

GAME DAY COACHING

The following information details the New York Red Bulls Youth Programs' match philosophy and expectations as it relates to the role of the player, coach, and parent.

IMPORTANT MATCH DAY CONSIDERATIONS

Clubs must encourage players, coaches and parents to honor the game collectively by adopting a player-centered philosophy.

Youth soccer games should be viewed in a different context to professional games. The main focus in a professional soccer game is to win. In youth soccer, the main focus needs to be fun and development; winning will be a byproduct.

Unlike many American sports, soccer is not a coach-centered sport; the game is free flowing with limited stoppages in play. Once a player crosses the white line, it is their game and they must make their own technical and tactical decisions. The coach's decisions are more strategic.

Match day is a players' chance to put into action what they have learned from practice. It is purely an extension of the training session where transfer of learning should occur.

Players who are over-coached during practice and matches will become robotic and will not be able to make critical game decisions on their own. If the coaches are doing all the talking, the players won't communicate.

CREATING A GAME DAY CULTURE

On game days, the interaction between the following groups should be considered:

Team Coaches

Opponents

Parents

Officials

The following tables provide suggested interaction guidelines between each party. If followed, a player-centered culture of respect should be created.

(1) TEAM COACHES (Includes Parent Coaches and Trainers)

INTERACTION AREA	COACH EXPECTATIONS
PLAYERS	<ul style="list-style-type: none"> • Verbal instructions should be carefully measured to provide players with the necessary information they need to improve without over-coaching or joy-sticking players.
OFFICIALS	<ul style="list-style-type: none"> • The officials' decisions should be respected and unchallenged. No attempt should be made to influence their decisions or the outcome of the game.
PARENTS	<ul style="list-style-type: none"> • Parents should be engaged in the educational process. If possible, parents should be debriefed to ensure they understand post game goals and areas for discussion with their children.
OPPOSITION	<ul style="list-style-type: none"> • Sportsmanship and fair play should be of the utmost importance. Respect for the opposition's coaches, their players and parents ensure a supportive environment for both sets of players.

(2) PARENTS

INTERACTION AREA	PARENT CONDUCT
TEAM COACH	<ul style="list-style-type: none"> • Parents and team coaches should be on the same page with regards to the team's seasonal objectives, which should be communicated during preseason. • Parents should avoid questioning or confronting the team coach during or immediately after a game. Where appropriate parents should call or email the team coach to discuss the issue.
PLAYERS	<ul style="list-style-type: none"> • Be supportive but don't coach from the sidelines. Let the coaches communicate important information to avoid confusing players. A parent's role should be to provide support and encouragement. If parents are over communicating, it takes away the opportunity for players to communicate with each other. • Avoid defining success and failure in terms of winning and losing. For each game, the coach will have defined skill acquisition goals for the team. These are the objectives that should be used to measure success. This will teach players to have a better perspective on the game experience.
REFEREE	<ul style="list-style-type: none"> • Parents should not question or try to influence a referee's decision for any reason. Mistakes will happen; parents should be a role model for their players. Any communication to the referee should be via the team coach.
OPPOSITION	<ul style="list-style-type: none"> • Parent's interaction with players from the opposite team should only ever be positive and sportsmanlike in nature. Parents should never get involved in any type of verbal confrontation or dispute with parents and players of the opposing team, whatever the reason.

(3) PLAYERS

INTERACTION AREA	PLAYER EXPECTATIONS
COACHES	<ul style="list-style-type: none">• Respect the decisions of the team coach with regards to playing time and position as well as substitutions.• Players should have an open and inquisitive mind when receiving feedback from the coach. Players should be encouraged to implement feedback where applicable.
TEAMMATES	<ul style="list-style-type: none">• Encourage other players on your team and support decisions of teammates regardless of the outcome.
OFFICIALS	<ul style="list-style-type: none">• Players should not question or argue with a referee's decision for any reason. Mistakes will happen; players should respect the decision and continue with the game.
OPPOSITION	<ul style="list-style-type: none">• Fair play and good sportsmanship should be an integral part of all interactions with opposition players. Shake hands and congratulate all players on a good game upon completion of the match.
PARENTS	<ul style="list-style-type: none">• Players should not look to their parents during the game for feedback or information on their self-performance. Players should focus on the game and their own performance with no distraction.• Players should keep their parents informed of important information that the coach has relayed after the game. This may include logistical information for future training session or games and player development information that relates to focused areas of improvement.

