

AYSO Program: Referee

Lead Instructor: Must be at least an Advanced Referee Instructor and should be a National Referee Instructor

Advanced Referee Instructor Course

Date: 28 August 2010

Version: 1.1

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Change History

Change History		
May 15, 2004		Lesson Plan First Developed
October 13, 2004		Revised to include more student participation
May 14, 2005		Revised to provide more uniformity among disciplines
August 1, 2007		Revised to reflect module content
1 March 2008	1.0	Course plan reformatted and revised, incorporating changes to entry-level courses.
28 August 2010	1.1	Minor updates.

Advanced Referee Instructor Course

COURSE DESCRIPTION

This 8 hour course prepares Advanced Referee Instructor candidates to present important teaching points about the National Referee Program and those lessons that comprise the Advanced Referee Course.

Certification requirements for Referee Instructor

REFEREE CERTIFICATION:	Must be a Referee Instructor Must be an Advanced Referee and should be a National Referee
INSTRUCTOR TRAINING:	Complete Advanced Referee Instructor Course (this course)
TESTING:	90% or better on the Advanced Referee Instructor Exam
EVALUATIONS:	One successful evaluation as an instructor in a 60-minute presentation from the Advanced Referee Course with a qualified Referee Instructor Evaluator

Note: The evaluation for certification must be done in an actual referee course with real students.

For the most current certification requirements see the *AYSO National Referee Program Manual* on AYSOtraining.org.

COURSE PREREQUISITES

- The Advanced Referee Instructor Candidate must be an Advanced Referee and should be a National referee
- The Advanced Referee Instructor Candidate must be a Referee Instructor and have completed the AYSO Introduction to Instruction course

TEACHING OBJECTIVES

Candidates will learn optional teaching techniques to teach the following:

- Flow and control
- Match preparation
- Reading the game
- Recognizing professional fouls
- Impeding
- Penalty kicks and kicks from the mark

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- Administering cautions and send offs
- Goal scoring opportunities
- “Problems Outside the Touchline”

Candidates will understand the differences in teaching material as stand alone lessons or as a complete Advanced Referee Course.

STUDENT EQUIPMENT AND MATERIALS

- *AYSO Referee Instructor Resource Book*
- *FIFA Laws of the Game*, current AYSO Edition
- *AYSO Guidance for Referee and Coaches*
- *AYSO Advanced Referee Course*.
- *AYSO “Problems Outside the Touchline”*
- *USSF Advice to Referees on the Laws of the Game*
- Application for Referee Instructor or Evaluator Certification

INSTRUCTOR EQUIPMENT AND MATERIALS

- Course plan for Advanced Referee Course
- *AYSO National Referee Program Manual*
- *USSF Guide to Procedures for Referees, Assistant Referees and Fourth Officials*
- USSF video, “*Fouls and Misconduct*”
- USSF video, “*Guide to Procedures for Referees, Assistant Referees and Fourth Officials*”
- USSF video, “*The Laws of the Game – the Gray Areas*”
- Supporting equipment and visual aids as needed

LIST OF ATTACHMENTS

Attachment 1:

Advanced Referee Instructor Course - Learning Styles Preference Inventory - Handout.pdf

Attachment 2:

Advanced Referee Instructor Course - Referee Instructor Resource Guide - Handout.pdf

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INSTRUCTOR NOTES

It is important to “model what you teach”, so minimize lecturing and maximize student involvement. Student participation is the key element to success in this course. Instructors must make every effort to engage the students in the course material using questioning, guided participation and demonstration techniques. In other words, instructors must be prepared to demonstrate techniques that they have found to be successful in motivating students, involving students, and effectively teaching the material to volunteers.

A four-to-one student/evaluator ratio is assumed. Classes of more than 4 instructor candidates will require more than one instructor in order to complete the course in the time allotted. Those classes will break out into groups at the beginning of Lesson III: Teaching Unique Features of the Advanced Referee Course and reconvene at the beginning of Lesson IV: Teaching Problems outside the Touchline.

Instructors must make an effort at all times to use proper soccer language and terminology. Instructors should keep a list of improper terms and misleading or incorrect statements that students make during their presentations. These should be covered during the conclusion or as time permits at the end of all the presentations.

INSTRUCTOR NOTE: The Advanced Referee Instructor Course and the Referee Instructor Evaluator Course are separate, stand-alone courses and as such may be taught as separate events. However, it is recommended that the Referee Instructor Evaluator Course be taught immediately following the Advanced Referee Instructor Course. To make efficient use of volunteer’s time, consider beginning Friday evening for 3 hours (classes 1 & 2) then complete the remaining 3 ½ hours Saturday morning. The 5.5 hour Evaluator Course can then be completed on Saturday and the presentations done sometime after Saturday.

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COURSE OUTLINE

The items under this heading should correspond, in order, to the lessons that comprise the course.

