

Botswana Long-Term Athlete Development Tennis



Created 2018/2019

**Botswana Tennis Association
Gaborone
Botswana**

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Table of Contents

Expert Working Group 3
Key Acronyms 3

Key Stakeholders	3
About the BTA.....	4
Botswana Long Term Athlete Development: Tennis	5
Preface.....	5
10 Key Factors of BLTAD	7
Physical Literacy.....	8
Implications for Developing Physical Literacy	9
Long-Term Nutritional Development	10
Athletic Considerations.....	11
Optimal Window of Trainability	11
Peak Height Velocity	11
Gender Considerations.....	12
Court for Sport: Swinging for Success BLTAD.....	14
Court for Sport: Swinging for Success Stages	16
Injury Prevention	13
Basic: Active Start	19
Basic: Grassroots (FUNdamentals).....	20
Intermediate: Youth	25
Advanced: Junior – Train to Compete	28
Elite: Senior – Train to Win.....	32
Sport for Life: Active for Life	37
BTA Committee.....	38
Tennis BLTAD: Appendixes	39

Expert Working Group

- | | |
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| 2. Oaitse Thipe | Vice Chairman |
| 3. Tefo Tefo | Secretary General |
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| 8. Tapiwa Masunga | Development Officer, Southern Africa ITF |

Key Acronyms

BTA – Botswana Tennis Association
ITF – International Tennis Federation
CAT – Confederation of African Tennis
BNSC – Botswana National Sport Council
BNOC – Botswana National Olympic Committee
BISA – Botswana Integrated Sports Association
BOPSSA – Botswana Primary School Sports Association
BOTESSA – Botswana Tertiary School Spirit Association
PASSOBO – Paralympic Sports Association of Botswana
BOBSA – Botswana Brigades Sports Association
CHOPS – Conference Heads of Private Schools
CHIPS – Conference Heads of Independent Schools
ISSSA – Independent Secondary School Sports Association
MYSC – Ministry of Youth Sport and Culture

Key Stakeholders



missing BOPSSA LOGO, PASSOBO, CHOPS, CHIPS,

ISSSA, LOGO

About the BTA

The Botswana Tennis Association (BTA) is a non-profit organization affiliated with the BNOC, having the responsibility for coordinating tennis activities and events within Botswana. Formed in _____, the BTA has been pivotal in the development of tennis as a competitive sport in Botswana. The main mission of this organization is to provide a platform that gives everyone access to sport while simultaneously creating opportunities for excellence in Tennis.

Whether it be at a grassroots level, competitive level, or a sport for leisure, the BTA has created a platform for participants of any age, any gender, and any ability to participate in a sport that is competitive, fun, and active.

The executive committee is comprised of the following members:

- 1. Dr. Khaulani Fichani – Chairman**
- 2. Oatise Thipe – Vice Chairman**
- 3. Tefo Tefo – Secretary General**
- 4. Atang Mokgware – Treasurer**
- 5. Keagoletse Katlego – Additional Member**
- 6. MISSING MEMBERS??**

The BTA is located within Gaborone, Botswana. The staff members work out of the main tennis headquarters located beside the Botswana National Stadium.

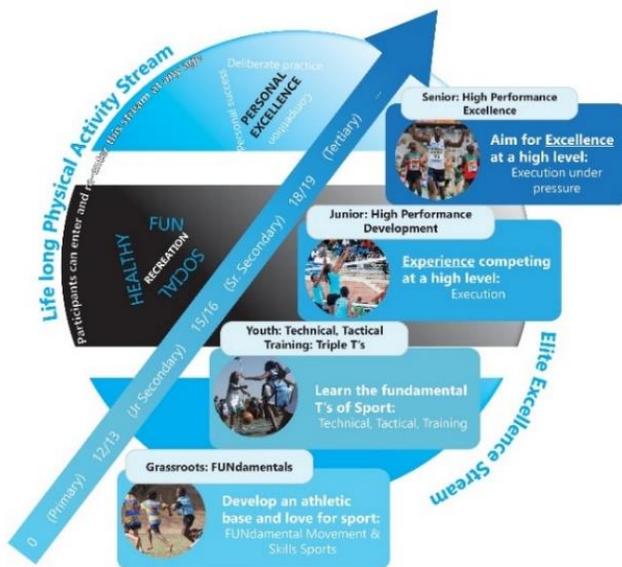
Botswana Long Term Athlete Development: Tennis

Preface

Tennis has been an integral part of Botswana and has been managed by the BTA for years. Over the duration of the BTA's establishment, the organization has experienced exceptional growth in participation levels. With new participants joining the sport every year, as well as an increase in coach certifications, the BTTA has ensured that the competitive spirit of tennis not only stays within boundaries of clubs and associate bodies, but also spreads into every household to be the number one sport of choice in Botswana.

With an increase in participation levels, the BTA understands their need for a structured and detailed framework in order to help identify and develop talent.

There is no denying the fact that there is a high level of tennis talent and ability within Botswana. The problem is that the BTA has not had the access to a proper framework for players and coaches to follow. To assist in a framework development, members from the BTA and the BNOC collaborated to help align their programs and competitions to the principles of a BLTAD framework.



BLTAD. The Botswana Long Term Athlete Development framework, or the BLTAD, has been adapted from the Canadian Sport For Life's (CS4L's) world leading LTAD framework. This is a detailed framework that helps to guide athletes and coaches to achieve success in the long term, when it counts, rather than only at the youth level. The BLTAD framework also emphasizes on life-long participation in the sport for life (See Appendix A).

One of the key philosophies of the BLTAD framework is that excellence takes time. Success does not happen overnight; researchers suggests that it takes approximately 10 years of deliberate practice to become an elite athlete, beginning at the grassroots level. With this being the case, the BLTAD framework provides age-appropriate guidelines for training and competition for ALL ages to progress from grassroots to podium and beyond. These principles are based on both scientific and psycho-social principles of growth and development.

Excellence Takes Time. Because the BLTAD is a long term plan, we cannot expect immediate results. It may take up to 10 years to see results. Moreover, given that tennis is a sport with a peak age of approximately 25 years old, following the 2028 plan implemented by the BNSC, we would need to begin with athletes of 15 years in 2018 to produce peak athletes at 25 years in 2028. However, according to development science of BLTAD, athletes may need to begin physical activity from as early as the age of 5. Thus if we are to go through a full spectrum of BLTAD starting at age 5, we may need twenty years to see full effects, meaning in 2038. While this seems like a long time, we can expect better quality results that will be sustainable in the long term, rather than quick intermediate results that would only be good for now.

Changing the Outcome Requires a Change in the Results. Moreover, it is important to recognize that to produce a *change* in results a *change* of the process is also needed. Therefore, when implementing this new strategy, changes in the current system may be inevitable. However, if we wish to change our current system we must change the process as well.

"Insanity is expecting change by doing the same thing."

It is for this reason that the BTA in collaboration with the BNOC has conducted an assessment of the BTA to determine the challenges and recommendations towards improving the sport of tennis in Botswana. From this, the following framework for tennis created by the BNOC and the BTA can be used to help assist in the development of tennis.

Collaboration. In order for this plan to work, the collaboration of all major stakeholders involved in the sport, from the ground up, is required. This involves the BNSC, the BNOC, and the BTA. To this end, the three associated governing bodies must commit and adhere to the goal of fostering.

Dr Khaulani Fichani
President, BTA

Col. Botsang Tshenyego
President, BNOC

X _____

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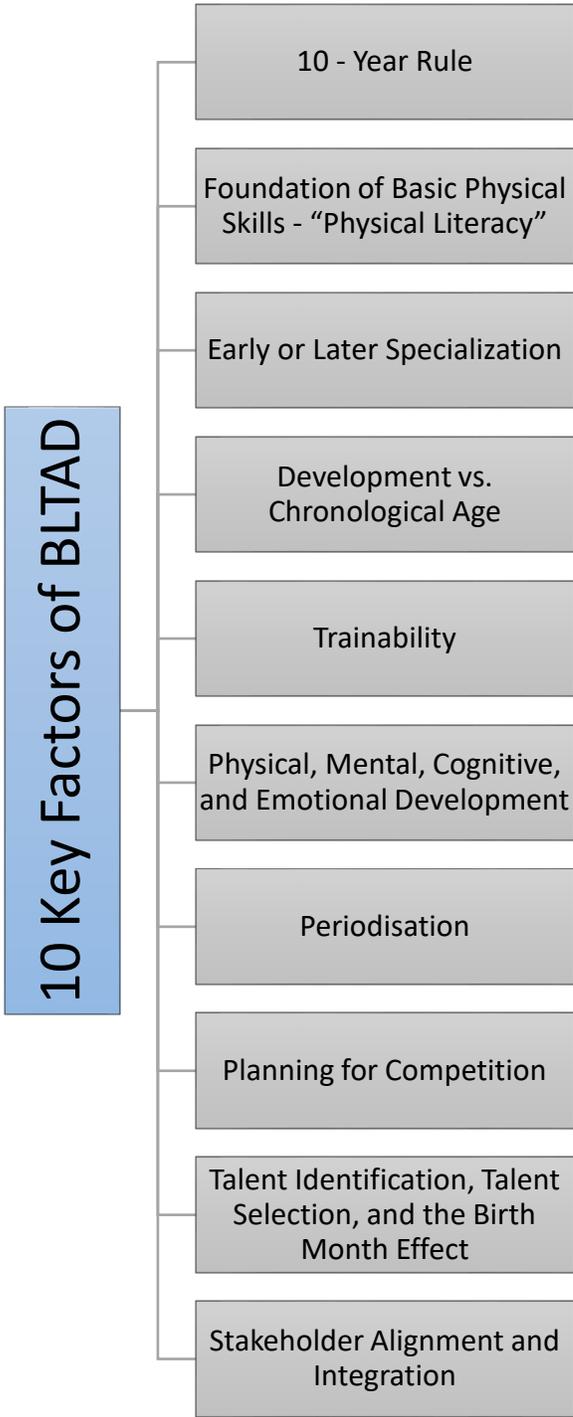
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Bta logo



