**B**otswana   
**L**ong   
**T**erm   
**A**thlete   
**D**evelopmentnt

**ATHLETICS**

**Relay to Success**

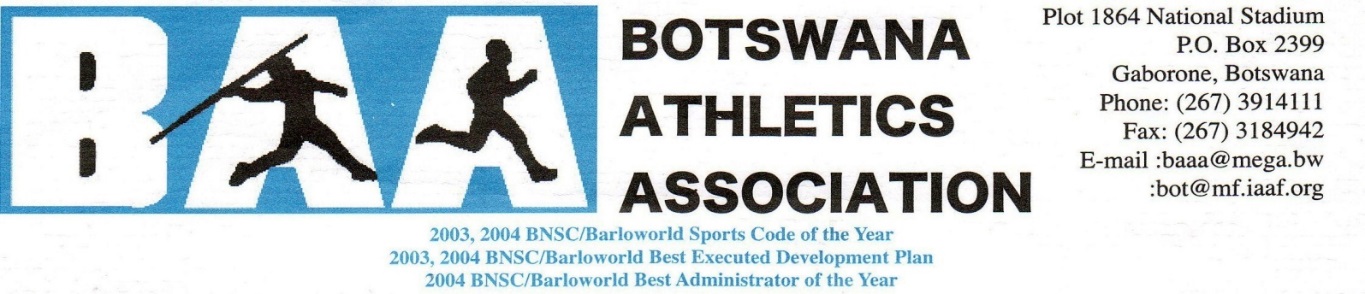
A framework to guide Athletics in Botswana  
towards lifelong participation and excellence   
for all levels: from grassroots to podium and beyond.

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**Building Tomorrow Starts Today**

**Date:2016**



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**Key Terms**

**BAA** – Botswana Athletics Association  
**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  
**IAAF –** International Association of Athletics Association

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**Key Stakeholders**





**B**otwana **L**ong **T**erm **A**thlete **D**evelopment

**ATHLETICS - RELAY TO SUCCESS**

**Preface**

The BAA has enjoyed recent success on the international scene with Olympic 800m Silver medallist, Nijel Amos, and African 400m Record holder, Isaac Makwala, Olympic Youth 200m Silver Medalist Babolki Thebe and 400m Silver Medalist, Karabo Sibanda to name a few.

****While there are some upcoming stars amongst our youth athletes, the question remains as to what will happen if these few drop out? Will there be a pool of athletes behind them to carry over?

It is for this reason that in 2015, Botswana Athletics Association (BAA) embarked on reviewing its way forward as an Association following the review of BNOC’s Botswana Long Term Athlete Development (BLTAD).

**THE BLTAD.**

The BLTAD is a framework adopted from the Canadian Sport For Life (CS4L’s) world leading LTAD. It is not a program, but a national strategic framework to guide programs based on scientific and psycho-social principles of growth and development for conducting training programs and competitions for all ages towards long term athletic participation and/or excellence in sport (See Appendix A)

Drawing from the principles of BLTAD, Botswana Athletics’ Association - being the National Governing Body for athletics - reviewed its structured and identified challenges and ways forward through the assistance of a BLTAD consultant from Canada. Several stakeholders were approached including coaches, athletes, and schools. Recommendations were made in the fields of ***Training Programs, Competition Structures, School Sports, Team Selection, Coach Education, Funding and Policies, and Athlete Support.***

**Action Plan.**

**The average age of an Olympic Medallist is 25-30 years?**

Yet we often focus winning long before this at junior (U19) or even youth (U17)!

However, studies show that **less than 5%** of athletes who medal at the U19 world juniors go on to medal at the Olympics. ***Why??***

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

**Therefore we must not ignore slow developers and we must carefully foster early talented.(Appendix B)**

***DID YOU KNOW?***

Following this review, an action plan was constructed from the BAA as well as a stage by stage framework, entitled the **Relay For Success**, which will guide Botswana towards remaining Botswana’s number 1 sporting code that places the country on the world map. However, we must note that,

**A Change in Results Requires a Change in Process.** In implementing this new strategy, changes will inevitably occur. However, if we wish to have different results we need a different process. ***“Insanity is expecting change by doing the same thing”***

**Excellence Takes Time.**  Research has shown that it takes approximately 10 years to reach the podium. If we are to start in 2016 we will not see results until 2028. Moreover, according to the results from past Olympic, the average age of an Olympic Athletics winner is 28. Given that the complete LTAD begins at around age 8, that full results would not be recognized for 20 years: 2036.

