**B**otswana   
**L**ong

**T**erm   
**A**thlete

**D**evelopment

**FOOTBALL**

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

**Building Tomorrow Starts Today**

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**Created 2015**

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**Key Terms  
 BNSC-** Botswana National Sport Commission  
 **BNOC –** Botswana National Olympic Committee  
 **BOPSSA** – Botswana Primary School Sports Association  
 **BISA –** Botswana Integrated Sports Association  
 **BOTESSA** – Botswana Tertiarty School Sport Association  
 **CHOPS –** Conference Heads of Private Schools  
 **CHIPS –** Conference Heads of Independent Schools **ISSSA –** Independent Secondary School Sports Association  
 **FIFA –** Fédération Internationale de Football Association  
 **FMARC –** FIFA’s Medical Assessment Research Centre

**Key Stakeholders**

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**PREFACE**

Botswana is currently ranked 104 in the world. However the vision of the BFA are to::

1. ****Make programs accessible and inclusive to all
2. Be ranked in the top 50 Countries in the world.

While the immediate response to such goals may appear to be to focus development efforts at the national team, this would provide a short term fix since National players are near the end of their career. Once they are finished, upcoming players from the youth are needed to replace them.

Furthermore, success at the elite level is a product of not only elite level training, but of the training encountered throughout a players lifespan. Without a base, there will be no support for the elite.

Therefore a long-term and sustainable training plan that offers quality development structures at every level through, from grassroots to senior, in a progressive pathway of skills, tactics, fitness, mental focus, and competition is needed to reach the top. As such, BFA’s mission is to have

1. *More players participating in age-appropriate quality football programs*
2. *A competition structure to meet the needs of players at each stage of development*

This can be achieved through the Botswana Long Term Athlete Development (BLTAD): a framework adapted from Canadian Sport For Life (CS4L’s) world leading LTAD that provides age-appropriate guidelines for training and competition of all ages based on scientific and psycho-social principles of growth and development for long term participation and/or excellence in sport (See Appendix A).

However **if we want to change the outcome we must change the current process,** or system ***“Insanity is expecting change by doing the same thing.***

Also, **excellence takes time:** results from todays BLTAD may not be witness until 2028 as it takes approximately 10 year to reach the podium. While this takes time, the result will be of better quality than fast track results. **Therefore, patience is required for long-term sustainable results.**

Furthermore it takes the collaboration of all stakeholders to complete the development strategy. To this, the three associated governing bodies to commit to adhering to the goal of fostering ***More champions more often, by system rather than by chance, and football participation life.***

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**BLTAD: Football**

Developing athletes starts from the ground up: from grassroots, to youth, junior, and senior. The Football BLTAD is a framework to training and competition guidelines to guide programs for all ages in Botswana for both football excellence and participation for life.

**DID YOU KNOW**

**Less than 5% of the world elite junior champions medal at the senior elite level**

**Why: improper development**

* Develop to Quickly
* Over train
* Injuries
* Physical Burnout
* Lose Interest
* Mental Burnout
* Limited Support
* Late VS Early Developers

**We must not be quick to identify and rush talent. Age-appropriate development is needed at all ages to foster talent.**

**Football 4 Life  
Any Age**



**Senior: Excellence  
Ages 19+** Train to Win

**Youth: Competition   
Ages 16 -19, Sr Sec** Train to Compete

**Youth: Development   
 Ages 12-15, Jr Sec.** Train to Train



**Grassroots: Kick Start.** Learn to Train **Ages 6-12, Primary** Fundamentals

:

**Kids are not mini adults.**   
They have a different make up that requires different training, not just less and this make up and training changes with ages.

***Training is age- dependent.***

**Kids learn and grow at different rates.** Some kids develop faster than others. Patience and individualized training is needed.

***Give all kids time to develop before selection.***

***.***

**Development takes time**.  
The aim is to develop  
players to win when they  
are elite, at the world stage,  
not to win at an early age.   
 ***Sacrifice the primary medal   
 for a world cup medal.***

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**The BLTAD:   
Building Tomorrow Starts Today.**

**OVERVIEW**

**An overview of the objectives and progression of each stage as well as the associated programs available for these stages can be found below.**

Within Botswana, Grassroots development takes place in schools, community and **Re Ba Bona Ha** programs.

**Grassroots: Kick Start**  
**Fundamental Stage/Phase (6-10)**

* Introduction to basic soccer skills
* Build overall motor skills
* Modified skills of other sports

**Learning to Train (10-12)**

* Refining Fundamental Skills
* Soccer Specific Skills
* Combination of skills in game

Schools should include both public (BOPSSA) and private (CHOPS and CHIPS) to be inclusive to all.

Programs from outside include **FIFA Grassroots, FIFA’s FMARC’s 11 For Health**, and the **British Premier Skills Program.** The latter two teach life skills and health through football.

**Youth programs are available for U13, U15 and U17.** Schools have their own teams and can also participate outsider of their school in club teams. Schools include both BISA (public) and ISSSA (private)

**Youth: Development   
Training to Train (12-15)**

* Building the engine
* consolidation of skills

Those who are identified as a higher level of talent are invited to part in camps during the school holidays and/or to train at the Centre of Excellences.

**Junior**   
**Training to Compete (16-19)**

* Fine tune the engine
* Advance skills, techniques, tactics

**Available elite programs include** national and regional academies, centre of excellence, school of excellence, high performance centres and holiday camps.

