



# **Referee Instructor Training Program**

**Proposed Revisions  
Approved by the National Referee Commission**

**May 14, 2005**

# Proposed Revisions to the Referee Instructor Training Program

## INTRODUCTION

In April, 2003, a Referee Commission Instructor Task Force was formed to develop a program for referee-specific instructor training that would enhance the quality of referee instructor training. The revised referee instructor training program was scheduled for release in January, 2005. Considerable effort was expended by the task force members to solicit input from all Sections and from Referee Instructors. The Task Force completed their mission as scheduled.

Prior to the release of the revised Referee Instructor Training Program in January, 2005, the National Board of Directors directed the Programs Department to review and revise as needed the instructor training programs in all three disciplines (coach, referee and management) with the goal to shorten and simplify the instructor training programs and however possible make them similar in structure.

The Program Administrators for the coach, referee and management programs have worked hard to comply with the wishes of the National Board of Directors and each presented their revised instructor training programs to their respective commissions at the Spring Workshops, May 13-15, 2005 in Hawthorne, CA.

The attached proposed Referee Instructor Training Program was developed after many hours of work by the National Referee Commission Technical Committee and members of the Instructor Training Task Force. Input was solicited from key experienced Referee Instructors and all Section Referee staff was invited to offer input in a review meeting with Joe Eldridge, National Referee Administrator, at each of the 2005 Section Meetings.

The proposed revisions were reviewed with the National Referee Commission at the Spring Workshop. Following some minor revision, the Revised Referee Instructor Training program was approved by the Referee Commission for presentation to the National Board of Directors at their May meeting following the National Annual General Meeting.

Attached is the final Proposed Referee Instructor Program which will be presented to the National Board of Directors. We believe the revised program is flexible enough for use in all Sections and at the same time fulfills the directives of the National Board of Directors.

Thank you.

A handwritten signature in black ink that reads "Joe Eldridge". The signature is written in a cursive style with a large, stylized "J" and "E".

Joe Eldridge  
National Referee Administrator

# AYSO

## Referee Instructor Certification Criteria

### Referee Instructor

1. Must have completed the AYSO Introduction to Instruction course
2. Must be an Intermediate Referee and should be an Advanced Referee
3. Completed Referee Instructor Course
4. Passed Referee Instructor Examination
5. Passed Referee Instructor evaluations
  - a. As an instructor in a 30 minute presentation from referee modules 1 - 13 with a qualified Referee Instructor Evaluator, **and**
  - b. As an instructor in a 30 minute presentation from one of referee modules 14 - 19 preferably with a different qualified Referee Instructor Evaluator.While this can be done as part of the Referee Instructor Course, it is **STRONGLY RECOMMENDED** that the presentations be made in an actual course.

Minimum Authorizing Signature Required: Area Referee Administrator or Area Director of Referee Instruction.

### Advanced Referee Instructor

1. Must be a Referee Instructor
  2. Must be an Advanced Referee and should be a National Referee
  3. Completed Advanced Referee Instructor Course
  4. Passed Advanced Referee Instructor Examination
  5. Passed Advanced Referee Instructor evaluation in a one hour presentation from one of the referee modules 20 through 24 with a qualified Referee Instructor Evaluator.
- While this can be done as part of the Advanced Referee Instructor Course, it is **STRONGLY RECOMMENDED** that this presentation be made in an actual course.

Minimum Authorizing Signature Required: Section Referee Administrator or Section Director of Referee Instruction.

### National Referee Instructor

1. Must be an Advanced Referee Instructor
2. Must be a Referee Instructor Evaluator
3. Should be National Referee
4. Passed the National Referee Instructor exam with citations
5. Should have taught substantially all of the lessons in the National Referee Course
6. Be evaluated and recommended for approval by National Referee Instructor(s)
7. Approved by the National Director of Referee Instruction or National Referee Administrator

Minimum Authorizing Signature Required: National Referee Administrator or National Director of Referee Instruction.

## **AYSO Lead Instructor Criteria**

**Referee Instructor Evaluator Course:** Lead Instructor – Advanced Referee Instructor & Referee Instructor Evaluator

**Referee Instructor Course:** Lead Instructor – Advanced Referee Instructor

**Advanced Referee Instructor Course:** Lead Instructor – Must be an Advanced Referee Instructor and should be a National Referee Instructor

## **AYSO Referee Instructor Evaluator Certification Criteria**

### **Referee Instructor Evaluator**

1. Must be a Referee Instructor
2. Should be an Advanced Referee Instructor
3. Must have completed Referee Instructor Evaluator Course
4. Satisfactorily completed the required practice evaluations

Minimum Authorizing Signature Required: Section Referee Administrator or Section Director of Referee Instruction.

### **National Referee Instructor Evaluator**

1. Must be a National Referee Instructor
2. Must be an Referee Instructor Evaluator
3. Must be recommended by a National Referee Course instructor or member of the National Referee staff
4. Must be approved for upgrade by National Director of Referee Instruction or National Referee Administrator

Minimum Authorizing Signature Required: National Referee Administrator or National Director of Referee Instruction.

# AYSO Application for Referee Instructor or Evaluator Certification

**PLEASE RETAIN THIS FORM AS YOUR RECORD OF COMPLETED TRAINING NEEDED FOR UPGRADE**  
**When completed, submit to: American Youth Soccer Organization, 12501 S. Isis Ave., Hawthorne, CA 90250**

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ Section \_\_\_\_\_ Area \_\_\_\_\_ Region \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

	Date Fulfilled	Authorized Signature/Print Name & Title	Roster #
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## Referee Instructor

Introduction to Instruction Course		Lead Inst.	
Referee Instructor Course		Lead Inst.	
Evaluation (from modules 1-13)		Evaluator	
Evaluation (from modules 14-19)		Evaluator	
Referee Instructor Exam.		Test Admin.	

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Authorized Signature of Area Referee Administrator or Area Director of Referee Instruction

Date

## Advanced Referee Instructor

Advanced Referee Instructor Course		Lead Inst.	
Evaluation (from modules 20-24)		Evaluator	
Advanced Referee Instructor Exam.		Test Admin.	

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Authorized Signature of Section Referee Administrator or Section Director of Referee Instruction

Date

## National Referee Instructor

Evaluation and Recommendation		Nat. Ref. Course Lead Instr.	
National Referee Instructor Exam.		Test Admin.	

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Authorized Signature of National Referee Administrator or National Director of Referee Instruction

Date

I have completed all requirements for certification as a(n) \_\_\_\_\_ Referee Instructor.

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**Applicant's Signature for Referee Instructor**

**Current level of Referee Certification**

**Date**

## Referee Instructor Evaluator

Completed Referee Instructor Evaluator Course		Lead Inst.	
Satisfactorily completed practice evaluations		Lead Inst.	
Satisfactorily completed practice evaluations		Lead Inst.	

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Authorized Signature of Section Referee Administrator or Section Director of Referee Instruction

Date

My current Instructor Certification is: \_\_\_\_\_ (must be an AYSO Referee Instructor or higher).

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**Applicant's Signature for Referee Instructor Evaluator**

**Date**

## AYSO Referee Program Matrix – May 14, 2005

Course	Course Description	Length	Minimum Prerequisites	Minimum Lead Instructor Requirements	Minimum Authorization Required
<b>Safe Haven Referee Course.</b>	This <b>certification</b> course includes module 1 and certifies volunteers in child and volunteer protection issues for referees. <b><i>This is the certification course for all AYSO Referees</i></b>	1 hour	None	Referee Instructor	Regional Referee Administrator
<b>U-8 Official</b>	This training includes modules 1 through 7 and trains volunteers to officiate in U-8 matches.	4 hours	None	Referee Instructor	Regional Referee Administrator
<b>Assistant Referee</b>	This training includes modules 1 through 7 plus 10, 11, and 12 and trains volunteers in the basics of being an Assistant Referee for AYSO matches under FIFA Laws and AYSO National Rules and Regulations.	6.25 hours	None	Referee Instructor	Regional Referee Administrator
<b>Basic Referee Course</b>	This training includes modules 1 through 13 and trains referees in the basic aspects of refereeing needed to do AYSO matches under FIFA Laws and AYSO National Rules and Regulations.	8.25 hours	None	Referee Instructor	Regional Referee Administrator
<b>Intermediate Referee Course</b>	This training includes modules 14 through 19 and trains referees to do more physically demanding and challenging matches under FIFA Laws and AYSO National Rules and Regulations.	7.5 hours	Completion of the Basic Referee Course is recommended	Referee Instructor	Area Referee Administrator or Director of Referee Instruction
<b>Advanced Referee Course</b>	This training includes modules 20 through 24 and trains referees to do most matches under FIFA Laws and AYSO National Rules and Regulations.	7.25 hours	Completion of the Intermediate Referee Course is recommended	Advanced Referee Instructor	Area Referee Administrator or Director of Referee Instruction
<b>National Referee Course</b>	This training is not modularized. The course trains referees to referee all AYSO matches under FIFA Laws and AYSO National Rules and Regulations.	15.25 hours	Completion of the Advanced Referee Course is recommended	National Referee Instructor	National Referee Administrator or Director of Referee Instruction
<b>Referee Assessor Course</b>	This training is designed to train assessors to assess officiating skills at the Advanced level.	4.5 hours	Intermediate Referee and completion of the Advanced Referee course and test	Advanced Referee Instructor and either an Assessor or National Assessor	Section Referee Administrator or Director of Referee Assessment
<b>National Referee Assessor Course</b>	This training course is designed to train Assessors to assess refereeing skills at the National level.	5 hours	Referee Assessor	Advanced Referee Instructor and National Referee Assessor	National Referee Administrator or Director of Referee Assessment

## AYSO Referee Program Matrix – May 14, 2005

<b>Course</b>	<b>Course Description</b>	<b>Length</b>	<b>Minimum Prerequisites</b>	<b>Minimum Lead Instructor Requirements</b>	<b>Minimum Authorization Required</b>
<b>Annual Referee Update</b>	This training provides continuing education for referees. Program overview, Law changes, and points of emphasis will be reviewed.	1.25 hours	None	Referee Instructor	Regional Referee Administrator
<b>Annual Update For Referee Administrators, Instructors, and Assessors</b>	This training provides continuing education for referee Administrators, Instructors and Assessors. Program updates and program requirements are reviewed.	1.25 hours	None	Advanced Referee Instructor	Section Referee Administrator or Director of Referee Instruction
<b>Referee Administrator Training</b>	This training is designed to teach potential Referee Administrators the essential activities needed to manage a referee program.	2.5 hours	None	Referee Instructor	Area Referee Administrator or Director of Instruction
<b>Introduction to Instruction</b>	This training is designed to teach potential instructors their role as instructors and general aspects of presenting AYSO courses.	3 hours	None	Advanced Instructor in any discipline	Area staff in any discipline
<b>Referee Instructor</b>	This training is designed to teach Instructor candidates how to conduct introductory and intermediate referee training courses.	7.5 hours	Intermediate Referee & completion of Introduction to Instruction	Advanced Referee Instructor	Area Referee Administrator or Director of Instruction
<b>Advanced Referee Instructor</b>	This training is designed to teach Referee Instructors how to conduct advanced referee training courses.	6.5 hours	Referee Instructor and Advanced Referee	Advanced Referee Instructor	Section Referee Administrator or Director of Referee Instruction
<b>National Referee Instructor</b>	This training is accomplished through mentoring while assisting with national referee training courses.	Variable	Advanced Referee Instructor	National Referee Administrator or National Director of Referee Instruction assigns mentor	National Referee Administrator or Director of Referee Instruction
<b>Referee Instructor Evaluator</b>	This training is designed to teach Referee Instructors to evaluate other instructors and to provide positive constructive feedback.	5.5 hours	Referee Instructor	Advanced Referee Instructor and Referee Instructor Evaluator	Section Referee Administrator or Director of Referee Instruction

Note 1: Referee instructors should have taken a course before they teach it.

Note 2: Referee training modules 1 through 13 should be taken in sequence. Modules 14 through 24 may be taken in any order. All referee training modules are designed as stand alone continuing education and attendance by anyone interested in the subject is allowed and encouraged. There are no prerequisites required to attend any module.

Note 3: It is recommended that referee lead instructors be certified at least one level above the level of course they instruct.

AYSO Program: Instructor

Lead Instructor:  
Advanced Instructor in any  
discipline

## AYSO Introduction to Instruction Course

Latest Revision Date: 5/14/05

Length: 3 hours

Lesson Plan Number: INST 01

Page: 1 of 36



### Change History

May 14, 2005

Original lesson plan

## 1. DESCRIPTION

This course introduces students to the role of the AYSO instructor and general aspects of presenting an AYSO course and engaging in post-course activities. This course includes appropriate instruction in basic teaching skills. To instruct courses, candidates must take at least one basic discipline-specific course in coaching, officiating or management.

## 2. GOALS & LEARNING OBJECTIVES

### Goals

To educate potential AYSO instructor candidates in the basic instructional skills used to present AYSO courses.

### Learning Objectives

- To make students aware of what it means to be an AYSO instructor.
- To familiarize students with the basic presentation methods they will use as AYSO instructors; lecture, demonstration, guided participation.
- To familiarize students with where to find and how to use lesson plans for AYSO instruction.
- To familiarize with the use of visual aids in presenting AYSO courses
- To make students aware of the types of questions and how to both ask and answer questions
- To make students aware of what the next step requires to complete their instructor training.

## 3. PREREQUISITES

There are no specific prerequisites to attend this course. However, it is strongly recommended that attendees have demonstrated a desire to become an AYSO Instructor and have the capability to qualify as an AYSO Instructor in a specific discipline.

## 4. STUDENT MATERIALS

- AYSO Instructor Resource Book: **(All course participants receive)**
- AYSO National Rules and Regulations **(All course participants receive)**

## **5. INSTRUCTOR EQUIPMENT AND MATERIALS**

- Flip chart and markers
- Overhead projector and/or multimedia projector
- AYSO Instructor Resource Book
- AYSO National Rules and Regulations
- AYSO Course Roster

## **6. INSTRUCTOR NOTES**

- REMEMBER TO MODEL WHAT WE ARE TEACHING
- Students who attend this course should have a basic understanding of AYSO and the specific discipline in which they intend to teach. However, the level of knowledge and experience will vary greatly. Some individuals attending this course may have completed higher-level AYSO courses, while others may have attended only a few courses.
- Student participation and involvement is a key element to the success of this course. The instructor needs to be aware that various student learning styles may exist as well as varying levels of motivation.

## **7. ATTACHMENTS**

- None

AYSO Program: Instructor Lead Instructor: Advanced Instructor in any discipline	<b>AYSO Introduction to          Instruction Course</b>	Latest Revision Date: 5/14/05 Length: 3 hours Lesson Plan Number: INST 01 Page: 4 of 36
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**Specific Lessons - Order of Presentation**

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What it Means To Be An AYSO Instructor..... 6

What Is AYSO Instruction (10 minutes)..... 6

Knowing the AYSO Philosophies (30 minutes) ..... 8

What is Instruction (15 minutes)..... 10

Available Resources (5 minutes)..... 12

Using AYSO Approved Lesson Plans (10 minutes) ..... 14

Teaching Methods – Lecture, Demonstration & Guided Participation (35 minutes) ..... 16

Visual Aids (15 minutes)..... 18

Questioning Techniques (15 minutes)..... 22

eAYSO for Instructors ..... 26

What’s Next (10 minutes)..... 37

## **Introduction (5 Minutes)**

### **I. INTRODUCTION**

- A. Introduce the lead instructor and the co-instructors
- B. Review the purpose of the Introduction to Instruction Course

### **II. BODY**

- A. Why (Spirit)
  - 1. Review the Introduction to Instruction Course Goals
  - 2. Review the Introduction to Instruction Course Learning Objectives
- B. What (The must-knows, should-knows, and could-knows) & How (Application)
  - 1. Review the Introduction to Instruction Course sequence

### **III. CONCLUSION**

- A. Ask the participants if they have any questions about the course goals, objectives and course sequence.
- B. Bridge - Explain as AYSO Instructors it is essential that they know what it means to be an AYSO Instructor.

# What it Means To Be An AYSO Instructor

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## What Is AYSO Instruction (10 minutes)

### I. INTRODUCTION

- A. Explain to the participants that being an AYSO instructor means you represent AYSO and, in addition to knowledge of your subject, requires you understand and support AYSO's vision and mission and be an advocate for the AYSO national programs you will teach.

### II. BODY

- A. Why (Spirit) & What (The must-knows, should-knows, and could-knows)
1. Ask the participants what they think there is unique about AYSO instruction as compared with other instruction they have experienced.  
Write the list of responses on a flip chart  
The participants may require some prompting in regards to their responses which should include
    - a. The philosophies are a key part
    - b. They are part of a national organization
    - c. They are part of the AYSO culture.
    - d. They are part of a soccer organization that focuses on child development
  2. Review with the students the AYSO Vision statement

***To provide world class youth soccer programs that enrich children's lives***

Have the students recognize that the key element to this vision is that of enriching children's lives and that is what makes AYSO unique from other youth sports organizations.

### III. CONCLUSION

- A. Review – Impress upon the participants that what they do as AYSO instructors makes a difference.
- B. Impress upon instructors that as AYSO Instructors, **They are the window to AYSO.** It is their responsibility as AYSO Instructors to ensure that their students understand what makes AYSO different from other youth sports organizations. The AYSO philosophies and the AYSO culture that focuses on child development is what makes AYSO special.

AYSO Program: Instructor  
Lead Instructor:  
Advanced Instructor in any  
discipline

## **AYSO Introduction to Instruction Course**

Latest Revision Date: 5/14/05  
Length: 3 hours  
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**It is essential that instructors understand that they are the KEY TO SUCCESS IN TEACHING THE AYSO PHILOSOPHIES and that THEY ARE THE WINDOW TO AYSO for new volunteers**

C. Bridge – The next step for AYSO Instructors is knowing the AYSO philosophies

## Knowing the AYSO Philosophies (30 minutes)

### I. INTRODUCTION

Explain to the participants that knowing AYSO is a key element to AYSO instruction.

### II. BODY

#### A. Why (Spirit)

1. Explain to the participants that the AYSO Philosophies exist to ensure that AYSO provides world class youth soccer programs that enrich children's lives.

#### B. Present the AYSO Mission Statement as lead in to the to the next step of this lesson

***To develop and deliver quality youth soccer programs, which promote a fun, family environment based upon our philosophies:***

#### C. What (The must-knows, should-knows, and could-knows)

Ask the participants to name the AYSO Philosophies:

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

2. Write or have someone write each philosophy on a flip chart

#### D. How (Application)

- Break the class into groups and assign one of the AYSO Philosophies to each group.