Though the results take long, they would be of better quality than fast tracking results. **Therefore we must be patient if we are to produce long-term sustainable results.**

**Implementation involves the collaboration of all stakeholders.** Guided by this framework, the three associated governing bodies, BAA, BNSC, and the BNOC cordially commit to adhering to the action plan with the goal of fostering   
***More Olympians more often, by system rather than by   
 chance, and running participation life.***

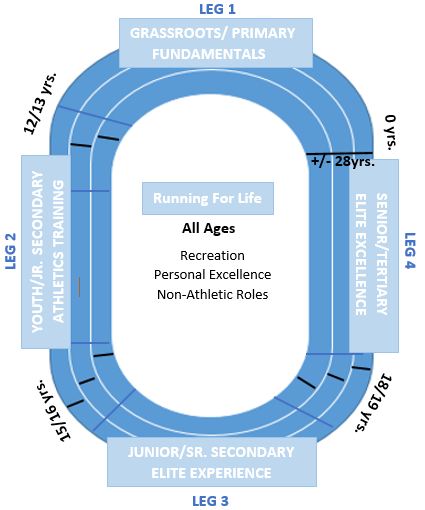
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 **Mr. Moses Bantsi Mr. Solly Reikeletseng Mr Negroes Kgosietsile  
 President, BAA Chairman, BNSC President, BNOC**



**BLTAD**

**RELAY TO SUCCESS**

**ATHLETICS**

  
The Athletics BLTAD provides age-appropriate guidelines for training and comeptitions for every age group to guide athletes towards long term participation and/or success from grassroots to poidum and beyond via the Relay to Success.

**LEG 1:   
GRASSROOTS/ PRIMARY**

**8-12:** Multi-sport games that focus on   
 FUNdamental Movement & Sport Skills

**LEG 2:   
YOUTH/JR. SECONDARY**

**12-15:** Athletics specific training, but  
multiple disciplines within athletics.

**LEG 3:   
JUNIOR/SR. SECONDARY**

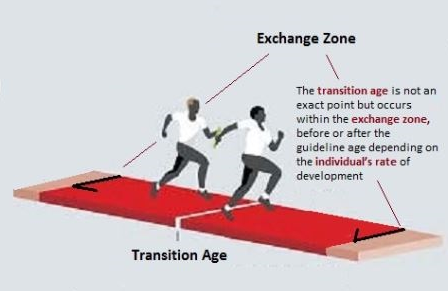
**16-18:** Formalized training andcompetition   
 in a few events with a focus on experience

**LEG 4:   
SENIOR/TERTIARY**

**18/19+**  High Performance specialized training  
 and comeptition with a aim of winning.



**Each Leg is Essential to the Relay.**Getting the baton around the track involves all four legs. Coaches and administrators in every age group contribute to the success at the end. We need to **work together** at all levels to achieve results at the finish line



**Early Results do not predict the end result.**Athletes develop at different rates. Those who win early in their years, or race, are not always the ones who finish first at the finish line, where it counts.  
  
Slower developers may make up the gaps in a later leg. We cannot over look these athletes.



**BLTAD: Building Tomorrow Starts Today**



**GRASSROOTS: KIDS ATHLETICS**

C

**Objective:** Develop overall FUNdamental Movement Skills (FSS) in an unstructured   
 environment while developing a love for athletics and sport.

**Ages: 6 - 10  
School: Lower Primary**

**Objective:** Development overall FUNdamental Sport Skills (FSS) through   
 multi-sport games in more structured environment

**Ages: 10 – 12/13  
School: Upper Primary**

This is the first leg of the relay to success and is a **critical component to future results**. The goal is not necessarily to win, but to **build a base** for future athletics success through FUNdamental Movement and Sport Skills in all sports, and all events. 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.

**OVERVIEW**

**Types of Training:** Short, Simple, Fun Games

**Skills to Train:** FUNdamental Movement, Athletics, and Multi-sport Skils, Rules

**Types of Competition:** Modified events focusing on Skill Development

**Number of Sports:** 3-4

**Duration of Training:** 30 – 60 min

**Frequency per Week:** 2-3 sessions

**Frequency of Other Sports per Week:** 2-3 sessions

**Duration Per Year:** At this age, athletics generally happens through school systems in Term 1 for government schools and Term 2 for non-government schools. Ideally, athletics should take place for at least two term’s of the year.

**Key Stakeholders/Programs:** BOPSSA, CHOPS, CHIPS, Pre-schools, Re Ha Ba Bona Ha, Kids Athletics



***The IAAF’s Kids Athletics is the Ideal*** *system to be used for children under the age of 12. It is based on games using modified equipment and rules and focuses on the development of all movement skills through mixed gendered team competitions.*

* **FUNdamental Movement Skills (FMS)** At ages 6-10, athletes should learn the ABC’s of FUNdamental Movement Skills: Agility, Balance, and Coordination (See Table 1, Appendix C)

**This is the golden age of learning.** A childs brain is developping rapidly and are able to learn motor skills, coordination, agility and speed.

However, their **physical development** **is slow** and they do not have the capacity to develop long speed, endurance, or strength and conditioning.Therefore the focus of this stage should be the following:

**PHYSICAL**

**GRASSROOTS TRAINING CONSIDERATIONS**

* **FUNdamental Athletic Skills (FAS)** At ages 10-12, rather than focusing on athletics specific events (i.e., 100m, Long Jump, Shot Put), athletes should be learning the FUNdamental Sport Skills of Running, Jumping, Throwing and Wheeling (See Table 2, Appendix C) through fun games.
* **FUNdamental Sport Skills (FSS)** Athletes should also learn FSS of multiple sports. This can be incorporated in athletics training (i.e., football for warm-up or a cross-training day). Or allow them time to participate in other sports by limiting athletics to 3-4 times a week and do other sports the other days. See Table 3, Appendix C for transferable.
* **Fitness:** Flexibility and Short Speed. Deliberate strength and conditioning is not needed at this age. This can be done as a by-product of the games and activies. I.e., jumping and sprinting is a form of body-weught strength & power training at this age.

