The effectiveness of restricted training on certain motor abilities and attacking skills of young football players under 19 years of age

La efectividad del entrenamiento restringido en ciertas habilidades motrices y destrezas de ataque de jóvenes futbolistas menores de 19 años

Authors

Wesam Najeeb Asleawa [1]
Samer Saad Ibrahim [2]
Sabreen Hamid Shihab [3]

[1-3] University of Baghdad, (Iraq)

Corresponding author:
Wesam Najeeb Asleawa
wissam.n@cope.uobaghdad.edu.iq

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Abstract

Objective:This study aimed to identify the effect of restricted training on some motor abilities and offensive skills of youth football players under 19 years old
Research methodology:The researchers used the experimental method with two equivalent groups (experimental and control). The research sample consisted of 26 players from Al-Zawraa Sports Club (U-19), divided into an experimental group (13 players) and a control group (13 players). The experimental group performed a restricted training program for eight weeks, with three training sessions per week, while the control group continued with the regular training program. Several tests were used to measure the study variables, including the Ronaldo Speed Test (dribbling and shooting), skill performance test, 10-m acceleration test, Illinois agility test, and response speed test.
Results: The results showed significant improvements in all variables for the experimental group between the pre- and post-tests. In addition, significant differences were found in the post-tests between the two groups in favor of the experimental group in most variables.
Conclusions: The study concluded that restricted training has a positive effect on developing certain motor abilities and offensive skills in youth football players under 19 years old.

Keywords

Restricted training; football; attacking skills.

Resumen

Objetivo: Este estudio tuvo como objetivo identificar el efecto del entrenamiento restringido en algunas habilidades motoras y ofensivas de jóvenes futbolistas menores de 19 años.
Metodología de investigación: Los investigadores utilizaron el método experimental con dos grupos equivalentes (experimental y control). La muestra de investigación estuvo compuesta por 26 jugadores del Club Deportivo Al-Zawraa (Sub-19), divididos en un grupo experimental (13 jugadores) y un grupo control (13 jugadores). El grupo experimental realizó un programa de entrenamiento restringido durante ocho semanas, con tres sesiones de entrenamiento por semana, mientras que el grupo control continuó con su programa de entrenamiento habitual. Se utilizaron diversas pruebas para medir las variables de estudio, incluyendo la prueba de velocidad Ronaldo (regate y tiro), la prueba de rendimiento de habilidades, la prueba de aceleración de 10 metros, la prueba de agilidad de Illinois y la prueba de velocidad de respuesta.
Resultados: Los resultados mostraron mejoras significativas en todas las variables para el grupo experimental entre las pruebas previas y posteriores. Además, se encontraron diferencias significativas en las pruebas posteriores entre los dos grupos, a favor del grupo experimental en la mayoría de las variables.
Conclusiones: El estudio concluyó que el entrenamiento restringido tiene un efecto positivo en el desarrollo de ciertas habilidades motoras y ofensivas en jóvenes futbolistas menores de 19 años.

Palabras clave

Entrenamiento restringido; fútbol; habilidades de ataque.

Introduction

The science of football training receives significant attention because it focuses on the development of players and the game itself. Therefore, specialists in research and exploration have dedicated themselves to finding and developing new methods and techniques for training football players, testing their effectiveness on players to improve their training capabilities. This explains the level of football we have reached today.

The science of football training is currently the focus of much attention. Coaches employ various methods to train and educate players, paying close attention to detail during training sessions to develop players individually and collectively. The team's level and competitiveness reflect the players' skill and the effectiveness of the training methods used. One such method is the Constraint-Led Approach (CLA), which is used to increase the difficulty and training load for players. (Verheijen, 2026) states: "The Constraint-Led Approach (CLA) is a motor learning and coaching framework which proposes that skill acquisition emerges from the interaction of constraints rather than from prescriptive instruction." Using specific conditions and constraints in training forces players to play within certain situations and characteristics. This increases the workload and difficulty level for players during training to achieve specific objectives set by the coach. Players must then play within these constraints. (D'Isanto et al., 2021) notes that players must learn how to execute procedures within a specific environment. Constantly changing, as (Verheijen & Lucassen, 2025) define restricted training as training under specific conditions that limit players during play, such as playing with a maximum of two or three touches, or a specific number of touches per team in each predetermined area, or other conditions such as colors or player assignments on the field. Furthermore, the level of competition plays a crucial role in the development of players, their diverse abilities, and their skill level. (Verheijen, 2016) defines skill performance as the essence of matches, serving as the link between physical and tactical performance. A good player uses their skills efficiently and effectively when at their peak physical condition, and then can apply them to the tactical duties assigned by the coach. The higher the level of competition, the more players are forced to play with a higher level of technique to match the competition. (Verheijen, 2016) explains this 40 Playing at high levels means less space and less time for players to execute plays, which increases the difficulty of situations and forces players to play at a high intensity.

