

Botswana Long-Term Athlete Development



Table Tennis

A framework to guide table tennis in Botswana towards lifelong participation and excellence for all levels: from grassroots to podium and beyond.

BUILDING TOMORROW STARTS TODAY



Created 2018

Botswana Table Tennis Association

Gaborone
Botswana

Tel. +267 355 2091
Fax. +267 374768



TABLE OF CONTENTS

Topic	Page #
Expert working group	iv
Key Terms	iv
Key Stakeholders	iv
About the Botswana Table Tennis Association	v
Swinging For Success; Swinging For Life BLTAD Preface	vi
BLTAD: Table Tennis	8
10 Key Factors of BLTAD	9
Long-Term Nutritional Development	10
Athletic Consideration	11
Optimal Window of Trainability	11
Peak Height Velocity	13
Gender Considerations	14
BLTAD Stages	15
Early Childhood Development: FUNdamentals	16
Grassroots: Early Specialization	20
Youth: Development	25
Junior: Competition Experience	29
Senior: Competition Excellence	33
Veteran: Mentor	37
Swinging For Life	39
Athletes With Disabilities	41
Retirement	42
Involuntary Loss of Sport	43
Collaboration	44
BLTAD Committee	46
Appendices	47
References	55

Expert Working Group

- | | |
|------------------------|---|
| 1. Thebe Selema | : President, BTTA |
| 2. Lelentle Mokhupuki | : Secretary General, BTTA |
| 3. Oabona Raditloko | : Treasurer, BTTA |
| 4. Tshepo Modisane | : Tournament Secretary, BTTA |
| 5. Shadrach Matshidiso | : Youth Development Coordinator, BTTA |
| 6. Modise Mgadla | : Sport Development & Team Services Officer, BNOC |
| 7. Matthew Leidl | : QESI SportWORKS Officer, CGC |

Key Terms

BTTA – Botswana Table Tennis Association

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

ITTF – International Table Tennis Federation

ATTF – African Table Tennis Federation

Key Stakeholders



About the BTTA

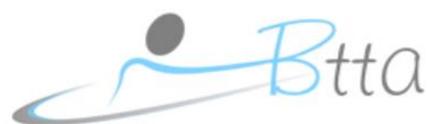
The Botswana Table Tennis Association is a non-profit organization who is affiliated with the BNOC, having the responsibility for coordinating table tennis activities and events within Botswana. Formed in 1994, the BTTA has been pivotal in the development of table tennis as a competitive sport in Botswana.

Whether it be at a grassroots level, competitive level, or a sport for leisure, the BTTA 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 members is comprised of the following personnel:

- | | |
|------------------------|---------------------------------|
| 1. Thebe Selema | : President |
| 2. Lelentle Mokhupuki | : Secretary General |
| 3. Oabona Raditloko | : Treasurer |
| 4. Tshepo Modisane | : Tournament Secretary |
| 5. Shadrach Matshidiso | : Youth Development Coordinator |
| 6. Zacharia Seabo | : Additional Member |
| 7. Follah Leero | : Additional Member |

The BTTA and their staff members have a head office located in Gaborone, Botswana where they work out of the Botswana National Stadium.



Botswana Long Term Athlete Development

Table Tennis

Swinging For Success; Swinging For Life

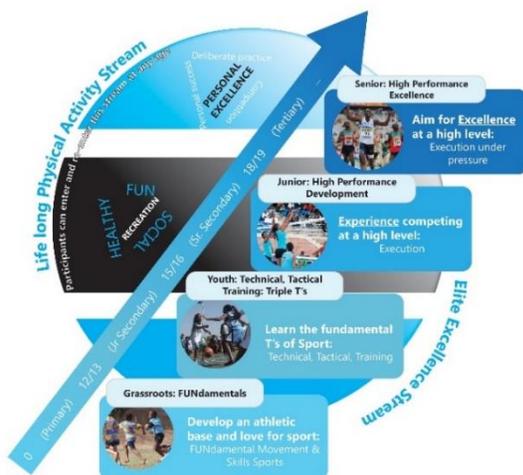
Preface

Table tennis in Botswana has been overlooked and managed by the BTTA for over two decades. Over the duration of the BTTA'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 table 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 BTTA 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 table tennis talent and ability within Botswana. The problem is that the BTTA has not had the access to a proper framework for players and coaches to follow. To assist in a framework development, members from the BTTA 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 BTLAD 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 table 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 BTTA in collaboration with the BNOC has conducted an assessment of the BTTA to determine the challenges and recommendations towards improving the sport of table tennis in Botswana. From this, the following framework for table tennis created by the BNOC and the BTTA can be used to help assist in the development of table 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 BTTA. To this end, the three associated governing bodies must commit and adhere to the goal of fostering.

Thebe Selema
President, BTTA

Col. Botsang Tshenyego
President, BNOC

X _____

X _____

Date: _____

Date: _____



BLTAD: Table Tennis

Swinging For Success; Swinging For Life

The Table Tennis BLTAD framework provides age-appropriate guidelines for training and competitions for every age group. The ideal goal of this framework is to guide athletes towards long term participation and/or success from the grassroots level to the podium and beyond.

Swinging For Success



Paddle 5:

Senior: Competition Excellence

18+: International competition and high performance specialized training.

Paddle 4:

Junior: Competition Experience

16-17: Advanced table tennis skills and techniques fostered through local, national, and international competition.

Paddle 3:

Youth: Development

13-15: Introduction to formalized competition and table management.

Paddle 2:

Grassroots: Early Specialization

6-9 & 10-12: Emphasis on physical literacy in combination with sport specific table tennis skills.

Paddle 1:

ECD: FUNdamentals

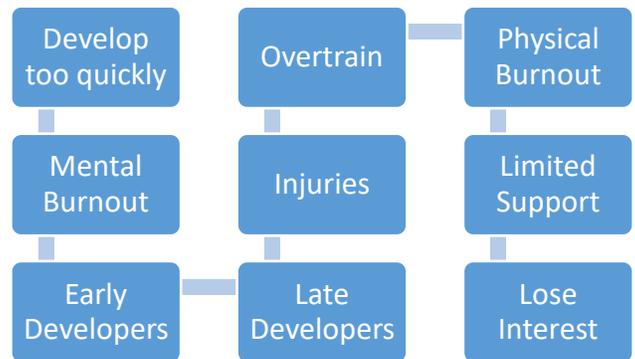
< 6: Multi-sport games and activities focusing on sport skills and FUNdamental movements.

Swinging For Life



DID YOU KNOW??

Less than 5% of the world elite junior champions medal at the senior elite level.
WHY...? BECAUSE OF IMPROPER DEVELOPMENT



10 Key Factors of BLTAD

(1) Excellence Takes Time & (2) Starts with FUNdamentals	
<p>Success does not begin at the elite stage... It (1) starts long before by developing (2) all-around FUNdamental movement (run, jump, throw) and sport skills (dribble, serve, swing) at the grassroots level.</p> <p>Children who miss out on these FUNdamentals may lack the skills needed to advance in elite sport or to partake in life-long physical activity (See Appendix B for list of basic Physical Literacy Skills).</p>	
(3) Progressive Participation in 1 Sport	
<p>Development takes time... Fast track training and over-competing (3) in a single sport may lead to injuries, burnout, and early dropout while limiting all around athletic abilities and long-term success.</p>	
(4) Learn first to win later: Winning when it Counts	(5) Kids are Not Mini Adults; They require (6) Age Appropriate (7) Holistic Development
<p>Kids need to learn to play before they can win... Learning happens through mistakes. A focus on winning too early will limit room for mistakes and trying new things and therefore, limit the overall skill-base for success when it counts.</p>	<p>Kids are not mini adults... They have DIFFERENT characteristics that require (5) DIFFERENT training, competition and recovery (not just less) and these needs (6) change with age. These differences are not only physical but (7) also mental, intellectual, & social.</p>
(8) Kids Develop at Different Rates	(9) Identifying Future Talent is a Process
<p>Individuals grow and learn at different rates... (8) Two children of the same age can have different maturation, size, or learning capacity. They require individualized training based on their development age (maturity and growth) rather than chronological age (in years)</p>	<p>Early (de)selection (before all have developed) and based on a one-time selection can overlook late developers and limit the talent pool.</p> <p>All children should have the chance to develop, and talent should be identified and re-assessed over time.</p>
(10) EVERYBODY HAS A ROLE	
<p>Long-term development depends on the collaboration of EVERYBODY.</p>	

Long-Term Nutritional Development

Long-Term Nutritional Development (LTND) has been researched as a complementary strategy to the ever-growing LTAD models. While physical training and competition has been discussed as it relates to athletic development, appropriate habits of food selection and nutrition timing is crucial to the development of young athletes, and to the foundation of a healthy lifestyle for individuals of all ages.

