



Referee Instructor Resource Book



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everyone plays[®]





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AYSO Vision and Mission

The American Youth Soccer Organization, AYSO, was established in 1964 with nine teams and the dream to bring soccer to American children. Thanks to the efforts of hundreds of thousands of volunteers and the vision of the founding members, AYSO continues to be a leader in providing quality youth soccer programs.

AYSO Vision

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

AYSO Mission

To develop and deliver quality youth soccer programs in a fun, family environment based on the AYSO philosophies:

Everyone Plays: Our goal is for kids to play soccer – so we mandate that every player on every team must play at least half of every game.

Balanced Teams: Each year we form new teams as evenly balanced as possible, because it is fair and more fun when teams of equal ability play.

Open Registration: Our program is open to all children between 4 and 18 years of age who want to register and play soccer. Interest and enthusiasm are the only criteria for playing.

Positive Coaching: Encouragement of player effort provides for greater enjoyment by the players and ultimately leads to better-skilled and better-motivated players.

Good Sportsmanship: We strive to create a safe, fair, fun and positive environment based on mutual respect, rather than a win-at-all-costs attitude, and our program is designed to instill good sportsmanship in every facet of AYSO.

Player Development: We believe that all players should be able to develop their soccer skills and knowledge to the best of their abilities, both individually and as members of a team, in order to maximize their enjoyment of the game.



AYSO Fundamentals

The fundamental principles inherent in our Vision and Mission statements are the foundation of AYSO.

Referee instructors must emphasize these fundamental principles whenever they are teaching referees. Soccer is our game and no one does a better job than AYSO at providing the referee instruction needed for AYSO games. Indeed, the AYSO National Referee Program has been recognized by International FIFA referees and referee instructors as...

“The best amateur referee training program in the world.”

The quality of our referee program is unsurpassed in the soccer community and we continue to develop, maintain and update our programs according to the wisdom of experience and the thinking of the most respected referee experts in the world.

Referee Instructors must instill the knowledge and desire in the volunteers' hearts to perpetuate our wonderful organization and ensure our vision and mission statements are truly implemented. Referee Instructors will thus help ensure we maintain our fundamental philosophies and our unique leadership position among youth sports organizations.

Indeed, the impact our referees have on countless developing young players' lives will far outlast the memories of the won/loss records of the teams on which they play. This is the aspect of AYSO that sets us apart and makes us special. We know how to teach referees to referee but it is just as important that we teach our volunteer referees to remember the crucial role they play in ensuring there is truth in the motto that...

“In AYSO, it's about more than the game!”

AYSO Structure

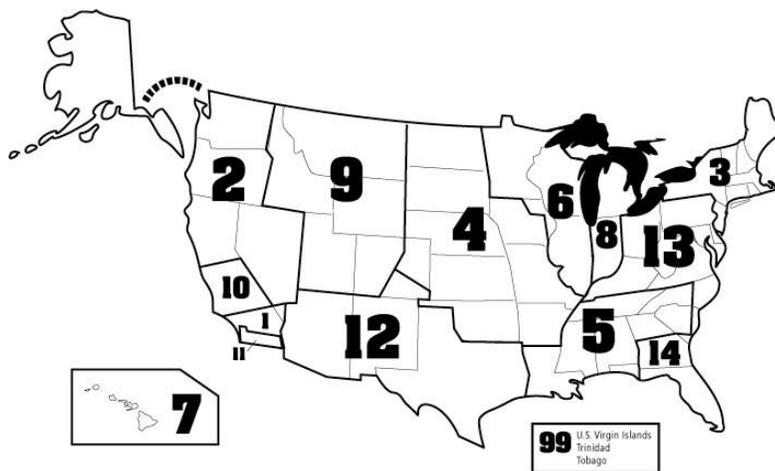
AYSO is a non-profit volunteer-driven organization which has a paid staff of approximately 50 employees who are headquartered at the National Office in Torrance, California.

AYSO's grassroots program starts with a community-based league, called a Region. A Region can range in size from a few hundred players to several thousand. Each Region is supervised by a Regional Commissioner and a local Board. A Region can be part of a city, be an entire city or more than one city. There are no boundaries limiting in which Region a player can participate.



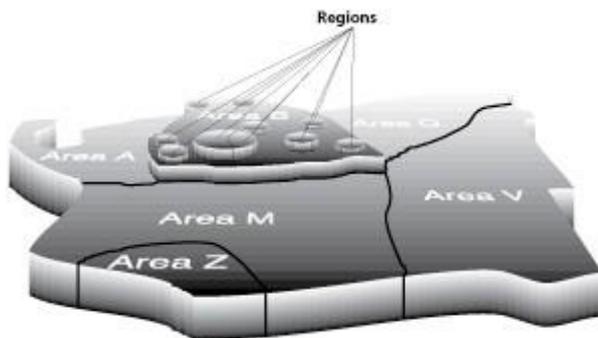
A group of Regions in close proximity make up an Area. Area Directors along with their appointed Area Staff oversee activities of the Regions in their Area as well as Area-wide activities.

For administrative purposes, AYSO is divided into 14 geographic Sections based on player population and geographical boundaries. Section Directors and their appointed Section Staff oversee activities in their respective Sections. Section 99 is designated for programs outside the United States.



Each Section is subdivided into a number of Areas. The Area boundaries are defined by “territories,” in a sense. Some Areas span a few square miles and contain several bordering Regions while others span more than one state with Regions spread out across it. Currently, the largest number of Areas in a Section is 11 while the smallest is three.

Areas, in turn, are comprised of Regions—the heart and soul of AYSO. Regions may be defined by neighborhoods in urban locations, while in outlying locations a Region may encompass one or more towns or communities. In highly populated locations, Regional boundaries may “touch,” while in other parts of the country there may be several miles between Regions. As new Regions are developed, they are added to an Area based on location.



There are approximately 900 Regions, 100 Areas, 14 Sections, and a National Board of Directors with 11 members and one National Office.



AYSO National Programs

AYSO has developed extensive programs to educate and protect our players and volunteers. All coaches, referees and board members are required to be trained and certified to understand the child specific and discipline specific aspects of their particular jobs.

Job or position training is the training required to perform the specific duties and responsibilities of a position. As instructors, you will most often provide job training. Volunteer certification requires competency in three areas: job duties and responsibilities (job training), child and volunteer protection (Safe Haven training) and in AYSO's policies, procedures and guidelines as outlined in AYSO's Reference Book.

Safe Haven®

The AYSO Safe Haven® Program provides education and protection for both players and volunteers and has become a model used by other youth organizations. It consists of four basic components:

- Registering and Screening all volunteers
- Requiring Training and Certification
- Providing Child and Volunteer Protection Guidelines
- Promoting Safety and Injury Prevention

AYSO volunteers must submit an annual Volunteer Application Form, provide references and agree to background checks in order to be considered for a volunteer position. Considerable attention has been given to both state and federal legislation for the protection of children and for volunteers working with children.

