

AYSO Program: Referee

Lead Instructor: Advanced Referee
Instructor

Referee Instructor Course

Date: 21 February 2009

Version: 1.1

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Change History

May 15, 2004		Lesson Plans First Developed
May 14, 2005		Combined and revised Basic and Intermediate Referee Instructor Courses to provide more interdisciplinary uniformity
August 1, 2007		Lesson Plan Revised
1 March 2008	1.0	Course plan reformatted and revised, incorporating changes to entry-level courses.
1 May 2008	1.1	Reflect U-8-to-Basic Upgrade course.
21 February 2009	1.1	Correct typos.

Referee Instructor Course

COURSE DESCRIPTION

This 7.5 hour course prepares Referee Instructor candidates to present important teaching points about the AYSO National Referee Program and modular referee training, specifically those modules that comprise the U-8 Official Course, the Assistant Referee Course, the Basic Referee Course and the Intermediate Referee Course.

Certification requirements for Referee Instructor

REFeree CERTIFICATION:	Must be an Intermediate Referee and should be an Advanced Referee
INSTRUCTOR TRAINING:	Complete AYSO Introduction to Instruction Course Complete Referee Instructor Course (this course)
TESTING:	90% or better on the Referee Instructor Exam
EVALUATIONS:	Two successful evaluations: One as an instructor in a 30-minute presentation from the Basic Referee Course with a qualified Referee Instructor Evaluator, and One as an instructor in a 30-minute presentation from the Intermediate Referee Course preferably with a different qualified Referee Instructor Evaluator

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

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

COURSE PREREQUISITES

The Referee Instructor Candidate must be an Intermediate Referee or higher and have completed the AYSO Introduction to Instruction course.

TEACHING OBJECTIVES

- Understand the National Referee Program
- Understand the process for becoming a Referee Instructor
- Understand training options (full course vs. upgrade courses)
- Understand the unique features of:
 - U-8 Official Course
 - U-8-to-Assistant Referee Upgrade Course

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- Assistant Referee Course
- AR-to-Basic Referee Upgrade Course
- U-8-to-Basic Referee Upgrade Course
- Basic Referee Course
- Intermediate Referee Course
- Understand the characteristics of different teaching environments
- Provide concrete presentation experience and constructive feedback

STUDENT EQUIPMENT AND MATERIALS

- *AYSO Referee Instructor Resource Book*
- *FIFA Laws of the Game*, current AYSO Edition
- *AYSO Guidance for Referee and Coaches*
- A copy of the introductory portion and **one** lesson plan from the Basic Referee Course.
- Application for Referee Instructor or Evaluator Certification
- Sample Roster
- Application for Referee Upgrade Form
- Pens, flip charts, etc. for use by students during their presentations
- Balls, flags, toilet paper (for a simulated line) for use by students during their presentations.

INSTRUCTOR EQUIPMENT AND MATERIALS

- Course plans for:
 - U-8 Official Course
 - Assistant Referee Course
 - Basic Referee Course
 - U-8-to-Assistant Referee Upgrade Course
 - AR-to-Basic Referee Upgrade Course
 - U-8-to-Basic Referee Upgrade Course
- *AYSO National Referee Program Manual*
- *Ready, Set, Ref!* Workbook and associated video
- *USSF Guide to Procedures for Referees and Assistant Referees*

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- Supporting equipment and visual aids as needed
- AYSO U-6, U-8 and U-10 Coaching Manuals

LIST OF ATTACHMENTS

- Student Handout:
Referee Instructor Course – Teaching the Courses – Presentation Topics.pdf

INSTRUCTOR NOTES

It is important to “model what you teach”, so minimize lecturing and maximize student involvement. Student participation is the key element to success in this course. Instructors must be prepared to demonstrate techniques that they have found to be successful in motivating students, involving students, and effectively teaching the material to new volunteers.

A four-to-one student/evaluator ratio is assumed. The length of the course will differ from those presented in course plan if a different student/evaluator ratio is used.

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

COURSE OUTLINE

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

	Lesson	Page	Duration
I	Course Introduction	5	10 min
II	Introducing and Personalizing Presentations	6	35 min
III	The National Referee Program	9	30 min
IV	The Teaching Environment	15	75 min
V	Teaching the Courses	21	285 min
	Course Wrap-up	27	15 min
<i>TOTAL TIME (excluding breaks and Referee Instructor Exam)</i>			<i>450 min (7hr 30min)</i>

Referee Instructor Course

I. Course Introduction

A. DESCRIPTION

1. Duration: 10 minutes
2. Introduce the course.

B. GOALS

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

C. INTRODUCTION TO THIS COURSE

Note to instructor: Present this lesson by following the CEMENT acronym of Lesson II, thereby role-modeling what the students are about to learn in that lesson.

