



The Effect of the Ruffini Model on Offensive Tactical Behavior and Teaching the (2–2) Play System in Futsal

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Abstract

This research addressed the need to pay attention to the best modern models and teaching methods that suit each learner, in order to acquire, master, and consolidate motor-skill performance in various sports skills, and to help learners and trainees reach the highest levels of physical and skill performance in order to achieve the educational objectives with the assistance of the instructor for the success of the teaching and training process. The research problem was identified as the limited attention given by most educational curricula to the use of electronic instructional designs accompanying teaching models in learning motor skills and play systems, which leads to weak skill and technical performance in futsal, and consequently the required improvement in the skill and motor abilities of the students is not achieved. These curricula also consume a great deal of time and effort in implementation. Hence, the urgent need arose to use a modern model such as the Ruffini model in teaching futsal, a model that is a product of constructivist learning and its cognitive theories in organizing the learning environment electronically and bridging the relationship between theoretical principles and their applications in the teaching situation, and in equipping learners with the experience and knowledge related to the game and with quality skill and tactical performance represented by the offensive (2–2) play situation, in a manner consistent with the requirements of modern futsal. The study aimed to identify the effect of the Ruffini model on offensive tactical behavior and on teaching the (2–2) play system in futsal. The experimental method was used. The research population was defined as fourth-stage female students at the College of Physical Education and Sport Sciences / University of Misan for the academic year 2025–2026, numbering (17) students, and the study sample consisted of (14) students, who were divided into two groups (experimental and control) by simple random assignment (drawing lots), with (7) students per group. For the pilot experiment, (3) students were selected from the same research population. The two researchers used the offensive tactical behavior scale in futsal and a test of the (2–2) play system to measure the accuracy and speed of preparing the attack, and the SPSS statistical program was used to obtain the research results. The two researchers concluded that applying the instructional units according to the Ruffini model was effective in improving the cognitive, emotional, and reflective aspects of the experimental group sample compared with the conventional method, and they recommended that instructors of futsal be given developmental training courses on how to apply the Ruffini model in teaching the prescribed subjects.

Keywords: Ruffini Model, Offensive, Tactical Behavior, Teaching, Play System, Futsal.

Introduction

Scholars, experts, and those working in the field of teaching methods have moved toward finding the best modern teaching models that suit each learner in light of the current stage of development our era is witnessing, with its enormous amount of knowledge, in order to more quickly achieve the goals of the educational process and to acquire, master, and consolidate skill performance in various sports skills, and to enable learners to



reach the highest levels of physical and skill performance in order to achieve the educational goals with the assistance of the instructor for the success of the educational process.

Among the constructivist cognitive models whose importance lies in being an instructional system that provides guidance and direction to the student and encourages thinking and the formulation of information, in order to increase learner interaction and create interest and excitement when learning motor sports skills, is a model that provides a set of activities and procedures carried out by the instructor by first giving students room for free play, then guiding them to search for the common properties of their skills, then moving to represent the skill in a new situation and teaching them how to encode the skill, and finally using the acquired skill.

Instructional models, including the electronic Ruffini model, relate to selecting the instructional material (tools, materials, programs and curricula) to be designed, analyzed, organized, developed, and evaluated, which helps the teacher achieve the objectives set for the lesson in the fastest time and with the least possible effort. It is a technology for developing education through its experiences and environments in ways that improve instructional activities, and its effect appears in the mental processes — concepts that have emerged in sports research, most of whose training programs given to players focus on physical, skill, and tactical aspects while unintentionally neglecting mental processes and ways of developing them.

Because futsal is of interest to many of its enthusiasts who have studied and developed it, recent studies have turned to the subject of mental processes, believing in the search for means to develop this game, raise the level of skill performance, and make it more effective and exciting, given that it is characterized by numerous and varied play situations that require the player to move quickly and continuously adapt to changing situations — which demands a great deal of stability in behavior when carrying out the task, according to the timing and manner of performance and in line with the specific goal, achieved through redesigning it electronically according to a specialized model for university-level students in various subjects. Futsal is a game that requires quick responses, fast thinking, and precise skills, and it particularly relies on skills whose success depends on gradation and variety. Teaching these skills is of great importance in physical education because it aims to teach students (players) and have them acquire motor, physical, skill, and tactical performance and master it so that it can be used efficiently and economically, and to develop their collective thinking and their ability to organize their tactical movements, through organized and clear play formations that build a shared collective mindset helping players make correct decisions on the court while avoiding the tension that impedes collective performance. From this arises the importance of the research in using the Ruffini model in offensive tactical behavior and in teaching the (2–2) play system in futsal, which may help improve players' ability during play, based on drills resembling the team formations used in a match, carried out through drills involving a number of players and containing various situations implemented during the instructional unit.

