

# SPORT FOR LIFE

## South African Model for LONG-TERM PARTICIPANT DEVELOPMENT





First Published 2012

Published by SASCOC,  
Olympic House,  
James and Ethel Grey Park,  
Atholl Oaklands Road  
Melrose

Editing by Desiree Vardhan, Istvan Balyi and Patrick Duffy at SASCOC

ISBN - 978-0-620-55236-3

© All Rights Reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical or by photocopying, recording or microfilm or stored in any retrieval system without the prior written permission of the publisher.

**SPORT FOR LIFE**

Content	Page
Declaration . . . . .	1
Forewords . . . . .	5
• President of South African Sports Confederation and Olympic Committee. . . . .	7
• Chief Executive Officer of South African Sports Confederation and Olympic Committee . . . . .	8
• Minister of Sport and Recreation South Africa . . . . .	9
Glossary of Terms . . . . .	11
Executive Summary . . . . .	17
1. Context . . . . .	23
2. SA Sport for Life Long-Term Participant Development as a Core Model to Create an Active and Winning Nation	27
3. Participant Capabilities. . . . .	31
4. Stages of the SA Sport for Life Model for Long-Term Participant Development . . . . .	35
5. Ten Key Factors Influencing SAS4L Long-Term Participant Development . . . . .	45
6. The Ten Ss of Training and Performance. . . . .	53
7. Making SA Sport for Life Long-Term Participant Development a Reality: School and Sport-Specific Applications	59
8. Implementation. . . . .	65
9. Measuring Impact . . . . .	71
10. Summary . . . . .	75
Selected Bibliography . . . . .	79
Appendix 1: Physical, Mental-Cognitive and Emotional Development Tables . . . . .	83
Acknowledgements . . . . .	93
Sponsors and partners . . . . .	97
Notes . . . . .	103

***A Model for Long-Term  
Participant Development***

***Building Pathways  
for Transforming Sport  
in South Africa***

**SPORT FOR LIFE**

# FOREWORDS

SPORT FOR LIFE



## FOREWORDS



Our pursuit to ensure an active lifestyle for all South Africans, has enabled the South African Sports Confederation and Olympic Committee, to gather a diverse group of people to design the Sport for Life document that will guide us in achieving our goal of being a healthy nation and a nation of champions.

The task before us is to find solutions to many of our challenges in sport. We have not yet serviced our rural areas the way we should. After many years of democracy we are still grappling with transformation issues in sport. We are still a long way off in exposing our young people in this country to physical activities that will lead to a healthy lifestyle.

To get all South Africans to be active for life, requires an early start where physical literacy becomes part of one's upbringing. This must become part of a physical activity regime that will lead to excellence in competition in later life. But it has to start with awareness programmes at an early stage in one's development. Our nation will be ready to compete and be successful at international level once all the building blocks towards forging healthy living habits are in place.

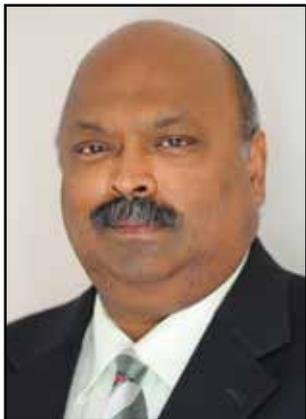
The pages that will follow in this document will detail how many hours were spent to put together this document that will serve as a guide to all who will make contact with it. We present this guide document because we are acutely aware how great a role sport play in our pursuit for social cohesion in our country.

We would like to express our sincere gratitude to all who have been involved in this great task. Let all South Africans embrace the concepts and ideas contained in this document to ensure it remains a living document.

### **Gideon Sam**

President of South African Sports Confederation and Olympic Committee

## FOREWORDS



South Africa recently celebrated a hugely successful Olympic and Paralympic Games in London where our Olympians fared the best since readmission to international sport in 1992 and our Paralympians maintained the extremely high standards we have become accustomed to down the years.

But the 2012 Olympic and Paralympics are now something of the past - although still something to savour and never forget. However we now need to move forward and start planning for the next generation of sporting heroes, not only for Rio de Janeiro 2016 but far beyond.

This is where something like the South African Sports for Life - Long-Term Participant Development (S4L-LTPD) programme comes into play and it's something that myself and SASCOC feel very strongly (not to mention excited) about.

The world of sport is constantly evolving, expanding and improving, with nations competing at the highest levels needing to constantly be at the top of their game to stay in touch.

As such the Long-Term Participant Development has a huge role to play in the growth of our sport. There are few perfect models to sporting success, more a combination of synchronized structures that work together to produce champions. The current sporting set-up in South Africa is by no means perfect and the Long-Term Participant Development goes a long way to identifying problem areas and helping to solve them.

What we should see now is the even closer working together between SASCOC and the Department of Sport and Recreation, the education sector as well as the Department of Health. These are all key areas in the nurturing and development of our future sporting success. Also, the close link with the Long-Term Coach Development (LTCD) can only be of huge benefit.

From an early age our children will be exposed to and involved in sport and physical activity and this can only be a positive thing. It will also have a major role to play in the broader scheme of transformation as children from all walks of life and all areas of our country will be involved from an extremely early age - one way of defining the desired goal is that of "the pathway from playground to podium".

Sport should be an absolutely integral part of each and every South African and if we can get the entire nation to have a sporting mindset from an early age, half the battle will be won. It will not be easy, though - getting to the top is never easy. But from what we have seen, the Long-Term Participant Development has an enormous role to play in the future of South African sport and I have every confidence in its success.

### **Tubby Reddy**

Chief Executive Officer of South African Sports Confederation and Olympic Committee



SRSA has the vision of “an active and winning nation”. In the long run we cannot be winning if we leave the majority of our nation behind in abject poverty and poor health. Our best efforts in sport will not be supported by the South African public at large. However, we are in the fortunate position that the South African public has a passion for sport and give us their unwavering support. Sport currently has a very visible and high profile in the eyes of the South African public, and I think we must ride the wave.

We are all aware of the debilitating effects that the lifestyle diseases such as hypertension, cardiovascular diseases, diabetes, obesity and respiratory ailments are having on the South African population. It has negative implications for the health of individuals, families, society, the health system and ultimately the economy of our country. The sport movement has a vital role to play in reversing these negative trends. We know that through the medium of physical activity we can make a huge contribution. Thus sport and quality physical education must be a priority in our educational institutions. We have to lay the foundation in our children and youth to lead active and healthy lifestyles. Any amount of talking alone will not achieve this. We have to ensure that we have competent educators and coaches who can do what it takes to bring about behaviour modification. This would involve adequate physical exercises, proper dietary habits, adequate rest and sleep, abstinence from harmful substances and drugs, amongst others.

To achieve the above, SASCOC cannot do it alone. We need an active partnership with SRSA, the Department of Health, the Department of Basic Education and the Department of Higher Education. We have to tackle the problem with a multi-level integrated strategy. For the sport sector, the LTPD is that strategy. And I want to re-confirm my support and commitment to the programme. We cannot hope to take short cuts, not invest in our children and youth and yet expect to have a healthy nation and produce champions in sport. The only way to achieve these is to lay a solid foundation and to sustain our efforts over decades. The Long-Term approach and investment of resources has proven to work very successfully in other countries that lead the medal tables at major international competitions. I am sure we can do the same. Let us all unite behind this LTPD programme and make it work.

**Fikile Mbalula**

Minister of Sport and Recreation South Africa



# **GLOSSARY OF TERMS**

**SPORT FOR LIFE**



## GLOSSARY OF TERMS

**Adolescence** is a difficult period to define in terms of time of its onset and termination. During this period, most bodily systems become adult both structurally and functionally. Structurally, adolescence begins with acceleration in the rate of growth in stature, which marks the onset of the adolescent growth spurt. The rate of statural growth reaches a peak, begins a slower or decelerative phase, and finally terminates with the attainment of adult stature. Functionally, adolescence is usually viewed in terms of sexual maturation, which begins with change in the neuroendocrine system prior to overt physical changes and terminates with the attainment of mature reproductive function.

### Age:

- Chronological age refers to the number of years and days elapsed since birth. Children of the same chronological age can differ by several years in their level of biological maturation.
- Skeletal age refers to the maturity of the skeleton determined by the degree of ossification of the bone structure. It is a measure of age that takes into consideration how far bones have progressed, in size and density, toward maturity.
- Relative age refers to the variance in ages between children in the same age group, resulting from their different birthdates throughout the year. Thus, if a grade one class is comprised of children born based on the start of the school year, September

## GLOSSARY OF TERMS

1 to August 31, then the children with September birthdates will possess an approximate one year relative age advantage over the children born in August of the following year.

- Developmental age refers to the degree of physical, mental, cognitive and emotional maturity. Physical developmental age can be determined by skeletal maturity or bone age, after which mental, cognitive and emotional maturity is incorporated.
- General training age refers to the number of years in training and participation in different sports.
- Sport-specific training age refers to the number of years since an athlete decided to specialize in one particular sport.

**Ancillary Capacities** refer to the knowledge base and experience base of a player and include warm-up and cool-down procedures, stretching, nutrition, hydration, rest, recovery, restoration, regeneration, mental preparation, and taper and peak. This is the “how, when, and what to do” to enhance training and performance. When players reach their genetic potential and physiologically cannot improve anymore, performance can be improved by using the ancillary capacities to full advantage.

**Bounding** is the simplest form of jumps training, consisting of low amplitude work, and mostly using ankles with very little knee or hip involvement.

## GLOSSARY OF TERMS

**Childhood** ordinarily spans the end of infancy - the first birthday - to the start of adolescence and is characterized by relatively steady progress in growth and maturation and rapid programme in neuromuscular or motor development. It is often divided into early childhood, which includes preschool children aged 1 to 5 years, and late childhood, which includes elementary school-aged children, aged 6 through to the onset of adolescence.

**Development** is the interrelationship between growth and maturation in relation to the passage of time. The concept of development also includes the social, emotional, cognitive, and motor realms of a child. Although children mature and learn at different rates, almost all children learn in the same sequence and go through the same phases.

**Flexibility** is the ability to conduct movements at certain joints with an appropriate range of motion.

**Fundamental Movement Skills** refer to the set of motor skills that form the basis for all sports and physical activity. Fundamental movement skills in practical terms the ABC's - Agility, Balance, Coordination and speed.

**Growth** and **maturation** are often used together, sometimes synonymously. However, each refers to specific biological activities.

- **Growth** refers to observable, step-by-step, measurable changes in body size such as height, weight, and percentage of body fat.

- **Maturation** refers to the progress towards the biologically mature state. Maturation differs from growth in that although the biological system matures at different rates, all individuals reach the same endpoint and become fully mature.

**Menarche** is the onset of the first menstruation cycle.

**National Coaching Framework (NCF)** is the recognized standard for coach training and accreditation in South Africa. The emphasis is on developing competent coaches so they are more effective and have a more meaningful impact on a player's sport experience.

**National Federation/s (NF's)** refers to the organization which is recognized by the SRSA & SASCOG as being responsible for the sport in South Africa.

**National Provincial Championships (NPC)** refers to the national annual competition for provincial representative teams to participate

**Onset of Peak Height Velocity (PHV)** is the beginning of the growth spurt.

**Periodization** is a time management and planning technique that provides the framework for arranging the complex array of training processes into a logical and observationally and scientifically based schedule to bring about optimal improvements in performance. Periodization

## GLOSSARY OF TERMS

sequences the training components into weeks, days, and sessions. Periodization is situation specific depending upon the priorities and the time available to bring about the required training and competition improvements. In the LTPD context, periodization connects the 'stage' the athlete is in to the suggested requirements of that 'stage'.

Periodization includes:

- **Single Periodization:** one preparatory and one competitive period within the year.
- **Double Periodization:** two preparatory and two competitive periods within the year.
- **Triple Periodization:** three preparatory and three competitive periods within the year.
- **Multiple Periodization:** competing all year round while maintaining physical and technical skills.

**Peak Height Velocity (PHV)** is the maximum rate of growth (the growth spurt) in height which tends to last between 2.5 and 3 years in most adolescents. PHV usually happens between the ages of 12 to 15 for males and 11 to 14 for females.

**Peak Strength Velocity (PSV)** is the maximum rate of increase in strength during the growth spurt.

**Physical Literacy** is possessing the competence and confidence in fundamental movement skills and fundamental sports skills combined with the ability to read their environment and make appropriate decisions.

**Posture** is the static or dynamic positional states of the body maintained through the individual's neuromuscular skeletal system.

**Power** is the ability to generate the highest possible force in the shortest possible time.

**Puberty** refers to the point at which an individual is sexually mature and able to reproduce.

**Range of Motion** is the maximal movement amplitude at certain joints.

**Readiness** refers to a child's level of growth, maturity, and development which enables him or her to perform tasks and meet demands through training and competition. Readiness and windows of trainability during growth and development of young players are also referred to as the correct time for the programming of certain stimuli to achieve optimum adaptation with regard to motor skills, aerobic capacity, aerobic power, muscular endurance and strength.