10 Key Factors of BLTAD



**Taken from the BLTAD model, these 10 factors will be incorporated and guide the Tennis BLTAD model*

Physical Literacy

Physical literacy plays an essential role in developing a child's skills in order to progress in sport in the near future. At this part of the child's life, it is the learning and practice of fundamental movement skills – specifically for sports. The development of these crucial movement and sport skills is critical for the child to gain confidence throughout physical activity for fun. It gives children the essentials they need to progress in sport and is a key component in the athletes Long-Term Athlete Development program. Physical literacy will be taken place in the first two stages for the Court for Sport: Swinging for Success framework as this is where the child is starting to become physically active and develop their skills mentally through repetition and activity.

Where	Physical Literacy	Who
Home, pre-schools, day care, sport programs, community recreation	Active Start	Parents/guardians, day care providers, preschool teachers
Schools, sport clubs, community recreation, sport programs, home	Grassroots	Parents/guardians, coaches, teachers, recreation leaders, youth leaders
Schools, sport clubs, community recreation, sport programs, home	FUNDamentals	Parents/guardians, coaches, teachers, recreation leaders, youth leaders

Implications for Developing Physical Literacy

For Parents

Parents should allow and encourage their infants and children to experiment with different movement patterns and engage in as much free play as possible. This will allow them to become “fluent” in different movement possibilities on the ground, with equipment, and in space.

For Child-Care Givers

Teachers should provide basic physical literacy opportunities as well as a grade by grade “scorecard” to identify the physical literacy progression in each Grade. It is recommended that all children are provided with structured physical activity lessons each week which address basic physical literacy in early school years through specific movement modelling as well as a wide variety of games.

For Ministry of Education

The school curriculum should require the teaching and testing of basic physical literacy skills at all Primary School Grade levels in mandatory Physical Education classes as well as providing opportunities and equipment for in-school and after-school play time.

For Sport Organizations/Sport Clubs

Sport organizations and clubs should ensure through Coach Education curricula and practice that children entering their sport at the earliest ages – active start and fundamentals - are given as much opportunity as possible to develop the essential basic physical literacy skills relevant to that sport BEFORE attempting advanced sport specific skills and/or Technical/Tactical elements of that sport.

Some Basic Physical Literacy Skills

Locomotion or Travelling Skills	Object or Implement Control Skills	Balance Skills
Hopping	Kicking	Balancing/Centering
Skipping	Punting	Rolling
Crawling	Rolling (ball)	Dodging
Jumping	Striking object (with hand, bat or stick)	Floating
Leaping	Throwing	Landing
Climbing	Catching	Squatting-Balancing
Poling	Stopping/Trapping	Sinking (in water)

Long-Term Nutritional Development

Nutrition is a crucial element for an athlete to grow and develop a healthy lifestyle for all ages. Nutrition not only helps the athlete grow as an individual, but it also helps prevent such injuries and exert energy during matches. In order to balance a healthy nutrition, six nutrients must be consumed: water, vitamins, minerals, proteins, fats and carbohydrates. These nutrients will help drive the athlete to perform at the best of his/her ability while reducing the risk of injury and/or dehydration.

As time moves on, there is a greater emphasis on proper nutritional value to go alongside developing a healthy lifestyle. The long term nutritional development is created to correlate with the athletic long-term development model to enhance the development of the athlete.

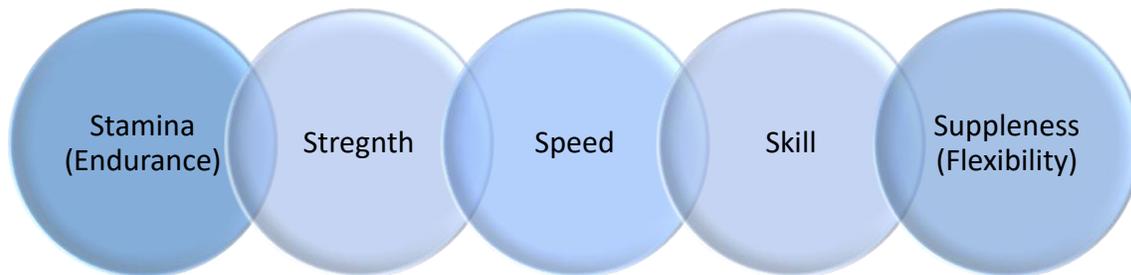
The table below depicts the similarities between standard LTAD and LTND models. Note that the first two stages of LTND coincide with the physical literacy component of LTAD. Eat to develop and learn to eat occur during periods of peak brain maturation.

Development Focus	Typical Age Span	LTAD Model	LTND Model
Physical Literacy	Males: 6-9yrs Old Females: 6-8yrs Old	FUNDamentals	Eat to Develop
	Males: 9-12yrs Old Females: 8-11yrs Old	Learning to Train	Learn to Eat
Physical & Mental Capacity	Males: 12-16yrs Old Females: 11-15yrs Old	Training to Train	Eat to Grow
	Males: 16-23yrs Old Females: 15-21yrs Old	Training to Compete	Eat to Train
High Performance	Males: 19+ Females: 18+	Training to Win	Eat to Win

Athletic Considerations

Optimal Window of Trainability

An athlete's overall fitness level may be influenced by a number of factors, five of which should be considered vital components when considering LTAD:



Each of the above components should be considered *trainable*, meaning that each can improve or decline at varied rates in response to training. In addition, each component has an *optimal window of trainability (OWT)*, meaning that if children or adolescents attempt to train any of these components too early in their *development age* they will return minimal results in relation to the time and effort used in training. Further information about the five factors and the OWT for both girls and boys can be seen in Appendix B.

Peak Height Velocity

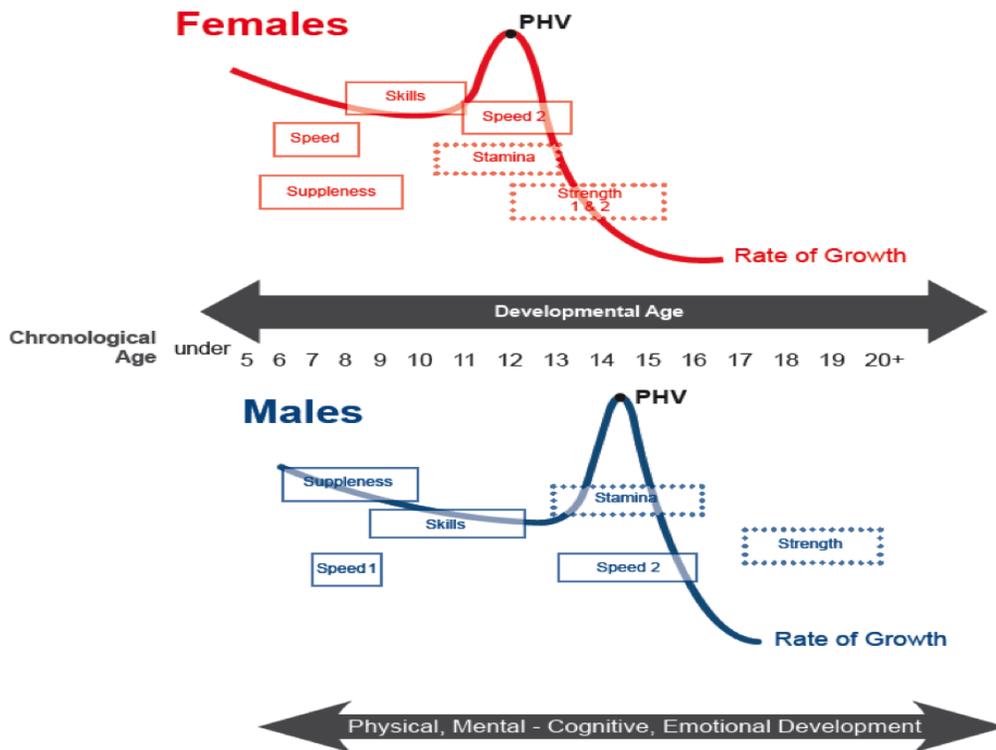
Peak Height Velocity (PHV) refers to the maximum rate of growth in stature during the adolescent growth spurt. The age at which PHV is reached (called Age at PHV) is an important measurement point in a LTAD program because it serves as a basis for readiness for different types of training.

