



The Effect of the Back-to-Back Strategy on Motor Response and Teaching Some Goalkeeping Skills in Futsal for Female Students

Hayder Majeed Shwayyea

(University of Misan / College of Physical Education and Sport Sciences)

Haidermajeed693@gmail.com

Abstract

This research addressed the need to adopt and employ the best teaching strategies that contribute to developing skill and knowledge together, in line with the requirements of effective teaching and learning. The back-to-back strategy is considered one of the best scientific strategies that helps develop a student's thinking and perception in an enjoyable, stress-free atmosphere, since it strengthens communication, listening, conversation, and performance skills. The research sought to identify its effect on motor response and on teaching some goalkeeping skills in futsal among female students, given that this strategy relies on interaction and communication among learners and on the exchange of roles within the teaching situation. The research problem was defined by the following question: (What is the effect of teaching using the back-to-back strategy on motor response and on teaching some goalkeeping skills in futsal for female students?). The study aimed to prepare instructional units according to the back-to-back strategy for motor response and teaching some goalkeeping skills in futsal for female students, and to identify the effect of these instructional units on motor response and on teaching some goalkeeping skills in futsal for female students. The experimental method was used, and the study sample consisted of (14) first-stage female students at the College of Physical Education / University of Misan. The researcher used a motor-response test and tests of some goalkeeping skills in futsal, and the SPSS statistical program was used to obtain the research results. The researcher concluded that the back-to-back strategy was effective in the students' perception of goalkeeping skills in futsal and in improving cognitive, emotional, and reflective aspects, and recommended applying the back-to-back strategy to develop and improve the cognitive aspects related to the skill and the emotional aspects related to how the material is conveyed to the learner during the teaching process.

Keywords: Back Strategy, Motor Response, Teaching, Goalkeeping Skills, Futsal .

Introduction

The modern era has witnessed growing attention to various fields, particularly sports, with modern teaching methods helping to advance education, prosperity, and development — especially since these methods, strategies, and approaches can help create a new generation possessing the awareness, culture, science, and knowledge that qualify it to lead society and participate positively and effectively. In this regard, many active-learning strategies have emerged, including the back-to-back strategy, which helps develop a student's thinking and perception in a playful atmosphere free of tension and nervous pressure. In this strategy, cards or pictures are presented, and one student uses one of these cards and begins describing the characteristics of the shape drawn on it; a second student then imagines what her partner described, forms a mental image of the intended shape, and applies it — with the students seated or standing back-to-back, i.e., facing away from each other. This strategy contributes to increasing interaction and communication between students and the organized exchange of information and ideas, increasing active participation, and improving the level of learning. These



strategies therefore contribute simultaneously to improving performance levels and mental ability, since the goal is not limited to learning and mastering motor and skill abilities but extends further to developing various thinking patterns that help students genuinely confront different teaching situations and make appropriate decisions during skill and motor performance. Speed of motor response is one of the fundamental abilities in sports and games characterized by rapid, sudden changes, including futsal, which requires the player or learner to deal with constantly changing visual stimuli such as the ball, teammates' movements, opponents, and tactical spaces on the court. It represents a direct manifestation of the efficiency of the nervous system, as it involves the time interval between the appearance of a stimulus and the execution of a response; the faster the neural processing, the more accurate and rapid the response.

Goalkeeping skills in futsal differ somewhat from those in regular football due to the smaller size of the court and goals and the faster pace of the game. Given the particularity and importance of the goalkeeping position in futsal, the goalkeeper must possess numerous specific skills as well as other skills similar to those of outfield players, helping them and their team make the difference during play. Accordingly, the instructor must provide an effective teaching environment for refining these skills by improving the technical, volitional, physical, tactical, and creative aspects, as well as vitality, emotional control, and social interaction — since all these aspects are interrelated and appear during play, forming the basis on which a futsal goalkeeper's performance rests. This requires improving concentration, attention, speed of response, and the ability to think soundly in the changing situations on the court. Hence the importance of this research in identifying the level of motor response and in teaching some goalkeeping skills in futsal for female students according to the application of the back-to-back strategy.