The nutritional needs of youth athletes relate to areas such as prevention and management of injuries, the regulation and exertion of energy (for training and competition), and to the enhancement of athletic performance.

The growing number of participants and recognition for the benefits of a healthy, active lifestyle has created a need and greater focus on training and development, and the creation of LTAD frameworks across the world. The LTND model was created to function in collaboration with a sport code's given LTAD model and is important to acknowledge, as proper nutrition is a growing strategy to enhance development.

As individuals progress through the LTND model, emphasis shifts from the acquisition of knowledge about meals and nutrition (ex. Breakfast provides energy and can reduce obesity) to responsibility being placed on the athlete to monitor, select and moderate his/her food appropriately.

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.

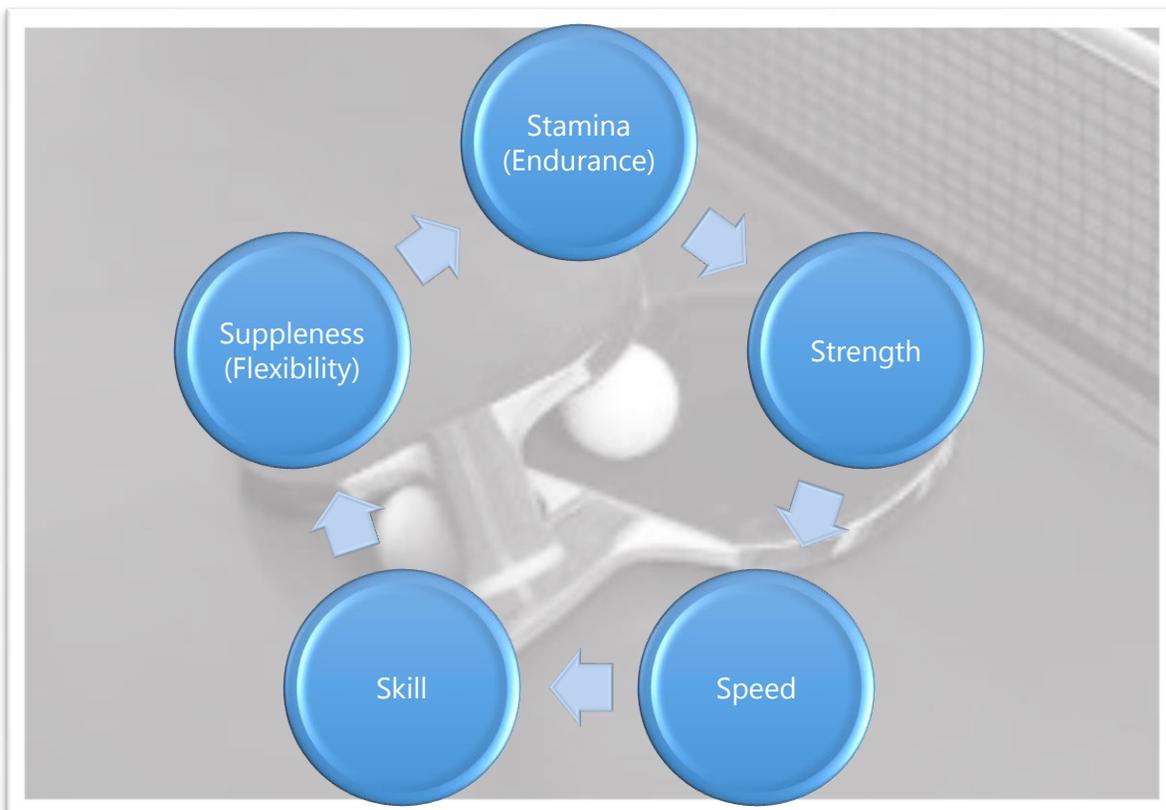
Development Focus	Typical Age Span	LTAD Model	LTND Model
Physical Literacy	Males: 6-9yrs Old Females: 6-8yrs Old	FUNdamentals	Eat to Develop
	Males: 9-12yrs Old Females: 8-11yrs Old	Learning to Train	Learn to Eat
Physical & Mental Capacity	Males: 12-16yrs Old Females: 11-15yrs Old	Training to Train	Eat 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

Table Tennis and LTND information adapted from Lloyd & Oliver's Strength and Conditioning for Young Athletes: Science and Application.

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.

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 table 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.	

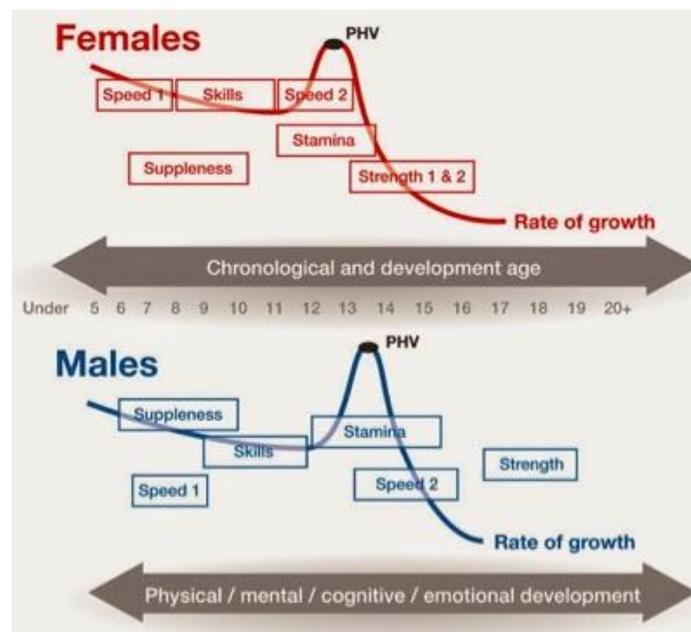
Table adapted from the BLTAD Book and Table Tennis Canada LTAD Model.

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 an 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 table tennis 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 including:

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

Measurements should be taken consistently and on a scheduled pattern (Ex. Every 3 months in the morning). 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 Window 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.



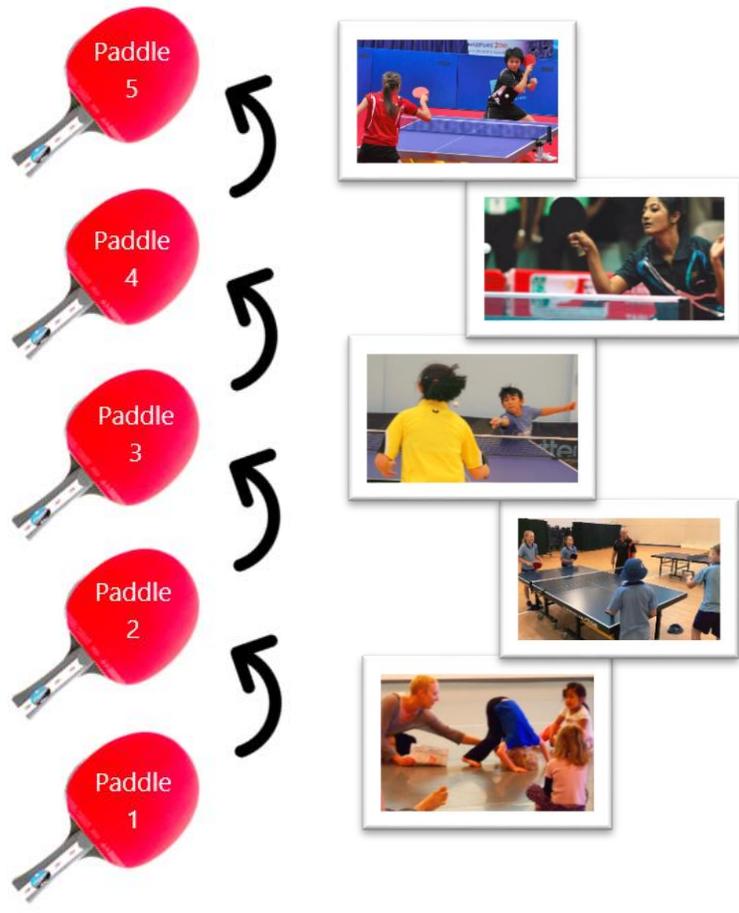
Factor – Peak Development Periods

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.

Swinging For Success; Swinging For Life BLTAD



ECD: FUNdamentals



Ages: < 6
School: Pre-school

Objective: To develop FUNdamental movement and athletic skills in an unstructured, fun environment. Provide an inclusive program to encourage social interaction; keeping players in the sport for life.

This is the introductory phase, and the first phase, of Swinging For Success. This is probably the most important phase of the BTTA's BLTAD framework. Although the main goal is to increase participation in table 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: Build enjoyment and a love for being physically active.