The implication of PHV on coaches and teams, specific to swimming in this case, is that on any one team or training group, coaches may have early, average and/or late developers. As a result, an effective LTAD program should incorporate PHV monitoring as part of a regular athlete-monitoring program. Three key elements should be included in PHV monitoring:

1. Standing height, sitting height and arm span (fingertip to fingertip, with arms outstretched) measurements should be taken and tracked in an organized manner
2. Recognition of the start of the growth spurt
3. Point of maximum height change

Measurements should be taken at consistent times (ex. Mornings) and in consistent intervals (ex. Every 3 months). Once PHV is reached, a growth deceleration will commence. Growth should continue to be monitored for 24 – 36 months after PHV.

The table below shows the Optimal Windows of Trainability (OWT) for males and females, along with the onset of PHV. Of the five vital components of fitness, the OWT for stamina and strength are based on the variable onset of the growth spurt and PHV, while speed, skill and suppleness are based on chronological age.



Gender Considerations:

Across many development platforms, from an educational context to athletics, gender differences exist that have created a need for special considerations between boys and girls to help foster their optimal progression. The following is a list of important gender-related differences that coaches and parents must consider when conducting athlete-training programs. We must, however, be sure to attempt to balance these differences, without allowing them to create improper stereotypes or false generalizations.

Factor – Puberty Differences

Approach: In this instance, boys are granted a developmental advantage, as the testosterone produced by their body will allow them to rapidly increase muscle and decrease body fat. For girls, the excess estrogen produced will cause their body to break down protein, and may have primarily negative impacts on athletic performance. It is for this reason that training programs for girls should focus primarily on strength and muscle development to balance the body's natural changes.

Factor – Peak Development Periods

Approach: This factor relates to the period when young athletes enter their growth curve. Referring to the PHV above, note that girls tend to mature about two years earlier than boys. When entering this growth curve (typically age 11-13 for females and 13-15 for males), young athletes will have the opportunity for substantial aerobic growth, or in the efficiency of the body's cardiovascular system. The consequence of the age difference between boys' and girls' entry to the growth curve is in the way that their bodies will develop physically. As a result, boys and girls must be given special attention by coaches and parents during this phase of their development in order to properly take care and advantage of their natural growth.

Factor – Psychosocial Development

Approach: During development, boys and girls will demonstrate differences in various psychosocial characteristics. These characteristics should be monitored closely by coaches and parents, and action should be taken that will foster the appropriate response by the athlete in the context of training and competition. These characteristics include, but are not limited to, self-confidence, goal orientated, and affiliation needs. These characteristics differ between females and males and must not be neglected, but rather embraced in hopes to foster the best development for each individual athlete.

Injury Prevention

Throughout any sport, injury can occur at any point in time if precaution is not taken place. It is important for the athlete to take care of his/her body in order to prevent any serious injury before, during or after play. Although, tennis may be considered one of the safer sports in terms of injuries, it is still common for an athlete to get injured during their career. Stretching is a crucial component in minimizing an athlete's injury but does not fully prevent the injury from happening. Specifically, in tennis, tennis elbow is a common injury that cannot be prevented through basic stretching. With that said, other platforms must be followed in order to better prevent the case of a serious injury. There are 5 important components to follow to take proper care of your body and to prevent further serious injury for the sport of tennis.

1. Strength and Flexibility Training

Building strength is one of the most important things to do to develop an athlete's tennis skill and progress to the best of their ability. Building strength actually helps reduce the chance of an injury as you are creating and developing much stronger muscles. This training includes all aspects of the body related to tennis such as: wrists, hips, legs, ankles and shoulders. Strength training, without a doubt, will help you become a stronger tennis player and prevent injury. Unfortunately, while doing this, you begin to lose flexibility and tighten up as your muscle are regenerating. With this, it is very important to balance flexibility training in order to keep your muscles from tensing and causing injury from over-reaching to help you better understand strength and flexibility training for tennis, an athletic therapist and/or personal trainer is a possibility in helping.

2. Skill development and Technique

Proper skill technique and development is an important part for injury prevention. If skills and techniques are not taught incorrectly it can cause compensation patterns and bad habits that are hard to break and leading to injury. Proper skill development is vital for injury prevention to help decrease injury to athletes.

3. Core and pelvic stability

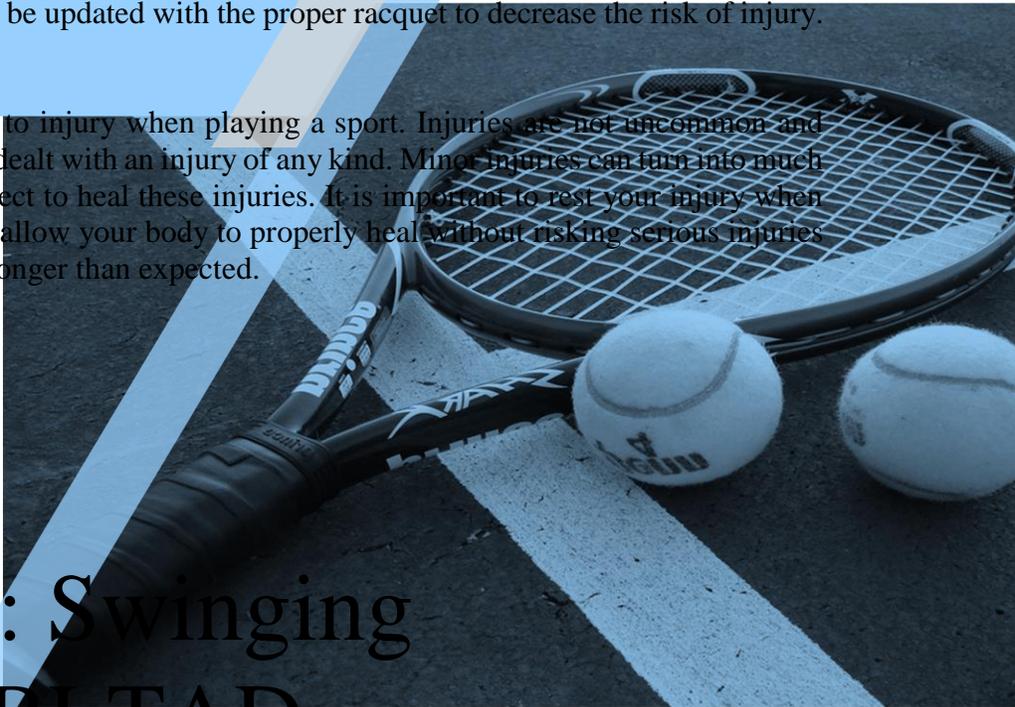
Tennis movement requires a lot of running, quick transition, and heavy strokes which is generated from your core and pelvis. Due to the abundance of core and pelvic use during play, it is important for the athlete to improve these areas to avoid potential injury while twisting, turning, and running for loose balls during the match.

4. Proper Equipment

Keeping your shoes up to date and fitted properly will easily help you avoid any potential risk of injury. Old shoes will have worn out traction, causing the athlete to slip and slide more and have less stability. This will increase the ability for the athlete to twist his/her ankle or sprain their knee. It is also crucial for the athlete to be updated with the proper racquet to decrease the risk of injury.

