

AYSO Program: Referee  Lead Instructor: Intermediate Referee Instructor	<h2>Intermediate Referee Course</h2>	Date: 1 March 2008 Version: 1.0 Page: 1 of 56
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Change History		
1 March 2008	1.0	Course created by consolidation of former modules 14-19
6 October 2008	1.1	Corrections and Revisions

# Intermediate Referee Course

## COURSE DESCRIPTION

The purpose of this course is to train Basic Referees in all aspects of refereeing to develop skills that will allow the referee to officiate soccer matches that are more physically demanding and challenging under the AYSO (FIFA) Laws and AYSO National Rules and Regulations.

Certification Requirements for Intermediate Referee:

MINIMUM AGE:	14 years old
GAMES:	25 as referee with at least 5 in U-12 matches
TRAINING:	Complete Intermediate Referee Course
TESTING:	90% or better on the Intermediate Referee exam
ASSESSMENT:	Applicants for Intermediate Referee level must be observed by a Referee Assessor (or Advisor) and recommended for upgrade by the Regional Referee Administrator or the Regional Director of Assessment. An observation as a referee is required. An observation as an assistant referee is also recommended.
FITNESS TEST:	Not required - practice for AYSO Physical Fitness Test is recommended
SERVICE:	None required

For the most current certification requirements see the National Referee Program Manual on [www.AYSOhelp.org](http://www.AYSOhelp.org).

## COURSE PREREQUISITES

None. However, completion of the Basic Referee Course is recommended

## TEACHING OBJECTIVES

The objectives for the Intermediate Referee Course include:

- Understand tactics and strategy found in U-12 matches
- Better understand referee and assistant referee duties & responsibilities
- Emphasize referee team work
- Utilize the diagonal system of control effectively
- Communicate effectively and correctly
- Increased knowledge of Offside
- Identify all fouls and all forms of misconduct

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- Understand and manage interactions between coaches, players and officials
- Understand the AYSO National Referee Program
- Become adept with AYSO Rules and Regulations.

## **EQUIPMENT AND MATERIALS**

- Intermediate Referee Course Roster
- This course plan
- Visual aids (overheads, flip chart and markers, video, etc.) required by training modules
- Student handouts required by the training classes
- Intermediate Referee Packets
  - AYSO edition FIFA Laws of the Game
  - AYSO Guidance for Referees and Coaches (contains AYSO National Rules and Regulations)
  - USSF: Advice to Referees on the Laws of the Game
  - USSF: Guide to Procedures for Referee, Assistant Referees and Fourth Officials
- Course Evaluations (Available on [www.AYSOhelp.org](http://www.AYSOhelp.org))
- *Visual aids, additional student handouts, and other supporting materials for this course are under development for version 2.0 of this course. When they become available (expected mid-2008), a list will be included here.*

## **INSTRUCTOR NOTES**

This course is designed to be completed in one day or over a weekend. The time required for the course does not include time necessary to administer the Intermediate Referee Examination.

# Intermediate Referee Course

## COURSE OUTLINE

The following lessons may be presented in any order.

Lesson	Page	Module	Duration
I Understanding More Physically Demanding and Challenging Matches	5	14	75 min
II Fouls and Misconduct – Intermediate	13	15	90 min
III Offside – Intermediate	22	16	60 min
IV Interaction with Coaches and Spectators	29	17	60 min
V The Referee Team and Diagonal System of Control	34	18	120 min
VI AYSO National Referee Program	48	19	45 min
<i>TOTAL TIME (excluding breaks and Intermediate Referee Exam)</i>			<i>450 min 7 hrs 30 min</i>

# Intermediate Referee Course

## I. Understanding More Physically Demanding and Challenging Matches (Module 14)

### A. DESCRIPTION

1. Duration: 75 minutes
2. This module addresses characteristics of players commonly found in U-12 games; specifics regarding field dimensions, ball size, number of players; and fouls common in these younger player's games.

### B. GOALS

1. Characteristics of U-12 players
2. U-12 field size, ball size and number of players
3. Reading the game

### C. STUDENT MATERIALS

1. AYSO Short-Sided Games Guide for Referees
2. AYSO edition of FIFA Laws of the Game
3. AYSO Guidance for Referees and Coaches
4. AYSO Intermediate Coaching Manual (optional)

### D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Flip chart
2. Overhead or digital projector and screen
3. U-12 Coaching Manual and Intermediate Coaching Manual for reference and display

### E. LIST OF ATTACHMENTS

Attachment 1:

Intermediate Referee Course – Characteristics of U-12 Players - Handout.pdf

Attachment 2:

Intermediate Referee Course - Objectives of the Game - Handout.pdf

*Additional supporting materials are under development and will be included in version 2.0 of this course (expected mid-2008).*

# Intermediate Referee Course

## F. INTRODUCTION

1. Introduce self and co-instructors

**Note to instructor:** The instructor for this session must have a strong background in both refereeing and in coaching or serious consideration should be given to inviting a coach instructor to teach or co-teach the coaching related elements of the lesson plan.

2. Introduce the topic, perhaps as follows: "When I work U-12 games I find that there's a lot more going on than in the U-10 games I do. Do you find that to be true, too? (nods, "uh-huh"s, etc.) It always helps to understand your opponent. While U-12 soccer players aren't exactly our opponent, it certainly helps us to know what to expect. It's certainly easier to manage what happens in a U-12 match if we have a good understanding of, say, the mental, physical and emotional characteristics of U-12 players. And of course understanding the game a little better than many of us do might help us do a better job refereeing, as well.

It's these areas that we'll be exploring in this lesson."

## G. CHARACTERISTICS OF U-12 PLAYERS

Briefly review and discuss the implications for referees of the following characteristics of U-12 players:

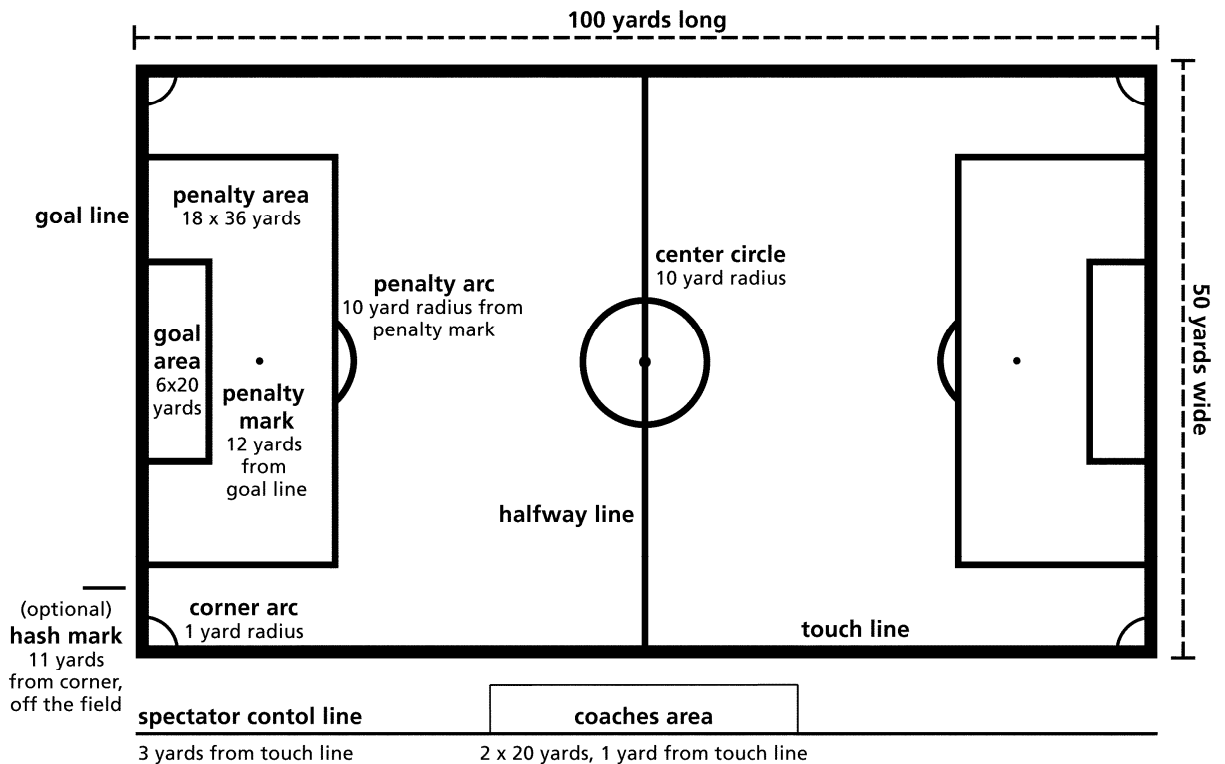
1. Physical/Gross Motor Development:
  - a. Still somewhat uncoordinated
  - b. Soccer skills are being refined
2. Social and Emotional Development:
  - a. Boys and girls are both transitioning from childhood into adolescence
  - b. Each has a strong need for recognition from fellow players
3. Cognitive/Thought Development:
  - a. Each finds it difficult to control emotions when under pressure or in adverse conditions.
  - b. They have less regard for adult values than they had in younger years
4. General:
  - a. Mental and physical skills begin to be balanced
  - b. They occasionally display childish behavior and have a tendency for horseplay

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- c. Individuals at this age are self-critical, so referees must be positive in their approach

## H. U-12 FIELD SIZE, BALL SIZE AND NUMBER OF PLAYERS

1. Refer the students to the “Short-Sided Games Guide for Referees” contained in the “Guidance for Referees and Coaches” and review the following specifics regarding U-12 play taken from that publication:
2. The guidelines for the AYSO Short-Sided Games Program for U-12 games are as specified in the FIFA Laws of the Game and the AYSO National Rules and Regulations with the following modifications or additions:
  - a. The Field: The recommended field size is 100 x 50 yards for U-12 games with field markings as specified in the Laws of the Game. See diagram.



- b. The Goals: Official size goals (8 feet high and 8 yards wide) are used in U-12 games.
- c. The Ball: A size 4 ball is used for U-12 games.
- d. The Teams: Each U-12 team should have a maximum of 12 on the roster. Games are played with 9 players per team on the field (9v9) one of which is the goalkeeper.

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- e. Duration of Game: U-12 games are 60 minutes and are played in two 30-minute halves with substitutions allowed 15 minutes into each half. The half-time break is 5-10 minutes. With the exceptions noted above, all other elements of the Laws of the Game apply to U-12 games.