1. Introduce yourself and your co-instructors, if any.
2. Explain that the intent of this training is to provide students with the skills to teach the first seven referee training courses.
3. Review the teaching objectives of the course (page 2) with the students.
4. Outline the certification requirements for becoming a Referee Instructor (page 2), including any information on local processes if appropriate. Ensure that the students understand that they do **not** become Referee Instructors until they have been evaluated in accordance with the requirements of the National Referee Program.
5. Ask the students to reflect on teachers they have had in the past. Ask which were most effective and why. Explain that our goal is to help them become effective instructors with the same qualities of the better teachers they remember.

D. BRIDGE

Bridge to next lesson and instructor, if appropriate.

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II. Introducing and Personalizing Presentations

A. DESCRIPTION

1. Duration: 35 minutes
2. This lesson explains the importance of introducing and personalizing presentations properly, providing the students an opportunity to practice doing so.

B. GOALS

1. Understand the importance of personalizing a presentation.
2. Understand the importance of introducing a presentation properly.
3. Demonstrate successfully introducing and personalizing a presentation.

C. INTRODUCTION

1. Introduce yourself and your co-instructors, if necessary.
2. Introduce topic by briefly explaining the purpose of an introduction and the value of personalizing teaching: to connect with the students and immediately establish a positive expectation for the lesson ahead.

D. "CEMENT" YOUR RELATIONSHIP WITH YOUR STUDENTS

Note to instructor: Model what you teach by following the CEMENT acronym as you present this lesson. Also, reinforce for the students how this was done in the preceding lesson (if it was done properly).

1. **C**redentials: Offer your credentials in the first 3-5 minutes of your presentation in a way that connects with your audience.
 - a. Try to avoid the mere recital of your bona fides. This can appear to be egotistical and can form a divide between you and those with whom you're trying to connect. Try using something that meets them in the world they live in. Possible examples:
 - i. Give a brief real-world example of a problem you encountered when you were in a particular position (Regional Referee Administrator, Assessor, Instructor, etc.) that would let them know you've been where they are and can identify with their day-to-day, practical issues.
 - ii. Say something like, "When I was speaking to the <referee staff, area board, national referee commission, etc.> last month, I learned" **or** "An Area Referee Administrator raised a great question in a presentation I made last month"

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- b. You show that you have been where they've been. You establish that you are an instructor who gets around and who talks to the right people without appearing arrogant.
2. **E**xpectations: Establish positive expectations in the first 3-5 minutes.
- a. Everyone has sat through enough boring presentations that they are likely to bring an inherent negative bias to your class. One way you can overcome this skepticism is to clearly inform your audience what they'll learn during your talk. The more specific you make it to their interest, needs and concerns, the better.
- b. This will require that you do a good job of "Identifying your Target Audience" in advance. There are a number of ways you can do this:
- i. Review their positions, certificates, age, etc., on eAYSO in advance.
 - ii. Talk with the local referee staff or instructors prior to the course.
 - iii. Mingle with your audience beforehand to learn more about them.

Note to instructor: *Of course, to model this, you have to do some work in advance as well! Doing any of the above, then highlighting it for the students when you get to this point in the lesson, will have great impact.*

3. **M**ake them smile in the first 3-5 minutes
- a. Not everyone can or should be a comedian, but simply given the option to laugh or not to laugh, most of us would vote for the former. You can stop short of seeking a belly laugh; just putting a smile on people's faces will be appreciated by your audience.
- b. However, try to use humor in a way that is relevant to the lesson you are introducing, or at least the setting that you are in. This has greater effect than a completely unrelated joke.
4. **E**xercise them: Ask your audience to DO something in the first 3-5 minutes.
- The simple act of answering a question, doing an activity, or writing something down sets an important precedent; it primes the pump for actions to follow. Do what you can to get your audience active and involved from the outset.
5. **N**urture them: Establish yourself as their friend, mentor, and supporter in the first 3-5 minutes.
- Each of the students is taking a risk to be in an instructor course – they are expected to perform, and they know it. Let them know that you are there not to judge them, but to facilitate in a positive way their interest in becoming an instructor.
6. **T**each them: Teach your audience something in the first 3-5 minutes.

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When a speaker tells his audience something they didn't know right from the start, he often will maintain interest through the entire presentation. Why? He has already established his value, and the audience doesn't want to miss the next great fact or story.

E. PRACTICE

1. Divide the class into groups of no more than four students for each instructor.
2. In these breakout groups, each with a qualified instructor evaluator, have each instructor candidate give a three-to-five-minute presentation that includes a personal introduction, some personal AYSO background, and a personal soccer-related story. Students may pick any topic they like, but since the purpose of this class is not to put them on the spot, suggest some possibilities:
 - a. Why I chose AYSO
 - b. My best (or worst) refereeing experience
 - c. Why I want to be an instructor
 - d. The best thing about refereeing
 - e. My experience as a soccer player

Note to instructors: These mini-presentations serve as an ice-breaker and offer the course instructor a quick, initial benchmark of the students' presentational skills. Any instructor comments at this time should be extremely brief, constructive, and supportive.

