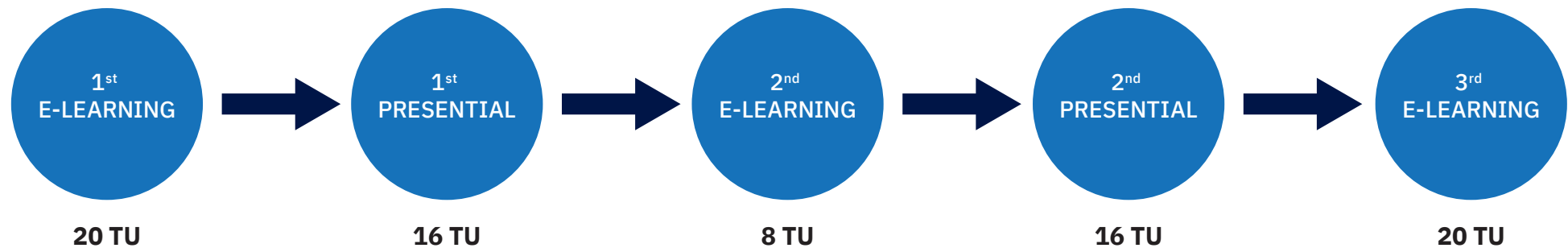


EHF
**COMPETENCE
ACADEMY &
NETWORK**

"RINCK" CONVENTION 2024
EHF LEVEL 1 COACH COURSE

EHF LEVEL 1 COACHING COURSE



TU = Teaching Units

E-LEARNING 1ST

EHF Level 1 Coach Course

Areas of Competence

Knowledge & Understanding

Planning & Organisation

Execution & Practice

Analysis & Evaluation

Training and Coaching Practice

	EDUCATION FORMAT	LEARNING GOALS	CONTENT
Theory of training structure, training principles and methods (2TU) 1.1, 1.2, 1.8	E-Learning + Learn check	Explain basic training principles, coaching methods, and concepts of skill acquisition in their own words.	Introduction to training theory, the purpose of training, training structure (<i>warm-up, main structure, cool down</i>), training principles (overload, periodisation, etc.), training methods (tactical training, S&C training, etc.).
Theory of Skill Acquisition and (motor) learning (2TU) 1.1, 1.2, 1.8	E-Learning + Learn check	Explain the basic structure of a training session and how several training sessions can be built up over a short period of time to achieve a training goal systematically.	Introduction to skill acquisition and motor learning, stages of learning, principles of motor learning (<i>variability, feedback, repetition, etc.</i>), methods (<i>block vs random practice, whole vs splitting up the components, etc.</i>).

Health & Safety

Theory of basic anatomy, physiology and biomechanics (2TU) 1.4, 1.5	E-Learning + Learn check	Explain the basic body structure and function and muscular system. Explain the cardiovascular system, energy system, and respiratory system.	Introduction to basic anatomy (<i>skeleton system, muscle, ligaments, tendons</i>) and basic physiology (<i>energy systems, cardiovascular system, respiratory system</i>).
Theory of serious health events and first aid procedures (1TU) 1.5	E-Learning + Learn check	Ensuring player's safety through knowledge of risks and health-related events and through appropriate first-aid responses	Introduction serious health events (<i>musculoskeletal injuries, cardiovascular events, respiratory, open wounds, etc.</i>) and first aid responses - RISE principle, risk assessments, actions planning, stakeholders communication.
Theory of common handball injuries, injury causation and basic prevention strategies (1TU) 1.5	E-Learning + Learn check	Identify different types of common sports injuries that can occur in handball training and/or competition. Create a safe training environment and conduct safe training sessions. Explain the principles of basic prevention strategies in their own words.	Introduction to typical handball injuries and their causation, epidemiology and etiology, causation, and internal and external factors. Basic injury prevention strategies (<i>warm-up, recovery, loading, preventive training, etc.</i>)

Handball FUNdamentals

Theory: Fundamentals of Game understanding (4TU)

1.1, 1.2, 1.6, 1.8

EDUCATION FORMAT

E-Learning + Learn check

LEARNING GOALS

Explain the basic rules of the game and the different player's roles and their functions as well as the game phases.