Research Problem

Through the researcher's observation of the practical and theoretical lessons of first-stage female students at the College of Physical Education and Sport Sciences, and review of studies related to goalkeeping skills in futsal, it was found that modern strategies such as the back-to-back strategy are rarely used, despite the important skills this strategy offers students through active and positive participation among them — developing the ability to analyze shapes and images, discover their most important features, then convey them to others or apply them, and developing the ability to think and imagine in an attempt to visualize and understand the required shape or image through a partner's description. This strategy also develops the student's ability to translate her ideas and perceptions into realistic shapes. On this basis, the researcher defined the research problem through the following question: (What is the effect of teaching using the back-to-back strategy on motor response and on teaching some goalkeeping skills in futsal for female students?).

1-3 Research Objectives

1. To prepare instructional units according to the back-to-back strategy on motor response and teaching some goalkeeping skills in futsal for female students.
2. To identify the effect of the instructional units according to the back-to-back strategy on motor response and teaching some goalkeeping skills in futsal for female students.
3. To identify the significance of differences between the experimental and control groups in motor response and teaching some goalkeeping skills in futsal for female students.

1-4 Research Hypotheses

1. There are statistically significant differences between the pre- and post-test results of the experimental and control groups in motor response and teaching some goalkeeping skills in futsal for female students.
2. There are statistically significant differences between the post-test results of the experimental and control groups in motor response and teaching some goalkeeping skills in futsal for female students.



1-5 Research Domains

Human domain: First-stage female students at the College of Physical Education and Sport Sciences – University of Misan, for the academic year 2025–2026.

Spatial domain: The sports hall at the College of Physical Education and Sport Sciences – University of Misan.

Temporal domain: From 8/3/2026 to 3/5/2026.

Research Methodology and Field Procedures

Research Method

The researcher used the experimental method with an equivalent-groups design, as it suited the nature of the research problem. The experimental method is distinguished from other scientific methods in that it is “a deliberate, controlled alteration, carried out under defined conditions, of a particular phenomenon, together with observation of the changes produced in that same phenomenon in order to explain them” (Abdel-Hafiz, Bahi: 2002, 107).

Research Population and Sample

The research population was defined as first-stage female students at the College of Physical Education – University of Misan for the academic year 2025–2026, numbering (35) students, representing (100%). The research sample amounted to (14) students from the applied-sciences track, representing (40%), with (7) students per group, in addition to (3) students who took part in the pilot experiment, representing (8.57%). Table (1) shows this.

Table 1: Shows the percentages of the research population and its sample

Track	Total Sample Size	Main Experiment Sample		Pilot Experiment Sample	Excluded
		Experimental	Control		
Applied Sciences	17	7	7	3	—
Total	17	14		3	—
Percentage	100%	40%	40%	8.57%	—

2 Homogeneity of the Research Sample

The researcher checked the homogeneity of the study sample using the normal distribution curve, applying the skewness-coefficient formula to the indicators (height, weight, age), in order to avoid factors that might affect the results of the experiment due to existing differences, as shown in Table (2).

Table (2)

Statistical parameters for the variables of height, mass, chronological age, and training age

Variables	Unit of Measurement	Mean	SD	Median	Skewness Coefficient
Height	cm	156.500	5.854	156.000	0.272
Weight	kg	57.332	4.342	57.000	0.634
Chronological Age	years	18.831	3.435	18.500	0.278

Devices and Tools Used in the Research

- ❖ Devices: a Lenovo laptop, a Casio stopwatch, a camera (iPhone 17), and a device for measuring height and body mass.

- ❖ Tools: futsal balls, cones, small goals, a whistle, a tape measure, and colored tape.
- ❖ Data-collection means: Arabic and foreign sources, observation, a questionnaire, tests and measurements, a recording form.

Field Research Procedures

Tests Used in the Research

First: Motor-Response Speed Test: (Jumaa: 2016, 111).

Purpose of the test: to measure the ability to respond and react at the moment of starting.

Tools used: a clear space 20 meters long and 2 meters wide, a tape measure, a stopwatch, and (49) cones.

Method of performance: The subject stands at one end of the center line facing the examiner, who stands at the other end of the line holding a stopwatch in one hand, raised upward. The examiner then quickly moves their arm either to the left or to the right while simultaneously starting the stopwatch; at that moment the subject sprints at maximum speed to the side line indicated by the examiner, and upon arrival the examiner stops the watch, as shown in Figure (1).