**TEACHING & PSYCHO-SOCIAL CONSIDERATIONS**

|  |  |
| --- | --- |
| **Kids are Sensitive** | Build self-confidence through **positive encouragement and feedback.**  **Structure activities for success:** i.e., multiple winners, focus on small goals, and provide activites not too far out of the athletes abilities |
| **Kids are Restless** | **Limit explanations** and maximize participation: **K**eep **I**t **S**imple **S**illy (KISS).  Keep kids interest by playing **fun games** rather than formalized training. |
| **Kids are Imaginative** | Let them **explore movements** and **invent games/rules** through both structured  (guided) and unstructured (unguided or free play) enviornaments.  Even let them **create** their own modified equipment (i.e., kids athletics). |
| **Diversity and Inclusiveness are Key** | Kids need to learn a **range of movements** over a **variety of terrains** in a multiple sports in **both structured and unstructed** environments. Play should also be **inclusive** to children of all abilities and backgrounds through **mass participation.** |
| **Parents Play a Role** | Kids are dependent on their parents. Parents may push their to achieve early results unaware of the stageobjective or long term goals. They should be informed perhaps via a beginning or term or season meeting. |

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.**

**Development appropriate:**

* Shorter distances,
* Lighter implements
* Lower hurdles
* Modified implements   
  (softball throw vs javelin)
* Modified rules
* Enter in multiple events (a run, jump, and throw)
* Mass Participation  
   (VS Elimination)
* Games (i.e., Kids Athletics)

**GRASSROOTS COMPETITION**

***“Sacrifice the primary medal for an  
 Olympic medal”***

Note: Competition is OK; it’s definition should just be developpmentally appropriate by modifying events.

**Team Selection:**

Teams are generally selected at the beginning of the season without giving them a chance to develop. Like a test, students should be given time to learn, or develop, before writing an exam, or put on trial/competition. Moreover, athletes grow and learn at different rates and some athletes are better simply because they grew faster than others. (De)selecting too early may turn away potentially talented athletes.

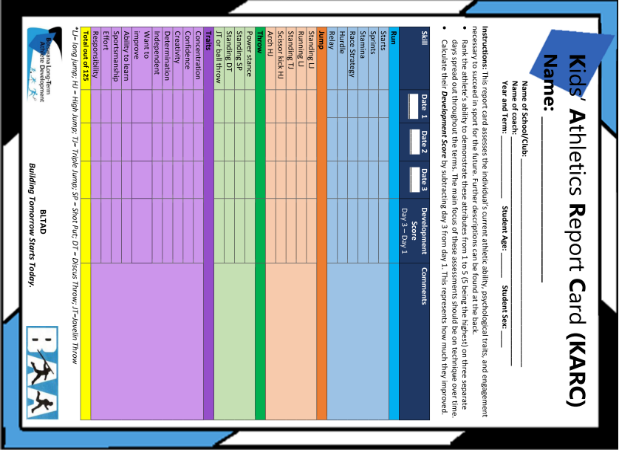
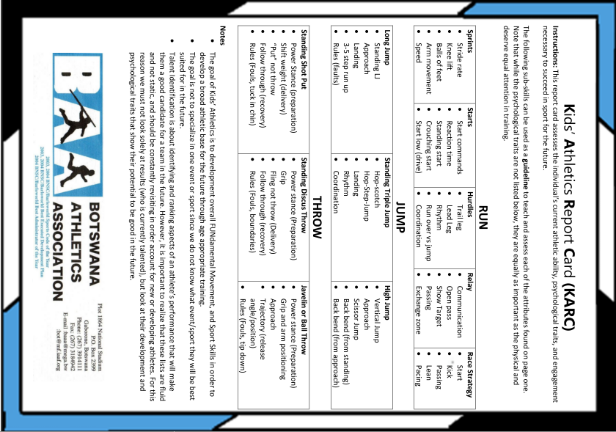
* Avoid Team Selection and focus on mass particiation
* Select Tiered teasm (A,B,C)
* Delay Team Selection until the last oppourtunity before competion
* Re-asses selection over time

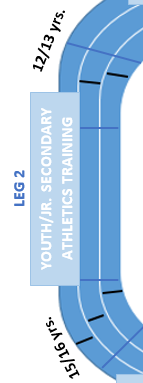
**‘Coach Recogntion:**

Coaches should be recognized for their development efforts. Recognizing, awarding, or funding grassroots coaches based on the results they achieve will send in-consistent message to promote development while awarded for reuslts

**Kids Athletic Report Cards (KARC):**

To help guide the coach to develop FUNdamental Athletics Skills and provides another form of progress   
to paresnts besides only reults.   
See Appendix D





**Sub-Youth: Athletics Training**

**Ages: 13 - 15  
School: Jr. Secondary**

**Objective:** Intro to athletics specific training while   
 in multiple events and sports

This is the second leg of the relay to success and is **introductory stage to athletics training.** Athletes have learned their FUNdamentals and participated in modified competition for fun. They are now ready to start athletics training and competition. Howevr, it should be noted that this is not ELITE training or competition but an *INTRO* to training and competition. Advancing into elite oriented competition too soon may cause injuries and burnout. Progressive transition is needed for sustainable long-term results.