Explaining basic movements and techniques of the Handball game.

CONTENT

Introduction to basic rules and regulations, positions and their functions, and offensive and defensive game phases. Recognising individual's movements/techniques such as correcting passes, defense base positions, shooting techniques, reception, dribbling, etc.

Theory: One-size-fits-all? Adjusting training to different players (2TU)

1.1, 1.2, 1.7, 1.8

E-Learning + Learn check

Effectively assess situations, and adjust training to meet needs of different groups or individuals.

Understand how to modify, interact with, and adapt to the environment to facilitate the established goals better.

Introduction to the importance of practice adaptation to ensure long-term development. Recognising the differences between groups and individuals (*e.g. gender, skill differences, age group, etc.*).

Theory: Game & Tournament planning and management (1TU)

E-Learning + Learn check

Independently organise and manage small games and tournaments.

Provide clear organisational guidelines for effective game management.

Introduction to the organisational topics of tournament planning and small game management. Examples of successful tournaments and game planning (*e.g. time management, check lists, responsibilities*).

Management & Organisation

Theory: Legal aspects of coaching (1TU)

E-Learning + Learn check

Understand rules, duties of care, and legal responsibilities as a coach.

Introduction to ethical and legal responsibilities of coaches. Defining the role of a coach and his/her responsibilities, code of conduct, and legal compliance.

Theory: Engagement strategies for attracting new players to handball (2TU)

1.3

E-Learning + Learn check

Explain basic motivational strategies to encourage participation and engagement.

Create a positive environment where players feel safe, recognised, and valued.

Introduction to the engagement of multiple stakeholders (*e.g., players, parents, teachers, etc.*) to support and create a welcoming and appealing training environment, alongside increasing enjoyment, wellbeing, inclusion, participation, and retention. Providing best practice examples for school and youth programs (*e.g., handball at school*). How to engage communities and families.

Pedagogical Power of Training

	EDUCATION FORMAT	LEARNING GOALS	CONTENT
Basics of Methodology and Didactics (2TU) 1.1, 1.2, 1.8	E-Learning + Learn check	Understand coaching methods, principles, practices, curriculum planning, and design to help participants engage and develop during sessions.	Introduction to basic methodology and didactics of how to plan effective training sessions. Principles of teaching styles and methods (e.g. <i>demonstration, explanation, repetition</i>), use of coaching aids (e.g. <i>cones, visual aids, space selection</i>). Understanding of athletes learning styles.
Basics of Pedagogy and Coaching (2TU) 1.1, 1.2, 1.9	E-Learning + Learn check	Independently evaluate and reflect on coaching practices to foster continual development. Understand coaching methods, principles, practices, curriculum planning, and design to help participants engage and develop during sessions.	Introduction to pedagogical principles (e.g. <i>athlete-centered teaching</i>). What is the role of a coach (e.g. <i>educator, teacher, mentor, role model, etc.</i>). Use of training as a pedagogical moment. Coaching as a pedagogical moment of training. Explaining the ethics of coaching.
Introduction to Motivation and Communication Strategies (2TU) 1.3	E-Learning + Learn check	Be aware of different communication styles and athletes' preferences to enhance coach-athlete relationship.	Introduction to basics of motivation and communication, types of motivation (e.g. <i>intrinsic vs extrinsic</i>), types of communication (e.g. <i>verbal vs non-verbal, etc.</i>) Instructions, feedback, encouragement.

PRESENTIAL 1ST

EHF Level 1 Coach Course

Areas of Competence

Knowledge & Understanding

Planning & Organisation

Execution & Practice

Analysis & Evaluation

Training and Coaching Practice

Exemplary training session demonstrated by lecturer (2TU)

1.1, 1.2, 1.8

1.1, 1.2

1.1

EDUCATION FORMAT

Sports hall, Presential

LEARNING GOALS

Explain basic training principles, coaching methods, and concepts of skill acquisition in their own words.

