



## Change History

Change History		
1 March 2008	1.0	Course created by consolidation of former modules 2-7
18 November 2008	1.1	Emphasize no retesting; revise U-6 goal-line restarts.
21 February 2009	1.2	Correct typos.
25 August 2009	1.3	Added 6 <sup>th</sup> Philosophy – Player Development
28 August 2010	1.4	Minor updates

## **COURSE DESCRIPTION**

The purpose of this course is to teach entry-level referee volunteers to officiate in younger players' short-sided games (U-6 and U-8) in accordance with AYSO principles. The course constitutes the training portion of the certification requirements for an AYSO U-8 Official. In addition to registration as a volunteer in the local program, those requirements are:

MINIMUM AGE:	10 years old
GAMES:	No minimum number of games required
TRAINING:	Complete the U-8 Official Course (this course)
TESTING:	Take the U-8 Official Exam
ASSESSMENT:	Not required
FITNESS TEST:	Not required
SERVICE:	None required

For the most current certification requirements see the *National Referee Program Manual* on [AYSOtraining.org](http://AYSOtraining.org).

## **COURSE PREREQUISITES**

Completion of *Safe Haven for Referees* (or, alternatively, *Safe Haven for Coaches*) is required.

## **TEACHING OBJECTIVES**

- Understand what to expect from under 8-year-old players
- Be able to perform pre-game duties
- Know the parts of the field
- Know the number of players in each of the age group games
- Recognize ball in and out of play and understand the method of scoring
- Understand how to start, when to stop and how to restart play
- Have a cursory understanding of fouls and misconduct (and free kicks)
- Be able to manage post-game situations
- Comprehend the referee's facilitative role

## **EQUIPMENT AND MATERIALS**

- U-8 Official Course Roster

- U-8 Official Course Plan (this document)
- Course evaluation form (available on AYSO.org)
- Handouts (for each student):
  - *Laws of the Game* (AYSO Edition, current year)
  - *AYSO Guidance for Referees and Coaches* (current year)

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

## **LIST OF ATTACHMENTS**

Attachment 1:

U-8 Official Course – Presentation Slides – Dynamic.ppt

Attachment 2:

U-8 Official Course – Course Evaluation.pdf

## **INSTRUCTOR NOTES**

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

**COURSE OUTLINE**

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

	<b>Lesson</b>	<b>Page</b>	<b>Module</b>	<b>Duration</b>
I	The Game of Soccer	5	2	25 min
II	Understanding U-8 Players	10	3	15 min
III	Pre-game and Post-game Duties	13	4	35 min
IV	Starting the Game	20	5	20 min
V	Stopping the Game	24	6	30 min
VI	Restarting the Game	29	7	35 min
	Course Wrap-up	34		10 min
<i>TOTAL TIME (excluding breaks and U-8 Official Exam)</i>				<i>170 min</i> <i>2 hrs 50 min</i>

At least one 10-15 minute break is recommended, two are preferred. Note that time for the administration of the U-8 Official Exam is not included in this table.

## I. The Game of Soccer (Module 2)

### A. DESCRIPTION

1. Duration: 25 minutes
2. This lesson introduces the U-8 Official to AYSO, soccer, and officiating.

### B. GOALS

1. Introduce the six philosophies of AYSO
2. Introduce the AYSO Team concept
3. Briefly survey the history of the game
4. Explain the "Spirit of the Game"
5. Emphasize the philosophy of refereeing

### C. STUDENT MATERIALS

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

### D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Overhead projector and screen or computer and projector
2. Flip chart, dry or chalk board with markers or chalk

### E. LIST OF ATTACHMENTS

None.

### F. INTRODUCTION

1. Introduce yourself and co-instructors, if any.
2. Welcome students to the AYSO U-8 Official Course.
3. Explain what students will have achieved upon completion of the course. (See Course Description for certification requirements.)
4. Provide brief overview of schedule for the course, including planned breaks. Acquaint students with physical setting (rest rooms, refreshments if provided, etc.)

### G. AYSO PHILOSOPHIES

1. The core philosophy of AYSO is to provide a high-quality youth development program with Safe, Fair, Fun soccer playing conditions with a guaranteed minimum playing time per match in an educational and supportive environment.
2. Briefly review the AYSO philosophies.

- a. **Everyone Plays:** – Our program’s goal is for kids to play soccer – so we mandate that every player on every team must play at least half of every game.
- b. **Balanced Teams:** – Each year we form new teams as evenly balanced as possible – because it is fair and more fun when teams of equal ability play.
- c. **Open Registration:** – Our program is open to all children between 4 and 19 years of age who want to register and play soccer. Interest and enthusiasm are the only criteria for playing.
- d. **Positive Coaching:** - Kids win when they are built up, not when they are torn down. We train and encourage our coaches to make the extra effort to understand and offer positive help to our players rather than negative criticism. We ask our coaches to be positive, instructional, and encouraging – we call these three elements of positive coaching “PIE”.
- e. **Good Sportsmanship:** - We strive to create a positive environment based on mutual respect rather than a win-at-all costs attitude, and our program is designed to instill good sportsmanship in every facet of AYSO.
- f. **Player Development:** - We believe that all players should be able to develop their soccer skills and knowledge to the best of their abilities, both individually and as members of a team, in order to maximize their enjoyment of the game.

## H. THE AYSO TEAM

1. Show the triangle representing the AYSO Team.
  - a. Explain that the triangle, a “fundamentally rigid/strong” form, represents how the kids of AYSO are protected and surrounded by the AYSO team members, ***provided that the team members work together!***
  - b. ***Coaches*** are the foundation of the program. They spend more time with the players and do more role modeling than anyone else. They influence player’s values and behaviors and they form important relationships.
  - c. *Ask: Have you ever seen a player or team that is a mirror of the coach’s behavior (in any sport, not necessarily soccer)?* Keep discussion short and move on promptly.
  - d. ***Referees*** are the guardians of the game. They protect its spirit by making sure that the game is **fun, fair and safe**. Referees represent the role of authority and need to set a tone of competence, control and humanity. *Ask: Have you seen a referee allow a U-8 player to have a second try at legally throwing the ball in?*
  - e. ***Parents/Spectators*** are the third members of the team. They are the mood setters, emotion influencers, and attitude changers. They have the power to exemplify the values of sporting behavior and positive role modeling, *or to*

- destroy them!* They also influence how the players view their game experience.
- f. All people (referees, coaches, players, etc.) make mistakes. Team members who are better at some things need to help develop the skills of others. As referees attain seniority they are often seen as role models and called upon for their opinions. Referees should be positive, supportive and helpful to the “team”.
  - g. Elicit student participation to evaluate what will happen and who will suffer if one side of the triangle “fails”. Answer: THE KIDS.
2. Review the AYSO Team concept
    - a. For any team to function well it has to have rules. The AYSO Team has four basic rules. Teammates:
      - i. Work together
      - ii. Help each other
      - iii. Protect each other
      - iv. Do their best