5. Respect the Pain

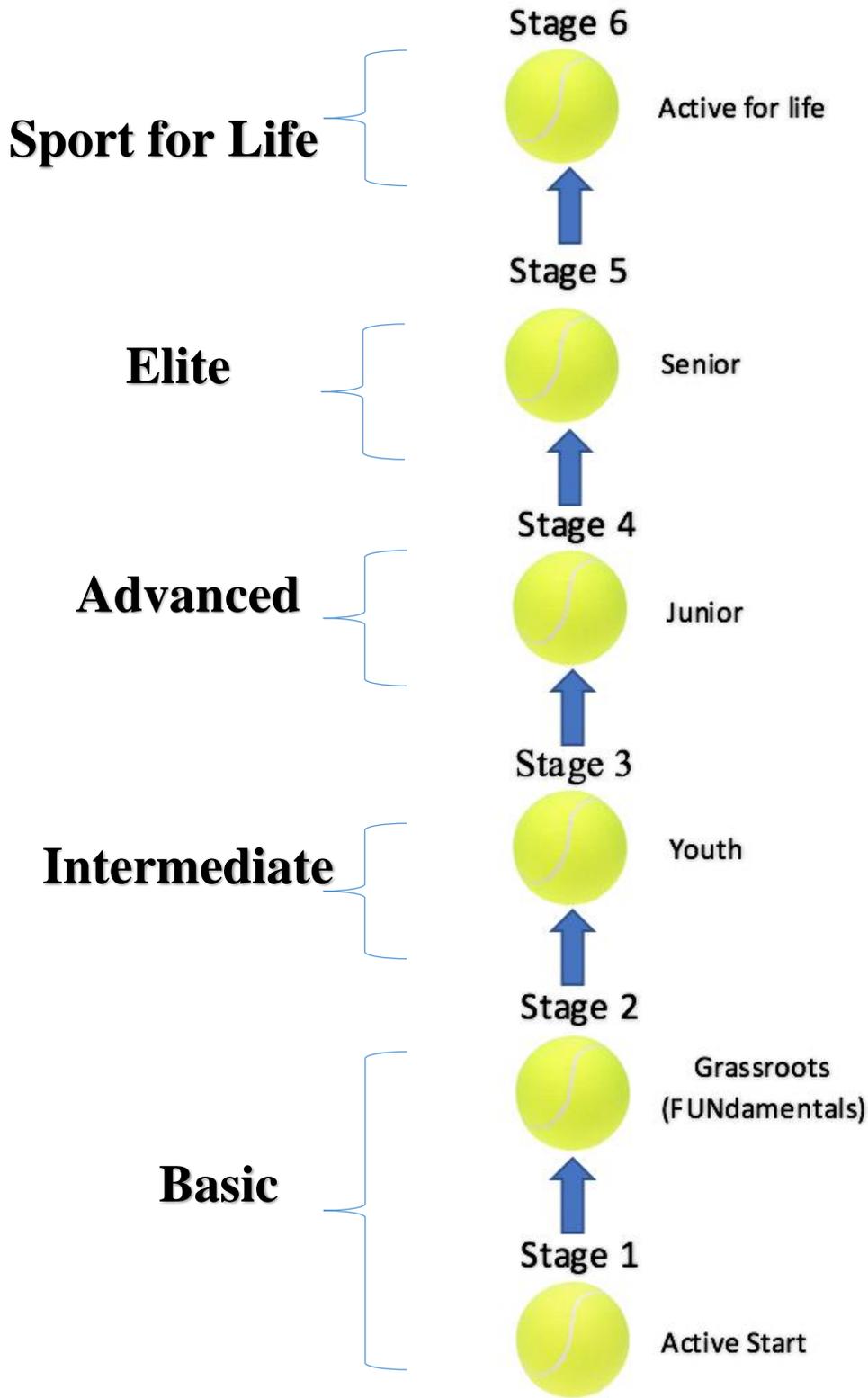
It is not uncommon to be prone to injury when playing a sport. Injuries are not uncommon and should be treated properly when dealt with an injury of any kind. Minor injuries can turn into much more serious injuries if you neglect to heal these injuries. It is important to rest your injury when one occurs and sit out. This will allow your body to properly heal without risking serious injuries that will have you sidelined for longer than expected.



**Court for Sport: Swinging
for Success BLTAD**



Court for Sport: Swinging for Success Stages







Basic: Active Start

Ages: < 6

This is the introductory phase of the BTA LTAD. This is probably the most important phase of the BTA's BLTAD framework. Although the main goal is to increase participation in tennis, it is also important for children to sample different sports and activities to develop necessary **FUNDamental skills** and sports knowledge. It is important that fun and social interaction are the focal point of this stage. The goal is for participants to enjoy the sport and not feel as though they are forced into participation.

Key Considerations:

Active Start: Create a fun environment to encourage the enjoyment and promotion of physically active activities for participants.

Physical Literacy: Learning all FUNDamental movement skills to help build confidence, self-esteem and develop more complex motor skill patterns from basic motor skills.

Play + Stay: Tennis 10' for children 10 and under. Play on modified courts with different equipment for an easier and fun start, while focusing on proper technique. There are three stages that Tennis 10's has created for proper use of equipment, technique and development.

Guidelines:

Key Stakeholders: BTA, BNOC, BNSC, MYSC, Pre-schools, Parents

Stage of Tennis 10's

Stage 3: Red (Years 5-8)

Lighter balls, smaller courts and shorter rackets (21/23 inch) or bats. Development of good technique and use of realistic tactics. Use of ropes and cones rather than standard tennis nets.

Ball Size: Foam/Sponge ball 8-9cm/ Red Standard ball 7-8cm

Court Size: 36-42 feet or 14-20 feet

Net Height: 31.5-33' (0.8-0.838m)

Types of Training: **Assorted sporting activities, athletic games in groups, interactive games.**

Training Conditions: **No strength training, body weight only.**

Skills to Train: **Basic literacy skills (see page 10), flexibility, balance, hand-eye coordination, and teamwork. Tactical approach to teach technique and movements.**

Duration of Training: 30 - 45 minutes per session

Tennis Frequency: 1-2 sessions per week

Non -Tennis Frequency: 1-3 sessions per week of other sports (e.g. gymnastics, swimming, athletics), or multi-sports programmes

Types of Competition:

Festivals events and team based multi matches are important events for players as it it engaes them in the sport and reinforces fun. Festivals should take place every other month. Rewards such as certificates of acheivement should be distributed.

Physical Literacy:

Physical literacy is a very important element of the BLTAD framework. A great deal of research has been conducted and determined that a substantial amount of time in the early period of life (< 6 years) should be devoted to developing overall movement skills. If the sport becomes specizlized

too early in the development process, the athlete could risk missing out on crucial training of skills such as balance and coordination. Coaches and stakeholders must understand the importance of a strong sporting base before they can specialize in a particular sport. Further information and a list of the basic physical literacy skills has been provided in earlier page 10 of this document.

Athletes With Disabilities:

There are no specific guidelines to follow in this particular stage. Since ECD is focused on having fun and developing basic motor skills, all participants are encouraged to explore their physical capabilities. Those with disabilities are encouraged to try new movements and stretch the limits of their mobility.

ADD PHOTO OF KIDS IN PLAY & STAY TENNIS RED BALL

Basic: Grassroots (FUNdamentals)

Ages: 6 – 10

The second stage of the swinging for success framework is to continue to develop the child's skills throughout various sports, including tennis. In this stage, the child will be introduced to competition that is strictly for fun. The goal in this stage is to ensure that the child is having fun throughout these friendly competitions and to create friendships, all while continuing to develop their skills.

Play + Stay: Tennis 10' for children 10 and under. Play on modified courts with different equipment for an easier and fun start, while focusing on proper technique. There are three stages that Tennis 10's has created for proper use of equipment, technique and development.

Play and Stay is continued in the Grassroots stage using different equipment and court sizes. This will help the child develop their skill without purposely focusing on their development progress as the main focus in this stage is to have fun. They will develop skills mentally and cognitively through action, repetition and experience due to children's lack of attention at such young ages. Competition will not be ranked and will be opposed with those of the same and opposite gender.

Key Considerations:

Learn To Train: Discover basic skills of physical cognitive training and continue to build and promote nutritional knowledge. Continue to develop ABC'S: Agility, Balance, Coordination, and Speed. Based on height and age.

Stage / Age	Ball	Ball size / Racket / Court Dimensions	Stage Description
Stage 3 RED 5-8 years	 75% slower than a Yellow ball* (Foam or Felt)	Foam ball 8.00-9.00 cm Standard ball 7.00-8.00 cm Racket 17-23" (43-58cm)** Court 36-42ft (10.97-12.8m) x 14-20ft (4.27-6.1m) Net Height (at the centre): 31.5-33" (0.8-0.838m)	Slower balls, smaller courts and shorter rackets. Players are able to play the game from their first lesson. Players start to play in tennis festival events that use fun, team-based multi match events. Development of good technique and use of realistic tactics.

