



CIGSTART: PLAY, LEARN AND DEVELOP WITH FOOTBALL





This framework is to be used to guide all football provision at primary school level in Wales for children in Years 3-6, who are aged 7-11 and are working towards Curriculum for Wales progression steps 2 and 3. It is aimed specifically at external deliverers, such as football clubs, sports organisations, and coaching providers, whose role is to facilitate fun, safe, and inclusive football opportunities as part of a primary and ALN school's multi-sport offer, to support children's multi-skill development.

This framework can also be used to support educators working in primary and ALN schools, to guide them on how to adapt football activities to ensure that the opportunities and experiences they provide are child-centred and can support all children to play, learn, and develop, regardless of their age, ability, or disability.



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SECTION 1.0

VISION, MISSION AND GOALS

1.0 VISION, MISSION, AND GOALS



VISION

For football to enhance lives in every primary and ALN school by providing inclusive opportunities and positive experiences for all children to play, learn, and develop.

MISSION

To implement a fun and safe primary and ALN schools football offer that increases participation and equips deliverers to lead high quality and inclusive provision.

GOALS

- 1. Participation:** Football to be the top participated sport amongst boys and girls in Welsh primary and ALN schools, with clear signposting and accessible links into local grassroots opportunities.
- 2. Deliverers:** Equip and resource a diverse, skilled, and confident workforce of deliverers who can lead fun, safe and inclusive football provision to mixed ages, abilities, and disabilities.
- 3. Quality:** Successfully implement the framework to ensure a more consistent and collaborative approach is adopted with a clear focus on participation, enjoyment, learning, and development.
- 4. Advocacy:** Through increased communication and engagement, promote the role football can play in education to benefit children's health, wellbeing, and physical literacy.
- 5. Education:** Contribute to Curriculum for Wales by using football in education to connect learning and develop children's integral skills through extra-curricular and school sport provision.



SECTION 2.0

CICSTART FRAMEWORK

2.0 CICSTART FRAMEWORK

Following extensive consultation and insight gathered from key stakeholders and educators engaged in schools' football across Wales, the themes and recommendations that emerged from those findings have been developed into a school's football framework that consists of five key pillars. This framework has been developed to ensure a more inclusive, consistent, and collaborative delivery approach is adopted that has a clear focus on participation, learning, and development.

The five key pillars include:

GAME VALUES

Fun	Safe	Inclusive	Learning	Child Centered
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GAME PRINCIPLES

STEP © Principles	Activity Inclusion Model	Physical Literacy
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GAME SETTINGS

Curriculum	Extra Curricular	School Sport
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GAME FORMATS

Recreation	Intra-Class	Inter-School	Festival
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GAME APPROACHES

Role Diversity	Skill Scores	Game Guarantee	Power Plays	Progression Steps
Game Imbalance	Digital Interaction	Youth Voice	Game Adaptations	Fair Play



SECTION 3.0

CICSTART PILLARS

3.0 CICSTART PILLARS

From 2024, deliverers should begin to implement the framework's five key pillars to ensure that they are visible and impactful across all primary and ALN schools football in Wales.



3.1 GAME VALUES

The game values defined here will guide the culture and environment we wish to create for schools' football in Wales, to provide inclusive opportunities and positive experiences for all children to play, learn, and develop:



FUN

All football activities will aim to maximise ball-rolling and contact time and be designed to meet the children's needs, abilities, and interests. Activities will aim to provide positive experiences, enhance skill development, and promote mutual respect and fair play. Interventions will be limited, with mistakes viewed as learning opportunities without any adverse pressure from deliverers or parents, as part of a process driven approach.

INCLUSIVE

All football activities will be accessible and provide fair and equal opportunities for children to maximise their participation, enjoyment, and development, regardless of their age, ability, or disability. Activities will be tailored and adapted to match the needs, abilities, and interests of each child through the selection of suitable game formats and approaches. Children are also encouraged and signposted to pursue local grassroots football opportunities outside of school to sustain their participation.

3.1 GAME VALUES



SAFE

The FAW's 'Code of Conduct and Good Practice' sets standards for all deliverers, players and parents involved in Welsh football to adhere to. It has been developed to improve standards of good practice and protect the welfare and well-being of all those involved in the game, particularly children: <https://www.safeguarding.cymru/safeguarding-officers/code-conducts-your-members/>.

Compliance to these regulations will ensure that children feel physically, socially, and emotionally safe to play the game in a facility and environment that is suitable and follows the FAW's 'Small-Sided Game Regulations': <https://faw.cymru/small-sided-football/>

Deliverers will promote a positive culture, particularly at school's football events, to ensure spectators on the sidelines are respectful, supportive, and encouraging as part of the FAW's 'Behind the Line, Behind the Team' campaign: <https://faw.cymru/news/behind-the-line-behind-the-team/>

Finally, the FAW offers support for deliverers to complete an enhanced DBS check. Deliverers must complete this process and receive clearance by the FAW safeguarding team before involving themselves in any delivery of school's football. To learn more, click here: <https://www.safeguarding.cymru/coaches/your-dbs-check/>

3.1 GAME VALUES

LEARNING

Football can support children to develop their physical, mental, social, and emotional wellbeing, as well as their physical literacy, which can be transferred into other multi-skill activities, invasion games, and team sports. Experiences encountered through football also offer opportunities for children to develop their integral and cross-curricular skills and make progress towards realising the four purposes of Curriculum for Wales.