## I. HISTORY OF THE GAME

1. Soccer, which is known as “Football” in the world outside the USA, has many historical roots. There are mentions of various forms of a sport that involved “kicking” objects from one *goal* to another *goal*. Sometimes those objects are described as body parts removed from defeated enemies and sometimes as items from slaughtered animals that were unsuitable for food. Perhaps the clearest early ancestor of modern soccer is a game called “Harpastum” played by the Romans.
2. The “modern” game dates from 1863 when the first “Laws of the Game” were produced as the result of a meeting in a pub on Fleet Street in London, between a number of “young gentlemen’s schools” that wished to play against each other and therefore needed a single set of Laws. *Note:* At that meeting one school declined to participate and decided to produce laws for a game of their own. The declining school was Rugby. The game of Rugby Football is also played worldwide and provided the basis of the game of “Football” known by Americans.
3. The international organization FIFA was initially created in Paris, France, in 1904 and moved to Zurich, Switzerland in 1974. FIFA (Federation International de Football Association), the governing body of worldwide soccer, publishes the *Laws of the Game*. The United States Soccer Federation (USSF) is recognized by FIFA as the national governing body of soccer in the United States. AYSO is a National Association member of USSF. AYSO is the second largest member of USSF (after US Youth Soccer).

**J. SPIRIT OF THE GAME**

1. The over-riding *Spirit of the Game* is Fair Play. The referee maintains fair play for all players. When the Laws of the Game are infringed “fairness” is restored by giving opponents a “free-kick”. For the most serious violations, the referee will have an “unfair” player removed from the field of play and the offending team will have to play the remainder of the game with one fewer player.
2. To maintain fairness a soccer referee is given the “full authority to enforce the *Laws of the Game*“. Those laws include the power to: “stop, suspend or terminate the match, *at his discretion.*”
3. Refer to Section I. D. article 5 of the AYSO National Rules & Regulations and recite the following paragraph from memory: “*The Laws of the Game are intended to provide that games should be played with as little interference as possible, and in this view it is the duty of the referee to penalize only deliberate breaches of the Law. Constant whistling for trifling and doubtful breaches produces bad feelings and loss of temper on the part of the players and spoils the pleasure of spectators.*”

**K. PHILOSOPHY OF REFEREEING**

1. Remind students of our Fun, Fair & Safe philosophy with the note that U-8 players have little or no regard for their own safety but they care a lot about fun. Fairness is something that is still “natural” to U-8’s and seldom requires enforcing.
2. Particularly in younger players’ games the referee should function more as a friendly guide than as a policeman. Fun is the most important element for young players; the Laws should be applied in an even-handed and gentle manner so that a fun learning environment is maintained. Young players who commit technical errors, such as taking a restart improperly, generally should be given a second chance. Young players should never be subjected to the trauma of public humiliation.

**L. CONCLUSION**

1. Review
  - a. The core philosophy of AYSO is to provide a high quality youth development program with Safe, Fair, Fun soccer playing conditions with a guaranteed minimum playing time per match in an educated and supportive environment.
  - b. AYSO has Six Philosophies
  - c. The AYSO Team is Coaches, Referees, and Parents working together for the good of AYSO kids.
  - d. Soccer is a game with a long tradition and an interesting history.
  - e. The core “Spirit of the Game” is Fairness.

- f. Referees should carry out their responsibilities in younger players' games like a "friendly guide".
2. Confirmation
- a. *Ask:* What are the three elements of positive coaching? *Answer:* Positive – Instructional – Encouragement [**PIE**] (any order)
- b. *Ask:* If a member of the AYSO Team does not support the team who gets hurt? *Answer:* The kids (or the players)
- c. *Ask:* In which city were the laws of the game first written? *Answer:* London, England (bonus mark for 1863) (double bonus for "in a pub")
- d. *Ask:* What is the main focus of the "Spirit?" *Answer:* Fairness and/or Fair Play
- e. *Ask:* Should U-8 Officials emulate policemen or teachers? *Answer:* teachers.
- f. *Ask:* Should a young player who misbehaves be publicly disciplined as an example? *Answer:* No!
3. Bridge to next lesson: "Now that we have a sense of the game of soccer and the philosophy of how it is played, especially in AYSO, let's look at the characteristics of younger players."

## II. Understanding U-8 Players (Module 3)

### A. DESCRIPTION

1. Duration: 15 minutes
2. This lesson addresses the developmental characteristics of our youngest players (U-6 and U-8) and explains their implications for officiating matches at these levels.

### B. GOALS

1. Identify the characteristics of AYSO's younger players
2. Understand the principles for managing younger players' games

### C. STUDENT MATERIALS

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

### D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. U-6 and U-8 Coaching manuals (one copy of each for reference only)

### E. LIST OF ATTACHMENTS

None.

### F. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Introduce the topic. Explain that play in the younger age groups is meant to give players a "taste" of the game and some experience being part of a sports team. Most of all, we want the players to have a positive introduction to the sports experience. The more referees understand what to expect from these players the more positive the experience can be for both the players and the referees.

### G. MANAGING YOUNGER PLAYERS' GAMES

1. To manage younger players' games successfully, the referee must understand the characteristics of players at the U-6 and U-8 age levels.
2. Young players are in the early stages of development and are encountering new physical and emotional challenges as they grow and gain experience. These new challenges are often met with a mixture of enthusiasm and frustration. Referees need to understand the developmental characteristics of these players in order to provide them with a fun, fair, and safe experience.
3. **Note to instructor:** *The material under this item is for your reference and not intended to be presented literally (though a handout for the students' reference would be appropriate). The teaching points to be made are in item 4, below.*

*Note that the age group labels here are approximate, and there is considerable variation in individuals. These points are intended to give an overall sense of the characteristics of young players, not draw fine distinctions between age groups.*

- a. Physical Characteristics of U-6 and U-8 Players
    - i. Early stages of development (motor skills, eye-hand coordination, agility, endurance) but beginning to improve
    - ii. Lots of energy but tire easily
    - iii. Short attention span and can't sit still for long
  - b. Social and Emotional Characteristics of U-6 and U-8 Players
    - i. Friendship and peer acceptance important
    - ii. Afraid of failure and quick to tell tales when others do not obey
    - iii. Compare themselves with others and self-esteem developing
    - iv. Cooperative with adults and crave praise and attention
  - c. Cognitive/Thought Development of U-6 and U-8 Players
    - i. Lack judgment regarding personal safety and abilities
    - ii. Apply rigid understanding of justice – small violations are a big deal
    - iii. Ask lots of questions and need concrete reinforcement
    - iv. Beginning to grasp moral rules of the game
4. **Note to instructor:** *Using guided participation, get the students to suggest physical, social, and cognitive developmental characteristics of young players. Use the preceding material (item 3) for your reference, and ensure the following points are made.*
- a. Young players have limited physical skill and endurance, but enthusiasm for play. Implication for referees: a relatively short game is appropriate, with the referee ensuring that the focus is on keeping play moving.
  - b. Young players want to “do the right thing”. Implications for referees: be a teacher, not a policeman, while nevertheless ensuring fairness. Role modeling (honesty, respect for others, positive attitude) is very effective since the players will instinctively emulate the behavior of their “teacher”.
  - c. Young players don't have a good understanding of their physical abilities and so inadvertently create unsafe situations for themselves and others. Implication for referees: stop play when necessary to ensure safety.
5. **Bring the discussion to this conclusion:** The referee must act and be seen as a benevolent authority with a commitment to fun, fairness, and safety. *Link this back to the core philosophy of AYSO from Rules and Regulations section I.G. 1:*

The core philosophy of AYSO is to provide a high-quality youth development program with Safe, Fair, Fun soccer playing conditions with a guaranteed minimum playing time per match in an educational and supportive environment.

