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The effect of exercises based on the differential learning method on learning the skills of tamping and passing for football players under (13) years teams

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ABSTRACT

The importance of this research is evident in the fact that it highlights the possibility of employing modern motor learning principles according to the differential learning method in teaching the skills of suppression and handling of football buds under (13) years old, which may enrich the educational system at this critical stage with scientific tools more in line with the nature of human motor learning and its deep neural mechanisms, the most important objectives of the research: Identifying the effect of exercises according to the differential learning method in learning the suppression and handling skills for football players under (13) The research population was represented by the players of the football sports academies in Wasit governorate under (13) years old, while the research sample was represented by the players of the neighborhood youth academy under (13) years old, who were randomly distributed into two equal groups, with (11) players for the experimental group and (11) The researchers reached several conclusions, the most important of which are: Exercises according to the differential learning method revealed a clear positive effect on learning the skills of football players under the age of (13) years in the academies of Wasit Governorate, as the experimental group showed a statistically significant improvement in the post-tests compared to its pre-tests.

1- Introduction to the Research:

1-1 Research Introduction and Importance:

The process of motor learning is one of the finest processes that human beings undergo in the process of their growth and development, as it represents the main axis on which physical and sports education is based in its various stages, it is not just the acquisition of mechanical motor patterns, but it is a deep neuromotor adaptation process that includes the reorganization of the learner's cognitive, cognitive and physical system at the same time. Motor learning scholars have paid close attention to this process, and theories and explanatory models have competed in trying to clarify its mechanisms and understand the laws that govern the acquisition of motor skills and their consolidation in the learner's memory.

Motor learning research has revealed that the degree of variation and variation in the motor stimuli provided to the learner is a critical variable in the depth of learning impact, as rigorous stereotypical repetition, while seemingly feasible in the short term, impairs transferability and limits the learner's ability to adapt to unpredictable motor situations. In light of these data, the differential learning method has emerged as a modern educational model that embodies the essence of contemporary motor learning theories, especially the motor noise model founded by the German scientist Wolfgang Schöllhorn. Continuous self-regulation, which accelerates the maturation of motor experience and deepens the impact of learning.

The importance of this method is even greater when it comes to the stage of buds under the age of thirteen, as this stage represents the peak of neural flexibility and the peak of the nervous system's ability to form and build motor programs. In this context, the skills of suppression and handling emerge as the cornerstone of the edifice of football skill, as the ability of the player to possess and control the ball from different sources, while handling expresses his ability to transfer it accurately and intelligently in changing playing conditions, and teaching these two skills at this sensitive stage according to the differential learning method raises a scientific question worthy of research and study.

Based on all of the above, the importance of this research is evident in the fact that it highlights the possibility of employing modern motor learning principles according to the differential learning method in teaching the skills of suppression and handling of football **buds under the age of (13) years**, which may enrich the educational system at this critical stage with scientific tools that are more in line with the nature of human motor learning and its deep neural mechanisms.

1-2 Research Problem:

The rapid development of motor learning sciences has posed a real challenge for those in charge of teaching basic skills in football, especially at the budding stage under the age of (13) years, as traditional methods based on stereotypical repetition have become a serious question in light of what recent motor learning research has revealed that diversity in motor stimuli deepens the impact of learning and accelerates the acquisition and consolidation of the skill.

Through their field experience in the field of football learning and training, and following up on the work of sports academies concerned with football education for the bud category, the researchers noted that the prevailing methodology in teaching the skills of suppression and handling still relies on the standard stereotype repetition method, in which a fixed kinetic model is presented that the buds are asked to simulate repeatedly and restrictively, without taking into account the principle of kinetic diversity confirmed by the modern scientific literature.

They also observed that buds perform acceptably within a disciplined learning environment, but this level declines when they move into a changing and unpredictable real play context, indicating a weakness in the transferability of learning to the actual competitive situation, which may be due to the lack of the principle of motor diversity that prepares the nervous system to deal with various environmental variables.

In light of the scarcity of local and Arab studies that dealt with the differential learning method in teaching basic football skills at this age, the researchers found themselves facing a knowledge and applied gap that requires study, which prompted them to pose the following fundamental question:

Does differential learning exercises have an effect on the learning of quenching and handling skills for football players under the age of thirteen?