ONLINE CURRICULUM



The foundation of success for the New York Red Bulls Youth Programs is a well-developed, thorough curriculum that develops players in all aspects of the game. The curriculum caters to players ages 3 to 18 and consists of over 700 activities that are available to partner organizations in a written format. Select activities are also supported with video files.

The curriculum specifically identifies five key developmental levels, each level clearly defined by a separate building block. Activities are also tagged by topic, age, ability and

learning outcomes. Coaches can search for activities based on a player's stage of learning and add their favorite activities into their own personal library.

Existing curriculum members: [LOGIN HERE](#) (Written and Video activities)

To sign up for free access to a sample version of the full curriculum please [CLICK HERE](#)

Check out the New York Red Bulls Youth Programs YouTube channel [HERE](#)

ACTIVITY OVERVIEW

- Each activity is displayed in a practical format that matches the New York Red Bulls coaching methodology
- Session-specific learning objectives are listed
- Required equipment inventory and suggested player involvement
- Clearly described organization, illustrated with diagrams
- Detailed coaching points
- Progressions to challenge players as competency increases
- Regressions are included to simplify the activity to promote success

Below you will find how coaching activities are broken down based on our APPROACH TO DEVELOPMENT accompanied by videos showing example activities:

MOTOR SKILL DEVELOPMENT <https://youtu.be/caXHSI6CHHM>

TECHNICAL AND SKILL DEVELOPMENT https://youtu.be/RQcf_KNt49g

INDIVIDUAL TACTICS <https://youtu.be/w-C5uLHJdng>

GROUP TACTICS <https://youtu.be/aysWAQbIcMg>

TEAM TACTICS <https://youtu.be/LIjHZrckrZE>

FOR MORE INFORMATION ON OBTAINING ACCESS FOR YOUR ORGANIZATION:

Call: 1-888-370-7287

E-mail: training@newyorkredbulls.com

Dribbling

Dribbling - The Roll

- Take the ball inside the opponent's tackling radius
- Drag the ball across the body with sole of the foot
- Take the ball past the defender with inside of the opposite foot

Dribbling - Roll Step

- Drag the ball across the front of the body with sole of the foot
- Step over the top of the ball with the opposite foot
- Carry on in the same direction as the ball

Dribbling - Feint

- Lean to one side dropping your shoulder
- Plant the same side foot to the side of the ball
- Take the ball away with the outside of the opposite foot

Dribbling - Double Feint

- Lean to one side, dropping your shoulder
- Lean to the opposite side, taking the opposite foot past the back of the ball
- Take the ball away using the outside of the foot that started the movement

Dribbling - Inside Outside Part 1

- Move the ball inside using the inside of the foot
- Plant the opposite foot as normal
- Take the ball away in the opposite direction using the outside of the foot

Dribbling - Inside Outside Part 2

- Move the ball to the inside using the inside of the foot
- Hop on the opposite leg

- Take the ball away in the opposite direction using the outside of the foot

Dribbling - Scissors

- Move the foot around the front of the ball, finishing on the outside of the ball
- Drop the shoulder as the foot plants
- Take the ball away using the outside of the opposite foot

Dribbling - Inside Scissors

- Move the ball inside with the inside of the foot
- Without putting the foot down, move it around the front of the ball planting to the side
- Take the ball away using the outside of the opposite foot

Dribbling - Double Scissors

- Move the foot around the front of the ball finishing on the outside of the ball
- Drop the shoulder as the foot plants
- Complete the same motion with the opposite foot
- Take the ball away with the outside of the foot that started the movement

