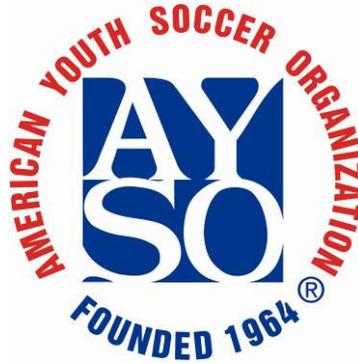


Basic Referee Course



Change History

Change History		
1 March 2008	1.0	Course created by consolidation of former modules 2-13
18 November 2008	1.1	Typos corrected. 7 IFK fouls, not 8. Dangerous play revised. U-6 goal-line restarts revised.
21 February 2009	1.2	Updated for 2008-9 Law changes; correct typos.
25 August 2009	1.3	Added 6 th Philosophy – Player Development
07 August 2010	1.4	Minor updates.

COURSE DESCRIPTION

The purpose of this course is to train entry-level referee volunteers in the basic skills required to officiate in AYSO matches in accordance with AYSO (FIFA) Laws and AYSO National Rules and Regulations. The emphasis is on younger players' short-sided games (U-6, U-8, and U-10). The course constitutes the training portion of the certification requirements for an AYSO Regional Referee. In addition to registration as a volunteer in the local program, those requirements are:

MINIMUM AGE:	12 years old
GAMES:	No minimum number of games required
TRAINING:	Complete the Basic Referee Course (this course)
TESTING:	75% or better on the Basic Referee Exam
ASSESSMENT:	Not required
FITNESS TEST:	Not required; an introduction to the AYSO Physical Fitness Test is recommended
SERVICE:	None required

For the most current certification requirements see the *National Referee Program Manual* on AYSOtraining.org.

COURSE PREREQUISITES

Completion of *Safe Haven for Referees* (or, alternatively, *Safe Haven for Coaches*) is required.

TEACHING OBJECTIVES

- Understand what to expect from under 10-year-old players
- Be able to perform pre-game duties
- Know the parts of the field
- Know the number of players in each of the age group games
- Recognize ball in and out of play and understand the method of scoring
- Understand how to start, when to stop, and how to restart play
- Have a basic understanding of fouls and misconduct (and free kicks)
- Understand the basics of offside
- Use appropriate signals
- Be able to manage post-game situations

- Understand the AYSO Team concept
- Have a cursory understanding of the fundamentals of play

EQUIPMENT AND MATERIALS

- Basic Referee Course Roster
- Basic Referee Course Plan (this document)
- Course evaluation form (available on AYSO.org)
- Handouts (for each student):
 - *Laws of the Game* (AYSO Edition, current year)
 - *AYSO Guidance for Referees and Coaches* (current year)

The materials above are required by the lesson plans of this course. Instructors may use additional relevant materials.

ATTACHMENTS

Attachment 1:

Basic Referee Course – Presentation Slides – Dynamic.ppt

Attachment 2:

Basic Referee Course – Fundamental Coaching Concepts – Handouts.pdf

Attachment 3:

Basic Referee Course – Course Evaluation.pdf

INSTRUCTOR NOTES

Throughout this course, confirmation questions are included both to test the level of learning achieved by the students and, on occasion, to introduce nuances that are not presented elsewhere in the course. The instructor should ensure that these questions are not overlooked.

COURSE OUTLINE

This is the overall plan for the course. The lessons must be presented in order as listed.

	Lesson	Page	Module(s)	Duration
I	The Game of Soccer	5	2	25 min
II	Understanding Younger Players	10	3 & 11	15 min
III	Pre-game and Post-game Duties	13	4	35 min
IV	Starting the Game	22	5	20 min
V	Stopping the Game	27	6	20 min
VI	Fouls and Misconduct – Basic	31	8	45 min
VII	Restarting the Game	41	7 & 12	40 min
VIII	Offside - Basic	49	9	40 min
IX	Referee and Assistant Referee Mechanics	54	10	60 min
X	Fundamental Coaching Concepts	64	13	20 min
	Course Wrap-up	66		10 min
<i>TOTAL TIME (excluding breaks and Basic Referee Exam)</i>				<i>330 min (5hr 30min)</i>

Breaks of 10-15 minutes are recommended every 90-120 minutes. Note that time for the administration of the Basic Referee Exam is not included in this table.

