

AYSO Program: Instruction Lead Instructor: Any Advanced Instructor	<b>AYSO Introduction to Instruction Course</b>	Latest Revision Date 3/22/12 Length: 3 hours Page: 1 of 30



Change History	
May 14, 2005	Original course plan
July 11, 2005	Revised course plan
August 21, 2007	Revised course plan
November 16, 2008	Revised course plan
August 25, 2009	Added 6 <sup>th</sup> Philosophy – Player Development
January 2012	Revised for updated info – National Office references, deleted references to overheads, added AYSO's Safe Haven as a requirement to become an instructor
March 2012	Updates

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## 1. COURSE DESCRIPTION

This three hour course introduces students to the role of the AYSO instructor, general aspects of presenting an AYSO course and engaging in post-course activities. This course includes appropriate instruction in basic teaching skills. To instruct courses, candidates must take at least one basic discipline-specific course in coaching, officiating or management.

## 2. COURSE PREREQUISITES

There are no prerequisites required to attend this course. However, it is strongly recommended that attendees have demonstrated a desire to become an AYSO Instructor and have the capability to qualify as an AYSO Instructor in a specific discipline and take AYSO's Safe Haven prior to attending the course.

## 3. TEACHING OBJECTIVES

- To educate potential AYSO instructor candidates in the basic instructional skills used to present AYSO courses.
- To make students aware of what it means to be an AYSO instructor.
- To familiarize students with the basic presentation methods they will use as AYSO instructors; lecture, demonstration, guided participation.
- To familiarize students with where to find and how to use course and lesson plans for AYSO instruction.
- To familiarize students with the use of visual aids in presenting AYSO courses.
- To make students aware of the types of questions and how to appropriately ask and answer questions as an AYSO instructor.
- To make students aware of the additional requirements to complete instructor training and certification.

## 4. INSTRUCTOR EQUIPMENT AND MATERIALS

- AYSO Course Roster
- Introduction to Instruction Instructor Resource Book
- AYSO National Rules and Regulations
- Flip chart and markers
- PowerPoint and LCD projector

## STUDENT MATERIALS

- *Introduction to Instruction Resource Book*
- *AYSO National Rules and Regulations*

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## 5. INSTRUCTOR NOTES

**REMEMBER TO MODEL WHAT YOU TEACH.** Although the students who attend this course should have a basic understanding of AYSO and the specific discipline in which they intend to teach, their level of knowledge and experience may vary greatly. Some may have completed higher-level training in their discipline, while others may not. Student participation and involvement is a key element to the success of this course. Be aware that students have different learning styles and varying levels of motivation.

## 6. COURSE OUTLINE

- Introduction..... (5 minutes)
- What it Means to be an AYSO Instructor..... (10 minutes)
- Knowing the AYSO Philosophies..... (30 minutes)
- What is Instruction?..... (15 minutes)
- Available Resources.....(5 minutes)
- Using AYSO Approved Teaching Plans..... (10 minutes)
- Teaching Methods: Lecture, Demonstration, Guided Participation... (35 minutes)
- Visual Aids.....(15 minutes)
- Questioning Techniques..... (15 minutes)
- eAYSO for Instructors..... (30 minutes)
- What's Next?..... (10 minutes)

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## Lesson 1: Introduction (5 minutes)

### I. Introduction

- A. Introduce the instructors
- B. Review the purpose of the Introduction to Instruction Course

### II. Review the Course Goals

- A. What it Means to be an AYSO Instructor
- B. Knowing the AYSO Philosophies
- C. What is Instruction
- D. Available Resources
- E. Using AYSO Approved Teaching Plans
- F. Teaching Methods: Lecture, Demonstration, Guided Participation
- G. Visual Aids
- H. Questioning Techniques
- I. eAYSO for Instructors
- J. What's Next?

### III. Quick Survey

- A. Ask the class to write down the 6 AYSO philosophies.
- B. Collect the responses and, sometime before the end of the class, report back to the class the count of correct responses out of the total collected.
- C. Point out that all AYSO instructors should know the 6 philosophies and they should be integrated into every training session conducted.

### IV. Conclusion

- A. Ask the participants if they have any questions about the course goals or course sequence.
- B. Bridge - Explain as AYSO Instructors it is essential that they know what it means to be an AYSO Instructor.

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## Lesson 2: What it means To Be an AYSO Instructor (10 minutes)

### I. Introduction

- A. Explain to the participants that being an AYSO instructor means you represent AYSO and, in addition to knowledge of your subject, requires you understand and support AYSO's vision and mission and be an advocate for the AYSO national programs you will teach.

