

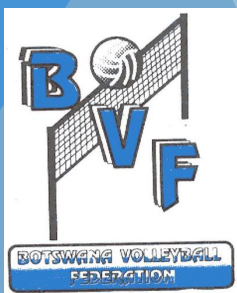
Botswana Long-Term Athlete Development



SETTING UP SUCCESS

*A framework to guide volleyball in
Botswana towards lifelong participation
and excellence for all levels: from
grassroots to podium and beyond*

Building Tomorrow Starts Today



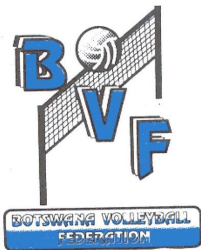
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by
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Key Stakeholders



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PREFACE & ACKNOWLEDGEMENTS

The Botswana Volleyball Federation (BVF) is proud to present the Long Term Athlete Development (LTAD) model for beach volleyball. This document is intended to act as a guide for coaches, players, and parents of the volleyball community in Botswana, and aid in the development of young athletes from their introduction to the sport to podium success.

Volleyball in Botswana, operated under the BVF, became affiliated with the CAVB and FIVB in 2004 and since then has experienced a growth in participation in both indoor and beach volleyball. Volleyball in Botswana is currently operated primarily through private clubs, with club members being trained by the FIVB as coaches to provide competitive volleyball instruction to youth taking part in volleyball programs around the country.

With a promising basis for volleyball, including the existing volleyball infrastructure, Botswana is well positioned for future success in both indoor and beach volleyball in elite level competition. The BVF, for these reasons, has recognized the need to continue building upon the progress of the sport, and acknowledges the purpose of a structured framework to assist in continued development. This document is essential to the development of young athletes, for increasing participation, for talent identification, and for training hopeful athletes for competitive success.

BLTAD

BLTAD is a sports development framework that has been modeled after Canadian Sport for Life's (CS4L) LTAD. The world-renowned framework was developed by an expert working group operating under Sport Canada in 2005, and aims to promote lifelong engagement in sport and physical activity, in addition to developing podium success.

While Sport Canada's framework has been embraced by sport governing bodies around the world, each version has been modified to fit the needs of the country. The major difference between the BLTAD and the original Canadian model is the five steps included in the BLTAD (FUNdamentals, Youth, Junior, Senior, Lifelong Physical Activity), compared to the eight included in the Canadian LTAD (Active Start, FUNdamentals, Learn to Train, Train to Train, Train to Compete, Learn to Win, Train to Win, Active for Life). This is to accommodate for the lower participation numbers in most of the NSO's in Botswana. The BLTAD continues to follow the same principles of growth, development, training, competition, and recovery.

KEY TERMS

BNOC – Botswana National Olympic Committee
BVF – Botswana Volleyball Federation
BNSC – Botswana National Sport Commission
BLTAD – Botswana Long Term Athlete Development
FIVB – International Volleyball Federation
NF – National Federation
BOPSSA – Botswana Primary School Sports Association

CAVB – African Volleyball Confederation
CS4L – Canadian Sport for Life
CGC – Commonwealth Games Canada
NSO – National Sport Organization
BISA – Botswana Integrated Sports Association

WORKING GROUP

Mr. Daniel Molaodi	: President – BVF
Mr. Peaceful Seleka	: Sports Development Officer – BVF
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ALIGNMENT TO BVF'S CORE VALUES

PROFESSIONALISM – *to act in a way that shines a positive light on the organization to current and potential stakeholders*

A high level of professionalism is needed for the successful implementation of BLTAD principles. Volleyball stakeholders must be respectful, accountable, and reliable, and everyone must act professionally and treat others in a professional manner

INTEGRITY – *to provide an outlet for ethical and constructive skills development and competition*

A successful BLTAD will encourage athletes to engage in ethical behaviour, both on and off the field of play, to achieve their peak performance. In doing so, athletes will contribute to the constructive development of other participants of the framework. Dedication to developing ethical athletes will not only raise the profile of sport, but also help develop the morals of the young men and women of Botswana.

EFFECTIVE COMMUNICATION – *to encourage open and honest discussion with all participants*

A successfully implemented framework will encourage open communication between stakeholders and participants. This volleyball-specific BLTAD and the accompanying Action Plan should be shared in a way that all volleyball stakeholders have a part in its successful delivery.

TEAMWORK – *to encourage collaborative efforts amongst all stakeholders*

In order to accomplish all goals of the BLTAD, volleyball stakeholders should be constantly working together. Cooperation from all parties is key to creating effective structures and a volleyball system that can consistently produce elite athletes and provide excellent participation opportunities.

QUALITY SERVICE DELIVERY – *to provide stakeholders with products and services in a timely and effective manner*

Volleyball services and programs need to be delivered in a quality manner to adhere to the expectations of the BLTAD. Stakeholders must give their full effort in all projects to ensure best possible results.

EFFECTIVE MANAGEMENT/LEADERSHIP – *to provide stakeholders with a stable leadership structure*

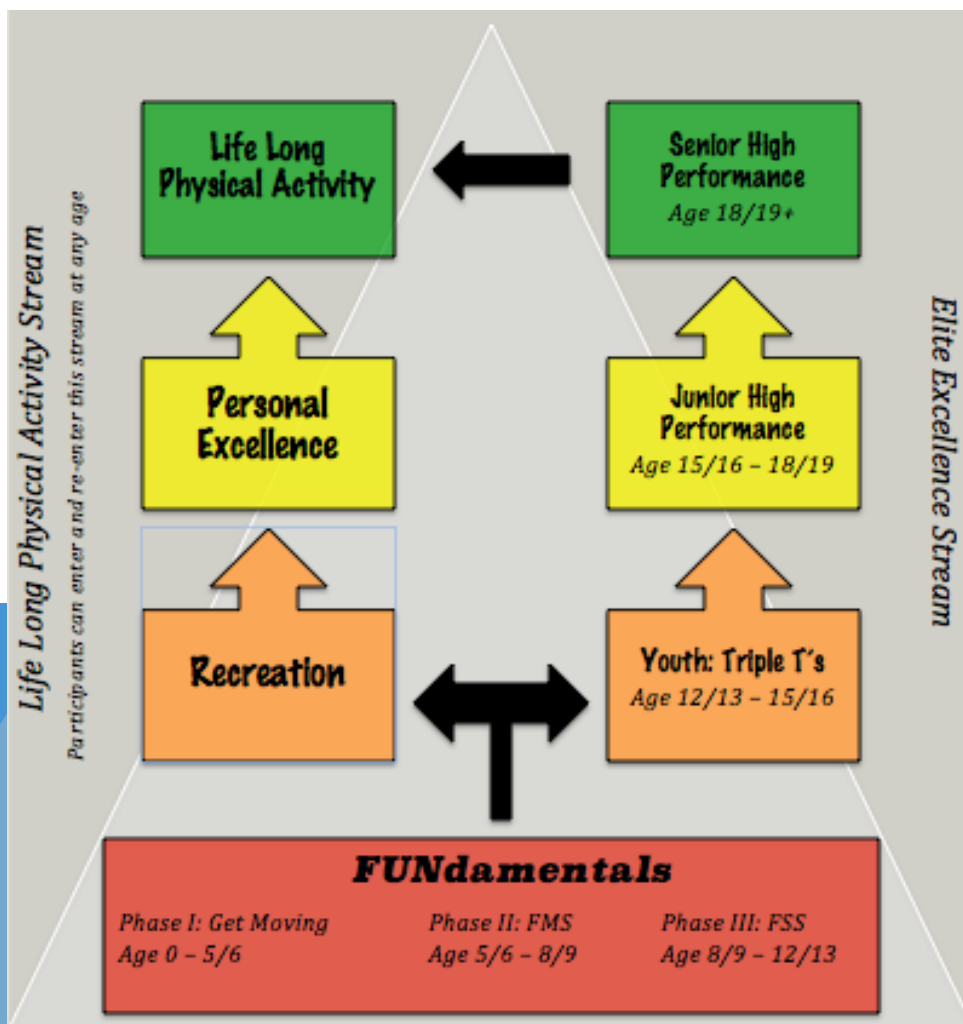
Athletes, the prime beneficiaries of BLTAD, rely on effective leadership and management from volleyball administrators and stakeholders. Effectively managed tournaments, leagues, and camps will aid in proper athlete development. Stable administrative structures with strong leadership will ensure that athletes have the resources and support they need for success.

SETTING UP SUCCESS: OVERVIEW

The BLTAD for volleyball provides age-appropriate guidelines for development of athletes of all ages, gender, ability, and background. The goal of this framework is to guide athletes from grassroots towards podium success and/or long-term volleyball participation.

It is important to note that this framework requires a great deal of commitment and dedication to provide long-term success. All stakeholders, governing bodies, coaches personally involved with players, the athletes themselves, and everyone in between.

The diagram below broadly represents each stage of the BLTAD in two streams; Elite Excellence and Life Long Physical Activity. Each stage will be explained in further detail in the following sections.



10 KEY FACTORS FOR BLTAD SUCCESS

The implementation of a successful BTLAD model may be influenced by a variety of factors. Whether the goal is podium success or fostering a healthy, active lifestyle, the understanding of these factors is crucial to athletic and personal development.

1. The 10-Year Rule

While training routines and regimens will differ between athletes, no one, regardless of natural athletic ability, will be able to achieve international and podium success without putting in time and committing themselves to their sport. Research has shown that to reach elite performance levels, it takes an athlete a minimum of 10 years and 10,000 hours of practice and training. This benchmark of time and hours equates roughly to 2.5 – 3 hours per day over a 10-year period. There is no required starting age, and the athlete's daily workload will be personally tailored to their needs based on maturity and the accumulated hours spent in multiple sports.

It is important to recognize that these figures are averages. Athletes are NOT required to complete 10,000 hours of training over a 10-year period to compete at an elite level. Additionally, it is not a guarantee that completion of 10,000 training hours will result in international success, as influences such as parents and coaches can assist in an athlete's success. Some athletes will develop at a slower pace, while others may experience accelerated development through special talent identification and development programs.

2. Physical Literacy

There is a common set of movement patterns and skills either on the ground, in the air, in the water, as well as control and manipulation of objects that exist in almost all sports. The introduction of these movement patterns and skills is commonly referred to as *physical literacy*, and is a crucial element to an athlete's future progression and development.

Without exposure to these skills early in life (as an infant and/or early pre-school), a child may not develop as smoothly as others, and may not be able to master some of these skills at all, resulting in a child struggling to enjoy sports that require basic or complex skill sets. It is recommended that parents, child caregivers, and early childhood educators introduce these movement skills through games and give time to practice with "free play."

See Appendix A for the most basic physical literacy skills.

3. Specialization

Continuing with the idea of physical literacy, volleyball skills should be introduced at an early age and refined through skill development as opposed to performance development. With the exception of *Early Specialization Sports* (sports such as gymnastics, diving, and figure skating that require complex

movement patterns that are more easily acquired before full maturation), one of the most fundamental principles of an effective BLTAD is that athletes SHOULD NOT specialize in a single sport too early in their sporting development.

As per BLTAD guidelines, children should be trying a wide range of sports in order to introduce a diverse amount of variations of physical skills and movement patterns, and should be involved in both individual and team sports. Team sports are highly recommended during the early years in order to expose them to social interaction requirements as well as develop their physical literacy.

Separate research by both the US Olympic Committee and German Olympic Committee has shown that children specializing in a single sport before the ages of 10-12 (in late specialization sports) can result in missing basic physical literacy skills, physical and mental burnout, early retirement or total dropout from their sport, and injuries from overuse, among others.

Specific to volleyball, it is recommended that players not specialize on a specific position before the age of 15. Choosing a specific position after a few years of specializing in volleyball allows the athlete the chance to develop themselves as a well-rounded volleyball player and grow comfortable with fundamental volleyball skills before specialization.