**U20, U23, and senior national teams (Zebras)** are selected from regional and interregional tournaments. Senior players also play in the Botswana Premiership League in various divisions.

**Senior (19+)  
Training to Win**

* Maximise performance
* Fitness, engine, and tactics

**Social leagues** and **festivals** are available for Football 4 All at the adult age while community programs such as **Re Ba Bona Ha** are for grassroots. **Courses** are also available for coaching, administrative, officiating and medicine.

**Football 4 Life (Any Age)**

* Recreational
* Personal Excellence  
  Administration, Coaching

**Training and Competition Structure**

In order to achieve our long-term goal we need a **systematic method of training and competition** rather than hoping it will happen by chance. Every practice must be prepared carefully. However, in reality, we often see coaches plan their session on the way to the field which, in the long term, becomes unsystematic patchwork.

If we are to raise the level of the game in our country we need a stable improvement of technique, tactics, conditioning, and mentality by choosing specific concepts for each training sessions while being cognizant of the age category and slow/faster learners. Below is an overview of training and competition formats per age. Specifics of each age group are in the sections to follow.

**Table 1: Training Strucutre**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Season Length | Training Length | Train:  Comp | Competition Format |
| Active Start  0-5 | 4 – 16 weeks 1-4 months | 30-45min | N/A | None – informal play |
| Fundamentals 6 – 10 | 12 – 20 weeks 3-5 months | 30 – 45min | No specific | No league standings – jamborees, emphasis on Fun. All play equal time All positions |
| Learn to Train 10 – 12 | 16 – 20 weeks 3 – 5 months | 45-70min | 80:20 | Small leagues with fixtures but no standings. All players equal time and all positions |
| Train to Train 12 - 16 | Move towards year round | 60-75min | 60:40 | First experience inselect teams**.** Compete to learn. |
| Train to Compete 16 - 19 | Year round | 75-90min | 40:60 | Regula high comeptitions. Compete for exposure |
| Train to Win 19+ | Year round | 75-90min | 25-75 | High performance, pro and international. Compete to Win |

**Table 2: Game Structure**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | # of Players | Time (min) | Goal Size (m) | Ball Size | Field Size |
| Fundamentals 6 – 10 | 3v3  4v4  5v5 | 2x 15 | 1.53 x 2.44 | 3 or 4 | 18-22 x 25-30 20-25 x 30-26 25-30 x 30-36 |
| Learn to Train 10 – 12 | 6v6  7v7  8v8 | 2x25 | 1.83x4.27 1.83c5.49 1.83x5.49 | 3 or 4 4 4 | 30-36 x 40-55 30-36 x 40-55 42-55 x 60-75 |
| Train to Train 12 - 16 | 8v8  9v9  11v11 | 2x30 2x35 2x35 | 1.83x5.49 1.83x5.49 2.44x7.32 | 4 4 or 5 5 | 42-55 x 60-75 42-55 x 60-75 FIFA Regulation |
| Train to Compete 16 - 19 | 11v11 | 2x40 2x45 | 2.44x7.32 | 5 | FIFA Regulation |
| Train to Win 19+ | 11v11 | 2x45 | 2.44x7.32 | 5 | FIFA Regulation |



**Grassroots: Kick Start**

*A National team cannot be strong without strong grassroots*

**FUNdamental (6 – 10) and Learning to Train (10-12)**

**The main objectives of Grassroots is to learn the basics of sport that will allow them to keep them active for life:**

* **FUN and Mass Participation for ALL**
* **Overall Motor Skills**
* **Basic Football Skills**
* **Basics of other Sports**

Motor skills and football skills can be found  
 in Appendix C.

**Youth: Competition**

This the childs first exposure to footbal and is a **critical component to future results**. The goal is not necessarily to win, but to **build a base** for future football success through FUNdamental Movement and Sport Skills in ALL sports, and ALL positions.

This will allow them to participate in a **wide range of physical activity and sports** that will also contribute to their holistic development as an athlete. The goal is also to have **fun** and **enjoy** sport: no matter how talented the child, if they do not enjoy the sport, they are not likely to continue.

**Moreover, this is the Golden Stage of LEARNING – children’s brains are developing quickly and they are easily able to easily pick up new skills.** Therefore, the focus of the stage should be on development and the ratio of training to competition should be 80 – 20 while participating in a range of sporting activities.

**Competition should be used as a fun method of building enthusiasm.** Focus on the experience over winning; award creativity, effort, and skill development over results.

|  |  |
| --- | --- |
| **Festivals** | Round-robin play; skill development   stations; success for all |
| **Schools** | BOPSSA’s Inter Zonal, Inter Regional & National Champs, CHOPS, CHIPS |

**REMEMBER:   
 *The experience is more important than the winning.***

At this age, a child’s brain is developing quicker than their physicality. This an optimal time to develop coordination, leg speed, agility, and to learn new skills. They are also fearless and open to learning new things. Their physicality however is developing slowly – they do not have the capacity to properly develop physical fitness such as long speed, strength and endurance. These component should wait until after puberty.

**Grassroots: Physical Training Considerations**

**General Tips:**

* Player must be encouraged to use both legs with head up at all times.
* Motor skills training must be incorporated in every session.
* Players should be encourages to play multiple sports (3-4)
* Players should play multiple positions: keep roles general (front/back; right/left)
* All the players should be involved in all workouts throughout the season
* All players should be treated the same, ideally giving each the same amount of attention.