Dribbling - Step Over

- Fake to take the ball across the body using the inside of the foot
- Move the foot around the front of the ball planting on the opposite side of the ball
- Take the ball away using the outside of the same foot in the opposite direction

Dribbling - Push and Run

- Dribble straight at the defender
- Push the ball to one side of the opponent with the outside of the foot
- Run around the opposite side and collect the ball

Dribbling - Swivel Hips Part 1

- Open hips when approaching opponent as if to play the ball
- Move the ball across the body using the inside of the foot
- Take the ball away in forward direction using the laces

Dribbling - Swivel Hips Part 2

- Open hips when approaching opponent as if to play the ball
- Move the ball across the body using the inside of the foot
- Use the inside of the opposite foot to move the ball back across the body and away from the opponent

Dribbling - The Chop

- Take the ball to the side of the defender
- Using the inside of the foot on the outside of the ball chop the ball behind the opposite leg
- At the point of the contact, both feet should be off the ground
- Continue running in the direction of the ball

Running With the Ball

Running with the Ball

- Positive first touch out of the feet
- Play with the laces of the foot closest to the ball
- Use the fewest number of touches to cover the distance quickly
- Run in a straight line

Passing

Passing - Inside Push

- Angle of approach - center
- Supporting foot is next to the ball pointed at target
- Head up to observe your target
- Contact ball - middle
- Contact foot - inside
- Ankle locked with toe pointed up
- Follow through towards target with striking foot remaining open throughout
- Body weight over the ball
- Weight and accuracy of pass

Passing - Inside Curl

- Angle of approach - off center
- Non-kicking foot plants next to the ball
- Contact is made on the outside of the ball with the inside of the foot
- Follow through with the ankle rotating into the body

Passing - Outside Push

- Angle of approach - center or off center
- Pass off the front foot
- Supporting foot is behind the ball
- Ankle locked with toe pointed down
- The knee of the kicking foot is over the ball at contact
- Contact Ball - middle
- Contract Foot - outside
- Disguise your pass

Passing - Lofted Pass

- Angle of approach - off center
- Head up to observe target
- Head down at the point of contact
- Non-kicking foot places to side, slightly behind the ball
- Ankle locked to level to the ground
- Contact ball - bottom

- Contact foot - instep or upper inside
- Body weight back with your head and chest behind the ball at contact

Passing - Driven Pass

- Angle of approach - off center
- Head up to observe target
- Head down at the point of contact
- Non-kicking foot places to side, slightly behind the ball
- Angle locked, toe down
- Contact ball - middle above the midline
- Contact foot - laces (Instep)
- Body weight forward chest and knee over the ball at contact
- Follow through
- Land on the striking foot

Passing - Outside Curl

- Angle of approach - straight
- Non-kicking foot plants behind the ball
- Contact is made on the inside of the ball with the outside of the foot
- Follow through with the ankle rotating away from the body

Passing - Half Volley

- Assess the flight of the ball
- Get in line to receive
- Select the appropriate surface to pass
- Arms out for balance
- Strike the ball as it hits the ground and begins to rise
- Contact is made above the middle of the ball with the inside of the foot
- Guide the ball instead of striking it

Passing - Cushion Volley

- Assess the flight of the ball
- Get in line to receive
- Select the appropriate surface to pass

- Arms out for balance
- Assess the flight of the ball
- Contact is made in the middle of the ball
- No follow through is necessary
- Object is to redirect or guide the pass

Shooting

Shooting - Driven Shot

- Angle of approach - off center
- Head up to observe the position of the GK
- Head down at the point of contact
- Non-kicking foot places to side, slightly behind the ball
- Ankle locked, toe down
- Contact ball will vary depending on target area
- Contact foot - laces (instep)
- Body weight forward, chest and knee over the ball at contact
- Follow through landing on striking foot

Shooting - Driven Shot across the GK

- Angle of approach - off center
- Head up to observe the position of the GK
- Head down at the point of contact
- Non-kicking foot places to side, hips turn to face the far post as the player strikes
- Contact on the ball is with the laces
- Follow through landing on the striking foot

