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Management Instructor Course

Revision	Original
Effective Date	March 8, 2006
Class Length	6.5 hours

Change Summary	
December 15, 2008	Lesson Plan Revised

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1. Lesson Plan Goals

- Understand the Management Program
- Understand Course goals and the process for becoming a Management Instructor.
- Provide an understanding of the minimum performance standards required for a Management Instructor candidate to become a Management Instructor.
- Understand the administrative requirements of a Management Instructor

2. Class Length

- 6.5 hours maximum including presentations.

3. Instructor Requirements

- All instructors, including the lead, must be Advanced or National Management Instructors.
- A maximum candidate to instructor ratio of 5-to-1 is recommended.

4. Learning Objectives

- To understand Role of the Management Instructor
- To review administrative requirements for qualification as a Management Instructor
- To understand the Management Program

5. Candidate Skills Acquired

- Knowledge of the AYSO Management Program
- Knowledge of criteria and characteristics necessary for a volunteer to become a Management Instructor
- Knowledge of delivery methodologies that match different learning styles.
- Skills necessary to become an effective Management Instructor candidate
- Practical instructional experience

6. Prerequisites

- Completion of AYSO Introduction to Instruction Course
- Completed BASIC – Board and Staff Introductory Certification
- Is a registered AYSO volunteer

7. Materials

- Management Instructor Resource Book
- Reference Book
- Registrar, Safety Director and Treasurer Job Descriptions

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- Registrar, Safety Director and Treasurer lesson plans
- Registrar, Safety Director, and Treasurer Manuals
- Standard Lesson Plan Template
- Optional – instructors can purchase candy, or small gifts from dollar stores to reward students.

8. Equipment

- LCD Computer and projector
- Flip Chart (x 4)
- Markers of various colors and in reasonable quantity (~12)
- Masking tape
- Name Tags and/or Tent Cards
- Post-its

9. Special Instructor Notes

Candidate participation and involvement are key elements in the success of this course. Instructors must be prepared to demonstrate techniques that they have found to be successful in motivating students and effectively teaching the material to new volunteers. They shall be role models for integrating different delivery methodologies to address multiple learning styles they will see in the class.

Not everyone is destined to be an instructor. Some individuals have the desire, skills, knowledge, and passion to be exceptional instructors. In the most positive way, the lead instructor should discuss the possibility that some candidates may require additional mentoring to meet the standards to become a management instructor. This is not a reflection of any individual's ability to continue to be an effective and valued AYSO volunteer. Instructors shall not pass a candidate just for attending the course; however, we need to ensure that individuals do not view themselves as having failed as AYSO volunteers.

- There are icons used to identify certain areas in the lesson plan. These are:



Activity



Key (critical) point



Question



Instructor Note



Handout



PowerPoint

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Nuts and Bolts **Order of Classes:**

Class 1	Introduction	15 minutes
Class 2	Develop a Personal Introduction	60 Minutes
Break		15 minutes
Class 3	The National Management Program Overview	30 minutes
Class 4	Teaching Workshops	60 minutes
Break / Lunch		30 Minutes
Class 5	Nitti Gritty Details of Teaching Management	60 minutes
Break		15 Minutes
Class 6	Workshops Candidate Presentations	90 minutes
Class 7	Conclusion	15 Minutes

Lesson Plan

Class 1: Introduction (15 minutes)

I. Introduction [about 4 minutes] Put up Slide # 1 as participants enter the room.

- A. Introduce yourself and your co-instructors. Please ensure that your introduction is an example of what is expected in Class 2.
- B. Explain that the intent of this training will be to provide candidates with the skills to teach any of the Management Workshops, except Introductory, Intermediate and Advanced Management.

II. Body [about 10 minutes]

Slide # 2 Review the course objectives with the candidates. The objectives are to understand the:

- Role of the Management Instructor.
- Criteria for qualification as a Management Instructor.
- Administrative requirements a Management Instructor must meet.

Slide # 3 and # 4 Reaffirm the process for becoming a Management Instructor.

Explain to the candidates that attending the course is not enough to be certified. Some candidates may decide that this is not a role that they would enjoy or may be required to arrange for additional mentoring at some future time. To become a Management Instructor a candidate must:

- Successfully complete the Introduction to Instruction course.
- Successfully complete this course.
- Get the recommendation of the lead instructor of this course.
- Complete mentoring or other assignments as needed.