I. The Game of Soccer (Module 2)

A. DESCRIPTION

1. Duration: 25 minutes, 5 of which is general introduction (section F)
2. This lesson introduces the Regional Referee to AYSO, soccer, and officiating.

B. GOALS

1. Introduce the six philosophies of AYSO
2. Introduce the AYSO Team concept
3. Briefly survey the history of the game
4. Explain the "Spirit of the Game"
5. Emphasize the philosophy of refereeing

C. STUDENT MATERIALS

1. AYSO edition of *FIFA Laws of the Game*
2. *Guidance for Referees and Coaches*

D. INSTRUCTOR EQUIPMENT AND MATERIALS

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

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

1. Introduce yourself and co-instructors, if any.
2. Welcome students to the Basic Referee course.
3. Explain what students will have achieved upon completion of the course. (See Course Description for certification requirements.)
4. Provide brief overview of schedule for the course, including planned breaks. Acquaint students with physical setting (rest rooms, refreshments if provided, etc.)

G. AYSO PHILOSOPHIES

1. The core philosophy of AYSO is to provide a high-quality youth development program with Fun, Fair and Safe soccer playing conditions with a guaranteed minimum playing time per match in an educational and supportive environment.
2. Briefly review the AYSO philosophies:

- a. **Everyone Plays:** – Our program’s goal is for kids to play soccer – so we mandate that every player on every team must play at least half of every game.
- b. **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.
- c. **Open Registration:** – Our program is open to all children between 4 and 19 years of age who want to register and play soccer. Interest and enthusiasm are the only criteria for playing.
- d. **Positive Coaching:** - Kids win when they are built up, not when they are torn down. We train and encourage our coaches to make the extra effort to understand and offer positive help to our players rather than negative criticism. We ask our coaches to be positive, instructional, and encouraging – we call these three elements of positive coaching “PIE”.
- e. **Good Sportsmanship:** - We strive to create a 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.
- f. **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.

H. THE AYSO TEAM

1. Show the triangle representing the AYSO Team (in the presentation slides).
 - a. Explain that the triangle, a “fundamentally rigid/strong” form, represents how the kids of AYSO are surrounded and protected by the AYSO team members, ***provided that the team members work together!***
 - b. ***Coaches*** are the foundation of the program. They spend more time with the players and do more role modeling than anyone else. They influence player’s values and behaviors and they form important relationships.
 - c. *Ask: Have you ever seen a player or team that is a mirror of the coach’s behavior (in any sport, not necessarily soccer)?* Keep discussion short and move on promptly.
 - d. ***Referees*** are the guardians of the game. They protect its spirit by making sure that the game is **fun, fair** and **safe**. Referees represent the role of authority and need to set a tone of competence, control and humanity. *Ask: Have you seen a referee allow a U-8 player to have a second try at legally throwing the ball in?*
 - e. ***Parents/Spectators*** are the third members of the team. They are the mood setters, emotion influencers, and attitude changers. They have the power to exemplify the values of sporting behavior and positive role modeling, *or to*

destroy them! They also influence how the players view their game experience.

- f. All people (referees, coaches, players, etc.) make mistakes. Team members who are better at some things need to help develop the skills of others. As referees attain seniority they are often seen as role models and called upon for their opinions. Referees should be positive, supportive and helpful to the “team”.
 - g. Elicit student participation to evaluate what will happen and who will suffer if one side of the triangle “fails”. Answer: THE KIDS.
2. Review the AYSO Team concept
 - a. For any team to function well it has to have rules. The AYSO Team has four basic rules. Teammates:
 - i. Work together
 - ii. Help each other
 - iii. Protect each other
 - iv. Do their best

I. HISTORY OF THE GAME

1. Soccer, which is known as “Football” in the world outside the USA, has many historical roots. There are mentions of various forms of a sport that involved “kicking” objects from one *goal* to another *goal*. Sometimes those objects are described as body parts removed from defeated enemies and sometimes as items from slaughtered animals that were unsuitable for food. Perhaps the clearest early ancestor of modern soccer is a game called “Harpastum” played by the Romans.
2. The “modern” game dates from 1863 when the first “Laws of the Game” were produced as the result of a meeting, in a pub on Fleet Street in London, between a number of “young gentlemen’s schools” that wished to play against each other and therefore needed a single set of Laws. *Note:* At that meeting one school declined to participate and decided to produce laws for a game of their own. The declining school was Rugby. The game of Rugby Football is also played worldwide and provided the basis of the game of “Football” known by Americans.
3. The international organization FIFA was initially created in Paris, France, in 1904 and moved to Zurich, Switzerland in 1974. FIFA (Federation International de Football Association), the governing body of worldwide soccer, publishes the *Laws of the Game*. The United States Soccer Federation (USSF) is recognized by FIFA as the national governing body of soccer in the United States. AYSO is a National Association member of USSF. AYSO is the second largest member of USSF (after US Youth Soccer).