Research Problem

Through observing skill and tactical performance in the practical futsal lessons, and the drills used in the instructional units, the two researchers found that they do not achieve the required improvement in the students' motor abilities, and that they consume a great deal of time and effort in implementation. Hence the urgent need arose to use a modern model such as the Ruffini model in teaching futsal — a model that is a product of constructivist learning and its cognitive theories in organizing the learning environment electronically and bridging the relationship between theoretical principles and their applications in the teaching situation — in order to develop teaching by describing the procedures related to selecting instructional material based on the needs and characteristics of the learners, interaction with which leads to achieving the desired objectives of the educational process and equipping learners with the experience and knowledge related to futsal. This is beneficial for developing the quality of skill and tactical performance represented by the offensive (2–2) play



system, in line with the requirements of modern futsal, since the steps of the model and the drills used in the instructional units aim to raise the technical and skill performance level of the players, thereby contributing to improved play-formation performance and reducing wasted time and effort during lessons and instructional and training units.

On this basis, the two researchers defined the research problem through the following question: (What is the effect of teaching using the Ruffini model on offensive tactical behavior and on teaching the (2–2) play system in futsal for fourth-stage female students at the College of Physical Education and Sport Sciences / University of Misan?).

Research Objectives

1. To prepare instructional units according to the Ruffini model on offensive tactical behavior and teaching the (2–2) play system in futsal.
2. To identify the significance of differences in the pre- and post-tests of the experimental and control groups in offensive tactical behavior and teaching the (2–2) play system in futsal.
3. To identify the significance of differences in the post-tests of the experimental and control groups in offensive tactical behavior and teaching the (2–2) play system in futsal.

Research Hypotheses

1. There are statistically significant differences between the pre- and post-test results of the experimental and control groups in offensive tactical behavior and teaching the (2–2) play system in futsal.
2. There are statistically significant differences between the post-test results of the experimental and control groups in offensive tactical behavior and teaching the (2–2) play system in futsal.

Research Domains

Human domain: Fourth-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 2/3/2026 to 23/4/2026.

Methodology

Research Method

The two researchers 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 by its ability to control and regulate the various factors that may influence the behavior under study, and it also enables the researcher to uncover causes and effects (Abdel-Khaliq: 2001, 148).

Research Population and Sample

The research population was defined as fourth-stage female students at the College of Physical Education and Sport Sciences – University of Misan for the academic year 2025–2026, numbering (17) students in the applied-sciences track, representing (100%). The research sample amounted to (14) students, representing (82.35%), with (7) students per group, in addition to (3) students who took part in the pilot experiment, representing (17.64%).



Devices and Tools Used in the Research

The two researchers used a set of devices and tools, as follows:

1. **Devices:** a computer, a Casio stopwatch, a camera (iPhone 15), and a device for measuring height and body mass.
2. **Tools:** futsal balls, cones, small plastic goals, a whistle.
3. **Data-collection means:** Arabic and foreign sources, observation, a questionnaire, tests and measurements, a recording form.

Field Research Procedures

Offensive Tactical Behavior Scale (Hussein, Muhammad: 2022, 360).

The offensive tactical behavior scale prepared by the researchers (Hussein Ali Hussein, Ahmed Hadi Muhammad) was adopted, applied to the Iraqi environment, and comprising (18) situations, each with four closed alternatives (1-2-3-4). The instructions clarify that there is no single correct or incorrect answer; what matters is choosing the response that applies most closely.

The (2–2) Offensive Play Situation (Engler: 2011).

Purpose of the test: to measure the accuracy and speed of preparing the attack.