### II. Unique features of AYSO instruction

- A. Ask the participants what they think is unique about AYSO instruction as compared with other instruction they have experienced. List responses on a flip chart which should include:
1. The AYSO philosophies are key
  2. Consistent curriculum as a national organization
  3. Perpetuates a common AYSO culture
  4. Focus is on child development
- B. Review with the students the AYSO Vision statement
- To provide world class youth soccer programs that enrich children's lives***
- C. Help the students recognize the key element to this vision is that of enriching children's lives and that this is what makes AYSO unique from other youth sports organizations

### III. Conclusion

- A. Review – Impress upon the participants that what they do as AYSO instructors makes a difference. It is essential that instructors understand that they are the **KEY TO SUCCESS IN TEACHING THE AYSO PHILOSOPHIES.**
- B. Impress upon students that as AYSO Instructors, **they are the window to AYSO.** It is their responsibility as AYSO Instructors to ensure that their students understand what makes AYSO different from other youth sports organizations. The AYSO philosophies and the AYSO culture that focuses on child development are what make AYSO special.
- C. Bridge – The next step for AYSO Instructors is knowing the AYSO philosophies

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## Lesson 3: Knowing the AYSO Philosophies (30 min)

### I. Introduction

- A. Explain to the participants that knowing AYSO is a key element to AYSO instruction.

### II. The AYSO Philosophies

- A. Explain that to support the Vision of AYSO we also have a Mission which is:

***To develop and deliver quality youth soccer programs which promote a fun, family environment based on the AYSO philosophies...***

- B. Ask the participants to name the AYSO Philosophies and write on a flip chart
1. ***Everyone Plays***: Our program's goal is for kids to play soccer—so we mandate that every player on every team must play at least half of every game.
  2. ***Balanced Teams***: Each year we form new teams as evenly balanced as possible—because it is fair and more fun when teams of equal ability play.
  3. ***Open Registration***: Our program is open to all children between 4 and 18 years of age who want to register and play soccer. Interest and enthusiasm are the only criteria for playing.
  4. ***Positive Coaching***: Encouragement of player effort provides for greater enjoyment by the players and ultimately leads to better-skilled and better-motivated players.
  5. ***Good Sportsmanship***: We strive to create a positive environment based on mutual respect rather than a win-at-all-costs attitude, and our program is designed to instill good sportsmanship in every facet of AYSO.
  6. ***Player Development***: We believe that all players should be able to develop their soccer skills and knowledge to the best of their abilities, both individually and as members of a team, in order to maximize their enjoyment of the game.
- C. Break the class into groups and assign one of the AYSO Philosophies to each group. Allow 5 minutes for group discussion and then allow a presenter from each group 3 minutes to present what the philosophy means to them. For small classes, this may be done as a group discussion with all students.
- D. Ask questions or comment appropriately on the explanation given by each group to ensure there is a proper understanding of each philosophy and ask for comments or input from the class.

### III. Conclusion

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- A. Review with the participants that as AYSO instructors they are responsible for ensuring their students know and understand the AYSO Philosophies.
- B. Confirm with the participants that they know the AYSO Philosophies by removing the flip chart and have them write the philosophies on a 3 x 5 card and quickly review with them their answers
- C. Bridge – Tell the students that now we will discuss: **What is instruction?**

## Lesson 4: What is Instruction? (15 minutes)

### I. Introduction

- A. Next we will look at instruction itself and how the instructor facilitates the learning process.
- B. Understanding the principles of instruction is the foundation upon which effective instruction is built.

### II. Traits common to most adult learners

- A. Explain that Instruction is possible because of two common traits with adults:
  - 1. The ability to communicate
  - 2. The ability to learn
- B. Distinguish between communication and learning
  - 1. Communication is the sending and receiving of sensory information with a single understanding; i.e., I have a sore foot: I say “my foot is sore”; you hear “my foot is sore”; you understand my foot is sore. We have communicated.
  - 2. Learning is the accumulation of knowledge, which is accomplished by the transfer of knowledge. Learning is more than communication; i.e., If you’ve had a sore foot, then you have both experience (from yourself) and knowledge (from me) about the soreness of my foot. I may need to step on your foot to give you the experience you need for true learning.
  - 3. Explain that your task, as an instructor, is to find the commonality of experience (stepping on the foot) that allows learning to take place.

### III. Reinforcing learning

- A. Review with the participants how learning can be reinforced
  - 1. Repetition
  - 2. Questioning
  - 3. Use of different methods of instruction

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4. Examinations/quizzes/learning exercises
5. Demonstrating the skill

#### **IV. Conclusion**

- A. Explain to the participants that the instructor is the ***link between the topic and the learner***. The instructor's role is to facilitate learning.
- B. Bridge – Explain to the students that you will next look at what resources are available to AYSO instructors.

### **Lesson 5: Available Resources (5 minutes)**

#### **I. Introduction**

- A. Explain to the students that AYSO has provided numerous resources that will help them as AYSO Instructors.
- B. Reinforce the importance of using AYSO approved resources when teaching AYSO courses.

#### **II. AYSO Resources Available to Instructors**

- A. Review eAYSO as a resource
  1. Submitting a Course Request – 30 days prior to date of course
  2. Logging on to eAYSO.org
- B. Review [www.ayso.org](http://www.ayso.org) as a resource
  1. Lesson plans and course materials
  2. Tests and publications
- C. Review AYSO Supply Center and [www.aysotraining.org](http://www.aysotraining.org) as a resource
  1. AYSO Reference Book
  2. AYSO FIFA Laws of the Game
  3. Guidance for Referees, Coaches, Other Volunteers and Parents (includes National Rules & Regulations)
  4. Coach, Referee and Program Administration manuals
  5. Introduction to Instruction Instructor Resource Book (handout copies)
- D. Review the additional assistance available
  1. Region, Area, Section and National Office staff in all disciplines

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2. Referee Commission, Coaching Commission and Management Commission
3. National Office Staff
4. Experienced instructors in the Region, Area, Section and National Office

### III. Conclusion

- A. Encourage participants to use the available resources.
- B. Emphasize AYSO instructors are part of a national organization and that assistance is available at many levels.
- C. Emphasize the use of experienced instructors to mentor and assist in this effort.
- D. Bridge – The use of approved course and lesson plans will be covered next.