F. CONCLUSION

1. Review CEMENT.
2. Bridge to next lesson and instructor.

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III. The National Referee Program

A. DESCRIPTION

1. Duration: 30 minutes
2. This lesson provides an overview of the National Referee Program with an emphasis on training and the role of referee instructors.

B. GOALS

1. Understand the essential aspects of the three components of the National Referee Program.
2. Understand the courses that certified Referee Instructors are authorized to lead.

C. INTRODUCTION

1. Introduce yourself and your co-instructors, if appropriate.
2. Introduce the topic: AYSO has a well-developed referee program.

D. COMPONENTS OF THE 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. There are three component parts of the National Referee Program each with a common structure at the region, area, section and national levels: *administration, assessment, and instruction.*
3. AYSO referee administrators and their staff, 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

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4. The essentials of each of the program's components are as follows (detailed information about each component is in the *AYSO National Referee Program Manual*):
 - a. Administration (to "administer" or "manage", not to "do")
 - i. Support structure at all levels (region, area, section, national)
 - ii. Required member of the Regional Board of Directors
 - b. Assessment
 - i. Mentoring
 - ii. Observation
 - iii. Assessment
 - c. Instruction
 - i. Certification
 - ii. Training
 - iii. Evaluation
5. Direct the students' attention to the following provisions of *AYSO National Rules & Regulations*. List the provisions on a flip chart, or use an overhead projection, or have the students follow the instructor in individual copies of the Rules & Regulations, which are contained in the *AYSO Guidance for Referees and Coaches*.
 - a. Emphasize I.D.1 – All games shall be conducted in accordance with the current *FIFA Laws of the Game* and *AYSO Rules and Regulations*.
 - b. Call attention to I.D.5 – The manner in which the Laws of the Game intend that games should be played and officiated.
 - c. Emphasize I.E.8 – The responsibility of coaches and officials to present a healthy athletic environment.
 - d. Summarize: the *AYSO National Rules & Regulations* is a reference source that provides consistency throughout the organization.
6. Direct the students' attention to the additional information available in *AYSO Guidance for Referees and Coaches*. Emphasize that the Guidance book provides supporting materials and is intended to supplement the instruction at **all** referee training courses.
7. A 2 ½-hour Referee Administrator Training Course is available. Supplemental general management training is also available through AYSO's Introductory and Advanced Management training courses.

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E. AYSO REFEREE CERTIFICATION AND TRAINING PROGRAM

1. Explain that the AYSO National Referee Program is structured to provide referees with progressive training and certification that enhances, builds upon, and parallels game experience and personal development.
2. Display a copy of the AYSO Application for Referee Certification form. Explain that:
 - a. The form must be submitted by the candidate for upgrade to Intermediate Referee level and above.
 - b. After all requirements have been met by the candidate and the form is completed and approved by the appropriate referee administrator, it must be forwarded to the AYSO National Support and Training Center.
 - c. Cross-certification opportunities with the United States Soccer Federation (USSF) are available to Intermediate referees and above upon application.

F. REFEREE TRAINING COURSES

Note to instructor: Formerly, AYSO referee training courses were constructed from a collection of modules intended to serve both as course components and as stand-alone training. Experience shows that they were rarely used for the latter and, in trying to serve both purposes, were not ideally organized for the course setting in which they are predominantly used. As of March, 2008, the teaching plans that formerly provided an instructor guide to the individual modules have been superseded with course plans that incorporate both the former teaching plans and the modules in a single structure. Moreover, the material of the modules has been rearranged within each course as necessary. This reorganization does not significantly change the content of each course, but it substantially clarifies it, making the course plan a more coherent and convenient document for the instructor(s). The individual training modules remain available on the AYSO Help web site, but the preferred source of this material is now the course plans described below. **Be sure to acquaint yourself thoroughly with this restructuring of training materials before presenting the following portion of this lesson and/or Lesson II.**

1. Certified AYSO Referee Instructors are authorized to lead the following courses:
 - a. U-8 Official Course
 - b. Assistant Referee Course
 - c. Basic Referee Course
 - d. U-8-to-Assistant Referee Upgrade Course
 - e. AR-to-Basic Referee Upgrade Course
 - f. U-8-to-Basic Referee Upgrade Course

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- g. Intermediate Referee Course
2. Each of these seven courses consists of a single document containing all of the lessons comprising the course, plus references to a collection of supporting documents (such as handouts, presentation materials, etc.). All of these materials are available on the AYSO Help web site.

Note to instructor: Illustrate the following points with appropriate sections from the Basic Referee Course (part of the student materials listed on page 3).