Physical Literacy: Learn all FUNdamental movement skills and develop more complex motor skill patterns from basic motor skills. Build confidence and self-esteem.

GUIDELINES

Key Stakeholders: BTTA, BNOC, BNSC, BOPSSA, MYSC, Parents

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

Skills to Train: FUNdamental movement (see appendix B), flexibility, balance, hand-eye coordination, and teamwork.

Duration of Training: 45 minutes per session

Table Tennis Frequency: 1-2 sessions per week

Non-Table-Tennis Frequency: 1-3 sessions per week

Types of Competition: No competition at this stage. Highest level of competition should occur between participants during learn-to-play lessons, where players will compare their actions against others in a constructive manner.

ECD COMPETITION

Competition is discouraged in this stage. Although competition is an important aspect for athletic progression, if it is taught too early, it can be disheartening. Elimination and winning is not important at this stage, rather the focus of early childhood development. The goal is to learn and develop FUNdamental skills which will help foster an athlete's growth in the future. There are too many risks involved in competition at such a young age. Examples of some risks include: injury, improper form, and discouragement from the sport.

Competition Design:

- Modified Rules
- Creative Structure
- Mass Participation
- Games
- No Individual Recognition

Additionally, stakeholder involvement is vital to the success of this phase and the development of FUNdamental skills. Coaches, parents, child caregivers and early childhood educators must foster an environment that promotes the improvement of these skills through games and "free play". The BTTA must also ensure to keep these stakeholders involved throughout this stage and other stages of BLTAD, in order to maintain the continued growth and development of children athletes in Botswana today, and for the future.

PHYSICAL LITERACY

Physical literacy is a very important element of the BLTAD framework. A great deal of research that has been conducted has 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 specialized too early in the development process, the athlete could risk missing out on crucial training of skills such as balance and coordination. Coaches and important stakeholders must understand the importance of a strong sporting base before they can specialize in a particular sport. A list of the fundamental movement skills has been provided in Appendix B.

INJURY PREVENTION

Injuries can occur at any paddle of the Swinging For Success framework. It is very important that all coaches and relevant stakeholders promote the importance of warming up and stretching before participating in any sporting activities. Almost all injuries associated with the sport can be prevented if athletes are prepared for the activity and exercise safe behaviour. All instructors should be certified in first aid training and provide all relevant first aid materials in their teaching environment to promote the utmost safety. Some of the most common table tennis injuries are sprained ankle/knee, tennis elbow, and lower back pain. A list of table tennis specific stretching exercises is provided in Appendix C. A combination of an adequate warm up and cool down period will limit the risk of injury significantly.

COMPONENTS OF AN EFFECTIVE LEARN-TO-PLAY PROGRAM

- ✓ Unstructured AND structured table tennis exercises
- ✓ Non-judgmental environment
- ✓ Encourage youth to invent games and experiment around the table to better understand the ability of their bodies
- ✓ Relatively small class sizes (coach : student ratio no more than 1:5) and adjust the level of challenge for each individual table tennis player
- ✓ Confidence building activities are important for athletic development
- ✓ Players should be allocated to free time during each lesson to test their own abilities
- ✓ Non-competitive environment
- ✓ Availability of appropriate learn-to-play equipment
- ✓ No specific specialization
- ✓ Enthusiastic instructors
- ✓ Promote proper nutrition and hydration
- ✓ Track progress of each individual player during each lesson (See Appendix D for an example of a lesson-by-lesson tracking sheet, and Appendix E for an example of a Learn-To-Play progression)



Grassroots: Early Specialization



Ages: 6-9 Child 1
School: Lower Primary

Ages: 10-12 Child 2
School: Upper Primary

Objective: Develop sport specific table tennis skills in an organized fun environment.

This is the second stage of Swinging For Success. Children in the grassroots phase are still learning the FUNdamental skills and developing physical literacy. Competition is introduced in this phase in order to allow athletes to get accustomed to participating in events. This stage helps to prepare participants to develop necessary foundation and sport specific skills in order to progress into national competitions at the next level. Children aged 6-9 will compete in the same category, regardless of gender. However, as students' progress into the Child 2 section (10-12), they will be competing against their own 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.

GUIDELINES

Key Stakeholders: BTTA, BNOC, BNSC, BOPSSA, MYSC

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

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

Duration of Training: 60-90 minutes per session

Table Tennis Frequency: Child 1: 4-5 sessions per week (4-7 table hours) Child 2: 5-6 sessions per week (12-18 table hours)

Non-Table-Tennis Frequency: Child 1: 2-3 different sports/sport activities each chronological year, Child 2: 1-2 different sports/sport activities each chronological year

Types of Competition: Local competition. Child 1 will compete against all genders, where child 2 will be separated based on gender.

GRASSROOTS TRAINING CONSIDERATIONS

Children at this paddle experience rapid growth in terms of **mental capacity, coordination, and motor skills**. This is the ideal stage to be teaching the necessary table 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.

FUNDamental Movement Skills (FMS) – In this age group, athletes should be further taught the ABC'S of FUNdamental Movement Skills. Particularly, important skills would be balance, swinging, and lateral movement.

Early Specialization – Table tennis is an “early specialization” sport and therefore emphasizes introduction to specific sport skills at an early age. Becoming an expert in table tennis requires lots of practice and technique.

Child 2 (10-12) is considered the **“Golden Age of Learning”**

FUNDamental Sport Skills (FSS) – Athletes should still be encouraged to participate in the *foundation sports* (athletics, gymnastic, swimming). The sports in congruence with table tennis lessons, will help to improve hand-eye coordination, balance, and other important skills needed to foster future sports successes.

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.

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.).

GRASSROOTS COMPETITION

The major focus of grassroots competition is to prepare the athletes on how to compete, and compete properly. Through small, inclusive, local competitions, athletes are able to test out their current knowledge and gain a better grasp of the rules and etiquette of table tennis. The goal of these competitions is not to win, rather, put the fundamental skills they have learned into action. Athletes will be trained in both offense, defense, serving, and table movement demonstration.

Competition Design:

- Table rules
- Table etiquette
- Modified rules for Child 1 group
- Simultaneous participation in other sports
- Competition walk-throughs
- Mass participation

TEAM SELECTION

Team selection can be a major issue at the early stages of grassroots development. Team selection often takes place early into a school term or season. This can be an issue for those participants who might develop at a slower pace. In the end, the grassroots phase is designed to learn and practice the necessary movement skills. Athletes may become discouraged from the team selection process which could end up costing the BTTA talented future participants. The following characteristics should apply to team selection. Please refer to Appendix F for more information and a visual representation.



- ✓ Emphasize participation and inclusion; avoid team selection if possible
- ✓ If team selection is necessary, provide multiple team options for development (A Team, B Team, Practice Squad)
- ✓ Cycle the athletes chosen for teams to accommodate those who have not had a chance to compete

COACH RECOGNITION



Every coach is important to the development of an athlete throughout their career. Often we see the grassroots and junior coaches neglected when recognition is provided. It is for that reason that we must ensure that each coach is commended for their efforts.

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 table tennis with their disability.

NUTRITIONAL DEVELOPMENT

Athletes should be further educated on nutritional development at this stage. Athletes should now be eating to develop and making the right choices between food intake. It is important to be educated on food and meal balance, knowing when to eat during the day , what to eat, and how much to eat.



Youth: Development



Ages: 13-15
School: Junior Secondary

Objective: Competition and sport specific training takes place. The practice of technical drills and table management.

This is the third stage of Swinging For Success. Once in the 13-15 age group, athletes must continue to develop sport specific techniques to table tennis (forehand, backhand, serving, receiving). There is a greater emphasis in this stage on preparations for national competitions and the development of winning strategies and techniques. Paddle 3 – Youth: Development is a very important stage because it serves as a gateway to further national competitions and is an excellent time period to identify potential talent.

KEY CONSIDERATIONS

Train To Train: Introduce training patterns and consistency to promote strength and development through ones growth spurt.

GUIDELINES

Key Stakeholders: BTTA, BNOC, BNSC, BOPSSA, MYSC, ATTF, ISSA

Types of Training: Combination of sport specific drills, footwork, forehand, backhand, serving, receiving, and table management (rules and regulations, scoring, etc.).

Skills to Train: Increased repertoire of forehand and backhand, and lateral movement exercises.

Duration of Training: 120 minutes

Table Tennis Frequency: 5-7 sessions per week (15-20 table hours)

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

Types of Competition: Mainly local and some national competitions. Introductory competition with an emphasis on table management, understanding the rules and regulations and how to conduct yourself in a match.

