



National Referee Course

AYSO National Referee Program

AYSO National Referee Course Sample Agenda

Time	Topic	Mins	Instructor
Friday			
06:00-07:00	Registration and Dinner		
07:00-07:15	Introduction and AYSO Program	15 min	
07:15-08:00	Defining the National Referee	45 min	
08:00-08:15	Break		
08:15-09:15	Officiating as a Team	90 min	
Saturday			
08:00-09:15	Making Good Management Decisions	45 min	
09:15-09:30	Break		
09:30-10:45	Making Good Management Decisions (cont.)	75 min	
10:15-11:00	Break		
11:00-12:30	Knowing the Game (Objectives & Principles)	90 min	
12:30-01:30	Lunch		
01:30-03:00	Knowing the Game (Terms, Tactics & Systems)	90 min	
03:00-03:15	Break		
03:15-03:45	Knowing the Game (Gamesmanship)	30 min	
03:45-04:00	Break		
04:00-05:30	Dealing with Emotions	90 min	
05:30-06:30	Dinner		
06:30-07:45	Recognizing Trouble	75 min	
07:45-08:00	Break		
08:00-09:15	Recognizing Trouble (continued)	75 min	
Sunday			
08:00-09:15	Putting it into Practice	75 min	
09:15-09:30	Break		
09:30-10:45	Putting it into Practice (cont.)	75 min	
10:15-11:00	Break		
11:00-11:30	Being a Role Model	30 min	
11:30-11:45	Conclusion	15 min	
	End of National Referee Course	15 ¼ hrs	
	Optional Activities		
	Problems Outside the Touchline	60 min	
	Pretest and Review	75 min	
	National Referee Exam	75 min	
	National Referee Exam Review	90 min	
	Preparation for National Assessment	75 min	
	National Fitness Test	75 min	

AYSO Course Guide

National Referee Course

Course Goals

To train Advanced Referees in all aspects of refereeing to develop skills that will allow the referee to officiate any AYSO soccer match under the AYSO (FIFA) Laws and AYSO National Rules and Regulations.

INSTRUCTOR SPECIAL INSTRUCTIONS:

The National referee course is the top referee level course within AYSO. As such the candidates for promotion to National Referee are expected to meet the highest standards of referee proficiency, personal behavior and support for the philosophies and goals of AYSO. Approval to conduct the National Referee Course and selection of the lead instructor is required from either the National Referee Administrator or National Director of Referee Instruction.

Most candidates are very experienced referees at a variety of levels and programs. Many have experience at the high school and sometimes college level of refereeing. However, there may be a wide disparity in experience level among students. Therefore, it is both appropriate and meaningful to encourage the referees to share their experience and knowledge of the game during the course.

The free sharing of experience and ideas among students can present specific challenges to the instructors. Time management is critical to successful completion of the course. The instructor must control course discussion and sharing to insure that adequate time is devoted to all modules and that all goals and objectives are met. It is the instructor's responsibility to see that the FIFA Laws of the Game and AYSO Rules and Regulations are the focus of the course and that the diagonal system of control is the only acceptable method to be discussed in the course.

This course is designed for between 12 and 15 students. Since sharing of experiences is an important part of the course, it is not recommended that the course be presented to fewer than 6 students. The course should be presented in a weekend residential setting. This allows candidates to continue to share their soccer experience during non-class time.

As with any AYSO course, co-instructors and team teaching are encouraged. However, because of the importance of continuity and the flexibility of the material presented in the course, it is recommended that the lead instructor participate in all modules and that co-instructors have a thorough knowledge of the course outline and remain prepared to assist or support co-instructors.

The sequencing and designated time specified for the modules in this teaching plan must be followed. However, provided the objectives of each class are met, instructor creativity is encouraged. Individually prepared scenarios that meet or supplement the objectives such as; appropriate videotapes, demonstrations or other instructional media, is permitted as long as the time allotted for each module or the overall total time (15.25 hours) for the course curriculum is not shortened or expanded.

Supplemental sessions such as the physical or written test might be offered but must be advertised as “supplemental” and not required or included in the core course time. If such supplemental sessions are offered, they must be offered either before or after the course.

It is strongly recommended that the National Pre-Test be provided to students for completion **prior** to the course. Review of this test and conducting a general review of the laws should be completed **prior** to administering the National Referee exam. Grade and review the exams before beginning the course. These activities would be outside the time limits specified for the course.

Students **must** successfully complete all classes in the course to receive credit for completion.

Instructors need to have strong law knowledge and a keen awareness of the Spirit of the Game. The instructor’s primary role is to manage the course. To a great extent the students teach each other. The instructor is truly the course “referee” making sure that it is fun, fair and complete.

OBJECTIVES:

0. Define the role of a National Referee with emphasis on officiating high-level matches.
0. Focus on the officiating skills of communication, coordination, and cooperation employed by an effective referee team.
0. Explore the management and decision-making skills needed by officials doing upper division matches.
0. Emphasize the need for referee understanding of the tactics, objectives, and principles of play employed by teams in regard to anticipating play and reading the game.
0. Examine the line between gamesmanship used by players and teams within the spirit and letter of the Law versus the activities outside the boundaries of fair play and sporting behavior.
0. Review techniques for dealing with the strong emotional reactions associated with the game at a higher level of play.
0. Recognize infractions or situations that have potential to lead to troublesome problems and the techniques needed for dealing with serious misconduct.
0. Practice employing the knowledge and techniques presented in this course through review and discussion of case-book scenarios.
0. Acknowledge the role modeling responsibilities befitting the position of AYSO National Referee.

National Referee Course Materials Needed

<u>Item</u>	<u>Page</u>	<u>Overhead</u>	<u>Handout</u>
Cover Page	0	X	X
Agenda	1		X
Role Playing Demos	9		X
Professional Skills Worksheet	10	X	X
Professional Skills Student Handout	11		X
Dealing with Player Violence	14		X
The Decision Making Process	17	X	X
Factors that Influence Decisions	18	X	X
Effective Management	19	X	X
Effective Management Worksheet	20		X
Group One – Game Situations	21		X
Group Two – Game Scenarios	25-27		X
Group Three – Skit Scripts	32-38		X
Small-Group – Handling Resistance	56-57		X
Handling Resistance – Tip Sheet	59	X	X
Methods for Helping Players Deal w/Anger	61	X	X
Overhead # 1	67	X	
Overhead # 2	68	X	
Overhead # 3	69	X	
Overhead # 4	70	X	
Overhead # 5a	71	X	
Overhead # 5b	72	X	
What’s Your Decision	73	X	X
Instructions for Casebook Studies	78		
Game Situations – Casebook	79-84		X

Separate Files

Knowing the Game Handouts			
Knowing the Game		X	X
Objectives and Principles Handout		X	X
What Players Say-What Players Mean			X
Common Soccer Terminology			X
Coach Player Tactics		X	X
Tactical Soccer		X	X
Systems of Play		X	X
Judging the Challenge		X	X
National Referee Course Evaluation Form			X

Videos

FIFA: Learning from the Experience
 FIFA: Resources for Instructors
 USSF: Fouls and Misconduct (Women’s 1999 World Cup)

CLASSES:

Class Number	Title	Minutes
1	Introduction and AYSO Program	15
2	Defining the National Referee	45
3	Officiating as a Team	90
4	Making Good Management Decisions	120
5	Knowing the Game	210
6	Dealing with Emotions	90
7	Recognizing Trouble	150
8	Putting it into Practice	150
9	Being a Role Model	30
10	Conclusion	15
	Total	15.25 hrs

General Guidelines:

0. Define the role of a National Referee officiating at the highest level matches in AYSO as that of a manager of people.
0. Reinforce the officiating team concept and effective decision-making throughout the course.
0. Reinforce the referee's duty to "Know the Game" beyond the limited parameters of the letter of the Law and encompass a broader knowledge of tactics employed by players and teams.
0. Provide opportunities for participants to demonstrate how an expanded knowledge of the game helps to anticipate play, read the game and differentiate between legal gamesmanship and illegal or unsporting behavior.
0. Develop continuity for the course by linking each class to the previous lesson and bridging to the next lesson.
0. Maximize student involvement.
0. Organizing principal of this curriculum is deductive, starting with general concepts of the development of the referee's role in managing match participation, through general skills for effective facilitation, to specific skills to use in difficult and critical situations.

Class Descriptions:

Comment to Instructors:

To achieve consistency in referee instruction across the country, the goals and objectives for each class have been included as an integral part of the curriculum. As you utilize the course guide, please ensure that you plan to meet all of the objectives.

The 15 ¼ -hour time limitation for the course is based on an average class size of 12 to 15 students. In instances where there are fewer students the time needed to cover the material, especially when role playing or scenarios are used, may be less. However, in no case should the course be shortened by eliminating classes or failing to properly cover the goals and objectives of the classes.

Class 1. Introduction and AYSO Program (15 minutes):

Goal: Understand the place of National Referees in this course and in AYSO

Objectives:

- 0. Meet staff and other students.
- 0. Understand the purpose of the course
- 0. Know the AYSO philosophy and developmental training program
- 0. Realize-student expertise will be utilized in this course.
- 0. Set the precedent for relating each class to the others and to the professional referees' role as a manager of people.

Introduce the staff. Cover any administrative details. Use an icebreaker to introduce the students and the total referee experience of the class. Explain that the purpose of the course is to define and practice the skills required of National Referees who are AYSO's role models and leaders.

Discuss with the students the importance of participation in the class and sharing of personal and refereeing experiences. Inform them that the course is specifically designed for each student to share with others their experiences as a referee and to learn from the other students.

Briefly review the AYSO philosophy and Referee Training Program. State that National Referees, in their role as AYSO leaders have a responsibility to understand the program and encourage other referees to continue their formal referee education, whether or not they wish to further their certification.

Ensure that students know what they will receive by the time they leave. It is crucial for them to understand that each class relates to their job of managing the match participants so that the goal of a fun, fair, safe game is achieved. Link the purpose of the course to the next class.

Potential opening scenario questions: Do not discuss resolution until end of course to determine if the answers of the students are affected by what they learn in the course.

1. A pass is made toward a teammate in an offside position which the AR flags. The referee waves down the AR signal because the ball appears to be going to the goalkeeper. As the referee is retreating towards the halfway line, the goalkeeper's teammate runs over inside the penalty area and picks up the ball to place it for the free kick for the obvious offside. What should the referee do?

2. To counter the opposing red team's dominance and superiority, the blue team positions a player in an offside position near the red team's goal and continues to pass the ball to this player and thus get the ball moved to the opposite end of the field for placement of the kick when the offside is called. This tactic is frustrating the red team. What should the referee do?

Class 2. Defining the National Referee (45 minutes):

0. Goal: Set the theme for this course by characterizing a professional **AYSO** referee who understands the Laws of the Game, AYSO Rules and Regulations paragraph I.D. 5, and the concept of flow versus control.

Objectives:

- 0. Determine that the philosophy of refereeing is presented in Law 5 and AYSO Rules and Regulations paragraph I.D. 5 and understanding the game
- 0. Review the referee's powers and duties and this course.
- 0. Give an example of the rationale behind the referee's duties.
- 0. Define a professional referee.
- 0. Clarify that professionals respect other participants and the organization.
- 0. Develop an attitude of thinking outside "the box."
- 0. Establish a skill description for the job of a professional referee.
- 0. Set a tone for student involvement in each class.

The duties and powers of the referee are detailed in Law 5. Beyond the referee's job description, there are often things one "must" or "must not" do. To do the job well requires an understanding of the referee's place in the game, as well as the powers and duties specified in the Laws. The task of experienced referees is to balance flow and control while interfering as little as possible. At higher levels of play, effective referees, like effective business managers, must utilize special skills and abilities in order to manage their business, the football match. As experienced game managers, once the class understands certain principles, they should be able to define the skills necessary for professionalism in refereeing.

The Powers and Duties of a Referee

- 0. The powers and duties of a referee are presented in Law 5.
- 0. The philosophy of refereeing is presented in Law 5 and the AYSO Rules and Regulations, paragraph I.D.5. In order to balance flow and control and execute the duties properly, experienced referees must understand the reason for these paragraphs.
- 0. Define "interference" and identify the concept.
- 0. Show how this concept relates to the powers and duties of the referee and the context of this course.

Philosophy of Refereeing

Discuss the concept of AYSO Rules and Regulations, paragraph I.D. 5.

Tie I.D. 5 to the referee's role of balancing flow and control by using Law 18, Common Sense, to determine when to interfere in the game. Link the understanding of the philosophy of refereeing to professionalism in refereeing.

Professionalism in Refereeing

Note to Instructor: Included in the supplementary material is a Role Playing Demo that may be used as an introduction to professionalism.

Define a "professional" AYSO referee.

Principles of a good manager or referee must understand:

- . What is the purpose of this organization?
- . Who is the game for?
- . All participants are involved because they have needs that are being met. This is their motivation.
- . When these needs, or expectations, are frustrated, there will be consequences.
- . We all make mistakes. Most of us can learn from our mistakes.

Professionals who understand these principles have an attitude about other participants, the game, and themselves. This attitude is **RESPECT**.

Respect is exhibited on the field or in business as skills and abilities. These skills can be categorized as the following.

- . Image of a professional
- . Knowledge of the business
- . Skill of a manager
- . Organizational skills (Have a plan to effect a win-win)
- . Ability and willingness to be creative within the broad scope of the job (Thinking outside “the box”)

Through group discussion the students should develop and write a skill description for the job of an experienced referee. (Use Professional Skills Worksheets included in the class supplement) Ensure that each group writes a thorough skills description and applies Law 18, I.D. 8, and good business sense. Make certain that students understand that thinking outside “the box” is important to an effective referee at higher levels. However, ensure that they understand that such thinking and action must be done using the skills of a good manager and within the philosophy spirit and letter of the laws of soccer.

Through group discussion the students should relate the skills developed to skills used in everyday managing of their work or personal life.

Bridge:

Emphasize to the class that professionalism and the ability of the referee to apply the Laws of the Game within the letter and spirit of the laws is basic to understanding the role of the National Referee. Tie to the importance of the efficient, effective and professional functioning of the entire referee team.

Class Supplement

This class supplement is prepared to assist the instructor in presenting the material for this class. This material includes class handouts, role playing guidelines and other supplemental information.

This material is recommended but not required in the course. Instructors are also encouraged to develop their own material to supplement the course outline.

Professionalism - Role Playing Demos

Role Play #1

- Referee:** (blowing whistle) "Number 9, come here!"
Player: "Screw you." (Walks away)
Referee: (whistles again) "I said come here!"
Player: (continue to walk away quickly to other parts of the room)
Referee: (following, whistling and waving the red card)

Role Play #2

- Referee:** (blowing whistle) "Number 9, come here!"
Player: "Screw you." (Walks away)
Referee: (whistles again) "I said come here!"
Player: (continue to walk away, going to the back of the room)
Referee: (turn and walk toward agitated coach) "Coach, I want you to get that player off the field. He is red carded."
Coach: "I haven't seen you give him a red card. Besides, it's not my job to get him off the field. It's your fault anyway; you're the one who's lost control. You ought to be sent off!"
Referee: (pointing finger in the coach's face) "Careful coach, or you'll be next!"
Coach: (step forward threateningly) "Watch where you're pointing that finger!"
Referee: (blowing whistle and pulling red card) "That's it, you're gone!"

Role Play #3

- Referee:** (blowing whistle) "Number 9, come here!"
Player: "Screw you." (Walks away)
Referee: (whistles again) "I said come here!"
Player: (continue to walk away quickly to other parts of the room)
Referee: (consult book, beckon captain) "Number 7, if number 9 isn't here in 20 seconds I'm going to suspend the match. Either way, I'm going to send him off, so it's up to you to get him here quickly if you want the game to continue without interruption."
Captain: (go to player and escort him to ref)

Role Play #4

- Referee:** (blowing whistle) "Number 9, come here!"
Player: "Screw you." (Walks away)
Referee: "Number 9, come here!"
Player: (continue to walk away to back of the room)
Referee: (consult book, beckon captain) "Number 7, if number 9 isn't here in 20 seconds I'm going to suspend the match. Either way, I'm going to send him off, so it's up to you to get him here quickly if you want the game to continue without interruption."
Captain: (go to player)
Player: (shake head "NO" at teammate, cross arms and stand firm.)
Referee: (blow whistle and hold up red card) "Number 9 is guilty of using offensive and insulting language and is ordered off the field. This game is suspended for a maximum of one minute. If he has not left the field by then, the game will be terminated. Coach, you may enter the field to escort him off."