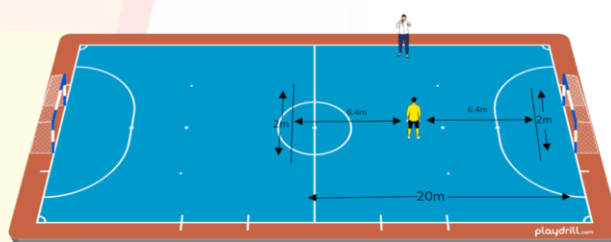


Figure 1: Motor-response speed test

Recording method: The player's best right-side attempt and best left-side attempt out of (3) attempts on each side are recorded, with time rounded to the nearest 1/100 of a second.

Second: Test of Catching and Clearing Low and High Side Balls: (Naghish: 2017, 14).

Purpose of the test: to measure the goalkeeper's skill in catching and clearing low and high side balls.

Tools: a regulation futsal goal divided by ropes into (9) zones numbered (1–9), futsal balls, a whistle.

Performance specifications: Shots are taken from a distance of (8 m) toward the goal with the goalkeeper inside, and scores are calculated as follows:

First: For zones (4, 7), the goalkeeper:

1. Catches the ball on the first attempt: 4 points.
2. Catches the ball on the second attempt: 3 points.
3. Clears the ball: 2 points.
4. Touches the ball but it enters the goal: 1 point.
5. The ball enters the goal directly: 0 points.

Second: For zones (6, 9), the goalkeeper:

1. Catches the ball on the first attempt: 5 points.
2. Catches the ball on the second attempt: 4 points.
3. Clears the ball: 3 points.
4. Touches the ball but it enters the goal: 2 points.
5. The ball enters the goal directly: 0 points.



Figure 2: Test of catching and clearing low and high side balls

Third: Test of One-Handed Distribution Skill for Futsal Goalkeepers

(Ashour, Shuwaie: 2022, 131).

Purpose of the test: to measure a futsal goalkeeper's ability to direct the ball while distributing it.

Tools: a futsal court, futsal balls, colored tape, a whistle, a recording form.

Performance specifications: The goalkeeper stands inside the penalty area and, upon hearing the whistle, carries the ball (nine balls placed on the penalty line) and distributes it toward the circles (a circle 3 meters in diameter), with three balls directed to the right, three to the left, and three to the center, as shown in Figure (3).

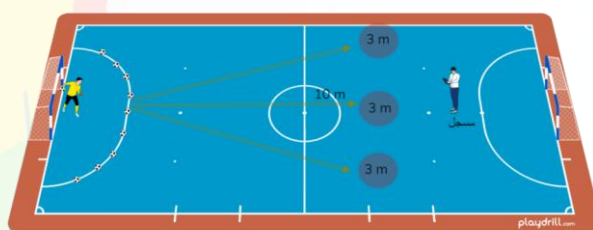


Figure 3: Test of one-handed distribution skill for goalkeepers

Recording method: If the ball lands within the circle, the goalkeeper is given (1) point; if not, (0) points. The total score for the test is (9) points.

Fourth: Test of Passing the Ball with the Foot (Short Ground Pass) (Naghish: 2017, 16).

Purpose of the test: to measure the goalkeeper's skill in the short ground pass.

Tools: regulation futsal balls, a target (30 cm high, 1 m wide) marked on a wall, a stopwatch, a starting line (3 m long) positioned (6 m) from the wall.

Performance specifications: The goalkeeper passes the ball along the ground with the foot toward the target drawn on the wall within (10 seconds).

Recording: The goalkeeper is given one point for each ball that enters or touches the lines of the target, and zero points for balls outside the target, within (10 seconds), as shown in Figure (4). A distance of (6 m) was chosen for the short ground pass because the distance between futsal players is small due to the small size of the court, and the target height (30 cm) was chosen to count ground balls only.