YOUTH: DEVELOPMENT CONSIDERATIONS

- ✓ In accordance with seven training principles, athletes should begin to promote fitness and proper nutrition in order to foster physical growth.
- ✓ Emphasis on sport specific skills demonstrated in table tennis. Athletes should now be able to execute all common swinging motions and defense positions with ease.
- ✓ Athletes should participate in activities that provide insight into the actual competition itself. Table management and rules and regulations of the sport should be emphasized.
- ✓ Children's lateral movement may change as they experience physical growth. This should be highlighted as a key element of a successful table tennis player. Lunges and other stretches should be incorporated prior to and in conclusion of training or competition.

Training Principles:

1. Overload
2. Frequency, intensity, type, time
3. Progression
4. Specificity
5. Reversibility
6. Rest-effort balance
7. Variety growth

(BNOC, 2015)

PSYCHO-SOCIAL CHARACTERISTICS

Maturity	Confusion and anxiety levels are quite high at this stage. Therefore, athletes who may in fact have a high maturity level, might not act like it . Coaches must emphasize the importance of quality communication skills and provide support to those who may experience anxiety .
Fear of Failure	Egocentric thought is heightened during this stage. Due to the mental influence it can cause participants to have an increased competence level but also develop a stronger fear of failure . It is important for the coach to emphasize the value of confidence and the fact that failure can be a positive mechanism for growth .
Hormonal Effects	Youths in this age group are experiencing a significant amount of hormonal development and mental growth . The increased hormone levels might cause mood swings and uncommon behaviour between athletes. It is integral for the coach to foster an environment that provides two way communication and involves athletes in the decision making process.

YOUTH: DEVELOPMENT COMPETITION

The goal of competition in the Youth: Development stage is to educate athletes on how to compete. Competition experience will be worthwhile for athletes when they start to look into the national level competitions. Although winning and success are emphasized in this stage, the main element the BTTA is looking for at this stage is preparation. Along with the skills that are practiced daily, having a strong knowledge of how to compete will be a major asset.

Competition at the Youth: Development stage takes place at the local level in schools. Certain national competitions are also held throughout the year. It is important that athletes sent to these competitions are properly prepared on what to expect and what type of competition is at the national level. By the end of this stage, each athlete should be adept at understanding the official ATTF and ITTF rules and regulations of table tennis. Practice with the proper scoring systems and official referees is ideal at this stage.

PROGRAM CONSIDERATIONS

TEAM SELECTION

Similar to the grassroots level, it is important to delay team selection for as long as possible. Since development occurs at different paces for each individual, time must be provided to properly assess the talent pool. Since athletes are more hormonal at this stage, any discouragement could cause mood swings and result in dropouts. The following characteristics should apply to team selection. Please refer to Appendix F for more information and a visual representation.

- ✓ Emphasize participation and inclusion; avoid team selection if possible
- ✓ If team selection is necessary, provide multiple team options for development (A Team, B Team, Practice Squad)
- ✓ Cycle the athletes chosen for teams to accommodate those who have not had a chance to compete

TALENT IDENTIFICATION

Since table tennis is an early specialization sport, there are a few differences from the standard BLTAD framework. With regards to talent identification, similar to other early specialization sports, table tennis begins to identify at an earlier age group than recommended. Recently, the ATTF and the ITTF begun to identify the Youth: Development age group (around 14 years of age) and sanction



competitions every year. These competitions provide an excellent opportunity to scout for talent.

Although talent identification is important, there are a few key elements to consider in the process. The first important element is that current talent is much different than potential talent. Those who are stronger or have better endurance at this age will most likely have an advantage over its competitors. Although an athlete who is physically stronger at the current stage might have an advantage that does not mean that they will excel in future competitions than an athlete with proper technique and defence.

Strength and power can very well be deceiving when identifying talent. It is important to consider those who have proper and quality technique and are mentally tough in competition in the process as well. Since all of these athletes are still developing physically and mentally, it is important not to discount and particular participant.

ATHLETES WITH DISABILITIES

In the Youth: Development stage, AWD's should follow the same training principles as non-disabled athletes. AWD's should participate in any available competitions and follow the same training to competition ratios as non-disabled athletes. Along with local competitions, AWD's should also be informed of, and practice, the Paralympic Committee and Deaf-Table Tennis rules and guidelines for competition and classification.



ANTI-DOPING EDUCATION

At Paddle 3 of the BLTAD, athletes should be introduced to some form of anti-doping education. They should be educated on the substances that are allowed in competition (legal) as well as the substances that are not allowed in competition (illegal). An introduction to doping control, as well as the consequences of doping should be acknowledge.

NUTRITIONAL DEVELOPMENT

Athletes should be further educated on nutritional development at this stage. Athletes should now be eating to train. Nutritional development at this stage is also important when they are introduced to anti-doping education. Knowing what substances and ingredients are in each meal is important.

Junior: Competition Experience



Ages: 16-17
School: Jr. & Sr. Secondary

Objective: Competition and sport specific training takes place. The practice of technical drills and table management.

The athletes are now entering the fourth paddle of Swinging For Success. At this stage, athletes have now learned the necessary skills and prepared for high performance competition. There are many different competitions available at this level. It is important to ensure that athletes have a strong knowledge of the sport, necessary skills, and repertoire of techniques in order to experience success in the fifth paddle. The Junior: Competition Experience stage provides another opportunity to identify the athletes with the highest talent potential in future competitions. Athletes who have enrolled in table tennis training and development from Paddle 1 up until Paddle 4 will have a tremendous advantage over those who have not.

KEY CONSIDERATIONS

Train To Compete: Understand and apply the key elements of preparing for and participating in competition. Help to develop individualized skills and create a personal 'style' while developing the ability to compete at a high level and in different environments. Begin to incorporate event-specific and rigorous physical conditioning.

GUIDELINES

Key Stakeholders: BTTA, BNOC, BNSC, BISA, MYSC, ATTF, ISSA

Types of Training: Athletic-specific focus; volume and intensity should be based on specific events. Competition simulation, mental competition preparation.

Skills to Train: Advanced table tennis specific skills, fitness progression, and competitive drive.

Duration of Training: 120 minutes

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

Non-Table-Tennis Frequency: Specialization to a particular performance sport should begin. Training activities should be balanced and may include other basic movement sports

Types of Competition: Competition should include multiple events below, at, and above the athlete’s level of competition. Focus should be on individualized competitive regimes including warm-up, cool-down, proper nutrition and hydration, recovery and mental preparation.

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.

JUNIOR: COMPETITION EXPERIENCE CONSIDERATIONS

Physical:

- Table tennis training should be a formal process including warm up, the training session, and cool down period
- Ensure 10 Components of Fitness (S’s) and 7 Training Principles are integrated into a 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 table tennis
- Advance psychological skills and integrated support services (ie. physiotherapy, nutritionist, psychologist)

10 Components of Fitness (S’s)

1. Stamina
2. Strength
3. Speed
4. Skill
5. Suppleness
6. Structure
7. (P)Sychology
8. Sustenance
9. Schooling
10. Socio-cultural aspects (BNOC, 2015)

NOTE: Each component of fitness (S’s) is ‘TRAINABLE’ meaning each skill can be improved upon or decline. Ensure each component is given equal importance to prevent decline.

JUNIOR: COMPETITION

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.

Available Competition:

- ✓ World Junior Table Tennis Championships (WJTTC)
- ✓ Junior Olympics
- ✓ African Youth Games
- ✓ Continental Games
- ✓ Regional Games
- ✓ Local Games

TALENT IDENTIFICATION

At this stage it will become more evident who the strongest and most talented athletes are for each age group. Rather than focusing primarily 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 to team selection. Examples of this include: competitiveness, motivation, and sportsmanship. This full list of identifiers are outlined in Appendix G. Although a particular athlete may perform well in preliminary action, competition provides another prospective that must be included in the evaluation process.



ATHLETES WITH DISABILITIES

In the Junior: Competition Experience stage, AWD's should follow the same training principles as non-disabled athletes. AWD's should participate in any available competitions and follow the same training to competition ratios as non-disabled athletes. Along with local competitions, AWD's should also be informed of, and practice, the Paralympic Committee and Deaf-Table Tennis rules and guidelines for competition and classification.

ANTI-DOPING EDUCATION



At Paddle 4 of the BLTAD, athletes should continue anti-doping education. The athletes should be educated more on the physical and mental effects of substance abuse. Teaching athletes on both the short and long-term effects of doping to enhance personal performance. An understanding of what substances do to your body and how they effect the way an athlete performs and acts should be emphasized at this stage.

NUTRITIONAL DEVELOPMENT

Athletes should be further educated on nutritional development at this stage. At this stage athletes begin to participate in competition events where they play multiple matches in a day. It is important to educate athletes on proper foods and healthy choices during tournaments and competition so that they can increase performance. At tournaments there is a generally a temptation for athletes to eat candy and quick snacks that have little to no nutritional value. Athletes should be aware of healthy meal choices and foods to eat before, during, and after competition events.