## Lesson 6: Using AYSO Approved Teaching Plans (10 minutes)

### I. Introduction

- A. Explain the availability of all AYSO teaching plans on [ayso.org](http://ayso.org)
- B. Explain the importance of following the teaching plans, including the time allotted, for consistent program implementation
- C. Explain that although the same general format is used for all AYSO teaching plans, some variation may exist among the different disciplines

### II. The Functions of a Teaching Plan

- A. Elaborate briefly on the following functions of a Teaching Plan:
  1. Provides a focus for learning
  2. Students benefit from systematic teaching directed to their level of need
  3. Keeps content consistent from one teaching event to the next
  4. Identifies teaching goals —What is the desired outcome
  5. Provides overall teaching organization or plan

### III. Different Kinds of Teaching Plans

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- A. **A Course Plan:** Explain that a Course Plan is a teaching plan for a complete course which may consist of several individual parts such as lessons, classes, modules, etc.
- B. **A Lesson Plan:** Explain that a Lesson Plan is a teaching plan for the individual parts of a larger training event such as a certification course or a Section Meeting where various sessions or workshops are offered.

#### IV. Elements of Different Teaching Plans

- A. **Course Plans:** Review the following elements of a Course Plan
  - 1. Course Description – Brief description of the course
  - 2. Course Prerequisites – Requirements
  - 3. Teaching Objectives – Overall intended course objectives
  - 4. Equipment and Materials – List of all needed course equipment & materials
  - 5. Instructor Notes – Specific instructor information (often in text boxes)
  - 6. Course Outline – List of individual lessons, classes, modules, etc. in course
- B. **Lesson Plans:** Review the following elements of a Lesson Plan
  - For use by instructors only:**
    - 1. Description – Brief description of the lesson
    - 2. Goals – Intended lesson objectives
    - 3. Student Materials – List of materials the students will need
    - 4. Instructor Equipment and Materials – List of equipment and materials needed to teach this particular lesson, class, workshop, module, etc.
    - 5. List of Attachments – Attachments referred to in the lesson plan
  - Where interaction with participants begins:**
    - 6. Introduction – The beginning of the lesson (Introduce instructors & topic)
    - 7. Body – The middle of the lesson (The must, should and could knows)
    - 8. Conclusion – The end of the lesson (Review)
    - 9. Confirmation – Ensuring learning took place (questioning, testing, etc.)
- C. **Sample Course and Lesson Plan**
  - 1. Refer students to sample course and lesson plan in *Introduction to Instruction Resource Book* for review.
  - 2. Briefly review the sample course and lesson plan

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## V. Conclusion

- A. As future instructors, remind the attendees to:
  - 1. Follow the current, approved teaching plan.
  - 2. Adhere to the allotted time; not shorter or longer
  - 3. Provide feedback to the appropriate staff member for suggested modifications
- B. Bridge – Now that the participants understand what a teaching plan consists of, we will next look at the “Methods of Instruction” that can be used to present those teaching plans.

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## Lesson 7: Teaching Methods (35 minutes)

### I. Introduction

- A. Explain to the participants that we will now explore the basic instructional methods use to present information.

### II. Student Demonstration

- A. Ask for a volunteer to briefly demonstrate teaching a skill. Select a skill that requires using all of the presentation methods not just a lecture. Use your creativity in selecting a topic with which you are familiar and one you can have some fun with the student and class. Some possible topics are:
1. Tying a shoelace
  2. Tying a bow tie
  3. Performing an instep kick
  4. Giving an Assistant Referee flag signal
  5. Registering as a volunteer using eAYSO
  6. Registering players using eAYSO
- B. Step One: The presenter may only inform the class how to do the skill by telling **(Lecture)** them how to do it. If he/she attempts to use arm, leg, or any movement stop them and remind him/her that he/she may only use voice and language.
- C. Step Two: After a few minutes stop the presenter and tell the person that he/she must now show **(Demonstration)** the class how to do the skill using movement or props but he/she may not involve the audience in the demonstration.
- D. Step Three: After a few more minutes again stop the presenter and tell the person that he/she may now help one or more members of the audience to practice **(Guided Participation)** how to perform the skill.
- E. Step Four: Lead a brief discussion about which presentation method was most interesting and most preferred by the audience, most effective in producing the learning and the most and least difficult for the presenter.