<p>Stage 2 ORANGE 8-10 years</p>	 <p>50% slower than a Yellow ball*</p>	<p>Standard ball 6.00-6.86 cm</p> <p>Racket 23-25" (58-63cm)**</p> <p>Court 58-60ft (17.68-18.29m) x 20-27ft (6.1-8.23m)</p> <p>Net Height (at the centre): 31.5-36" (0.8- 0.914m)</p>	<p>Players move to a larger court, relevant to their size. Ball is slightly faster than at Red, but continues to provide an optimal striking zone. Players have the ability to implement advanced tactics. Matches are longer than at Red, and children play both 'team' and 'individual' multi match events.</p>
<p>Stage 1 GREEN 9-10 years</p>	 <p>25% slower than a Yellow ball*</p>	<p>Standard ball 6.30-6.86 cm</p> <p>Racket 25-26" (63-66cm)**</p> <p>Full Size Court 78ft (23.77) x 27ft (8.23m)</p> <p>Standard Net Height (at the centre): 36" (0.914m)</p>	<p>The ball is faster than at Orange. Ball still slower and lower bouncing than the yellow ball. Experienced players are able to continue to develop good technique and to implement advanced tactics. Matches are slightly longer than at Orange, with both 'team' and 'individual' multi match competition played.</p>

Guidelines:

Key Stakeholders: **BTA, BNOC, BNSC, BOPSSA, MYSC**

Types of Training: **Sport specific drills, footwork, rules and regulations. Learning technique through a game based approach, no basket drilling and more group sessions.**

Duration of Training: 30-45 minutes per session (ideally players should be part of group lessons)

Tennis Frequency: 3-4 sessions per week (2-3 hours)

Non-Tennis Frequency: 2-3 different sports/sport activities each chronological year

Equipment & Court sizes: Under 10 do not use normal balls. **Equipment to be used in line with ITF Play and Stay guidelines and Tennis 10s principles for rackets, balls and court sizes.**

Reference should be made to <http://www.tennisplayandstay.com>

Skills to Train:

Basic and Intermediate swinging, footwork, lateral body movement, tactical to teach technique and movements that incorporate mental alertness.

Coaches and parents should visit the Play and Stay Website <http://www.tennisplayandstay.com> for training resources, and also register on the ITF online academy to take the preliminary modules of

ITF Play Tennis Course at <https://www.itf-academy.com> and register for courses with the Botswana Tennis Association.

Training Considerations:

FUNDamental Movement Skills (FMS) – In this age group, athletes should be further taught the ABC'S of FUNDamental Movement Skills (seen on page 10 within the basic physical literacy skills). Particularly, important skills would be balance, swinging, lateral movement, coordination and agility. No weight training yet, as body weight is preferred.

Special Considerations:

- Children at this stage experience rapid growth in terms of mental capacity, coordination, and motor skills. This is the ideal stage to be teaching the necessary tennis skills.
- Physical development as a whole, is at a much slower pace. Strength, conditioning, and stamina all progress at low levels.
- Boys and girls will progress mentally and physically at different stages, so it is important to provide an inclusive and encouraging environment to both genders.

Types of Competition: Local competition

The desired area of competition will be against all genders while playing at appropriate and capable levels. At the orange and green ball stages, children may begin to compete based on separation of gender. Competition in schools is divided into red, orange and green levels.

- Every 2-3 months schools and clubs should host a red/orange/green festival for the kids
- Regions should host tennis festivals for red/orang/green every 3-4 months to keep tennis fun and to use as a talent ID tool for BTA
- Team based matches are strongly recommended for 10-and-under players, especially at Red and Orange stages.

Tennis 10s scoring formats

The following scoring systems are included in the ITF Rules of Tennis, to tailor competitions to the needs of 10-and-under players:

- 1 Match tiebreak to 7 or 10
- Best of 3 match tiebreaks to 7
- 1 Short set (1st to 4 games)
- Best of 3 short sets (1st to 4 games)
- Tie break instead of a 3rd set
- No ad scoring (play 1 game point at deuce)
- A combination of these

Instead of using single elimination formats, use multi-match formats and tennis festivals which involve all players playing more than one match (e.g. round robin, compass draw, etc), and ensure that all children play the same number of matches.

Timed matches can also be used to facilitate effective rotation and organisation.

For more information regarding formats and scoring systems specifically for Tennis10s, download the Tennis10s Implementation Manual via the [Resources](#) section. Examples of different competition formats can be accessed via the [Competition Formats](#) section.

Psycho-Social Characteristics:

Attention Span	Children in the grassroots stage typically cannot sit still or follow direction for a long period of time. It is of utmost importance to make the rules and directions of the activity as simple as possible. Encourage children to imitate and practice movements in order to determine whether they are listening (e.g. ‘Simon Says’).
Reasoning Ability	Children enjoy being led and thrive in a structured environment. Ensure that lessons are repeated multiple times in order to encourage improvement and measure performance goals.
Everyone Learns Differently	Children often absorb information and learn through different methods. Some may prefer visual learning (acting out, signs) while others are more verbal learners. It is important for coaches to switch up their methods and be able to recognize those who might be struggling with current methods.
Let Imagination Roam Free	Children are gifted with an incredible imagination so it is important to allow for a creative and welcoming environment. Encourage students to suggest new rules or add a different twist on activities. Switch up activities frequently in order to keep children guessing
Parents are Important	Kids look to their parents for guidance and mentorship. Parents are encouraged to promote sports and the importance of an active lifestyle. Parents must be informed during the sporting process and are encouraged to practice activities at home with children (i.e hopping, playing football etc.).

Team Selection:

The key areas to remember for team selection at this age should be focused on making the players feel accepted. Team selection should emphasize participation and inclusion; avoid team selection if possible. School team expansion- A and B team/ red orange and green players

Athletes With Disabilities:

At this stage, athletes with disabilities are encouraged to continue developing their motor skills in an unstructured environment. Each athlete should be taught the basic foundations of training and recovery in this stage, regardless of their disability. There will most likely be a learning curve for those with disabilities, so it is important that coaches and staff encourage and provide the proper support to all athletes.

Intermediate: Youth

Ages: 10 – 14

As the child begins to develop and progress their athletic skills through the last two phases, they will then start to break away from certain sports and start to focus on one or two. During this stage, the child is to specialize specifically on the sport of tennis.

This will be the start of their train to train process as they are now specialized into the sport of tennis and now have a vision of future success. They will begin to develop and train more experienced technique rather than the basics of the sport.

During this stage a more competitive mindset is created, and the child will begin to enter into local competitive tournaments in order to proceed to get recognition at the national level.

Key Considerations:

Learn To Train: Improve basic skills of physical cognitive training and continue to build and promote nutritional knowledge. Continue to develop ABC'S: Agility, Balance, Coordination, and Speed.

Guidelines:

Key Stakeholders: **BTA, BNOC, BNSC, BOPSSA, MYSC**

Types of Training: **Sport specific drills, footwork, forehand, backhand, rules and regulations.**

Skills to Train: **Basic and Intermediate swinging, footwork, lateral body movement.**

Duration of Training: 60 minutes per session

Tennis Frequency

Squad: 2-3 sessions a week focus on tactics and match play

Private/ Semi- Private: 2 session focus on technique

Non-Tennis Frequency: 1-2 different sports/sport activities each chronological year

Training Considerations:

Children within this stage fall in the “Golden Age of Learning”. They are able to build upon fundamentals and learn strategic skills and strategies related to the sport of tennis.

Primary School:

U11: Are split up into red, orange and green levels to match players by abilities and make sure each athlete is using proper equipment (ball weight/size and court set up). This helps the athlete's development of appropriate technique and skill development.

U13: A and B team- The athletes will start to use normal balls in the A team and B will continue to use green dot balls to help with the development of the athlete's proper technique and skill development.

Periodization:

Periodization will start to be implemented by the coach to plan out the physical training and competition training for the year to increase better performance for each competition. This type of system is like a cycle of training programs to help that athlete with their development in the sport and competition.

FUNDamental Sport Skills (FSS): Athletes should still be encouraged to participate in the foundation sports (athletics, gymnastic, swimming). The sports in congruence with tennis lessons, will help to improve hand-eye coordination, balance, and other important skills needed to foster future sports successes. Find technique in kid of training in crop private and semi 2 players private and squad

Fitness: This is an important age to encounter an active lifestyle. Early introduction into sport is a very important element for continued enrollment in sport. If sports are seen as fun, participation rates will remain high. Athletes part of clubs will be introduced to light strength training with Medicine balls and small dumbbells for enhancement of performance.

Special Considerations:

- Children at this stage experience rapid growth in terms of mental capacity, coordination, and motor skills. This is the ideal stage to be teaching the necessary tennis skills.
- Physical development as a whole, is at a much slower pace. Strength, conditioning, and stamina all progress at low levels.
- Boys and girls will progress mentally and physically at different stages, so it is important to provide an inclusive and encouraging environment to both genders.

Types of Competition:

Clubs should host competitions and festivals that incorporate internal ladder systems and are set up once per month with rewards for everyone. Separation of gender depends on numbers for female and male athletes.

Three Stages of competitions:**1. Primary School: U11& U13 and Clubs**

- Every 2-3 months host a red/orange/green festival for the kids
- About 4 times a year there will be 4 main National Festivals outside the club (following ladder and round robin format)
- Round robin format (Team competitions will follow Davis Cup/Fed Cup style)
- Match formats: Red = 1st to 10 points / Orange = Best of 3 Short Set / Green = 1 Full Set
- U13 will have 4 A Players and 4 B Players. In U13 each player will play single and doubles within the school competition route.
- Ladders/ ratings of individual players are done internally for BTA talent identification (based on match % wins, sets % wins)

2. National Level

There are at least 20 tournaments year with a point based national ranking system introduced for regional, continental and global competition. The national ranking system will only start at U12, and no rankings will be done for U10.

