



Object Control: Kicking – Adaptations Manual

Equipment Used in This Video and Its Purpose:

- InReach bell ball on long tether
 - Keeps ball in a set place
 - Practice kicking in a controlled manner
 - Best for beginners still developing control of ball
 - Also good for teaching dribbling or any movement with the ball for beginners
- Sensory soccer ball
 - Weighted and audible ball
 - Practice kicking in controlled manner
 - Good for athletes to work on developing muscle memory of kicking
 - Scaffold instruction towards developing ball control
- 5-a-side ball
 - Audible
 - Most realistic to game play
 - Best for athletes who have some developed muscle memory of kicking or background knowledge
- Playground ball
 - Lighter and audible
 - Best for athletes who need a lightweight ball
 - High contrast tape can be added easily to increase visibility
- Large beeping ball (InReach beeping ball or beep kickball)
 - Larger target and audible
 - Best for athletes having difficulty locating a stationary ball
 - High contrast tape can be added easily to increase visibility



Object Control: Kicking – Adaptations Manual

- Artist's Figurine
 - Used to break down and demonstrate body movements of kicking
 - Athlete can feel and mimic the body movements
- High contrast tape – white floor tape
 - Can be added to any ball or piece of equipment to make it high contrast and easier for some athletes to see
- Sound source
 - Audible target for athletes to kick towards
- Tactile map
 - Easily made from cardboard and push-pins
 - Used to describe to athlete where they are aiming their kick and to describe where a kick landed relationally
 - Tactile map of soccer field can be made from raised lines on a piece of plastic or cardboard
- Tactile kicking diagram
 - High contrast diagram of kicking body movements made tactile using puffy paint

Video Script and Commentary:

- Video starts with Ruth (athlete) and Jessica (teacher) standing side by side in a gymnasium. There is a poly spot on the ground to the left of Ruth and another poly spot to the right of Jessica.
 - “Hi my name is Jessica, and I’m the teacher.”
 - “Hi my name is Ruth, and I’m the athlete.”
- Transition to slide with NWABA logo.



Object Control: Kicking – Adaptations Manual

- Transition to slide that reads ‘Object control.’ The word ‘Kicking’ fades into frame below ‘Object Control’ while the voiceover reads the words on the slide.
- Transition to a picture of equipment in a line on the gymnasium floor. Picture then transitions to a video that pans across each piece of equipment giving a close-up view. Voiceover describes the equipment as they are shown on the video.
 - “Picture of: InReach bell ball on a long tether, sensory soccer ball, five-a-side ball, playground ball, large beeping ball, high-contrast tape, sound source, tactile map, tactile kicking diagram, artist’s figurine.”
- Transition back to the gymnasium. Ruth and Jessica are standing side-by-side. Jessica is holding a tactile diagram of kicking. Jessica will pre-teach Ruth the skill of kicking using the tactile kicking diagram and artist’s figurine. For more information about pre-teaching, watch NWABA’s pre-teaching video.
 - “The skill we are going to be working on today is kicking. I’m going to start by showing Ruth a tactile diagram.”
- Jessica turns towards Ruth and hands her the tactile diagram. Jessica then guides Ruth’s hands over specific parts of the diagram.
 - “So, Ruth we are going to be working on kicking. So, you have the first position where you’re standing with your feet shoulder-width apart, and the ball is in front of you.”