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- Do the homework assignment given at a section conference
- Within one year be the lead instructor for BASIC (Board and Staff Introductory Certification) and two of the following roster workshops: Registrar I and II, Treasurer I and II, Safety Director, and Regional Board Member Training.

Slide # 5

Did you know that you will be giving a 10 minute presentation at the end of this course? Registrar, Safety Director and Treasurer lesson plans are included in your Handbook. You will pick out a portion of the lesson plan and present to us.

Slide # 6

15 minutes will be available during Class 5 for preparation.

Slide # 7

- This is the place to take risks
- Don't be afraid to try new ideas
- Have fun!



Instructor Note

It is a key goal of this course that the candidates feel safe to take risks. Perfection is not expected. The best way for all of us to learn and improve is by trying things that we have not done or do not do as well as we would like.

Instructor Note: You are telling them about the presentation at the beginning of the course so that during the breaks they may begin preparation for the presentation. In addition as other instructors present material they can take a mental note of things they would like to try during their own presentation.

III. Conclusion [about 1 minute]

- A. Remind candidates to relax and be themselves.
- B. Reaffirm that risks are to be expected and perfection doesn't guarantee success.
- C. One more time.....Each candidate will do a 10-minute presentation during Class 6.
 - 15 minutes will be available during Class 5 for preparation.
 - Ask students to fill out the worksheet saying which of the three management job descriptions (safety director, registrar or treasurer) they choose to present.

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- Upcoming breaks can provide additional time for candidate preparation.
- When setting up presentation groups try to balance the groups so that you don't have all the treasurer, safety directors or registrar presentations in one group.

Bridge to Class 2

Now that we know what to expect for the rest of the day, let's move on to getting to know each other through your personal introductions

Class 2: Develop A Personal Introduction (60 minutes)

I. Introduction [about 7 minutes] Slide # 8

Briefly explain how important a personal introduction is and that as instructors they should begin today to develop one that suits their own personality. While humor may fit some of the candidates, others may not feel comfortable introducing themselves using some humor or a humorous story in the introduction.

The introduction should not only tell us some facts about the person but just as important, it should let us know how they feel about AYSO and why they want to be an instructor. **Slide # 9** Here are some important facts that should be in all introductions. Put on flip chart:

- Name
- City, State
- Region, Area, Section
- Positions held
- Years of experience

Slide # 10 Each candidate will give a 2-3 minute presentation in which he/she does a personal introduction, gives his/her AYSO background, and relates some personal soccer related information. A possible personal story could include **one or two** of the following:

- How I got involved in AYSO
- Why I continue to be involved with AYSO
- Why I want to be an instructor
- What I want my AYSO legacy to be
- What one person has had the most positive influence on your AYSO experience
- A humorous soccer story

II. Body [about 51 minutes]

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Divide the class into groups giving each instructor the same number of candidates. If the class is under 10 candidates, there is no need to divide up into groups. There are two Introduction Templates included in the Instructor Handbook. The first one is included for them to work on during this exercise. The second one will be used if there are any revisions they would like to make as they listen to other Introductions given by the candidates.

Given class size, candidates will be asked to note feedback on all or some of the introductions noting one best practice and one opportunity for improvement. These will be discussed in general at the end of presentations.

Instructor Note: These mini-presentations offer the course instructor a quick, initial benchmark of the candidates' presentational skills. In addition, this activity provides additional opportunity for the candidate to speak and to also be able to recognize what works well and not as well for personal improvement. Finally, this ensures that the speaker has the attention of the class. Any instructor comments at this time should be extremely brief, constructive and supportive.

Slide # 11 Debrief questions;

- What did you learn?
- If you could have done your introduction again, what would you have done differently?

III. Conclusion [about 2 minutes]

Remind candidates that there are two introduction templates included in the Instructor Manual. Have candidates use the additional template in their handbooks to incorporate the changes that they would like to make based on the discussion of presentations.

Bridge to Break and Class 3

Slide # 12

As a management instructor, your personal introduction is important to set a positive tone with your students and to establish your credibility. The information in the next class will further your credibility as we go over the AYSO National Management Program. But first, let's stretch our legs, get a drink of water, and maybe begin preparing for the presentations. Please be ready to restart in 15 minutes.