Professional Skills Worksheet

Directions: Write a thorough skill and ability job description for the job of a professional referee. Include the following skills, abilities, and others you deem important.

Image: Present an image of a professional through –

Knowledge: Be knowledgeable about –

Managerial Skills: Understand and practice the following skills –

Leadership Skills: Lead others to the win/win goal by --

Others:

Professional Skills -Student Handout

Image: Present an image of a professional through –

- Physical appearance and dress
- Ability to keep up with play
- Decisive actions
- Self-assurance and confidence
- Enjoyment of the job

Knowledge: Be knowledgeable about –

- The Laws of the Game
- The game of soccer
- The organization
- The history, development, and spirit of all three
- The players and coaches and what they are trying to do

Managerial Skills: Understand and practice the following skills –

- Achieve a goal (child development through fun, fair and safe game) through people management
- Influencing others to voluntarily change their behavior / habits to achieve goals
- Understand and accept resistance to change
- Focus on the desired outcome, not the problems
- Set standards and apply them objectively

Leadership Skills: Lead others to the win/win goal by --

- Serve as a role model others respect
- Be a team player / support the organization
- Do your best
- Accept responsibility for your mistakes
- Confront anger in others and guide them to be responsible for their own anger and mistakes
- Show respect for all other participants

Others:

Class 3. Officiating as a team (90 minutes):

Goal:

To develop an understanding of the level of cooperation between referee and assistant referee needed at the National referee level.

Objectives:

1. Understand why more sophisticated cooperation within the officiating team is required for U-16 & U-19 games.
2. Learn some specific techniques of more advanced cooperation.
3. Learn principles that enable National referees to develop their own communication techniques.

1. Introduction

- A. (Possible bridge from previous class: essential, initial steps in the decision-making process are the definition of the problem and the gathering of information. In many cases, both of these depend upon effective cooperation between officials.)
- B. Question: Why isn't the USSF booklet *Procedures for Referees, Assistant Referees, and Fourth Officials* a sufficient definition of the necessary cooperation within the officiating team?
 1. Some things are explicitly left to the officiating team to decide in the pregame discussion.
 2. A short booklet can't possibly cover everything that can happen.
- C. Before 1997, the Laws of the Game included a brief but important section entitled *Cooperation between the Referee and the Linesmen*.
 1. Valuable specifics are included here that go beyond the *Procedures* booklet.
 2. The principle is laid down that the officiating team may develop its own communication methods.

Comment to instructors: Before proceeding, it is prudent to assess quickly the level of familiarity of the students with the standard procedures, which are assumed to be well understood. For example, consider asking the students what aspects of communication are explicitly left for the officiating team to decide during the pregame (e.g., division of responsibilities in judging throw-ins, duties on penalty kick.)

2. Keys

- a. Need for more sophisticated cooperation than is used in younger divisions
 - i. Game moves faster
 - ii. More gamesmanship, requiring rapid detection and handling.
 - iii. Players more attuned to inconsistency or tentativeness among officials
- b. Pregame instructions
 - i. More situations to cover than in younger games, but generally no more time to discuss.
 1. Don't go over standard material, which referee and AR's should know cold. Instead, say "USSF Standard Procedures, except as follows..."
 2. Highlight situations for which the USSF procedures book provides an incomplete or awkward answer. Some possibilities:
 - a. Attacker receives ball from teammate near goal-line. AR flags, ref whistles, AR points toward goal. Offside or ball-out-of-play? How will AR and referee communicate to ensure proper restart?
 - b. IFK-offense detected by AR. How will AR signal?
 - c. An improperly taken throw-in is often signaled with wave of the flag. How then should the referee distinguish a bad throw-in from an infraction on touchline (e.g., opponent impeding throw-in)?
 - d. What happens when AR signals an infraction but referee doesn't acknowledge immediately? How long should AR wait before dropping flag? When should other AR echo?
 - ii. Procedures for situations in which strong officiating team presence is required for control.

1. Free kicks near goal: Three responsibilities (offside, fouls, goal scored) need to be distributed between two officials.
0. Penalty kicks
0. Misconduct seen by AR: lack of swift, effective communication undermines control
0. Game stopped for misconduct: referee is focused on players directly involved in misconduct; what are the others up to and what should the AR's role be in observing them?
0. Fights: See handout "Dealing with Player Violence"
- . Procedures for situations in which poor cooperation is common.
 0. Consistency on touchline calls in referee's half: many AR's signal unnecessarily (referee doesn't need signal) and risk being inconsistent with referee (who is closer).
 0. Positioning of AR for free-kick near goal when pre-game allows some variation. Should AR "read" referee's position and adjust accordingly, even if contrary to pre-game?
 0. AR focus of attention during ball in touch: beware of all officials watching retrieval of ball, while 21 players remain unobserved.
 0. AR having trouble on touch line: how will the referee know when spectator/coach activity/commentary is interfering with AR?
 0. Fouls signaled by AR: expect AR's to "read" how the referee is calling the game and to judge offenses consistently with that reading.
- . During the match
 - . AR's mindset is "Help the referee". D.C. Mathurin, in *Linesmanship: The Art of Enhancing a Referee's Performance*, describes the AR's mindset in deciding whether, having viewed an event, to signal:
 0. Does the referee want my signal?
 0. If I do not signal, will I embarrass the referee?
 0. If I do not signal, will the game fall into disrepute?
 0. Will my lack of a signal result in match control problems for the referee?
 - . AR should also visualize a reversal of roles with the referee, and think "Would I want/expect a signal from my AR in this situation?"
 - . Ref's mindset: when to look at ARs.
 0. Whenever a potential offside situation exists (rule of thumb: when the ball is played forward by the offensive side)
 0. When a contact incident occurs that the referee may not have completely seen.
 0. At every stoppage in play
- . Half-time
 - . What are we doing wrong (i.e., not adhering to pre-game instructions)?
 - . What caused us trouble in the first half? (E.g., situations in which communication was poor, or the team appeared indecisive or inconsistent)
 - . What changes should we make during the second half?
- . After the match
 - . Observation of teams, potential for misconduct
 - . Confirm complete and consistent information on score and misconducts
0. Conclusion
 - . Summarize importance of heightened cooperation among officials at the U-16 and U-19 level.
 - . Bridge to Scenario Casebook, an opportunity to apply some of these techniques.

Dealing with Player Violence

AYSO National Referee Commission Recommendations

Many possible scenarios of violence exist. The referee must assess each situation and determine appropriate action considering personal safety, player safety and game control.

The Law does not require anyone to place themselves in peril and AYSO referees should not subject themselves to undue personal risk. However, violence needs to be stopped if it erupts and referees need to assist in controlling it when it can be done without unduly risking personal safety.

Recommended procedures for referees:

- Move quickly to the location of the problem.
- Blow the whistle loudly in the vicinity of the fracas to distract the “combatants”.
- Assess the risk to your personal safety by further intervention and do not attempt to intervene if you determine it is unsafe. Referees are not required to put their personal safety at risk.
- Consider intervention only if possible without undue personal risk. A referee who intervenes during player violence must:
 - Remain in a “passive role.”
 - Refrain from physically “manhandling” any players or other persons involved.
 - Endeavor to form a barrier between “combatants”.
 - Urge the coaching staffs to assist.
 - Endeavor to contain the fracas.
 - Be aware of the reactions of other players and discourage them from joining the fracas.
- Provide a detailed report of the facts of the incident in the game report for reference.

Concluding Caution:

- Addressing violent conduct is everyone’s job. Regional staff should be proactive in taking steps to address the issue with programs such as Safe Haven and Kids Zone.
- Prompt disciplinary responses are encouraged if violence occurs during games.

Class 4. Making Good Management Decisions (120 minutes):

Goal: Develop strategies for making effective decisions in a time appropriate manner.

Objectives:

1. Review the Decision-Making Process
2. Define characteristics of effective management
3. Practice techniques of developing an effective management plan
4. Practice making fast decisions in simulated situations.
5. Develop strategies for future encounters through evaluation of crisis decisions.

Decision Making:

Even top professionals in business, refereeing, teaching, etc. encounter crisis situations. On the field of play, most crisis decisions are made in a nanosecond. Reviewing the decision-making process can help referees make the necessary decisions and to understand how to avoid making rapid decisions when options are available which will gain the referee some time to more carefully examine the facts and to gather additional information before announcing the final decision. Referees also need to understand that one's *perception* of reality of the situation dictates the actions that will be chosen. Practicing rapid decision-making and the evaluation of those decisions can assist experienced referees develop strategies for future encounters.

1. The Decision-Making Process
 - a. Define the problem. What is the "real" vs. "perceived" problem?
 - b. Gather information and analyze the problem
 - c. Propose and evaluate options.
 - d. Decide and implement the solution
2. Factors and Pressures that Influence Decisions
 - a. Time. Utilize the full time available to think before deciding.
 - b. Accuracy and reliability of the information
 - c. Past personal experiences.
 - d. Personal values
 - e. Self-induced pressure resulting from the perceived expectations of others
 - f. External pressure resulting from others' perception of the need for change

After reviewing the key information, briefly guide the students through a scenario to illustrate how the process is present even when decisions are made and implemented rapidly.

Effective Management:

Professionalism in refereeing is demonstrated by skills that are similar to those utilized by successful managers. No one really manages a business without managing people. For effective match control, the referee needs to understand concepts of successful management and to use effective people management techniques.

1. Define successful management and characterize effective managers.
2. Effective management concepts (causing others to take effective action):
 - b. Management is the skill of reaching a predetermined goal with the voluntary cooperation of others.
 - c. Individuals cooperate and give their best effort when they believe that they can succeed, and that there will be a direct reward from this success.
 - d. Individuals succeed or fail based on their habits.
 - e. The primary task of a manager is to influence others to act appropriately.

- f. Influencing behavior involves dealing with the thinking patterns, or changing attitudes, as well as behavior.
 - . Managing is thinking. Be creative. (Ken Aston: "Refereeing is Thinking")
- 0. Techniques for successful people management
 - . Accept responsibility for your own mistakes.
 - . Influence other's thinking rather than attempting to control results.
 - . Use the pronoun we to influence "inclusive" thinking rather than exclude some people as *they*.
 - . Concentrate on the desired outcome, rather than the problems.
 - . Set standards for acceptable behavior and enforce these standards objectively.
 - . Use the management style that is appropriate for any given situation; be flexible (young kids vs. older kids vs. adults, etc.).

BRIEFLY present these concepts and techniques. Allow the participants to discuss and practice their people management techniques by completing the enclosed work sheet in small groups. Prior to class, prepare match situation scenarios for each group. Allow the groups to set their own goals and organize a plan for effective management of this situation. Have each group share their management plans with the class.

Class Supplement

This class supplement is prepared to assist the instructor in presenting the material for this class. This material includes class handouts, role playing guidelines and other supplemental information.

There are separate groups of game situations, scenarios and skit scripts. Use any that match the characteristics and abilities of the students and instructors.

This material is recommended but not required in the course. Instructors are also encouraged to develop their own material to supplement the course outline.

The Decision Making Process

1. Define the problem
2. Gather Information & Analyze the Problem
3. Propose & evaluate options
4. Make a decision & implement the solution
5. *(Evaluate the results!)*

FACTORS THAT INFLUENCE DECISIONS

1. Time
2. Accuracy and Reliability of Information
3. Personal Experiences
4. Personal Values
5. Self-induced pressure
6. External pressures

Effective Management General Management Concepts & Techniques

Concepts include:

General Concept	Refereeing
Voluntary Cooperation	Team Concept, encourage fun-fair-safe
Best efforts given if people believe they: Can succeed Will receive direct reward	Provide a "fair game." Reward is playing the game well and "winning"
Primary task is to influence others to act appropriately	Keeper of the flame, ultimate manager of the game
Influence includes modifying attitudes and behavior	Punishment and reward can be applied. The "thinking referee"
Individuals succeed or fail based on habits	Of the game, trifling. Verbal reminders & general communications
Management is thinking	Manage don't control-Law book with legs

Techniques Include:

General Technique	Refereeing
Accepts responsibility for own acts (sets example)	Appearance, timeliness, admit fallibility
Influences thinking rather than results	Avoid the second foul. Verbal warning
Use the "we" pronoun rather than "they"	Emphasis on team and the player/coach/referee/spectator team
Concentrate on the desired outcome not the problem	Once a play is over it is over
Set standards for acceptability	Pre-game and early game control. On-time & positive
Use management style suitable for the situation and the individual	Not all games and not all referees are the same.

Group One – Game Situations:

Game Situation #1

You are scheduled to be the referee in a match between two U19 teams. These two teams played each other just three weeks earlier in a match where one team totally dominated play and they let the other team know through word and gesture just how “bad” they were. Tempers flared and numerous cautions were issued, with several players eventually being sent off. While the coaches for both teams were not directly involved in exacerbating the situation, they took no positive action to control their players’ behavior. Both teams are approaching the rematch with something to prove and problems are anticipated.

Game Situation #2

In the seventh week of an eight-week season, you are assigned as the referee of a match involving two U19 teams that you have never officiated before. From your pre-game talks with the players and coaches of both teams you learn that both teams have unbeaten records.

At the end of the first half of play the score is 0-0. It is clear that both teams are very evenly matched; each playing an aggressive, physical style of soccer resulting in a lot of hard but fair play. However, players from both teams are becoming frustrated in their inability to dominate the other team or score a goal. You are concerned that this frustration may lead to problems in the second half.

Game Situation #3

You arrive at the field prepared to serve as one of the neutral assistant referees in a U19 match. With fifteen minutes left until the scheduled kick off, you are informed that both the assigned referee and the other neutral assistant referee will not be able to make the game. Therefore, you will have to officiate the match alone. Each team has a head coach and an assistant coach present. There are also a number of adult spectators, equally divided as supporters of each team, in attendance.

Instructors guide to game situations

Game Situation #1

You are scheduled to be the referee in a match between two U19 teams. These two teams played each other just three weeks earlier in a match where one team totally dominated play and they let the other team know through word and gesture just how “bad” they were. Tempers flared and numerous cautions were issued, with several players eventually being sent off. While the coaches for both teams were not directly involved in exacerbating the situation, they took no positive action to control their players’ behavior. Both teams are approaching the rematch with something to prove and problems are anticipated.

Instructor Guidelines for Game Situation #1

The intent of Game Situation #1 is to have the group members develop a goal and management plan that responds to a potentially difficult situation that they are **aware of well in advance**. Your job is to facilitate and guide the discussions of your group. You will need to keep the group focused on the specific match situation described above. Due to the time constraints of the class, the group should limit its discussion and management plan to pre-game activities and the opening minutes of play.

Hopefully, the group members will include the following issues for discussion (if they don’t, you should give them a little nudge):

- pre-game instructions to assistant referees
- pre-game discussions with coaches and players
- the level of game control that should be exercised during the opening minutes of play
- the attitude and demeanor of the referee and assistant referees toward the players and coaches

It is important that the group identify, and present to the remainder of the class, the various people management techniques and skills that they believe would be most effective in getting the players and coaches to approach and play this match in an environment that is fun, fair, and safe for all.

Game Situation #2

In the seventh week of an eight-week season, you are assigned as the referee of a match involving two U19 teams that you have never officiated before. From your pre-game talks with the players and coaches of both teams you learn that both teams have unbeaten records.

At the end of the first half of play the score is 0-0. It is clear that both teams are very evenly matched; each playing an aggressive, physical style of soccer resulting in a lot of hard but fair play. However, players from both teams are becoming frustrated in their inability to dominate the other team or score a goal. You are concerned that this frustration may lead to problems in the second half.

Instructor Guidelines for Game Situation #2

The intent of Game Situation #2 is to have the group members develop a goal and management plan that responds to a potentially difficult situation that is **developing as the game evolves**. Your job is to facilitate and guide the discussions of your group. You will need to keep the group focused on the specific match situation described above. Due to the time constraints of the class, the group should limit its discussion and management plans to halftime activities and the opening minutes of play in the second half.