- a. The course plan documents share a common format and organization. The course plan contains: a course description; prerequisites for participants; teaching objectives for the course overall; equipment and materials required; notes for the instructor; a course outline (the lessons and their time allotments); and the plans for each lesson.
- b. Each lesson plan contains: a brief description; a list of goals; student materials required by the lesson; instructor materials required; and a list of attachments (files required by the lesson plan); and the lesson plan proper.
- c. The lesson plan is divided into three parts:
- i. An **Introduction**, whose purpose is to introduce the instructors and the topic and, as appropriate, link the topic to previous lessons.
 - ii. A series of topics that constitute the **Body** of the lesson, which is the material to be learned.
 - iii. A **Conclusion**, whose purpose is to review the material taught, to confirm that learning took place (generally by questioning), and to provide a bridge to the next lesson or future activity.
3. All the entry-level courses (that is, the six courses listed above excluding the Intermediate Referee Course) have *a series of lessons that must be taught in order*. The presentation of material has been carefully organized to minimize forward references, and changing the order will put the instructor in the undesirable position of saying “we’ll talk about this later, but...”.
4. Characteristics of the seven courses
- a. U-8 Official Course
- i. For those volunteers interested in officiating only younger players (U-8 and U-6, if the region uses referees in U-6 games), instructors must provide them with the child-specific Safe Haven Certification and the discipline-specific referee training to help provide a FUN, fair, and safe environment.
 - ii. This training prepares volunteers to become U-8 Officials, which empowers them to officiate games **only** for players under age 8.

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- iii. A Regional Referee or higher is required for all AYSO games for players age 8 and older.
- b. Assistant Referee Course
 - i. Training volunteers to become certified Assistant Referees increases participation and enhances the enjoyment and knowledge of the game.
 - ii. Many volunteers are reluctant to assume the duties of a referee at the U-10 level or above. Instructors should remember this fact and be supportive of those who prefer to focus on the skills needed to “run the line”. However, students should be encouraged to continue their training towards becoming a Regional Referee.
- c. Basic Referee Course
 - i. AYSO certified Regional Referees are trained to referee AYSO matches under AYSO (FIFA) Laws and AYSO National Rules & Regulations.
 - ii. Instructors must be reminded that a large percentage of referees do not return for training beyond the Basic Referee Course. Thus, the Basic Referee Course contains the “must know” elements of the Laws and refereeing technique. It is essential that instructors deliver this material without omission.
- d. U-8-to-Assistant Referee Upgrade Course
 - i. This course provides an upgrade path for certified U-8 Officials to become trained as Assistant Referees.
 - ii. The combination of the U-8 Official Course and this upgrade course provides equivalent training to the Assistant Referee Course, while accommodating the likely possibility that the two courses may have been taken at significantly different times.
- e. AR-to-Basic Referee Upgrade Course
 - i. This course provides an upgrade path for certified Assistant Referees to become trained as Regional Referees.
 - ii. The combination of the Assistant Referee Course and this upgrade course provide equivalent training to the Basic Referee Course, while accommodating the possibility that the two courses may have been taken at significantly different times.
 - iii. This course is designed for regions that offer training leading to Assistant Referee certification, so that Assistant Referees may subsequently become Regional Referees. Regions that wish to provide an upgrade path directly from U-8 Official to Regional Referee should use the U-8-to-Basic Referee Upgrade course.

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- f. U-8-to-Basic Referee Upgrade Course
 - i. This course provides an upgrade path for certified U-8 Officials to become trained as Regional Referees.
 - ii. The combination of the U-8 Official Course and this upgrade course provides equivalent training to the Basic Referee Course, while accommodating the likely possibility that the two courses may have been taken at significantly different times.
- g. Intermediate Referee Course
 - i. AYSO certified Intermediate Referees are trained 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 AYSO (FIFA) Laws and AYSO National Rules and Regulations.
 - ii. Unlike the entry-level referee courses, this course's lessons may be presented in any order.

G. CONCLUSION

- 1. Review and confirm
 - a. Components of the National Referee Program: administration, assessment, instruction
 - b. Courses that certified Referee Instructors are authorized to lead
 - c. Structure common to all referee courses: course plan, lesson sequence
 - d. Structure common to each lesson: introduction, body, conclusion
- 2. Bridge to next lesson and instructor.

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IV. The Teaching Environment

A. DESCRIPTION

1. Duration: 75 minutes
2. This lesson considers instruction under various circumstances, specifically indoor (classroom) and outdoor instruction, as well as written testing.

B. GOALS

Understand the advantages and disadvantages of instruction under various conditions.

C. INTRODUCTION

1. Introduce yourself and your co-instructors
2. Introduce topic: instruction under various conditions.

Note to instructor: Consider using demonstration for this lesson if time and physical circumstances permit.