**SASCOC** - South African Sports Confederation and Olympic Committee

**Skill Development** refers to the ability to carry out a task with maximum certainty and minimum expenditure of energy and time. It is the action supported by a pattern of abilities that is learned and developed through practice and has the potential to endure.

## GLOSSARY OF TERMS

**Speed Development** is the ability to react to a stimulus or signal in the shortest possible time (speed of reaction) and/or to perform a movement at the highest tempo (speed of movement). It is the action supported by a pattern of abilities to develop speed through practice and has the potential to endure.

**Speed Endurance** is the ability to maintain high levels of speed in relation to maximal speed or to maintain a high degree of muscle contraction speeds during repeated movements.

**Strength** is the ability to generate force through a single maximum voluntary contraction.

**Strength Development** refers to an action supported by a pattern of abilities to develop strength through practice with the potential to endure.

**SRSA** - Sport and Recreation South Africa

**Technique** is the integration of movement patterns while performing various skills. The better the technique, the more efficient the performance.

**Testing** and **monitoring** include regularly scheduled field testing, laboratory testing, medical testing, and psychological evaluation. It includes:

- Anthropometric Measurements: regular, periodical measurement of standing height, sitting height, arm span, and weight to monitor growth.

- Musculoskeletal Screening: the assessment of postural alignment, movement patterns, and neuromuscular balance.
- Screening: evaluation of the physical, technical, tactical, and mental potential of a player.

**Trainability** refers to the genetic endowment of athletes / players as they respond individually to specific stimuli and adapt to it accordingly. Malina and Bouchard (1991) defined trainability as *“the responsiveness of developing individuals at different stages of growth and maturation to the training stimulus.”*

**Training** refers to the systematic and integrated actions aimed at influencing performance in a goal-oriented way. It is the various processes and methods of periodically administering controlled stress on the organism using a series of principles organized into a coherent plan in order to induce general and specific adaptations to various systems, organs, and/or tissues to improve performance capacity.

**The Sensitive Periods** refer to a point in the development of a specific behavior when experience or training has an optimal effect on development. The same experience, introduced at an earlier or later time, has no effect on or retards later skill acquisition.

# **EXECUTIVE SUMMARY**

**SPORT FOR LIFE**



SPORT FOR LIFE

PAGE

18

## EXECUTIVE SUMMARY

***“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else can. Sport can awaken hope where there was previously only despair.”***

*(Nelson Mandela, Laureus World Sports Awards Ceremony, 2000)*

The National Sports Indaba of November 2011 affirmed the goal of creating an active and winning nation. In order to achieve this vision, the need for all stakeholders to work in a more cohesive and consistent fashion has been identified. This is not an easy task, given the diversity of cultures and sporting codes, as well as the social, economic and demographic challenges faced by the country.

Despite these challenges, South Africans from all cultural backgrounds are beginning to find new pathways in sport and recreation that give expression to their desire to take part, develop and excel, according to their needs. Yet many enduring problems remain in that access to opportunities is unevenly distributed, with previously disadvantaged and rural areas particularly at risk. Pathways in South African sport are therefore, sporadic rather than systematic; determined more by traditional rather than transformational modes of delivery and available only to a minority of the population.

The development of physical literacy, which is possessing the competence and confidence in fundamental movement skills and fundamental sports skills combined with the ability to read their environment and make appropriate decisions - is a critical issue that needs to be addressed among the young people of the nation. Significant gaps

## EXECUTIVE SUMMARY

exist in the provision of school sport and physical education. There is an urgent need to recruit and train educators and coaches to guide the improvement and development of children at each stage of their development. The weaknesses in the delivery system for physical literacy have a devastating effect on the capability of our youth to take part in sport and progress in line with their choices and capabilities.

The strong desire to achieve success at an international level has resulted in a search for sporting systems which will result in achievement. The recent Olympic and Paralympic Games demonstrated some progress in our high performance system, yet much remains to be done. Crucially, there is a need to clearly map out the capabilities required by children, players and athletes over an extended period of time if they are to build their skills; discover their talent and pursue their dreams on the international sporting stage. Almost 20 years on from the establishment of democracy, open and widely available pathways in sport will provide a powerful basis to advance the goals of transformation, participation and excellence in and through sport.

Sport builds cohesion across social, economic and cultural divides within society. Through sport, our citizens can develop a powerful sense of fellowship and shared identity, regardless of colour, ethnicity, race or religion. Through their shared experiences in sport, they affirm their own identity and commit to an individuality that is diverse and uniquely South African.

This document outlines a comprehensive South African model for Long-Term Participant

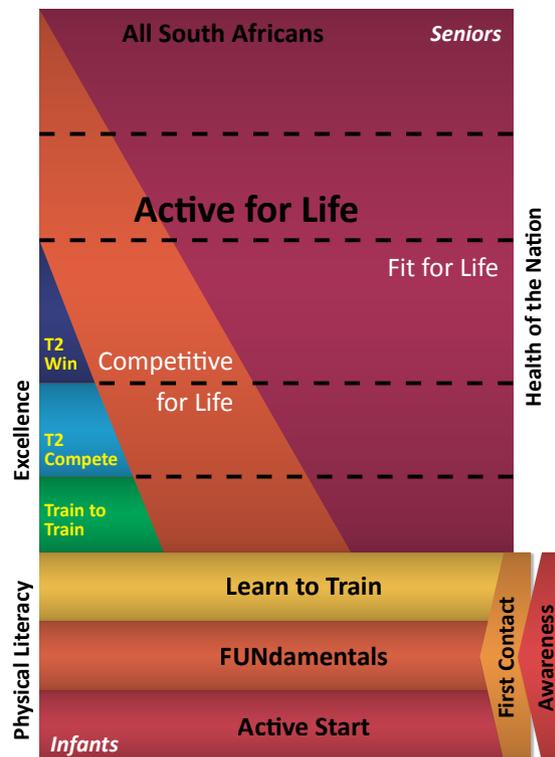
## EXECUTIVE SUMMARY

Development (LTPD) that is designed to meet the needs of participants at all levels. LTPD outlines the stages and capabilities that are necessary to promote both mass participation and excellence on a much wider scale throughout the country. These stages and capabilities should be tailored to the needs, context and stage of development of participants. In essence, LTPD is a tool kit to assist in decision-making and practice for participants, coaches, National Federations (NF), policy makers and others. LTPD represents a powerful tool for the practical implementation of the vision, values and principles of the Sport and Recreation South Africa (SRSA) White Paper (2011) and the National Sports Indaba. LTPD is not a panacea or rigid setoff prescriptions. In essence, it is a guide and enabling tool to underpin and facilitate the development of mass participation and high performance.

South African LTPD has been derived from extensive international research, dialogue and practice. It has also been informed by an extensive series of workshops with National Federations, Provinces, Government organisations and other interested parties in South Africa between 2008 and 2012. South African LTPD provides core recommendations for participant development and, to date, has been used to create 31 sport-specific models. LTPD provides a methodology that allows each sport, province and sporting organisation to adapt the principles and guidelines to their own circumstances. Through this process, South Africa will move progressively towards a unique, more informed and inclusive approach to participant development. This systematic and participant centred approach will form the bedrock of an active and winning nation.

The main elements of LTPD are outlined in Figure 1, which schematically illustrates the LTPD stages. The Active Start, Fundamentals and Learn to Train stages provide for Physical Literacy. The Train to Train, Train to Compete and Train to Win stages are for excellence and transition at any age to an Active for Life stage. The Active for Life stage reflects lifelong participation in physical activity or in sports. The Awareness and First Contact refers to disability sports.

**Figure 1.**  
**Sport for Life - Long-Term Participant Development**



Adapted and modified from Canadian Sport for Life 2005.

## EXECUTIVE SUMMARY

In tandem with the Long-Term Coach Development model (South African LTCD) as outlined in the South African Coaching Framework, this document forms a key element of the implementation of the aspirations outlined in the National Sports Plan. By creating a clear framework for the identification of key stages and capabilities associated with both participation and performance oriented sport, the document will act as a key point of reference for

all organisations and practitioners. This framework will provide guidance and advice in the creation of high quality experiences that are in line with the needs and stage of development of children, players and adults at all levels of sport in South Africa. The document is designed to support efforts to create transformation and excellence in an active and winning nation.





# CONTEXT

## SPORT FOR LIFE



الإتحاد  
ترة  
NIS DE TABLE  
NISE  
OCIATION  
KOME

2012 ITTF Africa Junior Championships  
Statueel 9 14 April 2012

SPORT FOR LIFE

### 1. CONTEXT

Despite South Africa's vibrant sporting culture and promising signs at London 2012, it falls short of the sport aspirations of the nation. Too few South Africans have built sport and physical activity into their lives, with consequent implications for health, wellness and quality of life. The vast majority of children in our 27,000 schools across 52 districts and nine provinces do not have access to regular, quality programmes of sport and/or physical education. This scenario has obvious implications for the development of physical literacy of our youth, with many of them not developing the skills to enable participation in physical activity and the exploration of their talents. .

Paradoxically, there are elements of school sport in South Africa that displays a high degree of organisation and competitive orientation thus reflecting the strong elements of the culture of school sport fostered from the apartheid era. The pursuit of success through inter-school competitions is a notable feature of the sporting landscape, which detracts from holistic development. There is, without doubt, much good work being done in these schools and the existence of many vibrant leagues and national level competitions provides a clear focal point for schools that have the resources to take part. However, accessibility to these competitions is limited and there is no evidence of a systematic approach to the design of competitions. Hence it can be concluded that the primary driver would appear to be tradition and the profile of the school, rather than any well thought out framework

to develop the students and to provide the basis for participation and excellence beyond the school years. Thus, even in schools where sport is a key feature, the return in terms of participation and performance would appear to be less than optimal.

Taking account of the context outlined above, it is not surprising that South Africa is well behind its aspirations to identify and develop talent. An obvious consequence is that performances on the international stage do not reflect the desire and reservoir of energy, commitment and talent within the country. The situation has not been helped by the lack of cohesion at national, provincial and district levels when it comes to the management, delivery and evaluation of sport programmes.

The directions set out in the National Sports Indaba will address many of these issues, but it is imperative for all partners to clearly understand and deliver on their roles. National Federations, who have a key responsibility in the creation of an active and winning nation, often have relatively fragile infrastructures, which in many cases do not reach into provinces and districts. The clarification of goals and roles will help to strengthen South African sport.

South Africa faces a range of challenges that are shared by other countries, albeit in a different context. These include:

- Children who do not have access to early, positive and fun experiences that will build their confidence and competence in fundamental movement and sport skills.

## CONTEXT

- The social and economic challenges which result in a lack of sport and physical activity participation and the inability to implement disciplined approaches to sport and recreational endeavours.
- Unhealthy, sedentary lifestyles. The lack of knowledge of active and healthy lifestyles.
- Poor nutrition and nutritional habits. This has resulted in dramatic increases in child- and adult-hood overweight and obesity levels. Consequently child and adult-hood type two diabetes has risen. Young developmental athletes are not provided with sustained access to the right balance of high quality training and competition.
- Chronological age rather than developmental age is often used in training and competition planning.
- Coaches often neglect or remain unaware of the sensitive periods of accelerated adaptation to training and hence do not implement adequate periodization in the relevantly identified stages of the LTPD model.
- The most knowledgeable coaches work at the elite level. Where as volunteer coaches work at the developmental level. This is where quality, trained coaches are essential.
- Parents are not educated about Physical Literacy and the LTPD pathway.
- Training needs of athletes with a disability are not well understood.
- In most sports, the competition system interferes with athlete development (lack of the proper system; over-emphasis on competition at too early a stage and the structure of competition).
- There is very limited talent identification and development (TID) system.
- Some sports are seeking to specialize athletes too early in an attempt to attract and retain participants.

These challenges highlight the need for a more systematic, sustained and participant centred approach.



**SOUTH AFRICAN  
SPORT FOR LIFE  
AS A CORE  
MODEL TO CREATE  
AN ACTIVE &  
WINNING NATION**

**SPORT FOR LIFE**



## 2. SOUTH AFRICAN SPORT FOR LIFE AS A CORE MODEL TO CREATE AN ACTIVE AND WINNING NATION

LTPD is designed to address the challenges identified in the previous section and to deliver on the vision, values and principles of the SRSA White Paper and the outcomes of the National Sports Indaba. LTPD provides the framework for attaining the performance goals of the South African Sport Confederation and Olympic Committee (SASCOC) while serving the larger goal to make South Africa “an Active and Winning Nation”<sup>2</sup>.

***LTPD will promote unity and social cohesion and foster a South African identity through the success of our athletes.***

LTPD is a structured pathway model that provides guidance and principles to optimise the development of participants at all ages and stages. By focusing on the needs of participants, LTPD provides a firm basis upon which programmes can be designed and implemented. When adapted and implemented to a wide range of contexts, LTPD will represent a paradigm shift in the way sport participation and athlete development are managed and delivered in South Africa.