Deliverers aged 14+ can access a range of hybrid learning opportunities through the FAW to support their professional development, who offer awards and qualifications in coaching, safeguarding, emergency aid, laws of the game, goalkeeping, and talent identification. To find out more please visit fawcourses.com/

CHILD CENTERED

All football activities will place children at the heart of the learning process, with deliverers adopting a 'stage over age' approach. Deliverers become facilitators of learning and provide meaningful, relevant, and authentic football experiences that reflect the child's needs, abilities, and interests.

Children's voices are also listened to, valued, and acted upon to ensure that the choice of football activities is shaped to meet their needs and match their motivations, to allow them to develop confidently and independently. This approach follows that of the UN Convention On The Rights of The Child, which explains how adults and governments must work together to make sure all children can enjoy all their rights, by considering their best interests: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>



3.2 GAME PRINCIPLES

When applying these Game Values in a football context, deliverers should also consider the wider Game Principles to ensure that all activities are inclusive and developmentally appropriate.



STEP[©] PRINCIPLE

STEP © 2002, Youth Sport Trust. All rights reserved, can be used by deliverers to ensure activities are inclusive and accessible, and which can be adapted to meet the children's needs, abilities, and interests:

STEP © should always align and be used in conjunction with the Activity Inclusion Model (see next page). It acts as a delivery tool that can be used to adapt activities to progress or regress them, to make them more fun and challenging for each child to experience and engage in. A video explaining STEP can be viewed [here](#).

SPACE

Considerations need to be given as to what space or place the football activity will take place in, which may be dependent on the weather. Typically, this will be on a playground, field, or indoor hall, so deliverers will need to consider a) the location and surface that the football activity is to be played on, which must first be made safe by risk assessing to remove any potential hazards, b) mark or divide the space into different area sizes depending on the game format or approach chosen, using conventional lines, flat markers, or cones, and c) following observation and assessment, increase or decrease the size of the space in order to vary the challenge and adapt the activity dependent on the functional ability of the child. To view pitch set up examples for schools football, click here:

PowerPoint Presentation: <https://media-faw-cymru.s3.eu-west-2.amazonaws.com/faw/20240821162622/SSF-Pitch-set-up-examples-2024-25.pdf>

EQUIPMENT

Considerations need to be given to what equipment each planned football activity requires. Modified equipment, such as different size footballs and goals which are age and ability appropriate, should be used to meet the needs of the individual. These could be in the form of beach balls, foam balls, audible bell balls, wheelchair football balls, or sensory balls. Considerations also need to be given to the color of the equipment and the contrast between them and the surface being used, as well as ensuring that there are enough footballs available to maximize opportunities for increased ball contact and ball rolling time. Lastly, it is advised that children wear suitable footwear (linked to the surface being played on), wear appropriate kit (including shin guards), and remove any hazardous items or objects.

TASK

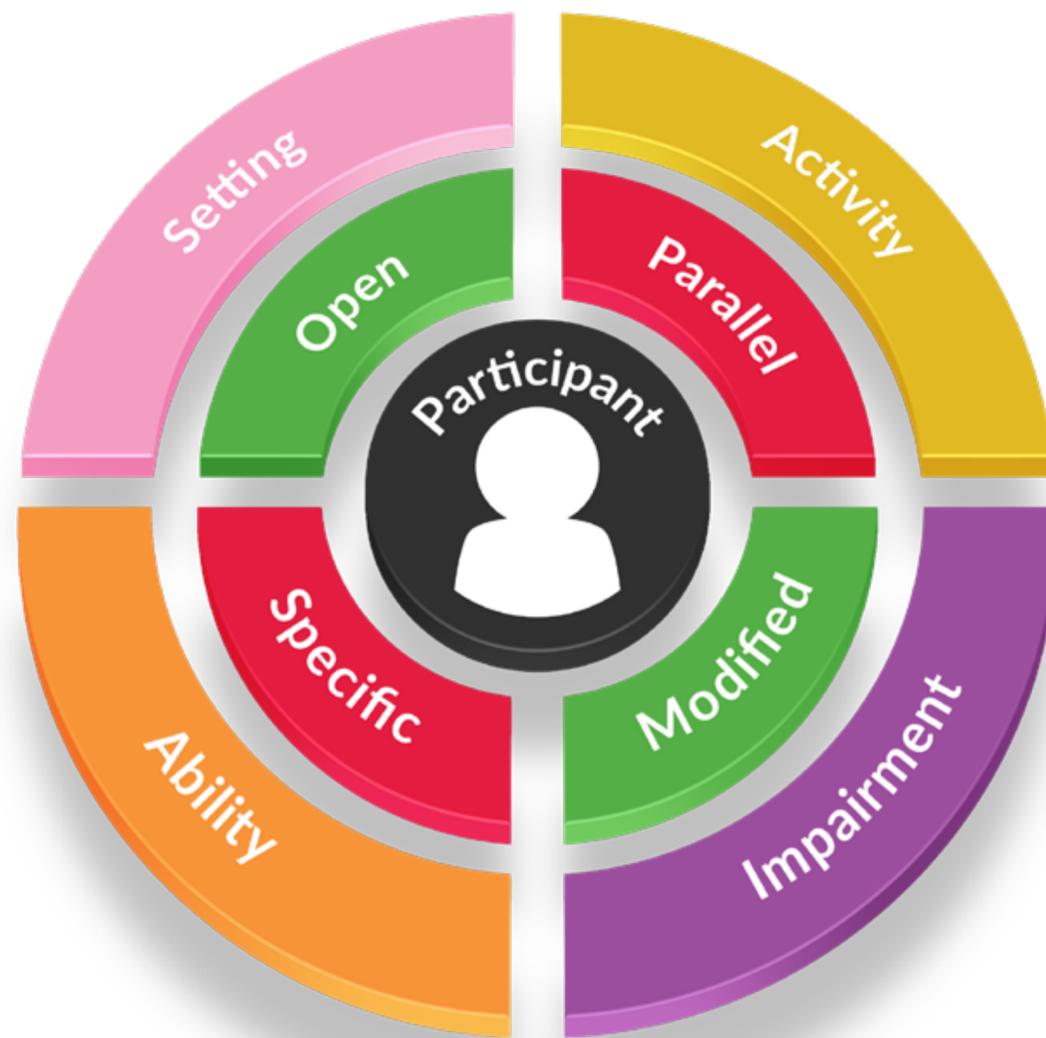
Considerations need to be given as to what type of football activity is to be delivered, in the time available. To do this, the activity should be adapted or tailored to suit the needs of each child to both support and challenge them. Depending on their progression step level, deliverers can change the rules or add targets, challenges, or conditions, to meet their needs. Deliverers should adapt the activity to ensure each child is able to achieve a level of success and gain confidence. The intensity and duration of the activity should also be managed to ensure an appropriate balance of physical work and rest periods.

