

AR-to-Basic Referee Upgrade Course

COURSE DESCRIPTION

The purpose of this course is to train certified Assistant Referees in the basic skills required to officiate in AYSO matches in accordance with AYSO (FIFA) Laws and AYSO National Rules and Regulations. The emphasis is on younger players' short-sided games (U-6, U-8, and U-10). The course constitutes the training portion of the certification requirements for an AYSO Regional Referee for participants who are already certified as AYSO Assistant Referees. In addition to registration as a volunteer in the local program, those requirements are:

MINIMUM AGE:	12 years old
GAMES:	No minimum number of games required
TRAINING:	Complete the Basic Referee Course or, equivalent, be an Assistant Referee and complete the AR-to-Basic Referee Upgrade Course (this course).
TESTING:	75% or better on the Basic Referee Exam
ASSESSMENT:	Not required
FITNESS TEST:	Not required; an introduction to the AYSO Physical Fitness Test is recommended
SERVICE:	None required

For the most current certification requirements see the *National Referee Program Manual* on AYSOtraining.org.

This course consists of two lessons derived from the AYSO Basic Referee Course.

COURSE PREREQUISITES

Certification as an AYSO Assistant Referee is a prerequisite for participation in this course.

TEACHING OBJECTIVES

- Have a basic understanding of fouls and misconduct (and free kicks)
- Have a cursory understanding of the fundamentals of play

EQUIPMENT AND MATERIALS

- AR-to-Basic Referee Upgrade Course Roster
- AR-to-Basic Referee Upgrade Course Plan (this document)
- Course evaluation form (available on AYSO.org)
- Handouts (for each student):

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- *Laws of the Game* (AYSO Edition, current year)
- *AYSO Guidance for Referees and Coaches* (current year)

The materials above are required by the lesson plans of this course. Instructors may use additional relevant materials.

LIST OF ATTACHMENTS

Attachment 1:

AR-to-Basic Referee Course – Presentation Slides – Dynamic.pdf

Attachment 2:

AR-to-Basic Referee Course – Fundamental Coaching Concepts – Handouts.pdf

Attachment 3:

AR-to-Basic Referee Course – Course Evaluation.pdf

INSTRUCTOR NOTES

Throughout this course, confirmation questions are included both to test the level of learning achieved by the students and, on occasion, to introduce nuances that are not presented elsewhere in the course. The instructor should ensure that these questions are not overlooked.

COURSE OUTLINE

This is the overall plan for the course. The lessons must be presented in order as listed.

	Lesson	Page	Module(s)	Duration
I	Course Introduction and Review	4		35 min
II	Fouls and Misconduct – Basic	6	8	45 min
III	Fundamental Coaching Concepts	17	13	20 min
	Course Wrap-up	19		10 min
<i>TOTAL TIME (excluding breaks and Basic Referee Exam)</i>				<i>110 min (1hr 50min)</i>

Breaks of 10-15 minutes are recommended every 90-120 minutes, although this course is short enough that it might not require one. Note that time for the administration of the Basic Referee Exam is not included in this table.

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I. Course Introduction and Review

A. DESCRIPTION

1. Duration: 35 minutes, chiefly for review
2. This lesson introduces the course and, if necessary, reviews essential material from previous training.

B. GOAL

Ensure students recall essential previous training.

C. STUDENT MATERIALS

1. AYSO edition of the *FIFA Laws of the Game*
2. *Guidance for Referees and Coaches*

D. INSTRUCTOR EQUIPMENT AND MATERIALS

None

E. LIST OF ATTACHMENTS

None.

F. COURSE INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Welcome students to the AR-to-Basic Referee Upgrade Course.
3. Verify that all present are already certified as AYSO Assistant Referees, a prerequisite for this course.
4. Explain what students will have achieved upon completion of the course. (See Course Description for certification requirements.)
5. Provide brief overview of schedule for the course, including planned breaks. Acquaint students with physical setting (rest rooms, refreshments if provided, etc.)

G. REVIEW

Note to instructor: If the students have not recently attended Assistant Referee training (either the Assistant Referee Course or the U-8-to-Assistant Referee Upgrade Course), you should conduct a brief review at this point. If, however, this course follows soon after Assistant Referee training, the review can be reduced to a few “warm-up” questions or dispensed with entirely.

