



Change History	
July 26, 2006	Lesson Plan First Developed
August 1, 2007	Lesson Plan Revised
November 25, 2008	Lesson Plan Revised
December 12, 2011	Update
September 5, 2012	Update
September 10, 2013	Lesson Plan Revised
October 17, 2013	Customer Service Pod Added
October 17, 2014	Customer Service Pod removed; integrated new EXPO Template
November 2016	Reviewed files

1. 1. DESCRIPTION

This workshop focuses on the skills referees need to balance flow and control to better read the game and anticipate play in more challenging matches in the older age groups.

2. GOALS

To help referees understand the importance of reading the game to effectively manage the match. Referees should be “students of the Game”.

To help referees understand the importance of proactive positioning to prevent fouls and infringements and satisfy the expectations of the attendees.

To learn ways on how to read the game to provide effective game control.

To improve referees’ anticipation, positioning and game control by understanding the job of various position players and what actions in those positions will take to achieve their objectives.

3. PREREQUISITES

This workshop is intended for more experienced referees.

4. STUDENT MATERIALS

Proactive Refereeing handout (Optional)

5. INSTRUCTOR EQUIPMENT AND MATERIALS

Computer, LCD projector, Flip chart and markers, Power Point presentation

6. INSTRUCTOR NOTES

None

7. ATTACHMENTS

Handout - Objectives of the Game.

.LESSON PLAN

I. INTRODUCTION

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

II. BODY

- A. Why (Spirit)
 - 1. Referees who adopt a proactive approach to refereeing are more successful at effectively controlling the match. Good referees are “Students of the Game”.

- a. Being a good Student of the Game requires preparation before the game.
 - b. Get a good night's sleep. Eat and hydrate well.
 - c. Be approachable before the game. Shake the coaches' hands.
 - d. At coin toss, shake the captain's hands. Watch them warm-up.
 - e. Evaluate the field and weather conditions.
2. Do your homework.
 - a. Find out what you can about the teams you will be officiating.
 - b. You will want to know who their star players are or if they have players who will need to be watched.
- B. How to Read the Game.
1. Think about the maturity level of the players you will be officiating.
 - a. Apply advantage if necessary.
 - b. Read the body language of the players.
 - c. Look at hard tackles 1-2 seconds longer as players oftentimes get carried away and need a bit of supervision during this time.
 - d. If you are a ball watcher you will miss the foul.
 - e. Use your whistle, voice, and cards effectively for game control.
 2. Ken Aston said "Refereeing is thinking." Therefore anything that affects your ability to think will affect your ability to control the match. Ask, "What are some of the factors that will affect your ability to think clearly?"

Note: The following information is also on the attendee handout.

 - a. Impact of fatigue
 - i. Fatigue is a fundamental physiological response by the body to physical exertion
 - ii. Loss or slowness of cognitive mental function due to fatigue affects both you and the players
 - b. Impact of stress
 - i. Impact is the same as fatigue
 - ii. May be triggered internally (up for the game) or in reaction to physical or vocal attack (or your perception of attack)
 - iii. Loss of cognitive function due to stress affects both you and the coach
 - iv. Solution: Deal with problems early when everyone is at his rational peak and you have highest probability of success.
3. During the Game
 - a. State the following: "You must be where you need to be, to see what you need to see to call what needs to be called."

- b. Ask, "What are the times you need to be close to play?" Record the answers on a flip chart or dry erase board. Make sure that the following are discussed.
 - i. First 5 – 10 minutes of each half
 - (a) The learning time. What you allow and don't allow
 - ii. Last 5 – 10 minutes of each half
 - (a) Desperation, fatigue, frustration, time wasting. Much misconduct occurs in last 10 – 15 minutes of a match
 - iii. After a goal has been scored
 - (a) Goals tend to quickly follow other goals and frustration, "getting even," fouls tend to occur
 - c. During other times in the match
 - i. Pulse in (7 – 10 yards) and out (10 – 25 yards) of the area of active play
 - (a) Move in to reinforce presence in high intensity match, out for larger picture of what is happening
 - d. Make sure you're looking through play at an assistant referee
 - e. Move as required to get the right angle to view potential trouble areas
 - f. Stay out of players' way and out of passing lanes
 - g. Think – Where do I need to be next?
 - h. Move quickly to the spot of hard fouls to prevent retaliation and show strong control
 - i. Game Management
 - j. Make good eye contact with players and assistant referees.
 - k. Talk to the players throughout the match.
 - l. Establish the tone by calling a few fouls early.
 - m. Whistle loudly for hard fouls so players know you didn't like what you saw.
 - n. Players respond to a referee who is managing the game.
 - o. Deal with dissent and unsporting behavior.
 - p. Watch for various forms of persistent infringement in which different players keep fouling the star player on the opposing team.
4. Proactive Positioning for High-Risk Situations
- a. Player who is looking at you every time you see him
 - i. Player should be focusing on game not on you.
 - ii. Position yourself to keep him in view as much as possible
 - b. Player around whom bad things happen