1-3 Research Objectives:

1. Preparing exercises according to the differential learning method for football players under (13) years old.
2. Identifying the Effect of Exercises according to Differential Learning Method on Learning Suppression and Handling Skills for Football Players Under (13) Years of Age.
3. Identifying the differences between the experimental and control groups in learning the suppression and handling skills of football players under (13) years old.

1-4 Research Hypotheses:

1. Differential learning exercises have a positive effect on learning the quenching and handling skills of football players under (13) years old.

2. There are differences in the effect between the experimental and control groups in learning the suppression and handling skills for football players under (13) years old, and in favor of the experimental group.

1-5 Research Areas:

1-5-1 Human Field: **Players of football sports academies in Wasit Governorate under (13) years of age.**

1-5-2 Temporal Domain: **Period from 1/7/2025 to 15/10/2025**

1-5-2 Spatial Field: The Neighborhood Youth Academy Stadium.

1-6 Defining Terms:

❖ **Differential learning style: The** researchers procedurally define it as:

A learning style based on the presentation of skills in a changing motor environment by changing the angles of performance, the speed of the ball, its directions, and the body parts used in execution, in a way that stimulates the learner's nervous system and pushes him towards finding autonomous motor solutions, with the aim of deepening the impact of learning and enhancing the transferability of the skill to real play situations.

2 – Research methodology and field procedures:

2-1 Research Methodology:

The researchers used the experimental method, and followed the design of the two equal groups (experimental and control) with pre- and post-tests.

2-2 Research Population and Sample:

The research population was represented by the players of the sports football academies in Wasit governorate under the age of (13) years, namely: (Jurvan Vieira Academy, Neighborhood Youth Academy, Captain Ahmed Radi Academy, Late Nabil Shamma Academy, Wasit Talents Academy, and Wasit Football Academy), with a total number of (120) players.

The researchers selected the research sample by a simple random method, as it was represented by the players of the neighborhood youth academy under (13) years old, which are (24) players, and the researchers excluded the two goalkeepers, so that the final number of the members of the research sample became (22) players, randomly distributed into two equal groups, with (11) players for the experimental group and (11) players for the control group, thus the sample constituted a percentage of (20%) of the total population of the research.

In order to verify the moderation of the data distribution of the sample members, the researchers used the torsion coefficient to control the variables affecting performance (height, mass, time age, and training age), where the values of the torsion coefficient were (−0.719), (0.577), and (0).459), (-0.379) respectively, since all these values were confined

between (±1), this indicates that the distribution of the research sample data is close to the normal distribution.

The researchers confirmed the equivalence of the experimental and control groups in the pre-tests using the (T.Test) test for two independent samples, as in Table (1), which showed that there were random differences between the members of the two groups in the suppression and handling skills, as all the values of the significance level were greater than (0.05), which indicates the equivalence of the two groups before the start of the experiment.

Table (1)
Shows the parity of the two research groups

Type of ation	Confidence	Calculated	Control Group		Experimental		Unit of surement	Variables	
			on		on	Going			
Random	0.793	0.265	0.774	3	0.831	2.909	Grade	Suppression	
Random	0.772	0.294	0.831	1.909	0.603	1.818	Grade	Handling	

Significant at the confidence level (0.05) if the error level is ≤ (0.05).

2-3 Means of information collection, devices and tools used in the research:

2.3.1 Means of collecting information: scientific observation, objective tests, the Internet, scientific sources.

2.3.2 Devices used in the research: stopwatch, medical scale, height restameter, Dell laptop , Realme 13 Pro 5G smartphone

2-3-3 Tools used in the research: (8) soccer balls, (40) cones, (40) training rings, (2) measuring tape (10 m), small barriers (20 cm), (25 cm) whistles.

2.4 Field Research Procedures:

2.4.1 Determination of the test of suppression and handling skills.

Based on the experience of the researchers and after reviewing the sources and scientific research, the two tests were determined:

The first test: putting out the ball (Kata, 2024, 76)

Test Name: Stopping the Movement of the Ball (Suppression).

The objective of the test is to measure the accuracy of the ball suppression in all parts of the body except the hands.