1. Before beginning the review, ascertain what the students’ experience has been. For example, if most have been active as U-8 officials, concentrate on the differences between U-8 and U-10 play (that is, the material in the first

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lesson of the U-8-to-Assistant Referee Upgrade Course plan). If few have been active as U-8 Officials, extend the review to recall more basic matters covered in the U-8 Official course or the initial lessons of the Assistant Referee Course.

2. For the review, make use of the Assistant Referee Course plan, especially the confirmation questions in each of the lessons.
3. Regardless of the students' recent experience, be sure to emphasize the following topics, which are likely to have been forgotten:
 - a. Restarts
 - b. Referee mechanics (positioning, signaling, and cooperation with the assistant referee)
 - c. Offside, especially the roles of the referee and assistant referee
4. Since this course is relatively brief, do not skimp on review time, which will also be important to students before they take the Basic Referee Exam that is typically offered at the conclusion of the course. Plan on at least 30 minutes for the review session.

H. CONCLUSION

Bridge to the first lesson, perhaps as follows: "As AYSO Assistant Referees, you're already familiar with many aspects of the U-10 game. In particular, you're familiar with the details of starting, stopping, and restarting play, so we won't be focusing on those today. Instead, we'll concentrate on those aspects of being a referee that you didn't need to know in order to be an Assistant Referee. The most substantial of those is fouls and misconduct."

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II. Fouls and Misconduct – Basic (Module 8)

A. DESCRIPTION

1. Duration: 45 minutes
2. This lesson introduces fouls and misconduct as they occur in the U-10 game.

B. GOALS

1. Explain the two categories of fouls.
2. Describe the fouls that occur in younger players' games.
3. Introduce the concept of misconduct and briefly explain how to deal with it in younger players' games.

C. STUDENT MATERIALS

1. AYSO edition of the *FIFA Laws of the Game*
2. *Guidance for Referees and Coaches*

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. A ball.
2. Student volunteers to help with demonstrations of fouls and adult misbehavior.

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Introduce the topic as follows. "The spirit of the game is fair play and good sportsmanship. If either of these is violated, the referee has the duty to stop play and penalize the offender. *Unfair or unsafe play* is categorized as *fouls*; *poor sportsmanship* is considered *misconduct*. Both are infrequent in younger players' games, but it is important that referees understand the most common fouls and be able to deal with them properly."

Note to instructor: *This lesson is very "meaty" and can be overwhelming for new referees. It is important that referees be introduced to the classification of fouls and misconduct used in Law 12, but the overall emphasis of the lesson should be on the fouls that referees will encounter in U-10 games.*

G. FOULS IN THE U-10 GAME

1. A **foul** is an unsafe or unfair act committed by a player on the field while the ball is in play.

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2. Acts that are considered fouls are specified in Law 12 and are classified in two groups: *Direct Free Kick* fouls and *Indirect Free Kick* fouls. The former are more serious and most involve unfair or unsafe contact with an opponent. The latter are less serious and generally do not involve contact with an opponent. The two categories are named for the way play is restarted after a foul has been whistled by the referee.

Note to instructor: This is an appropriate point to review the differences between direct and indirect kicks and to mention penalty kicks. This material was covered in Assistant Referee training, but the students may not have had much need to remember the details. If that training was not recent, a brief review is recommended before proceeding to the classification of fouls. Of course, if this material was covered as part of the course introduction, it need not be covered again.

3. We will briefly list the acts in each of these categories, but we will focus only on the few that occur frequently in the U-10 game.
 - a. There are 10 *Direct Free Kick* fouls.
 - i. A direct free kick is awarded to the opposing team if a player commits any of the following seven offenses in a manner considered by the referee to be careless, reckless, or using excessive force:
 - (a) Kicks or attempts to kick an opponent
 - (b) Trips or attempts to trip an opponent
 - (c) Strikes or attempts to strike an opponent
 - (d) Jumps at an opponent
 - (e) Charges an opponent
 - (f) Pushes an opponent
 - (g) Tackles an opponent
 - ii. A direct free kick is also awarded to the opposing team if a player commits any of the following three offenses:
 - (a) Holds an opponent
 - (b) Spits at an opponent
 - (c) Handles the ball deliberately (except for the goalkeeper within his own penalty area)
 - b. Younger players commit very few Direct Free Kick fouls, and the ones that they do commit are frequently the result of ignorance of the game or merely lack of skill. The following are the ones that most commonly occur in U-10 and younger age groups:

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- i. **Kicks an opponent.** This occurs most commonly when a player kicks at the ball and misses it, kicking an opponent instead.
- ii. **Trips an opponent.** This occurs most commonly when a player attempts to play the ball and misjudges the timing of his challenge, contacting the opponents' leg(s) and causing him to fall. Before whistling for tripping, the referee should be sure that it was committed by a player, since young players often trip over their own feet or the ball.
- iii. **Pushes an opponent.** Young players often push opponents to get to the ball or gain an advantage. Pushing is not allowed, even when players use something other than their hands.
- iv. **Holds an opponent.** Holding any part of an opponent may give a player an unfair advantage. It is illegal to hold with the hands or any part(s) of the body.
- v. **Charges an opponent.** "Charging" is a technical term in soccer. A fair charge is defined as a brief, staccato (momentary), shoulder-to-shoulder bump of limited force. Its purpose is to displace an opponent who has the ball enough to allow the charging player to gain control of the ball. A fair charge is permitted and should not be confused with a push. A reckless charge or an unnecessarily forceful one is a foul and should be penalized.
- vi. **Handles the ball deliberately.** If a player (other than the goalkeeper within his own penalty area) deliberately strikes, deflects, or holds the ball with the hands or arms (all the way to the shoulder), it is a foul. This occurs most commonly when a ball comes to a player above waist level and he doesn't have the ability or the confidence to play it with the body. (Sometimes the player will raise his arms over his head to stop a high ball.) The act of handling the ball includes any **deliberate** contact with the hand or arm, but **does not include accidental contact**. By contrast, if a ball strikes a player's hands or arms, the player has not committed a foul. In general, when younger players commit a deliberate handling offense, it is obvious to everyone on the field, including themselves. If the referee is in doubt about the deliberateness of the action, he should not stop play.

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Note to instructor: *It is easy for new referees to become caught up the details of what is or is not a foul, and no amount of discussion will make them comfortable with those details until they have some field experience. After covering the common cases above, consider giving them a couple of rules of thumb. For example: “if a player goes after an opponent rather than the ball, it’s probably a foul” and “nearly all contact other than brief, shoulder-to-shoulder contact with limited force is a foul” and “ball-to-hand is not a foul, while hand-to-ball may be a foul”. You should emphasize that these are rules of thumb, not precise definitions, but that they will serve beginning referees in young players’ games well until they get some game experience, at which time the specifics become more meaningful.*

- c. There are 7 *Indirect Free Kick* fouls.
- i. An indirect free kick is awarded to the opposing team if a goalkeeper, inside his own penalty area, commits any of the following four offenses:
 - (a) Takes more than six seconds while controlling the ball with his hands, before releasing it from his possession.
 - (b) Touches the ball again with his hands after it has been released from his possession and has not touched any other player.
 - (c) Touches the ball with his hands after it has been deliberately kicked to him by a team-mate.
 - (d) Touches the ball with his hands after he has received it directly from a throw-in taken by a team-mate.
 - ii. An indirect free kick is also award to the opposing team if a player, in the opinion of the referee,,:
 - (a) Plays in a dangerous manner.
 - (b) Impedes the progress of an opponent.
 - (c) Prevents the goalkeeper from releasing the ball from his hands.
- d. An indirect free kick is also awarded to the opposing team if a player commits misconduct (to be discussed shortly) without also committing one of the 10 Direct Free Kick or 7 Indirect Free Kick fouls just listed.
- e. Of the Indirect Free Kick fouls, only a few occur frequently in younger players’ games:
- i. **Playing in a dangerous manner** (generally shortened to “dangerous play”). This is the most common foul seen in younger players’ games. Dangerous play involves playing the ball inappropriately and in so doing, preventing the opponent from playing it safely in the proper

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manner. Two forms occur frequently: (1) a player kicks at a ball above waist level in close proximity to an opponent, or (2) a player lying on the ground kicks at a ball in close proximity to a standing opponent. In both cases, the opponent cannot play the ball in the proper way without endangering himself or the player; thus, he has been unfairly disadvantaged by the player's action. Contact with the opponent is not required for play to be dangerous; indeed, if significant contact occurs, a Direct Free Kick foul has almost certainly occurred. *Note to instructor: Tell the students about Ken Aston's "gasp test": if the action of a player against an opponent makes you gasp, then feel relieved that there was no contact, it's dangerous play.*