Required Equipment:

- ❖ A space for performing the offensive situation, marking the players' starting positions for the attack.
- ❖ Two (2) futsal balls.
- ❖ Two (2) electronic stopwatches.
- ❖ A whistle.
- ❖ Five (5) cameras.

Administrators:

- ❖ A recorder to observe and note the correctness of performance.
- ❖ A timer to give the starting signal along with the timing.

Performance Specifications:

Two players stand in the first third and two players in the last third of the court, such that players (A, B) are positioned in front of the goalkeeper in the defensive zone and on the flanks, while players (C, D) are positioned on the flanks in the attacking zone. When the starting whistle is heard, the goalkeeper passes the ball to player (A); after receiving it, player (A) passes it to player (B), who then returns it to player (A), and the ball is passed quickly and accurately between players (A, B). Player (C) then makes a diagonal run and asks for the ball from either (A) or (B); upon receiving it, they pass it directly to one of the players advancing from behind. Player (D) moves quickly to the side opposite the ball, near the far post, to receive the ball from the player coming from behind after it is passed to them, in order to shoot on goal, as shown in Figure (1).

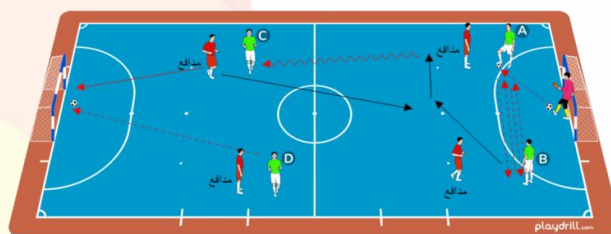


Figure (1): Illustrates the offensive (2–2) play situation

Instructions:

- ❖ Players may start from either side.
- ❖ The player's movement must not stop during the test.
- ❖ If the ball goes out of a player's control, the attempt is not counted.
- ❖ The situation is repeated 4 consecutive times.

Evaluation:

The video recording of the offensive formation is shown to the evaluators to assess the offensive play situation used in preparing the attack as executed during the play situation, and scores are recorded for each situation according to the items of the special evaluation form for play situations, after it was presented to the experts, in order to identify the distribution of the score for each section of the visible movement structure — totaling (10) points distributed over the movement sections in the stages of skill performance, to determine their acceptability and suitability. These sections are (the preparatory section, the main section, the concluding section).

The Pilot Study

In order to follow proper scientific procedure and obtain the results necessary for the research procedures, the two researchers conducted a pilot study on a sample of (4) players from the team of the College of Physical Education and Sport Sciences / University of Misan, from outside the main research sample, and with the assistance of the working team.

The pilot study was conducted on 9/3/2026, and its objectives were as follows:

1. To verify the suitability of the venue, the safety of the tools used, the time required, and their suitability for the tests.
2. To determine the suitability of the tests for the research sample.
3. To identify the difficulties that might face the course of the research.
4. To verify the working team and their competence in conducting the test and recording results.
5. To check the suitability of the recording forms.
6. To identify the field difficulties the researchers might face while applying the drills in the instructional units.

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 offensive tactical behavior and the



(2–2) play system in futsal for the research sample. The test was conducted on Monday, 16/3/2026, in the sports hall of the College of Physical Education / University of Misan.

Equivalence of the Research Sample

In order to control the variables that affect the accuracy of the results, the two researchers relied on the calculated (T) value to test offensive tactical behavior and the (2–2) play system in futsal, as shown in Table (1).

Table 2: Shows the statistical parameters (mean, standard deviation, calculated (T) value, and significance of differences) for the tests between the experimental and control groups in the pre-tests

Variables	Unit of Measurement	Experimental		Control		Calculated (T) Value	Sig
		M	SD	M	SD		
Offensive Tactical Behavior	Degree	41.11	3.25	40.73	2.55	0.734	Not significant
Play System (2–2)	Degree	2.97	0.21	2.33	0.45	0.525	Not significant

* Not significant at the (0.05) significance level.

