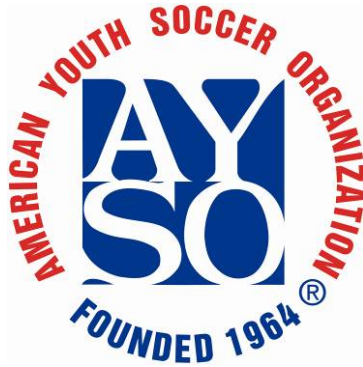


Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 1 of 60
----------------------	---	--



<h2>AYSO Advanced Management Instructor Course</h2>

Identifier	INST 03
Revision	9
Effective Date	September 1, 2007
Class Length	8 hours

Change Summary	
January, 2006	Revised
September 1, 2007	Revised
January 15, 2009	Revised

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 2 of 60
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AYSO Teaching Plan

Goals:

To prepare Advanced Management Instructors to present all management workshops. These include:

- Registrar Tier
- Safety Director
- Treasurer Tier
- Regional Board Member Training
- BASIC (Board and Staff Introductory Certification)
- 30 Great Volunteer Recruitment Ideas
- 30 Fantastic Volunteer Retention Ideas
- Introductory Management
(prior attendance and experienced co-instructor for first teaching assignment)
- Advanced Management
(prior attendance and experienced co-instructor for first teaching assignment)

plus all additional management workshops listed on aysohelp.org

Instructors will use AYSO directed lesson plans, and meet the educational requirements and prerequisites to become an Advanced Management Instructor.

Learning Objectives:

1. Know how to identify the learner needs of the audience
2. Select appropriate teaching methods
3. Use lesson plans effectively
4. Employ questioning and confirmation techniques in practice presentations
5. Vary instruction methods and techniques
6. Practice teaching techniques with observation and feedback from a trained observer
7. Demonstrate competency in management principles

Materials and Equipment:

- Rosters and Course Number
- Computer and LCD Projector
- Visual aids (flip charts, markers, post-its, scissors, index cards, extra pens, etc.)
- Name tags and blank tent cards
- Snacks (candy bars, bottles of water, fruit, etc..)
- Lesson Plan
- Homework Assignment Sheet
- Instructor Evaluation Form
- One set of red and yellow referee cards
- 6 Reference Manuals
- Advanced Management Course Handbook (one per student)
- Instructor Contact information

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 3 of 60
----------------------	---	--

- 4 sets of the Match Game

Instructor Notes:

Student participation and involvement are key elements in the success of this course. Instructors must make every effort to engage the students in the course material using questioning, guided participation and demonstration techniques.

Advanced Management Instructor Course

If We Don't Model What We Teach, Are we Teaching Something Else?

Put up **Slide # 1** as students enter the room.

Slide # 2 LESSON PLAN MODULE ONE – Introduction of Instructors and Course Information

Slide # 3

Prerequisites, Do you know what they are?

Slide # 4

Prerequisites:

1. Recommendation from SMA or SD
2. eAYSO documents your attendance to Introductory Management and Advanced Management courses
3. Is a current Management Instructor
4. Teach two of the following roster courses as a lead instructor:
 - BASIC
 - Registrar
 - Treasurer
 - Safety Director
 - Regional Board Member Training
 - Division Coordinator
 -

Slide # 5.

Pass out the roster as soon as students are situated.

Certification Requirements:

Slide # 6

Within one year of completing the Advanced Management Instructor Course be a lead instructor for three of the following roster workshops:

- BASIC
- Safety Director
- Treasurer
- Regional Board Member
- Registrar

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 4 of 60
----------------------	---	--

- Division Coordinator

Note: To be a lead or co-instructor at Section Conference, you must have previously taught the workshop.







A four to one Mentor to Student ratio is assumed.

Slide # 7 The agenda:

1. Course/Instructor Introduction	5 minutes
2. Course Ground Rules	5 minutes
3. Icebreaker (Candidate Introductions)	15 minutes
4. Student Presentation # 1	45 minutes
5. Using Games in Teaching	30 minutes
Break	15 minutes
6. Team Teaching	35 minutes
7. Teaching Methods	35 minutes
8. The Questioning Toolkit	45 minutes
Break	15 minutes
9. Death By Power Point	45 minutes
10. How to be Creative in Teaching Introductory Management	45 minutes
Break	15 minutes
11. Student Presentation # 2 (Present, critique)	120 minutes
• 20 minute presentation	
• 10 minute critique	
• Four presentations to each group	
• 15 Break after first two presentations	
12. Questions and Answers	15 minutes
13. Conclusion	10 minutes

Total 8.4 hours

These are the icons that will be used throughout the lesson:

-  Activity
-  Key (Critical) Point
-  Question
-  Instructor Note
-  Handout
-  PowerPoint

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 5 of 60
----------------------	---	--



Nuts and Bolts

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 6 of 60
----------------------	---	--

Slide # 8

Ask how many students have attended Introductory Management. One of the other instructors should make note of which students **have not** attended. Introductory Management is as a pre-requisite for taking this course. Candidates for this course will not be able to register on eayso.org to take the Advanced Management Instructor Course until they have attended Introductory Management.

- Tell students that they will be giving a 20 minute presentation at the end of this course on one of the modules in Introductory Management. Ask them to think about which module they will present and you will pass around a sign-up sheet before the first break. (Sign-up sheet is included in the Instructor Course Materials.

BRIDGE

Now we will learn about each other by writing and presenting our individual introductions.

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 7 of 60
----------------------	---	--

LESSON PLAN MODULE TWO – ICEBREAKER

(15 Minutes)

INTRODUCTION

Teaching is all about talking in front of a group of people. The purpose of this exercise is to allow the students to interact for a few moments, learn about each other, then present in front of the group.

Instructor note: The number of students in the class will determine how you will use this time. It is always beneficial to have students stand up and introduce themselves and the process for developing a personal introduction was covered in the Management Instructor Course. A candidate to be an Advanced Management Instructor should be able to do this and do it well. View this as their first opportunity to present in front of the group.

If you have 20 or less students, have everyone come up in front of the group and give a one minute introduction. If there are more than 20 students just ask everyone to stand up and say their name and where they are from. Even if this Class takes a few minutes it will be time well spent.

Slide # 9 The presentation should be no more than one minute and include the following:

Your Name	
City, State	
Region/Area/Section	
Positions Held	
Years of Experience	

Remind the students:

- Your credentials are basic information. Below are more ideas for you to add to your personal introduction.
- **Remember that you only have one minute. Slide # 10**

What is special about AYSO? Why did you choose to volunteer in AYSO?	
Why did you become a Mgt Instructor?	
Why are you an instructor?	

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 8 of 60
----------------------	---	--

Challenge the students:

Slide # 11

- Can you make your audience smile in the first minute? Not everyone is a comedian, but simply given the option to laugh or not laugh, most of us would vote for the former. You can stop short of seeking a belly laugh; just putting a smile on people's faces will be appreciated by your audience.

BRIDGE

We will now have (*name of instructor*) go over the Course ground rules.

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 9 of 60
----------------------	---	--

Slide # 12

LESSON PLAN MODULE THREE – Course Ground Rules (5 minutes)

Instructor note: Slide # 13 – 14 – 15 Pass out the Advanced Management Instructor Course Handbook. Direct students to turn to page with the “**AYSO Management Vision for the Future**” Ask the students to read the information for two minutes and then ask for a volunteer to stand up and explain the Management Vision to the class. In this course we want to give as many students as possible the opportunity to speak in front of the group. If you can’t get a volunteer, ask for students to give just one point and then call on another student for additional comments.