Tools used: (5) footballs, plaster to determine the test area (2 x 2) m, whistle, (4) flags to determine a square whose side length is (2) meters and draw a line (6) meters away from the square to throw the balls and another (1) meter away from the suppression area for the laboratory standby standby.

Test Description: The tester stands on the starting line (1) m away from the test area (2 x 2) m, the coach stands on the line (6) meters away facing the laboratory, when the start signal is given, the coach throws the ball high to the laboratory, which in turn advances into the test area trying to put down and control the ball, then return to the starting line and start again, and so on until the end of the five attempts in a consecutive manner.

Method of calculating grades:

- (2) A score for each correct attempt and from the first touch.
- (1) A score for each correct attempt and for the second touch.
- (zero) if the ball goes out of the designated area for the test
- Highest test score (10) Lowest test score (zero)

Test Instructions:

- The movement of the ball must be stopped within the designated area of the test.
- If the thrower misses the throw, the attempt is repeated.
- The attempt is not considered valid if the laboratory has passed the specified area of the test.

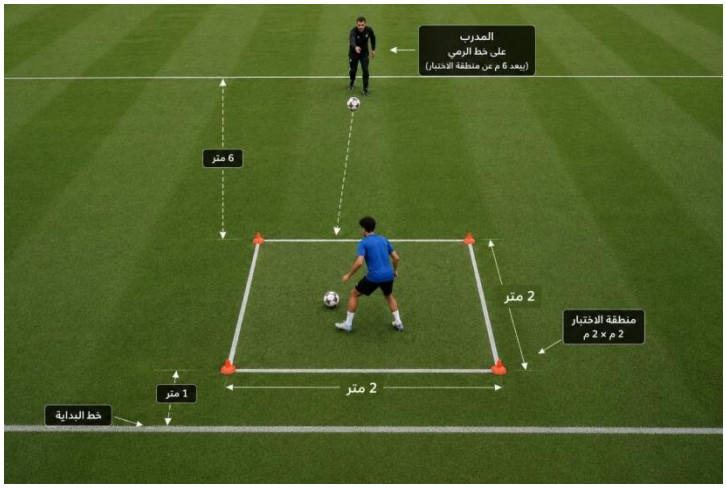

Figure (1)
Shows the ball suppression test

The Second Test: Handling (Kata, 2024, 45)

Test Name: Handling Test Towards Three Small Targets at a Distance of (10) M.

Objective of the test: Measuring the accuracy of handling

Tools used: (3) Footballs, whistle, (3) small targets (1*0.5), measuring tape.

Test Description: We draw the starting line and at a distance of (10) meters in front of it, we place the three small goals and place a ball in front of each small goal, when the start signal is heard, the tester handles the three balls one by one in the direction of the small targets.

Method of calculating grades:

- (2) A score for each correct attempt.
- (1) A grade for an attempt that touches the bar and the standers.
- (Zero) score for failed attempt.

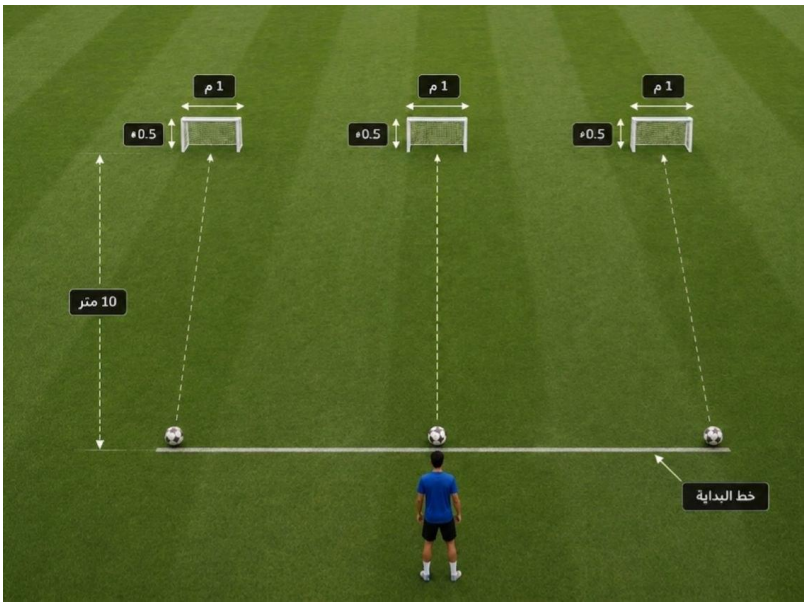

Figure (2)
Ball handling test shows three small goals

2.4.2 Exploratory Experience:

The researchers conducted a comprehensive reconnaissance experiment over two days, which was applied to (6) players selected from the research population (sports academies players in Wasit Governorate) and from outside the main research sample, who are under (13) years old. The experiment was carried out according to the following methodology:

First day: Thursday (3/7/2025)

This day was dedicated to verifying the organizational and scientific aspects related to the skill tests of my skills (suppression and handling), with the aim of ensuring the accuracy of the measurement tools used. The experiment on this day aimed to:

- Determine the total time it takes to perform the quench test and handling test for each player accurately.
- Ensure that these tests are valid and appropriate for the skill level of players under the age of 13.
- Evaluating the efficiency of the assistant work team and distributing field tasks in recording results and organizing the movement of players.

- Verify the readiness of the tools and devices used (balls, markers, test areas) and the suitability of the pitch to carry out the tests accurately.
- Extracting the scientific parameters of the tests (honesty, consistency, objectivity) to ensure the sobriety of the results.

Day Two: Sunday (6/7/2025)

This day was dedicated to the applied aspect related to the (educational curriculum), where the researchers implemented a model educational unit using exercises according to the differential learning method prepared to learn the skills of suppression and handling. The experiment on this day aimed to:

- Verify the suitability of differential learning exercises (variable and dynamically diverse) to the level of comprehension and abilities of the players.
- Ensure that the proposed educational curriculum can be applied within the time allotted for the training module.
- Organize the sequence of differential exercises to ensure the smooth transition of the player between the different motor variables.
- Identify the response of players to this modern style in terms of execution accuracy and mental focus required during performance.
- Monitoring any obstacles in the field that may arise during the implementation of the educational curriculum, and addressing them before starting the main experiment.

2.4.3 Pre-Test:

The researchers conducted the pre-tests for my skill (Suppression and handling) For the two research groups (Experimental and Control), on Tuesday evening, corresponding to (8/7/2025). The researchers were keen to control and stabilize all the conditions and conditions accompanying the tests in terms of (Time, Place, Tools, and Teamwork), in order to ensure the provision of a standardized and unified testing environment for all members of the two groups, and it was emphasized that these conditions are maintained to be adhered to when conducting post-tests.

2.4.4 Main experience:

The researchers started implementing the main experiment on Thursday (10/7/2025) and ended on Tuesday (2/9/2025). The researchers applied the educational units prepared according to the differential learning method, which aimed to learn the skills (suppression

and handling) among the players of the academies under (13) years old, and the units were distinguished as follows:

- (35-40) minutes of the main part of each module were allocated to the application of differential learning exercises, which is commensurate with the ability to concentrate mentally for this age group.
- The number of educational units reached (24) units, which lasted for a period of (8) continuous weeks, with (3) educational units per week (Thursday, Sunday, and Tuesday).
- The researchers relied on the principle of "diversity without stereotyped repetition" in the implementation of the exercises, through the introduction of continuous motor variables (changing body angles, playing areas, ball weights, suppression and handling positions), which stimulates the nervous system to find automotor solutions for the player.
- The curriculum takes into account the principle of grading from easy to difficult, from simple to complex, with a gradual increase in the degree of "kinetic noise" or variety of exercises in line with the development of the level of comprehension and skill control of the players.
- The researchers used an instructional method that focuses on motor exploration and instructs the player to self-correct their mistakes through the variables imposed in the exercise, rather than direct indoctrination.

2.4.5 Post-Testing:

The researchers conducted the post-tests of the two research groups (Experimental and Control) On Thursday (4/9/2025), two days after the end of the period of applying the exercises according to the differential learning method. The tests included my skill (Suppression and handling) For Players (Write 13 Year), while taking full care to re-provide and create the same temporal, spatial and physical conditions that were adopted in the pre-tests, including (Supporting staff, tools used, and the pitch). This procedure came to ensure the accuracy and objectivity of the results, and to achieve the maximum scientific control to compare the results of the pre- and post-tests.