PEOPLE

Considerations need to be given to what, and how many children are involved in the football activity. This could range from different ages, abilities, or disabilities, so planning and delivering child centered activities which are fun, safe, and inclusive will be key to providing positive football experiences. These considerations may include how deliverers select teams, to ensure they are fair, equal, and inclusive dependent on the progression steps and physical attributes of each child. Additional support from teaching assistants or an additional learning needs coordinator may also be required to ensure that sessions are inclusive and meet the required child/adult ratios. Provision can also be supported and facilitated by young leaders, such as the FAW's Be Football volunteers or Young Ambassadors.

ACTIVITY INCLUSION MODEL

The Activity inclusion Model enables deliverers to lead child-centred football activities that can be adapted to meet the needs, abilities, and interests of every child, including those with disabilities.



Disability Sport Wales, Activity Inclusion Model - 5th Generation Activity Inclusion Model - 5th Generation: the Activity Inclusion Model September 2020. AIM evolved from Black & Stevenson's Inclusion Spectrum and aligned to the WHO's International Classification of Functioning, Disability and Health. Permissions are held by Disability Sport Wales (in Wales) on behalf of the UK Disability Sport and Physical Activity Learning Group.

ACTIVITY INCLUSION MODEL

OPEN ACTIVITIES

Open activities are where the whole class or group can play football together. They are fun, safe, and inclusive activities that require only minimal or no modifications. For example, an inclusive football match that is being played with a beach ball or large wheelchair football.

PARALLEL ACTIVITIES

Parallel activities are where children are grouped according to their progression step. This is to provide different entry points into the same football activity and to ensure each child can take part at their own pace and at a progression step appropriate to them. For example, a football festival may consist of one open football match running alongside a match for visually impaired or hard of hearing players, or a wheelchair football match.

A video explaining the Activity Inclusion Model (UK DIT Education) can be viewed on Disability Sport Wales YouTube page, [here](#).

MODIFIED ACTIVITIES

Modified activities are where everyone can do the same activity with adaptations being made using the STEP ©. This allows everyone to be fully involved in the same football activity, however, children may be offered a range of equipment or conditions to suit them and their abilities. Modifications can be applied to support children by adapting the activity to tailor it to their ability.

SPECIFIC ACTIVITIES

A specific activity is one where an activity is designed for a specific impairment group, for example powerchair football, wheelchair football, walking football, deaf-specific football, or visually impaired football, where an audible ball is used. These sessions can be inclusive with non-disabled children joining in by playing with the same conditions (such as walking) or using a wheelchair.

PHYSICAL LITERACY

Physical Literacy shapes our relationship with sport and physical activity throughout life. The International Physical Literacy Association (IPLA) define physical literacy as ‘the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life’ (IPLA, 2017).

A video explaining Physical Literacy, developed by the IPLA (2016), can be viewed [here](#).



Image: International Physical Literacy Association (2020)
Source: <https://www.pescholar.com/insight/a-quick-introduction-to-physical-literacy/>

PHYSICAL LITERACY



MOTIVATION & CONFIDENCE

Creating environments that are fun, safe, and inclusive will ensure children will have a positive experience of enjoying the holistic benefits of sport and physical activity, including football. These positive experiences will allow children to increase their intrinsic motivation, develop transferable skills, enhance confidence in their own ability, and be motivated to be active beyond their childhood and into adulthood, whether that be recreationally and/or competitively.

PHYSICAL COMPETENCE

When a child is learning to develop their physical competence, they will learn skills such as how to run, jump, throw, and balance. In a football context, this may relate to learning how to pass, control, or dribble the ball. As children develop their physical competence, they will be able to link their physical skills together to create movement patterns and perform a wide range of activities with increasing confidence and capability.

KNOWLEDGE AND UNDERSTANDING

As children experience and are exposed to a wide range of sports and physical activities, including football, they will develop their knowledge and understanding of the technical and tactical elements of the game. They will also be able to understand the different components and interconnected benefits of health and wellbeing from a physical, mental, social, and emotional perspective in support of leading a lifelong, active lifestyle.