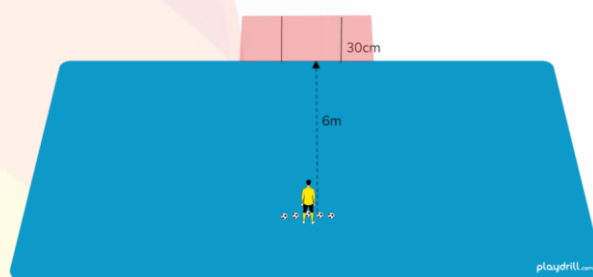


Figure 4: Test of passing the ball with the foot (short ground pass)

The Pilot Study

In order to obtain the results necessary for the research procedures and to follow proper scientific procedure, the researcher conducted a pilot study on Thursday, 12/3/2026, at 10:00 a.m., on a sample of (3) first-stage students from the applied-sciences track, from outside the main research sample.

The objectives of the pilot study were as follows:

1. To verify the suitability of the tests and the time required for the research sample.
2. To identify the difficulties that might face the course of the research.
3. To verify the safety of the tools used.
4. To check the suitability of the recording forms.

Pre-Tests

The pre-tests were conducted on the two research groups (experimental and control) before beginning the implementation of the instructional units, in order to determine the level of motor-response speed and of some goalkeeping skills in futsal for the research sample. The tests were conducted on Sunday, 15/3/2026, in the sports hall of the College of Physical Education and Sport Sciences / University of Misan.

Equivalence of the Research Sample

Equivalence between the two groups was verified by the researcher through processing and analyzing the data related to the sample's pre-test results, whereby the mean and standard deviation were found for the experimental and control groups in the pre-tests. The calculated (T) value for the scale was (0.344), with 20 degrees of freedom, showing significance levels greater than (0.05), indicating no significant differences between the two groups on the research variables, as shown in Table (3).

Table 3: Shows the statistical parameters for the tests between the experimental and control groups in the pre-tests

Variables	Unit of Measurement	Experimental		Control		T
		M	SD	M	SD	
Motor-Response Speed (Left)	Sec	4.82	0.07	4.93	0.05	0.114
Catching & Clearing Side Balls	Score	3.47	0.26	3.55	0.76	0.456
One-Handed Distribution	Score	3.45	0.34	3.34	0.13	0.644
Passing with the Foot	Score	5.33	0.66	5.42	0.61	0.449

* Not significant at the (0.05) significance level.



Instructional Units According to the Back-to-Back Strategy

After reviewing numerous scientific sources and studies, the researcher prepared instructional units specific to the back-to-back strategy for the experimental group sample, aiming to improve motor response and teach some goalkeeping skills in futsal. (10) instructional units were prepared, at a rate of two per week, each lasting (90) minutes. Application began on 19/3/2026 and continued until 12/4/2026. Below are the steps for applying the back-to-back strategy.

First: Presentation and Explanation

The instructor explains the skill to be learned, using images and instructional diagrams of the skill. This stage lasts (15) minutes.

Second: Preparation and Organization

The instructor divides the students into pairs (each two students standing back-to-back) so that they can hear each other when the activity begins. No student may turn to look at her partner at any time. This stage lasts (5) minutes.

Third: Describing the Activity

In this step, the first student, who has a visual prompt (an image), describes the skill picture — such as explaining the goalkeeper's movement, direction, steps, and manner of performing the ball-catching skill — while the second student only listens and may ask any question she needs. The two students then switch roles and repeat the activity. This stage lasts (5) minutes.

Fourth: Implementation

In this step, the second student applies the image according to the first student's description until the set time ends, after which the students compare their performance; roles are then switched. This stage lasts (30) minutes.

Fifth: Evaluation

In this step, the instructor evaluates performance, focusing on the processes and skills that occurred, such as comparing performance and discussing results, with emphasis on communication skills, asking questions, and drawing out ideas. This stage lasts (15) minutes.

Post-Tests

After completing the implementation of the instructional units, the post-tests were conducted on both groups (experimental and control) to determine the level of improvement in motor-response speed and in some goalkeeping skills in futsal. This was done on Thursday, 16/4/2026, in the sports hall of the College of Physical Education and Sport Sciences at the University of Misan. The researcher sought to recreate the same conditions in terms of time, place, devices, tools, and implementation method, in order to replicate the conditions of the pre-tests.

Statistical Methods

The researcher used the SPSS (Ver-25) statistical package on the computer to process the results in order to achieve the research objectives and hypotheses.