*NOTE: For small classes, this may be done as a group discussion with all students*

- Have the groups select a presenter from the group.
- Each group will be given 5 minutes to discuss the philosophy assigned to them and then give a 3 minute presentation on what the philosophy means to them.
- Ask questions or comment appropriately on the explanation given by each group to ensure there is a proper understanding of each philosophy and ask for comments or inputs from the class.

### **III. CONCLUSION**

- A. Review with the participants that as AYSO instructors they are responsible for ensuring their students know and understand the AYSO Philosophies.
- B. Confirm with the participants that they know the AYSO Philosophies by removing the flip chart and have them write the philosophies on a 3 x 5 card and quickly review with them their answers
- C. Tell the students that now they will discuss what is instruction?

## **What is Instruction (15 minutes)**

### **I. INTRODUCTION**

- A. Now that the learners have reviewed “What is AYSO,” it is time to look at instruction itself and how the instructor facilitates the learning process.
- B. Understanding the principles of instruction is the foundation upon which effective instruction is built.

### **II. BODY**

#### **A. Why (Spirit)**

Explain to the participants that Instruction is possible because of two traits common to most adult learners:

- a. The ability to communicate
- b. The ability to learn

#### **B. What (The must-knows, should-knows, and could-knows) -**

1. This section describes the basics of what is learning. The instructor should use this information to present this concept including the elements identified.

##### **a. What is learning?**

- 1. It is necessary to distinguish between communication and learning.
- 2. Communication is the sending and receiving of sensory information with a single understanding
- 3. A simple example: I have a sore foot: I say “my foot is sore”; you hear “my foot is sore”; you understand my foot is sore. We have communicated.

b. Learning is the accumulation of knowledge, which is accomplished by the transfer of knowledge, followed by a reinforcement of that transfer to stabilize the attainment; combined with experience. It is then more than communication.

c. Continuing the example: If you’ve had a sore foot, then you have both experience (from yourself) and knowledge (from me) about the soreness of my foot. I may need to step on your foot to give you the experience you need for true learning.

d. Your task, as an instructor, is to find the commonality of experience (stepping on the foot) that allows learning to take place

#### **C. How (Application)**

1. Review with the participants how learning can be reinforced

- a. Repetition
- b. Questioning

- c. Use of different methods of instruction
- d. Examinations/quizzes/learning exercises
- e. Demonstrate the performance of skills

### **III. CONCLUSION**

- A. Explain to the participants that the instructor is the ***link between the topic and the learner***. The instructor's role is to facilitate learning
- B. Bridge – Explain to the students that you will next look at what is unique about AYSO instruction

## Available Resources (5 minutes)

### I. INTRODUCTION

- A. Explain to the students that AYSO has provided numerous resources that will help them as AYSO Instructors.

### II. BODY

- A. Why (Spirit): Explain the importance of using AYSO approved resources when teaching AYSO courses.
- B. What (The must-knows, should-knows, and could-knows) & How (Application)
  1. Present to the students the various resources available for their instruction
  2. Submitting a Course Request – 30 days prior to date of course
    - a. Log onto eAYSO – Pass out the eAYSO Course Request Procedure
    - b. Receive roster number
  3. Obtain lesson plan and course materials from AYSOHELP – <http://www.aysohelp.org>
  4. Order student materials from the AYSO Supply Center. Review some of the common materials
    - a. AYSO Reference Book
    - b. AYSO National Rules and Regulations
    - c. AYSO By-laws
    - d. AYSO National website <http://www.soccer.org>
    - e. AYSO Edition of the FIFA Laws of the Game
    - f. Coaching Manuals
    - g. Referee Manuals
    - h. Program Administration manuals
    - i. AYSO Instructor Resource Book (a copy should be provided to each student)
  5. Review with the students assistance that is available
    - a. Regional Commissioner & Regional Board, Regional Coach Administrator, Regional Coach Trainer, Regional Referee Administrator, Regional Director of Referee Assessment, and Regional Director of Referee Instruction.

- b. Area Director & Area Staff, Area Coach Administrator, Area Coach Trainer, Area Referee Administrator, Area Director of Referee Instruction, Area Director of Referee Assessment, and Area Management Administrator
- c. Section Director & Section Staff, Section Coach Administrator, Section Coach Trainer, Section Referee Administrator, Section Director of Referee Instruction, Section Director of Referee Assessment, and Section Management Administrator
- d. Referee Commission, Coaching Commission. and Management Commission
- e. National Support & Training Center Staff
- f. Experienced instructors in the Region, Area, Section & NSTC

### **III. CONCLUSION**

Review – Tell participants to use the available resources. Emphasis that as AYSO instructors they are part of a national organization and that assistance is available at many levels, they are not on their own. Emphasize the use of experienced instructors to mentor and assist in this effort.

## Using AYSO Approved Lesson Plans (10 minutes)

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### I. Introduction

- A. Explain the functions of a lesson plan.
  1. Provide a focus for learning
  2. Students benefit from systematic teaching that is directed to their level of need
  3. Keep content consistent from one teaching event to the next
  4. Identifies lesson goals —What is the outcome of the course/lesson
  5. Provides overall course/lesson organization

### II. Body

- A. *Why (Spirit) & What (The must-knows, should-knows, and could-knows) & How (Application)*
  1. Using a lesson plan show the participants that a lesson plan contains the following elements. Briefly explain each element:
    - Lead Instructor Requirements
    - Latest Revision Date
    - Length
    - Lesson Plan Number
    - Change History
    - Description
    - Goals
    - Pre-requisites
    - Student Materials
    - Instructor Equipment and Materials
    - Instructor Notes
    - Attachments
    - Introduction
    - Body
      - Why (Spirit)
      - What ((The must-knows, should-knows, and could-knows)
      - How (Application)
    - Conclusion

### **III. CONCLUSION**

- A. Review – Impress upon the participants that
  - 1. It is essential that they follow the lesson plan,
  - 2. They use only approved lesson plans,
  - 3. They ensure they use the current lesson plan.
  - 4. Lessons are taught in accordance with the specified length and should not be cut short or over extended.
  - 5. If they discover an error in a lesson plan they need to identify the problem to the appropriate Area or Section staff member so that corrections can be made.
- B. Bridge – Now that the participants understand what a lesson plan consists of, they will next look at ways material can be presented to perspective learners – Basic teaching methods, lecture, demonstration, guided participation.

## **Teaching Methods – Lecture, Demonstration & Guided Participation (35 minutes)**

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### **I. INTRODUCTION**

Explain to the participants that what will be presented next are the various ways that information may be presented to learners

### **II. BODY**

Why Spirit & What (The must knows, should knows and could knows)

1. Ask for a volunteer from the audience to demonstrate giving a brief presentation. Ask them to do a presentation on teaching a skill to the teacher (or class). Some possible topics are given below but the instructor may use any skill in order to demonstrate the need for using all of the presentation methods rather than rely on lecture. Use something that you are familiar with and can have some fun with the student and class.

Possible topics:

- Tie a shoelace
- Tie a bow tie
- Perform an instep kick
- Give the assistant referee flag signals
- Register as a volunteer on eAYSO
- Fill out the AYSO Budget form
- Access the AYSO New Business System to register players

Remember to use your creativity in selecting a teaching topic.

Step One: The presenter may only inform the class on how to do the skill by lecture method. If he/she attempts to use arm, leg, or any movement stop them and remind him/her that he/she may only use voice and language.

Step Two: After a few minutes stop the “lecture” and tell the person that he/she may now demonstrate the skill by using movement or props but he/she may not involve the audience in the demonstration.

Step Three: After a few more minutes stop the “demonstration” and tell the presenter that he/she may now involve a member of the audience (or the whole class) in a guided participation allowing the presenter to use language, demonstration and guided participation (practice).

Step Four: Lead a brief discussion in what presentation method was most interesting to the audience, most effective in producing the learning, most and least difficult for the presenter, for the audience.

**B. How (Application)**

**1. Review the must know elements:**

Explanation of the function of a presentation

Provide accurate, correct, "official" information

- a) Motivate students to learn, think, and act
- b) Present the subject in an unthreatening manner
- c) Create an environment of trust, respect, and authority
- d) Offer interaction, involvement, and integration

Techniques (methods) of teaching that can comprise a basic presentation

Lecture

Demonstration

Guided participation

**III. Conclusion (Closure)**

- Ask: How does straight lecture make you feel as a student?
- Ask: How does just using demonstration make you feel as a student?
- Ask: How does just using a guided participation make you feel as a student?
- A diverse presentation style (coupled with a good plan) can enhance the learning experience.
- Too much of any type of teaching will overwhelm or underwhelm the students.
- A balanced approach is best, using the technique that best fits the material
- Presentation style requires practice, and lots of it
- Ask: How will the AYSO Instructor gain the practice necessary to acquire good presentation skills and techniques?
- Tell the participants that next we will review learning styles and how that ties to presentation methods

## Visual Aids (15 minutes)

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### I. INTRODUCTION

Explain to the students that having effective visual aids can make an otherwise dull and boring presentation more exciting. Effective visual aids engage students in the learning process.

### II. Body

#### A. Why (Spirit)

1. Ask the students to close their eyes and describe to them an object such as a soccer ball. Then have them open their eyes and explain what you described. Now show them a soccer ball and ask which of the two presentation approaches was best. This will stress the importance that a good visual aid can have.

The instructor may describe a soccer ball but leave a key point out such as the size. When the students are asked what was described the instructor then shows them the object which may be a miniature ball or a ball on a key chain. This will further stress the importance of a good visual aid.

#### B. What (The must-knows, should knows and could knows) & How (Application)

1. The instructor will review the following visual aid methods with the students:

*NOTE: When presenting this lesson on visual aids the use of visual aids is essential! This material can't be presented as a lecture with no visual aids. Advanced preparation of visual aids will be required so that the visual aids are proper and to meet the time requirements of this lesson*

#### **Using Props or Objects:**

- Make sure the object is appropriate. For example when describing a soccer ball the ball should be the proper size and weight and safe for play. When describing an under inflated ball use an under inflated ball.
- Make sure the object can be seen or passed around so that it can be seen.
- Don't allow the class to become distracted by objects, such as passing around a large number of balls and trying to talk about another topic at the same time.
- Use props or objects that are AYSO appropriate, for example don't show a uniform that does not have the AYSO logo.

***Using flip charts or white/blackboards:***

- Write Large - people in the back need to be able to read the visual
- Arrange the flip chart so that the audience can see it easily (difficult to do in large groups and odd shaped rooms)
- Use color to emphasize items
- Limit each sheet to just a couple of main ideas
- Have masking tape to hang each sheet around the room so that they are available to the audience
- Write from one side with your body angled so that the audience can see both your face and the message on the visual
- Right-handed instructors should place the flip chart on the left side of the room and vice versa

***Using Projected Media Presentations***

- Create presentations in the horizontal format
- Edit text to no more than seven lines of five words each using the entire space available – no less than 24 point font
- Don't read the slide, use as a guide for the audience to support the instruction
- Project the slide high enough that it is visible to the back of the room and large enough to be easily read
- Project any slide only while it is being talked about. Remove or cover the lens when they are no longer needed
- Always have a spare bulb available
- Begin and end your total workshop without using a slide. The audience needs to focus on you rather than the projection
- Pause a few seconds as each slide appears to allow time for the audience to read the slide
- Stand to the side of the image and only look at the slide image if you are gesturing or pointing out something
- Do not use a pointer unless the image is so large and the area of interest so small that it is difficult to focus the attention of the audience otherwise
- Use a wireless remote if possible or tape the advance control to the projector so that you can use your hands freely to gesture as you talk

***Using Overheads – additional tips***

- Set the projector so the audience does not have to look around it to see the screen
- Provide a working surface next to the projector at projector height for your overheads, notes and handouts
- Secure the projector and stand so that it isn't moved by a bump or during use
- Attach guides to the top surface so that you can place your overhead down quickly and not have to constantly adjust it. Two rulers taped to the top of the projector, one on the top of the screen and the other on the right or left side provides a great frame
- If the projected image is excessively wider at the top than bottom, use sheets of opaque paper to mask the left and right sides to create a near square image
- Turn the projector off or cover the projection when you do not want the audience to see a blank white image or the next overhead
- Use an opaque sheet of paper to hide text when you are sequencing what your audience sees. Reveal information on the overhead, as you need it
- Use a dry marker (erasable) to highlight or draw attention to important points. If you do not want to damage an overhead you can use a blank clear sheet of plastic placed on top of your overhead to write on and protect your overhead
- Maintain eye contact with your audience and glance at but do not focus your attention on the overhead. Your audience is not interested in the back of your head and they cannot hear as well if you face away from them

***Using Handouts***

- Reinforce important concepts and points you want remembered
- Provide a graphic organizer for note taking
- Provide an agenda or outline of the presentation
- Provide more detail on information in your presentation
- Provide references like books, articles and websites that the audience can access for more information
- Consider the best time during a presentation to distribute each individual handout

### **III. Conclusion**

- A. Explain to the students that visual aids are effective and can add to the information being presented. However, they do not take the place of presenting accurate information and they are an aid not a distraction. The students should gain from the use of visual aids.
- B. Bridge – Explain that the next teaching element will be that of questions which are key to student learning and understanding.

## Questioning Techniques (15 minutes)

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### I. INTRODUCTION

- A. Explain to the students that in this next portion of the course they will be reviewing the techniques for both asking and answering student questions

### II. BODY

A. Why (Spirit)

1. In order to present an effective training course it is important that students have a correct understanding of the information that is presented.
2. Students may be unclear about the information presented and therefore they need to ask questions to ensure their understanding.
3. The instructor needs to ensure that students understand the material being presented, are engaged in the training activity, and ensure there are no misconceptions about the material that is being presented. This can be done by asking questions during the course of the teaching.

B. What (The must knows, should knows, and could knows)

#### **Answering Student Questions**

Review with the learners the reasons students ask questions. Understanding this will help instructors better understand how to address the questions being asked by students:

- Not understanding the material because of a lack of experience in the area
- Not being able to hear the instructor or other students
- Seeking clarification or a deeper/fuller explanation
- Confirming that they understand what the instructor is presenting
- Checking for understanding when confronted with opposing information
- Participants prior knowledge or experience
- Ideas presented during class discussions
- Bird walking – getting the instructor off the subject

### **Approaches to Use in Answering Student Questions**

In order to effectively answer student questions the instructor needs to know how to address responses to the various situations that cause students to ask questions:

- Not understanding the material because of a lack of experience in the area  
**Try to put the material in a context to which the student can relate. Tell a story that illustrates the point. Ask the student to tell in their own words what he/she thinks is meant.**
- Not being able to hear the instructor or other students  
**Arrange the classroom so that all students can see and hear. For discussion oriented courses arrange the seating around round tables so participants can see and hear one another. Rotate around the class so that you are near everyone at some time. Ask if anyone has a particular problem hearing.**
- Seeking clarification or a deeper/fuller explanation  
**Determine if the extended discussion will benefit the whole group. If it does and time permits, extend the discussion for a little while but be aware of the time. Try not to cater to someone in the group whose experience is far greater or significantly less than the rest of the class. Remember the objective of the class and try to teach to that objective.**
- Confirming that they understand what the instructor is presenting  
**Confirm that they have the intended meaning or restate the information using a different approach or example. If the questioning persists, suggest that the student talk to the instructor during a break. Be careful not to demean the student.**
- Checking for understanding when confronted with opposing information  
**Deal with the possibly conflicting information. Paraphrase the two sides of the story to confirm that you understand the two viewpoints. When there is more than one possible answer, confirm that there are different answers but that for the purpose of this class you would like them to learn the point you are trying to make.**
- Bird walking – getting the instructor off the subject  
**Acknowledge the question and the student but return to the relevant material quickly or you can lose the rest of the class. Make sure that you aren't taking a bird walk on your own. Create a "parking lot" of questions that can be answered if time permits at the end of the class. Suggest the student meet you during a break.**

**Impress upon the learners the important rule about answering student questions:**

**IF YOU DON'T KNOW THE ANSWER TO A QUESTION, DON'T MAKE ONE UP- Tell the student you will research the question and get back to him/her.**

### **Asking Student Questions**

Evaluating student knowledge and retention through the use of questions is an important part of the learning process. Asking questions provide the instructor and students with feedback that ensure the student attained a required level of knowledge and can inform the instructor and student of misunderstood information. When asking questions an AYSO instructor should consider the following tips:

#### **The "APPLE" Technique**

Mental preparation of the learners can be achieved through a simple five part questioning procedure:

**A - ASK THE QUESTION** – The instructor should ask the question clearly and concisely. When possible, the question should be well in mind before it is asked. If a question is complicated it may be necessary to state it more than once, varying the wording. It is imperative that the question is stated before naming the person to respond.

**P - PAUSE** – After the question has been asked, pause so that everyone will have time to think. It is important that enough time is given. This pause may seem like an eternity to the inexperienced instructor. It is helpful to watch learners for nonverbal feedback to determine how long to pause. Read the class – eyes are a good indicator of readiness to answer. Nonverbal communication may also be an indicator that it may be necessary to repeat or restate the question.

**P - PICK A STUDENT BY NAME** – When learners are faced with the possibility of being called on to answer the question, they are more likely to try to formulate an answer. Learners should be randomly selected to answer the questions. If the instructor develops a pattern of selecting learners to answer questions, the purpose of the technique has been defeated.

**L - LISTEN TO THE ANSWER** – Emphasize the importance of listening to the answer. A technique that may be used to ensure that all learners are focused on the idea presented is to ask someone else to respond to the answer given. This

also gets other learners out of a mode of being relaxed because they were not called upon and helps ensure other learners understand the answer given.

**E - EMPHASIZE THE CORRECT ANSWER** – This should be done without embarrassing the responder. It may be necessary to ask probing questions to have respondents clarify the response to support a point of view, or to extend thinking. Use a co-instructor to show how to address an incorrect response and ask probing questions. Impress upon the students that there is a right way and a way to emphasize correct or incorrect answers to questions.

**TIP** When you have asked questions and it is obvious that the students do not have a clear understanding of the information. **STOP** and make sure that you properly present the information before moving on to new material. Remember that if you leave students with incorrect information it leaves a lasting impression as being correct information.