This is what training works on in terms of internal and external influence on the players' systems and bodies through purposeful exercises that force the player's functional systems to work to a higher or equal degree to their limits and capabilities. Approved and standardized training works to contribute to raising the level of players technically and physically and restricted training is training that simulates the reality of the game but with artificial conditions and limits during the exercise.

(Verheijen & Lucassen, 2025) confirm that restricted football training refers to a training methodology in which the coach deliberately manipulates constraints to limit players' time, space, options, or actions in order to shape specific tactical, technical, physical, or cognitive outcomes. Referring to previous sources and studies, the researcher examined several studies to gain insights and understand concepts that support the content of this study. The study by (Adili & Bendo, 2025) clarified that coaches should consider the relative space available to players, not just the size of the field or the number of players. In other words, the playing area must be proportionate to the number of players to understand their physical and physiological needs.

The study by (Chootsungnoen et al., 2025) confirmed that training exercises similar to playing a game have a positive impact on developing certain physical abilities and basic futsal skills.

The study by (Corrêa et al., 2012) concluded that the type of systems and basic duties used, along with their characteristics, helps in adapting to and maintaining performance. The study by (Ali, 2024) confirms that the competitive training implemented in the experiment has a positive impact on overall performance, resulting in effective and successful changes in the execution of tactical skills and their efficiency. Similarly, the study by (Ibrahim, 2025) highlights the importance of skill performance and compares it to certain motor abilities of football players before and after competitions. Meanwhile, the study by (Hani, Abd, and Ibrahim, 2025) explores the use of modern technologies in football and the measurement of their relationships. Based on these previous studies, researchers recognize the importance of this study in identifying the effectiveness of restricted training on certain motor abilities and attacking skills of young football players under 19 years of age for the 2025-2026 sports season.

Research objective

This study aimed to identify the effect of restricted training on some motor abilities and offensive skills of youth football players under 19 years old.

Research problem

We see that there are many training methods for training players and increasing the difficulty of training, and most of these methods used by coaches are the traditional physical methods that increase the burden and physical load on the body of the football player without taking into account the nature of the game and the direction of play, which are called Football actions. From here, the researchers identified the research problem that coaches suffer from, which is to find a method that contributes to gradually increasing the difficulty for players on the field, and this is through restriction, i.e., setting training conditions for the exercise, such as determining the area of play, determining the number of touches, determining the players or the direction of play, or other restrictions that force players to perform some responsibilities during the exercise or restrict some of their abilities in the exercise. This is what prompted the researchers to delve into the mystery of this problem.

Method

Research Methodology

The researcher used the experimental method with a two-group design (experimental and control) as it is suitable for addressing the nature of the research problem. (Abdulhameed , 2026) states that the experimental method relies on influencing the sample and determining the extent of the independent variable's impact on the research sample.

The experimental method involves the researcher controlling one or more independent variables and adjusting the effects of other related variables to observe the impact on the dependent variables of the independent variable.

Community and sample research

The research community consists of a group of youth clubs under 19 years old that play in the first group of the Iraqi Youth League participating in the Iraqi Youth League under 19 years old for the season (2025-2026), which number (9) clubs, which are (Al-Zawraa Sports Club, Air Force Club, Al-Gharraf Club, Al-Talaba Sports Club, Al-Hudood Sports Club, Al-Qasim Sports Club, Basra Oil Sports Club, Oil Sports Club, Al-Sina'at Al-Kahrabaiya Sports Club), and the researchers chose the research sample in a purposive manner, which is the players of Al-Zawraa Sports Club for youth under (19) years old, which number (30) players, and they represent a percentage of (11.11%) of the total players in the Iraqi League for the first group of clubs of Baghdad Governorate for football for the season (2025-2026). This is a small percentage considering the study population, but in order to control and adjust the variables, and because the sample was deliberately chosen to apply the subject of the study, this percentage is considered normal.

Table 1. Show the research community

No.	Teams	Exploratory sample	Control sample	Experimental sample
1	Al-ZawraaSC	4	13	13

The researchers used several tests to measure research variables such as dribbling, passing, shooting, acceleration, agility, and reaction speed.

- Ronaldo Speed Test (Dribbling & Shooting) (Sports, 2026).
- Skills Performance Test (Alattar & Al-Maliki, 2024).
- Accelerate 10 meters (Marques & Izquierdo , 2014).
- Illinois Agility Test (Brukner, 2016)

- Speed of Response (T-Test) (Alattar and Al-Maliki, 2024).

Before conducting the experiments with the research sample, the researchers ensured the equivalence of the experimental and control groups to establish a single starting point and eliminate the influence of chance in the research procedures. Based on height and weight, chronological age and training age.