Shooting - Low Inside Curl

- Angle of approach - off center
- Head up to observe position of GK
- Head down at the point of contact
- Non-kicking foot is placed to the side of the ball
- Contact is made with the side of the foot on the outside of the ball
- Follow through comes back to the center of the body

Shooting - High Inside Curl

- Angle of approach - off center
- Head up to observe position of GK
- Head down at the point of contact
- Non-kick of the foot is placed to the side of the ball
- Contact is foot with the side of the foot on the outside of the ball
- Lean back to help elevate the ball
- Follow through comes back to the center of the body

Shooting - Outside Curl

- Angle of approach - straight
- Head up to observe the position of GK
- Head down at the point of contact
- Non-kicking foot is placed to the side of the ball
- Contact is made with the side of the foot on the outside of the ball
- Follow through comes back to the center of the body

Shooting - Chip

- Angle of approach - straight
- Head up to observe the position of GK
- Head down at the point of contact
- Strike through the bottom of the ball with the laces
- Sole of the foot drags the ground on contact
- Body weight upright, very little follow through required

Shooting - Side Volley

- Assess the flight of the ball
- Knee of the kicking foot over the ball
- Short backswing, strike above the middle of the ball with the laces
- Follow through with the foot coming down to the ground, toe pointed down

Shooting - Half Volley

- Be light on your feet to adjust to the flight of the ball
- Strike the ball as it rises off the ground
- Body weight moves forward throughout the motion
- Contact above the middle of the ball
- Follow through is short to ensure good contact
- Guide the ball into the open area of the goal

Turning

Turning - Inside Cut

- Step to the side of the ball with the non-kicking foot
- Pivot on that foot
- Cut the ball back with the inside of the opposite foot

Turning - Stop Turn

- Stop the ball with the sole of the foot
- Step forward with the same foot, planting it in front of the ball
- Take the ball away with the outside of the opposite foot

Turning - U Turn

- Non-kicking foot plants as the kicking foot reaches for the ball
- Drag the ball back as you turn, shielding the ball from the defender
- The next touch is made with the nearest surface of the nearest foot

Turning - Drag Push

- Reach in and drag the ball back using the sole of the foot
- Move the ball across the front of the body
- Take the ball away with the outside of the opposite foot

Turning - Cryuff

- Fake to pass or shoot planting the non-kicking foot in front of the ball
- With the opposite foot, use the inside of the foot to move the ball behind the non-kicking foot
- Take the ball away with the non-kicking foot

Turning - Step Over

- Fake to play the ball with the inside of the foot, moving the foot around the front of the ball
- Plant that foot and pivot back in the opposite direction
- Take the ball away with the inside of the opposite foot

Turning - Slap Cut

- The ball is rolled across the body, immediately cutting the ball back with the outside of the foot
- Create space to strike

Turning Inside Cut and Outside Cut

- Stop the ball with the sole of the foot, step pass the ball, and plant
- Fake to play the ball with the inside of the foot, moving the foot around the ball, plant that foot and pivot back in the original direction
- Take the ball away using the same foot

Turning - Stop Turn and Step Over

- Stop the ball with the sole of the foot, step pass the ball, and plant
- Fake to play the ball with the inside of the foot, moving the foot around the ball, plant that foot and pivot back in the original direction
- Take the ball away using the same foot

Turning - L Turn and Drag Push

- Player shapes to strike the ball and drags the ball back into the body, pushing the ball behind the non-kicking foot into space
- Reach in to drag the ball back, using the sole of the foot, move the ball across the front of the body
- Take the ball away with the outside of the opposite foot

Receiving

Receiving in the Air - Chest

- Get into line with the ball
- Assess the flight as the ball travels
- Select the appropriate surface
- Arms out for balance
- Withdraw surface upon impact
- Directions of touch to enable next action

Receiving in the Air - Thigh

Receiving in the Air - Foot

Receiving on the Ground - Inside Foot

- Receive with furthest foot from the ball
- Slight hop onto standing foot on contact to prepare for next action
- Receive with the toe pointed up and ankle locked