Hopefully, the group members will include the following issues for discussion (if they don't, you should give them a little nudge):

- halftime instructions to assistant referees
- halftime discussions with coaches and players
- the level of game control that should be exercised during the opening minutes of play in the second half
- the attitude and demeanor adjustments (if any) of the referee and assistant referees toward the players and coaches based on the first half of play

It is important that the group identify, and present to the remainder of the class, the various people management techniques and skills that they believe would be most effective in getting the players and coaches to overcome their apparent frustrations and play the remainder of the match in an environment that is fun, fair, and safe for all.

Game Situation #3

You arrive at the field prepared to serve as one of the neutral assistant referees in a U19 match. With fifteen minutes left until the scheduled kick off, you are informed that both the assigned referee and the other neutral assistant referee will not be able to make the game. Therefore, you will have to officiate the match alone. Each team has a head coach and an assistant coach present. There are also a number of adult spectators, equally divided as supporters of each team, in attendance.

Instructor Guidelines for Game Situation #3

The intent of Game Situation #3 is to have the group members develop a goal and management plan that responds to a potentially difficult situation that **circumstances have created at the very last minute**. Your job is to facilitate and guide the discussions of your group. You will need to keep the group focused on the specific match situation described above. Due to the time constraints of the class, the group should limit its discussion and management plan to pre-game activities and the opening minutes of play.

Hopefully, the group members will include the following issues for discussion (if they don't, you should give them a little nudge):

- selection of club assistant referees (advantages of using an assistant coach from each team versus two adult spectators) and any pre-game instructions to those club assistant referees
- pre-game discussions with coaches and players (and spectators?)
- the level of game control that should be exercised during the opening minutes of play
- the attitude and demeanor of the referee and assistant referees toward the players and coaches (and, if appropriate, the spectators)

It is important that the group identify, and present to the remainder of the class, the various people management techniques and skills that they believe would be most effective in getting the players and coaches to approach and play this match in an environment that is fun, fair, and safe for all.

Group Two – Game Scenarios

Scenario #1

You are nearing the end of a very successful AYSO season and have been assigned to a U-19 game with neutral assistant referees, Dick Lucas and Mary Hodgman. Mary is an Intermediate certified referee who has assisted you on several occasions. She has always done a competent job. Dick Lucas is an Advanced certified referee who has been a bit of a problem. Often he gets involved in discussions with spectators and loses contact with the play. On several occasions he has flagged fouls that occurred in clear view of the referee and complains aloud when the referee waives off the calls. The match is expected to be close and rather hotly contested by two well-coached and aggressive teams. The coach of the Red team approaches you before the match and says, "I see my neighbor Dick will be 'lining' for you today, and I hope you call the game closer than he says most refs do!"

Scenario #2

Today game has not been a particularly good one in the Area J tournament. It has been hot, games have been started between 20 and 30 minutes late and nerves are generally frayed. You have refereed two games and A/R'd a third. It is now time for your last center for the day. You have a U-19 game between the 'Bombers' of Region 342 and "Toppers" of Region 457. Bob Jorgenson, Area Referee Administrator calls you to the side as you are approaching the field and says, "I'm glad you're doing this one. Over on field 6 the U-14 kids from Brownsberg (Region 342) and Parentville (Region 457) got into a real 'donnybrook'. Bill Courtland ended up giving a hat full of yellow cards and a couple of red. He terminated the match with about 5 minutes to go because of a major fight between two players. I don't know if you are aware, but there are three brothers of players from that game on each team you are refereeing. Let me see...for Brownsberg it is number 4 and 7 and the keeper. For Parentville I think it is number 10 and I'm not sure who else. Good-Luck!"

Scenario #3

With the luck of the draw you are refereeing the same teams you refereed two days ago in a local U-19 match. The last game ended 8 to 0 for the Red team over Blue. Other than the lopsided score, you had no problem with the players during the game. Both coaches are known for their positive vocal support of their teams. As you make your introduction to the coaches, the Blue coach tells you. "I'm really not very happy that Brad ran the score up on me Tuesday. I guess when you're the Regional Commissioner's brother-in-law, balanced teams don't mean as much! Well, anyway, we've spent the last two days on the Nigerian Narundo double-wing reverse trap. I figure that will slow that team down some and give us a chance of having a fair game. You've heard about that new off side trap haven't you? I hope you and your AR are on your toes today.

As you are walking away down the touchline, Brad Wilson, the Red coach, walks along side you and very quietly says..."Is that jerk blowing smoke at you too? Just because he can't coach, he expects me to tell my players not to shoot when they're wide open!"

Group Two – Game Scenarios

Scenario #4

You are four weeks into the season and at a Regional Board meeting the Regional Commissioner and the Regional Referee Administrator ask to speak to you after the meeting. They tell you that you are refereeing Team 102 and Team 114 in a U-19 match in two days. There have been complaints after each game that player #7 and #9 on Team 102 are playing out of control, rough and generally violently. Jack, the Regional Commissioner said he got two calls from parents “demanding” something be done for fear of a serious injury. Jack had talked to the team coach who said the players were just aggressive and hard nosed.

Jack and Pat, the Regional Referee Administrator, say that these players need to be reined in and asked that you reduce the violent behavior in the game. As you are leaving Pat closes with...”Good-Luck! And...take no prisoners.”

Scenario #5

As your U-19 girls match progresses, tied 1-1 in the first half, the coach of the Blue team has been increasingly vocal about your calls. About 15 seconds before the end of the first half, your neutral assistant referee signals a foul near the top corner of the penalty area nearest him. You are located near the top of the penalty area opposite your AR and see an attacker and a defender fall hard at that spot. You whistle the foul and the AR indicates the restart for the attacking (Red) team should be a Penalty Kick. The Blue coach goes “ballistic” but is calmed down by the assistant coach. The team parents and substitutes also boo and yell their disapproval.

The Penalty Kick is taken and missed by the Red team. As Blue begins a counter attack the half ends.

As you are moving toward the center of the field you see the coach for the Blue team running toward the AR who made the call screaming. “That was a terrible call! How can you make that call? Only the referee can make those calls! I’ve had it with those @*^# calls!”

By the time you arrive the coach is continuing his tirade to the AR who is standing at the corner flag. Several parents have followed the coach down the touch line in support of his actions.

Group Two – Game Scenarios

Scenario #6

As a visiting referee to a near by region, you are refereeing a U-19 game with two teams you have never seen. Play has been spirited and, you think, a little rough. You give several verbal warnings about the play and have called a couple of quick fouls in the center of the field. The game seems to have settled down. You call impeding about three yards outside the penalty area. Player #4 from the Red (attacking) team takes the kick. As he is preparing, his teammate #11 is giving him loud, pointed instructions. On taking the kick, #4 shanks the ball across the goal line for a Blue goal kick. As the Red players withdraw, #11 starts yelling at #4..."That was an indirect kick, you idiot! What the @%#\$** were you doing?"

#4 responds..."Oh, shut up. I just missed the damn thing. Get off my back!"

The arguing and baiting continues for several exchanges of the ball (although does not appear to be affecting the game). #11 falls as he misses a tackle of a player on the Blue team who converts the error into a great cross that is headed into the Red goal for a 1-0 lead. As you are back peddling to the center for the kick off you see #4 push #11 back to the ground as he is starting to get up. #4 says, "Nice job wise-ass, I see you're not perfect either!"

Scenario #7

The final game in the U-19 tournament is your 'plum' for working the U-10 fields for two days. When you arrive at the field you are shocked to see several hundred fans ringing the pitch. The Red and Blue teams skated through their brackets undefeated. The pre-game activities went without a hitch and the game begins exactly on time before an enthusiastic crowd.

In the fifteenth minute, Red #5 elbows Blue #6 in the face while both are leaping for a header. You decide that it is excessive, and call a foul and caution Red #5. In the twenty-fourth minute Red #5 is tripped by Blue #6. You call the foul and play continues. At the thirty-fifth minute, Blue #6 and #8 sandwich Red #5 as he makes an offensive rush. Red #5 pushed Blue #8 with his forearm during the play. You call the push and Red #5 complains that he was held by both Blue #6 and #8. As you blow the whistle to end the first half, Red #5 makes a hard but clean slide tackle of Blue #6 who falls on top of Red #5. Blue #6, not too gently, pushes off of Red #5 while getting up. They both exchange words that you can't hear and are quickly separated by teammates. The half ends in a chorus of boos and comments by the fans on your calls or lack of calls during the half.

Scenario #8

The score is Red 2 Blue 1 near the end of the first half of a well-played spirited U-19 match. You have issued one yellow card to a Red player for dissent and have warned several other Red players about "playing with their mouth not their feet and head". During 'added time' in the first half a high hard shot is taken by a Blue player on the Red goal. The goalkeeper along with several other players from both teams are attempting to play the ball. In the fierce action in front of the goal, the goalkeeper falls to the ground and the ball enters the net. You immediately blow the whistle but are not sure if you should award a goal. You confer with the AR who said she saw no foul and thought the goalkeeper was knocked to the ground by a teammate. You award a goal and prepare for the kick off. The Red coaches, players and fans are clearly up set and let you know how they feel. As soon as the ball is in play you end the half.

Instructors guide to scenarios

Scenario #1

You are nearing the end of a very successful AYSO season and have been assigned to a U-19 game with neutral assistant referees, Dick Lucas and Mary Hodgman. Mary is an Intermediate certified referee who has assisted you on several occasions. She has always done a competent job. Dick Lucas is an Advanced certified referee who has been a bit of a problem. Often he gets involved in discussions with spectators and loses contact with the play. On several occasions he has flagged fouls that occurred in clear view of the referee and complains aloud when the referee waives off the calls. The match is expected to be close and rather hotly contested by two well-coached and aggressive teams. The coach of the Red team approaches you before the match and says, "I see my neighbor Dick will be 'lining' for you today, and I hope you call the game closer than he says most refs do!"

Instructor Guidelines for Scenario #1

- 0. Start managing before the match
- 0. Select least distracting location for Dick
- 0. Deal with coaches comments
- 0. Prepare a contingency plan if Dick's behavior affects play.

Scenario #2

Today game has not been a particularly good one in the Area J tournament. It has been hot, games have been started between 20 and 30 minutes late and nerves are generally frayed. You have refereed two games and A/R'd a third. It is now time for your last center for the day. You have a U-19 game between the 'Bombers' of Region 342 and "Toppers" of Region 457. Bob Jorgenson, Area Referee Administrator calls you to the side as you are approaching the field and says, "I'm glad you're doing this one. Over on field 6 the U-14 kids from Brownsberg (Region 342) and Parentville (Region 457) got into a real 'donnybrook'. Bill Courtland ended up giving a hat full of yellow cards and a couple of red. He terminated the match with about 5 minutes to go because of a major fight between two players. I don't know if you are aware, but there are three brothers of players from that game on each team you are refereeing. Let me see...for Brownsberg it is number 4 and 7 and the keeper. For Parentville I think it is number 10 and I'm not sure who else. Good-Luck!"

Instructor Guidelines for Scenario #2

- 0. Deal with potential coach problem before the game
- 0. Emphasize "this" new game concept
- 0. Consider calling the game close at the beginning
- 0. Stay closer to potential problem players early
- 0. Be prepared to take quick and stern measures, if necessary
- 0. Brief AR's to assist

Scenario #3

With the luck of the draw you are refereeing the same teams you refereed two days ago in a local U-19 match. The last game ended 8 to 0 for the Red team over Blue. Other than the lopsided score, you had no problem with the players during the game. Both coaches are known for their positive vocal support of their teams. As you make your introduction to the coaches, the Blue coach tells you. "I'm really not very happy that Brad ran the score up on me Tuesday. I guess when you're the Regional Commissioner's brother-in-law, balanced teams don't mean as much! Well, anyway, we've spent the last two days on the Nigerian Narundo double-wing reverse trap. I figure that will slow that team down some and give us a chance of having a fair game. You've heard about that new off side trap haven't you? I hope you and your AR are on your toes today.

As you are walking away down the touchline, Brad Wilson, the Red coach, walks along side you and very quietly says..."Is that jerk blowing smoke at you too? Just because he can't coach, he expects me to tell my players not to shoot when they're wide open!"

Instructor Guidelines for Scenario #3

- 0. Acknowledge Blue coaches concerns-balanced teams & off side trap
- 0. Show high degree of professional ability-"My team of AR's and I can..."
- 0. Acknowledge Brad's comments, but don't agree or disagree
- 0. Prepare AR's
- 0. Watch play early to determine if the "Nigerian Narundo" exists
- 0. Develop a plan to keep coaches feelings from affecting players

Scenario #4

You are four weeks into the season and at a Regional Board meeting the Regional Commissioner and the Regional Referee Administrator ask to speak to you after the meeting. They tell you that you are refereeing Team 102 and Team 114 in a U-19 match in two days. There have been complaints after each game that player #7 and #9 on Team 102 are playing out of control, rough and generally violently. Jack, the Regional Commissioner said he got two calls from parents "demanding" something be done for fear of a serious injury. Jack had talked to the team coach who said the players were just aggressive and hard nosed.

Jack and Pat, the Regional Referee Administrator, say that these players need to be reined in and asked that you reduce the violent behavior in the game. As you are leaving Pat closes with..."Good-Luck! And...take no prisoners."

Instructor Guidelines for Scenario #4

- 0. Use time to develop a strategy to meet goals established
- 0. Have one or two alternate plans
- 0. During the game-escalate in a logical order:
 - . Gentle warning before
 - . Verbal warnings early
 - . Take quick & stern action
 - . Special emphasis on communication with all players

Scenario #5

As your U-19 girls match progresses, tied 1-1 in the first half, the coach of the Blue team has been increasingly vocal about your calls. About 15 seconds before the end of the first half, your neutral assistant referee signals a foul near the top corner of the penalty area nearest him. You are located near the top of the penalty area opposite your AR and see an attacker and a defender fall hard at that spot. You whistle the foul and the AR indicates the restart for the attacking (Red) team should be a Penalty Kick. The Blue coach goes “ballistic” but is calmed down by the assistant coach. The team parents and substitutes also boo and yell their disapproval.

The Penalty Kick is taken and missed by the Red team. As Blue begins a counter attack the half ends.

As you are moving toward the center of the field you see the coach for the Blue team running toward the AR who made the call screaming. “That was a terrible call! How can you make that call? Only the referee can make those calls! I’ve had it with those @*^# calls!”

By the time you arrive the coach is continuing his tirade to the AR who is standing at the corner flag. Several parents have followed the coach down the touch line in support of his actions.

Instructor Guidelines for Scenario #5

- 0. Deal with immediate problem: The Coach then the spectators.
- 0. Support AR
- 0. Develop a strategy to deal with possible recurrence in the second half
- 0. Consider talking to coaches and spectators stating limits
- 0. Talk to teams beginning the second half
- 0. Remember that you have time

Scenario #6

As a visiting referee to a near by region, you are refereeing a U-19 game with two teams you have never seen. Play has been spirited and, you think, a little rough. You give several verbal warnings about the play and have called a couple of quick fouls in the center of the field. The game seems to have settled down. You call impeding about three yards outside the penalty area. Player #4 from the Red (attacking) team takes the kick. As he is preparing, his teammate #11 is giving him loud, pointed instructions. On taking the kick, #4 shanks the ball across the goal line for a Blue goal kick. As the Red players withdraw, #11 starts yelling at #4...”That was an indirect kick, you idiot! What the @%#\$** were you doing?” #4 responds...”Oh, shut up. I just missed the damn thing. Get off my back!” The arguing and baiting continues for several exchanges of the ball (although does not appear to be affecting the game). #11 falls as he misses a tackle of a player on the Blue team who converts the error into a great cross that is headed into the Red goal for a 1-0 lead. As you are back peddling to the center for the kick off you see #4 push #11 back to the ground as he is starting to get up. #4 says, “Nice job wise-ass, I see you’re not perfect either!”

Instructor Guidelines for Scenario #6

- 0. Consider caution to both players
- 0. What will be the effect of penalizing with caution? Does it benefit Red team?
- 0. Failing to do something may result in a loss of control

Scenario #7

The final game in the U-19 tournament is your 'plum' for working the U-10 fields for two days. When you arrive at the field you are shocked to see several hundred fans ringing the pitch. The Red and Blue teams skated through their brackets undefeated. The pre-game activities went without a hitch and the game begins exactly on time before an enthusiastic crowd.