Table 2. Show Baseline equivalence of experimental and control groups on anthropometric

N	Subjects	Experimental sample		Control sample		t	df	Sig. (2-tailed)
		Mean	S.D.	Mean	S.D.			
1	Height	171.61	2.66	172.30	3.27	0.59-	23.03	0.559
2	Weight	66.92	1.65	66.61	1.50	0.49	23.77	0.624
3	Age	18.00	0.46	17.88	0.44	0.68	23.95	0.500

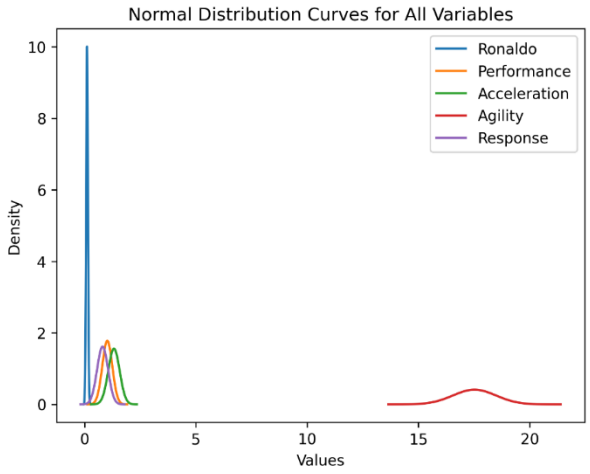
The researchers conducted a pilot study of the skill and motor tests to identify the most significant strengths and weaknesses in test performance and to assess the players' responses to the research tests. Only four players from the research sample were used for this pilot study, which took place on November 1, 2025, under controlled climatic and spatial conditions. Furthermore, the researchers verified the validity of all the skill and motor tests, ensuring they were standardized and validated. The researchers also characterized the test results data to confirm that the sample was normally distributed and that there was no significant dispersion among the participants before commencing the study. The sample data and distribution were verified using the skewness coefficient, as shown in Table (3).

The researchers used a variety of tools to facilitate this study, including soccer balls, colored rubber bands to mark playing areas, small movable goals measuring 3x2 meters, colored jerseys, cones, and markers of various sizes.

Table 3. Show the research variables

Variables	Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Ronaldo Speed Test	26	.01	.17	.1053	.03987	-.461	.456
Skill performance	26	.66	1.54	1.0150	.22406	.275	.456
Acceleration 10 M	26	.91	1.90	1.3142	.25594	.818	.456
Illinois agility	26	16.19	19.87	17.5177	.96841	.464	.456
Speed Response	26	.43	1.27	.8031	.24670	.033	.456
Valid N (listwise)	26						

Figure 1. Normal Distribution curves of tests



Through the statistical description of the research, samples test results for the study variables, we observe in Table (3) that all the investigated abilities and skills tests are normally distributed and within

the normal limits of the normal distribution scales. This confirms the continuation of the study procedures. The researchers conducted the pre-tests for the research sample on November 15-16, 2025, where the following tests were administered:

Ronaldo Speed Test, Skill Performance, Acceleration 10M, Illinois Agility, Speed Response. The researchers controlled the surrounding environment and all factors that could affect the players. The researchers then began the main experimental procedures and applied the restricted training program to the research sample from November 19, 2025, to January 14, 2026, a period of two months (8 weeks). There were three training sessions per week, totaling (24) training sessions. The researchers used (20) minutes of the main session time in each training session, as detailed in Appendix (2). The researchers conducted the main experiment. The experimental group underwent two exercises per training unit, while the control group continued with their usual training regimen.

Post-tests were conducted on January 16-17, 2026, under identical conditions to the pre-tests. Researchers maintained strict control over all testing conditions. The results were tabulated, analyzed, and processed using the SPSS statistical software.

Findings

Presentation, analysis of the results

After performing the statistical analyses and treatments on the results of the research sample for the pre- and post-tests, the researchers arrived at the results, which were presented in the form of tables as follows.

Table 4 shows that there are significant differences between the pre-tests and post-tests of the experimental research sample. This is confirmed by the sig value in the table above for all tests, which showed a clear superiority of the post-tests, by referring to the comparison between the arithmetic means of the research variables.

Table 4. Statistical differences between pre- and post-tests for the experimental sample

N	Subjects	Pre-Test		Post-Test		N	t	df	Sig. (2-tailed)
		Mean	S.D.	Mean	S.D.				
1	Ronaldo Speed Test	0.10	0.037	0.177	0.038	13	-6.521	12	0.000028
2	Skill Performance	0.86	0.172	1.229	0.181	13	7.398-	12	0.000008
3	Acceleration 10 M	1.343	0.295	0.945	0.330	13	4.817	12	0.000421
4	Illinois agility	18.058	0.927	14.981	0.545	13	10.690	12	0.000
5	Speed Response	0.770	0.281	0.531	0.133	13	5.0117	12	0.000303

Confidence interval percentage 95 %

Table (5) shows that there are significant differences between the pre- and post-tests of the control group in the following variables: Ronaldo Speed Test, Acceleration 10 M, Illinois Agility, and Speed Response.