The advantage to using this procedure is that everyone is included in this questioning procedure – Use the familiar statements *Everyone Plays – Everyone Learns* as a fun reminder of how well this technique works

### **III. CONCLUSION**

- A. Impress upon the students the benefits of answering and asking questions. The instructor needs to ensure that students understand the material being presented, are engaged in the training activity, and ensure there are no misconceptions about the material that is being presented. This can be done by asking questions during the course of the teaching.
- B. Bridge – Explain to the students that the next lesson is What's Next in their pursuit to become an AYSO Instructor

## **eAYSO for Instructors**

### **1. DESCRIPTION**

This course introduces students to the eAYSO functions for requesting a course and managing a roster in eAYSO.

### **2. GOALS & LEARNING OBJECTIVES**

#### **Goals**

To educate potential AYSO instructor candidates on the process for registering a course in eAYSO and managing the course roster in eAYSO

#### **Learning Objectives**

- To familiarize students with the eAYSO functions for roster management in eAYSO.
- At the completion of this lesson students should be able to register a course in eAYSO
- At the completion of this course students should be able to manage a roster in eAYSO.

### **3. PREREQUISITES**

There are no specific prerequisites for this course. However, it is strongly recommended that attendees have demonstrated a desire to become an AYSO Instructor and have the capability to qualify as an AYSO Instructor in a specific discipline.

### **4. STUDENT MATERIALS**

- eAYSO Course Request Handout (All course participants receive)
- eAYSO Manage Course Handout (All course participants receive)
- eAYSO Course Request & Manage Course Training Exercise (All course participants receive)

## **5. INSTRUCTOR EQUIPMENT AND MATERIALS**

- Overhead projector and/or multimedia projector
- eAYSO Course Request & Manage Roster Overheads or PowerPoint Presentation

## **6. INSTRUCTOR NOTES**

- Students who attend this lesson may not have an understanding of eAYSO so various questions may be asked including information which will be covered in a subsequent slide. Request that students hold questions to the end of the presentation because their questions may be addressed in a subsequent slide.
- Encourage students to complete the online exercise using eAYSO so that they gain hands on experience registering a course and managing a roster.
- Instructor should have experience in requesting a course and managing a roster in eAYSO. Instructors may complete the online training exercise to gain familiarity. It is suggested that instructors who have not recently completed a course request or managed a roster complete the online exercise prior to teaching this course.

## **7. ATTACHMENTS**

- eAYSO Course Registration Procedure
- eAYSO Manage Course Procedure
- eAYSO online training exercise for registering and managing a course.

## **eAYSO Course Registration & Roster Management (30 Minutes)**

### **IV. INTRODUCTION**

- C. Introduce the lead instructor and the co-instructors

### **V. BODY**

- C. Why (Spirit)
2. Review with the students the advantages of using eAYSO to register courses and manage rosters:
    - Eliminates delays in receiving roster numbers
    - Course information is available online
    - Students receive credit for completing the course immediately and there is no delay in data entry at the NSTC
    - Roster management is simplified in that rosters do not need to be mailed and receipt verified
- D. What (The must-knows, should-knows, and could-knows) & How (Application)
1. Using the attached slide presentation and the attached procedure for registering a course and managing a roster in eAYSO walk the students through the process for registering a course and managing a roster.

### **VI. CONCLUSION**

- A. Handout the eAYSO online training exercise for registering and managing a course and ask each participant to complete the exercise so that they gain hands on experience in registering a course and managing the roster for that course.
- B. Encourage students to use eAYSO for registering their courses and managing their rosters.
- C. Bridge - None.

## **Appendix A – Registering A Course in eAYSO**

The following procedure will guide you through the step-by-step process for registering a course in eAYSO.

1. **Login to eAYSO with your Email Address and password**
2. Select the **Course Request Form** option from the Programs menu and **click on the Course Request Form.**
3. The Course Request Form should display. If you do not see the Course Request Form or if you see a Restricted Page – there is a problem with your permissions in eAYSO. Contact your Regional Commissioner (Area Director or Section Director) to correct this problem.
4. Complete the Course Information section by performing steps 5 through 10.
5. If the course is being held at the region level just **enter the region number** in the Region # block, the Section and Area will automatically fill in. on the request even though they do not display on the screen.
6. If the course is at the Section or Area Level **select the appropriate Section** from the pull down menu (the screen will refresh to change the pull down menu to list only those Areas in the Section selected), **then select the appropriate Area** from the pull down menu
7. **Select the appropriate course** from the pull down menu (these are displayed in alphabetical order).
8. **Enter the start date** for the course this can be done by typing in the date or using the calendar feature
9. **Select the state** from the pull down menu (the screen will refresh to setup the city menu)
10. **Select the appropriate city** from the pull down menu
11. Complete the Lead Instructor Section by performing steps 12 through 18
12. Assign the lead instructor. If you have questions about instructor requirements, or course requirements, you can click on View Certification Matrix at the bottom of the Course Information Section
13. **Click on Assign Lead Instructor**
14. You will see the Assign Lead Instructor search window.
15. From the Assign Lead Instructor search window **enter the search criteria** for the lead instructor and **click on Search for a volunteer**

## AYSO Introduction to Instruction Course

16. A list of volunteers who meet the search criteria will display below the search window. You can continue to narrow the search by adding to the search criteria and clicking on Search for a volunteer if you need to.
17. From the list of volunteers that meet the search criteria **select the appropriate lead instructor by clicking on the radio button next to the lead instructor's name.**
18. **Click on Assign lead instructor**
19. The Lead Instructor information will display in the Lead Instructor section. If this information is correct, proceed. If the information is incorrect, click on the Clear button and repeat the process to assign the correct Lead Instructor.
20. Complete the Course Contact section by performing steps 21 through 28
21. If the Course Contact is the same as the Lead Instructor, **click on Same as Lead Instructor** and proceed to step 28 to complete the Course Contact section.
22. If the course contact is not the same as the Lead Instructor, **click on Assign Course Contact.**
23. You will see the Assign Course Contact search window.
24. From the Assign Course Contact search window **enter the search criteria for the Course Contact** and **click on Search for a volunteer.**
25. A list of volunteers who meet the search criteria will display below the search window. You can continue to narrow the search by adding to the search criteria and clicking on Search for a volunteer as you need.
26. From the list of volunteers that meet the search criteria **select the appropriate Course Contact by clicking on the radio button next to the contact's name.**
27. **Click on Assign Course Contact.**
28. The Course Contact information will display in the Course Contact section. If this information is correct, proceed. If the information is incorrect, click on the Clear button and repeat the process to assign the correct Course Contact.
29. Complete the Course Authorized By section.
  - a. Perform step 30 if the course is authorized by the same person as the lead instructor.
  - b. Perform step 31 if the course is authorized by the same person as the course contact
  - c. Perform steps 32 through 37 if the course is authorized by someone other than the Lead Instructor or the Course Contact

## AYSO Introduction to Instruction Course

30. If the Course Authorizer is the same as the Lead Instructor, **click on Same as Lead Instructor** and proceed to step 38 to complete the Course Authorized By section
31. If the Course Authorizer is the same as the course contact, **click on Same as Course Contact** and proceed to step 38 to complete the Course Authorized By section
32. If the course authorizer is different than the lead instructor or the course contact, click on **Assign Course Authorizer**.
33. You will see the Assign Course Authorizer search window.
34. From the Assign Course Authorizer search window **enter the search criteria for the Course Authorizer** and **click on Search for a volunteer**.
35. A list of volunteers who meet the search criteria will display below the search window. You can continue to narrow the search by adding to the search criteria and clicking on Search for a volunteer as you need.
36. From the list of volunteers that meet the search criteria, **select the appropriate Course Authorizer by clicking on the radio button next to the authorizer's name**.
37. Click on **Assign Course Authorizer**.
38. The Course Authorizer information will display in the Course Authorized By section. If this information is correct, proceed. If the information is incorrect, click on the Clear button and repeat the process to assign the correct Course Authorizer.
39. **Enter any comments** associated with this course in the comments block (currently these comments do not display – this added feature is on the eAYSO upgrade list).
40. **Click on Submit** to submit the course request
41. You will see a screen display that shows the course roster number and states Course Request Data Submitted Successfully
42. The Course Lead Instructor, Course Contact & the Course Authorizer will receive an e-mail showing the course registration and the roster number.
43. You can print a copy of the course roster by clicking on Print Program Roster.
44. You can return to the course request form by clicking on Return to Course request.
45. IF THE LEAD INSTRUCTOR IS NOT QUALIFIED TO TEACH THE COURSE – the following will occur

- a. The screen display will state “Our database shows that the Lead Instructor Certification Information does not meet the requirements for this course. Please contact the Programs Department at the NSTC if this is in error.”
  - b. The course will not be registered.
  - c. Courses are only approved if the Lead Instructor has the proper instructor certifications.
46. IF THE LEAD INSTRUCTOR IS QUALIFIED BUT THE AUTHORIZER IS NOT QUALIFIED TO AUTHORIZE THE COURSE – the following will occur:
- a. You will see a screen display that shows the course roster number and states Course Request Data Submitted Successfully
  - b. The screen display will state “Our database shows that the Course Authorizer Information needs to be updated. Please contact the AYSO Programs Department at the NSTC.
  - c. The roster will be placed in a Pending Status.
  - d. The Course Authorizer Information must be resolved prior to conducting the course.
47. If you have any questions about completing the Course Request Form contact the AYSO Programs Department at the NSTC (800) 872-2976 or e-mail [Rosteradmin@ayso.org](mailto:Rosteradmin@ayso.org)
48. You can now manage the course roster.

## **Appendix B – Managing a Course in eAYSO**

The following procedure will guide you through the step-by-step process for managing a course roster in eAYSO.

1. **If not already logged in to eAYSO. Login to eAYSO with your Email address and password**
2. **Select Roster from the Lookup menu and click on Roster**
3. The Training Rosters Lookup screen will display
4. To locate the roster you want to manage you can the search to locate a roster by using the search criteria.
5. **Click on Search.**
6. You will see the rosters that matched the search criteria you requested
7. For the roster you want to manage **click on the radio button next to the roster.**
8. **Click on Manage Roster**
9. You will see the View/Edit Training Rosters screen and the information for the roster you selected will be displayed.

To add an attendee to the roster complete the following steps

1. **Click on Add Roster Attendee**
2. You will see the Program Roster Attendees screen
3. From the Program Roster Attendees search window **enter the search criteria – for the course attendee and click on Search for a volunteer**
4. A list of volunteers who meet the search criteria will display below the search window. You can continue to narrow the search by adding to the search criteria and clicking on Search for a volunteer if you need to. If the volunteer information does not display ensure that you have entered the appropriate search criteria. For example, a volunteer may go by “Bob” but their record in eAYSO is listed as “Robert.” If you are certain you have searched and the volunteer can’t be found proceed to: *To add an attendee that does not have a volunteer record in eAYSO*
5. From the list of volunteers that meet the search criteria **select the appropriate course attendee by clicking on the radio button next to the volunteer’s name.**
6. **Click on Add Attendee to Program Roster**
7. The volunteer will now display in the list of Program Roster Attendees.
8. **Repeat the process in steps 1 through 7 above to add additional attendees.**

To add an attendee that does not have a volunteer record in eAYSO

1. If the volunteer does not display after using the search feature on the Program Roster Attendees screen you can still add them to the roster by completing the following steps.
2. **Click on Add New Volunteer**
3. The Add New Volunteer screen will display
4. **Complete the information on the Add New Volunteer form.** NOTE: All red asterisked fields are mandatory and must be filled in.
5. After completing the Add New Volunteer form, **click on Submit.**
6. The new volunteer will display on the Program Roster Attendees.

Roster Management

1. To print a course roster **click on Print Program Roster.** A pdf document will display.

Removing a volunteer from a roster

1. If a volunteer did not complete the course or if a volunteer was not present at the course or canceled prior to the course you want to remove them from the roster. We will assume that the individual you created the new record for (Your First Name) Volunteer did not attend the course.
2. **Click on the Remove Box for the volunteer**
3. **Click on Remove at the bottom of the list of attendees** – you will see that the volunteer has been removed from the roster

Completing and Submitting a Roster

1. After completing the course you will do the following for each volunteer who successfully completed the course.
2. **Click on the Completed box by their name** on list of attendees to indicate that they successfully completed the course.
3. **Click on Submit at the bottom of the list of attendees** to submit the course roster.
4. The following actions will occur:
  - a. The status of the course roster will change from Approved to Returned.
  - b. All attendees who were identified as completing the course will have their volunteer records updated to reflect completion.

Special Conditions - Information

1. For Intermediate Referee, Advanced Referee & National Referee courses the *volunteer's record will be updated to reflect the course completion.* To obtain

qualification as an Intermediate Referee, Advanced Referee or National Referee, since additional requirements must be fulfilled, a *Referee Upgrade Form must be submitted to the NSTC* in order for their training record to reflect these referee qualifications.

2. For instructor courses, the volunteer's record will be updated to reflect completion of the instructor course. To obtain instructor certification either of the following actions or a combination of these actions must be completed:
  - a. An Instructor Verification Form (available on AYSOHELP) must be completed to indicate the instructor has the appropriate discipline specific knowledge and has demonstrated the appropriate presentation skills. These forms should be sent to the NSTC.
  - b. If several instructors completed all instructor qualifications at the time of the instructor course, then a memo, e-mail, or marked up copy of the roster should be sent to the AYSO National Support & Training Center. This can be done instead of having each instructor submit a verification form.

e-mail: [rosteradmin@ayso.org](mailto:rosteradmin@ayso.org)

Mail: AYSO NSTC  
12501 S Isis Ave  
Hawthorne, CA 90250  
ATTN: Roster Administrator

## **What's Next (10 minutes)**

**Review with the students what's next.**

- Each participant that wants to certify as an instructor must complete the discipline specific instructor training
- They should coordinate with their Area or Section Staff to make arrangements for these courses
- They will need to satisfactorily make presentations to certify as AYSO Instructors and they will be evaluated while delivering these presentations
- As AYSO Instructors it is expected that they will be role models for AYSO and that they are ambassadors for AYSO in promoting the AYSO philosophies and AYSO culture.

**Have the students break into groups according to discipline and discipline specific instructors will review the path forward to qualify as an AYSO Instructor.**

**Referee instructor candidates should be provided with the following information:**

## **AYSO Introduction to Instruction Course**

1. AYSO Referee Instructor Certification Criteria
2. AYSO Referee Instructor Evaluator Criteria
3. AYSO Application for Referee Instructor or Evaluator Certification
4. AYSO Referee Certification and Training Matrix
5. Referee instructor candidates will be asked to make the following presentation:
  - 3-5 minute personal introduction
  - 10 minute original presentation from one of modules 1-19
  - 30 minute presentation from one of modules 1-13
  - 30 minute presentation from one of modules 14-19
6. Referee instructor candidates must pass the referee instructor examination
7. Where possible student presentations will be done in actual referee training courses.



# Referee Instructor Course

## 1. 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, especially those modules that comprise the U-8 Official Course, the Assistant Referee Course, the Basic Referee Course and the Intermediate Referee Course.

Class 1: Introduction (10 minutes)

Class 2: Introductions, Personalizing Presentations (35 minutes)

Class 3: National Referee Program (30 minutes)

Class 4: The Teaching Environment: Outdoor Conditions; Classroom Conditions; Testing Conditions (75 minutes)

Class 5: Teaching the Modules 1 through 19 (285 minutes)

Class 6: Conclusion (15 Minutes)

### **Certification requirements for Referee Instructors include:**

Completing AYSO Introduction to Instruction (2 ½ hours)

Completing Referee Instructor Course (7.5 hours)

Passing Referee Instructor Exam (1 hour)

Passing Referee Instructor evaluations (4.5 hours with 4:1 student/evaluator ratio)

- a. As an instructor in a 30 minute presentation from referee modules 1 - 13 with a qualified Referee Instructor Evaluator, **and**
- b. As an instructor in a 30 minute presentation from one of referee modules 14 - 19 preferably with a different qualified Referee Instructor Evaluator.

While these evaluations can be done as part of the Referee Instructor Course, it is **STRONGLY RECOMMENDED** that the presentations be made in an actual course with real students.

## 2. GOALS

- Understand the National Referee Program
- Understand the unique features of modules 1 through 19.
- Understand the unique features of the U-8 Official Course, the Assistant Referee Course, the Basic Referee Course and the Intermediate Referee Course.
- Understand training options (full course vs. modules)
- Understand course goals and the process for becoming a Referee Instructor

## 3. PREREQUISITES

- Intermediate Referee or higher
- Completion of AYSO Introduction to Instruction course

# Referee Instructor Course

## 4. STUDENT MATERIALS

- AYSO Referee Instructor Resource Book
- Copy of **one** modular lesson plan, for reference only
- FIFA Laws of the Game, current AYSO Edition
- AYSO National Rules & Regulations
- AYSO Guidance for Referee and Coaches
- AYSO Short-Sided Games for Referees
- Application for Referee Instructor or Evaluator Certification
- Sample Roster
- Application for Referee Upgrade Form

## 5. INSTRUCTOR EQUIPMENT and MATERIALS

AYSO Referee Training Modules 1-19  
AYSO Referee Administrator Manual  
AYSO Referee Instructor Manual  
AYSO Referee Assessor Manual  
Ready Set Ref Video and Workbook  
USSF Guide to Procedures for Referees and Assistant Referees  
Supporting equipment and visual aids as needed  
U-6, U-8 and U-10 Coaching Manuals

## 6. INSTRUCTOR NOTES

Student participation and involvement are key elements in the success of this course. Instructors must be prepared to demonstrate techniques that they have found to be successful in motivating students, 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 this lesson plan if different student/evaluator ratios are used.

While it is possible to do the student presentations as part of the Referee Instructor course, it is **STRONGLY RECOMMENDED** that the presentations be given in an actual referee course with real students.

**Instructor Note:** 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.

## 7. ATTACHMENTS

AYSO Program: Referee  
Lead Instructor: Advanced Referee  
Instructor

# Referee Instructor Course

Latest Revision Date: 5/14/05  
Length: 7 ½ hours  
Lesson Plan Number: (Number)  
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Handouts: Refer to the AYSO Referee Instructor Resource Book

# Referee Instructor Course

## LESSON PLAN

### Class 1 – Introduction (10 minutes)

- Introduce yourself and co-instructors.
- Explain that the intent of this training will be to provide students with the skills to teach the referee training modules 1 through 19.
- Review the course goals with the students.
- Reaffirm the process for becoming a Referee Instructor
- Ask the students to reflect on the teachers they had in the past which they felt were most effective. Explain that our goal is to help them become effective instructors with the same qualities of the better teachers they remember.