## I. READING THE GAME

Explain that this session will introduce the Intermediate Referee candidate to the concept that good referees are “Students of the Game”. Good referees understand the overall objectives of the game and the supporting principles of play well enough that they are often able to predict in advance the action the players are most likely to take. This is generally referred to as “Reading the Game”.

Link to the past by stating that you would be willing to bet that every referee in the room has, at sometime in their past, had an experience with a coach, player or team’s behavior or action that was not anticipated and could have been dealt with better had they been able to sense it was coming.

Being a “Student of the Game” involves more than just attending referee training courses and knowing the Laws. There are lots of aspects of the game and coaching that are not covered in the AYSO Referee Courses (otherwise they would be coach courses). Explain that you will now address the fundamental concepts of “Objectives of the Game” and “Principles of Play” as taught in the AYSO coaching training courses.

### 1. Objectives of the Game and Principles of Play:

- a. Explain the Objective of the Game involves “What to Do” and the Principles of Play involve “How to Do It”. List or display the Objectives of the Game and Principles of Play.
  - i. Attacking Objectives:
    - (a) Score
    - (b) Advance
    - (c) Maintain possession
  - ii. Defending Objectives:
    - (a) Stop scoring
    - (b) Delay
    - (c) Regain possession
  - iii. Attacking Principles
    - (a) Penetration - Advancing the ball.
    - (b) Depth - Supporting teammates.
    - (c) Mobility - Creating attacking opportunities.

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- (d) Width - Attacking on a broad front.
- (e) Creativity – Individual flair.
- iv. Defending Principles
  - (a) Delay - Slowing down the attack.
  - (b) Depth - Supporting teammates.
  - (c) Balance – Reading the attack and adjusting position.
  - (d) Concentration - Compressing the attack.
  - (e) Composure – Patience
- b. Pick one or two examples of how changes in objectives and principles will affect the decisions of players and how, in turn, that should effect the referee’s decision regarding his/her position in anticipation of potential challenges. Solicit examples of how understanding the Objectives of the Game can help a referee anticipate player action.

**Example #1:** *Illustrate this point by describing how an attacking player’s most important objective can quickly go from “Score” to “Regain Possession”. When a striker loses possession of the ball in the attacking third and the opponents now have possession in their own defensive third, the referee who is accustomed to doing lots of younger players games will immediately begin retreating towards midfield in anticipation of the “big kick”. With older, well coached teams, the striker who just lost the ball understands that the most important object for him has now become “Regain Possession” and that he should now vigorously challenge the opponent with the ball because the risk that the opponent will get away is well worth taking. The opponent with the ball in front of his own goal understands that the most important objective for him has now become to maintain possession and will be conservative with his decisions. If the referee continues to anticipate the same player action common in the younger players’ games (big kick), he/she will immediately retreat toward the halfway line and will not be in the best position to observe the strong challenge and potential foul from the striker who is vigorously challenging to regain possession.*

**Example #2:** *The most important objective for the player described in Example #1 will quickly go from “Regain Possession” to “Delay” if the attacking player reaches midfield before the opposing team’s defense gets organized. The risk of attempting to regain possession of the ball for the defending player is now not worth taking because his support is weak and therefore his most important objective is to delay the attack until the defense gets more organized. In this situation, the referee should recognize the poorly organized defense and anticipate the attackers will take advantage of the*

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*situation and vigorously pursue the attack which means the poorly supported defender may resort to desperate action (foul?) to prevent the attack.*

- c. Demonstrate or explain some common combination play tactics which referees should understand to better help them predict player action. Display the AYSO Intermediate Coaching Manual as an excellent reference source (see Attacking and Defending Methods).

**Example #1:** 2 vs. 1 Wall Pass

When two attacking players have isolated an opposing team defender, referees should anticipate that a “Wall Pass” is very likely. The wall pass is executed very quickly and referees should be able to anticipate the player’s actions. Referees who are “ball watchers” can easily miss impeding or other off the ball fouls committed by the single defender to the attacker who is attempting to make a “blind side run” around the single defender for a “one touch” return pass from his teammate.

**Example #2:** 2 vs. 1 Give-and-go or Overlap

When an attacker is marked by a single defender and the attacker’s supporting teammate has the ball, referees should anticipate that a “Give-and-Go” pass is likely. The teammate with the ball will pass the ball to his marked teammate thus drawing the opposing player closer and providing an opportunity for quick return pass to his overlapping supporting teammate running into open space. This too can cause desperation reactions by the opponents who soon realize they have failed to prevent the opponent’s advancement.

**Example #3:** 2 vs. 2 Through Ball

*When two defenders without immediate support are confronted by two attackers with the ball, referees should anticipate the likelihood of a “Through Ball” occurring. The attackers will take advantage of the unsupported space behind the two defenders by passing the ball between (through) the defenders to the open space behind them for their teammate running into that open space. Referees should anticipate this quick penetration through the defense and position themselves for the subsequent continuation of the attack and the reactions of the disorganized defenders.*

- d. In a suitable location outside or in a gymnasium, demonstrate these common player tactics while stressing for each how recognizing these combination play tactics can help the referee better anticipate play and read the game.

## 2. Common Player Tactics and Soccer Terminology

Test the attendee’s knowledge of common individual player tactics and skills and common soccer terminology by displaying the following terms and asking for definitions. Provide the answers along with demonstrations of each. This is an

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excellent time for active involvement from the attendees to help with demonstrations.

- a. Tackle: Tackling is attempting to win the ball from an opponent.
  - b. Front Block Tackle: Two opposing players in an upright position simultaneously attempt to play and win the ball.
  - c. Sliding Tackle: An attempt by a player to dispossess the opponent from the ball by sliding and kicking or pinning the ball.
  - d. Full Volley: Kicking the ball while it is in the air before it bounces.
  - e. Half Volley: Kicking the ball just as it begins to rise from a bounce.
  - f. Push Pass: Passing or sometimes shooting the ball with the inside of the foot (an accurate pass or shot for short distances).
  - g. One touch: Playing the ball with only one touch.
  - h. Goal-side: Positioning yourself between the opponent and your own goal.
  - i. Ball-side: Positioning yourself between the ball and an opponent whom you are marking (guarding).
  - j. Overlap: The attacking play of a defender or midfielder going down the touch line past his or her own winger.
  - k. Chip shot: Kicking the ball in the air a short distance, often just over the head of an opponent (sometimes the goalkeeper) in front of you. The ball usually has back spin and is easily controlled in a short distance.
  - l. Screening or Shielding: Protecting or “shielding” the ball from an opponent by keeping your body between the opponent and the ball.
3. Encourage everyone to continue their education to become more familiar with coaching and the AYSO National Coaching Program. Suggest they become certified coaches and coach or help coach a few games: it is guaranteed to make you a better referee if you “walk a mile in his shoes”.

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### J. CONCLUSION

1. Review
  - a. Characteristics of U-12 Players
  - b. U-12 Field Size, Ball Size and Number of Players
  - c. Reading the Game
2. Bridge to next lesson, if appropriate, possibly as follows: "Understanding the players and understanding the game should make anticipating play and dealing with fouls and misconduct easier. Now, all we have to do is recognize the fouls we see and deal with them appropriately. In the next module we'll explore exactly that: fouls and misconduct."

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## II. Fouls and Misconduct – Intermediate (Module 15)

### A. DESCRIPTION

1. Duration: 90 minutes
2. This lesson is intended to provide Intermediate Referee candidates with a greater understanding of foul recognition and misconduct and to introduce the concept of Advantage.

### B. GOALS

1. Increase the referee's ability to recognize and deal effectively with fouls.
2. Increase the referee's ability to recognize and deal effectively with misconduct.
3. Improve the referee's ability to use and avoid misusing advantage.

### C. STUDENT MATERIALS

1. AYSO edition FIFA Laws of the Game
2. AYSO Guidance for Referees and Coaches
3. USSF Guide to Procedures for Referees, Assistant Referees and Fourth Officials
4. AYSO Handout: Fouls and Misconduct
5. AYSO Summary FIFA Law Changes

### D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. As an option, commercially produced videos, DVDs, etc. are available which can be shown to illustrate fouls and misconduct. Instructors should carefully consider the pros and cons of using these since they are generally of professional players committing "professional fouls" and may not provide suitable examples of the kinds of fouls and misconduct likely to be encountered by referees in youth soccer.
2. VCR and/or computer
3. Television (monitor) or Digital Projector

### E. LIST OF ATTACHMENTS

*Additional supporting materials are under development and will be included in version 2.0 of this course (expected mid-2008).*

### F. INTRODUCTION

1. Introduce self and co-instructors
2. Introduce topic as an extension of material in the Basic Referee Course on fouls and misconduct and (if following Lesson I in this course) a direct consequence of more physical play and perhaps, highly emotional play.

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3. Explain that as players become older, faster, stronger and their skills and competitive drive increases, it becomes increasingly important for referees to understand how to walk the fine line between letting the players play with a minimum of interruption for trifling or doubtful offenses and knowing when play should be stopped to encourage and enforce compliance with the spirit of the Laws of the Game. Have an open discussion of the following:
  - a. In a U-10 and younger games, when players have physical collisions with one another it is often not necessary to stop play. Sometimes it is wise to take a minute to “educate” the players or to remind them to be careful but stopping frequently because of deliberate fouling is not common. However, beginning In U-12 games the physical contact between players requires more judgment by the referee to determine whether or not play should be stopped. Keeping the game safe and discouraging deliberate fouls is important but so is allowing players to experience playing a contact sport without being overly protective. Solicit discussion.
  - b. In U-14 and older games, fouls are usually not premeditated but are fouls nevertheless and should be called even if only the result of carelessness. When the action of players becomes reckless or excessive force is used, the referee must recognize this as misconduct requiring sanctions in excess of punishing fouls. Solicit discussion.

## G. RECOGNIZING AND DEALING WITH FOULS

1. Law 12 is divided into Fouls & Misconduct.
2. Fouls are committed only by **players**, only **on the field of play** and only **when the ball is in play**. The referee blows the whistle and stops play.

**Note to instructor:** It is important to cover all fouls in this section. However, those fouls that should receive special emphasis are highlighted in bold type.