PHYSICAL LITERACY

ACTIVITY FOR LIFE

Physical literacy applies to everyone as it is a lifelong journey from birth into adulthood, with experiences encountered all contributing to a person's physical literacy. To be active for life, each young person needs to take personal responsibility for their own journey and challenge themselves to be active on a regular basis to meet the UK Chief Medical Officer's physical activity guidelines of engaging in 60 active minutes every day: https://assets.publishing.service.gov.uk/media/5d84e01fed915d51eb4b7acc/dh_128144.pdf

For disabled children and young people, the guidance is to be physically active for 20 minutes every day: <https://www.gov.uk/government/news/new-guidelines-to-support-disabled-children-to-be-more-active>

To enable Activity For Life, the FAW delivers a wide range of grassroots football initiatives, which are delivered within and across school, club, and community settings, which can support children and their families meet the UK Chief Medical Officer's physical activity guidelines. To learn more, click here: <https://faw.cymru/grassroots/>



3.3 GAME SETTINGS

This framework can be applied in various Game Settings by deliverers, both in school and out, when leading football activities to children in Years 3-6, who are aged 7-11 and are working towards Curriculum for Wales progression steps 2 and 3. They include:

1 CURRICULUM

Contribute to Curriculum for Wales, particularly within the Health and Wellbeing Area of Learning Experience. This could involve leading football activities as part of a school's multi-sport offer by using one of the teaching models referenced by The PE Project: <https://thepeproject.com/teaching-models/index.html>

2 EXTRA-CURRICULAR

Be timetabled into a school's extra-curricular offer e.g., within a breakfast, active break, lunchtime, or after-school sports club.

3 SCHOOL SPORT

Be integrated into a school sport activity e.g., a football fixture or festival, which could be played in a local cluster or county wide.

When playing in these types of Game Settings, a mixture of the following Game Formats and Approaches are recommended by the FAW for deliverers to facilitate, which at primary school age, should also adhere to the FAW's small-sided football regulations which can be found here: <https://faw.cymru/small-sided-football/>



3.4 GAME FORMATS

A game format can vary depending on what the purpose and outcome of the football activity is, when and where it is being played, and who is involved playing it. Examples include:

RECREATION

This type of football activity typically takes place in school during extra-curricular time and is often led by the pupils themselves. This 'kickabout' type of format is very informal, with pupils empowered to use their voice to influence the choice of what football activity they wish to play together.

INTER SCHOOL

This type of football activity typically involves schools from the same area organising friendly fixtures or a cluster festival. This developmental format should provide equal opportunities for boys, girls and/or mixed groups to represent their school and participate in fixtures both home and away.

INTRA CLASS

This type of football activity takes place between children who attend the same school. For example, this can be in a class vs class or single class activity. Classes can be split or be mixed by their progression step, age, ability or physical attributes to ensure that the activity is inclusive for all.

FESTIVAL

This type of football activity typically takes place on a single day at a central venue, that consists of school's from across a county playing multiple fixtures against each other. Festivals are focused on being fun, safe, and inclusive and organised purely for participation purposes, with no scores being recorded.

Once the Game Setting has been identified and Game Format is selected, deliverers or the children themselves can then choose from a menu of Game Approaches below which have been designed to make football more fun, safe, and inclusive. All ten approaches are flexible and adaptable, meaning that deliverers are empowered to tailor them to suit the age, ability, or disability of the children participating.

3.5 GAME APPROACHES

The 10 game approaches below can be adapted to suit any football activity. By being creative and innovative, and by ensuring children can have their say on how they wish to play, deliverers can provide more inclusive opportunities and positive football experiences to support them play, learn, and develop.

The development of these 10 approaches has been informed by:

- 1) The FAW 'Small Sided and Junior Football' regulations: <https://faw.cymru/small-sided-football/>
- 2) Youth Sport Trust's research on the 'Evaluation of Alternative Competition Formats': <https://www.youthsporttrust.org/media/etln0te3/alternative-competition-formats.pdf>
- 3) The School Games 'Approaches to Competition' resource: <https://www.yourschoolgames.com/taking-part/joining-competitions/reframing-competition/aac/>



1 ROLE DIVERSITY



AIM

Children are given the opportunity to benefit from the experience of playing in all positions on the football pitch (defender, midfielder, forward, and goalkeeper), to develop their skills, knowledge, and understanding of the game technically and tactically, and offensively and defensively. Children can then transfer and apply this learning when playing other invasion games and team sports in school, club, or community settings.