J. SPIRIT OF THE GAME

1. The over-riding *Spirit of the Game* is Fair Play. The referee maintains fair play for all players. When the Laws are infringed, “fairness” is restored by giving opponents a “free-kick”. For the most serious violations, the referee will have an “unfair” player removed from the field of play and the offending team will have to play the remainder of the game with one fewer player.
2. To maintain fairness a soccer referee is given the “full authority to enforce the *Laws of the Game*“. Those laws include the power to, “stop, suspend or terminate the match, *at his discretion*.”
3. Refer to Section I.D.5 of the AYSO National Rules & Regulations and recite the following paragraph, preferably from memory: “*The Laws of the Game are intended to provide that games should be played with as little interference as possible, and in this view it is the duty of the referee to penalize only deliberate breaches of the Law. Constant whistling for trifling and doubtful breaches produces bad feelings and loss of temper on the part of the players and spoils the pleasure of spectators.*”

K. PHILOSOPHY OF REFEREEING

1. Remind students of our Fun, Fair & Safe philosophy with the note that young players have little or no regard for their own safety but they care a lot about fun. Fairness is something that is still “natural” to young players and seldom requires enforcing.
2. Particularly in younger players’ games the referee should function more as a friendly guide than as a policeman. Fun is the most important element for young players; the Laws should be applied in an even-handed and gentle manner so that a fun learning environment is maintained. Young players who commit technical errors, such as taking a restart improperly, generally should be given a second chance. Young players should never be subjected to the trauma of public humiliation.

L. CONCLUSION

1. Review
 - a. The core philosophy of AYSO is to provide a high quality youth development program with Fun, Fair, and Safe soccer playing conditions with a guaranteed minimum playing time per match in an educated and supportive environment.
 - b. AYSO has Six Philosophies
 - c. The AYSO Team is Coaches, Referees, and Parents working together for the good of AYSO kids.
 - d. Soccer is a game with a long tradition and an interesting history.
 - e. The core “Spirit of the Game” is Fairness.

- f. Referees should carry out their responsibilities in younger players' games like a "friendly guide".
2. Confirmation
 - a. *Ask:* What are the three elements of positive coaching? *Answer:* **Positive – Instructional – Encouragement [PIE]** (any order)
 - b. *Ask:* If a member of the AYSO Team does not support the team who gets hurt? *Answer:* The kids (or the players)
 - c. *Ask:* In which city were the laws of the game first written? *Answer:* London, England (bonus mark for 1863) (double bonus for "in a pub")
 - d. *Ask:* What is the main focus of the "Spirit?" *Answer:* Fairness and/or Fair Play
 - e. *Ask:* Should Regional Referees emulate policing or teachers? *Answer:* teachers.
 - f. *Ask:* Should a young player who misbehaves be publicly disciplined as an example? *Answer:* No!
3. Bridge to next lesson: "Now that we have a sense of the game of soccer and the philosophy of how it is played, especially in AYSO, let's look at the characteristics of younger players."

II. Understanding Younger Players (Modules 3 & 11)

A. DESCRIPTION

1. Duration: 15 minutes
2. This lesson addresses the developmental characteristics of our youngest players (U-6, U-8, and U-10) and explains their implications for officiating matches at these levels.

B. GOALS

1. Identify the characteristics of AYSO's younger players
2. Understand the principles for managing younger players' games

C. STUDENT MATERIALS

1. AYSO edition of *FIFA Laws of the Game*
2. *Guidance for Referees and Coaches*
3. *Problems Outside the Touch Line*

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. U-6, U-8 and U-10 Coaching manuals (one copy of each for reference only)

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Introduce the topic. Explain that play in the younger age groups is meant to give players a "taste" of the game and some experience being part of a sports team. Most of all, we want the players to have a positive introduction to the sports experience. The more referees understand what to expect from these players the more positive the experience can be for both the players and the referees.