Lesson	Page	Duration
I Course Introduction	6	15 min
II Advanced Teaching Techniques: Reading Your Audience Learning Styles Working with Co-Instructors Working with Scenarios	7	150 min
III Teaching Unique Features of the Advanced Referee Course	18	175 min
IV Teaching Problems Outside the Touchline	27	30 min
V Course Wrap-Up	29	20 min
<i>TOTAL TIME (excluding breaks and Referee Instructor Exam)</i>		<i>390 min (6hr 30min)</i>

Advanced Referee Instructor Course

I. Course Introduction

A. DESCRIPTION

1. Duration: 15 minutes
2. Introduce the course.

B. GOALS

1. Acquaint students with the plan for the course.
2. Ensure students understand the process for becoming an Advanced Referee Instructor.

C. INTRODUCTION TO THIS COURSE

1. Introduce yourself and your co-instructors, if any.
2. Explain that the intent of this training is to provide students with the skills to teach the lessons in the Advanced Referee Course as a complete course or as individual stand alone lessons.
3. Link to their past training as Referee Instructors and review the teaching objectives of the course (page 2) with the students.
4. Determine the experience level of the class, if time permits, by asking each student to tell briefly how long he/she has been involved in AYSO and the number of courses instructed.
5. Outline the certification requirements for becoming an Advanced Referee Instructor (page 2), including any information on local processes if appropriate. Ensure that the students understand that they do **not** become Advanced Referee Instructors until they have been evaluated in accordance with the requirements of the National Referee Program.

D. BRIDGE

Bridge to next lesson and instructor, if appropriate.

II. Advanced Teaching Techniques: Reading Your Audience Learning Styles Working with Co-Instructors Working with Scenarios

A. DESCRIPTION

1. Duration: 150 minutes
2. This lesson explains several techniques that can assist an instructor to more effectively reach his audience.

B. GOALS

1. Understand how to quickly determine how the audience is interpreting and/or receiving what is being taught.
2. Understand that there are different learning styles and the importance of employing all three.
3. Understand different methods of working with co-instructors to enhance a presentation.
4. Understand how to use scenarios to effect "learning by doing".

C. INTRODUCTION

1. Introduce yourself and your co-instructors, if necessary.
2. The best instructors are sensitive to their audience. They have a way of knowing when the audience is "getting it" or when it isn't and they seem to know how to adjust accordingly. The top instructors employ a variety of teaching styles to ensure that everyone in the audience is able to learn or just to draw the audience in.

In this lesson we'll discuss several techniques to help you communicate more effectively with your audience.

D. READING YOUR AUDIENCE

1. Explain that as a good referee is constantly reading the game to adjust their use of flow and control, so does a good instructor continue to read the audience and adjust their teaching technique to ensure learning is, in fact, taking place.
2. Discuss the following items and how they can assist instructors in analyzing the audience in terms of how they may be interpreting and/or receiving what is being taught. (Taken from Essential Manager's Manual by Heller and Hindle)

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- a. **Involving the Audience:** Judge the mood of your audience – by assessing their reactions to previous speakers, for example. You can then decide on a strategy to deliver your message effectively. If any members of the audience appear bored or drowsy, stimulate them by asking questions that can be answered by a show of hands or by turning to the person next to them to give an answer. If the audience is hostile, you could start the presentation with a joke or humorous story, but make sure your body language is giving out positive signals.
- b. **Looking for Signals:** You will have rehearsed your own body language as part of your preparation for a presentation. Now you need to learn to read the body language of the members of the audience. Watch for signs, and do not expect everyone to be expressing the same thing. Some may be straining forward eagerly to ask a question, while others may be sinking into their seats, wishing they were somewhere else.
- c. **Spotting Negativity:** There is a wide range of ways in which members of an audience can indicate disapproval or hostility. Watch out for people leaning over and criticizing your speech [presentation] to a neighbor. Alternatively, look for people frowning directly at you with their arms folded or looking into the air as if the ceiling is more interesting than anything you have to say. Remember that looking at one piece of body language in isolation – such as crossed legs – may give a false impression. Look at the whole picture before coming to a conclusion.
- d. **Seeing Signs of Interest:** Stances indicating interest are easy to spot. Look for people smiling, nodding, or leaning forward in their seats and watching you intently. The expressions on their faces may reveal faint frowns or concentration. People manifesting any of these signs can probably be won over to your point of view, so make sure that you involve or engage them in your presentation.
- e. **Reading Facial Signs:** In terms of body language, the face is most expressive. If you are close enough to members of your audience, you will be able to pick up a multitude of small signals – from the movements of eyebrows and the look in the eyes to the sloping of lips. As with general body language, always remember to read the face as a whole. One sign in isolation may not be a true indication of what the person is feeling.
- f. **Reading Hand and Arm Gestures:** Hand and arm movements are helpful in adding to the impact of speech and can tell you a lot about the person using them. During question and answer sessions, note the hand and arm gestures of the people asking questions. If you cannot see them clearly, ask the individual to stand up when speaking. The gestures people use have a strong cultural content, so bear this in mind when interpreting body language. For example, if northern Europeans gesticulate emphatically, they are

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probably agitated, but such gesturing accompanies most conversations among southern Europeans.

