



Equipment Used in This Video and Its Purpose:

- Tactile Map
 - Tactile layout of field, court, course, space, etc.
 - Athlete can use it to orient to space as a whole
- Artist's Figurine
 - Used to tactile model any skill or body movement
 - Movements can mimic human body movements
- Tactile Diagram
 - High contrast diagram of body movements of skill made tactile with puffy paint
- Example pieces of equipment:
 - Sit and Reach
 - Tennis Racquet
 - 5-a-side ball
 - Net
 - Shin guards
 - Cleats
 - Eyeshades
 - Sound sources

Video Script and Commentary:

- Video opens with Ruth (athlete) and Kirsten (teacher) standing side by side in a gymnasium.
 - "I am Kirsten and I will be the teacher."
 - "I am Ruth, and I am the athlete."
- Slide of NWABA logo.



- Slide introducing video reads ‘Pre-Teaching Instructional Video’ with voiceover reading slide.
- Camera pans over equipment that will be used in this video. All of the equipment is laying in a line on the floor of the gymnasium. A voiceover describes all of the equipment that is pictured.
 - “Picture of tactile map, artist’s figurine, tactile diagram, sit-and-reach, tennis racquet, five-a-side soccer ball, soccer net, shin guards, cleats, eye shades, and various sound sources.”
- Video transitions back to Ruth and Kirsten standing side by side in the gymnasium, in front of a soccer net.
 - “This instructional video is on the teaching method of pre-teaching. Pre-teaching is an essential teaching method for working with individuals with visual impairments because it introduces the skills, the equipment, and environment that are going to be used in a unit or activity before the entire class learns it, to allow the athlete to build foundational knowledge, so that when they are learning with their entire class, they are able to be starting at a similar level as their peers. For this instructional video, we are going to introduce a couple of different pieces of equipment, as well as the skill of soccer overall. The first part of pre-teaching we are going to introduce is introducing the equipment.”
- Slide reads ‘Incorporate a Variety of Equipment into Each Lesson for the Athlete’ with voiceover reading the slide.
- Video transitions back to Ruth and Kirsten standing side-by-side in the gymnasium, in front of a soccer net with a sit-and-reach. A sit-



and-reach is a metal box that is 30” x 12” x 13””. The top and the bottom of the box have metal that extends out about 6 inches from the front. Feet rest on the bottom extension of metal and the hands rest are the top extension of metal while the athlete sits on the ground with legs straight. A lever can be pushed back on the top where the hands go. There is a ruler along the path the lever travels.

- “The first piece of equipment that I am going to pre-teach to Ruth is the sit-and-reach. I am going to give Ruth the opportunity to explore it and while she’s exploring it I’m going to describe the different parts of the piece of equipment, as well as how she is going to perform the skill when she and her peers are doing a fitness test for sit-and-reach”.
- Kirsten kneels down next to the sit-and-reach box and orients Ruth to different parts of the piece of equipment. Ruth is feeling around the box with her hands and Kirsten is describing to Ruth what she is touching. Ruth started at the back of the sit-and-reach while Kirsten was at the front. Kirsten slides, on her knees, behind the sit-and-reach to the back while Ruth moves to the front.
 - “Alright Ruth, we have the sit-and-reach right in front of us. So, you can take a look at all the different parts. Right now you are kneeling at the back end of it. So, if you want to actually come around to my left and I’ll switch around. That’s the front part, and right where your hands are right



now, your feet would go flat against that, and your legs would be out straight, and you'd be sitting in an 'L.'"

- Ruth has her feet flat against the box, legs straight, and hinging at her hips she reaches forward with her hands to push the lever on top of the box as far as her flexibility allows.
 - “And what I want you to do now, without bending your knees, bend over, push the lever straight up towards twelve o'clock until you can't bend over anymore. Alright! That looks good.”
- Slide reads ‘Make sure the athlete is confident with equipment before moving forward’ and voiceover reads this slide aloud.
- Video transitions back to Ruth and Kirsten standing side-by-side in the gymnasium, in front of a soccer net.
 - “So, if the class was learning tennis, having a teacher or another student work with an athlete on introducing a tennis racquet, how they're going to hold the tennis racquet and the different parts of the racquet prior to class will give the athlete some foundational knowledge.”
- Kirsten grabs the tennis racquet and places it in Ruth's hands. Ruth feels various parts of the racquet with the help of Kirsten's verbal description.
 - “I'm going to grab this tennis racquet and you're going to hold it in your hands. Right now, your hands are on the grip, and if you slide your hands straight up, you're reaching along the neck of our tennis racquet, and then you have the head of the tennis racquet.