This is confirmed by the sig. values in the table above. However, in the Skill Performance variable, the results showed no differences. This is because this group was not subjected to training that forced the players to work at a level equal to or exceeding their physical and skill capabilities.

Table 5. Statistical differences between pre- and post-tests for the Control sample

N	Subjects	Pre-Test		post-Test		N	t	df	Sig. (2-tailed)
		Mean	S.D.	Mean	S.D.				
1	Ronaldo Speed Test	0.104	0.043	0.142	0.033	13	-2.609	12	0.0228
2	Skill Performance	0.858	0.231	0.975	0.139	13	1.471-	12	0.1669
3	Acceleration 10 M	1.284	0.217	1.123	0.351	13	2.769	12	0.0169
4	Illinois agility	16.976	0.677	15.823	0.989	13	2.960	12	0.011903
5	Speed Response	0.836	0.212	0.776	0.171	13	3.267	12	0.00673

Confidence interval percentage 95 %

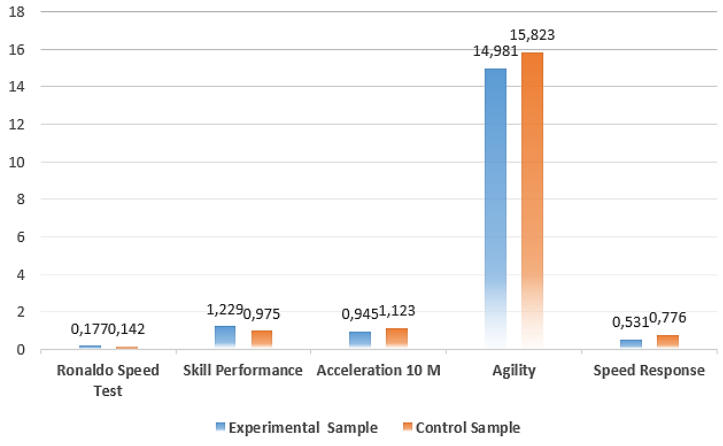
Table 6. Results of the differences between the post-tests for the control and experimental samples

Group Statistics					
Variables	Sample	N	Mean	Std. Deviation	Std. Error Mean
Ronaldo Speed Test	Experimental	13	.1777	.03855	.01069
	Control	13	.1423	.03345	.00928
Skill Performance	experimental	13	1.2292	.18140	.05031
	Control	13	.9754	.13902	.03856
Acceleration 10 M	experimental	13	.9454	.33007	.09154
	Control	13	1.1231	.35189	.09760
Agility	experimental	13	14.9815	.54543	.15128
	Control	13	15.8231	.98962	.27447
Speed Response	experimental	13	.5315	.13347	.03702
	Control	13	.7762	.17105	.04744

Table 7. Shows the independent Samples Test

Independent Samples Test										
Variables		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Ronaldo Speed Test	Equal variances assumed	.017	.896	2.500	24	.020	.03538	.01416	.00617	.06460
	Equal variances not assumed			2.500	23.534	.020	.03538	.01416	.00614	.06463
Skill Performance	Equal variances assumed	3.506	.073	4.005	24	.001	.25385	.06339	.12302	.38467
	Equal variances not assumed			4.005	22.480	.001	.25385	.06339	.12255	.38514
Acceleration 10 M	Equal variances assumed	.996	.328	-1.328	24	.197	-.17769	.13381	-.45386	.09848
	Equal variances not assumed			-1.328	23.902	.197	-.17769	.13381	-.45392	.09854
Agility	Equal variances assumed	10.661	.003	-2.685	24	.013	-.84154	.31340	-1.4883	-.19472
	Equal variances not assumed			-2.685	18.675	.015	-.84154	.31340	-1.4982	-.18481
Speed Response	Equal variances assumed	.430	.518	-4.065	24	.000	-.24462	.06017	-.36881	-.12042
	Equal variances not assumed			-4.065	22.660	.000	-.24462	.06017	-.36920	-.12003

Figure 2. Shows the comparison of means



Discussion

Table 4, which shows the differences between the pre- and post-tests of the experimental sample in the research variables, indicates that there are significant positive differences for all research variables. This confirms that there is development in all the motor abilities and skills of the research sample, which are (Ronaldo Speed Test, Skill Performance, Acceleration 10 M, Agility, Speed Response). The researchers illustrate that the restricted training program is affected of these variables in a positive way because the restricted drills force the sample to hit the maximum abilities of players and the study (Pavlovic et al. 2025) refers to the result that longer training experience significantly influences the improvement of motor abilities, especially agility and speed over longer distances.

In Table 5, which shows the differences between the pre- and post-tests for the control sample, we also see that there is an improvement in all abilities except Skill Performance.