**OVERVIEW**

**Types of Training:** Introduction to athletics training with formalized warm-up, training   
session, and cool down.

**Skills to Train:** Athletics specific skills in multiple event disciplines along with strength, endurance and long speed training, intro to mental skills.

**Types of Competition:** Introduction competition with a learning focus

**Number of Sports:** 2-3

**Duration of Training:** 60 – 90 min

**Frequency per Week:** 3-5 sessions

****Frequency of Other Sports per Week:** 2-3 sessions

**Duration Per Year:** At this age, athletics generally   
happens through school systems in Term 1 in both   
government and non-government schools. Ideally,   
athletics should take place throughout the year.

**Key Stakeholders:** BAA, BNSC, BISA, ISSSA

**YOUTH TRAINING CONSIDERATIONS**

**1) Overload**

**2) FITT (Frequency, intensity, type, time)**

**3) Progression**

**4) Specificity**

**5) Reversibility**

**6) Rest-Effort balance**

**7) Variety**

**7 PRINCIPLES OF TRAINING**

**PHYSICAL**

* **Introduction** to **formalized athletics training** incorporating training   
  sessinos of warm-up, main session and the 7 key factors of training
* **Introduction** to **deliberate physical fitness training** with a focus   
  on developping **long speed, power,** and **endurance** as well as   
  **body weight strength.**
* Rather than focusing on FAS such as running, jumping, throwing,   
  athletes are now training **event specific**: 100m, 800m, long jump,   
  shot put etc., while focuing on **2 or 3 events** from **multiple   
  disciplines** (i.e., run and field)
* **Multiple sports** are still encouraged to avoid burnout and for  
   transferable skills. **A minimum of 2-3** are recommended. These   
  sports could be **used as cross training** (i.e., football for tempo/   
  endurance days)

**PYSCHO-SOCIAL**

* **Introduction** to **mental skills** training such as imagery, self talk, goal setting, focusing
* **Health eating and recovery tactics** should emphasised whle cautioning disordered eating especially considering the peer-pressure directed towards looks for the female adolcent athlete. Athletes should understand that food is fuel for their body, not enemy. They should think of eating **food to fuel their body** to train rather than training to burn fuel to loose weight and eat: *eat to run or run to eat?’*

**CAUTION: This age has the highest rate of drop out.**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.

If not, they will think they are forced to go to athletics and that athletics is stopping them from trying other things so they may rebel against it and quit. Besides, having days off is recommended at this age as a refresher do they do not burnout or lose interest.



Like the grassroots winning is still not the main focus at this stage; **the focus of this stage is to learn from competition.** Competition should also have **modified events** to suit IAAF development measures with **shorter distances, lighter implements, and lower hurdles.**

**SUB-YOUTH COMPETITION**

Competition primarly takes place at government and private schools but rarely in the BAA copmetition even if though they are invited. School are encouraged to **affiliate with clubs** and take part in these competitions for year round training. The BAA are also working towards implementing a **Youth and Junior Nationals** so that the winners of the BISA and ISSSA nationals compete in a true country nationals.

**Team Selection and Talent ID**

**Team Selection:**

Similar to grassroots, athletes at this level are still developing and (de) selecting a team too early in the season or too young in age may overlook potential talent and limit the talent pool. This may be even more important at this level given that these athletes are undergoing puberty aka growth spurt and body changes, and with body changes come change in skill and talent.

* Select Tiered teams (A,B,C)
* Delay Team Selection until the last oppourtunity before competion

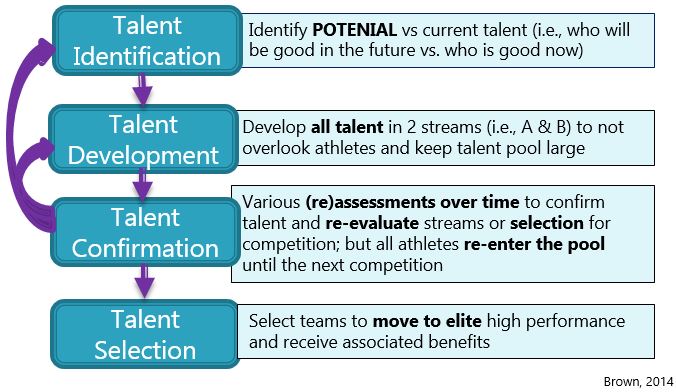
**Talent Identification**

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** (i.e., who will be good later) **vs current talent** (i.e., who is good now – resutls).

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 are things such 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 E for more).



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



**Youth:**

**Elite**

**Experience**

**Objective:** Building technique and fitness while specializing in   
 athletics and gaining high performance exposure.

**Ages: 16 - 17  
School: Sr. Secondary**

The athletes are now entering the last turn of the relay: leg 3. They have consolidated their skills and learned how to used them in competition in Leg 2. In leg 3, they will continue to progress those skills in more advanced training and try them in high performance setting. It should be noted that this competition is to gain exposure at the high performance setting so that they can cross the finish line strong in the final leg.