***Long-Term Participant Development is a seven-stage training, competition, and recovery pathway guiding an individual's experience in sport and physical activity from infancy through all phases of adulthood.***

LTPD is designed to remedy over time the current shortcomings in participant development and Long-Term achievement within the South African sport system. LTPD is based on a number of **key values**:

- a. **LTPD is anchored in the belief that each child, player and athlete is different, with individual needs and rates of development.**

Before applying LTPD to programme design and coaching, it is essential that the principle of individual difference and progression is understood and accepted. Such understanding and acceptance, based on a knowledge and needs analysis of participants will maximise the effective application of the model in line with the needs of the participant.

- b. **LTPD provides a framework for planning and decision-making on participant development, NOT a rigid template.**

Once the principle of individual difference and progression has been accepted, LTPD provides a clear framework for planning the development of participants and associated programmes. The framework provides the basis on which decisions concerning participant needs and state of readiness can be made.

---

<sup>1</sup> Sport and Recreation South Africa (2010). White paper on sport and recreation. Draft 1: February. Pretoria.

<sup>2</sup> Sport and Recreation South Africa (2010). An active and winning nation: strategic plan 2010-2014. Pretoria.

**c. LTPD is concerned with the holistic development of participants.**

LTPD is concerned with the holistic development of participants. That is focusing on variables such as physical literacy, technical and tactical skills, physical activity levels, psychological ability and personal and lifestyle capabilities. The development of these capabilities is part of a complex and inter-related process. Each of the capabilities develops at different rates within and between individuals.

**d. LTPD stages overlap and are unique to each individual.**

Progression through the stages of LTPD will be unique to each individual, with elements of one stage over-lapping with the next. Diagnostic tools are needed to track the development of participants related to each capability at each stage. Remedial activities may be needed to address deficits that have carried over from one stage to the next.

**e. LTPD recognises the significance of transitions in the development of participants.**

By identifying clear stages, LTPD provides a basis for identifying and planning for the key transitions in the development of participants.

**f. LTPD recognises that the accumulation of deliberate practice and training age is linear and that the development of key capabilities is non-linear and individualised.**

SA Sport for Life is based on the assumption that the development of sport expertise requires the

substantial accumulation of deliberate practice over time, which in turn forms the basis for training age (general and sport-specific). While the accumulation of practice can be plotted in a linear manner, the quality and effects of such practice are more complex, non-linear and different for each individual.

The LTPD model will hence facilitate the nation in implementing training programmes which are catered to the present needs of South Africans. That is, a model that capitalises on South African sport and recreational participants capabilities.



# **PARTICIPANT CAPABILITIES**

**SPORT FOR LIFE**



SPORT FOR LIFE

PAGE

32

### 3. PARTICIPANT CAPABILITIES

The holistic development of the participant is central to SA Sport for Life LTPD. While much attention has been given to date to skill development; physical literacy and the technical and tactical elements of each sport, the consolidated model of LTPD provides a more comprehensive picture of the capabilities that require development at each stage.

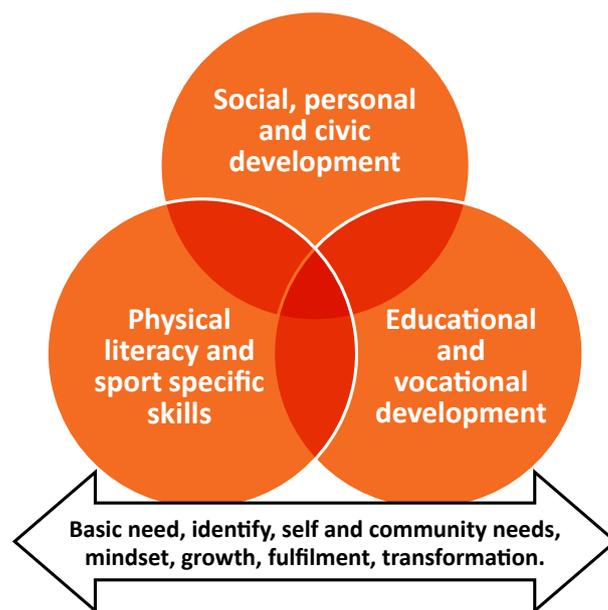
A classification of participant capability is outlined in Figures 2 and 3 which will inform the proposed objectives and activities within LTPD. Within Figure 2, the broader set of social, personal and civic capabilities required to function within society are highlighted. In turn, these need to be supported by educational and vocational capabilities that are central to supporting the development of informed and empowered citizens. The positioning of sport specific and physical literacy skills emphasises the central role that they play as part of a holistic view of health, well-being and quality of life. Crucially, the optimisation of these capability areas depends on the fulfilment of basic needs, which remains a challenge with South African society.

Sport cannot address all of these needs and capabilities, but it has a part to play in supporting all of them in some way. The most effective role that sport can play in South African society is through the delivery of those outcomes - physical literacy and sport-specific skills, educational and

## PARTICIPANT CAPABILITIES

vocational development, social, personal and civic development - that are most central to the sporting experience. By delivering positive sporting experiences, sport programmes build capability for the creation of an active and winning nation. This, in turn, will contribute to social cohesion and the development of citizens who have developed confidence, competence, connection and character that, with the right approach, can be transferred into other areas of their lives.

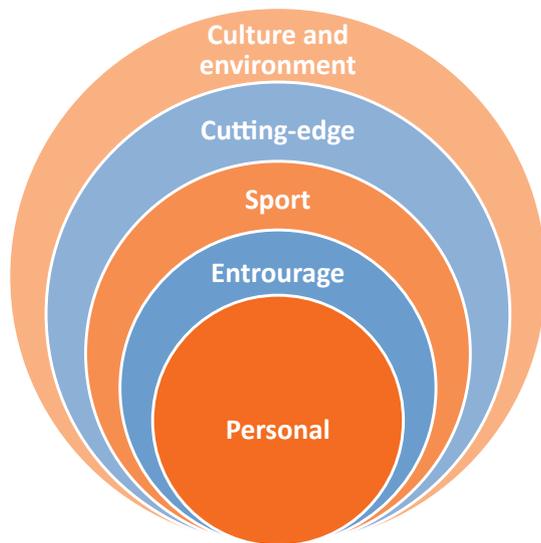
**Figure 2: Capabilities Required to Underpin the Contribution of LTPD to South African Society**



## PARTICIPANT CAPABILITIES

The proposed classification of participant capabilities that can be developed through the sport system is outlined in Figure 3. Notably, the developments of personal capabilities as well as sport capabilities are included. This approach highlights the importance of the coach taking a child/athlete centred approach, hence delivering a service which accounts for individual needs and their specific stage of development.

**Figure 3: Classification of Participant Capabilities**



**Personal:** Personal development and effectiveness, including competence, confidence, connection, caring and character and interaction.

**Entourage:** Ability to interact with family, peers, coaches and others in the immediate environment.

**Sport:** Physical, mental, technical, tactical capabilities that contribute to effective performance in sport at different stages.

**Cutting-edge:** Reading the field; decision-making; resilience; growth mindset.

**Culture and environment:** Responsiveness to culture and environment.

The definition and application of these capabilities is also being considered in the context of the further development of South African LTCD. It is anticipated that the classification of capabilities will be further refined based on feedback from National Federations; international developments and further research.

It is within the context of the above capabilities that LTPD sets out a series of stages and specific capabilities that can be addressed through well structured sport programmes. These capabilities cannot be addressed by coaches on their own and must be part of an overall community and school based effort in support of the development of young people. The creation of lifelong learning and participant pathways is critically dependent on the mobilisation of volunteer and community effort, complemented by professional input. Within schools, the phased implementation of well structured physical education and sport programmes will be central, supported by the professional development and capacity building of educators.

# **STAGES OF THE SA SPORT FOR LIFE MODEL FOR LTPD**

**SPORT FOR LIFE**



## 4. STAGES OF THE SA SPORT FOR LIFE MODEL FOR LTPD

### OVERVIEW

LTPD is a seven-stage model<sup>3</sup> that provides a framework to align the energies and efforts of the major programme providers in South African sport:

- Physical education and school sports programmes.
- Club, regional, provincial and national programmes.
- High performance programmes.

The first three stages of LTPD encourage physical literacy and sport for all:

1. **Active Start**
2. **FUNDamentals**
3. **Learn to Train**

These three stages should provide the foundation upon which participation and performance oriented sports are developed, in line with the choices and capabilities of sport participants

***Physical Literacy is possessing the competence and confidence in fundamental movement skills and fundamental sports skills combined with the ability to read their environment and make appropriate decision.***

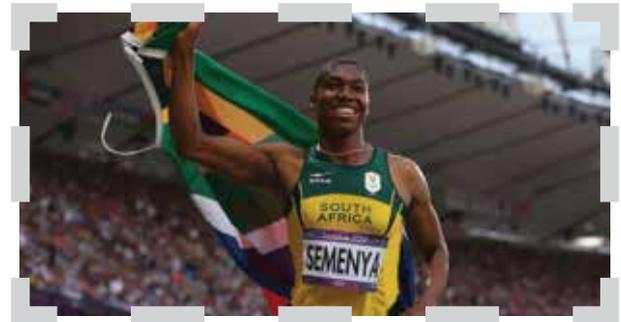
For those choosing the performance-oriented route, the next three stages of LTPD focus on excellence, to pursue high-performance training and competition:

4. **Train to Train**
5. **Train to Compete**
6. **Train to Win**

The seventh stage of LTPD cuts across all ages in South African society, supporting lifelong physical activity anytime after the first three stages have been completed:

7. **Active for life** (mass sport participation)

The stage descriptions and characteristics of the first four LTPD stages are generally appropriate for all late-specialization sports. The age ranges of participants in the Train to Compete and Train to Win stages may vary from sport to sport.



<sup>3</sup> Adapted and modified from Canadian Sport for Life - Long-Term Athlete development (2005)

# STAGES OF THE SA SPORT FOR LIFE MODEL FOR LTPD

Figure 4 below illustrates the seven basic stages of the model for LTPD model. At each stage, LTPD provides a general framework of participant development with special reference to growth, development and maturation.



Figure 4: SEVEN STAGES OF LTPD

## STAGE DESCRIPTIONS IN DETAIL

### Active Start

1. The Active Start consists of children from birth to 6 years of age. It is considered:

#### First phase of Active Start, birth to 3 years of age<sup>4</sup>

- The most important period for human development.
- The foundation for all later development.
- To impact lifelong learning, behaviour, health and wellness.

#### The main objectives of the Active Start is:

- Fitness and movement skills development as a FUN part of daily life.
- Focusing on learning proper movement skills such as running, jumping, twisting, kicking, throwing, catching, skating and skiing.
- Negating sedentary behaviour for more than 60 minutes except when sleeping, and ensuring for daily physical activity.
- Participating in some organized physical activity.
- Exploring of risk and limits in safe environments.
- Being exposed to an active movement environment combined with well-structured gymnastics and swimming programmes.
- Daily physical activity.



<sup>4</sup> McCain et al, 1999; Shonoff et al, 2000.

## STAGE DESCRIPTIONS IN DETAIL

### FUNdamentals

2. The FUNdamental Stage is catered towards boys aged 6-to-9 years and girls aged 6-to-8 years.

**The main objectives of the FUNdamental stage are:**

- Learning all FUNdamental movement skills and building overall motor skills.
- Playing many sports which are appropriate to developmental age.
- Focusing on the ABCs of Athleticism. That is Agility, Balance, Coordination and Speed.
- Focusing on general, overall physical development.
- Integrated mental, cognitive, and emotional development.
- Improving skill ability in elements of athletics: running, jumping, throwing and wheeling (for wheelchair sports).
- Incorporating medicine ball, Swiss ball, and own body strength exercises into exercise sessions.
- Introducing simple rules and ethics of sport.
- Not periodization, but providing well-structured programmes.
- Ensuring for daily physical activity.



### Learn to Train

3. The Learn to Train stage entails boys aged 9-to-12 years old and girls aged 8-to-11 years old.

**The main objectives of this stage are:**

- Learning overall sport skills.
- Acquiring sport skills that will be the cornerstone of athletic development.
- Playing a variety of sports focusing on developing skills in three sports in particular.
- Skill development as the focus of this stage. All basic movement and sport skills (physical literacy) should be learned before the Train to Train stage.
- Ensuring for overall physical, mental, cognitive, and emotional development.
- Introducing mental preparation. Incorporating medicine ball, Swiss ball, and own body strength exercises into exercise sessions.
- Introducing ancillary capacities.
- Commencing single or double periodization.
- Incorporating sport-specific training three a times week and the participation in other sports three times a week.
- Incorporating training regimes that improve the awareness of space and timing.
- Introducing basic rules and regulations.



## STAGE DESCRIPTIONS IN DETAIL

### Train to Train

4. The Train to Train stage is for males aged 12-to-16 years and females aged 11-to-15 years.

The main objectives of the Train to Train stage are:

- To take advantage of the maturational process of puberty and “Build the engine”
- Building an endurance base, developing speed and strength towards the end of the stage, and furthering development and consolidation in sport-specific skills. Selecting two favourite sports based on predisposition.
- Developing endurance, strength, and speed as this is the window of opportunity for these fitness components.
- Developing physical, mental, cognitive, and emotional skills.
- Developing fundamental mental skills.
- Introducing free weights.
- Developing ancillary capacities.
- Evaluating musculoskeletal components during peak height velocity (PHV), better known as the growth spurt.
- Introducing single or double periodization.
- Ensuring for sport specific training 6-9 times per week including complementary sports.
- Incorporating decision making into training regimes.
- Ensuring for the understanding of rules and regulations.