### Class 2 – Introducing and Personalizing Presentations; 3 to 5 minute Student Presentations (35 minutes)

Divide the class into groups of no more than 4 for each instructor. Briefly explain the purpose of an introduction and the value of personalizing their teaching.

- **Do you offer your credentials in the first 3-5 minutes in a way that connects with your audience on a more human level?**

Try to avoid the mere recital of your bona fides. It can oftentimes appear to be egotistical and can form a divide between you and those you're trying to connect with. Try something that meets them in the world they live in.

For example, you could give a brief real-world example of a problem you encountered when you were in a particular position (RRA, Assessor, Instructor, etc.) that would let them know you've been where they are, and can identify with their day-to-day, practical issues.

You could also 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 ....." You establish that you are an instructor who gets around and who talks to the right people without appearing too arrogant.

- **Do you establish positive expectations in the first 3-5 minutes?**

# Referee Instructor Course

Everyone has sat through enough boring presentations to have a negative attitude about them in general. One way you can overcome this skepticism is to clearly inform your audience what they'll learn during your talk. And the more specific you make it to their interest, needs and concerns, the better.

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 such as (a) reviewing their positions, certificates, age, etc. on eAYSO, (b) talking with the local referee staff or instructors prior to the course, and (c) mingling with your audience beforehand to learn more about them.

➤ **Do you make your audience smile in the first 3-5 minutes?**

I'm not saying that everyone 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.

➤ **Do you 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. So do what you can to get your audience active and involved from the outset.

➤ **Do you teach your audience something in the first 3-5 minutes?**

When a speaker tells me something I didn't know right from the start, he often will maintain my interest through the entire presentation. Why? Because he's already established his value to me and I don't want to miss the next great fact or story that he may have in his bag of tricks.

Each instructor candidate will give a 3 to 5 minute presentation in which he introduces himself, gives his AYSO background and relates a personal soccer-related story. Possible topics include:

- Why I chose AYSO
- My best (or worst) refereeing experience
- Why I want to be an instructor
- The best thing about refereeing
- My experience with playing

# Referee Instructor Course

**Instructor Note:** These mini-presentations 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.

## Class 3 – The National Referee Program (30 minutes)

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.

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:

- Protecting referees (and children) through AYSO Safe Haven Certification
- Helping referees to improve their skills
- Assisting referees to advance in level
- Providing support and encouragement
- Establishing realistic achievement standards
- Providing challenges commensurate with ability and experience
- Providing consistent and uniform program implementation throughout the organization

There are three component parts of the National Referee Program: Administration, Assessment and Instruction at the regional, area, section and national levels each with a common structure. Detailed information about each component is found in the AYSO Referee Administrator Manual, the AYSO Referee Assessor Manual and the AYSO Referee Instructor Manual.

Briefly review as needed the essentials of each component:

1. Administration (to **“manage”** or **“administer”** not to **“do”**).
  - Support structure at all levels (region, area, section, national)
  - Required member of the Regional Board of Directors
2. Assessment
  - Mentoring
  - Observation
  - Assessment
3. Instruction
  - Certification
  - Training methods
  - Evaluation

# Referee Instructor Course

Direct the students' attention to the pertinent provisions of AYSO National Rules & Regulations. This may be accomplished by listing the provisions on a flip chart, using an overhead projection, or having the students follow the instructor from copies of the Rules & Regulations.

- Emphasize I.D.1 – All games shall be conducted in accordance with the current FIFA Laws of the Game and AYSO Rules and Regulations.
- Call attention to I.D.5 – The manner in which the Laws of the Game intend that games should be played and officiated
- Emphasize I.E.8 – Responsibility of coaches and officials to present a healthy athletic environment.
- Summarize that the AYSO National Rules & Regulations is a reference source which provides consistency throughout the organization.

Direct 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 referee training courses.

Regional Referee Administrator training is available. Supplemental general management training is also available through the Introductory, Intermediate and Advanced Management training courses.

## The AYSO Referee Certification and Training Program:

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.

The AYSO Application for Referee Certification form must be submitted by the candidate for upgrade to Intermediate Referee level and above. 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.

(Cross-certification opportunities with the United States Soccer Federation (USSF) are available to Intermediate referees and above upon application.)

## **UNIQUE FEATURES OF THE REFEREE TRAINING COURSES**

**When modules are being combined and taught as a complete "course"** the following module order will apply:

- **U8 Official Course:** Modules 1 through 7 **taught in numerical order**
- **U8 Official "Upgrade" to Assistant Referee Course:** Modules 10 through 12 **taught in numerical order.**

# Referee Instructor Course

- **U8 Official “Upgrade” to Regional Referee Course:** Modules 8 through 13 taught in numerical order.
- **Assistant Referee Course:** Modules 1 through 7 plus Modules 10 through 12 taught in numerical order.
- **Assistant Referee “Upgrade” to Regional Referee Course:** Modules 8, 9, & 13 taught in numerical order.
- **Basic Referee Course:** Modules 1 through 13 taught in the following order:
  - 1 Safe Haven
  - 2 The Game of Soccer
  - 3 Pre-Game Preparation
  - 8 Mechanical Aspects of the Game
  - 4 Starting the Game
  - 5 Stopping Play
  - 6 Start & Restart of Play
  - 9 Stopping & Restarting the Game
  - 10 Fouls & Misconduct
  - 11 Offside
  - 12 Referee and Assistant referee
  - 7 Post game
  - 13 Understanding The AYSO Game
- **Intermediate Referee Course:** Modules 14 through 19 taught in any order:
  - 14 The Referee Team
  - 15 Fouls, Misconduct and Foul Play-Intermediate
  - 16 Offside - Intermediate and How to be an Assistant Referee
  - 17 Interaction with Coaches, Players and Spectators
  - 18 Diagonal System of Control and Game Tactics
  - 19 The AYSO National Referee Program

**Instructor Note:** Refer the students to the Instructor Notes in each module and ask why is it important to achieve “repetition for reinforcement” during a basic Referee Course and “repetition for review” during “upgrade” courses (indeterminate time intervals between the teachings of the modules).

## **AYSO Lesson Plans:**

Review briefly the structure used for AYSO Referee Lesson Plans. Each has an introduction, a body and a conclusion. The introduction is used to introduce the instructors, the topic and to link the topic to past training or experiences. The body contains the material to be learned (Why, What, How) and the conclusion is used to review the material

# Referee Instructor Course

taught, to confirm that learning took place (testing) and to give a bridge to future training or activity.

U8 Official Course (Modules 1 - 7):

For those volunteers interested in officiating only younger players (U-8), 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. This training prepares volunteers to become U-8 Officials which **only** empowers them to officiate games for players under 8. A Regional Referee or higher is required for all other AYSO games for older players.

Assistant Referee Course (Modules 1 – 7, 10, 11, 12)

Training volunteers to become certified Assistant Referees increases participation and enhances the enjoyment and knowledge of the game. Many volunteers may be reluctant to assume the duties of a referee. Instructors should remember this fact. However, students should be encouraged to continue their training towards becoming a Regional Referee.

Basic Referee Course (Modules 1 – 13)

AYSO certified Regional Referees are trained to referee AYSO matches under AYSO (FIFA) Laws and AYSO National Rules & Regulations. Instructors must be reminded that a large percentage of referees may not return for training beyond the Basic Referee Course. It is essential that instructors concentrate on the “Must Know” elements.

Intermediate Referee Course (Modules 14 – 19)

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.

# Referee Instructor Course

## **Class 4 – Teaching Conditions: Outdoor Conditions; Classroom Conditions; Testing Conditions (75 Minutes)**

### Outdoor Conditions:

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.

#### **Benefits:**

- Fresh air
- Space
- Usually free of equipment and breakable items
- Room for demonstrations

#### **Challenges:**

- Natural Distractions
  - Weather
  - Stimulating landscapes
  - Animals, insects, etc.
- Man Made Distractions
  - Busy streets
  - Others using nearby areas
  - Industrial noises

#### **Prior Planning Prevents Poor Performance (PPPPP)**

- Visit your teaching site a day or two before the course to acquaint yourself with the area and specific challenges to overcome
- Pay attention to weather by watching long range forecasts
- Make changes to an area if you find it not conducive to instruction
- Check for safety hazards
- Have a first aid kit available
- For large groups, plan on some type of voice amplification, especially if its windy
- Always turn your audience away from the sun so they can see clearly
- Erect a tent or have an area to take the class if sudden inclement weather occurs
- Have a contingency plan for conducting the course if the outdoor area becomes unusable or unavailable (nearby church basement, school, city recreational center, etc.)

## Classroom Conditions:

Effective classroom teaching requires that you set up the classroom properly and that you use a few simple techniques that will enhance any presentation regardless of the student teaching method.

### **The instructor who personalizes the learning experience has an increased chance of reaching the students.**

- 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.
- 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.

### **“The mind can absorb only as much as the backside can tolerate.” (Ken Aston) A practical condition of learner comfort in the classroom.**

Indirect sensory input affects learning. This is why we take frequent breaks and ensure the classroom environment is comfortable.

## Testing Conditions:

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 ensure the student attained a required level of knowledge and can inform the instructor and student alike of misunderstood information. When administering tests as an AYSO instructor the following tips should be considered:

- 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
- Have an adequate number of tests for all class participants
- Make sure there are extra pencils or pens
- 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

# Referee Instructor Course

- Allow sufficient time for participants to complete the test
- Make appropriate accommodations for those that have disabilities or language barriers
- Remember participants may have test anxiety and are nervous about the testing experience – make the testing experience as non-threatening as possible – be understanding
- Tests may be graded by the instructors or by students grading their own tests – *NEVER HAVE STUDENTS GRADE ONE ANOTHERS TESTS*
- 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 – never let a student leave a training session without knowing the correct answers to test questions
- When reviewing test results be respectful of the students. Do not embarrass the students by pointing out errors
- Completed tests should not be sent to the NSTC except for the CVPA course. Satisfactory completion of the test(s) should be indicated 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
- All tests with the exception of 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, Director of Assessment or Director of Instruction or someone they designate.
- Retesting is possible immediately for Regional Referee tests and below. All other tests may be retaken at any time after a period of 24 hours has elapsed.

## **Physical Testing Conditions**

Part of the upgrade requirements for referees may include testing candidate’s physical condition. The following considerations are important for those administering physical tests:

- Suitable running surface (well marked, smooth, level, track or mowed grass)
- Weather conditions (temperature extremes, rain, natural or artificial lighting)
- Ample time (warm-up, rest between events and cool-down)
- Sufficient timers to avoid long waits to be tested (staff at start and finish lines)
- First aid precautions (availability to medical professionals)

# Referee Instructor Course

- Proper Equipment (forms, stop watches, cones, clip boards, first aid supplies)
- Remind the candidates that it is not a race to see who is the fastest but rather simply a test of their ability to meet minimum physical standards. (avoid unnecessary exertion)
- All tests must be administered on the same day with 15 minutes between events.

## Class 5 – Teaching the Modules (285 minutes)

To avoid excessive lecturing and to increase student participation during this part of the, assign each instructor candidate one of the Modules. (If you have 4 candidates in each group, you will be able to complete this course in the time allotted). Ask each candidate to do a presentation of 10 minutes or less on some portion of the module he/she has been assigned. After each presentation, ask the class for other ways the material could be presented. The instructor should ensure all presentation options are covered.

Once the first group of modules have been reviewed, the instructors should move to a different group of students (if there are 2 groups or more) and continue in the same manner with the next set of modules.

**Instructor Note:** The following are some optional ways of teaching modules 1 through 19. The instructor should make sure that students are presented with all of these as well as any others the instructor has found to be effective.

### **I. Safe Haven Certification (Module 1), The Game of Soccer (Module 2); Understanding the AYSO Game (Module 13)**

#### **Teaching Module 1: Safe Haven Certification**

AYSO requires all referees (and coaches) to be Safe Haven certified in order to provide maximum protection under Child and Volunteer Protection Acts.

Remind students that the AYSO Safe Haven Course may be taught separately from the U-8 Official Course.

The AYSO Safe Haven Certification Course consists of two parts:

Part 1 is required for both coaches and referees. Part 2 is required for coaches only. (Referees will benefit from attending both parts.) Refer to lesson plan for Module 1.

AYSO Safe Haven Referee Certification and training for the U-8 Official, Assistant Referee and Regional Referee is the responsibility of the Regional Referee Administrator and requires completion of the appropriate training modules and completion and submittal of a Volunteer Application form.

## Teaching Module 2: The Game of Soccer

There are fundamental things about the game and about AYSO that must be emphasized to your students. Review those elements: philosophies, alcohol and tobacco policy, AYSO team, history of game and characteristics of young players.

Optional Presentation Methods:

1. Consider asking groups of students to discuss and/or chart the characteristics of a U-8 player in terms of (1) physical development, (2) years of soccer experience, (3) soccer skill level, (4) attitude toward sports and (5) attitude toward authority.
2. It is recommended that instructors refer to the section workshop “Fouls for the Ages” for additional information (available on [aysohelp.org](http://aysohelp.org)).
3. Instructor may want to develop an additional exercise by asking questions such as:
  - In what ways do you expect that a U-8 short-sided game differs from games in which each team competes with 11 players on the field?
  - How should officials be instructed to officiate U-8 games?
  - What should the official do if it appears a player has been hurt or injured? The U-8 Coaching Manual is an additional reference.

## Teaching Module 13: Understanding the AYSO Game

Optional Presentation Methods:

1. Using the handouts and material from the module, review the differences in ability, skills and attitude between U-10 and U-12 players. It is recommended that instructors refer to the section workshop “Fouls for the Ages” for additional information.
2. Ask the students to explain how the core philosophies of AYSO are reflected in AYSO coaching philosophies (Positive, Instructional and Encouraging). Use the discussion to review and emphasize the important points of the core philosophies.
3. Have groups discuss the following questions:
  - “What is an outside factor (outside agent)?”
  - “If the game is stopped because of interference by an outside factor (agent), how is it restarted?”
  - “What are coaches, substitutes and spectators considered to be?”
  - “What are goal posts and corner flags?”
  - “What are referees and assistant referees in the field of play considered to be?”
  - “What happens if the ball strikes the referee or assistant referee in the field of play?”

# Referee Instructor Course

4. Lead a discussion of the importance of an awareness of the dangers of electrical storms. Introduce the maxim, "If you hear it, clear it; if you see it flee it!"

## Important Information Regarding the Spirit of the Game

Instructors should emphasize the dictum that the over-riding spirit of the game is fairness. Cite some examples, e.g. awarding a free kick when The Laws are infringed, sending off a player who plays unfairly, stopping, suspending or terminating a game to enforce the Laws.

Remind students that the Spirit of the Game is epitomized in the referee credo of FUN, fair & safe. From the perspective of young players "Fun" is the most important element. As players become older, "Fair" progressively supersedes Fun. From the coach's perspective "Safe" is the most important with young players but gives way to "Fair" as the age increases. For all age groups the referee's first priority is "Safety". Then, like players and coaches, the referee's priorities are Fun & Fair depending on player age.

Ask the students to turn to Paragraph I.D.5 of AYSO National Rules & Regulations. Memorize this paragraph and recite it from memory to the students. State that this is the essence of refereeing.

Review the concept of the AYSO team.

**Instructor Note: At this point, in courses with more than one group of instructor candidates, the course instructors should change to a different group of candidates.**

## **II. Pre-Game Duties (Module 3); Mechanical Aspects of Play (Module 8); Post Game (Module 7) (30 Minutes)**

### **Teaching Module 3: Pre-Game Duties**

Optional Presentation Methods:

1. Ask, "What must the U-8 Official do to begin the game properly?" List responses on a flip chart.
2. AYSO "Ready, Set, Ref" video may be used to cover inspection of field, players equipment and proper selection and inflation of the game ball.
3. Have a student demonstrate for the class how to determine whether a ball is safe to use and whether it is inflated properly. Use a ball with torn or missing panels and balls that are under-inflated, properly inflated and over-inflated. Pass these balls around the class for students to inspect.

# Referee Instructor Course

4. Ask "What is the proper equipment for each player?" Note that socks must be worn over appropriate sized shin guards. Players in this age group probably will be using soccer shoes with molded cleats. Ask whether a player wearing sneakers may be permitted to play. (Be prepared to give the correct answer. This would be a good time to dispel myths about footwear.)

## Teaching Module 8: Mechanical Aspects of the Game

Optional Presentation Methods:

1. Using a handout, flip chart or overhead to indicate the differences in the U-10 game including short-sided play.
2. Using visual aids, ask the students to identify lines, markings and field equipment and to provide the appropriate dimensions.

**Instructor note:** Many referees who take the Basic Course may decide to officiate older players' games without the benefit of further AYSO courses. Although this is inadvisable, it is important that these officials know the dimensions and measurements of full-sized fields and appurtenances. Alternatively, provide students with the diagram of a regulation field. Have students fill in the names and dimensions of lines and equipment.

3. Have students demonstrate how to select a proper ball and determine whether it is properly inflated.
4. Discuss compulsory vs. optional legal equipment of players.

## Teaching Module 7: Post Game

Optional presentation method:

Ask "What must the official do after the match has ended?"

- Using the module as a reference, discuss the essential duties and record keeping tasks. These may be listed on a board, overhead or on a handout.

## III. Starting the Game (Module 4), Stopping Play (Module 5); Restarting Play (Module 6); Stopping Play and Restarts – Basic (Module 9) (90 Minutes)

### Teaching Module 4: Starting the Game

Optional presentation methods:

1. Ask "What are the elements of a proper kick-off?" Refer to the module or use an overhead projection or a flip chart to ensure essential points are covered.
2. Alternatively, show the proper kick-off procedure from "Ready, Set, Ref".

# Referee Instructor Course

3. If the classroom is sufficiently large, the instructor may use students to demonstrate a proper kick-off.

## Teaching Module 5: Stopping Play

Optional presentation methods:

1. Use a ball and a strip of bathroom tissue on the floor to illustrate the concept of the whole of the ball completely across the line on the ground or in the air.
2. Ask "How does this principle apply to whether or not a goal has been scored?" Use the ball and bathroom tissue or an illustration to show the ball on or above the goal line or wholly over the goal line.
3. Ask "When should the game be stopped for substitution?" Review AYSO substitution rules and emphasize that each player present must play at least half of the game.
4. Ask "For what other reason might the official stop play?"
  - Using flip charts, dry erase board, blackboard or overhead projection, list the fouls commonly seen in U-8 matches.
  - Ask "What is the restart in U-8 matches for all fouls?"
  - Reemphasize the primary consideration for stopping play to award a free kick is whether the act causes danger to, or lessens the enjoyment of, any of the participants. The principle of fairness should also be emphasized without undue interference with play.