Break – 15 minutes

Instructor Note: Upon returning from the break, if time permits, ask if there are candidates who have made significant changes and are willing to come up to do their introduction presentation again. Limit this to no more than 3 candidates.

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Class 3: The National Management Program Overview **(30 minutes)**

I. Introduction [about 2 minutes]

Slide # 13

What can you tell me about the Management Program?



Instructor Note

The AYSO Management Program was designed to provide administrative training to Section Directors, Area Directors, and Regional Commissioners and their staffs, as well as other AYSO volunteers. The philosophy of the Management Program involves:

- Protecting all volunteers through completion of Board and Staff Introductory Certification (BASIC)
- Helping volunteers understand their job as defined by their job description
- Providing support and encouragement
- Providing consistent and uniform program implementation throughout the organization

II. Body [about 20 minutes]

Slide # 14

National Management Program Overview - - Class Three

- Provides a support structure at region, area and section level
- Enables AYSO volunteers to be trained and certified
- Help volunteers understand their job as defined by their job description

A. These are the components of the National Management Program:

- Administration (to “**manage**” or “**administer**” not to “**do it all**”)
- Provide a support structure at all levels (region, area, section, national)
- Instruction – Management Instructor Course and the Advanced Management Instructor Course
- Certification – Board and Staff Introductory Certification (BASIC)
- Training – Job specific workshops such as the Registrar, Safety Director and Treasurer Workshops

Slide # 15

What are some things that an AYSO Management Instructor must do?

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Slide # 16

Management Instructors:

- Shall present the National Management Program curriculum at all times
- Use AYSO lesson plans and manuals
- Teach what is in the lesson plans
- Stay on track – don't let the students lead you down another path.
- Incorporate the [fivesix](#) AYSO philosophies in all training

Instructor Note:

Through guided participation the candidates will discuss the following three topics. The answers should come from the group and not be a lecture by the instructor. Direct candidates to be creative, thinking out of the box. This activity provides additional opportunity for the candidates to speak and to also be able to recognize what works well and not as well for personal improvement. Finally, this ensures that the speaker has the attention of the class. During this exercise make sure that all candidates contribute even if it means that you as the instructor asks questions of everyone rather than waiting for volunteers.

Put all answers on a flip chart. Ask a co-instructor to scribe for you so that you can give your complete attention to the class.

Slide # 17

Topic # 1 - Who benefits from management training? Be specific.

Slide # 18

- Kids
- AYSO Region and all volunteers
- Community
- You (home, work, family, etc.)
- Your family (AYSO involvement is something families do together)
- You – the person who receives training. It is an opportunity for personal development.

Slide # 19

Who should be trained?

Everyone!

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Slide # 20

Topic # 2 - List some ways we could train regional board members if they are not able to attend the Section Conferences. Consider the following in this discussion.

Who should be trained?

- Regional Commissioners
- All Regional Board Members
- Other key regional volunteers

Slide # 21

Where can they be trained?

- Regional board meetings
- One on one training
- Super camps
- Area board meetings
- Annual offsite planning meeting
- Social activity preceded by training
- Traveling road show of instructors who visit regions and areas and provide training

Slide # 22

How do you get people there? What incentives can you use to insure good participation?

Slide # 23

- Have it be an annual event – scheduling it at the same time every year.
- Serve dinner or refreshments before or after the training – make it special
- Use peer pressure
- Set goal of 100 %
- Have participants decide on the date and time in order to get cooperation from everyone.
- Have awards or rewards for participants – discuss ideas.

Slide # 24

**Topic # 3 - What are the advantages of small group or one to one instruction?
Small Group Instruction - advantages**

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Slide # 25 and # 26

(Here are some ideas)