3. ITF/CAT Regional Competitions:

- Players to compete in 14 & U CAT circuit from 11 years of age.
- Goal is to be selected for U12 team competition and U14 AJC then CAT Masters (top 8 in Africa)
- At the U13 level they will start playing in ITF 18 & U Junior Circuit (grade 5s, & 4s)

12 & Under

- 6-10 tournaments annually
- Athletes should play 50 to 60 matches per year
- 2 - 4 Regional CAT tournaments and team competition if part of the National team
- These types of tournaments should be feed in style with no knock outs in order to keep athletes playing

Team Selection:

At this stage, team selections can be made to give the fundamentals of competition for players. Team selection recommendations include:

- If team selection is necessary, provide multiple team options for development (A Team, B Team, Practice Squad)- primary school team
- Cycle the athletes chosen for teams to accommodate those who have not had a chance to compete

Athletes With Disabilities:

At this stage, AWD's are encouraged to continue developing their motor skills in an unstructured environment. Each athlete should be taught the basic foundations of training and recovery in this stage, regardless of their disability. There will most likely be a learning curve for those with disabilities, so it is important that coaches and staff encourage and provide the proper support to all athletes. It is also important to note that AWD's in this stage should be introduced to any of the necessary equipment they would need to partake in tennis with their disability.

Advanced: Junior – Train to Compete

Ages: 14 – 18

This stage will separate those who have genuine skill and potential for podium success in the future from those who do not. By now, the athlete will have developed a significant amount of purposeful skill and have had success within local tournaments. The main goal for athletes at this stage is to get into Junior Grand Slams.

They are training and competing full time in order to strive for their goals. They are moving away from local regional tournaments at this point and are now focusing on success and competition at the elite national and international level. It is from here where they continue to enter National tournaments and hope they receive recognition as they are one step away from the elite level.

Key Considerations:

Train to Compete: Use your knowledge from previous stages to better prepare the athlete for competition. Incorporate event specific training as well as altering programs to meet the individual's needs. Move to a 30% training on technical skills and fitness whereas the other 70% is focused on competitions itself. The Advanced Junior section will also have sub-sections based on the 14, 16 and 18 age groups.

Guidelines:

Key Stakeholders: BTA, BNOC, BNSC, BISA, MYSC, ISSA, CAT

Types of Training: Focus on where the athlete needs most development, and continue all round player development (tactics, technique, mental, physical). High intensity training that occurs year-round. Train differently based on the specific event that is coming rather than a generic training routine.

Skills to Train: Athletes should be in two sessions a day; one for squad training and one for individual training.

Duration of training: 120 minutes per session

Tennis Frequency: 8-10 sessions per week (15-24 hours)

Other Frequency: Training in ways that is not tennis specific, but skills can be utilized and used when applying tennis skills.

Increase in fitness training sessions frequency (3-4 per week); and introduction to using weights for strength training. Train all aspects of physical conditioning, and stress flexibility and strength training for injury prevention.

Coaches should also be guiding periodization at this stage and implement individual player Goal Setting.

COMPETITION

Types of Competition:

Athletes in this stage should be aiming to participate in various levels of competition (i.e. Continental, Regional, World etc.). They should also aim to achieve specific rankings.

The following outlines these goals on the ideal player pathway towards professional and/or Division 1 college tennis for BTA:

- Competing at Continental Championships (AJCs)
- Focus on improving International Junior rankings
- Trying to get into junior grand slams
- Maintain National Top 2 ranking in age group (U14/U16/U18)
- Continental: Top 5 ranking U14 CAT
- ITF Junior rankings benchmarks:
 - 13 Years (Top 1200/ 900 Girls)
 - 14 Years (Top 900 Boys/750 Girls)
 - 15 Years (Top 750 Boys/400 girls)
 - 16 Years (Top 400 Boys/250 Girls)
 - 17 Years (Top 250 Boys/100 Girls)
 - 18 Years (Top 100 Boys/50 Girls) .. ATP Top 1000.... WTA Top 800.

Competition ratio/Tournament Loads per year:

U14: Regional and CAT Circuit (5-7 weeks/ tournaments)

ITF Junior circuit (6-10 weeks/tournaments)- Grade 5s & 4s

Total Matches Played: 60-70 singles matches and 25-35 doubles matches

Total weeks incl. National Tournaments: 15-23 Weeks

U16: ITF Junior circuit (12-20 weeks/tournaments)- Grade 2, 3, 4

Total Matches Played: 80-100 singles matches and 40-55 doubles matches

Total weeks incl. National/Other Tournaments: 24-30 Weeks

U18: ITF Junior circuit (20-24 weeks/tournaments)- Grade A, 1, 2, 3

ITF World Tennis Tour Pro Circuit (4-6 weeks per year)- \$15k/ \$25k depending on level of player

Total Matches Played: 100+ singles matches and 50+ doubles matches

Total weeks incl. National Tournaments: 25-35 Weeks

Competition Experience Considerations:

Physical:

- Tennis training should be a formal process including a warm up, the training session, and a cool down period
- Ensure Ten Components of Fitness (S's) and 7 Training Principles are integrated into daily routine

- Competitions should occur frequently at this stage in order to put skills to the test
- Physical fitness training tailored to the needs of tennis
- Advance psychological skills and integrated support services, (i.e., physiotherapy, nutritionist, psychologist, etc.,)

10 Components of Fitness:

1. Stamina (Endurance)
2. Strength
3. Speed
4. Skill
5. Suppleness (Flexibility) & Injury prevention training (foam rolling, bands)
6. Structure or stature (physical/anthropometric)
7. (P)sychology
8. Sustenance (i.e., nutrition, hydration, rest, sleep etc.)
9. Schooling
10. Socio-cultural aspects

Psycho-Social Characteristics:

Critical Thinking	Although the brain is still maturing for years to come, critical thinking is well ingrained into athletes in this stage. It is important to provide a challenge to each athlete. Providing a challenging environment will promote quality decision making and emphasize critical thinking. Being able to make informed decisions is a tremendous asset in competition.
Self Awareness	Self-awareness, self-analysis, and self-correction should be promoted to each athlete in this stage. Being self aware will help an athlete understand why a problem occurs with their technique and guide the self-correction process.
Self Image	Self-image and self-esteem are important elements of this stage. Athletes experience confidence issues due to hormonal spikes. It is key to emphasize the importance of a healthy lifestyle and promote healthy nutrition and fitness.
Independence	Promote independence within each athlete in order to decrease reliance on support network. Teach time management skills such as how to balance school, career, and sport.
Masculinity	Female participants must understand that male athletes now deal with the problem of relating their performance to masculinity.
Femininity	Male participants must understand that female athletes now deal with the problem of femininity versus sport development.

Strive for Success:

Although every competition is important at the junior stage, it is important to build a sustainable plan that will work in the future. If an athlete competes in every tournament and tries to win at all costs, they could risk burnout or injury. Based upon the magnitude of each competition and qualifying standards, each athlete must develop a strategy for long term success.

If an athlete hopes to be successful in elite high performance competition they must first learn how to win at all levels. The hope of junior competition is that it will prepare each athlete for high performance at the Senior: Competition Excellence, Paddle 5 level.

Competitions provide the highest quality experience and will teach athletes to win when it counts. There must be a good balance of competition, training, and rest. Overworking athletes could cause mental or physical burnout, so caution is recommended with each athlete.

Talent Identification:

At this stage it will become more evident who the strongest athletes are in each weight division. Rather than focusing on participation, smaller teams should now be selected in this stage. It is important to once again note that mental and cognitive strengths are an important element of team selection. Examples of this being competitiveness, motivation, and sportsmanship. Although a

particular athlete may perform well in preliminary action, competition provides another perspective that must be included in the evaluation process.

Athlete With Disability:

To accommodate athletes with disabilities the following recommendations can be made:

- Ensure appropriate rest and recovery especially for upper body injury prevention.
- All footwork skills are replaced by mobility skills.
- Due to the excess stress of moving the tennis chair, the number of tournaments should be reduced.
- Know proper tennis chair maintenance.
- Re-evaluate tennis chair to determine if it still meets the athlete's needs.

Elite: Senior – Train to Win (19 +)

The fifth stage of the Tennis BLTAD falls within the elite realm of an athlete's career. This stage is the last stage in which the athlete will be competing for a competitive reason. This stage is for the athlete to use his/her progression over the past 4 stages and strive for continuous success at the highest level.

The athlete is now training to win and only have the winning mindset. At this point, the athlete is either competing at the Olympic level or almost at the Olympic level. Their goal is to improve their skills and to be the best in all of their competition

Guidelines:

Key Stakeholders: BTA, BNOC, BNSC, MYSC, CAT, ITF, ITA, NCAA/NJCAA/NAIA institutions

Types of training: Advanced tennis tactics and high intensity training specific to upcoming events.