G. MANAGING YOUNGER PLAYERS' GAMES

1. To manage younger players' games successfully, the referee must understand the characteristics of players at the U-6, U-8, and U-10 age levels.
2. Young players are in the early stages of development and are encountering new physical and emotional challenges as they grow and gain experience. These new challenges are often met with a mixture of enthusiasm and frustration. Referees need to understand the developmental characteristics of these players in order to provide them with a fun, fair, and safe experience.

3. **Note to instructor:** *The material under this item is for your reference and not intended to be presented literally (though a handout for the students' reference would be appropriate). The teaching points to be made are in item 4, below. Note that the age group labels here are approximate, and there is considerable variation in individuals. These points are intended to give an overall sense of the characteristics of young players, not draw fine distinctions between age groups.*
- a. Physical Characteristics of Younger Players
 - i. [U-6, U-8] Early stages of development (motor skills, eye-hand coordination, agility, endurance) but beginning to improve
 - ii. [U-6, U-8] Lots of energy but tire easily
 - iii. [U-6, U-8] Short attention span and can't sit still for long
 - iv. [U-10] More interested in competitive activities
 - v. [U-10] More interested in improving skills – attention span increasing
 - vi. [U-10] May accept being touched but some will begin to reject it.
 - b. Social and Emotional Characteristics of Younger Players
 - i. Friendship and peer acceptance important – need to be liked.
 - ii. [U-6, U-8] Afraid of failure and quick to tell tales when others do not obey
 - iii. [U-6, U-8] Compare themselves with others and self-esteem developing
 - iv. Cooperative with adults and crave praise and attention
 - v. Feelings easily hurt
 - vi. [U-10] Tend to blame others for their own mistakes or shortcomings.
 - c. Cognitive/Thought Development of Younger Players
 - i. [U-6, U-8] Lack judgment regarding personal safety and abilities
 - ii. [U-6, U-8] Apply rigid understanding of justice – small violations are a big deal
 - iii. [U-6, U-8] Ask lots of questions and need concrete reinforcement
 - iv. [U-6, U-8] Beginning to grasp moral rules of the game
 - v. [U-10] Recall details with accuracy
 - vi. [U-10] Understand the concept of cause and effect
 - vii. [U-10] Enjoy attention but emotional response to stimulus is reduced
4. **Note to instructor:** *Using guided participation, get the students to suggest physical, social, and cognitive developmental characteristics of young players.*

Use the preceding material (item 3) for your reference, and ensure the following points are made.

- a. Young players have limited physical skill and endurance, but enthusiasm for play. Implication for referees: a relatively short game is appropriate, with the referee ensuring that the focus is on keeping play moving.
 - b. Young players want to “do the right thing”. Implications for referees: be a teacher, not a policeman, while nevertheless ensuring fairness. Role modeling (honesty, respect for others, positive attitude) is very effective since the players will instinctively emulate the behavior of their “teacher”.
 - c. Young players don’t have a good understanding of their physical abilities and so inadvertently create unsafe situations for themselves and others. Implication for referees: stop play when necessary to ensure safety.
5. *Bring the discussion to this conclusion:* The referee must act and be seen as a benevolent authority with a commitment to fun, fairness, and safety. *Link this back to the core philosophy of AYSO from Rules and Regulations section I.G.1:* The core philosophy of AYSO is to provide a high-quality youth development program with Safe, Fair, Fun soccer playing conditions with a guaranteed minimum playing time per match in an educational and supportive environment.

H. CONCLUSION

1. Review
 - a. The physical, social, and emotional characteristics of young players require that the referee be a benevolent, encouraging, instructive authority.
 - b. Managing young players’ games consists chiefly of:
 - i. Stopping play only when necessary to ensure fairness and safety
 - ii. Helping adults to remember their role in making the game a positive, enjoyable experience for the players.
2. Confirm
 - a. *Ask:* If you had to express the referee’s primary role in a single short phrase, what would it be? *Answer:* Making the game fun for the players.
 - b. *Ask:* Does the way a referee manages the game depend on the age and development of the players? *Answer:* Yes.
3. Bridge to next lesson, perhaps along these lines: “Now that we have a general understanding of the players and play at the younger levels, let’s get into the specifics of what you actually do, beginning with your arrival at the field.”

III. Pre-game and Post-game Duties (Module 4)

A. DESCRIPTION

1. Duration: 35 minutes
2. This lesson covers the pre- and post-game duties of the officiating team (with primary focus on the referee).