AYSO's Safe Haven program helps fulfill the promise of a safe, fun, fair and positive environment or "safe haven" for experiencing the benefits of AYSO and youth sports.

Coaching Program

The AYSO National Coaching Program is a nationally accredited training program that offers age and skill appropriate training courses for coaching under-5 to under-19 year-old players; additionally AYSO's Safe Haven® Certification course is required. The AYSO Coaching Program is designed from the National Association for Sport and Physical Education (NASPE) and has been reviewed and accepted for accreditation by the National Council for Accreditation of Coaching Education (NCACE) following national standards.

The emphasis is on youth players in the AYSO coach training program and, in addition to the development of young players' athletic skills through age-appropriate coaching, emphasis is placed on the social and psychological needs of children. Children play games to have fun and that is what AYSO coaches are taught.



Referee Program

Incremental training is available for referees in the AYSO National Referee Program. The referee training in AYSO has been recognized by international referees as, “The best amateur referee training program in the world”. AYSO games are regulated by the *FIFA Laws of the Game* (rules) as are international soccer games, with some minor adjustments to AYSO to accommodate the age of the players participating.

AYSO referees are taught, as are AYSO coaches, to take into consideration the age group involved. The Laws of the Game require the enforcement of the spirit behind the Laws rather than the letter of the Law and the AYSO referee training emphasizes this fact to ensure minimum interruption and maximum fun for the players.

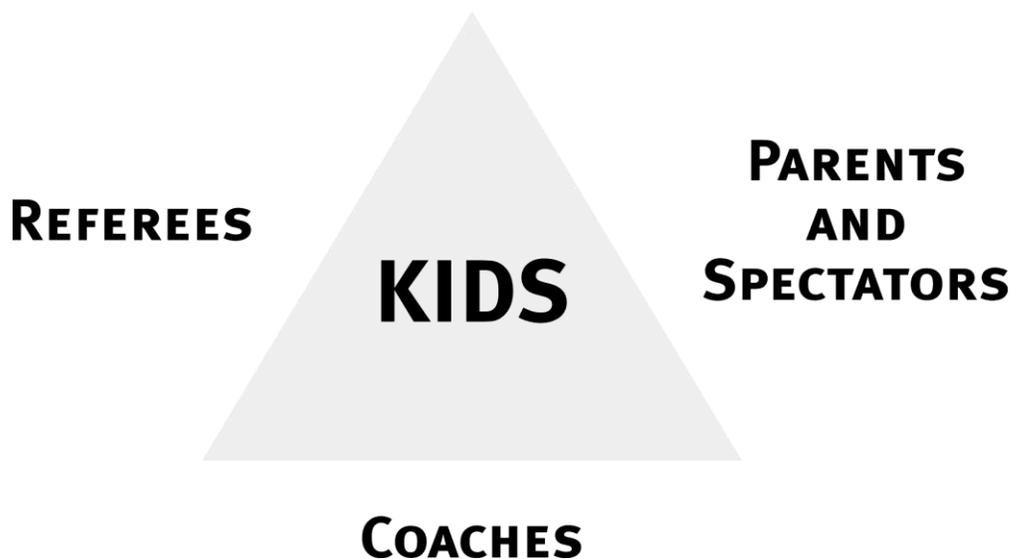
Management Program

Administrative training is available for all volunteer management positions in AYSO. Running a community soccer program (the Region) requires the extensive efforts of many volunteers and involves the management of considerable funds. AYSO provides support for these efforts through numerous programs and training courses to assist volunteers with understanding and implementation.

Several layers of management support are available at the Area and Section level to assist local Regional programs. Additionally, the National Office staff monitors the day-to-day business of AYSO and is available for assistance as needed by the volunteers.

The AYSO Team

The three sides of the triangle – coaches, parents/spectators and referees -- work together as a team to deliver our program to kids.





Programs for Kids

Kids Zone®

The Kids Zone® program provides guidance for parents and other adults to help them understand and maintain the proper perspective and behavior to support and encourage children involved in sports. The Kids Zone® program emphasizes the importance of coaches, referees and spectators working together to keep fun in the game and to provide good role modeling for young players. These expected behaviors become the culture for the Region, which, in turn, reinforces what is acceptable.

AYSO Soccer Camps

With solid grounding in AYSO's philosophies and coaching programs, AYSO Soccer Camps work with kids on skills and activities appropriate to their age and skill level.

AYSO Soccer camps are conducted by the best nationally and internationally trained coaches from the US and around the world who are also AYSO-trained and certified. With their first-hand knowledge and experience with the latest soccer training methods and styles, these camp coaches are selected for their knowledge and their coaching ability, and for their commitment to creating a fun, positive learning environment for the players. The result is a soccer camp experience players will remember for a lifetime.

VIP (Very Important Player)

AYSO extends its philosophies to players with mental and physical disabilities, which prevent them from participating successfully on mainstream teams, through the Very Important Player program. AYSO VIP programs around the country train volunteers to coach and referee players with disabilities, including children and adults with sight impairment, hearing loss, Down syndrome, cerebral palsy and other conditions.

Key Points to Remember:

AYSO is a program that enriches children's lives.

AYSO, it's for the kids!

In AYSO, it's about more than the game.

AYSO is youth development through soccer.

Judging the Mood

The following items can assist you in analyzing the audience in terms of how they may be interpreting and/or receiving what you are teaching. (Courtesy of *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 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 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.

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.



Tips on Small Group and One-to-One Teaching

General Instructional Observations

Less formal grouping: Teaching small groups or one-to-one offers the instructor an opportunity to step off of the stage and become a part of the group as a guide. Think about this type of teaching as occurring around the dinner table as a discussion.

More time for addressing individual participant needs: The instructor has the time to ask each participant what they need or want to learn and can respond in more depth. The instruction can be totally planned to meet individual needs.

Can be done in a variety of settings: Small groups can meet in a home or even in a public place like a restaurant. It is important to consider the size of the learning location because a small group meeting in a large room can create an uncomfortable feeling.

Time and location can be tailored to meet the participants' needs: Instructors are able to respond quickly to the need for a course or workshop or individually tailored instruction. Because there are few limitations on time and space the group can meet anytime and anywhere that is convenient.

More conversational than lecture: It is often very uncomfortable for the instructor and the participant to have the instructor lecture on a topic. It is advisable to try to create a conversational environment by starting with some questions of the participant about his/her experience with the topic and any particular concerns or interests.

Questioning by both the instructor and the participant can increase: Both the instructor and participants have the opportunity to ask many questions to ensure that complete understanding of the material. The instructor can extend learning by asking questions that require a higher level of thinking from the participant.