2-8 Steps and Stages of Applying the Ruffini Model

The two researchers adopted an instructional design for teaching the (2–2) play system to the students through multiple steps to achieve the desired objectives. According to the elements of instructional design, the first element of the Ruffini model was applied, namely the (target audience), as follows:

First — Comprehensive Analysis:

This stage included analyzing the learners' characteristics according to the educational program (target group) and identifying their needs, interests, and developmental characteristics for this stage, so that the design would suit them, in addition to analyzing the academic content to be taught and its feasibility of application. This step was achieved through the following:

- Analysis of learners' characteristics: In this step, the two researchers sought to analyze the characteristics of the research sample and identify their interests and specific learning needs, their use of computers, and their sufficient knowledge of using its software.
- Analysis of the scientific (cognitive) content: The scientific content of the futsal subject was analyzed and its scientific vocabulary identified according to what exists in the futsal curriculum.
- Study of the capabilities available for applying the Ruffini model: (18) computers equipped with the latest software were designated in the computer laboratory at the College of Physical Education and Sport Sciences / University of Misan, in addition to the presence of a specialized technical staff of (3) in computer software engineering along with all requirements for applying the instructional design.

Second — Design:

In this stage, the scientific content of the instructional lessons for the program designed using the Ruffini model was planned and organized. Teaching the (2–2) play system was divided into (6) instructional units according to the course syllabus, taking into account the learners' characteristics identified earlier. A script for the program was written, including the general outlines of the instructional program and its components, according to the elements of the Ruffini model. Three elements were used here: (objectives, the home page and contents, and the site navigation structure), in addition to lesson planning and instructional activities.

Third — Production:



The two researchers gathered the scientific content of the play system under study, including video clips and films, still and animated images, sound, and written texts for the (2–2) play system. They reviewed what suited a design offering greater interaction and benefit for the learner, then selected the appropriate software and players for producing the instructional program, as well as the best colors and fonts suited to the program. This process required great care and precision in choosing what would achieve the greatest benefit for the learner and convey information in the simplest way, with the help of the specialized computer staff and software in the computer laboratory. The two researchers also designed explanatory videos and created a website for learning the futsal play system.

Fourth — Implementation Stage:

In this stage, the instructional design was loaded as software onto all the computers, and the actual teaching and implementation of the program began, including classroom instruction using the pre-prepared instructional materials, as well as out-of-classroom instruction through creating a WhatsApp group including all members of the experimental group, in which the lecture was posted every Thursday and the students were notified of it.

Fifth — Evaluation:

In this step, the extent to which the instructional objectives of each unit were achieved is evaluated and measured, which reveals what the design needs in terms of development and updating of information. Learners are also assessed through several questions (a test) for each instructional unit the student has completed, in order to determine their level and how much they benefited from the lesson academically, with the answer and result given immediately.

Instructional Units and Application of the Main Experiment:

Drawing on scientific sources and previous studies in the field of futsal, instructional units were prepared according to the instructional design based on the Ruffini model for the play system under study, and suitable drills were formulated and the vocabulary phrased to suit the sample members, divided into (6) instructional units, each containing a number of drills. These drills were applied in the main section of the instructional unit, with a gradual increase in the difficulty of the drills toward full performance of the play system studied. To ensure the soundness of the instructional units, the two researchers presented the drills to experts and specialists in futsal, motor learning, and teaching methods. The main experiment was applied at a rate of one instructional unit per week, with each unit lasting (90) minutes. It began on 23/3/2026 and continued until 12/4/2026.

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 of the players in offensive tactical behavior and the (2–2) play system 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 two researchers sought to recreate the same conditions in terms of time, place, devices, tools, and implementation method, in order to replicate the conditions under which the pre-tests were conducted.

Statistical Methods

The two researchers 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 Offensive Tactical Behavior and Teaching the (2–2) Play System in Futsal

After processing the pre- and post-test data for the experimental group statistically, the results were as shown in Table (2).

Table 2: Shows the statistical parameters, the calculated and tabulated (t) values, and the level of significance for the pre- and post-tests of the experimental group in offensive tactical behavior and teaching the (2–2) play system in futsal

Variables	Unit of Measurement	Pre-test		Post-test		Calculated (T) Value	Sig.
		M	SD	M	SD		
Offensive Tactical Behavior	Degree	41.11	3.25	60.34	3.72	13.221	0.000
Play System (2–2)	Degree	2.97	0.21	6.51	0.43	9.970	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 Offensive Tactical Behavior and Teaching the (2–2) Play System in Futsal

After completing the pre- and post-tests of the control group, the data were processed statistically as shown in Table (3).