Questions may be used to confirm the degree of knowledge of the students. The following are examples of questions that might be used:

**Q:** ***What, in addition to being between players on the field of play and the ball being in play, must exist for a foul to be considered a direct free kick?***

**A:** **The incident must involve players of opposing teams.**

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**Q: *Near to the center circle a player attempts to kick an opponent, but misses. What is the sanction?***

**A: Direct Free Kick**

**Q: *What type of play is dangerous?***

**A: Any play that causes an instinctive reaction of concern for player safety.**

**Q: *When is shielding the ball illegal?***

**A: When the player shielding is too far away from the ball to play it.**

3. There are two types of fouls, indirect free kick fouls and direct free kick fouls.
4. Fouls that are restarted with a direct free kick or penalty kick:
  - a. That, in the opinion of the referee are considered to be **careless, reckless or with excessive force:**
    - kicks or *attempts to kick* an opponent
    - trips or *attempts to trip* an opponent
    - jumps at an opponent
    - charges an opponent (emphasize proper charge & effect of larger player fairly charging a smaller opponent.)
    - strikes or *attempts to strike* an opponent
    - pushes an opponent
  - b. or the following infractions:
    - **tackles an opponent to gain possession of the ball, making contact with the opponent before touching the ball** (emphasize that “getting all ball” does not excuse other contact by the defender, before or after!)
    - holds an opponent
    - spits at an opponent
    - handles the ball deliberately (except for the goalkeeper within her own penalty area)

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5. Fouls that are restarted with an indirect free kick:
  - a. Committed by the goalkeeper inside his own penalty area
    - takes more than six seconds while controlling the ball with his hands before releasing it from his possession.
    - touches the ball again with his hands after releasing it from his possession and before it has been touched by any other player.
    - touches the ball with his hands after it has been deliberately kicked to him by a team-mate.
    - touches the ball with his hands after he has received it directly from a throw-in taken by a team-mate.
  - b. Committed by any player:
    - plays in a dangerous manner
    - **impedes the progress of an opponent.** (emphasize that impeding becomes more prevalent in higher level games and discuss shielding.)
    - prevents the goalkeeper from releasing the ball from his hands

## H. THE USE AND MISUSE OF ADVANTAGE

Advantage (Law 5): The referee “allows play to continue when the team against which an offense has been committed will benefit from such an advantage...”

1. Referees must avoid stopping play if doing so would take away a benefit from the team against which the offense was committed.

Example: A red attacker has taken a long pass and dribbled toward his opponent’s penalty area. This attacker has moved so quickly that the defense was penetrated and is scrambling to get back into their penalty area before the attacker can take a shot. A defender deliberately holds the attacker to delay play until her teammates arrive but the attacker breaks free. Stopping play for a free kick at this point will aid the perpetrator’s purpose.

- The ability to thwart the offender’s unfair intentions by allowing play to continue is unique to soccer.
- Once the referee has negated the foul’s influence on play, she can and should discipline the player (later) for misconduct if appropriate.
- The Law specifies that if no benefit arises for the team against which the offense was committed, the referee MAY use its absence to cancel his decision, even if he has signaled “Advantage... Play on.”

In other words, the referee may stop the game and penalize the original

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offense. The logic of the Laws is to take away any advantage that might accrue to the fouling team first, and then assume that the decision will work to the advantage of the opponents. If the advantage situation does not benefit the offended team within two or three seconds, the referee should stop the game and penalize the original foul; discipline the offending player by caution or send-off, if appropriate; and restart with a free kick or penalty kick, provided the ball was in play when the game was stopped.

- The phrase, “if the advantage does not develop” can be confusing to referees seeking to learn the proper application of advantage. Clarify this issue by presenting and discussing the following examples:
  1. A tripped attacker stumbles but keeps her feet and takes a shot on goal. (The advantage was realized when the player maintained possession and continued toward the goal. Regardless of whether she makes the shot, the play should *not* be called back and restarted with a free kick.)
  2. A tripped attacker stumbles but keeps her feet. However, in stumbling, she is unable to maintain possession of the ball and it is collected by a defender. (Even though the attacker was able to regain her footing, she lost possession of the ball and therefore realized no advantage by being permitted to continue. The referee should blow her whistle for the tripping foul and award a free kick to the offended team at the site of the infraction.)
  3. A tripped attacker stumbles but keeps her feet and passes the ball to a teammate but the ball sails over the touch line out of play. (The advantage was realized when the player maintained possession and was able to make her pass. Where the ball goes is immaterial. If advantage was allowed the play should *not* be called back and restarted with a free kick.)
  4. A tripped attacker stumbles and falls but the ball goes directly to her teammate who continues toward goal. (The advantage was realized when the player’s teammate gained possession and continued toward the goal. What she now does with the ball is immaterial. If advantage was allowed the play should *not* be called back and restarted with a free kick.)
- 2. Once referees have knowledge of the purpose of the advantage, understanding when and when not to use it is a key to a successful match. The game is meant to be fun, and proper use of advantage can help make the game fun. But using advantage can also detract from it. For example, how would a very young player react if the he was tripped but the referee did not whistle for the foul? How might an older player react if a “dirty” foul is committed against him and the referee permits play to continue? Explain the following considerations for the application of advantage.

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a. For what age players is advantage appropriately used?

i. Youngest players – rarely if ever

Our youngest players are more “me” oriented and much less “team” oriented. When a young player is fouled it is a difficult concept to understand that the “team” may benefit if the perpetrator goes unpunished. Young players want justice for their victimization and they want it now.

ii. Older players – as appropriate

Older players (and their coaches) may expect the referee to understand and use advantage appropriately. However, even an older player who is fouled does not appreciate the referee applying advantage when the game would be better served by the foul being called. When the referee applies advantage in such situations the offended player may seek his own revenge.

The use of advantage can cause control problems for the referee.

**Example:** The keeper catches a shot on goal. An attacker is running in and sticks out his elbow and “whacks” the keeper in the ribs. Rather than stop play and punish the player who fouls, the referee says “Play on,” signals advantage and allows the keeper to kick the ball up field. He will deal with the attacker later. Five minutes later, play stops and the referee says to the offending attacker, “Don’t do that again.” The guilty attacker, in all honesty, says, “Do what, Ref?” Guide class discussion to options.

(a) As discussed, apply advantage and talk to offender “later”: Not Good for Control

(b) Stop play immediately; talk to offender; direct free kick from where the goalkeeper was hit: Good for Control

Ken Aston told us, “Never use advantage to your own disadvantage.” In other words, referees should not allow advantage when doing so would endanger their control of the match.

A simple rule of thumb is this:

- For fouls against defenders in their own defensive third of the field (in front of their own goal), advantage should be used conservatively – fouls against goalkeepers with older players are **not** good opportunities to apply advantage.

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- For infractions committed in midfield against either team, advantage can be used more liberally
- For infractions committed against attackers in their attacking third of the field (in front of the opponents goal), referees should adopt a wait and see attitude to ensure a goal or an imminent goal-scoring opportunity is not taken away – don't blow the whistle; wait and see what plays out – give the players the opportunity to continue the attack for 2-3 seconds and if the advantage doesn't materialize then blow the whistle and award the free kick. Beware of giving advantage in the penalty area unless a goal is imminent, since it is usually more advantageous to the attacking team to have a penalty kick.

Remember, a referee who overuses advantage in a conscious attempt to “let the players play” is misusing advantage as an excuse for not doing his job.

## I. **RECOGNIZING AND DEALING WITH MISCONDUCT**

Misconduct, which may be committed by any of the players or substitutes, can occur at any time: before, during, or after the game; with the ball in or out of play; and anywhere on or off the field of play or in its vicinity. If the ball is still in play the referee may stop play in order to appropriately sanction an offender.

1. A player, substitute or substituted player is cautioned and shown the yellow card if he commits any of the following ten offenses:
  - is guilty of unsporting behavior, a rather long list of offenses including
    - simulating being fouled or injured anywhere on the field to deceive the referee
    - removing his jersey when celebrating a goal
    - using a deliberate trick to circumvent a pass directly to his own goalkeeper
  - shows dissent by word or action
  - persistently infringes the Laws of the Game
  - delays the restart of play
  - fails to respect the required distance when play is restarted with a corner kick, free kick, or throw-in
  - enters or re-enters the field of play without the referee's permission
  - deliberately leaves the field of play without the referee's permission
2. A player, substitute, or substituted player is sent off and shown the red card if she commits any of the following seven offenses:

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- is guilty of serious foul play (using excessive force or brutality while committing one of the Law 12 fouls against an opponent, on the field of play, during a challenge for the ball that is in play). For example: a tackle *which endangers the safety of an opponent* must be sanctioned as serious foul play.
  - is guilty of violent conduct (behaves in a violent manner toward an opponent, a teammate, the referee, or any other person, on or off the field, while the ball is in or out of play, while not challenging for the ball. )
  - spits at an opponent or any other person
  - denies an opponent a goal or obvious goal-scoring opportunity by deliberately handling the ball (this does not apply to a goalkeeper within his own penalty area)
  - denies an obvious goal-scoring opportunity to an opponent moving towards the player's goal by an offense punishable by a free kick or a penalty kick
  - uses offensive, insulting or abusive language and/or gestures
  - receives a second caution in the same match
3. If play is stopped to issue a caution or send off in conjunction with the commission of a foul, the restart will be an indirect free kick, a direct free kick or a penalty kick, as appropriate.
  4. If the referee stops play for misconduct only, the restart will be:
    - Indirect Free Kick if the misconduct is committed on the field of play (by a player, substitute, or substituted player)
    - Dropped ball otherwise (typically when misconduct occurs off the field of play).
  5. A player may carry out a combination of "Misconduct" and "Foul" and the referee may sanction either or both.
  6. The position of the restart depends upon where and by whom the misconduct occurred (and, in some cases, the nature of the misconduct).
  7. Cards are shown only to players, substitutes, or substituted players who are guilty of misconduct, not to coaches or other team officials. However, the referee may verbally warn coaches and team officials regarding their behavior or dismiss them from the field of play and its immediate area. A report must be submitted to the proper authority.
  8. When a player, substitute, or substituted player is to be cautioned or sent-off, try to move the offender away from others but do not touch or grab him.
    - Explain the nature of the caution or send-off.
    - Record the offense.

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- Display the appropriate card with arm straight up. Do not wave it in the individual's face. Immediately put it away.
  - Be businesslike, firm, and polite.
  - If an individual is sent-off, delay restart until he or she has left the area.
9. When a coach is to be warned or dismissed from the field the procedure will be the same except that the yellow or red card must not be shown.
10. Cards are to be shown to players, substitutes, and substituted players only and then only while they are on the field or in the immediate vicinity. Misconduct that occurs at other times (say in the parking lot after the match) should be noted and reported to the appropriate authority (the Region, Area or Section).
11. Remind the students that *cautions and send-offs often come about as a result of poor management by the official*. A friendly word at the first sign of trouble, a stern warning when a player seems to be getting out of line and certain punishment for infractions will often preempt the need for cautions and send-offs.