4.

Developmental Age vs. Chronological Age

The terms growth and maturation both refer to specific biological activities and have specific definitions. It is crucial that both terms be understood when implementing a successful BLTAD.

GROWTH refers to visible and observable changes in elements of body size such as height, weight, body fat, and muscle mass.

MATURATION refers to less observable changes in the body, both structural and functional elements, such as bone growth and hormonal changes.

CHRONOLOGICAL AGE refers to the number of years and months since birth. Children of the same chronological age can be vastly different in Developmental or Maturational age.

DEVELOPMENTAL or MATURATIONAL AGE refers to the physical, mental, emotional, and cognitive maturity of an individual. While chronological age can be quantitatively measured, it is a combination of chronological age and maturation that determines an individual's developmental age.

In order to implement appropriate and effective training and competition structures for young athletes, the BLTAD requires attention to athlete development and the monitoring of early, average, and late maturation.

5.

Mental, Cognitive, and Emotional Development

Along with physical, technical, and tactical skill development, an athlete should also work on enhancing mental, cognitive, and emotional skills (e.g. decision-making skills.) As a major objective of Setting Up Gold, athletes

must develop the mental skills necessary to control their physical performance. This includes emphasis on ethics, fair play, and character building through the various stages of the BLTAD.

6. Trainability

Research shows us that when an athlete trains (or is physically active on a regular basis), they respond to a process of *Stress – Recovery – Adaptation*. The training activity acts as a stimulus that “stresses” parts of the body, and if that training period is followed by a “recovery” period, then the body (specifically the parts of the body that were stressed) will “adapt” and become stronger and better equipped for the stress in future training or competitions. It is important to note that a sequence of training too stressful and/or too little recovery will prevent the body from adapting and instead of improving the system, the body will often become sick or injured (also referred to as over-training).

Trainability refers to the faster adaptation to stresses and stimuli and the genetics of an athlete as they respond individually to specific stresses and stimuli and adapt accordingly. Most body systems take a certain period of time to reach capacity – and each system or body part has a different time frame – but even with the same stimuli, each individual will react faster or slower than others. This is especially important to remember when training in groups, especially during team sports.

Principles of Training

The following six principles are important when designing athlete training programs:

- **Specificity:** An athlete will respond to training in a manner specific to the training undertaken (e.g. swimming training will increase swimming performance but not running performance.)
- **Overload:** An athlete will respond positively to a training program that is progressively increased (including volume and intensity). Keeping a consistent training program for long periods of time should be avoided and can result in an “athletic plateau.”
- **Recovery:** An athlete will make more progress in training when the program gives sufficient time for recovery and regeneration.
- **Variation:** An athlete’s training regime must include a variation of stressors in order to ensure continual progress (planned training can include competition, recovery, and regeneration blocks.)
- **Individualization:** Athletes given the same training program or stimulus will not react in the same manner. It is vital for coaches involved in team sports keep this in mind to develop a training regime that will account for each individual athlete.
- **Reversibility:** With the removal of stimulus, an athlete will begin to “de-train” or lose fitness. The time frame of reversibility is dependent on factors including the actual physical or physiological parameter, frequency and intensity of training, and recovery time, among others.

7.

Periodization

Periodization is defined as the process of organizing the various components of training into a logical and safe format to allow for optimal development of athletes. In terms specific to BLTAD, periodization connects the athlete's current stage with that stage's

requirements. Training components are divided into weeks, days, and sessions, with sequences depending on training priorities and time frame available.

Nearly all models have training blocks of increasing lengths of time that are constantly building on each other, this can be further defined as:

- *Micro-cycles*: shortest blocks of training; usually 7-10 days in length
- *Meso-cycles*: intermediate length cycle; incorporates several micro-cycles
- *Macro-cycles*: longest length cycle; incorporates several meso-cycles

Recovery specific training sessions are also part of micro-cycles to ensure appropriate training and adaptation. Recovery cycles are dependent on the volume and intensity of the training. Recovery sessions might occur after every 1, 2, or 3 work sessions, and again after every 1, 2, or 3 work cycles. When combined, the combination of training and recovery sessions and cycles would make a meso-cycle.

For example:

1 work micro-cycle/1 recovery micro-cycle (1:1 ratio)

2 work micro-cycles/1 recovery micro-cycle (2:1 ratio)

3 work micro-cycles/1 recovery micro-cycle (3:1 ratio) ... and so on

Periodization training and competition plans are usually divided into the following phases:

- General Preparation Phase
- Specific Preparation Phase
- Pre-Competition Phase
- Competition Phase (Peaking and Tapering)
- Transition/Recovering Phase

8

Planning for Competition

One of the most important aspects of an effective BLTAD is *competition*. While some stages place a heavier importance on skill development and physical literacy, it is very common that sport participants are involved in a competition of sorts during their sporting career, and appropriate

competition planning during the various stages is crucial for individual development.

A well-designed BLTAD is a very valuable tool when it comes to the safe development of an athlete. It can assist in ensuring the safe progression of participants by providing guidelines as to the frequency and intensity of competitions that athletes should be participating in while advancing through the stages. Recommendations should also take into account the nature of each sport. For example, a high impact sport such as Rugby might plan for fewer competitions than a low impact sport such as Table Tennis.

Please see Appendix B for the recommended ratio of training to competition for the different BLTAD stages.

Competing is a great way for athletes to improve their skills, but remember that the BLTAD protects against athletes being too exposed to too high quality and intensity competition too early in their development. Athletes being pushed into high level competition too quickly can mean that the athlete has not developed the same skills, fitness, and/or mental focus to compete with more experienced participants. This can result in the athlete learning the wrong skills and techniques, injury, and loss of motivation and/or total dropout because they feel they cannot keep up with the other children.

9

Stakeholder Alignment and Integration

To have a complete and effective sport system in Botswana, it is important for all Stakeholders to work together and be in alignment in terms of their roles and responsibilities in the organization and system. It is especially

critical that national processes be led and managed by the core leadership of sport in Botswana. These essential members include:

- Botswana National Olympic Committee
- Botswana National Sport Council
- Local Schools and Sport Clubs
- University of Botswana
- Department of Sport and Recreation

10.

Talent Identification, Talent Selection, & the Birth Month Effect

It is inevitable that sport organizations will begin to identify and select the most talented individuals to their sport at some stage in the BLTAD process. Selected individuals will then be provided with special opportunities to further develop their skill under expert coaching and more controlled development.

As a result of this, it is important to ensure participants are being evaluated at appropriate ages in order to identify talent based on anatomical, physiological, and psychological markers that might indicate talent for one or more sports. Some important differences to consider include:

Talent Identification

Refers to the direct identification of potential talent in one (1) or more sports based on tested markers that are thought to predict future talent. With the exception of the early-specialization sports that were previously discussed (see – *Specialization*), sport organizations should not attempt to predict and identify future potential talent until *at least 14 or 15 years of age* (end of Intermediate stage or beginning of Advanced stage).

Talent Selection

Refers to selection of potential elite athletes based on their current performance levels from participants already participating in that sport. Selection usually takes place at Championship events or specifically designed selection trials (e.g. Open Try-Outs). Talent Selection is not recommended to begin **until Phase II of the Intermediate stage**.

Birth Month Effect

Refers to the correlation between children who are born in a particular sport's peak season (or talented athlete selection period) and their potential to becoming an elite athlete in said sport. Athletes born in the early months of the season are given an advantage over those born closer to the end, caused by the large range of growth and development in children and adolescents. The biggest implication that this effect can have on the BLTAD program is that potentially talented athletes are selected too early in the BLTAD process, and smaller and younger athletes may be overlooked. There are several means available to assisting in the reduction of the impact of the birth month effect, including:

- Not conducting “All-Star” selection processes or other Talented Athlete selection processes until (at least) the end of the Intermediate stage,
- Having multiple selection phases through the year in the Intermediate to early Advanced stage of the program, and/or
- Providing opportunities for Open Try-Outs in the Advanced and Elite stages so overlooked participants have a chance to re-enter the process.

See Appendix C for an example of the Talent Identification model custom-created for the BVF.

SPORT SYSTEM REVIEW

The following was conducted through interviews with BVF representatives and delivery of readiness assessments to volleyball clubs in Botswana.

SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)

(Opportunities and Threats continued on pg. 16)

Internal			
Strengths	<ul style="list-style-type: none">• Administrators with a lot of past volleyball experience and technical knowledge• High quantity of affiliated coaches• Database to track athletes and coaches• Existing sponsors• Strong relationship with BNOC• Good office location (BNSC/National Stadium)• Potential access to world-class volleyball facility (University of Botswana)	Weaknesses	<ul style="list-style-type: none">• Not enough staff to properly distribute responsibilities• Unclear roles/ responsibilities for some staff members• Lack of BVF owned facilities• Not enough sponsors and under-utilization of existing sponsor relationships• Do not generate revenue and are fully reliant on sponsors for funding• Many trained/affiliated coaches are not active and don't pass on their volleyball expertise• Lack of strong affiliation with BISA, BOPSSA... other school organizations

SPORT SYSTEM REVIEW CONT'D

External			
Opportunities	<ul style="list-style-type: none"> • Smaller team size of beach volleyball increases the chances of developing a strong team • Creating more beach volleyball courts, which are less expensive than indoor facilities • Developing a strong beach volleyball program before other African nations • Individual club sponsorships (put names/logos on shirts) • Ticket fees for games • Beach volleyball participation in 2018 African Youth Games and 2018 Youth Olympic Games 	Threats	<ul style="list-style-type: none"> • Lack of emphasis on sport in schools, FUNdamentals not being developed early for all children • Overtime issues between schools and teachers • Large distance between big cities and rural towns • Lack of resources/facilities in rural areas • Lack of quality facilities, not enough facilities, and expensive fees to use world class facilities • Competition with basketball for taller athletes • Early retirement of female athletes due to pregnancy and family commitments • Athletes being less committed because of other jobs/engagements • High quality players leaving club teams for constituency clubs

SAFETY CONSIDERATIONS

Joint Protection

Volleyball is relatively safe compared to some other sports, but precautions still need to be taken to ensure the safety of athletes.

Athletes should be taught how to take care of their bodies and avoid injury.

They should be instructed in proper techniques to reduce the stress put on their muscles, joints, and bones. Even though minor injuries like ankle sprains don't seem very serious, having a lot of injuries while still young can lead to more discomfort and difficulties later on in life.

Athletes should be encouraged to wear knee pads for protection and possibly ankle braces if they have a history of ankle issues. Athletes should also be trained in proper recovery methods. Proper recovery will benefit both their physical and mental well-being, as well as their performance in competitions.

Concussions

Volleyball is a fast paced game and players face the possibility of hits to the head from the ball, other players, or obstacles in and around the volleyball court.

Concussions are very serious and can have long term effects on the brain. Post-concussion syndrome and chronic traumatic encephalopathy (CTE) are two conditions that can arise from head injuries. Impacts to the head should be taken very seriously to help avoid these conditions and any other adverse effects on the brain.

Players who are hit on the head should be examined by a medical professional to determine whether or not they have suffered a concussion. Players who have concussions should not rush their return to the court, and need to be monitored to ensure their brain has recovered before they play again.

Cardiovascular Health

Athletes should also be aware of cardiovascular health and should be tested for potentially threatening heart conditions. Beach volleyball players in particular should be wary of heart conditions due to the higher physical demands on their bodies and the possibility of adverse weather conditions.

Athletes, coaches and event organizers should monitor heat and other weather conditions and set criteria for unsafe playing conditions. Proper hydration is a big key to player safety and well-being, especially for beach volleyball players who often sweat a lot playing while playing in high temperatures.