Table 3: Shows the statistical parameters, calculated (t) value, and level of significance for the pre- and post-tests of the control group in offensive tactical behavior and teaching the (2–2) play system in futsal

Variables	Unit of Measurement	Pre-test		Post-test		Calculated (T) Value	Sig.
		M	SD	M	SD		
Offensive Tactical Behavior	Degree	40.73	2.55	49.58	3.29	8.480	0.000
Play System (2–2)	Degree	2.33	0.45	4.67	0.95	6.268	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 Offensive Tactical Behavior and Teaching the (2–2) Play System in Futsal

After processing the post-test data of the experimental and control groups statistically, the results were as shown in Table (4).

Table 4: Shows the post-test results of the experimental and control groups in offensive tactical behavior and teaching the (2–2) play system in futsal

Variables	Unit of Measurement	Experimenta I		Control		Calculated (T) Value	Sig.
		M	SD	M	SD		
Offensive Tactical Behavior	Degree	60.34	3.72	49.58	3.29	9.381	0.000
Play System (2–2)	Degree	6.51	0.43	4.67	0.95	5.626	0.000

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



Discussion of Results

The results obtained by the two researchers, presented in Tables (2, 3, 4), show that there are statistically significant differences in the post-tests of the experimental and control groups, in favor of the experimental group, in offensive tactical behavior and the (2–2) play system. The two researchers attribute this to the instructional design based on the Ruffini model and its role in achieving the learning of the (2–2) play system in futsal. To accomplish this, the researchers relied on presenting the instructional material in an organized manner, drawing on modern sources to display video clips and films, still and animated images, sound, and written texts of the skills, in addition to word-processing software (Microsoft Word) and (Microsoft PowerPoint), animated-image insertion software, and video-and-sound insertion software, together with the website designed by the researchers, as well as the colors and fonts that provided great benefit to the players and conveyed information in the simplest way. The essential and fundamental elements of the Ruffini model were used, including (page design, text and line drawings, and selection of the authoring program, language, and text writing) as a basis for the instructional design and its implementation, which had a major role and impact in increasing the amount of information and knowledge acquired by the players, since the information was organized in a logical sequence from easy to difficult on the subject of study. This led to increased practice of the learning process for the portion assigned in each lecture and to better learning. This is confirmed by (Arthur and Bena Kallick Costa), who state that when a learner engages in numerous behaviors and sensory perceptions through dealing with images, drawings, videos, and other instructional stimuli and the creative ideas they carry, they must persevere if they wish to reach a solution to the instructional problem presented to them or to answer the questions, and must not rush to judgment but should exchange views and ideas with peers in groups and try to use their prior knowledge while unleashing their innovative ideas to carry out what is required of them. (Costa: 2003, 9). The two researchers also affirm that among the reasons for the superiority of the experimental group over the control group in offensive tactical behavior and the (2–2) play system is what was prepared in terms of drills within the six instructional units, which were consistent with the characteristics of the offensive formations and the players' capabilities and in harmony with the nature of performance and movement patterns — contributing to raising the level of the players' skill and tactical performance — as well as the variety in teaching methods and the gradation from easy to difficult, which played a major role in advancing skill and tactical aspects. The two researchers also consider that formations in futsal represent a dynamic system that depends on transitional speed, variable positioning, and momentary pressure; therefore, any development in tactical performance is a direct reflection of the integration of physical and physiological adaptations. Accordingly, play plans and formations in futsal require numerous methods and means and necessitate the use of intelligence and thinking to act within the court (Kammash: 1988, 3); the intelligent player is, by nature, more capable than others of quickly adapting to changing play situations, which is referred to as (game intelligence), a term used to denote practical intelligence in sporting activity. (Al-Zuhairi: 2001, 11). This is confirmed by (Reilly and Williams), who state that tactical performance in team games results from the interaction of the neural and muscular systems within the framework of motor decision-making. In the (2–2) formation, the results showed a clear, significant improvement in offensive–defensive balance performance and rapid transitions between the two lines, with moderate reliance on vertical movements, short acceleration ability, and advanced neuromuscular coordination. (Williams: 2007).

