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# The Effect of Using Competitive Challenge Games in Improving the Performance of Some Complex Offensive Skills at the Ages of (10–12) Years

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#### Abstract

One of the contemporary trends in education and training is the use of educational, competitive and digital games, because one of the most important goals of games is (motivation and challenge). Thus, it ensures the expected reaction from the recipient's interaction with the game, so we seek his interaction with the content he receives. It is no secret that games distance him from boring content and introduce him to the world of motivation by integrating them with magical elements that make an attractive and desirable game. Naturally, in the case of stimuli and motives that activate the recipient within the context of the educational process procedures, the return is high and especially enjoyable. The aim of the research is to prepare competitive challenge games of an individual and group nature to improve the performance of some complex offensive skills in football for ages (10-12) years, and to identify the effect of competitive individual and group challenge games on improving some complex offensive skills in football for ages (10-12) years. The research sample community was chosen in the (intentional) way, a number of young players, totaling (26 players) from the Ethnic Academy (Olympic Champion Project) aged (10-12) years/in Baghdad Governorate, and the research sample was chosen randomly through a draw, and consisted of (10) players. Through presenting and analyzing the results, the researcher reached: Individual and group competitive challenge games have a positive and clear effect on improving some complex offensive skills in football. The selected age group (10-12) years is positively affected by individual and group competitive challenge games, as they are a great suspense factor that inspires the spirit of challenge and competition. She recommended: Using individual and group competitive challenge games prepared for football players in order to achieve the goals of the training unit in a shorter period of time, less effort and greater suspense. and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education)

Keywords: Challenge games, Competitive games, Compound skills in football, Junior football, Football skills

### 1. Introduction

M ost developed countries and third world countries are interested in sports, whether individual or team, which adds splendor, fun, beauty and thus excitement when watching these games by fans in various local, international and continental tournaments and forums. Football is one of the most important team games played by women and men, young and old, and at different age levels. What we notice in terms of development in the physical, skill and tactical aspects did not come by chance, but rather came through the close link between training, science and scientific research that contributed to the development and progress of the game. Aboud and Kazem believe that "the requirements of accurate and rapid performance require players to possess skill capabilities that are compatible with the requirements of the game so that these basic skills contribute to implementing football duties and reduce player errors" [3]. Fathi points out that "one of the modern trends in teaching is the use of

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https://doi.org/10.54702/2708-3454.1008 2708-3454/© 2025 The Author(s). Modern Sport. This is an open access article under the CC BY 4.0 Licence (https://creativecommons.org/licenses/by/4.0/). educational, competitive and digital games, because the most important goals of games are motivation and challenge. This ensures the desired reaction from the learner's interaction with the game, ensuring his interaction with the lesson content. It is no secret to us that games remove boring content and introduce it to the world of motivation by integrating it with magical elements that make the game attractive and desirable. It is natural that in the case of stimuli and motivations that activate the learner within the context of the educational process procedures, the return is high and even enjoyable" [4]. Al-Jabali [10] states that "mastering the complex offensive skills of multiple sports activities is the development of important foundations for the athlete to reach the highest sports levels" [5]. Regarding the goals of sports activities for children, Ibrahim indicated that "children in the age group (6-10) years tend to play in groups, and the number of participants in group play increases with the age of this age group, and near the end of middle childhood (9 years), and the desire for group play increases with the arrival of children Towards the end of middle childhood (6:10 years) indicators of successful play appear, and as the end of middle childhood approaches, the child's ability to deal with a large number of children at the same time increases. In addition, indications appear at this stage of the child's interest in the success of the group, which is a positive indication of acceptance and initial understanding of play. As the adolescent reaches the late childhood stage (11-13) years, the effect of maturity on them becomes clear, as they become more capable of group play. (15:14) Children's competitions often resemble a miniature version of adult competitions, and this inappropriate unification usually leads to early specialization, which in turn is against children's need for balanced growth. Edan et al. [13], and the importance of the research lies in the use of individual and group competitive challenge games that enhance competitive excitement and challenge in training units that have a great impact and benefit in developing the skill level of players in football schools by developing complex offensive skills in football, and due to the importance of individual and group competitive challenge games in the process of developing complex offensive skills, individual and group competitive challenge games were prepared that aim to develop complex offensive skills. Research problem: Challenge games exercises were used in the past but not in the right way, as they were previously used for warm-up purposes or as recreational exercises, and this is an integrated problem between technical and skill performance supported by physical activity that most teams fall into. Accordingly, it is necessary to train football players in a training similar to the conditions of the