Senior: Competition Excellence



Ages: 18+
School: Sr. Secondary

Objective: Achieve success at international events and competitions. Bring home medals to Botswana.

This is the final paddle to an athlete’s competitive career, and the final stage to Swinging For Success. To this point, athletes have learned the FUNdamentals (Paddle 1), developed sport specific skills (Paddle 2), practiced competition techniques (Paddle 3), and learned how to win (Paddle 4). At this stage in the framework it is now time to increase fitness levels, improve mental toughness, and fine-tune their table tennis technique.

KEY CONSIDERATIONS

Compete to Win: Compete at consistently high levels and in multiple environments to develop and improve natural/automatic competition-specific training skills. Compete successfully at national and international levels if possible. Also, it is important to create and direct personal training programs with support from coaches. Further develop advanced physical, technical and tactical skills.

GUIDELINES

Key Stakeholders: BTTA, BNOC, BNSC, BISA, MYSC, ATTF, ITTF

Types of Training: Volume and intensity should remain directed to specific events and periodization. Training programs should be individualized.

Skills to Train: FUNdamental movement (see appendix B), flexibility, balance, hand-eye coordination, and teamwork.

Duration of Training: 90-150 minutes per session

Table Tennis Frequency: 12-14 sessions per week (20-24 table hours)

Non-Table-Tennis Frequency: Specialization to athlete’s particular performance sport. Training activities should be balanced and may include other basic movement sports.

Types of Competition: Competition should include multiple events below, at, and above the athlete’s level of competition. Focus should be on developing and implementing effective event-specific competition strategies, modelling all performance aspects in training, and using strengths in matches while exploiting weaknesses of opponents.

SENIOR: COMPETITION EXCELLENCE TRAINING CONSIDERATIONS

Physical

- **Advanced table tennis training:** Training sessions incorporating warm-up, table tennis specific training, and cool down while following upon the 7 key factors of training.
- **Physical fitness training:** Should be tailored to the needs of table tennis. Combination of power and cardiovascular exercise.
- **Advanced competition training:** Tournament walkthroughs, simulations and “game type” exercises should be put forth with real high performance.



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 BTTA 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 BTTA 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 procedres 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.).

SENIOR: 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, especially in table tennis.

The ratio of competition to training should be about 75% : 25% at this point. 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.

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

Available Competition:

- ✓ Olympics
- ✓ World Table Tennis Championship
- ✓ Local Games
- ✓ Regional Games
- ✓ World Para Championship
- ✓ Commonwealth Games
- ✓ Military Games
- ✓ Inter-Varsity Games

ATHLETES WITH DISABILITIES

Athletes with or without disabilities should all be following the same guidelines and training regiments for high performance competition. With World Championships and Paralympic events available in all the same disciplines, coaches should put an equal emphasis on every athlete in competition and training.



ANTI-DOPING EDUCATION

At Paddle 5 of the BLTAD, athletes should continue anti-doping education. At this stage, athletes now understand the differences between legal and illegal substances, substance abuse, as well as the physical and mental effects. Athletes should now be educated on the spirit of the game and doping morality. Athlete must understand why doping is immoral and how it effects the spirit of the game and takes away from true competitive competition.

NUTRITIONAL DEVELOPMENT

Athletes should be further educated on nutritional development at this stage. Athletes should now be eating to win so they can compete at the highest level possible. At this stage serious athletes are encouraged to track their micros and macros intake. Knowing what food is going into your body throughout the day is important when competing at such a high level.



Veteran: Mentor

Ages: 35+
School: N/A

Objective: Competition and transition into coaching and management of the sport.

This is the final stage of an athlete's competitive career. Table tennis is a sporting discipline where athletes are able to compete in the veteran age groups. Athletes in this stage are looking to compete and become masters of the sport. There are opportunities available in coaching, management, refereeing, and officiating upon retirement from competition. Due to the multitude of experience, it is advisable for the BTTA to consider former competitors as coaching, officiating, and refereeing candidates.

GUIDELINES

Key Stakeholders: BTTA, BOTESSA, BNOC, BNSC, ITTF, ATTF, MYSC

Types of Training: Advanced technique and sport specific drills

Skills to Train: Mastery of technique, officiating and refereeing principles, management guidelines, coaching certifications, designing of coaching programs

Duration of Training: 60 minutes

Table Tennis Frequency: 2-3 days per week

Non-Table-Tennis Frequency: 3 days per week

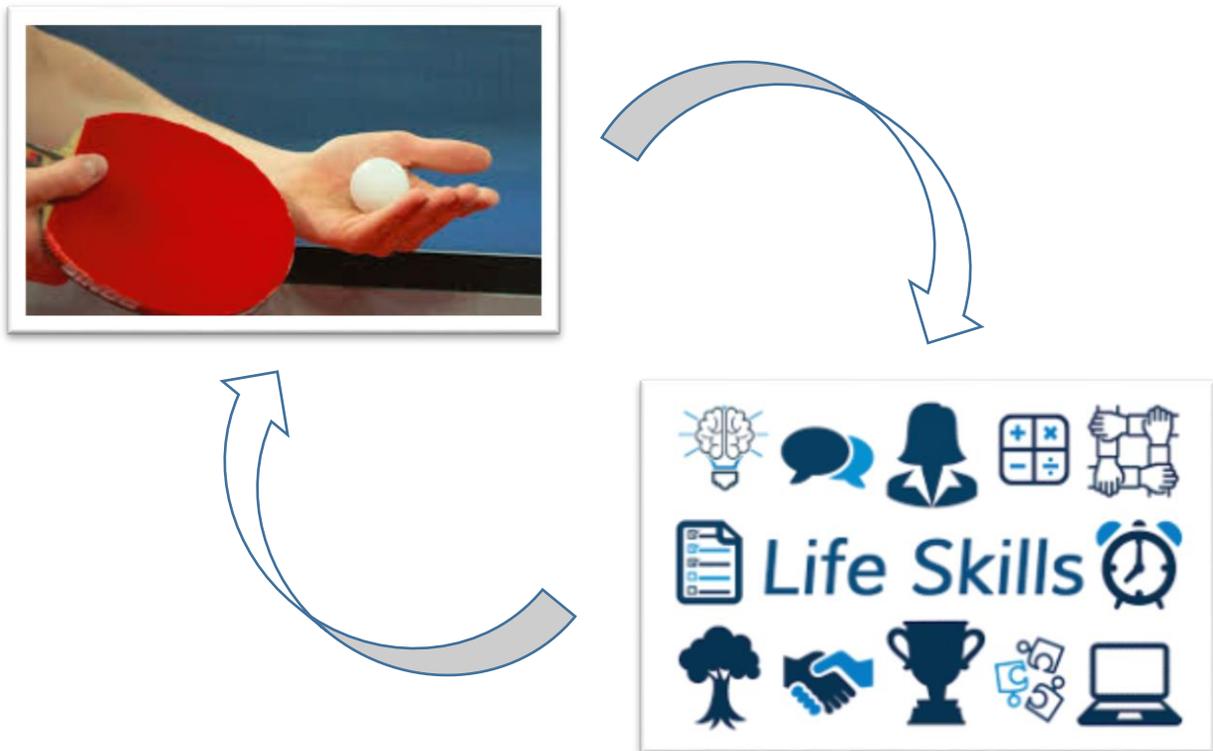
Types of Competition: Various table tennis events and competitions

ATHLETES WITH DISABILITIES

Veteran athletes who have competed or trained with a disability should serve as advocates for those with disabilities in table tennis. The sharing of knowledge and training techniques to better help those with disabilities is very important.

LIFE OUTSIDE SPORT

At the Veteran: Mentor stages, athletes should be educated on life outside of sport. The focus should be more on life skills looking at entrepreneurship education as they move on in their life away from sport. An emphasis on giving back to the sporting community where they fill the position of a role model for athletes in one of the 5 stages of the BLTAD framework.



Swinging For Life

Recreation

Personal
Excellence

Support

Ages: Any
School: N/A

Objective: Enjoy a healthy and active lifestyle to accomplish physical, emotional, social, and career goals.

It is important to note that only 1% of all athletes actually move onto Olympic competition. The majority of the population is looking to find physical activities to socialize, stay fit, and keep mentally strong. Table tennis serves as an ideal sporting activity due to its regimented schedule and structure. Although high performance sport is integral to the BTTA, there must still be a focus on the general public.

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: BTTA, BOTESSA, BNOC, BNSC, MYSC

Types of Training: Casual table 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

“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)

The concept of “Swinging 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.