**Stage 1: FUNdamentals (6-10)**

**Stage 2: Learning to Train (10-12)**

**Objective**

1. Refining Motor Skills
2. Football Specific Skills
3. Use skills in game-like activities

**Objective**

1. Mass Participation
2. Motor Skills
3. Intro to Football Skills

**Motor Skills (FMS)**

Advancing FMS from stage 1 as needed. Trained through FSS,

**Motor skills (FMS)**

Running, Jumping, Throwing, Dodging, Twisting, Stopping, etc.

**Basic Football (FSS)**

* Fun games with the ball to just get a feel.
* Small-sided games

Up to 5v5

**Basic Football (FSS)**

Dribble, Passing, Control in through repetition and challenges

,

**FSS in Game Activities**

* Small Sided Games (up to 9v9)
* Principles of Play
* Simple tactics (marking, spaces)
* Introduction of Rules/ethics

**FSS in Game Activities**

Minimal – only when done in FSS

,

**Physical fitness should focus on short speed and flexibility.**Deliberate training at this age is not needed:   
fitness will be trained through skill development and games

**Grassroots: Psycho-Social Teaching Considerations**

By nature children are more curious and love being active. But they quickly become impatient. This is before puberty stage, their perspective is completely self-centred. In other words they think the whole world revolves around them.  
  
As they get older, especially after the age of 10, they learn to look beyond themselves. This gives them a different understanding of their teammates, of positions and of formations (Defence, Midfield, Attack) They learn to think more in the long term and work systematically towards success.

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**Stage 1: FUNdamentals, 6-10 yrs**

**KIDS ARE…**  
 **Creative:**  Let them explore and invent games/rules  
 through free play  
 **Ego-centric:** Provide maximum ball time and emphasis cooperation and team work  
 **Restless:** Keep instructions simple and sit-time short  
 **Sensitive:** Give positive encouragement and  
 provide ways for success

****

**Stage 2: Learning to Train (10-12 yrs)**

**Less ego-centric:** Reinforce team work and build connections:

* i.e., passing VS dribbling; relays and partner drills
* Use symbols of commonality (bibs)

**More reflective & self-aware:** Allow decision making, teach through understanding and activities needing concentration,

* Provide a variety of methods but let them discover find their own solutions: Learn by doing and from mistakes.
* Debrief: self-assessment & “What did you learn today”

**Compare to others:** Be a role model & develop at own pace.

**Other Considerations:   
  
Parents** play a large role in the child’s life. Support your children: attend games, be a role model, **Education** should be balanced with sport from a young age as the two complement each other.  
**Culture** of sport should be development where it is fun to move, sweat and get dirty.  
**Tolerance** and knowledge of other cultures, religion and believes to be taught and all play together.   
**Safety** concerns and policies should be taken for child protection  
**Life skills** such as health and respect should be taught.



**YOUTH: Development**

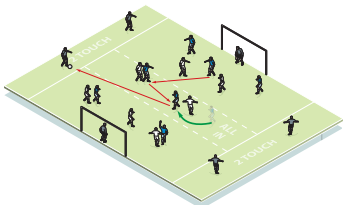
*The youth age is an important transition to the elite level: it is important not to rush development.  
90% of the world eventual top players were NOT successful at the youth age*

**Train to Train (12-15)**

**Main Objective: Build the engine and consolidation of skills.**

Adolescents go through an important growth stage at this age: puberty. They experience an internal conflict between loss of childhood and an aspiration to join the world of adults. It is often difficult for coach, in particularly because early of late development causes additional problems for some players. At the same time, it is an important foundation for development of their personalities, which mean they need plenty of help and support from the coaches and society at large.

**Youth: Physical Considerations**



* **Skills:** consolidation of basic skills into game situations and tactics
* **Tactics:** Introduction of basic elements
* **Positional Awareness:** introduction and consolidation of skills and tactics of all positions.
* **Small-Side Games-** up to 11 V11
* **Physical Development:** Introduce basic functional training through aerobic capacity and body weight strength.

**Players also go through both growth and psychological changes with puberty:**

|  |
| --- |
| **Body Structure:** Height, stature, and limb length could changing meaning that they may now be better at different sport or position than they were previously. Players should train all aspects of the game before puberty to account for such changes and should be re-evaluated after puberty. |
| **Coordination:** Some players’ structure change so rapidly that they may need to relearn skills that they once had masters because they are no longer used to moving with a longer set of limbs. Coaches must be patient during this time |
| **Personality:** Players response to coaching, and interest in sport may change |

**For these reasons, talent ID should be delayed until AFTER the growth spurt** (see next section)

**Youth: Psycho-Social Teaching Considerations**

**Youth: Competition Considerations**

|  |  |
| --- | --- |
| **Mental Skills** | Establish a pre-competitive routine for mental prep and introduce goal setting, imagery, self-talk, the ability to cope with results and long term training objectives. |
| **Team Work** | Encourage team work and team bonding on and off the field to avoid peer pressure and bullying. Teach respect for genders |
| **Discovery** | Encourage trying new things – they may be nervous to try new things than children |
| **Responsibility** | Give players more responsibility both on and off field. Start treating players more like partners in a collaborative coaching environment |
| **Individuality** | Treat everyone in the same way while providing individual encouragement and recognizing individual development rate |
| **Tolerance** | Be tolerant of mood swings, outside distractions, influence of peers, or rebelling. Watch for changing behaviour and growth (be more sensitive |
| **Balance** | Adolescents may be focusing on academics, have new interests and may be pressured by their peers to try new activities. Rather than denying them this oppourtunity, let them try other activities giving them days off and encouraging a balanced lifestyle but encourage commitment to the sport.  This is the highest drop-out rate, particularly for girls. Provide them with a role model, so that it is “cool” to be in sport. |
| **Life skills** | Act as an role model and advise on life skills (i.e., avoid drinking, drugs, smoking etc.,) |