- i. Keep an eye on him and let him know that you are doing it
- c. An unbalanced or lopsided match
 - i. Differences in style, intensity or skill can cause problem for the referee
 - ii. Watch for frustration, use voice, move closer to play
- d. Star Attacker problem
 - i. Protect skilled players, keep in view during attacks
 - ii. Deal assertively with 'rolling fouls'
- e. "Hard Man" on defense
 - i. Move in close when attackers try to get by him
 - ii. Use presence to prevent fouls from occurring
- f. Midfield Problem
 - i. Most intimidation and strategic fouling occurs here
 - ii. Position yourself during attacks on goal so that you can recover quickly to midfield for counterattacks
- g. Player far from normal position
 - i. Why? Designated "Enforcer" looking to even a score
 - ii. Position yourself to keep in view as much as possible
- h. You (the referee) are fatigued
 - i. Ask ARs before match to assist you
 - ii. Try to keep up with flow of play
 - iii. Use ball out of play opportunities to move through players to imprint your presence
- i. You have club linesmen
 - i. Be honest with coaches and players – your responsibility is safety so you must be where action is
 - ii. Stay centered in field. If you call offside it happened, if you don't, it didn't
 - iii. Be prepared to penalize more often than you normally do (more control; less flow)
- j. Hard foul on attacker early in the match
 - i. Likely to be strategic to weaken or intimidate
 - ii. Long, loud whistle and voice to inform everyone this is unacceptable
 - iii. Deal assertively with fouling player. Caution now may pay dividends later.
 - iv. Keep fouling player in view

- v. Watch for retaliation
- k. Hard foul on attacker late in match
 - i. Desperation and frustration drive fouls late in match
 - ii. Long, loud whistle and voice to inform everyone this is unacceptable
 - iii. Deal assertively with fouling player
 - iv. Tell all retaliation will not be tolerated
 - v. Move close to play and increase control level

III. CONCLUSION

A. Review

1. The importance of being prepared before a game by doing your homework.
2. The importance of reading the game.
3. The importance of proactive positioning.
4. Better anticipation and foul recognition results in better overall match control.

B. Thank attendees for attending the workshop.

Proactive Refereeing Handout

I.

The Impact of Fatigue

Anything that affects your ability to think affects your ability to referee.
Fatigue reduces your ability to think rationally and communicate quickly and effectively.
Fatigue impairs your ability to make decisions and to control your emotions.
Fatigue affects both you and the players.

II.

The Impact of Stress

Stress can be triggered internally ('up' for the game)
Stress can be triggered in reaction to physical or vocal attack.
The effect of stress is exactly the same as the effect of fatigue.

Deal With Problems Early - Be Where You Need to Be - See What You Need to See

Call What Needs to Be Called - The Best Way to Deal with Foul Play is to Prevent It

Times You Especially Need to be Close to Play:

- **The Learning Time** - The First 5 -10 minutes of each half
- **The Burning Time** - The Last 5 - 10 minutes of each half
- **After a Goal** – Goals follow goals and 3-5 minutes after a goal watch for “frustration / getting-even” fouls
- **Other times** – Don't be predictable in your positioning. You should pulse in (7 to 10 yards) and out (10 to 25 yards) of the area of active play. Moving in reinforces your presence (the higher the match intensity, the closer you should be). Moving out gives you an overview of the match environment.

III.

Position Proactively for

High-Risk Situations

- A player who is looking at you every time you see him
- Players around whom bad things happen
- An unbalanced or lopsided match
- The “star” attacker
- The “hard man” on defense
- The midfield problem
- Player far from normal position
- Referee is fatigued
- Club linesmen
- Hard foul on attacker early in match
- Hard foul on attacker late in match

Understand Coach/Player Tactics - Be a “Student of the Game”

The better the referee understands the overall game and coach/player tactics the better the referee will be able to anticipate play and read the game.

OBJECTIVES OF THE GAME (What to do)

- Attacking Objectives: **Score, Advance and Maintain Possession**
- Defending Objectives: **Prevent Scoring, Delay and Regain Possession**

PRINCIPLES OF PLAY (How to do it)

- Attacking Principles: **Penetration, Depth, Mobility, Width and Creativity**
- Defending Principles: **Delay, Depth, Balance, Concentration, & Composure**

HOW OBJECTIVES CHANGE DEPENDING ON:

IV.

LOCATION

TEAM POSSESSING BALL

Our Attacking Third
Midfield
Our Defending Third

Our Team
SCORE
ADVANCE
POSSESSION

Opponents' Team
REGAIN
DELAY
PREVENT SCORING