### III. Methods of Instruction

- A. Identify and define the three basic methods of instruction
1. Lecture: Tell them how to do it
  2. Demonstration: Show them how to do it
  3. Guided Participation: Help them practice how to do it

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- B. Discuss the advantages and disadvantages of each
  - 1. Lecture: Most control – Least effective
  - 2. Demonstration: Some control – More effective
  - 3. Guided Participation: Least control – Most effective

#### **IV. Functions of a presentation**

- A. Discuss the functions of a presentation
  - 1. Provide accurate, correct, “official” information
  - 2. Motivate students to learn, think, and act
  - 3. Present the subject in an unthreatening manner
  - 4. Create an environment of trust, respect, and authority
  - 5. Offer interaction, involvement, and integration

#### **V. Conclusion**

- A. Briefly review the methods of instruction and ask:
  - 1. How does straight lecture make you feel as a student?
  - 2. How does just using demonstration make you feel as a student?
  - 3. How does just using a guided participation make you feel as a student?
- B. Summarize key points
  - 1. A diverse presentation style (coupled with a good plan) can enhance the learning experience.
  - 2. Too much of any type of teaching will overwhelm or underwhelm the students.
  - 3. A balanced approach is best, using the technique that best fits the material
  - 4. Presentation style requires practice, and lots of it
  - 5. Practice is the key to acquiring good presentation skills and techniques
- C. Bridge to the next lesson: Tell the participants that next we will review the use of Visual Aids and how that ties to presentation methods.

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## Lesson 8: Visual Aids (15 minutes)

### I. Introduction

- A. Explain to the students that having effective visual aids can make an otherwise dull and boring presentation more exciting. Effective visual aids engage students in the learning process.
- B. Ask the students to close their eyes and describe to them an object such as a soccer ball but leave a key point out such as the size. Then have them open their eyes and explain what you described. Now show them a soccer ball which may be a miniature ball or a ball on a key chain and ask which of the two presentation approaches was best. This will further stress the importance a good visual aid can have.

*NOTE: When presenting this lesson on visual aids the use of visual aids is essential! This material can't be presented as a lecture with no visual aids. Advanced preparation of visual aids will be required so that the visual aids are proper and to meet the time requirements of this lesson.*

### II. Common Visual Aids

#### A. Using Props or Objects:

1. Make sure the object is appropriate. For example when describing a soccer ball the ball should be the proper size and weight and safe for play. When describing an under inflated ball use an under inflated ball.
2. Make sure the object can be seen or passed around so that it can be seen.
3. Don't allow the class to become distracted by objects, such as passing around a large number of balls and trying to talk about another topic at the same time.
4. Use props or objects that are AYSO appropriate, for example don't show a uniform that does not have the AYSO logo.

#### B. Using flip charts or white/blackboards:

1. Write large - people in the back need to be able to read the visual
2. Arrange the flip chart so that the audience can see it easily (difficult to do in large groups and odd shaped rooms)
3. Use color to emphasize items
4. Limit each sheet to just a couple of main ideas

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5. Have masking tape to hang each sheet around the room so that they are available to the audience
6. Write from one side with your body angled so that the audience can see both your face and the message on the visual
7. Right-handed instructors should place the flip chart on the left side of the room and vice versa

### C. Using Projected Media Presentations

1. Create presentations in the horizontal format
2. Edit text to no more than seven lines of five words each using the entire space available – no less than 24 point font
3. “Rule of 8 H” states that the viewing distance of a slide is ~8 x the height of the screen. The minimum readable font size is given by the height of the PowerPoint slide divided by 25. A 22-point font size will be readable by an audience which is not farther than 8 times the height of the projector screen.
4. Don’t read the slide, use as a guide for the audience to support the instruction
5. Project the slide high enough that it is visible to the back of the room and large enough to be easily read
6. Project any slide only while it is being talked about. Remove or cover the lens when they are no longer needed
7. Always have a spare bulb available
8. Begin and end your total workshop without using a slide. The audience needs to focus on you rather than the projection
9. Pause a few seconds as each slide appears to allow time for the audience to read the slide
10. Stand to the side of the image and only look at the slide image if you are gesturing or pointing out something
11. Do not use a pointer unless the image is so large and the area of interest so small that it is difficult to focus the attention of the audience otherwise
12. Use a wireless remote if possible or tape the advance control to the projector so that you can use your hands freely to gesture as you talk

### D. Using PowerPoint presentations – additional tips

1. Set the projector so the audience does not have to look around it to see the screen

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2. Provide a working surface next to the projector at projector height for your lesson plan, copies of PP slides, notes and handouts
3. Secure the projector and stand so that it isn't moved by a bump or during use
4. Cover the projection lens with a lightweight paper when you do not want the audience to see anything on the screen.
5. Maintain eye contact with your audience and glance at but do not focus your attention on the PowerPoint. Your audience is not interested in the back of your head and they cannot hear as well if you face away from them

#### **E. Using Handouts**

1. Reinforce important concepts and points you want remembered
2. Provide a graphic organizer for note taking
3. Provide an agenda or outline of the presentation
4. Provide more detail on information in your presentation
5. Provide references like books, articles and websites that the audience can access for more information
6. Consider the best time during a presentation to distribute each individual handout

### **III. Conclusion**

- A. Explain to the students that visual aids can be very effective and can add to the information being presented. However, they do not take the place of presenting accurate information and they should be a visual "aid" not a visual "distraction".
- B. Bridge – Explain that the next teaching element will address instructor questioning techniques which are key to student learning and understanding.

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## Lesson 9: Questioning Techniques (15 minutes)

### I. Introduction

- A. Explain to the students that in this portion of the course we will review the techniques for both asking and answering student questions
- B. Explain that instructors need to ensure that students understand the material being presented, are engaged in the training activity, and ensure there are no misconceptions about the material that is being presented. This can be done by instructors asking questions during the course and responding appropriately to student questions.