**OVERVIEW**

**Types of Training:** Formalized warm-up, training, session, and cool down.

**Skills to Train:** Athletics specific skills 1 or 2 disciplines along advancing fitness and mental skills.

**Types of Competition:** Competition experience at the high perforamcne level.

**Number of Sports:** 1-2

**Duration of Training:** 60 – 120 min

**Frequency per Week:** 4-6 sessions

**Frequency of Other Sports per Week:** 1-2 sessions

**Duration Per Year:** At this age, athletics generally   
happens through school systems in Term 1 in both   
government and non-government schools.Ideally,   
athletics should run year round.

**Key Stakeholders:** BISA, ISSSA, Clubs,  
 Schools of Excellence

**YOUTH TRAINING CONSIDERATIONS**

**PYSCHO-SOCIAL**

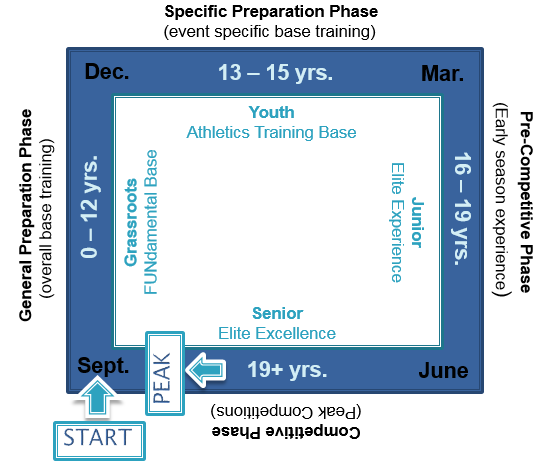
**PHYSICAL**

* **Formal periodized athletics training** incorporating training sessinos of warm-up, main session and the 7 key factors of training, with regular competition warm-up routines.
* **Physical fitness training** tailored to the needs of their sport.
* **Advanced event specific training** in 1 or 2 events and can participatin in **1 or 2 other sports as cross training.**
* **Advance pyschological skills** and **integrated support servies,** (i.e., physiotherapy, nutritionist, psycholoist, etc.,)
* Advance **mental skills** such as imagery, self talk, goal setting, focusing
* Foster **independce** through decision making, goal setting, self-awarenss and leadership
* Teach **time management skills** such as how to balance school, work and sport.
* **Health eating and recovery tactics** should emphasised whle cautioning disordered eating

**YOUTH COMPETITION**

**Execution vs. Execution Under Pressure**

Athletes are now ready to **begin regular competition** at higher performance level; however, the goal is not to win at all cost, but to learn how to win for the next stage.

Similar to an annual plan, the purpose of early-season (or –age) competitions is **not to win/peak** because **they may burn-out** before their peak competition at the end of the season (or at a later age). Rather the **goal** is to **gain experience** for the important competitions later in their season (or life) so that this is not their first time in competition: winning when it counts.

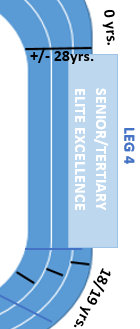
**Available Competition:**

* Government Schools
* Private Schools
* BAA Competitions
* Potential Youth Nationals
* COSSASA
* African Youth Championships
* World Youth Championships

**Remember: Only 5% of Youth World Medalists   
 become Olympic medalist.**

**Talent ID** should follow the process outlined in the youth section by identifying potential talent.

Figure **Life-long VS Yearly Plan: A Comparison.** Life-long plan is   
 on the inside, and yearly plan (example) on the outside.



**Junior/Senior: Elite Excellence**

**Objective:** Optimizing technique and fitness in a specific event while aiming for excellence at a high performance level.

**Ages: 18/19 +   
School: Tertiary**

This is the final leg of the athlete’s competitive career. They have learned their basics (leg 1), consolidated their skills (leg 2) and advanced those skills in leg 3. It is now time to fine-tune their skills and optimize their fitness and mental toughness to aim for excellence at the elite level.

**OVERVIEW**

**Types of Training:** Formalized warm-up, training, session, and cool down.

**Skills to Train:** Fine tuning athletics skills in a specialized discipline and optimizing fitness and mental toughness.

**Types of Competition:** Competition excellence at the elite level.

**Number of Sports:** 1 + recretional cross training

**Duration of Training:** 60 – 180 min

**Frequency per Week:** 5-6 days

**Frequency of Other Sports per Week:** 0-1 days

**Duration Per Year:** Athletes should train   
year-round with breaks at the end of transition   
phases (i.e., at the end of the 1st peak and 2nd)

**Key Stakeholders:** BAA, BOTESSA, BNOC

**Senior Training Considerations**

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**PHYSICAL**

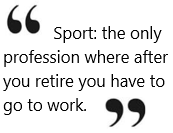
* **Advanced periodized athletics training** incorporating training sessinos of warm-up, main session and the 7 key factors of training, with regular competition warm-up routines.
* **Physical fitness training** tailored to the needs of their sport.
* **Advanced event specific training** in 1 or 2 events and can participatin in another recreational sport as cross training.