The significance value (Sig) appeared to be greater than the 0.05% level, which means there is no difference between the pre-test and post-test for this ability, while we see that the differences are significant in all other abilities and skills, and this confirms the relative improvement in (Ronaldo Speed Test, Acceleration 10 M, Agility, Speed Response) except for the skill performance, which doesn't improve as shown in the results and Table 5. Researchers explain this by pointing out that the training programs used by the team's coaching staff have a positive impact on the players, in addition to the fact that young players under 19 years old have the potential and ability to develop rapidly. In addition, the study (Hazaa et al., 2026) refer to the this indicates that skill development among young players has a high impact due to their greater ability to learn compared to older players.

Table 6 shows the differences in post-tests between the two samples (Experimental and Control). We see there are significant differences in the Ronaldo Speed Test in favour of the experimental sample, because the restricted training contains many training objectives, one of these objectives is football speed, which confirms by the study (Mohammed & Attia 2024), while in the skill performance variable, the significance value is 0.001, which means there are differences between the experimental and control groups in favor of the experimental sample and (Verheijen & Lucassen, 2025) Illiterate that is because restricted training relies primarily on skill performance and falls within the framework of Football Actions theory.

In the Acceleration 10 M variable, it shows no differences between the two samples, which, when it comparing between means, we found out the experimental sample is better in acceleration, and that's because the time of 10M is so small and it's difficult to see the differences as it illustrates in the article (Ibrahim, 2021) There is an improvement in both groups, and this is a result of the speed of play and the transitions between defense and attack in the restricted training sessions.

In agility tests that rely on changing direction while maintaining body balance, we see significant differences in favor of the experimental group as well. Researchers attribute this to the effect of the independent variable, which is the restricted training, while (Verheijen, 2024) says that the key is that football positions depend on four factors: positioning, timing, direction, and speed. The more ideal these factors are, the more successful the player will be. This aligns with the researchers' view that agility requires all these elements, which are present in the game. Therefore, this ability was improved in this study and the other study confirms this (Ibrahim, Ahmed, and Shehab 2024). The dynamic training is an effective way to improve agility.

And the last variable, Speed Response, shows the significance of the differences in favour of the experimental sample after comparing the arithmetic means, Researchers emphasise that restrictive training that limits players and forces them to play quickly positively affects this variable and helps improve it. The result of the study (Ibrahim, Asleawa, and Farhan 2024) shows that the response is improved in small pitches like a futsal pitch.

The researchers explain that the results of this study, which was based on the field experiment, showed that the application of the independent variable, which is the restricted training, to the young players and the experimental group, which showed a relative superiority or improvement of the experimental group over the control group in all the research variables, indicates that these trainings increase the physical and psychological load and the level of difficulty in performing the training, which forces the

players to adapt in a higher way than before. This is what the researchers conclude: that the repetition of restricted training, and therefore the repetition of loads and trainings of increasing difficulty on the players, leads to a relative improvement in the level of the sample in the researched tests and the players' adaptation in a manner that is commensurate with the effort and difficulties imposed on the players.

Conclusions

This study concluded that restricted training positively affects certain motor abilities and attacking skills (Ronaldo Speed Test, Skill performance, Agility and Speed Response) while Acceleration 10 M shows no differences between samples.

Recommendations

- Regular, structured training increases players' motor skills and puts them in peak condition.
- Regularly playing matches, helps develop players' technical skills.
- Similar research should be conducted to compare players' abilities.

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Authors and translators' details:

Wesam Najeeb Asleawa	wissam.n@cope.uobaghdad.edu.iq	Author
Samer Saad Ibrahim	samer.s@cope.uobaghdad.edu.iq	Author
Sabreen Hamid Shihab	Sabreen.h@copolicy.uobaghdad.edu.iq	Author

Appendix

Appendix 1 Tests

Ronaldo Speed Test

The Ronaldo speed test assesses the ability to dribble the ball at pace and with control. This is a timed drill - players can be retested to monitor improvements over time. The focus for the players should be on maintaining control of the ball with close touches - not big touches and chasing the ball.

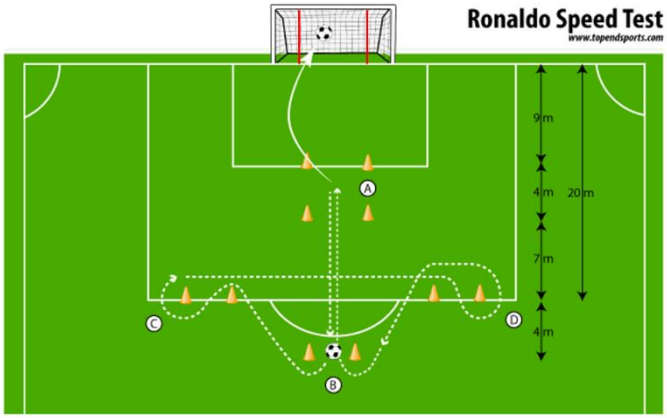
Test Descriptions

Aim: To test football players' ability to dribble the ball at pace and with control and score.