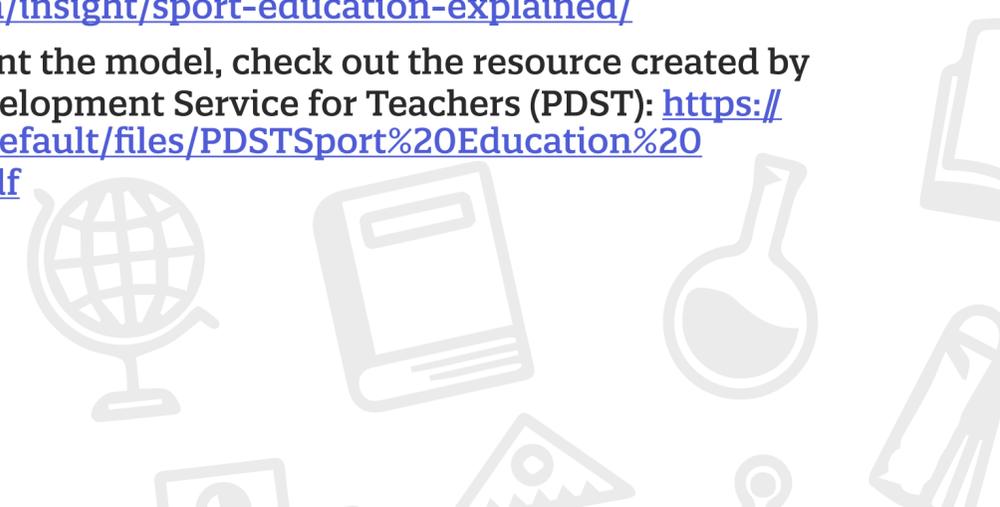
ROLES

In addition, children can be assigned specific roles or share responsibilities of being a football captain, referee, game leader, equipment manager, score/time keeper, or fair play monitor, which could support them develop the four integral skills of personal effectiveness; planning and organising; creativity and innovation; and critical thinking and problem solving, as outlined in Curriculum for Wales: <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#skills-integral-to-the-four-purposes>

SPORT EDUCATION MODEL

To embed this approach further, PE Scholar (2019) provide an explanation for deliverers of how children can experience role diversity through Siedentop's (1994) Sport Education Model: www.pescholar.com/insight/sport-education-explained/

To support implement the model, check out the resource created by the Professional Development Service for Teachers (PDST): <https://www.pdst.ie/sites/default/files/PDSTSport%20Education%20Resource%20final.pdf>



2 SKILL SCORES



AIM

Before playing in a small-sided game e.g. within a festival format, children are given the opportunity to practice their football skills through a series of skills challenges e.g., passing, control, dribbling, or shooting, which are delivered as introductory activities. To be inclusive, the skills challenges should cater for all abilities.

SKILLS CHALLENGES

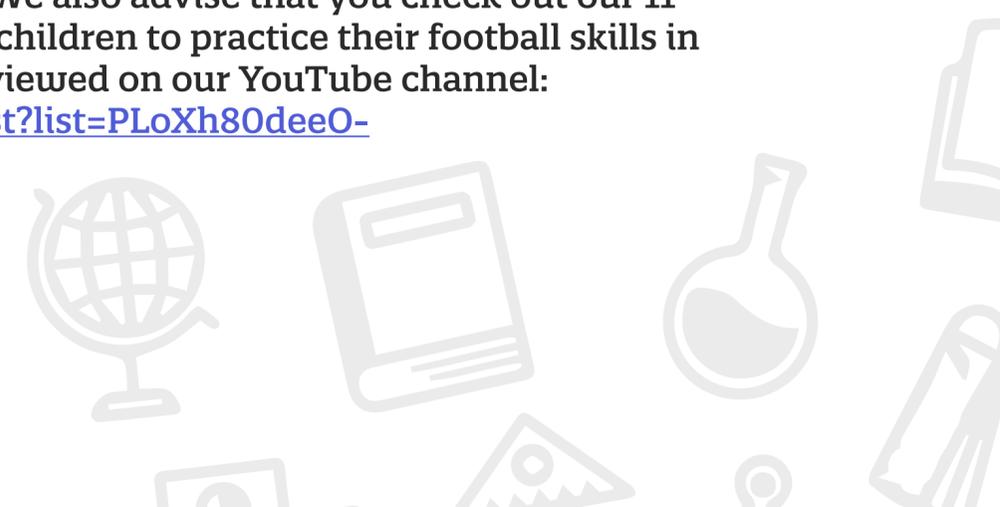
These challenges aim to improve children's technique by enabling them to practice them either unopposed or opposed, which could be bound by the time, space, distances, or attempts they are given to complete each one in. Skills challenges can be completed either as an individual (with the aim to achieve a 'personal best' score), or by working in pairs or small groups (with the aim to achieve a collective score).

SKILL SCORES

Skill scores can be recorded and/or used as a) introductory activities to maximise participation and increase ball contact time, b) track the skill development of an individual over a set period, c) contribute to a team's overall score at the end of a festival. Separately, if you wish to apply 'skill scores' within a small-sided game, deliverers can add gates, channels, or extra goals, to increase skill repetition and scoring opportunities, which again could contribute to their overall score.

RESOURCES

To support deliverer's implement 'skill scores', check out the resources within the school resource pack. We also advise that you check out our 11 'Welsh Way Moves' to encourage children to practice their football skills in school or at home, which can be viewed on our YouTube channel: https://www.youtube.com/playlist?list=PLoXh80deeO-lrhjJmHMZfuxFqR2_YgBQx



3 GAME GUARANTEE



AIM

This rule ensures that all children taking part in any school's football format plays for a minimum of 50% of every game e.g., at an inter-school or county festival. This aims to increase child enjoyment, aid player development, and sustain participation in the game.

PURPOSE

Children who typically spend longer on the substitutes bench rather than on the field of play tend to drop out of the game due to negative experiences and lack of playing time, so this commitment should be made by all deliverers as a minimum requirement to ensure fair and equal opportunities are provided.

APPROACH

Rolling substitutions should be used to ensure that if a player is taken off, they can re-enter the game at a later stage to ensure they can still play for a minimum of 50% of every game. This should be a non-negotiable and irrespective of the opposition or importance adults may place on the game.