B. GOALS

1. Review the referee's pre-game administrative duties: the field, the ball, the teams and coaches, and the team's uniforms and equipment.
2. Review the referee's post-game administrative duties.

C. STUDENT MATERIALS

1. AYSO edition of *FIFA Laws of the Game*
2. *Guidance for Referees and Coaches*

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. U-6, U-8 and U-10 Coaching manuals (one copy of each for reference only)
2. A referee (possibly the instructor) properly dressed (to demonstrate uniform) and equipped.
3. Soccer balls, ideally sizes 3 and 4 (to demonstrate proper and improper ball)
4. This lesson is especially suited for outdoor presentation. If presented outdoors, a field or portion of a field with a goal structure and various safety hazards and other deficiencies should be prepared.

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

Note to instructor: *It is strongly recommended that you conduct this lesson outdoors and cover the material with demonstrations and student participation. For example, a field or portion of a field with various deficiencies can be prepared and the students asked to inspect it and make note of problems. A pile of rocks, empty soda cans, an empty sack lunch, etc. can all be strategically placed on the field. Field spray paint can be used to simulate and label a "muddy" area, "standing water" along an AR's touch line, or other hazards not easily created.*

1. Introduce yourself and co-instructors, if necessary.
2. Introduce the topic, using a story to relate it to real life, perhaps along the following lines: "Officiating soccer is similar to driving a car; it can feel scary in

the beginning, but after some practice the preparation and techniques become second nature. In this lesson on Pre-game and Post-game Duties, we will become familiar with the referee's equipment and some preparations that make the game fun and safe for players *and* officials. But before looking at specific duties, we must first understand the role of the referee and assistant referees in AYSO matches."

3. The referee's role is to serve as a facilitator and ensure a **fun, fair, safe** game. As the only truly neutral party, the referee manages the match and makes quick decisions to assure that the game flows. In AYSO, referees are trained to work cooperatively with the coaches and have a positive impact on players. The players, coaches, and spectators accept the referee's decisions more readily when (s)he projects a positive, professional image.