Test Set-Up: The cones are placed as per the diagram. A 4m square is placed 9m from the goal line. At the start, a ball is placed between the cones at gate (B). The original test description did not indicate the distance to place the cones at (c) and (d) from the midline.

Description: Players start in the box (A), facing the goal without the ball. When the coach calls "GO" the timing starts and the player turns and runs to the ball at gate (B), dribbles through the gate and turns right towards gate (C). The player dribbles around the first cone at gate (C), in between both cones and turns right around the second cone and runs towards gate (D). The player dribbles between the cones and turns left around the second cone. The last turn is back through gate (B). The player continues into the box (A) and shoots at goal. One practice turn is allowed, followed by one timed attempt.

Scoring: The time starts when the coach says go and finishes when the ball hits the net after the shot at goal.



Skills Performance Test

Purpose: to measure the accuracy of speed of control and dribble and shooting the ball (Skills Performance).

Tools: Balls, Whistle, Colored Rope, Small Goals 75X50cm, Small Area 1x1m for passing

Performance:

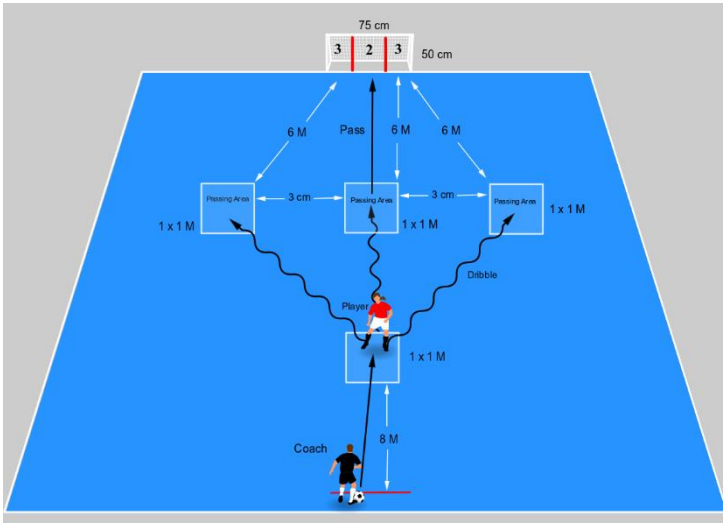
The player stands behind the designated suppression zone line, which is 8 m away from the ball launcher. After giving the start signal, the ball launcher throws the ball (ground crawling ball) towards the suppression zone. The player advances into the suppression zone, trying to stop the ball (suppression) by muting the ball with the bottom of the foot (sole), then changes direction to run with the ball (roll) by pulling the ball with the bottom of the foot (sole), until he reaches the handling zone (1) to handle the ball towards the small target, trying to hit the middle part of the target. All testers perform the first attempt in succession, then move to perform the second and third attempts through the handling zones (2) and (3) in succession for all testers and in the same manner as performed in the first attempt.

Terms & conditions

- The ball movement must be stopped within the designated area for suppression.
- The ball must be stopped by muting the ball under the foot (sole).
- The tester must perform (rolling) by pulling the ball under the foot (sole).
- If the ball goes out of the tester's control during (rolling), the tester will be given (zero) points.
- The handling skill must be performed within the designated areas for handling and according to the sequence (1-2-3).
- The tester must perform the test as quickly as possible.

Score

- The player is given (three attempts).
- The player is given (one mark) for successful control.
- The player is given (zero) marks for failed control.
- The player is given one mark. for successful dribble.
- The player is given (zero) marks if the ball goes out of the player's control during dribbling.
- The player is given three marks. when hitting the middle part of the goal.
- The player is given two marks when hitting one of the outer parts of the goal.
- The player is given (one mark) for the handling in which the ball touches one of the posts or the crossbar.
- The player is given (zero) marks for the failed try.
- In terms of accuracy, the maximum accuracy marks are (15) marks, of which (3) are for controlling, (3) for dribbling, and (9) for shooting.
- In terms of time, it is extracted from the digital camera film through the (Kinovia) program placed on the computer, where it is calculated in (1/1000) of a second.
- Unit of measurement (degrees/second).