More ability to create hands-on opportunities: Having one participant or a small group gives the instructor the opportunity to set up hands-on learning opportunities that might require specific limited resources like a computer with Internet access.

Can become a mentoring opportunity: Small groups and one-to-one create an opportunity to structure an on-going mentoring relationship between the instructor and participants or between individual participants.

Tips on Classroom Presentations

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 participant teaching method.

- If you don't engage them, you can't teach them. The instructor who personalizes the learning experience has an increased chance of reaching the participants:
 - Tasteful use of 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 participants of different cultural backgrounds and gender. Jokes or remarks that highlight these differences are not appropriate and can cause the participants 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." (Mark Twain and 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
- **T e c h n i q u e s** that will improve classroom presentations:
 - Eye contact
 - Control distracting mannerisms
 - Be yourself
 - Gain and hold the attention of the participants
 - Vary the tone and volume of your speech: high versus low and loud versus soft
 - Silence can be golden: a good dramatic pause can capture the class
 - Use effective visual aids
 - Respond to participant needs and questions



- Setting up the classroom properly
 - Provide a focal point for instruction
 - Leave room for demonstration and/or guided participation
 - Arrange participants so that they are comfortable, can hear, have good sight lines, and no distractions (such as looking out a window)
 - The “U” shape is a good classroom arrangement for desks/tables.
 - Be sure equipment works, (e.g. computer projector, speakers or DVD player). Check out equipment in advance and have a backup plan. Don’t base the total success of a presentation on a single piece of equipment. “BE PREPARED.”
 - If you plan to use PowerPoint, your backup plan should include having slide copies or notes to refer to if the computer or projector should have a problem.



Scenarios are a frequently used teaching technique in AYSO courses and Section Meeting workshops.

Scenarios

What is a scenario? A scenario is a guided participation technique that uses a real-life situation to create group interaction usually centered on creating solutions to challenging situations.

- Participants 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

A scenario tests the instructor's ability to manage a highly interactive class, and can be very effective in conveying practical knowledge. Some of the most popular lessons and classes (as measured by evaluation forms) use this technique.

The benefits of using scenarios include:

- Learning by doing is powerful
- Large groups have limited participation possibilities; subdividing increases participation
- More material can be covered by parallel breakouts than if presented to the whole group by an instructor
- Scenario material is often drawn from practical situations, which provides participants with worked-out real-world examples of the proper solution to problems they actually encounter in their AYSO roles.



Scenario Instructor Tips

In using scenarios, there are some basic rules to ensure the learning experience gives the participants the maximum benefit.

- Monitor the group discussions to ensure:
 - The groups stay on track
 - Nobody dominates the discussion and group members feel free to express their opinions
 - The groups select a spokesperson to present the group response
 - They have adequate time to discuss the scenario
 - They don't get hung up on arguing a single point such that the entire scenario isn't reviewed and discussed.
 - 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 participants leave with correct information and do not have misconceptions about the correct answers
- Validate the importance of the participant responses; however, provide appropriate correction as demonstrated previously
- Make sure there is time for all groups to present their answers to the scenarios used, otherwise the groups who do not present will not feel their contribution to the class was valuable



Women Participants

Qualified women referee instructors should be used whenever possible, most importantly, because they are qualified. Women instructors also serve as positive role models and their participation reinforces with all participants the image of women referees and referee instructors who are qualified and knowledgeable.

Psychological Considerations

- In a male-dominated room, women participants may be reluctant to participate. Ensure an equal learning opportunity.
- In what some may perceive as a “man’s domain”, women participants may not ask or answer questions if they feel uncomfortable. As with all participants, ask their opinions and openly invite their participation but be respectful if they decline.
- Male or female, be careful with your choice of humor. Stereotypical or off-color comments or jokes are not appropriate.
- Watch facial expressions and confirm that everyone understands that particular point. Women in this environment may not ask clarifying questions or admit they don’t understand for fear of being judged by male instructors and other participants.

Physical Considerations

- In an active, physical learning activity it is important to understand that larger and stronger adults and peers can injure smaller participants.
- Pair up like-skilled participants where possible.



Tips on Teaching Youth Participants

Psychological Considerations

- Younger participants may be intimidated and reluctant to participate. Pay attention to them during the class to ensure an equal learning opportunity.
- Teens may actually have a longer attention span than adults because they are used to a classroom environment. On the other hand, youths can often become sidetracked in peer discussions and demonstrate unintentionally disruptive classroom behavior. It might be a good idea to try and seat the teens in the class apart from each other.
- Youth participants may not ask or answer questions because they fear embarrassment. Ask their opinions and openly invite their participation but be respectful if they decline.
- Younger participants may be more sensitive than adults to humor directed toward them.
- Be aware that a skilled, experienced youth participant may want to “show off” a little and could make it more difficult for new adult volunteers to learn.

Social Considerations

- Most adults participate in learning opportunities in AYSO because they have fun. It is important to try to make sure that youth participants are also having fun.
- Try to have more than one youth participant involved so that each has a peer.
- Don't plan adult activities after the class in which the youth participants cannot engage.

Physical Considerations

- In an active, physical learning activity it is important to understand that larger and stronger adults and peers could injure youth participants. Equally important, youths can injure adults because they may be more skilled.
- Make sure that the classroom and seating can accommodate participants that may differ significantly in size from the adults.
- Youth participants are often ideal to use in demonstrating soccer skills if they are experienced.



Economic Considerations

- Younger participants may not have the means to purchase materials or supplies.
- Travel to attend workshops or courses is more difficult.
- If you are planning for “lunch on your own” be aware that the youth participant may not have the money or may not have arranged for a ride to a restaurant (also a Safe Haven concern).

Gender Considerations

- Just as an instructor plans for gender differences in adults, plans need to include gender and age considerations for youth participants.
- Pair up like-skilled and same gender participants where possible.

Safety Considerations

- AYSO’s Safe Haven mandates are just as important in the classroom as on the soccer field.
- Maintain an 8 participant to 1 instructor ratio or have other adult supervision available.
- Always plan for gender specific supervision.
- Ensure that there is someone who can be identified by the youth who will pick up the youth participant on time.

Tips on Outdoor Presentations

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 it's 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.).



Tips on Administering Exams

Evaluating participant knowledge and retention through the use of written exams is an important part of the learning process. Exams provide the instructor and participants with feedback that ensures the participant attained a required level of knowledge and can inform the instructor and participant alike of misunderstood information.

The National Referee Program periodically upgrades the written exams at each level of the program to assess candidates' knowledge of the Laws of the Game. We have developed a database of test questions and processes that will permit us to:

- create multiple exams at each level,
- generate additional exams frequently and as needed,
- revise questions systematically, and
- provide explanations as part of the answer key for each exam.