Explain the basic structure of a training session and how several training sessions can be built up over a short period of time to achieve a training goal systematically.

Observe and evaluate training sessions from colleagues and give helpful feedback on the basis of their own observations.

CONTENT

Demonstration training with example warm-up, a main session with tactical-technical drills, exercises, physical conditioning, game play, etc, according to the specific training goal.

Planning and execution of a training session with feedback from group and lecturer (4TU)

1.1, 1.2, 1.8

1.1, 1.2

1.1, 1.2, 1.4

1.1, 1.2, 1.3

Group works, Classroom, Sports Hall, Presential

Plan and carry out their training sessions accordingly and evaluate them based on their own observations.

Detailed plan of training sessions according to a specific training goal.

Practical execution in front of the group/expert.

Non-active participants observe and give feedback to those who carrying out the training session.

Handball FUNdamentals

Small games and fun ways to learn the game rules (4TU)

1.1, 1.2, 1.9

1.1, 1.2, 1.3

1.1, 1.2, 1.4, 1.7

1.1, 1.2, 1.3

Sports hall, practical session

Designing small games to teach handball rules and to develop basic skills in simple game situations.

Engaging players and making training and learning enjoyable.

Demonstration of 2 practical sessions, first one small game, second one basic handball skill acquisition practice, promoting enjoyment, learning, and game rules.

Active participation in practical examples of experiencing the game from the position of a participant leads to a reflective practice (e.g. adaptation of constraints such as rules, equipment, and space leading to adaptive responses).

Demonstration of exercises that develop basic handball movements and techniques (e.g. dribbling, throwing, shooting, passing, etc.)

		EDUCATION FORMAT	LEARNING GOALS	CONTENT
Pedagogical power of training	Practical communication (2TU)	Group Work/Collaborative Learning	Experience practical strategies on how to communicate and motivate players effectively, fostering mutual understanding, and a positive environment.	Practicing communication and motivational techniques through role-playing scenarios. Analysing real-life examples of effective motivation and communication strategies in handball. Engaging in activities to develop and refine communication and motivational skills.
	1.1, 1.2, 1.3, 1.8	1.1, 1.3		
Management & Organisation	Practice: Demonstrating team cohesion and a positive environment through practice with feedback from group or expert (4TU)	Presential (Sports Hall, Presential)	Experience effective team-building exercises and strategies to enhance team cohesion and create a positive environment, leading to better performance and a more enjoyable handball experience.	Practical application of team-building activities into the handball practice increasing team cohesion and inclusion of all members of the training group. Simulating situations that require teamwork and problem-solving. Techniques for observing and assessing team dynamics and cohesion during practices and games. Adjusting team-building strategies based on feedback and observations.
	1.1, 1.2, 1.3, 1.8	1.1, 1.2		
	1.5	1.1, 1.2, 1.3		

E-LEARNING 2ND

EHF Level 1 Coach Course

Areas of Competence

Knowledge & Understanding

Planning & Organisation

Execution & Practice

Analysis & Evaluation

Technical–tactical

Theory: Individual Offensive Techniques and Tactics (Breakthroughs/Feints, Crossing/ Screening) (2TU)

1.1, 1.2, 1.6, 1.8

EDUCATION FORMAT

E-Learning + Learn check

LEARNING GOALS

Know and explain individual offensive techniques and tactics for different playing positions and basic offensive cooperation between players.

CONTENT

Introduction into feinting, shooting variations techniques for the different playing positions: jump shot, dive shot, etc., different passes techniques, screen, crossing, piston movement, give and go, etc.

Theory: Individual Defensive Techniques and Tactics (Anticipatory Skills, Tackling, Blocking Cooperation with Teammates/ Goalkeeper) (2TU)

1.1, 1.2, 1.6, 1.8

E-Learning + Learn check

Know and explain individual defensive techniques and tactics for different playing positions and basic offensive cooperations between players.