AYSO Management Vision for the Future

- Management training could and should be done at the region and area level
- Management training doesn’t have to be boring. It can and should be fun and interactive.
- If a regional board member didn’t attend a section conference, chances are they were never trained
- A section conference isn’t the only place to receive management training
- Many new, small or economically challenged regions can’t or don’t attend the section conference
- Management training should be just as important to a region as coach and referee training
- The success of a region depends on its managers (regional board)
- We are looking for instructors who will commit to doing management training at the region and area level and not just waiting for the next section conference
- Much of this training will be in small groups (5 – 20 volunteers)
- This small group instruction lends itself to interactive methods of teaching

Instructor note: Go over the following Course Overview.

- a. The purpose of the Advanced Management Instructor Course is to build on the current skill level and explore new and different ways to present the workshop material.
- b. Instructor Program
 - Management Instructor Course is an easy starting step. This course sets expectations for accountability and presentations.
- c. Criteria for completion to become Advanced Management Instructor:
 - Must demonstrate a high level of competence in teaching and in their knowledge of the management curriculum.
 - No candidate will “flunk”. Some students will be given an Instructor Verification Form that indicates, “Do this to complete requirements and then become an Advanced Management Instructor. Attendance at the Advanced Management

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 10 of 60
----------------------	---	---

Instructor Course does not automatically make you an Advanced Management Instructor; Additional certification requirements must be met.

- d. An Advanced Management Instructor is one of the highest level representatives of AYSO as both an **organization and as a philosophy. *Stress this point.***
- e. An Advanced Management Instructor should be both interesting and innovative in their teaching. Continuous use of any one teaching technique (especially lecture) should be avoided.
- f. An Advanced Management Instructor needs to have a significant knowledge of AYSO policies and procedures.
- g. An Advanced Management Instructor should be familiar with the support structure of AYSO from the Regional level, through the Area and Section levels, through to the NSTC and National Board of Directors.

Slide # 16

Strict Guidelines

- This course will be similar to most AYSO courses in how we are going to run it, except we are going to post a set of strict guidelines for your and our conduct. Let's look at a few facts:

Slide # 17

- Everyone attending this course is here to participate. At the times we break you into groups, we will do so based on your sex, section, years of experience, etc...
- We won't have groups that will be all women or all candidates from the same section.
- We have accepted everyone to participate in this class as long as you are either a Management Instructor or an Intermediate Management Instructor
- When we give you feedback on your presentations, we will be as supportive as we can in our observations
- We are all here to support each other and have fun as individuals and as a group

Slide # 18

Does anything jump out at you about our course guidelines?

Does anyone see a trend or similarities to our course guidelines? These are the 5 AYSO philosophies adapted to our course and will be our course guidelines.

- 1) *Everyone Plays (participation is the only way to learn and improve)*
- 2) *Balanced Teams (we want everyone to learn from each other)*
- 3) *Open Registration (either you expressed an interest in coming or you were recommended)*
- 4) *Positive Coaching (the instructors will be positive in their feedback to you)*

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 11 of 60
----------------------	---	---

5) *Good Sportsmanship (we will be supportive of one another and have fun)”*

Ask the students as to whether or not they ever thought of an AYSO course directly in terms of the 5 philosophies. Also ask whether or not they thought that the manner in which it was presented was better or worse than just listing them. Did it provoke thought? Did they see where things were leading after the first few facts were mentioned?

Instructor note: This approach was an alternative (different, unique, and innovative) to just listing them, seeing them written down or referring to them.

CONCLUSION

If you take the time and try to be creative, you can many times find ways to present common or dry material in different ways.

Slide # 19

- If you take the time and try to be creative, you can many times find ways to present common or dry material in different ways.

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 12 of 60
----------------------	---	---

LESSON PLAN MODULE FOUR – Student Presentation 1 (45 Minutes)

Instructor note: *The students have not had prior knowledge that they will be doing a two minute presentation. Your job as their instructor is to get them to relax and have fun with this. If time allows give them a break right before this presentation. Remind them that this is impromptu. Preparation is not essential.*

OBJECTIVES

Slide # 20 -21

Students will:

- Demonstrate their current presentation skill by giving a two-minute presentation on a topic of their choice, **which is not soccer related**.
- Develop an initial comfort level giving presentations.
- Understand that the Advanced Management Instructor must reach a higher level of independence than the Management or Intermediate Instructors

INTRODUCTION

Slide # 22

- Let's relax and have fun.
- Your best instruction will happen when you are relaxed with the audience, comfortable with the environment and knowledgeable about the material you are presenting.

Slide #23

- Candidates: Be aware of your time. Time management is important in these two-minute presentations. If you need to set up the room or prepare the audience in some way, do that and then indicate to the timer (at the back of the room) that you are ready to begin. Your time will start then.

Slide # 24

- When you have thirty seconds left the timer will hold up a yellow card.
- When your two minutes is up the timer will hold up a red card.
- Every presentation should have: **Slide # 25**
 1. Introduction (yourself and your topic). There is no need to say more than your name.
Your introduction should include what you have chosen to talk about.
 2. Body
 3. Conclusion
- There will be no direct feedback from the instructors, although the class may have a quick question or two about the topic.
- Here are some ideas for your presentation: **Slide # 26**
 1. Tell us about your hobby
 2. Give us directions on how to do something
 3. A personal story
 4. A childhood memory
 5. A person you admire and why
 6. an AYSO experience
 7. How you got involved with AYSO
 8. Why you are still involved with AYSO

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 13 of 60
----------------------	---	---

Some additional ideas: Slide # 27

Food related

- How to make lasagna
- How to select the proper wine for dinner
- How to prepare

Outdoors related

- How to pitch a tent
- Key aspects of rock climbing
- My favorite hike
- How to choose a bicycle helmet

Vacation related

- The best meal I've had on vacation
- The most interesting thing I've done on vacation
- The worst part of my vacation

Arts and Crafts related

- How to make a hat from a piece of paper
- How to draw a face
- The best way to take a picture

CONCLUSION

Slide # 28 If time allows, after all the presentations are completed, ask each student to give you **one word** as to how they feel after this first presentation in the course.

BRIDGE

We will now discuss some of the key aspects of using games as a teaching tool.

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 14 of 60
----------------------	---	---

LESSON PLAN MODULE FIVE – Using Games in Teaching

(30 minutes)

Handbooks should be closed for this Class.

Slide # 29

LESSON GOALS

The purpose of this lesson is to show students how games can effectively be used as a teaching technique.

LESSON LENGTH

The length of this lesson is 30 minutes.

OBJECTIVES

- Students will understand the benefits of using games as a teaching tool.
- Students will understand the limitations of using games as a teaching tool
- Students will see through a practical example that games can be an effective learning tool.

STUDENT SKILLS ACQUIRED

Slide # 30 The students will learn to use games as an effective teaching tool to make classes more interactive and provide students with an alternative to traditional teaching methodology.

Special Instructor Notes

The sample game provided with this lesson has been piloted during the course development. Other games or variations may be used as long as they demonstrate the learning objective that games are a useful learning tool. It is essential that when using games as a learning tool the instructor explains the rules of the game prior to initiating the activity and that all participants clearly understand the rules. Otherwise the effectiveness of the game as a learning tool is lost.

BODY

Introduction

Explain to the students that this lesson will show how a game can be used as a learning tool. It has been shown that learners may only use 13% of the material they are presented in training. If we want different results, we therefore must be willing to use different methods. Games can prove to be a fun and interactive way to increase the learner's retention of material.