D. OUTDOOR CONDITIONS

1. Outdoor presentations confront the instructor with many challenges but are a vital component of AYSO courses and workshops, especially in the coach and referee disciplines.
2. Benefits of outdoor instruction
 - a. Fresh air
 - b. Space
 - c. Usually free of equipment and breakable items
 - d. Room for demonstrations
 - e. Realistic setting for referee training
3. Challenges of outdoor instruction
 - a. Natural distractions
 - i. Weather
 - ii. Stimulating landscapes
 - iii. Animals, insects, etc.
 - b. Man-made distractions
 - i. Busy streets
 - ii. Others using nearby areas

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- iii. Industrial noises
4. **Prior Planning Prevents Poor Performance (PPPPP)**
- a. Visit your teaching site a day or two before the course to acquaint yourself with the area and specific challenges to overcome.
 - b. Pay attention to weather by watching long-range forecasts.
 - c. Make changes to an area if you find it not conducive to instruction.
 - d. Check for safety hazards.
 - e. Have a first-aid kit available.
 - f. For large groups, plan on some type of voice amplification, especially if it's windy.
 - g. Always turn your audience away from the sun so they can see clearly.
 - h. Erect a tent or have an area to take the class if sudden inclement weather occurs.
 - i. Have a contingency plan for conducting the course if the outdoor area becomes unusable or unavailable (nearby church basement, school, city recreational center, etc.).
 - j. Remember to allow time for moving to and from the outdoor site.

E. CLASSROOM CONDITIONS

1. Effective classroom teaching requires that you set up the classroom properly.
- a. Arrange the seating to focus the students' attention on the area where instruction will occur. Conventional "theater" seating, with straight rows parallel to the front wall of the classroom, is less effective than a V-shaped (chevron) pattern that directs students toward the center of that wall.
 - b. Eliminate extra seating if possible to encourage/force students toward the front and center.
 - c. Remove visual distractions from the area of focus.
 - d. Eliminate physical obstacles (tables, desks, etc.) between the instructor and the students.
 - e. Create a physically comfortable environment by establishing adequate lighting and an appropriate temperature (if possible).
2. A few simple techniques will enhance any presentation regardless of the teaching method being used.
- a. Personalizing the learning experience increases the chance that you will reach the adults. The value of a personal introduction has already been

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discussed, but personalization throughout a presentation has continuing value.

- i. Tasteful use of relevant anecdotes, imagery, and everyday things makes the instructor and the material seem more human and recognizable. This creates a sense of equality and commonality between the instructor and the learners. It also provides a framework that facilitates transfer of knowledge and experiences.
 - ii. Remember that your class will contain students of different cultural backgrounds and gender. Jokes or remarks that highlight these differences are not appropriate and can cause the students to “turn off” and lose respect for the instructor and the training experience.
- b. Continued comfort in the environment promotes learning.
- i. Indirect sensory input affects learning. This is why we take frequent breaks and ensure the classroom environment is comfortable.
 - ii. In Ken Aston’s words, “The mind can absorb only as much as the backside can tolerate.” A practical reminder of the importance of student comfort.

F. TESTING CONDITIONS

1. Written tests

- a. Evaluating student knowledge and retention through the use of written tests is an important part of the learning process. Tests provide the instructor and students with feedback that the student attained a required level of knowledge.
- b. Tests inform the instructor and student alike of misunderstood information, but only when tests are used appropriately.
- c. When administering tests as an AYSO instructor the following tips should be considered. *Note to instructor: this material is in the AYSO Referee Instructor Resource Book, though what appears here is slightly more extensive and will be until the 2009 revision of that document.*
 - i. Review the test and the answer key in advance so that you know and understand the test questions if asked for clarification by a student taking the test. Answer keys include explanations for each answer with appropriate references to the Laws of the Game and other authoritative documents.
 - ii. Have an adequate number of tests for all class participants.
 - iii. Make sure there are extra pencils or pens.

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- iv. Make sure the area where the test is administered is conducive to completing the test – enough room to write, as quiet as is practical and free from distractions, comfortable temperature and humidity, adequate space to allow privacy.
- v. Allow sufficient time for participants to complete the test. For the entry-level and Intermediate Referee courses, 45 minutes is generally sufficient for students to complete the test, not counting grading and discussion.
- vi. Make appropriate accommodations for those that have disabilities or language barriers. In some cases, it may be necessary for an instructor to administer the test verbally.
- vii. Remember participants may have test anxiety and many will be nervous about the testing experience – make the testing experience as non-threatening as possible – be understanding.
- viii. Tests may be graded by the instructors or by students grading their own tests. ***Students should not grade others' tests.*** If instructors grade the tests, they may find it helpful to transcribe the answers from the key to a blank test rather than using the key directly.
- ix. Following completion of the test make sure the test results are reviewed with the students. This can be done in a group setting or individually. This review is an essential part of the learning process; students must not leave a training session without knowing the correct answers to test questions.
- x. When reviewing test results be respectful of the students. Do not embarrass the students by pointing out errors.
- xi. AYSO referee tests are carefully reviewed, but on occasion errors or ambiguities creep in. If a test question is significantly flawed, the instructor should make an adjustment for all test-takers, such as making the question “free” and adding points to everyone’s score. In such circumstances, the problematic question must be reported to the NSTC, using the form available for this purpose on the AYSO Help web site or in the Referee Instructor Resource Book.
- xii. Completed referee tests may not be retained by the students; they should be destroyed by the instructor. Satisfactory completion of the test(s) should be indicated on the student’s Application for Upgrade form and on the completed course roster in the “Test” column. If a student does not pass the test(s), this should also be reflected on the roster.
- xiii. All tests except the National Referee, National Referee Assessor, and National Referee Instructor exams can be administered by any Referee Administrator, Director of Assessment, or Director of Instruction. The National tests may be administered by any Section Referee Administrator,

