

How to Be a Lead Referee Instructor



| Change History | |
|----------------|--|
| November 2015 | Lesson Plan First Developed |
| October 2016 | Minor revisions. Clarified responsibility both for student learning and co-instructor development. |
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How to Be a Lead Referee Instructor

INSTRUCTOR NOTE: In the PowerPoint presentation that accompanies this Lesson Plan there is content that makes reference to customer service. For referees, discussing “customer service” usually takes the form of reminding referees of their role as “ambassadors” within their local AYSO program. Please be sure to incorporate a brief discussion of this topic into your presentation, in a manner appropriate to the topic of the workshop.

SPECIAL INSTRUCTOR NOTE: This workshop includes information within the Notes section for each slide. The information includes guidance and tips to help you engage the students. Be sure to read the notes to help you prepare before you present this topic as you must be mindful of the time and content objectives to ensure that the presentation is completed on schedule.

1. DESCRIPTION

This workshop shows why Lead Instructors are important in the AYSO Referee Instructor program and discusses the ADMINISTRATIVE and LEADERSHIP roles that Lead Instructors play in supporting AYSO programs, conducting AYSO courses and other instructional activities, facilitating and confirming student learning, and contributing to the professional development of AYSO referee instructors.

2. GOALS

After completing this session, attendees should be able to:

- Describe why and how Lead Instructors are important for successful development of AYSO referees and referee instructors;
- Identify and discuss traits that make a good Lead Instructor,
- Identify the administrative requirements that Lead Instructors must meet and describe how those requirements are to be fulfilled; and
- Discuss the leadership responsibilities of Lead Instructors in conducting AYSO instructional activities, facilitating and confirming student learning, and developing less experienced instructors.

3. PREREQUISITES

There are no formal prerequisites for this session. However, attendees will gain more benefit from the session if they have participated as instructors in AYSO referee courses or other instructional activities before attending.

4. STUDENT MATERIALS

(These materials are OPTIONAL and should be supplied, if used, at the END of the session.)

AYSO Referee Instructor Evaluation Form

Sample Basic Referee Course agenda and schedule with teaching assignments

5. INSTRUCTOR EQUIPMENT AND MATERIALS

- A. PowerPoint presentation
- B. Computer and Projector, including appropriate cables

6. INSTRUCTOR NOTES

Time management, as always, is important. The leadership portion is the most significant part of this workshop. It may be necessary to cut off discussion of the administrative aspects to allow the full allocated time for the discussion of the leadership roles of the Lead Instructor and participation in the leadership scenarios.

In a large session, there may not be time for each small group to present its leadership scenario skit, but each group should be active in discussing its particular scenario.

LESSON PLAN

A. INTRODUCTION (5 minutes)

INTRODUCE the topic and the instructors.

ASK: Has anyone participated as an INSTRUCTOR (NOT as lead instructor) in a Referee course where the Lead Instructor contributed to the success of the course? How did he or she do it? Manage the responses. (NOTE: If attendees bring up NEGATIVE experiences, e.g. "The Lead Instructor didn't keep to the schedule and the class ran hours overtime," turn it positive by asking others how they had a positive experience with the same issue.)

ASK: Has anyone participated as an INSTRUCTOR (NOT as Lead Instructor) in a Referee course where the Lead Instructor helped YOU develop as an Instructor? Can you give examples of what you learned? Manage the responses.

OUTLINE the objectives of the workshop.

ASK: Why is it important to learn the skills needed to be a successful Lead Instructor in an AYSO referee training event? Manage the responses.

EMPHASIZE that lead instructors contribute critically to the success of AYSO training, both in specific events and in the overall program, in both ADMINISTRATIVE and LEADERSHIP roles.

B. BODY

(NOTE: Unbracketed subheadings are from the AYSO Referee Instructor Evaluation Form. [Bracketed] subheadings are not listed on the Evaluation Form.)

I. Understand the Lead Instructor requirements (5 min)

ASK participants what successful lead instructors do and write their answers on the blackboard, white board or flip chart. (Group as administrative or leadership but don't point out yet that's what you are doing) Make sure to get to the instructor and program development aspects.

SHOW the Lead Instructor section of the Evaluation form and compare it with the class-generated listing.

POINT OUT that the criteria can be grouped as administrative or leadership (with some overlap).