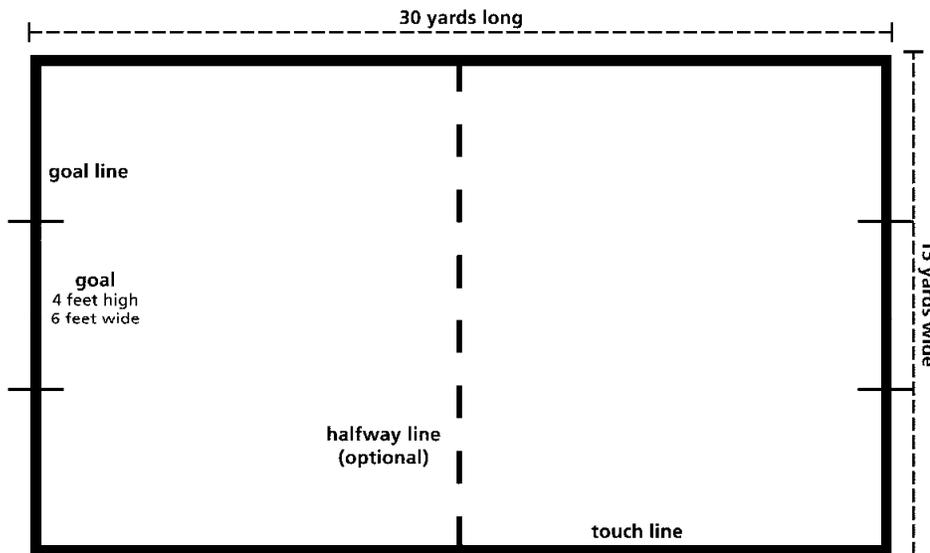
G. PRE-GAME DUTIES

1. The referee's appearance and equipment
 - a. The referee arrives early. The referee should arrive at least 15 minutes (preferably more) before the scheduled starting time of the match. *Note to instructor: mention to students that the list of duties to be covered shortly will make it evident why early arrival is necessary.*
 - b. The referee arrives properly dressed. Proper dress commands respect. *Note to instructor: consider appearing for this lesson as a referee dressed for the match or arrange for a colleague to do so. By demonstration, indicate what constitutes a proper uniform:*
 - i. Yellow shirt with black stripes. (Alternate colors are red, blue, green, or black (with white stripes).)
 - ii. Black shorts
 - iii. Black knee socks with three white horizontal stripes at the top.
 - iv. Ideally, the referee's shoes should be all or mostly black. (Suggest to the students that they consider "turf shoes", which put less stress on knees and other joints than cleats.)
 - c. The referee arrives with all the equipment necessary to carry out his/her duties. *Note to instructor: be prepared to show the following items:*
 - i. Whistle (ideally, two whistles in case one fails or a sound that contrasts with that of a whistle on a nearby field is needed)
 - ii. Pen or pencil (ideally, two writing instruments in case one fails)
 - iii. Watch (ideally with countdown or stopwatch capability)
 - iv. Coin (for use in the coin toss, which is discussed in Lesson IV)

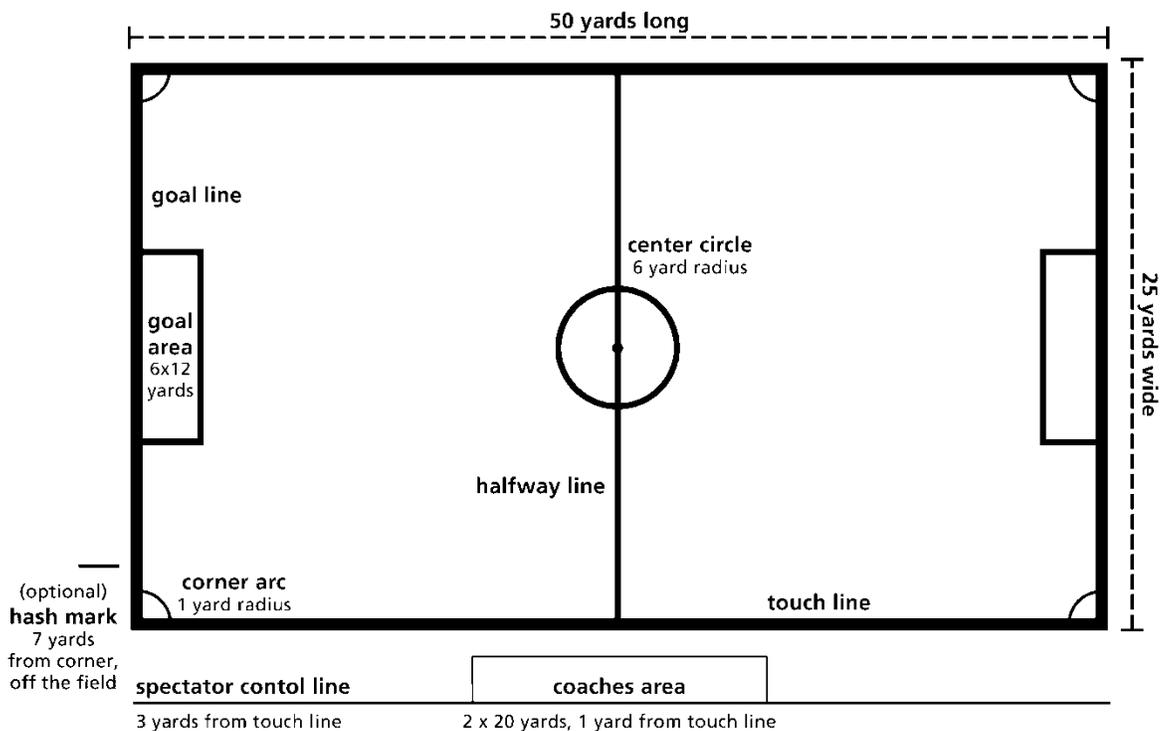
- v. AYSO badge on referee shirt, which should be a contrasting color to those of both teams.
 - vi. A set of flags for use by assistant referees or club linesmen (discussed in lesson IX).
2. Safety inspection of the field
- a. The essential components of the field are related to safety and fairness. These are the playing surface itself, the equipment that forms a part of the field, and the markings. One of the referee's pre-game duties is to inspect these components.
 - b. Any dangers in the equipment or the field itself, like holes or debris, must be corrected before allowing play to begin.

Note to instructor: The following three sections cover technical details of the U-6, U-8, and U-10 field. As noted, they are taken from the *Guidance for Referees and Coaches*, which every student should have. Going over all of these details as part of the presentation is not the best use of time. Emphasize the essential differences and, since this is the Basic Referee Course, focus on U-10.