## J. CONCLUSION

1. Review- Briefly review fouls misconduct and foul play
2. Confirm-Respond to questions or ask additional questions relating to fouls misconduct and appropriate restarts. Examples of such questions are:
  - Q: *If a player jumps up and down to obstruct or prevent a player from carrying out a throw-in is this a foul or misconduct?***
  - A: Misconduct (Unsporting behavior).**
  - Q: *What is the offense if a player forcefully strikes an opponent while they are competing for the ball.***
  - A: Serious foul play.**
  - Q: *What is the offense if a player strikes another player while waiting for a corner kick to be taken.***
  - A: Violent conduct.**
3. Bridge to next lesson, if appropriate, perhaps as follows: "The referee has many opportunities during a match to make the proper call and earn the players respect. Calling fouls properly and handling misconduct quickly and efficiently are clearly key opportunities. Aggressive attacks against well-practiced defenses often challenge both the referee and assistant to make the proper offside judgment. In the next lesson we'll revisit Offside and see if we can clarify some difficult situations."

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## III. Offside – Intermediate (Module 16)

### A. DESCRIPTION

1. Duration: 60 minutes
2. In this lesson we will reinforce training and experience obtained by referees in understanding and applying Law 11 (Offside) with emphasis on the Assistant Referee's role in (1) maintaining positioning with the second to last defender or ball, whichever is closer to the goal line and (2) recognition of participation.

### B. GOALS

1. Review and confirm knowledge of the basic components of offside: offside position and offside infraction along with the exceptions (goal kick, throw-in, and corner kick).
2. Review referee and assistant referee duties and signals for offside
3. Cover proper restart after offside infraction
4. Emphasize
  - a. Assistant Referee positioning
  - b. Understanding and applying the concept of participation in active play by a player in an offside position

### C. STUDENT MATERIALS

1. AYSO edition of FIFA Laws of the Game
2. AYSO Guidance for Referees and Coaches
3. USSF Guide to Procedures for Referees, Assistant Referees and Fourth Officials
4. USSF Advice to Referees on the Laws of the Game

### D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Overhead or digital projector and screen
2. Flip chart, dry or chalk board with markers or chalk
3. Assistant referee flags
4. Video Tape: USSF-Making the Offside Call (featuring Women's World Cup '99)
5. Overheads transparencies or PowerPoint presentation and laptop computer

### E. LIST OF ATTACHMENTS

*Additional supporting materials are under development and will be included in version 2.0 of this course (expected mid-2008).*

# Intermediate Referee Course

## F. INTRODUCTION

1. Introduce self and co-instructors
2. Introduce topic
3. This module is a continuation of the material presented in the Basic Referee course. We'll begin by reviewing the requirements for offside, we'll move through several simple and more complicated situations and we'll finish up the session with a video from USSF of offside situations from the 1999 Women's World Cup.

**Note to instructor:** There are a variety of methods of presenting this information ranging from using visual aids such as game field boards with markers representing players, PowerPoint presentations, game field overhead or dry board. In addition, the instructor should consider showing the USSF video outlined in the material section of this lesson plan. It is recommended that this video be shown at the end of the lesson to emphasize lesson plan goals. Outdoor demonstrations may also be used. It is also important to confirm the knowledge level of the students and make certain that the presentation is appropriate.

## G. Recognizing Offside

1. Briefly review and confirm knowledge of: Player's offside **position**.
  - a. the player is in the opponent's half of the field; and
  - b. if the player is closer to the opponents' goal line than the ball is ("ahead of the ball"); and
  - c. the player is closer to the opponents' goal line than either of the last two opponents are ("ahead of the second-to-last defender"), that player is in an offside **position**.
2. It is not an offense to be in an offside position
3. Briefly review and confirm knowledge of: a player in an offside position is only penalized if, at the moment the ball touches or is played by one of her team she is, in the opinion of the referee, **involved in active play** by:
  - a. interfering with play (typically, touching a ball that has been touched or played by her teammate), or
  - b. interfering with an opponent (preventing the opponent from playing the ball by obstructing or distracting), or
  - c. gaining an advantage by being in that position (being in the right place to collect a rebounded shot, or to capitalize on a defender's mistake).
4. A player in an offside position who receives the ball directly from
  - a. a goal kick, or

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- b. a throw-in, or
- c. a corner kick

is not penalized for being in the offside position. (Offside is momentarily suspended when the ball is being returned to play after leaving the field of play.)

5. If an offside offense occurs, the referee stops play and awards an indirect free kick to the opposing team at the spot where the offside player was at the time. The special circumstances for taking free kicks inside the goal area apply. See Law 8 in the FIFA Laws of the Game.

Use Law 11 in the FIFA Laws of the Game to reinforce and repeat the basic concept.

## H. MAKING THE OFFSIDE CALL

Instructors may prepare various offside scenarios and use a visual aid. The following are questions or situations that may be used in confirmation.

**Note to Instructor:** The instructor may use various methods of emphasizing this concept. On field demonstration, placing students at approximately 10 yard intervals on a touch line and using an assistant instructor as the second-to-last defender and one to be an attacking player either in or not in an offside position is one option. A variety of useful more high-tech tools are now available such as laser level devices, as well.

1. **Situation 1:** Blue player A carries out a lone attack on his opponents' goal, and is defeated by the red goalkeeper who has cleared the ball down field. Blue player A is near the intersection of the red goal area line and goal line when blue player B intercepts the goalkeeper's clearance near to the penalty area line and shoots the ball into the goal. Is blue player A in an offside position?

Yes.

- a. Is blue player A penalized for being in that offside position?

No.

- b. Why is blue player A not offside?

Because he was not involved in active play.

- c. Using the same scenario except the shot taken by blue player B hits the goal post and is deflected towards blue player A, who traps the ball.

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Is blue player A now penalized for being in an offside position?

Yes. Player A gained an advantage from being in an offside position.

2. **Situation 2:** The blue team is attacking the red goal against a strong wind. A shot on goal goes over the goal line. When the red team takes the goal kick, all of the blue players except the goalkeeper are in the red half of the field. There are two red players in the blue half of the field. The red goal kick reaches one of the two red players. The red player dribbles the ball down field and shoots it into the blue goal. Has a goal been scored?

Yes.

- a. Were the red players in an offside position?

Yes.

- b. Why were they not offside?

Because players cannot be offside if they receive the ball directly from a goal kick.

- c. What are the other two restarts where a player in an offside position will not be offside if they receive the ball directly?

Corner kick and throw-in.

### I. REFEREE AND AR POSITIONING AND SIGNALS

#### 1. Positioning

- a. Instruct the class that with every pass of the ball by the attacking team the referee should be glancing toward his lead assistant referee to check for an offside flag. If the AR does not immediately raise her flag, the referee should either keep the AR in his peripheral vision or continue to glance over periodically in case participation occurs and the AR signals offside with a "late" flag.
- b. Instruct the class that the assistant referee continues to move with the second-to-the-last defender or the ball, whichever is closer to the goal line at all times, even if an attacking player is found to have been in offside position at the moment the ball was last played or touched by her teammate. When

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the assistant referee determines that the player in offside position has participated in active play she stops and raises her flag to signal offside. Only when the referee blows his whistle accepting her offside flag does the AR *run back (if necessary) to the position where the offside attacker was when the ball was played or touched by a teammate and point her flag to signal the appropriate third of the field where the restart will occur.*

## 2. Signals

- a. Have the class demonstrate the AR's actions upon hearing the referee's whistle and seeing his signal for the restart: the AR should run back to the position where the offside attacker was when the ball was played or touched by a teammate and point her flag to signal the appropriate third of the field where the restart will occur. Ensure the class recognizes that *the AR should hold the flag in this position only until the referee has seen it* – this signal is for the referee only; few others on the field understand it. The AR should then remain at this position on the field with the flag at her side until the ball is positioned properly and then move to her position for the restart.
  - b. Discuss in what situations the AR should drop her flag without the referee's whistle
3. Discuss in detail a player in an offside position is penalized if, at the time the ball touches or is played by one of this team, he gains an advantage by being in that position. While mentioning interfering with play or an opponent are also points to cover in the review, the objective of this module is to highlight the meaning of "being involved in active play". Concepts such as the area of active play and delaying offside calls until participation is demonstrated should be emphasized.

Law 11, IBD 2 gives us definitions of the elements of involvement in active play:

- a. Interfering with play means playing or touching the ball passed or touched by a teammate. Note that actual touching of the ball is not always required if the player who was in an offside position makes an active play for the ball and is likely to touch it first, in the opinion of the referee.
- b. Interfering with an opponent means preventing an opponent from playing or being able to play the ball by clearly obstructing the opponent's line of vision or movements or making a gesture or movement which, in the opinion of the referee, deceives or distracts an opponent.
- c. Gaining an advantage by being in that position means playing a ball that rebounds to him off a post or the crossbar having been in an offside position, or playing a ball that rebounds to him off an opponent having been in an offside position, or otherwise being in position to capitalize on a defender's mistake.

**J. CONCLUSION**

1. Review briefly:
  - a. The basic elements of Offside
    - i. In opponents' half
    - ii. Ahead of the ball
    - iii. Nearer goal line than 2 opponents
    - iv. Pass from teammate
    - v. Actively involved in play
  - b. The exceptions to Offside
    - i. In own half of field
    - ii. Two opponents closer to goal line
    - iii. First to receive ball from TI, CK and GK
    - iv. Position at the moment of judgment
    - v. Not involved in active play
  - c. Referee and Assistant Referee Duties
    - i. Positioning and signaling correctly
    - ii. Frequent eye contact
    - iii. Understanding the meaning of "Active involvement"
    - iv. Understanding the meaning of "Gaining an advantage"
2. Confirm knowledge with questions such as:
  - a. Is being in an offside position a violation of the Offside Law? *No*
  - b. Name a restart from which the first person to receive the ball cannot be called for offside. *TI, CK and GK*
  - c. Should offside be called when a pass to a teammate in an offside position first bounces off of an opponent? *Yes*
  - d. Should offside be called if an opponent attempts to pass the ball back to his goalkeeper and it is intercepted by an opposing team player who was in an offside position at the moment the ball was passed? *No*
  - e. Should offside be called if a player shoots the ball at the opponent's goal rather than passing the ball to a teammate who is clearly in an offside position? *It depends upon whether or not the teammate is actively involved in the play or gains an advantage by being in that position.*

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3. Bridge to next lesson, if appropriate, perhaps as follows: “Because offside decisions are often very close calls, players, coaches and spectators often disagree with the referee team’s decision. In the next lesson we’ll discuss methods for interacting with coaches and dealing with inappropriate behavior from the sidelines.”