- **Less formal grouping** – Teaching small groups or one to one offers an opportunity to step off of the stage and become a part of the group as a guide. Think about this type of teaching occurring around the dinner table as a discussion.
- **More individual time for addressing individual student needs** – the instructor has the time to ask each student what they need or want to learn and can respond in more depth. The instruction can be totally planned to meet the individual needs.
- **Can be done in a variety of settings** – small groups can meet in a home or even in a public place like a restaurant. It is important to consider the size of the learning location because a small group meeting in a large room can create an uncomfortable feeling.
- **Time and location can be tailored to meet the students' needs** – instructors are able to respond quickly to the need for a course or workshop or individually tailored instruction. Because there are few limitations on time and space the group can meet anytime and anywhere that is convenient.
- **More conversational than lecture** – it is often very uncomfortable for the instructor and the student to have the instructor lecture on a topic. It is advisable to try to create a conversational environment by starting with some questions of the student about his/her experience with the topic and any particular concerns or interests.
- **Questioning by both the instructor and the student can increase** – both the instructor and students have the opportunity to ask many questions to insure that complete understanding of the material. The instructor can extend learning by asking questions that require a higher level of thinking from the student.
- **More ability to create hands-on opportunities** – Having one student or a small group gives the instructor the opportunity to set up hands-on learning opportunities that might require specific limited resources like a computer with internet access.
- **Can become a mentoring opportunity** – small groups and one-to-one creates an opportunity to structure an on-going mentoring relationship between the instructor and students or between individual students.

Slide # 27

What are the advantages of large group instruction?

Slide # 28

- There is more opportunity for feedback from the participants

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- It is an exciting experience to be in a room with 50 – 100 registrars, safety directors or treasurers.
- Traditional equipment can be used – overhead projector, flip chart, etc...)
- Instructor can walk around the room and alter the focal point.
- Might be more cost effective
- Training Better use of an instructor's time.

III. Conclusion [about 8 minutes]

Slide # 29 and # 30

An explanation of the management vision for the future:

- Management training could and should be done at the region and area level.
- Why is this is an entirely new concept?
- If a regional board member didn't attend a section meeting, 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 don't attend the section meeting.
- 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 (1 - 15 volunteers).
- This small group instruction lends itself to interactive methods of teaching.
- The AYSO National Management Program helps protect volunteers and children.
- Trained volunteers provide consistent and uniform program implementation throughout the organization.
- Small group instruction can be very interactive.

Bridge to Class 4

Now that we have discussed why we are doing training, we will learn more about the process of planning and delivering a course.

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Class 4: Tier Teaching (60 minutes) or “Help! I’ve never been a Registrar, Treasurer or Safety Director. How can I teach those workshops?”

Introduction [about 5 minutes] Slide # 31

Slice # 32

- A. Everyone in here has a comfort zone, a regional board expertise that they feel safe in talking to other volunteers about.
- B. As an instructor, you may be asked to teach a course for which you do not have the experience or knowledge.
- C. At these times you will need to come out of your comfort zone and teach a variety of different management workshops.
- D. You should never apologize for not having served in all regional board positions. It is ok. You need to maintain your confidence and gain the trust, and respect of the attendees.
- E. Given your training as an instructor, you are qualified and able to use your instructional knowledge and other resources to be able to convey the requirements and expectations of these jobs.

II. Body [about 50 minutes]

Slide # 33

Have candidates list on the flip chart all the things that the Registrar, Safety Director and Treasurer regional board position have in common.” Ask for a volunteer to scribe.

Facilitate a discussion making sure that the following points are covered: **Slide # 34 and # 35**

- We are all here for the kids.
- They all have a written job description (where can they find it? – Web site)
- BASIC (Board and Staff Introductory Certification) is their certification and taking their job description workshop is their official training
- Manual (Where can they buy one? – Supply Center)
- Checklist (Where are they? – Included in the lesson plan)
- They all have to work together
- They all have to fill out a Volunteer Application
- The lesson plans are all on aysohelp.org

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Exercise # 1
Slide # 36

- When participants have discussed the above, divide the attendees into groups of 4 – 5.
- Give each attendee a prep time of no more than 5 minutes. Each individual has 1-2 minutes to convince the rest of the group to become their successor in the AYSO job they currently hold or have held on the regional board.
- The candidates need to use accurate, complete and official information.
- As each person speaks, one member of the group is selected to be a time keeper.
- During this activity the instructor should be walking around to each group to assess progress and provide feedback as necessary.
- As soon everyone in the group is finished, they will regroup as a class.

Instructor Notes: There will be job descriptions in the Instructor Handbook on Safety Director, Treasurer and Registrar which will be given to each attendee.