## Teaching Module 6: Restarting Play:

Optional presentation methods:

1. Ask "What is the restart In U-8 games after a foul has been committed?"
2. Ask "How is a U-8 game restarted after a valid goal has been scored?"
3. Ask "What is the proper procedure to restart a U-8 match when the attacking team was last to touch the ball before it crossed the goal line but not scoring a goal?"
4. Ask "What is the restart in a U-8 game when the defending team was the last to touch the ball before it crossed the goal line but not scoring a goal?"
5. Ask "How is the game restarted if the ball completely crosses the touchline on the ground or in the air?"
  - Using a co-instructor or a student demonstrate the mechanics of a proper throw-in. Have students practice proper throw-ins to one another

# Referee Instructor Course

- State that second tries are allowed in U-8 matches if the initial attempt is done improperly
6. Ask “How is the game restarted if the official has stopped the game for any other reason?”
- Use guided participation to have the students demonstrate the proper mechanics for dropping the ball.

## Teaching Module 9: Stopping Play and Restarts – Basic

Optional Presentation Method:

Arrange groups to discuss techniques for teaching stopping and restarting play.

**Instructor Note: At this point, in courses with more than one group of instructor candidates, the course instructors should change to a different group of candidates.**

**IV. Diagonal Systems of Control and the Objectives of the Game (Module 18); Fouls and Misconduct – Basic (Module 10); Fouls, Misconduct and Foul Play (Module 15); Offside – Basic (Module 11); Offside – Intermediate and How to be an Assistant Referee (Module 16); Referee and Assistant Referee Mechanics (Module 12); The Referee Team (Module 14)**

## Teaching Module 18: Diagonal System of Control and the Objectives of the Game

This session can be done 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, DSC positioning, and illustrations of how the Objectives of the Game change in different areas of the field depending upon which team has the ball.

### Optional Presentation Methods:

Use a diagram, overhead projection, Subbuteo board or a handout to show the basics of referee and assistant referee movement.

- Ask, “What is the assistant referee’s main job in this system?” (Support the center referee)
- Ask, “Why does the assistant referee assist, not insist?”
- Ask, “What is the assistant referee’s position in this system?”
- Ask, “How does keeping play between the referee and the assistant referee help to control the game?”

# Referee Instructor Course

- Ask, “Why is it important that the assistant referee follow all balls to the goal line?”
- Ask, “Why is it essential for the referee and the assistant referee to establish frequent eye contact?”
- Ask, “On a long through ball why should the referee always glance at the assistant referee?”

Using the Guide to Procedures for Referees and Assistant Referees, review the approved assistant referee signals.

Demonstrate the approved and standard assistant referee signals. Consult the Laws of the Game, USSF Guide to Procedures for Referees and Assistant Referees, and AYSO Assistant Referee Guide handout to ensure that only approved signals are shown

- Have the students practice giving assistant referee signals using flags. The instructor should call out a situation, e.g. “Goal kick,” and have the students give the proper signal. Correct improper signals as necessary.

## Optional Presentation Methods:

### Objectives of the Game

Use the “Objectives of the Game” handout (Module 18) to generate a discussion of how the most important attacking and defending objectives change depending upon which team has the ball and the location on the field. Based on the changing importance of these objectives, discuss, in each case, where the greatest likelihood of infractions might occur in different parts of the field and how this should affect referee positioning. This may be time to invite an experienced coach instructor to assist with the instruction.

- Ask, “How might an understanding of what attackers and defenders are trying to do help the referee control the game?”
- Ask, “Where must the referee be and how close to play must he be when the attacking team is attempting to score and the defending team is attempting to delay or regain possession?”
- Ask, “How does proximity to play give credence to the referee’s calls?”
- If a field is available, referee positioning (and some conditioning) may be emphasized by the game of “Ref-Ball.”
  - Designate a student as the ball and a second as the ref.
  - At a whistle the ball begins to run and frequently changes direction.
  - The ref endeavors to stay to the left of the ball and within 10-20 yards of the ball and in position to observe the assistant referee.
  - After a period, ball and ref change places.

## Teaching Module 10: Fouls and Misconduct – Basic

### Optional Presentation Methods:

# Referee Instructor Course

Fouls are discussed in greater detail and variety in Module 10 than in earlier modules. Misconduct is introduced for the first time. Instructors should use a variety of techniques to develop and confirm knowledge.

1. Some students may be helped by using mnemonic memory aids to remember the 10 direct kick (penal) fouls, the 8 indirect kick (non-penal) fouls, the 7 reasons for a caution (yellow card) and the 7 reasons for a sendoff (red card)
2. New officials will gain a better understanding of how children's play and especially fouls by young children look if they view the *Ready, Set, Ref!* Video section "Free Kicks", and "Indirect/Non penal Fouls" See the *Ready, Set, Ref!* workbook and Law 12 "Fouls and Misconduct" in the FIFA *Laws of the Game* for more information on misconduct
3. Use the questions in "Confirmation" in Module 10 to confirm students' understanding of the concept.

## Teaching Module 15: Fouls, Misconduct and Foul Play

### Optional Presentation Methods:

Use a handout, flip chart or overhead to review Law 12

- A list of mnemonics such as "Fouls and Misconduct Simplified – Law 12" (available on [aysohelp.org](http://aysohelp.org)) is an effective teaching device.

Use members of the class to demonstrate some of the fouls.

- Demonstrate the difference between a fair charge (staccato shoulder to shoulder contact) and a push (continuous shoulder to shoulder contact).
- Use a large student and a smaller student to demonstrate that a charge may be fair even if the smaller player is knocked over.
- Demonstrate holding the arm, shirt, pants, etc.
- Create a short scenario to illustrate the difference between impeding and physical contact (holding or charging).
- Create a short scenario to demonstrate the difference between impeding and shielding.
- Create a short scenario to illustrate deliberately handling the ball and receiving an advantage when the ball strikes the hand with no intent on the player's part to play the ball.

Ask, "What three elements must occur for an action to be a foul?"

- Ball must be in play, the action must be against an opponent, the action must be committed on the field off play.

Ask, "Who commits fouls?"

Ask, "Can substitutes commit fouls?"

# Referee Instructor Course

Ask, "When and how does a substitute become a player?"

Ask, "Where must the referee be to see an action and judge whether it is a foul?"

Ask, "How does this relate to referee physical conditioning?"

Have a student demonstrate the proper referee signal for a direct free kick, an indirect free kick and a penalty kick. Ask a second student to demonstrate the assistant referee signal for a foul.

Show the USSF video "The Laws of the Game – The Gray Areas" to illustrate the provisions of Law 12.

Use members of the class to demonstrate the proper mechanics for administering a caution or a send off.

Ask, "Who commits misconduct?"

Ask, "May substitutes or coaches be cautioned or sent off for misconduct?"

Ask, "May yellow or red cards be shown to substitutes?"

Ask, "May yellow or red cards be shown to coaches or assistant coaches?"

Ask, "How is the game restarted if a player is guilty of misconduct?"

Ask, "How is the game restarted if the game is stopped for misconduct by a substitute, coach or assistant coach?"

## Advantage:

Ask, "Why must the referee avoid stopping play if doing so would take away a benefit from the team against which the offense was committed?"

Ask, "As players participate in older games do they expect to be given the advantage in appropriate circumstances?"

- Explain the balance between control and advantage. As a general rule, the more a referee uses advantage, the less control he will have.

Ask, "What are the general guidelines about where and when advantage should be used?"

- Do not use advantage when a serious physical foul occurs.
- Rarely apply advantage in the defensive third of the field.
- Generally not applied in the middle third of the field
- Generally appropriate in the attacking third of the field.

Demonstrate the signal the referee must use when applying advantage.

- Ask, "Why does the signal require both the upward swing of the arms and the verbal 'Play on'?"
- Ask, "Why should referees restrict 'Play on' for use only in advantage situations?"

# Referee Instructor Course

## Teaching Module 17: Interaction with Coaches and Players

The information in Module 17 is best conveyed through questioning and guided participation techniques. Instructors, however, must exert firm control over the context to ensure that important teaching points are made and that the discussion does not degenerate into diatribes or war stories. If the instructor chooses to use the scenarios in Module 17, this may be the first exposure for students to scenarios (case studies). The instructor briefly should explain how scenarios work and indicate that they are discussed in greater detail in the AYSO Advanced Referee Instructor Course.

### Optional Presentation Methods:

- Students are divided into small groups.
- Instructor gives each group a question or situation to address.
- Each group confers, arrives at a consensus, and chooses a spokesperson.
- Instructor reconvenes the class, then for each group, introduces the problem and asks the group spokesperson to present the solution.

Remind students that in the AYSO Team construct, referees are identified as the “keepers of the flame” and “guardians of the spirit of the game.”

- Ask, “What does this mean?”
- Ask, “How do the referee’s actions and behavior affect the other members of the AYSO Team?”
- Emphasize the “Must Know” elements listed in the introduction to Module 17 – authority figure, knowledge confidence and professionalism, personality style and techniques. Ask, “How do these qualities set a tone for the match and its participants?”

Use the scenarios in Module 17 Lesson Plan to illustrate some of the techniques for dealing with over-zealous coaches.

- Use the material from booklet “Problems Outside the Touch Line” (available from the AYSO Supply Center and on [aysohelp.org](http://aysohelp.org)) as discussion points for dealing with over-zealous spectators.

Ask, “Have you established ‘Kids Zone’ in your home regions?”

## Teaching Module 11: Offside – Basic

Optional Presentation Methods:

# Referee Instructor Course

Using a visual aid such as a Subbuteo board, a field diagram, Law 11 illustrations from FIFA Laws of the Game AYSO Edition, an overhead transparency or a handout review the elements of Law 11.

- It may be helpful to use “Offside Simplified – Law 11” (available on [www.AYSOhelp.org](http://www.AYSOhelp.org)).

**Instructor note:** Instructors should refrain from the common temptation to discuss more advanced elements of the Law 11: Offside. This includes using supplemental videos. This material will be covered in Module 21.

## Teaching Module 16: Offside - Intermediate and How to be an Assistant Referee

**Instructor Note:** For purposes of this Instructor training course, the discussion of Assistant Referee signals was primarily covered in our previous discussion of module 14. We will now address the relevant issues surrounding teaching offside.

In more advanced and challenging games it is imperative that referees and assistant referees be prepared to recognize offside situations and respond to them properly.

### Optional Presentation Methods:

Using Law 11, a handout, overhead projections of the Law 11 – Illustrations in FIFA Laws of the Game AYSO edition, or a Subbuteo, board review the essential elements of Law 11.

Ask, “Why is it important that the assistant referee assume a position in line with the next-to-last defender or the ball whichever is closest to the goal line?”

- If an outdoor field or sufficiently large indoor space is available, demonstrate the principle of parallax and how it affects assistant referee decision making.
- Using co-instructors or students designate one an attacker and the other a defender. Demonstrate the attacker in line with the defender, and then ahead of the defender.

If the class is sufficiently large, use students to demonstrate the scenarios depicted in the illustrations depicting Offside in the FIFA Laws of the Game AYSO edition.

Use the co-instructor(s) to demonstrate the proper referee and assistant referee signals for offside. Distribute assistant referee flags to the students and have them practice signaling “Offside – near portion of the field,” “Offside – center portion of the field,” and “Offside – far portion of the field.”

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Using a TV and VCR with stop action, play the USSF video “Making the Offside Call, Women’s World Cup ‘99.” After each sequence, stop the video and ask the students whether an offside infraction had been committed.

Other videos that may be used to clarify and to develop further an understanding of Law 11

- USSF video “The Laws of the Game – The Gray Areas”
- USSF video “Myths of the Game”
- USSF video “Guide to Procedures for Referees, Assistant Referees and Fourth Officials”

## Teaching Module 12: Referee and Assistant Referee Mechanics

Optional Presentation Methods:

1. Using FIFA Laws of the Game AYSO Edition ask the students to develop a list of Referee duties from Law 5 that apply to young players’ games. Develop a similar list of duties for Assistant Referees from Law 6.
  - Ask “Are the decisions of the referee with regard to points of fact final?”
2. Introduce the concept “The Assistant Referee assists, not insists.”
  - Ask “What may an Assistant referee do that a club linesman may not?”
3. Discuss the pros and cons of demonstrating referee signals and assistant referee signals using flags for the AR signals.

## Teaching Module 14: The Referee Team

Use The Laws of the Game, USSF Guide to Procedures, or the AYSO Assistant Referee Guide handout to ensure that only proper and approved signals are taught to students. Assistant referees using The Diagonal System of Control must be able to exchange information with the referee in a timely and effective manner with standardized signals and communication techniques.

Optional Presentation Methods:

Ask, “Why is it necessary that The Referee Team have the ability to communicate with one another?”

Ask, “How this might be done quickly, accurately, clearly and across a distance?”

Using assistant referee flags demonstrate with a co-instructor the signals listed in Module 14, The Referee Team. Use guided participation to have the students practice these signals.

# Referee Instructor Course

- Arrange students in a line facing the instructor with sufficient distance between each student such that they will not strike one another with flags.
- Equip each student with a flag. If there are an insufficient number of flags, students may use pens, pencils, etc. to simulate flags.
- Instructor should call out in random order a signal and have the students execute that signal in a proper manner to demonstrate their understanding.
- Correct any improper signals using positive reinforcement.

An optional method would be to use the USSF video "Guide to Procedures for Referees, Assistant Referees and Fourth Officials" to view proper signals. Reinforce this by using the demonstration/guided participation method discussed above.

Beyond the proper administration of Law 11 referees and assistant referees have many other duties to perform that require them to communicate to keep the game FUN, fair and safe.

Instructors cannot assume familiarity with this topic, and must treat this lesson as an introduction to the Diagonal System of Control. There is no mention of the Diagonal System of Control previously in the Basic Referee Course.

Ask, "In what three words should referees define their role?" (**FUN**, fair, safe) The referee's job is to manage a game and the reason people play games is to enjoy themselves. Fun should be the major component and focus of the referee's job. If it isn't fair, it isn't fun! If it isn't safe, it isn't fun! If players commit misconduct, it isn't fun! If the coach is behaving badly, it isn't fun! If spectators are out of control, it isn't fun!

Use a handout or overhead projection to review the duties of referees and assistant referees as specified in Laws 5 and 6.

- Ask, "What is the difference between neutral assistant referees and club linesmen?"
- Ask, "Why are neutral assistant referees preferable?" Record class answers on a flip chart, dry erase board or blackboard.
- Ask, "Why is it important that referees learn to work with assistant referees as an efficient team?"
- Ask, "How does this help to keep the game FUN, fair and safe?"
- Ask, "What is the main job of assistant referees?" (Support the center referee)
- Ask, "Why is it necessary that assistant referees maintain focus and concentrate on their responsibilities?"
- Ask, "Why must assistant referees have accurate knowledge of Law 11?"
- Ask, "What can you do as an instructor to recruit a greater number of neutral assistant referees?"

# Referee Instructor Course

Demonstrate the approved and standard assistant referee signals. Consult The Laws of the Game, USSF Guide to Procedures, AYSO Assistant Referee Signals handout to guarantee that only approved signals are shown.

- Using guided participation, have the students practice making the proper signals as you describe various situations, e.g. “goal kick,” “corner kick,” “ball in touch,” “offside center of field,” “ valid goal scored,” etc. Correct improper signals as necessary using positive reinforcement.

Use AYSO Referee and Assistant Referee Communication handout to generate a discussion of the incidents that require communication between referees and assistant referees.

Show the USSF video “Guide to Procedures for Referees, Assistant Referees and Fourth Officials” to emphasize the need for communication between officials and to illustrate clearly proper referee and assistant referee signals.

## V. The AYSO National Referee Program (Module 19)

### Teaching Module 19: The AYSO National Referee Program

#### Optional Presentation Methods:

Potential group discussion questions regarding the AYSO National Referee Program.

- Ask, “Why is it important that an Intermediate Referee instructor be an expert on all aspects of the NRP?”
- Ask, “How is the NRP structured and why is it formulated this way?”
- Ask, “Why is it important that volunteers in the NRP must be trained and certified?”
- Ask, “What are the major functional divisions within the NRP?”
- Ask, “How are these divisions mirrored at all levels throughout AYSO?”
- Ask, “How are mentoring and assessing alike, and how do they differ?”
- Ask, ‘How does the NRP afford opportunities for referee to advance in certification as well as become referee instructors?’
- Ask, “How do AYSO National Rules & Regulations provide a reference source for consistency throughout the organization?”
- Ask, “Why is continuing education important both referee and referee instructors?”
- Ask, “What are some of the important sources for continuing referee and instructor education?”

**Instructor Note:** Emphasize that it is important that instructors convey to their students that The AYSO National Referee Program has been called the best amateur referee

# Referee Instructor Course

training program in the world (Ken Aston) and all AYSO referees should “stand tall” and take pride in being an AYSO referee.

## A. CONCLUSION

Class 6: Conclusion – (15 minutes)

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:
  - The National Referee Program
  - Unique features of modules 1 through 13.
  - Unique features of the U-8 Official Course, the Assistant Referee Course, the Basic Referee Course and the Intermediate Referee Course
  - Training options (full course vs. modules)
  - The process for becoming a Referee Instructor
3. Confirm student understand with a few questions
4. Bridge to future presentation assignments. 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 permitted to teach alone.

**Instructor Note:** Emphasize that it is essential to convey to beginning referees that AYSO games be conducted in accordance with The Laws of the Game with the AYSO modifications, and AYSO National Rules & Regulations.

Thank the student instructors for attending the course.

Distribute the course evaluation form and ask the students to complete it.

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.**



## 1. DESCRIPTION

This 6.5 hour course prepares Advanced Referee Instructor candidates to present important teaching points about the National Referee Program and those modules that comprise the Advanced Referee Course.