Skills to train: Advanced tennis tactics, mental toughness, improve and maintain all round physical fitness

Duration: 1 ½ - 3 ½ hours per session (depending on phase of periodization plan)

Tennis frequency: 8-12 sessions per week

Non-Tennis: Training is well structured and carefully monitored. Intimate periodization planning, monitoring and evaluation is required.

Training Considerations:

- **Physical fitness training:** Should be tennis specific, and cover all areas of strength and conditioning. Recovery routines and injury prevention exercises are critical.
- **Advanced competition training:** Tournament walkthroughs, simulations and "game type" exercises and pre-competition match play.

Competition:

The goal of competition in the senior stage is to go for gold. All of the work that has been done previously has led to this point in an athlete's career.

It is now time for the athlete to execute on the international stage. It is important that each athlete is aware of their skill set and recognizes when mistakes are made in competition.

The ability to bounce back from mistakes and improve so that they are less likely to happen again is what sets the top athletes apart. There is always room for improvement.

The ratio of competition to training should be about 75: 25 and competition will outline the skills that need to be practiced or improved upon. It is important to outline a schedule of competitions that will avoid mental and physical burnout, thereby including competition blocks in the periodization plan.

For a sample competition training guide refer to *Appendix H*. This is a training plan that can be used by senior and elite tennis athletes who have goals of bringing home a medal for their country.

In this stage players also make a decision to either turn professional or to play college tennis based on a variety of personal, financial, tennis development and environmental factors.

1. College Stream

The objective is to maintain and improve players' tennis after juniors, where options should be open for the player to turn professional after college. Players should be assisted to select the most appropriate school and tennis program in order to transition successfully to full time professional tennis after college. The Botswana Tennis Association should stay in touch with the players and the coaches, and receive regular feedback on their progress.

When selecting schools some factors to consider are;

1. Flexibility of the academic program and level of support offered to student athletes
2. Team culture and the coaches' intentions to develop players further for transition into a professional career. That is in past years has the program had players transition to the professional level
3. Flexibility of the program to permit players to compete in profession tournaments during school breaks, although maintaining amateur status
4. Does the program allow for players to remain as part of the "team" after completing their eligibility, to allow thereby allowing them to train with the team and use the facilities as a base.

Benchmarks and the ideal competition pathway for players in entering college at 19 years old and aiming for a Top 100 professional ranking by age 30;

- Throughout their college career, players should maintain a Top 50 (first 2 years) & Top 25 (last 2 years) NCAA Division 1 rankings
- 19 years old- competing in 5-6 entry level (\$15k) tournaments; ATP 950, WTA 750
- 20 years old- competing in 5 x \$15ks, and 3x \$25k tournaments; ATP 750, WTA 500
- 21-22 years old- competing in 4x \$15ks, and 4x\$25k, 2 x\$50k/\$75k tournaments per year; ATP 600, WTA 350

2. Direct-Professional Stream

Players should be competing in 25-35 weeks of Professional Tennis Tournaments annually on the Professional circuit. The total amount and level of the tournaments will be dependent on the rankings that the player can achieve each year as well as their ability to remain injury free and maintain their bodies to perform optimally. Players should therefore focus on injury prevention and recovery during competitions, as well as maintain their fitness levels while on the road.

Ranking Goals

2-3 Years: Top 600

4 Years: Top 400

6 Years: Top 250

Available Competition:

- ✓ **Olympics**
- ✓ **Grand Slams**
- ✓ **Davis Cup**
- ✓ **FedEx Cup**
- ✓ **U.S. College**
- ✓ **ITF World Tennis Tour**

Pro – features and pro cerute evernt play 25 to 30 weeks they still train more than play tournaments for first 2-3 years. They can play 30 weeks plus tournaments from the 2-3 years ranks would be 600 after first 2-3 years and 400 250 going 2 years

Elite: Senior – Train to Win

Psycho-Social Characteristics:

Psychological skills	In this stage, advanced psychological skills should be incorporated into every competition and training exercise. Some of the most important psychological skills to note are imagery, goal setting, perseverance, and leadership.
Mental Support	Athletes at this age are juggling many responsibilities at home, in their social life, and in their career. It is important for the BTA to provide necessary guidance through the use of integrated support services like physiotherapy, sport psychology, career guidance counseling, post secondary tutoring etc.).
Public Image	Because athletes will be representing the BTA and themselves on the world stage, it is important that they are trained in public speaking and media management. Not only that, athletes should also be educated on doping procedures and anti-doping laws.
Life Balance	Athletes at this stage spend a great deal of time training and competing in competitions. Therefore, it is important that all stakeholders (family, coaches, teachers) provide necessary support. The skill of time management should be promoted and practiced by each athlete in order to ensure there are no distractions when it comes time to compete.
Athlete Lifestyle	At this stage, elite athletes are often traveling for competition and training. Traveling abroad poses many challenges (i.e. culture shock, financial exchange, homesickness etc.).

Athletes with Disabilities:

To accommodate athletes with disabilities the following recommendations can be made:

- **Due to the excess stress of moving the tennis chair, the number of tournaments must be reduced.**
- **Acquire a customized chair.**

- **Manage medication/physical issues while travelling.**

Sport for Life: Active for Life

This last and final stage is to promote a healthy lifestyle for all. It is here where you can find semi competitive competitions as well as friendly competition. Although, some may still have the competitive nature mindset, the main objective in this stage is to create a pathway to a healthy lifestyle rather than competition. It is for all ages for those who do not have the need or want to pursue the podium level competition. Joining tennis clubs and leagues

Key Considerations:

Active For Life: **Refine lifestyles to meet future athletic goals**

Implementation Plan For Active Lifestyle (only if athlete chooses): **Athletes should conduct internal review to determine the level of commitment, in addition to physical and mental status. Also, athletes should consider complimentary activities to continue physical and competitive activity.**

Guidelines:

Key Stakeholders: **BTA, BOTESSA, BNOC, BNSC, MYSC**

Types of Training: **Casual tennis course enrollment, range from basic to advanced material.**

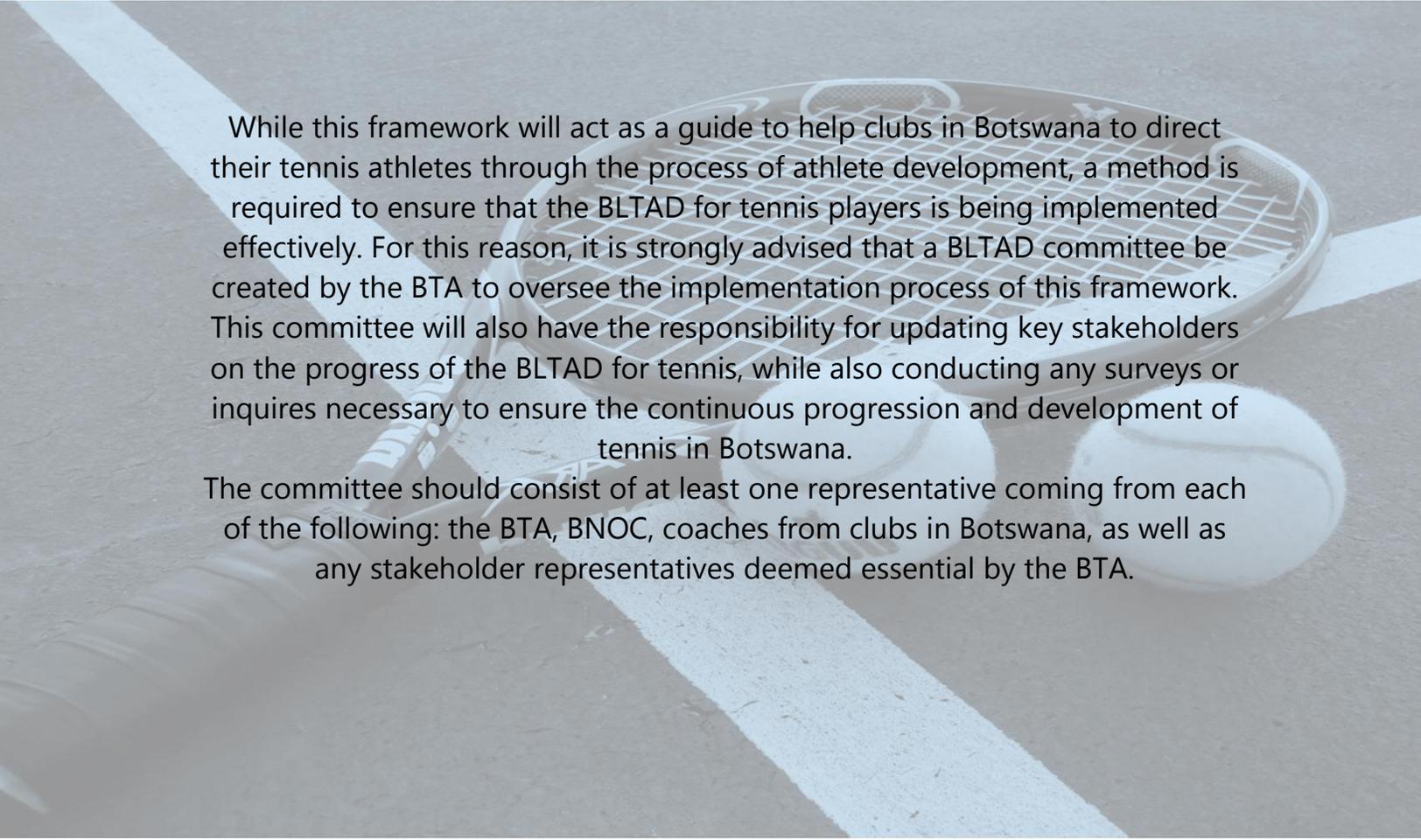
Skills to Train: **Flexibility, cardiovascular endurance, hand-eye coordination, life skills, discipline.**