6. A player's enjoyment of soccer derives from the activity on the field. When adults interfere with the game, they reduce that enjoyment. The referee, as the guardian of fun, also has the responsibility to ensure that adults don't lessen the kids' fun. *Note to instructor: the concrete aspects of this point are covered later in this course – don't get into touch line management here! Limit yourself to making this point: Managing younger players' games also entails helping the adults (coaches, spectators) to remember their role, which is to provide positive encouragement for both teams. Comment that specifics will come later in the course.*

## H. CONCLUSION

1. Review
  - a. The physical, social, and emotional characteristics of young players require that the referee be a benevolent, encouraging, instructive authority.
  - b. Managing young players' games consists chiefly of:
    - i. Stopping play only when necessary to ensure safety and fairness
    - ii. Helping adults to remember their role in making the game a positive, enjoyable experience for the players.
2. Confirm
  - a. *Ask:* If you had to express the referee's primary role in a single short phrase, what would it be? *Answer:* Making the game fun for the players.
  - b. *Ask:* Does the way a referee manages the game depend on the age and development of the players? *Answer:* Yes.
3. Bridge to next lesson, perhaps along these lines: "Now that we have a general understanding of the players and play at the U-6 and U-8 levels, let's get into the specifics of what you actually do, beginning with your arrival at the field."

**III. Pre-game and Post-game Duties (Module 4)****A. DESCRIPTION**

1. Duration: 35 minutes
2. This lesson covers the pre- and post-game duties of the referee.

**B. GOALS**

1. Review the referee's pre-game administrative duties: the field, the ball, the teams and coaches, and the team's uniforms and equipment.
2. Review the referee's post-game administrative duties.

**C. STUDENT MATERIALS**

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

**D. INSTRUCTOR EQUIPMENT AND MATERIALS**

1. U-6 and U-8 Coaching manuals (one copy of each for reference only)
2. Referee properly dressed (to demonstrate uniform) and equipped.
3. Soccer balls, ideally size 3 (to demonstrate proper and improper ball)
4. This lesson is especially suited for outdoor presentation. If presented outdoors, a field or portion of a field with a goal structure and various safety hazards and other deficiencies should be prepared.

**E. LIST OF ATTACHMENTS**

None.

**F. INTRODUCTION**

**Note to instructor:** *It is strongly recommended that you conduct this lesson outdoors and cover the material with demonstrations and student participation. For example, a field or portion of a field with various deficiencies can be prepared and the students asked to inspect it and make note of problems. A pile of rocks, empty soda cans, an empty sack lunch, etc. can all be strategically placed on the field. Field spray paint can be used to simulate and label a "muddy" area, "standing water" along an AR's touch line, or other hazards not easily created.*

1. Introduce yourself and co-instructors, if necessary.
2. Introduce the topic, using a story to relate it to real life, perhaps along the following lines: "Officiating soccer is similar to driving a car; it can feel scary in the beginning, but after some practice the preparation and techniques become second nature. In this lesson on Pre-game and Post-game Duties, we will view

the referee's equipment and some preparations that make the game fun and safe for players *and* officials. But before looking at specific duties, we must first understand the role of the referee and assistant referees in AYSO matches."

3. The referee's role is to serve as a facilitator and ensure a **fun, fair, safe** game. As the only truly neutral party, the referee manages the match and makes quick decisions to assure that the game flows. In AYSO, referees are trained to work cooperatively with the coaches and have a positive impact on players. The players, coaches, and spectators accept the referee's decisions more readily when (s)he projects a positive, professional image.

## G. PRE-GAME DUTIES

1. The referee's appearance and equipment
  - a. The referee arrives early. The referee should arrive at least 15 minutes (preferably more) before the scheduled starting time of the match. *Note to instructor: mention to students that the list of duties to be covered shortly will make it evident why early arrival is necessary.*
  - b. The referee arrives properly dressed. Proper dress commands respect. *Note to instructor: consider appearing for this class as a referee dressed for the match or arrange for a colleague to do so. By demonstration, indicate what constitutes a proper uniform:*
    - i. Yellow shirt with black stripes. (Alternate colors are red, blue, green, or black (with white stripes).)
    - ii. Black shorts
    - iii. Black knee socks with three white horizontal stripes at the top.
    - iv. Ideally, the referee's shoes should be all or mostly black. (Suggest to the students that they consider "turf shoes", which put less stress on knees and other joints than cleats.)
  - c. The referee arrives with all the equipment necessary to carry out his/her duties. *Note to instructor: be prepared to show the following items:*
    - i. Whistle (ideally, two whistles in case one fails or a sound that contrasts with that of a whistle on a nearby field is needed)
    - ii. Pen or pencil (or ideally two in case one fails)
    - iii. Watch (ideally with countdown or stopwatch capability)
    - iv. Coin (for use in the coin toss, which is discussed in the next lesson)
    - v. AYSO badge on referee shirt, which should be a contrasting color to those of both teams.
    - vi. A set of flags for use by club linesmen (discussed later in this lesson).

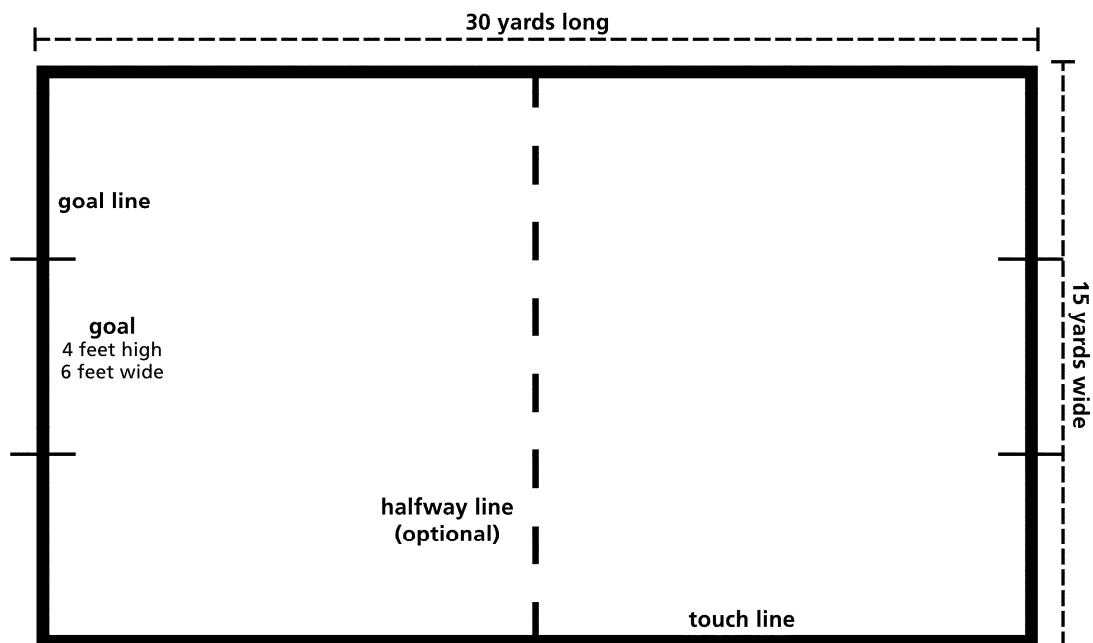
## 2. Safety inspection of the field

- a. The essential components of the field are related to safety and fairness. These are the playing surface itself, the equipment that forms a part of the field, and the markings. One of the referee's pre-game duties is to inspect these components.
- b. Any dangers in the equipment or the field itself, like holes or debris, must be corrected before allowing play to begin.