NUTRITION CONSIDERATIONS

Nutrition is an essential part of developing elite athletes, and also part of developing an active, healthy population as a whole. Proper nutrition is establishing good eating habits that will give your body all the nutrients it needs to function properly. Food is fuel for our bodies, and the amount of fuel needed will differ from person to person based on physical activity levels and unique characteristics of each person's body. Elite athletes and others who are very active need more nutrients because physical activity uses up the nutrients in our bodies. Athletes who are underfed and do not consume the right amount of nutrients will lack energy and will not be able to perform to the best of their capabilities. Eating properly will stimulate growth in children and help their bodies to develop properly. Poor nutrition will limit the ability of the body to grow properly and gain muscle.

The nutrients we need for our bodies come from many different types of foods, meaning a balanced diet is essential for proper nutrition. A proper balance of the four food groups (dairy, meats, grains, and fruits and vegetables) will keep your body healthy and properly nourished (see *Appendix D*). Snacks like potato chips and candies may taste good, but they have little to no nutritional benefit for our bodies. It is also important to eat throughout the day, rather than having just one large meal per day. 3 – 5 smaller meals during the day is a healthier alternative.



Having meals throughout the day is especially important for volleyball players and athletes in general. Due to their high levels of physical activity, their muscles and energy reserves are constantly being drained and need to be refuelled throughout the day.

It is important for everyone in Botswana to be aware of nutrition facts and how to properly take care of their bodies. Children rely on their parents and other adults to feed them and teach them healthy habits. If the older population of Botswana does not teach children how to eat healthy, they will grow up with poor eating habits, which can be very hard to shake. Children should be taught proper nutrition facts so that they will know how to eat healthy once they become responsible for their own diet.

ATHLETIC CONSIDERATIONS

Optimal Windows of Trainability

Successful athletes in all sports often rely heavily on their athleticism to make plays and perform at a high level. Athleticism can be divided into five categories, and should be considered vital components when considering BLTAD:

- Stamina (Endurance)
- Strength
- Speed
- Skill
- Suppleness (Flexibility)

It is important for volleyball players and all athletes to develop these five S's if they want to become elite competitors. Athletes can be trained in these different physical capacities at any time, but there are certain periods where training will be most effective. These periods are called Optimal Windows of Trainability (OWT) and they occur at different ages for each physical capacity and each gender. Taking advantage of OWTs will lead to accelerated training results in each respective physical capacity.

The following chart details the Optimal Windows of Trainability for both males and females:

Physical Capacity	OWT Females	OWT Males	Additional Notes
Stamina (Endurance)	The OWT for stamina occurs at the onset of Peak Height Velocity (PHV)	The OWT for stamina occurs at the onset of Peak Height Velocity (PHV)	Training should focus on aerobic capacity as growth rate increases and aerobic power should be progressively trained as growth rate decreases

Strength	<p>There are two strength OWT's for females:</p> <p><u>Window 1:</u> immediately after PHV</p> <p><u>Window 2:</u> at the onset of menarche (menstruation)</p>	<p>For males, there is only one OWT for strength that begins 12 – 18 months after PHV</p>	<p>Females may see less progress from strength training due to less testosterone than males</p>
Speed	<p>There are two speed OWT's for females:</p> <p><u>Window 1:</u> 6 – 8 years of age</p> <p><u>Window 2:</u> 11 – 13 years of age</p>	<p>There are two OWT's for males:</p> <p><u>Window 1:</u> 7 – 9 years of age</p> <p><u>Window 2:</u> 13 – 16 years of age</p>	<p>Agility and quickness should be targeted during the first speed window. The second window should focus on developing the anaerobic alactic energy system, which provides short, powerful bursts of energy</p>
Skill	<p>The OWT for skill occurs between the ages of 8 – 11 years old</p>	<p>The OWT for skill occurs between the ages of 9 – 12 years old</p>	<p>Children should be developing their FUNdamental skills during this window. Possessing basic sport and movement skills such as running, jumping, and throwing will allow children to better learn and compete in late-specialization sports such as volleyball.</p>
Suppleness (Flexibility)	<p>The OWT for suppleness occurs between the ages of 6 – 10 years old</p>	<p>The OWT for suppleness occurs between the ages of 6 – 10 years old</p>	<p>Flexibility should also be given special attention during PHV</p>

ATHLETIC CONSIDERATIONS

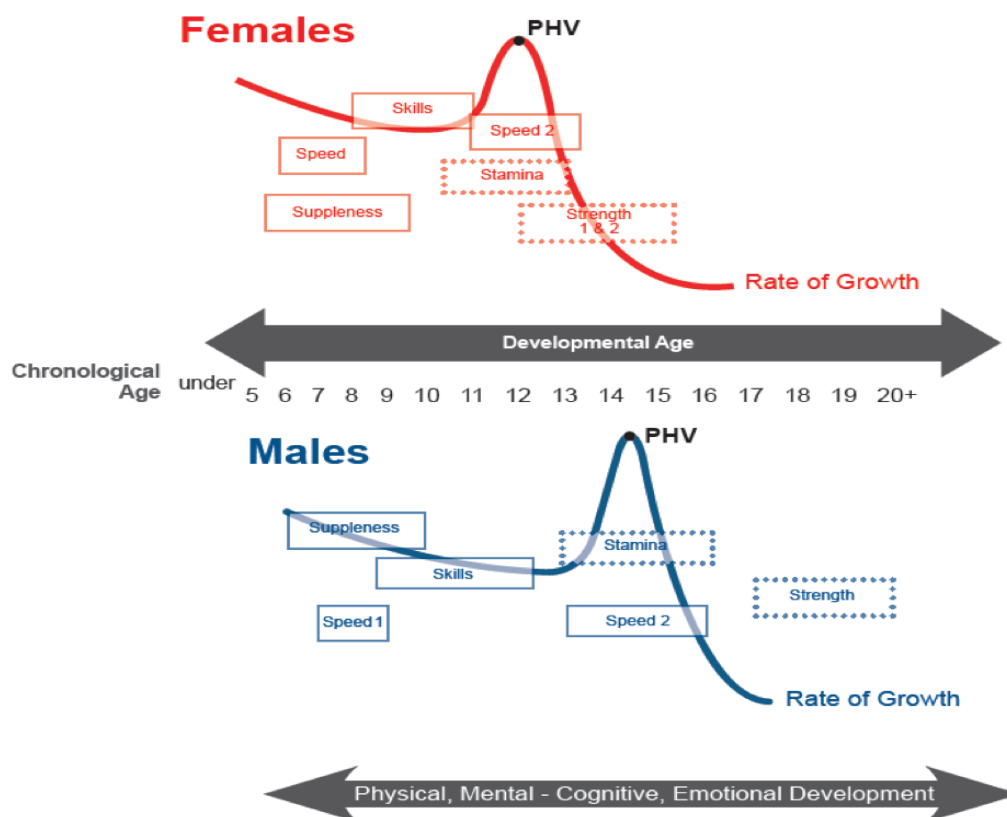
Peak Height Velocity

Peak Height Velocity (PHV) is the maximum rate of growth that is experienced during adolescence, and is often referred to as a child's "growth spurt". PHV occurs at different ages for different children and it is important to recognize the unique PHV of each individual. PHV should be tracked to ensure that appropriate training begins at the right time for young athletes. PHV dictates when the Optimal Windows of Trainability occur for both strength and stamina.

Failing to identify PHV could result in athletes missing out on an OWT or beginning certain training too early. Young athletes should have their standing height, sitting height, and wing span measured and tracked regularly. The goal of these measurements is to recognize and track the growth spurts of adolescents.

Measurements should continue for 2-3 years after PHV has occurred. The measurements should be done at a consistent time (i.e. mornings) and at consistent intervals (i.e. the first day of each month). Height is typically an advantage for volleyball players, making the tracking of PHV especially important for volleyball coaches that develop and identify talent.

The chart below illustrates the Optimal Windows of Trainability for each physical capacity. Although strength and stamina are dictated by PHV, speed, skill, and suppleness OWTs are dictated by chronological age.



Setting Up Success: Stages



FUNdamentals

Phase I (Age 0 – 5/6)

Phase II (Age 5/6 – 8/9)

Phase III (Age 8/9 – 12/13)



Youth: Triple T's

(Age 12/13 – 15/16)

Junior High Performance

(Age 15/16 – 18/19)



Senior High Performance

(Age 18/19+)



Lifelong Physical Activity

INTRODUCTION TO BLTAD

Based off of the Canadian Sport 4 Life (CS4L), the BLTAD consists of two separate streams; the Lifelong Physical Activity stream and the Elite Excellence stream. Both streams are crucial for building a successful volleyball system in Botswana and promoting health and activity in its residents. Together, the two streams are meant to cater to the needs of all athletes and residents of Botswana. The first stream is the Lifelong Physical Activity stream, where the primary objective is to encourage healthy and active lifestyles in athletes and Botswana. The second stream is the Elite Excellence stream, where the primary objective is to provide children with age-appropriate guidelines in training and competition to guide them from youth to podium and international success.

The following pages will provide a more detailed outline of each stage in the Elite Excellence stream and the two dispositions in the Lifelong Physical Activity stream.

The Lifelong Physical Activity stream consists of two different dispositions: recreation and personal excellence. The recreation disposition is for those athletes who prefer to play sport in a casual manner while personal excellence places more focus on competition and being the best possible athlete possible, without the strive for international success.

The Elite Excellence stream consists of five stages; FUNDamentals, Youth: Triple T's, Junior High Performance, Senior High Performance, and Lifelong Physical Activity.

These stages outline training and competition guidelines for children, teens, and adults through their lives and athletic careers, ending with their transfer into the Lifelong Physical Activity stream upon retirement from their respective sport.





FUNdamentals:

Phase I “Get Moving”

Males: Ages 0 – 5/6

Females: Ages 0 – 5/6

Schools: Pre-School/Daycare

Key Stakeholders:

Parents

Coaches

Ministry of Education

BNSC

BVF

BOPSSA

Primary objective:

Develop FUNdamental and Physical Literacy skills, build confidence in an athletic context

Number of Sports: Young athletes should be engaged in multiple different sports (encourage FUNdamental sports – athletics, gymnastics, swimming)

Types of Training: Variety of sporting activities, unstructured play, group games

Skills to Train: FUNdamental movement (see Appendix A), flexibility, hand-eye coordination, teamwork

Duration of Training: 45 minutes per session

Volleyball Frequency: 1-2 sessions per week

Non-Volleyball Frequency: 1-3 sessions per week

Types of Competition: There should be minimal to no competition during Phase I. Any competitions should be unstructured and inclusive to all participants. Game rules should be modified to allow for higher participation numbers.

PHASE I “GET MOVING”

Phase I is the universal starting point for all sports. It is key that children at this phase get moving as soon as possible and are encouraged to partake in daily physical activity.

Children at this stage should be physically active for a minimum of 60 minutes per day. It should also be noted that children should be active EVERY day, being active for three hours one day does not allow for physical activity for the next two days to be neglected.



It is strongly recommended at this phase that activities be fun for children, and that activities focus on participation over competition. The best way to go about this is to allow time for unstructured physical play where children can choose how they want to move. By giving children choices, the likelihood of overall enjoyment of physical activity is increased and children will remain active as they age.

Though unstructured play is important, activities should be designed and implemented to teach children FUNdamental movement skills (i.e. running, jumping, kicking, throwing). Activities should all be age-appropriate and children should feel comfortable engaging in said activities.

At this phase, physical activity is crucial for children. It assists in the development of brain function, coordination, social skills, gross motor skills, emotions, leadership, and imagination. Physical activity helps in building confidence and positive self-esteem, while promoting healthy lifestyles. Children benefit from stronger bones and muscles, improved flexibility, balance, and posture, stress reduction, and improvements in sleeping patterns, all while laying the foundation for a future in sport.



FUNdamentals:

Phase II “FUNdamental Movement Skills”

Ages: 5/6 – 8/9

Schools: Lower Primary

Key Considerations

Similarly to Phase I, the primary objective of Phase II is to continue developing FUNdamental skills and enhancing the child’s physical literacy.