In the fifteenth minute, Red #5 elbows Blue #6 in the face while both are leaping for a header. You decide that it is excessive, and call a foul and caution Red #5. In the twenty-fourth minute Red #5 is tripped by Blue #6. You call the foul and play continues. At the thirty-fifth minute, Blue #6 and #8 sandwich Red #5 as he makes an offensive rush. Red #5 pushed Blue #8 with his forearm during the play. You call the push and Red #5 complains that he was held by both Blue #6 and #8. As you blow the whistle to end the first half, Red #5 makes a hard but clean slide tackle of Blue #6 who falls on top of Red #5. Blue #6, not too gently, pushes off of Red #5 while getting up. They both exchange words that you can't hear and are quickly separated by teammates. The half ends in a chorus of boos and comments by the fans on your calls or lack of calls during the half.

Instructor Guidelines for Scenario #7

- 0. Should the previously cautioned player receive any special benefit
- 0. Determine if the situation is escalating
- 0. Develop a plan to address the issues at half time
- 0. Discuss situation and get input from AR's
- 0. Develop a strategy for dealing with any continuation after half
 - . Stay closer to offending players
 - . Early foul calls on offenders

Scenario #8

The score is Red 2 Blue 1 near the end of the first half of a well-played spirited U-19 match. You have issued one yellow card to a Red player for dissent and have warned several other Red players about "playing with their mouth not their feet and head". During 'added time' in the first half a high hard shot is taken by a Blue player on the Red goal. The goalkeeper along with several other players from both teams are attempting to play the ball. In the fierce action in front of the goal, the goalkeeper falls to the ground and the ball enters the net. You immediately blow the whistle but are not sure if you should award a goal. You confer with the AR who said she saw no foul and thought the goalkeeper was knocked to the ground by a teammate. You award a goal and prepare for the kick off. The Red coaches, players and fans are clearly up set and let you know how they feel. As soon as the ball is in play you end the half.

Instructor Guidelines for Scenario #8

- 0. Consider pros and con of dealing with the situation in the "emotions" of half time
- 0. Develop a strategy and goal for the second half
- 0. Verbal communications with players when game resumes

Group Three - Skit Scripts

Group Skit #1

As your assignment you are to analyze the problem presented in the following scenario and formulate the referee's response. Then you must act out the scenario in front of the class and explain your group's decision and the analysis you used to reach that conclusion.

Roles: Narrator, Goalkeeper, Referee, Heckling Spectator

NARRATOR

"In this U16 match _____ is playing goalkeeper and _____ is the referee. It is near half time and _____'s team is trailing by a score of 9-0. With the referee close by, he stops yet another shot on goal and punts the ball away."

The **goalkeeper** should pantomime punting the ball. After the ball is kicked, the **heckling spectator** speaks.

HECKLING SPECTATOR

Man, look at that feeble kick! No wonder this team's losing so badly. That goalie sucks!

In full view of the **Referee**, the fuming **goalkeeper** takes one step toward the **heckling spectator** and uses an obscene gesture. The **heckling spectator** taunts him further.

Group Three - Skit Scripts

Group Skit #2

As your assignment you are to analyze the problem presented in the following scenario and formulate the referee's response. Then you must act out the scenario in front of the class and explain your group's decision and the analysis you used to reach that conclusion.

Roles: Narrator, Red player, Referee

NARRATOR

In a U19 game featuring high skill levels,
_____, Red's center midfielder, is whistled for a
late tackle.

The **referee** should motion for the **Red player** to come over.

REFEREE

That was late. Waaay late. I don't want to see that again,
understand?

The **Red player** acknowledges with a nod and walks away. They take up a position with the **referee** facing the class and the **Red player** behind him and slightly to his right.

NARRATOR

Later in the same half, a Blue player is tripped by another Red player just as he is breaking into the clear for a run on goal. It appears the Blue player may regain his balance, so the Referee waits to see if the advantage develops. A moment later, the Blue player falls to the ground. The referee then whistles for the original foul.

RED PLAYER

That was late ref. Waaay late.

Group Three - Skit Scripts

Group Skit #3

As your assignment you are to analyze the problem presented in the following scenario and formulate the referee's response. Then you must act out the scenario in front of the class and explain your group's decision and the analysis you used to reach that conclusion.

Roles: Narrator

NARRATOR

This U16 game has had serious problems. In the second half one player took a swing at an opponent, and several players had to be restrained by teammates. The Referee has used all his available management skills to control the match. The game has ended in a 1-1 tie, and tempers are still hot. As players leave the field, words and gestures are exchanged between the teams. As they gather around their respective coaches, the players glare at each other. It's time for the teams to shake hands.

Group Three - Skit Scripts

Group Skit #4

As your assignment you are to analyze the problem presented in the following scenario and formulate the referee's response. Depending on your first decision, your group mentor will provide you with a second scenario. Once again, analyze the problem and decide on a response for the referee. Then you must act out the first scenario in front of the class and explain your group's decision and follow it with the second scenario and your group's resolution to it.

Roles: Narrator, Red Goalkeeper, Blue Attacker, Referee

NARRATOR

It is near the end of the first half in an average U19 game. There have been few control problems, but the referee has had to speak to the **Red goalkeeper** about his overly aggressive play. There is a high arching shot on goal that the **Red Goalkeeper** plucks out of the air and brings to his chest. On on-rushing **Blue attacker** closes in.

The **Red Goalkeeper**, already in possession of the ball, and with both feet on the ground, then raises his knee as a weapon against the on-rushing **Blue attacker**. The **Blue attacker** is able to avoid a collision. The **Red Goalkeeper** pantomimes a punt.

NARRATOR

The Goalkeeper's punt sails over the touchline for a blue throw in. While they chase down the ball, the **Referee** decides to have a word with the **Red Goalkeeper**.

REFEREE

I did not like the way you used your knee like that. It's dangerous.

RED GOALKEEPER

Aw c'mon. Get real Ref. You're not in U-10 any more. This is where we play real soccer. I have to be able to protect myself.

Group Three - Skit Scripts

Group Skit #4a

(if the decision is to Caution the Goalkeeper)

NARRATOR

During the second half, the referee is waiting for the ball to be retrieved after it was kicked out of play and down a hill. As the ref looks around he/she notices that the **Red goalkeeper** has left the field and is sitting on the team bench. He's drinking some water and chatting with the substitutes

Group Skit #4b

(if the decision is to warn the Goalkeeper)

Roles: Narrator, Red Goalkeeper, Blue Attacker, Blue Coach, Referee

NARRATOR

15 minutes later, the **Red goalkeeper** raises his knee again while catching a high shot. This time a **Blue attacker** can't avoid the collision and takes the knee to his ribs. He falls to the ground in great pain. The referee motions the **Blue Coach** on to tend to his player. After extended treatment, the **Blue attacker** has to leave the game. The coach approaches the referee.

BLUE COACH

This is your fault. If you had dealt with him the last time, my player wouldn't have been assaulted. Are you gonna handle it this time?

Group Three - Skit Scripts

Group Skit #5

As your assignment you are to analyze the problem presented in the following scenario and formulate the referee's response. Depending on your first decision, your group mentor will provide you with a second scenario. Once again, analyze the problem and decide on a response for the referee. Then you must act out the first scenario in front of the class and explain your group's decision and follow it with the second scenario and your group's resolution to it.

Roles: Narrator, Referee, Blue Coach, Blue Parent

NARRATOR

In a Girls U14 match, both teams have been playing a clean but physical game featuring many hard tackles. The **referee** has permitted the game to flow for the most part. The spectators have been vocal in their disapproval of the ref's handling of the game. The coaches, however, have remained positive and supportive. It is half time, and the **Blue Coach** is bringing some water out to the referee.

BLUE COACH

Some water?

REFEREE

Thanks. Good game, huh?

BLUE COACH

Yeah, but some of my kids are getting pretty beat up out here. Could you tighten it up a bit? I'd hate for someone to get hurt.

NARRATOR

Suddenly, a **Blue team spectator** approaches.

BLUE SPECTATOR

Did you find that badge in the parking lot, you Bozo? That's the worst job of refereeing I've ever seen! Kids are gonna get hurt out here. If you can't control it, get someone out here who can!

The **Blue Spectator** stands aggressively in the **Referee's** face.

Group Three - Skit Scripts

Group Skit #5a

(if the Ref uses the Coach to respond or if the ref speaks directly to the Spectator)

Roles: Narrator, Blue Coach, Blue Spectator, Referee

NARRATOR

Now this hard fought match is finished. The Blue team lost by one goal, a Penalty Kick in the last 5 minutes. The **referee** approaches the **Blue Coach** to return the game ball. The **Blue Spectator**, now enraged, storms up.

BLUE SPECTATOR

You! You lost this game for us. Those girls worked so hard and you took it away from them. I'll be waiting for you in the parking lot, you pompous ass!

Group Skit #5b

(if the Ref ignores the Spectator or just says something briefly like "Please leave.")

Roles: Narrator, Blue Coach, Blue Spectator, Referee

The **Blue Coach** should just shrug and move away from the confrontation. Remain nearby. The **Blue Spectator** should stay nose to nose with the **Referee** and stare him/her down. Don't budge.

The **referee** should then turn and walk away. Once the **referee** leaves, the **Blue Spectator** should return to his sideline.

NARRATOR

During the second half, the same spectator continues to voice his displeasure with the referee.

BLUE SPECTATOR

Aw what was that?? C'mon ref, blow the damn whistle. You're gonna get some kids hurt out there if you don't get this under control.

Group Four – Some more scenarios – “Just-in-case”

If there are not enough students to offer stations, an alternative is using small groups to discuss and present to the total class.

Scenario #1

After your pre game meeting with the captains of a U-19 game, the captain of the Red team tells you, in private, that his team intends to play an off side trap. As you are about to start the game, the Red coach asks you “Do you understand off side?”

Scenario #2

During your pre game with the players and coach of a U-19 game, the coach says “Don’t talk to my players except when play is stopped.”

(This does not fit your style of refereeing)

Scenario #3

In the 24th minute of a spirited U-19 game the Blue goalkeeper throws himself on the ball and the foot of an attacking Red player. The ball is deflected across the goal line and the goalkeeper falls in obvious pain. You stop play and beckon onto the field the Blue coach. On his way to the injured player he approaches you and yells. “Damn it ref my goalkeeper just got mugged!! It `s your job to protect him, for God’s sake! When are ya’ gonna start doing your damn job?”

Scenario #4

Your U-19 game has been physical and you have been using every technique you know to maintain the tenuous control. You have, by the 20th minute given several verbal warnings, and two cautions for rough play. You have tried to position yourself closer to the danger areas; but there seems to be tension all over the field. From the Blue sideline you hear a very loud and strong voice yelling, “This game is out of control! You better protect yourselves Blue!” As you pass the sideline on the next rush the person, who you have identified as a parent, continues his loud tirade.

Scenario #5

Your U-19 game is going smoothly into the 15th minute. Play has been relatively slow and you have had to make only one judgment call since the start. Bill Banner, your AR on the side of the field with the teams, raises his flag for an off side call on the Red team, you whistle the call. The coach and Red players, in unison, complain that their attacker was “even” with the defender. A few minutes later, a play at the six-yard line bounces off of the goalkeeper’s leg across the goal line. Bill signals for a goal kick from a position near the 18-yard line. In the 25th minute, Bill raises his flag for another off side on the Red team. You are in a position to judge no off side and waive down the flag. The Blue coach and fans scream “Off sides...He signaled it...call it ref!” Just before the end of the first half, Bill signals a throw in for Red and yells to the players at the touch line. “Blue throw in.

Scenario #6

You are acting as Senior Assistant Referee in U-19 match. Two players fairly going for the ball collide and a Red player falls to the ground with her leg bent under her. You and everyone at the field hear the snap of the leg. Chuck Buell, center referee immediately stops the game and handles the injury. After a delay of sometime, Chuck, ashen white and trembling chooses to continue the match. He calls for a direct free kick for the Blue team. As play is about to begin you hear the coaches and parents commenting about player safety.

Scenario #7

In a U-19 match substitutes are being made only at half time and mid way through each half. (Usual AYSO rules). Player #10 on the Red team is losing control and you are cautioning him for unsporting behavior. The coach says to you that he would like to remove the player to assist with his control but refuses to do so if he cannot substitute a player.

Scenario #8

During a U-19 match the Red team has just scored its 6th goal against o for the Blue team. There are 15 minutes remaining in the match and the Red players have leaped into a pile on Number 6 who has scored his fourth goal. The Red team is playing the same team alignment (they have no substitutes) except the coach has moved the goalkeeper to striker so. "He can get in on the fun."

Scenario #9

Your U-19 match has just concluded and the line up and hand shake completed. It was a close, 3 to 2, match with Blue defeating Red. During the game there was a lot of dissent from Red, but no cautions were given. You hear a number of comments during the line up about your "Crappy calls." As you are leaving the field, the Red captain approaches you and asks (in a nice way) for an explanation of the calls. Several of his teammates are standing very near and are attending to the exchange.

Class 5. Knowing the Game (210 minutes)

Goal:

Increase referee understanding of the objectives of the game, principles of play, common soccer terminology, and the individual and team tactics employed by players and teams. Examine how this increased understanding will enable referees to better anticipate play and read the game. Examine gamesmanship used by players and teams and whether or not it is within the spirit of the Law or outside the boundaries of fair play and sporting behavior.

Objectives

0. Develop a knowledge of objectives of the games as taught in the AYSO coaching program.
0. Develop a knowledge of the supporting principles of play as taught in the AYSO coaching program.
0. Review some of the common soccer terminology with which referees should be familiar.
0. Discuss the individual and team tactics employed by players and teams and how they might influence referee decisions regarding anticipating play and reading the game.
0. Discuss varying team formations and systems of play and their influence on referee decisions regarding anticipating play and reading the game.
0. Define gamesmanship and the sometimes subtle distinctions between what should and should not be allowed.
0. Examine how all of the above can affect flow and control and player management.

Objectives of the Game (WHAT to do)

Goals:

Increase referee understand of what well-coached teams are taught and put into practice regarding the Objectives of the Game and the manner in which they change depending upon field location and which team has the ball.

Learning Objectives: Increase familiarity with and understanding of:

1. Attacking Objectives
 - Score
 - Advance
 - Maintain Possession
2. Defending Objectives
 - Prevent Scoring
 - Delay
 - Regain Possession
3. Effect of Field Position
 - Defensive Third
 - Midfield
 - Attacking Third
4. Effect of Ball Possession
 - Own Team with Possession of the Ball
 - Opponents with Possession of the Ball

Equipment and Materials:

- Lesson Plan
- Overhead projector
- Overhead transparencies
- Chalkboard &/or flipcharts

Order of Presentation:

0. Attacking Objectives
0. Defending Objectives
0. Effect of Field Position
0. Effect of Ball Possession
0. Practicum

INSTRUCTOR NOTES

As experienced instructors, please prepare your presentation incorporating as much guided participation from the attendees as is appropriate for the material being presented. Maintaining interest through participation and demonstration and minimizing use of the lecture method.

Begin by asking what the objective of the game is for players. This should elicit answers like “to win”, to “kick butt”, or “to have fun”. Lead the responses to the conclusion that beyond the broad objective of all games to have fun, the basic objective of the game of soccer is to score more goals than the other team. Additional objectives would be to keep the ball away from the opposing team and to advance the ball down the field into scoring position. If there are no defensive minded referees in attendance you will have to further lead the students to the realization that the objectives completely change when the opposing team has possession of the ball, namely, prevent the opposing team from scoring goals, try to keep the opponents from advancing into scoring position, and continue to try to get the ball back.

Ask which objectives are the most important. Lead the students to the realization that the relative importance of the individual objectives are dependent upon several things, namely, which team has the ball, where the ball is located on the field, and the relative position of teammates and opponents.

Utilizing a chalkboard, flip chart, or overhead projector reproduce the Objectives of the Game handout and discuss how the relative importance of the individual objectives will change depending upon the variables mentioned above.

