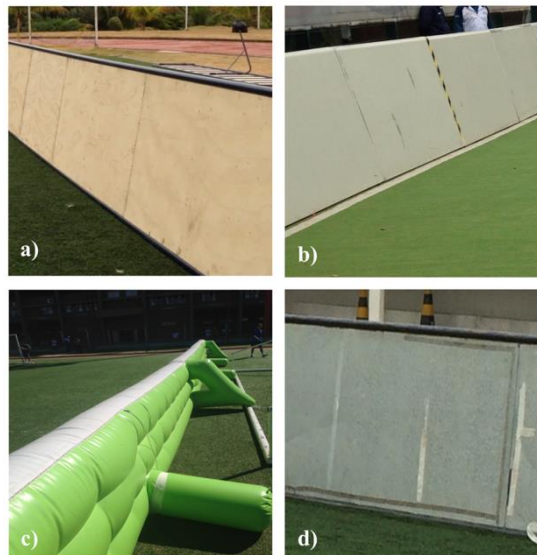


Figure. Kickboards for playing 5-a-side football.

Caption: a) lateral wooden kickboard; b) kickboard of plastic material; c) inflatable kickboard; d) aluminum kickboard.

For the displacement or conduction of the ball, the players move with the ball between their feet, passing it from one to the other without losing contact because otherwise, it would be easier for opponents to take it (ITANI, 2007).

When dribbling, people without visual impairments use a quick change of direction or a feint when carrying the ball to confuse the opponent visually. When changing direction or feinting, they generate a lack of balance in the opponent, who moves towards the side where the athlete performed the first movement but cannot follow the actual action.

In football for the blind, there is no such feint, as dribbling happens when the athlete dribbles the ball changing direction, trying to move away and leave the opponent behind. The change of direction and alternating speed in driving this ball means, for a blind person, a good dribble (MORATO, 2007).

Prominent positions and roles of players and football tactics for the blind

Football for the blind emerged from futsal, so the way of playing is very similar regarding positions and tactical systems. Highlighting that, in futsal, the principles are conservation of ball possession in the attack, progression towards the opponent's goal, and shooting, seeking the goal. In the defense, recovering the ball, impeding the progression of the opposing team, and protecting one's own goal.

In football for the blind, the same principles are applied, with some variables, as the athletes are visually impaired. In attack, depending on how the team plays, if they are well trained, they will always have possession of the ball, exchanging passes and setting up plays, always towards the opposing goal. In defense, just like the Futsal defense (FREIRE; CONRADO, 2014 ; MORATO, 2007).

Positions:

Goalkeeper: the goalkeeper in football for the blind has no visual impairment. However, his performance space is restricted: two meters in front and five meters wide (one meter on the side of each goal post and two meters in front). Any action outside this

area is punished with a penalty, which usually becomes a goal, due to the power that is applied on the ball by the blind players. (SHIHONMATSU, 2010).



Figure - Goalkeeper area (2 x 5 meters). **Source:** Shihonmatsu , 2010

The goalkeeper cannot leave this area, and otherwise, a penalty kick is awarded; he can only use his hands to throw the ball to the players. His feet are only used to make a defense within his bounded area.

Defenders: Play in the defense to always defend their goal against opponent attacks and receive assistance from the goalkeeper to position themselves and disarm the opponent. The defenders rarely advances to the offensive half-court.

Wings: They are multifunctional players who defend, tackle and attack simultaneously (disarm and control the ball to attack). The goalkeeper assists the winger in defense, and by the coach when he is on the sides or in the middle, disarming or attacking.

Forwards: These are fast and agile players with excellent motor coordination and perception of opponents. They must always be alert to control the ball and spin, moving toward the opponent's goal. They are assisted by the guide, who stays behind the opponent's goal. (SHIHONMATSU, 2010).

TACTICAL SYSTEMS AND THEIR FUNCTIONS

In Football for the blind, four types of tactical systems are used, similar to those used in Futsal: 2x2, 3x1, 2x1x1 and 4x0 systems (MORATO, 2007). These systems are used according to the choice of the team coach, who can use variations in training depending on the characteristics of each athlete on the team, the tactic or moment of the match, as trained by the coach.

In the 2x2 system, two players are responsible for defensive roles and the other two for offensive positions. The attackers play more openly on the wings, but not side by side, always one forward or infiltrated in the middle, close to the opponent's penalty area. One of the defenders has more freedom to move or leave with the ball toward the attack. Still, they hardly go to the offensive half-court, and the attackers seldom return to the middle court. As we have observed, it is considered an offensive system because it always provides two options in the half-court and for ball transitions. (MORATO, 2007).