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## IV. Interaction with Coaches and Spectators (Module 17)

### A. DESCRIPTION

1. Duration: 60 minutes
2. This lesson presents the referee as a role model who sets the tone of a match with strong influence on the behavior patterns developing in young players. We review techniques for referee interaction with coaches and spectators.

### B. GOALS

1. Stress importance of the referee modeling appropriate authority figure behavior for the impressionable young players who are watching.
2. Provide attendees with an understanding of how the referee can set the tone for the match.
3. Examine the importance of understanding characteristics of U-12 players and how this knowledge can help the referee.
4. Discuss helpful techniques for referees to employ when interacting with players and coaches
5. Emphasize the importance of the early intervention by referees when problems begin to arise outside the touch lines and provide options to use when dealing with the inappropriate behavior by spectators.

### C. STUDENT MATERIALS

1. Problems Outside the Touch Lines booklet for each attendee would be a helpful handout.

### D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Chalkboard, whiteboard or flip chart.

### E. LIST OF ATTACHMENTS

*Additional supporting materials are under development and will be included in version 2.0 of this course (expected mid-2008).*

### F. INTRODUCTION

1. Introduce self and co-instructors
2. Explain that the class objective is to provide basic referee training in the art of refereeing with emphasis on coach, player and spectator interaction.
3. In the first lesson of this course, we discussed characteristics of U-12 players. In this lesson we'll learn how that understanding can help us interact with those players and reach successful outcomes during difficult situations.

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## G. MODELING APPROPRIATE BEHAVIOR

1. The referee is an authority figure for all involved, especially for the impressionable young players present.
2. Knowledge, confidence, and professionalism contribute to the overall “field presence” of the referee.
3. Ultimately, the referee is a role model, and as such he can earn the respect of the match participants and spectators based on his appropriate behavior. This respect makes dealing with difficult participants easier and more successful.

## H. SETTING THE TONE FOR THE MATCH

1. A referee’s personality style (friendly, firm, controversial) sets the tone for the match. Players react to this style, either positively or less so.
2. Solicit from the class situations where the referee’s behavior either hurt or helped his/her ability to referee the match. What was special about that particular behavior? Guide the class to consider the following referee behaviors and which works best:
  - a. Nervous and lacking confidence
  - b. A “Little Dictator”, controlling and demanding
  - c. Professional, businesslike and friendly but firm

## I. DEALING WITH INAPPROPRIATE BEHAVIOR

1. Understanding how to manage inappropriate behavior from coaches is best achieved through active participation in groups rather than through lecture.
  - a. If the class is large enough, break it up into groups of no more than five students each. Each group should identify one member to be the scribe and another to present the group’s solution.
  - b. Give each student a printed copy of Scenario 1 or have it on the overhead. Allow each group ten minutes to develop a solution for managing the situation.
  - c. The instructor and co-instructors should assist each group to ensure they actually “work” through the problem and brainstorm possible solutions without jumping directly to just one solution. If there is a dominant personality in the group, the instructor can act as facilitator to provide others an opportunity to express their ideas.
  - d. At the end of ten minutes, bring the class back together and have one of the groups present their solution. Use the recommended solutions below to guide the group through their presentation.

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- e. After the group has finished presenting their solution, ask the other groups if they have anything to add.
- f. Be certain to provide the class with the AYSO recommended solution at the end of the discussion
- g. Proceed through Scenarios 2 and 3 in the same manner.

## 2. Scenarios

### a. Scenario 1

In a U-10 game tensions are high. Everyone is yelling advice and instructions at the players. The coach of the Blue team has a loud, booming voice. The more exciting the game gets, the louder he gets. As referee, you see many players on the opposing team freeze whenever this loud coach yells instruction at his own team.

How can you, as referee, deal with this situation? When do you start?

#### **Recommendations:**

- i. This is normal enthusiasm for this coach. He needs help realizing he is interfering with play.
- ii. Step 1: The first time the coach yells and players freeze, pause, smile at the coach. Extend arms, hands open and palms down; lower hand and arms in motion which says, "Bring it down. Calm down."
- iii. Step 2: If loud, disruptive comments continue, approach the coach at a stoppage in the game. Smile. Calmly explain to the coach the effect of his volume on players. Use the word 'we' and elicit the coach's cooperation, "We need to help the kids keep focused on the play." Suggest he get help from an assistant coach to remember when he is getting overly loud.

### b. Scenario 2

You are the referee in a U-12 match. The coaches of the Red team are constantly making negative remarks to and putting down their own players. You can tell that these are very inexperienced coaches.

What can you do to help these coaches and the kids? When? Where? Who should be present?

#### **Recommendations**

- i. These members of the AYSO team need help stopping their negative behavior. They might need help thinking of positive ways to comment to players.
- ii. Step 1: When the coaches begin their negative comments, pause, make eye contact and give them a questioning look as if saying, "What is this?"

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- iii. Step 2: If negative comments continue, approach the coaches during a stoppage in play. Smile. Bring the coaches on the field so you can speak with them privately. Acknowledge that it is obvious they are trying to help the kids. Remind the coaches that the kids learn faster if we all keep our comments positive.
- iv. Step 3. Listen for changes in the coach comments. Acknowledge the first positive comment heard from the coach. A smile or thumbs-up will do. If needed, when play is near these coaches, the referee can make a few appropriate positive comments to the players of both teams. "Keep your feet down." "Good thought."

### c. Scenario 3

During the first half of a U-12 match, the Blue team coach has been complaining about the referee's calls almost every time a call goes against her team. It is nearing the end of the half. The referee notices parents from the Blue team are beginning to complain.

What can you, the referee, do in this situation? When and how? Who will you involve?

#### **Recommendations:**

- i. This coach does not know, or remember, that she is part of the AYSO Team. She needs a positive reminder. In this situation, stop the coach complaints before the parents start.
- ii. Step 1: Respond to the first negative comment. Look at the coach, smile, and in a friendly tone briefly explain the call, "Blue carelessly tripped. Free kick for Red." or "No foul, the ball hit the hand."
- iii. Step 2: If complaints continue, pass close to the coach, pause, and say calmly, "Coach, I have to be the only person here making the decisions about fouls."

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### J. CONCLUSION

1. Review
  - a. Referees are role models and set the tone for the match.
  - b. Referees must interact appropriately with players, coaches and spectators.
  - c. Referees are guardians of the game and must remember the concept of the AYSO Team.
  - d. Referees must understand the characteristics of the age group involved.
  - e. Referees must also manage problems outside the touch lines.
2. Bridge to next lesson, if appropriate, perhaps as follows: "We just learned how important the art of communication is for a referee. In the next lesson we'll talk about the importance of and give you tools for communicating within your referee team."

## Intermediate Referee Course

### V. The Referee Team and Diagonal System of Control (Module 18)

#### A. DESCRIPTION

1. Duration: 120 minutes
2. Introduce the mechanics of the Diagonal System of Control including positioning, responsibilities, and communication between referee and assistant referee.

#### B. GOALS

1. Understand the mechanics of the Diagonal System of Control including positioning, responsibilities, and communication between referee and assistant referee
2. Understand how proper attention by the referee team to pre-game, halftime, and post-game activities contributes to a successful match

#### C. STUDENT MATERIALS

1. Pregame Handout
2. Guide to Procedures for Referees, Assistant Referees and Fourth Officials

#### D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Chalkboard and chalk or whiteboard and dry erase markers or flipchart
2. Port-a-Field (felt or magnetic)
3. Outdoor soccer field (mini-field is preferable)

#### E. LIST OF ATTACHMENTS

Attachment 3:

Intermediate Referee Course – Ref Ball - Handout.pdf

Attachment 4:

Intermediate Referee Course – Referee and AR Communication - Handout.pdf

Attachment 5:

Intermediate Referee Course – Assistant Referee Signals - Handout.pdf

*Additional supporting materials are under development and will be included in version 2.0 of this course (expected mid-2008).*

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## F. INTRODUCTION

**Note to instructor:** This lesson is best taught by starting in the classroom with the lecture sessions and then moving to a gymnasium or small outdoor field for the “walk-through” demonstration of restarts and DSC positioning.

1. Introduce self and co-instructors
2. Explain the objective of this session is to introduce the basic elements of the Diagonal System of Control including positioning and communication, and in doing so, to review both restarts and the duties of the referee and AR.
3. In our earlier lessons we found that the referee can sometimes create his own problems. We also saw that once the referee is able to command the respect of the players, coaches, and spectators his job managing difficult situations becomes easier. One of the simplest ways for the referee to avoid problems and gain respect is to call a “good” game. The Diagonal System of Control is simply the best method of soccer match control. Understanding it and using it properly will assist the referee in being in the right place at the right time to make the right call.

Upon moving to the field, playing “Ref Ball” (Attachment 3) for approximately 15 minutes outside can be an effective ice-breaker to the diagonal system of control.

## G. DUTIES, RESPONSIBILITIES AND RELATIONSHIPS

**Note to instructor:** It is recommended that one of the following methods be used to present this material: (1) guided participation to allow the students to outline the provisions of the Laws or (2) have the students either individually or in small groups develop a “job description.” As the students discuss their work, extract the provisions of Law 5 & Law 6.