Results

Presentation and Analysis of the Pre- and Post-Test Results of the Experimental Group in Motor Response and Some Goalkeeping Skills in Futsal

Table 3: Shows the statistical parameters for the pre- and post-tests of the experimental group in motor response and some goalkeeping skills in futsal

Variables	Unit	Pre-test	Post-test	T	Sig.
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		M	SD	M	SD		
Motor-Response Speed (Left)	sec	4.82	0.07	2.74	0.03	9.21	0.000
Catching & Clearing Side Balls	Score	3.47	0.26	7.23	0.47	8.34	0.000
One-Handed Distribution	Score	3.45	0.34	7.13	0.55	7.54	0.000
Passing with the Foot	Score	5.33	0.66	8.11	0.33	8.21	0.000

Significant at a significance level $\leq (0.05)^*$

Presentation and Analysis of the Pre- and Post-Test Results of the Control Group in Motor Response and Some Goalkeeping Skills in Futsal

Table 4: Shows the statistical parameters for the pre- and post-tests of the control group in motor response and some goalkeeping skills in futsal

Variables	Unit	Pre-test		Post-test		T	Sig.
		M	SD	M	SD		
Motor-Response Speed (Left)	Sec	4.93	0.05	3.34	0.04	4.22	0.001
Catching & Clearing Side Balls	Score	3.55	0.76	5.21	0.56	3.92	0.004
One-Handed Distribution	Score	3.34	0.13	5.14	0.44	4.51	0.002
Passing with the Foot	Score	5.42	0.61	6.34	0.62	5.04	0.000

Significant at a significance level $\leq (0.05)^*$

Presentation and Analysis of the Post-Test Results of the Experimental and Control Groups in Motor Response and Some Goalkeeping Skills in Futsal

Table 5: Shows the statistical parameters for the post-tests of the experimental and control groups in motor response and some goalkeeping skills in futsal

Variables	Unit	Experimental		Control		T	Sig.
		M	SD	M	SD		
Motor-Response Speed (Left)	Sec	2.74	0.03	3.34	0.04	4.22	0.000
Catching & Clearing Side Balls	Score	7.23	0.47	5.21	0.56	3.32	0.000
One-Handed Distribution	Score	7.13	0.55	5.14	0.44	5.21	0.000
Passing with the Foot	Score	8.11	0.33	6.34	0.62	3.02	0.000

Significant at a significance level $\leq (0.05)^*$

Discussion of the Pre- and Post-Test Results of the Experimental and Control Groups in Motor Response and Some Goalkeeping Skills in Futsal

Discussion of the Pre- and Post-Test Results of the Experimental Group

The results obtained by the researcher, presented in Table (3), show statistically significant differences between the pre- and post-tests of the experimental group, in favor of the post-tests, in motor response and some goalkeeping skills in futsal. The researcher attributes these differences to the effectiveness of the back-to-back strategy and the clear impact of the instructional units used, which moved learners away from the traditional, familiar methods of teaching goalkeeping skills in general. This strategy provided an active



learning environment that increased interaction among students through exchanging roles while describing images and applying performance, which helped improve and organize the speed of information processing and response to motor stimuli, as well as raise the level of skill mastery. This is confirmed by (Al-Saffar), who states that the back-to-back strategy is an activity that encourages students to work with one another and develops their communication and observation skills and clarity, and stimulates active listening, thinking, problem-solving, and cooperative work skills (Osama Al-Saffar: 2022, 45). The researcher also considers that the improved teaching situations embedded in this strategy enabled students to attend to and focus on motor stimuli and reduce response time through cognitive and motor processes linked to the requirements of futsal goalkeeping skills, which depend on speed of attention, perception, and accuracy of decision execution. This strategy also fostered interaction among students and effective practical practice, which helped in applying the drills and instructional activities with precision and consistency, since skill performance improves when the learner is exposed to varied, continuous applied practice and adapts to different teaching situations.