**Note to instructor:** The following two sections cover technical details of the U-6 and U-8 field. As noted, they are taken from the *Guidance for Referees and Coaches*, which every student should have. Going over all of these details as part of the presentation is not the best use of time. Emphasize the essential differences and, since this is the U-8 Official Course, focus on U-8.

### c. Requirements of the U-6 field

- i. The recommended size of the field in U-6 games is a rectangle 30 x 15 yards, marked with lines or cones as shown in the following diagram (taken from the *Guidance for Referees and Coaches*):

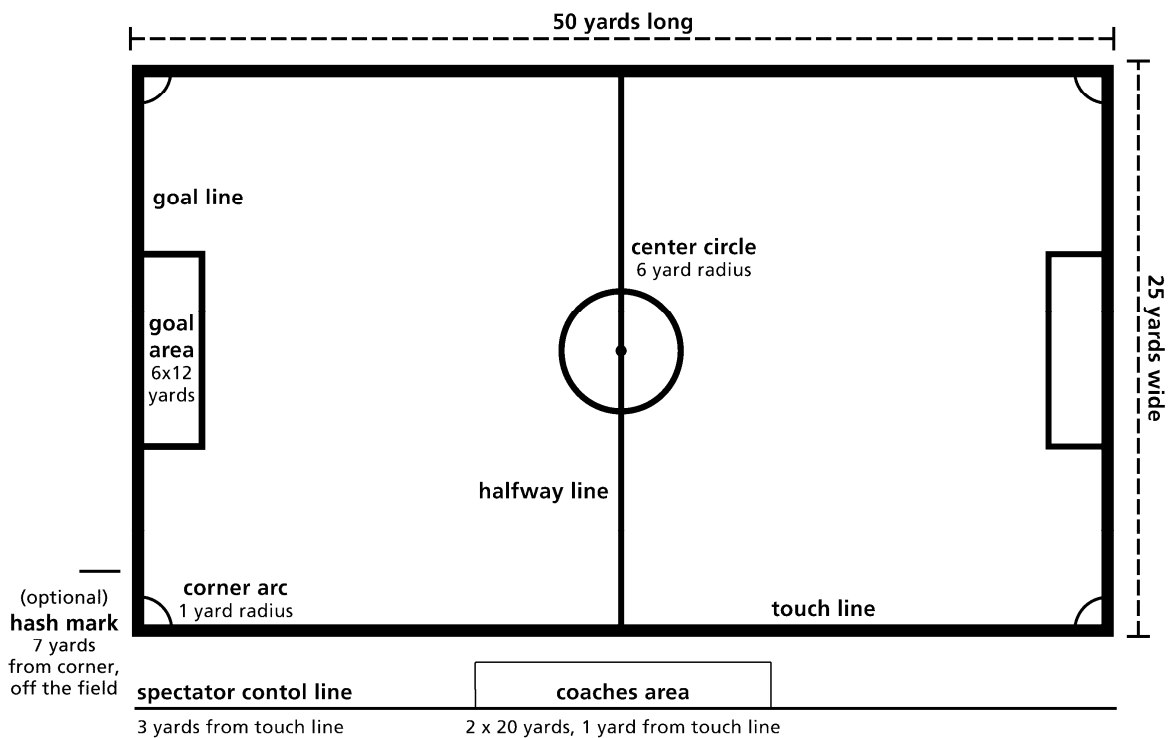


- ii. Goals in U-6 games are a maximum of 4 feet high and 6 feet wide. Tall cones set 6 feet apart are also acceptable. If goal structures are used, the

referee must ensure they are properly positioned (centered on the goal lines) and anchored securely to the ground.

d. Requirements of the U-8 field

- i. The recommended size of the field in U-8 games is 50 x 25 yards, with the following markings: boundary lines (goal lines and touch lines), halfway line, 6-yard radius center circle, 1-yard radius corner arcs, and 6 x 12 yard goal areas, as shown in the following diagram (taken from the *Guidance for Referees and Coaches*):



- ii. Goals in U-8 games are a maximum of 6 feet high and 6 yards wide. The referee must ensure that the goals are properly positioned (centered on the goal lines) and anchored securely to the ground.
- iii. Corner flags are positioned on the lines at each corner of the field and must be at least 5 feet high with a non-pointed top.

3. Safety inspection of the ball

- a. The ball must be safe for players. A spherical ball of the correct inflation and size makes the game more fun.
- b. A size 3 ball is used in U-6 and U-8 games. *Note to instructor: Point out that this information is on the back of the official lineup card.*

- c. The referee is responsible for securing a safe ball for the match. This is often done by asking each team to provide a ball and choosing the most suitable one, or by asking the home team (if one is designated) to provide a suitable ball. A suitable ball has the following characteristics. *Note to instructor: show a ball that has these properties and one that fails on one, preferably more, counts to be acceptable.*
  - i. A smooth surface with no loose, scratched, or cut panels.
  - ii. The inflation hole does not stick up.
  - iii. The ball is the proper size: size 3 for U-6 and U-8 matches. *Note to instructor: show how to identify the size of the ball, which should be clearly marked.*
  - iv. The ball is firm, yet slightly yielding to thumb pressure. *Note to instructor: demonstrate how to check for proper inflation by pressing on one panel of the ball with both thumbs. The panel should yield about ¼ inch.*
  - v. The ball should be spherical. *Note to instructor: demonstrate how a spherical ball rotates smoothly when tossed, spinning, into the air.*
4. Inspection of the players
  - a. The referee inspects players to ensure that each is properly uniformed and that no one is wearing anything that is, in the opinion of the referee, dangerous to themselves or to other players.
  - b. A player's uniform consists of a jersey or shirt, shorts, shinguards, stockings, and shoes.
  - c. The uniform must have the following characteristics to be safe:
    - i. The stockings are long socks, which must be pulled completely over the shinguards. (This implies that the shinguards must be put on *under* the stockings; the shinguards may not be put on over the stockings with the stocking tops folded over the shinguards.)
    - ii. All players on a team should have jerseys of the same color.
    - iii. Shoes specifically designed for soccer or other athletic activities are acceptable as long as any studs or cleats are not dangerous. Flat-soled athletic shoes are acceptable.
  - d. The following equipment is permitted. *Note to instructor: point out to students that AYSO policy on all sorts of possible additional equipment is detailed in the Guidance for Referees and Coaches.*
    - i. Prescription glasses are permitted. (If glasses continually fall off during play, a retaining strap may be needed.) Non-prescription sunglasses are not permitted.