We have also created a process for you to report problems you or your participants encounter with the exams, and for you to suggest new questions, so that the “question” database can continue to grow and improve.

Please review the following “Frequently Asked Questions” below to familiarize yourself with the exams and their use.

Why does each course have more than one version of the exam?

For many years it was found to be awkward to retest candidates who failed to pass an exam since there was only a single exam at each level. Now there are multiple exams at each level with the ability to quickly create new ones from a database of questions. The database also enables us to update questions systematically across our entire suite of exams when Law changes occur.

How do you control the difficulty of the exams?

Each question in the database has a difficulty rating, and the process of creating each exam allows us to control the number and type of questions at each level of difficulty that are included in each exam. We can easily arrange to maintain the same level of difficulty, or change it if we choose.



How many exams are there?

We have created two exams for most of our training levels: U-8 Official, Basic (Regional) Referee, Intermediate Referee, Advanced Referee, National Referee, Referee Instructor, and Advanced Referee Instructor. Instructors may choose either one for testing at the level at which they are teaching and may use the other one for retesting purposes. Please note: the Basic, Intermediate and Advanced Referee exams are also offered in Spanish with two versions (a/b) for the Basic exam.

How are the exams distributed?

Exams are available on the AYSO website (www.AYSO.org). There is a separate PDF file for each exam. Each file contains the complete exam and instructor answer key. It is recommended that instructors download the exam(s) they need, print one copy in double-sided form, then duplicate (e.g., at a local copy center) the pages that comprise the exam proper. Note that access to the exam files is password-protected and that the password is available to instructors by contacting the Programs Department at the National Office or through Section Directors of Referee Instruction. Hard copies of all exams can also be purchased from the AYSO Supply Center (800-872-2976).

How often will the exams change?

We typically revise the exams at least annually in order to accommodate changes in the Laws. We have the ability to revise them more frequently if the need arises.

How do I know if I have the correct exam for my class?

Each exam is identified by the referee level to which it applies. Each exam also has a version identifier, which is the year and month in which it was created. Since two exams are created for each level, a version identifier looks like “1208b”, which specifies that the exam was created in August, 2012, and that it was the second such exam at that level (the “b”). Since the Laws change every July, you should ensure that you use an exam whose version indicates it was created no earlier than the previous July. The most current exams are available on the AYSO web site.

How do you compute the number of points on the exam?

The questions on the exams are either true/false, multiple-choice, or fill-in. Each true/false and multiple-choice question is worth one point. Each fill-in question, Unless explicitly noted otherwise, is worth one point per blank. So, for example, a question that asks the participant to list four penal fouls is worth four points.

Some complex restart questions on the Advanced and National exams have a more complicated scoring. The instructions preceding these questions in the exam form explain how they are scored. Essentially, one point is given for properly naming the misconduct (if any), one point is given for correctly identifying the discipline and the color of the guilty team(s), and one point is given for correctly specifying the restart and the team color.

The total number of points in the exam and the number required to pass are given on the cover sheet of the exam.



How should the exam be graded?

Each exam has an answer key, and each answer has a short explanation for the instructor's use. If you wish, you can transcribe the answers to a blank exam and use that as your answer key, since the page-by-page correspondence of participant exam and answer key may make grading easier.

Are exam results reported to the National Office?

No. Tests are retained by instructors and successful completion is reported on the *Application for Referee Upgrade* form, available on www.AYSO.org.

May participants keep their exams?

No. Although the questions are drawn from a database, there is still significant overlap in the questions that appear on exams.

What are those numbers next to each question?

On most tests, there is a pair of numbers, such as 14/3, following each question. If you find an error in a question or think a question needs to be rewritten to be clearer, this is the information we need to locate the question in the database.

Have you gotten rid of those trick questions that my participants always miss?

The question database contains over 500 questions, each of which has been reviewed carefully by the National Referee Advisory Commission. There are no intentional "trick" questions, and each exam states that fact on its cover page. Moreover, the wording of many questions has been adjusted to reduce ambiguity where it has led to problems in the past.

Nevertheless, it is impossible to anticipate all the ways in which participants can misinterpret exam questions. Inevitably, situations will arise in which participants claim the question is poorly or improperly worded. While instructors have the power to deal with such situations by adjusting a test score to discount an unsuitable question, this should be a rare occurrence. In such cases, it is best to confer with Section or National staff before deciding that a question is unsuitable, and a Referee Exam Feedback form should be submitted so the problem can be corrected for everyone's benefit.

How do I get my favorite question included in the exam?

To submit a question for consideration, fill out Referee Exam Feedback form at the end of this section – also available on the referee page of www.AYSO.org.

How do I report errors in the new exams?

We have developed the Referee Exam Feedback form to enable instructors to report problems with the exam questions and to suggest new questions. The complete form is available on the AYSO web site. It may be printed, completed, and mailed, or the equivalent information may sent by email to the National Office. The form contains complete instructions on how to do this. The following is a condensed version of the form:



AYSO Referee Exam Feedback Form

Use this form to report a problem with an existing AYSO referee exam. To suggest a question for a future exam, check the appropriate exam below and use the second page for your suggestion.

Send the completed form to:

National Referee Advisory Commission - Instruction
AYSO National Office
19750 Vermont Avenue, Suite 200
Torrance, CA 90502

If you prefer, you may send an email containing the information requested below to NRC.exams@ayso.org.

Thank you for your help in improving AYSO's referee exams.

Exam:	<input type="checkbox"/> U-8 Official	<input type="checkbox"/> Assistant Referee
(check one)	<input type="checkbox"/> Basic (Regional) Referee	<input type="checkbox"/> Intermediate Referee
	<input type="checkbox"/> Advanced Referee	<input type="checkbox"/> National Referee
	<input type="checkbox"/> Referee Instructor	<input type="checkbox"/> Referee Assessor
	<input type="checkbox"/> Advanced Referee Instructor	<input type="checkbox"/> National Referee Assessor

Exam Version: _____ (for example: 1208a)

Question #: _____

Question ID: _____ / _____ (omitted on Instructor exams)

*The question ID is **not** the question number!* It consists of two numbers separated by a “/” and appears at the right end of the first line of the question.