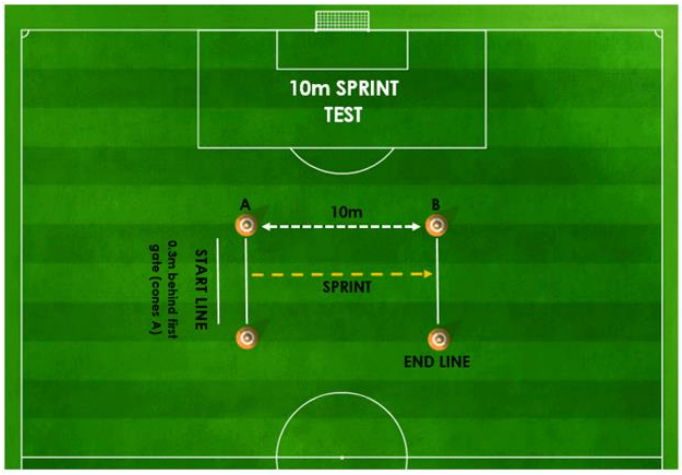


Sprint or Speed Tests

Sprint or speed tests can be performed over varying distances, depending on the factors being tested and the relevance to the athlete's sport. The aim of all speed tests is to cover the set distance in the quickest possible time.

test purpose: The purpose of this test is to determine acceleration, maximum running speed and speed endurance, depending on the distance run.

equipment required: measuring tape or marked track, stopwatch or timing gates, cone markers.



What is the Illinois Agility Test?

The Illinois Agility Test (also known as the Illinois Agility Run or IAT) is one of the most widely used assessments of agility in sports performance testing. Developed by Getchell in 1979, this test evaluates an athlete's ability to accelerate, decelerate, and change direction efficiently while maintaining speed and body control.

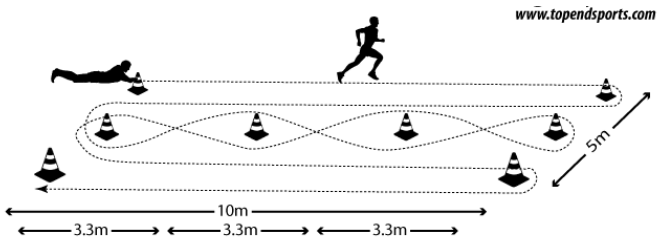
Agility is a critical component in team sports such as soccer, rugby, American football, basketball, field hockey, and netball. The Illinois Agility Test specifically measures:

- Acceleration - Ability to reach top speed quickly from a prone start
- Deceleration - Controlled slowing to prepare for direction changes
- Change of direction - Efficient turning at various angles (180° and weaving)
- Body control - Maintaining balance during rapid movements
- Coordination - Synchronizing multiple movement patterns

How to Perform the Illinois Agility Test

Equipment required: flat non-slip surface, 8 marking cones, stopwatch or timing gates, and measuring tape.

Pre-test preparation: Explain the test procedures to the athlete. Perform health screening and obtain informed consent. Record basic information including age, height, body weight, and gender. Measure and mark out the test area precisely. Check timing equipment calibration. Allow adequate warm-up time. See more



Response Time Test

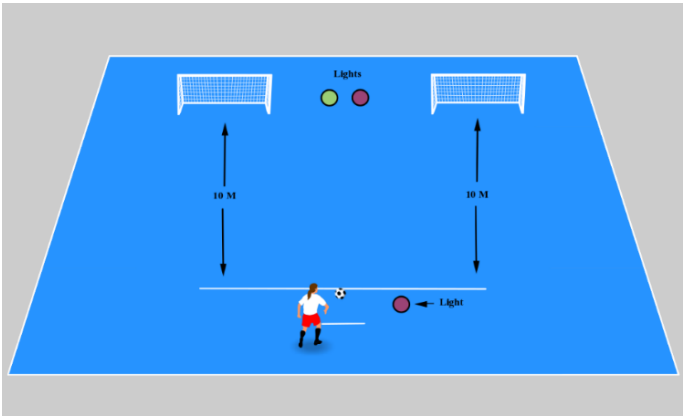
Purpose: Measure the Response time

Tools: Balls, Small Goals, Camira Video 300/sec, Plazpod and playground.

Performance:

The player stands (50) cm away from the ball and in front of the light device. On both sides of the device are small targets measuring (120 cm) in width and (75 cm) in height. The player kicks the ball towards the small target which is (10 m) away from the location of the ball in the direction determined by the light (i.e. if the right light is on, the player kicks the ball towards the right target and vice versa). Each player is given three attempts and the best attempt is counted. A video camera is placed on the side for the purpose of measuring the time from the moment the stimulus appears until the moment the ball leaves the player's foot.

Score: The time for a correct response is calculated from the moment the stimulus appears until the moment the ball leaves the player's foot.



Appendix 2 Restricted Training

Restricted Training No: 1

Objective of training: playing 6v6, including Goal player, playing as direct as possible and as indirect as necessary.
Number of players: 13 players
Equipment:Football pitch, balls, bibs, cones, Portable Goal.
Restrict rules: Limited to football touches (3 touches).
Training duration: 10 Minutes.
Size of Pitch: 40 X 40 meters.

Description:
playing 6v6, including Goal player, trying to play as direct as possible and as indirect as necessary while rotating the ball, keeping 3 lines on the pitch (Goalplyer (GA), defence line and forward line).