**Competition** Introduction to competition with a focus on LEARNING.   
Winning is not important at this stage; **before a child can win, they must be given a chance to learn and develop.** Pressure to achieve quick results will rush development, forcing athletes to develop few specialized skills that allow them to win early but limited **hollistic develop that will help them win later: when it counts.**   
A balance of training to competition is needed: **60% Training : 40% Competition**

|  |  |
| --- | --- |
| **Too much competition**  May limit the full potential development of FUNdamental skills and force players to try skills that they are not proficient in under pressure. This may result in low self-esteem and confidence. | **Too much training** Competition is necessary to learn how to apply mental and physical skills and tactics against opponents and in pressured situations. However, this competition should have a LEARNING focus rather than win at all cost. |



**JUNIOR: Competition**

*Experience at the high performance level is needed before winning at all cost.*

**Train to Compete (16 – 19)**

**Main Objective: Fine tune the engine, advance tactics and skills and exposure to high performance competition.**

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**Junior : Physical Considerations**

* **Skills and tactics:** consolidation of ADVANCED skills and tactics under pressure of time, space, and opponent.
* **Tactics:** decision making, game appreciation, analysis, competitive proficiency
* **Positional Awareness:** specialized positions
* **Physical Development:** Optimize all physical fitness components

**Caution transferring to big clubs** too early because they may not get as much playing time and attention if still a developing athlete

**Junior: Pyscho-Social Considerations**

|  |  |
| --- | --- |
| **Mental Skills** | Optimizing mental preparation, self-talk and imagery |
| **Mental Strength** | Increasing mental maturity and self-awareness and criticism. Work on emotional stability in pressure, player responsibility, discipline, & goal setting |
| **Independence** | Encourage independenceand responsibility over their own athlete life and let them be part of structuring their training program. Train them to assess themselves and keep performance records/journals while giving feedback. |
| **Team Work** | Encourage team work and team bonding on and off the field to avoid peer pressure and bullying. Teach respect for genders |
| **Balance** | Allow for balance of school, social and career development activities while assisting with sponsorships for tertiary education. |
| **Life skills** | Act as an role model and advise on life skills (i.e., avoid drinking, drugs, smoking etc.,) |

**on**

**Junior: Competition**

**Exposure** and experience in high level competition. Note that this competition is not a win at all  
 cost but to gain experience so that they are ready to go for excellence in the next level (senior).

**International Competition:** Athletes as this level participate in international competitions African Youth and Junior Championships, World Youth and Junior Championships for experience for the senior level.

**Variety:** Learn to play in a variety of setting and how to adapt to changing demands.’

The ratio of training to competition should progress to 40: 60.

**Talent Identification**

Talent Identification for national teams should be **delayed until after puberty** (i.e., sr. secondary school) to truly identify talent as it may be difficult before the athlete’s body, and thus talent, will change soon as well.

Talent should be identified based on **potential talent**

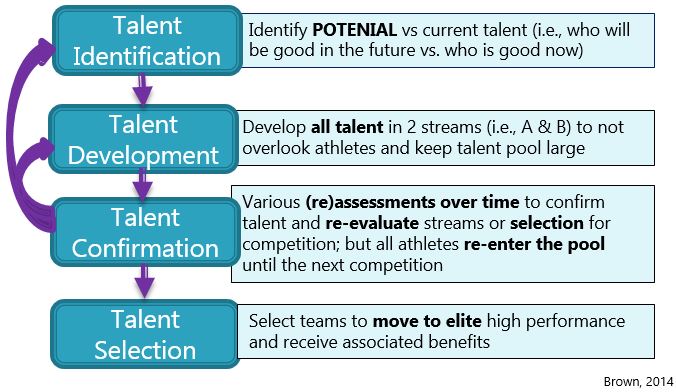
**Potential Talent**who will be good later

**Current Talent**who is good now

**VS**

For instance, the athletes on the right are all the same age. Though the athletes on the right may be slower now because of his size, he may be faster once he passes his growth spurt. He shows potential talent because he displays correct technique but lacks strength, so that once he grows his power may be used in a correct way.

Other identifiers include mental and cognitive aspects as the ability and willingness to learn new skills, the motivation to train, and the ability to perform under pressure (see Appendix D for more).



**Talent should be   
re-assessed   
overtime in a process rather than a one-time trial.**



**Senior: Excellence**

*Success at the elite level requires the integration of skills and services*

**Train to Win (19+)**

**Main Objective: Maximize performance, engine and tactics**This is the final stage of the athlete’s competitive career. They have learned their basics (grassroots), consolidated their skills (youth)) and advanced those skills at youth elite. It is now time to fine-tune their skills and optimize their fitness and mental toughness to aim for excellence at the elite level.