4 POWER PLAY



AIM

At random periods during a small-sided game, music will be played on a sound system by the deliverer, via a set or recommended playlist that the children themselves can create or contribute to. During the periods that music plays, any goals scored by either team will count as double.

PURPOSE

The addition of a music-related intervention is to stimulate excitement and enhance the experience amongst children, whilst also challenging them to use their cross-curricular skills to solve problems and communicate effectively to connect both as individuals and as a team. (Please note: If music isn't available, an alternative sound such as a klaxon noise could be used to start and finish the power play period, however, deliverers should consider the volume of music and sounds used which may trigger neurodiverse children).

ALTERNATIVE APPROACH

Alternatively (with or without music) and before the game starts, a coin toss can decide which half that each team will utilise their 'power play' and if they score in that half, any goals they do score will count as double".



5 PROGRESSION STEP



AIM

This approach encourages deliverers to make an assessment to select teams or tailor activities based on what progression step each child is at, which could be linked to their motivation and confidence, physical competency, skill proficiency, and/or knowledge and understanding of football.

APPROACH

This approach can be achieved by following STEP © and Activity Inclusion Model (which are both referenced within this framework) by adding adaptations, challenges, conditions, or targets to football activities to deliver them at a progression step appropriate for each child.

CONSIDERATIONS

The growth and maturation of each child should also be considered, which could result in a decision for them to play above or below their actual year group, to remove any age bias and accommodate both early and late developers. Deliverers can also select teams who have a mixture of children born throughout the academic year, rather than just in September to December, which may help to balance the physical attributes of players depending on their size, speed, and strength.



6 GAME IMBALANCE



AIM

To reduce the chances of small-sided games becoming one-sided by adapting them to create goal difference and game imbalances.

GOAL DIFFERENCE

Deliverers can set a rule to ensure that if a team is losing by a two-goal difference, they can put an additional player on the pitch e.g., so a 5v5 game would become 6v5. If the score was to further increase to a three-goal difference, they can then add a second player to make it 7v5. If the score then returns to less than a two or three goal difference, then the losing team takes off a player to reduce their numerical advantage and to re-address the balance of play.

GAME IMBALANCE

Deliverers can provide an opportunity for both teams to have an additional player/s on the pitch (potentially their substitutes) in each half e.g., to create a 6v5 or 7v6. This numerical in-balance allows both teams to have a 'one half' advantage, with any goals scored counting as double for the team with less players.



7 DIGITAL INTERACTION

COACH CYMRU

Deliverers are encouraged to access and utilise digital products and technology, such as the FAW's Coach Cymru platform, to find a library of user-friendly football session plans and activities that are FAW endorsed, and age specific: <https://www.fawcourses.com/fawcoachcymru>

WELSH WAY MOVES

To encourage children to develop their football skills in school or at home, we have created 11 'Welsh Way Moves' for them to practice, which you can view on our YouTube channel: https://www.youtube.com/playlist?list=PLoXh80deeO-lrhjJmHMZfuxFqR2_YgBQx

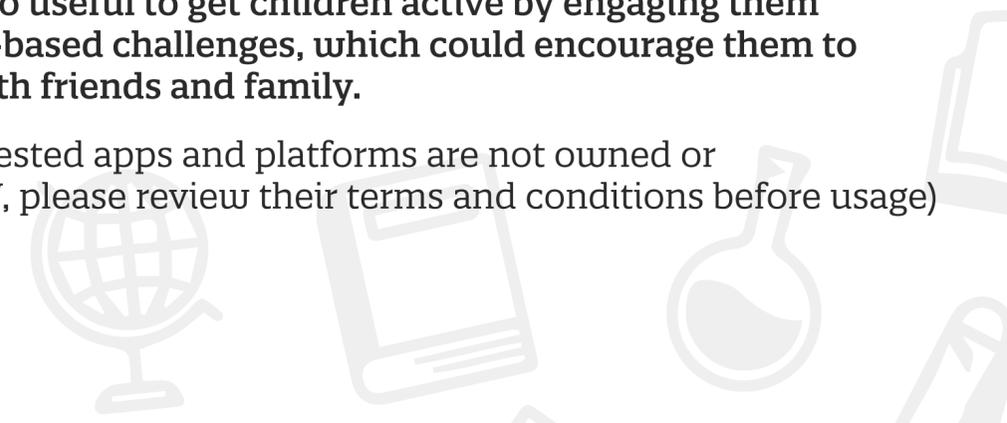
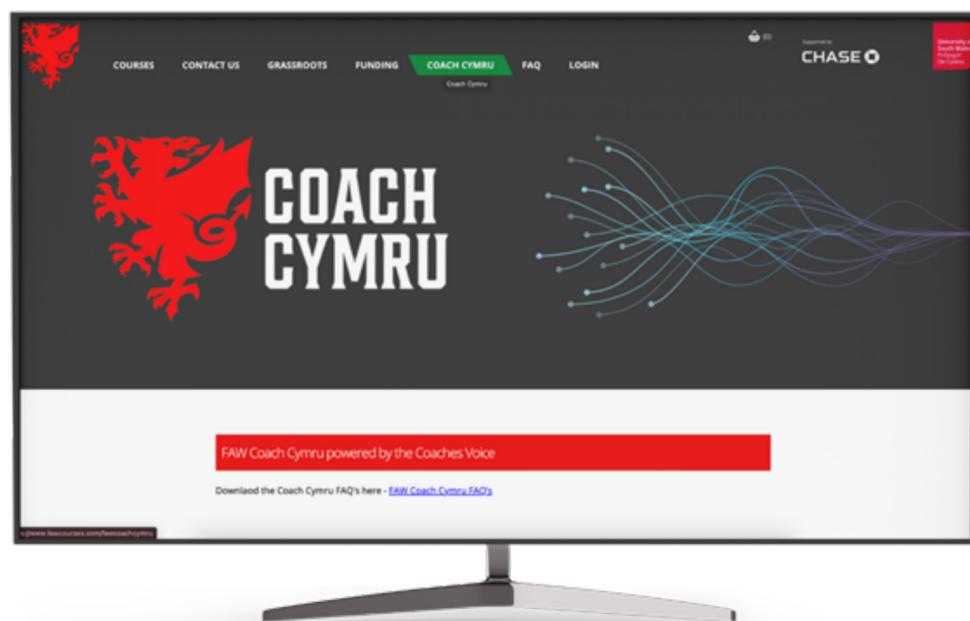
ONLINE PLATFORMS

