

AYSO Program: Referee	<b>Judge and Jury II</b>	Latest Revision Date: October 2016 Length: 75 minutes Page: 1
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Change History	
October 11, 2002	Original lesson plan
December 11, 2011	Updated
September 5, 2012	Merged contents of "Hey Ref, What's the Call?"; general update
February 7, 2013	Updated scenarios
July 13, 2013	Updated
October 17, 2013	Customer Service Pod Added
October 16, 2014	Removed Service Pod & updated template
September 5, 2012	Merged contents of "Hey Ref, What's the Call?"; general update
September 2015	Added video clips as scenarios and modified the written scenarios
October 2016	Updated presentation and lesson plan

## 1. DESCRIPTION

This workshop uses U-14 and older player scenario-based instruction to enhance the decision making capabilities of less experienced referees.

## 2. GOALS

The objectives of this workshop are:

- A. To provide decision-making practice in a controlled environment.
- B. To give guidance and advice to experienced referees.
- C. To improve the referee's decision making skills.
- D. To supply authorized solutions to challenging refereeing scenarios.

## 3. PREREQUISITES

This lesson plan is most suitable for experienced referees. Less experienced referees may attend this workshop or Judge and Jury I.

## 4. ATTENDEE MATERIALS

None

## 5. INSTRUCTOR EQUIPMENT AND MATERIALS

PowerPoint presentation, computer, screen, and digital projector

## 6. INSTRUCTOR NOTES

Using scenario-based instruction requires the tactful handling of answers that are wrong or not recommended so that participants don't feel threatened or "tune-out". Furthermore, care must be given to ensure participants leave the training session with correct information and do not have misconceptions about the correct answers.

Instructors must monitor the time. There is great benefit to allowing all to present their answers to the scenarios.

Not all scenarios may be covered because of time constraints. An alternative, time permitting, is to allow attendees to provide situations they have found troubling in their experience. If this is done, instructors must ensure that proper solutions are provided to the attendees.

## 7. ATTACHMENTS

None

## LESSON PLAN

### I. INTRODUCTION

- A. Introduce yourself and any co-instructors.
- B. Announce that this workshop is for experienced referees. Less experienced referees may stay or attend Judge and Jury I.
- C. Ask how many attendees referee U04 games; U16; and U19.
- D. Emphasize the fact that in everyday refereeing, there are many moments in which complicated situations require quick decisions. Scenario-based analysis aids in making these decisions.

### II. BODY

- A. During a match, a referee makes many decisions. These decisions must be made quickly and accurately. A thorough knowledge of the Laws of the Game and the Spirit of the Laws makes this relatively easy most of the time. Most situations with younger players are fairly simple; however, sometimes complex situations occur that the referee must sort out and analyze before acting.
- B. This workshop will provide referees with the opportunity to practice this analysis in a more relaxed setting so that these decisions become easier on the field.
- C. Divide participants into groups of no more than 8 to 10. This can be done in a number of ways, including by years of referee experience, referee certification level or other criteria which enhance discussion potential. Each small group needs to select a group speaker.

**INSTRUCTOR NOTE:** If presented at an AYSO EXPO, dividing into groups may not be possible depending on the size of the audience and the features of the room. In such cases, the instructor must solicit answers from the large group and attempt to encourage all attendees to participate.

If available, facilitators (co-instructors) who are familiar with the recommended answers and with the sources of these official recommendations should be assigned to each group to keep them on track and on time, **being careful not to provide answers or Law guidance**. Facilitators should ensure that all attendees have an opportunity to comment.

Hand out the first scenario (but **not** the recommended answer sheet) to the first leader in each group and display the scenario using the PowerPoint. Follow instruction contained in the notes to the PowerPoint slides. If time permits, act out the scenario in a short skit; if not, have each leader read the scenario to the group. The group leader then moderates discussion of the scenario. During the discussion, the group secretary

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records the group's conclusions. When the allotted time expires (about 5-7 minutes) ask the groups to end their discussions.

Ask each of the group speakers, as time permits, to present their group's conclusions to the entire workshop audience. Ensure that each group gives its answer to at least one scenario (and its variation(s), if appropriate). **Be sure to end each presentation by giving the authorized response.** Then move on to the next scenario.

**INSTRUCTOR NOTE:** If the workshop leader or co-instructors do not understand or agree with the recommendations, discuss this with the proper authority *prior to the workshop*. Differences of opinion can promote healthy discussion, but when expressed by the workshop leaders during the workshop, discord can confuse participants and erode the credibility of the program and the workshop leader.

### III. CONCLUSION

Ask for and answer any questions.  
Thank everyone for their participation.

### IV. PRESENTATION CONTENT

Within the PP presentation, each slide has information in the Notes section. The information in the Notes will help you prepare, provides information that you can share with the students, tips to engage the students, and the correct referee decisions for each scenario.

**Be sure to read the Notes to prepare and understand the key objectives to better manage the presentation time.**