2.5 Statistical Methods:

SPSS was used to obtain the results of the following laws:

- Mean of Calculation, Standard Deviation, Twisting Coefficient, T-Test for Linked Samples and Independent Samples.

3 - Presentation and discussion of the results:

3-1 Presentation and analysis of the results of the two skills tests (quenching, handling) in the pre- and post-tests of the two research groups.

3.1.1 Presentation of the results of the skill test (suppression, handling) in the pre- and post-tests of the experimental group.

Table (2)

Shows the arithmetic media, standard deviations, and the calculated (T) value between the results of the pre- and post-tests in the skills (suppression and handling) of the experimental group.

Type o ‹ation	Confidence l	Calculated v	Post-testing		Pre-test		Unit of surement	Variables	
			on	Going to	on	Going to			
D	0.000	5.164	0.924	4.363	0.831	2.909	Grade	Suppression	
D	0.000	5.871	0.820	3.454	0.603	1.818	Grade	Handling	

Significant at the confidence level (0.05) if the error level is ≤ (0.05).

3.1.2 Presentation of the results of a skill test (quenching, handling) in the pre- and post-tests of the control group.

Table (3)

Shows the arithmetic media, standard deviations, and the calculated (T) value between the results of the pre- and post-tests in the skills (suppression and handling) of the control group.

Type of indication	Confidence level	Calculated value (T)	Post-testing		Pre-test		Unit of surement	Variables	
			on	Going	on	Going to			
D	0.002	4.183	0.674	3.636	0.774	3	Grade	Suppression	
D	0.002	4.181	0.820	2.545	0.831	1.909	Grade	Handling	

Significant at the confidence level (0.05) if the error level is ≤ (0.05).

3.1.3 Presentation of the results of a skill test (quenching, handling) in the post-test of the experimental and control groups.

Table (4)

Shows the arithmetic medians, standard deviations, and the calculated T-value between the results of the two post-tests of the skills (suppression and handling) of the experimental andcontrol groups.

Type ‹ation	Confidence	Calculated	Control Grou		Experimental		Unit of surement	Variables	t
			on	Going	on	Going			
D	0.048	2.108	0.674	3.636	0.924	4.363	Grade	Suppression	1
D	0.017	2.599	0.820	2.545	0.820	3.454	Grade	Handling	2

Significant at the confidence level (0.05) if the error level is ≤ (0.05).

3.2 Discussion of the Results:

By observing Tables (2), (3) and (4), the following is shown: Table (2) showed a significant improvement in the performance of the experimental group for the suppression and handling skills in the post-tests, while Table (3) revealed the development of the control group in the same tests according to the traditional method, while Table (4) proved that the experimental group was superior to the control group in the post-tests.

The researcher attributes the development of the experimental group and its superiority over the control group in tables (2) and (4) to the exercises designed according to the differential learning method, which was characterized by continuous diversification in performance conditions, implementation angles, and situation requirements, and this is consistent with what Schöllhorn and others confirmed when they proved that learning processes are more successful in bringing about behavioral change when they deviate from the linear approach that follows a straight, fixed and expected line, as the differential learning method invests in the complex motor system through Intensify them through the principles of "no repetition" and "continuous change" rather than obliging the learner to imitate a pre-prepared kinesthetic model (Schöllhorn et al., 2012).

Although Table 3 showed an improvement in the performance of the control group as well, this improvement was limited and constrained by a ceiling imposed by standardized redundancy. Bozkurt explains this shortcoming by saying that the traditional approach is based on the premise that the learner improves his skill once it is repeated, gradually moving from easy to difficult and from simple to complex, a hypothesis that ignores the complex nature of the human motor system that responds more to diversity than to restricted repetition (Bozkurt, 2018). The impact of this shortcoming was clearly demonstrated in Table 4, where the gap between the two groups widened in favor of the experiment.