- g. **Using Your Ears:** You do not need to have all the lights on to pick up your audience's body language; much of it can be picked up aurally. You can hear the rustle of people fidgeting or the sound of whispering, both of which may indicate that your audience is bored or confused. It is easy to block yourself off when you are concentrating on presenting, but it pays to be alert to noise at all times – it is a valuable clue for judging the mood of your audience.
- h. **Watching Legs:** The position into which someone puts their legs says a lot about their attitude. For example, if an audience member has crossed legs, it may indicate that they are still contemplating your speech. Legs placed together, however, can indicate total agreement. If your audience is seated, movement will be limited and you may be able to see only those in the front row, but their leg movement should give you an indication of how the rest of the audience is reacting to your presentation.
- i. **Noticing Habits:** Most people unintentionally reinforce their body language with habitual fidgeting with their personal props, such as glasses, watches, earrings or cufflinks. Looking at a watch can betray boredom or even impatience, while chewing on a pen or glasses suggests contemplation. On the positive side, sitting still and an absence of any of these habits can often indicate total involvement and agreement with the content of your presentation.

E. LEARNING STYLES

1. Point out that, just as there are three basic instructional methods (lecture, demonstration and guided participation) so are there three basic learning styles:
 - a. Visual (seeing)
 - b. Auditory (hearing)
 - c. Kinesthetic (doing)
2. The preferred learning style of individuals vary and instructors should utilize a variety of teaching techniques to appeal to more than one learning style. This increases the likelihood of reaching all the different learning styles of the students.

3. Learning Styles Preference Inventory

Give the following short self-examination to the students so they can determine their own personal preferred learning style (see Attachment 1).

- a. **Instructions:** Circle the option, X, Y, or Z that best relates to you most of the time. You may choose more than one option. Your first reaction is usually the best response.

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- i. I 'take in' new information best when:
 - X - I can see information in picture or diagram form
 - Y - Someone talks or explains to me
 - Z - I can get hands-on experience
- ii. When I am giving directions, I usually:
 - X - Draw a map
 - Y - Tell them how to get there
 - Z - Take the person and show them the way
- iii. I remember directions best when:
 - X - Someone gives landmarks to guide me
 - Y - I have oral directions and repeat them aloud
 - Z - I have been taken through the route once
- iv. When I am not sure how to spell a word, I often:
 - X - See the word in my mind and 'see' how to spell it
 - Y - Sound the word out in my mind or aloud
 - Z - Write down different versions of the spelling
- v. To remember and recall an event, I would want to:
 - X - See pictures or read a description
 - Y - Tell it aloud to someone
 - Z - Replay it through movement - acting, pantomime or drill
- vi. I seem to remember objects better if:
 - X - I can see a picture, a pattern
 - Y - I create jingles or rhymes
 - Z - I have touched or worked with them
- vii. When using a new piece of equipment, i.e., computer, camera, I would:
 - X - Read the directions or watch someone do it
 - Y - Ask someone to 'talk' me through it
 - Z - Jump right in and figure it out
- viii. I enjoy:
 - X - Making or viewing slides, photographs
 - Y - Reciting or writing poetry
 - Z - Working with my hands, repairing and building things

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- ix. I prefer to find out about something new by:
- X - Reading about it
 - Y - Talking about it
 - Z - Doing it
- x. I prefer a teacher who uses:
- X - Charts, diagrams, overheads
 - Y - Discussion, guest speakers
 - Z - Field trips, practical sessions
- b. **Learning Inventory Test Interpretation:** Place the total for each type of response in the spaces below.
- X = Visual _____ (Prefer to take in information by seeing, reading)
 Y = Auditory _____ (Prefer to take in information by listening, talking)
 Z = Kinesthetic _____ (Prefer to take in information by doing, practicing)
- The highest score represents your greatest strength. If scores are tied, you may operate equally well in two or three areas.
4. Instructors who are not aware of these differing learning style preferences will tend to utilize primarily their own personal learning style preference when they are teaching. Knowing our area(s) of greatest strength gives us a starting point. For example, if you have a visual preference, try to begin by reading material or instructions; find a picture, diagram or chart. You will then be more successful in listening/discussing (auditory) and applying (kinesthetic) new learning.
5. Read *Learning Styles: Cognitive Preferences And Learning Styles: Leading With Your Strength*. Franklynn Chernin © 1998.
6. **Learning Styles: Preferences**
- Review the following descriptions with the class. Most will identify with parts of all three but individual preferences should begin to become apparent.
- a. People with Visual Preferences:
- i. Like to arrange their space and their work; remember what they see rather than what they hear, forget to relay verbal messages
 - ii. Respond to color, art, mapping; may know what to say but have difficulty coming up with the right words
 - iii. Like to have a plan, good organizers, would rather show you than tell you

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- iv. Usually don't mind outside noise, doodle during phone conversations, classes, meetings
 - v. Are often good spellers, usually need to have verbal instructions repeated
 - vi. Enjoy reading and would rather read than be read to; need to see the 'whole picture' before they have a clear idea
- b. People with Auditory Preferences:
- i. Talk to themselves; like to talk through a problem; read aloud; often move their lips and pronounce the words as they read; often repeat words to hear them
 - ii. Often good speakers; speak in rhythmic patterns; remember what they hear
 - iii. Don't visualize well; can spell better out loud; respond to patterns of sound, speech, music
 - iv. Find writing difficult; are talkative, love discussion
- c. People with Kinesthetic Preferences:
- i. Need to move a lot; can't sit still for long periods; like to experiment and practice
 - ii. Speak slowly, use action words; stand close when talking to someone
 - iii. Like to touch and be physically involved with materials; memorize by walking and seeing
 - iv. May have messy handwriting
 - v. Use a finger as a pointer when reading; gesture a lot
 - vi. Respond to movement gestures, dance; want to act things out
 - vii. Have difficulty remembering a place unless they've actually been there