### II. Questioning Techniques

- A. Review with the class the reasons students ask questions and why understanding these reasons will help instructors to better address the questions
  1. Not understanding the material because of a lack of experience in the area
  2. Not being able to hear the instructor or other students
  3. Seeking clarification or a deeper/fuller explanation
  4. Confirming that they understand what the instructor is presenting
  5. Checking for understanding when confronted with opposing information
  6. Participants prior knowledge or experience
  7. Ideas presented during class discussions
  8. Bird walking – getting the instructor off the subject
- B. Discuss approaches to use to answer student questions based on the various situations that cause students to ask questions
  1. Not understanding the material because of a lack of experience in the area  
**Try to put the material in a context to which the student can relate. Tell a story that illustrates the point. Ask the student to tell in their own words what he/she thinks is meant.**
  2. Not being able to hear the instructor or other students  
**Arrange the classroom so that all students can see and hear. For discussion oriented courses arrange the seating around round tables so participants can see and hear one another. Rotate around the class so that you are near everyone at some time. Ask if anyone has a particular problem hearing.**

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3. Seeking clarification or a deeper/fuller explanation

**Determine if the extended discussion will benefit the whole group. If it does and time permits, extend the discussion for a little while but be aware of the time. Try not to cater to someone in the group whose experience is far greater or significantly less than the rest of the class. Remember the objective of the class and try to teach to that objective.**

4. Confirming that they understand what the instructor is presenting

**Confirm that they have the intended meaning or restate the information using a different approach or example. If the questioning persists, suggest that the student talk to the instructor during a break. Be careful not to demean the student.**

5. Checking for understanding when confronted with opposing information

**Deal with the possibly conflicting information. Paraphrase the two sides of the story to confirm that you understand the two viewpoints. When there is more than one possible answer, confirm that there are different answers but that for the purpose of this class you would like them to learn the point you are trying to make.**

6. Bird walking – getting the instructor off the subject

**Acknowledge the question and the student but return to the relevant material quickly or you can lose the rest of the class. Make sure that you aren't taking a bird walk on your own. Create a "parking lot" of questions that can be answered if time permits at the end of the class. Suggest the student meet you during a break.**

C. Impress upon the class the following important points about answering student questions, **IF YOU DON'T KNOW THE ANSWER:**

1. **DON'T MAKE ONE UP!**

2. **Tell the student you will research the question and get back to him/her!**

D. Discuss **The "APPLE" Technique** for asking student Questions

**A - ASK THE QUESTION** – The instructor should ask the question clearly and concisely. When possible, the question should be well in mind before it is asked. If a question is complicated it may be necessary to state it more than once, varying the wording. It is imperative that the question is stated before naming the person to respond.

**P - PAUSE** – After the question has been asked, pause so that everyone will have time to think. It is important that enough time is given. This pause may seem like an eternity to the inexperienced instructor. It is helpful to watch learners for nonverbal feedback to determine how long to pause. Read the class – eyes are a good indicator of readiness to answer. Nonverbal communication

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may also be an indicator that it may be necessary to repeat or restate the question.

**P – PICK A STUDENT BY NAME** – When learners are faced with the possibility of being called on to answer the question, they are more likely to try to formulate an answer. Learners should be randomly selected to answer the questions. If the instructor develops a pattern of selecting learners to answer questions, the purpose of the technique has been defeated.

**L - LISTEN TO THE ANSWER** – Emphasize the importance of listening to the answer. A technique that may be used to ensure that all learners are focused on the idea presented is to ask someone else to respond to the answer given. This also gets other learners out of a mode of being relaxed because they were not called upon and helps ensure other learners understand the answer given.

**E - EMPHASIZE THE CORRECT ANSWER** – This should be done without embarrassing the responder. It may be necessary to ask probing questions to have respondents clarify the response to support a point of view, or to extend thinking. Use a co-instructor to show how to address an incorrect response and ask probing questions. Impress upon the students that there is a right way and a way to emphasize correct or incorrect answers to questions.

***Instructor TIP*** When you have asked questions and it is obvious that the students do not have a clear understanding of the information. STOP and make sure that you properly present the information before moving on to new material. Remember that if you leave students with incorrect information it leaves a lasting impression as being correct information.

### III. Conclusion

- A. Impress upon the class the benefits of appropriately answering and asking questions.
  - 1. Ensures students understand the material being presented
  - 2. Ensures students are engaged in the training activity
  - 3. Ensures there are no misconceptions about the material being presented
  - 4. It is an important part of the learning process
  - 5. Provides the instructor and students with confirmation that the student attained a required level of knowledge.
- B. Bridge – Explain to the students that in the next lesson we will cover important information regarding obtaining and managing rosters using eAYSO.

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## Lesson 10: eAYSO for Instructors (30 Minutes)

### I. Introduction

- A. Explain that this session introduces the eAYSO functions for requesting a course and managing a roster in eAYSO.
- B. Encourage students to complete the online exercise using eAYSO so that they gain hands on experience registering a course and managing a roster.