Fun is a critical aspect in this stage. It is vital for children to enjoy their time in sport in order to develop a love for physical activity. In this stage, children should be playing a variety of different sports in order to continue developing their FUNdamental skills and allow children to experience all their options in sport.

Playing a variety of different sports at this phase exposes children to different FUNdamental movement skills. Because of this, it is not recommended that children specialize (with the exception of *Early Specialization Sports*), at the risk of hindering athletic development.

At this age, children should be exposed to the basics of volleyball. Children should be introduced to introductory volleyball skills (i.e. forearm and overhand passing), but should be modified to accommodate the physical abilities of participants.

At this stage, volleyballs should be smaller than normal and nets should be shorter. Volleyball-specific training should not be extensive at this phase, approximately 2-3 hours per week.

Two optimal windows of trainability occur at this phase. Girls (6-8) and Boys (7-9) are able to have accelerated adaptation to speed training and Girls and Boys (6-10) respond to suppleness and flexibility training.



FUNdamentals:

Phase III “FUNdamental Sports Skills”

Ages: 8/9 – 12/13

Schools: Upper Primary

Parents

Coaches

BVF

BNSC

Key Stakeholders:

BNOC

BOPSSA

FIVB

Primary Objective:

Introduce athletes to competition to get them accustomed to participating in structured events. This stage should prepare athletes with sport specific skills for the “Youth: Triple T’s” stage.

Number of Sports: With the exception of early specialization sports, athletes should still be participating in a variety of sports.

Types of Training: Sport specific drills, multiple positions in all sports, emphasis on learning and improving.

Skills to Train: Proper stances and positioning, Overhand hitting while standing (before attempting jumping), basic passing and serving methods.

Duration of Volleyball Training: 60 minutes per session

Volleyball Frequency: 2-3 sessions per week

Non-Volleyball Frequency: 2-3 sessions per week

Types of Training: Structured competitions should be introduced, but emphasis should still be on fun and participation rather than competing.

PHASE III “FUNDAMENTAL SPORT SKILLS”

Key Considerations:

Children are now able to begin developing complex sport skills. Regular-sized volleyballs should be introduced at this phase, but nets should still be shorter than regulation. Athletes may still need to serve underhand during play to consistently clear the net, but overhand serving should also be introduced during this phase.

At this phase, athletes should still be encouraged to participate in foundation sports (athletics, gymnastics, swimming) in conjunction with volleyball. Participation in these sports will continue the development of hand-eye coordination, balance, and other vital skills.

Decision-making and creativity should be encouraged and ensure that athletes know that mistakes are inevitable and part of the learning process. Children should have time to reflect on their actions and identify what they learned before giving an opinion.

Children aged 10-12 are referred to as being in the “Golden Age of Learning.” Children experience rapid growth in terms of **mental capacity, coordination, and motor skills.**

Boys and girls at this phase will progress differently, mentally and physically. It is important to provide an inclusive environment for both genders.



Athletes at this phase should avoid specialization in one sport or a specific position in order to prevent burnout, boredom, injury, and early drop-out.



Youth: Triple T's

Ages: 12/13 – 15/16

Key Stakeholders:

Parents	BOPSSA
Coaches	FIVB
BVF	CAVB
BNOC	BNSC

Schools: Junior Secondary

Primary Objective:

Competition and sport specific training should become more of a focus. Athletes should be prepared for optimal periods of growth and development.

Number of Sports: 2-3

Types of Training: Sport-specific drills

Skills to Train: Continued development of basic sport-specific skills, increased exposure to and practice of intermediate skills.

Duration of Volleyball Training: 60 minutes per session

Volleyball Frequency: 5 sessions per week

Non-Volleyball Frequency: 2 sessions per week

Types of Competition: Local, National and International. Introductory competition with an emphasis on understanding rules and regulations, and how to properly conduct oneself during a competition.

See Appendix E for examples of beginner-level drills (beach volleyball specific)

YOUTH: TRIPLE T'S

This stage marks the beginning of the BLTAD's three fundamental T's of sport: technical, tactical, and training. At this stage, athletes should be introduced to regular and intentional practice, fitness training, and mental preparation.

As athletes enter a stage that consists of more intentional training and competition, it is important to introduce and stress the importance of certain habits including:

- Proper nutrition habits and the importance of healthy eating
 - Proper recovery tactics
 - Positional awareness
- Effective warm-up and cool-down methods
 - Mental preparation
- Constructive self-talk and self confidence



During this stage, an athlete's strengths and weaknesses will start to become more evident. It is vital that coaches and athletes work together to recognize the athletes' proficiencies, and decide where to focus more time and attention to help the athlete become a complete volleyball player. Athletes should also be introduced to the idea of position specialization, though should not yet choose a position. Specializing in a position at this age can still hinder the athlete's long-term development. Multiple positions assists in broadening the athlete's athletic base and prevents them from becoming a one-dimensional volleyball player.

Athletes should also be introduced to beach volleyball at this stage (see *page 33*) and discover which they are better suited for. Similarly to position specialization, athletes should not yet choose between beach and indoor volleyball.

YOUTH: TRIPLE T'S

Peak Height Velocity and Optimal Windows of Trainability

During this stage, most athletes will be going through puberty, which results in many physical and emotional changes.

One of the most important physical changes being the growth spurt (also known as Peak Height Velocity – PHV).

At the onset of PHV, both boys and girls are able to have accelerated progress in aerobic development. Boys and girls also respond especially well to speed training during this stage.

Girls are also going to be beginning menstruation during this stage, and once they do so will be reaching their optimal window of trainability for strength.



Chronological vs. Developmental Age

It is very important to recognize the differences between chronological and developmental ages during this stage as no one athlete will reach their PHV at the same time.

For example: if one athlete is 13 and has yet to reach their PHV, and one is 14 and has reached their PHV, the chronological age difference may be one year, but the developmental age difference is two years.

In competition, this puts the younger athlete at a disadvantage. Sport administrators and organizers need to be conscious of developmental differences in athletes as competing against athletes at a higher developmental age can hinder long-term development.

YOUTH TRIPLE T'S

INDOOR → BEACH VOLLEYBALL

Both disciplines of volleyball provide athletes with opportunities for a new form of physical activity, fun, and elite performance. It is for this reason that sport organizations should strive to create an effective system that can harmoniously deliver indoor and beach volleyball as an option for athletes to explore.

Young athletes should be introduced to beach volleyball during the Youth: Triple T's stage (age 12/13 – 15/16). It is important that athletes be introduced initially to indoor volleyball before considering beach as an option as it does not require them to cover as much ground, and the playing surface of indoor allows FUNdamental sport skills to be learned more easily.



Coaches should not put pressure on athletes to select one discipline over the other. Coaches and administrators need to recognize that athletes may be better suited for one discipline, and should recognize the inevitability of losing athletes to the other discipline. The decision belongs solely to the player and coaches and administrators should work to provide that athlete with the resources to meet their goals



Junior High Performance

Ages: 15/16 – 18/19

Key Stakeholders:

Coaches

BVF

Parents

BNSC

BNOC

CAVB

Schools: Jr. & Sr. Secondary

FIVB

BISA

Primary Objective:

Increase sport-specific training to foster Olympic berths. Athletes should have a strong knowledge of the sport and the necessary skills and repertoire of techniques to experience success into the senior stage.

Number of Sports: 1

Types of Training: Should be specific to individual athletes based on PHV and periodization

Skills to Train: Mastery of volleyball-specific skills, adaptation to competitive environments, adaptation to opponents

Duration of Training: 60 – 120 minutes per session

Volleyball Frequency: 4 – 6 sessions per week

Non-Volleyball Frequency: 1 session per week

Types of Competition: Local, National, and International competitions

See Appendix F for beginner/intermediate level volleyball drills (beach volleyball specific)

JUNIOR HIGH PERFORMANCE

At this stage in athlete development, athletes should be well-versed in the basics of volleyball and be ready to consolidate their knowledge and skills into learning to train and compete at an elite level. The primary goals of this stage are to improve athletes' fitness preparation, volleyball skills, and position-specific skills. Training should be individualized to each athlete and should be higher intensity and volume (recommended competition ratio of 60:40 – 60% training, 40% competition).

Athletes at this stage should have chosen their specialized sport. Volleyball players in particular should be choosing their preferred discipline – indoor or beach volleyball. Athletes should also become introduced again to position specialization, but should be minimum 15 years of age and have reached PHV before this should occur.

At this stage, coaches and administrators should be placing more of an importance on developing advanced mental skills in athletes including:

- Positive self-talk
- Visualizing success
- Decision making
 - Goal setting
 - Leadership
- Time management

Talent Identification

At this stage, the stronger athletes should be becoming more evident. When selecting athletes to continue with their volleyball careers through selection for Under-18 national teams, it is important to keep those not selected involved and a part of the volleyball system.

Players not selected for regional or national teams may continue to develop in the system and surpass their peers at a later age. All athletes should be encouraged to continue training and be reminded that selection is on a yearly basis and is based on current talent levels, and does not factor in past involvement.

JUNIOR HIGH PERFORMANCE

Junior Training Considerations

- Volleyball training should be a formal process – inclusive of a warm-up, training session, and a cool-down period
- Ensure that the *Ten Components of Fitness* (see figure 1) are being factored into daily routines
- Competitions should occur regularly at this stage to continuously evaluate competition and test individual skills
- Consider advanced psychological skills and integrated support services (i.e. physiotherapy, nutritionist, psychologist, etc.)

Competition Considerations

While competition is a key aspect to athlete development in the Junior High Performance stage, it is important to build a sustainable competition plan based on the needs of the individual athlete. If an athlete tries to compete in every

competition available to them, they run the risk of burnout or injury. The hope of junior competition is that it will prepare the athlete for elite performance. Competitions provide the highest quality of experience and teach athletes how to win when it counts. It is important to find the balance between rest, training, and competition that works best for the individual athlete.

Ten Components of Fitness (S's)

1. Stamina (Endurance)
2. Strength
3. Speed
4. Skill
5. Suppleness (Flexibility)
6. Structure or Stature (physical/ anthropometric)
7. (p)Sychology
8. Sustenance (i.e. nutrition, hydration, rest, sleeping patterns)
9. Schooling
10. Socio-cultural aspects

Figure 1

Available Competitions:

- African Youth Games
 - Junior Olympics
- Continental Games
 - Local Games



Senior High Performance

Ages: 18+

Schools: Tertiary Institutions of Higher Learning

BVF
BNSC
BNOC
IOC
FIVB

Key Stakeholders:

CAVB
BISA
Parents
Coaches
Sport Clubs

Primary Objective:

Increase fitness levels, improve mentally, and fine-tune volleyball technique to achieve success on the international stage, bring medals to Botswana.

Number of Sports: 1

Types of Training: Advanced skills and techniques, competition simulations. Major focus of training is to maximize performance in competitions.

Skills to Train: Improving overall fitness levels, fine-tuning volleyball skills

Duration of Training: 60 – 180 minutes per session

Volleyball Frequency: 5 – 6 days per week

Non-Volleyball Frequency: 1 day per week

Types of Competition: Elite competition; World Championships & Olympic Games

See Appendix G for examples of intermediate/advanced level drills for athletes (beach volleyball specific)

SENIOR HIGH PERFORMANCE

At this stage, athletes should be well-versed with knowledge on proper training, competition, and winning and should be focusing their attention on achieving results at the highest possible level of play.

Most athletes (volleyball players included) reach their peak level of performance between the ages of 25 – 30. Because athletes in the Senior High Performance stage are not between the ages of peak performance, it is expected that they continue developing themselves and their skills in this stage. Athletes should be continuing to fine-tune their volleyball skills in order to compete with the best in the world. Athletes should have fully selected a volleyball discipline and chosen a position or be in the process of specializing in a position.