Conclusions

1. Applying the instructional units according to the Ruffini model contributed to improving the cognitive, emotional, and reflective aspects of the experimental group sample.



2. A tangible improvement was achieved in teaching the (2–2) play system in futsal for the experimental group compared with the control group, with the experimental group showing superiority when applying both the conventional and the proposed curricula.
3. The use of advanced instructional tools represented by e-learning and the technology used in curricula and teaching and performance lessons had a positive effect on the process of teaching the (2–2) play system in futsal, as the experimental group achieved tangible levels of improvement in the post-tests.
4. The use of e-learning through the internet helped speed up teaching and reach the objectives with better use of time and effort compared with the use of traditional instructional means.
5. It is suggested that computers be used as a learning tool to increase the enjoyment of learning the performance of futsal play systems and methods through instructional lessons.

Recommendations

1. The Ruffini model should be adopted in instructional curricula concerned with teaching sports skills.
2. E-learning programs should be used across all teaching processes and incorporated into instructional programs, given their positive effect on teaching play skills, systems, and methods; futsal instructors should take this into account when teaching students.
3. Attention should be paid to organizing course content and designing the classroom environment according to instructional designs based on the electronic Ruffini model, with emphasis on the cognitive aspects related to skills and play systems and the emotional aspects related to how the material is conveyed to the learner during the teaching process, in a manner consistent with achieving the set instructional objectives.
4. Learners should be directed toward the importance of using information technology and the internet to obtain up-to-date information and benefit from it in developing their scientific knowledge.
5. Further research using the Ruffini model should be conducted on other samples and for various skills in futsal.

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Appendix (1): Offensive Tactical Behavior Scale

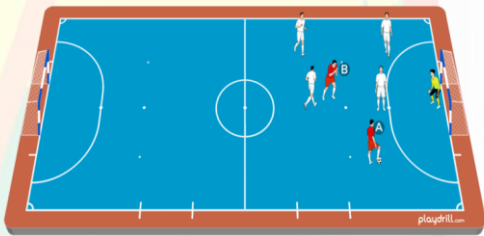
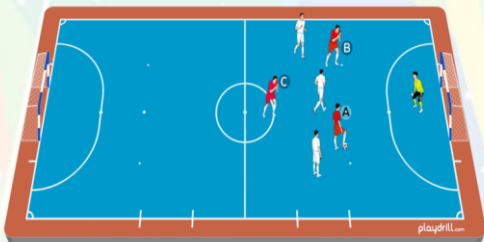
Dear Player:

Please note the following points:

1. Answer the scale completely and do not leave any item unanswered.
2. Please answer by placing a mark () next to each item you consider appropriate and reflective of reality, i.e. the closest to it.
3. Do not place more than one mark next to each item.
4. Do not write your name.

Notes: Player (A) is the attacker in possession of the ball in all situations. A score has been given for each situation for clarity; note that all situations are valid, and scores range from (1) to (4).

 <p>حارس المرمى</p>	 <p>لاعب مدافع</p>	 <p>لاعب مهاجم</p>
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	<table> <tr> <th>First Situation</th><th>Choice</th></tr> <tr> <td>Direct shot on goal</td><td></td></tr> <tr> <td>Dribbling and shooting on goal</td><td></td></tr> <tr> <td>Passing to player (B) who moves to shoot on goal</td><td></td></tr> <tr> <td>Advancing, dribbling past the goalkeeper, and shooting</td><td></td></tr> </table>	First Situation	Choice	Direct shot on goal		Dribbling and shooting on goal		Passing to player (B) who moves to shoot on goal		Advancing, dribbling past the goalkeeper, and shooting	
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Direct shot on goal											
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	<table> <tr> <th>Second Situation</th><th>Choice</th></tr> <tr> <td>Passing to player (B), who shoots on goal</td><td></td></tr> <tr> <td>Direct shot on goal</td><td></td></tr> <tr> <td>Dribbling past the goalkeeper and shooting on goal</td><td></td></tr> <tr> <td>Dribbling past the goalkeeper and</td><td></td></tr> </table>	Second Situation	Choice	Passing to player (B), who shoots on goal		Direct shot on goal		Dribbling past the goalkeeper and shooting on goal		Dribbling past the goalkeeper and	
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	passing to player (B), who shoots on goal		
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Appendix (2): Expert-Opinion Questionnaire on the Suitability of the Attack Performance Evaluation Form in Futsal