Training points
- Players try to be a play option.
- Improving playing options.
- GA makes support behind.
- Playing 3 touches maximum.
- Ball always starts from GA
- Scoring from variable situations.

Training duration:
The training is divided into two periods, 4 minutes each.

Restricted Training No: 3

Objective of training: playing **7**v6, with one Goal player, playing double pass against your opponent, and playing as direct as possible and as indirect as necessary.
Number of players: 13 players
Equipment:Football pitch, balls, bibs, cones, 2 portable goals.
Restrict rules: Limited to football touches (3 touches), playing with GA one time each phase.
Training duration: 10 Minutes.
Size of Pitch: Half of the pitch.

Description:
playing 7v6, Two goals for defending team and one goal with the Goal player for the attacking team, trying to play as direct as possible and as indirect as necessary while rotating the ball, keeping 3 lines on the pitch (Goalplyer (GA), defence line and forward line).

Training points
- Players try to be a play option.
- Improving playing options.
- GA makes support behind.
- Playing 3 touches maximum.
- Ball always starts from GA.
- Ball protection
- Scoring from variable situations.
- Goal counts only after 5 passes

Training duration:
The training is divided into two periods, 4 minutes each.

Restricted Training No: 8

Objective of training: playing 3 v 3 + 1, playing with one player extra (Jocker), playing with first touch as possible as you can and try to play double pass against your opponent, and playing as direct as possible and as indirect as necessary.
Number of players: 13 players
Equipment:Football pitch, balls, bibs, cones, 2 portable goals.
Restrict rules: Limited to football touches (2 touches).
Training duration: 10 Minutes (2 periods)
Size of Pitch: Half of the pitch (35x20m)

Description:
playing 3 v 3 + 1, playing with one player extra (Jocker), trying to play as direct as possible and as indirect as necessary while rotating the ball, keeping 3 lines on the pitch, scoring from any area of the pitch.

Training points
- Players try to be a play option.
- Improving playing options.
- Playing 2 touches maximum.
- Ball always starts from GA.

- Ball protection
- Scoring from variable situations.
- Shot within 8 seonds of ball recovery

Training duration:
The training is divided into two periods, 4 minutes each.

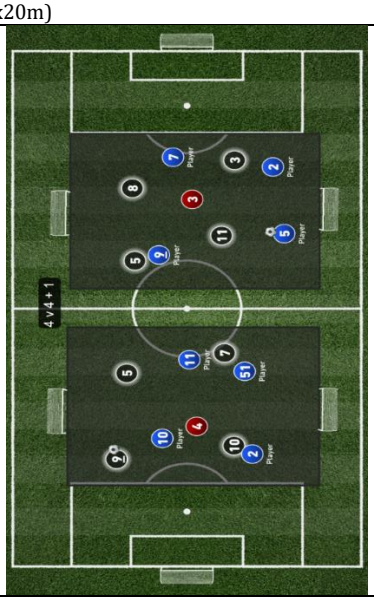
Restricted Training No: 15

Objective of training: playing 4 v 4 + 1, playing with one player extra (Jocker), playing with two touchas maximum and playing as direct as possible and as indirect as necessary. and try to play double pass against your opponent, and playing as direct as possible and as indirect as necessary.
Number of players: 13 players
Equipment:Football pitch, balls, bibs, cones, 4 portable goals.
Restrict rules: Limited to football touches (2 touches).
Training duration: 10 Minutes (2 periods)
Size of Pitch: Half of the pitch (40x20m)

Description:
playing 4 v 4 + 1, playing with one player extra (Jocker), playing with two touches as maximum and playing as direct as possible and as in-direct as necessary while rotating the ball, keeping 3 lines on the pitch, scoring from any area of the pitch.

Training points
- Players try to be a play option.
- Improving playing options.
- Playing 2 touches maximum.
- Ball always starts from GA.
- Ball protection
- Scoring from variable situations.

Training duration:
The training is divided into two periods, 4 minutes each.



Restricted Training No: 20

Objective of training: playing 6 v 6 + GA, playing with 3 touches as maximum and playing as direct as possible and as indirect as necessary. and try to play double pass against your opponent.
Number of players: 14 players
Equipment:Football pitch, balls, bibs, cones, 2 portable goals.
Restrict rules: Limited to football touches (3 touches).
Training duration: 10 Minutes (2 periods)
Size of Pitch: Half of the pitch (60x40m)

Description:
playing 6 v 6 + GA, playing with 3 touches as maximum and playing as direct as possible and as indirect as necessary while rotating the ball, keeping 4 lines on the pitch, including the GA, scoring after 5 passes on the pitch.

Training points
- Players try to be a play option.

- Improving playing options. - Playing 3 touches maximum. - Ball always starts from GA. - Ball protection - Scoring from variable situations. - Goal counts only after 5 passes Training duration: The training is divided into two periods, 4 minutes each.