- ii. Sweatpants and sweatshirts are permitted in cold weather. (The sweatshirt must be *under* the player's shirt/jersey.)
  - e. The following equipment is unsafe and not permitted. *Note to instructor: emphasize that this is partial list of the most common situations the referee will encounter. Complete information is in the Guidance for Referees and Coaches.*
    - i. Casts and splints are never permitted, even if padded. A player who removes a cast or splint in order to meet this safety requirement must not be allowed to play.
    - ii. Hats with hard bills, such as baseball caps, are not permitted. Soft-billed (typically foam) caps are permitted for goalkeepers, though they are unusual at this age level. Knit caps for young players are permitted on exceptionally cold days.
    - iii. All dangerous items, including jewelry, watches, earrings, soft bracelets, etc., must be removed before a player is allowed to participate. They may not be taped.
5. Assistant referees
- a. In older players' matches, two trained assistant referees are used whose role is to help the referee carry out his/her duties.
  - b. In younger players' matches, trained assistant referees are not needed. Instead, the referee recruits two untrained volunteers from the sidelines to help determine when the ball has passed over the touch line. These volunteers, called "club linesmen", are each given a flag, positioned one on each touch line, and instructed to raise the flag when the ball has passed completely over the touch line.

## H. POST-GAME DUTIES

1. When the time expires, the referee blows the whistle to end the game. A professional image is confirmed when the referee completes the post-game activities in a friendly, positive manner.
2. After blowing the final whistle, the referee collects the ball (or may instruct a club linesman to do so) and returns it to the original provider.
3. The referee should supervise the team handshake. Players may need to be encouraged to display sporting conduct. Referees and coaches should also use this opportunity to model sporting behavior by shaking hands and offering friendly words to each other.
4. The referee completes the lineup card while the game is fresh in his/her mind.

5. The referee compliments the club linesmen for their efforts and thanks them for their assistance. The referee may, if appropriate, encourage the club linesmen to seek training to become assistant referees or referees.

## I. CONCLUSION

### 1. Review

- a. Timely and correct completion of pre-game and post-game duties enhances the professional image of the referee.
- b. The referee should arrive early, properly dressed and equipped.
- c. The referee is responsible for the safety of the players and the fairness of the match. To this end, (s)he inspects the field of play, the ball, and the players' uniforms and equipment before the match begins.
- d. The referee recruits club linesman, provides them with flags, and instructs how they are to provide assistance.
- e. At the conclusion of the match, the referee returns the ball, supervises the team handshake, completes the lineup card, and thanks the club linesmen.

### 2. Confirmation

- a. *Ask:* During the safety inspection of the players, the referee notices that a player is wearing earrings. She explains that she had her ears pierced the previous day and if she removes the earrings the holes will close. What should the referee do? *Answer:* The referee should explain to the player that earrings are not permitted; if she wishes to play, she must remove them. The referee may choose to involve the coach. *Ask:* If she (or her coach) asks if the earrings may be covered with tape, what should the referee do? *Answer:* The referee should not permit the earrings to be taped. Tape does not eliminate the danger posed by wearing jewelry.
  - b. *Ask:* In a U-8 game, the ball offered by the home team is a size 4 but otherwise acceptable. What should the referee do? *Answer:* Point out to the team that provided the ball that it is the wrong size and ask for a size 3 ball. If the team cannot provide one, ask the other team for one. If no size 3 ball is available, play the game with a size 4 ball.
  - c. *Ask:* During the field inspection, the referee notices that a goal is being held in place by two bricks placed on the back of the structure. What should the referee do? *Answer:* A few bricks resting on the goal structure are not sufficient to anchor it securely. The referee should inform the coaches that the goals need to be securely anchored before the match can start.
3. Bridge to next lesson, perhaps as follows: "We now know how to get everyone and everything ready for the match. Next we'll learn to get the match started."

## IV. Starting the Game (Module 5)

### A. DESCRIPTION

1. Duration: 20 minutes
2. This lesson covers the procedures for getting the game started.

### B. GOALS

1. Describe how the coin toss is conducted and what it determines.
2. Describe how the game is started with a kick-off.
3. Explain how time is kept.

### C. STUDENT MATERIALS

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

### D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Ball
2. Material to simulate a halfway line, such as toilet paper.
3. Whistle
4. A watch suitable for timing a game.

### E. LIST OF ATTACHMENTS

None.

### F. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Introduce the topic, perhaps as follows: "The players are nearly ready for the game to begin. What does the referee do to get the game started?"

### G. THE KICK-OFF

1. Procedure
  - a. Before the start of the game, the referee conducts a coin toss to determine which team will kick off and in which direction.
    - i. The referee meets with a representative of each team (the captain) and flips a coin, having designated one captain to call it.
    - ii. The team that wins the toss chooses which goal they will attack in the first half.
    - iii. The team that loses the toss must kick off.

- b. Each half of the game begins with a kick-off. (A kick-off is also used to restart after each goal, which will be covered in Lesson VI.)
    - i. In the first half, the team that kicks off is determined by the coin toss (described above).
    - ii. In the second half, the teams switch sides, so that each is attacking in the opposite direction from the first half. The team that won the initial coin toss kicks off in the second half, or to say it another way, the team that did not kick off in the first half kicks off in the second. Since the teams have switched directions, the kick-off occurs in the same direction in both halves of the game.
  - c. Before starting each half, the referee first verifies that the correct number of players is on the field for each team.
    - i. U-6 games are played with 3 players per team on the field (3v3) and no goalkeepers.
    - ii. U-8 games are played with 5 players per team on the field (5v5) and no goalkeepers.
  - d. Before starting the half, players must be in their own half of the field, that is, the side of the halfway line with the goal they are defending.
    - i. In U-8 play, the non-kicking team's players must also be outside the center circle.
    - ii. In U-6 play, there is no center circle, but the non-kicking team's players must give the kicking team adequate room to kick. The guideline is 5 yards.
  - e. The ball is stationary in the center of the field.
  - f. The referee signals for play to start by blowing the whistle.
  - g. The ball is in play when it is kicked and moves forward. Just a touch is sufficient to move it.
  - h. If the kick-off is not taken correctly (that is, if it moves backward), it must be retaken.
  - i. The referee starts timing the half when the kick-off is properly taken.
2. Demonstration/practice
- a. Divide the students into two teams (or, for a large class, do multiple groups of 6-10 each).
  - b. Identify one student, preferably one without soccer experience, to role-play the referee. The other students should role-play the players on the two teams.