7. Learning Styles: Leading With Your Strength

- a. Identifying and understanding the order of your personal style preferences will not only help in planning and implementing personal learning strategies but also help instructors to recognize the differing learning style preferences of their students and make appropriate adjustments. Instructors will be able to identify and lead with their strengths, better understand student reactions, and be more observant and tolerant of individual student differences and needs.
- b. These differences are summarized in the table below and further elaborated in the points that follow

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	Visual	Auditory	Kinesthetic
Decision Making	Write a list of pros and cons	Talk over option with a friend	Try out options – go with the path that seems best
Asking Directions	Prefer a map	Prefer verbal instructions	Prefer to have someone take them the first time
Learning a New Skill, i.e. computer	Follow a diagram in a manual or watch someone else do it	Attend lectures, listen to tapes or have someone talk them through the steps	Try this and that until it works

- c. Understanding cognitive preferences means that you can present information in a variety of ways to ensure optimum learning.
- d. For a Visual Preference you like to see what you are learning:
 - i. Ask for handout
 - ii. Utilize videos, computer resources
 - iii. Do a demonstration rather than a speech
- e. For an Auditory Preference you like to hear what you are learning:
 - i. Attend lectures, ask for discussion time
 - ii. Form a study group
 - iii. Use rhyming to help you remember things
 - iv. Collect data through interviews and questionnaires, wherever possible
- f. For Kinesthetic Preference you like to do and touch what you are learning:
 - i. Ask for breaks and opportunities to move physically
 - ii. Use games and role plays for learning and for presentations
- g. Understanding others preferences means that you can improve your communication skills. Look for verbal cues:
 - i. Visual's will say: I see what you mean, it is clear cut, in light of, it appears to me...
 - ii. Auditory's will say: I hear you, please describe in detail...
 - iii. Kinesthetic's will say: I have a feeling for what you're saying, come to grips with it...
- h. *We utilize all three modalities, but our preferences affect the order in which we best take in information and enhance our learning and mastery.*

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F. WORKING WITH CO-INSTRUCTORS

1. Ask: Who has been in a class in which two instructors worked well together? Follow up with asking how did they do that? Critique the answers to establish the difference between “Team Teaching” and “Shared Teaching”. Explain that “Team Teaching” is synergistic whereas “Shared Teaching” is sequential.
2. Point out that working with other instructors is deceptively difficult. On the surface it may appear that it should not be too difficult to share teaching responsibilities with another competent instructor. However, to ensure a successful presentation using co-instructors, considerable discipline and practice are required. Ask for examples of the pros and cons when co-instruction is done using both the Team Teaching and Shared Teaching methods and list the responses.
3. Consider modeling the SYNERGY of team teaching by using another instructor to elicit answers from the students. Position yourselves at the front of the presentation area each approximately equal distance from the focal center, a flip chart, chalk board or dry erase board are at the focal center. One member asks questions of the students to elicit advantages and potential advantages of team teaching. The other team member may ask further questions to probe the answers to establish bullet points that are written up. The questioning and writing up is to flow between the presenters without any appearance of “lead and assistant”. Bullet points for “Team Teaching” versus the “Shared Teaching” are listed separately.
 - a. Conclude the writing up by combining the answers to show that “Team Teaching” is an extension of “Shared Teaching” and adds further to the established advantages.
 - b. Draw attention to the way this class is being handled simultaneously by the teaching team.
 - c. In the same format the teaching team now asks questions about important characteristics that team members must be aware of.
 - d. Feelings and potential feelings of instructors engaged in team teaching must be reached. The same questioning and writing up procedure is followed.
 - e. If necessary, remind students of the instructor cooperation seen during previous presentations.
4. Consider utilizing volunteers to demonstrate how one instructor might “correct” another instructor’s omission/error/miss-speak using the following example:

This example is set during a Referee Course when re-starts and/or positioning are being reviewed. Presenters are Mary & Jane (or Bob & Jim, etc.). Mary is “center stage” Jane is off to the side.

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5. SCRIPT

Mary:

(continuing) “Blue is inside the red goal area with his back to the goal when a high pass is kicked to him. Without glancing back, blue launches himself up for a bicycle kick. The red goalkeeper, who is close behind blue, instinctively reels back to avoid being kicked in the face. The referee blows the whistle, indicates the spot where he wants the free kick to be taken, and begins to back-pedal up field.’ Now, -- corner kicks -----“

Jane:

(moving towards the “center of active presentation”) “Question (to students): If the incident occurred inside the goal area, where must the ball be positioned?” --- (receives a correct answer) “Correct, anywhere in the goal area.”

(Jane retreats from center stage, Mary moves back in.)