match and improve the complex offensive skills in football through the preparation periods as they have become competitive in nature. From here, it has become clear that training players on individual and group competitive challenge games exercises to overcome the difficulty of competition and master the skills very accurately by the team players has its positive returns in different and varied playing situations on the field and through it the level of skill performance is raised. From here, the research problem crystallizes with the following question: Does the use of individual and group competitive challenge games have an effect on improving some complex offensive skills in football for ages (10–12) years? Research objectives: Preparing competitive challenge games of an individual and group nature to improve the performance of some complex offensive skills in football for ages (10-12) years, and identifying the effect of individual and group competitive challenge games on improving some complex offensive skills in football for ages (10-12) years. Research hypothesis: There are statistically significant differences between the pre- and post-test in improving some complex offensive skills in football for ages (10-12) years between the control and experimental groups.

### **Research fields:**

- Human field: Iraqi Academy Players junior Olympic Champion Project Ages (10–12) years/ in Baghdad Governorate.
- Time field: (1/11/2023) to (14/4/2024)
- Spatial field: Al-Shaab Stadium/Baghdad Governorate.

## 2. Method and procedures

The researchers used the experimental method because it is suitable for the research problem, which "is the best and most appropriate method to achieve the research objectives, in addition to representing the most honest approach to solving many scientific problems in a scientific and theoretical manner" [2]. The research method is "following an organized scientific method in order to reach appropriate solutions to the problem or to results valid for generalization to similar problems" [1]. The researchers used the experimental method with an experimental design for the two groups. Research community and sample: The research sample was selected on scientific grounds in order to realistically reflect the research problem and accurately diagnose its dimensions in order to provide reliable results. Therefore, the Iraqi Academy players were selected for the Olympic Champion Project, aged (10–12) years, with a total of (26) players divided into (2) groups. The research

sample was determined randomly and by lottery, which consisted of two groups (control and experimental), with a total of (10) players in each group. The researcher selected (6) players for the exploratory experiment randomly and by lottery to represent the experimental and control research groups. Group (A) was determined as an experimental group, while Group (B) was determined as a control group. Data collection methods: The researchers used a set of auxiliary methods appropriate to the nature of the work in this research: Arabic and foreign sources and references, scientific fields, and the Internet. Tools and devices used: (1) football field, (2) electronic stopwatch, (2) Dell calculator, (SONY) video camera, (5) footballs, (5) Fox whistle, (10) indicators.

#### 2.1. Field research procedures

Preparing individual and group competitive challenge games. The researchers prepared individual and group challenge games for the research sample, as they were appropriate for the players' age group, and they were presented to experts. Determining the skills used in the research is one of the important procedures in physical education and sports science research that researchers resort to. Accordingly, the researchers began by setting the number of skills and their tests, relying on scientific sources and references and seeking the help of experts, in order to benefit from their opinions, each according to his specialization, as they were presented to them for the purpose of identifying some complex offensive skills and their tests in a way that serves the research and what it aspires to, as it was agreed to nominate in the final form.

### 2.2. Tests

The tests for the complex offensive skills under study were determined by referring to scientific sources, as follows:

# First test: Receiving from movement then passing test [12]

- Test objective: is to measure receiving from movement then passing.
- Tools used: Footballs, Swedish seat, stopwatch, measuring tape, mini goals, cones, chalk.
- Test description: The learner stands three meters behind the starting line and when he hears the whistle, he quickly runs to receive the ball handed to him by the teacher inside the drawn circle with a radius of one meter, then he passes it diagonally to the Swedish seat and runs to control it after it bounces from the Swedish seat in the designated

area for receiving, then he passes it with his preferred foot and with any part of it to the goal that is 10 meters away from the place of passing. The player performs two attempts on the three goals.

- Recording method: The time of one is calculated from the moment the ball is received until the ball crosses the goal line. The accuracy of the passing on each goal is recorded in degrees. The final score is calculated for the best attempt of the two in terms of accuracy and time. Note: One attempt is to perform the test on the three targets and take the average. Recording the accuracy scores are recorded as follows:
  - When the ball enters the goal, the tester recorded (3) degrees.
  - When the ball hits the crossbar or post (2) degrees.
  - When the ball hits the cone recorded (1) degrees.
  - When the ball leaves this space, (0) degrees.