During this stage an Optimal Window of Trainability (OWT) also occurs for strength in late-developing males. In these males, focus should especially be placed on building their strength to get to a place similar to their counterparts. All athletes should be especially focused on building and maintaining good overall fitness, nutritional habits, and keeping their bodies in the best possible shape.

Much of the athlete's life during the Senior High Performance stage should be dedicated to training and competitive performance.

training at this stage should be comprehensive and include fitness, technical skills, tactical strategies, and mental skills that are all individualized to each athlete. It is key that athletes be put through training exercises that match the intensity and pressure of elite competitions

SENIOR HIGH PERFORMANCE

Training Considerations

- Advanced volleyball training: training sessions should be incorporating warm-up, volleyball specific training, and cool down during every session.
- Physical fitness training: should be tailored to the needs of volleyball and what is most beneficial to developing volleyball skills. Combination of strength training and cardiovascular exercises.
 - If an athlete chooses beach volleyball as their discipline, extra endurance training should be done to account for the slower mobility on sand.
- Advanced competition training: tournament simulations and walk-throughs should be put in place in combination with legitimate high performance competitions.

Competition Considerations

The goal of competition in the Senior High Performance stage is to go for gold and bring elite competition medals to Botswana. It is important that athletes are aware of their skill sets and where their strengths and weaknesses lie in order to be aware of mistakes made in competition. Athletes should be developing their ability to bounce back from mistakes and improve from them.

Competition will highlight the skills the athlete should be continuing to develop and the ratio of competition to training during this stage is about 75%-25%. Competition schedules should also be composed to prevent burnout and injury.

Athlete Retirement

It is also important during the Senior High Performance stage that athletes start planning for life after sport. Professional athletes often have lucrative salaries that are highly publicized, but these athletes only represent a small percentage of the professional athlete population.

Most professional athletes have low or modest salaries and will need to find another career option after they retire from professional sports. This process can be extremely difficult if an athlete retires from sport without any professional skill development opportunities. Sport organizations should ensure their athletes are given time and resources for professional development and financial planning to have a smooth transition into retirement and a second career.



Lifelong Physical Activity

No Age Restriction

Key Stakeholders:

BVF

BOTESSA

BNSC

CAVB

BNOC

FIVB

No School Restriction

BOPSSA

BISA

Primary Objective:

Introduce and promote enjoyment of healthy and active lifestyles to accomplish physical, emotional, and social goals to the people of Botswana.

Number of Sports: Multiple

Types of Training: Casual volleyball course involvement, range from basic to advanced material

Skills to Train/Duration of Training: Dependent on the athlete's chosen future plans

Volleyball Frequency: Recreational competition or leisurely activity

Types of Competition: Dependent on the athlete's chosen future plan, though it is recommended to engage in recreational competitive activities

LIFELONG PHYSICAL ACTIVITY

Although it does not receive the same exposure, the Lifelong Physical Activity stream is equally as important as the Elite Excellence stream. The lifelong physical activity stream consists of a greater percentage of the population. Athletes are also able to switch between the Elite Excellence and Lifelong Physical Activity streams at their own discretion.

As its name suggests, the goal of the Lifelong Physical Activity stream is to promote staying physically active for life, and volleyball is just one of the ways that one can achieve this. Living an active life can improve physical and mental health in a person and help to improve their quality of life.

There are two common dispositions that can be taken towards Lifelong Physical Activity: Recreation and Personal Excellence. These two dispositions are not mutually exclusive, and characteristics from each can overlap. It is at the discretion of each individual to decide what they hope to gain from their participation in sport.

Recreation

The recreation disposition focuses on staying healthy, having fun, and being social. Volleyball is a great way to stay healthy as the various movements help exercise many different parts of the body. It is also a great sport to engage in regardless of one's experience as a player. Being a team sport, volleyball provides opportunities for socialization. It is a great way to keep in touch with old friends and make new ones. The recreation disposition places a strong emphasis on enjoyment and positive interactions with others.

Personal Excellence

The personal excellence disposition focuses on competition, personal success, and personal development. Volleyball provides opportunities to compete against others. Competition allows for each individual to determine their own personal definition of success. For some, success might be beating the opponent, while for others, success might depend on their own performance during the game. The personal excellence disposition requires deliberate practice to improve or maintain a certain level of performance.

ATHLETES WITH DISABILITY (AWD)

There should be special consideration provided in each stage of the BLTAD Volleyball model for those with disabilities. Coaches and managers must be educated on the development process of those with disabilities. The BVF should aim to provide an inclusive program to every athlete in Botswana.

For those with mobile injuries, sitting volleyball can be a great sport. It can provide valuable physical activity and recreational sport opportunities for disabled athletes. Sitting volleyball also provides disabled athletes with an opportunity in high performance sport due to its inclusion in the Paralympic Games.

The guidelines for accommodating athletes with a disability during each stage of the BLTAD are as follows:

FUNdamentals – Phase I & II

There are no specific guidelines to follow during this stage. Since these stages are centered around having fun and developing motor skills, participants with disabilities are encouraged to try new things and stretch the limits of their capabilities.

FUNdamentals – Phase III

AWD's at this stage are encouraged to continue developing motor skills in an unstructured environment. Athletes should be taught basics of training and recovery, regardless of ability during this stage. There will likely be a learning curve, so it is important for all stakeholders to provide support.

Youth: Triple T's & Junior High Performance

AWD's in these stages should follow the same guidelines as non-disabled athletes. AWD's should participate in available competitions and follow the same competition to training ratios as non-disabled athletes.

Senior High Performance

AWD's should be following the same competition and training guidelines for high performance competition.

Lifelong Physical Activity

AWD's are encouraged to remain in sport and serve as advocates for those with disabilities in volleyball. Knowledge sharing is vital to continue to improve sport for those with disabilities.

ATHLETE RETIREMENT

Retirement can be a very difficult transition for athletes to make and having support from sport administrators can help smooth this transition. Athlete retirement is typically more difficult than retirement from other careers because most athletes will have to continue working after they retire from high performance sport. If athletes do not have any professional skills upon retirement, they may struggle to find a second career. It is important for athletes to take some time for professional development during their sports careers so they are more prepared when the time comes to retire from being a professional athlete. Many athletes have had successful transitions into careers like coaching, public speaking, and business.

The mental health of retiring athletes should also be considered. Being an elite athlete is a major part of the identity of most professional athletes, and they lose some of that identity when they retire. This loss of identity can lead to retired athletes feeling depressed or that they lack purpose. Retired athletes should be given counselling and other resources to help them with the emotional responses that can come from leaving sport.

Athletes should also be given access to financial planning resources to help them manage their money during and after their sport careers. Professional athletes can often receive a lot of their income in short periods of time and go long periods without receiving any income at all. This reality means that athletes need to manage their money effectively to sustain themselves during periods where they are receiving little or no income.

INVOLUNTARY REMOVAL OF SPORT

While it is ideal that the end to an athlete's career be voluntary, it is not always the case and situations may arise that the athlete involuntarily have to remove themselves from that lifestyle. Complications including but not limited to; injury, geographic displacement, and work obligations may be reasons that require an athlete eliminate themselves from the sport lifestyle.

When situations such as these arise, it is important to encourage athletes to consider the long-term implications that may come from short-term gains and weigh the value of continuing with their athletic lifestyle. In many cases, the athlete may have incurred a severe injury, and now must assess whether the risk of re-injury is worth continuing on in their sport. Injuries such as mild traumatic brain injuries (mTBI or concussions), back and spinal injuries, or musculoskeletal injuries must be met with great caution, as improper care can result in more severe injuries later in life.

The BNSC, BNOC, BVF, and local sport organizations must be diligent in their approach to injuries and other instances of involuntary removal from sport, and should provide many of the same support options as outlined in *athlete retirement*.

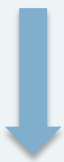
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APPENDIX A

FUNdamental Movement Skills		
Locomotion Skills	Object Control Skills	Balance Skills
Hopping Skipping Crawling Jumping (single/double leg) Leaping Climbing Poling Running Galloping Bounding Swinging Wheeling	Kicking Punting Rolling (ball) Striking object (with hand, bat, or stick) Throwing Catching Stooping/Trapping Dribbling (with feet) Dribbling (with hands) Blocking	Balancing/Centering Rolling Dodging Floating Landing (single or double leg) Squatting – balancing Sinking (in water) Falling (through air) Spinning Stopping Stretching Swinging Twisting Standing on hands Standing on head

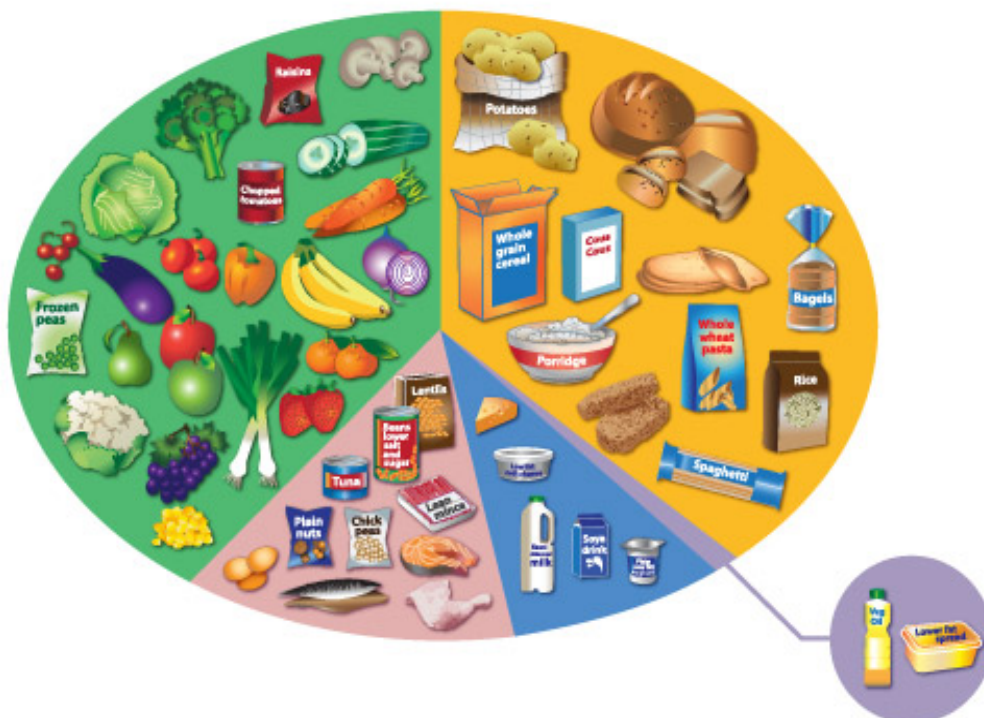
APPENDIX B

FUNdamentals	Youth: Triple T's	Junior High Performance	Senior High Performance
	Phase I → Phase II	Progression through both stages	
No specific ratios. Competition should be very low to low intensity both physically and mentally (e.g. using modified rules; and no League or overall city, regional or national championships).	<p>No more than 70% of total time in General and Preparatory Training to 30% of total time in competition simulation or direct competition specific training in Phase I (70:30)</p>  <p>No more than 60% of total time in General and Preparatory Training to 40% of total time in competition simulation or direct competition specific training in Phase II (60:40)</p>	No more than 40% of total time in General and Preparatory Training to 60% of total time in competition simulation or direct competition specific training (40:60)	No more than 25% of total time in General and Preparatory Training to 75% of total time in competition simulation or direct competition specific training (25:75)
No national championships	No national championships until at least Phase II (12 – 16 years for males, 11 – 15 for females)	Regional, National, and International Championships for both stages	

APPENDIX C

Category:	Points (/10):	Comments:
1. Technical Skills		
- Blocking		
- Setting		
- Passing		
- Serving		
- Jump Ability		
- Hitting		
- Positioning		
- Vision		
- Digging		
- Energy		
2. Personality Skills		
- Teamwork		
- Attitude		
- Commitment		
- Leadership		
- Passion		
- Ability to learn		
- Determination		
TOTAL:		

APPENDIX D



The Four Food Groups

1. Meat and Alternatives (lean meat and poultry, fish, eggs, nuts and seeds, legumes/beans)
2. Milk and Alternatives (milk, yogurt, cheese/should be choosing reduced fat options)
3. Fruits and Vegetables
4. Grain Products (mostly wholegrain)

APPENDIX E

5.1 ATTACKING STAND AND SPIKE (beginner)

EQUIPMENT:

Ideal: As many balls as possible
Minimum: 4 balls

PARTICIPANTS:

Ideal: 1 athlete + coach observing
Maximum: 6 athletes + coach observing
Minimum: 1 athlete + coach participating

TEACHING POINTS

1. Make sure that the athletes are placing the correct foot forward when they contact the ball.
2. Encourage athletes to keep ball in front of them.
3. Encourage athletes to find ball with their non-hitting arm as this will aid them in judging the distance the ball is from them and timing of the arm-swing.
4. Encourage the athletes to reach high and snap the wrist over top of the ball.