Mary: “Corner kicks -----“

6. Ask: Would Mary be offended by the interruption?

7. Points to make:

- Jane did not “take over” or imply that Mary was wrong.
- By Jane directing a question to the students it appears as a point endorsement. (Camouflage)
- The positioning language of Mary and Jane creates an impression that the incident was rehearsed to improve the students learning experience.

8. Ask: Do you think Mary will be more relaxed, or less, knowing that a team member is present?

A presenter can be more relaxed and can concentrate on the students. Otherwise this concentration will be utilized in continuous self checking (for accuracy and coverage of the subject).

9. Ask: What do you think is the single most important element that must be present between team teaching members?

Mutually acknowledged trust and respect plus **PRACTICE!**

G. WORKING WITH SCENARIOS

- Advanced Referee Instructors often work with scenarios or case studies. A case study is an advanced guided participation technique that uses a real-life situation to create group interaction usually centered on creating solutions to challenging situations. Review the following information:

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2. Conducting a case study:
 - a. Students are divided into small groups.
 - b. Instructor gives each group a question or situation to address.
 - c. Each group confers, arrives at a consensus, and chooses a spokesperson.
 - d. Instructor reconvenes the class, then for each group, introduces the problem and asks the group spokesperson to present the solution.
3. The benefits of using scenarios:
 - a. Learning by doing is powerful
 - b. Large groups have limited participation possibilities; subdividing increases participation
 - c. More material can be covered by parallel breakouts than if linearly presented by the instructor
 - d. Case study material often is drawn from practical situations which provide students with real world examples of the problems they actually encounter in their AYSO roles, and how those problems were handled
4. Challenges involved in using scenarios:
 - a. They take more time.
 - b. There is a potential loss of control.
 - c. Teaching points may be missed.
 - d. The most important aspects of answers need to be identified for further discussion.
 - e. The instructor needs the ability to conduct guided participation with a group in a tactful manner so that students with the wrong answer don't feel threatened or tune out.
5. Basic rules to follow:
 - a. Divide the students into groups that are similar in experience so that more experienced students don't dominate the groups.
 - b. Monitor the group discussions to ensure:
 - i. The groups stay on track.
 - ii. Nobody dominates the discussion and group members feel free to express their opinions.
 - iii. The groups select a spokesperson to present the group response
 - iv. They have adequate time to discuss the case study.

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- v. They don't get so hung up on arguing a single point that the entire case study isn't reviewed and discussed.
- vi. All opinions within the groups are respected and incorrect answers are politely addressed within the groups.
- c. Inform the participants of time remaining in their group sessions before presenting the results (e.g. "5 minutes left", "2 minutes left" etc.)
- d. Ensure the students leave with correct information and do not have misconceptions about the correct answers
- e. Validate the importance of the student responses; however, provide appropriate correction as demonstrated previously.
- f. Instructors must monitor the time involved in using scenarios. There is a benefit to allowing all groups to present their answers to the case studies used. If all groups cannot present their answers to the case studies, there is a danger that those who do not present will not feel that their contribution to the class was valuable.

H. CONCLUSION

1. Review.
 - a. Read your audience to ensure that learning is taking place. Have the class name a four of the eight signals identified in this lesson.
 - b. Employ and vary your teaching styles to reach as many different learners as possible. List the three learning styles and ask the class to suggest two or three methods that best reach each learner.
 - c. Working with Co-Instructors can add great value to the learning experience but also can back-fire. Ask the class to provide examples of how Team and Shared teaching can work well.
 - d. Scenarios can provide instructors with challenging real-life situations in a classroom environment. Have the class review some basic rules to follow when employing scenarios.
2. Bridge to next lesson and instructor.

III. Teaching Unique Features of the Advanced Referee Course

A. DESCRIPTION

1. Duration: 175 minutes
2. The lesson provides the students the opportunity to practice presenting while learning how to deliver material from the courses they will be authorized to lead.

B. GOALS

Understand the advantages and disadvantages of several methods for presenting material in the Advanced Referee Course

Instructor Note: Instructors must make an effort at all times to use proper soccer language and terminology. Instructors should keep a list of improper terms and misleading or incorrect statements that students make during their presentations. These should be covered during the conclusion or as time permits at the end of all the presentations. Do not allow these errors to stand uncorrected.

C. INTRODUCTION

1. Introduce yourself and your co-instructors, if appropriate.

Instructor Note:

This lesson should be presented in one of two methods and the instructor will need to decide well in advance of the course upon the method to be used.

Alternative Method 1

To avoid excessive lecturing and to increase student participation, assign each instructor candidate one of the five lessons in the Advanced Referee Course. Ask each candidate to present at 10 minute presentation on the unique features of one of the lessons from the Advanced Referee Course. After each presentation, ask the class for other ways the material could be presented. The instructor should ensure the presentation options listed in this lesson plan are also covered.

Alternative Method 2

Students should be given the following assignment approximately three weeks prior to the course:

Two students, as co-instructors, are assigned one the five lessons in the Advanced Referee Course. With an odd number of students, one student would have no co-instructor.

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Instructions to the students:

- Prepare a 30 minute presentation on the assigned lesson that will consist of at least 15 minutes of class discussion.
- Topic/Objective of the presentation: Unique features of the module and alternate methods of teaching the module. (Emphasis should be on the alternate methods of teaching the module.)