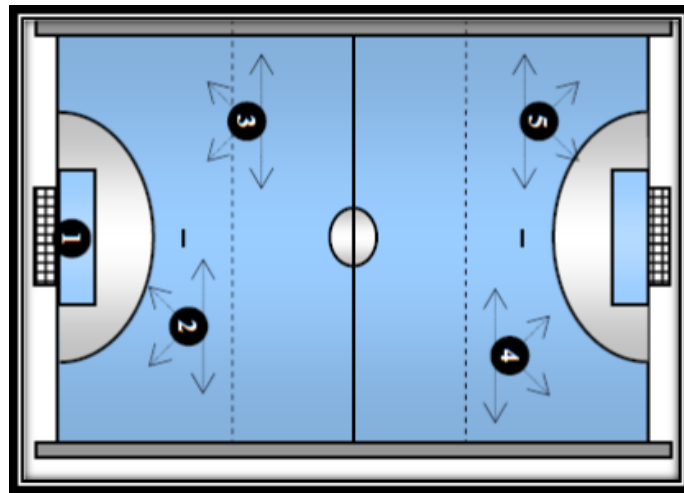


Figure – 2x2 Tactical System. Source: Morato, 2007.

In the 3x1 system, there are three defenders (one central and two wingers) and one attacker (forward) who never retreats to the defensive half-court. The central defender rarely advances to the offensive court. The wingers transits between the two halves of the court, assisting the central in defense and the attacker forward. It is a more malleable system that can become more offensive, giving wingers more freedom to attack, changing to 1x3 or 1x2x1, or becoming more defensive, taking away offensive functions from wingers and leaving them closer to the defensive half-court.

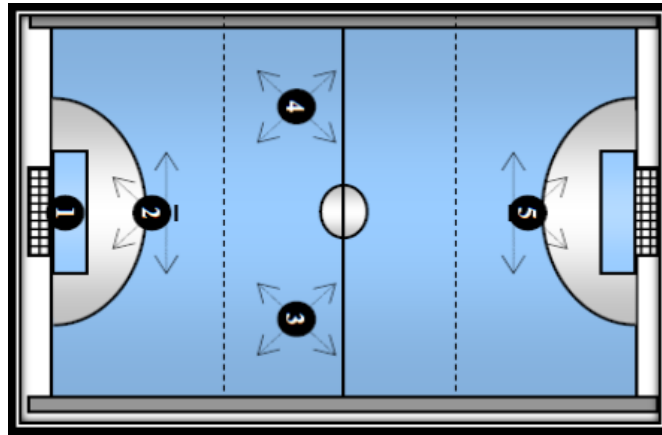


Figure – Tactical system 3x1. **Source:** Morato, 2007.

The 2x1x1 system is a variation of the 2x2. The difference between the two systems is that in the 2x1x1, one of the forwards plays the wing role, retreating to help the defense, whether to intercept the opponent's GK throw or to double up on defense. She remains offensive when she has the ball or gives an option to the wingers when they advance.

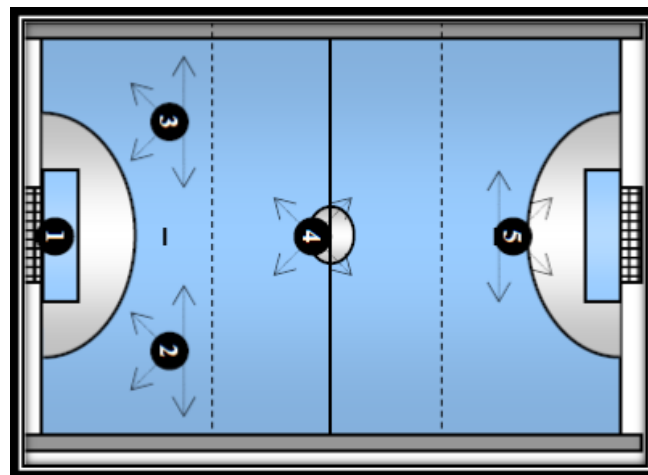


Figure – Tactical system 2x1x1. **Source:** Morato, 2007.

For the initiation in the sport, these are the players' main functions and tactical systems. As unpredictability is one of the determining factors in the results of matches, tactical actions do not present many variations due to the difficulty that players face by not seeing. Taking advantage of aids such as the kickboards may help to create different plays in individual and collective actions.

SPORTS INITIATION IN FOOTBALL FOR THE BLIND



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RESPECT