The significance of the superiority observed in Table 4 is further profound when we realize that suppression and handling skills belong to the category of open motor skills performed in changing and unpredictable environments. In this context, Gaspar et al. believe that differential learning is characterized by challenging the learner to perform various exercises without repetition, which simulates a number of environmental conditions in which he will be forced to reproduce movement, including the adjustment of joints, the geometry of movement, the speed of execution, and the diversification of tools and the surrounding environment, which generates an inevitable need for adaptation and forces players to invent unfamiliar but appropriate motor responses that are appropriate to the situation, and this is exactly what a budding soccer player needs at every moment on the field. Each ball differs in height, angle, and speed from the previous one (Gaspar et al., 2019).

These results are doubly important as they relate to the group under (13) years of age specifically. This is consistent with the findings of Santos and his colleagues, who in their study of 40 players, found that players under the age of 13 scored higher improvements compared to older age groups in differential learning programs, which is likely related to neural flexibility, which peaks at this stage, and that these players have not yet established rigid motor patterns that resist change. Santos and his colleagues even went further when they showed that the training program included in the mini-games contributed to the development of the indicators of motor creativity in this category, especially attempts at performance, diversity, and originality, demonstrating that the impact of differential learning is not limited to technical accuracy but extends to enriching the creative motor structure of the adolescent (Santos et al., 2018).

In order to uncover the neural mechanism that produced this superiority, Henz & Schöllhorn offer a fundamental explanation by asserting that differential training contributes to the early consolidation of motor learning, in the sense that the effect it has on the learner's neural structure is deeper and more stable than repetitive training, so the experimental group not only gained a higher level of performance, but also acquired a more stable skill that is transferable to new situations (Henz & Schöllhorn, 2016). This picture reinforces Ozuak & Çağlayan's conclusion that the variation of training should be in direct proportion to the regular training curriculum and its continuity, making motor diversity an authentic structural pillar rather than an added element in junior preparation programs (Ozuak & Çağlayan, 2019).

4. Conclusions and Recommendations:

4.1 Conclusions:

- The exercises according to the differential learning method revealed a clear positive effect on learning the skills of suppression and handling among football players under the age of (13) in the academies of Wasit Governorate, as the experimental group showed a statistically significant improvement in the post-tests compared to its pre-tests.
- The experimental group that was trained according to the differential learning method was superior to the control group that followed the traditional approach in the post-tests of suppression and handling skills, which proves that the intended motor diversity in training is more useful than the uniform repetition in building the skill of football players under (13) years old.
- The age group under (13) years is a fertile environment for the application of differential learning, due to its high neural flexibility and the absence of rigid motor patterns, which makes the bud at this stage more responsive to motor diversity and faster skill acquisition.

4.2 Recommendations:

- Coaches working in football academies are recommended to adopt differential learning in learning the basic skills of players under the age of 13, and to stay away from the absolute reliance on uniform repetition in their daily training programs.
- It is recommended that the differential learning method be included in the official curricula of football academies in Wasit Governorate and other Iraqi governorates, and that technical staff be trained to design its exercises and apply its principles correctly and systematically.
- Researchers in the field of sports science recommend conducting future studies on the impact of differential learning on other skills in football such as scoring and dribbling, and on different age groups, to strengthen the scientific evidence base supporting this method in the Iraqi sports environment.

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Appendix (1)
A model of an educational unit according to the differential learning method used in the research

ملحق (1): وحدة تعليمية نموذجية

لتعلم مهارتي الإخماد والمناولة بأسلوب التعلم التفاضلي

الفئة العمرية: براعم دون 13 سنة

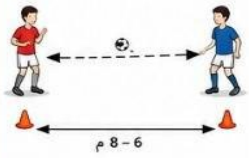
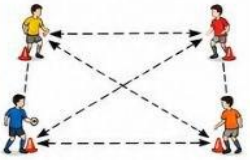
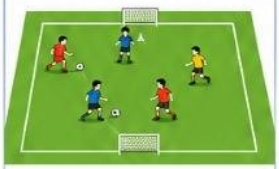
زمن الجزء الرئيسي	المهارات المستهدفة	أسلوب التعلم	الأدوات
35 – 40 دقيقة	الإخماد – المناولة	التعلم التفاضلي	كرات – شواخص – أقماع مرابيو صغيرة – صدرات

مبادئ أسلوب التعلم التفاضلي

- تنويع المثيرات والمهام.
- منح اللاعب حرية اختيار الاستجابة المناسبة.
- التركيز على الفهم الحركي وليس التكرار الآلي.
- توفير بيئة تدريبية غنية بالخبرات والمتغيرات.
- قبول الأخطاء كجزء من عملية التعلم.