Similar to previous stages, self-reflection and an individualized focus to activity schedules will need to be determined by the athlete. As motivational factors and physical activity requirements will differ from person to person, it will be important for each member of this stage to properly understand their specific needs and goals. The athlete’s lifestyle goals will also change, which opens up other opportunities for education and career development, as well as a greater pursuit of personal and family goals. Additionally, a restructured focus towards coaching, sport administration or media should be encouraged, as these will carry vital responsibilities to the continued excellence of new athletes in Botswana.

Finally, the adjustment to post-high performance sport career may be a difficult endeavor. Athletes are encouraged to seek aid and support with this transition.

Athletes With Disabilities (AWD)

There must be special consideration provided in each stage of the BTTA BLTAD framework to accommodate those with disabilities. Both coaches and managers must be educated on the development process that is required for those with disabilities in comparison to other athletes. The BTTA aims to provide an inclusive program to every athlete in Botswana, regardless of their disability. The guidelines for accommodating athletes with disabilities have been provided for each stage below:

Early Childhood Development: FUNDamentals: < 6 Years

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.

Grassroots: Early Specialization, Child 1: 6-9 Years

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.

Grassroots: Early Specialization, Child 2: 10-12 Years

In this stage, AWD's should be introduced to the necessary equipment they would need to partake in table tennis with their disability.

Youth: Development: 13-15 Years & Junior: Competition Experience: 16-17 Years

In both the Youth: Development and Junior: Competition Experience stages, AWD's should follow the same training principles as non-disabled athletes. AWD's should participate in any available competitions and follow the same training to competition ratios as non-disabled athletes. Along with local competitions, AWD's should also be informed of, and practice, the Paralympic Committee and Deaf-Table Tennis rules and guidelines for competition and classification.

Senior: Competition Excellence: 18+

Athletes with or without disabilities should all be following the same guidelines and training regimens for high performance competition. With World Championships and Paralympic events available in all the same disciplines, coaches should put an equal emphasis on every athlete in competition and training.

Veteran: 35+

Veteran athletes who have competed or trained with a disability should serve as advocates for those with disabilities in table tennis. The sharing of knowledge and training techniques to better help those with disabilities is very important.

Athlete Retirement

Similar to any activity or practice that has become routine in an individual's life, the removal of sport participation can be very difficult to overcome for many athletes. It is for this reason that support systems should be put into place to help guide an athlete through this process of transition so that an athlete can have a life beyond their sport. Whether it be coaches, parents, caregivers, national federations, or the various sport organizations; all play a critical role in this transition. These key stakeholders who are fully invested into the sport, will have a great influence on the athlete's life, and should help to provide an environment that is filled with opportunities that surpass the sport of table tennis and occupy the individual's new lifestyle. Often times, athletes have enjoyed very busy schedules with practice, training, competition, education and work, among other issues which may be going on in their lives. This sudden loss of sport; a sport that had such a large impact on their lives growing up, may create an overwhelming feeling for some athletes. With this being possible, sport psychologists should also be made available to help mentally guide an athlete through this process.

While post-retirement aid is important, preparation for this transition is equally as important. Sport organizations can help ease this process for soon-to-be retired athletes by providing opportunities to continue engaging in sport from an administration or coaching perspective. Finally, a support system and retirement plan should be in place prior to the athlete's removal from the sport (unless the retirement is unexpected).



"Retirement only means
it's time for a new
adventure."

Involuntary Loss of Sport

While the ideal end to an athlete's sporting career will be a voluntary action, situations may arise where athletes will be forced to remove sport from their current lifestyles, and adapt to a new one involuntarily. This obligatory elimination of sport may be caused by injury, geographic displacement, and work obligations, among others.

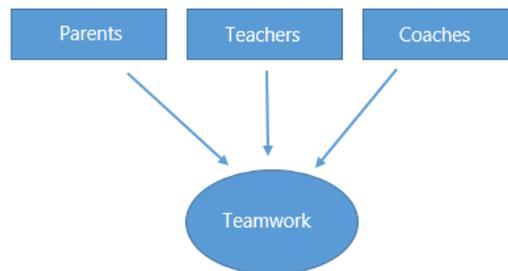
When these scenarios emerge, it is important to encourage athletes to consider the priorities in their current and future lifestyles before deciding whether to risk long-term goals for short-term gains. Many difficult scenarios will include a severe injury, after which the athlete must assess whether the risk of re-injury is worth continuing with a career in that particular sport. Scenarios including mild traumatic brain injuries or concussions, back and spinal injuries, or musculoskeletal injuries must be met with great caution, as improper care may result in a more severe injury later in life.

The BNSC, BNOC, BTTA and local sport organizations must be diligent in their approach to injuries and other instances of an involuntary removal of sport, and should provide many of the same support options as noted above under athlete retirement.



Collaboration: On the Ground

Long term participation and success depends on everyone.



Parent: The Supporter

- ✓ Support: Moral, Emotional, Financial
- ✓ Encouragement: Develop a love for table tennis
- ✓ Fun: Personal improvement rather than results
- ✓ Healthy Eating: for growth and development
- ✓ Balance: Sports and school benefit each other
- ✓ Teach: Good habits, discipline, responsibility
- ✓ Role Model: Teach sport as a healthy lifestyle



Teacher: The Guide

Train teachers on:

- ✓ Basic and advanced coaching
- ✓ Age appropriate training
- ✓ Age appropriate competition
- ✓ Team selection and Talent ID
- ✓ Diet and nutrition



Coach: The Specialist

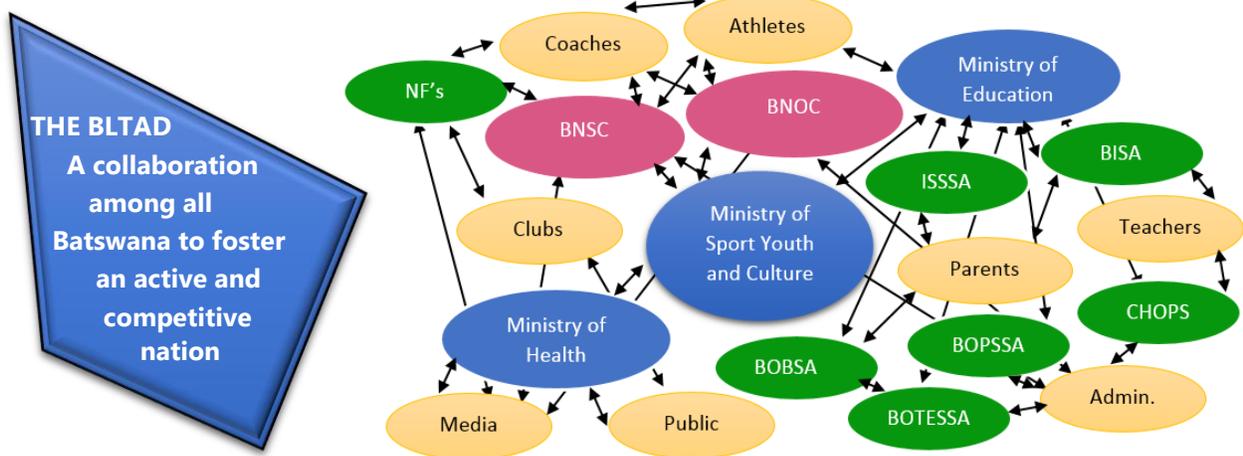
Train coaches on:

- ✓ Coaching different levels of players
- ✓ Talent identification
- ✓ Age-appropriate competition
- ✓ Holistic development
- ✓ Support services



Collaboration: From the Top

Though the stakeholders on the ground (parents, teachers, and coaches) have immediate impact on the players' development, this is **guided by the stakeholders at the top** (team management, national federations, government, etc).



Brown, 2014

Even if the coach adopts the BLTAD philosophy of developing first to win later, if their governing bodies are paying or recognizing them based on results they will be forced to neglect the philosophy of doing the right thing in order to please their authorities. Moreover, some governing bodies even instruct their development coaches to follow BLTAD but yet reward results.

While it is fine to recognize and reward results at the elite level where this is the objective, coaches at the grassroots and development level should be recognized based on the objectives they are meant to achieve: development. In other we need to send a consistent messages to coaches by doing our part at the top as well.