**Senior Competitions**

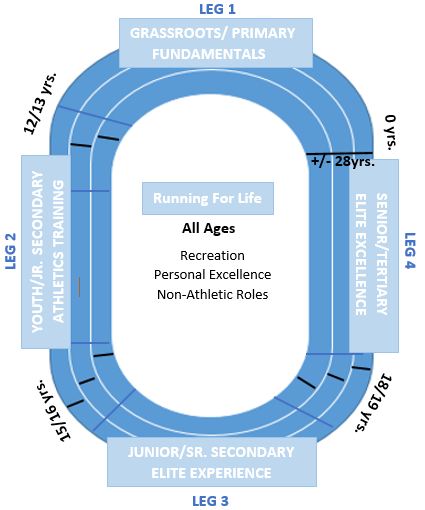
**PYSCHO-SOCIAL**

* BOTESSA,
* BoLesSwa
* FISU Games
* BAA Competitions
* African Senior Championships
* All African Games
* Dimaond Leagues
* IAAF World Relays
* IAAF World Challenges
* IAAF Inter-reional Challenge
* World Senior Championships
* Commonwealth Games
* Olympic Games
* **Advance pyschological skills** as imagery, self talk, goal setting, focusing
* **Provide** **integrated support servies** both at home, during training, and awy on comptition.(i.e., physiotherapy, nutritionist, psycholoist, sport science, career planning etc.,)
* **Time, meda, and agent management, public speaking skills, and anti-doping** education
* **Life balance** of athletics, school, career and family planing
* **Transition to full professionalism** (less reliance on
* Government, BNSC, BNOC, BAA

**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.



**ALL AGES: RUNNING FOR LIFE**

**Ages: Any Age**

**Objective:** Staying fit and healthy for life either for social, health, fun, or personal excellence reasons.

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

Participants can enter and re-enter into the Running for Life Stream and Elite Stage at any time in their life after developping the Fundamental Movement Skills. Without these FUNdamentals it will be difficult to participatin in either elite or recreational sport.

**SUB-STREAMS**

* **Recreation**  - participation for fun, social or health
* **Personal Excellence –** deliberate training for to achieve personal best (e.g. veteran’s competitions, masters series)
* **Non-Athletic -** coaching, administrating, officiatins, supporting

Several oppourtunties exist for Running for Life recreational and personal excellence streams in Botswana in the form of road running from 5 – 42 km such as

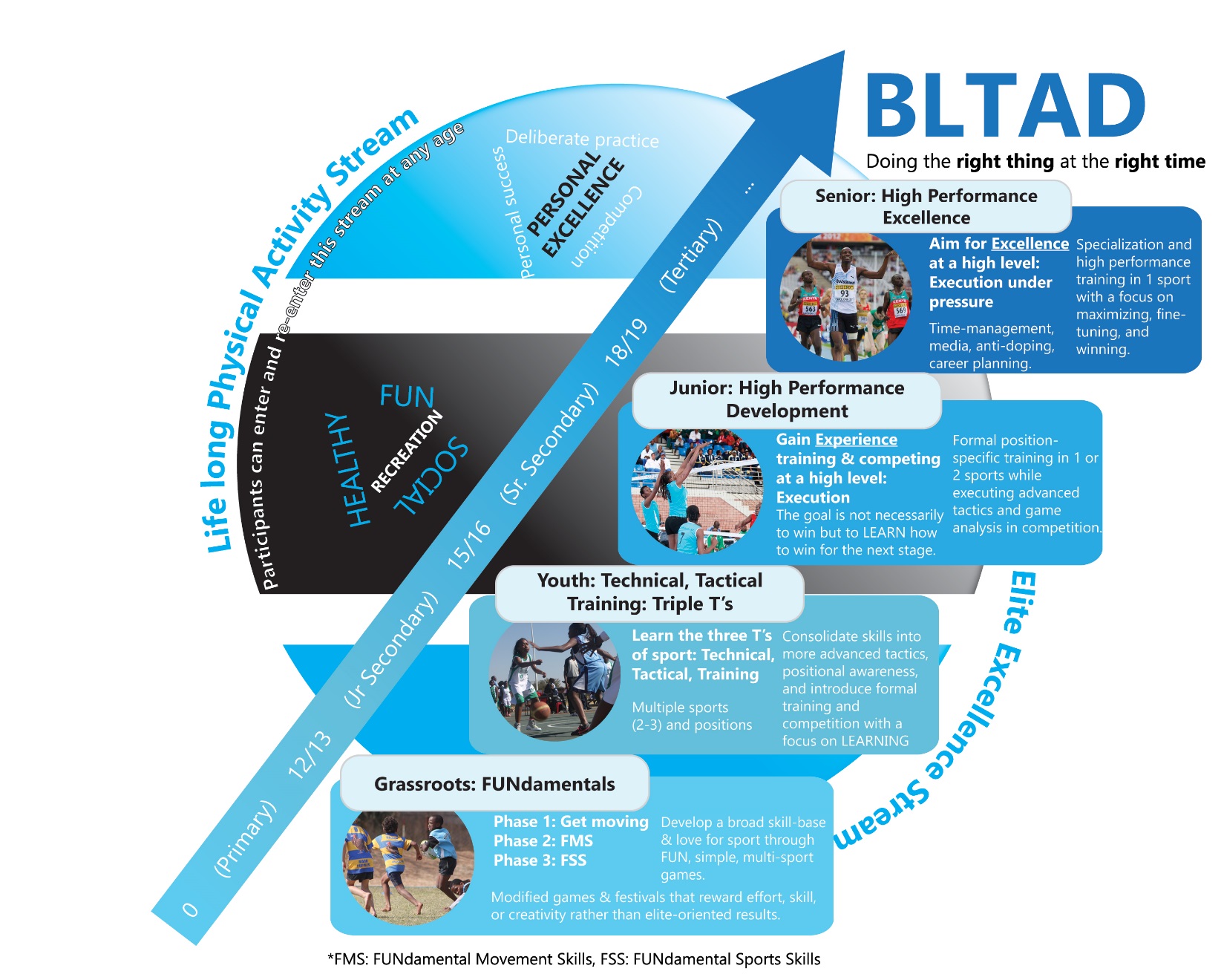
|  |  |  |
| --- | --- | --- |
| Kgale Road Race | Orapa 10 KM | Nsawazi Half Marthon |
| Diacore Marathon | **PPC King of th Hill** | **Selibe Phikwe Half Marathon** |