**Elite: Physical Considerations**

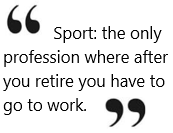
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* **Skills and Tactics:** maximize and fine-tune position specific skills and tactics
* **Physical Development:** Maximize fitness through high intensity, individualized, specialized training with appropriate rest
* **Games:** Adapt to changing environment
* **Competition:** aiming for excellence at the elite level.

**Elite: Psycho-Social Considerations**

|  |  |
| --- | --- |
| **Mental Skills** | Optimize mental preparation, self-talk and imagery, focusing |
| **Independence** | Encourage independenceand responsibility over their own athlete life and let them be part of structuring their training program. Train them to assess themselves and keep performance records/journals while giving feedback. |
| **Support Services** | **Provide** **integrated support servies** both at home, during training, and away on comptition.(i.e., physiotherapy, nutrition, psychology, career planning etc.,) |
| **Balance** | Allow for balance of football, school, career and family planning |
| **Life skills** | Advise on time, meda, and agent management, public speaking skills, and anti-doping education |

**Athlete Retirement**

The next step in the cycle after elite excellence is **athlete retirement.** Athlete retirement can be one of the **hardest transition stages** in the development cycle. If an athlete identifies with being only an athlete and has no other skills to transition from sport, it can be difficult to continue with a career.

Athletes should be provided time and assistance for **financial planning** and **professional development** to prepare for **retirement transition** while noting that appropriate **time away from training** may **also benefit performance** by keeping the athlete fresh and avoiding mental burnout.



**Football 4** **Life**

*The key to long term retention in sport is not only about whether the person developed the skills to play but weather they had a fun, positive, and safe experience in sport.*

**Football 4 Life (any age)**

**Main Objective: Maximize participation for all interest and abilities and keep player  
in the sport post retirement.**

While the nation aims to send athletes to the World Cup, only 1% of the population will make the podium. Therefore we need to cater to the other 99%:

**Streams**

* **Recreation:** participation for fun, social or health
* **Personal Excellence:** deliberate practice to improve and achieve personal success
* **Non-athletics:** coaching, administrating, officiating, supporting (fans), medicals

**Beginner Adult:**  Grassroots practices for beginner adults who wish to learn the game are also need: Community Football**.  
  
Women Football:** Oppourtunites to entice more women to participate are needed. This could be women’s only leagues or practices as well as providing coaching, administrative, officiating, and medicine courses for women to empower their involvement in football

**Oppourtunties for Football 4 Life can come in the formof structured, tier leagues, with both recreatinoal (social) games, and also higher development games.**

**Players With Disability:** All persons have the right to play. Players With Disabilities do not always need separate practices – they can train with abled-players if the environment is welcoming, positive, and inclusive. While some trainings would need modifications, these modificatinos will also be beneficial to abled bodied athletes i.e., increases the difficulty of a drill if one leg, one arm, blind folded, etc.



**Collaboration: On Ground**

*Long term participation and success depends on everyone.*

**Coaches**

**Parents**

**Teachers**

 **Parent – The Supporter**

* **Support:** Moral, Emotional, Financial
* **Encouragement:** make kids fall in love with football
* **Fun:** focus on personal improvement over results
* **Healthy Eating**: for growth and development
* **Balance**:education and sports (sports help education)
* **Teach**: good habits, discipline, responsibility
* **Role Model**: teach sport as a healthy lifestyle

**Teacher – The Guide**Children spend most of their time at schools**.**They play an important role in child development

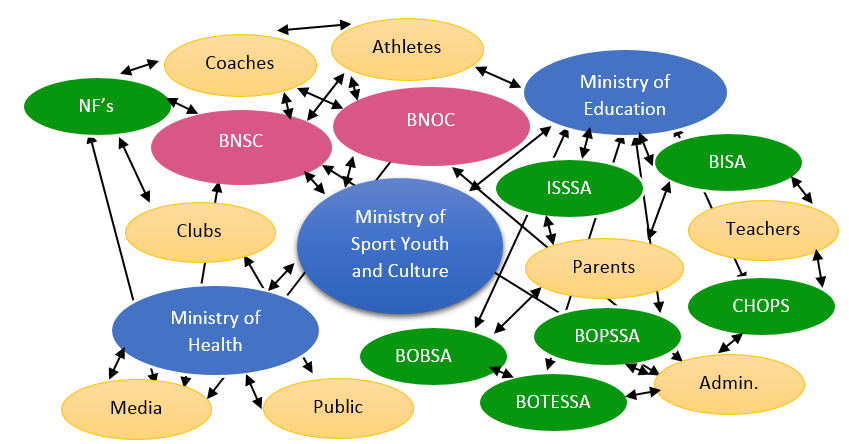
* **Training:** Train teachers on
  + Basic and advanced coaching
  + Age appropriate training
  + Age appropriate competition
  + Team Selection and Talent Identification
  + Train teachers on diet and nutrition

**Coach – The Specialist**

* **Training:** Attend courses of player development
* **Knowledge of:**
  + Coaching different levels of players
  + Talent identification
  + Age-appropriate competition
  + Holistic development
  + Support services: i.e., nutrition, rehabilitation, psychology etc.,
* 

**COLLABORATION: On 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).



**THE BLTAD  
 A collaboration   
 among all   
 Batswana to foster   
 an active and   
 competitive   
 nation**

For instance, 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.