- c. Provide a portion of a field (halfway line and center circle, if appropriate), using toilet paper to simulate lines as needed. Provide a ball.
- d. Observe the students carrying out the procedure and verify that:
  - i. The referee ensures that the correct number of players is present before blowing the whistle.
  - ii. The kickoff is taken correctly before timing begins.
- e. Direct the “players” to commit violations of the requirements and verify that the referee deals with them correctly, e.g.
  - i. Player in wrong half of field (visiting with a friend on the other team)
  - ii. Kick-off does not go forward.

#### H. KEEPING TIME

1. Duration of the game. *Note to instructor: Point out that this information is on the back of the official lineup card.*
  - a. A U-6 game is 20 minutes in length, consisting of two 10-minute halves with substitutions allowed approximately 5 minutes into each half. The half-time break is 5-10 minutes.
  - b. A U-8 game is 40 minutes in length, consisting of two 20-minute halves with substitutions allowed approximately 10 minutes into each half. The half-time break is 5-10 minutes.
2. The players are entitled to the entire designated playing time.
3. The referee keeps the official game time.
4. Timing should begin as soon as the kick-off is properly taken.
  - a. Time runs the entire game except for substitutions (substitutions are discussed in Lesson V) and at half-time.
  - b. Time should not be stopped when the ball goes out of play, after a goal, or for enforcement of the Laws.
  - c. Due to scheduling constraints, some games are shortened. Check the local competition rules first before starting.
  - d. On the official lineup card, the game lengths are listed on the back.
5. If a significant amount of playing time is lost due to time wasting, unusual delay or dealing with an injury, the referee decides how much and adds this time onto the end of the half in which the time was lost.
6. When the watch is stopped for substitution or half-time, the referee needs to restart the watch as soon as the ball is back in play.

7. When the allotted time has expired (including any time added by the referee for time lost in the half) the half is over. In soccer the half ends as soon as time has expired and the whistle sounds.

## I. CONCLUSION

### 1. Review

- a. A coin toss is used to determine which team will kick-off and which direction they will attack.
- b. A kick-off is used to start play in each half of the game.
- c. The referee must check that the correct number of players is on the field before starting each half.
- d. Timing of the half begins with a correctly taken kick-off. The half ends after the allotted amount of time (10 minutes for U-6, 20 minutes for U-8) plus the time lost during substitutions.

### 2. Confirm

- a. *Ask:* Where should the players be on a kick-off? *Answer:* Each team should be in its own half of the field, and the team that is not taking the kick off must be at least 6 yards from the ball.
- b. *Ask:* How many players should be on the field at a time? *Answer:* In a U-6 game, 3 for each team; in a U-8 game, 5 for each team.
- c. *Ask:* If a dog runs on the field and the referee stops the game, should he add time to the half to compensate for the stoppage? *Answer:* Yes.

3. Bridge to next lesson, perhaps as follows: "Play is now underway. What causes it to stop? That's the subject of our next lesson."

## V. Stopping the Game (Module 6)

### A. DESCRIPTION

1. Duration: 30 minutes
2. This lesson covers the reasons that play stops.

### B. GOALS

1. Explain when the ball is in and out of play.
2. Explain the circumstances for which the referee typically stops play: goal, injury, foul, substitution, or expiration of time.
3. Briefly consider the fouls that are common in younger players' games

### C. STUDENT MATERIALS

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

### D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Ball
2. Material to simulate a boundary line, such as toilet paper.

### E. LIST OF ATTACHMENTS

None.

### F. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Introduce the topic, perhaps as follows. "Soccer is a game that flows. Play is continuous unless the ball goes outside the boundaries of the field or the referee stops play for some other reason. We'll now look at those reasons in detail. In the next lesson, we'll discuss the restarts used to put the ball back into play."

**Note to instructor:** *Lesson VI covers restarting play after it has stopped. Do not discuss restarts in this lesson.*

### G. BALL IN/OUT OF PLAY

1. Play stops when the ball wholly crosses the goal line or the touch line, whether on the ground or in the air.
  - a. The boundary lines of the field are part of the area they define, so the field does not end until the very outside edges of the touch lines and goal lines. Therefore the ball is not out of play until the whole of the ball has completely

- crossed the touch line or the goal line. *Note to instructor: demonstrate the ball passing over the line using an appropriate ball and line.*
- b. The ball's position determines whether it is in or out of play, *not* the player's position.
2. Play also stops whenever the referee blows the whistle.
    - a. The referee may stop the game whenever he deems it necessary to do so.
    - b. Referees should not interfere with the fun of the game by stopping for doubtful or trifling offenses. *Note to instructor: Comment that this characteristic of soccer distinguishes it from most popular American sports, in which minor infringements are often penalized even if they have no effect on the play.*
  3. The ball is in play at all other times.

#### H. GOAL

1. A goal is scored when the entire ball crosses the goal line between the goal posts (and, if a goal structure is used, below the crossbar). *Note to instructor: reinforce this explanation using a ball and a line.*
2. It does not matter which team put it there.
3. A goal may not be scored directly from certain restarts, which will be covered in Lesson VI.

#### I. FOUL

***Note to instructor:*** This is the only place in the course that deals with fouls. It is important to cover this material *briefly*. *Do not get caught up in the subtleties of foul recognition!* Students will naturally have questions, but you must resist the temptation to get into material that is inappropriate at this level of play. *Limit discussion of fouls to no more than 10 minutes.*

1. The referee's job in calling fouls is to stop play when it has become unsafe or unfair.
2. Deliberate fouling is rare in U-6 games and infrequent in U-8 games. When fouls occur, they are generally obvious.
3. The most common fouls in younger players' games are:
  - a. **Kicking an opponent.** This occurs most commonly when a player kicks at the ball and misses it, kicking an opponent instead.
  - b. **Tripping an opponent.** This occurs most commonly when a player attempts to play the ball and misjudges the timing of his challenge, contacting the opponents' leg(s) and causing him to fall.

- c. **Pushing and holding.** Young players often use their arms to restrain their opponents in order to play the ball.
  - d. **Deliberately handling the ball.** This occurs most commonly when a ball comes to a player above waist level and he doesn't have the ability or the confidence to play it with the body. (Sometimes the player will raise his arms over his head to stop a high ball.) The act of handling the ball includes any **deliberate** contact with the hand or arm, but **does not include accidental contact**. In general, when younger players commit a deliberate handling offense, it is obvious to everyone on the field, including themselves. If the referee is in doubt about the deliberateness of the action, he should not stop play.
  - e. **Dangerous play.** This most commonly occurs in one of two ways: (1) a player kicks at a ball above waist level in close proximity to an opponent, or (2) a player lying on the ground kicks at a ball in close proximity to a standing opponent. Contact with the opponent is not required.
4. If the referee decides to penalize a foul, the referee should stop play and explain briefly to the player what he/she did wrong. (The restart of play is covered in Lesson VI.)
  5. Beginning referees who do not have previous soccer experience are generally unsure about what actions constitute fouls, which is natural, and may mistake ordinary legal contact for a foul in an effort to "protect" the players.
  6. Beginning referees with previous soccer experience tend to recognize fouls in the context of their experience, which is generally well above U-6/U-8 play, and they therefore tend not to allow more contact than is appropriate at this level.