When you are satisfied that all relevant points and terms have been identified, diagram some specific game situations and ask which objective is most important and why. The session should conclude with an “on field” game situation with players and a ball. Set up a field such that the attacking, midfield, and defending thirds are marked. The ball is advanced by throwing it to a teammate (running with the ball is not allowed). A successful pass (throw and catch) is accomplished when the player receiving the pass (throw) calls out the correct attacking objective before the closest defended can call out the correct defending objective. The player first identifying the correct objective is awarded the ball and allowed to continue play. A ball passed without first identifying the objective is, in effect, a “foul” and the ball is awarded to the closest opponent. Goals are scored only in the attacking third by throwing the ball into the goal having called out the correct attacking objective (“Score”) before the closest defender calls out the correct defending objective (Prevent Scoring”).

Conclude the session with a quick review to confirm a minimum level of understanding of the terminology and an awareness that the concepts should continue to be studied by referees to improve their reading of the game and anticipation of play. Well coached and knowledgeable players instinctively understand the objectives and how they are constantly changing. The more instinctive this knowledge is in the referee, the better the referee’s ability to anticipate play and read the game.

Lesson Plan (45 min)

I. Introduction

- . Introduce self and co-instructors
- . Introduce topic

II. Body

A. Spirit or Intent - Why?

- 0. The Objective of the Game influence player and team actions
- 0. Knowledge of these objectives can assist the referee in anticipating play and reading the game

B. Must Know Elements - What?

4. Attacking Objectives

- Score
- Advance
- Maintain possession

4. Defending Objectives

- Prevent Scoring
- Delay
- Regain Possession

4. Effect of Field Position

- Defensive Third
- Midfield
- Attacking Third

4. Effect of Ball Possession

- Own team with the ball
- Opponents with the ball

C. Application - How?

0. With overheads or using flip charts, discuss the objectives and their changing importance.

- Attacking situations
- Defending situations
- Different field position
- Own team versus opponents with the ball

0. Practicum

- On field practice
- Game to challenge understanding of changing objectives

III. Conclusion/Bridge

- . Review Key Points
- . Bridge to next lesson

Principles of Play (HOW to do it)

Goals:

Increase referee understanding that the Objectives of the Game (the What's) are supported by the Principles of Play (the How's) plus the difference between attacking and defending principles.

Learning Objectives:

Increase referee familiarity with and understanding of:

1. Attacking Principles

- Penetration
- Depth
- Mobility
- Width
- Creativity

2. Defending Principles

- Delay
- Depth
- Balance
- Concentration
- Composure

Equipment and Materials:

- Lesson Plan
- Overhead projector
- Overhead transparencies
- Chalkboard &/or flipcharts

Order of Presentation:

0. Attacking Principles
0. Defending Principles
0. Practicum

INSTRUCTOR NOTES

Begin by stating that this session is to help referees learn and understand the Principles of Play and how they support the Objectives of the Game. State that the Objectives of the Game are “WHAT to do” and the Principles of Play are “HOW to do it”. An understanding of the principles of play will assist the referee in anticipating play and reading the game. Explain that statistics have shown that 55% of all goals come from regaining possession of the ball in the attacking third of the field and that in the six world cup final matches between 1966 and 1986 a total of twenty-seven goals were scored of which 66% (18) came as the direct result of restarts in the attacking third. Understanding these facts should help referees understand the importance of understanding both the attacking and defending principles and when they are most likely to be employed by players in order to better anticipate play and read the game.

Utilizing a chalkboard or flip chart, discuss and list the principles of play. Point out that each attacking principle is countered by a corresponding defending principle. Reinforce the importance of knowing and understanding the Objectives of the Games and how they are influenced by the relative position on the field and which team has the ball. Knowledge of the correct terminology is important and should be the first objective of this session however, it is far more important that referees understand how the action players may take to accomplish the appropriate principle of play will influence their decisions as referees.

Spend about 45 minutes familiarizing the referees with the attacking and defending principles and specific terminology, utilizing lots of interaction and guided discussion. Conclude with about 30 minutes of active participation using simulated game situations with referees assuming the role of players and an instructor assuming the role of the ball (shadow drill). Recreate a series of match situations with some attacking and defending players. Create game situations by positioning the “players” to start in normal positions for the restart, set play, or match situation. At your signal, ask the “players” of both teams to take a few steps in the direction they would take in this situation in a game and then stop. Now ask each “player” to explain their decision and which Principle of Play they are using. This should generate some good discussion.

Conclude the session with a quick review. Referees should, at a minimum, understand the fundamental objectives and principles of play which coaches and teams are attempting to accomplish. Referees must read the game and recognize factors which generally change the tempo of play.

Lesson Plan (45 min)

I. Introduction

- . Introduce topic “Principles of Play”.
- . Link to “Objectives of the Game” as supporting principles.

II. Body

A. Intent

0. Understanding the Principles of Play improves the referee’s ability to anticipate play and read the game.
0. Understanding which Principle is most appropriate and likely to be employed improves the referee’s decision making ability.

B. Must Know Elements

1. Attacking Principles

- **Penetration** - Advancing the ball past opposing players by shooting, dribbling, running, passing or using 2 v 1 situations.
- **Depth** - Supporting teammates by reading the game, providing strong communication, creating safe options and opportunities for advancement, and creating numerical superiority.
- **Mobility** - Creating attacking opportunities through change in position, movement off the ball, and creating numerical advantage.
- **Width** - Attacking on a broad front stretching the defense and creating space, isolating defenders to 1 v 1 and creating opportunities for through-balls.
- **Creativity** – Individual flair achieved by takeovers, overlaps, diagonal runs, and blind side runs.

2. Defending Principles

- **Delay** - Slowing down the attack by closing the gap and denying space to allow the defense to get organized.
- **Depth** - Assisting the defense by providing strong communication, reading the attack, and creating numerical superiority.
- **Balance** – Reading the attack and providing an equal or greater number of defenders than attackers at the point of attack while simultaneously covering the vital area near the goal
- **Concentration** - Compressing or restricting (shepherding) the attack into a confined area making it more predictable and easily defended
- **Composure** – Patience to delay and wait for support, discipline to play ball-side goal-side to take away shooting opportunities.

C. Application

0. Utilizing overheads, flip charts and/or demonstrations, examine each principle used for attacking and defending situations.

0. Practicum

- Practice game to improve terminology knowledge.
- Game to challenge understanding of changing principles.

III. Conclusion/Bridge

A. Review Key Points

B. Bridge to next session

Terms, Tactics & Systems

Goals:

Increase referee understand of soccer terminology, individual and team tactics, and systems of play. The better the referee's ability to assess play situations and predict the next phase of play, the better the referee will be able to anticipate play and read the game.

Learning Objectives:

Increase familiarity with and understanding of:

- c. Common soccer terminology
- c. Individual tactics
- c. Team tactics
- c. Player positions and Systems of Play

Equipment and Materials:

- Lesson Plan
- Overhead projector
- Overhead transparencies
- Chalkboard &/or flipcharts

Order of Presentation:

3. Soccer Terminology
3. Individual Tactics
3. Team Tactics
3. Player positions and Systems of Play

Lesson Plan (90 min)

I. Introduction

- G. Introduce topic "Terms, Tactics, and Systems".
- G. Link to "Objectives of the Game and Principles of Play"

. Body

By examining common terminology, tactics and systems of play, referees will develop an understanding of what the players and teams are attempting to accomplish. A referee, who understands these terms, tactics and systems and, can use this knowledge to better read the game, anticipate play and thus balance flow and control. Throughout this session, continue to ask and/or point out how understanding this information will effect the referee's decisions in managing the match.

- . Terminology
 3. Review supplement "What Players Say/What Players Mean"
 3. Review supplement "Common Soccer Terminology"

G. Player Tactics

11. Demonstrate common player tactics such as:

- Takeovers
- Overlaps
- Diagonal runs
- Dummy runs
- Blind-side runs
- Wall passes

11. Review Player Tactics handout from NSCAA/AYSO Tactical Soccer Test

C. Team Tactics

4. Discuss when goals are commonly scored
 - 55% from regaining possession in attacking 1/3
 - 66% from restarts in attacking 1/3
 - First and last 5 minutes of each half
 - 5 minutes immediately following a goal
4. Review Team Tactics handout for set pieces (set plays) in the attacking 1/3

C. Positions and Systems of Play:

Discuss and illustrate how the same system of play will vary in its application by different teams depending upon the strengths and weaknesses of individual players. Explain how the referee's ability to recognize various systems of play and the patterns of movement of individual players within the system will enhance the referee's success in anticipating play and managing flow and control.

6. Review accepted terminology used for player positions

6. Review Systems of Play handout
 - Earliest Systems: 1-1-8 (focused on attack)
 - Late 1800s: 2-3-5 System (3 defenders needed for no offside) More emphasis on passing
 - 1925: 2-3-5 System (2 defenders needed for no offside) Offside Law changed resulting in more goals. Center half back responsibilities changed to defense
 - 1927: 3-4-3 System (W-M) easily changes to 4-3-3 & 3-3-4 Developed by English coach of Arsenal, Herman Chapman
 - 1949: 5-3-2 System (17 Italian players killed in airplane crash) Developed by Italian coach, Helenio Hererra. Left the sweeper free without a mark
 - 1966: 4-4-2 System (Used in World Cup games) Developed by English coach, Sir Alf Ramsey. Good midfielders but no wingers
 - 1982: 4-3-3 System used by Chile
 - 1986: 4-4-2 System used by Scotland (Alex Ferguson)
 - 1-4-3-2 Catenaccio System used by South Korea
 - 1-4-2-2-1 Catenaccio System used by Bolivia
 - 5-4-1 System used by Spain

III. Conclusion:

Objectives of the Game, Principals of play, coach and player tactics and the referee's read of the game will dictate proper positioning for foul recognition, match management and selling calls. At higher level matches this positioning is critical to the referees success and overall balance of flow and control.

Class Supplement

Utilizing the following two class supplements, review the common terminology used by players on the field. Point out that anticipating play for the referee is sometimes as easy as listening to what players are saying. Understanding commonly used soccer terms is a must for AYSO National Referees.

What Players Say-What Players Mean

- 0. Time! - Telling a teammate they are not marked closely and that they have time to play the ball.
- 0. Help Back! - Telling a teammate under pressure that there is a supporting teammate behind them.
- 0. Drop! - A request for a pass to a player behind the player with the ball.
- 0. Man On! - Telling a teammate there is an approaching opponent who is applying pressure.
- 0. Leave it! - A request to a teammate to let a pass go by them to an awaiting teammate.
- 0. Clear it! - A request to a teammate to kick the ball away from the goal.
- 0. Push Up! - A request for defenders to quickly move forward and force the opponents to move away from the goal or be left in an offside position.
- 0. Switch it! - A request for the player with the ball to pass the ball to the opposite side of the field to change the point of attack and take advantage of a disorganized defense.
- 0. Pressure! - A request for a teammate to strongly challenging an opponent for the ball to deny them time and space.
- 0. Cover! - A request for a teammate to provide support for the defense by “covering” the space into which the attacker is attempting to penetrate.
- 0. Delay! - A request for a teammate to try to slow an attacker’s progress toward goal.
- 0. Square! - A request for a pass made across the field parallel to the goal lines.
- 0. Through! - A request for a pass forward “through” to the back of the defense.
- 0. Turn in! - A suggestion to a teammate usually from the goalkeeper that it is safer to turn with the ball towards the center of the field when the teammate has his back towards the opposing players and is facing the goalkeeper.
- 0. Turn out! - A suggestion to a teammate usually from the goalkeeper that it is safer to turn with the ball towards the closest touch line when the teammate has his back towards the opposing players and is facing the goalkeeper.
- 0. Mark up! - A request to teammates for everyone to mark (guard) an opposing player and thus ensure all opponents are marked.
- 0. Down the line! - A request to throw or play the ball down the touch line.
- 0. Ball! Ball! (or hand claps) - A request for the ball from a teammate.
- 0. Good ball! - A compliment to a teammate for a ball well played.
- 0. Keeper! Keeper! - A demand from the goalkeeper to his teammates not to play the ball because he feels he is in a better position to gain possession under pressure.
- 0. Take him! - Telling a teammate that it is safe to challenge hard for the ball because they have support in case the attacker gets passed the challenge.

Common Soccer Terminology

0. Tackle: Tackling is attempting to win the ball from an opponent.
1. Front Block Tackle: Two opposing players in an upright position both simultaneously attempt to play and win the ball.
2. Sliding Tackle: An attempt by a player to disposes the opponent from the ball by sliding and kicking or pinning the ball.
3. Full Volley: Kicking the ball while it is in the air before it bounces.
4. Half Volley: Kicking the ball just as it begins to rise from a bounce
5. Push Pass: Passing or sometimes shooting the ball with the inside of the foot (an accurate pass or shot for short distances).
6. Defensive Header: “Clearing” the ball high and away from the player’s own goal.
7. Diving Header or Spearing Header – Diving at the ball to head it.
8. One touch: Playing the ball with only one touch.
9. Goal-side: Positioning yourself between the opponent and your own goal.
10. Ball-side: Positioning yourself between the ball and an opponent whom you are marking (guarding).
11. Goal-side/Ball-side: Positioning yourself between both the ball and your goal and the ball and the opponent you are marking (guarding).
12. Lofted ball: Kicking the ball in the air a considerable distance. An instep loft kick is used for this.
13. Chip shot: Kicking the ball in the air a short distance, often just over the head of an opponent (sometimes the goalkeeper) in front of you. The ball usually has back spin and is easily controlled in a short distance.
14. Screening or Shielding: Protecting or “shielding” the ball from an opponent by keeping your body between the opponent and the ball.
15. Take over: Possession of the ball is transferred from one teammate to another while crossing paths.
16. Overlap: Overtaking a teammate by running forward past them and thus creating an option to receive a pass.
17. Diagonal run: Making a run off the ball diagonal to the goal thus creating an option to receive a pass.
18. Numbers up: A term used to describe the situation where one team has more players in the immediate vicinity of the ball than do the opponents.
19. Dummy Run: Making a run to pull a marking defender away from space.
20. Blind-side-run: Passing the ball to one side of a defender and then running to the opposite side of the defender for a potential return pass.
21. Wall Pass: Using a teammate like a wall to “bounce” a pass off of and then run around an opponent to receive the ball back from the “wall”. To be most successful, the teammate must return the pass immediately with only one “touch”.

Gamesmanship

Lesson Plan (30 min)

I. Introduction

- F. Explain that Gamesmanship first became a part of football (soccer) in the 1890's when the player's right to appeal for decisions was abolished and professional players began to skirt both the referee's authority and the spirit of the laws. This beginning gave gamesmanship a bad name in the "gentlemanly" ranks. As the game developed, players developed the art of winning by outwitting the opponent.
- F. Define gamesmanship as a fair attempt to outwit the opponents or an unfair attempt to cheat the opponents or the spirit of the game. The charge of the AYSO National Referee is to understand the difference.

II. Body

- . Discuss examples of gamesmanship that should be allowed.
 - Attempting to deceive the opponents legally during set plays (free kicks, corner kicks, penalty kicks).
 - Calling for the ball but letting it go passed for another teammate.
 - Calling for the ball during "Dummy runs".
 - Using legal delaying tactics to frustrate opponents and use time.
- . Discuss examples of gamesmanship that should not be allowed.
 - Faking an injury to gain sympathy or to deceive the referee into calling a foul against the opponents.
 - Attempting to deceive the opponents illegally during set plays (free kicks, corner kicks, penalty kicks).
 - Calling for the ball to deceive an opponent into thinking the player is a teammate of the opponent.
 - Using illegal delaying tactics to frustrate opponents or waste time.
- . Discuss additional examples as interest and time permit.

III. Conclusion/Bridge

- . Review how gamesmanship can affect flow and control and game management.
- . Summarize that although gamesmanship is sometimes irritating, it is often within the scope of the Laws; yet, it can also become unsporting or trespass against the spirit of the game. In order to develop an understanding of gamesmanship, the referee needs to understand what the players are attempting to do to win the match and whether or not their actions are within the boundaries of fair play and the spirit of the game.

Class 6. Dealing with Emotions (90 minutes):

Goal: Acquire methods to handle resistance and resolve anger through positive confrontation.

Objectives:

1. Understand ethical behavior that is expected of the referee, coaches and players
2. Define resistance
3. Discover practical ways to deal with resistance
4. Understanding situations which may produce anger in players.
5. Learning methods of confronting anger.
6. Practice resolution of anger through positive confrontation

Based on personal experience and expectations, players may react emotionally to match occurrences and to officials' decisions. Referees need to learn and practice methods for managing players in potentially explosive situations.