Problem/Suggestion:

Classroom Testing

When administering exams as an AYSO instructor the following tips should be considered:

- Review the exam and the answer key in advance so that you know and understand the exam questions if asked for clarification by a participant taking the test
- Have an adequate number of exams for all class participants
- Make sure there are extra pencils
- Make sure the area where the exam is administered is conducive to completing the exam – enough room to write, as quiet as is practical and free from distractions, comfortable temperature and humidity, adequate space to allow privacy
- Just prior to administering the exam, offer participants the following tips:
 - Read the instructions, both the ones at the beginning of the exam and the ones that appear in several places within the exam
 - Don't read more into the question than is there
 - Feel free to ask an instructor for clarification if a question is unclear
 - Forget how it's done in your Region/Area/Section. Forget what you have heard higher level referees say about how it ought to be done. Forget what the instructors have said about how they have handled their own games as an example in dealing with a game issue
 - Answer the exam questions according to the FIFA/AYSO Laws of the Game, the USSF Advice to Referees, the USSF Guide to Procedures, the AYSO Rules and Regulations, and the AYSO Guidance for Referees, Coaches, Other Volunteers and Parents.
- Instructors should not get together during the exam to talk and laugh within earshot of the participants. It can be very distracting.
- At least one instructor should stay in the room in case someone has a question. Walk around and see if any one needs help understanding a question.
- Allow sufficient time for participants to complete the exam.
- Make appropriate accommodations for those that have disabilities or language barriers.
- Remember that participants may have test anxiety and may be nervous about the testing experience. Try to make the testing experience as non-threatening as possible. Be understanding.
- Exams must be graded by the instructors. **NEVER HAVE PARTICIPANTS GRADE ONE ANOTHERS' EXAMS.**
- Following completion of the exam make sure the results are reviewed with the participants. This can be done in a group setting or individually. This review is



- an essential part of the learning process – never let a participant leave a training session without knowing the correct answers to test questions.
- When reviewing exam results be respectful of the participants. Do not embarrass the participants by pointing out errors.
 - Completed exams do not need to be sent to the National Office. Satisfactory completion of the test(s) should be indicated on the completed course – attendance roster in the “Test” column (if applicable) and on the participant’s application for referee certification. If a participant does not pass the exam(s) this should also be reflected on the roster.

Physical Testing

- One part of the upgrade requirements for Advanced and National referee is testing the candidate’s physical condition. The following considerations are important for those who may be involved in 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)
 - Enough instructors to act as timers to avoid long waits to be tested (staff at start and finish lines)
 - First aid precautions (availability of medical professionals)
 - 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 no more than 15 minutes between events



Course Timeline and Checklist

Planning a course takes time! It also involves a lot more than preparing the individual lessons. The lead instructor has overall responsibility for the course, but can (and should) enlist the help of others in carrying out tasks before, during, and after the course.

This timeline and checklist are intended to help the lead instructor fulfill his/her responsibilities.

At least five weeks before the course:

1. ■ Representative of sponsoring entity¹ contacts lead instructor to request that the course be offered. Date(s) and location are established. Possible local co-instructors are identified
2. ■ Lead instructor fills out course request online or completes form and sends to the National Office
3. ■ Lead instructor contacts potential co-instructors to determine their availability and instruction experience
4. ■ Lead instructor develops a tentative schedule for lessons and instructors. Schedule should include:
 - a. Breaks at least every 1½ to 2 hours
 - b. Break for lunch or dinner, if appropriate
 - c. Time to move between indoor and outdoor activity, as appropriate

Four weeks before course:

1. ■ Lead instructor contacts representative of sponsoring entity to discuss and resolve the following matters:
 - a. Target number of participants
 - b. Necessary publicity
 - c. Nature of the course site: location of classroom, field, restrooms, etc.



- d. Instructional materials to be provided by sponsoring entity at course site, such as computer projector, blackboard, field, assistant referee flags, cones, balls, whistles etc.
 - e. Food/drinks/snacks to be provided at breaks
 - f. Acquisition of materials from the National Office and/or elsewhere to be handed out (for example, Law books)
 - g. Reimbursement of instructor-incurred expenses (such as duplication of handouts, travel costs, etc.)
2. ■ Lead instructor contacts co-instructors to confirm availability and to communicate assignments. Matters to discuss:
- a. Specific lesson plans to be prepared by each co-instructor (lead instructor should send copies)
 - b. Overall course schedule (each co-instructor should receive a copy)
 - c. Whether and when lead instructor will see plans for presentations by co-instructors (highly recommended that lead instructor previews presentations, if possible)
 - d. Creation of handouts and responsibility for their duplication
 - e. Reimbursement of expenses

One-to-two weeks before course:

3. ■ Lead instructor confirms with representative of sponsoring entity that responsibilities taken on (per item 1) have been carried out

One week before course:

4. ■ Lead instructor contacts co-instructors to cover logistical arrangements for meeting at course site, etc.
5. ■ (If possible) Lead instructor meets with co-instructors to preview presentations and to suggest adjustments that will improve coherency of the course

Day of the course:

6. ■ Lead instructor arrives at site at least one hour before projected starting time and meets representative of sponsoring entity. Together, they verify that necessary materials are present and that site is usable (for example, restrooms open, and field available) and to prepare instructional setting.
7. ■ As participants arrive, lead instructor ensures they sign the course roster



At the conclusion of the course:

8. ■ For referee courses, lead instructor signs participants' referee upgrade forms to indicate completion of course and (if appropriate) completion of Law exam
9. ■ Lead instructor collects course evaluation forms

Shortly after completion of the course:

10. ■ Lead instructor inputs course roster into eAYSO
11. ■ Lead instructor arranges for reimbursement by the sponsoring entity for expenses incurred by self and co-instructors
12. ■ Lead instructor shares course evaluation information with co-instructors
13. ■ Lead instructor submits suggestions for lesson plan modification using the following form which should be included with the lesson plan (form is available on www.AYSO.org)



Optional Teaching Methods for Referee Courses

Teaching The Basic Online Companion Course

The Basic Referee Online Companion Course is highly structured due to its intent (to verify, reinforce, and add to the participants' understanding of the material in the Basic Referee Online Training Course) and its brevity (3 hours). Significant guidance on teaching this course is contained within the lesson plan.

Teaching The Basic Referee Course

The Game of Soccer

- There are fundamental things about the game and about AYSO that must be emphasized to your participants. Review those elements: philosophies, alcohol and tobacco policy, AYSO team, history of game and characteristics of young players. Direct the participants to AYSO Rules and Regulations I.E.1.e and ask how this helps to create a healthy environment.
- Remind participants that the Spirit of the Game is epitomized in the referee credo of fun, fair and 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 and Fair depending on player age.
- Ask, “What is the AYSO coaching philosophy?”
- Ask, “What is the Spirit of the Game?”
- Use a diagram to review the AYSO Team.

Understanding Younger Players

Pre-game and Post-game Duties

- Ask, “What must the U-8 Official do to begin the game properly?” List responses on a flip chart.