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Director of Assessment, or Director of Instruction, or by someone they designate.

- xiv. Retesting Policy (see National Referee Program Manual): If a candidate does not achieve the required score on a written National Referee Program exam, the candidate may retake the exam at any time provided that the version of the exam used for the retake (a) differs from all versions administered to the candidate in the preceding four weeks, and (b) is current (that is, no newer version of the exam has been issued by the National Referee Program). Since at any time there are two current versions of most exams, a retake can occur (using a different version) as soon as the candidate wishes. If a candidate does not pass the second time, (s)he will generally have to wait four weeks before trying again.

2. Physical tests

Note to instructor: Physical testing is not part of AYSO referee certification below the Advanced level. Even though these instructor candidates will not be leading the Advanced Referee Course, they may be participating as co-instructors in such a course and may have occasion to assist in the administration of physical testing conducted at the same time as the course. For this reason, this material is presented here. This material also appears in the AYSO Referee Instructor Resource Book, though what appears here is slightly more extensive and will be until the 2009 revision of that document.

- a. The upgrade requirements to Advanced and National Referee include testing the candidate's physical condition. The following considerations are important for those who are involved in administering physical tests.
- b. Suitable running surface (well marked, smooth, level, track or mowed grass)
- c. Weather conditions (temperature extremes, rain, natural or artificial lighting)
- d. Ample time (warm-up, rest between events and cool-down)
- e. Sufficient timers to avoid long waits to be tested (staff at start and finish lines)
- f. First-aid precautions (availability to medical professionals)
- g. Proper equipment (forms, stop watches, cones, clip boards, first-aid supplies, water)
- h. Remind the candidates that the activity is simply a test of their ability to meet minimum physical standards. It is not a race to see who is the fastest. (Candidates should avoid unnecessary exertion.)
- i. All components of the physical test must be administered on the same day with 15 minutes between events.

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G. CONCLUSION

1. Review the importance of creating appropriate teaching conditions in various instructional environments.
2. Confirm
3. Bridge to next lesson and instructor.

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V. Teaching the Courses

A. DESCRIPTION

1. Duration: 285 minutes
2. The lesson provides the students the opportunity to practice presenting and to receive feedback on their work while learning how to deliver material from the courses they will be authorized to lead.

B. GOALS

1. Improve instructional abilities through evaluation of presentation of material from the Basic and Intermediate Referee Courses.
2. Understand various ways to present material from the entry-level and Intermediate referee courses.

C. INTRODUCTION

1. Introduce yourself and your co-instructors, if necessary.
2. Introduce topic, linking back to Lesson III in which the courses that certified Referee Instructors can lead were introduced.
3. Provide students with an overview of this lesson.
 - a. Students will give a 10-minute presentation to small groups of their peers, each group with an instructor. Topics will be provided and students will have time to prepare.
 - b. The instructor will provide brief feedback on each presentation.
 - c. After all presentations, the class will get back together and discuss teaching options for the lessons from which the presentation topics were taken.
 - d. This process will be repeated twice: first for topics from the Basic Referee Course, then for topics from the Intermediate Referee Course.

Note to instructor: Here is a suggested allocation of time for this lesson:

Introduction	5 minutes
Division into groups, topic selection	5 minutes
Student preparation	30 minutes
Student presentations (10 min each + 5 min feedback)	60 minutes
Regroup, cover teaching options for Basic course	60 minutes
[Break recommended]	
Division into groups, topic selection	5 minutes
Student preparation	30 minutes
Student presentations (10 min each + 5 min feedback)	60 minutes
Regroup, cover teaching options for Intermediate course	30 minutes

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D. STUDENT PRESENTATIONS: BASIC REFEREE COURSE

1. Distribute the Handout listing presentation topics. Note that there are two lists, one of topics from the Basic Referee Course, the other of topics from the Intermediate Referee Course. Direct the student's attention to the first list.
2. Direct the student's attention to the section of the Referee Instructor Resource Book that contains teaching notes for these lessons.