Track and field has recreational oppourtunties through corporate events while cross-country has a natinoal series and some private races (i.e., Kgale Hill Scania Races).

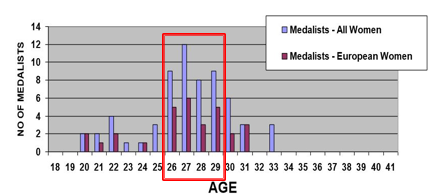
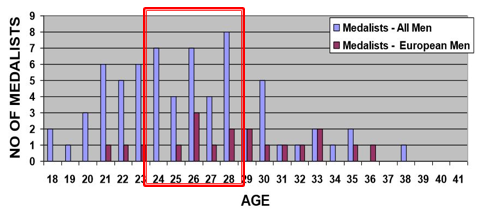
***The key to long term retention is not always determined by the persons sporting skills and abilities but wheather they had a positive, fun, and safe expereince in sport.***

**Appendix A**

**Botswana Long Term Athlete Development Model**

**Figure 3:**

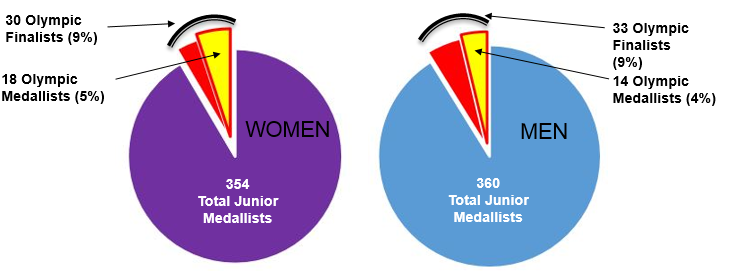
**Appendix B**

**London 2012 Medalist Analysis**

**Figure 5:** Average age of Male Olympic Medallist - London 2012 (Dick 2012)

**Figure 4:** Average age of Female Olympic Medallist - London 2012 (Dick 2012)

**Figure 6:** Percentage of Junior World Medallist from 2000-2010 who were Olympic Finalists or medallists at London 2012 (adopted from Dick 2012)

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**Appendix C**

**FUNdamental Skills**

**Table 1: FUNdamental Movement Skills (FMS)**

|  |  |  |
| --- | --- | --- |
| Examples of FUNdamental Movement Skills | | |
| Locomotion Skills | **Object Control Skillls** | **Balance Skills** |
| Hopping Skipping Crawling Jumping Leaping Climbing Poling Running Galloping Bounding  Swinging Wheeling | Kicking Punting  Rolling (Ball) Sticking object (hand or bat in air or on ground)n air or on ground)  Throwing  Catching Stopping/Trapping Dribbling (with feet) Dribbling (with hands) Blocking Aiming | Balancing/Centering  Rolling  Dodging  Floating Landing  Squatting-balancing  Sinking (in water)  Falling (through Air) Spinning Stopping Stretching  Swinging Twisitng Standing on hands and head |