DRILL OBJECTIVE

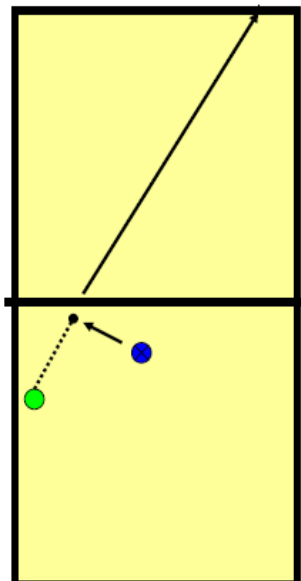
This drill works on reinforcing the correct angle of approach to the attack and additionally this drill helps to develop good arm and hand positioning for the spike. This is a good drill for development of the spike action in athletes that have not yet mastered the spike approach.

DRILL DESCRIPTION

The coach or another athlete tosses a ball in the air for the athlete to hit. Athlete moves towards the ball and uses the non-hitting arm to find the ball before bringing the hitting arm through to spike. If the athlete brings their non-hitting arm down too early it may be beneficial to have them keep their non-hitting arm up and get them to knuckle every second ball over the net with their non-hitting arm. (hitting arm should be 'cocked' back with elbow high) If the athlete spikes with the wrong leg forward (left foot forward for right handed athletes and right foot forward for left handed) then you can have them shuttling in to the spike with the correct footwork. Athletes should be aiming to spike the ball into the deep corner in this drill. For shorter players you may have to lower the net or set the ball further off the net.

DRILL VARIATIONS / MODIFICATIONS

- Toss balls in a number of different locations so that the athletes have to move in order to contact the ball in the correct place above the shoulder.



7.1 DEFENSE KNEELING ONE ARM DIG TRAINING (beginner)

EQUIPMENT:

Ideal: 1 ball for every two athletes
Minimum: 1 ball

PARTICIPANTS:

Ideal: 2 athletes + coach observing
Maximum: Up to 20 athletes + coach observing
Minimum: 1 athlete + coach assisting

DRILL OBJECTIVE

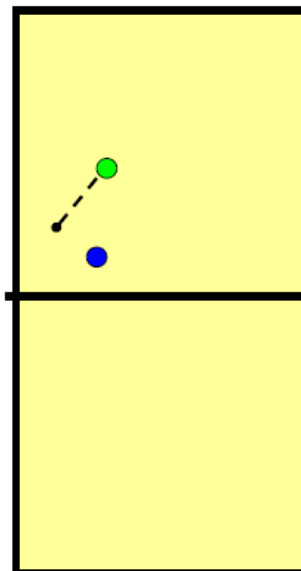
This drill introduces athletes to the basic technique for diving and digging a ball with one arm.

DRILL DESCRIPTION

In this drill the athlete starts on their knees with ball in either their left or right hand. As the athlete stretches out with the hand holding the ball, the other arm is placed on the sand for stability. When the hand with the ball is fully extended the athlete raises the arm by flexing at the shoulder, throwing the ball up. Each athlete repeats this 5-10 times then swaps with their partner. The athlete is trying to throw the ball as high as possible straight up. Any ball that travels to the top of the net (or higher) would be considered successful. It is important that the athlete uses their core throughout the movement to maintain stability.

DRILL VARIATIONS / MODIFICATIONS

- The ball thrown up can be bump set by partner.
- Athlete must get up to catch the ball after it has been bump-set.



6.1 BLOCKING BASIC BLOCKING DRILL (beginner)

EQUIPMENT:

Ideal: 8-10 balls to push or hit against the block
Minimum: 1 ball

PARTICIPANTS:

Ideal: 4 athletes + coach observing
Maximum: 6 athletes + coach observing
Minimum: 1 athlete + coach assisting

DRILL OBJECTIVE

In this drill athletes get a high volume of basic blocking repetitions with focus on basic hand, arm and body position.

DRILL DESCRIPTION

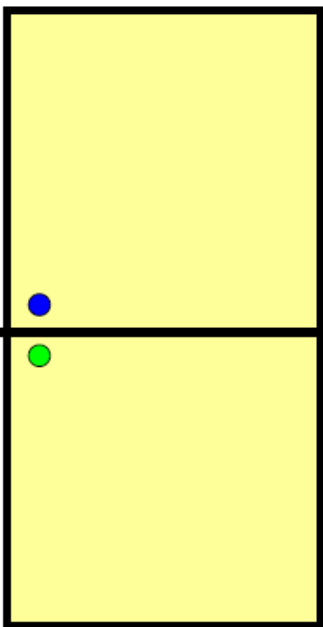
For this drill it may be beneficial for the net to be lowered so that the athletes can focus on technique and do not get exhausted from too much jumping. In this drill an athlete (or coach) drives a ball into the block on the other side of the net while the blocker focuses on completing the block with correct hand arm and body positioning.

- The athlete's hands should be wide open, taking up as much space as possible.
- Thumbs should be pointing upward and stay close to each other during the blocking movement. (as if held together by an elastic band)
- Hands should be strong and rigid.
- Arms should push forward and lock at the shoulder as the ball contacts the arms.

Initially blockers should begin by blocking a line shot then move onto moving across into the angle and blocking straight up. Blockers could start parallel to the net or in a 'ready to retreat position' before blocking. Additionally they can move from side to side across the net before blocking.

DRILL VARIATIONS / MODIFICATIONS

- Add retreating into the drill.
- Have the blocker jump across to the angle.
- Have the blocker move across to the angle then jump back to the line.
- Have the athlete serve a ball in then come to the net to block.



APPENDIX E CONT'D

2.1 SERVING SERVE AND GET INTO POSITION (beginner)

EQUIPMENT:
Ideal: As many balls as possible
Minimum: 4 balls

PARTICIPANTS:
Ideal: 2 athletes per side + coach observing
Maximum: 8 athletes per side + coach observing
Minimum: 1 athlete + coach assisting

DRILL OBJECTIVE

Rarely do we serve and stay at the baseline so this drill works on serving and moving into the court to get additional practice on any specified play determined by the coach.

DRILL DESCRIPTION

In this drill the athlete serves and then moves quickly into defense or blocking position to make a play. Depending on a player's level of skill, position and area requiring improvement, the coach should decide on the movement that is to be practiced after the serve. The possibilities are almost endless as to what the player could do in this drill.

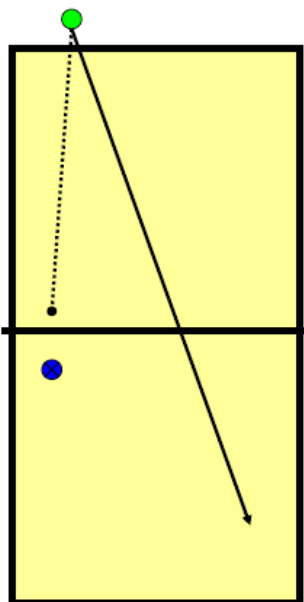
- Running to the net to block a ball hit by the coach.
- Running to the net then retreating to defend a high ball.
- Running into defensive position to dig a ball that hit short.
- Running into the court to defend a ball that is played over on two.

DRILL VARIATIONS / MODIFICATIONS

- Coach can hit at the defender or blocker after they serve and move into position.

TEACHING POINTS

1. Athletes should have a particular serve in mind when they contact the ball.
2. Ensure that the athletes are thinking about how they might use the wind to their advantage on the serve.
3. Athletes should move quickly to the spot to make the specified play.



3.1 PASSING PASSING AROUND THE LINES (beginner)

EQUIPMENT:
Ideal: 1 ball per pair
Minimum: 1 ball per pair

PARTICIPANTS:
Ideal: 2 or 4 athletes + coach observing
Maximum: 8 athletes + coach observing
Minimum: 1 athlete + coach participating

DRILL OBJECTIVE

This drill is a good warm up drill to reinforce the shuffle and sideways movement when passing a ball. This drill could also double as a warm-up drill for beginners.

DRILL DESCRIPTION

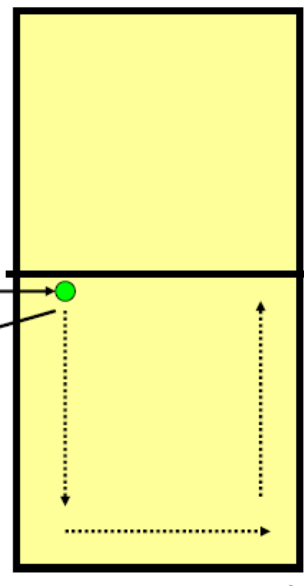
Athletes start at the net with one inside the court and one outside. They then pass the balls back and forth to each other while shuffling down the sideline to the service line then along the service line and back down the sideline to the net.

DRILL VARIATIONS / MODIFICATIONS

- Beginner athletes may want to hand set the ball if it is passed to high – more advanced athletes should only be forearm passing.

TEACHING POINTS

1. Athletes need to keep a wide base (one leg slightly forward of the other) and communicate to each other especially when going around the corners of the court.
2. Athletes should focus on keeping a wide base and not crossing the legs when shuffling from side to side.



4.1 SETTING SET AND MOVE (beginner)

EQUIPMENT:
Ideal: 2-3 balls
Minimum: 1 ball

PARTICIPANTS:
Ideal: 4 athletes + coach observing
Maximum: 8 athletes + coach observing
Minimum: 3 athletes + coach assisting

DRILL OBJECTIVE

This is a basic drill working on developing hand setting and additionally giving athletes practice on moving back and sideways in the sand.

DRILL DESCRIPTION

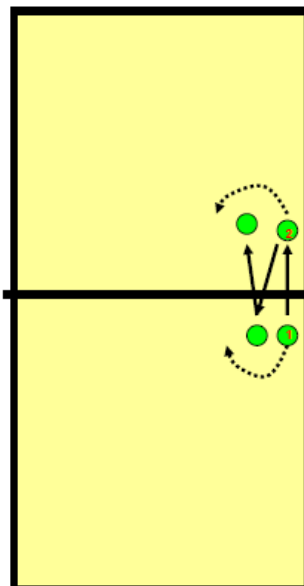
Two pairs of athletes start facing each other across the net close to the antenna. Athlete 1 proceeds to set the ball across the net to athlete 2. After setting the ball the athletes move around behind their partner who is beside them and down the net. The same happens on the other side of the court and the pairs move down the net towards the other antenna. Once the athletes get to the other side of the net they should attempt to turn the drill around and head back down the net without the ball hitting the ground.

DRILL VARIATIONS / MODIFICATIONS

- Athletes have to get from one side of the court to the other and back a certain number of times.
- This drill could be done with one side passing and the other setting or one athlete from each pair passing and the other setting.

