

## Learning Styles Preference Inventory

### Instructions:

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

1. I 'take in' new information best when:

- X** – I can see information in picture or diagram form
- Y** – Someone talks or explains to me
- Z** – I can get hands-on experience

2. When I am giving directions, I usually:

- X** – Draw a map
- Y** – Tell them how to get there
- Z** – Take the person and show them the way

3. I remember directions best when:

- X** – Someone gives landmarks to guide me
- Y** – I have oral directions and repeat them aloud
- Z** – I have been taken through the route once

4. When I am not sure how to spell a word, I often:

- X** – See the word in my mind and 'see' how to spell it
- Y** – Sound the word out in my mind or aloud
- Z** – Write down different versions of the spelling

5. To remember and recall an event, I would want to:

- X** – See pictures or read a description
- Y** – Tell it aloud to someone
- Z** – Replay it through movement – acting, pantomime or drill

6. I seem to remember objects better if:

- X – I can see a picture, a pattern
- Y – I create jingles or rhymes
- Z – I have touched or worked with them

7. When using a new piece of equipment, i.e., computer, camera, I would:

- X – Read the directions or watch someone do it
- Y – Ask someone to 'talk' me through it
- Z – Jump right in and figure it out

8. I enjoy:

- X – Making or viewing slides, photographs
- Y – Reciting or writing poetry
- Z – Working with my hands, repairing and building things

9. I prefer to find out about something new by:

- X – Reading about it
- Y – Talking about it
- Z – Doing it

10. I prefer a teacher who uses:

- X – Charts, diagrams, overheads
- Y – Discussion, guest speakers
- Z – Field trips, practical sessions

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### **Learning Inventory Test Interpretation:**

Place the total for each type of response in the spaces below.

- X = Visual** \_\_\_\_\_ (Prefer to take in information by seeing, reading)  
**Y = Auditory** \_\_\_\_\_ (Prefer to take in information by listening, talking)  
**Z = Kinesthetic** \_\_\_\_\_ (Prefer to take in information by doing, practicing)

The highest score represents your greatest strength. If scores are tied, you may operate equally well in two or three areas.

## **Text Taken From the Referee Instructor Resource Guide**

### **Teaching the Advanced Referee Course Lesson I: Understanding the Advanced Game**

- Review and discuss the stretching and conditioning suggestions outlined in the fitness handout.
- Solicit examples from the students illustrating how poor mental and emotional preparation can lead to poor performance by the referee team.
- Ask “What would be a good pre-game routine to prepare mentally and emotionally?”
- In small groups, discuss the differences in age group and how this should effect the mental preparation of the referee prior to the game.
- Review the Age Group Comparison Chart to ensure understanding and applicability. Assign groups to develop specific recommendations regarding referee preparation for a given age group.
- Teaching Objectives of the Game, Principles of Play, Gamesmanship and Player Tactics provides an excellent opportunity to share the teaching responsibilities with a coach instructor and to use scenario or case book studies. Ensure there is agreement in advance among instructors regarding correct interpretations of what should and should not be allowed.
- Point out how understanding both individual and team tactics relates to anticipating play and ensure it is related to referee decisions relative to where potential infractions may occur.

### **Teaching the Advanced Referee Course Lesson II: Offside – Advanced**

- Use a handout, overhead projection or flip chart to review the elements of Law 11.
- Ask, “What does ‘area of active play’ mean?”
- Ask, “How is ‘area of active play’ used as a guide to determine offside infractions?”
- If an outdoor soccer field or a gymnasium or other large indoor space on which a soccer field has been marked is available, use guided participation to act out the situations depicted in the Offside illustrations in FIFA Laws of the Game, AYSO edition.
- Set up a situation in which a teammate of the attacker shooting on goal is in offside position but outside the penalty area. Repeat the situation a number of times, each time moving the player in offside position closer to the goalkeeper.

Ask, "When is the player in offside position involved in active play by interfering with an opponent?"

- Use the USSF video "Making the Offside Call – Women's World Cup '99" to emphasize teaching points and confirm understanding

### **Teaching the Advanced Referee Course Lesson III: Fouls in the Advanced Game**

- Concentrate on developing some of the subtle points of the advanced game and discuss some of the actions officials in these games are required to take.
- Use a handout, flip chart or overhead projection to list the direct kick, indirect kick, caution and send off offenses.
- Use the USSF video "Fouls and Misconduct" to introduce the concept of the "professional" or "tactical" fouls.
- Ask, "Why must referees be alert to these kinds of fouls?"
- Ask, "How must referees deal with this kind of behavior?"
- Show the USSF video "Myths of the Game" sections dealing with "Handling the Ball," "Dangerous Play" and "Goalkeeper"
- Show the USSF video "The Laws of the Game – The Gray Areas" section dealing with "Crime and Punishment (Law 12 & 14)"
- Ask, "What is the most infrequently called foul in soccer?"
- Ask, "What is the difference between impeding and holding or charging?" (physical contact)
- Ask, "May a player obstruct (shield) while playing the ball?"
- Ask, "How far from the ball is playing distance?"
- Impeding, holding, charging and shielding can be demonstrated using guided participation.
- Show the USSF video "Guide to Procedures for Referees, Assistant referees and Fourth Officials" to demonstrate the techniques for administering a caution or a send off.