II. Administrative Responsibilities (10 min)

CONDUCT a brief guided discussion of each of the identified administrative responsibilities. Some of the points that might be brought out are listed under each subheading below. Prioritize according to attendee responses – you won't have time to discuss them all!

Provide a well-coordinated program

Start early enough to give yourself enough time to carry your administrative and leadership responsibilities.

Get advice and assistance, if possible, from other experienced lead instructors.

Delegate tasks, but follow up in a timely manner to minimize surprises.

Contact the students ahead of time to let them know what to expect, what preparation is expected of them, and what to bring to the session.

Properly register the course or session

Have the activity approved by Region, Area, or Section management as appropriate.

Register the course well in advance in eAYSO.

Decide whether you will use eAYSO to manage course enrollment and, if not, how enrollment will be handled.

[Arrange for the course to be appropriately publicized]

Try to involve others in carrying out publicity.

Personal encouragement often is key to get people to attend. Don't depend only on electronic communication.

Arrange for adequate space and conditions

This will require lots of lead time!

Decide if indoor or outdoor facilities, or both, should be arranged.

Money often is involved. Be sure the Region, Area, or Section management is on board.

Be sure you understand the rules and requirements of the venue (landlord) – e.g. occupancy limits & restrictions on food & drink.

Provide for adequate and qualified co-instructors

This is both an administrative and a leadership responsibility!

Don't try to teach it all yourself – decide on the best number of co-instructors.

Instructors should be lined up well in advance (many weeks).

Consider both existing skills and mentoring and training needs for instructors when deciding whom to ask. Also consider the program development needs of the Region / Area / Section. You should always be training new instructors as we are always losing existing ones.

Consider who is available – instructors who never are asked to instruct will lose interest and be lost to the program. Try to find qualified instructors who previously have not participated and invite them to become involved. **KEEP THEM IN THE PROGRAM**

Have a backup plan in case someone must withdraw at the last minute.

[Provide a detailed written agenda and schedule for the course or session]

This is critical to keep the course on schedule and to ensure that all course goals and objectives are covered without unnecessary overlap between instructors. Detailed timings for each part of the agenda and schedule are critical!

Ensure all required material is available

Coordinate with instructors in advance to be sure you know what materials they will need.

Check the lesson plans for required materials.

Prepare law exams and grading keys, if required. Don't forget that tests are a huge opportunity for one-on-one instruction, and may require additional manpower to correct and individually discuss.

Provide & distribute course evaluation forms to attendees at the beginning of the course.

Provide & distribute upgrade forms to attendees, if appropriate.

Provide other required materials to attendees, if appropriate (e.g. LOTG).

[Complete post-course administrative tasks]

Collect filled-in course evaluation forms.

Sign & return upgrade forms to attendees, if appropriate.

Complete and return the eAYSO rosters in a timely manner.

Follow up with each student with a 'thank you' email.

Notify Region, Area and Section management of each student's course participation, and if appropriate, whether the student has additional testing needs.

Keep completion records for yourself – attendees often need the information later (even years later!)

III. Leadership Responsibilities (25min)

CONDUCT a brief guided discussion of each of the identified leadership responsibilities. Some of the points to be brought out are listed under each subheading below.

How to Be a Lead Referee Instructor

Remember that everyone in the class, students, instructors and the lead instructor, should be learning during the class... but they may not all be learning the same things. Some of these responsibilities will be subjects of the leadership scenarios to follow.

[Establish teaching assignments for all instructors before the course or session]

It's a good idea to discuss with the instructors what parts of the curriculum they are comfortable with (or not).

Try to provide distribution of teaching assignments based on the course's needs and the instructor's capabilities. New instructors may need to have a lighter workload than more experienced hands. Tougher or more important modules should perhaps be given to more experienced instructors. Many consider it a good practice to assign a primary and a backup instructor for modules, and in that case it is good to pair less experienced instructors as primary with more experienced instructors as backups since this can enhance instructor development.

Each assignment should clearly give one instructor the primary responsibility for that part of the activity, though collaboration and team teaching should be encouraged, perhaps by explicitly assigning co-instructors for each activity.

Make sure that the class sees frequent changes in style to enhance their learning. Less experienced instructors may not be comfortable with more than one style, but they should be encouraged to experiment with new styles. More experienced instructors can be expected to adjust their styles to vary from the immediately prior module.