- Class 1: Introduction (15 minutes)
- Class 2: Advanced Teaching Techniques: Reading Your Audience; Learning Styles; Working with Co-Instructors; Working with Scenarios; (150 minutes)
- Class 3: Unique Features of Module 20 – 24 (175 minutes)
- Class 4: Teaching Problems Outside the Touchline (30 minutes)
- Class 5: Conclusion (20 minutes)

## 2. GOALS

Candidates will learn optional teaching techniques to teach the following:

- Flow and control
- Match preparation
- Reading the game
- Recognizing professional fouls
- Impeding
- Penalty kicks and kicks from the mark
- Administering cautions and send offs
- Goal scoring opportunities
- “Problems Outside the Touchline”

## 3. PREREQUISITES

- Must be an Advanced Referee and should be a National Referee
- Be a Referee Instructor including completion of Introduction to AYSO Instruction

## 4. STUDENT MATERIALS

- AYSO Referee Instructor Resource Book
- AYSO Referee Training Modules 20 – 24
- FIFA Laws of the Game, AYSO edition
- AYSO Guidance for Referees and Coaches
- AYSO National Rules & Regulations
- AYSO “Problems Outside the Touchline”
- USSF Advice to Referees on the Laws of the Game
- USSF Collected Position Papers

## 5. INSTRUCTOR EQUIPMENT AND MATERIALS

- Supporting equipment and visual aids as needed
- USSF video “Fouls and Misconduct”
- USSF video “Guide to Procedures for Referees, Assistant Referees and Fourth Officials.”
- USSF video “ The Laws of the Game – The Gray Areas”

## 6. INSTRUCTOR NOTES

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

**A four to one student/evaluator ratio is assumed.** Classes of more than 4 instructor candidates will require more than one instructor in order to complete the course in the time allotted. Those classes will break out into groups at the beginning of Class 3: Teaching Unique Features of Modules 20 – 24 and reconvene at the beginning of Class 4: Teaching Problems outside the Touchline.

**INSTRUCTOR NOTE:** The Advanced Referee Instructor Course and the Referee Instructor Evaluator Course are separate, stand-alone courses and as such may be taught as separate events. However, it is recommended that the Referee Instructor Evaluator Course be taught immediately following the Advanced Referee Instructor Course. To make efficient use of volunteer’s time, consider beginning Friday evening for 3 hours (classes 1 & 2) then complete the remaining 3 ½ hours Saturday morning. The 5.5 hour Evaluator Course can then be completed on Saturday and the presentations done sometime after Saturday.

## 7. ATTACHMENTS

None

## LESSON PLAN

### A. INTRODUCTION

Class 1 – Introduction (15 minutes)

- Introduce the instructors and review the course goals.
- Ascertain the experience level of the class, if time permits, by asking each student to tell briefly how long he/she has been involved in AYSO and the number of courses instructed.
- Explain that the intent of this training is to provide students with the skills to teach the Advanced Referee training modules 20 through 24.
- Link to their past training as Referee Instructors and review the course goals for continuing their development as Advanced Referee Instructors.
- Reaffirm the process for becoming an Advanced Referee Instructor.

### B. BODY

Class 2: Advanced Teaching Techniques: Reading Your Audience;  
Learning Styles; Working with Co-Instructors; Working with Scenarios  
(150 minutes)

#### Reading Your Audience

Explain that as a good referee is constantly reading the game to adjust their use of flow and control, so does a good instructor continue to read the audience and adjust their teaching technique to ensure learning is, in fact, taking place.

Discuss the following items and how they can assist instructors in analyzing the audience in terms of how they may be interpreting and/or receiving what is being taught. (Taken from Essential Manager's Manual by Heller and Hindle)

***Involving the Audience:*** Judge the mood of your audience – by assessing their reactions to previous speakers, for example. You can then decide on a strategy to deliver your message effectively. If any members of the audience appear bored or drowsy, stimulate them by asking questions that can be answered by a show of hands or by turning to the person next to them to give an answer. If the audience is hostile, you could start the presentation with a joke or humorous story, but make sure your body language is giving out positive signals.

***Looking for Signals:*** You will have rehearsed your own body language as part of your preparation for a presentation. Now you need to learn to read the body

## Advanced Referee Instructor Course

language of the members of the audience. Watch for signs, and do not expect everyone to be expressing the same thing. Some may be straining forward eagerly to ask a question, while others may be sinking into their seats, wishing they were somewhere else.

**Spotting Negativity:** There is a wide range of ways in which members of an audience can indicate disapproval or hostility. Watch out for people leaning over and criticizing your speech [presentation] to a neighbor. Alternatively, look for people frowning directly at you with their arms folded or looking into the air as if the ceiling is more interesting than anything you have to say. Remember that looking at one piece of body language in isolation – such as crossed legs – may give a false impression. Look at the whole picture before coming to a conclusion.

**Seeing Signs of Interest:** Stances indicating interest are easy to spot. Look for people smiling, nodding, or leaning forward in their seats and watching you intently. The expressions on their faces may reveal faint frowns or concentration. People manifesting any of these signs can probably be won over to your point of view, so make sure that you involve or engage them in your presentation.

**Reading Facial Signs:** In terms of body language, the face is most expressive. If you are close enough to members of your audience, you will be able to pick up a multitude of small signals – from the movements of eyebrows and the look in the eyes to the sloping of lips. As with general body language, always remember to read the face as a whole. One sign in isolation may not be a true indication of what the person is feeling.

**Reading Hand and Arm Gestures:** Hand and arm movements are helpful in adding to the impact of speech and can tell you a lot about the person using them. During question and answer sessions, note the hand and arm gestures of the people asking questions. If you cannot see them clearly, ask the individual to stand up when speaking. The gestures people use have a strong cultural content, so bear this in mind when interpreting body language. For example, if northern Europeans gesticulate emphatically, they are probably agitated, but such gesturing accompanies most conversations among southern Europeans.

**Using Your Ears:** You do not need to have all the lights on to pick up your audience's body language; much of it can be picked up aurally. You can hear the rustle of people fidgeting or the sound of whispering, both of which may indicate that your audience is bored or confused. It is easy to block yourself off when you are concentrating on presenting, but it pays to be alert to noise at all times – it is a valuable clue for judging the mood of your audience.

**Watching Legs:** The position into which someone puts their legs says a lot about their attitude. For example, if an audience member has crossed legs, it may indicate that they are still contemplating your speech. Legs placed together, however, can indicate total agreement. If your audience is seated, movement will be limited and you may be able to see only those in the front row, but their leg movement should give you an indication of how the rest of the audience is reacting to your presentation.

**Noticing Habits:** Most people unintentionally reinforce their body language with habitual fidgeting with their personal props, such as glasses, watches, earrings or cufflinks. Looking at a watch can betray boredom or even impatience, while chewing on a pen or glasses suggests contemplation. On the positive side, sitting still and an absence of any of these habits can often indicate total involvement and agreement with the content of your presentation.

## Learning Styles:

Point out that, as we learned there are three basic instructional methods (lecture, demonstration and guided participation) so are there three basic learning styles:

- Visual (seeing)
- Auditory (hearing)
- Kinesthetic (doing)

The preferred learning style of individuals vary and instructors should utilize a variety of teaching techniques to appeal to more than one learning style. This increases the likelihood of reaching all the different learning styles of the students.

Give the following short self-examination to the students so they can determine their own personal preferred learning style.

## Learning Styles Preference Inventory

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

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

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

### 2. When I am giving directions, I usually:

- X** - Draw a map

- Y - Tell them how to get there
- Z - Take the person and show them the way

**3. I remember directions best when:**

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

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

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

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

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

**6. I seem to remember objects better if:**

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

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

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

**8. I enjoy:**

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

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

- X - Reading about it
- Y - Talking about it

**Z** - Doing it

**10. I prefer a teacher who uses:**

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

## Learning Inventory Test Interpretation

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

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

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

Instructors who are not aware of these differing learning style preferences will tend to utilize primarily their own personal learning style preference when they are teaching. Knowing our area(s) of greatest strength gives us a starting point. For example, if you have a visual preference, try to begin by reading material or instructions; find a picture, diagram or chart. You will then be more successful in listening/discussing (auditory) and applying (kinesthetic) new learning.

Read *Learning Styles: Cognitive Preferences And Learning Styles: Leading With Your Strength*. Franklynn Chernin © 1998

## Learning Styles: Preferences

Review the following descriptions with the class. Most will identify with parts of all three but individual preferences should begin to become apparent.

### People with Visual Preferences:

- Like to arrange their space and their work; remember what they see rather than what they hear, forget to relay verbal messages
- Respond to color, art, mapping; may know what to say but have difficulty coming up with the right words
- Like to have a plan, good organizers, would rather show you than tell you
- Usually don't mind outside noise, doodle during phone conversations, classes, meetings

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- Are often good spellers, usually need to have verbal instructions repeated
- Enjoy reading and would rather read than be read to; need to see the 'whole picture' before they have a clear idea

### People with Auditory Preferences:

- Talk to themselves; like to talk through a problem; read aloud; often move their lips and pronounce the words as they read; often repeat words to hear them
- Often good speakers; speak in rhythmic patterns; remember what they hear
- Don't visualize well; can spell better out loud; respond to patterns of sound, speech, music
- Find writing difficult; are talkative, love discussion

### People with Kinesthetic Preferences:

- Need to move a lot; can't sit still for long periods; like to experiment and practice
- Speak slowly, use action words; stand close when talking to someone
- Like to touch and be physically involved with materials; memorize by walking and seeing
- May have messy handwriting
- Use a finger as a pointer when reading; gesture a lot
- Respond to movement gestures, dance; want to act things out
- Have difficulty remembering a place unless they've actually been there

### Learning Styles: Leading With Your Strength

Identifying and understanding the order of your personal style preferences will not only help in planning and implementing personal learning strategies but also help instructors to recognize the differing learning style preferences of their students and make appropriate adjustments. Instructors will be able to identify and lead with their strengths, better understand student reactions, and be more observant and tolerant of individual student differences and needs.

	<b>Visual</b>	<b>Auditory</b>	<b>Kinesthetic</b>
Decision Making	Write a list of pros and cons	Talk over option with a friend	Try out options – go with the path that seems best
Asking Directions	Prefer a map	Prefer verbal instructions	Prefer to have someone take them the first time
Learning a New Skill, i.e. computer	Follow a diagram in a manual or watch someone else do it	Attend lectures, listen to tapes or have someone talk them through the	Try this and that until it works

		steps	
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Understanding cognitive preferences means that you can present information in a variety of ways to ensure optimum learning.

For a **Visual Preference** you like to see what you are learning:

Ask for handout; utilize videos, compute resources; do a demonstration rather than a speech

For an **Auditory Preference** you like to hear what you are learning:

Attend lectures, ask for discussion time; form a study group; use rhyming to help you remember things; collect data through interviews and questionnaires, wherever possible

For **Kinesthetic Preference** you like to do and touch what you are learning:

Ask for breaks and opportunities to move physically; use games and role plays for learning and for presentations

Understanding others preferences means that you can improve your communication skills. Look for verbal cues:

- **Visual's will say:** I see what you mean, it is clear cut, in light of, it appears to me...
- **Auditory's will say:** I hear you, please describe in detail...
- **Kinesthetic's will say:** I have a feeling for what you're saying, come to grips with it...

**We utilize all three modalities, but our preferences affect the order in which we best take in information and enhance our learning and mastery.**

Working with Co-Instructors:

Ask: Who has been in a class in which two instructors worked well together? Follow up with asking how did they do that? Critique the answers to establish the difference between **“Team Teaching”** and **“Shared Teaching”**. Explain that “Team Teaching” is synergistic whereas “Shared Teaching” is sequential.

Point out that working with other instructors is deceptively difficult. On the surface it may appear that it should not be too difficult to share teaching responsibilities with another competent instructor. However, to ensure a successful presentation using co-instructors, considerable discipline and practice are required. Ask for examples of the pros and cons when co-instruction is done using both the Team Teaching and Shared Teaching methods and list the responses.

Consider modeling the **SYNERGY** of team teaching by using another instructor to elicit answers from the students. Position yourselves at the front of the presentation area each approximately equal distance from the focal center, a flip chart, chalk board or dry erase board are at the focal center.

One member asks questions of the students to elicit advantages and potential advantages of team teaching. The other team member may ask further questions to probe the answers to establish bullet points that are written up. The questioning and writing up is to flow between the presenters without any appearance of “lead and assistant”. Bullet points for “Team Teaching” versus the “Shared Teaching” are listed separately.

- Conclude the writing up by combining the answers to show that “Team Teaching” is an extension of “Shared Teaching” and adds further to the established advantages.
- Draw attention to the way this class is being handled simultaneously by the teaching team.
- In the same format the teaching team now asks questions about important characteristics that team members must be aware of.
- Feelings and potential feelings of instructors engaged in team teaching must be reached. The same questioning and writing up procedure is followed.
- If necessary, remind students of the instructor cooperation seen during previous presentations.

Consider utilizing volunteers to demonstrate how one instructor might “correct” another instructor’s omission/error/miss-speak using the following example:

This example is set during a Referee Course when re-starts and/or positioning are being reviewed. Presenters are Mary & Jane (or Bob & Jim, etc.). Mary is “center stage” Jane is off to the side.

## SCRIPT

Mary:

(continuing) “Blue is inside the red goal area with his back to the goal when a high pass is kicked to him. Without glancing back, blue launches himself up for a bicycle kick. The red goalkeeper, who is close behind blue, instinctively reels back to avoid being kicked in the face. The referee blows the whistle, indicates the spot where he wants the free kick to be taken, and begins to back-pedal up field.’ Now, -- corner kicks ----  
\_“

Jane:

(moving towards the “center of active presentation”) “Question (to students): If the incident occurred inside the goal area, where must the ball be positioned?” ---

(receives a correct answer) “Correct, anywhere in the goal area.”

(Jane retreats from center stage, Mary moves back in.)

Mary: “Corner kicks -----“

## END SCRIPT

Ask: Would Mary be offended by the interruption?

Points to make:

- Jane did not “take over” or imply that Mary was wrong.
- By Jane directing a question to the students it appears as a point endorsement. (Camouflage)
- The positioning language of Mary and Jane creates an impression that the incident was rehearsed to improve the students learning experience.

Ask: Do you think Mary will be more relaxed, or less, knowing that a team member is present?

- A presenter can be more relaxed and can concentrate on the students. Otherwise this concentration will be utilized in continuous self checking (for accuracy and coverage of the subject).

Ask: What do you think is the single most important element that must be present between team teaching members?

- Mutually acknowledged trust and respect plus **PRACTICE!**

## Working with Scenarios

Advanced Referee Instructors often work with scenarios or case studies. A case study is an advanced guided participation technique that uses a real-life situation to create group interaction usually centered on creating solutions to challenging situations.

Review the following information:

Conducting a case study:

- Students are divided into small groups.
- Instructor gives each group a question or situation to address.
- Each group confers, arrives at a consensus, and chooses a spokesperson.
- Instructor reconvenes the class, then for each group, introduces the problem and asks the group spokesperson to present the solution.

The benefits of using scenarios:

- Learning by doing is powerful
- Large groups have limited participation possibilities; subdividing increases participation
- More material can be covered by parallel breakouts than if linearly presented by the instructor

- Case study material often is drawn from practical situations which provide students with real world examples of the problems they actually encounter in their AYSO roles, and how those problems were handled

Challenges involved in using scenarios:

- They take more time.
- There is a potential loss of control.
- Teaching points may be missed.
- The most important aspects of answers need to be identified for further discussion.
- The instructor needs the ability to conduct guided participation with a group in a tactful manner so that students with the wrong answer don't feel threatened or tune out.

Basic rules to follow:

- Divide the students into groups that are similar in experience so that more experienced students don't dominate the groups.
- Monitor the group discussions to ensure:
  1. The groups stay on track.
  2. Nobody dominates the discussion and group members feel free to express their opinions.
  3. The groups select a spokesperson to present the group response
  4. They have adequate time to discuss the case study.
  5. They don't get so hung up on arguing a single point that the entire case study isn't reviewed and discussed.
  6. All opinions within the groups are respected and incorrect answers are politely addressed within the groups.
- Inform the participants of time remaining in their group sessions before presenting the results (e.g. "5 minutes left", "2 minutes left" etc.)
- Ensure the students leave with correct information and do not have misconceptions about the correct answers
- Validate the importance of the student responses; however, provide appropriate correction as demonstrated previously.
- Instructors must monitor the time involved in using scenarios. There is a benefit to allowing all groups to present their answers to the case studies used. If all groups cannot present their answers to the case studies, there is a danger that those who do not present will not feel that their contribution to the class was valuable.

## Class 3: Teaching Unique Features of Module 20 – 24 (175 minutes)

**Instructor Note:** 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. Do not allow these errors to stand uncorrected.

To avoid excessive lecturing and to increase student participation, assign each instructor candidate one of the Modules 20 through 24. Ask each candidate to do something creative for 10 minutes or less and present some portion of the module he/she has been assigned. This can be something original or something the candidate has seen other instructors do which they found particularly effective or memorable. After each presentation, ask the class for other ways the material could be presented. The instructor should ensure the presentation options listed in this lesson plan are also covered.

**Instructor Note:** The following are optional ways of teaching modules 20 through 24. The instructor should make sure that students are presented with all of these as well as any others the instructor has found to be effective.

### Teaching Module 20: Players, Substitutes and Others

#### Optional Presentation Methods:

Use flip charts, overhead projections, word strips or handouts to list the terms “players,” “substitutes,” “neutral objects” and “outside agents.”

Use proper questioning technique to ask students to provide definitions of players, substitutes, neutral objects and outside agents.

Ask students to cite the Laws where these definitions may be found.

State, “When officials make decisions about technicalities such as punishments for infractions and can support those decisions with Law passages, they are preparing to render quick choices to balance flow and control.

Ask, “What is the main job of the referee?” (FUN, fair, safe)

- Ask, “How does the referee accomplish this?” (Interfere as little as possible)
- Quote AYSO National Rules & Regulations, paragraph 1.D.5 and ask, “What does this statement mean?”

- Use a diagram, balance scale or a visual aid depicting a balance scale with a weight on one end of the balance arm labeled “Flow” and a weight on the other end labeled “Control” to illustrate the balance of flow and control.
- Ask, “When the referee exerts control what happens to flow?”
- Ask, “When the referee allows the game to flow what happens to control?”
- Ask the students to consider when a referee may want to emphasize either flow or control.

Point out to the students that this concept may be taught by these questioning techniques, and also by using the scenarios (case studies) in the module.

## Teaching Module 21: Offside – Advanced

Advanced Referees need an increased skill level in understanding and applying Law 11 Offside.

### Optional Presentation Methods:

Use a handout, overhead projection, flip chart or Subbuteo board to review the elements of Law 11.

This lesson introduces the concept of “the area of active play.”

Ask, “What does ‘area of active play’ mean?”

