

**EHF GOALKEEPER
SPECIALISATION A
EXEMPLARY MODULES**

EHF GOALKEEPER SPECIALISATION A



TU: Teaching Units

		COMPETENCES	LEARNING GOALS	CONTENT
<h2>Saving Techniques for Goalkeepers</h2>	<p>Learn the basics of how to save shots, move correctly, and position your body as a goalkeeper.</p> <p>9 TU</p>	<div>1.1, 1.3, 1.4, 1.6</div> <div>1.1, 1.3, 1.4</div> <div>1.1, 1.2</div> <div>2.1</div>	<p>Goalkeeper positioning, how to read where a shot is going (anticipation), how to place your hands, and how to move your feet—especially for low shots.</p> <p>Learn 2/3 positions for each shooting area (breakthrough, 9m shot, wing shot, ...)</p>	<ul style="list-style-type: none"> Moving and positioning in goal (3TU) – In person (Sports Hall) – GK Summit Reading the shooter’s arm and shot direction (3TU) – in person (Sports Hall) – GK Summit Coordinating arms, legs, and body when saving a ball (3TU) – in person (Sports Hall) – GK Summit
<h2>Building Mental Strength in a Solitary Position</h2>	<p>Help young goalkeepers deal with fear, stay confident, and stay positive—even when they concede “easy goals”</p> <p>4 TU</p>	<div>1.7</div> <div>1.5</div> <div>1.2</div>	<p>How to manage fear of the ball, deal with mistakes, and build strong mental habits.</p>	<ul style="list-style-type: none"> Theory of coping with pressure via positive self-talk, compassion, goal setting and attention control (2TU) – E. Learning + Learn check Strategies for implementation of methods for coping with pressure to the training (2TU) – E. Learning + Learn check
<h2>The Goalkeeper in Team Tactics</h2>	<p>Learn how the goalkeeper supports both defence and attack—and how to be part of the team’s overall tactics.</p> <p>8 TU</p>	<div>1.2, 1.5, 1.8</div> <div>1.2, 1.7, 1.9</div> <div>2.1</div>	<p>How to talk with teammates in defence, read the game, and be the crucial pillar in the offensive transition.</p> <p>How to control the game situations depending on the numerical situation and game result.</p>	<ul style="list-style-type: none"> Defence Tactics – Cooperations with Goalkeeper (3TU) – In person (traditional classroom) – GK Summit How to communicate effectively to the players in defence? (1TU) – in person (traditional classroom) – GK Summit The influence of the Goalkeeper in the Offensive Transition (4TU) – In person (traditional classroom) – GK Summit

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Motivation for Goalkeeper–Inspire players to become Goalkeepers	Build self-confidence and specific exercises so young goalkeepers engage with the position. Diversity and inclusion in the goalkeeper position	1.7 1.5	How to help kids to be motivated to become a goalkeeper.	<ul style="list-style-type: none"> Examples of exercises with strategical conditions promoting higher success of the goalkeeper (high save efficiency) - 1TU - In person (Sports Hall) – GK Summit Real-life examples from other goalkeepers – role models – (1TU) – In person (traditional classroom) – GK Summit Inclusion of different body types, genders, and backgrounds in the goalkeeper role could add social value – 1TU – E.Learning
	3 TU			
Injury Prevention	Teach young goalkeepers the basics of injury prevention and how to protect themselves and avoid injuries from falling.	1.6 1.6	How to avoid head injuries, and train safely	<ul style="list-style-type: none"> Basics of motor control, range of movement and movement demands of the goalkeeping (2TU) – E.Learning Basics of injury prevention and creating safe environment for goalkeepers. (2TU) – E.Learning
	4 TU	1.1		
Making Fast Decisions	Help goalkeepers make quick, smart decisions during games using non-linear pedagogy, constraint-led approach and self-reflection.	1.5 1.2, 1.8, 1.9	How to react fast, stay calm, and use simple games to train decision-making.	<ul style="list-style-type: none"> Non-linear pedagogy in goalkeeping position? (2TU) – In person (traditional classroom) – GK Summit Fun games to train decision – making in offensive transition and empty goal situations. (2TU) – In person (Sports Hall) – GK Summit Self-reflective portfolio. Submit an example of training sessions using the non-linear pedagogy and constraint-led approach in practice of goalkeepers (2TU) – Assignment
	6 TU	2.2		

Areas of Competence	Knowledge & Understanding	Planning & Organisation	Execution & Practice	Analysis & Evaluation
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