#### **INSTRUCTOR NOTES**

Students who attend this lesson may not have an understanding of eAYSO so request that they hold their questions to the end of the presentation because the question will probably be addressed at some point later during the presentation.

Instructors who teach this lesson must be experienced in requesting a course and managing a roster in eAYSO.

### II. Using eAYSO

- A. Review with the students the advantages of using eAYSO to register courses and manage rosters
  1. Eliminates delays in receiving roster numbers
  2. Course information is available online
  3. Students receive credit for completing the course immediately and there is no delay in data entry
  4. Roster management is simplified in that rosters do not need to be mailed and receipt verified
- B. Review and explain the following AYSO Roster Return Policy:

*In order to ensure attendees receive credit for completed training, it is vital that training rosters are managed by the instructor in eAYSO or returned to the National Office for entry into the AYSO database in a timely manner. Therefore, the disposition of any training course authorized in eAYSO must be resolved within 60 days following the scheduled date of the course and notification of the course status provided to the roster administrator at the National Office. Any lead Instructor who has failed to account for a roster within the 60 day period following the scheduled training date will not be authorized to conduct additional training until the past due roster is returned or its status satisfactorily resolved.*

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### III. Registering A Course in eAYSO

- A. Using the slide presentation as needed and/or the following step by step procedures for using eAYSO (also in the Introduction to Instruction Resource Book), walk the students through the process for registering a course and managing a roster so that they gain hands on experience in registering a course and managing the roster for that course.
1. **Login to eAYSO with your Email Address and password**
  2. Select the **Course Request Form** option from the Programs menu and **click on the Course Request Form.**
  3. The Course Request Form should display. If you do not see the Course Request Form or if you see a Restricted Page – there is a problem with your permissions in eAYSO. Contact your Regional Commissioner (Area Director or Section Director) to correct this problem.
  4. Complete the Course Information section by performing steps 5 through 10.
  5. If the course is being held at the region level just **enter the region number** in the Region # block, the Section and Area will automatically fill in. on the request even though they do not display on the screen.
  6. If the course is at the Section or Area Level **select the appropriate Section** from the pull down menu (the screen will refresh to change the pull down menu to list only those Areas in the Section selected), **then select the appropriate Area** from the pull down menu
  7. **Select the appropriate course** from the pull down menu (these are displayed in alphabetical order).
  8. **Enter the start date** for the course this can be done by typing in the date or using the calendar feature
  9. **Select the state** from the pull down menu (the screen will refresh to setup the city menu)
  10. **Select the appropriate city** from the pull down menu
  11. Complete the Lead Instructor Section by performing steps 12 through 18
  12. Assign the lead instructor. If you have questions about instructor requirements, or course requirements, you can click on View Certification Matrix at the bottom of the Course Information Section
  13. **Click on Assign Lead Instructor**
  14. You will see the Assign Lead Instructor search window.

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15. From the Assign Lead Instructor search window **enter the search criteria** for the lead instructor and **click on Search for a volunteer**
16. A list of volunteers who meet the search criteria will display below the search window. You can continue to narrow the search by adding to the search criteria and clicking on Search for a volunteer if you need to.
17. From the list of volunteers that meet the search criteria **select the appropriate lead instructor by clicking on the radio button next to the lead instructor's name.**
18. **Click on Assign lead instructor**
19. The Lead Instructor information will display in the Lead Instructor section. If this information is correct, proceed. If the information is incorrect, click on the Clear button and repeat the process to assign the correct Lead Instructor.
20. Complete the Course Contact section by performing steps 21 through 28
21. If the Course Contact is the same as the Lead Instructor, **click on Same as Lead Instructor** and proceed to step 28 to complete the Course Contact section.
22. If the course contact is the not the same as the Lead Instructor, **click on Assign Course Contact.**
23. You will see the Assign Course Contact search window.
24. From the Assign Course Contact search window **enter the search criteria for the Course Contact** and **click on Search for a volunteer.**
25. A list of volunteers who meet the search criteria will display below the search window. You can continue to narrow the search by adding to the search criteria and clicking on Search for a volunteer as you need.
26. From the list of volunteers that meet the search criteria **select the appropriate Course Contact by clicking on the radio button next to the contact's name.**
27. **Click on Assign Course Contact.**
28. The Course Contact information will display in the Course Contact section. If this information is correct, proceed. If the information is incorrect, click on the Clear button and repeat the process to assign the correct Course Contact.
29. Complete the Course Authorized By section.
  - a. Perform step 30 if the course is authorized by the same person as the lead instructor.