### Train to Compete<sup>5</sup>

5. The Train to Compete stage is for males aged 16-to-23 years and females aged 15-to-21 years old.

The main objectives of the Train to Compete stage are:

- Optimizing fitness preparation and sport, individual, and position-specific skills and learning to compete internationally.
- Ensuring for sport, event and position-specific physical conditioning.
- Ensuring for sport, event and position-specific technical and tactical preparation.
- Ensuring for sport, event, position-specific technical and playing skills practiced under competitive conditions.
- Developing overall physical, mental, cognitive, and emotional skills.
- Advancing mental preparation.
- Optimizing ancillary capacities.
- Incorporating single, double, or triple periodization and sport-specific technical, tactical, and fitness training 9-12 times per week.
- Improving umpiring or refereeing skills.



<sup>5</sup> Age varies depending of sport.

## STAGE DESCRIPTIONS IN DETAIL

### Train to Win<sup>6</sup>

6. The Train to Win stage is for males aged 19 and older and females aged 18 and older.

The main objectives of the Train to Win stage are:

- Podium performances.
- Focusing on high performance.
- Maintaining or improving of physical capacities.
- Further development of technical, tactical, and playing skills.
- Modelling all possible aspects of training and performance.
- Ensuring for frequent preventive breaks permitting recovery to avoid injuries.
- Maximizing ancillary capacities.
- Ensuring for single, double, triple, or multiple periodization.
- Providing sport specific technical, tactical, and fitness training 9-15 times per week.



<sup>6</sup> Precise ages are sport-specific, based on national and international normative data.

### Active for Life

7. The Active for Life stage is for males and females to enter at any age.

The main objectives of the Active for Life stage are:

- A smooth transition from competition to participation.
- Participating in a number of mass sport activities.
- Focusing on being physically active for life with a minimum of 60 minutes moderate daily activity or 30 minutes of intense activity for adults.
- Transferring from one sport to another after finishing competing.
- Moving from highly competitive sport to life-long competitive sport through age group competition.
- Moving from competitive sport to recreational activities.
- Moving to sport careers or volunteering.



## STAGES OF THE SA SPORT FOR LIFE MODEL FOR LTPD

There is a better opportunity to be Active for Life if physical literacy is developed before the Train to Train stage.

**In summary, the LTPD** is therefore a model for participant development that makes recommendations on the capabilities, skills and fitness required for lifelong physical activity, mass sport participation for all South Africans, and medal-winning achievement for those who choose to pursue high performance sport.

LTPD recommends a training, competition and recovery pathway based on developmental age - the maturational level of an individual - rather than chronological age. Sequential stages in the LTPD pathway recognise the importance of broad-based development in the early years in order to provide the basis for participation and/or performance oriented participation from the teenage years onwards. LTPD recommends developmentally

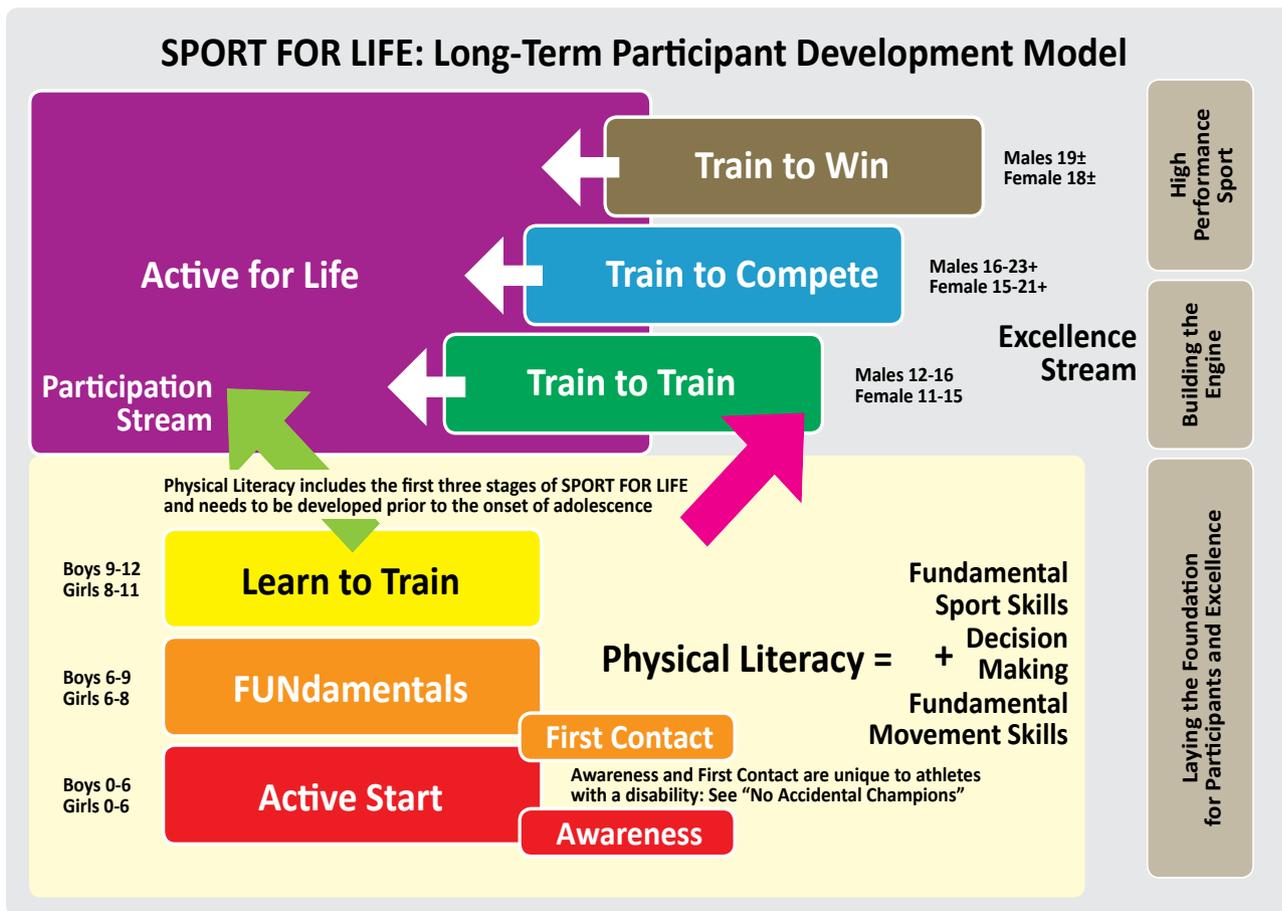
appropriate programmes for all ages to prevent athlete burnout, reduce injuries, and optimize performance and participation.

LTPD also addresses the needs of **Athletes with Disabilities**. Persons with physical, sensory and intellectual disabilities are confronted by both unique challenges and special opportunities in pursuing sport and physical activity endeavours. LTPD describes how the South African sport system can best accommodate their needs for increased activity and sporting achievement. Not all athletes with disabilities will pursue competition; however, this should not exclude them from opportunities to learn sport skills and become active for life.

The key to LTPD is a holistic approach that considers mental, cognitive and emotional development in addition to physical development, so each participant develops as a complete person. (See Appendix One)



Figure 5 - LTPD Pathway to Excellence and Lifelong Activity. (Adapted from Canadian Sport for Life)





SPORT FOR LIFE

PAGE

44

# TEN KEY FACTORS INFLUENCING SA SPORT FOR LIFE LTPD

**SPORT FOR LIFE**



## 5. TEN KEY FACTORS INFLUENCING LTPD

To better understand the Sport for Life LTPD model and its role in helping participants to achieve their Long-Term goals in activity, wellness and high performance, 10 Key Factors were identified which influence the model and set it apart from other Long-Term development models. These factors are outlined as follows.

### 1. THE FUNDAMENTALS - DEVELOPING PHYSICAL LITERACY

Fundamental movement skills (running, throwing, catching, hopping, bounding to name but a few.) and fundamental sport skills are building blocks of mass sport participation and high performance sport. The literature on growth and development indicates that children should master the fundamental movement skills and fundamental sport skills before learning more complicated sport-specific skills and strategies. These fundamental skills should be acquired prior to the onset of the adolescent growth. The ABC's of athleticism (Agility, Balance, Coordination and speed) and the ABC's athletics (Run, Jump, Throw) are the foundation of mass sport participation and high performance.

### 2. DEVELOPMENTAL AGE

Sport programmes need to accommodate the age and developmental stage of participants. However, there are different types of "age" to consider.

To start, chronological age is not the same as developmental age. Chronological age refers to the number of years and days elapsed since birth. Developmental age refers to the degree of physical, mental, cognitive, and emotional maturity. Physical developmental age can be determined by skeletal maturity or bone age. After this is determined, consideration needs to be given to incorporating the unique mental, cognitive, and emotional maturity of each participant. Throughout this process, it is important to identify early, average and late maturing individuals.

A participant's developmental age determines when various aspects of sport and physical activity should be introduced or emphasized. The LTPD model uses the categories "early", "average" (on-time), or "late" maturers to identify the participant's developmental age. These designations help coaches and instructors to design instructional, training and competition programmes that are appropriate for the participant's level of development.

Identifying an athlete's stage of maturation is not difficult. As individuals mature, there are several time-sensitive periods when there is accelerated adaptation to training. The LTPD model identifies these periods and makes maximum use of them to introduce skill and fitness development. For further information visit SASCOC's website: Sport for Life LTPD long version.

### 3. MENTAL, COGNITIVE AND EMOTIONAL DEVELOPMENT

Instructors, coaches and teachers should recognize that individuals mature at different rates and that the timetable for physical, mental, motor and emotional development varies from athlete to athlete. All involved in LTPD are encouraged to take a holistic approach to teaching and training participants. A wide variety of social, psycho-social and emotional factors should be taken into considerations that influence the participant day-to-day.<sup>7</sup>

Mental, cognitive, and emotional (affective) elements have a significant effect on participants' performance and must be prioritized in Long-Term. Beyond these elements, instructors and coaches should also consider equipment and environmental factors that impact participation, performance and safety. Ethics, including fair play, respect of self and others, and perseverance should be developed within all stages of LTPD.

### 4. SPECIALIZATION

There is much to be gained from a child's early participation in a variety of sports.

Many of the world's most successful athletes participated in a wide variety of sports and physical activities as children. The variety of movement and sport skills they developed subsequently helped them to attain a high level of athletic achievement.

---

<sup>7</sup>See Appendix 1, on page 78

Early exposure to a wide variety of sport and physical activities helps to develop some of the physical and movement attributes that are crucial to later success in participation, including attributes such as agility, balance, coordination, speed, stamina, suppleness, and core body strength.

Conversely, early specialization in a late-specialization sport can contribute to:

- Overemphasis on sport-specific preparation/ one-sided preparation.
- Lack of development of basic movement and sport skills.
- Overuse injuries.
- Early burnout.
- Premature retirement from training and competition.

### 5. SENSITIVE PERIODS

Trainability refers to the body's responsiveness to training stimuli at different stages of growth and maturation. The physiological systems of the athlete can be trained at any age, but there are sensitive periods when individuals are especially responsive to specific types of training. Trainability is most concerned with the Five Ss:

- Stamina (endurance)
- Strength
- Speed
- Skill
- Suppleness (flexibility)

The “sensitive periods of accelerated adaptation to training” for stamina, strength and skills are identified using biological markers (Balyi, 2001) such as the onset of PHV, PHV itself (the actual peak after growth decelerates), and the onset of menarche. The trainability of speed and suppleness are based on chronological age<sup>9</sup>, and the trainability of stamina, strength and skill is based on developmental age determined by the biological markers. Thus, the biological markers are used to identify the “windows of optimal trainability for accelerated adaptation to training.”<sup>10</sup>

## 6. PERIODIZATION (Annual Training, Competition and Recovery Programme Planning)

Periodization provides the framework for organizing training, competition and recovery into a logical and scientifically based schedule to achieve optimum performance at the required time. Periodized annual plans will take into consideration growth, maturation and trainability principles and will be developed for all stages of LTPD.

Simply put, designing a periodized yearly plan is time management. This involves planning the right activities with the correct level of difficulty, in the correct sequence to reach the desired training and competition objectives.

<sup>9</sup>All available empirical and scientific research is based on chronological age.

<sup>10</sup>Trainability is well documented in coaching and research literature, including Arbeit (1997), Borms (1985), Kobayashi et al (1978), Malina, Bouchard and Bar-Or (2005), Rowland (2005), Rushall (1998), Viru (1995), Viru et al (1998 and 1999).