The instructions to the students should be purposefully vague and guidance not given on how to present the material or the assignment's relationship to the existing Advanced Referee Instructor Course teaching plan. (Most students admit they do not look at the ARI course teaching plan or the teaching Plan for the Advanced Course when preparing their presentations.)

Just prior to the presentations, inform them that their presentation skills will not be critiqued after their presentation. The emphasis will be on content and a discussion of the how well the objectives of the presentation were met. This will avoid time spent on nit picking the presenter or presentation. Focus on the material in the presentation. In the post presentation discussion, presentation deficiencies should be noted in relation to the material; not the instructor. When this approach is used, students have indicated they received useful feedback.

Monitor the time closely when presentations are made. Students should not be permitted to exceed time limitations.

Benefits of presentations conducted in this manner:

Students have an opportunity to make a presentation in the class

Students must think about the unique features and alternate methods of presenting the material in advance of the course

Students in classes taught this way consider this method meaningful and recommend it be continued.

This alternative method could present assignment difficulties in classes with over 10 students. A way to resolve this would be to divide the class into two groups in different rooms with a co-instructor monitoring presentations. An instructor could then summarize presentations of each module.

2. Provide students with an overview of this lesson.
 - a. Students will give a 10 or 30-minute presentation to the class.
 - i. Method 1: Topics will be provided and the students will have 30 minutes to prepare.
 - ii. Method 2: Topics were provided previously. The students should be prepared.

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- b. After each presentation, the class will discuss teaching options for the lesson from which the presentation topic was taken.
3. Discuss with students presentation of the material as stand alone individual lessons versus presenting as a complete Advanced Referee Course. Emphasis should include:
 - a. The complete Advanced Referee Course is designed as a 7 hour continuous course.
 - b. Individual lessons are **not** designed for presentation as stand alone teaching units.
 - c. When teaching the lessons of the Advanced Referee Course as individual lessons, spaced by days, weeks or months, for the purpose of continuing education or to meet the requirements for upgrade the instructor will need to include portions of other lessons within the Advanced Referee Course to provide a complete presentation of the material.

Instructor Note: After each presentation ensure that the unique features of the module listed below and in Attachment 2 are covered.

D. TEACHING LESSON I: UNDERSTANDING THE ADVANCED GAME

1. Advanced referees must understand the importance of physical fitness, mental preparation and understanding tactical elements of the game. Advanced Referee Instructors must stress the benefits of these elements for the overall good of both the referees personally and the good of the game. There is a lot more to refereeing than learning the Laws.

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2. Optional Presentation Methods:

- a. Review and discuss the stretching and conditioning suggestions outlined in the fitness handout for Lesson I of the Advanced Referee Course.
- b. When teaching the importance of good mental and emotional preparation, you can solicit examples from the students illustrating how poor mental and emotional preparation can lead to poor performance by the referee team.
- c. Ask “What would be a good pre-game routine to prepare mentally and emotionally?”
- d. In small groups, discuss the characteristics of advanced players and how this should affect the mental preparation of the referee prior to the game.
- e. Review the Age Group Comparison Chart to ensure understanding and applicability. Assign groups to develop specific recommendations regarding referee preparation for a U-14 match...
- f. Teaching Gamesmanship and Player Tactics provides an excellent opportunity to share the teaching responsibilities with a coach instructor and to use scenario or case book studies. Ensure the correct interpretations of what should and should not be allowed are reviewed by the instructors in advance.
- g. The Principles of Play are important to teach so that students understand general tactics and thus improve their ability to anticipate play and read the game. Again, a coach instructor may be very helpful when teaching Principles of Play.
- h. It is very important to point out how understanding both individual and team tactics relates to anticipating play so do not just let the coach instructor teach tactics without someone relating it to referee decisions and understanding where potential infractions may occur.
- i. Lead a discussion of how an understanding of the Objectives of the Game and Principles of Play relate to the referee’s task of balancing Flow versus Control.
- j. Using “Problems Outside the Touch Line” as a source have the students discuss the kinds of problems the Advanced Referee may encounter and possible ways to deal with the difficulties.
- k. Have the students describe the procedures for administering Penalty Kicks and Penalty Kicks from the Mark.
 - i. Ask, “When are Penalty kicks from the Mark employed?”
 - ii. Ask, “Who is eligible to participate in Kicks from the Mark?”
 - iii. Have a student describe the “reduce to equate” procedure.

- iv. Ask, "What happens if each team has taken five kicks and the score remains tied?"
- v. Ask, "Are goalkeepers eligible to take Kicks from the Mark?"
- vi. Ask, "May players be substituted during the Kicks from the Mark?"