Comment to instructors: In order to read a game properly, referees need to know not only how to read players' actions and intent; they also need to understand their own expectations for match participants. Briefly review the following ethical behaviors expected of AYSO participants and move on to resistance.

1. Ethical Behaviors

- . Clarify that in AYSO, the referee's burden of enforcing ethical standards of conduct, or AYSO ethical behaviors, during a match is shared by all participants.
- . Briefly identify some ethical behaviors that are typically expected of AYSO participants in the following roles. Some possible expectations follow.
 - . Referees should
 0. Enforce the Laws equally, fairly, and with knowledge.
 0. Depersonalize events and actions which offend them.
 - . Coaches should
 0. Teach obedience to the Laws and respect other participants.
 0. Practice positive interactions.
 - . Players should
 0. Practice fair play and sportsmanship.
 0. Work as a team.
 - . Spectators should
 0. Use positive cheering
 0. Support players, coaches, and referees.
 0. Reinforce positive game experiences at home.

Comment to instructors: When ethical standards are poor or unfocused, the referee often meets resistance rather than the expected behaviors. Make this link for the students. When referees attempt to enforce the Laws equally, we usually expect players to recognize our efforts and show respect for us. When this respect is not received, referees often respond by becoming dictatorial and eliciting others' resistance.

Many referees fear resistance and are trapped when they demonstrate their fear by an emotional and severe overreaction. Everyone loses when the referee is unable to handle resistance properly. Referees need to know that the trap for them lies in their response to resistance.

17. Definition of Resistance

- . Ensure a clear understanding of what is meant by "resistance" by discussing the definition of resistance. Resistance is the act of opposing or withstanding. For a referee, resistance can mean any response, verbal or nonverbal, that indicates opposition to what has happened or has been proposed.
- . Present soliloquies which show resistance caused by referee behaviors. (See examples in the Supplement at the end of the teaching plan.)
- . Clarify that the referee often does not know what motives drive resistance. By understanding that these motives may be simple and occur during the match or may be more complex and

arise from daily living, the referee can be flexible and utilize various techniques to deal with the observed behaviors.

0. Types of Resistance

Comment to instructors: Prepare scripts, like those in the class supplement, which demonstrate clearly some of the more obvious types of resistance listed below. Get the students to buy into the concept that there are different types of resistance by having them role-play your scripts. If time allows, ask students to give further examples of uncooperative behavior they have encountered. With the class, label the types of resistance they describe.

- . Emotional — “I only have one nerve and you just got on it! I’m not about to cooperate with you!” This is usually seen as an emotional response to what we consider a reasonable request. The frustrations driving the emotional response may be a response to the match or to some prior experience.
- . Logical — I’m being logical; I have a realistic reason for resisting (often a cover-up for feelings). “Sir, how can a player be offside when he is even? Isn’t even O.K.?”
- . Dramatic — seen as an obvious attempt to get everyone’s attention; may be observed as clowning or “staged” dissent. “Who, Me?”
- . Rebellious — seen as opposition to any and everything the authority does, your ideas, opinions, and beliefs. The “silent” treatment accompanied by a “get-off-my-case” or a “get-real” look can give clues to this kind of resistance.
- . Possessive — what’s mine is mine; stay out of my space; don’t restrict my special talent or action. “As the goalkeeper, it’s my job to protect the goal and I have the right to protect myself!” or, “As a striker I’m fast and I need to swing my arms when I run.”
- . Reactionary — responding to perceived actions of others: You bug me; I don’t like your personality, your actions, your looks, the way you treat me, the way you put me down, etc. This resistance is often observed by the quantity and quality of negative looks and comments directed at the official.
- . Negative — whining; seen as a negative perception of anyone else’s actions, and often accompanied by a sarcastic tone of voice; I object, I resist, I know what’s wrong with what you’re doing. “What about that push, ref?”
- . Protective — a bluff, a smokescreen; rather than admit I’m uncertain, unable, ignorant, or afraid, I resist to protect my image. This resistance is often indistinguishable from other types.

0. Situations which may produce anger in players:

- . Equipment rulings: can set the tone for the match and the level of player acceptance for both your fairness and your authority. Players and coaches will test you.
- . Judgment calls: the more there are, the more times there are for people to see things differently and question your judgment. “Presence lends conviction.” Often your judgment is challenged indirectly.
- . Factual calls: less prone to dispute, but excited players or coaches tend to nit-pick even these calls. An incorrect response or no response at all tends to accelerate hostility.
- . Advantage situations: may make you look weak or indecisive if you fail to identify or follow up your decision, or if you apply it at the wrong time, or even fail to use it.
- . Confrontations with opponents: can cause excited players to overreact.
- . Confrontation with teammates, coaches, spectators: often are the real root causes of negativism, frustration, and anger.
- . Preexisting conditions: stressful situations in which anger has not been resolved spill over onto the field.
- . Referee behavior-referee: induced angers are potentially the most harmful. These usually are the result of ignorance, but often are borne of meanness as well.

0. Ways to deal with resistance and anger (Common for many types of resistance)

Show clearly the importance of utilizing different techniques depending upon the type of resistance by recapping the common elements for handling the resistance which students discussed in their small groups. (These techniques are listed for the students in the Supplement at the end of this teaching plan.)

- . Confidence and conviction must be used to address these situations.
 - . Stay calm
 - . Don't take it personally
 - . Act, don't react
 - . Keep it simple and direct
 - . When possible, give a choice
 - . Force them to confront their anger
 - . Reach an understanding
 - . Move on
- . Watch your language:
 - . Carefully choose words and phrases.
 - . Use non-threatening and non-submissive mannerisms.
 - . Employ positive body language.
- . Be approachable:
 - . Avoid intimidation, threats, fear, or temper tantrums.
 - . Use positive persuasion.
- . When appropriate, give resistance status:
 - . Show respect.
 - . Be firm but fair.
- . Don't hassle:
 - . Avoid picking on someone.
 - . Avoid hostility.
- . Don't be threatened:
 - . Some resistance is natural.
 - . Resistance is not the same thing as refusal ("No").
 - . Be confident.
- . Use patience, ask questions, listen:
 - . Don't debate.
 - . Listen with interest and respect.
 - . Ask pertinent questions.
 - . Give clear, unambiguous decisions.

55. Methods of confrontation.

- . Player/ref option
- . Player/peer option
- . Coach/ref option

59. Anger must be resolved through positive confrontation.

- . If players do not confront their anger and resolve it, it will surface later.
- . If players are forced to confront anger in a negative way, it is rarely resolved.
- . If referees allow anger and negativism to infect the game and influence them, control is lost.
- . If control is lost, many yellow and red cards usually follow, along with a great deal of player and spectator unhappiness, referee anxiety, and possible mayhem.
- . Positive resolution of anger enables the player to move on and make him/her more accepting of future consequences.

Through discussion and practice, students need to understand that anger must be resolved through positive confrontation. Allow participants to practice these positive confrontation methods

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Through discussion and practice, students need to understand that anger must be resolved through positive confrontation. Allow participants to practice these positive confrontation methods

Class Supplement

This class supplement is prepared to assist the instructor in presenting the material for this class. This material includes class handouts, role playing guidelines and other supplemental information.

This material is recommended but not required in the course. Instructors are also encouraged to develop their own material to supplement the course outline.

Resistance:

Ways to deal with resistance:

- A. Present several types of resistance through scripts

Example: Player equipment check and earrings.

Prior to class give several students scenario cards. On each card indicate the type of resistance, the script, and the way the students is to deliver their scene. (See samples in **bold** below.) Set the scene for the class and have another instructor tell each demonstrator calmly, "Sir (Madam), you'll have to take your earrings out." As each type of resistance is acted out, display the word for visual review and explain this type of resistance.

1. **Emotional**- In a loud, highly excited tone say, "Why are you picking on me? You ALWAYS pick on me!"
2. **Logical**- Say calmly, "I can't take them out, I had them welded on."
3. **Dramatic** -With enthusiasm and drama, as if you want everyone's attention, say, "I've played with them all year. You're the ONLY referee who's said take them out!"
4. **Rebellious** -Make no comment! Cross your arms obviously and give the "referee" a dirty look.
5. **Possessive**- Say defiantly, "It's my body and I'll take full responsibility for anything that happens."
6. **Negative** -Whine and say, "C'mon, Ref, what's your problem? This isn't a fashion show. We just want to play."

List and explain the remaining types of resistance.

Ways to deal with resistance

A. Small group discussions

Show clearly the importance of utilizing different techniques depending upon the type of resistance by having the students discuss and present ways to deal with varying examples of resistance. Give each group one scenario with two different information sets. (See “Small Group Discussions” on the following two pages for sample scenarios.) Small groups are to discuss how to handle each of their scenarios and prepare a demonstration for the class.

B. Techniques common for many types of resistance.

Review the techniques listed in section V of the lesson plan. With the class, examine how, and how often, they are used in the group presentations of the scenarios. Give students the handout “Handling Resistance Tip Sheet”.

Small-Group Discussion of Ways to Handle Resistance

Discuss ways to handle the following examples of resistance.

Prepare and practice a **demonstration of a referee handling this resistance.**

Group #1. Situation A.

Two Under 16 teams are playing. At the top of the penalty area, a blue defender pushes Gold **attacker #8, who retains the ball and continues toward the goal. The referee signals and shouts "Play On!"** Almost immediately, #8 takes a shot and misses. Gold #4 turns to the referee and whines, "What about that push, Ref?"

Group #2 Situation A..

In an Under 16 match, an experienced, skilled goalkeeper raises his knee each time he jumps for the ball and an attacker is approaching. The last time he raised his knee; the keeper had already gained control of the ball and had his feet back on the ground. When the referee speaks to the goalkeeper about using his knee as a weapon, the goalkeeper responds haughtily, "As the goalkeeper, it is my job to protect the goal and I have the right to protect myself, also."

Group #3. Situation A

Red player #3 has come late to an Under 16 match. She is the starting keeper for her team in this final play-off contest. The other team is ready to play and the referee comments to #3 to hurry and get ready. Red #3 snaps loudly at the referee "Leave me alone! I'm doin' the best I can!" In a sarcastic tone of voice she adds, "Geez, what's your problem?"

Small-Group Discussion of Ways to Handle Resistance

Discuss ways to handle the following examples of resistance.

Prepare and practice a demonstration of a referee handling this resistance.

Group #1 Situation B

Two Under 16 teams are playing. At the top of the penalty-area, a blue defender pushes Gold attacker #8, who retains the ball and continues toward the goal. The referee signals and shouts "Play On!" Almost immediately, #8 takes a shot and misses. Gold #4 turns to the referee speaking calmly and politely, says, "Ref, sir? When a player puts his hands on an opponent and intentionally pushes, isn't that a foul?"

Group #2. Situation B.

In an Under 16 match, an inexperienced goalkeeper ducks and looks afraid each time he jumps for the ball and an attacker is approaching. The last time he raised his knee as the attacker ran toward him. The goalkeeper already had possession of the ball and his feet were on the ground. The referee speaks to the goalkeeper about using his knee as a weapon, the goalkeeper responds, "As the goalkeeper, it is my job to protect the goal and I have the right to protect myself, also."

Group #3. Situation B.

Red player #3 has come late to an Under 16 match. She is the starting keeper

for her team in this final play-off contest. As she arrives, you recognize her as the sister of player hospitalized as a result of an injury in your game the day before. The other team is ready to play and you, the referee, comment to #3 to hurry and get ready. Red #3 snaps loudly at you, "Leave me alone! I'm doin' the best I can!" In a sarcastic tone of voice she adds, "Geez, what's your problem?"

Soliloquies Showing Resistance Caused by Referee Behaviors

Soliloquy #1

“I've played a lot of soccer -probably hundreds of games. It seems like the refs make a lot of mistakes. I know it's a tough job and all, but sometimes the errors are so obvious I just can't believe what they say. The other day, we were leading a team that was a lot better than we were. Late in the game I was struggling for the ball with an attacker, and he kicked it over the goal line. He even started to retire for the goal kick. Then the ref says it's a corner kick, because I touched it last. Of course I said, 'No way,' but he said he was the ref and if I didn't like it I'd get carded. I said it wasn't fair. As the ref reached for his pocket, the guy who played it out said he touched it last. The ref didn't card me, but he still gave the corner kick, just to prove he was the man, I guess. I think I was right, but he just bullied his way because he was the ref.”

Soliloquy #2

“There's one ref that I just can't stand. He's one of these Hitler-type guys, who wants you to salute every time you see him. He thinks he's real hot in his Adidas uniform. He walks around like we ought to fall on the ground and worship him when he goes by. He's such a jerk, that I go out of my way to bug him. I never really cross the line, but sometimes I'll ask real polite-like, 'Sir , what did I do?' or 'What was the call, Sir?' even though I know the answer. Sometimes I do little things to my opponents just to see if he can catch me. He never does. This guy's a chump, and every chance I get, I get him.”

Soliloquy #3

“I play soccer with a bunch of my friends who really enjoy playing on Saturday. When we travel with our other team, everything has to be so-so and my folks get mad if I make a mistake. Saturdays are different, it's fun, usually. There's this one ref, though, who doesn't understand the game or what we're doin'. Sometimes she takes the fun out of our game. Don't get me wrong, she knows the laws. That's the problem, that's all she knows. She doesn't understand what we're tryin' when we do what the coach tells us to do. This ref thinks we're fouling or something. She tries so hard to make everyone 'be nice' that she doesn't recognize our tricks-and messes them up. We understand that she's tryin', but sometimes she messes up the game so bad I get really mad. This one time I got so mad I made sure she had to give me a card. Then everyone else decided that looked like fun and they tried to get one too. If this ref just understood players and our game, we could have fun on Saturdays, even if she's there.”

HANDLING RESISTANCE TIP SHEET

Watch your language:

- Choose words and phrases carefully.
- Use non-threatening and non-submissive speech and mannerisms.

Be approachable:

- Avoid intimidation, threats, fear, or temper tantrums.
- Use positive persuasion.

When appropriate, give resistance status:

- Show respect.
- Be firm but fair.

Don't hassle:

- Avoid picking on someone.
- Avoid hostility.

Don't be threatened:

- Some resistance is natural.
- Resistance is not the same thing as "No."
- Be confident; don't take it personally.

Use patience, ask questions, and listen:

- Don't debate.
- Listen with interest and respect.
- Ask pertinent questions.

Confronting Anger

Soliloquies-Confronting Anger 1

Soliloquy #1

My name is _____. Today when the referee checked equipment, she really burned me up. First she comes out like a drill sergeant, blowing her whistle a lot and yelling at us to get in line: "Come on gentlemen! Get in line! Let's go! Move it!" Then she gets to my friend BJ and she says, "Your ref from last week told me to watch you. Consider this a warning." So I'm thinking this is going to bite. Then she comes to me and says, "What's that thing in your hair?" I say, "It's a tie, it's soft." She goes, "I'll decide if it's soft or not." Then she touches it and says, "This has a little metal band where the elastic is bound. It's dangerous. Take it off." And I go, "The last ref let me wear it. I don't have anything else." And she says, "That's tough; it's not my problem. Get rid of it or you can't play. Understand?" I just look at her. She barks, "Understand? Answer me!" So I say, "O.K." Wow, what a witch. She'll pay.

Soliloquy #2

I was playing "D" when an attacker broke through. He faked me out and I missed a tackle on the ball. He got by me clean, and as I turned to pursue, he tripped on his own and fell down. He was at least five feet in front of me when he stumbled, but the ref blew his whistle and called me for tripping. The attacker got up and looked at me as if to say, "What?" He couldn't believe it either. I said, "Sir, I didn't touch him," but the ref cut me short by reaching for his pocket and saying, "Do you want a card?" The attacker's coach is screaming, "Take the kick! Take the kick!" so he looks at me, shrugs his shoulders and takes the kick. No matter how you look at it, I was screwed. I don't mind being beaten fairly, but it makes me mad when the ref beats me.