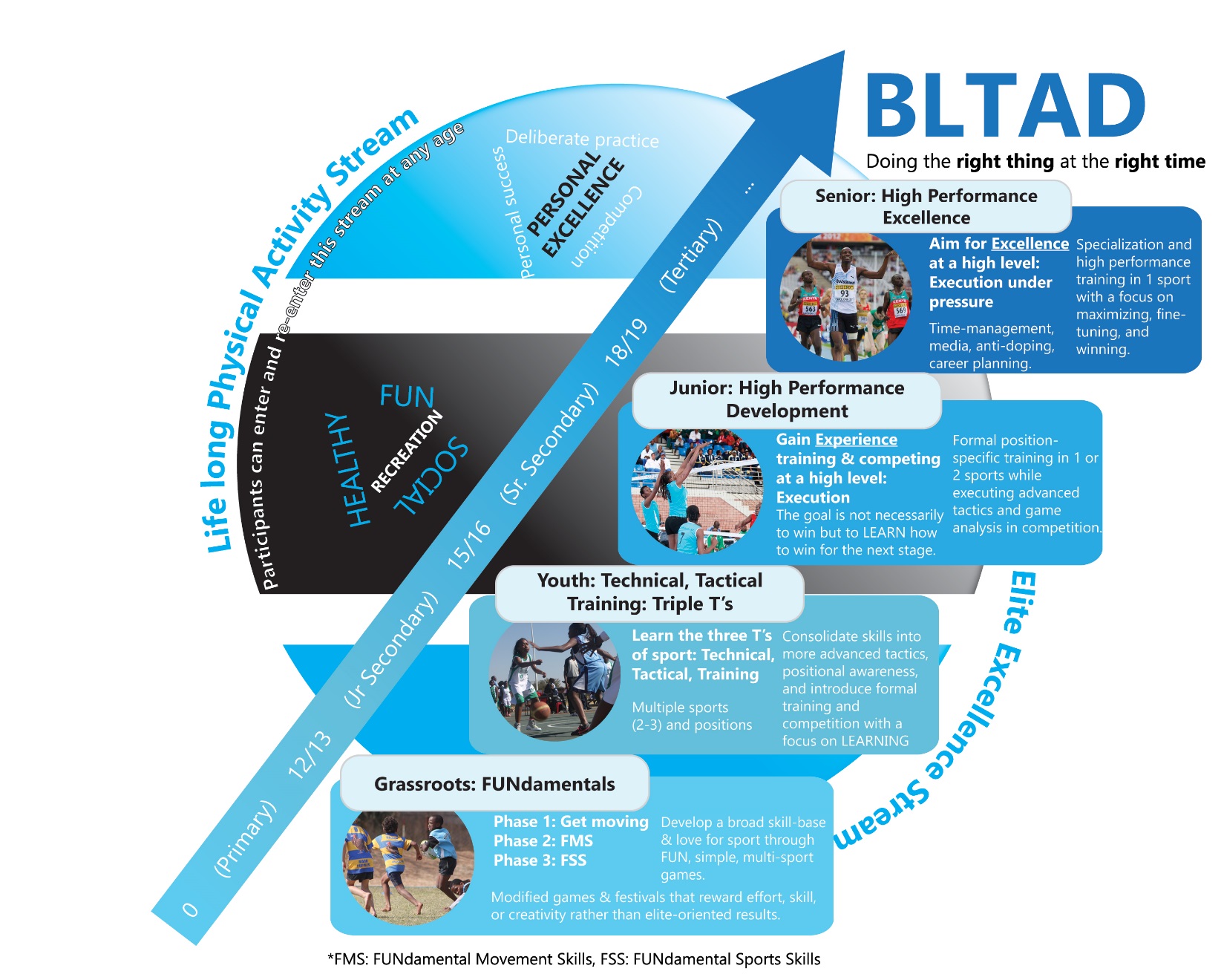
While it is fine to recognize and reward results at the elite level where this is the objective, coaches at the grassroots and development level should be recognized based on the objectives they are meant to achieve: development. In other we need to send a consistent messages to coaches by doing our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