Introduction into basic defense positions, blocking, defending 1vs1 situation for different positions. Goalkeeper Techniques, Helping, sliding, doubling, switch, etc.

Pedagogical power of training

Designing an Ideal Coaching Profile (2TU)

1.2

1.2, 1.5

1.1, 1.2, 1.3

Self-paced

Guide coaches in creating a detailed and effective coaching profile, fostering continuous, and personal growth to enhance their effectiveness and success in coaching handball.

Defining roles, tasks, and competencies as a coach from different competencies areas (*Knowledge & Understanding, Planning & Organisation, Execution & Practice, and Analysis & Evaluation*). Engaging in self-reflection: e.g. producing a letter to your future self or outlining a personal plan for your own development - goal setting as handball coach. Evaluating personal strengths and weakness.

PRESENTIAL 2ND

EHF Level 1 Coach Course

Areas of Competence

Knowledge & Understanding

Planning & Organisation

Execution & Practice

Analysis & Evaluation

Training and Coaching Practice

Practice: Planning of training plan under specific constraints of players characteristics (4TU)

1.1, 1.2, 1.6,
1.7, 1.8

1.1, 1.2

1.1, 1.2, 1.3

1.3, 1.4

Group works/collaborative learning

Independently assess player characteristics and game situations, proactively adapting exercises to meet players' needs.

Practical planning of the training structure (*single sessions and progression over multiple sessions*) using a constraint-led approach (e.g. *adaptation of space, environment, and individual constraints*).

Practice: Demonstration of coaching showing game explanation and adjustments throughout the game with feedback from group or experts (4TU)

1.1, 1.2, 1.3,
1.6, 1.8

1.1, 1.2

1.1, 1.2, 1.3

1.3, 1.4, 1.5

Sports Hall/Practice

Provide clear, independent descriptions of handball game phases and dynamics. Demonstrate a thorough and understandable explanation of the game. Know and explain individual offensive techniques and tactics for different playing positions and basic offensive cooperation between players. Know and explain individual defensive techniques and tactics for different playing positions and basic offensive cooperation between players.

Practical demonstration of the offensive and defensive techniques/cooperations between players. Demonstration of exercises that develop fundamental awareness of offensive/defensive strategies. Non-active participants should develop observational skills that enhance the game, providing feedback and possible adjustments to the participants leading the session.

Handball FUNdamentals

Fundamental Aspects of Correct Learning of Basic Handball Techniques (4TU)

1.1, 1.2, 1.9

1.1, 1.2, 1.3

1.1, 1.2, 1.4,
1.7

1.1, 1.2, 1.3

Sports hall, practical session

Effectively assess situations and adjust training to meet the needs of different groups and individuals and communicate changes clearly. Understand how to modify, interact with, and adapt to the environment to better facilitate the established goals. Teach basic movements of the Handball game: identifying and correcting passes, defense base positions, shooting techniques, reception, dribbling, etc.

Practical demonstration of individual handball technique (*such as pass, shooting, dribbling, etc*). Ability to correct the technique on an individual basis and provide clear correction steps in an understandable manner.

Pedagogical power of training

	EDUCATION FORMAT	LEARNING GOALS	CONTENT
Providing Detailed Self-Reflection on Personal Practice (2TU) 1.2, 1.5 1.1, 1.2, 1.3	Group Work/ Collaborative Learning	Independently evaluate and reflect on coaching practices to foster continual development. Embrace reflective practice as a vital aspect of coaching.	Providing a written report of self-reflection following Gibbs's reflective cycle (<i>Description, Feelings, Evaluation, Analysis, Conclusion, Action plan</i>). The report is created on an individual basis but feedback and analysis are discussed in the group and feedback from others is incorporated.
Presenting an Ideal Coaching Profile (2TU) 1.2 1.2, 1.5 1.1, 1.2, 1.3	Collaborative Learning/ Group Feedback	Guide coaches in creating a detailed and effective coaching profile, fostering continuous personal and professional growth to enhance their effectiveness and success in coaching handball.	Presentation of the coaching profile created in the second e-learning.