Discussion of the Post-Test Results of the Experimental and Control Groups

The results obtained by the researcher, presented in Table (5), show statistically significant differences in the post-tests between the experimental and control groups, in favor of the experimental group, in motor response and some goalkeeping skills in futsal — indicating the effectiveness of the instructional units implemented by the researcher, which were based on a sound, standardized scientific foundation and relied on the principle of individualized teaching and learning through repeated performance of each drill by the experimental group sample, with appropriate rest intervals between repetitions, in addition to gradation and suitability to the goalkeepers' level. The drills used were of good quality and progressively directed toward improving response speed and some goalkeeping skills, since the drills focused on repetitions and increasing concentration, attention, and execution through sitting, standing, and running in different directions — which had a positive effect on improving this ability, needed by the goalkeeper in the various play situations to respond to any stimulus such as the ball, a teammate, or an opponent. This ability is particularly important for futsal goalkeepers given the small size of the court and the large number of players near the goalkeeper, in addition to the organized, scientific, and standardized teaching and training carried out during the implementation of the instructional units, which led to improving this ability — as noted by (Al-Dhamad: 2000, 228), who states that organized training and teaching leads to the development of motor-response speed and reaction.

This strategy also relies on exchanging roles between each pair of students in describing the image or diagram and applying it, which reinforced the processes of thinking, attention, and perception and contributed to correcting errors during performance. Moreover, the nature of the instructional activities within this strategy contributed to increasing effective repetitions of performance by allowing opportunities for discussion, asking questions, and positive interaction — as noted by (Saeedi et al.: 2016, 549), who state that active-learning strategies increase learners' engagement in different teaching situations and enhance mental processes such as attention, perception, and concentration, leading to more effective teaching.

Many sources and studies therefore call for an effective role for active learning that involves creating varied teaching situations to harness learners' positive motivation and increase their capacity for self-reliance in learning skills, benefiting from sources of experience and knowledge, using media, devices, and tools, and enabling participation in selecting suitable learning material — along with acquiring the skills of this type of learning and the ability to evaluate progress toward cognitive, behavioral, and instructional objectives, and calling for a shift away from traditional education, which focuses on rote learning, memorization, and the quantity of knowledge, toward change in modern teaching strategies, which has become necessary to suit the modern educational environment (Al-Samarrai, Mahmoud: 1991, 5).



Consequently, the researcher considers that the varied instructional activities used during the instructional units, including the drills, and the extent to which their execution is linked to the nervous system, mean that the motor response to stimuli is integrated when the nervous system is rested, since it should not be fatigued before training and learning rapid movements — as noted by (Mukhtar: 1998, 46), who states that choosing suitable drills enables the instructor to improve and develop motor and physical abilities while at the same time helping the player or learner master the skills. These drills therefore helped improve reaction, rapid response, motor reaction, balance, motor linkage, attention, motor coordination, and accuracy of performance. This is confirmed by (Muhammad, Mahmoud: 2025, 480), who states that a futsal goalkeeper needs a high speed of response, since the time elapsed from the onset of the stimulus to the completion of the movement means that response time includes both reaction time and movement time.

Conclusions

In light of the results of this study, the following was concluded:

1. The instructional units according to the back-to-back strategy contributed to the students' perception of goalkeeping skills in futsal.
2. Applying the instructional units according to the back-to-back strategy helped improve the cognitive, emotional, and reflective aspects.
3. Using the stages and steps of the back-to-back strategy, matched to the nature of the skills and the sample's level, led to learning the skills both theoretically and practically.
4. The experimental group, to which the instructional units according to the back-to-back strategy were applied, outperformed the control group in improving cognitive, emotional, and research-related skill aspects in the post-tests.

Recommendations

In light of the conclusions reached, the researcher recommends the following:

1. The back-to-back strategy should be adopted in instructional curricula concerned with teaching sports skills.
2. Attention should be focused on the cognitive aspects related to the skill and the emotional aspects related to how the material is conveyed to the learner during the teaching process.
3. Modern methods and models should be used in the process of teaching futsal skills to female students.
4. Further research using the back-to-back strategy should be conducted on other samples and for various skills in futsal.

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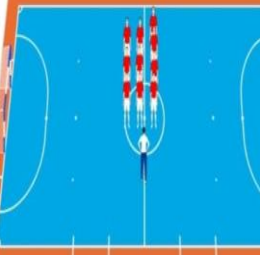
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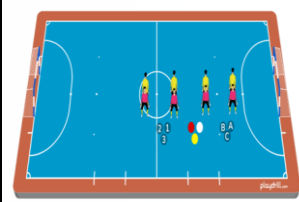
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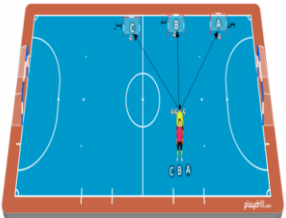