Role of Governing Bodies:

- ✓ Provide education to stakeholders on ground and at the top
- ✓ Implement age-appropriate program structure
- ✓ Implement age-appropriate competition structure
- ✓ Develop a national structure that provides a clear pathway of progression from grassroots to podium and beyond
- ✓ Appropriate and standardized talent identification and selection
- ✓ Align polices and age-appropriate funding/recognition
- ✓ Stakeholder alignment
- ✓ Send a consistent message

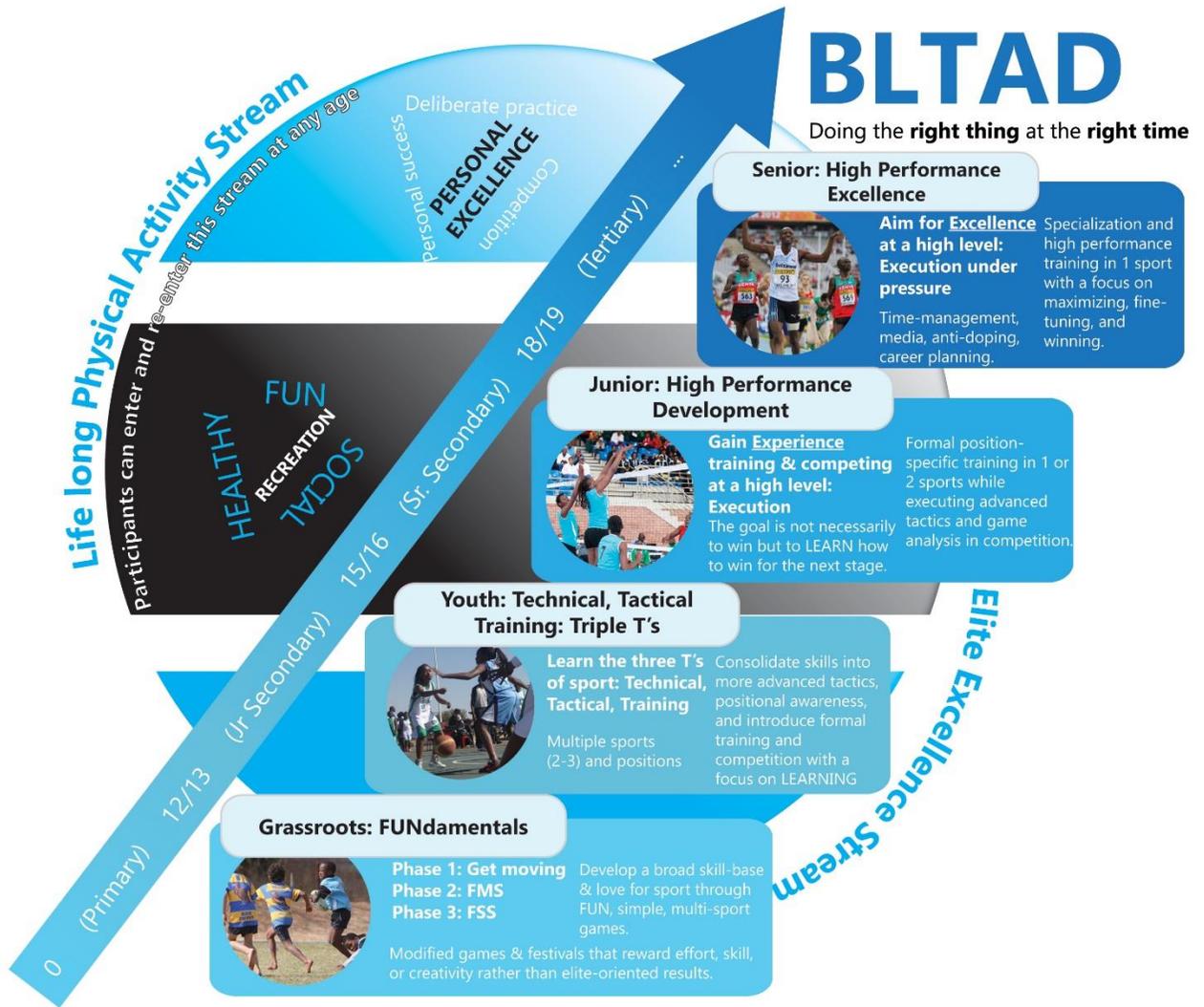
BLTAD Committee

While this framework will act as a guide to help clubs in Botswana to direct their table tennis athletes through the process of athlete development, a method is required to ensure that the BLTAD for table tennis players is being implemented effectively. For this reason, it is strongly advised that a BLTAD committee be created by the BTTA 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 table tennis, while also conducting any surveys or inquiries necessary to ensure the continuous progression and development of table tennis in Botswana.

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



Appendix A



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

Appendix B

Examples of FUNdamental Movement Skills		
Locomotion Skills	Object Control Skills	Balance Skills
Running (forward & backward)	Kicking	Balancing/Centering
Jumping	Punching	Rolling (somersault)
Hopping (one foot, two foot)	Rolling (ball)	Dodging
Skipping	Sticking object (moving)	Floating
Crawling	Striking Object (stationary)	Landing
Crab Walking	Throwing	Squatting-balancing
Leaping	Catching	Sinking (in water)
Climbing	Stopping/Trapping	Falling (through Air)
Galloping	Dribbling (with feet)	Spinning
Bounding	Dribbling (with hands)	Stopping
Swinging	Blocking	Stretching
Wheeling	Aiming	Swinging
Log roll	Two hand strike (bat)	Twisting
		Standing on hands and head

Appendix C

Table Tennis Stretching Exercises					
Exercise	Targeted Area	Picture	Exercise	Targeted Area	Picture
Lunges	Inner Thigh		Arm Extensions	Arms and Shoulders	
Ankle Extensions	Ankles		Wall Push	Arms and Shoulders	
Ankle Flexes	Ankles		Hand Locks	Arms and Shoulders	
Butterfly	Hips/Groin		Reverse Shoulder Press	Arms and Shoulders	
Sitting Leg Raises	Hamstrings				
Trunk	Ribs/Torso				

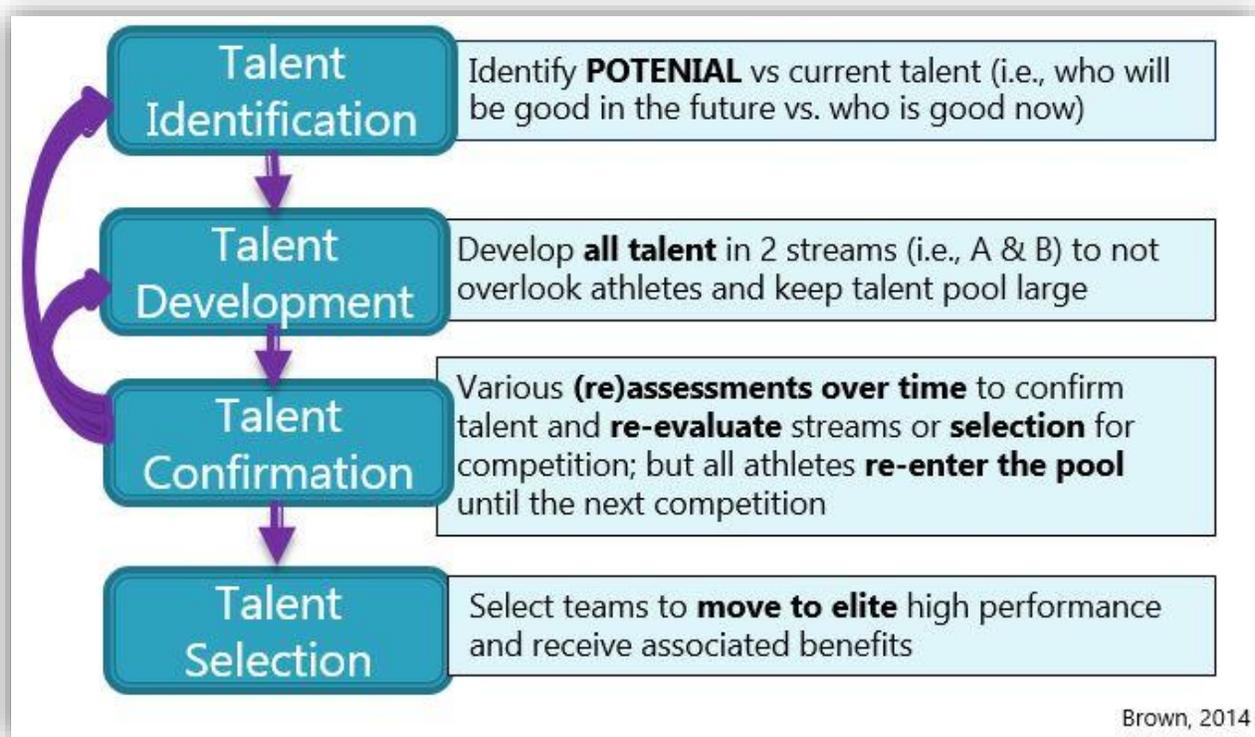
Appendix D

Player's Name	Date	Date	Date	Date	Date	Date
	Attend: Start Lvl: End Lvl:					
	Attend: Start Lvl: End Lvl:					
	Attend: Start Lvl: End Lvl:					
	Attend: Start Lvl: End Lvl:					
	Attend: Start Lvl: End Lvl:					
	Attend: Start Lvl: End Lvl:					
	Attend: Start Lvl: End Lvl:					

Appendix E

<i>Learn to Play Progression</i>	
Level 1: Beginner 1 Level 1 Requirements:	<i>Table Confidence</i> The athlete must demonstrate consistent proficiency in laterally moving around the table with confidence.
Level 2: Beginner 2 Level 2 Requirements	<i>Serving Confidence</i> The athlete must demonstrate consistent proficiency in serving the ball over the net and get into a receiving position waiting for the ball to be returned.
Level 3: Beginner 3 Level 3 Requirements	<i>Returning Confidence</i> The athlete must demonstrate the consistent ability to return a serve and return to a ready position.
Level 4: Beginner 4 Level 4 Requirements	<i>Rally Confidence (aided)</i> The athlete must demonstrate the consistent ability to participate in a rally where the ball goes over the net at least 5 different times with the help of an instructor guiding them.
Level 5: Beginner 5 Level 5 Requirements	<i>Rally Confidence (unaided)</i> The athlete must demonstrate the consistent ability to participate in a rally where the ball goes over the net at least 5 different times without the support of an instructor.