TEACHING POINTS

1. Athletes need to be aware of the wind moving the ball.
2. Athletes need to communicate in order for this drill to run smoothly.
3. Athletes should try to have a nice wide balanced stance when setting.



APPENDIX F

5.4 ATTACKING OVER ON TWO (intermediate)

EQUIPMENT:
Ideal: As many balls as available
Minimum: 3 balls

PARTICIPANTS:
Ideal: 2 athletes + coach observing
Maximum: Up to 10 athletes + coach observing
Minimum: 2 athletes + coach participating

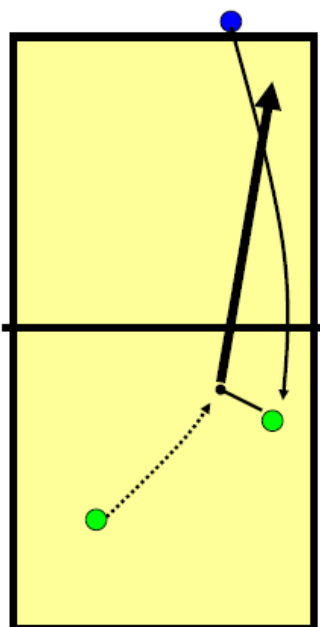
DRILL OBJECTIVE
This drill works on developing the 'over on two' option whereby the non-receiver attacks the ball over on the second contact.

DRILL DESCRIPTION
A coach or athlete serves the ball to two passers either from the baseline or from the middle of the court depending on the level of the players and the focus of the drill. Depending on where the pass goes the non-passer will either set up the ball for a normal attack or they will take the opportunity to attack the ball 'over on two'. Easy short serves are the best for introducing this tactic to athletes as it is easier to attack 'on two' if the pass travels up and down rather than forward. Once the athletes start feeling comfortable playing the ball over on two you can introduce areas of the court to hit into.

- DRILL VARIATIONS / MODIFICATIONS**
- Additionally you could position a blocker at the net and the athlete playing the over on two could either shoot over them or attempt a hard spike past them.
 - Additionally you could position a defender across the net and the athlete playing the over on two could shoot away from them.

TEACHING POINTS

1. Playing the ball over on two is a good option on short serves as the ball is close to the net and traveling up and down rather than up and forward.
2. The best areas to attack towards when playing the ball over on two are to the back corners or short away from the block.
3. Athletes will be more effective if they reach high and snap on the attack rather than playing a soft shot.



6.5 BLOCKING BLOCKER TRANSITION TO SET (intermediate)

EQUIPMENT:
Ideal: As many balls as possible
Minimum: 2 or 3 balls

PARTICIPANTS:
Ideal: 4 athletes + coach observing
Maximum: Up to 6 athletes per side + coach observing
Minimum: 1 athlete + coach assisting

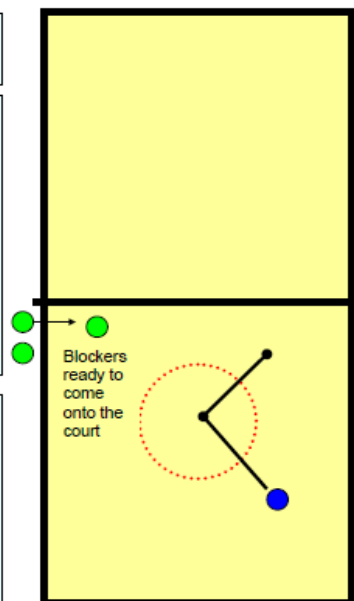
DRILL OBJECTIVE
This drill focuses on developing the ability of an athlete to set his/her partner after blocking. (often referred to as a transition set)

DRILL DESCRIPTION
The defender slaps the ball and throws it up (somewhere inside the red circle) to simulate a dig. When the ball is slapped the blocker does a maximum jump and turns to locate the ball and set it up. The thrower then moves to play out the ball or simply catches it.

- DRILL VARIATIONS / MODIFICATIONS**
- The defender can throw up the ball to a position that would simulate a good defensive dig (indicated by the perforated circle) or a dig that is not so great, (any area outside the circle).
 - The ball could also be driven over the net to the defender by a coach or another athlete.
 - The ball can be thrown up with minimal spin or thrown up with a lot of spin, which will make it more difficult to achieve a good transition set.

TEACHING POINTS

1. The blocker should land with bent knees so that they can move quickly to the ball to set.
2. If the blocker can turn towards the ball on the way down from the block they will be in a better position to move quickly to the ball.
3. The blocker must make sure that they hustle to the ball and get around to face the target when they set.



7.5 DEFENSE DIGGING HARD DRIVEN SPIKE (intermediate)

EQUIPMENT:
Ideal: 6-12 balls + a stand
Minimum: 6 balls

PARTICIPANTS:
Ideal: 2 athletes + coach observing
Maximum: 4 athletes + coach observing
Minimum: 1 athlete + coach assisting

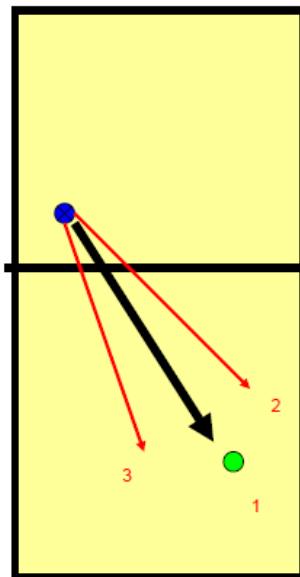
DRILL OBJECTIVE
This drill gives athletes practice at digging hard driven spikes that are directed at and around the defenders body.

DRILL DESCRIPTION
The coach or an athlete drives hard balls at the defender who is positioned in the angle. Initially spikes should be aimed directly at the defender but once the athlete has begun digging these successfully, they can move on to having balls driven to positions 2 and 3. At positions 2 and 3 the defender will need to pass the ball outside their body, which increases difficulty. Balls should be hit at the defenders from all areas of the court. The objective of the defender is to get the ball to travel straight up in front of them approx 10-12 feet in the air. When digging the balls outside the body at positions 2 and 3 the defender must focus on turning the shoulders (and platform) so that the ball travels forward, and not off the arm and out the back of the court. The number of repetitions each defender receives will be determined by the number of athletes in the drill, and the fitness level of the athletes.

- DRILL VARIATIONS / MODIFICATIONS**
- A good adaptation to test if the dig is good or not is to get the defenders to catch their own ball.
 - The athlete can juke prior to ball being hit.
 - The defender can move up or back depending on where the throw is made by the hitter.
 - You could add another defender in to play out the ball.

TEACHING POINTS

1. Athletes need to stay low and keep their head still – especially while 'juling'.
2. The arms should be kept apart and high enough to be able to play defense on a ball that comes to the face.
3. It is important that when digging a ball outside the body that the athlete does not bring the body together too early and swing their arms to the ball – they must reach out with the arm closest to the ball and bring the other arm across to join it.



APPENDIX F CONT'D

3.10 PASSING ALTERNATING PASSING DRILL (intermediate)

EQUIPMENT:
Ideal: 5 + balls
Minimum: 2 balls

PARTICIPANTS:
Ideal: 3 athletes + coach observing
Maximum: 6 athletes + coach observing
Minimum: 3 athletes + coach participating

DRILL OBJECTIVE

This drill is one of the most popular in beach volleyball. It allows athletes to get repetitions in serving, passing, setting and spiking. The objective within this drill could be focused around any one of the 4 skills used.

DRILL DESCRIPTION

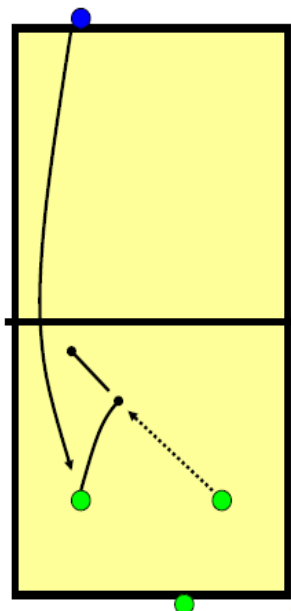
A coach or athlete serves the ball from the baseline or inside the court to receivers alternately. The choice on where to serve from will be dependent on the skill level of the athletes and the objectives of the drill. After passing the ball the athlete attacks and then leaves the court to be replaced by another athlete. The athlete that just set up the attack drops back to their original position to prepare to pass and attack. Additional athletes can be added to either the serving or receiving lines. With an uneven number of athletes on the receiving side athletes will get practice passing from both sides of the court. With an even number of athletes they will end up receiving on the same side.

DRILL VARIATIONS / MODIFICATIONS

- The coach (or athletes) could serve tougher serves.
- The setter could call the shots that they would like the attacker to make.
- Servers can move in to defensive position and give the hitter a defender to hit away from.

TEACHING POINTS:

- Beginners should focus on passing with the moving triangle concept in mind. The ideal pass will vary depending on the wind and the area that the ball is passed from but it should go forward and inside and have an up and down trajectory that is easy for the setter to set.
- Beginners will benefit from being reminded to pass the ball 'forward' and set the ball 'forward'.
- Try to read and anticipate where the serve is likely to go as early as possible - don't leave position before the ball is served but be 'ready' to move.



4.3 SETTING HIGH REP SETTING FOR LARGE GROUPS (beginner / intermediate)

EQUIPMENT:
Ideal: 4 or 5 balls
Minimum: 3 balls

PARTICIPANTS:
Ideal: 5 athletes + coach observing
Maximum: 9 athletes + coach observing
Minimum: 4 athletes + coach assisting

DRILL OBJECTIVE

This drill works on giving athletes a high number of repetitions in either hand setting or bump setting.

DRILL DESCRIPTION

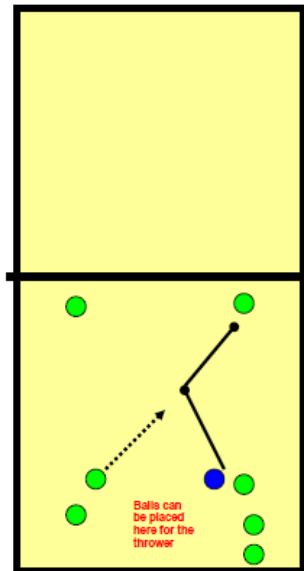
A line of passers start in ready position on the left and right side of the court with extra passers starting off the court behind the baseline. The coach or an athlete tosses the ball to simulate a pass from close to one of the passers. The non-passer on the opposite side to the thrown ball moves in to set. Initially you can have setters catch their own ball as this encourages a set that is straight up and down but you could also have catchers at the net who hand the ball back to the setters. Setters not active need to shag balls to keep a constant supply available for the thrower.

DRILL VARIATIONS / MODIFICATIONS

- Keep the positions the same except have coach on the other side of the net tossing balls to the passers and catchers roll balls under the net to the coach.
- Have athletes toss balls up themselves, which will free up the coach to focus on athletes.

TEACHING POINTS

- Feet and shoulders should be squaring up to the target. ('squaring up' to the target means the same as facing the target)
- Athletes need to be aware of the wind and how it affects the ball.



2.3 SERVING DEEP SERVE PRACTICE (beginner / intermediate)

EQUIPMENT:
Ideal: As many balls as possible
Minimum: 5 balls

PARTICIPANTS:
Ideal: 4 athletes + coach observing
Maximum: 6 athletes + coach observing
Minimum: 1 athlete + coach observing

DRILL OBJECTIVE

Athletes learn to develop a good consistent deep serve that lands in the last 3 feet of the court and pushes the passer back. Great serve when the server is playing with the wind in their back as the ball has to travel a significant distance up into the wind after the pass making it difficult for the opposition setter.