Spirit – Why Do We Teach This Subject?

Slide # 31 Explain to the students that as an instructor you can present information that conclusively shows people something that they should believe, know or do – and get nowhere doing it. When a large part of people's behavior – some say 95% is habitual and unconscious, people have to do more than just **hear** information. They have to engage it, own it and do something different with it.

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 15 of 60
----------------------	---	---

By playing a game that uses needed information, people connect the training with real AYSO applications.

APPLICATION – HOW TO APPLY THE MATERIAL

Slide # 32 - 33

Instructor note: Divide the students into equal teams to play the AYSO “Match It” game. This game is best used for volunteers who have a basic knowledge of AYSO and not for new volunteers. Materials for the game are available through Karen Mihara (Management Program Coordinator at the NSTC). Contact her at 800-872-2976 – Ext. 5475. She will send you 5 packets of multicolored questions and 5 packets of multicolored answers which will each be in a zip lock bag.

ACTIVITY INSTRUCTIONS

Remind students to keep their Handbooks closed for this Class.

Slide # 34

Divide the students in groups of no more than 6 to a group. Give each group a package of “Questions” and “Answers”. The group to correctly match up the questions and answers first is the winner. It should take no longer than 5 minutes.

Here are questions and the correct answers:

What is Safe Haven?

This is a program that protects AYSO’s two most vital resources – players and volunteers

What is Kids Zone?

Provides a safe, fun, fair, positive environment in which children can play and grow

What positions in AYSO are Executive Members?

**Regional Commissioners
Area Directors
Section Directors
Special Directors
National Board of Directors**

What are two of AYSO’s Special Programs?

**VIP – Very Important Player
AYSO Soccer Camps**

Which regional board position is a mandated reporter in most states?

Regional Commissioner

What is a mandated reporter?

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 16 of 60
----------------------	---	---

It is someone who is required by law to report suspected child abuse

What is the Vision Statement of AYSO?

To provide world class youth soccer programs that enriches children's lives.

What are the AYSO Philosophies?

**Everyone Plays
Balanced Teams
Open Registration
Good Sportsmanship
Positive Coaching**

Who is the President of AYSO?

Mike Wade

What is the National Coaching Program?

Develops good soccer players who have a positive image of themselves, their teammates, game officials and opponents

What is the National Referee Program?

Provides training that is intended to be representative of the skills needed at a specific level of play. These skills vary according to the age and skill level of the players involved.

What is the National Management Program?

Provides training for individual regional and area board positions as well as the entire board

What is eAYSO?

It is a web based database system at the NSTC for maintenance of registration files for players and volunteers.

What are the seven required regional board positions?

**Regional Commissioner
Regional Coach Administrator
Regional Referee Administrator
Safety Director
Treasurer
Registrar
Child and Volunteer Protection Advocate**

The instructor can award the winning team something (candy bars from the dollar store are always a favorite). Prizes do not need to be awarded if the instructor chooses not to.

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 17 of 60
----------------------	---	---

MUST KNOW ELEMENTS

Slide # 35 After the game is completed ask students what they liked about playing the game and how it helped in the learning process. Quickly go over the correct answers. Do not do a debriefing, or review the process.

Ask: Slide # 36 What are some things that an instructor needs to do **before the game begins?**

- Give directions/instructions
- Form teams.
- Set a specific amount of time.
- Decide what the learning objectives are for the game. You shouldn't do a game without it having some meaning or connection, except if it is strictly a team building activity. Even if the purpose of the game is to just have fun, you need to let the students know that. But Remember, there is always something to learn from using a game as a teaching tool.

Slide # 37 Now ask the students what an instructor should do **after the game**. Instructors are limited by time in this Class, but there are certain things that should accompany using games.

- There should be a review of the material.
- Give an explanation of why a volunteer needs to know the material used in the game.
- There should be a suggestion as to how the game could be used with other volunteers in the region or area
- **Always debrief!**

Slide # 38

How could you have altered the game if everyone in here was a brand new AYSO volunteer?



Instructor Note – Ask the students to give you examples of what could have been said before the game began and after it was over..

To assist the students in better understanding when to use a game and when not to use a game as a teaching technique, through guided participation, discuss the following topics:

Slide # 39 Games should be used when:

Slide # 40

- Material being presented is dry
- To demonstrate the importance of teamwork
- To present a simple concept in an exciting manner, in particular knowledge based material
- To liven up a workshop, especially when much of the material is presented in a lecture format

Slide # 41 Games are not recommended when:

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 18 of 60
----------------------	---	---

Slide # 42

- The workshop is a large group and using a game would cause problems with workshop control
- The material is of a serious nature
- There is a limited time and setting up the game would take up too much time.

CONCLUSION

Slide # 43

Ask the students if they learned more about AYSO and had more fun learning in this game than if they received a lecture on the material. Ask the students if they believe they will remember the information better than receiving it in a lecture format.

BRIDGE

After a break, we will look at how instructors can work together.

At this time, normally a break would occur.

15 minutes

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 19 of 60
----------------------	---	---

LESSON PLAN MODULE SIX— Team Teaching (Requires 2 Instructors Minimum)

Slide #44

(20 Minutes)

Instructor Note: Teaching this class requires some in depth preparation by both instructors.

INTRODUCTION

The method called team teaching can be very effective. It typically involves more preparation as the instructor team has to decide each instructor's role in the presentation.

BODY

Slide # 45 *One instructor asks: "Who has been in a workshop at a section conference that was taught by two instructors?" "Did they work well together?" "What made them a good team?"*

Slide # 46 *Now establish the differences between team teaching (relay race) and sequential teaching (leap-frog)*

*Consider modeling the **synergy** of team teaching by using another instructor to elicit answers from the students. Position both instructors at the front of the room each approximately equal distance from the focal center. Put the flip chart in between the two instructors.*

Traditional Team Teaching

Slide # 47

One instructor asks the students: "Do you know what Team Teaching is?" Another instructor puts answers on the flip chart.

Both teachers actively share the instruction of content and skills to all students. Typically, both instructors are in front of the class. Active teacher usually steps forward a little to focus attention on their topic, while the other teacher step back or to the side. The transition between positions should occur in a smooth fashion.

Sequential or Shared Teaching

Slide # 48

Ask the students if they know what Sequential or Shared Teaching is?

Probably most of the teaching you have seen at the section conferences is Sequential Teaching. That is when one instructor teaches the first half of the workshop and then turns it over to the co-instructor. The instructors are in front of the class at different times.

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 20 of 60
----------------------	---	---

One instructor asks the students for the pros and cons of Team Teaching and Sequential or Shared Teaching. The other instructor writes on the flip chart but may ask further questions. The questioning and writing up is to flow between the presenters without any appearance of “Lead Instructor and Co-instructor (assistant).”

Draw attention to the way this class is being handled simultaneously by “team teaching” instructors.

Slide # 49 *What are the pros and cons of team and sequential teaching? Ask students to open their Handbooks for this activity.*

Slide # 50 – 51 Pros and Cons

Sequential – Pros – consistent presentation style for each topic because one instructor is covering the entire topic and then turns it over to the other instructor. Each instructor can prepare for their topic while they are waiting

Sequential – Cons – no variety in presentation styles, single viewpoint of material, sometimes no back-up

Team Teaching – Pros – variety of presentation styles, both instructors actively or passively involved, back-up to address special issues or disruptive students

Team Teaching – Cons – takes planning and flexibility, possibility of confusion of multiple instructor viewpoints

Slide # 52 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.