Object Control: Kicking – Adaptations Manual

- Transition to slide that reads ‘Use a tactile diagram along with an artist figurine to help demonstrate the movement’ while voiceover reads the slide.
- Transition back to the gymnasium. Jessica is holding an artist’s figurine and she is turned towards Ruth.
 - “So, what we are going to do is, we’re going to start off, and you said that you like your left foot forward, correct?”
 - “Yes.”
 - “Okay.”
- Jessica moves the artist’s figurine while she is asking Ruth to get into position. Ruth is copying the movements of the artist’s figurine.
 - “So step with your left foot forward, just like the artist’s figurine. So, your right knee is slightly bent at this point, okay? So remember our first step is the plant of the left foot. You’re going to then point in the direction where you want the ball to go.”
- Jessica points one arm on the figurine forward, and Ruth points her left arm forward. Jessica then moves the legs of the figurine so that they are extended in a kicking ready position and Ruth mirrors the movement. Ruth’s left leg is planted in front and right leg is behind, prepared to kick.
 - “Yeah, straight ahead to your target, excellent. And then this back knee is going to lift up. So you’re going to drive your right foot back. Yep, exactly.”



Object Control: Kicking – Adaptations Manual

- Jessica creates a kicking motion with the artist’s figurine, and Ruth completes the kicking motion.
 - “And then you’re going to follow through with your kick. Exactly, are you ready to try it?”
 - “Yes.”
 - “Okay, perfect.”
- Transition to slide that reads ‘Use an auditory ball to help the athlete locate the equipment’ while voiceover reads the slide.
- Transition back to gymnasium. Jessica and Ruth are still standing side-by-side. Jessica has an InReach bell ball with a long string tied to it. She shakes the ball to make a noise. Jessica holds the end of the rope by her torso so the ball hangs by her feet.
 - “In order to introduce the skill of kicking, first we start off with an auditory source, which is a bell ball attached to a rope. So, the athlete can hold the ball in their hand and then put it on the floor where it’s easier for them to make contact, and then go through the steps of: stand, plant, point, kick, and follow-through. Ready to try it?”
 - “Yes.”
- Jessica hands the string and ball to Ruth. Ruth holds the string in her right hand at her shoulder, and the ball is down by her feet.
 - “Alright, so, you’re going to hold this in your right hand. Okay, you’re going to put it in front of your right toe because that’s where you’re going to be kicking, okay?”
- Jessica kneels down to Ruth’s feet. She points to Ruth’s left foot and asks Ruth what she is going to do with it when she kicks. Ruth



Object Control: Kicking – Adaptations Manual

then plants her left foot next to the ball. Ruth swings her right foot back and then kicks the ball. Because Ruth is still holding the string connected to the ball, the ball returns her.

- “So remember, what do we do with this foot? Plant. We plant, yeah. Plant with your left foot. We swing back with our right foot, and we follow through. (Kicking) Excellent!”
- Ruth continues to hold the string and Jessica gives Ruth feedback while still kneeling.
 - “I love the way that you follow through on your kick. I love that you pointed in the direction of where you wanted the ball to go.”
- Transition to slide that reads ‘Use equipment that is developmentally appropriate for the athlete’ while voiceover reads the slide.
- Fade to another slide that reads ‘Equipment should increase in difficulty as the athlete progresses’ while voiceover reads the slide.
- Transition back to gymnasium. Jessica walks in frame holding a beep kickball. Jessica locates the beeper button and pushes it to make noise, and then turns it off.
 - “This is another auditory source we use for kicking. It’s a beep kickball. So, inside this part of the ball is a little button (beeping noise), and it turns it on to make a noise. So, in the event you’re playing kickball and a student is hitting a live pitch, you want the ball to make some kind of sound that’s



Object Control: Kicking – Adaptations Manual

loud enough, so that the student can hear it and know when it is time to properly kick the ball.”

- Jessica has Ruth move to the poly spot that was to the left of the screen. Jessica kneels at Ruth’s feet and places the ball at Ruth’s feet. Jessica moves to the poly spot on the right of the screen.
 - “So Ruth, I’m going to have you stand on this poly spot next to me. I’m going to place the ball down, in front of your right foot, and then we’re going to go through the steps again.”
- Jessica kneels at her poly spot and knocks on the ground. She then stands up in preparation to retrieve the ball. As Jessica gives the directions “plant, point”, Ruth completes the steps of the skill, finishing with a forceful kick. The kick bounces off Jessica’s shins and rolls back to Ruth. Ruth picks up the ball.
 - “So, I am over here (knocking sounds). And just go through your steps: plant, point, excellent, excellent!”
- Ruth holds the ball while standing on her poly spot, and Jessica remains standing at her poly spot.
 - “That was wonderful, and I loved the force behind the kick that you made.”
- Transition to a slide that reads ‘Describe new equipment to the athlete as you incorporate it into the lesson’ while voiceover reads the slide.
- Transition back to the gymnasium. Ruth and Jessica are at the center of the screen again, in-between the poly spots. Jessica now has a five-a-side soccer ball in her hands.