أهداف الجزء الرئيسي

- ✓ تعلم الإخماد بطرق مختلفة.
- ✓ تعلم المناولة القصيرة أثناء الحركة.
- ✓ تنمية التوافق الحركي والانتباه والتركيز.
- ✓ تشجيع اللاعب على إيجاد حلول حركية متعددة.

التمرين	الهدف التعليمي	الشكل التنظيمي	وصف الأداء والتغيرات	التوجيهات التعليمية	الزمن
التمرين الأول الإخماد بمتغيرات مختلفة	تعلم الإخماد بأوضاع مختلفة وتحسين السيطرة على الكرة.		يقوم اللاعب الأول بمناولة الكرة إلى زميله الذي يقوم بالإخماد بطريقة مختلفة في كل مرة: • بباطن القدم. • بمقدم القدم. • بالقدم اليمنى ثم اليسرى. • بعد دوران. • أثناء الحركة. • بعد القفز الخفيف. • ثم يعيد الكرة لزميله.	• تجريب أكثر من طريقة. • عدم تكرار الأداء نفسه. • التركيز على إحساس اللاعب بالكرة. • تشجيع الحلول المختلفة.	10 دقائق
التمرين الثاني المناولة المتغيرة	تعلم دقة المناولة أثناء الحركة بأوضاع مختلفة.		تتم المناولة بين اللاعبين مع تغيير طريقة الأداء في كل مرة: • لمسة واحدة. • بعد الإخماد. • بالقدم غير المفضلة. • أثناء الحركة. • بعد تغيير الاتجاه. • مناولة سريعة مع الانتقال لمكان جديد.	• استخدام القدمين. • التحرك بعد المناولة. • ملاحظة الزميل قبل التمرير. • اتخاذ قرار مناسب حسب الموقف.	10 دقائق
التمرين الثالث الإخماد والمناولة ضمن لعبة مصغرة	ربط مهارتي الإخماد والمناولة في مواقف لعب متغيرة.		لعبة مصغرة 5 ضدّ أو 4 ضد 4 وفق شروط متغيرة يحددها المدرب مثل: • لا تحتسب النقطة إلا بعد إخماد صحيح. • استخدام القدم غير المفضلة. • اللمس باللمستين فقط. • تغيير الاتجاه بعد الاستلام. • 3 مناولات متتالية ثم هجوم.	• التركيز على الفهم والقرار المناسب. • عدم إيقاف اللعب إلا للضرورة. • تشجيع الإبداع الحركي.	15 – 20 دقيقة

منهجية التعلم في هذه الوحدة

طريقة التعلم	دور المدرب	دور اللاعب	التغذية الراجعة	البيئة التعليمية	التركيز التعليمي
اكتشافي موجه من خلال مواقف متغيرة وغنية بالمثيرات.	موجه – ميسر – ملهم يطرح الأسئلة ويقدم تغذية راجعة بعد الأداء.	مكتشف – مفكر يختبر ويجرب ويختار الحل المناسب.	فورية – إيجابية – محددة تركز على الأداء أكثر من النتيجة.	آمنة – ممتعة – متنوعة تتيح حرية الحركة والتجريب.	الفهم الحركي – اتخاذ القرار – الإبداع – التكيف.

التقويم

- ملاحظة قدرة اللاعب على التحكم في الكرة بعد الإخماد.
- ملاحظة دقة المناولات أثناء الحركة.
- ملاحظة سرعة التكيف مع المتغيرات.
- ملاحظة اتخاذ القرار المناسب.

ملاحظات للمدرب

- تقبل جميع المحاولات حتى لو لم تنجح.
- تجنب الجمود والتكرار في الشرح.
- امنح وقتا كافيا للتجريب والاكتشاف.
- راعي الفروق الفردية بين اللاعبين.
- إجعل التعلم في صورة ألعاب تناسب البراعم.

ملاحظة: يمكن للمدرب تعديل التمارين وفق مستوى المجموعة والهدف التعليمي.