Slide #53

Ask the students: *“What are the characteristics of successful team teachers?” Write the answers on the flip chart.*

Successful Team Teaching

Slide # 54 Successful team teachers are those who are united, not divided, and have a true partnership in the classroom. These teachers maintain the focus on the students. They have an agreed upon purpose for team teaching, agreed upon class rules and procedures, and agreed upon expectations for students and their teaching partner.

Successful Team Teachers are:
Willing and want to try team teaching
Positive thinkers
Respectful

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 21 of 60
----------------------	---	---

Honest
Trusting and trustworthy
Open to another's point of view
Able to communicate
Flexible
Resourceful - "I'll try anything once!"

Ask students what should happen if one instructor says something that is untrue or gives out misinformation? After getting a few comments:

Here is an opportunity for some role playing by both instructors.

1st instructor: Team teaching is always the preferred and easiest way to teach a section conference workshop.

2nd instructor: I hate it! I would much rather work by myself. Why do we have to team teach all the time?

Let's try again...

1st instructor: Team teaching is always the preferred and easiest way to teach a section conference workshop.

2nd instructor: Although I think that this is a valid point, as instructors keep your mind open to all different methods of teaching. Try them all and learn from each method.

There are no "Yeah Buts" allowed in team teaching.

If your teaching partner starts off with statements like "Yeah but that won't work" or "Yeah but I tried that before", "Yeah but, but, but, but" it's probably not going to work. It is best to work as a team (prior planning is helpful) and be flexible to changing conditions and student response. Sometimes it can be helpful to have the other instructor restate a point in a different form. Other times, it may confuse the situation. The team teachers need to have a good situational sense and adapt as appropriate.

Instructor: Here are some alternate forms of Team Teaching. If time allows quickly go through them. If not, point out that they are listed in the Handbook.

Complimentary or Supportive Team Teaching

One teacher assumes the responsibility for teaching the content to the students while the other teacher provides follow-up comments, back-up facts and possible correction of mis-statements. The primary instructor is in the front of the room, with the support teacher close to the front of the class, but to the side allowing the primary focus on the center instructor.

Parallel Instruction Team Teaching

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 22 of 60
----------------------	---	---

The class is divided into two groups and each teacher provides instruction on the same content to a smaller group of students. Each instructor positions themselves in front of their group.

Monitoring/Mentoring Team Teaching

One teacher assumes the responsibility for class wide instruction, the other teacher observes the instructor and student response. The Monitoring/Mentoring Teacher can observe student response and provide feedback to the lecturing teacher. Sometimes, the Monitoring/Mentoring teacher can call a disruptive student aside to answer questions or address concerns. The primary instructor is in the front of the room, with the support teacher is typically seated in the back of the room.

Combination Team Teaching

Often teachers may choose to use more than one type of team teaching in the same module in the teaching plan. For example, during the first 20 minutes of the class, one teacher presents a topic while the other teacher writes key discussion points on a whiteboard or flipchart (Traditional Team Teaching). Then the topic changes to one where the second teacher shares presenting the content by alternating the control of the discussion of key points (Complimentary).

CONCLUSION

Slide # 55 Team teaching can be very successful with the right planning and attitude.

BRIDGE

In addition to team teaching, there are a number of teaching methods to consider.

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 23 of 60
----------------------	---	---

LESSON PLAN MODULE SEVEN — Teaching Methods (20 Minutes)

Slide # 56 Handbooks should be closed for this Class.

OBJECTIVES

Students will learn to identify an appropriate teaching method through consideration of their Strengths, Limitations and Preparation. The teaching method they choose will be influenced by the audience, environment, and the topic.

BODY

Slide # 57 There are some things to consider in determining which teaching method an instructor will use.

1. Students have different learning styles.
2. Diverse learning objectives must be taught in different ways.
3. Various teaching environments require different methods.
4. Effective teaching necessitates variety in the methods employed.

Make sure all students have their Handbook put away because the answers to this next activity are in the Handbook.

ACTIVITY

Slide # 58

Divide the attendees into 6 groups. Assign each group one of the following teaching methods. Give each group a flip chart paper with one of the following teaching methods listed on it.

Slide # 59

Write ***Strengths, Limitations and Preparation*** on each flip chart with room to fill in information. Lecture

1. Lecture with Guided Participation
2. Brainstorming
3. Role Playing
4. Small Group Discussions
5. Scenarios

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 24 of 60
----------------------	---	---

Lecture
Strengths:
Limitations:
Preparation:

Instructor note: Ask each group to list the **Strengths, Limitations and Preparation needed** for the teaching method. Allow five minutes for each group to work on the assignment. Each group will pick a spokesperson to come up in front of the group and report the findings.

Slides # 60 – 65 Here are some ideas that should come out of the activity:

Lecture

Strengths

1. Present factual material in a direct, logical manner
2. Useful for large groups
3. A lecture can draw on the experience of the instructor
4. Instructor has control of the workshop

Limitations

1. Experts are not always good instructors
2. Attendees are passive
3. It is difficult to gauge if students are learning
4. Communication is one way.

Preparation

1. It needs a clear introduction and summary
2. It needs time and content limit to be effective
3. Should include examples and anecdotes to be effective

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 25 of 60
----------------------	---	---

Guided Participation with Questioning

Strengths

1. Involves attendees at least after the lecture
2. Attendees can ask questions, clarify and challenge

Limitations

1. Time may limit discussion period
2. Quality is limited to the quality of questions and discussion

Preparation

1. Requires that the questions you will ask the group be prepared prior to the discussion

Brainstorming - Forums

Strengths

1. Encourages full participation because all ideas are recorded
2. Draws on attendees knowledge and experience
3. Spirit of congeniality is created
4. One idea can spark off other good ideas

Limitations

1. Can be unfocused
2. Needs to be limited to 5 – 7 minutes of gathering ideas
3. Attendees may have difficulty getting away from their know reality
4. If not facilitated well, criticism and evaluation may occur

Preparation

1. Facilitator selects issue
2. Facilitator must have some initial ideas if the group needs to be stimulated.

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 26 of 60
----------------------	---	---

Role Playing During a Workshop

Strengths

1. Is a dramatic way to introduce a problem
2. Provides an opportunity for attendees to assume role of others and thus appreciate another point of view
3. Allows for exploration of solutions
4. Provides an opportunity to practice skills

Limitations

1. Attendees may be too self-conscious to do role playing
2. Not appropriate for large groups
3. Attendees may feel threatened

Preparation

1. Instructor must give very clear instructions
2. Instructor has to define problem situations and roles clearly

Small Group Discussions – Activities - Assignments

Strengths

1. Allows participation of everyone
2. People are often more comfortable in small groups
3. Can reach a group consensus

Limitations

1. Needs careful thought as to the purpose of the group discussion or assignments
2. Group may get side tracked. It is difficult to supervise all the groups

Preparation

1. Instructor needs to prepare specific tasks or questions for the groups to answer

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 27 of 60
----------------------	---	---

Scenarios

Strengths

1. Develops analytic and problem solving skills
2. Allows attendees to apply new knowledge and skills

Limitations

1. Attendees may not see the relevance to their own situation
2. Insufficient information can lead to inappropriate results

Preparation

1. Scenario needs clearly defined details to achieve the desired results
 2. Scenario has to be prepared ahead of time.
 - 3.
- C. List 3 major topics below on a flip chart (with enough space between them to fill in with details provided by the students. Through guided participation brainstorm the details to consider in each. Have a spokesperson from each group present the results and list them on the flipchart.