E. TEACHING LESSON II: OFFSIDE – ADVANCED

1. Advanced Referees need an increased skill level in understanding and applying Law 11 Offside.
2. Optional Presentation Methods:
 - a. Use a handout, overhead projection, flip chart or felt/magnetic soccer field to review the elements of Law 11.
 - b. This lesson introduces the concept of "the area of active play."
 - i. Ask, "What does 'area of active play' mean?"
 - ii. Ask, "How is 'area of active play' used as a guide to determine offside infractions?"
 - c. If an outdoor soccer field or a gymnasium or other large indoor space on which a soccer field has been marked is available, use guided participation to act out the situations depicted in the Offside illustrations in FIFA Laws of the Game, AYSO edition.
 - i. Set up a situation in which a teammate of the attacker shooting on goal is in offside position but outside the penalty area. Repeat the situation a number of times, each time moving the player in offside position closer to the goalkeeper.
 - ii. Ask, "When is the player in offside position involved in active play by interfering with an opponent?"
 - d. Use one or more of the following videos emphasize teaching points and confirm understanding:
 - i. USSF video "Making the Offside Call – Women's World Cup '99"
 - ii. USSF video "Myths of the Game"
 - iii. USSF video "The Laws of the Game – The Gray Areas"
 - iv. USSF video "Guide to Procedures for Referees, Assistant Referees and Fourth Officials"

F. TEACHING LESSON III: FOULS IN THE ADVANCED GAME

1. Advanced Referees must be able to recognize and deal with the kinds of fouls that occur in upper level games.
2. At this stage of their development, Advanced Referee candidates are reasonably familiar with the general aspects of direct and indirect free kick fouls... Instructors should concentrate on developing some of the subtle points and should discuss some of the actions officials in upper level games are required to take.
3. Optional Presentation Methods:
 - a. Use a handout, flip chart or overhead projection to list the direct kick, indirect kick, offenses.
 - b. Show the USSF video "Fouls and Misconduct"
 - i. Use this video to introduce the concept of the "professional" or "tactical" foul.
 - ii. Ask, "Why must referees be alert to these kinds of fouls?"
 - iii. Ask, "How must referees deal with this kind of behavior?"
 - c. Show the USSF video "Myths of the Game" sections dealing with "Handball," "Dangerous Play" and "Goalkeeper"
 - d. Show the USSF video "The Laws of the Game – The Gray Areas" section dealing with "Crime and Punishment (Law 12 & 14)"
 - e. Ask leading questions
 - i. Ask, "What is the most infrequently called foul in soccer?"
 - ii. Ask, "What is the difference between impeding and holding or charging?" (physical contact)
 - iii. Ask, "May a player obstruct (shield) while playing the ball?"
 - iv. Ask, "How far from the ball is playing distance?"
 - f. Impeding, holding, charging and shielding can be demonstrated using guided participation.
 - g. Show the USSF video "Guide to Procedures for Referees, Assistant referees and Fourth Officials" to demonstrate the techniques for administering a caution or a send off.

Using small groups will allow more students to practice and to ask questions and share experiences.

G. TEACHING LESSON IV: MISCONDUCT, PLAYERS, SUBSTITUTES & OTHERS

1. Optional Presentation Methods:

- a. Use flip charts, overhead projections, word strips or handouts to list the terms “players,” “substitutes,” “neutral objects” and “outside agents.”
- b. Use proper questioning technique to ask students to provide definitions of players, substitutes, neutral objects and outside agents.
 - i. Ask students to cite the Laws where these definitions may be found.
 - ii. State, “When officials make decisions about technicalities such as punishments for infractions and can support those decisions with Law passages, they are preparing to render quick choices to balance flow and control.
- c. Point out to the students that this concept may be taught by these questioning techniques, and also by using the scenarios (case studies) in the module.
- d. Use some of the alternate scenarios from Attachment 1 of the lesson to reinforce the distinctions among players, substitutes, substituted players, neutral objects and outside agents.
- e. Use guided participation to review the criteria for the 7 Cautions and the 7 Send Offs. Have the students demonstrate the procedure for cautioning a player or a substitute. Have the students demonstrate the procedure for sending off a player or a substitute.
 - i. Ask, “May cards be shown when cautioning or sending off a coach?”
 - ii. Ask, “May cards be shown before the game begins, at half time or after the game has ended?”
- f. Show the USSF video “Guide to Procedures for Referees, Assistant referees and Fourth Officials” to demonstrate the techniques for administering a caution or a send off.

Using small groups will allow more students to practice and to ask questions and share experiences.

H. TEACHING LESSON V: READING THE ADVANCED GAME

1. A referee’s ability to read the game will determine the relative balance between flow and control. By reading the match correctly, the referee can achieve the correct position to maintain control while allowing the game to flow.
2. Optional Presentation Methods:
 - a. Use a handout, overhead projection, flip chart or word strips to list the decision making process for the students.

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- i. Ask, "What are the factors that affect the referee's decision making process?" Use questioning and guided participation to amplify the framework involved in each category.
- ii. Ask, "Why is it important that the referee understand this process and become adept at using it instinctively?"
- iii. Ask, "How does this process relate to the referee's ability to anticipate play and position himself accordingly?"
- iv. Use the scenarios in the module to have the students practice the decision making process.

3. Diagonal System of Control

4. Optional Presentation Methods:

- a. Ask, "Why must the referee be in a position to observe what is occurring in the game in order to be able to control the game?"
- b. Ask, "How does The Diagonal System of Control enable the referee and the assistant referees to be able to accomplish this?"
- c. Use the USSF video "Guide to Procedures for Referees, Assistant Referees and Fourth Officials" and the USSF pamphlet "Guide to Procedures for Referees, Assistant Referees and Fourth Officials" to demonstrate and discuss referee and assistant referee positions on set plays.