Note to instructor: *As of March, 2008, the Referee Instructor Resource Book has the teaching notes organized by the now-deprecated stand-alone modules. Instructor candidates will therefore need to do a little bit of hunting around to find the notes corresponding to the topics on the handout, but they should not find this difficult. Be prepared to assist if necessary. When the Resource Book is revised (projected: 2009), this inconsistency will disappear.*

3. Elaborate on the way the small presentation groups will operate.
 - a. The non-presenting members of the group are to play the role of students at the Basic Referee Course. They should try to do so faithfully and logically, asking questions if (as such a student) they are confused. Conscious attempts to derail the presenter are not helpful, but genuine questions are.
 - b. Encourage the students in preparing their presentations to use the opportunity to experiment. Suggest that they try to avoid lecturing and think about ways to involve the (simulated) students in the presentation.
 - c. The instructor will serve as a time-keeper. It is recognized that 10 minutes is not a realistic length for most presentation topics; some material that would be presented in a real class will have to be skipped in order to stay within the time. It is more important that the presentation be coherent than complete. In particular:
 - i. The presenter should include a very brief personal introduction, as was practiced earlier in this course. Since these presentations are limited to 10 minutes, the personal introduction should be one minute or less.
 - ii. The presentation should be structured like an AYSO lesson, with a brief introduction to the topic, a body containing the material to be presented, and a brief conclusion summarizing what was covered.
 - d. Materials are available for students who wish to create visual aids, as are common props (e.g., ball, flags).
4. Divide the class into groups of four students, each with an instructor/evaluator.
5. Separate the groups as much as the physical surroundings permit, utilizing auxiliary rooms if possible. *Ensure that the instructor for each group knows when the class is to reconvene!*

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6. After the presentations have been completed, reconvene the class.
7. Discuss options for teaching the lessons of the Basic Referee Course. The instructor should involve the students as much as possible to learn which techniques were used during their group presentations and to solicit their ideas on other ways to present the material.
 - a. *The Game of Soccer*: Visual reinforcement for the AYSO Tenets and AYSO Team is essential. Word strips on a board are a possibility. The visual/tactile reinforcement of three people holding hands in a triangle and leaning outward conveys the essence of the AYSO Team well.
 - b. *Understanding Younger Players*: Guided participation is the main option here; lecture is ineffective.
 - c. *Pre-game and Post-game Duties*: Well-suited to outdoor presentation, as recommended in the lesson plan. If not possible, consider use of a gym or other large room with a mocked-up field. Most aspects of this lesson involve tangible activity: use demonstration and involve students.
 - d. *Starting the Game*: Lesson plan suggests demonstration with student practice. Outdoors is ideal, but a kick-off can be adequately simulated in a classroom or gym.
 - e. *Stopping the Game*: Ball in/out of play demands demonstration, either on a real field or a simulated line with a real ball. The same is true to illustrate when a goal is scored. A demonstration of substitution with an instructor playing the referee and others doing what typically happens in young players' games (coach with clipboard calling all players to the touch line, players getting water, parents talking to players, etc.) makes it abundantly clear what the time-management challenges are.
 - f. *Fouls and Misconduct – Basic*: Demonstration of fouls as they occur at U-10 is difficult to do convincingly. The Ready Set Ref! video has some examples and should be considered. Time is limited, so prepared examples are essential. The discussion of misconduct is centered on dealing with adult interference and scenarios should be used (the lesson plan has several).
 - g. *Restarting the Game*: Outdoor presentation, which enables visual reinforcement and immediate practice by students, is very effective. Indoors, classroom space for demonstration is a tolerable alternative. Since full-scale demonstration is difficult indoors, other visual reinforcement can be helpful, for example, a chart that is progressively filled in for each restart showing such things as circumstances when it is used, where it is taken, when the ball is in play, infringements, etc.
 - h. *Offside – Basic*: Visualization is key, so presentation on a field is ideal. Consider using a person, perhaps wearing a soccer hat, to be the “ball”, rather than using a real ball, which may be hard to control reliably in

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illustrating situations. Involve students as players, referee, assistant referee (even though positioning hasn't be discussed yet, it can be foreshadowed). If outdoor presentation isn't possible and a suitable indoor space isn't available, prepared diagrams or animated slides are the next best alternative.

- i. *Referee and Assistant Referee Mechanics:* Whistle/hand/voice and signals obviously require demonstration and, ideally, practice by students. Whistles work badly in the classroom: outdoors is best, but a gym works too. Distribute flags for AR practice. Demonstrations of boxing play with students simulating a swarm of players around a ball also provide good visual reinforcement.
- j. *Fundamental Coaching Concepts:* Group discussion with guided participation helps to avoid lecture in this otherwise static lesson. Some demonstration can be used to illustrate particular items on the terminology handout.