- Ruth feels continues to explore the tennis racquet until she reaches the center of the strings on the head of the racquet.
 - “Right where your hands are right now, that’s the sweet spot, and that’s where you’re going to want to have the tennis ball to hit every time, because that’s going to give the most power.”
- Slide reads ‘Equipment Should Increase in Difficulty as the Athlete Progresses’ with voiceover reading the slide.
- Video transitions back to Ruth and Kirsten standing side by side in the gymnasium, in front of a soccer net. Kirsten hands Ruth a soccer cleat to explore.
 - “Alright Ruth, first I want you to see what a soccer cleat looks like. You have the spikes on the bottom, are they sharp or dull?”
 - “Dull.”
 - “Yeah, so soccer cleats are dull and the spikes on the bottom are dull, unlike track spikes that are sharp.”
- Slide reads ‘Acclimate the Athlete to the Environment Specific Sports are Played In’ with voiceover reading the slide.
- Video transitions back to Ruth and Kirsten standing side-by-side in the gymnasium, in front of a soccer net. Kirsten is verbally describing the soccer net and lets Ruth explore the piece of equipment.
 - “Behind us we have the net, so we can take a minute to explore how tall the net is, how wide, and deep it is. You can feel it is made of different netting; it is pretty soft so if you



were to run into it, it is not really going to hurt. You can walk along it and feel how wide it is.”

- Slide reads ‘Use a Tactile Map to Further Explain the Environment to the Athlete’ with voiceover reading the slide.
- Video transitions back to Ruth and Kirsten standing side by side in the gymnasium, in front of a soccer net. Kirsten has a tactile map in hand that she uses to explain the soccer field.
 - “We are going to use a tactile map that is made tactile with lines on a piece of plastic. It is also brailled and it is high contrast with the words against a dark surface. Tactile maps can also be used where there is a strip of cardboard with pushpins on them to talk about games that have a changing field, such as a golf course and the target is changing. The pushpins can be moved as someone is hitting a ball down the course.”
- Slide reads ‘Use a Tactile Diagram and Artist Figurine to Teach the Athlete the New Skill’ with voiceover reading the slide.
- Video transitions back to Ruth and Kirsten standing side-by-side in the gymnasium, in front of a soccer net. Kirsten has an artist’s figurine and a tactile diagram in hand.
 - “We’re now going to talk about introducing the skill, and for soccer we’re going to be talking about introducing the skill of kicking. In our kicking video, you will find more information about how to teach kicking. But for pre-teaching you’re just introducing the skill and introducing some basic



ideas of how the athlete would complete the skill when they're learning with their peers.”

- Slide reads ‘Use the Pre-Teaching Method to Help the Athlete Prepare for a New Skill’ with voiceover reading the slide.
- Video transitions back to Ruth and Kirsten standing side-by-side in the gymnasium, in front of a soccer net. Kirsten has an artist’s figurine in her hand.
 - “The goal of pre-teaching isn’t for the athlete to leave a pre-teaching session and know everything about the sport or everything about the skill. It is for the athlete to have developed some foundational knowledge, so that when they are learning a new skill or new activity, or new body movement, with their peers in a classroom, they have some foundational knowledge and are working at a level that is similar to their peers. Pre-teaching can be done before class. It can be done during recess. It can be done in just a few minutes, when you can pull out from some free time that is happening in the classroom or in another class period. Even five or ten minutes of pre-teaching is going to make a huge difference to the athlete, having some foundational knowledge before they are learning the skill as a whole.”
- Slide reading ‘For more, visit the Sports Adaptations page at www.nwaba.org. Thank you for watching!’ with voiceover reading slide.
- Slide of NWABA logo.