Receiving on the Ground - Inside Spin

Receiving on the Ground - Moving Cruyff

Receiving on the Ground - Outside Foot

- Receive with the nearest foot to the ball
- Toe down ankle locked
- Arms out for balance to feel for defender
- Next action is to turn or protect the ball

Receiving on the Ground - Outside Spin

Defending

Defending - Closing Down from Behind

- Close down quickly as the ball travels

- Slow down as you approach the attacker
- Get in touch tight - prevent attacker from turning
- Bend the knees, stay sideways on to the ball
- Mirror the attacker's feet
- Prepare for next action - delay or tackle

Defending - Closing Down from the Front

- Close down quickly
- Assess the flight as the ball travels
- Select the appropriate surface
- Arms out for balance
- Withdraw surface upon impact
- Direction of touch enables next action

Defending - The Block Tackle

- Position is side on
- Place non-tackling foot next to the ball by stepping forward
- Angle locked with toe pointed up
- Tackle with the foot moving away from the player
- Drive through the center of the ball
- Tackle using your full body weight

Defending - The Poke Tackle

- Poke the ball using the front foot (one closest to the ball)
- Lock the ankle
- Weight is on the back foot
- Poke the ball at an angle (diagonal)
- Body weight forward to gain possession

Juggling

Aerial Juggling

- 15-video playlist
- To see the playlist in full, [click here](#).

Ball Mastery

Ball Mastery - Level 1

- 49-video playlist
- To see the playlist in full, [click here](#).

Ball Mastery - Level 2

- 26-video playlist
- To see the playlist in full, [click here](#).

Ball Mastery - Level 3

- 28-video playlist
- To see the playlist in full, [click here](#).

Ball Mastery - Level 4

- 21-video playlist
- To see the playlist in full, [click here](#).

HOMEWORK

- Learning a new skill and tracking your practice time away from your regular sessions couldn't be easier.
- Print the [HOMEWORK SCORECARD](#) to track your progress
- Keep the chart safe, and put it somewhere you can see it each day. You might put it on your bedroom wall, or maybe even on your fridge. Share your progress with friends and family as you work towards achieving your goals!

HOMEWORK INSTRUCTIONS

- Choose a skill from the [Technical Videos](#) page.
- Add the skill description to your scorecard.
- Now you are ready to start practicing! It doesn't always have to be on a soccer field...do you have a back-yard? Can you take a ball to school?
- Each skill should be practiced in blocks of 50 repetitions. You always have the option to do more!
- Cross off the numbers each time you have performed the skill 50 times. When you reach 500, congratulations, it's time to move on to a new skill!



Red Bulls
YOUTH PROGRAMS

HOMework SCORECARD

SKILL #	SKILL DESCRIPTION	ATTEMPTS ACHIEVED	DATE	JUGGLING
		50 / 100 / 150 / 200 / 250 / 300 / 350 / 400 / 450 / 500		
		50 / 100 / 150 / 200 / 250 / 300 / 350 / 400 / 450 / 500		
		50 / 100 / 150 / 200 / 250 / 300 / 350 / 400 / 450 / 500		
		50 / 100 / 150 / 200 / 250 / 300 / 350 / 400 / 450 / 500		
		50 / 100 / 150 / 200 / 250 / 300 / 350 / 400 / 450 / 500		
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The New York Red Bulls Player Development System provides a central resource for Coaching Education within New York and New Jersey. Through our exclusive partnerships with United Soccer Coaches (USC) and New Jersey Youth Soccer Association (NJYSA), we offer coach certification and diploma courses throughout the region. With multiple course pathways available within the U.S., the New York Red Bulls coordinate a one-stop education outlet for coaches and soccer organizations that are looking to take or host courses for their members.

Check out local coaching courses:



Start the learning process with the [Red Bulls' Online Curriculum](#), which caters to players ages 3 to 18 and consists of over 700 activities that are available to partner organizations in electronic format. Selected activities are also supported by video files.

If you are a youth soccer organization and wish to host a course or discuss your coach education program, email training@newyorkredbulls.com or call 1-888-370-7287.