Slide # 37 Questions to ask:

- What were some common themes given?
- Were you honest about the amount of time the job would require?
- Did you feel you were able to get some commitment made?
- Did you tell them how their involvement would positively impact the kids?

Exercise # 2
Slide # 38

- Would anyone like to volunteer to try to convince us to take a position on the regional board, other than the one they currently hold?
- How does this presentation differ from the previous one where you had experience with the position you were recruiting for?

Instructor note: The intent of exercise 2 is to explore how an instructor, who has not volunteered in a specific job, should be able to teach any management course. Management training requires knowledge of more than just specific job tasks. For example, they should be aware of resources (job description, lesson plans, websites, contacts, etc.) that can be used to assist them as an instructor, as well as how to use them. They should be aware of how these jobs relate to other jobs and activities, as well as the timing of tasks relative to the region's schedule. This is all important information to convey during the Tier One and Two courses.

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III. Conclusion [about 5 minutes]

Slide # 39 Debriefing Questions:

- What were similar topics that each instructor used in both presentations that they gave?
- Did your confidence level improve with the instruction to look for similarities in regional board positions and not just the differences?

Slide # 40

Bridge to Class 5

Slide # 41

Candidates have been asked throughout this course to give mini presentations so that they can begin to get comfortable in front of their peers. It is now time to give yet another presentation. Ask:

- How is everyone feeling?
- Are you more comfortable now that you were at the beginning of the course?
- Have you learned from other instructors?

Break – 30 minutes

Class 5: Nitty Gritty Details: Before, During and After Teaching a Management Workshop (60 minutes)

I. Introduction [about 2 minutes] Slide # 42

- Slide # 43** A successful course is dependent on taking care of details beforehand, following some basic procedures during the course, and appropriate follow up and evaluation after the course.
- This module will help develop a checklist to use at training events and expose learners to items to remember for a successful training course.

II. Body [about 55 minutes] Slide # 44

- Divide up into 3 teams. New teams please!!!!
- 1st team is to make a list (on post it notes) of everything that needs to be done **Before** to teaching a management workshop.
- 2nd Team – **During**
- 3rd Team - **After**

- Set up a flip charts that say: **Before - During and After the Course**

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- B. Have candidates form small teams of 4-5 people and give each group different color post it notes.
- C. Each team is to make a list on post it notes of everything that needs to be done before – during or after teaching a management workshop.
- D. Give each group 10 minutes to do this as a group activity.
- E. After all the ideas are posted, the instructor will encourage the entire group to add more specificity to and elaborate on each of the ideas.
- F. Be sure the following ideas are included in the list and subsequent discussion:

Before (Some questions for follow up discussion are included)

- Pre planning
 1. How many participants do you expect?
 2. Date and Time?
 3. Cost? Who collects fees?
 4. Location (Is it a location that is good for most of the attendees?)
- Roster
 1. Who requests it?
 2. Where do you get the roster?
 3. Refer to Introduction to Instruction to review information on rosters
- Space requirements
 1. (Will the space be adequate for you lesson plan, i.e. breakout sessions, activities?)
 2. Will there be tables or desks to write on?)
 3. Arrangement of chairs – lecture? Discussion?
 4. Small or round tables for breakout groups?
 5. Reconfirm availability of space.
 6. Will participants be able to find the space easily? Will there be signs directing attendees to the workshop?
- Confirmation of details with training organizer if it isn't the instructor
- Equipment
 1. Overhead or LCD projector and screen?
 2. Extension cord?
 3. Flip chart?
 4. Easel, markers, masking tape, name tags?
- Resources and – Handouts
 1. Order manuals and books in advance from AYSO Supply Center
 2. Use AYSO handouts from AYSOhelp.org – make sure you have copies for everyone. Make extra
- Advertising

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1. Has the course been advertised to insure optimal participation?

Instructor Note: When participants have discussed the above and feel comfortable with the details associated with preparing for a management workshop, briefly begin a guided participation on the following items:

(2) During the Workshop – What are some considerations?