# Second test: Receiving from movement and then shoot [12]

- Test objective: is to measure receiving from movement and then shoot. Tools used: Soccer goal, stopwatch, soccer balls, measuring tape, and a chalk.
- Test description: The learner stands three meters behind the starting line and upon hearing the signal, he quickly runs to receive the ball handed to him by the teacher inside the drawn circle with a diameter of one meter, then scores from inside the drawn rectangle with a width of (1 m) and a length of (2 m) with the preferred foot on the goal that is (20 m) away from the shooting location. The player performs two complete attempts on the two goals.
- Recording method: The time of performing each attempt for one goal is calculated from the moment the ball is received until the ball crosses the goal line. Recording the accuracy of shoot on each goal (goal) in degrees. The final score is calculated for the best attempt of the two in terms of time and accuracy. Note: The accuracy scores are recorded as follows:
  - When shoot the ball in the right and left parts, (4) degrees are recorded for the tester.
  - When the ball is scored in the handball goal, the tester is awarded (3) degrees.
  - When the ball hits the crossbar or goal post in football, the tester is awarded (2) degrees.
  - When the ball goes out of the football goal, the tester is awarded (0) degrees.

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# Third test: Receiving from movement, then rolling, then shoot [12]

- Test objective: Measuring receiving from movement, then rolling, then shoot.
- Tools used: Football goal, handball goal, footballs, measuring tape, stopwatch, chalk.
- Test description: The learner stands three meters behind the starting line and upon hearing the signal, he quickly starts to receive the ball handed to him by the teacher from the movement inside the drawn circle with a radius of one meter, then starts with the ball at maximum speed in a straight line at a distance of (8 m) and scores from inside the drawn rectangle with a width of (1 m) and a length of (2 m) with the preferred foot on the goal that is (20 m) away from the shoot location, and the player performs two complete attempts on the two goals.
- Recording method: The time of performing each attempt for a single goal is calculated from the moment the ball is received until the ball crosses the goal line. The accuracy of shoot on each goal (goal) is recorded in degrees the final degree is calculated for the best attempt of the two in terms of time and accuracy. Note: Accuracy scores are recorded as follows:
  - When the ball is scored in the right and left sides, the tester scores (4) points.
  - When the ball is scored in the handball goal, the tester scores (3) degrees.
  - When the ball hits the crossbar or goal post of a football goal, the tester scores (2) degrees.
  - When the ball goes outside the football goal, the tester scores (0) degrees.

#### 2.3. Exploratory experiment

Before starting the main experiment and the basics of field work for scientific research, it is required to conduct an exploratory experiment, as the exploratory experiment is "a small preliminary experimental study and training to refine field procedures before embarking on collecting information" [6]. Therefore, the two researchers proceeded to follow the steps of scientific research, so that the work becomes accurate. Exploratory experiments must be conducted, due to their importance in identifying the negatives and positives that may face the experiment, and to ensure the integrity of its organization. The exploratory experiment was conducted on the research sample consisting of (6) players on Saturday (13-15/1/2024). It is as follows: The exploratory experiment was conducted in the football field for the young players of Amou Baba Academy, and the necessary devices and tools were prepared on a sample of (6) players on the date (13-15/1/2024) corresponding to Saturday and Monday, to ensure the integrity and suitability of the program.

#### 2.4. Pre-test of the research sample

The two researchers conducted: pre-test before applying individual and group competitive challenge games on the experimental sample, as it sought the help of experts to test the sample under study on Saturday, corresponding to 20-1-2024 at four o'clock in the afternoon in the football field for the Iraqi academic buds, the Olympic Champion Project. The researchers took into account providing the organization and conditions for implementing the tests, as this test was conducted on the control and experimental sample. The main experiment: After reviewing the scientific sources and references and the opinions of those with experience and specialization in the field of football, the researchers prepared individual and group competitive challenge games to improve some basic skills in football. The researcher relied on the observations of specialists in applying the main experiment, and then applied the prepared program, as it aims to improve some basic skills in football for the research sample.