## J. INJURY

1. In younger players' games it is important that, in the case of an injury or possible injury, the referee stop the game immediately. It is better to err on the side of caution, even though the injury nearly always turns out to be minor or non-existent.
2. In the event that a player (or the referee) is bleeding, that individual must leave the field immediately for treatment and may not return until bleeding is stopped and the wound is covered.
  - a. Blood on clothing must be neutralized with a disinfectant or the clothing replaced.
  - b. Blood on the body must be removed, and the contaminated skin disinfected.
3. If an injured player is unable to continue playing, he/she may be substituted, as described next.

**K. SUBSTITUTION**

1. Roster size varies according to age group. Recommended roster sizes are listed in the *AYSO Guidance for Referees and Coaches*.
2. Those on the field are known as **players**. The rest are considered **substitutes**. A team is entitled to play with the maximum number of players for their age group (3 for U-6, 5 for U-8).
3. Substitutions may occur only at the following times when play is stopped: approximately midway through the first half, at half time, approximately midway of the second half, and for an injured player.
4. The coaches should ensure that each player plays at least one half of every game, in accordance with the AYSO National Rules and Regulations (in the *AYSO Guidance for Referees and Coaches*) and the AYSO philosophy that "Everyone Plays".
  - a. The referee is responsible for keeping track (on the official lineup card) of the "quarters" that each team member plays.
  - b. Before restarting the game for the final "quarter" of play, the referee should inform the coach of any team member who has not played two "quarters" and who has not entered the game for the final "quarter". If the coach still elects not to substitute the team member(s) into the match, the referee cannot compel him to do so. The referee should restart play and send a report to the region.
5. The referee should endeavor to minimize the time lost for substitution. Stoppages for substitution are not coaching or refreshment opportunities.

**L. END OF HALF/GAME**

1. When the allotted time and any added time has expired in each half of the game, the referee blows his whistle to end the half (or game).
2. The referee conducts post-game duties as described in Lesson III.

**M. CONCLUSION**

1. Review
  - a. Play is stopped when the ball leaves the field or the referee blows his whistle.
  - b. Lines are part of the areas they enclose, so the whole of the ball must cross entirely over a boundary line before the ball is out of play.
  - c. A goal is scored when the ball passed completely over the goal line between the goal posts and beneath the top of the goal structure (if any).
  - d. All team members must play a minimum of half a game.

- e. Substitutions are used to enable everyone to play. Substitutions may occur at a stoppage in play approximately midway through each half, at half-time, and for an injured player.
  - f. The referee ends the half when the allotted time and any necessary added time have expired.
2. Confirm
- a. *Ask:* If a dog runs onto the field and begins chasing the ball, may the referee stop play in order to have the dog removed? *Answer:* Yes.
  - b. *Ask:* If the boundary line of the field is a rut in the grass and the ball gets caught in the rut as it rolls, is it in play? *Answer:* Yes.
  - c. *Ask:* When may the referee stop play for an injury to a player? *Answer:* Any time he considers it necessary.
  - d. *Ask:* If the injured player needs to leave the field, may a substitute replace him? *Answer:* Yes.
  - e. *Ask:* If the referee thinks a foul may have occurred but isn't sure, should he stop play? *Answer:* No, the referee should not stop play for doubtful or trifling offenses.
  - f. *Ask:* What is the minimum amount of time each team member must play? *Answer:* Half the game (two "quarters").
  - g. *Ask:* What fouls are most common in younger players' games? *Answer:* Tripping an opponent, pushing an opponent, deliberately handling the ball, kicking an opponent, holding an opponent, dangerous play.
3. Bridge to next lesson, perhaps as follows: "Now that we know the reasons why play stops, let's see how the referee gets play going again."

## VI. Restarting the Game (Module 7)

### A. DESCRIPTION

1. Duration: 35 minutes
2. This lesson introduces the notion of “restart” and provides the necessary details to administer restarts properly in U-6 and U-8 games.

### B. GOALS

1. Explain the concept of “restart”.
2. Describe the “when” and “how” of each restart used in U-6 and U-8 games.

### C. STUDENT MATERIALS

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

### D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Ball
2. Material to simulate a line, such as toilet paper.

### E. LIST OF ATTACHMENTS

None.

### F. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Introduce the topic. “The term “restarts” refers to the ways in which play is resumed after it has been stopped. The restart used depends on the reason from which play was stopped. In U-6 play, there are five kinds of restarts: kick-off, throw-in, kick-in, free kick, and dropped ball. In U-8 play, the goal kick and corner kick replace the kick-in. We’ll now look at each of these restarts to see when each one is used and how it is carried out.”

### G. THROW-IN

1. When the ball passes out of play over a touch line, play is restarted with a throw-in. The throw-in conveys only a small advantage to the team that takes it, because the ball crossing the touch line is viewed as a relatively minor event within the context of a game.
2. The throw-in is taken by the opponents of the team that last touched the ball (even if the touch was accidental). Any player on the team may take the throw-in, and the players (not the referee) decide who takes it.

3. The throw-in is taken from the approximate point on the line where the ball left the field.
4. The thrower must face the field of play, have part of each foot touching the ground either on or behind the line, and use both hands to deliver the ball from behind and over the head. *Note to instructor: briefly demonstrate proper and improper throw-ins with a ball and simulated line. Emphasize when incorrect technique is serious enough to warrant a second attempt.*
5. The ball is in play as soon as it is released and any portion of it is on or over the outside edge of the line. If the ball fails to enter the field of play, the throw-in is retaken.
6. Opposing players must be at least two yards from the point at which the throw-in is taken.
7. A goal may not be scored directly from a throw-in. If the ball goes directly into either goal, it is treated as if it had crossed the goal line outside the goal. *Note to instructor: this last point will not be meaningful until goal kicks and corner kicks are discussed, below.*
8. Infringements:
  - a. The purpose of the throw-in is to get the ball back into play promptly with minimal fuss. AYSO officials are advised not to interfere with the fun of the game by stopping for doubtful or trifling offenses. If an official cannot decide quickly whether a young thrower's foot or hand technique is correct, the call is doubtful. The referee should allow play to continue.
  - b. To help young players learn how to play correctly, referees in U-6 and U-8 games should give players a second chance to learn correct technique. If the second attempt is also unsuccessful, the referee should let play continue.

## H. GOAL KICK

1. A goal kick is used in a U-8 game to restart play when the ball goes over the goal line, last touched by a member of the attacking team, and a goal is not scored. In U-6 games, a modification of the goal kick (a "kick-in") is used – see below.
2. Any player on the defending team takes the goal kick.
3. The ball is placed anywhere in the goal area. *Note to instructor: using a suitable field diagram or a simulated goal area and a ball, illustrate proper and improper positioning of the ball.*
4. Players on the opposing team must be at least 6 yards from the ball when it is kicked.
5. The ball is in play upon being kicked and leaving the goal area. Since the ball is usually placed on a boundary line of the goal area and kicked forward, this is the same as saying that the ball is in play as soon as it is kicked.