Instructional Units Using the Back-to-Back Strategy

Week: First	Venue: Indoor Sports Hall	Instructional Objective: Teaching the ball-catching and blocking skill
Instructional Unit: First	Number of Students: (7)	Educational Objective: Promoting a spirit of cooperation
Duration: 90 minutes	Tools: Futsal balls, whistle, cones	Day and Date: / / 2026

Section	Time	Activities and Tasks	Formations	Notes
Preparatory Section (20 min)	Educational Environment 5 min	Students line up in one row to take attendance and perform the opening greeting with a sports cheer.		Ensuring orderly standing and regulated spacing between students
	Introduction 5 min	Normal walking – walking on toes – walking on heels – light jogging – jogging with forward arm rotation – jogging with backward arm rotation – jogging with high knee lifts alternately – jogging with jumping high on the whistle – light jogging – normal walking – standing.		General preparation should be in a circular line with an open circle
	Physical Exercises 10 min	Gradually preparing all body muscles, with focus on the main muscles related to skill performance, through special warm-up drills that raise the efficiency of the circulatory and respiratory systems and prepare and warm up the body.		Ensuring all muscle groups are engaged

Main Section (55 min)	Step (1) Presentation 15 min	The instructor begins by explaining the ball-catching skill, presenting the problem in an engaging, attention-grabbing way (using a set of images or video clips), and asking students some questions during the explanation and clarification.		Ensuring students understand the skill, with attention to the instructor's explanation and demonstration of the skill
	Step (2) Organization 5 min	The instructor divides the students into pairs (each two students standing back-to-back) so they can hear each other when the activity begins. No student may turn to look at her partner at any time; the objectives of this stage and each student's role are clarified.		Organization
	Step (3) Description 5 min	The first student, who has a visual prompt (an image), describes the ball-catching skill, explaining the goalkeeper's movement, direction, steps, and how to perform this skill, while the second student only listens and may ask any question she needs.		Description

	Step (4) Implementation 30 min	<p>The second student applies the image according to the first student's description until the time ends, after which the students compare their performance; roles are then switched.</p> <p>- Drill (1) ...</p> <p>Students are divided into pairs, standing back-to-back. Student (1) holds a colored picture; student (2) cannot see it. Student (1) describes the picture and the colors in it to her partner without turning around. When a color is heard, student (2) responds immediately, as follows:</p> <p>White: run to the right, then receive and catch a ground ball.</p> <p>Red: run to the left, then receive and catch a ground ball.</p> <p>Yellow: run forward, then receive and catch the ball.</p> <p>Roles are then switched after three attempts.</p>		<p>- Students are divided into two groups randomly.</p> <p>- Each group performs the drill led by its captain.</p> <p>- Each drill lasts (8) minutes, totaling (24) minutes.</p> <p>- (6) minutes for transitioning between drills and arranging equipment for each drill.</p>
		<p>- Drill (2) ...</p> <p>Students are divided into pairs, standing back-to-back. Student (1) holds a picture with letters and describes the letter to her partner; student (2) then quickly turns around, catches the ball, and distributes it directly toward the goal marked with the announced number.</p>		

		<p>Letter (A): catch the ball, then pass it to the right side of the goal.</p> <p>Letter (B): catch the ball, then pass it to the front of the goal.</p> <p>Letter (C): catch the ball, then pass it to the left side of the goal.</p> <p>Roles are then switched after three attempts.</p>		
		<p>- Drill (3) ...</p> <p>Students are divided into pairs, standing back-to-back. Student (1), who has a picture showing the goalkeeper moving right, then left, then forward, describes the picture; student (2) then quickly turns around and moves in the indicated direction to block the ball shot by the instructor or an assistant.</p> <p>Number (1): block the ball to the right.</p> <p>Number (2): block toward the front.</p> <p>Number (3): block the ball to the left.</p> <p>Roles are then switched after three attempts.</p>		
Final part(15 min)	Step (4) Evaluation 15 min	<p>In this step, the instructor evaluates performance, focusing on the processes and skills that occurred, such as comparing performance and discussing results, with emphasis on communication skills, asking questions, and drawing out ideas.</p>		Maintaining discipline and returning assistance equipment

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		- Relaxation and cool-down exercises with light jogging around the court.		
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