

1. Insight into the annual schedule

Training objectives

In the training of **adult teams**, a coach usually will be measured based on his or her success (league position). Hence, the individual training units are strongly focused on the respective opposing team (aim of season). Winning games and making efficient use of the team's potential are paramount.

In the training of **youth teams**, however, the **individual development** is the most important objective which has priority over success. The players should also be trained on a general basis, i.e. on each position (no positional specialization, no offense/defense specialization).

Annual schedule

The following points should be taken into consideration when creating your annual schedule:

- How many training units do I have (do not forget vacations, holidays, and the season schedule)?
- What do I want to achieve/improve this season?
- What goals should be achieved within a given concept (of the club, the association, i.e. the German Handball Association [DHB], for example)? You can refer to the publications of the DHB for information about defense systems, individual offense/defense skills, and the expected performance of a certain age group.
- What skills does my team have (do the individual players have)? You should continuously analyze and document the skills of your team so that you can make a target-performance comparison at a regular basis.

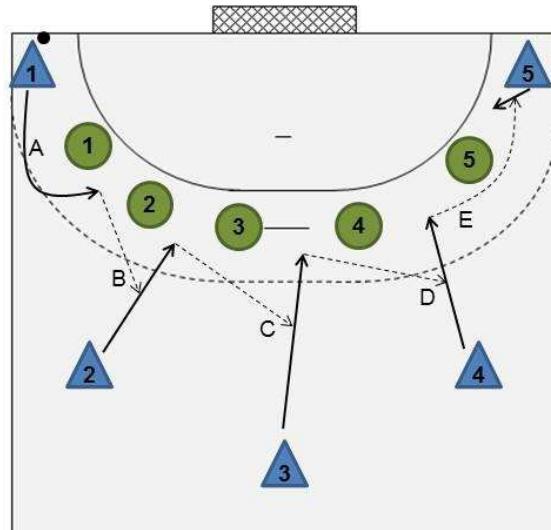
TU 1-7	Offense/Team	15	80
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Description:

- The players should now implement the piston movement they practiced before in a 5-on-5 game.

Basic course:

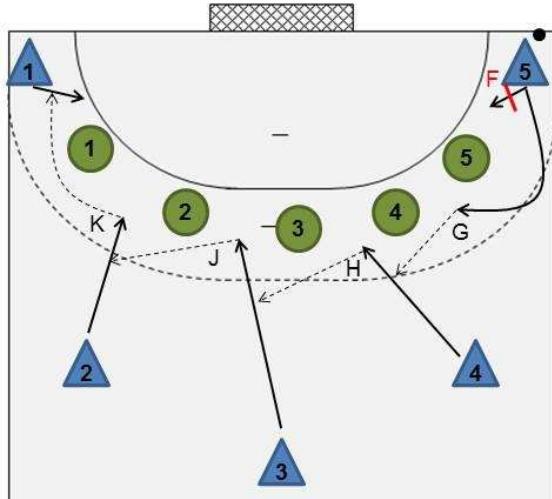
- **Phase 1:** Allow the attacking players to practice the timing of the piston movement and the possible breakthrough for a couple of minutes. Afterwards, change the defense and offense players.
- **Phase 2:** Each team may play 5 attacks. They get a point for each goal. Which team has shot the most goals?



Course:

- 1 does a dynamic piston movement on the wing position (A), moves towards the gap between 1 and 2, and passes the ball into the running path of 2 (B).
- 2 does a piston movement, moving vigorously towards the gap between 2 and 3, and passes the ball into the running path of 3 (C).
- 3 does a piston movement, moving vigorously towards the gap between 3 and 4, and passes the ball into the running path of 4 (D).
- 4 does a piston movement, moving vigorously towards the gap between 4 and 5, and passes the ball to 5 (E) on the wing position.

- If there is enough space for  to shoot at the goal, he may shoot. If  obstructs the path towards the goal (,  runs a curve, and the players repeat the piston movement while passing the ball to the other side (G, H, J, and K).
- If one of the players is able to break through the defense line during the piston movement, he may shoot at the goal himself.



 The attacking players should seek their own advantage and try to break through themselves before passing the ball to the next player.

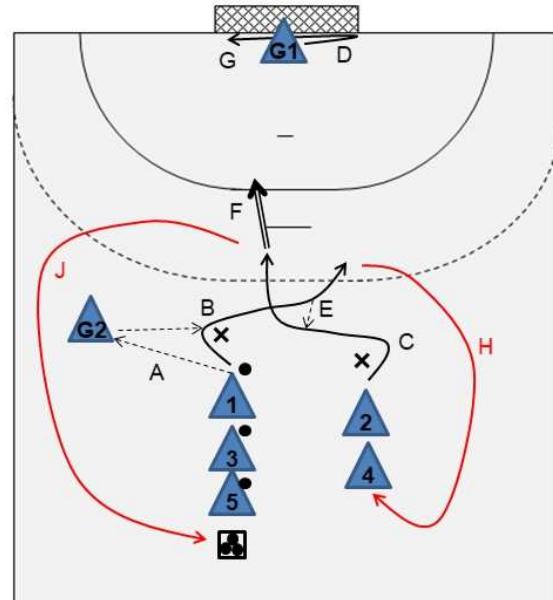
  or  should try to shoot at the goal when there is enough space on the outer side of the wing position.

 The attacking players should move back to their initial position immediately after passing the ball, so that they can approach the goal dynamically during the next piston movement.

TU 2-4	Goalkeeper warm-up shooting	10	40
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Course:

- **1** passes the ball to **G2** (A), runs around the cone on the left side, and receives a return pass from **G2** (B).
- **2** makes a running feint towards the right side of the cone, a bit delayed, however (C).
- **1**, having the ball, dynamically moves towards the inner side. **2** takes on the crossing and receives the ball (E).
- **G1** dynamically sidesteps from the center of the goal to the goalpost (D), touches it lightly, and then immediately sidesteps back to the other side. There, he tries to save the ball (G) that is shot by **2** at the left side of the goal (F), according to the coach's instruction (top, middle, bottom).



! **G1** should time his movements inside the goal in such a way that he can save the shot of **2** in motion.

- **3** and **4** start the same course, a bit delayed, however, so that **G1** faces a series of shots.
- **1** lines up behind the group of shooting players after his action (H); **2** picks up a ball and also lines up again (J).

! The players should run around the cones (B and C) and do the transverse crossing move (E) at high speed.