- Teach the lesson plan as is.
 1. This is critical for consistency in learning across regions
- Be sure to have students fill out the roster.
- All handouts must be approved in advance by Section Management Administrator if they are not included in the approved lesson plan.
- Use some method to identify students by their name -name tags or tent cards

Most of this training will be for small groups. It is important to get information about the attendees:

 - a. Name
 - b. Years as an AYSO Volunteer
 - c. Experience level
 - d. Current AYSO position
- When beginning to teach, be sure to address housekeeping items such as breaks, lunch, restrooms, etc.
- Ask frequent questions
- Remember to provide SMA contact information

(3) After the training – What are some considerations?

- Provide feedback to the regional commissioner or area director on participants
- Use the workshop evaluation form to get feedback from the participants about the course and the instructors
- Discuss the mentoring procedure
- Return equipment

Instructor Note: Slide # 45 Let's look in the handbook as we debrief....

After this assignment ask which of the details have to be done by the instructor teaching the course and which details might be done by the volunteer who is organizing the training (if it isn't the instructor).

III. Conclusion [about 3 minutes]

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Slide # 46

- A. A Management Instructor controls their presentations.
 - Prepares and teaches using the lesson plans.
 - Sets up classroom (learning environment) before students arrive.
 - Reports training results within the region
- B. **Slide # 47** Remind candidates again about the importance of entering correct roster information, arranging for mentors for those students who either need or want additional help.

Bridge to Class 6

Slide # 48

Let's discuss some topics before you make final preparation for your presentations.

Slide # 49 Every instructor needs to you use a few simple techniques that will enhance any presentation, regardless of the teaching method. ...

Slide # 50

What are the things you need to do?

Slide # 51 Eye contact

Make eye contact with each attendee while moving around the room. Don't stand in one place the entire time.

Slide # 52

Be careful of these...

Control distracting mannerisms

Slide # 53

Did you guess?

- Distracting mannerisms can weaken your presentation. These include biting your nails, keeping your hands in your pockets, standing in one place, etc....
- Remember not to turn your back on the students while you write on the flip chart. Get someone else to scribe for you

Slide # 54

You will need to do this...

Slide # 55

Be yourself!

- Smile
- Make sure at some point in the presentation you let everyone know how much AYSO means to you.

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- If teaching in small groups , you have the option to sit right down at eye level with your students.

Slide # 56

These will enhance any presentation

Slide # 57

Enhancements

- Flip chart or individual fliers for information
- Tent (Name) cards for small groups.
- Say the student's name when responding.
- Distribute your contact information and for section/area staff
- Manuals and job descriptions for everyone

Slide # 58

These will confirm what the students have learned...

Questions

Slide # 59

- Survey the audience. New? Experienced? AYSO position?
- Respond to questions.
- Ask lots of questions.
- Don't be afraid to say: I don't know the answer, but I will find out for you.

Slide # 60

Have Fun!

Slide # 61

Now it's your turn to present.

 Instructor Note

The instructor will let candidates know how much time they will have for final preparation on their presentation. Before they go on a break ask if they will need anything (post-it notes, flip chart paper, markers, tape, etc..)

Class 6: Candidate Presentations (90 minutes)

II. Body [about 50 minutes]

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They will then give a 10 minute presentation from any of the three management lesson plans (registrar, safety director and treasurer). These should be included in the Instructor Handbook.

The candidates should pick a small portion of the lesson plan that could be taught in 10 minutes. The presentation should be peppered with enthusiasm and frequented by techniques they have learned in the course. Encourage them to ask questions and get the participants involved.

Review with instructor candidates the Evaluation Instrument that will be used during their teaching session (give each student a copy of the evaluation form). This form is included in the handbook.

Correct all improper terminology and misstatements made by the instructor candidates during their presentations.

III. Conclusion [about 2 minutes]

- A. Quickly review and reinforce the best aspects of the presentations given.

Class 7: Conclusion (15 minutes)

- A. Review the highlights of the material covered:
 - Developing a personal introduction.
 - Understanding of the Management Program.
 - Teaching in your comfort zone.
 - Learning the similarity in management workshops.
 - The Before – During and After details when teaching a workshop.
- B. Distribute the course evaluation form and ask the candidates to complete it.
- C. Go over the homework assignment.
- D. Check the roster and make sure everyone has signed it. Later you can log on to eAYSO, add the attendees who successfully completed the course and submit the roster online. Alternately, you can return the original roster to the NSTC **after making a copy to retain for your personal records.**
- E. Thank the candidates for attending the course.