- Have a participant 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 participants to inspect.
- Ask “What is the proper equipment for each player?” Note that socks must be worn over age appropriate 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.)
- Ask, “What is the role of handshake after the match?”
- Ask, “What must the referee do after the match has ended?”
- Using the module as a reference, discuss the essential duties and responsibilities of the referee. These may be listed on a board, computer or on a handout.
- Using flipchart or computer, review the field markings for the U-10 field.
- Using visual aids, ask the participants to identify lines, markings and field equipment and to provide the appropriate dimensions.
- Provide participants with a diagram of a regulation field. Have participants fill in the names and dimensions of lines and equipment.
- Have participants demonstrate how to select a proper ball and determine whether it is properly inflated.
- Using a variety of soccer balls, one under-inflated, one over-inflated, one dangerous, one properly inflated, in different sizes, ask participants to select the correct ball for U-10 match.

Starting the Game

- Ask “What are the elements of a proper kick-off?” Refer to the module or use a computer projection or a flip chart to ensure essential points are covered.
- Alternatively, if the classroom is sufficiently large, the instructor may use participants to demonstrate proper kick-off.
- Using “Guidance for Referees, Coaches, Other Volunteers and Parents” ask what are the duration of U-6 and U-8 games and how many players participate in each. Further information may be found in the U-6 and U-8 Coaching Manuals.
- Ask, “When are substitutions allowed?” “How many players on each team may be on the field at any time?”

Stopping the Game

- 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 touch line on the ground or in the air.



- 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.
- 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.
- Ask “For what other reason might the referee stop play?”
- Using flip charts, dry erase board, blackboard or computer 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.
- Ask, “When should the referee stop the game for an injury?” Emphasize that in younger players’ games this usually is at any time.
- Ask, “Who keeps time in the game, and when does the game end?”
- 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?”
- 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!”

Fouls and Misconduct–Basic

Using guided participation review the following:

- Law 12 defines three types of misbehavior. Penal fouls are serious offenses against other players or the game and are punishable by a direct free kick (DFK) taken by the other team. A goal may be scored directly from this kick.
- Non penal fouls are not as serious, but should be stopped. Players who commit non penal fouls are penalized by an indirect free kick (IFK) for the other team, from which a goal cannot be scored directly.

- Misconduct is action or behavior that is disrespectful, excessive, abusive, inappropriate, and cannot be allowed. If play is stopped for misconduct and the display of a card, the restart can either be a DFK or IFK depending on the infraction. Ask, “What conditions must be present for an action to be judged a foul?”
- Ask, “What fouls are seen most commonly in younger children’s games?”
- Ask, “Why do the Laws of the Game differentiate between Direct Free Kick Fouls and Indirect Free Kick Fouls?”
- Ask participants to explain the differences they might see in the fouls committed in U-10 games as opposed to U-8 games.
- Some participants 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).
- Review Law 12 “Fouls and Misconduct” in the FIFA Laws of the Game for more information on misconduct.
- Use the questions in “Confirmation” in Module 8 to confirm participants’ understanding of the concept.
- Ask participants to list some alternatives to carding younger players.
- You will likely have youths attending the Basic Referee Course. When teaching “Dealing with Coaches and Spectators”, make it clear that you don’t expect youth referees to have to deal with adult coaches and spectators who are acting negatively. Youth referees should stop play and find an adult referee, board member, or other suitable adult volunteer to help.

Restarting the Game

- Ask “What is the restart In U-8 games after a foul has been committed?”
- Ask “How is a U-8 game restarted after a valid goal has been scored?”
- 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.
- 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?”
- 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?”
- 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 participant demonstrate the mechanics of a proper throw-in. Have participants practice proper throw-ins to one another. Correct any errors.
- State that second tries are allowed in U-8 matches if the initial attempt is done improperly.
- Ask “How is the game restarted if the official has stopped the game for any other reason?”
- Use guided participation to have the participants demonstrate the proper mechanics for dropping the ball.

Offside–Basic

- Using a visual aid such as a field diagram, from the Law book, create a computer transparency or a handout; review the elements of Law 11: Offside. Review the exceptions to Law 11.
- Review the restart for an offside infraction and from where the restart is taken.
- Use the co-instructor(s) or participants to demonstrate the proper referee and assistant referee signals for offside. Distribute assistant referee flags to the participants and have them practice signaling “Offside - near portion center portion, and far portion of the field.”
- 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 later training.

Teaching Referee and Assistant Referee Mechanics

- Using the AYSO / FIFA LOTG manual, ask the participants 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.
- Have the participants describe the proper uniform for referees. Ask, “What equipment should the referee carry?”
- Ask, “Are the decisions of the referee with regard to points of fact final?”
- Introduce the concept that Assistant Referees are to assist - not insist.
- Ask, “What may an Assistant referee do that a club linesman may not?”
- Discuss the pros and cons of demonstrating referee signals as well as the assistant referee signals using the flags for the AR signals.
- Have the participants demonstrate the following signals: goal kick, corner kick, ball into touch, offside center of field, valid goal scored, etc. Correct improper signals as necessary using positive reinforcement.

Fundamental Coaching Concepts

- It's important to keep this lesson focused on what referees need to know about what coaches teach their players.
- Point out that an understanding of Objectives of the Game and Principles of Play can help the referee anticipate what will happen next; this can the referee decide where (and where not) to move, and where potential Law infractions may occur.
- Recognizing what a player says, and understanding what will happen because of it, can also help the referee anticipate and move to the best position.

Teaching The Intermediate Referee Course

Understanding More Physically Demanding and Challenging Matches

- Ask participants to describe a situation where they found themselves in a good (or bad) position because of their ability (or inability) to read the game and understand what was about to happen next.
- Point out that an understanding of Objectives of the Game and Principles of Play can help the referee anticipate what will happen next. In turn, knowing this can help the referee decide where (and where not) to move, and where potential Law infractions may occur.

Fouls and Misconduct–Intermediate

- Use a handout, flip chart or computer to review Law 12
- 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 participant and a smaller participant 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?
- 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?
- 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?
- 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?
- 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?

Offside–Intermediate

- Using Law 11, a handout, computer projections of the Law 11 Illustrations from the Law book, to 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 participants 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 participants to demonstrate the scenarios depicted in the illustrations depicting Offside in the FIFA Laws of the Game AYSO edition.
- Use co-instructor(s) to demonstrate the proper referee and assistant referee signals for offside.
- Distribute assistant referee flags to the participants and have them practice signaling Offside in near, and far portion of the field.
- 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 participants whether an offside infraction had been committed.
- Ask, What is the main job of assistant referees? (Support the 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?
- Using guided participation, have the participants practice making the proper signals as you describe various situations, e.g. goal kick, corner kick, ball into touch, offside center of field, valid goal scored, etc. Correct improper signals as necessary using positive reinforcement.
- 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 from the Intermediate Referee Course to ensure that only approved signals are demonstrated,
- Have the participants practice assistant referee signals using flags. The instructor should call out a situation, e.g. Goal kick, and have the participants give the proper signal. Correct improper signals as necessary.
- Using computer, or flipchart, lead a discussion on proper positioning on all restarts, free kicks, etc.

