



RED BULL TRAINING PROGRAMS PHILOSOPHY AND METHODOLOGY

PHILOSOPHY

The Red Bulls approach to Player Development is based on recommendations from US Youth Soccer, National Soccer Coaches Association of America (NSCAA) and other international coaching organizations. Below is an overview of the philosophy and methodology employed by New York Red Bulls Training Programs.

- The curriculum devised by the New York Red Bulls develops players and measures success by competency of skill over scoreboard results.
- This curriculum is player centered and driven, and evolves with new research by governing bodies.
- By following a proven format, players are led to learn skill in a logical progression, simple to complex under increasing resistance and restriction.
- The New York Red Bulls recognizes children, not 'mini adults', and adapts coaching styles to suit age and ability. The aim is to provide a safe, challenging, and ultimately rewarding experience in every program.
- Individual mastery of the ball is key to the progression of young soccer players. Therefore priority is given to technical instruction and competency to establish the basis of development. 1 v1, 2 v2, 3v3, small sided games and overload situations (e.g. 3 v1) are used to provide the environment for this to happen
- Young players require time to experiment. The curriculum allows for maximum activity and inclusion with a ball. This uninterrupted play allows players to experiment and learn through trial and error, thus reinforcing that the game is the best teacher.
- Fun first – learning second. Too many young players drop out of the sport each year as it simply stops been fun.
- Practice sessions and activities used to teach concepts within the Training Programs curriculum are progressive. These concepts are made as realistic as possible to the real game by adding pressure and direction as development dictates. This always concludes with free play.
- The purpose of free play games should always be to allow players to showcase the skills they have learnt. The competitive nature of games will be to measure skill performance as opposed to actual results
- "The more closely training replicates the real game, the easier players will be able to transfer what they do in training to the real game." (NSCAA Academy).

CURRICULUM STRUCTURE

To help meet the varying needs of the youth soccer community the training program curriculum is driven by both age and ability. It is very common that players of the same age can be at completely different stages of learning. Having a 'sliding scale' curriculum allows players of staggered abilities to develop at their own pace.

#	LEVEL	AGES	DESCRIPTION (TYPICAL USE)
1	BEGINNER	3 TO 6	RECREATION BASED TOWN PROGRAMS
2	DEVELOPMENTAL	7 TO 14	
3	COMPETITIVE	7 TO 18	TRAVEL TEAM PROGRAMS
4	ADVANCED	8 TO 14	REGIONAL DEVELOPMENT SCHOOLS



CURRICULUM MATRIX

Each curriculum incorporates the four cornerstones to the successful development of the young player (Technical, Tactical, Physical, and Psychological). The amount of time that is allocated to each area within a session, season and training year is based on the following matrix.

AGE	TECHNICAL	TACTICAL	PHYSICAL	PSYCHOLOGICAL
3 & 4	90%	0%	5%	5%
5 & 6	80%	5%	10%	5%
7 & 8	70%	10%	15%	5%
9-11	55%	25%	15%	5%
12-14	40%	30%	20%	10%
15+	10%	50%	20%	15%

COACHING METHODOLOGY

The training program curriculum is delivered based on the following coaching methodology:

'The role of a coach is to facilitate learning and to effectively recognize and act on important teachable moments'. With this in mind a good coach is able to take players where they have never been before and will not get to own their own.

- Every session begins with the end in mind; a clear topic is identified for every practice session which ties into a bigger developmental picture for the season.
- Every session is dynamic and fluid with minimal stoppages.
- Depending on the age and ability of players, coaching sessions will provide a blend of technical, tactical, physical and psychological challenges.
- Player's are always allowed time in every session to experiment and encourage self-expression
- Instruction is employed to identify learning outcomes. Playing the game is employed to achieve these learning outcomes.
- Individual practice and 'pick up' play is strongly encouraged to complement the structured session. This is integral to the improvement of young players to promote the creativity and improvisation that soccer demands.
- Each player absorbs information in different ways. New York Red Bulls Training Programs understands this and utilizes variety of coaching styles and techniques to engage players:
 - o Guide & Discover (Help them solve soccer problems)
 - o Demonstration (Show them)
 - o Command (Tell them)
 - o Question & Answer (Test them)
 - o Pictures & visions (Teach them)



SESSION STRUCTURE

All sessions follow the same format to allow players to learn specifically to the set learning goals through progression and repetition. The following table provides an overview of how a New York Red Bulls training session would be structured.

SECTION	% OF TIME	DESCRIPTION (TYPICAL USE)
ACTIVATOR/BALL MASTERY	10%-20%	<ul style="list-style-type: none"> - Warm-up is related to the main activity of the practice - A ball is always used with every warm up activity - Coaching is kept to a minimum in this phase - Preparing players mentally and physically for the main activity
MAIN ACTIVITY	50%	<ul style="list-style-type: none"> - Focuses on one theme - Depending on level of learning skill is generally introduced in the following sequence: <ol style="list-style-type: none"> 1. Non opposed – skill completed in isolation 2. Semi opposed – some pressure 3. Fully opposed – full pressure
CONDITIONED PLAY/FREE PLAY	30%-40%	<ul style="list-style-type: none"> - Focused on the key theme of the practice session. - Conditioned play is played with direction and to targets - Conditions placed on game should encourage players to perform skills from main activity. - Small sided games are the preferred structure, the smaller the # of players involved the higher the frequency of learning experience - Conditioned play should only be for a % of the concluding activity - Session concludes with free play defined by no restrictions/conditions or coach interaction