Ask, “How is ‘area of active play’ used as a guide to determine offside infractions?”

If an outdoor soccer field or a gymnasium or other large indoor space on which a soccer field has been marked is available, use guided participation to act out the situations depicted in the Offside illustrations in FIFA Laws of the Game, AYSO edition.

- Set up a situation in which a teammate of the attacker shooting on goal is in offside position but outside the penalty area. Repeat the situation a number of times, each time moving the player in offside position closer to the goalkeeper. Ask, “When is the player in offside position involved in active play by interfering with an opponent?”

Use one or more of the following videos emphasize teaching points and confirm understanding:

- USSF video “Making the Offside Call – Women’s World Cup ‘99”
- USSF video “Myths of the Game”
- USSF video “The Laws of the Game – The Gray Areas”
- USSF video “Guide to Procedures for Referees, Assistant Referees and Fourth Officials”

## Teaching Module 22: Match Preparation

Advanced referees must understand the importance of physical fitness, mental preparation and understanding tactical elements of the game. Advanced Referee Instructors must stress the benefits of these elements for the overall good of both the referees personally and the good of the game. There is a lot more to refereeing than learning the Laws.

### Optional Presentation Methods:

Review and discuss the stretching and conditioning suggestions outlined in the fitness handout for Module 22.

When teaching the importance of good mental and emotional preparation, you can solicit examples from the students illustrating how poor mental and emotional preparation can lead to poor performance by the referee team.

Ask “What would be a good pre-game routine to prepare mentally and emotionally?”

In small groups, discuss the differences in age group and how this should effect the mental preparation of the referee prior to the game.

Review the Age Group Comparison Chart to ensure understanding and applicability. Assign groups to develop specific recommendations regarding referee preparation for a given age group.

Teaching Gamesmanship and Player Tactics provides an excellent opportunity to share the teaching responsibilities with a coach instructor and to use scenario or case book studies. Ensure the correct interpretations of what should and should not be allowed are reviewed by the instructors in advance.

The Principles of Play are important to teach so that students understand general tactics and thus improve their ability to anticipate play and read the game. Again, a coach instructor may be very helpful when teaching Principles of Play.

It is very important to point out how understanding both individual and team tactics relates to anticipating play so do not just let the coach instructor teach tactics without someone relating it to referee decisions and understanding where potential infractions may occur.

## Teaching Module 23: Fouls and Misconduct in the Advanced Game

Advanced Referees must be able to recognize and deal with the kinds of fouls and misconduct that occur in upper level games.

At this stage of their development, Advanced Referee candidates are reasonably familiar with the general aspects of direct and indirect free kick fouls and the language pertaining to caution and send off offenses. Instructors should concentrate on developing some of the subtle points and should discuss some of the actions officials in upper level games are required to take.

### Optional Presentation Methods:

Use a handout, flip chart or overhead projection to list the direct kick, indirect kick, caution and send off offenses.

Show the USSF video “Fouls and Misconduct”

- Use this video to introduce the concept of the “professional” or “tactical” foul.
  - Ask, “Why must referees be alert to these kinds of fouls?”
  - Ask, “How must referees deal with this kind of behavior?”

Show the USSF video “Myths of the Game” sections dealing with “Handball,” “Dangerous Play” and “Goalkeeper”

Show the USSF video “The Laws of the Game – The Gray Areas” section dealing with “Crime and Punishment (Law 12 & 14)”

Ask, “What is the most infrequently called foul in soccer?”

Ask, “What is the difference between impeding and holding or charging?” (physical contact)

Ask, “May a player obstruct (shield) while playing the ball?”

Ask, “How far from the ball is playing distance?”

Impeding, holding, charging and shielding can be demonstrated using guided participation.

Show the USSF video “Guide to Procedures for Referees, Assistant referees and Fourth Officials” to demonstrate the techniques for administering a caution or a send off.

- Using small groups will allow more students to practice and to ask questions and share experiences.

## Teaching Module 24: Reading the Game

A referee's ability to read the game will determine the relative balance between flow and control. By reading the match correctly, the referee can achieve the correct position to maintain control while allowing the game to flow.

### Optional Presentation Methods:

Use a handout, overhead projection, flip chart or word strips to list the decision making process for the students.

- Ask, "What are the factors that affect the referee's decision making process?"  
Use questioning and guided participation to amplify the framework involved in each category.
- Ask, "Why is it important that the referee understand this process and become adept at using it instinctively?"
- Ask, "How does this process relate to the referee's ability to anticipate play and position himself accordingly?"
- Use the scenarios in the module to have the students practice the decision making process.

## Diagonal System of Control

### Optional Presentation Methods:

Ask, "Why must the referee be in a position to observe what is occurring in the game in order to be able to control the game?"

Ask, "How does The Diagonal System of Control enable the referee and the assistant referees to be able to accomplish this?"

Use the USSF video "Guide to Procedures for Referees, Assistant Referees and Fourth Officials" and the USSF pamphlet "Guide to Procedures for Referees, Assistant Referees and Fourth Officials" to demonstrate and discuss referee and assistant referee positions on set plays.

- Use a soccer field, indoor space marked as a soccer field, SubButeo board or overhead projection to conduct a guided participation discussion of the advantages and disadvantages of the recommended positions.

Ask, "How does the referee's position change on unusual play or active play?"

Ask, "What are the general positioning guidelines that the referee must keep in mind?"

- Demonstrate and practice examples of unusual plays and situations in which the four principles are applied.

- Use the scenarios in the module to act out various situations. Do this in a realistic setting.

## Class 4: Teaching Problems outside the Touchline (30 minutes)

**Instructor Note:** At this point, the instructor candidates should reconvene.

Advanced Referee Instructors often lead section meeting workshops or continuing education workshops. “Problems Outside the Touchline” increasingly is offered as an adjunct to referee courses and referee camps. Advanced Referee Instructors should be familiar with how to teach this subject.

The goal of this training is to: clarify the rights and responsibilities of spectators, coaches, and referees; reinforce the concepts of the AYSO Team; and to raise the consciousness of the responsibility we all share to provide an appropriate game time environment for AYSO players.

- Review with the students the section “What Can I Do? Reactions to Inappropriate Behavior” in the AYSO Referee Instructor Resource Book.
  - When a Spectator is Behaving Inappropriately
  - When a Coach is Behaving Inappropriately
  - When a Referee is Behaving Inappropriately

Instructors have two options for presentation of this workshop; a “Classroom Discussion” or a “Field Simulation” format. The field simulation format requires enough space to simulate spectators near a touch line and a few yards beyond the touch line to simulate a part of the field. This can be done inside in a suitably large room or gymnasium or outside on most any small grassy area.

When an outdoor space or a large indoor space is available, have assistant instructors or volunteers play the parts of a disruptive coach or unruly spectator. Ask a student to play the part of a center referee in the imaginary game and deal with the inappropriate behavior that come from outside the touchlines.

- At appropriate intervals, stop the imaginary game and offer constructive criticism of the referee’s actions and solicit opinions from the audience.
- When an audience member offers an opinion or suggestion about how the center referee handled or should have handled the situation, make that individual the center referee and repeat the process until the teaching points have all been covered.

When utilizing a classroom format, begin with discussions of appropriate pro-active and re-active responses that can be taken before, during and after the games. Then create discussion groups to come up with proposed solutions to various game scenarios.

Detailed lesson plans are available on [aysohelp.org](http://aysohelp.org) for both the outside and classroom versions of teaching problems outside the touchline or “Somebody Ought to do Something”.

## C. CONCLUSION

Class 5: Conclusion (20 minutes)

1. Correct all improper terminology, misconceptions and misstatements made by instructor candidates during their presentations.
2. Review the highlights of the material covered.
3. Confirm student understanding with a few questions
4. Review Instructor Certification process.

Explain they must pass the Advanced Referee Instructor Exam.

Explain that they will be assigned as student teachers and will be supervised and evaluated by an experienced AYSO Referee Instructor Evaluator

- as an instructor in at least one hour of referee modules 20 through 24 with a qualified Referee Instructor Evaluator.
- While these evaluations can be done as part of the Referee Instructor Course, it is **STRONGLY RECOMMENDED** that the presentations be made in an actual course with real students.

Thank the student instructors for attending the course.

Distribute the course evaluation form and ask the students to complete it.

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.**

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Change History	
May 1, 2004	Lesson Plan First Developed
May 14, 2005	Revised-program changes & lesson plan format

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## 1. DESCRIPTION

This course prepares the students to evaluate prospective referee instructors at both the entry and advanced level and to provide positive feedback that will enable the instructor candidates to become better instructors.

## 2. GOALS

- To provide an understanding of the performance criteria for a Referee Instructor and an Advanced Referee Instructor.
- To provide an understanding of the administrative requirements of a Referee Instructor Evaluator.

## 3. PREREQUISITES

- Referee Instructor

## 4. STUDENT MATERIALS

- Referee Instructor Evaluation form
- AYSO Application for Referee Instructor or Evaluator Certification
- Student handouts

## 5. INSTRUCTOR EQUIPMENT AND MATERIALS

- Overhead projector and screen or computer & projector.
- Flip chart, dry or chalk board with markers or chalk.

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## 6. INSTRUCTOR NOTES

Order of Classes:

Class 1	Introduction & Role and Criteria for Evaluators	¼ hour
Class 2	Points of Evaluation for Instructors	1 hour
Class 3	Administrative Requirements	½ hour
Class 4	Techniques for Conducting Review	2 hour
Class 5	Class Room Conclusion	¼ hour
Class 6	Practice Evaluations	1 ½ hours

While these Practice Evaluations can be done as part of the Referee Instructor Evaluator Course, it is **STRONGLY RECOMMENDED** that the evaluations be done in an actual course with real students.

**INSTRUCTOR NOTE:** In a positive manner, the instructor should discuss the possibility that students may fail to successfully complete this course. The instructor should make certain that students are aware that evaluating instructors requires a special set of skills and aptitudes including evaluating presentations and communicating results. Not all students will demonstrate these skills and aptitudes sufficiently to perform adequately as an evaluator. Failing to meet the standards to become an evaluator is not a reflection of any individual's ability to continue to be an effective instructor.

## 7. ATTACHMENTS

Student Handouts: Scenarios and Sample Evaluations Forms  
 Advanced Referee Instructor: Minimum Standards

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## LESSON PLAN

### I. INTRODUCTION

- A. Introduce self and co-instructors
- B. Introduce topic
- C. Link to past, as appropriate

### II. BODY

#### A. Class 1 - Introduction (1/4 hour):

The purpose of the referee instructor evaluation program is to evaluate prospective referee instructor performance preferably in actual teaching situations and to give positive feedback to the candidate.

1. Role of the Evaluator: The role of the evaluator is to:
  - Evaluate performance by observing the candidate in actual teaching situations
  - Determine if performance meets minimum standards
  - Provide positive feed back to the prospective instructor
  - Participate in training being conducted with the prospective instructor to be evaluated
  - Complete administrative requirements
    - Completion of forms
    - Forward recommendations to proper authority
  - Criteria for Referee Instructor Evaluators:
    - Advanced or National Referee Instructor
    - Completed Referee Instructor Evaluator Course
  - Criteria for Referee Instructor
    - Completed AYSO Introduction to Instruction
    - Completed Referee Instructor Course
    - Passed Referee Instructor Examination
    - Passed Referee Instructor evaluations as required

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**B. Class 2-Discussion of points for evaluation of Referee Instructors (1 hour).**

Instructor should discuss each point and ensure that minimum standards are clearly understood. The instructor should cover minimum standards for both the Referee Instructor and the minimum standards for the Advanced Referee Instructor as you proceed through the individual categories.

### Referee Instructor Minimum Standards

**1. Pre-Class – Referee Instructor**

- Proper training aids available
  - Training aids necessary to meet lesson plans
  - Training aids required by the lesson plan
- Class material & hand-outs available
  - Class material and hand-outs outlined in the lesson plan
- Space adequate for requirements
  - Space provided is adequate for the requirements of the lesson plan
  - If adequate space is not available, makes necessary adjustments to conduct lesson plan in space available
- Appearance of instructor
  - Properly dressed-uniform if required
  - Professional appearance

**Minimum Standards: Prospective Instructor must meet all requirements of the pre-class components and is expected to present a highly professional personal appearance. The instructor should demonstrate flexibility and creativity if problems develop in training aids, physical space or class material and handouts.**

**2. Presentation – Referee Instructor**

- Gave adequate introduction
  - Introduces self
  - Introduces course and course goals

**Minimum Standards: Gives complete introduction including goals and objectives.**

- Provided bridge from previous material
  - Ties directly to previous material
  - Places lesson plan in proper context of AYSO

**Minimum Standard: Ties material to AYSO or other material**

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- Met lesson plan goals

**Minimum Standard: Must meet all goals stated in the lesson plan and should confirm this learning with proper techniques throughout the presentation (e.g. Adequate summaries of material and seeking questions for confirmation)**

- Met lesson plan learning objectives- Provides material that covers all learning objectives in the lesson plan.

**Minimum Standard: Provides class with a through understanding of material that meets all of the learning objectives. Understanding must be properly confirmed.**

- Adapted presentation to needs of students
  - Identifies needs of students
  - Does not allow students to fall too far behind others
  - Identifies learning deficiencies and adjusts lesson plan to correct deficiencies.

**Minimum Standards: With adjustments, continues to meet learning objectives of lesson plan**

- Obtained adequate class participation
  - Avoids all lecture program
  - Encourages class participation
  - Encourages questions from class

**Minimum Standards: Should have significant class participation that is well managed and remains on subject**

- Used training aids properly
  - Use proper training aid for proper emphasis
  - Avoids “talking” to training aid
  - Training aids enhanced learning process

**Minimum Standard: Should demonstrate the ability to use multiple training aids effectively and must use training aids to enhance learning**

- Answered questions adequately
  - Listened to questions
  - Answered directly to the point of the question
  - Gave proper factual information in answering

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**Minimum Standards: Is expected to use proper questioning techniques through out the presentation and answer questions directly and accurately**

- Maintained adequate control of class
  - Kept class on subject
  - Avoided student(s) monopolizing the class

**Minimum Standards: Class was completed without undue disruption from any student(s). Effectively controls any challenges of class control in a positive manner**

- Completed presentation on time
  - Managed time well to cover all material
  - Completed presentation within the time frame scheduled

**Minimum Standards: Completes the course on time while devoting appropriate time to each teaching requirement. Is constantly managing time when others are presenting**

- Provided bridge to future presentation(s)
  - Ties directly to previous material
  - Places lesson plan in proper context of AYSO

**Minimum Standard: Provides bridge to other material and offers an adequate summary of material presented**

- Style enhances presentation
  - Gestures do not detract
  - Pronunciation, enunciation good
  - Voice level audible and varied
  - Humor appropriate
  - Stories illustrate lesson content

**Minimum Standard: Style does not detract from presentation**

**INSTRUCTOR NOTE:** Be sure to emphasize that the evaluator must differentiate between entertainment and instruction. Candidates who use an entertaining style must be carefully evaluated to ensure that the entertainment value of the presentation does not adversely affect the instructional value. Evaluators must be certain that whatever style is used that the goals and objectives of each presentation are met.

### **3. General Law knowledge – Referee Instructor**

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- Must demonstrate knowledge commensurate with experience and referee level
- Does not “make up” or guess at laws
- Admits when instructor does not have law knowledge

**4. Law knowledge specific to presentation**

- Must demonstrate knowledge commensurate with experience and referee level
- Does not “make up” or guess at laws
- Admits when instructor does not have law knowledge

**5. AYSO information specific to presentation**

- Must have general knowledge of AYSO Rules & Regulations and special AYSO application of FIFA Laws
- Should not give local (Regional) rules as AYSO doctrine
- Requires appropriate knowledge of the program

**6. AYSO National Referee Program**

**Minimum Standards: Candidate must provide factually correct information within the scope of the training being offered in the course. Providing incorrect information, especially within the Laws of the Game or failure to correct incorrect information provided by others may result in an additional evaluation. Must understand and comply with all education requirements including properly scheduling and registering courses and proper roster protocol.**

**7. Lead Instructor (As Applicable) – Referee Instructor**

- Properly registered course/modules
  - Must be properly registered prior to conducting the course
  - Roster must be completed and properly returned
- Arranged for adequate space
  - Class room
  - Outdoor, if applicable
  - Gym, if applicable
- Provided for adequate & qualified co-instructors
  - Properly listed on roster
  - Assignments prior to class
- Course provided well coordinated program
- All material required for course provided
  - Provided to co-instructors prior to course
  - Sufficient quantity available for class
- Supported needs of co-instructors

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- Acts as co-instructor when needed
- Does not disrupt lessons taught by co-instructors
- Monitors material presented by others
- Maintained adequate control of course
  - Begins and ends on time
  - Adequate time devoted to each teaching point
- Properly corrected any factual errors in presentations
  - Corrects in a positive manner
  - Correct in a manner that supports the co-instructors
- Appearance of instructor
- Understands role and responsibilities of Lead Instructor
  - Administrative requirements of course registration and roster administration
  - Scheduling and supporting co-instructors
  - Ensuring adequate facilities are available

**Minimum Standards: Meets all of the administrative requirements and conducts activities that are under control and meets the lesson plan(s) objectives and learning objectives.**

## Advanced Referee Instructor Minimum Standards

### Pre-Class – Advanced Referee Instructor

1. Proper training aids available
2. Training aids necessary to meet lesson plans
  - Training aids required by the lesson plan
  - (*emphasis*) Demonstrate the use of creative training aids developed by the instructor for the lesson plan
3. Class material & handouts available
  - Class material and hand-outs outlined in the lesson plan
  - (*emphasis*) Supplements lesson plan material, as appropriate
4. Space adequate for requirements
  - Adequate space provided for the requirements of the lesson plan
  - If adequate space is not available, makes necessary adjustments to conduct lesson plan in space available
5. Appearance of instructor
  - Properly dressed-uniform if required
  - Professional appearance
  - Highest standards of appearance is expected

**Minimum Standards: Must meet or exceed all requirements of the pre-class components and is expected to present a highly professional personal appearance. The instructor must demonstrate flexibility and creativity if problems**

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**develop in training aids, physical space or class material and handouts. Creativity should be demonstrated throughout the presentation.**

### **Presentation – Advanced Referee Instructor**

1. Gave adequate introduction
  - Introduces self
  - Introduces course and course goals

**Minimum Standards: Exceeds standards for introduction**

2. Provided bridge from previous material
  - Ties directly to previous material
  - Places lesson plan in proper context of AYSO

**Minimum Standard: Directly ties material to AYSO or other material**

3. Met lesson plan goals

**Minimum Standard: Must meet or exceed all goals stated in the lesson plan and confirm this learning with proper techniques throughout the presentation (e.g. adequate summaries of material and seeking questions for conformation)**

4. Met lesson plan learning objectives
  - Provides material that covers all learning objectives in the lesson plan

**Minimum Standard: Provides class with a through understanding of material that meets all of the learning objectives. Understanding must be properly confirmed**

5. (*emphasis*) Demonstrated creativity in presentation
  - Identifies needs of students
  - Uses creative approach to subject material
  - Identifies learning deficiencies and adjusts lesson plan to correct deficiencies.