- The program was implemented in the football field for the buds of Uncle Baba Academy at exactly four o'clock in the afternoon on Saturday, January 27, 2024.
- The program was implemented at a rate of 3 units per week, implemented on (Saturday, Monday, Thursday) of each week for a period of (8 weeks), and the number of units was (24) units.
- The last unit was on (3/21/2024).
- The unit time ranges between (90) to (105) minutes.

#### 2.5. Post-tests for the research sample

After the researchers finished applying the games to the experimental sample, they sought the help of the same experts for the post-tests for the players in the same place, conditions, variables, and sample before applying the program, as the post-tests were conducted after completing the application of the program on the experimental sample on Saturday, corresponding to 23-3-2024 at four o'clock in the afternoon in the football stadium for the Iraqi academic buds, the Olympic Champion Project. The researcher took into account providing the same organization and conditions for implementing the tests and under the same conditions and capabilities used in the pre-tests in order to obtain highly reliable results, as this test was conducted on the control and experimental sample.

#### 2.6. Statistical methods

The search data was processed through the Statistical Package for the Social Sciences (SPSS).

## 3. Results

Presentation and analysis of the results of the (t) test for some of the complex offensive skills in football for the pre-test and post-test in the researched sample for the control and experimental groups

Presentation the results of the (t) test for some complex offensive skills in football between the control and experimental groups

#### 4. Discussion

By observing the previous tables, which show that the individuals of the research sample (the experimental group) who were subjected to the training curriculum prepared by the researchers, there were significant and statistically significant differences in favor of the post-test for all the skills under study. The researchers see through this that the morale obtained to build the training curriculum according to scientific foundations for the purpose of improving the performance of skills through the use of individual and group competitive challenge games. This is what [11] indicates: "Competition exercises are among the most important exercises that raise the level of efficiency of the player's integrated performance and bring it to a high state so that it is performed under various circumstances." As Al-Jabali [10] sees: "When training players implement physical exercise simultaneously to with performance in actual competitive situations and diversity in the use of different performances

Table 1. Shows the arithmetic means, standard deviations, calculated (T) value, and level of some of the complex offensive skills in football under study for the control group.

		Pre-test		Post-test			- t - u d - u d			
Variables	Measuring unit	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation	mean of difference	deviation of differences	T value calculated	Level Sig	Type Sig
shoot	degree	3.83	4.228	4.260	2.561	0.425	0.760	0.559	0.000	Non
Kicking	degree	5.80	2.307	6.480	3.096	0.672	0.537	1.249	0.219	Non Sig
Passing the ball	degree	7.10	8.385	7.50	9.009	0.400	1.175	0.340	0.741	Non Sig

Significant under degree of freedom (9) and significance level  $\leq$  (0.05).

Table 2. Shows the arithmetic means, standard deviations, calculated (T) value and level of some of the complex offensive skills in football under study for the experimental group.

		Pre-test		Post-test		a with mantia	oton doud			
Variables	Measuring unit	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation	mean of difference	deviation of differences	T value calculated	Level Sig	Type Sig
shoot	degree	5.714	3.037	7.982	4.025	2.268	0.763	2.857	0.000	Sig
Kicking	degree	5.723	2.247	8.632	3.374	2.909	0.687	4.231	0.000	Sig
Passing the ball	degree	7.90	9.731	10.6	5.440	5.143	1.626	4.732	0.001	Sig

Significant under degree of freedom (9) and significance level  $\leq$  (0.05).

Table 3. Shows the arithmetic means, standard deviations and the calculated (T) value in some complex offensive skills between the control and experimental groups.

		Control grou	ıp	Experimenta	l group			
Variables	Measuring unit	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation	T value calculated	Level Sig	Type Sig
shoot	degree	7.982	4.025	4.860	2.561	2.447	0.000	Sig
Kicking	degree	8.632	3.374	5.808	2.307	2.508	0.000	Sig
Passing the ball	degree	7.5	9.009	10.6	5.440	2.434	0.000	Sig