- c. Requirements of the U-6 field
 - i. The recommended size of the field in U-6 games is a rectangle 30 x 15 yards, marked with lines or cones as shown in the following diagram (taken from the *Guidance for Referees and Coaches*):

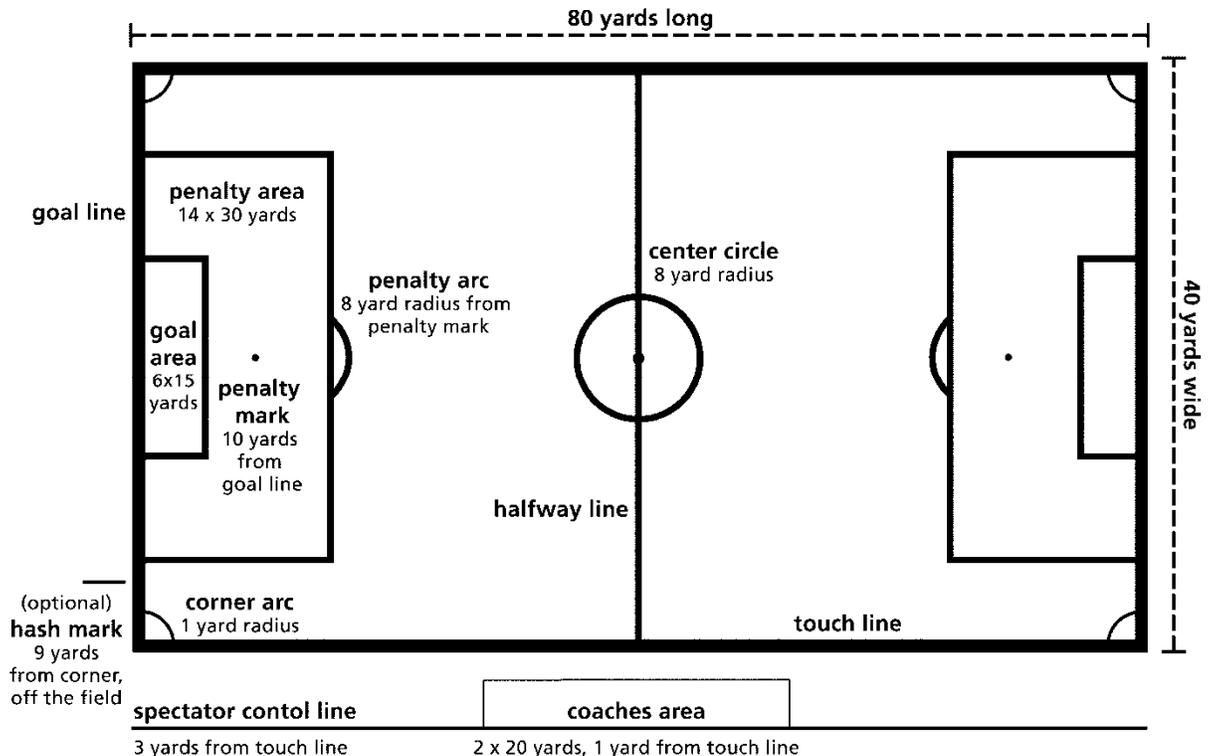


- ii. Goals in U-6 games are a maximum of 4 feet high and 6 feet wide. Tall cones set 6 feet apart are also acceptable. If goal structures are used, the referee must ensure they are properly positioned (centered on the goal lines) and anchored securely to the ground.
- d. Requirements of the U-8 field
 - i. The recommended size of the field in U-8 games is 50 x 25 yards, with the following markings: boundary lines (goal lines and touch lines), halfway line, 6-yard radius center circle, 1-yard radius corner arcs, and 6 x 12 yard goal areas, as shown in the following diagram (taken from the *Guidance for Referees and Coaches*):



- ii. Goals in U-8 games are a maximum of 6 feet high and 6 yards wide. The referee must ensure that the goals are properly positioned (centered on the goal lines) and anchored securely to the ground.
- iii. Corner flags are positioned on the lines at each corner of the field and must be at least 5 feet high with a non-pointed top.
- e. Requirements of the U-10 field
 - i. The recommended size of the field in U-10 games is 80 x 40 yards, with the following markings: boundary lines (goal lines and touch lines), halfway line, 8-yard radius center circle, 1-yard radius corner arcs, 6 x 15 yard goal areas, 14 x 30 yard penalty areas, a penalty mark 10 yards from

each goal, and penalty arcs extending 8 yards from the penalty mark, as shown in the diagram below (taken from the *Guidance for Referees and Coaches*). Note that all the elements of a "regulation" field (that is, the field as described in Law 1 of the *Laws of the Game*) are present, but the U-10 field is about 20-25% smaller.