**Minimum Standards: Demonstrates creativity that enhances the student experience**

6. (*emphasis*) Involved all students and co-instructors in presentations
  - Avoids using lecture
  - Emphasizes demonstration and direct participation
  - Effectively uses co-instructors in presentations
  - Encourages class participation

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- Encourages questions from class

**Minimum Standards: Expected to have significant class and co-instructor participation that is well managed and remains on subject**

7. (*emphasis*) Used multiple training aids properly

- Use proper training aid for proper emphasis
- Multiple training aids that enhanced learning process

**Minimum Standard: Must demonstrate the ability to use multiple training aids effectively and must use training aids to enhance learning**

8. Answered questions adequately

- Listened to questions
- Answered directly to the point of the question
- Gave proper factual information in answering

**Minimum Standards: Is expected to use proper questioning techniques at all times through out the presentation and answer questions directly and accurately**

9. Maintained adequate control of class

- Kept class on subject
- Avoided student(s) monopolizing the class

**Minimum Standards: Class was completed without undue disruption from any student(s). Effectively controls any challenges of class control in a positive manner. Must not “talk down” to students**

10. Completed presentation on time

- Managed time well to cover all material
- Completed presentation within the time frame scheduled

**Minimum Standards: Completes the course on time while devoting appropriate time to each teaching requirement. Is constantly managing time when others are presenting**

11. Provided bridge to future presentation(s)

- Ties directly to previous material
- Places lesson plan in proper context of AYSO

**Minimum Standard: Effectively provides bridge to other material and offers an adequate summary of material presented**

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## 12. Style

- Gestures do not distract
- Pronunciation, enunciation good
- Voice level audible and varied
- Humor appropriate
- Stories illustrate lesson content

**Minimum Standard: Advanced-Style enhances presentation**

**INSTRUCTOR NOTE: The evaluator must differentiate between entertainment and instruction. Advanced Instructor candidates often use humor, stories, and an animated style of presentation. These entertaining styles must be carefully evaluated to ensure that the entertainment value of the presentation does not adversely affect the instructional value. Evaluators must be certain that, whatever style is used, the goals and objective of each presentation are met. These goals and objectives should not be obscured by the style of presentations.**

## Knowledge – Advanced Referee Instructor

1. General law knowledge
  - Must demonstrate exceptional law knowledge
  - Does not “make up” or guess at laws
  - Admits when instructor does not have law knowledge and then finds proper answer and source
  - (*emphasis*) Is knowledgeable with FIFA and USSF supplemental material
2. Law knowledge specific to presentation
  - Must demonstrate complete knowledge commensurate with experience and referee level
  - Does not “make up” or guess at laws
  - Admits when instructor does not have law knowledge and obtains proper answers
3. AYSO information specific to presentation
  - Must have general knowledge of AYSO Rules & Regulations and special AYSO application of FIFA Laws
  - Should not give local (Regional) rules as AYSO doctrine
  - AYSO National Referee Program
  - Requires appropriate knowledge of the program

### Minimum Standards:

1. **Candidate must provide factually correct information within the scope of the course. Providing incorrect information, especially within the Laws of the**

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**Game or failure to correct incorrect information provided by others will result in an additional evaluation.**

- 2. Must have a thorough knowledge of AYSO Rules and Regulations, the AYSO National Referee Program, and FIFA & USSF supplemental information.**
- 3. Must understand and comply with all education requirements including properly scheduling and registering courses and proper roster protocol**

### **Lead Instructor – Advanced Referee Instructor**

1. Properly registered course/modules
  - Must be properly registered prior to conducting of course
  - Roster must be completed and properly returned
2. Arranged for adequate space
  - Class room
  - Outdoor, if applicable
  - Gym, if applicable
  - Space for fitness test, if applicable
3. Provided for adequate & qualified co-instructors
  - Properly listed on roster
  - Assignments prior to class
4. Course provided well-coordinated program
  - All material required for course provided
  - Provided to co-instructors prior to course
  - Sufficient quantity available for class
5. (*emphasis*) Supported needs of co-instructors
  - Acts as co-instructor when needed
  - Does not disrupt lessons taught by co-instructors
  - Monitors material presented by others
6. Maintained adequate control of course
  - Begins and ends on time
  - Adequate time devoted to each teaching point
7. Properly corrected any factual errors in presentations
  - Corrects in a positive manner
  - Correct in a manner that supports the co-instructors
8. Appearance of instructor
9. Administration
  - Course registration and roster administration
  - Scheduling and supporting co-instructors
  - Ensuring adequate facilities are available

**Minimum Standards: Meets or exceed all of the administrative requirements and conducts activities that are under control and meets the lesson plan(s) objectives and learning objectives**

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**(Emphasis) Requirements as instructor role model:** Candidate must demonstrate actions as an effective role model to other instructors including:

- Being available prior to the conduct of lessons
- Being on time
- Supporting co-instructors throughout the presentation
- Conducts a post-class discussion with co-instructors to review and critique presentations and effectiveness of lessons

**C. Class 4- Administrative Requirements (1/2 hour):**

1. Complete worksheet
  - Discuss worksheet with candidate (see Class 5)
  - Present at least three areas where the candidate was effective
  - Cover two to three areas where the candidate can improve
  - Discuss in detail any factual errors presented
  - Discuss in detail any other standards that were not met that result in a the need for a re-evaluation
2. Sign the evaluation form and give to candidate
3. If evaluation is satisfactory, sign candidate's AYSO Application for Referee Instructor Certification

**D. Class 5-Techniques for conducting the review (2 hours)**

○ **Instructor Note:** Discuss with students that the review should be thorough and private. Discuss techniques to make the experience positive to the candidate. Emphasize that requiring a re-evaluation should not be perceived as failure. Rather, it is designed to improve the instructor's techniques and to maintain high AYSO Standards.

- Give the candidate an opportunity to "cool down" before beginning the discussion
- Conduct the review in a private and relaxed environment
- Allow the candidate to offer a personal critique of performance first and respond to that information
- Start with emphasizing positive performance
- Always be positive
- Use phrases such as:

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- “You might try...”
- “Have you considered...”
- “The reaction from the students (co-instructors) appeared to be...”
- “Other successful instructors often...”
- “We...” Avoid I and you phrases
- Clearly discuss factual errors with
  - Specific examples
  - Correct references to Laws or Regulations
- Offer specifics for improvement when re-evaluation is required
- Always get confirmation of areas for improvement from the candidate
- Never demean or insult the candidate

**INSTRUCTOR NOTE: Instructors should use role playing, demonstrations or scenarios during this class.**

**The following are possible scenarios for use (Instructors are encouraged to develop others to emphasize the requirements for an effective instructor):**

### Scenario # 1

The Instructor candidate has failed to correct the following errors in law during the presentation:

1. A player can be judged off side if he is in an off side position on a throw in.
2. Attempting to handle the ball is a direct free kick infraction.

*Attempt to determine if the candidate understands the law or if the failure was an oversight. If the candidate is to be failed in the evaluation, the discussion should include the importance of accuracy by instructors. The discussion should be positive and encourage reevaluation.*

### Scenario # 2

The Instructor candidate has taught Module 9-Stopping play and Restarts-Basic. You have determined that the candidate should be reevaluated for the following reasons:

1. Failed to meet Learning Objectives.
  - a. Did not discuss stopping play for injury or substitutions
  - b. Did not discuss the following restarts:
    - i. Dropped ball
    - ii. Penalty kicks
2. Only lectured during the module taught
3. Did not respond to student questions

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4. Completed the module in 1 hour rather than the 45 minutes allocated

You note that the candidate was especially effective in the following areas:

1. Use of training aids (overhead projector and dry board)
2. Provided excellent introduction and bridge to future presentations

*Begin by emphasizing the positive points. Specifically discuss the learning objectives missed and their importance. Offer alternatives to lecture for the module such as instructor and student demonstrations or guided participation. Discuss importance and techniques of responding to student questions and time management. The discussion should be positive and encourage reevaluation.*

### Scenario # 3

An Instructor candidate taught Module 11-Offside-Basic adequately covering the topic and meeting all Learning Objectives. In your opinion the students successfully received the necessary information and you will “pass” the candidate. However, the candidate was very nervous and appeared to have inadequately prepared for the class. He is an experienced referee who appeared to present the material “off the cuff.”

Emphasize the success of the presentation in providing the information. Discuss preparation and the need to carefully review the lesson plan to ensure that all goals and objectives are met. Highlight this need in other more complicated modules where “off the cuff” presentations may miss significant points. Offer suggestions and techniques for reducing nervousness.

### Scenario # 4

Your Instructor candidate has given a very entertaining presentation of Module 15-Fouls, Misconduct & Foul Play-Intermediate. You believe he successfully presented the material and you will “pass” her on the evaluation. However, her emphasis on misconduct was excessive (75% of the time for the module) and that stories and examples were consistently of U16 and U19 situations throughout the presentation. These examples were well above the experience of the students and appeared to leave the students with apprehension about refereeing lower level matches.

*Emphasize the successful and entertaining presentation. Offer as “suggestions to improve” future presentations, more applicable stories and situations -give specific*

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*example(s) from the presentation. Emphasize the importance of proper balance of material to be presented as an example of proper time management.*

### Scenario # 5

An Instructor candidate being evaluated as Lead Instructor in a Basic Referee Course was an excellent instructor in modules he taught and had provided excellent space for instruction, instructional material and corrected several factual errors in co-instructor presentations. However, you believe he should be reevaluated for the following:

1. Maintained control of the classes by interrupting the co-instructor to bring up points that the co-instructor did not have an opportunity to present. For example he discussed restarts of fouls before the instructor had an opportunity and jumped to misconduct in the middle of the instructor reviewing fouls in Module 10-Fouls and Misconduct-Basic.
2. Left the room during presentation and returned to discuss material already covered by the co-instructor.
3. Was unavailable (arranging for the delivery of lunch) to assist the co-instructor in demonstrating assistant referee signals in Module 12 as promised.
4. Interference resulted in an uncoordinated program with co-instructors frustrated.

*Acknowledge his teaching and organization skills. Discuss the importance, role and responsibility of the Lead Instructor. The discussion should be positive and encourage reevaluation.*

### Scenario #6

An Instructor candidate presented Module 14-The Referee Team with good demonstrations and little student participation. However, he raced through the presentation completing it in 35 minutes (60 minutes allocated). 5 minutes was a demonstration of Assistant Referee Signals and 10 minutes on the history of the diagonal system of control. He had prepared complete and correct hand outs on Law 5 and 6. He provided a plastic laminated card for referee pre and post game duties. After the module was presented, several students left immediately talking to each other and several remained asking basic questions about the material. You determine he should be reevaluated.

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*Acknowledge the quality of material provided and quality of demonstrations. Discuss the effectiveness of student participation, in addition to demonstrations. Emphasize the importance of 'doing' rather than 'seeing,' 'hearing' or 'reading.' Point out the need for the instructor to use the time allocated to the material and not to assume knowledge on the part of the students. The discussion should be positive and encourage reevaluation.*

**Attached to this lesson plan are examples of completed AYSO Referee Instructor Evaluation forms. Divide the class into teams (or individuals for a small class) to review the forms and:**

- 1. Determine if the candidate should be passed or reevaluated.**
- 2. List the positive and negatives points to be covered in the discussion with the candidate.**
- 3. Conduct role playing to deliver the discussion.**

Sample # 1- Instructor

Candidate should be passed.

Points of emphasis: Minor portions of lesson plans (bridge and introduction) are not as important as the lesson plan goals. Instructors often have difficulties with training aids.

Positive:

- Candidate exceeded lesson plan objectives
- Law knowledge excellent

Negative:

- Bridge and introduction are important but not sufficient to require reevaluation.
- Difficulty with training aids not unusual for new Instructor

Sample # 2- Instructor

Candidate should be passed.

Points of emphasis: Good questioning techniques and style can overcome other deficiencies.

Positive:

- Proper answering questions and use of questioning techniques are important for an Instructor
- Use of proper questioning techniques is a significant consideration for Instructors
- A style that enhances the presentation is a positive for Instructors

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**Negative:**

- Too much lecture, while a negative should be considered with the subject. Fouls and Misconduct often tends to be a lecture.
- Other deficiencies are important but not sufficient to require reevaluation.

**Sample # 3-Instructor and Lead Instructor**

Candidate should be passed.

**Points of emphasis:** Instructors are not expected to meet or exceed all minimum standards.

**Positive:**

- Overall performance as an instructor were strong and law knowledge very good
- Class control and good use of training aids are positive
- Lead instructor activities were good. Candidate understood duties and responsibilities

**Negative:**

- Exceeding the time for the module is important; however, 5 minutes over is not significant
- Cutting off discussion warrants comment but is off set by proper questioning and overall performance
- As lead instructor the candidate may or may not have had control over material and co-instructors. While important they are not sufficient to require reevaluation

**Sample # 4-Instructor**

Candidate should be reevaluated.

**Points of emphasis:** Law knowledge and meeting lesson plan objective are basic to good instruction

**Positive:**

- General Law knowledge met minimum requirements
- Class control good

**Negative:**

- Overall law knowledge on the subject was inadequate
- Inability to meet lesson plan objectives

**Sample # 5- Instructor**

Candidate should be reevaluated.

**Points of emphasis:** Attractive and entertaining instruction is not sufficient. Meeting lesson plan goals and method of presentation are very important.

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**Positive:**

- Positive style and appearance
- Good questioning techniques and law knowledge

**Negative:**

- Using an outdoor lecture reflects a lack of understanding of basic teaching principles
- Method of presentation probably contributed to failing to meet lesson plan objectives

**Sample # 6- Instructor and Lead Instructor**

Candidate should be reevaluated.

**Points of emphasis:** Instructor must be a good instructor **and** an adequate Lead Instructor.

**Positive:**

- Instruction was acceptable and meets standards as an Instructor
- Lead Instructor-excellent co-instructors
- Lead Instructor-good job of correcting factual errors

**Negative:**

- Improve questioning techniques
- Lead Instructor-Lack of a well coordinated program, missing equipment and poor space.
- Lead Instructor-Was not available to support the needs of instructors. Support of co-instructors is a major role for the Lead Instructor

**E. Class 6-Practice Evaluations (1 ½ hours)**

Referee Instructor Evaluator candidates are required to successfully conduct at least two practice evaluations. The criteria for the practice evaluations are:

1. Teaching observed should be at least ½ hour each in referee training modules or referee classes taught at Section Meetings or similar training.
2. Feed-back for the observation may either be given to the instructor conducting the training or a qualified Referee Instructor Evaluator.

**Instructor Note:** The practice evaluations may be completed either individually or in small groups. If the evaluators intend to present their feedback to the instructor who is being observed, that instructor's permission for such activity should be obtained prior to the observation. Group observations of referee instructors with feedback to the instructor are discouraged.

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Instructors must make certain that the students who observe more senior and experienced instructors understand that performance of less experienced instructors will be different than those observed.

### III. CONCLUSION (1/4 hour)

#### A. Review:

1. Goal of the Referee Instructor Evaluation Program is to improve the overall performance of AYSO Referee Instructors.
2. Objectives of this course
  - a. Provide an understanding of the performance criteria for a Referee Instructor to become a Referee Instructor
  - b. Understand the administrative requirements as a Referee Instructor evaluator.
  - c. Give the Referee Instructor Evaluator the necessary tools and skill to implement the Referee Instructor Evaluation Program

#### B. Confirm

#### C. Bridge: None



## ASYO Referee Instructor Evaluation Form

Instructor: _____		Evaluator: _____	
Date: _____	Location: _____	Course/Module(s): _____	
Level Evaluated: Instructor ____ Advanced ____ Lead Instructor ____			

Definitions of scores for evaluation: 1= Fails to meet minimum standards; 2= Sometimes meets minimum standards; 3= Meets minimum standards; 4= Sometimes exceeds minimum standards; 5= Consistently exceeds minimum standards

Observation	1	2	3	4	5	Comments
<b>All Instructor Candidates</b>						
Ensured proper training aids available						
Ensured necessary class materials and hand-outs available						
Utilized available space and conditions to best advantage						
Appearance of instructor appropriate						
Gave adequate introduction						
Provided bridge from previous material						
Met lesson plan goals						
Met lesson plan learning objectives						
Obtained adequate class participation						
Used training aids properly						
Answered questions adequately						
Maintained adequate control of class						
Completed presentation on time						
Provided bridge to future presentation(s)						
Style did not detract from presentation						
Demonstrated general Law knowledge*						
Demonstrated Law knowledge specific to presentation*						
Presented accurate AYSO information specific to presentation						
Demonstrated knowledge of AYSO National Referee Program						
<b>Lead and Advanced Instructor Candidates Only</b>						
Adapted presentation to needs of students						
Used proper questioning techniques						
Used multiple training aids properly						
Understood the Lead Instructor requirements						
As Lead Instructor, properly registered course/modules						
As Lead Instructor, arranged for adequate space and conditions						
As Lead Instructor, provided for adequate/qualified co-instructors						
As Lead Instructor, provided well coordinated program						
As Lead Instructor, met all Teaching Plan goals and objectives						
As Lead Instructor, ensured all required material available						
As Lead Instructor, supported needs of co-instructors						
As Lead Instructor, maintained adequate control of course						
As Lead Instructor, corrected any factual errors in presentations						
<b>Advanced Instructor Candidates Only</b>						
Demonstrated creativity in presentation						
Involved all students and co-instructors in presentations						
Understood requirements as instructor role model						
As Lead Instructor, acted as mentor to co-instructors						
As Lead Instructor, conducted post-course wrap-up						

\*Notes:

1. Presentation of factual errors or failing to correct factual errors will result in a "Needs Re-evaluation"
2. It is recommended that evaluators also participate as co-instructors in courses/modules presented for evaluation.