The plan can be broken down into workable units, such as period, phases, mesocycles, microcycles, sessions and units. The proper sequencing of these units is critical for success. To reach optimum performance in a competitive environment, the training units should be sequenced in the following manner:

- Develop the performance capacity of the participant including physical literacy and sport specific skills, tactics/strategies, physical components and mental skills.
- Integrate the performance factors in a complex and harmonious blend through developmentally appropriate training.
- Prepare the participant to perform at developmentally appropriate competitions.

Creating a blueprint for success involves accurate and effective planning of training, competition and recovery.



## 7. CALENDAR PLANNING FOR COMPETITION

The domestic competitive and event calendar must support and be aligned with LTPD. A competition review should be conducted in all sports to identify optimal system and structure of competition for all stages. Different stages of development and different levels of participation have different requirements for the type, frequency and level of competition. At the early stages of development, training and development take precedence over competitions and short-term success. During the later stages participants need to experience a variety of competitive situations and perform well at international and other high level events. Domestic and international competition and event calendars must be coordinated, and competitions selected according to the priorities of the specific stage of development of the participants.

## 8. EXCELLENCE TAKES TIME

Research has shown that a minimum of ten years of practice (sometimes stated as 10,000 hours) is needed for expert performers in any field to reach elite levels (Ericsson et al. (1993) Evidence from the world of sport suggests that elite athletes require at least 12 years of practice to reach levels of excellence (U.S. Olympic Committee, 2002). The essential lesson is the same and that is there are no shortcuts to achieving excellence. Participant development is a Long-Term process, and elite participants will require approximately a decade or more of practice to achieve international standing (Gibbons, 2002).

As part of this process, short-term performance goals must never be allowed to undermine Long-Term participant development (Viru, 1995).

## 9. SYSTEM ALIGNMENT AND INTEGRATION

LTPD recognizes that physical education, school sports, recreational activities and competitive sport are interdependent. Enjoying a lifetime of physical activity and achieving athletic excellence are both built on a foundation of physical literacy and fitness.

Stakeholders in LTPD include participants, instructors, coaches, parents, administrators, spectators, sponsors and supporting national and multi-sport organizations. With so many partners included, system integration and alignment is a major challenge.

It is important that all components of the community - athletes, coaches, parents, officials, spectators, sponsors, and supporting national, provincial, territorial and multi sport organizations - work together to implement the right programmes and establish a system that produces optimal conditions for training and competition. The sport system must include the school system (physical education and school sports), recreation departments, competitive sport, sport facilities and coaching organization.

All sectors of the sport community must be integrated and aligned. With so many partners

and different demographic compositions, system integration and alignment faces major challenges. However, each element in the system plays a crucial role in participant development and hence every effort must be made to promote a system that is clear, seamless, and based on consistent principles.

### 10. CONTINUOUS IMPROVEMENT (KAIZEN)

LTPD is a dynamic framework that utilizes continuous adjustments based on key principles. Continuous improvement ensures that:

- LTPD responds and reacts to new scientific and sport-specific innovations and observations and is subject to continuous research in all its aspects.

- LTPD, as a continuously evolving vehicle for change, reflects all emerging facets of physical education, sport and recreation to ensure systematic and logical delivery of programmes to all ages.
- LTPD promotes ongoing education and sensitization of all partners about the interlocking relationship between physical education, school sport, community recreation, life-long physical activity and high performance sport.
- LTPD promotes integration between sport, physical education, mass sport participation, health and education.





# **THE TEN Ss OF TRAINING AND PERFORMANCE**

**SPORT FOR LIFE**

**SPORT FOR LIFE**

PAGE

**53**



SPORT FOR LIFE

PAGE

54

## 6. THE TEN Ss OF TRAINING AND PERFORMANCE

The original Five Ss of training and performance identified above include the physical capacities of:

1. Stamina (endurance)
2. Strength
3. Speed
4. Skill
5. Suppleness (flexibility).

An additional Five Ss have been identified as important to building a complete and holistic plan for the developing athlete. These include the following considerations:

6. Structure/stature
7. (p)Sychology
8. Sustenance
9. Schooling
10. Socio-cultural

### 6. STRUCTURE / STATURE

Stature (the height of a human) refers to the process whereby the instructor, coach, teacher or parent takes regular measurements before, during and after maturation for the purpose of tracking growth and identifying the participant's developmental age. The tracking of stature as a guide to developmental age allows planning to address the *sensitive periods* of physical development (endurance, strength, speed and flexibility) and

skill development. Training plans should be adjusted based on **biological markers** such as the onset PHV and the onset of menarche for females. Identifying individually relevant sensitive periods of accelerated adaptation to training is essential in order to design and implement optimal training, competition and recovery programmes.

### 7. (P)SYCHOLOGY

Training, participating and competing is a physical and mental challenge. The ability to maintain high levels of concentration and to remain relaxed with the confidence to succeed is skills that transcend sport to everyday life. To develop the attitude and the mental toughness for success at high levels, the participant requires psychological training programmes that are adapted to the participant's LTPD stage, as well as gender. These programmes should include key mental components identified by sport psychologists such as concentration, confidence, motivation, and handling pressure.

As the athlete progresses through the LTPD stages, the mental training aspect will evolve. During the early stages of sport participation having fun and respecting opponents should of course be emphasized. Subsequently mental skills such as visualization, self-awareness, goal setting, relaxation, and positive self-talk should be progressively introduced.

# THE TEN Ss OF TRAINING AND PERFORMANCE

## 8. SUSTENANCE

Training, mass sport participation and competition can lead to significant levels of fatigue in the participants. Recovery is the process whereby the participant's body gets rid of fatigue, and regains its capacity to produce the type of efforts required in training, participation in mass sport and in competition.

A variety of methods and modalities can be used to facilitate the recovery process and help the participant to regain his or her capability to sustain the repeated demands of training, participation or competition. These include nutrition, hydration, rest, sleep and the use of techniques such as massages, contrast baths, ice baths, warm water jets to name but a few. The need for and the use of specific recovery strategies, as well as the frequency at which they should be employed, will of course vary according to the stage of LTPD and the participant's level of competition.

The optimal management of the recovery process also requires that careful attention be given to the other life activities of the athlete outside of sport, as those can also be fairly demanding and represent significant sources of both fatigue and stress.

Poor planning, excessive training, and participation in too many competitions can all induce severe fatigue levels in the participant. The same detrimental outcome can come from the improper management of the participant's recovery process.

## 9. SCHOOLING

In designing an effective training programme, the demands of school must be considered. This is only limited to the demands placed by school sports or physical education classes. This includes integrating school academic loads, duties, school related stresses and timing of exams. When possible, training camps and competition tours should compliment, not conflict, with the timing of major schools academic events. Over-stress should be monitored carefully. Over-stress refers to the every day stresses of life such as schooling, exams, peer groups, family, and boyfriend or girlfriend relationships, as well as increased training volume and intensities and or competition. Interference from other school sports should be minimized, communication between coaches who are responsible to deliver the training and competition programmes are essential.

A good balance should be established between all factors. Athletes, coaches and parents should work together to manage this aspect of life.

## 10. SOCIO-CULTURAL

The socio-cultural aspects of sport are significant and must be managed with proper planning. **Socialization via sport** will ensure that general societal values and norms will be internalized via sport participation. This occurs at the community level and as an athlete progresses through the LTPD stages, leading to international exposure. Exposure to various cultures

## THE TEN Ss OF TRAINING AND PERFORMANCE

provides the broadening of perspectives, including ethnicity awareness and national diversity. Within the travel schedule recovery can include education related to the competition location which could include the history, geography, architecture, cuisine, literature, music and visual arts. Proper planning can allow sport to offer much more than simply commuting between hotel room and competition. South Africa offers a unique opportunity for competitive and leisure endeavours.

**Sport socialization** refers to the sport subculture in a particular sport. Sport subcultures are very different; just consider the differences between Rugby, Gymnastics, Football or Swimming subcultures. It is important that within the sport subculture, coaches and parents guard against group dynamics which

create a culture of abuse or bullying. Ethics training should be integrated into training and competition plans at all stages of LTPD.

Overall socio-cultural activity is not a negative distraction or an interference with training or competition activities. It is a positive contribution to development of the participant as a person.

The vast majority of the South African population has not been exposed to sport in general. While theoretically everyone has access, in practice due to physical and financial constraints many do not. Managing socialization within such disparities can be challenging, but at the same time promotes exchange of history, architecture, cuisine, literature, music, and visual arts.





**MAKING LTPD  
A REALITY:  
SCHOOL &  
SPORT-SPECIFIC  
APPLICATIONS**

**SPORT FOR LIFE**



## MAKING LTPD A REALITY

### 7. MAKING LTPD A REALITY: SCHOOL & SPORT-SPECIFIC APPLICATIONS

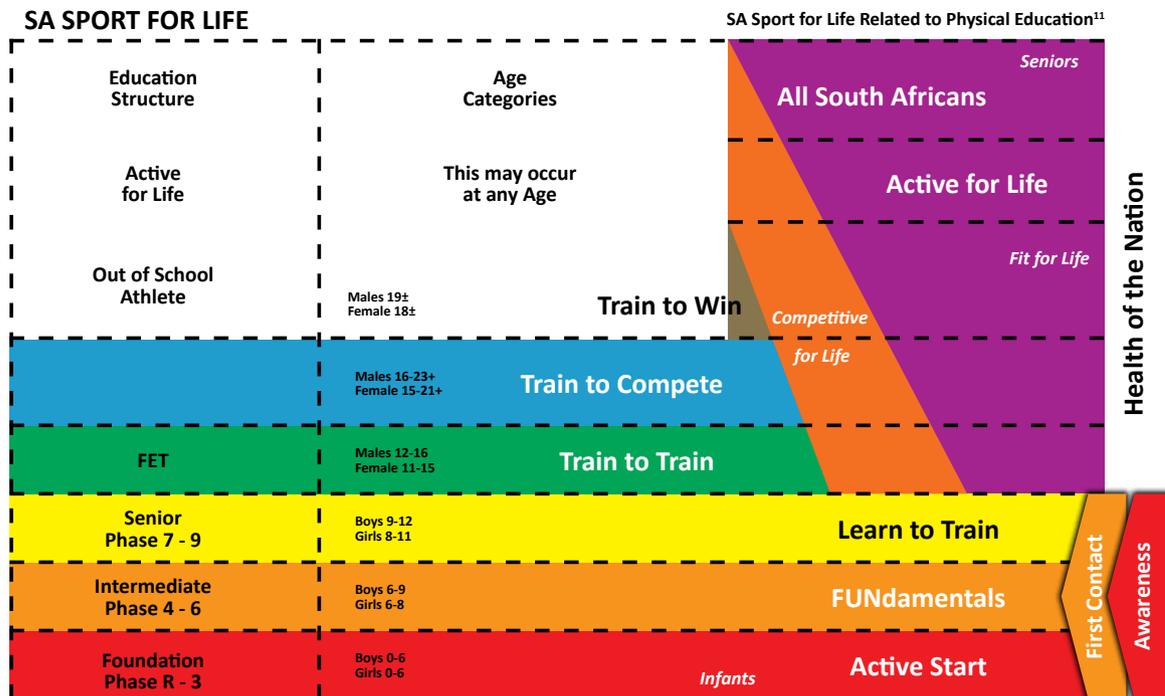
To make the greatest impact with LTPD, we need to align school physical education and sport programmes with LTPD values and principles. South African schools present an unparalleled opportunity to provide sport and physical education to the greatest number of South Africans at the most crucial points in their development.

The opportunity starts with the early childhood and elementary years when children need to develop

physical literacy, but it also includes opportunities for talent identification and development as students grow and ascend the ranks of sport and physical education programming in the upper grades of the school system.

Figure 6 illustrates the relationship between SAS4L-LTPD and physical education programmes in schools.

**Figure 6:**  
**The Relationship Between SA Sport for Life-LTPD and Physical Education Programmes in Schools.**



<sup>11</sup> Developed by Norman Mphake, former Assistant Director: Physical Education and Talent Identification, School Safety and Enrichment Programmes, Department of Basic Education.

## MAKING LTPD A REALITY

Significant work has been done to align the new physical education curriculum and the model for LTPD. This represents an important step, which will require widespread communication and education. The key elements of this alignment are outlined in the sections that follow.

### SPORT FOR LIFE AND CURRICULUM-ORIENTATED PHYSICAL EDUCATION

The following section aligns the LTPD model with the current South African School system structure.

#### ECD - GRADE R: ACTIVE START AGE: 0 - 6

**Objectives:** Learn fundamental movements and link them together into play.

#### FOUNDATION PHASE R: FUNDAMENTALS AGE: MALES 6 - 9 | FEMALES 6 - 8

**Objectives:** Learn all fundamental movement skills and build overall movement skills.

Physical Education in Grades R - 3 aims to ensure the further development of the emerging motor control, body awareness and perceptual motor abilities that a learner may possess. The learner needs to develop the necessary skills for each of the developmental aspects using a variety of new functional movements. Through discovery

the learner develops an awareness of the body and how to move in challenging, exploratory and problem-solving ways.