Methods for Helping Players Deal with Anger

9. Player/Referee Option

- . Provide player with two options, both of which satisfy your objectives but place the responsibility of the decision on the player
- . Require a response
- . Hold the guilty player to the consequence of the decision without vindictiveness or remorse

9. Player/Peer Option

- . Alert teammates (normally captains) to the need for player management
- . Provide them with a simple imperative
- . Allow them limited discretion to practice preemptive control
- . Set firm limits on what you allow, both in time and actions
- . Hold the guilty player to the consequence of your imperative without vindictiveness or remorse

9. Coach/Referee Option

- . Inform the coach of impending or anticipated problem
- . Consult with the coach on methods of control
- . Be flexible and creative in solutions
- . Provide firm guidelines and controls regarding outcomes
- . Hold the guilty player to the consequence of your imperative without vindictiveness or remorse

Class 7. Recognizing Trouble (150 minutes):

Goal: Develop win/win strategies for managing participants during troublesome situations.

Objectives:

1. Gain an understanding of the impact perception versus fact has in troublesome foul situations.
2. Brainstorm possible options and choose an action plan to manage the participants.
3. Practice effectively communicating decisions.
4. Evaluate the possible consequences.
5. Discuss the application of the letter versus the spirit of the Laws in controlling upper division play.
6. Consider the recommended action.

0. Lesson Plan Goals

This lesson relies on several videos and charts to guide the participants in determining the characteristics by which physical challenges in upper level games might be “measured.” The participants will differentiate between those challenges that look like a foul but are actually fair, those challenges that are merely a foul, those that should be a foul and a caution for Unsporting Behavior and those that are a foul that should also result in a sending off for Serious Foul Play.

0. Class Length

Two hours and thirty minutes

0. Instructor Requirements

The instructor for this lesson should be highly experienced National Referee and at least an Advanced Referee Instructor.

0. Learning Objectives

0. Review the text of Law 12 relating to fouls and misconducts
0. Define criteria to assess physical challenges for the ball in upper level play.
0. Observe examples of fair play that looks foul
0. Differentiate between challenges that should be considered merely fouls, those that should also be cautionable offenses and those that should result in a sending off.
0. Practice judgment relating to real game situations and compare to the FIFA defined correct judgment

0. Student Skills Acquired

After this lesson, candidates will have a good basis by which to judge the gravity of infractions at the U-16 & U-19 level leading to more consistent and accurate application of Law 12.

0. Prerequisites

The attendees should be Advanced Referees with the experience of at least 80 games. Referee experience at U-16 & U-19 is preferred, but not required.

0. Materials

- A “What’s Your Decision?” answer sheet for each student
- Overhead transparencies 1-5 (attached)
- The “Resources for Instructors” video from FIFA
- The “Learning From the Experience” video from FIFA
- The “Fouls and Misconduct” video from USSF

0. Equipment

- VHS VCR (ideally with stable still frame capability and a minutes/seconds counter) w/remote control
- A TV with a screen of at least 27” (measured diagonally)
OR
- Multiple TV sets or a video projection device and screen (for larger groups)
- Overhead projector (NOTE: There is a point in the lesson where you may need to use both the overhead and the video. Plan for this).
- White board or chalk board OR easel and easel pad w/pens

0. Special Instructor Notes

Review the videos for this lesson several times so you are very familiar with each of the challenges. Be certain the tapes are cued to the proper starting point in each tape. It is helpful to have a co-instructor assist with inserting, re-winding and cueing the tapes. There is a point in the lesson where the audience will need to see both a video and a chart. In smaller groups an easel pad can be used for the chart while the tape plays on a standard size TV. Larger groups will require both an overhead and a TV display of a size appropriate for the size of the room and the group.

0. Body (Lesson Procedure)

0. INTRODUCTION: Ask the class to relate games they’ve done (or been a part of or observed) that blew up. Guide the discussion into a realization that this generally results from (a) poor foul recognition; and/or (b) failure to “whistle the first foul, first”; and/or (c) actions taken by the referee that were considered too drastic by the participants inciting their anger and frustration; and/or (d) a reluctance to interfere with the players’ game based on a rigid interpretation of old Law V, IBD 8. (He was trying to play the ball!). This session will hopefully establish some criteria to be used in U-16 and U-19 play when assessing physical challenges and to determine *if* and to what extent the referee should step in.

0. BODY:

. Overhead #1.

- Don’t dwell on a recitation of the bullet points. Instead, draw attention to “careless, reckless or using excessive force,” criteria the referee is to use in judging these six challenges.

- . Overhead #2.
 - Draw the audience’s attention to the first bullet point and ask them to keep it in mind for later in the lesson.

- . USSF Video – “Fouls and Misconduct”
 - Cue this tape to 2:35, the beginning of the section on Fair Challenges. This section lasts about 3 and a half minutes.
 - The tape illustrates challenges where there is a genuine attempt to play the ball, and where contact is made with the ball first.
 - Use questioning techniques to have the students identify other such fair challenges they’ve seen. Guide them to the conclusion that, in every case, the challenge involves a genuine attempt to play the ball, and the ball only.

- . Develop judgment criteria
 - The class has defined one of the criteria to be used in judging a physical challenge – attempts to play the ball.
 - Next guide the class into developing other “criteria” to use when judging if physical challenges during the game are fair or foul. To save time, you can use the list contained on Overhead #3 to begin with. If the group comes up with other reasonable criteria, add them to the list.

- . Overhead #4:
 - Draw attention to the words “which endangers the safety of an opponent.”
 - The intent of the IFAB was to put a stop the nasty, career-threatening, “professional fouls” that usually accompanied a slide tackle.
 - Many referees, though, misinterpreted this to mean that *any* slide tackle should be sanctioned.
 - Additionally, many other equally offensive challenges go unpunished because they aren’t “from behind.”
 - In an appearance at the AYSO-sponsored FIFA Law Symposium, held in Los Angeles in March 1999, George Cumming, Director of Officials for World Cup 98 and 2002, explained that, despite this language, the IBD should not be limited to (a) just slide tackles; and (b) not just tackles from behind. Just as importantly, he explained, not every tackle should result in a sending off.
 - To help illustrate his point for the referees assigned to officiate World Cup 98 in France, he prepared a video tape containing a series of challenges from high level European matches. These situations were reviewed by the FIFA Referee Committee and organized into 3 classifications:
 - (1) Infractions that should be considered just fouls and should result in a direct free kick,
 - (2) Infractions that should be considered both a foul and a cautionable offense, and
 - (3) Infractions that should be considered a foul **and** a sending off offense.

- . FIFA Video - “**Resources for Instructors**”,
 - starting at **53:50** into the tape. (Have this pre-set before class) Play the tape straight through, noting where the plays increase in gravity (note the color in the graphic at the top left corner of the frame). (It is very likely that the third

series of challenges, the sending off offenses, will elicit gasps and cries of pain from the viewers. Remember their reactions for later). Stop the tape after the last incident and have a co-instructor rewind the tape to the **53:50** point on the counter so you can replay the infractions later in the lesson.

. Overhead #5

- The previously listed criteria should be converted into a table. Overhead #5a could be used in the interests of time. Note the scale at the top of the chart.
- Guide the students into creating a list of descriptions that reflect the scale for each of the criteria. Use quantitative words like **none, low, medium, high** or **yes, maybe, highly doubtful, none** or **normal, careless reckless, excessive** or **bang-bang, slightly late, way late, why even try** etc. Once again, to save time, you can use Overhead #5b that already contains a suggested list.

. Start “**Resources for Instructors**” again from 53:50.

- Pause after incident #1 and get the group to assign a number (0, 1, 2, or 3) for each of the criteria. Use Overhead #6 to record the numbers in the column labeled with the incident number. You may need to rewind and review any individual challenges that raise questions.
- It is not necessary complete this process for all 18 incidents. Just do about 3 from each category (foul, caution, send-off) and fast scan through to the next set of infractions.
- Hopefully, a pattern will emerge. Guide the students into an understanding that there was an increase in the gravity of the incidents from series to series. Most notable is
 - . an increase in the physical force used in the challenge,
 - . the decreasing ability and/or intent to actually play the ball,
 - . an increase in the potential harm to the opponent resulting from the challenge, or
 - . a questionable-to-purely malicious intent or motive for the challenge.

. FIFA Video – “Learning From the Experience” @ 18:55

- Now tell the students they are to exercise what they’ve just learned by playing a game called “What’s Your Decision?”
- Distribute to each student a copy of the “What’s Your Decision” answer sheet.
- The group will view another series of challenges. Each one is played first in real time, and then it will be replayed from different angles and in slow motion. You will still frame the tape after each incident at which time they must enter their decision on the answer sheet.

. VIDEO: Start the video.

- There is no narration, just crowd noise and music. Note there are white numbers in the upper right corner of the screen to indicate the incident being viewed. The tape uses a curling, page turn effect to transition from one situation to the next. As soon as you see this page turn start, still frame the tape and ask the class to record their decisions. You will most likely see a variety of reactions to each incident, and they will want to debate each other’s decisions. Let them have some fun with this, but don’t lose control. Have

them mark their answer sheets, and then begin the tape again. Proceed through all 8 incidents, pausing after #8.

- After the class has recorded their answers to incident 8, explain that the tape will now play through the incidents again, and they will see the decisions of the FIFA Referee Committee regarding each incident.
- Watch silently as the class discovers that EVERY CHALLENGE SHOULD HAVE BEEN JUDGED TO BE SERIOUS FOUL PLAY AND A RED CARD SHOWN!
- After the 8th incident has played, stop the tape and discuss the incidents leading the group back to the criteria previously discussed.
- There will not be 100% agreement with the FIFA decision on every incident, but the real goal of this segment is to increase their awareness of and ability to recognize the kinds of fouls that, if not properly acted upon, can lead to much more serious problems later in the game.

0. Conclusion (Closure)

- Managing the match at the U16 level (and above) is a delicate task.
- Many of the infractions were easier to judge when a second camera angle was shown. What does this mean to the referee? (Proper positioning to see clearly will make the task easier)
- The class has attempted to define some criteria for measuring the severity of physical challenges to guide the referee into taking the proper action when required.
- Working together, the group has achieved a consensus of sorts to provide further direction in properly and consistently interpreting Law 12.

0. Confirmation (Testing, Assessment, Evaluation)

The use of guided participation in developing the list of criteria and the charting process to collect consensus on the ratings will allow the participants to self-confirm their learning. A standard course evaluation should be collected from each participant to gauge overall success of the lesson.

0. Bridge (Transition)

Bridge to Putting It All Together, a casebook exercise where the students will develop out-of-the-box, professional solutions to everyday soccer problems, then effectively communicate the decision in a way that provides a win-win solution.

0. Attachments

Judging The Challenge.doc

LAW 12

A direct free kick is awarded to the opposing team if a player commits any of the following six offences in a manner considered by the referee to be careless, reckless or using excessive force:

- Kicks or attempts to kick an opponent
- Trips or attempts to trip an opponent
- Jumps at an opponent
- Charges an opponent
- Strikes or attempts to strike an opponent
- Pushes an opponent

LAW 12

A direct free kick is also awarded to the opposing team if a player commits any of the following four offences:

- **Tackles an opponent to gain possession of the ball, (but) making contact with the opponent before touching the ball**
- **Holds an opponent**
- **Spits at an opponent**
- **Handles the ball deliberately (except for the goalkeeper in his own penalty area)**

JUDGING THE CHALLENGE

- PROXIMITY TO PLAY
- ATTEMPTS TO PLAY THE BALL
- ABLE TO PLAY THE BALL (TIMING)
- FORCE USED
- ULTERIOR MOTIVE or MALICIOUS INTENT
- CONTACTS OPPONENT BEFORE THE BALL
- SEQUENTIAL ACTIONS
(Fair then foul; two fouls)

International Board Decision #4

**A tackle from behind,
which endangers the
safety of an
opponent,
must be sanctioned as
serious foul play.**

JUDGING THE CHALLENGE

Severity Scale

0-----1-----2-----3

PROXIMITY TO
PLAY

ATTEMPTS TO
PLAY THE BALL

ABLE TO PLAY
THE BALL
(TIMING)

FORCE USED

ULTERIOR
MOTIVE or
MALICIOUS
INTENT

CONTACTS
OPPONENT
BEFORE THE BALL

SEQUENTIAL
ACTIONS
(Fair then foul;
two fouls)

JUDGING THE CHALLENGE

Severity Scale

0-----1-----2-----3

PROXIMITY TO PLAY	OK	CLOSE	IFFY	TOO FAR
ATTEMPTS TO PLAY THE BALL	YES	MAYBE	HIGH	NO!! DOUBT
ABLE TO PLAY THE BALL (TIMING)	BANG-BANG	LATE	WAY LATE	WHY EVEN?
FORCE USED	NORMAL	BE NICE	WHOA	OUCH
ULTERIOR MOTIVE or MALICIOUS INTENT	NONE	MAYBE	YES	
CONTACTS OPPONENT BEFORE BALL	NO	YES		
SEQUENTIAL ACTIONS (Fair then foul; two fouls)	NO	FAIR/ IFFY	FAIR/ FOUL	FOUL/ FOUL

“What’s Your Decision?” ANSWER SHEET

EXAMPLE		FOUL	CAUTION	SENDING OFF
Number 1				
Number 2				
Number 3				
Number 4				
Number 5				
Number 6				
Number 7				
Number 8				

Class 8 – Putting it into Practice (150 minutes)

GOAL: Understand how to use the information and techniques presented throughout the course to effectively manage complex situations.

OBJECTIVES:

- 0. Recognize complex situation.
- 0. Understand the importance of applying skills and knowledge presented throughout this course.
- 0. Discuss communications options which may be used in difficult situations.
- 0. Know the official recommendation.
- 0. Reach an understanding of the continuity of the role of the AYSO National Referees

Complex situations occur which require decisions about priorities and how to manage the people involved. Once a decision is made, effective communications is required to bring about a win-win result. AYSO National referees must have the management skills to effect win/win results for the many kinds of problems they will encounter.

Utilizing your co-instructors, set up “three stations” each staffed by an instructor.

- Station 1: Referee/Coach Communication
- Station 2: Referee/Assistant Referee Communication
- Station 3: Referee/Player Communication

Divide the class into small discussion groups and have the groups rotate through the stations where they will be presented with game situation casebook studies for discussion. Following the “Decision making Process”, have the groups:

- Define the problem
- Gather Information and analyze the problem
- Propose and evaluate options (win/win?)
- Make a decision and communicate your response
- Evaluate the results

The following questions should be addressed to resolve the situation:

- What needs to be said?
- When should the communication occur?
- Who should the communication be with?
- Who should do the communication?
- Where should it take place?
- How should the communication take place?
- Who needs to be involved?

The following game situation casebook studies (*with official recommendations presented in italics*) are reproduced, without the recommendations, in the supplement for your use as handouts. Use these and others you create for discussions in small groups. During discussions, an instructor at each station should encourage the groups to use the techniques presented and practiced in prior classes. The official recommendations must be ultimately presented if the groups fail to reach the desired conclusions.