**Appendix A**

**Botswana Long Term Athlete Development Model**

**Figure 1:**

**APPENDIX B  
Botswana Football Long Term Athlete Development Competency Matrix**

The following charts offer suggestion of teaching progressions of various football skills. Some skills can also be included at the higher stage – this a suggestion of when to start and focus on the skills.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MOTOR SKILLS**  **FUNdamental Movement Skills (FMS)** | **Active start** | **FUNdamentals** | **Golden Learning** | **Building the engine** | **Advacned** |
|  | **3-5** | **6-8** | **9-11** | **12-15** | **15-18** |
| Coordination of arms and legs |  |  |  |  |  |
| Run with starts and stops |  |  |  |  |  |
| Run & Change Direction |  |  |  |  |  |
| Acceleration |  |  |  |  |  |
| Explosive first step |  |  |  |  |  |
| Running technique |  |  |  |  |  |
| Gallop |  |  |  |  |  |
| Skip |  |  |  |  |  |
| Back Peddling |  |  |  |  |  |
| Quick feet and cross-overs |  |  |  |  |  |
| Lateral movements (i.e., side steps) |  |  |  |  |  |
| Ready position |  |  |  |  |  |
| Arching |  |  |  |  |  |
| Rolling |  |  |  |  |  |
| Jumps for distance |  |  |  |  |  |
| Jumps for height |  |  |  |  |  |
| Lateral jump |  |  |  |  |  |
| Two foot hops |  |  |  |  |  |
| One foot hops |  |  |  |  |  |
| Jump and make shapes in the air |  |  |  |  |  |
| Jump stride and bound patterns |  |  |  |  |  |
| **BALANCE** |  |  |  |  |  |
| Balance on a line |  |  |  |  |  |
| Balance on 1 foot (weak and strong) |  |  |  |  |  |
| Balance on an unstable surface |  |  |  |  |  |
| **THROW** |  |  |  |  |  |
| 2 handed over head |  |  |  |  |  |
| Throw 1 hand (weak and strong) |  |  |  |  |  |
| 1 handed over hand |  |  |  |  |  |
| 1 handed underhand |  |  |  |  |  |
| 1 handed side |  |  |  |  |  |
| Catching |  |  |  |  |  |
| **KICKING (see technique)** |  |  |  |  |  |

**Table 4: Technical Skills (FUNdamental Football Skills)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TECHNIQUE Football Skills** | **Active start** | **FUNdamentals** | **Golden Learning** | **Building the engine** | **Advacned** |
|  | **3-5** | **6-8** | **9-11** | **12-15** | **15-18** |
| Juggling |  |  |  |  |  |
| Dribbling walking |  |  |  |  |  |
| Dribbling running |  |  |  |  |  |
| Dribbling unopposed |  |  |  |  |  |
| Dribbling with an obstacle |  |  |  |  |  |
| Dribbling opposed |  |  |  |  |  |
| Running with the ball |  |  |  |  |  |
| Basic Turns |  |  |  |  |  |
| Advanced Turns |  |  |  |  |  |
| Feints and Dribble |  |  |  |  |  |
| Beating an opponent |  |  |  |  |  |
| Escaping an opponent |  |  |  |  |  |
| Inside foot on ground |  | <20yrd | <20 |  |  |
| Instep on ground |  |  |  |  |  |
| Long pass |  |  |  |  |  |
| Chip/lofted pass |  |  |  |  |  |
| Swerve (inside foot) |  |  |  |  |  |
| Swerve (outside foot) |  |  |  |  |  |
| Crossing |  |  |  |  |  |
| Varying distances |  |  |  |  |  |
| Control with foot |  |  |  |  |  |
| Control with thigh |  |  |  |  |  |
| Control with chest |  |  |  |  |  |
| Control with head |  |  |  |  |  |
| Stationary, moving |  |  |  |  |  |
| Unopposed, opposed |  |  |  |  |  |
| Varying distance |  |  |  |  |  |
| **SHOOTING** |  |  |  |  |  |
| Instep |  |  |  |  |  |
| On Ground |  |  |  |  |  |
| In air |  |  |  |  |  |
| Half Volley |  |  |  |  |  |
| Volley |  |  |  |  |  |
| Quick |  |  |  |  |  |
| 1v1 with goal keeper |  |  |  |  |  |
| Varying distances |  |  |  |  |  |
| **HEADING** |  |  |  |  |  |
| Basic technique |  |  |  |  |  |
| Defensive heading |  |  |  |  |  |
| Offensive heading |  |  |  |  |  |
| **GOAL KEEPING** |  |  |  |  |  |
| Basic catching |  |  |  |  |  |
| Positioning |  |  |  |  |  |
| Diving |  |  |  |  |  |
| Distribution |  |  |  |  |  |
| Advanced techniques: i.e., crosses, punching, |  |  |  |  |  |
| Communication |  |  |  |  |  |
| Reading the play |  |  |  |  |  |

**Table 5: Tactical Skills**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **TACTICAL SKILLS** | **Active start** | **FUNdamentals** | **Golden Learning** | **Building the engine** | **Advacned** |
|  | **3-5** | **6-8** | **9-11** | **12-15** | **15-18** |
| Throw-ins |  |  |  |  |  |
| Penalty kicks |  |  |  |  |  |
| Corner kicks |  |  |  |  |  |
| Goal Kicks |  |  |  |  |  |
| Free Kicks |  |  |  |  |  |
| Attacking as an individual (1 v 1) |  |  |  |  |  |
| Attaching in pairs (2 v 1, 2 v 2) |  |  |  |  |  |
| Attacking in small groups (3’s & 4’s) |  |  |  |  |  |
| Attacking as a unity and team |  |  |  |  |  |
| Support with the ball |  |  |  |  |  |
| Support without the ball |  |  |  |  |  |
| Attacking set plays |  |  |  |  |  |
| Crossing balls in the penalty box |  |  |  |  |  |
| Attaching from wide positions |  |  |  |  |  |
| Transition and counter attacks |  |  |  |  |  |
| Finishing |  |  |  |  |  |
| Communication |  |  |  |  |  |
| Positional play |  |  |  |  |  |
| Defending as an individual (1 v 1) |  |  |  |  |  |
| Defending in pairs (2 v 1, 2 v 2) |  |  |  |  |  |
| Defending in small groups (3’s, 4’s) |  |  |  |  |  |
| Defending as a unit & team |  |  |  |  |  |
| Covering |  |  |  |  |  |
| Applying pressure |  |  |  |  |  |
| Supporting |  |  |  |  |  |
| Recovery |  |  |  |  |  |
| Communication |  |  |  |  |  |
| Transition from defence to attack |  |  |  |  |  |
| Defensive set plays |  |  |  |  |  |
| Positional plays |  |  |  |  |  |
| Balance/ depth in defence |  |  |  |  |  |
| **GAME RULES** |  |  |  |  |  |
| Individual & Team behaviour |  |  |  |  |  |
| Field & Equipment |  |  |  |  |  |
| Restarts |  |  |  |  |  |
| Fair & Foul Play |  |  |  |  |  |
| Basic Rules |  |  |  |  |  |
| Free kicks – offside, direct, indirect |  |  |  |  |  |
| Misc. rules – advantage, hand ball, etc. |  |  |  |  |  |