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- b. Perform step 31 if the course is authorized by the same person as the course contact
  - c. Perform steps 32 through 37 if the course is authorized by someone other than the Lead Instructor or the Course Contact
30. If the Course Authorizer is the same as the Lead Instructor, **click on Same as Lead Instructor** and proceed to step 38 to complete the Course Authorized By section
  31. If the Course Authorizer is the same as the course contact, **click on Same as Course Contact** and proceed to step 38 to complete the Course Authorized By section
  32. If the course authorizer is different than the lead instructor or the course contact, click on **Assign Course Authorizer**.
  33. You will see the Assign Course Authorizer search window.
  34. From the Assign Course Authorizer search window **enter the search criteria for the Course Authorizer** and **click on Search for a volunteer**.
  35. A list of volunteers who meet the search criteria will display below the search window. You can continue to narrow the search by adding to the search criteria and clicking on Search for a volunteer as you need.
  36. From the list of volunteers that meet the search criteria, **select the appropriate Course Authorizer by clicking on the radio button next to the authorizer's name**.
  37. Click on **Assign Course Authorizer**.
  38. The Course Authorizer information will display in the Course Authorized By section. If this information is correct, proceed. If the information is incorrect, click on the Clear button and repeat the process to assign the correct Course Authorizer.
  39. **Enter any comments** associated with this course in the comments block (currently these comments do not display – this added feature is on the eAYSO upgrade list).
  40. **Click on Submit** to submit the course request
  41. You will see a screen display that shows the course roster number and states Course Request Data Submitted Successfully
  42. The Course Lead Instructor, Course Contact & the Course Authorizer will receive an e-mail showing the course registration and the roster number.
  43. You can print a copy of the course roster by clicking on Print Program Roster.

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44. You can return to the course request form by clicking on Return to Course request.
45. IF THE LEAD INSTRUCTOR IS NOT QUALIFIED TO TEACH THE COURSE – the following will occur
- a. The screen display will state “Our database shows that the Lead Instructor Certification Information does not meet the requirements for this course. Please contact the Programs Department at the National office if this is in error.”
  - b. The course will not be registered.
  - c. Courses are only approved if the Lead Instructor has the proper instructor certifications.
46. IF THE LEAD INSTRUCTOR IS QUALIFIED BUT THE AUTHORIZER IS NOT QUALIFIED TO AUTHORIZE THE COURSE – the following will occur:
- a. You will see a screen display that shows the course roster number and states Course Request Data Submitted Successfully
  - b. The screen display will state “Our database shows that the Course Authorizer Information needs to be updated. Please contact the AYSO Programs Department at the National Office.
  - c. The roster will be placed in a Pending Status.
  - d. The Course Authorizer Information must be resolved prior to conducting the course. The Course Authorizer/Verifier can also be found on each discipline’s Training Matrix.
47. If you have any questions about completing the Course Request Form contact the AYSO Programs Department at the National Office (800) 872-2976 or e-mail [Rosteradmin@ayso.org](mailto:Rosteradmin@ayso.org)
48. You can now manage the course roster.

#### **IV. Managing a Course in eAYSO**

- A. Use the following procedure to guide the class through the step-by-step process for managing a course roster in eAYSO.
1. **If not already logged in to eAYSO. Login to eAYSO with your Email address and password**
  2. **Select Roster from the Lookup menu and click on Roster**
  3. The Training Rosters Lookup screen will display
  4. To locate the roster you want to manage you can the search to locate a roster by using the search criteria.

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5. **Click on Search.**

6. You will see the rosters that matched the search criteria you requested
7. For the roster you want to manage **click on the radio button next to the roster.**

8. **Click on Manage Roster**

9. You will see the View/Edit Training Rosters screen and the information for the roster you selected will be displayed.

To add an attendee to the roster complete the following steps

1. **Click on Add Roster Attendee**

2. You will see the Program Roster Attendees screen
3. From the Program Roster Attendees search window **enter the search criteria** –for the course attendee and **click on Search for a volunteer**
4. A list of volunteers who meet the search criteria will display below the search window. You can continue to narrow the search by adding to the search criteria and clicking on Search for a volunteer if you need to. If the volunteer information does not display ensure that you have entered the appropriate search criteria. For example, a volunteer may go by “Bob” but their record in eAYSO is listed as “Robert.” If you are certain you have searched and the volunteer can’t be found proceed to: *To add an attendee that does not have a volunteer record in eAYSO*
5. From the list of volunteers that meet the search criteria **select the appropriate course attendee by clicking on the radio button next to the volunteer’s name.**

6. **Click on Add Attendee to Program Roster**

7. The volunteer will now display in the list of Program Roster Attendees.
8. **Repeat the process in steps 1 through 7 above to add additional attendees.**

To add an attendee that does not have a volunteer record in eAYSO

1. If the volunteer does not display after using the search feature on the Program Roster Attendees screen you can still add them to the roster by completing the following steps.
2. **Click on Add New Volunteer**
3. The Add New Volunteer screen will display

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4. **Complete the information on the Add New Volunteer form.** NOTE: All red asterisked fields are mandatory and must be filled in.
5. After completing the Add New Volunteer form, **click on Submit.**
6. The new volunteer will display on the Program Roster Attendees.

#### Roster Management

1. To print a course roster **click on Print Program Roster.** A PDF document will display.

#### Removing a volunteer from a roster

1. If a volunteer did not complete the course or if a volunteer was not present at the course or canceled prior to the course you want to remove them from the roster. We will assume that the individual you created the new record for (Your First Name) Volunteer did not attend the course.
2. **Click on the Remove Box for the volunteer**
3. **Click on Remove at the bottom of the list of attendees** – you will see that the volunteer has been removed from the roster

#### Completing and Submitting a Roster

1. After completing the course you will do the following for each volunteer who successfully completed the course.
2. **Click on the Completed box by their name** on list of attendees to indicate that they successfully completed the course.
3. **Click on Submit at the bottom of the list of attendees** to submit the course roster.
4. The following actions will occur:
  - a. The status of the course roster will change from Approved to Returned.
  - b. All attendees who were identified as completing the course will have their volunteer records updated to reflect completion.