Instructor note: There are three things that will determine the teaching method an instructor will use.
Slide # 66

Ask these questions:

Slide # 67 Attendees

1. Why would the size of the audience determine which teaching method you would use
2. Is the experience level relevant?

Slide # 68 Environment

1. When choosing your teaching method will it make a difference if you are indoors or outdoors?
2. How will the room size affect your choice?
3. What about equipment?

Slide # 69 Subject

1. Is it a subject that requires thought, discussion or debate?
2. Will this be a review of the material or will the attendees be hearing this for the first time
3. Is it a serious subject.

CONCLUSION

Review and Confirm: Teaching Methods

1. What are the settings in which you are likely to teach and why?

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev . January 2009 Page: 28 of 60
----------------------	---	---

2. What are the methods appropriate to that setting?
3. Which method(s) fit with the subject(s) you present?
4. Remember this: Methods are like tools; you can't build a complete house with only a saw.

BRIDGE

We will now get into one of the most important tools an instructor has – questioning techniques.

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 29 of 60
----------------------	---	--

LESSON PLAN MODULE EIGHT: The Questioning Toolkit (45 Minutes)

Handbooks are not needed for this Class.

Slide # 70

LESSON GOALS

To acquaint students with the use of questioning techniques that are used as a fundamental instructional methodology.

LESSON LENGTH

45 minutes

LEARNING OBJECTIVES

- Familiarize students with the benefits of questioning as used in conjunction with other teaching methods.
- Make students aware that types of questions and the techniques used in questioning can help create reflective, active learners rather than parroting, passive learners.
- Understanding the proper methods of using questioning techniques.

STUDENT SKILLS ACQUIRED

Slide # 71

- Do you think it is good to use questions?
- Should you ask a lot of questions?
- Will it make the time go faster?
- Will it keep the audience involved?
- Is it easy to ask questions?
- Are you sick of these questions that can only be answered with a “Yes” or “No”?

Students should be able to use questioning techniques in conjunction with other teaching methods to help create reflective, active learners. Each student will create a Questioning Toolkit which contains questions and questioning tools.

Special Instructor Notes

Instructor note: The instructor is showing students that questioning is probably the most fundamental instructional methodology available. However, it is commonly the most overlooked method by inexperienced instructors. Ensure that students understand that Questioning techniques afford two-way communications.

BODY

INTRODUCTION

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 30 of 60
----------------------	---	--

The instructor will introduce any co-instructors for this lesson.

The instructor will impress upon the students through the use of a skit or video presentation (The Ferris Beuller classroom scene with the teacher asking the question “anyone, anyone? Over and over is perfect to show) the importance of good questioning as a teaching technique. The techniques used will be that of asking the entire group a question that is a poor method. This will make students aware of the importance of good questioning techniques and stimulate their interest, because inexperienced instructors commonly use the chorus response method

The instructor will explain that questioning is a fundamental instructional method.

SPIRIT – Why Do We Teach This Topic

(10 Minutes)

Importance of Questioning

Ask students to put away their Course Handbook for this Class.

Slide # 72 Instructor note: Ask- “Why do instructors ask questions? As you are asking these questions have another instructor scribe on the flip chart.

Here are some possible answers:

- To gain the learner’s participation in the class.
- To determine what the learner knows about a subject
- To focus attention of the learner
- To lead discussions
- To review subject matter
- To help students learn from each other
- To test the learner’s knowledge of subjects covered in the class

Questions can be classified in several ways.

Slide # 73 Instructor note: Put the types of questions on the Flip Chart and as you explain each one ask of the students to give you an example.

1. **Information Questions** – lead us right to the target. They focus the discussion so that we gather only the very specific feedback we require, only those facts that “cast light upon” the main question at hand.

Information Questions Some examples of information questions:

- What are the Six AYSO philosophies?
- Who is the president of AYSO?
- When will the NAGM be held in 2009?
- Where is the National Support and Training Center located?

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 31 of 60
----------------------	---	--

2. **Probing Questions** – Effective use of probing is one of the most important questioning skills. If the student does not provide a complete answer, he or she may know a partial answer. Probing is the use of further questions to force a student to put together knowledge into a more complete answer. Probing means going deeper; it means digging. It requires patience on the part of the instructor. Sometimes a simple “why...?” asked as an advocate for the presenter’s success can be very effective, as can several why questions asked in a row. Some examples of probing questions:

- Why do you think this is the case?
- What do you think would happen if..... ?
- How did you decide/determine/conclude..... ?
- What criteria did you use to..... ?
- What would you have to change in order for.....?
- What might you see happening in your Region if.....?

In summary, good probing questions:

- Do not place blame on anyone
- Allow for multiple responses
- Avoid yes/no responses
- Are usually brief
- Move thinking from reaction to reflection

3. Clarification Questions - are simple questions of fact. They clarify the situation. The litmus test for a clarifying question is: Does the participant have to think before he/she answers?

Some examples of clarifying questions:

- How much time will the project take?
- How were the participants grouped in Introductory Management?
- What resources did the participants have available to them in Introductory Management?

4. Hypothetical Questions –are designed to explore possibilities. They usually project a theory or an option out into the future, wondering what might happen if...They are especially helpful when trying to decide between a number of choices or when trying to solve a problem. Some examples of hypothetical questions:

- What are some consequences of volunteers who do not fill out a Volunteer Application?
- What could happen if a Region allows parents to berate referees?
- What’s the worst that might happen?
- What are the potential benefits?
- How would you feel if your child sat on the bench for an entire game?

5. Prompting Questions–This is used when a student does not give an answer or gives the incorrect answer. Reword the question. Break down your original question into a number of simple questions to lead the student in the direction of the correct answer. Some examples of prompting questions:

- If you can’t tell me all six of the AYSO philosophies, can you name just one?

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 32 of 60
----------------------	---	--

- Congratulations! You were able to name six of the seven required regional board positions. The seventh required position is not the Secretary but rather the person who takes care of the money. Do you know what his/her title might be?
- You are on the right track! What are some other reasons to implement the Kids Zone in your Region? How will it help the players?

APPLICATION – How To Apply the Material

The main application for this topic is to give students some experience in asking the different types of questions. This will help the students to start thinking more about using questions in their presentations.

Slide # 74 GROUP ACTIVITY INSTRUCTIONS

- **Probing Questions, Clarification Questions, Hypothetical Questions, Information Questions, and Prompting Questions.** Give the students 5 minutes to prepare as many questions as they can in the category they picked. This is a great activity for some small prizes or candy bars.

<p>The Regional Board Slide # 75</p> <p>Probing Questions</p> <p>Clarification Questions</p> <p>Hypothetical Questions</p> <p>Information Questions</p> <p>Prompting Questions</p>

GROUP ACTIVITY PROCEDURE

- Going around the class, one at a time, each student will ask a question of the group related to the topic of **The Regional Board** one of the modules in Introductory Management.
- Depending upon the number of students in the class, each student should ask at least one question. If time permits, start going around the room again and continue the questioning. Ask students to challenge if they think the question is not categorized correctly.

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 33 of 60
----------------------	---	--

CONCLUSION OF GROUP ACTIVITY

- **Instructor note:** Ask the group to help summarize what key points or views were learned from the questioning module.

Questioning Guidelines

These are in the Handbook

1. **Slide # 76 – 78 Ask clear questions.** Ask something definite in simple, clear language that students can understand. Avoid ambiguous, confusing constructions and excess verbiage. Use AYSO terminology. **This is a good time to discuss the overuse of acronyms in AYSO.**

2. **Ask your question before designating a person to respond.** Ask the question, wait for the students to think about it, and then ask someone for an answer. As usual, there are exceptions to this rule. When you call on an inattentive student, it is often better to call the name first so that the question will be heard.