Ultimately, it's up to the lead instructor to decide who instructs what.

[Conduct pre-course discussions of teaching assignments and philosophy with other instructors before the activity]

Try to encourage student-centered active learning and discourage over-reliance on lecture.

Be sure your co-instructors know what the goals and objectives are for their teaching assignments.

Coordinate with the instructors to make sure each one understands which topics will be covered in which lesson.

Encourage team teaching and cooperation among instructors.

[Meet all Teaching Plan goals and objectives]

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Be sure you know what the goals and objectives are for the overall Teaching Plan and for each individual Lesson Plan.

Continually evaluate during the activity whether goals and objectives are being met and, if not, implement plans to ensure they are met.

Support needs of co-instructors

Make sure lighting, projectors, sound, etc. are adequate during the session.

It's a good idea to have some backup materials (balls, flags, etc.) in case of emergency.

Be available to act as a co-instructor if needed.

Be prepared to fill in for other instructors on an emergency basis.

At each break, and especially at the end of each day, get the instruction team together to check in with questions like:

- Are there any students who seem disinterested or are struggling?
- How can we deal with "difficult" students?
- How do we make this better?
- Is our style working?
- Is anyone feeling that he or she needs help or support?

Maintain adequate control of the course or session

Manage time constantly & make sure you are staying with the schedule.

Pre-arrange signals with your instructors to indicate time remaining & the need to wrap up.

Avoid humiliating the instructor if time runs out, but still move on!

Be aware of "difficult" attendees & be prepared to intervene to help the instructor. Keep an eye on outside circumstances (weather, other classes, etc.) for their effects on the session.

Correct any factual errors in presentations

Errors MUST be corrected before the attendees leave!

Work with the instructor to avoid humiliation & preserve credibility – have the instructor give the correction if possible.

Act as a mentor to co-instructors

Use PIE (positive, instructional, and encouraging) to mentor your co-instructors:

- In pre-course meetings & discussions.
- During the course, as a team teacher or in a post-session debrief.
- After the course.

Conduct a post-course wrap-up

Evaluate course feedback forms & make sure your co-instructors can do so as well.

Meet with co-instructors after the course to discuss:

- Did we meet all teaching plan goals and objectives?
- What things worked well?
- What things could be improved, and how?

In addition, consider for yourself:

- What mentoring actions should be suggested for co-instructors?
- What could you yourself do better the next time?
- What follow-on action items need to be accomplished, if any?

IV. Leadership Scenarios (25 min)

Procedure

Ask the attendees to divide up into groups of 4-5 people and assign to each group one of the following scenarios. Have them work out a 2 minute role-playing skit to show how they would fulfill their leadership responsibilities.

After the groups have had their discussions, select one group for each scenario to present its skit. Manage a discussion after each skit.

In a large session, there won't be time for each group to present its skit, but each group should be active in discussing its particular scenario. Try to call on the non-presenting groups during the discussion to make this happen.

Timetable

4 min: Create the groups, describe the exercise, and distribute the scenario assignments.

6 min: Groups discuss scenarios & create skits.

4 x 5 min: 2 minute skit presentations (selected groups), 3 min managed discussion.

Scenario Topics

1. Managing time

SCENARIO: You are the lead instructor in a Basic Referee Course. John is presenting material from class IV (Fouls and Misconduct). He has been given 20 minutes to cover the Direct Free Kick fouls that are important for U10 play. After 10 minutes, he has discussed only holding an opponent and shows no sign of being finished. What do you do?

SOME POSSIBLE RESPONSES:

Give John a pre-arranged hand signal conveying the need to move on.

INSTRUCTOR NOTE: This should lead to a discussion of how Lead Instructors should meet with the other instructors before the course begins, like a Pre-Game discussion, in which pre-arranged signals, such as the need to move more quickly or more slowly, are established.

Call an unannounced break, during which time you can discuss the time issue with John.

Following either of these, if necessary steal some time from another session to make sure the critical “must-knows” of fouls are covered.

KEY POINTS: Be sure these are mentioned!

Continual time management is CRITICAL, or activities run over or key material is omitted (or both).

It’s important to discuss, in advance, the importance of time management and to agree on signals for time management issues.

Improvise if necessary to be sure that the key learning objectives are attained.