#### INTERMEDIATE PHASE 4 - 6: LEARN TO TRAIN AGE: MALES 9 - 12 | FEMALES 8 - 11

**Objectives:** Learn overall sports skills.

Physical Education in Grades 4 to 6 aims to ensure physical development and movement of learners with confidence rephrase perhaps. It focuses on development of greater body awareness and improved body control and participation in movement skills/activities. The mastery of movement skills and body control serves as a basis for participation in general movement activities and sport.

#### SENIOR PHASE 7 - 9: TRAIN TO TRAIN AGE: MALES 12 - 16 | FEMALES 11 - 15

**Objectives:** Build an aerobic base, develop speed and strength towards the end of the stage and further develop and consolidate sport specific skills.

Physical Education in Grades 7 to 9 aims to develop learners' physical wellbeing and knowledge of movement and safety. It encourages learners to use these to perform in a wide range of activities

associated with the development of an active and healthy lifestyle. It also aims to develop learners' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking and aesthetic appreciation. These, together with the nurturing of positive values and attitudes in Physical Education, provide a good foundation for learners' lifelong and life-wide learning.

**FET 10 - 12: LEARN TO COMPETE**  
**AGE: MALES 16 - 23± | FEMALES 15 - 21±**

**Objectives:** Optimize fitness preparation and sport, event group/event, and position-specific skills as well as performance.

The Physical Education component in Grades 10 to 12 is composed of three different movement sections:

1. Fitness
2. Games and Sport and
3. Recreation

The achievement of the system alignment advocated by South African Sport for Life will require an increased and focused commitment at all levels of health, education and sport. Central to the success of this approach will be strong cooperative working between SRSA, the Department of Basic Education (DBE) and the South African Sport Confederation and Olympic Committee (SASCOC). The South African Government and Provincial Governments

## MAKING LTPD A REALITY

will need to take a leading role in this endeavour by considering significant investment in sport and recreation. This investment must be considered in light of the significant benefits to the future of the country and the people in terms of public health, economic prosperity, social cohesion, national identity, and international achievement. Crucially, the provision of wider and deeper opportunities at all levels of sport in South Africa will make an important contribution to transformation. By building skills, confidence, engagement and enjoyment in and through sport, many South Africans will be further empowered as they seek to create better lives for themselves, their families and their communities.

***The health and wellness of the nation and medals won internationally is a simple by-product of an effective Sport African Sport System.***

## ***An Active and Winning Nation!***





# IMPLEMENTATION

**SPORT FOR LIFE**



## 8. IMPLEMENTATION

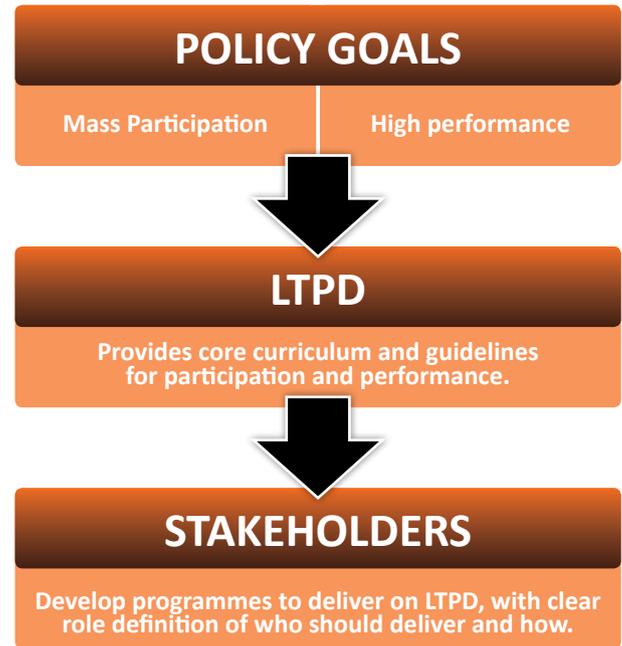
### Creating a wider platform for implementation - SA Sport for Life.

In order to implement LTPD to the fullest extent, there is a need to create a wider platform of organisation. SA Sport for Life addresses the overarching system and structure of sport, physical education and physical activity in South Africa. This includes the relationship between sport and physical activity, school sports, physical education and high performance sport at all levels of management and delivery. There is a clear need to align these areas of delivery and integrate their efforts to better support the development of our participants. Too often, these domains work independently of one another, creating additional organizational expense and limiting overall effectiveness. The alignment and integration of programmes delivered by the Department of Basic Education, Department of Health, SASCOC and SRSA - including Clubs, Provincial and National Sport Federations - will open up opportunities for children in sport; place more South Africans on the podium and support the health and wellness of the nation.

LTPD has a key role to play in this process, as outlined in Figure 7.

## IMPLEMENTATION

**Figure 7:**  
**The Role of LTPD in Supporting the Alignment of Goals and Roles within SA-S4L.**



In this context, SASCOC is committed to the development of a core LTPD model that is applied to the needs of all sports. In addition, SASCOC advocates the adoption of a cohesive approach among all leading organisations to promote the concept of South African Sport for Life.

In keeping with S4L principles, LTPD promotes system alignment and integration between sport clubs, provincial and national sport federations.

## IMPLEMENTATION

***South African Sport for Life advocates a shared platform of organisations to improve the health, wellness, and sporting experiences of all South Africans by advancing physical literacy, improving performance and increasing life-long participation in physical activity.***

### LTPD AND LTCD

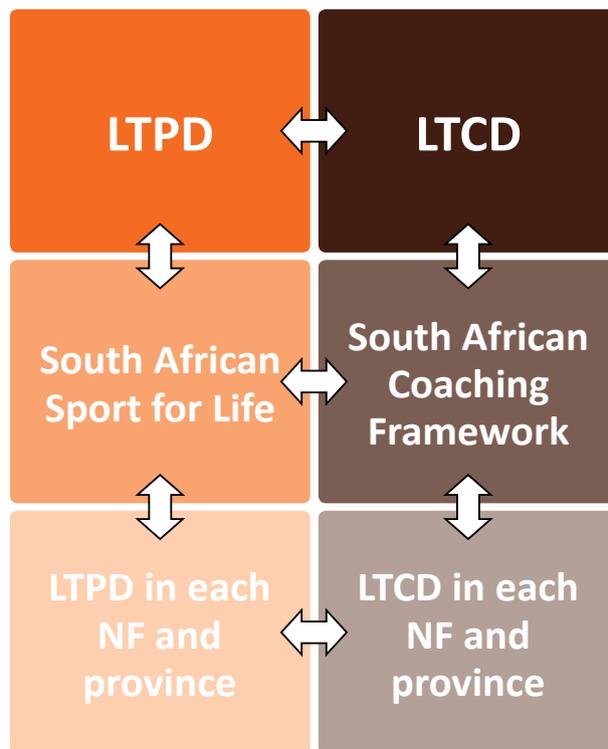
An example of how system alignment can occur through cooperation has been the South African Coaching Framework. Within that document and echoed here, LTPD is paired with Long-Term Coach Development (LTCD) to form the basis for a stronger and transformed South African Sport system.<sup>12</sup> (Figure 8) LTCD provides recommendations on the coaching capabilities and roles associated with each stage of participant development across four domains: Children; Participant; Performer Development and High Performance.

**Figure 8: LTPD and LTCD as the Foundations of a Stronger and Transformed South African Sport system.**



This approach has begun a process of adaptation across sports and provinces, as outlined in Figure 9.

**Figure 9: Alignment and adaptation of LTPD and LTCD.**



LTCD identified the importance of skilled, qualified and active coaches to support participants at all stages of their development. The South African Coaching Framework has set out a new system for recognition and development of coaches.

<sup>12</sup> Duffy, P. (2010). South African Coaching Framework Scoping Report. The report is available on the SASCOC web-site: [www.sascoc.co.za](http://www.sascoc.co.za)

As previously stated, South African LTPD represents the implementation of the vision, values and principles of the SRSA White Paper (2011). SASCOC will take the lead role in implementing South African LTPD in cooperation with SRSA, coordinating the efforts of government, non-governmental organisations (NGOs), and the private sector in the process.

A cornerstone of LTPD implementation is the development of sport-specific LTPD adapted models for each of South Africa's national sport federations. One of SASCOC's roles is to facilitate the development of these sport-specific adaptations.

At the time of this printing, 13 sports<sup>13</sup> in South Africa have already published their sport-specific LTPD models and are implementing the LTPD requirements at all levels within their respective sports, from competition formats to training guidelines for each age and stage.

At the same time, the second wave of 17 South African national sport organizations have identified processes to develop their own sport-specific LTPD models. Most SASCOC-recognized sport will start or complete the development of their sport-specific LTPD models by 2013.

### **PHASES OF IMPLEMENTATION**

Three main phases of implementation have been identified. The vision with this implementation is

---

<sup>13</sup> Either hard copies or electronic copies, depending on budgetary restrictions.

## **IMPLEMENTATION**

an effective, inclusive, cohesive and ethical sport system (LTPD+LTCD) that promotes transformation and excellence in an active and winning nation.

### **PHASE 1: LAYING THE BASE - 2009-2013**

A key focus has been to develop the generic South African Sport for Life - Long-Term Participant Development model and develop sport-specific LTPD models (in three waves 2009-11, 2010-12 and 2012-13) through national and provincial consultations. National Federations will start the implementation of their LTPD models and will start to review the existing system of competition. A massive communication programme will deliver the concepts of LTPD and LTCD.

### **PHASE 2: MAKING AN IMPACT - 2013-2016**

This phase will focus on completion of the sport-specific LTPD models, completing the competition review processes and implementing the sport-specific LTPD's including the new system of competition. NFs will provide guidance to the provincial NFs in the implementation as they will deliver LTPD's to the clubs. Further alignment of the programmes of Education, Health, Sport and Recreation will take place to contribute to the health and wellness of the population and to enhanced performance at the international level.

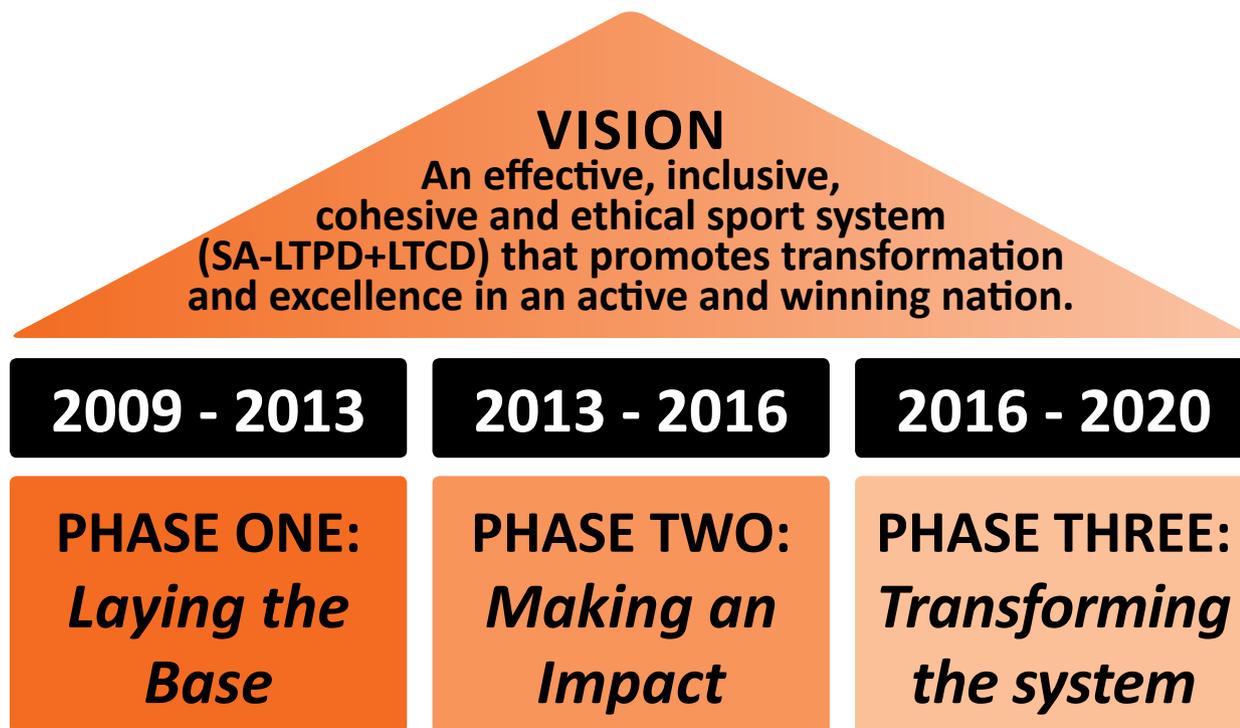
## IMPLEMENTATION

### PHASE 3: TRANSFORMING THE SYSTEM - 2016-2020

The third phase will be the extended implementation of the SA Sport for Life LTPD framework to reach a wider number of National Federations and

increasingly impact the South African sport system. The ultimate objective will be the transformation of the Sport African sport system, with skilled volunteers and paid workforce to become an active and winning nation.

Figure 10: Phases in Implementation.