E-LEARNING 3RD

EHF Level 1 Coach Course

Areas of Competence

Knowledge & Understanding

Planning & Organisation

Execution & Practice

Analysis & Evaluation

		EDUCATION FORMAT	LEARNING GOALS	CONTENT
Technical–tactical	Theory: Team Defence Systems (Open, Mixed, and Closed) & Team Offense Systems (3:3 and 2:4) (2TU)	E-Learning + Learn check	Provide clear, independent descriptions of handball game systems and dynamics. Understand the different tactical systems in Handball - composition, players positional distribution, and characteristics.	E-learning session focused on the offensive and defensive systems in Handball.
	1.1, 1.2, 1.6, 1.8			
Health & Safety	Exemplary first aid measures demonstrated by a first aid expert and practising first aid measures with the group (2TU)	E-Learning + Learn check	Explain the principles of basic prevention strategies in their own words. Assess the condition of an injured person, carry out a full body examination, and monitor vital signs. Use wound dressings, bandages, CPR aids, and other first-aid equipment. Recognise the signs and symptoms of a heart attack and other serious health events, perform CPR, and place the casualty in the recovery position.	E-learning session focused on first-aid practice (<i>cardiovascular events, musculoskeletal events, respiratory events, head impacts, bleeding</i>).
	1.4, 1.5 1.6			
Management & Organisation	Practice: Developing a plan focused on engagement strategies for clubs (4TU)	Self Paced Learning	Provide clear organisational guidelines for effective game management. Explain basic motivational strategies to encourage participation and engagement. Create a positive environment where players feel safe, recognised, and valued.	Development of their own plan applied in their context focused on engagement strategies for clubs (<i>tournaments, handball in school projects, digitalisation, communication, how to create an inclusive environment, strategies with key stakeholders</i>).
	1.3 1.5 1.3, 1.4 1.3			

Training and Coaching Practice

	EDUCATION FORMAT	LEARNING GOALS	CONTENT
<p>Planning of multiple training sessions for own sports environment with feedback from group or expert (4TU)</p> <p>1.1, 1.2, 1.3, 1.4, 1.8</p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 1.7</p>	<p>Self-Paced Practice + Collaborative Learning, online EXAMINATION</p> <p>1.1, 1.2</p> <p>1.1, 1.2, 1.3</p>	<p>Explain basic training principles, coaching methods, and concepts of skill acquisition in their own words.</p> <p>Explain the basic structure of a training session and how several training sessions can be built up over a short period of time to achieve a training goal systematically.</p> <p>Plan and carry out their own training sessions accordingly and evaluate them on the basis of their own observations.</p> <p>Observe and evaluate training sessions from colleagues and give helpful feedback on the basis of their own observations.</p>	<p>Practical planning of multiple training sessions incorporating gained knowledge from level 1 means that training should include different stages - warm-up, individual handball techniques, technical-tactical elements, etc with some progression from training to training. Based on the plan, the feedback is provided.</p>
<p>Application of feedback into the training sessions in own sports environment (4TU)</p> <p>1.1, 1.2, 1.3, 1.4, 1.8</p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 1.8</p>	<p>Self-Paced Practice + proof of realisation, EXAMINATION</p> <p>1.1, 1.3</p> <p>1.1, 1.2, 1.4</p>	<p>Explain basic training principles, coaching methods, and concepts of skill acquisition in their own words.</p> <p>Explain the basic structure of a training session and how several training sessions can be built up over a short period of time to achieve a training goal systematically.</p> <p>Plan and carry out their own training sessions accordingly and evaluate them on the basis of their own observations.</p> <p>Observe and evaluate training sessions from colleagues and give helpful feedback on the basis of their own observations.</p>	<p>Feedback from the previous part is incorporated into future planning and the final examination report is the document that shows the self-assessment of progress and further development of the coaching approaches based on the feedback.</p>

LEVEL 1