Websites such as the Premier League's Primary Stars <https://plprimarystars.com/> and Sport Wales' Citbag <https://citbag.sport.wales/en/> house hundreds of free and downloadable resources to support deliverers bring learning to life.

DIGITAL APPS

Apps such as Tournify <https://www.tournify.uk/> and Eventzilla <https://www.eventzilla.net/uk/home> are also useful to support deliverers create formats and schedules when planning and organising school football events, which enable them to issue live updates and manage registrations, teams, fixtures, and scores from multiple devices. Other apps such as Seesaw <https://seesaw.com/uk/> and TopYa! <https://topya.in/soccer/index.php> are also useful to get children active by engaging them in online skill and game-based challenges, which could encourage them to play football at home with friends and family.

(Please note: As the suggested apps and platforms are not owned or administered by the FAW, please review their terms and conditions before usage)



8 YOUTH VOICE



AIM

To empower children to have their say on what football activities they wish to play in extra-curricular or school sport settings, by enabling cohorts from different classes, year groups, or schools to socially connect and collaborate to select what teams, rules, game formats and approaches they wish to play.

APPROACH

Emphasis is placed on the children to utilise their integral skills to plan and organise, and be creative and innovative, to co-create activities and shape what type of football environment they wish to play in, with deliverers playing no active part other than to facilitate and supervise the children's chosen activities for health and safety purposes.

RESOURCES

To support deliverer's implement 'youth voice', check out the resource within the school resource pack. To access further toolkits, case studies, and templates around this topic, we recommend you visit the following websites:

- Youth Sport Trust: <https://www.youthsporttrust.org/school-support/free-resources/youth-voice-resources>
- Street Games: <https://www.streetgames.org/what-we-do/areas-of-work/volunteering-and-youth-voice/>

The Children's Coaching Collaborative - Play Their Way:
<https://www.playtheirway.org/resources/coaching-tips/the-importance-of-giving-children-a-voice/>



9 GAME ADAPTATIONS



AIM

For deliverers to adapt small-sided game rules to suit the needs of the children and teams they are working with by increasing ball contact time and reducing instances of heading.

RETREAT LINE

Can be added to a game to ensure that when the defending team are taking a goal kick, the opponents must retreat to their own half until the ball is in play. This allows for the defending team to gain an advantage by getting more touches of the ball under less pressure when they restart the game and can begin by playing the ball out from the back to build their attack.

SET PIECES

To reduce instances of heading within games, deliverers should encourage short corners and short free kicks that remain below head height. (Please note that heading drills should not be introduced in any training practices at primary age).

KICK INS

To further decrease the amount of time the ball is in the air (as per the FAW's small-sided game regulations) deliverers can replace throw ins with kick ins for the under 9 age group and below and ensure goal keepers in the under 11 age group and below no longer kick the ball out of their hands.



10 FAIR PLAY



AIM

Both before and after each game, teams are encouraged to line up and shake hands with each other and the referee, as a show of respect. The referee is also encouraged to have a pre-game discussion with the players to provide an overview of the rules and answer any questions.

FAIR PLAY SCORE

To encourage children to demonstrate fair play, teams can rate their opponents via a 'fair play score' at the end of each game, which can include criteria such as abiding by the rules, displaying high standards of conduct, and demonstrating respect towards the referee, which aims to reduce things like deliberate fouls, misconduct, dissent, or unsporting behaviour. Referees can also award 'fair play points' to individual players to highlight positive conduct to further reinforce this approach.

FAIR PLAY AWARDS

The team with the highest 'fair play' score can receive a special award from deliverers, which can be presented at the end of an event to reward them for playing the game in the correct spirit. Any individuals recognised for their positive behaviour could also be presented with a reward by the referee who nominated them. These awards can help to reinforce our games values and demonstrate the importance of fair play to all children participating.

OTHER APPROACHES

To embed these approaches further, deliverers can set a rule which allows only captains of each team to approach referees, to place more responsibility on the players to 'self-regulate' and adopt strategies to respond to referee's decisions, both on and off the pitch, more positively. However, should players respond negatively and continue to show dissent, a 'sin-bin' could be used which would see the temporary dismissal of a player/s for a set period of time.