2. Instructor Development

SCENARIO: You are the lead instructor in a Basic Referee Course. Briana (an Advanced Referee and brand new instructor) is discussing preparing for a match.

Using her own referee bag as a prop, she explains why she carries 8 jerseys (4 colors in each of 2 sleeve lengths), two watches, and 4 whistles. The class's eyes are beginning to glaze over. What do you do?

SOME POSSIBLE RESPONSES:

Intervene as a "team teacher" to steer the conversation back to what these beginning referee volunteers need to understand: "Wear the uniform we give you and arrive with a clear mind, focused on the kids."

Discuss the point with Briana at the break, focusing on the questions of "What are these students ready to learn? Why might that 8 jersey stuff be a bit scary to these students? If our #1 goal is to get them comfortable with going on the field the first time, how does discussing 4 whistles help that?"

KEY POINTS: Be sure these are mentioned!

Match your instruction to the level of the students. Don't overwhelm them with material. Students can't learn what they aren't ready to learn. Your instruction will be very different in (for example) the Basic and Intermediate Referee Courses.

Context must be established before real learning can occur. Make sure your students get the "big picture."

Lowering fear level is a key in the Basic Referee course.

3. Correcting factual errors

SCENARIO: You are the lead instructor in a Basic Referee Course. Tim is discussing restarts, and he states that a dropped ball is always dropped where it was when play was stopped (i.e. no consideration of what happens if it was in the goal area). Now he is moving on to the next topic. What do you do?

SOME POSSIBLE RESPONSES:

Intervene as a "team teacher" to clarify what happens if play was stopped in the goal area.

Discuss the point with Tim at the break and have him clarify the point to the class.

KEY POINTS: Be sure these are mentioned!

Factual errors **MUST** be corrected before the attendees leave at the end of the activity.

Preserve instructor credibility & avoid humiliation – have the instructor correct the error, if possible

4. Conducting a post-session wrap-up

SCENARIO: You are the lead instructor in a Basic Referee Course. Your co-instructors are Mary and Fred. During the course, Mary did an excellent job describing the direct free kick fouls. Fred got very confused about restarts, ran ten minutes over his allotted time, and had to correct an error that he made about throw-ins. On the class evaluations, attendees gave Mary very favorable evaluations but rated Fred quite poorly. What do you do in the post-course meeting with your instructors?

SOME POSSIBLE RESPONSES:

Stress positive outcomes. Ask Mary and Fred for suggestions about what could be improved next time. If necessary, guide the discussion to the importance of time management and of pre-course preparation of the material to be covered.

Meet privately with Fred. Ask if he would like feedback. If so, give him one or two suggestions for improvement (e.g. better preparation & maybe a checklist for material like restart requirement). Be sure to praise something that he did!

KEY POINTS: Be sure these are mentioned!

Be sure you identify both positive areas and areas for improvement.

Be a positive but honest mentor – PIE.

C. CONCLUSION

ASK: How can you apply what you have learned today to your own instructional activities? Manage the responses.

REMIND the attendees that Lead Instructors are responsible for both administrative and leadership roles in AYSO instruction.

REMIND the attendees that Lead Instructors must facilitate and monitor learning by both the students and the other instructors in the course.

REMIND the attendees that the Referee Instructor Evaluation Form contains a summary of the points discussed.

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REMIND the attendees that teaching is a learned process. Do not expect to be perfect after one or even several courses. It is a lot like refereeing. Practice helps us to improve. The more we do it, the better we can become.

THANK the attendees for their participation.

DISTRIBUTE attendee handouts, if provided.

ATTACHMENT – Leadership Scenarios

1. *Managing time*

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What do you do?

2. *Instructor Development*

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What do you do?

3. *Correcting factual errors*

SCENARIO: You are the lead instructor in a Basic Referee Course. Tim is discussing restarts, and he states that a dropped ball is always dropped where it was when play was stopped (i.e. no consideration of what happens if it was in the goal area). Now he is moving on to the next topic.

What do you do?

4. *Conducting a post-session wrap-up*

SCENARIO: You are the lead instructor in a Basic Referee Course. Your co-instructors are Mary and Fred. During the course, Mary did an excellent job describing the direct free kick fouls. Fred got very confused about restarts, ran ten minutes over his allotted time, and had to correct an error that he made about throw-ins. On the class evaluations, attendees gave Mary very favorable evaluations but rated Fred quite poorly.

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