### **Teaching the Advanced Referee Course Lesson IV: Misconduct: Players, Substitutes and Others**

- Use flip charts, overhead projections, word strips or handouts to list the terms "players," "substitutes," "neutral objects" and "outside agents."
- Use proper questioning technique to ask students to provide definitions of players, substitutes, neutral objects and outside agents.

- Ask students to cite the Laws where these definitions may be found.
- State, “When officials make decisions about technicalities such as punishments for infractions and can support those decisions with Law passages, they are preparing to render quick choices to balance flow and control.
- Ask, “What is the main job of the referee?” (FUN, fair, safe)
- Ask, “How does the referee accomplish this?” (Interfere as little as possible)
- Quote AYSO National Rules & Regulations, paragraph 1.D.5 and ask, “What does this statement mean?”
- Use a diagram, balance scale or a visual aid depicting a balance scale with a weight on one end of the balance arm labeled “Flow” and a weight on the other end labeled “Control” to illustrate the balance of flow and control.
- Ask, “When the referee exerts control what happens to flow?”
- Ask, “When the referee allows the game to flow what happens to control?”
- Ask the students to consider when a referee may want to emphasize either flow or control.

### **Teaching the Advanced Referee Course Lesson V: Reading the Game**

- Use a handout, overhead projection, flip chart or word strips to list the decision making process for the students.
- Ask, “What are the factors that affect the referee’s decision making process?” Use questioning and guided participation to amplify the framework involved in each category.
- Ask, “Why is it important that the referee understand this process and become adept at using it instinctively?”
- Ask, “How does this process relate to the referee’s ability to anticipate play and position himself accordingly?”
- Use the scenarios in the module to have the students practice the decision making process.
- Diagonal System of Control
- Optional Presentation Methods:
- Ask, “Why must the referee be in a position to observe what is occurring in the game in order to be able to control the game?”
- Ask, “How does The Diagonal System of Control enable the referee and the assistant referees to be able to accomplish this?”
- Use the USSF video “Guide to Procedures for Referees, Assistant Referees and Fourth Officials” and the USSF pamphlet “Guide to Procedures for Referees,

Assistant Referees and Fourth Officials” to demonstrate and discuss referee and assistant referee positions on set plays.

- Use a soccer field, indoor space marked as a soccer field, SubButeo board or overhead projection to conduct a guided participation discussion of the advantages and disadvantages of the recommended positions.
- Ask, “How does the referee’s position change on unusual play or active play?”
- Ask, “What are the general positioning guidelines that the referee must keep in mind?”
- Demonstrate and practice examples of unusual plays and situations in which the four principles are applied.
- Use the scenarios in the module to act out various situations. Do this in a realistic setting.
- Class 4: Teaching Problems outside the Touchline
- Clarify the rights and responsibilities of spectators, coaches, and referees.
- Reinforce the concepts of the AYSO Team and raise the consciousness of the responsibility we all share to provide an appropriate game time environment for AYSO players.
- Review with the students the section “What Can I Do? Reactions to Inappropriate Behavior” in the AYSO Referee Instructor Resource Book.
- Instructors have two options for presentation of this workshop; a “Classroom Discussion” or a “Field Simulation” format. The field simulation format requires enough space to simulate spectators near a touch line and a few yards beyond the touch line to simulate a part of the field. This can be done inside in a suitably large room or gymnasium or outside on most any small grassy area.
- When an outdoor space or a large indoor space is available, have assistant instructors or volunteers play the parts of a disruptive coach or unruly spectator. Ask a student to play the part of a center referee in the imaginary game and deal with the inappropriate behavior that come from outside the touchlines.
- At appropriate intervals, stop the imaginary game and offer constructive criticism of the referee’s actions and solicit opinions from the audience.
- When an audience member offers an opinion or suggestion about how the center referee handled or should have handled the situation, make that individual the center referee and repeat the process until the teaching points have all been covered.
- When utilizing a classroom format, begin with discussions of appropriate proactive and re-active responses that can be taken before, during and after the games. Then create discussion groups to come up with proposed solutions to various game scenarios.