This is a great technique to illustrate. Ask a question, wait for three seconds and then call on one of the students. Next, have one of the students pretend to be writing some notes instead of paying attention. Call their name and then ask a question of that person.

3. **Ask questions that match your lesson objectives.** When facts are wanted, ask factual questions. When you want to stimulate student thinking, ask evaluative questions.

Ask for a workshop that might deal in factual questions and one that would lend itself to evaluative questions.

4. **Distribute questions about the class fairly.** Avoid directing all questions to a few attentive students.

5. **Ask questions suited to all ability levels in the class.** Some questions should be easy and some should be difficult, so that all students will have a chance to respond to some questions correctly. **This is important in teaching Introductory Management because you will have new and experienced volunteers in the course. What would happen if you only asked basic easy questions?**

6. **Ask only one question at a time.** Asking two or three questions at once often confuses students. Multiple questions permit no time to think and, since several questions were asked, students are not sure which question to answer first.

“When you are planning a regional board meeting, who decides on the agenda, what should be included and who sends the agenda out?”

7. **Pause for at least 3 seconds following each question.** A 3-second pause gives students time to think and to formulate their answers.

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 34 of 60
----------------------	---	--

8. ***Listen to the answer.*** A good technique to keep all the students focused is to ask a question, listen to the answer and ask one of the students to respond to the answer given. This gets other students out of the mode of being relaxed because they were not called upon.

9. ***Emphasize the correct answer.*** Sometimes you do not get the correct answer the first time. It may be necessary to ask probing questions to have students support their answer, or to get them to extend their thinking and bring them around to the correct answer.

Slide # 79 The questioning process should be like slowly walking down a flight of stairs.

ASK (the question)

PAUSE (for 3 Seconds)

NAME (call the student by name)

LISTEN (to the answer – another Pause is good)

EMPHASIZE (the correct answer)

Slide # 80 *Good questions and questioning techniques can make a fair instructor good and a good instructor great.*

BRIDGE

Good questioning is one part of the equation, but presenting the material in an interesting fashion can help to energize the students.

Normally a break would be scheduled at this time.

15 minutes

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 35 of 60
----------------------	---	--

LESSON PLAN MODULE NINE: Death by PowerPoint

Slide # 81

(30 Minutes)

This class gets its title because PowerPoint presentations used incorrectly can lead to a boring and ineffective learning environment.

Slide # 82 Assess the Participants - ASK – How many of you have used the power point presentations that are provided with the management lesson plans? More than 3 times? Less than 3 times? Were you comfortable using PPP? What was your comfort level?

Slide # 83 Introduction - More Management Lesson Plans will be using Power Point Presentations (PPP) As an Advanced Management Instructor you will not only be expected to be able to use it but also display a higher level of comfort while using it to enhance your instructing.

Lesson Goals

- To help the Advanced Management Instructor Candidate understand that they should not be solely dependant on the PPP. They should be able to paraphrase and expound on the information found on the slide rather than reading it verbatim.
- To help the Advanced Management Instructor Candidate understand that PPP's are developed for a wide range of instructor ability/experience, not necessarily for the most experienced instructor. Some modification in teaching methods while using the Power Point is expected of Advanced Instructors.
- The use of Power Point should be an enhancement to communication and learning during any course you teach, not a crutch or distraction from your or the lesson content. You should remain the focal point of the course participants.

Learning Objective - During this module we'll cover some tips that will aid you in gaining a higher proficiency in using the power point presentation while instructing.

Group Activity – Divide into two groups. Assign each group to an easel. For 2 minutes write down what are some of the advantages and disadvantages of using PPP. After two minutes groups will switch easels and have another two minutes to add to the list.. Have someone from each group read their list from the easel.

Slide # 84 Some possible answers could be:

Advantages

- Provides a visual cue for the instructor
- Perfect for large group instruction
- Aids in learning for the visual learner

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 36 of 60
----------------------	---	--

- It can illustrate an abstract idea
- A good power point presentation can leave a lasting image of a point that is being taught

Disadvantages

- The instructor become too dependant on the power point
- Can get boring if the instructor starts reading the slides
- Can diminish the interaction between the instructor and course participants
- If something goes wrong with the equipment, you may not be able to use the PPP.
- All instructors may not know how to use Power Point or have little experience in using it

ASK : How can you adapt the use of PPP for smaller groups? **Slide # 85**

- You don't need an LCD or screen
- You can use your laptop to show the power point
- Set up chairs for maximum viewing for participants
- If there are sounds on the PPP turn up the volume so everyone can hear
- If none of the above are available - print off the PPP slides and place them on a tabletop easel. Remove the pages as you progress through the lesson. (This will aid in retention for the visual learner.)

ASK - How would you answer this multiple-choice question?

Slide # 86 Which of the following statements best describes your view about presenting using Power Point?

1. The Power Point presentations that has been developed for the lesson I am teaching uses every sound, clip art, and animation available so I don't need to develop my personal presentation skills.
2. My Power Point presentation IS the presentation.
3. My Power Point presentation enhances my points; is clear, clean, and concise; and my audiences walk away with a clarified message.

Answer - From the audience's perspective, answer 3 is the better choice. Remember as an instructor **you** (the instructor) are the main focal point. The power point is only an enhancement tool.

Remember –

You Cannot:

- Omit some of the lesson points to be taught
- Teach things that are not in the lesson plan
- Make up answers if you do not know the answer

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 37 of 60
----------------------	---	--

To help you avoid some common mistakes made when presenting using Power Point let's discuss what some of those are and how to correct them.

Slide # 87 Mistake #1 - The Projected Image on the Screen Is My Comfort Blanket.

ASK - As an instructor if you are facing the screen what things can happen? Answer – Your back is to the audience and you have lost eye contact with them.

Solution: Set up your computer so that it is facing you. Now you are facing the appreciative participants and you don't have to look at or read from the screen. The last thing the audience wants to see is the back of your head. What you are seeing on your computer screen is the same image that is projected on the screen behind you. Keep eye contact with your audience to engage them in your presentation.

Mistake #2 – Leaving a Slide on the Screen Keeps the Audience's Attention.

Solution: A slide should be on the screen only as long as you are talking about related material - somewhere between 30 seconds and two minutes.

Tip: To blank out a screen, just press the "B" key to turn the screen black or press the "W" to turn the screen white. This only works when you are viewing a show. To illuminate the screen, press the "B" or "W" again.

Value-added hint: Research has shown that audiences will remember your presentation best if they are allowed an opportunity to digest a new slide for a few seconds before you start speaking - especially if the visuals are complex.

Mistake #3 - The Room's Lighting Won't Have an Impact on the Visibility of My Slides.

Solution: Check out the environment in which you will be presenting. First, try to make sure that all lights that directly hit the projected screen are turned off.

ASK - What happens to the screen visibility when the lights are too bright or too dark?
Answer - You are not able to see the screen too clearly when the room is too light. Do not subject your audience to a presentation in a dark room. Other than in a movie theatre, a darkened room will put people to sleep, and hopefully this is not one of your objectives.

Slide # 88 Conclusion – Proper use of a power point will enhance your effectiveness as an instructor through the following:

- Power Point is a powerful communications tool. But it's easy to forget that your presentation of the course material is more important than the tool.