#### Special Conditions - Information

1. For Intermediate Referee, Advanced Referee & National Referee courses the *volunteer's record will be updated to reflect the course completion.* To obtain qualification as an Intermediate Referee, Advanced Referee or National Referee, since additional requirements must be fulfilled, a *Referee Upgrade Form must be submitted to the National Office* in order for their training record to reflect these referee qualifications.

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2. For instructor courses, the volunteer’s record will be updated to reflect completion of the instructor course. To obtain instructor certification either of the following actions or a combination of these actions must be completed:
  - a. An Instructor Verification Form (available on [www.ayso.org](http://www.ayso.org)) must be completed to indicate the instructor has the appropriate discipline specific knowledge and has demonstrated the appropriate presentation skills. These forms should be sent to the National Office.
  - b. If several instructors completed all instructor qualifications at the time of the instructor course, then a memo, e-mail, or marked up copy of the roster should be sent to the AYSO National Office ([rosteradmin@ayso.org](mailto:rosteradmin@ayso.org)). This can be done instead of having each instructor submit a verification form.

## V. Conclusion

- A. Encourage students to use eAYSO for registering courses and managing rosters.
- B. Remind the class of the importance of submitting rosters on time.
- C. Bridge to “What’s Next” in the attendees pursuit of becoming an AYSO Instructor.

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## Lesson 11: What's Next (10 minutes)

### I. Introduction

- A. Explain that, in addition to attending this Introduction to Instruction Course, there are additional requirements to become a certified AYSO instructor and these requirements vary depending upon the discipline. Area or Section Staff generally coordinate the arrangements for the completion of these additional requirements.
- B. Break into groups according to discipline and have discipline specific instructors review the instructor certification requirements for that discipline.
- C. **One requirement for ALL AYSO instructors is completion of AYSO's Safe Haven – either in person, by Webinar or online.**

### II. Referee instructor certification requirements

- A. Provide the referee instructor candidates with the following information:
  1. AYSO Referee Instructor Certification Criteria
  2. AYSO Referee Instructor Evaluator Criteria
  3. AYSO Application for Referee Instructor or Evaluator Certification
  4. AYSO Referee Certification and Training Matrix
  5. Referee instructor candidates will be asked to make the following presentations:
    - a 3-5 minute personal introduction
    - b 10 minute original presentation from any one of modules 1-19
    - c 30 minute presentation from Basic Referee Course (modules 1-13)
    - d 30 minute presentation from Intermediate Referee Course (modules 14-19)
  6. Advanced referee instructor candidates will be asked to present at least one hour of instruction from the Advanced Referee Course (modules 20 through 24).
  7. Referee instructor candidates must pass the referee instructor examination
  8. Student presentations must be done in actual referee training courses.

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### III. Coach instructor certification requirements

- A. Provide the coach instructor candidates with the following information:
1. Attend the Introduction to Instruction Course
  2. Attended the U12 Coaching Course
  3. Attend the Coach Instructor course in your Area or Section
  4. Contact your Area or Section Coach Administrator for details

### IV. Management instructor certification requirements

- A. Provide the management instructor candidates with the following information:
1. Attend the Management Instructor Course in your Area or Section. Contact your Area or Section Management Administrator or Area Director for details.
  2. At the Management Instructor Course, management instructor candidates will be asked to make the following presentation:
    - a. 2 - 3 minute personal introduction
    - b. 10 minute presentation from any of three management workshops – Registrar, Treasurer or Safety Director
  3. Management Instructor Criteria
    - a. Must have completed the AYSO Introduction to Instruction Course
    - b. Have served in a volunteer position on a regional board as:
      1. Regional Commissioner (RC)
      2. Safety Director
      3. Treasurer
      4. Registrar
      5. Child and Volunteer Protection Advocate (CVPA)
      6. Regional Coach Administrator (RCA)
      7. Regional Referee Administrator (RRA)
      8. Or be recommended by your RC, Area Director (AD), or Area Management Administrator (AMA).

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## V. VIP Instructor Certification Requirements

Provide the VIP Instructor candidates with the following information:

1. Complete the VIP Volunteer Training Course in your Area or Section. Contact your Area Director, Section Director or VIP Administrator for details.
2. Attend the VIP Instructor Course in your Area, Section or at a Section Meeting, Super Camp or other training opportunity. Contact your Section VIP Administrator or the National Office for details.
3. At the VIP Instructor Course, candidates will be required to:
  - a. Complete two affirming quizzes
  - b. Complete the VIP Volunteer Training test (repeat of test given in VIP Volunteer Training course)
  - c. Present as an instructor a 20 minute module from the VIP Volunteer Training course.
  - d. Be evaluated as an instructor by the course instructor and subsequently advised that VIP Instructor status has been completed or be given further "homework" to do to attain VIP Instructor status.

## VI. Conclusion

- A. Remind everyone that AYSO Instructors are expected to be role models and ambassadors for AYSO in promoting the AYSO philosophies and AYSO culture.
- B. Thank everyone for attending and for their efforts to become AYSO instructors.