University of Misan

College of Physical Education and Sport Sciences

Dear Professor

The two researchers intend to conduct their research titled ((The Effect of the Ruffini Model on Offensive Tactical Behavior and Teaching the (2–2) Play System in Futsal)) on a sample of players from the College of Physical Education and Sport Sciences at the University of Misan. In view of your expertise and knowledge in the field of scientific research, tests, and measurements, please indicate your opinion regarding the attack-evaluation form in futsal.

With sincere thanks and appreciation

Attack Performance Evaluation Form

Preparatory Section Readiness & Organization			Main Section Executing Movement & Passing					Concluding Section Finishing the Attack with a Shot		
Degree	1	2	1	2	3	4	5	1	2	3
Frequency										
1										
2										
3										
4										
Total										

Expert's name:

Academic title:

Date:

Phone number:

Signature:

Specialization:

College and university:

Email:

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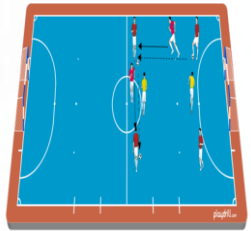
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Appendix (2): Instructional Units Using the Ruffini Model

Week: First	Venue: Indoor Sports Hall	Instructional Objective: Teaching the (2–2) Play System
Instructional Unit: First	Number of Students: (6)	Educational Objective: Instilling a spirit of cooperation
Duration: 90 minutes	Tools: Futsal balls (5), whistle, cones	Day and Date: / / 2026

Section of the Instructional Unit	Time	Activities and Tasks	Formations	Notes
Preparatory Section (30 min)	15 min	Roll call in the computer lab, and starting up the computers by the students, then beginning instruction according to the Ruffini model, as follows: - Then displaying images and animations of the court and dividing the players. - Showing a short video illustrating the (2–2) play system. - An interactive electronic activity: What are the most notable uses of the (2–2) play system?		Ensuring calm and discipline
	15 min	-Moving to the sports hall (court) and beginning general and specific warmup: –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.		Ensuring all muscle groups are engaged

Main Section (50 min)	15 min	The instructor begins by explaining an introduction to futsal play systems in general and the (2–2) system in particular, then explains the players' formation and when each formation is used, and what this system relies on, and teaches the students' positioning according to the (2–2) system on the court. A model of the players' positioning according to the (2–2) system is then shown.		Ensuring students understand the skill, with attention to the instructor's explanation and demonstration of the required skill
35 min (4) application steps	10 min	The players then begin applying the skill drills: - Exercise (1) ... The players are divided into (4) attacking players arranged (2 in front + 2 behind) and two defenders. The drill begins with a pass from one of the back players to one of the front players, then the passing player moves forward and switches position with their teammate, and so on.		- Each drill lasts (10) minutes, totaling (30) minutes. - (5) minutes for transitioning between drills and arranging equipment for each drill.
	10 min	- Exercise (2) ... The players are divided into (4) attackers + (2) defenders, in a (4 vs 2) build-up-play format. The drill begins with the attackers keeping possession through passing, movement, and switching positions, while the defenders try to intercept the ball. When possession is lost, one of the defenders becomes an attacker, and the player who lost the ball becomes a defender, and so on.		

	10 min	<p>- Exercise (3) ...</p> <p>The players are divided into (6): (4 attackers + 2 defenders). The drill begins by building the attack from the back, with the four players moving according to the (2-2) formation, switching positions and creating space. After (4-5) successful passes, the group tries to break through the defenders' line and reach the shooting zone, and so on.</p>		
Concluding Section (10 min)	7 min 3 min	<p>- Relaxation and cool-down exercises with light jogging around the court.</p> <p>- Giving guidance and clarifications to the players; the instructor then asks each player to submit a final project (homework) on what they have learned, as reinforcement and application of what was previously learned. The players then line up and the instructional unit ends with the team cheer.</p>		Maintaining discipline and returning assistance equipment