Types of Competition: **Amateur competition and unstructured recreational practice. The BTA should also look to establish a social league for recreational play.**

The concept of “Sport For Life” should be understood for lifelong physical activity, which involves lifelong participation and the ability to enjoy sport and physical activity regardless of skill level or athletic retirement from a previous sport. The primary goal of this stage is to allow participants to recognize the value in remaining physically active throughout their youth and adult lives. In order to accomplish this goal, government and sport organization should play a crucial role, as they must encourage and provide outlets for individuals to remain involved in sport as a participant, coach, or official. In addition, all stakeholders should provide encouragement to try new sports and lifestyle activities that are different than those encountered in other BLTAD stages.

“Highly competitive and life-long non-competitive sport and physical activity are equally important and valuable to individual growth and development in all of Botswana” – (BNOC, 2015)

BTA Committee

A photograph of a tennis racket and two tennis balls on a court surface, overlaid with a semi-transparent grey box containing text. The racket is positioned diagonally across the frame, with its head in the upper right and handle in the lower left. Two white tennis balls are visible near the racket's head. The court surface is a light-colored, textured material with white lines.

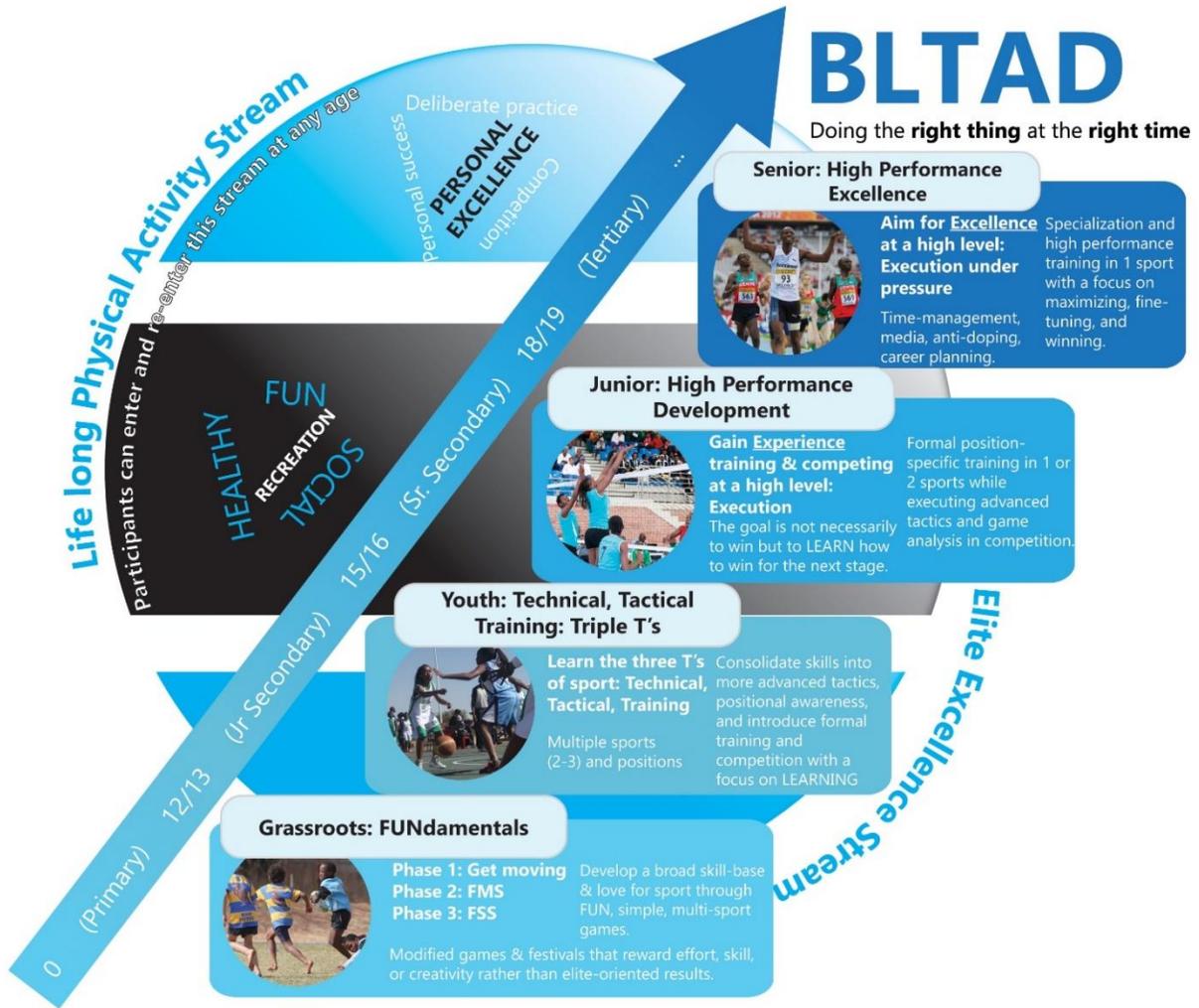
While this framework will act as a guide to help clubs in Botswana to direct their tennis athletes through the process of athlete development, a method is required to ensure that the BLTAD for tennis players is being implemented effectively. For this reason, it is strongly advised that a BLTAD committee be created by the BTA to oversee the implementation process of this framework. This committee will also have the responsibility for updating key stakeholders on the progress of the BLTAD for tennis, while also conducting any surveys or inquires necessary to ensure the continuous progression and development of tennis in Botswana.

The committee should consist of at least one representative coming from each of the following: the BTA, BNOC, coaches from clubs in Botswana, as well as any stakeholder representatives deemed essential by the BTA.

Tennis BLTAD: Appendixes



Appendix A



*FMS: FUNdamental Movement Skills, FSS: FUNdamental Sports Skills

Appendix B

The table below indicates the OWT for boys and girls, for each of the five vital components of fitness.

Fitness Component	Optimal Window for Girls	Optimal Window for Boys	Implication
Stamina (Endurance)	OWT occurs at the onset of Peak Height Velocity** (PHV). Aerobic capacity training is recommended BEFORE athletes reach PHV. Aerobic power training should be introduced progressively after PHV and growth rate begins to decelerate.	OWT occurs at the onset of Peak Height Velocity** (PHV). Aerobic capacity training is recommended BEFORE athletes reach PHV. Aerobic power training should be introduced progressively after PHV and growth rate begins to decelerate.	Prior to PHV, lower level aerobic training is advised. Higher intensity sustained aerobic work closer to VO2Max is not advised (for large percentage of total training time) until after PHV has been reached.
Strength	OWT for Strength begins immediately AFTER PHV or at the onset of menarche.	OWT for Strength begins 12-18 months AFTER PHV has been reached.	Strength gains can be made with training before PHV for both boys and girls. However this is more from muscle recruitment changes and neurological adaptation rather than muscle/tendon growth adaptations.
Speed	For girls, there are two windows of opportunity. The 1 st occurs between the ages of 6 and 8 and the 2 nd occurs between the ages of 11 and 13.	For boys, there are two windows of opportunity. The 1 st occurs between the ages of 7 and 9 and the 2 nd occurs between the ages of 11 and 13.	For tennis, where footwork and movement is an important component, this is when speed drills will be most effective and reap the most rewards.
Skill	OWT is between 8 and 11 years of age.	OWT is between 9 and 12 years of age.	Both of these intervals are relatively slow growth periods, meaning body position, coordination and movement through space are relatively constant. As a result, skill & coordination, and hand/eye coordination can be optimized. However, be prepared for a temporary decline in skill execution when individuals approach PHV in the few years after this window.
Suppleness (Flexibility)	OWT occurs between 6 and 10 years of age, but should be continued through all ages of training.	OWT occurs between 6 and 10 years of age, but should be continued through all ages of training.	

Table adapted from the BLTAD Book and Tennis Canada LTAD Model.