according to the degree of competition load achieved is one of the important matters that the coach must take into account in training in order to achieve the best level." This is agreed upon by Mukhtar [9] "The various playing situations in football require players to use many forms of football performances, so it is important to use the forms "Training that is close to the form of real competition, provided that it is acquired as early as possible," and [8] attributes "the coach must use challenge games to provide an ideal playing model for the team." As Al-Baik [7] indicated, "The coach has an important role in preparing exercises similar to what the players' physical performance requires, and this is one of his basic duties. Therefore, various challenge games exercises were prepared, the objectives of which include developing physical qualities. This is what Hanfy Mahmoud confirmed, that the main duty of the coach is to develop complex offensive skills with exercises similar to the performance in order to develop the player's level and stability during the competition, and that the diversity in comprehensive exercises brings together skills, and this reflects its effect during the match on the players' movements through exchanging roles, choosing the position and positions well, and the participation of all players in these movements because the nature of the match imposes a high level of organization on the players." This is what was confirmed by Mohammed et al. [16] "with challenge games exercises in order to achieve positive results, that the ultimate goal of choosing these exercises in special preparation or before the competition is limited to preparing the players and making them able to organize the course of the competition so that they can win and reach the highest levels." Hamza et al. [15] also indicates "Every sporting activity has a special type of skills that are governed by its own law, and thus it requires a special type of training and various training methods that are appropriate to the nature of the competition." The researchers also believe that age group coaches are satisfied with watching the exercises of adults and working with them with age groups, which reduces their effectiveness and training impact, i.e. training becomes unsystematic, and systematic training from the researcher's point of view is the application of competition exercises, i.e. as it happens in competitive situations, and this is what Reda [14], confirmed that the purpose of using exercises taken from the game or competition to develop players and make them fully prepared, especially when we use competitive play as a real test for players to prove their right to the starting lineup and achieve the best levels. After the change in the percentage of use of special training, players must show a gradual improvement not only in recording good levels in their tests, but they must also show distinctive results and achieve victory.

## 5. Conclusions

• Individual and group competitive challenge games have a positive and clear effect in improving some complex offensive skills in football, and for the selected age group (10–12) years, they are positively affected by individual and group competitive challenge games, as they are a great factor of excitement that inspires the spirit of challenge and competition.

#### 6. Recommendations

According to the conclusions reached by the researchers, the following is recommended:

- Use of individual and group competitive challenge games prepared for football players in order to achieve the goals of the training unit in a shorter period, less effort and excitement.
- Use and application of individual and group competitive challenge games in other sports games.
- Design electronic game programs in addition to individual and group competitive challenge games that serve to improve complex offensive skills in football.
- Application of individual and group competitive challenge games not only as warm-ups or cooldowns, but they can be used in the main aspect.
- Design individual and group competitive challenge games for all skills and offensive and defensive playing positions.

## Author's declaration

Conflicts of interest: None.

We confirm that all tables and figures in this article are ours and written by the researchers themselves.

Ethical-clearance: This manuscript approved by local ethical committee of physical education and sport sciences college for women on (April/2024).

### Author's contributions

All contributions of this study were done by the researchers (M.A., M.M and F.A) who get the main idea and work on writing and concluding also with number of experts, Maryam Abduljabbar in Statistics, Khitam Mousa in revision, Batoul Ahmed Salim in proofreading.

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# A. Appendix

Shows the research sample



# B. Appendix

Shows the exercise model

No.	Game	Objective	Exercise Model
1	A game of pair skill where the players form a team and each team forms into pairs so that they do not separate and perform side by side. The winner is the team that performed the exercise in the shortest time. A distance of 20 m is spent rolling and when they pass the flag or signal they pass it to the other teammates who are ready to start (group game).	Improving the skill of rolling and passing and adapting the players to the conditions of the match by supporting the opponent	
2	Two teams are formed and each player kicks the ball from behind the goal to score the second. The roles are quickly switched and the team that completes the task in the shortest time is the winner (group game).	Improve your kicking and shoot skills.	
3	From a standing position on a square containing 5 cones, one in a corner and one in the middle, you shoot at the cone. Whichever player hits the most cones wins (individual game)	Improve passing skill and shoot accuracy	
			(Continued)

No.	Game	Objective	Exercise Model
4	Whoever is placed on a drawn square passes the ball to the other players standing on the edges of the square, provided that the kick is made with one touch and does not leave the field or touch the ball twice, and the last player remaining is the winner (individual game)	Improve kicking and passing skills	
5	The players are formed into two teams, each team scores against the other, but the team and the team in defense are only allowed to block the ball with the foot and head, and the roles are switched, and the team that scores the largest number of goals is the winner (group game)	Improving passing and shoot skills	