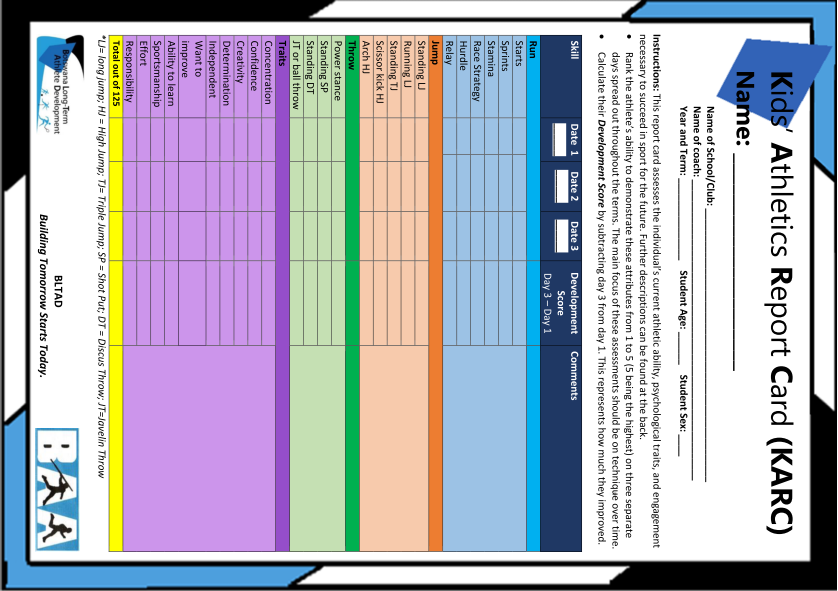
**Table 2: FUNdamental Athletics Skills (FAS)**

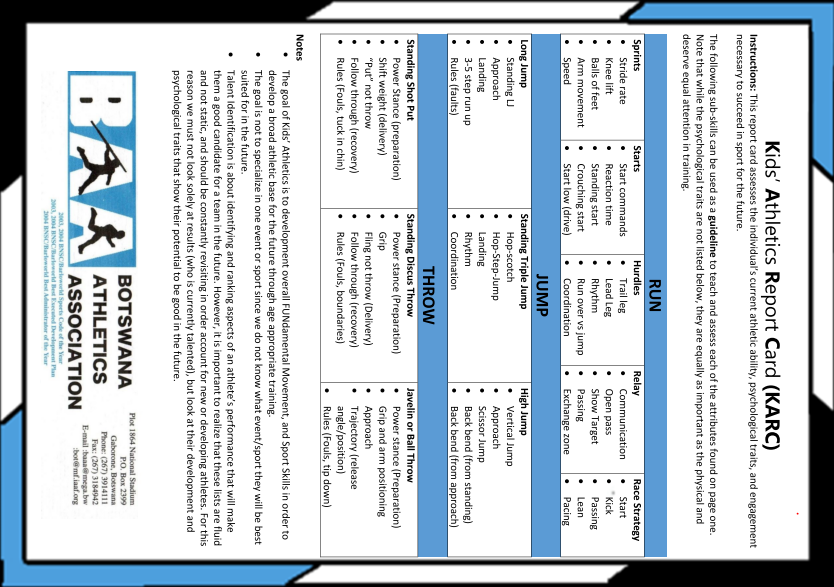
|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **RUN** | | | | | | |
| **Sprints**   * Stride rate * Knee lift * Balls of feet * Arm movement * Speed | **Starts**   * Start commands * Reaction time * Standing start * Crouching start * Start low (drive) | | **Hurdles**   * Trail leg * Lead Leg * Rhythm * Run over vs jump * Coordination | **Relay**   * Communication * Open pass * Show Target * Passing * Exchange zone | | **Race Strategy**   * Start * Kick * Passing * Lean * Pacing |
| **JUMP** | | | | | | |
| **Long Jump**   * Standing LJ * Approach * Landing * 3-5 step run up * Rules (faults) | | **Standing Triple Jump**   * Hop-scotch * Hop-Step-Jump * Landing * Rhythm * Coordination | | | **High Jump**   * Vertical Jump * Approach * Scissor Jump * Back bend (from standing) * Back bend (from approach) | |
| **THROW** | | | | | | |
| **Standing Shot Put**   * Power Stance (preparation) * Shift weight (delivery) * “Put” not throw * Follow through (recovery) * Rules (Fouls, tuck in chin) | | **Standing Discus Throw**   * Power stance (Preparation) * Grip * Fling not throw (Delivery) * Follow through (recovery) * Rules (Fouls, boundaries) | | | **Javelin or Ball Throw**   * Power stance (Preparation) * Grip and arm positioning * Approach * Trajectory (release angle/position) * Rules (Fouls, tip down) | |

**Appendix D**

**Kids Athletics Reports Card**

**Figure 7: Kids Athletics Report Card (KARC) – Page 1**



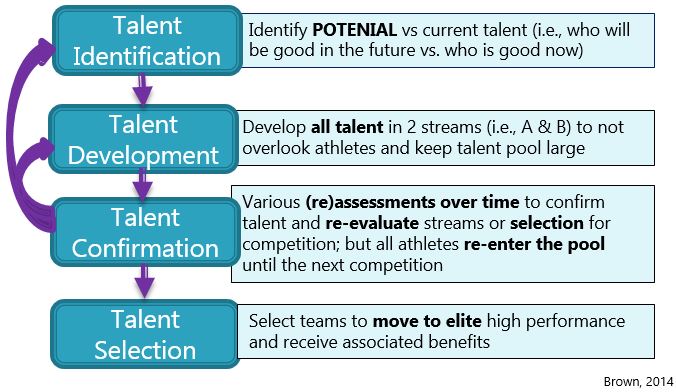
**Figure 8: Kids Athletics Report Card (KARC)- Page 2**

**Appendix E**

**Talent Identification**

**Table 4: 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 9**