- ii. **Goalkeeper takes more than six seconds to put the ball into play.** When the goalkeeper has the ball in his hands, opposing players cannot challenge for it. Obviously, this gives the goalkeeper an advantage, and the Laws are constructed to limit that advantage by restricting when the goalkeeper is allowed to use his hands and for how long. These limitations are appropriate for knowledgeable goalkeepers to prevent them from wasting time. However, young goalkeepers often need time to figure out what to do, and exceed the six-second limitation innocently. Referees should not immediately penalize this minor offense and should instead assist young goalkeepers with a few well-chosen words to get the ball back into play. Referees should not count the six seconds in a public way.

H. MISCONDUCT IN THE U-10 GAME

1. **Misconduct** is a term used in the *Laws of the Game* to cover behavior that is in serious conflict with the spirit of the game and good sportsmanship.
2. Acts that are considered misconduct are specified in Law 12 and are also classified in two groups: those for which a player is *Cautioned* and those for which a player is *Sent Off* (required to leave the field and prevented from further participation in the match).
3. We will briefly list the acts in each of these categories without elaboration, since misconduct is very rare in the U-10 game.
 - a. A player is *cautioned* and shown the yellow card if he commits any of the following seven offenses:
 - i. Is guilty of unsporting behavior
 - ii. Shows dissent by word or action
 - iii. Persistently infringes the *Laws of the Game*
 - iv. Delays the restart of play

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- v. Fails to respect the required distance when play is restarted with a corner kick, free kick, or throw-in
 - vi. Enters or re-enters the field of play without the referee's permission
 - vii. Leaves the field of play without the referee's permission
- b. A player is *sent off* and shown the red card if he commits any of the following seven offenses:
- i. Is guilty of serious foul play
 - ii. Is guilty of violent conduct
 - iii. Spits at an opponent or any other person
 - iv. Denies the opposing team a goal or an obvious goal-scoring opportunity by deliberately handling the ball (this does not apply to a goalkeeper within his own penalty area)
 - v. Denies an obvious goal-scoring opportunity to an opponent moving towards the player's goal by an offense punishable by a free kick or a penalty kick
 - vi. Uses offensive, insulting, or abusive language and/or gestures
 - vii. Receives a second caution in the same match
4. In older players' games, misconduct is punished formally as specified in Law 12 using yellow and red cards. Misconduct is rare in younger players' games, but if it occurs, referees should deal with it informally **without showing cards**. In fact, referees in U-10 and younger games should not carry cards. If a young player is behaving unacceptably, the referee may choose to involve the coach. In particular, if a player's behavior is uncontrolled (for example, he throws a tantrum and begins striking other players), he has no place on the soccer field and the referee should definitely involve the coach.
5. A player's enjoyment of soccer derives from the activity on the field. When adults interfere with the game, they reduce that enjoyment. The referee, as the guardian of fun, also has the responsibility to ensure that adults don't lessen the kids' fun. Managing younger players' games also entails helping the adults (coaches, spectators) to remember their role, which is to provide positive encouragement for both teams.
6. Coaches and spectators may be warned about negative behavior or even expelled from the vicinity of the field if poor behavior continues, but must not be shown a card.

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I. DEALING WITH COACHES AND SPECTATORS

Note to instructor: *Recognize that the biggest worry/fear of entry-level referees is being yelled at by adults. Most are not confident of their ability to deal with such situations. The purpose of this section is to give them a few concrete techniques for doing so. Inevitably, presentation of this material will bring their insecurities to the surface and can easily lead to a negative discussion that exaggerates the problem. The instructor must keep the presentation focused and limited in duration: 10-15 minutes. For the presentation to be effective it must include demonstration of the techniques; simply talking about them is inadequate.*