Appendix F



Appendix G

Talent Identification		
<i>Potential Talent</i>		
Ability to learn a new skill	Innovation	Confidence
Responsiveness to training	Problem solving skills	Concentration
FMS/FSS	Decision making skills	Determination
Sense of observation	Adaptive strategies	Perseverance
Sense of judgement	Willing to improve	Environmental/social factors
Tactical awareness	Attitude	Self-management
Spatial awareness	Sportsmanship	Self-awareness
Effort	Responsibility	Enjoyment

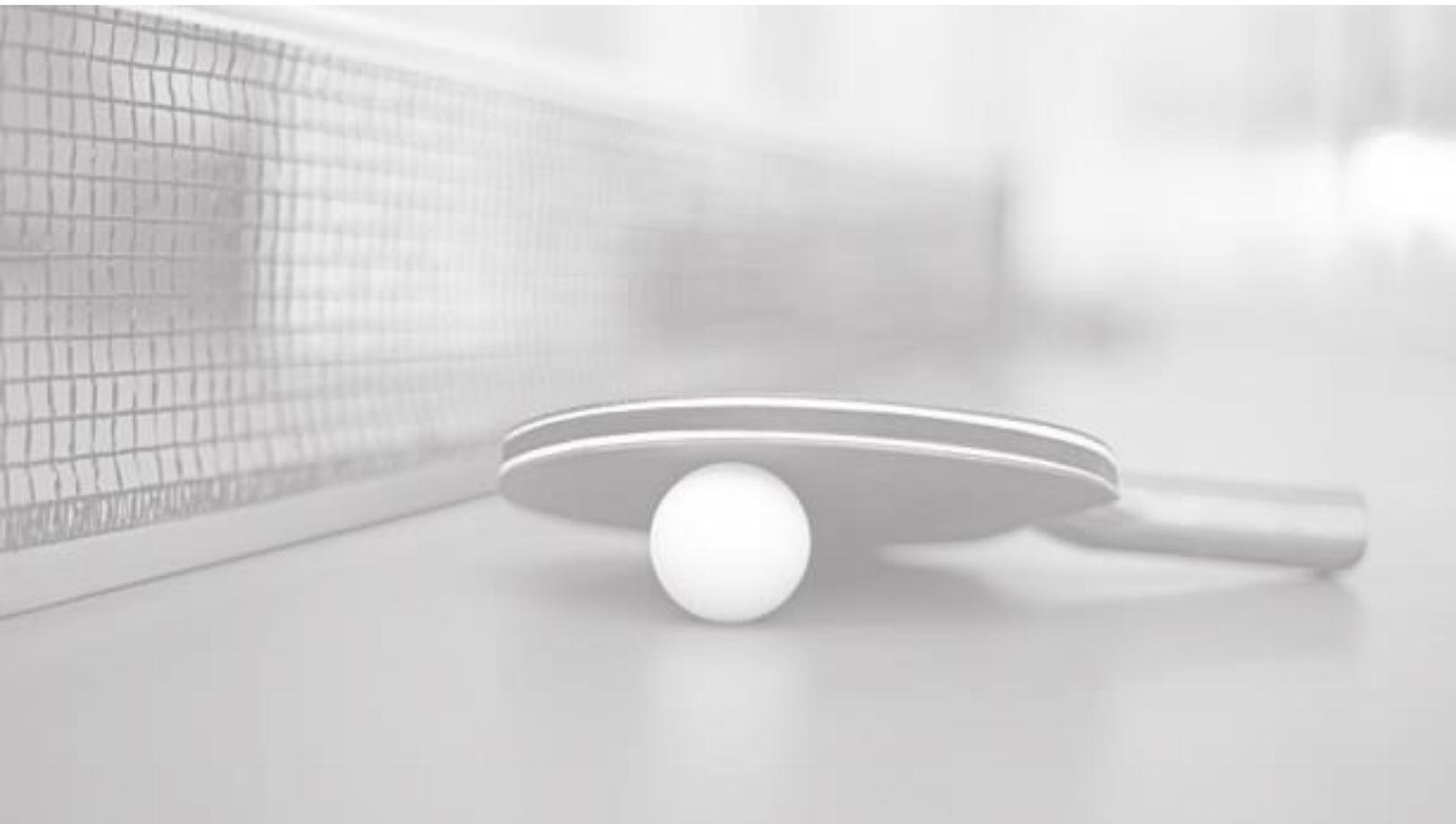
Appendix H

Table Tennis Training Camp (Week 1)					
<i>Target</i>	<i>Day 1</i>	<i>Day 2</i>	<i>Day 3</i>	<i>Day 4</i>	<i>Day 5</i>
Physical Conditioning					
Muscular Endurance					
Muscular Strength					
Muscular Power					
Stamina					
Agility					
Speed					
Basic Forehand					
Basic Backhand					
Serving					
Receiving					
Offense					
Defense					

Table Tennis Training Camp (Week 2)					
<i>Target</i>	<i>Day 1</i>	<i>Day 2</i>	<i>Day 3</i>	<i>Day 4</i>	<i>Day 5</i>
Physical Conditioning					
Muscular Endurance					
Muscular Strength					
Muscular Power					
Stamina					
Agility					
Speed					
Basic Forehand					
Basic Backhand					
Serving					
Receiving					
Offense					
Defense					

References

- Balyi, I., Way, R., Norris, S., Cardinal, C., Higgs, C., & Smith, D. (2005). Long-Term Athlete Development 101. Retrieved from http://www.coach.ca/sportleadershipsportif/2005/e/presentations/documents/SLS05_LTAD_B2.pdf
- Borkovic, D. (2016). Nutrition in Table Tennis. Retrieved from <http://www.ettu.org/fileadmin/redaktion/About%20ETTU/Development/original/Nutrition-in-table-tennis-final.pdf>
- Botswana National Olympic Committee. (n.d.). The Botswana Long Term Athlete Development Framework [PDF File].
- Botswana Table Tennis Association. (n.d.). Botswana Table Tennis Association (BTTA) 2028 Strategy [PDF File].
- Botswana Table Tennis Association. (n.d.). The Botswana Long Term Athlete Development Framework [PDF File].
- Canadian Sport For Life. (2014). Long-Term Athlete Development 2.0. Retrieved from http://canadiansportforlife.ca/sites/default/files/user_files/files/CS4L%202_0%20EN_Jan17_web%20FINAL.pdf
- Canadian Sport For Life. (2016). More About LTAD. Retrieved from <http://canadiansportforlife.ca/learn-about-canadian-sport-life/more-about-ltad>
- Llyod, R. S., & Oliver, J. L. (2014). Strength And Conditioning For Young Athletes: Science And Application. Retrieved from https://books.google.co.bw/books?hl=en&lr=&id=rXIdAAAAQBAJ&oi=fnd&pg=PA85&dq=ltad+nurition&ots=kP13Axr4DV&sig=robWa4NJ39loXaIVgyAEvdnkwSU&redir_esc=y#v=onepage&q=ltad%20nutrition&f=false
- Table Tennis Australia (2014). FTEM Pathway for Table Tennis. Retrieved from <https://www.tabletennis.org.au/high-performance/ftme-pathway-for-table-tennis/>
- Table Tennis Canada (2016). Long Term Athlete Development. Retrieved from http://www.mtta.ca/2015-2016-pdf/tableTen_eng_july16_LR.pdf
- Table Tennis South Africa (2012). Long Term Participant Development. Retrieved from <http://www.tabletennis.co.za/Documents/SATTBLTPDP8Feb.pdf>



Botswana Table Tennis Association

Gaborone
Botswana

Tel. +267 355 2091
Fax. +267 374768