E. STUDENT PRESENTATIONS: INTERMEDIATE REFEREE COURSE

1. A break before beginning the second set of presentations is highly recommended. Note, however, that the suggested schedule above does not budget time for a break.
2. Divide the class into groups of four students. It is advisable to change the groupings so that students are exposed to different ideas and presentation styles. Also, it is desirable that students receive feedback from a different instructor during their second presentation.
3. Separate the groups as before. The second set of presentations is conducted in the same way as the first, except that the topics are drawn from the Intermediate Referee Course.
4. After the presentations have been completed, reconvene the class.
5. Discuss options for teaching the lessons of the Intermediate Referee Course. The instructor should involve the students as much as possible to learn which techniques were used during their group presentations and to solicit their ideas on other ways to present the material.
 - a. *Understanding More Physically Demanding and Challenging Matches:* Limited opportunities for demonstration. Guided participation should be used wherever possible (e.g. in talking about soccer terminology or the characteristics of U-10 players) to involve students. Lesson plan suggests use of coach co-instructor, which offers more variety and a different perspective to students.
 - b. *Fouls and Misconduct - Intermediate:* Demonstration helps with visualizing fouls, but adults don't emulate U-12s well. Consider bringing in two (controllable) players to demonstrate fouls (safely, of course). The concept of advantage can be effectively demonstrated in videotape of professional

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- games, where the consequences of application are clear. The instructor must subsequently “correct for” the U-12 player, whose skills are far less and whose ability to accept the concept of advantage is less well-developed. Misconduct need not be extensively demonstrated, but the technique for displaying cards should be.
- c. *Offside - Intermediate:* Best suited to outdoor presentation, with scenarios being demonstrated. As in the Basic Referee Course, consider using a person to simulate motion of the ball. AR positioning was not covered in detail in the Basic Course; it should be emphasized here with demonstrations. Students should have flags and practice proper signaling with another student acting as referee. If demonstration is not possible outdoors, make space in a classroom or (better) a gym, endeavoring to create as visually similar a setting as possible so that students see what “even with second-last defender” really means.
 - d. *Interaction with Coaches and Spectators:* Scenarios are most effective. Indoor presentation works, but outdoor presentation can give a more realistic sense of distances, loudness of voice, etc. Give as many students as possible the opportunity to play the referee.
 - e. *The Referee Team and Diagonal System of Control:* As the lesson plan suggests, the best strategy is indoor presentation followed by outdoor demonstration. If outdoor presentation isn’t possible, use of a gym or other large room is the next best. An effective way to confirm understanding outdoors: put two students on a field, one as referee, the other as AR, then instructor tells AR (secretly) what event he is supposed to signal. Instructor blows whistle and AR moves along the line, then stops and signals. The AR must not speak. Referee is to take appropriate action (whistle, arm signal, etc.). Correct any communication errors, then use another pair of students.
 - f. *AYSO National Referee Program:* This material isn’t amenable to much variation in teaching location, but minimizing the amount of lecture is essential. The first portion demands visual aids to avoid pure lecture. The second portion (National Rules and Regulations) has some room for demonstration and guided participation. Use lots of questioning to engage students.

F. CONCLUSION

1. Summarize

- a. Knowing the technical content of the lesson is essential, but choosing an appropriate teaching method greatly enhances the appeal of the material to the students and increases retention.
- b. Many lessons benefit from demonstration, including student involvement, and an outdoor (or gym) location.

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- c. Questioning reinforces understanding and retention. Both lesson plans and the Referee Instructor Resource Book contain suggested questions for many lessons.
2. Comment if appropriate on common problems that surfaced during practice presentations, e.g., time management, lack of introduction and/or conclusion, mannerisms, etc. Remind the instructor candidate that they will be evaluated before becoming certified as instructors and the evaluator will be looking for these sorts of problems.
3. Bridge to course wrap-up.

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COURSE WRAP-UP

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

1. Correct all improper terminology, misstatements made by instructor candidates during their presentations.
2. Review the highlights of the material covered:
 - A. The National Referee Program
 - B. The importance of maximizing the effectiveness of training by controlling the teaching environment and conditions.
 - C. Characteristics of the entry-level and upgrade courses and the Intermediate Referee Course
 - D. The process for becoming a Referee Instructor
 1. Explain that they will be assigned to co-instruct in a referee course and will be supervised and evaluated by an experienced AYSO Referee Instructor Evaluator before being authorized to teach alone or lead a referee course.
 2. If appropriate, explain the local process for the assignment.
3. Confirm student understanding of the above with a few questions.
4. Emphasize that it is essential for instructors to convey to beginning referees that AYSO games must be conducted in accordance with the *FIFA Laws of the Game* with the AYSO modifications and *AYSO National Rules & Regulations*.
5. Distribute the course evaluation form and ask the students to complete it.
6. Sign each student's course completion form. Later you can log on to eAYSO, add the attendees who successfully completed the course to the roster and submit the roster online. Alternatively, you can return the original roster to the NSTC **after making a copy to retain for your personal records.**
7. Thank the student instructors for attending the course and for the role they will play in growing the AYSO National Referee Program. As instructors, they personify our motto that:

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