1. Bridge from the previous topic by reiterating that misconduct among younger players is rare, but unfortunately less so among the adults accompanying them at the field.
2. Point out that, as the players get older (U-10 and above), some coaches and spectators may begin to become more “enthusiastically engaged” with the ultimate outcome (winning/losing) of the game. This increased enthusiasm, if left unchecked, can evolve to an emotional roller-coaster of inappropriate behavior. (The publication *Problems Outside the Touch Line* contains material on this subject. Mention it to the students, and consider distributing copies.)
3. Present 2-3 common scenarios illustrating inappropriate adult behavior and the action taken by the referee. Here are some suggested possibilities; if you use others, be sure to keep them simple, direct, and appropriate for U-10 games. Wherever possible, use a co-instructor or a volunteer to play the part of the spectator or coach while you play the referee. These scenarios work best when the participants speak naturally in the vein suggested by the dialog here; reading a script detracts from the effect.
 - a. **Scenario 1.** Five minutes into the game, the referee is close to play in the middle of the field when two opposing players bump into each other while trying to play the ball, there is no foul, but the Red player falls down. The referee makes no signal and does not stop play.

Red coach (shouting from the touch line): “Hey, what about that push?”

Referee looks directly at the coach, shakes his head indicating “No”, and puts a finger to his lips indicating “Shh!”.

The Red coach makes no further comment, although his body English indicates he’s not entirely happy.
 - b. *Ask:* What do you think about the way the referee handled this? *Lead a brief discussion, which should reach the conclusion that the referee did not let the disagreement pass unnoted, expressed his request to the*

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coach unambiguously without having to stop play, and by doing this early in the match may have prevented subsequent escalation.

- c. **Scenario 2.** Two opposing players kick the ball essentially simultaneously and it crosses the touch line near midfield.

Referee: "Red throw-in."

Blue coach: "Aw, c'mon ref, that was ours!"

Referee: (evenly, looking directly at the coach) "Sir, please leave those decisions to me." (turns to players)

Blue coach starts to respond: "But ref, ..."

Referee turns back toward the coach and says nothing, but puts his hands up in a gesture that says "No more!", then moves away.

- d. *Ask:* What did you observe about the way the referee responded to the coach's disagreement with his call? *Lead a brief discussion, which should reach the conclusion that the referee was calm, professional, cordial but firm, and avoided a protracted conversation.*

- e. **Scenario 3.** A parent repeatedly calls out instructions to his daughter every time the ball comes to her.

Parent: "C'mon Susie, pass to Rosie... (pause) OK, dribble, dribble, drib-pass! (pause) "You've got it! Now, big kick!" The ball now goes out of play.

Referee: (to players) "Hold the ball, please!" (walks over to the coach of Susie's team, and loud enough for the parents to hear) "Sir, I'm sure you would prefer that your players do what you taught them in practice rather than what their parents yell. Please remind them that they can cheer all they want, but they aren't to coach their kids during the game. Thank you."

- f. *Ask:* What did you observe about the referee's handling of the situation? *Lead a short discussion, which should reach the conclusion that the referee was professional, non-confrontational but firm, and supportive of the coach's role.*

- g. **Scenario 4.** It is nearly the end of the first half. The referee has heard disagreement coming from the Blue spectators about his last three or four calls. The referee looks at his watch, then blows his whistle and announces "Half-time!" He then walks toward the Blue coach.

Referee (calmly, to Blue coach): "Coach, may I speak with you for a minute?"

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Blue coach (to his team): "Players, get some water – I'll be right with you."
(to referee): "Yes?"

Referee: "I've noticed quite a bit of negative comment from your spectators. Would you please remind them that in AYSO we're all here to make sure that the players have a good time, and they can do that by keeping their remarks positive and encouraging?"

Blue coach: "Well, I..."

Referee: "Thank you. I know it will make a difference for the players, and I appreciate your help." (Referee returns to the field)

- h. *Ask: What did you observe about the referee's handling of the situation? Lead a short discussion, which should reach the conclusion that the referee was professional and invoked the principles of the AYSO Team.*
4. Summarizing the points resulting from the preceding discussion.
- a. The referee should utilize the AYSO Team concept to enlist the cooperation of the coaches and spectators. Disagreement with officials that is tolerated at other levels of sport is not acceptable in AYSO.
 - b. The referee must remain calm and professional when the emotional reactions of coaches and spectators to the game and/or to the decisions of the referee begin to become inappropriate.
 - c. The referee should respond to inappropriate behavior early to prevent escalation. Sometimes this can be done without stopping the game. A smile, a wink, a look, a gesture: all are tools that can be used to convey a message without conversation.
5. Close the discussion by reiterating that the referee's job is to ensure the game is enjoyable for all who participate and observe. The players learn from the behavior of adults and the referee is the authority figure who determines what is and is not acceptable behavior. Remind the students that no referee enjoys this aspect of the job, but it is integral to the AYSO referee's fundamental responsibility to make the game enjoyable for the players.