RESOURCES

To support deliverer's implement 'fair play scores' and issue 'fair play certificates' within a festival format, please check out the resources within the school resource pack.



TOP TIPS FOR IMPLEMENTING THE 10 GAME APPROACHES

FORMATS

If you are planning to apply any of the 10 Game Approaches e.g., within a festival format, consider only using a select few, to avoid confusion and complication. This will also help give focus to the ones you do select, which you can then reinforce throughout.

PURPOSE

Be clear on what the purpose and benefits are of applying your chosen Game Approaches, to support learning and develop understanding. As these approaches are new, they may take time to successfully embed through 'trial and error', so a recognition of that will support implementation.

COMMUNICATE

Clearly communicate any Game Approaches you do plan to apply in advance of the fixture or festival taking place, to ensure everyone involved is aware (including officials and young leaders), and to also allow schools to practice them beforehand. Video clips which show the 10 Game Approaches 'live and in action' can be found by clicking or scanning on the QR codes which are placed on each of the 10 Game Approaches resource cards.

ENFORCE

Prior to a fixture or festival, ensure that the Game Approaches are reinforced during the introductory briefing, and clearly referenced on any handouts provided. Visual demonstrations are also useful to 'show' everyone in-person how the Game Approaches are to be applied.

FEEDBACK

Encourage feedback from players, teachers, officials, and spectators on the Game Approaches used, to see what impact (if any) they had to help make the games more fun, safe, and inclusive, and use this to inform any future adaptations or variations you apply.





SECTION 4.0

CIGSTART IMPLEMENTATION

4.0 CICSTART IMPLEMENTATION

To enable successful implementation of the school's football framework, as well as feedback on your own experiences of its delivery in practice, deliverers can access the following support:



4.0 CICSTART IMPLEMENTATION

SCHOOLS FOOTBALL WEBINAR

To support deliverers successfully implement the framework, we have recorded a webinar to breakdown the contents included within it, which you can view here:

In addition, we have created a video to promote schools football in Wales, which you can view here: ...

SCHOOL RESOURCES

To support you embed the framework within your school's football delivery, we have designed a range of free and downloadable resources, including:

- Game Format and Approach Cards
- Skills Challenges and Score Cards
- Fair Play Cards and Certificates
- Youth Voice Resource

You can download these resources by clicking the link here:

TRAINING OPPORTUNITIES

To equip deliverers further, we recommend that they access our FAW Football Leaders Award. This award will help to develop their knowledge and confidence to organise fun, safe, and inclusive sessions by undertaking a series of online theory modules (see below) which is supported with post-course online resources.

- An Introduction to Coaching
- Planning and Preparation
- Match Day Management
- Better People, Better Players
- Small-Sided Fun

For more information, click here <https://faw.cymru/football-leaders-award/>

The FAW also offer several other grassroots awards in emergency aid, safeguarding, the laws of the game, goalkeeping, and talent identification, which you can learn more about here: fawcourses.com/

COACH CYMRU

In addition to the CPD opportunities listed above, deliverers are also encouraged to register to our online Coach Cymru platform, to access a wide range of free session plans and activities, e-learning, and webinars:

<https://www.fawcourses.com/fawcoachcymru>



4.0 CICSTART IMPLEMENTATION

‘FOOTBALL IN EDUCATION’ PANEL

The FAW is committed to listening to and acting on the voice of football providers and educators in Wales, to ensure that the implementation of this framework is annually reviewed and refined (if required) to ensure that it achieves its vision, mission, and goals. Members on the panel will include representatives who lead on the provision and delivery of school’s football, including FAW staff, educators, and key football providers across Wales, to ensure a balanced view is captured from a range of different stakeholders.

ONGOING CONSULTATION

Following the launch of this framework, FAW are committed to conducting ongoing consultations with football providers, educators, and children to review any successes, shortfalls, or suggestions made to improve implementation. This will be conducted via our FAW participation officers at school football events, results deriving from Sport Wales School Sport Survey, and from the FAW’s own school’s football survey which will be distributed to all primary and ALN schools to complete on a bi-annual basis.

PRACTICE SHARE

We are keen to hear the views from any football providers or educators who have successfully implemented the framework, whether that be through different games formats or approaches in curricular, extra-curricular or school sport settings. This is for the FAW to develop case studies of good practice that can be shared across the grassroots game in school, club and community settings to equip and resource our existing workforce. If you would be interested in supporting this work, please email Rebecca Osland (National Participation and Partnerships Manager) at rosland@faw.cymru

ADDITIONAL CPD

To equip deliverers working with disabled pupils in education to deliver high quality and inclusive physical education and sporting activities, including football, check out the ‘Disability Inclusion Training’ which is provided by Disability Sport Wales: <https://www.disabilitysportwales.com/en-gb/education-and-training/uk-disability-inclusion-training>





This framework has been developed in partnership with Youth Sport Trust, to support of the Football Association of Wales' work in education.

Primary research was undertaken via the following methods:

- Individual and collective consultations with key stakeholders operating within school's football.
- Insight gathered from over 200 educators as part of a national primary school's football survey.
- Feedback from 'test and review' pilots conducted by football providers at school football events.
- Informed by the Football Association of Wales small sided football regulations: <https://faw.cymru/small-sided-football/>
- Informed by Youth Sport Trust's research on the 'Evaluation of Alternative Competition Formats' and the School Games 'Approaches to Competition' resource.

The Football Association of Wales would like to thank all partners and stakeholders for their contribution to this project.