1. Introduction/motivation for topic
  - a. The referee and assistant get their duties and responsibilities from the LOTG. Where? Laws 5 & 6. It’s important we understand both the scope and limits of those powers
2. Duties of the Referee (Law 5)
  - a. Enforces the Laws of the Game
  - b. Controls the match in cooperation with the assistant referees and, where applicable, with the fourth official. They are a team!
  - c. Ensures that any ball used meets the requirements of Law 2
  - d. Ensures that the players’ equipment meets the requirements of Law 4
  - e. Acts as timekeeper and keeps a record of the match

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- f. Has discretionary power to stop, suspend, or terminate play for any infringement of the Laws
  - i. “stop” means play will continue as soon as a restart is indicated.
  - ii. “suspend” means play will not continue until conditions the referee has stipulated have been satisfied.
  - iii. “terminate” means play will not continue under any conditions.
- g. Has discretionary power to stop, suspend, or terminate play because of outside interference of any kind
- h. Stops for injury. In AYSO this means at any time
- i. Ensures that any player is bleeding from a wound leaves the field of play
- j. Allows play to continue when the team against which an offense has been committed will benefit from such an advantage but penalizes the original offense if the anticipated advantage is not gained or maintained at that time (This is the advantage clause. “Advantage” was discussed in Lesson.II)
- k. Punishes the more serious offense when a player commits more than one offense at the same time
- l. Takes disciplinary action against players guilty of cautionable and sending-off offenses. He is not obliged to take this action immediately but must do so when the ball next goes out of play
- m. Takes action against team officials who fail to conduct themselves in a responsible manner and may at his discretion dismiss them from the field of play and its immediate area
- n. Acts on the advice of (neutral) assistant referees regarding incidents which he has not seen
- o. Ensures that no unauthorized persons enter the field of play
- p. Restarts the match after it has been stopped
- q. Provides the appropriate authorities with a match report which includes information on any disciplinary action taken against players and/or team officials and any other incidents which occurred before, during or after the match.

Quote AYSO Rules and Regulations I.D.5, and emphasize the need for referees to stay out of the way as much as possible. Referees should define their roles in three basic words: Fun, Fair and Safe.

### 3. Duties of the Assistant Referee

- a. Indicates when the ball has passed out of the field of play
- b. Indicates which side is entitled to a corner kick, goal kick, or throw-in

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- c. Indicates when a player may be penalized for being in an offside position.
- d. Indicates when a substitution is requested.
- e. Indicates when misconduct or other incident has occurred out of sight of the referee.
- f. Assists the referee to control the game. Most commonly, this includes helping with pre-game duties and confirming goals.

*Emphasize that when supplying information to the referee, assistant referees simply report; the referee decides.*

### H. THE DIAGONAL SYSTEM OF CONTROL

1. Provide a brief history of the diagonal system.
  - a. Officials in the game of soccer began as representatives of the teams.
  - b. Soon an arbiter was needed. This person stood off the field and the team representatives referred to him when they could not agree.
  - c. Eventually the referee was brought onto the field and the other two assisted from the touch lines.
  - d. As professional players began to commit more unsporting acts, the diagonal system was developed to facilitate control of the game.
2. FIFA, the official organization of soccer around the world, examined many systems of control: one, two, and three officials. The Diagonal System of Control is the most widely used system. It is the only system recognized by FIFA, USSF, and AYSO.
3. The AYSO Coaching Program teaches the coaches the fundamentals of team tactics or "Objectives of Soccer" in order for players to begin to make intelligent decisions on the field. Referees should understand these basic objectives as well. We covered them briefly in lesson I.
4. Show the basics of referee and assistant referee movement in dynamic play.
  - a. left and right diagonals
  - b. the referee generally attempts to stay within 10-20 yards of play, staying out of the way but close enough to be present and "sell the call" when necessary
  - c. principle of "boxing play" by keeping the ball and play between the referee and an assistant referee
  - d. the "zone of transition" where possession of the ball shifts quickly from one team to the other and often leaves the referee ahead of the ball
  - e. "delayed rotation," a momentary delay by the referee allows play to move ahead as the referee rotates behind play (out of the way)

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- f. anticipation of the “next zone of play”
- 5. Demonstrate assistant referee position in relation to referee in dynamic play
  - a. Always even with the second to last defender unless either:
    - i. The ball is behind the second to last defender (closer to the goal line) in which case the AR is to be even with the ball; or
    - ii. The second-to-last defender is at the halfway line or in the other half of the field **and** the ball is in the other half of the field, in which case the AR is to be at the halfway line
  - b. The AR with whom the referee is currently “boxing play” is generally ahead of the ball and is referred to as the “lead AR”. The other, who is watching the players behind the referee, is referred to as the “trail AR”.
- 6. Demonstrate referee and assistant referee positioning for restarts.
  - a. Throw-in ( TI )

**Referee:** The referee takes a position in the direction he believes the throw will be made. This is almost always in the thrower’s attacking direction and in younger players’ games it is nearly always along the touch line. Of course, as in all restarts, the referee should take a position within 10-to-20 yards from the area he expects the ball to land rather than choosing a position *where* the ball will land and interfering with players ability to play the ball. This position may even be off the field along the touch line or beyond the goal line.

**AR:** When the throw-in is taken in the thrower’s defensive half of the field, the trail AR should take up her position even with the second-to-the-last defender. If the thrower is closer to her goal line than anyone else beside the goal keeper, the AR should be down the touch line a few yards closer to the goal line than the thrower, ready to assume her position even with the second-to-the-last defender after the throw-in is taken.

When the throw-in is taken in the thrower’s attacking half of the field, the lead AR should take up her position even with the second-to-the-last defender.

The AR can often assist the referee by indicating to the thrower with her open (non-flag) hand the proper location for the taking of the throw-in.

- b. Goal kick ( GK )

**Referee:** The referee should assess the distance he expects the ball to travel, given the age of the players and (as the game progresses) the distance the ball has traveled on earlier goal kicks. As the referee back-peddles into position, he should quickly scan the players and judge where the ball is likely to land. Having done so, the referee should take a position 10-to-20 yards roughly parallel to or ahead of this position.

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AR: The AR should first stand at the 6-yard line until she is satisfied that the ball has been placed correctly for the goal kick. She then quickly moves to the 18-yard line to judge that the ball has completely left the penalty area before being touched by another player. Once that has occurred, she should immediately move to her proper position for dynamic play, even with the second-to-the-last defender.

c. Corner kick ( CK )

Referee: The Guidelines for Referees in the LOTG indicate that for a corner kick taken from either corner the referee should take a position along the 18-yard line parallel with the goal line in his quadrant. There are other positions that experienced referees know may work better in a particular situation in a particular game and for a given age level. For example, it is common on CKs taken from the referee's corner for the referee to take a position beyond the goal line and to the side of the goal area. A variety of positions along the top of the penalty area are common for the referee depending on the players' age and emotional level of play.

In all instances, the referee should not take up a position inside the penalty area where the ball can rebound from a player and strike the referee.

AR: The AR's position for a corner kick is behind the corner flag in line with the goal line where she will not interfere with the player taking the corner kick. The AR should ensure that the ball is properly placed.

d. Kick-off ( KO )

Referee: The referee should take up a position outside the center circle with the ball between himself and the lead AR. In other words, the referee should be in the kicking team's half of the field.

AR: The lead AR should take up her position even with the second-to-the-last defender.

e. Indirect free kick ( IFK )

Referee: As discussed in section 4.f above, the referee should always be anticipating the next zone of active play. The referee has no better opportunity during a match to do so than at a stoppage for a restart. Generally, the referee should take a position 10-to-20 yards from this expected location.

AR: The lead AR should take up her position even with the second-to-the-last defender unless otherwise instructed by the referee. However, she should be ready to follow the ball by moving down the touch line towards the corner flag if there is a direct shot on goal.

# Intermediate Referee Course

f. Direct free kick ( DFK )

Referee: The referee's position for a DFK should be identical to that for an IFK described above.

AR: The AR's position for a DFK should be identical to that for an IFK described above.

g. Penalty kick ( PK )

Referee: After the ball is placed by a player from the offended team the referee should take a position approximately even with the penalty spot (12 yards from the goal line) and 12 yards to the side of the ball in his quadrant. The referee should experiment with different positions within a radius of six yards around this spot. The objective is for the referee to be able to see the kick taken, observe encroachment and perhaps, identify illegal GK movement.

AR: It is recommended that the AR position herself along the goal line at the intersection of the 18-yard line.

h. Dropped ball ( DB )

Referee: The referee drops the ball at the location of the ball when play was stopped. The referee generally faces the center of the field with his back to a touch line and a player from each team to his left and right. The ball is supported from beneath in one hand by the referee and held at the players' waist height. At the appropriate moment the referee quickly removes his hand from beneath the ball and the ball falls to the ground without any additional force applied by the referee.

The ball is in play when it hits the ground. If a player touches the ball before it hits the ground the dropped ball is retaken.

If a dropped ball must be used to restart the match after play is stopped inside the goal area, then the ball must be dropped on the goal area line parallel to the goal line at the point nearest to where the ball was located when play was stopped.

Having a player from each team involved in the dropped ball is not a requirement. In fact, there are situations when the referee may choose to drop the ball to a player from one team. For example, after stopping the match because of an injury to the goal keeper after she collects the ball, the referee may choose to drop the ball with only the goal keeper present.

AR: The lead AR should take up her position even with the second-to-the-last defender unless otherwise instructed by the referee. However, she should be ready to follow the ball by moving down the touch line towards the corner flag if there is a direct shot on goal.

# Intermediate Referee Course

## I. PRE-GAME, POST-GAME AND HALFTIME ACTIVITIES

### 1. Pre-Game Discussion

**Note to instructor:** It is recommended that one of the following methods be used to present this material: (1) guided participation to allow the students to outline the provisions of the pre-game or (2) demonstration by assistant instructor or students.

- a. Indication of diagonal to be used by referee and assignment of senior assistant referee. By convention, if at any time the referee is unable to continue, the senior referee will take over for her.
- b. Review the duties, communication, and responsibilities for:
  - i. Offside
  - ii. Set Plays: goal kicks, throw ins, corner kicks, free kicks (especially near the goal)
  - iii. Special communication, e.g., questionable goal or assistant referee requesting a conference with the referee
  - iv. Foul calling by assistant referees
  - v. Timekeeping and score keeping responsibilities
  - vi. Substitution control
  - vii. Handling misconduct
  - viii. Special instructions

Emphasize that the referee and assistant referee are a team that should support each other. Authority for ultimate decisions is vested in the referee; however, *each member of the referee team is equal in importance to the match.*

### 2. Half-Time Discussion

- a. Enter and leave the field together as a team
- b. Update game cards with correct scores, cautions, send offs, etc.
- c. Compare notes on how the game is going.
  - i. Discuss any issues that have come up and determine if any changes in activities or instructions are needed.
    - (a) Should it be tightened up, loosened or kept the same?
    - (b) Are there any problem players to watch?
    - (c) Exchange of information between ARs in preparation for the teams switching direction in the second half; does a team run a trap?
    - (d) What should the referee team expect in the second half?