J. CONCLUSION

1. Wrap up the lesson by returning to the subject of fouls. Some closing thoughts on calling fouls:
 - a. Beginning referees who do not have previous soccer experience are generally unsure about what actions constitute fouls, which is natural, and may mistake ordinary legal contact for a foul in an effort to "protect" the players.
 - b. Beginning referees with previous soccer experience tend to recognize fouls in the context of their experience, which is generally well above U-

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6/U-8/U-10 play, and they therefore tend to allow more contact than is appropriate at this level.

2. Review

- a. Fouls are unsafe or unfair actions committed by players on the field while the ball is in play.
- b. Although fouls are infrequent in the U-10 game, the referee must be able to recognize unsafe/unfair acts and stop play.
- c. Fouls are classified as either Direct Free Kick fouls – the more serious ones that generally involve contact with an opponent – and Indirect Free Kick fouls – the less serious ones. They are named for the restarts used to get play underway after one has caused play to be stopped by the referee.
- d. Misconduct is serious poor sportsmanship, but is rare in younger players' games. In older players' games it is punished formally, using yellow and red cards, but cards should never be used in younger players' games.
- e. Inappropriate behavior by adults should be addressed early, with a calm and professional attitude and an emphasis on creating a positive environment for the players.

3. Confirm

- a. *Ask:* If two opposing players contact each other and one falls down, has a foul occurred? *Answer:* Possibly, but not necessarily. Soccer is a contact sport, but the contact must be fair and safe. Law 12 specifies the forms of illegal contact that must be penalized.
- b. *Ask:* What kind of foul is pushing an opponent? *Answer:* A Direct Free Kick foul, because it involves unfair contact.
- c. *Ask:* If a player pushes an opponent, but the push isn't too hard, does that make it an Indirect Free Kick foul? *Answer:* No, the action is either a Direct Free Kick foul or nothing. The referee must decide if the player committed the action carelessly, recklessly, or using excessive force. If so, it is a Direct Free Kick foul and should be punished. If not, then the contact is trifling or inconsequential, and play should continue.
- d. *Ask:* A ball bounces up and hits a player in the arm. Is this a foul? *Answer:* No. The player did not handle the ball deliberately, which is the requirement for ball/hand contact to be a foul.
- e. *Ask:* A player lies on the ground and kicks at the ball. No one else is near. Is this dangerous play? *Answer:* No. Playing the ball while lying on the ground is not a foul unless an opponent is near and trying to kick the ball.

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- f. *Ask:* If the referee thinks a foul may have occurred but isn't sure, should he stop play? *Answer:* No, the referee should not stop play for doubtful offenses.
 - g. *Ask:* A U-10 player deliberately punches (or, equivalently, spits at) an opponent. What should the referee do? *Answer:* The player is guilty of both a Direct Free Kick foul as well as misconduct (a sending-off offense). The referee should stop play, take the offender to his/her coach, and explain that players whose behave uncontrollably are not allowed to play. The referee should solicit the coach's cooperation in dealing with the player. Play should be restarted with a direct free kick.
4. Bridge to next lesson, perhaps as follows: "Now that we've discussed fouls and misconduct, you have all the knowledge of the *Laws of the Game* that you need to officiate a U-10 match. But, although we've covered the Laws, we haven't talked at all about what the players are actually doing during the game. That's the subject of the next lesson."

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III. Fundamental Coaching Concepts (Module 13)

A. DESCRIPTION

1. Duration: 20 minutes
2. Becoming a good referee involves more than simply learning the *Laws of the Game*. It is also important that referees know the game of soccer from the players and coaches perspective as well. This lesson reviews the fundamental concepts that coaches try to teach and players try to learn. Understanding these fundamental concepts will help the new referee develop their skill at reading the game and anticipating play, which will serve them well as their refereeing careers develop.

B. GOALS

1. Briefly explain Objectives of the Game and Principles of Play.
2. Introduce beginning referees to common soccer terminology.