6. If the ball is kicked directly into the opponent's goal (rare!), a goal is scored.
7. Special circumstances for the U-6 game ("kick-in"):
  - a. Since there is no goal area on a U-6 field, the ball is placed on goal line at the point where it exited the field.
  - b. Any player on the defending team may take the kick. Opposing players should be 5 yards or so away from the ball at the time it is kicked.
  - c. The ball is in play as soon as it is kicked.

#### **I. CORNER KICK**

1. A corner kick is used in a U-8 game to restart play when the ball goes over the goal line, last touched by a member of the defending team, and a goal is not scored. In U-6 games, a modification of the corner kick (a "kick-in") is used – see below.
2. Any player on the attacking team takes the corner kick.
3. The ball is placed anywhere in the corner arc nearest the point where the ball crossed the goal line. The corner flag must not be moved. *Note to instructor: using a suitable field diagram or a simulated corner area and a ball, illustrate proper and improper positioning of the ball.*
4. Players on the opposing team must be at least 6 yards from the ball when it is kicked.
5. The ball is in play immediately upon being kicked.
6. If the ball is kicked directly into the opponent's goal, a goal is scored.
7. Special circumstances for the U-6 game ("kick-in"):
  - a. The ball is placed on goal line at the point where it exited the field (which is typically not the corner).
  - b. Any player on the attacking team may take the kick. Opposing players should be 5 yards or so away from the ball at the time it is kicked.
  - c. The ball is in play as soon as it is kicked and moves.

#### **J. FREE KICK**

1. When a player commits a foul for which the referee stops play, play is restarted with a free kick taken by any player on the opposing team. It is a "free" kick because the opposing team (that is, the one that was disadvantaged by the foul) is given a clear kick of the ball without interference from the fouling team.
2. The free kick is taken from the location of the foul, but not closer than 6 yards from the opposing team's goal.
3. The opposing players must be at least 6 yards from the ball.

4. The ball is in play when the ball is kicked. It does not have to be kicked forward.
5. If the ball is kicked directly into the opponents' goal, a goal is scored.

#### **K. DROPPED BALL**

1. When play is stopped by the referee for an unusual but neutral reason such as an injury, a dog on the field, or a stray ball from a nearby game, play is restarted by the referee dropping the ball.
2. The referee drops the ball where it was when play was stopped. Exception: In a U-8 game, if the ball was in the goal area when play was stopped, the referee drops the ball at the nearest point on the goal area line that is parallel to the goal line.
3. The ball is dropped from the height of a player's waist and is in play when it hits the ground. *Note to instructor: demonstrate a proper dropped ball for young players. Enlist the help of a couple of students to simulate players. If only adults are available, have them kneel to approximate "waist height" for young players.*
4. Typically, one player from each team is near the ball when it is dropped, but having a player from each team involved is not a requirement.
5. If a player kicks the ball before it hits the ground, the ball is dropped again because play has not been restarted properly. Young children may have to be asked to step back "one giant step" so the ball may be dropped correctly.
6. Young players usually need some direction with dropped balls although the referee should not tell players where to stand and which direction to kick.

#### **L. KICK-OFF FOLLOWING A GOAL**

1. When a goal is scored, as described in Lesson V, play is restarted with a kick-off taken by the team that gave up the goal.
2. The procedure for the kick-off is as described in Lesson IV. The referee must wait until the players and ball are properly positioned, then blow the whistle.

#### **M. CONCLUSION**

1. Review
  - a. A throw-in is used to restart play when the ball crosses a touch line. A throw-in is taken by the team opposing the one that last touched the ball. The ball is thrown with both hands over the head with both feet on the ground on or behind the line, and is in play as soon as it enters the field.
  - b. A goal kick is used in U-8 games to restart play when the ball crosses the goal line (other than in the goal) and was last touched by the attacking team. The kick is taken from anywhere in the goal area by the opposing team. The (formerly) attacking team must be at least 6 yards from the ball when it is kicked. The ball is in play as soon as it leaves the goal area.

- c. A corner kick is used in U-8 games to restart play when the ball crosses the goal line (other than in the goal) and was last touched by the defending team. The kick is taken from anywhere in the nearest corner arc by the opposing team. The defending team must be at least 6 yards from the ball when it is kicked. The ball is in play as soon as it is kicked, and if it directly enters the opponents' goal, a goal is scored.
  - d. A kick-in is used in U-6 games instead of the goal kick and corner kick. The kick is taken by the team opposing the one that last touched the ball. The ball is placed on the goal line at the point where it left the field and is kicked into play. The opposing team must be 5 or so yards from the ball at the time it is kicked. The ball is in play as soon as it is kicked.
  - e. A free kick is used to restart play after the referee has stopped play for a foul. The kick is taken from the spot of the foul by the team that did not commit the foul, and their opponents must be at least 6 yards away at the time of the kick. The ball is in play as soon as it is kicked, and if it directly enters the opponents' goal, a goal is scored.
  - f. A kick-off is used to restart play after a goal is scored. It is taken by the team against whom the goal was scored.
  - g. A dropped ball is used to restart play for any other reason. The referee drops the ball from the player's waist height, and it is in play as soon as it touches the ground.
2. Confirm
- a. *Ask:* How should a referee deal with a player who takes a throw-in incorrectly? *Answer:* Blow the whistle, explain briefly and positively what should be done differently, and give the player a second chance. If the second chance is also incorrect, let play continue.
  - b. *Ask:* For a goal kick, must the ball be placed on a boundary line of the goal area? *Answer:* No, but young players almost always do so. The ball may be placed anywhere in the goal area.
  - c. *Ask:* During a corner kick, if the ball is kicked only slightly and doesn't leave the corner arc, is it in play? *Answer:* Yes, the ball is in play as soon as it is kicked and moved.
  - d. *Ask:* Must players from each team be present for a dropped ball? *Answer:* No, there is no requirement.
3. Bridge to course wrap-up, perhaps as follows: "Congratulations! You have completed your training as an AYSO U-8 Official. We have a little paperwork to do before you leave."

## **COURSE WRAPUP**

1. The students have now completed the U-8 Official Course. If the written U-8 Official Exam is to be administered immediately following, it is advisable first to take a break, and then to conduct a short question-and-answer session. Use the Review/Confirmation sections of the lessons of this course to emphasize major points. Instructors are also strongly encouraged to review the material related to administration of written exams in the AYSO National Referee Program Manual. A properly conducted written exam should be a positive experience for the students and give them confidence that they have acquired the knowledge necessary to referee their first game.
2. When the written exam is administered, it should be corrected immediately (have the students grade their own papers) and any misunderstandings discussed, followed by distribution of U-8 Official badges. Note that the U-8 Official Exam has no designated passing score; students are only required to complete the exam.
3. Ensure that the course roster has been completed.
4. Distribute the course evaluation forms (Attachment 2).
5. Be sure to thank the students for the time they have taken for this course and, in advance, for the time they will put in as AYSO referees. Close by reminding them that we never stop learning and that you look forward to seeing them in the AYSO Basic Referee Course as soon as they are ready to learn more.
6. Remind the students that they are now part of a wonderful organization and to remember our motto that:

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