# MEASURING IMPACT

SPORT FOR LIFE



## MEASURING IMPACT

### 9. MEASURING IMPACT

To ensure successful implementation of the LTPD model, SASCOC and SRSA will need to conduct ongoing monitoring and evaluation of the process within each South African sport. This includes monitoring and evaluating the following areas of implementation:

#### 1. National sport federations' implementation .

- Communication strategy (communicating what is LTPD, why it is needed, sport-specific LTPD implementation plans and timelines).
- Workshops, posters and DVD's.

#### 2. Provincial sport federations' implementation.

- Coordinated and facilitated by national federations, using communication planning similar to above.



### 3. School and Club implementation process and progress.

- Facilitated by National Federations and provincial federations.
- Front-line delivery.
- Impact on participants.

Throughout the implementation process, education and communication is critical at all levels within South African sport. Coach and teacher education is essential on the frontlines of sport delivery, but LTPD values and principles also need to be communicated throughout the wider sport system as a whole to create a substantial shift from “business as usual.”





SPORT FOR LIFE

PAGE

74

# SUMMARY

**SPORT FOR LIFE**



## 10. SUMMARY

Sport holds tremendous potential as an agent of transformation in South Africa. However, the present South African sport system suffers many shortcomings and gaps that limit its power to promote positive change and social progress.

LTPD provides an overarching framework and a logical participant developmental pathway to remedy the shortcomings in the South African sport system and make it a powerful contributor to transformation and reconciliation. Three main phases of implementation have been identified:

- Phase 1. Laying the base, 2009-2012
- Phase 2. Making an impact, 2012-2016
- Phase 3. Transforming the system, 2016-2020

As we move forward with the implementation of SA-S4L LTPD, we recognise that South African LTPD:

- is a paradigm shift in South African sport.
- is a philosophy and tool for change, transformation of South African sport, recreation and physical activity.
- identifies the shortcomings in South Africa's sport system and provides guidelines for problem solving.

- provides sport system alignment and integration between:
  - physical education
  - school sports
  - mass sport and recreational physical activities
  - high performance sport
- provides for system alignment and integration between:
  - sport and recreation sector (SASCOC and SRSA)
  - education (Department of Basic and Higher Education)
  - health (Department of Health)
- is participant-centred from a child's first involvement in sport and physical activity to the transition to lifelong physical activity or other sport related activities.
- the developments of personal capabilities as well as sport capabilities are key issues in the process.
- integrates the needs of participants with a disability into the design and delivery of sport programmes.
- provides a framework for reviewing current practices, developing new initiatives, and

## SUMMARY

- standardizing programmes.
- establishes a clear development pathway from playground to podium and on to being active for life.
- provides guidelines for planning for optimal performance for all stages of participant development.
- provides key partners with a coordinated structure and plan for change.
- identifies and engages key stakeholders in delivering change.
- will be integrated with Long-Term Coach Development (LTCD).

South African LTPD provides a logical and comprehensive approach to promoting sport and recreation as an agent of transformation in South Africa. Through the LTPD model - especially through increased understanding of key concepts such as physical literacy, developmentally appropriate training and developmentally appropriate competition structure - we will see South Africa transformed into an Active and Winning Nation.

LTPD will encourage more participants to enter sport and recreation, and it will provide them with the training and opportunities to pursue their highest competitive potential or simply remain active for

life. In the process of participating and coming together in greater numbers, it will also promote social cohesion and greater understanding between our diverse South African citizenry. This is the basis of sport as an agent of social transformation and reconciliation.

However, implementing LTPD will have significant implications and face some difficult challenges. LTPD will require cooperation and communication across various federations, government agencies and private stakeholders. At the same time, implementation will need to account for the financial, social and geographical realities of sport in South Africa.

For these reasons, South African LTPD implementation will require patience and strong resolve on the part of all stakeholders and programme providers within the South African sport system. Everyone has a role to play in ensuring that LTPD is a success, whether we are coaches, teachers, administrators, parents or participants.

South African LTPD will provide us with the guidance necessary. It will be up to each of us to supply the energy and commitment to realize sport's power to transform South Africa.

# **SELECTED BIBLIOGRAPHY**

**SPORT FOR LIFE**

**SPORT FOR LIFE**

PAGE

**79**



## SELECTED BIBLIOGRAPHY

Arbeit, E. Practical training emphases in the first and second decades of development. Paper presented at the XXth European Athletics Coaches Association (EACA) Conference, Belgrade, Serbia. (1997, April 5-6).

Balyi, I. Sport system building and Long-Term athlete development in Canada. The situation and solutions, in Coaches Report. The Official Publication of the Canadian Professional Coaches Association. Summer 2001. Vol.8, No.1, pp.25-28.

Balyi, I., Cardinal, C., Higgs, C. Norris, S. and Way, R.: Canadian Sport for Life - Long-Term Athlete Development. Canadian Sport Centre Pacific, Vancouver, 2005.

Bloom, B. Developing Talent in Young People. New York: Ballantines, 1985.

Borms, J. The Child and exercise: an overview. Journal of Sport Sciences, 4: 3-20, 1986.

Dick, Frank W., Sports Training Principles, London, Lepus Books, 1985

Drabik, J. Children and Sport Training. Stadion, Island Pond, Vermont. 1996.

Ericsson, K.A., Prietula, M.J., & Cokely, E.T. The Making of an Expert. Harvard Business Review, (85)7/8, 114-121, 2007.

Ericsson, K.A., Krampe, R.T., and Tesch-Romer, C. The Role of deliberate practice in in the acquisition of expert performance. Psychological Review, 100. 363-406. 1993.

Ford, P., De Ste Croix, M., Lloyd, R., Meyers, R., Moosavi, M., Oliver, J., Till, K., & Williams, C. The Long-Term Athlete Development model: Physiological evidence and application. Journal of Sports Sciences, 2010; 1-14

Higgs, C., Balyi, I., Bluechard, M., Cardinal, C., Norris, S., and Way, R.: Developing Physical Literacy. Canadian Sport Centre Pacific, Vancouver, 2005.

Higgs, C., Balyi, I., Bluechard, M., Cardinal, C., Norris, S., and Way, R.: No Accidental Champions. Canadian Sport Centre Pacific, Vancouver, 2006.

Kobayashi, K., Kitamura, K., Miura, M., Sodeyama, H., Murase, Y., Miyahita, M. & Matsui, H. Aerobic power as related to body growth and training in Japanese boys: A longitudinal study. Journal of Applied Physiology, (44)5, 666-672. 1978.

Malina, R.M. and Bouchard, C. and Bar-Or, O. Growth, Maturation, and Physical Activity. Champaign, Ill.: Human Kinetics, 2004.

McCain, M.N. & Mustard, J.F.: Early Tears Study. The Final Report. The Canadian Institute for Advanced Research. Toronto, Ont., 1999.

## SELECTED BIBLIOGRAPHY

National Coaching and Training Centre.  
Building Pathways in Irish Sport: Towards a plan for  
the sporting health and well-being of the nation.  
Limerick, Ireland, 2003.

Rowland, T.W. Children's Exercise Physiology.  
Champaign, Ill.: Human Kinetics, 2005.

Rushall, B. The Growth of Physical Characteristics  
in Male and Female Children. Sports Coach, Vol.20,  
Summer, 1998. pp. 25 - 27.

Sanderson, L. Growth and Development  
Considerations for the Design of Training Plans  
for Young Athletes. Ottawa: CAC, SPORTS, Vol.10,  
No.2.1989.

Shonkoff, J.P and Phillips, D.: From Neuron to  
Neighbourhood. The Science of Early Childhood  
Development. National Academy of Sciences,  
Washington,DC. 2000.  
ISBN -0-309-06988-2

Sport and Recreation South Africa. White Paper on  
Sport and Recreation (Draft). January 2011.

Starkes, J.A. & Ericsson, K.A.. (2003). Expert  
performance in sport: Recent advances in research  
on sport expertise. Champaign, IL: Human Kinetics.

Tanner, J.M. Growing Up. Scientific American, 1973, 9.

The Pathway to Excellence. Colorado Springs:  
U.S. Olympic Committee, 2002.

Viru, A. Adaptation in Sports Training. CRC Press,  
Boca Raton, 1995. 310.

Viru, A. Loko, J., Volver, A., Laaneots, L., Karlesom,  
K. and Viru, M. Age periods of accelerated  
improvements of muscle strength, power, speed and  
endurance in age interval 6-18 years. In "Biology of  
Sport", Warsaw, V., 15 (4) 1998, 211- 227.

Viru, A., Loko, J., Harro, M., Volver, A., Laaneots,  
L., Viru, M.: Critical periods in the development  
of performance capacity during childhood and  
adolescence. Physical Education and Sport Pedagogy,  
4:1, 75-119, 1999.

Vorontsov, A.R. Patterns of Growth for Some  
Characteristics of Physical Development: Functional  
and Motor Abilities in Boy Swimmers 11 - 18 Years.  
In : Biomechanics and Medicine in Swimming VIII.  
Eds. Keskinen, K.L., Komi, P.V. and Hollander, A.P.  
Jyvaskyla, Gunners, 1999.

Vorontsov, A.R. Multi-Year Training of Young Athlete  
as Potential Modifier of Growth and Development  
(Analysis of some biological concepts). Sport  
Medicine in Aquatic Sports - the XXI Century, FINA  
World Sport Medicine Congress, 2002.

Whitehead, M. (2001). The concept of physical  
literacy. British Journal of Teaching Physical  
Education. Retrieved from <http://www.physical-literacy.org.uk/concept.php>

Wienek, J. Manuel d'entraînement. Paris: Vigot, 1990.

**APPENDIX 1**  
**PHYSICAL,**  
**MENTAL-COGNITIVE**  
**AND EMOTIONAL**  
**DEVELOPMENT TABLES**

**SPORT FOR LIFE**



## APPENDIX 1: PHYSICAL, MENTAL-COGNITIVE AND EMOTIONAL DEVELOPMENT TABLES

The following Moving Scales provide a guideline on how to utilize the Physical, Mental, Cognitive and Emotional Development Characteristics tables, pointing out the overlaps at the various stages of SA LTPD.



### Late Childhood - Physical Development

Basic Characteristics	General impact on performance	Implications for the coach
Heart size is increasing in relation to rest of body.	Endurance capacity is more than adequate to meet the demands of most activities.	Understand that the child has the capacity to keep going.
Anaerobic system is not developed.	There is a limited ability to work anaerobically.	Plan short duration anaerobic activities. The ability to hold breath must be practiced and built up gradually.
A child's metabolism is less economical than an adult's.	Children use more oxygen whether it's expressed in absolute values or prorated for body weight.	Do not expect younger children to keep up with older children.
Large muscle groups are more developed than smaller ones.	The child is skilful in movement requiring the use of the large muscle groups.	Emphasize the development of general motor skills involving the large muscle groups. Then gradually introduce more precise, co-ordinated movements requiring the interaction of smaller muscle groups.
Children have a shorter tolerance time for exercise in extreme temperatures.	Children may show symptoms of overheating or hypothermia more quickly.	To acclimatize children will take longer so longer warm-ups may be required. Watch closely for signs of distress caused by extremes of temperature.
Children subjectively feel able to be active in the heat before physiological adaptation has occurred.		Postpone or restrict exercise in heat or humidity and ensure that plenty of fluids are ingested. Thirst is not a good indicator of fluid need.

## APPENDIX 1

Motor patterns become more refined and the balance mechanism in the inner ear gradually matures.

Great improvement in agility, balance, co-ordination, and flexibility occurs towards the end of the stage.

Emphasize co-ordination and kinaesthetic sense when doing activities. Balance in the water using buoyancy aids is one way to develop these abilities.

Strength develops by the improvement in the neural pathways.

There is apparent improvement in strength not brought about by the neuro-muscular adaptations of muscle fibres.

Plan coordination activities.

### Late Childhood - Mental and Cognitive Development

Basic Characteristics	General impact on performance	Implications for the coach
The attention span gradually increases.	Children cannot listen or stay still for long periods.	Provide short and precise instructions. Devise strategies to ensure children are listening. Children learn well by imitating and practicing correctly modelled movements.
Children are enthusiastic and often impatient.	Children want to move and not listen.	Do not bombard children with technical information. Give only sufficient detail for the activity to be undertaken. Keep the fun.
Children have very limited reasoning ability.	Children love to be led.	Direct the training and give it a tight focus with activities that are fun and well planned. Introduce imaginative ways of achieving performance goals.
Children enjoy the repetition of activities and improve through experience.	Skill learning must be directed; children do not learn correctly just by trial and error.	Provide correct demonstrations of the basic sport skills. Personal demonstrations must be accurate.
Children establish their preferred learning style.	Learning is through verbal, visual, or manual means. Most children are doers!	Use a variety of learning styles to suit individual needs.
Imagination is blossoming.	Creativity should be encouraged.	Allow the children to play and experiment. Use their ideas to create exciting sessions. Structure to encourage individuality and creativity. Sport provides an excellent vehicle for expression.
Language skills may be limited but are improving.	Children can't make corrections to their performance unless they understand what is being asked of them.	Use terminology that can be easily understood. Gradually introduce technical terminology. Children love long words.