Use a soccer field, indoor space marked as a soccer field, felt/magnetic soccer field or overhead projection to conduct a guided participation discussion of the advantages and disadvantages of the recommended positions.

- d. Ask, "How does the referee's position change on unusual play or active play?"
- e. Ask, "What are the general positioning guidelines that the referee must keep in mind?"
 - i. Demonstrate and practice examples of unusual plays and situations in which the four principles are applied.
 - ii. Use the scenarios in the module to act out various situations. Do this in a realistic setting.
- f. Ask, "What is the main job of the referee?" (FUN, fair, safe)
 - i. Ask, "How does the referee accomplish this?" (Interfere as little as possible)
 - ii. Quote AYSO National Rules & Regulations, paragraph 1.D.5 and ask, "What does this statement mean?"

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- iii. Use a diagram, balance scale or a visual aid depicting a balance scale with a weight on one end of the balance arm labeled “Flow” and a weight on the other end labeled “Control” to illustrate the balance of flow and control.
- iv. Ask, “When the referee exerts control what happens to flow?”
- v. Ask, “When the referee allows the game to flow what happens to control?”
- vi. Ask the students to consider when a referee may want to emphasize either flow or control.

I. CONCLUSION

1. Review

- a. There are a myriad of ways to present information.
- b. It is important to consider ways of presenting each lesson uniquely to maximize the students’ interest, enjoyment and educational benefit.

J. Bridge to next lesson and instructor.

IV. Teaching Problems Outside the Touchline

A. DESCRIPTION

1. Duration: 30 minutes
2. This lesson provides students with guidance for teaching this increasingly important class within Lesson I of the Advanced Referee Course

B. GOALS

1. Clarify the rights and responsibilities of spectators, coaches, and referees
2. Reinforce the concepts of the AYSO Team
3. Raise the consciousness of the responsibility we all share to provide an appropriate game time environment for AYSO players.

C. INTRODUCTION

Instructor Note: If separated, the instructor candidates should reconvene at this time.

1. Introduce yourself and your co-instructors
 2. Advanced Referee Instructors often lead section meeting workshops or continuing education workshops. "Problems Outside the Touchline" increasingly is offered as an adjunct to referee courses and referee camps. Advanced Referee Instructors should be familiar with how to teach this subject.
 3. Identify the goals of this Lesson
- D. Review with the students the section "What Can I Do? Reactions to Inappropriate Behavior" in the AYSO Referee Instructor Resource Book.
1. When a Spectator is Behaving Inappropriately
 2. When a Coach is Behaving Inappropriately
 3. When a Referee is Behaving Inappropriately
- E. Instructors have two options for presentation of this workshop; a "Classroom Discussion" or a "Field Simulation" format. The field simulation format requires enough space to simulate spectators near a touch line and a few yards beyond the touch line to simulate a part of the field. This can be done inside in a suitably large room or gymnasium or outside on most any small grassy area.
- F. When an outdoor space or a large indoor space is available, have assistant instructors or volunteers play the parts of a disruptive coach or unruly spectator. Ask a student to play the part of a center referee in the imaginary game and deal with the inappropriate behavior that come from outside the touchlines.

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1. At appropriate intervals, stop the imaginary game and offer constructive criticism of the referee's actions and solicit opinions from the audience.
 2. When an audience member offers an opinion or suggestion about how the center referee handled or should have handled the situation, make that individual the center referee and repeat the process until the teaching points have all been covered.
- G. When utilizing a classroom format, begin with discussions of appropriate pro-active and re-active responses that can be taken before, during and after the games. Then create discussion groups to come up with proposed solutions to various game scenarios.
- H. Detailed lesson plans are available on AYSOtraining.org for both the outside and classroom versions of teaching problems outside the touchline or "Somebody Ought to do Something".

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V. COURSE WRAP-UP

The instructor candidates should reconvene for the conclusion of the course.

1. Correct all improper terminology, misstatements made by instructor candidates during their presentations.
2. Review the highlights of the material covered:
 - A. Advanced Teaching Techniques:
 1. Reading Your Audience
 2. Learning Styles
 3. Working with Co-Instructors
 4. Working with Scenarios
 - B. Teaching Unique Features of the Advanced Referee Course
 - C. Teaching Problems Outside the Touchline
3. Confirm student understanding of the above with a few questions.
4. Review the Instructor Certification process
 - A. Instructor candidates must pass the Advanced Referee Instructor Exam
 - B. Instructor candidates will be assigned as student teachers and will be supervised and evaluated by an experienced AYSO Referee Instructor Evaluator.
 1. As an instructor in at least one hour of the Advanced Referee Course with a qualified Referee Instructor Evaluator
 2. The evaluations for certification must be done in an actual referee course with real students
5. Distribute the course evaluation form and ask the students to complete it.
6. Sign each student's course completion form. Later you can log on to eAYSO, add the attendees who successfully completed the course to the roster and submit the roster online. Alternatively, you can return the original roster to the NSTC **after making a copy to retain for your personal records.**
7. Thank the student instructors for attending the course and for the role they will play in growing the AYSO National Referee Program. As instructors, they personify our motto that:

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