Interaction with Coaches and Spectators

- Make it clear to any youth referees that you don't expect them to have to deal with adult coaches and spectators who are acting negatively. Youth referees should stop play and find an adult referee, board member, or other suitable adult volunteer to help.
- The information in Module 17 from the Intermediate Referee Course is best conveyed through questioning and guided participation techniques.
- 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 scenarios are used, this may be the first exposure for participants 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.
- Divide participants into small groups and give each group a question or situation to address. Each group confers, arrives at a consensus, and chooses a spokesperson. Then each group introduces the problem and a group spokesperson presents conclusions of the group.
- Remind participants that, in the “AYSO Team”, 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?
- Ask the participants 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.
- 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?
- 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!”
- Emphasize the Must Know elements regarding: authority figure, knowledge confidence, professionalism, personality, style and techniques. Ask, How are these concepts used set a tone for the match?
- Use the scenarios in the Module 17 Lesson Plan to illustrate some of the techniques for dealing with over-zealous coaches.
- Ask, How does the Kids Zone program assist in minimizing problems with coaches and spectators

The Referee Team and Diagonal System of Control

- 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 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, 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?
- Using guided participation, have the participants practice making the proper signals as you describe various situations, e.g. goal kick, corner kick, ball into touch, offside center of field, valid goal scored, etc. Correct improper signals as necessary using positive reinforcement.
- 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 demonstrated
- Have the participants practice giving assistant referee signals using flags. The instructor should call out a situation, e.g. Goal kick, and have the participants give the proper signal. Correct improper signals as necessary.
- Use members of the class to demonstrate the proper mechanics for administering a caution or a send off.
- Ask, "Why is a pre-game briefing important for the referee team?' What must be discussed?"
- Ask, "How does a halftime discussion by the referee team help correct any first half problems and set a tone for the second half?"
- Ask. "What are the post-game duties of the referee team?"
- 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 and Diagonal System of Control positioning.
- Use a diagram, computer projection 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 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?
- 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.
- If a field is available, referee positioning (and some conditioning) may be emphasized by the game of Ref-Ball:
 - Designate a participant 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.
- Fundamental Coaching Concepts
- Using the handout "Common Soccer Terminology" quiz the participants on the meaning of commonly used terms.
- Ask, How might an understanding of what attackers and defenders are trying to do help the referee control the game?
- Ask, How does proximity to play give credence to the referee's calls?
- Ask the participants to explain the difference between tactical and strategic play. How does this affect referee actions and positioning?
- 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?
- Start in the classroom with the lecture sessions and then move to a gymnasium or small outdoor field for a "walk-through" demonstration of how the Objectives of the Game change in different areas of the field depending upon which team has the ball.
- Use the "Objectives of the Game" and "Principles of Play" handouts 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, “Why is it important for the referee to be able to “read the game?” How does this relate to anticipation, positioning and game control?”

The AYSO National Referee Program

- Ask, “Why is it important that a 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 does the NRP afford opportunities for referee to advance in certification as well as become referee instructors?”
- Ask, “How do AYSO National Rules and 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?”

Emphasize that it is important for instructors to convey to their participants that The AYSO National Referee Program has been called the best amateur referee training program in the world by Ken Aston, internationally renowned and respected referee. All AYSO referees should “stand tall” and take pride in being an AYSO referee.

Teaching The Advanced Referee Course

Understanding the Advanced Game

- Review and discuss the stretching and conditioning suggestions outlined in the fitness handout.
- Solicit examples from the participants illustrating how poor mental and emotional preparation can lead to poor performance by the referee team.
- Ask “What would be a good pre-game routine to prepare mentally and emotionally?”
- In small groups, discuss the differences in age group and how this should effect the mental preparation of the referee prior to the game.

- Review the Age Group Comparison Chart to ensure understanding and applicability. Assign groups to develop specific recommendations regarding referee preparation for a given age group.
- Teaching Objectives of the Game, Principles of Play, Gamesmanship and Player Tactics provides an excellent opportunity to share the teaching responsibilities with a coach instructor and to use scenario or case book studies. Ensure there is agreement in advance among instructors regarding correct interpretations of what should and should not be allowed.
- Point out how understanding both individual and team tactics relates to anticipating play and ensure it is related to referee decisions relative to where potential infractions may occur.

Offside–Advanced

- Use a handout, computer projection or flip chart to review the elements of Law 11.
- Ask, “What does ‘area of active play’ mean?”
- Ask, “How is ‘area of active play’ used as a guide to determine offside infractions?”
- If an outdoor soccer field or a gymnasium or other large indoor space on which a soccer field has been marked is available, use guided participation to act out the situations depicted in the Offside illustrations in FIFA Laws of the Game, AYSO edition.
- Set up a situation in which a teammate of the attacker shooting on goal is in offside position but outside the penalty area. Repeat the situation a number of times, each time moving the player in offside position closer to the goalkeeper. Ask, “When is the player in offside position involved in active play by interfering with an opponent?”
- Use the USSF video “Making the Offside Call – Women’s World Cup ‘99” to emphasize teaching points and confirm understanding

Fouls in the Advanced Game

- Concentrate on developing some of the subtle points of the advanced game and discuss some of the actions officials in these games are required to take.
- Use a handout, flip chart or computer projection to list the direct kick, indirect kick, caution and send off offenses.
- Use the USSF video “Fouls and Misconduct” to introduce the concept of the “professional” or “tactical” fouls.
- Ask, “Why must referees be alert to these kinds of fouls?”
- Ask, “How must referees deal with this kind of behavior?”
- Show the USSF video “Myths of the Game” sections dealing with “Handling the Ball,” “Dangerous Play” and “Goalkeeper”

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

Misconduct: Players, Substitutes and Others

- Use flip charts, computer projections, word strips or handouts to list the terms “players,” “substitutes,” “neutral objects” and “outside agents.”
- Use proper questioning technique to ask participants to provide definitions of players, substitutes, neutral objects and outside agents.
- Ask participants 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 and 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 participants to consider when a referee may want to emphasize either flow or control.

Reading the Advanced Game

- Use a handout, computer projection, flip chart or word strips to list the decision making process for the participants.
- 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 participants 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 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 computer 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.
- Clarify the rights and responsibilities of spectators, coaches, and referees.
- Reinforce the concepts of the AYSO Team and raise the consciousness of the responsibility we all share to provide an appropriate game time environment for AYSO players.
- Review with the participants the section “What Can I Do? Reactions to Inappropriate Behavior” in the AYSO Referee Instructor Resource Book.
- Instructors have two options for presentation of this workshop; a “Classroom Discussion” or a “Field Simulation” format. The field simulation format requires enough space to simulate spectators near a touch line and a few yards beyond the touch line to simulate a part of the field. This can be done inside in a suitably large room or gymnasium or outside on most any small grassy area.
- When an outdoor space or a large indoor space is available, have assistant instructors or volunteers play the parts of a disruptive coach or unruly spectator. Ask a participant to play the part of a Referee in the imaginary game and deal with the inappropriate behavior from “outside the touchlines.”