## Late Childhood - Emotional Development

Basic Characteristics	General impact on performance	Implications for the coach
Children like to be the centre of attention.		Develop this characteristic. Plan activities that guarantee success. Always move from simple to more complex when teaching a skill movement. Allow children to show their skills.
Children are developing their self concept.	Children tend to evaluate their performance as a whole and in terms that may be black and white. (I was brilliant, or, I was useless.)	Provide positive reinforcement to build self-esteem. Children are likely to perform the actions again if they are successful and feel good about it. Build on success.
Children feel secure with a routine and structure to training.	Introduce change sensitively and gradually.	Build a structure that is progressive but maintains continuity.
Children feel secure when coaching is constant.	Children like things to be fair.	Set and maintain high levels of expectancy, but be consistent with each child. Do not let mood swings or personal situations change coaching behaviours.

## Early Adolescence - Physical Development

Basic Characteristics	General impact on performance	Implications for the coach
Significant proportional changes occur in bone, muscle, and fat tissue.	Athletes may temporarily lose some of their kinaesthetic awareness, their ability to 'know where they are'.	Because athletes will need to constantly change their positions, monitor carefully to ensure appropriate adaptations are being made.
Different parts of the body grow at different rates. Arm and leg length increases before the trunk.	Athletes may appear gangly and lose control of their extremities.	Make athletes aware of the effect of their changing body shape. Skills already refined may need to be re-learned.
Decreases in flexibility result directly from growth.	Movement may become restricted.	Emphasizes low stretching exercises.
Increases in growth and decreases in flexibility make adolescents prone to injury from acute impact.	Injury can result from exercise of an acute nature such as forced elongation of muscles during kicking and jumping or from overuse.	Vary land-based activities and activities to avoid overuse.
Girls begin their growth spurt between 10 and 14 years and grow at very different rates.	Athletes are very different sizes at the same age.	Be aware that age-related groupings may not be appropriate.

## APPENDIX 1

There is a significant increase in the production of red blood cells.	The oxygen transportation system is improved.	Introduce structured aerobic training to make the most of these changes. Only short duration anaerobic training is recommended.
The central nervous system is almost fully developed.	Agility, balance, and co-ordination are fully trainable.	Use this period for maximum improvement in skill development.
Abstract thinking becomes firmly established.	Adolescents should be part of decisionmaking processes and be more responsible for their decisions.	Base decision making for strategies on skill level.
A new form of egocentric thought develops.	The result may be a strong fear of failure.	Plan for success. Introduce coping strategies, including mental imagery.
Young people are eager to perfect their skills.	Structure successful skill learning based on individual needs.	Build on success. Be aware that athletes develop at very different rates and although early developers make early progress, include all athletes. Be aware that late developers may have greater potential.

### Early Adolescence - Emotional Development

Basic Characteristics	General impact on performance	Implications for the coach
Physical, mental, and emotional maturity may not develop at the same time.	Athletes who look mature may not act it. Confusion or anxiety may arise.	Develop communication skills and understanding.
Tensions may arise between adults and adolescents.	Adolescents need help to cope with their physical and emotional changes.	Ensure two-way communication channels are always open. Allow athletes input into the decision making.
Hormonal activity increases.	Athletes may experience mood swings and behaviour may change.	Communicate and accept changes, but don't let hormonal changes be an excuse for negative behaviour.
Social interaction between males and females becomes important.	Athletes want to form friendships and it is important to allow time for them to develop positive relationships.	Try to organize social events that allow social interaction.

### Late Adolescence - Physical Development

Basic Characteristics	General impact on performance	Implications for the coach
Post-menarche height begins to stabilize. Increase in height is about 5%. Stabilization of muscular system also occurs.	Muscles have grown to mature size, but increases in muscular strength continue into the 20s.	Maximize strength training to bring about overall improvement. Optimize neuromuscular training.
Skeletal maturation continues.	Connective tissue is strengthening.	Continue progressive overloading in training.
By 17, girls have generally reached adult proportions.	Girls proportionately gain more weight during this period.	Optimize aerobic training. Be aware of how to deal with weight gains. Teach athletes how to compete in varied circumstances.
Rate of improvement in motor ability declines.	Rate of improvement in skill development declines.	Be aware that the rate of improvement in motor ability will be slower, but improvement will still be made.

### Late Adolescence - Mental and Cognitive Development

Basic Characteristics	General impact on performance	Implications for the coach
Generally by 16, the brain has reached adult size, but continues to develop neurologically.	Athletes can understand the technical requirements of their sport.	Make sure athletes understand why they are doing certain things.
Critical thinking becomes more established.	Athletes can make decisions about their training pathway.	Allow athletes input and reduce the amount of feedback and make athletes think for themselves. Develop awareness of performance by increasing kinaesthetic knowledge.
There should be complete understanding and acceptance of the need for rules, regulations, and structures.	Rules are seen in simplistic terms and must be clear and well defined.	Always be seen to be fair because adolescents have a strong sense of fairness in making decisions. Make athletes part of the decision-making process.

### Late Adolescence - Emotional Development

Basic Characteristics	General impact on performance	Implications for the coach
Major decisions about examinations, universities, and employment work have to be made.	There are 'pulls' on time and energy.	Build in prophylactic breaks. Be aware of external pressures. Seek professional guidance to ensure the correct career and educational pathway.

# APPENDIX 1

Peer group pressure leads to conflicting loyalties.	An athlete may give up sport because of peer pressure and the need to be seen as one of the gang.	Be sensitive in goal setting to ensure that common goals are established and met.
Self-actualization and self-expression are important.		Treat athletes as adults. Share goals and work co-operatively towards them. Maintain a coach-led structure.
Interactions with friends of both sexes continue to be a strong priority.		Allow time to establish independent social interaction.

## Early Adulthood - Physical Development

Basic Characteristics	General impact on performance	Implications for the coach
Physiologically, the body reaches maturity during this stage.	All physiological systems are fully trainable.	Ensure that physical training programmes employ the most advanced techniques and sport science information to facilitate maximum adaptation and minimize injuries.
		Ensure that all muscle groups and body alignments are well-balanced, complemented with optimum flexibility ranges.
		Use state-of-the-art testing and monitoring programmes.
		Carefully monitor overtraining and overstress.
Final skeletal maturation in females occurs at about 19-20 years and in males about 3 years later.		Organize regular medical monitoring Schedule additional blood tests for females in case of anemia.

## Early Adulthood - Mental and Cognitive Development

Basic Characteristics	General impact on performance	Implications for the coach
Neurologically, the brain matures about 19-20 years of age.	Athletes are capable of self-analyzing and correcting and refining skills. Athletes can analyze and conceptualize all facets of their sport.	Establish winning as the major objective.
	Well-developed information processing skills improve the athlete's ability to visualize verbal instructions.	Implement principles of adult learning.

There is a complete understanding and acceptance of the need for rules, regulations, and structure.

The young adult must perceive the rules and structure as being clearly defined and fair.

Involve athletes in decision making and planning team or group activities.

## Early Adulthood - Emotional development

### Basic Characteristics

### General impact on performance

### Implications for the coach

There is a need to be self-directed and independent.

Athletes are ready to assume responsibility and accept the consequences of their actions.

Emphasize goal setting to give definite direction and purpose to the athlete's overall programme.

Self-actualization and self-expression are important.

Treat athletes as adults and with respect. Remember that the coach's direction and structure remain important.

Major decisions on career, education, and lifestyle are priority at some point in this stage.

Major changes in interests, hobbies, and physical activities occur.

Make professional guidance available, considering off-season and educational pursuits.

Interactions with the opposite sex continue to be a strong priority with lasting relationships developing.

Provide athletes with ample opportunities for independent social interaction.





SPORT FOR LIFE

PAGE

92

# ACKNOWLEDGEMENTS

SPORT FOR LIFE

SPORT FOR LIFE

PAGE

93



## **ACKNOWLEDGEMENTS FOR SPORT FOR LIFE - THE SOUTH AFRICAN MODEL FOR LONG-TERM PARTICIPANT DEVELOPMENT.**

The creation of the South African Sport for Life has occurred through a process of widespread consultation with Istvan Balyi, National Federations; LTPD 1st and 2nd Wave National Federations, Provincial Sports Councils; South African Sports Confederation and Olympic Committee (SASCOC); Sport and Recreation South Africa (SRSA); Department of Basic Education; South African universities; South African Qualifications Authority (SAQA); Culture Arts Tourism Hospitality and Sport Sector Education and Training Authority (CATHSSETA); service providers and other stakeholders who have provided feedback on the draft Framework document.

The development of the S4L-LTPD document was commissioned by SASCOC as a core reference document to the South African Coaching Framework.

The input of all of these organizations has been central to the plan that has emerged and their efforts and expertise are gratefully acknowledged.

In addition, a range of written comments was received. These submissions provided important and considered feedback and advice and the efforts of those making these submissions is very much appreciated.

The former Coaches Commission of SASCOC established an Implementation Group who then established an Interim Coaching Standards group to both led the process of implementing the South African Coaching Framework. This Implementation Group, Interim Coaching Standards Group and the former Coaches Commission have worked in a dedicated and consistent way to develop SAS4L document.

## **ACKNOWLEDGEMENTS**

The members of these groups are:

### **FORMER COACHES COMMISSION:**

Edwin Bennett (Chair); Chris Theyse; Hilton Adonis; Norman Mphake; Suzanne Ferreira; Anton Ferreira; Jannie Ferreira; John Nel.

### **IMPLEMENTATION GROUP:**

Pat Duffy (Chair), Anton Ferreira, Hilton Adonis; Gugu Ntuli; Jannie Ferreira ; Rosa Du Randt; Suzanne Ferreira; Peter de Villiers; Jerry Segwaba; Ebrahim Boomgaard; Desiree Vardhan.

### **INTERIM COACHING STANDARDS GROUP:**

Jannie Ferriera (Chair); Maureen Mashabane; Vanessa Verster; Hilton Adonis; Elizabeth Bressan; Garry Dolley; Di Pieterse; Mike Ntombela; Patrick Duffy ; Desiree Vardhan

Special acknowledgement to Istvan Balyi (Canada) who led the process in developing the South African Sport for life and Long term participant development models for our National federations and Professor Pat Duffy (Leeds Metropolitan University and chair of the implementation group) who led the process in developing the South African Coaching Framework which led to the development of the frameworks core reference document - S4L-LTPD.

The SASCOC team has been at the core of the process and their dedication and professionalism has been pivotal. The entire team at SASCOC contributed, with special thanks to SASCOC's President, Gideon Sam, Chief Executive officer Tubby Reddy, General Manager High Performance: Ezera Tshabangu and the Coaching Development staff of SASCOC.

SRSA has been a strong advocate of the Framework and its reference documents since the idea and a number

## ACKNOWLEDGEMENTS

of staff assisted in the development of the document. Special thanks to the staff of SRSA.

The document is dedicated to the Athletes, whose dedication and passion for sport provided for the creation of a core reference document to develop Athletes in South Africa from playground to podium.

### ACRONYMS

**CATHSSETA:** Culture Arts Tourism Hospitality and Sport Sector Education and Training Authority

**CHE:** Council for Higher Education  
**DOBE:** Department of Basic Education  
**LTCDC:** Long-Term Coach Development  
**LTPD:** Long-Term Participant Development  
**NF:** National Federation  
**NQF:** National Qualifications Framework  
**QCTO:** Quality Council for Trades and Occupations  
**SAQA:** South African Qualifications Authority  
**SASCOC:** South African Sport Confederation and Olympic Committee  
**SRSA:** Sport and Recreation South Africa



# **SPONSORS & PARTNERS**

**SPORT FOR LIFE**



Thank you to our Olympic Partners.



OLYMPIC  
SOLIDARITY



**sasol**  
*reaching new frontiers*



sport & recreation

Department:  
Sport and Recreation South Africa  
REPUBLIC OF SOUTH AFRICA

# SPONSORS & PARTNERS

Thank you to our Paralympic Partners.



Mercedes-Benz



sasol  
*reaching new frontiers*



sport & recreation  
Department:  
Sport and Recreation South Africa  
REPUBLIC OF SOUTH AFRICA

Sun International  
*A Million Thrills. One Destination.*  
Hotels, Resorts & Casinos



Thank you to our Product Suppliers.

**acer**

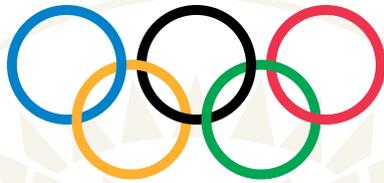
• ESTD 1938 •  
**DOUGLAS GREEN**  
• FINE CAPE WINES •



**RICOH**



Thank you to our IOC Partners.



## The Worldwide Olympic Partners





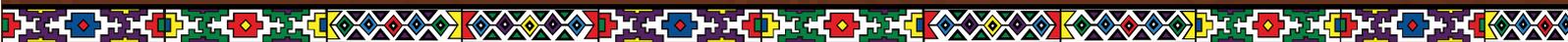












**SPORT FOR LIFE**