GAME SITUATION CASEBOOK STUDIES (*Official recommendations in italics*)

Referee/Coach Communication

5. During the pre-game, a coach asks a difficult question such as “Do you understand off side? We need to know if you can handle the off side trap.” *Acknowledge the coach but do not make a big deal out of the comment.*
5. During an attack, a striker and the goalkeeper go for the ball simultaneously. The keeper recklessly throws herself over the ball and in the path of the striker’s foot. She misses the ball and is injured. When the coach enters the field, with permission, she checks her player and then angrily accuses the referee of not protecting the keeper. She threatens that future injuries will be the referee’s fault. The referee knows that the correct restart is an indirect free kick because the keeper played dangerously before she was injured. *Avoid a confrontation with the coach by moving away from the injured player. Address the coach’s concerns privately away from the players. Maintain control of the situation.*
5. Prior to the game a coach demands, “Don’t talk to my players during play. I only want you talking to them when play is stopped.” This is contrary to the referee’s style of officiating and his or her training. *Acknowledge the coach. Attempt to determine the reason for the statement. Comment that you will talk to the players to the extent necessary to properly perform your duties.*
5. A rough game is testing your ability to control it. A parent calls out loudly, “This game is out of control!” The players can easily hear this and several of them look at you. *Defuse the parent’s comments by positive comments to the players. Be prepared to approach the coaches if the behavior of the parent continues.*
5. A match of average intensity seems to be well in hand. Suddenly, a coach says loudly to no one in particular that there are a lot of attempted fouls by the other team. Since you can hear this clearly from 40 yards away, you assume that every member of the opponent’s team can hear it too. *Attempt to acknowledge comment during play. Either through gesture or quiet comment attempt to modify the coach’s actions. Comments to players in a positive manner may be helpful.*
5. AYSO substitution rules (not monitored or “free” substitution) are in force in a U-19 match. A player is losing control and must be cautioned. The coach wants to substitute the player to calm him down. The substitution rules do not provide for this. *Consider the result of the substitution. Will the coach replace the player with a stronger player? Will the substitute likely give that team an advantage? Is considering the player’s actions a mental “injury” ethical and fair? At U-19 players should be able to control their emotions. Players may request permission to leave the field and this should be allowed by the referee. Coaches and referees can work together to temporarily remove the player and play short but substitution for the player is neither allowed or fair to the opposing team.*

GAME SITUATION CASEBOOK STUDIES (*Official recommendations in italics*)

Referee/Assistant referee Communication

9. An assistant referee is continually distracted by a coach who is questioning almost every call by the referee and the coach is constantly getting in the way. When the assistant referee flags one of this coach's players offside, she curses at and degrades the assistant referee. *A warning should have been given early. Even though it was not, the referee must act immediately and send-off the offending coach.*
9. In a U-19 game, using monitored (free) substitution, the assistant referee notices that two substitutes have not yet played. At the beginning of the second half they are still on the sidelines. *The referee should, at the next stoppage of play, or immediately, if play has not been started, inquire of the coach why the players have not played. The referee can provide information regarding the "everyone plays" rule, if requested by the coach, but should not engage the coach in debate or question as to the reason the player(s) are not playing half the game. The referee should continue the match and include a full report of the coach's action in the game report. It is the function of the governing body (region) to determine whether or not any further action should be taken. This procedure should be followed regardless of whether monitored (free) substitution rules are being used or not.*
9. An experienced assistant referee is being ignored by a less experienced referee. Several key calls have been missed because the referee failed to see the flag. Players, spectators, and the coach are becoming frustrated and are vocally drawing attention each time the assistant referee raises the flag. The assistant referee recognizes the situation is eroding the referee's authority. *The assistant referee should avoid making calls that the referee is obviously ignoring in an attempt to support the referee. At half time the assistant referee should discuss the situation with the referee in a positive way. In any event, the assistant referee must support the ultimate decision of the referee.*
9. A serious injury results from fair play. The referee, shaken, continues with the match but indicates an incorrect restart. The coaches and parents are too busy talking about the injury to notice the error. The experienced assistant referee realizes that the error may have serious consequences if a goal is scored against the injured player's team. *During the stoppage of play, all members of the referee team should make certain that each member is prepared to continue. If not, changes should be made. Because there is often a long delay during serious injury, the referee team should agree on the restart before assuming their positions to begin play. Since play is stopped, the assistant referee should get the referee's attention and point out the error.*
9. A referee is being continually let down by an incompetent assistant referee. The coach, spectators, and players are becoming critical. Most of the criticisms are justified. *Duties should have been discussed in the pre-game. The situation should be discussed at halftime. Until the referee can discuss the situation with the assistant referee, the referee should change his pattern to better cover the area of responsibility of the assistant referee. The referee should be willing to wave down incorrect calls while attempting to not discourage the assistant referee.*
9. One assistant referee is attempting to control the game from the touch line. She noisily and exuberantly calls for trifling fouls. Her continued interference is interfering with the flow of the game and taking the decision making power away from the referee. *This response initially should be similar to number 5 above. The referee should be very specific that the behavior of the assistant referee is unacceptable. If necessary the assistant referee should be relieved and replaced by either another assistant referee or a club linesperson.*

GAME SITUATION CASEBOOK STUDIES (*Official recommendations in italics*)

Referee/Player Communication

16. Prior to the match a player approaches the referee and asks, “Even is on, right, Ref?”
Acknowledge the comment without spending a lot of time on the situation.
16. The referee is momentarily distracted and looks up to see an angry forward on the ground. Comments from the crowd indicate the referee missed something. Several players indicate disappointment in the non-call. The “victim” looks to the referee for something – anything.
Acknowledge that there may have been a foul but indicate that you can only call what you see. If you know the likely opponent who caused the problem, a comment during play is appropriate. Attempt to watch the situation for another foul or retaliation.
16. Two opposing players get tangled up while trying to play the ball. No fouls are observed, but both players fall to the ground and are very angry when they get up. Play has moved elsewhere, but the referee feels this is a potentially explosive situation. *Indicate there was no foul. Talk to the players to cool them down. Attempt to stay near the two players during dynamic play. If possible get assistant referee to also watch the situation.*
16. During a match in which the score is lopsided, the losing team is showing frustration. The leading team celebrates each goal with enthusiasm because several players are scoring their first goals of the season. The coach of the leading team has made several changes but the score continues to rise. After yet another goal, the referee sees the captains of both teams nearby. *Attempt to calm the situation with the captains. Particularly, attempt to reduce the amount of celebration. Be careful not to succumb to the temptation to favor one team over the other or to shorten the match. All players are entitled to the full playing time and athletics should teach players the value of not giving up.*
16. After the completion of a match, the losing team is complaining bitterly about the officiating. The captain approaches the officials and asks for an explanation of a number of calls. Several of her teammates are standing nearby waiting to hear the answers. The atmosphere is suspicious and volatile. *Acknowledge the captain’s request. Defer until you have completed game paperwork and the players have been refreshed. Suggest a meeting near the field but away from the team area. Give explanations but do not debate.*
16. In the final quarter of a U-16 match, both teams and the referee are tiring. In an attempt to create a goal-scoring opportunity, one coach moves all of his defenders up to the opponents’ penalty area. Excitedly, an attacking fullback kicks wildly at the ball and narrowly misses the opposing goalkeeper’s face. In split-second reaction time a defender swings at the offender. Without hesitating, the attacker retaliates, shoving the opponent into the nearby referee. Referee and player sprawl to the ground as players from both teams rush forward. *Attempt to make light of the fact that you have fallen down. Do not react to the player who fell. Expect immediate support from your assistant referees to assist you. Deal with the immediate situation by talking to the players who are approaching. Then quickly deal with the defender who attempted to strike the fullback (probably a send off) and the fullback (probably a caution for the initial play on the goalkeeper and a second caution and send off for the push). Be prepared to abandon the match.*

Class Supplement

The following class supplements are prepared to assist the instructor in presenting the material for this class. This material includes; Overhead of Instructions, two sets of scenario text for student handouts (one with and one without extra space to write answer).

This material is recommended but not required in the course. Instructors are also encouraged to develop their own material to supplement the course outline.

Instructions for Casebook Studies

You will be discussing a set of scenarios at each of three stations.

Station 1: Referee/Coach Communication

Station 2: Referee/Assistant Referee Communication

Station 3: Referee/Player Communication

For each of these scenarios be prepared to discuss the scenarios and apply the Decision Making Process:

0. Define the Problem
0. Gather Information and Analyze the Problem
0. Propose and Evaluate Options (win/win?)
0. Make a Decision and Communicate Your Response
0. Evaluate the Results

The following questions need to be addressed regarding the communication that must take place to resolve the situation:

0. What needs to be said?
0. When should the communication occur?
0. Who should the communication be with?
0. Who should do the communicating?
0. Where should it take place?
0. How should the communication take place?
0. Who needs to be involved?

Casebook Studies - Referee & Coach Communication

0. During the pre-game, a coach asks a difficult question such as, "Do you understand offside? We need to know if you can handle the offside trap."

Recommendation:

0. During an attack, a striker and the goalkeeper go for the ball simultaneously. The keeper reckless throws herself over the ball and in the path of the striker's foot. She misses the ball and is injured. When the coach enters the field, with permission, she checks her player and then angrily accuses the referee of not protecting the keeper. She threatens that future injuries will be the referee's fault. The referee knows that the correct restart is an indirect free kick because the keeper played dangerously before she was injured.

Recommendation:

0. Prior to the game a coach demands, "Don't talk to my players during play. I only want you talking to them when play is stopped." This is contrary to the referee's style of officiating and the referee's training.

Recommendation:

Casebook Studies - Referee & Coach Communication

0. A rough game is testing your ability to control it. A parent calls out loudly, "This game is out of control!" The players can easily hear this and several of them look at you.

Recommendation:

0. A match of average intensity seems to be well in hand. Suddenly, a coach says loudly to no one in particular that there are a lot of attempted fouls by the other team. Since you can hear this clearly from 40 yards away, you assume that every member of the opponent's team can hear it too.

Recommendation:

0. AYSO substitution rules (not free substitution) are in force in a U-19 match. A player is losing control and must be cautioned. The coach wants to substitute the player to calm him down. The substitution rules do not provide for this.

Recommendation:

Casebook Studies - Referee & Assistant Referee Communication

6. An assistant referee is continually distracted by a coach who is questioning almost every call by the referee and the coach is constantly getting in the way. When the assistant referee flags one of this coach's players for being offside, the coach curses at and degrades the assistant referee.

Recommendation:

6. In a U19 match using monitored free-substitution, the assistant referee notices that two substitutes have not yet played. At the beginning of the second half they are still on the sidelines.

Recommendation:

6. An experienced assistant referee is being ignored by a less experienced referee. Several key calls have been missed because the referee failed to see the flag. Players, spectators, and the coach are becoming frustrated and are vocally drawing attention each the assistant referee raises the flag. The assistant referee recognizes that the situation is eroding the referee's authority.

Recommendation:

Casebook Studies - Referee & Assistant Referee Communication

6. A serious injury results from fair play. The referee, shaken, continues the match but indicates an incorrect restart. The coaches and parents are too busy talking about the injury to notice the error. The experienced assistant referee realizes that the error may have serious consequences if a goal is scored against the injured player's team.

Recommendation:

6. A referee is being continually let down by an incompetent assistant referee. The coach, spectators, and players are becoming critical. Most of their criticisms are justified.

Recommendation:

6. One assistant referee is attempting to control the game from the touchline. She noisily and exuberantly calls for trifling fouls. Her continued interference is interfering with the flow of the game and taking the decision making power away from the referee.

Recommendation:

Casebook Studies - Referee & Player Communication

12. Prior to the match a player approaches the referee and asks, "Even is on, right, ref?"

Recommendation:

12. The referee is momentarily distracted and looks up to see an angry forward on the ground. Comments from the crowd indicate the referee missed something. Several players indicate disappointment in the non-call. The "victim" looks to the referee for something – anything.

Recommendation:

12. Two opposing players get tangled playing for the ball. No fouls are observed, but both players fall to the ground and are very angry when they get up. Play has moved elsewhere, but the referee feels this is a potentially explosive situation.

Recommendation:

Casebook Studies - Referee & Player Communication

12. During a match in which the score is lopsided, the losing team is showing frustration. The leading team celebrates each goal with enthusiasm because several players are scoring their first goals of the season. The coach of the leading team has made several changes but the score continues to rise. After yet another goal, the referee sees the captains of both teams nearby.

Recommendation:

12. After the completion of a match, the losing team is complaining bitterly about the officiating. The captain approaches the officials and asks for an explanation of a number of calls. Several of her teammates are standing nearby waiting to hear the answers. The atmosphere is suspicious and volatile.

Recommendation:

12. In the final quarter of a U16 match both teams and the center referee are tiring. In an attempt to create a goal-scoring opportunity, one coach moves all of his defenders up to the opponent's penalty area. An attacking fullback excitedly kicks wildly at the ball and narrowly misses the opposing goalkeeper's face. In split-second reaction time a defender swings at the offender. Without hesitating, the attacker retaliates, shoving the opponent into the nearby referee. Referee and player sprawl to the ground as players from both teams rush forward.

Recommendation:

Class 9: Being a Role Model (30 minutes):

Goal: Create an understanding of the National referee's responsibilities as a role model to other referees, coaches and other volunteers.

Objectives:

1. Reemphasize the AYSO team and the AYSO Team Modules used in other referee courses
2. Acceptance of the responsibility as a role model
3. Identify ways the National referee is a role model

As a small measure of what was learned during the course, revisit the initial scenario(s) presented at the beginning of the course and see if opinions have changed regarding how they would manage the situation.

1. A pass is made toward a teammate in an offside position which the AR flags. The referee waves down the AR signal because the ball appears to be going to the goalkeeper. As the referee is retreating towards the halfway line, the goalkeeper's teammate runs over inside the penalty area and picks up the ball to place it for the free kick for the obvious offside. What should the referee do?

2. To counter the opposing red team's dominance and superiority, the blue team positions a player in an offside position near the red team's goal and continues to pass the ball to this player and thus get the ball moved to the opposite end of the field for placement of the kick when the offside is called. This tactic is frustrating the red team. What should the referee do?

Show the segment "Qualities of top match officials" segment from the FIFA tape "learning from Experience".

The instructor should tie this class to all previous modules with a brief review of the duties and responsibilities of teammates. Using guided participation the instructor should lead a discussion on how the National referee should act as role models.

Consider asking selected students to express what each of the following words means to them as potential AYSO National Referees:

Reliable
Emotionally calm
Serious
Professional
Early for assignments
Consistent
Team player who supports the AYSO team
Focused entirely on the task
Up to date with their laws knowledge
Learning oriented

Point out the first letter of each word spells out what all National referees should be: **RESPECTFUL**

Keys:

0. Assist other referees in career development
0. Referee and Assistant referee games at all levels
0. Participate in training
0. Encourage and participate in continuing education training
0. Participate in referee recruiting and retention programs
0. Offer support to training of coaches
0. Assist in recruiting and training other volunteers
0. Conduct themselves as professionals at all times
 - . Positively support referee on field decisions
 - . Dress in the proper uniform at all times
 - . Act as a positive AYSO team member

Class Supplement

This class supplement is prepared to assist the instructor in presenting the material for this class. This material includes class handouts, role playing guidelines and other supplemental information.

This material is recommended but not required in the course. Instructors are also encouraged to develop their own material to supplement the course outline.

The National Referee as a Role Model

0. Prepare ten word strips, one for each of the ten designated attributes of a National Referee.
0. Prepare a separate word strip with the word “RESPECTFUL.”
0. Distribute the attribute word strips to students in the class, one per student. If the class numbers more than ten students, select individuals who are able to express themselves well. If the class numbers fewer than ten students the co-instructors and/or the lead instructor should participate.
0. Announce to the class members that you will give them two to three minutes to reflect and gather their thoughts on the ways a National Referee exemplifies the characteristic on the word strip he/she has received. At the end of the specified time, each student will be asked to come to the front of the class, post her/his word strip on the blackboard and in one to two minutes tell the class how a National Referee typifies the attribute.
0. Begin with the student who has received “R” (RELIABLE) and proceed through “E,” “S,” etc. until all ten attributes have been posted. Allow additional discussion as appropriate.
0. Post the word strip “RESPECTFUL.” Point out to the class that the first letter of each attribute spells RESPECTFUL.
0. Make note that the course began by defining a “Professional” as one who has respect for her/his craft. Observe that the class and course now have come full circle. An AYSO National Referee is RESPECTFUL—of the game, the Laws, all the participants, the organization and her/his role.

Conclusion:

Tie up loose ends, collect course evaluations, and make sure everyone has signed the roster (which you must return to the NSTC); thank attendees and staff, etc.



National Referee Course Evaluation

Course Site: _____ Dates _____
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Please rank each class:	Poor		Fair		Good		Superior	
Introduction & AYSO Program	1	2	3	4	5	6	7	8
Defining the National Referee	1	2	3	4	5	6	7	8
Officiating as a Team	1	2	3	4	5	6	7	8
Making Good Management Decisions	1	2	3	4	5	6	7	8
Knowing the Game	1	2	3	4	5	6	7	8
Dealing with Emotions	1	2	3	4	5	6	7	8
Recognizing Trouble	1	2	3	4	5	6	7	8
Putting it into Practice	1	2	3	4	5	6	7	8
Being a Role Model	1	2	3	4	5	6	7	8

Explain which classes helped you the most and why.

Explain which classes were least helpful.

Is there a way to make these least helpful classes more useful?

Will you recommend this course to other experienced referees? Why or Why not?

Did this course meet your expectations?



National Referee Course Instructor Evaluation

Instructor	Poor		Fair		Good		Superior	
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8
	1	2	3	4	5	6	7	8

Please make any individual comments you wish about either the course or the instructors.

Thanks for taking the time to fill out this evaluation. Your input is valuable to us. It will also help the next group of students who participate in this course.