## Intermediate Referee Course

- d. A little water and some stretching
3. Post-Game Activities
- a. Complete game cards
  - b. Monitor handshake
  - c. Enter and leave the field together as a team
  - d. Complete Misconduct Report, if required
  - e. Analyze the game with ARs
    - i. Is there anything you should have done differently?
    - ii. Is there anything you did that worked well?
    - iii. The goal is always to improve future performance

### J. REFEREE AND ASSISTANT REFEREE COMMUNICATION

**Note to Instructor:** The material in this section was presented in the Basic Referee Course. This portion of the lesson should be treated as review. However, it is important to stress the importance for clear communication and sharp signals. As the referees and assistant referees work higher level matches clear, crisp and professional communication will help them “sell” their calls and keep the game fun, fair and safe.

1. Referees’ decisions need to be communicated clearly. These decisions are signaled, usually with a whistle, and with accompanying arm signals. Assistant referees use flags to communicate their judgments. See the USSF publication, “Guide to Procedures for Referees, Assistant Referees and Fourth Officials” for the currently approved signals. Demonstrate the following referee and assistant referee signals.
  - a. Assistant referee always carries the flag in the hand closest to the field as he moves up and down touch line
  - b. When signaling, the assistant referee must stop and face the field. The flag is always in the appropriate hand when making signals such that his arm never crosses his body
  - c. Assistant referee movement is most commonly side-stepping, but the AR must turn and run when necessary
2. Cover communication techniques between referee and assistant referee
  - a. “Ready to start” before each kick off
 

The referee assumes position for the kick-off and establishes eye contact with each assistant referee. Assist referees unfurl their flags, holding them straight down in the hand closest to the referee.

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b. Ball still in play

Assistant referee moves with play offering no signal or offers an agreed upon signal such as a slight motion with the free hand in the direction of play.

c. Infraction seen by lead assistant referee

Raise the flag vertically and wave slightly. After the referee stops play, signal the direction of the restart with the flag at 45 degrees above horizontal

d. Infraction seen by trail assistant referee

Raise the flag vertically and wave slightly. If the referee does not see the trail assistant referee's signal, the lead assistant referee replicates the signal. After the referee stops play, the lead assistant referee points with the free hand at the trail assistant referee. This communication should be used for serious breaches of the Laws such as misconduct, which is important for the referee to handle immediately.

e. Infraction inside the penalty area, indicated by the referee.

i. IFK: The referee indicates the direction and position of the kick, and then indicates the indirect free kick

ii. PK: Referee stops the game, points clearly to the penalty mark ("clearly" may require the referee to run to the penalty spot while pointing to avoid misinterpretation of his signal as a goal kick), and moves into position to supervise the taking of the kick.

iii. PK: If the referee needs help deciding whether the foul was inside the penalty area, the referee stops the game and looks to the assistant referee for information while moving to the spot of the foul. The assistant referee moves the flag from a position alongside the leg to a position in between the legs, centered and pointing downward to indicate the PK.

f. Direct free kick infraction signaled by the assistant referee

i. Raise the flag vertically and wave slightly.

ii. If the referee does not acknowledge the signal, the assistant referee should hold the signal 3-5 seconds, then lower the flag and resume normal positioning.

iii. If the referee stops play, signal the direction of the restart with the flag at 45 degrees above horizontal.

g. Infraction meriting a penalty kick detected by assistant referee.

i. Indicate an infringement with the flag straight up and a slight wave. When the referee stops the game, the assistant referee establishes eye contact with the referee, walks to the corner flag post, and stands in front of the flag.

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- ii. If the referee does not stop play, the assistant referee must decide whether the flag signal has not been seen or has been seen and dismissed.
  - iii. If the assistant referee decides the referee does not wish to stop play for a penalty kick, the assistant referee should lower the flag and resume appropriate positioning.
  - iv. If the assistant referee decides the referee has not seen the signal that an infringement has occurred, she should hold the flag up for a brief time, such as 3 seconds, long enough to afford the referee an opportunity to see and respond to the signal.
  - v. If play continues and the referee does not acknowledge the flag, the assistant referee should lower the flag and resume normal positioning.
- h. Indirect free kick signaled by the assistant referee
- i. Raise the flag vertically and wave slightly. After the referee whistles, signal the direction of the restart with the flag at 45 degrees above horizontal.
  - ii. If the indirect free kick is to be taken by the attacking team near the opponent's penalty area and the ball might be kicked directly into the goal, the referee may ask for assistance. A prearranged signal such as raised eyebrows, or a request, "Assistant referee?" communicates the need for assistance. The response, "Indirect," or prearranged gesture such as holding the free hand in front of the shoulder in a mini-indirect free kick signal, may aid communication.
- i. No infraction
- Establish eye contact between the referee and assistant referee. "No flag signal" is the recommended communication from the assistant referee. An agreed-upon signal, such as a slight motion with the free hand in the direction of play, is acceptable to indicate play should continue.
- j. No offside (assistant referee is indicating to referee)
- Assistant referee moves with play offering no signal, or offers an agreed-upon signal such as a slight motion with the free hand in the direction of play.
- k. No offside (referee decides not to penalize and overrules assistant referee)
- Wave down the assistant referee's offside flag signal with an agreed-upon signal, such as lowering the outstretched arms or showing a subtle, "thumbs up."
- l. No score; ball failed to enter goal

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- Eye contact between the referee and assistant referee, assistant referee offers no flag signal, or offers an agreed-upon signal such as a slight motion with the free hand in the direction of play
- m. No score; ball entered goal and the player scoring the goal was offside  
Eye contact, the assistant referee indicates with an offside signal.
- n. No score; an attacker fouled or an attacker other than the scorer was in an offside position and was involved in the active play  
The assistant referee stands in place at attention, no flag signal. Use this communication whether the players move to positions for a kick-off or the referee stops play. The referee considers information from the assistant referee and signals the appropriate restart.
- o. Time remaining  
Show the appropriate number of fingers held against the shorts, pointing down. If this signal is difficult to see, the fingers may need to be shown against the shirt, slightly above waist level
- p. Time expired  
Use a prearranged signal such as a closed fist on the shorts or the fist covering the referee badge
- q. "I don't know"  
Eye contact; use a prearranged signal, which may be as simple as no flag direction.  
*Example:* The referee knows the ball went out of play over the touch line but could not determine which team last touched the ball. The referee's look toward the assistant referee is the prearranged request for information. The assistant referee did not see who touched the ball last and communicates this by not giving a direction for the throw-in. (A blank stare suffices.)  
If the assistant referee needs to inform the referee that the ball went out of play over the touch line but the referee is better placed to know who takes the throw-in, the assistant referee raises the flag vertically to indicate the ball went out of play. When the referee acknowledges the signal, the assistant referee lowers the flag without indicating direction.
- r. "You decide." The referee has the ultimate responsibility to make a decision. If he expects information (a signal) from the AR and doesn't get it within a reasonable (short) period of time, he should make a decision based on the information he has. It is important that the two officials do not stand and stare, each waiting for the other. If you must make a decision when you really don't know, err on the side of the defenders. (Make the decision that will have the least immediate impact.)

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### 3. Application:

Have students practice assistant referee and referee signals using the following format as a guide.

Outside or in a large room have students practice the referee signal indicating a

- a. goal kick,
- b. corner kick,
- c. direct free kick,
- d. indirect free kick,
- e. throw-in, and
- f. goal

Correct inaccurate signals using positive instruction.

Give each participant an assistant referee flag and ensure everyone is spread out enough to signal with the flag without anyone getting hit. Ask them to practice the following assistant referee signals.

- g. Offside
- h. Foul
- i. Goal kick,
- j. Corner kick,
- k. Throw-in, and
- l. Goal.

Correct inaccurate signals using positive instruction.

### K. ASSISTANT REFEREE OFFSIDE DUTIES

1. Law 6 specifically states that one of the seven primary duties of the assistant referee is to indicate when a player may be penalized for being in an offside position. This important responsibility was detailed in Lesson III.
2. Review:
  - a. Positioning and signaling correctly
  - b. Frequent eye contact
  - c. Understanding the meaning of "Active involvement"
  - d. Understanding the meaning of "Gaining an advantage"

# Intermediate Referee Course

## L. CONCLUSION

### 1. Review

Emphasize the importance of knowing and using the Diagonal System of Control and the appropriate signals and communication techniques for referees and assistant referees. Encourage attendees to obtain and study the following publications:

- a. FIFA Laws of the Game
- b. AYSO Guidance for Referees and Coaches
- c. USSF Guide to Procedures for Referees, Assistant Referees and Fourth Officials

### 2. Confirm by

- a. asking for positions in a few select situations
- b. asking for AR signals in a few select situations

### 3. Bridge to next lesson, if appropriate, perhaps as follows: "Beyond the LOTG, Guidance, and the USSF Guide to Procedures there are still additional requirements that we, as referees must be aware of. Some of these are found in the AYSO Rules and Regulations that we'll discuss along with the National Referee Program in our next lesson."

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## VI. AYSO National Referee Program (Module 19)

### A. DESCRIPTION

1. Duration: 45 minutes
2. Present an overview of the AYSO National Referee Program

### B. GOALS

1. Review National Referee program.
2. Review points of emphasis in National Rules and Regulations
3. Review supporting programs: USSF, FIFA, Referee, Coach, Management, and Tournament Commissions

### C. STUDENT MATERIALS

1. AYSO National Rules & Regulations
2. AYSO edition of the FIFA Laws of the Game
3. AYSO Guidance for Referees and Coaches
4. USSF Guide to Procedures for Referees, Assistant Referees and Fourth Officials
5. AYSO Advisor Handbook
6. Student handouts

### D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Overhead projector and screen or computer, digital projector and screen
2. Flip chart, dry or chalk board with markers or chalk

### E. LIST OF ATTACHMENTS

*Additional supporting materials are under development and will be included in version 2.0 of this course (expected mid-2008).*

### F. INTRODUCTION

1. Introduce self and co-instructors
2. AYSO is an organization. But, it is a business, too. AYSO is a non-profit business, but a business nevertheless. All businesses have organizational structure including top level management, levels of middle management and the employees at the bottom. Businesses have mission statements and rules that govern how they operate and live. So does AYSO. As referees, as members of this organization, we need to understand the organizational structure and the Program if we are to understand how to properly apply the LOTG, the Spirit of the Game and AYSO's Rules and Regulations.

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## G. AYSO NATIONAL ORGANIZATIONAL STRUCTURE

1. Regions
2. Areas
3. Sections
4. National Support and Training Center (NSTC)
5. Commissions
  - a. National Referee Commission
  - b. National Coach Commission
  - c. National Management Commission
  - d. Tournament Commission
6. Board of Directors

Emphasize that the organization is an inverted pyramid with the regions on the top. All other organizations within AYSO exist to support the regions, players and volunteers.