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 38 of 60
----------------------	---	--

- Be familiar enough with the material so the slides only serve as a prompt to ask questions that lead to discussion. This will refocus the attendees on the instructor rather than the power point.
- And finally, power point is not a replacement for a good instructor! **Slide # 89**

BRIDGE

We will not begin discussion of the core course for the Advanced Management Instructor to teach - Introductory Management.

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 39 of 60
----------------------	---	--

LESSON PLAN MODULE TEN: How to be Creative in Teaching Introductory Management
Slide #90 (60
Minutes)

MAKE SURE WE MODEL WHAT WE ARE TEACHING

INTRODUCTION

(15 minutes)

Instructor note: Do not give any special consideration to students who have not attended Introductory Management. This will hold up the students who have fulfilled the pre-requisite of attending Introductory Management for taking this course. Student who did not attend IM will not be able to register on eayso.org as an Advanced Management Instructor until they have attended Introductory Management at a section conference.

Instructor note: ask the students what techniques were employed in Introductory Management that kept their interest. Ask another instructor to scribe the answers on a Flip Chart.

BODY

Instructor note: Ask the students why AYSO reserves the teaching of Introductory Management and Advanced Management to Advanced Management Instructors.

- Experience in teaching AYSO material
- Knowledgeable in AYSO history
- Consistency in instruction
- More diverse teaching strategies
- Capable of handling larger groups
- Flexible
- Others

Ask the students what procedures need to be followed in arranging for, presenting and following-up a presentation of Intro Management. **Information is in the Handbook.**

- Request a course number and roster form through the NSTC This is provided at the Section Conferences.
 - Thirty (30) days prior to course date
- Make sure that you have the Lesson Plan, Roster, Overheads, handouts and Course Handbook in sufficient quantity for the number of participants.
- Arrange the teaching environment in as conducive manner as possible making sure that all AV equipment works.
- Insure that the completed rosters and any required written materials are collected
- Send all of the signed completed rosters and required written materials to the NSTC (designated location at Section Conferences) after insuring that:
 - All names, addresses and telephone information is legible
 - The Instructors and co-instructors have signed and dated the roster
 - The correct Course Registration number is on each page of the roster.

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 40 of 60
----------------------	---	--

Additionally, tell the class that under the AYSO Training and Certification Matrix, Introductory Management is a required training component for:

- Regional Commissioners and Assistant RC
- Regional Coach and Referee Administrators
- It is recommended for all regional board members

Teaching the Introductory Management Course

Instructor note: The complete Introductory Management Lesson Plan is in the Course Handbook. Put flip chart papers all around the room with one of the modules from Introductory Management listed on each chart.

First Step (15 minutes)

Slide # 91 – 92 Break the students into groups of no more than two or three students and have them review the Introductory Management Lesson Plan modules. Assign students one of the modules or ask them to pick one, but make sure that every module is covered with an equal number of students. Ask them to identify one or two clever or innovative activities that they would incorporate into the module. After the activity is chosen they should think about the desired outcome and the suggested teaching method. Based on their input, have the groups list their ideas on the flip chart sheets provided around the room.

Instructor Note: This technique should be realistic, but a little risky or cutting edge, but must not be offensive, etc.

One example of a “past success” of a risky approach is the teaching BASIC using a TV game show format (Jeopardy). The first time through, it had some “rough edges” but it became very effective very quickly. Another great idea involves is getting a lab coat and dressing like a doctor or nurse for “Does Your Region Have the Fever or Flu?”. [Note: both of these ideas were developed by Advanced Management Instructor Students while taking the course].

There is a page in the Handbook that will serve as a worksheet.

Introductory Management

Module: _____

Clever or innovative activity:

Desired outcome:

Suggested teaching method:

Second Step

(20 minutes)

Slide # 93 Have a member of each group present the results of their brainstorming to the entire group utilizing the flip charts. **They won't have time to actually teach their new approach** but rather illustrate how it would be done. Discuss the ideas and modify the ideas as needed.

Content of the course

- 9 modules over 4 and one half hours

Module 1:	Introduction and Course Overview	15 min
Module 2:	Succession Planning Regional Assessment Program	15 min
Module 3:	The Regional Board	30 min
Module 4:	The Importance of Planning SMART	45 min
Break		10 min
Module 5:	Calendaring and Budgeting	60 min
Module 6:	Communication	45 min
Break		10 min

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 42 of 60
----------------------	---	--

Module 7:	How to Run A Meeting	20 min
Module 8:	Standard Regional Guidelines	30 min
Module 9:	Conclusion	5 min

As an instructor you will have to decide if you will allow the students to pick the module they have chosen to present at the end of the course. The quality of the students taking this course will help you make that decision. If candidates are strong challenge them to think about another topic and not just work on the topic they will be presenting.

These concepts could be:

- *Information that should be taught*
- *Ideas for discussion*
- *Activities*
- *Desired outcome*

CONCLUSION

Introductory Management is a very important course. Because of its length you have to keep the students actively engaged in learning. This can be a challenge, but is very rewarding when the class is done.

BRIDGE

One of the best ways to improve your instructor skills is practice.

Normally a break would be scheduled at this time. 15 minutes

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 43 of 60
----------------------	---	--

LESSON PLAN MODULE ELEVEN – Student Presentation Practice 2 (2 hours)

Slide # 94

GOAL

- To provide an opportunity for Advanced Management Instructor Candidates to practice teaching skills, to improve through constructive feedback, and to enhance the understanding of the Introductory Management workshop.

Slide # 95-96 The students will be given the lesson plans for Introductory Management Workshop. The students will develop a 20 minute presentation. Make sure that each presentation has an Introduction, Body and Conclusion.

BODY

- **Why?**
When expanding presentation skills, an instructor needs to plan, prepare and practice those skills to use them comfortably, effectively and efficiently.
- **What kind of practice?**
This session will allow students to have more practice delivering portion of a module from the Introductory Management lesson plan. The lesson plan is constructed to guide the students in the use of questioning to analyze the audience, assess the needs of the learners, and promote discussion for interactive learning. **Slide # 93**

The importance of using questions and group participation on the learning process should be stressed. Remind the students of the different questioning technique, the purpose of using questions, and the effectiveness of the pause between a question and student response. Recall also that some questions may need a simpler follow-up question to guide the students to the desired response.

Students must be encouraged to role play as active, positive participants during the presentations since questioning method requires participation to be successful.

- **How?**
Lead instructor sends students to previously assigned groups of 4 – 5 with a mentor for each group.

In small groups, the mentor gives each student the Introductory Management lesson plan and support materials. Students have **15 minutes** to prepare for their **20-minute presentation**. The mentor should give the students a warning at **18 minutes** in their presentation (i.e., 2 minutes left) to give them the opportunity to complete their presentation. **The mentor should stop the presentation at 20 minutes to ensure keeping on schedule.**

Mentor observes the presentations and critiques, offering each presenter a chance for self critique (how did you feel? What do you think went well? What would you change next time?) constructive feedback using the course critique tool. **The entire discussion**

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 44 of 60
----------------------	---	--

should be limited to 5 minutes (keeping on schedule), with possible additional follow-up during breaks or at the end of the course.

CONCLUSION

Review and confirm by leading a brief discussion of the strengths and limitations of the presentation.

- Audience assessment
- Audience involvement
- Time considerations involved in high-level and low-level questions
- Impact of the *pause*

BRIDGE

We've accomplished a lot today, let's think about what we've talked about and learned.

LESSON PLAN MODULE THIRTEEN — Questions and Answers (15 min.)**GOAL**

Provide an opportunity for the students to review key aspects of the course.

BODY

Put the Evaluation Sheets up around the room after the last break. They are included in the Course Materials.