- At appropriate intervals, stop the imaginary game and offer constructive observation of the referee's actions and solicit suggestions from the audience.
- When an audience member offers an opinion or suggestion about how the Referee handled or could have handled the situation, make that individual the Referee and repeat the process until the teaching points have all been covered.
- When utilizing a classroom format, begin with discussions of appropriate proactive and re-active responses that can be taken before, during and after the games. Then create discussion groups to come up with proposed solutions to various game scenarios.



Referee Training Courses

Note to instructor: Formerly, AYSO referee training courses were constructed from a collection of modules intended to serve both as course components and as stand-alone training. Experience shows that they were rarely used for the latter and, in trying to serve both purposes, were not ideally organized for the course setting in which they are predominantly used. In March 2008 the teaching plans that formerly provided an instructor guide to the individual modules were superseded with course plans that incorporate both the former teaching plans and the modules in a single structure. Moreover, the material of the modules was rearranged within each course as necessary. This reorganization does not significantly change the content of each course, but it substantially clarifies it, making the course plan a more coherent and convenient document for the instructor(s).

Certified AYSO Referee Instructors are authorized to lead the following courses:

- **U-8 Official Course**
- **Assistant Referee Course**
- **Basic Referee Course**
- **Basic Referee Online Companion Course**
- **U-8-to-Assistant Referee Upgrade Course**
- **AR-to-Basic Referee Upgrade Course**
- **U-8-to-Basic Referee Upgrade Course**
- **Intermediate Referee Course**

Each of these courses consists of a single document containing all of the lessons comprising the course, plus references to a collection of supporting documents (such as handouts, presentation materials, etc.). All of these materials are available on the AYSO web site at www.AYSO.org.

The course plan documents share a common format and organization. The course plan contains: a course description; prerequisites for participants; teaching objectives for the course overall; equipment and materials required; notes for the instructor; a course outline (the lessons and their time allotments); and the plans for each lesson.

Each lesson plan contains: a brief description; a list of goals; participant materials required by the lesson; instructor materials required; and a list of attachments (files required by the lesson plan); and the lesson plan proper.



The lesson plan is divided into three parts:

- An Introduction, whose purpose is to introduce the instructors and the topic and, as appropriate, link the topic to previous lessons.
- A series of topics that constitute the Body of the lesson, which is the material to be learned.
- A Conclusion, whose purpose is to review the material taught, to confirm that learning took place (generally by questioning), and to provide a bridge to the next lesson or future activity.

All the entry-level courses (that is, the courses listed above excluding the Intermediate Referee Course) have a series of lessons that must be taught in order. The presentation of material has been carefully organized to minimize forward references, and changing the order will put the instructor in the undesirable position of saying “we’ll talk about this later, but...”.

Characteristics of the Seven Courses

U-8 Official Course

For those volunteers interested in officiating only younger players (U-8 and U-6, if the Region uses referees in U-6 games), instructors must provide them with the child-specific Safe Haven Certification and the discipline-specific referee training to help provide a fun, fair, and safe environment.

This training prepares volunteers to become U-8 Officials, which empowers them to officiate games only for players under age 8.

A Regional Referee or higher is required for all AYSO games for players age 8 and older.

Assistant Referee Course

Training volunteers to become certified Assistant Referees increases participation and enhances the enjoyment and knowledge of the game.

Many volunteers are reluctant to assume the duties of a referee at the U-10 level or above. Instructors should remember this fact and be supportive of those who prefer to focus on the skills needed to “run the line”. However, participants should be encouraged to continue their training towards becoming a Regional Referee.

Basic Referee Course and Basic Referee Online Companion Course

AYSO certified Regional Referees are trained to referee AYSO matches under AYSO (FIFA) Laws and AYSO National Rules and Regulations.

Instructors must be reminded that a large percentage of referees do not return for training beyond the Basic Referee Course. Thus, the Basic Referee Course contains



the “must know” elements of the Laws and refereeing technique. It is essential that instructors deliver this material without omission.

The Basic Referee Online course has two components. The online self guided portion completed at the convenience of the volunteer, and the Basic Referee Online Companion Course which is taught by a certified instructor. This course requires the instructor to create a roster just like the other certification courses. Both elements of this training format must be completed for Regional Referee Certification of the volunteer.

U-8-to-Assistant Referee Upgrade Course

This course provides an upgrade path for certified U-8 Officials to become trained as Assistant Referees.

The combination of the U-8 Official Course and this upgrade course provides equivalent training to the Assistant Referee Course, while accommodating the likely possibility that the two courses may have been taken at significantly different times.

AR-to-Basic Referee Upgrade Course

This course provides an upgrade path for certified Assistant Referees to become trained as Regional Referees.

The combination of the Assistant Referee Course and this upgrade course provide equivalent training to the Basic Referee Course, while accommodating the possibility that the two courses may have been taken at significantly different times.

This course is designed for regions that offer training leading to Assistant Referee certification, so that Assistant Referees may subsequently become Regional Referees. Regions that wish to provide an upgrade path directly from U-8 Official to Regional Referee should use the U-8-to-Basic Referee Upgrade course.

U-8-to-Basic Referee Upgrade Course

This course provides an upgrade path for certified U-8 Officials to become trained as Regional Referees.

The combination of the U-8 Official Course and this upgrade course provides equivalent training to the Basic Referee Course, while accommodating the likely possibility that the two courses may have been taken at significantly different times.



Intermediate Referee Course

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.

Unlike the entry-level referee courses, this course's lessons may be presented in any order.



Lesson Plan Feedback Form

Purpose:

This form is to be used by AYSO Instructors after teaching using an AYSO Referee Lesson Plan. We are interested in feedback from referee instructors as to the effectiveness of the referee lesson plans. Please help us to improve our lesson plans by completing the following information (an electronic version is available on www.AYSO.org) and return to:

National Referee Advisory Commission – Instruction
AYSO National Office
19750 Vermont Avenue, Suite 200
Torrance, CA 90502
NRC.instruction@ayso.org

Name: _____

Instructor Certification: _____

Lesson Plan Title: _____

Latest Revision Date: _____

Date: _____ Location: _____ No. Participants: _____



1. Did the lesson plan provide you with sufficient material to achieve the specified learning goals and objectives?

2. What part(s) of the lesson plan worked well for you?

3. Were any parts of the lesson plan difficult to understand or use? Which one(s)?

4. Did you notice any typographical or content errors in the plan? What were they?

5. Please include any suggestions you or the class participants have to improve the lesson plan or to assist other instructors in delivering the material.