DRILL DESCRIPTION

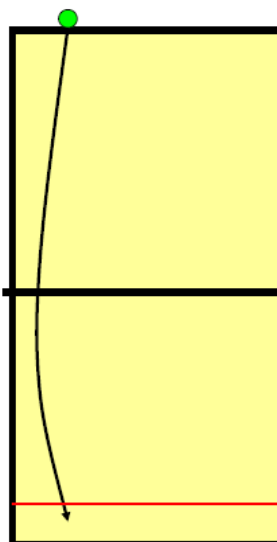
After drawing a line 3 feet from the baseline (cones can also be used for better visibility) athletes practice serving deep. Athletes should serve a number of serves deep in a row to get a feel for the correct angle and distance before breaking up each serve with a run into the court. In order to disguise the serve, have the athlete move under the ball just prior to contact to create a higher angle of trajectory. In order for the deep serve to be effective it must travel high over the passers to force them back as low flat serves can be passed without the opposition having to retreat. Initially the server should focus on the distance and trajectory of the serve before thinking about the line of the serve. Once the athlete has mastered the distance and trajectory of the deep serve athletes could consider serving the deep middle ball wind to create confusion between the passers.

DRILL VARIATIONS / MODIFICATIONS

- Any break between serves will have an effect on consistency and make serving accurate more difficult.
- Additionally for fun the coach could heckle the server to try to put them off their serve. Server has to try to stay focused.

TEACHING POINTS

- Athletes should be aware of the arc of the ball and attempt to serve high in order to push the passer back rather than low and flat which will allow the passer to play the ball without having to retreat.
- Athletes should focus on developing a consistent contact on the ball in order to better judge the distance the serve is likely to go.



APPENDIX G

2.5 SERVING SERVING VARIETY DRILL (intermediate / advanced)

EQUIPMENT:
Ideal: As many balls as possible
Minimum: 3-4 balls

PARTICIPANTS:
Ideal: 4 athletes + coach observing
Maximum: 10 athletes per side + coach observing
Minimum: 1 athlete + coach observing

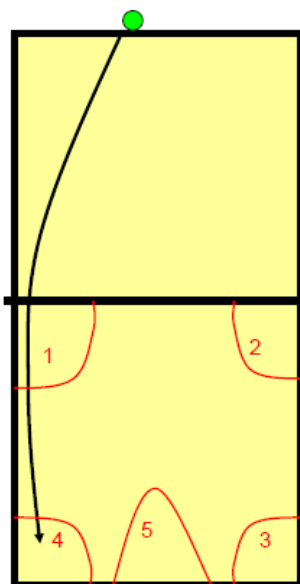
DRILL OBJECTIVE
This drill develops the ability of an athlete to place a variety of serves accurately.

DRILL DESCRIPTION
Areas of the court are marked out in the sand. (this can be done with cones for extra visibility).
The areas are then numbered and the server tries to serve into these areas at the coaches' discretion or in order from 1-5.
With more than one athlete this can be turned into a competition where the first athlete to get all round once or twice wins.

- DRILL VARIATIONS / MODIFICATIONS**
- Athlete has to stay in the same spot on the baseline when serving all serves.
 - Coach can call serving area.
 - To make it more difficult the server could be made to do some sort of physical movement between serves.

TEACHING POINTS

- 1 To develop consistency the server should try to develop a serving routine.
- 2 Developing a consistent contact in the hand will improve accuracy of distance and direction.
- 3 Accuracy of line can be enhanced by the server focusing on something in the distance that is in line with the direction of their target.



4.4 SETTING HIGH REP SETTING - TRIANGLE DRILL (intermediate / advanced)

EQUIPMENT:
Ideal: 2 + balls
Minimum: 1 ball

PARTICIPANTS:
Ideal: 3 athletes + coach observing
Maximum: Up to 6 athletes + coach observing
Minimum: 2 athletes + coach assisting

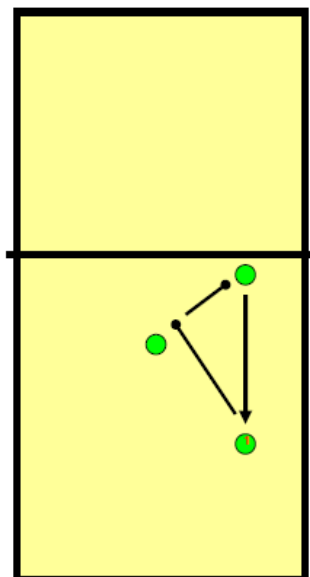
DRILL OBJECTIVE
This drill works on giving athletes a high number of repetitions in setting and it additionally gives athletes practice passing soft driven balls.

DRILL DESCRIPTION
Athlete 1 starts in passing position on the left (or right) side of the court.
The coach or an athlete who is at the net softly drives the ball to the athlete in passing position.
The athlete not passing comes in and either bump sets or hand sets the ball to the athlete at the net who soft drives the ball again to the passer to continue the drill.

- DRILL VARIATIONS / MODIFICATIONS**
- This drill can be attempted with 2 balls simultaneously.

TEACHING POINTS

- 1 The feet and shoulders of the athlete setting the ball should be facing (squatting up) to the target.
- 2 The athletes should be made aware of the wind and how it affects the ball before and after it is contacted.



4.9 SETTING SET AND LOOK (advanced)

EQUIPMENT:
Ideal: 5-16 balls.
Minimum: 4 balls.

PARTICIPANTS:
Ideal: 3 athletes + coach observing.
Maximum: 6 athletes per side + coach observing.
Minimum: 2 athletes + coach assisting.

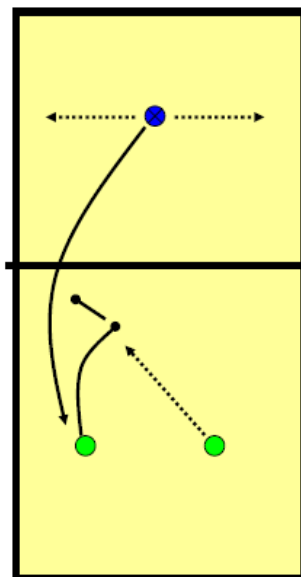
DRILL OBJECTIVE
This drill focuses on developing the skill of the setter to turn, look and call the open court after setting up their partner.
It also is a valuable motor pattern to make automatic as it will prepare the setter for picking up a ball that may come back over off the block.

DRILL DESCRIPTION
In this drill the coach or athlete throws a ball to the pair on the other side of the net.
The thrown ball can make easy or hard depending on the level of the athletes.
Just after the ball is set up for the attack, the individual who threw the ball moves to one side or the other (left or right).
After the setter sets the ball, they get low and turn and look at the defender and make a call of line or angle depending on where the open space is.

- DRILL VARIATIONS / MODIFICATIONS**
- Additionally the athlete or coach could throw a ball over to simulate a blocked ball.
 - You could make the setter bump set some and handset others.
 - Add a blocker so that the setter has a third option to call 'nobody' if the blocker drops off.

TEACHING POINTS

- 1 Make sure the setter moves through the ball when setting as it is difficult to get low and turn if the setter is moving backwards.
- 2 After setting the ball the athlete should get down low with arms open and forward, just in case the ball is blocked.
- 3 If the ball is close to the net (and the block) don't turn and make the call - focus on saving the play if the ball is blocked.



APPENDIX G CONT'D

3.15 PASSING PASS AND LOOK (intermediate / advanced)

EQUIPMENT:
Ideal: 2-3 balls
Minimum: 1 ball

PARTICIPANTS:
Ideal: 4 athletes + coach observing
Maximum: 7 athletes + coach observing
Minimum: 2 athletes + coach assisting

DRILL OBJECTIVE

Athletes get practice at developing the skill of taking a quick look at the opposition after passing before initiating their spike approach.

DRILL DESCRIPTION

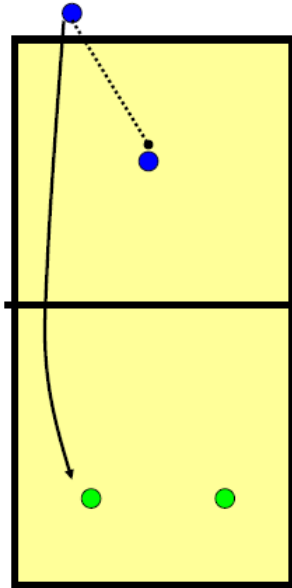
A coach or athlete serves the ball to either receiver on the other side of the net then proceeds to run to the center of the court and using their fingers displays a 1, 2, 3, 4 or 5 on their chest.
After athlete passes ball they must look at the person in the middle of the court and call out the number of fingers held up before playing out the ball.

DRILL VARIATIONS / MODIFICATIONS

- The athlete looks again right before attacking and either calls the number again or hits away from the defender.
- The signals given by the coach or athlete could represent areas of the court that the attacker has to hit into.

TEACHING POINTS

- The athlete should focus on being stable during the pass in order to give them time to look before attacking.
- Passing forward is also critical to allowing the passer time to view the opposition, (or in this case the signal displayed by the opposing athlete or coach)



3.16 PASSING TOPSPIN SERVE OFF BOX (advanced)

EQUIPMENT:
Ideal: As many balls as available
Minimum: 1-2 balls between 3

PARTICIPANTS:
Ideal: Sets of 3 athletes + coach observing
Maximum: 6 athletes + coach observing
Minimum: 2 athletes + coach assisting

DRILL OBJECTIVE

The objective of this drill is for passers to get high repetitions of difficult serves. Because the balls are coming from inside the service line balls come at the passer faster than normal which helps to improve reaction time.

DRILL DESCRIPTION

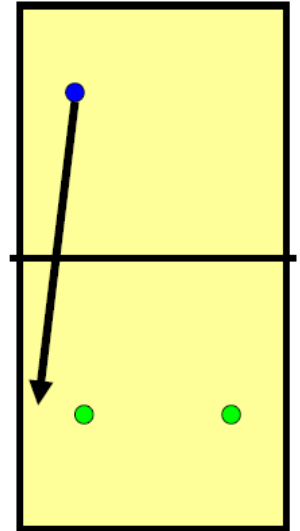
Standing on a box a small distance in from the baseline the athlete or coach drives topspin serves (or float serves) to the passers who then either play the ball out. If the objective of the drill is solely passing then having the balls caught will allow for better focus on the pass.

DRILL VARIATIONS / MODIFICATIONS

- The server should move to different positions on the court to simulate varying serves.

TEACHING POINTS

- The athletes should commit to the pass. It is often better for athletes to end up on the ground after a good pass than make a bad pass and stay on their feet.
- Athletes should communicate early and confidently with their partner as to who has the ball.
- Athletes should watch the ball out of the server's hand and watch the server to attempt to anticipate where the ball is likely to go.



7.17 DEFENSE ZIG ZAG DEFENSE ON GROUND (intermediate / advanced)

EQUIPMENT:
Ideal: 3-5 balls
Minimum: 1 ball

PARTICIPANTS:
Ideal: 2 athletes + coach observing
Maximum: As many as space allows
Minimum: 1 athlete + coach assisting

DRILL OBJECTIVE

The objective of this drill is for athletes get to practice performing one arm digs.

DRILL DESCRIPTION

An athlete or coach tosses a ball to the side and in front of an athlete who is either on their knees or on their feet. Performing this drill from the feet is more difficult technically as well as being more exhausting.
After tossing the ball in front of the athlete the 'trainer' then moves backwards and this time tosses a ball to the other side of the athletes' body.

With only one athlete and coach the balls can be placed on the ground prior to the drill starting otherwise another athlete can hand balls to the 'trainer'.

DRILL VARIATIONS / MODIFICATIONS

- Standing is more advanced than kneeling.
- Ball can be tossed randomly to either side.
- The athlete could be required to get up and play out the last ball that is dug.

TEACHING POINTS

- Refer to drill 7.1 for details on technique for the one arm dig.
- Learn to use the hand closest to the ball.
- If digging each ball from a standing position make sure you get up off the ground as quick as possible between each play.