Provide plenty of Post-it Notes. Ask students to make an anonymous comment and put it on the question sheets. This will be the evaluation for the course.

ACTIVITY

Give students 10 minutes to answer the following questions:

1. What did you like best about the Advanced Management Instructor Course?
2. What did you like least about the AMIC?
3. If you had designed this course what would you have done differently?
4. What Class (information) did you find most useful?
5. What one thing will stick in your mind when you think of this course?
6. Were your expectations met?
7. Identify and/or describe the one concept or technique that they had the most trouble with.
8. What are you most concerned about moving forward in being an Advanced Management Instructor?

CONCLUSION

We are now going to wrap it all up.

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 46 of 60
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LESSON PLAN MODULE FOURTEEN — Conclusion (10 min.)

Wrap up the course. Close the circle of learning by tying the Class 2 presentation topic, Vision of AYSO Education: Enlighten, Enable, Empower, to the Advanced Course. Link the classes and any significant course occurrences to future teaching events. Thank students and staff for their time and effort.

Challenge the students to take the initiative to teach in their Region, Area and Section.

Assignment at Section Conference – Assignment can be handed in to your instructor at Section Conference or emailed later to Rosanne MacPhail at rosannemacphail@ayso.org. (Exceptions can be made when this course is not offered at a Section Conference. Contact Rosanne MacPhail for details.)

1. Observe 3 management workshops for the following:
 - What teaching methods were used?
 - Give examples of the type of questions that were asked.
 - Comment on how well the instructor involved the participants.
 - What would you have done differently to make the workshop more creative?

Instructor Note: The purpose of this assignment is to demonstrate an understanding of the elements of advanced instructor techniques.

Ensure that each student has concrete information about the status of Advanced completion, such as the AYSO Management Instructor Verification Form for the correct discipline.

Students who require addition Mentoring: Those who do not complete all criteria at this time, will receive an Individual Implementation Plan, which tells specifically what must be done and with whom the candidate will complete the criteria. Candidates will want to know about when and from whom the final information is coming. Candidates will then have 18 months to complete the criteria with the designated AYSO person.

Lead instructor, or designated administrator, sends the roster to the National Support and Training Center, 12501 S. Isis Av., Hawthorne, CA 90250. Lead instructor is responsible to see that each candidate receives a written implementation plan that includes a notice of “Complete” or “Incomplete” in a timely fashion.

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 47 of 60
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Advanced Management Instructor Homework Assignment Sheet

Name: _____

Section: _____ **Area:** _____ **Region:** _____

The three management workshops that I observed were:

1. Workshop title _____ Instructor _____
2. Workshop title _____ Instructor _____
3. Workshop title _____ Instructor _____

Give an example of a particular teaching method used in a management workshop:

Workshop title: _____ Instructor: _____

Teaching method:

Give examples of questions asked during the workshop and identify the type of question.

Workshop title: _____ Instructor: _____

Question: _____ Type _____

Question: _____ Type _____

What technique did the instructor use to involve the students?

Workshop title: _____ Instructor: _____:

Technique? _____

What would you have done differently to make the workshop more creative?

Workshop title: _____ Instructor: _____

New activity or idea: _____

**Advanced Management Instructor Course
Introductory Management Presentation
Sign-up Sheet**

Modules	Presenter	Presenter	Presenter	Presenter
The Regional Board				
The Importance of Planning				
Budgeting				
Calendaring				
Communication				
How to Run a Meeting				
Standard Regional Guidelines				
Succession Planning				

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 49 of 60
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AYSO Management Instructor Verification Form

This form should be used to verify completion of requirements which were not completed in the original course. Specifically: those seeking to qualify as an AYSO Instructor in an additional discipline or those who did not complete the original course requirements.

Name _____

Address _____ City _____

_____ State _____ ZIP _____ Telephone _____

_____ E-mail _____

_____ AYSO _____

Instructor Course/Roster Number _____ Lead Instructor _____

The Lead Instructor shall specify the actions to be taken to qualify as an AYSO Instructor. For individuals completing an additional AYSO Instructor discipline both items must be completed.

Original instructor to indicate areas to be addressed	Action to be completed by instructor candidate before certification as a Basic Instructor or second discipline	The person designated above completed the following requirements as verified by me.	Date
	Satisfactory completion of prerequisites	Printed Name	
		Signature	
	Demonstrated satisfactory presentation skills for an AYSO Instructor in the discipline specified above.	Printed Name	
		Signature	

Candidate shall return this completed form to:

AYSO NSTC, 12501 S Isis Avenue, Hawthorne, CA 90250

Attn: AYSO Programs Department

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 50 of 60
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AYSO

Management Instructor Mentoring Tool

Comments to Instructors and Mentors:

The Mentoring Tool supplies an effective evaluation process within the context of a “critical examination.” *Critical*, in this case, is used to mean “essential and necessary,” rather than in the colloquial sense of “negative.” These effective mentoring sessions offer exposure to two types of evaluation:

- Opportunity for Self-evaluation
- Access to an evaluation by a knowledgeable colleague (mentor)

The trained mentor, who can help to focus the evaluative process, guides the use of the evaluation tool.

The Mentoring Tool focuses observations on the critical elements needed to measure both effectiveness and competency. The evaluations are expected to

1. Observe the overall presentation.
2. Assess the effectiveness of the lesson’s application.
3. Identify points of strength.
4. Identify opportunities for growth.

The end product is intended to be an analysis of the lesson with constructive feedback and specific recommendations for continued growth.

Management Instructor Program expectations:

Management	Subject matter knowledge is expected with at least minimal comfort shown speaking to a group [Sets the precedent of following AYSO protocol.]
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The lead instructor should make the final determination to approve a participant as an instructor with input from the mentor(s).



Candidate Name _____ **Date:** _____

Mentor's Name _____

Presentation _____

Location of Course _____

Definitions of scores for evaluation:

1= Fails to meet minimum standards

2= Sometimes meets minimum standards

3= Meets minimum standards

4= Exceeds minimum standards

Observation	1	2	3	4	Comments
Pre-Presentation					
Appearance of instructor					
Organization					
<u>Presentation</u>					
Gave adequate introduction (if applicable)					
Appeared relaxed and confident					
Adapted presentation to needs of students					
Demonstrated creativity in presentation					
Obtained adequate class participation					
Involved students in presentation – asked questions					
Used training aids properly					
Answered questions adequately					
Completed presentation on time					
Met lesson plan goals & objectives					
Knowledge					
Instructor has AYSO information specific to presentation					
Instructor has knowledge of the AYSO National Management Program					
Instructor corrected any factual errors suggested by students					

Instructor's presentation meets the standards: Passed _____ Needs additional work _____

Program: Instruction	AYSO Advanced Management Instructor Course	Identifier: INST-03 Revision: Rev. March 2006 Page: 52 of 60
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ADDITIONAL INSTRUCTOR COMMENTS

Follows Lesson Plan

Responds to student questions – Asks questions

Demonstrates knowledge of subject matter

Uses lecture, demonstration and guided participation appropriately

Additional comments

**What did you like best
about the Advanced
Management Instructor
Course?**

**What did you like least
about the Advanced
Management Instructor
Course?**

If you had designed this course what would you have done differently?

**What Class
(information) did you
find most useful?**

**What one thing will
stick in your mind when
you think of this
course?**

**Were your expectations
met?**

Explain

**Identify and/or describe
the one concept or
technique that they had
the most trouble with.**

**What are you most
concerned about
moving forward in being
an Advanced
Management
Instructor?**