Object Control: Kicking – Adaptations Manual

- “So, now that I’ve shown you a beep kickball, another piece of equipment that we use is a five-a-side soccer ball.”
- Jessica shakes the five-a-side ball to make noise.
 - “As you can see, there are rattles (rattling noise) inside the ball, so that way, when the ball is in motion, you can hear where it is located.”
- Jessica turns toward Ruth and puts the ball in her hands. Ruth squeezes the ball with both hands and the ball stays firm.
 - “So, Ruth, the difference between this ball and the beep kickball is that it is covered with leather, and it’s also a little bit more firm. Can you try and give it a squeeze?”
- Ruth continues to hold the ball.
 - “It’s a lot different than the beep kickball, right?”
 - “Yeah.”
 - “Okay.”
- Jessica walks to the left side of the screen to Ruth’s poly spot and Ruth follows. Ruth stands on her poly spot and Jessica stands next to her.
 - “So, what we’re going to do is go back over to the poly spot, and we’re going to do the same steps we just did. And just because the ball changes, doesn’t mean our steps change. Ready to give it a try?”
 - “Yeah.”
- Transition to slide that reads ‘Use these cues to help your athlete learn the skill of kicking’ while voiceover reads the slide.



Object Control: Kicking – Adaptations Manual

- Transition to slide that reads ‘Stand’ while voiceover reads the slide.
- Transition to slide that reads ‘Plant’ while voiceover reads the slide.
- Transition to slide that reads ‘Point’ while voiceover reads the slide.
- Transition to slide that reads ‘Kick’ while voiceover reads the slide.
- Transition back to gymnasium. Ruth is on her poly spot on the left of the screen, and Jessica is on her poly spot on the right of the screen. They are about 8 feet apart. Ruth places the ball down by her feet. Jessica kneels to the ground to knock.
 - “Okay, so again, I am over here (knocking noise) at twelve o’clock.”
- Ruth stands, plants her left foot and kicks the ball with her right foot.
 - “(Kicking Noise) Great Job Ruth.”
- Transition to slide that reads ‘Be patient, it may take several attempts for the athlete to fully grasp the skill’ while voiceover reads the slide.
- Transition back to the gymnasium. Ruth and Jessica are standing side-by-side. Jessica is holding the five-a-side soccer ball.
 - “This is the skill of kicking, and as your athlete progresses in their skill, you can have them kick towards targets, you can have them kick in motion, as well as introduce small-sided games.”



Object Control: Kicking – Adaptations Manual

- Transition to slide that reads ‘For more, visit the sports adaptations page at www.nwaba.org.’ The words ‘thank you for watching!’ fade on to the screen underneath the website address as voiceover reads the slide.
- Transition to slide of NWABA logo.

Other Adaptations and Extending the Skill of Kicking:

- Other Adaptations
 - Kicking a lighter-weight ball such as a beach ball with a bell on it.
 - Use teaching progressions to break down the skill further (See NWABA Teaching Progressions video in the Teaching Methods Playlist)
- Teaching Upper Level Skills
 - Targeted kick
 - Use sound source as a target
 - Place kick at various distances and locations for students to practice aiming and kick
 - Use tactile map
 - Show student where different powered kicks land
 - Kicking a moving object
 - Use sound source in ball (such as a beep kickball) or bell ball (such as a 5-a-side ball)