C. STUDENT MATERIALS

1. AYSO edition of the *FIFA Laws of the Game*
2. *Guidance for Referees and Coaches*
3. AR-to-Basic Referee Course – Fundamental Coaching Concepts – Handouts.pdf

D. INSTRUCTOR EQUIPMENT AND MATERIALS

None

E. LIST OF ATTACHMENTS

1. Attachment 2: AR-to-Basic Referee Course – Fundamental Coaching Concepts – Handouts.pdf

F. INTRODUCTION

1. Introduce yourself and your co-instructors, if necessary.
2. Introduce the topic. “Becoming a good referee involves more than simply learning the *Laws of the Game*. It is also important that referees know the game of soccer from the players’ and coaches’ perspective as well. In this lesson we will cover the fundamental concepts that coaches try to teach and players try to learn. Understanding these fundamental concepts will help you develop your skill at reading the game and anticipating play.”

G. OBJECTIVES OF THE GAME AND PRINCIPLES OF PLAY

1. Explain that throughout AYSO coach/player education, they are taught the Objectives of the Game and Principles of Play at varying levels of complexity as appropriate for the different age groups. As coaches and players increase

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their skill and ability to employ this knowledge, so should referees increase their understanding of the ever-increasing complexity with which these objectives and principles are employed by coaches and players.

2. The better the referee understands these concepts, the better the referee can anticipate or predict probable actions. Generally this is most useful to referees officiating older players' games. However, new referees should be introduced to these concepts, and in later referee training they will acquire more advanced elements. Referees who continue to improve their understanding of the application of objectives, principles and other tactics will keep pace with the increasing skills and knowledge of coaches and players over time.
3. Explain that the "Objectives of the Game" involve **what to do** and the "Principles of Play" involve **how to do it**.

Note to instructor: *Caution! This is not a coach training session. Resist the temptation to give the standard presentation for coaches. This is a limited introduction to the most high-level concepts surrounding play. Your objective is to establish the ideas that referees need understand these concepts and that they should spend time improving their understanding on their own. Only then can they truly be "Students of the Game". Encourage them to attend some coach training and even to volunteer to do some coaching.*

4. Distribute the student Handout for this lesson and briefly discuss the Objectives of the Game and Principles of Play. Use this discussion to whet the students' appetites and encourage them to learn more on their own time. Mention that every level of AYSO referee training provides increasing coverage of these topics.

H. COMMON SOCCER TERMINOLOGY

1. When referees know and use commonly accepted terminology about the game, they help players, coaches, and spectators to learn and use those terms as well. This ultimately improves understanding and communication for all involved. Consequently, it is important that new referees know the terms for things and actions that are part of young players' games.
2. Using the student Handout for this lesson, briefly review the common soccer terminology that beginning referees should know and use.

I. CONCLUSION

1. Encourage everyone to continue their education to become more familiar with coaching and the AYSO National Coaching Program. Suggest they become certified coaches and either coach or help to coach a few games. If you "walk a mile in a coach's shoes", it will make you a better referee.
2. Bridge to course wrap-up.

AR-to-Basic Referee Upgrade Course

COURSE WRAP-UP

1. The students have now completed the AR-to-Basic Referee Upgrade Course. If the written Basic Referee Exam is to be administered immediately following, it is advisable first to take a break, and then to conduct a short question-and-answer session. Use the Review/Confirmation sections of the lessons of the Basic Referee Course to emphasize major points. Instructors are also strongly encouraged to review the material related to administration of written exams in the *AYSO National Referee Program Manual*. A properly conducted written exam will be a positive experience for the students and give them confidence that they have acquired the knowledge necessary to referee their first game.
2. When the written exam is administered, it should be corrected immediately and any misunderstandings discussed. Students may grade their own papers.
3. After the exam is completed, distribute Regional Referee badges. If any students need to retake the exam, make the necessary arrangements. AYSO's policy on retesting is in the *AYSO National Referee Program Manual*.
4. Ensure that the course roster has been completed.
5. Distribute the course evaluation form (Attachment 3).
6. Be sure to thank the students for the time they have put into this course and, in advance, for the time they will put in as AYSO referees. Close by reminding them that we never stop learning and that you look forward to seeing them in the AYSO Intermediate Referee Course as soon as they are ready to learn more.
7. Remind the students that they are part of a wonderful organization and to remember our motto that:

In AYSO, it's about MORE than the game!