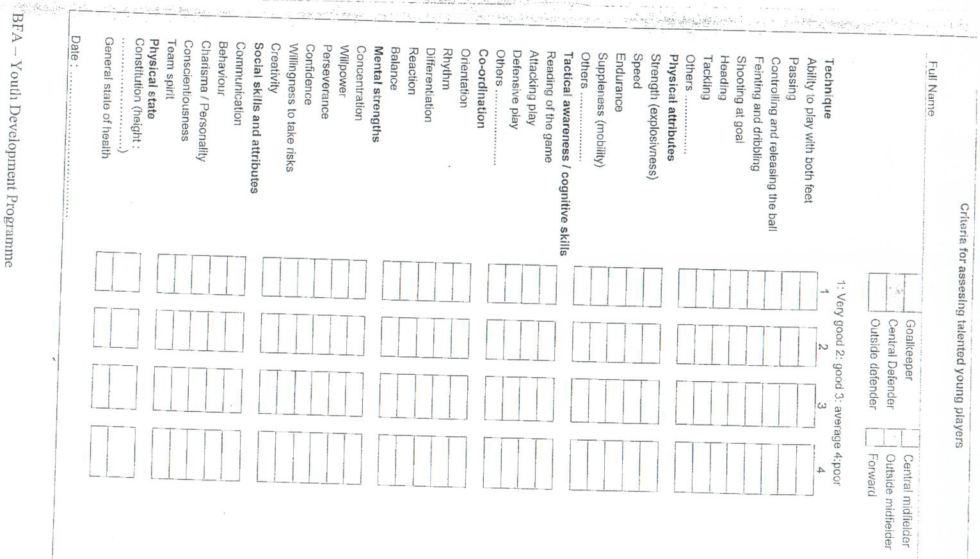
**Table 6: Physical Conditioning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PHYSICAL CONDITIONING** | **Active start** | **FUNdamentals** | **Golden Learning** | **Building the engine** | **Advacned** |
|  | **3-5** | **6-8** | **9-11** | **12-15** | **15-18** |
| Dynamic Warm-up |  |  | Games | Formal |  |
| Flexibility |  |  |  |  |  |
| Short speed |  |  |  |  |  |
| Anaerobic stamina (long speed) |  |  |  |  |  |
| Aerobic Stamina |  |  |  |  |  |
| Body weight strength |  |  |  |  |  |
| Core strength |  |  |  |  |  |
| Plyometric |  |  |  |  |  |
| Weight training |  |  |  |  |  |

**Table 7: Mental and Cognitive Conditioning**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MENTAL and COGNITIVE CONDITIONING** | **Active start** | **FUNdamentals** | **Golden Learning** | **Building the engine** | **Advacned** |
|  | **3-5** | **6-8** | **9-11** | **12-15** | **15-18** |
| Confidence |  |  |  |  |  |
| Concentration (focus, visualization, self-talk) |  |  |  |  |  |
| Commitment |  |  |  |  |  |
| Composure |  |  |  |  |  |
| Creativity (free-play, decision making, play awareness) |  |  |  |  |  |

**APPENDIX C  
Figure 2: BFA’s Criteria For Player Assessment**



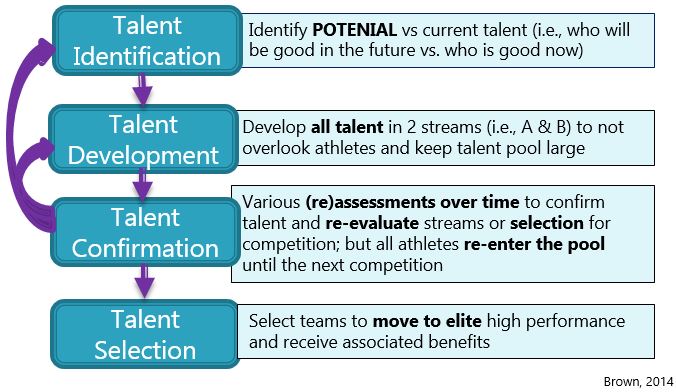
**Appendix E**

**APPENDIX D**

**Talent Identification**

**Table 8: Potential Talent**

|  |  |  |
| --- | --- | --- |
| **Potential Talent** | | |
| **Ability to learn a new skills** | **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 (growth vs win)** | **Environmental/social factors** |
| **Tactical Awareness** | **Attitude** | **Self-management** |
| **Spatial Awareness** | **Sportsmanship** | **Self awareness** |
| **Effort** | **Responsibility** | **Enjoyment (intrinsic motivation)** |

**Figure 3: Talent Identification Model**