## H. NATIONAL REFEREE PROGRAM

1. The National Referee Program has been developed to enable the uniform application of AYSO referee training across the country. It is important that Referee Instructors understand and comply with the provisions of the National Referee Program.
2. AYSO Referee Administrators and their staffs, the Directors of Assessment and Instruction administer the program for our volunteer referees according to the spirit and intent with which the program was designed. The philosophy of the program involves:
  - a. Protecting referees (and children) through AYSO Safe Haven Certification
  - b. Helping referees to improve their skills
  - c. Assisting referees to advance in level
  - d. Providing support and encouragement
  - e. Establishing realistic achievement standards
  - f. Providing challenges commensurate with ability and experience
  - g. Providing consistent and uniform program implementation throughout the organization
3. There are three component parts of the National Referee Program: Administration, Assessment, and Instruction at the regional, area, section, and

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national levels, each with a common structure. Detailed information about each component is found in the AYSO National Referee Program Manual.

4. Briefly review as needed the essentials of each component:
  - a. Administration (to “manage” or “administer” not to “do”).
    - i. Support structure at all levels (region, area, section, national)
    - ii. Required member of the Regional Board of Directors
  - b. Instruction
    - i. Certification
    - ii. Training methods
    - iii. Evaluation
  - c. Assessment
    - Advising
    - Observation
5. Advisor Program:
  - a. **Advisor:** an extremely effective, “friendly” way to impart knowledge. Advising is predominantly “on-the-job” training with assistance to facilitate improvement in performance. Advising is most effective when it is done as “a little help often”. Perhaps today the observation of “coin toss management”, tomorrow “IFK wall”, and next week “AR pregame”. Advising is most effective as an “on-going” process that really does not have a formal ending. The Referee Advisor program is explained in detail in the AYSO Advisor Handbook.
  - b. Intermediate Referees are expected to actively participate as Advisors for other referees.
  - c. **Observation** is required as part of certification to Intermediate Referee. This should be a positive experience designed to emphasize referee strengths and to identify areas for improvement. **Observations are not conducted in a pass/fail environment.** All Intermediate Referee candidates are expected to successfully complete their observation. The observation is conducted either by a qualified Assessor or a designated Advisor. Areas covered include: (Provide student handout)
    - i. **Appearance:**
      - Candidate should be properly attired and have the required minimum equipment:
        - (a) Referee shirt, shorts, and socks

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- (b) Suitable shoes, preferably black
- (c) Whistle
- (d) Watch
- (e) Red & Yellow cards
- (f) Pen or pencils, preferably at least two
- (g) Note book
- (h) Toss coin
- ii. Pre-Game:
  - (a) Arrive early (at least 20 minutes before game time)
  - (b) Administer the field, player and field equipment inspection
  - (c) Provide simple pre-game instructions to AR's
  - (d) Provide leadership in acquiring game cards and ball
  - (e) Administer the coin toss
- iii. Fitness:
  - (a) Keep up with play while using the diagonal
  - (b) Sprint as required
  - (c) Demonstrate the rudiments of anticipating play
- iv. Attitude:
  - (a) Should be friendly and accommodating to all
  - (b) Have an aura of authority, may be showing nervousness that should be ignored.
- v. Courage, Character and Consistency:
  - (a) Be willing and able to call fouls of equal severity equally against both teams
  - (b) Be able to recognize and deal firmly with challenge to their authority from on or off the field
- vi. Positioning, Mechanics and Signals:
  - (a) Demonstrate a working knowledge of the Diagonal System of Control
  - (b) Maximize eye contact with assistant referees
  - (c) Consistently use acceptable positioning at restarts as they apply to the U-12 match play
- vii. Accuracy of Decisions:

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- (a) Show indirect and direct free kicks being consistently awarded as appropriate
- (b) Recognize offside vs. offside position
- (c) Apply proper sanctions and restarts

viii. Control:

- (a) Starting and stopping match periods on time
- (b) Controlling substitutions
- (c) Handling injuries
- (d) Being aware of the readiness of players and AR's
- (e) Blowing the whistle with appropriate intensity

### I. **CERTIFICATION REQUIREMENTS FOR INTERMEDIATE REFEREE**

Discuss the requirements for becoming certified as an AYSO Intermediate Referee

- MINIMUM AGE:** 14 years old
- GAMES:** 25 as referee with at least 5 in U-12 matches
- TRAINING:** Complete Intermediate Referee Course
- TESTING:** 90% or better on the Intermediate Referee exam
- ASSESSMENT:** Applicants for Intermediate Referee level must be observed by a Referee Assessor (or Advisor) and recommended for upgrade by the Regional Referee Administrator or the Regional Director of Assessment. An observation as a referee is required. An observation as an assistant referee is also recommended.
- FITNESS TEST:** Not required - practice for AYSO Physical Fitness Test is recommended
- SERVICE:** None required

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## J. AYSO NATIONAL RULES AND REGULATIONS

To achieve consistency from referee to referee and from game to game, referees need to know and accurately apply the AYSO National Rules and Regulations. The following topics are covered:

1. Duration of Games
2. Playing Time and Substitution
3. Officiating
4. Duties and Responsibilities of Coaches and Referees
5. Size of Ball
6. Field of Play
7. Small-sided Games
8. Proper Dress
9. Injuries

**The following policies are often misunderstood and should be emphasized:**

1. Knee braces **are** allowed. The referee determines whether a particular knee brace is safe for a particular game.
2. Casts and splints are **NOT** ever allowed at practices or games.
3. Earrings or ear studs are **NOT** ever allowed. Putting tape over an earring is not acceptable. Earrings are dangerous to the wearer.

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### K. SUPPORTING PROGRAMS: USSF, COACH, MANAGEMENT AND TOURNAMENT COMMISSIONS

All AYSO disciplines are encouraged to continue their education to better support their fellow volunteers and the “Kids of AYSO” by utilizing, supporting, providing and participating in all possible training opportunities.

Referee Resources include:

1. AYSO [www.soccer.org](http://www.soccer.org) is a National Association member of the United States Soccer Federation (USSF)
2. USSF [www.ussoccer.com](http://www.ussoccer.com) is the governing body of soccer in the United States and is appointed by FIFA.
3. FIFA (Federation International de Football Association) [www.fifa.com](http://www.fifa.com), the governing body of worldwide soccer, publishes the Laws of the Game.
4. Referees are encouraged to visit the above web sites.
5. As referees develop questions will arise as to the correct interpretation of the Laws of the Game:
6. USSF has an excellent publication “ADVICE TO REFEREES ON THE LAWS OF THE GAME” available from their site.
7. **Note:** Referees should bear in mind that FIFA Laws of the Game exclusively address the adult (18 thru 35) game. USSF addresses ALL age groups and AYSO only addresses the U19 and younger game. Since we are refereeing youth games, it is important to understand AYSO’s interpretations of FIFA and USSF directives.

*Kids who are advancing and whose skills are improving deserve advanced coaching; advancing coaches deserve advanced referees. All the volunteers deserve advanced support from their Region.*

### L. CONCLUSION

1. Review briefly:
  - a. AYSO supporting structure for regional volunteers
    - i. Referee Administrators, Instructors and Assessors at each level (region, area, section and national)
    - ii. National Commissions for referee, coach, management and tournaments
    - iii. Professional staff at the National Support and Training Center (NSTC)
  - b. AYSO National Referee Program components
    - i. Administration
    - ii. Instruction

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- iii. Assessment
  - c. Highlights of the Advisor Program
    - i. Effective support for developing referees
    - ii. Observations for continuing education and encouragement (not pass/fail)
  - d. AYSO National Rules and Regulations
    - i. Rules for consistency across the country
    - ii. Important document with which all AYSO referees should be familiar
    - iii. Current version included in "Guidance for Referees and Coaches"
  - e. Additional Supporting Programs
    - i. Coach, Management and Tournament programs
    - ii. United States Soccer Federation (USSF): National Governing Body
    - iii. Federation Internationale de Football Association (FIFA): International Governing Body
2. Confirm knowledge with questions such as:
- a. What does "NSTC" stand for and what does it do? National Support and Training Center. The NSTC is the professional (paid staff) supporting element for AYSO which conducts the day to day business of AYSO.
  - b. What document contains the details of the AYSO National Referee Program and where is it available? The National Referee Program Manual and it is available for download from [www.AYSOhelp.org](http://www.AYSOhelp.org) and for purchase from the AYSO Supply Center.
  - c. What are the three elements of the National Referee Program? Administration, Instruction and Assessment
  - d. What is the name of the program which supports the development of referees? The Advisor Program
  - e. Where can you find the rules which govern AYSO and how AYSO games should be conducted across the country? The National Rules and Regulations which is contained in the Guidance for Referees and Coaches.
  - f. Is it OK for a player to practice with a well padded cast provided she has written permission from her doctor? No.
  - g. What are the acronyms for the national and international governing bodies of soccer? USSF and FIFA.

# Intermediate Referee Course

## COURSE WRAP-UP

Summarize for the students:

At the outset of this course we stated that our purpose was to train Basic Referees in all aspects of refereeing to develop skills that will allow the referee to officiate soccer matches that are more physically demanding and challenging under the AYSO (FIFA) Laws and AYSO National Rules and Regulations.

We did that.

- We provided you with an understanding of tactics and strategy found in U-12 matches.
  - You now have a better understanding of referee and assistant referee duties and responsibilities.
  - You understand the importance of referee team work. The guy in the center can't do it by himself.
  - You understand how to utilize the diagonal system of control effectively.
  - We discussed many of the techniques and signals that enable referees and ARs to communicate effectively and correctly.
  - You should now have an increased knowledge of offside.
  - You should now be able to identify all fouls and all forms of misconduct.
  - You now have a better understand of how to manage interactions between yourselves and coaches and players.
  - You should now have a good understanding the AYSO National Referee Program.
  - And finally, you should have become adept with the AYSO Rules and Regulations.
1. Direct the students to additional sources of information (manuals, documents, [www.AYSOhelp.org](http://www.AYSOhelp.org), USSF and FIFA web sites, etc.).
  2. Provide contact information for the lead instructor (at a minimum) for the students to follow-up if the need should arise.
  3. Thank (and applaud) the students for attending, for giving up their time to improve themselves and the game for all our kids.
  4. Collect the evaluation forms *before* returning certification for upgrade forms.
  5. Manage signing of certification for upgrade forms.
  6. Distribute course completion certificates (if applicable)

Wrap-up