- ii. Goals in U-10 games are a maximum of 7 feet high and 7 yards wide. The referee must ensure that the goals are properly positioned (centered on the goal lines) and anchored securely to the ground.
 - iii. Corner flags are positioned on the lines at each corner of the field and must be at least 5 feet high with a non-pointed top.
3. Safety inspection of the ball
- a. The ball must be safe for players. A spherical ball of the correct inflation and size makes the game more fun.
 - b. A size 3 ball is used in U-6 and U-8 games. A size 4 ball is used in U-10 games. *Note to instructor: Point out that this information is on the back of the official lineup card.*
 - c. The referee is responsible for securing a safe ball for the match. This is often done by asking each team to provide a ball and choosing the most suitable one, or by asking the home team (if one is designated) to provide a suitable

ball. A suitable ball has the following characteristics. *Note to instructor: show a ball that has these properties and one that fails on one, preferably more, counts to be acceptable.*

- i. A smooth surface with no loose, scratched, or cut panels.
- ii. The inflation hole does not stick up.
- iii. The ball is the proper size: size 3 for U-6 and U-8 matches, size 4 for U-10. *Note to instructor: show how to identify the size of the ball, which should be clearly marked.*
- iv. The ball is firm, yet slightly yielding to thumb pressure. *Note to instructor: demonstrate how to check for proper inflation by pressing on one panel of the ball with both thumbs. The panel should yield about ¼ inch.*
- v. The ball should be spherical. *Note to instructor: demonstrate how a spherical ball rotates smoothly when tossed, spinning, into the air.*

4. Inspection of the players

- a. The referee inspects players to ensure that each is properly uniformed and that no one is wearing anything that is, in the opinion of the referee, dangerous to themselves or to other players.
- b. A player's uniform consists of a jersey or shirt, shorts, shinguards, stockings, and shoes.
- c. The uniform must have the following characteristics to be safe:
 - i. The stockings are long socks, which must be pulled completely over the shinguards. (This implies that the shinguards must be put on *under* the stockings; the shinguards may not be put on over the stockings with the stocking tops folded over the shinguards.)
 - ii. All players on a team should have jerseys of the same color, except the goalkeeper (if any), whose jersey must be of a different color than those of both teams and the referee (and assistant referees, if used).
 - iii. Shoes specifically designed for soccer or other athletic activities are acceptable as long as any studs or cleats are not dangerous. Flat-soled athletic shoes are acceptable.
- d. The following equipment is permitted. *Note to instructor: point out to students that AYSO policy on all sorts of possible additional equipment is detailed in the Guidance for Referees and Coaches.*
 - i. Prescription glasses are permitted. (If glasses continually fall off during play, a retaining strap may be needed.) Non-prescription sunglasses are not permitted.

- ii. Sweatpants and sweatshirts are permitted in cold weather. (The sweatshirt must be *under* the player's shirt/jersey.)
 - iii. Goalkeepers are permitted to wear gloves and must wear a jersey or shirt that distinguishes them from the other players.
- e. The following equipment is unsafe and not permitted. *Note to instructor: emphasize that this is partial list of the most common situations the referee will encounter. Complete information is in the Guidance for Referees and Coaches.*
- i. Casts and splints are never permitted, even if padded. A player who removes a cast or splint in order to meet this safety requirement must not be allowed to play.
 - ii. Hats with hard bills, such as baseball caps, are not permitted, even for goalkeepers. Soft-billed (typically foam) caps are permitted for goalkeepers, though they are unusual at this age level. Knit caps for young players are permitted on exceptionally cold days.
 - iii. All dangerous items, including jewelry, watches, earrings, soft bracelets, etc., must be removed before a player is allowed to participate. They may not be taped.
5. Assistant referees
- a. In older players' matches, two trained assistant referees are used whose role is to help the referee carry out his/her duties. Assistant referees may be used in younger players' games, if available.
 - b. In younger players' matches, trained assistant referees are not essential. If none are available, the referee recruits two untrained volunteers from the sidelines to help determine when the ball has passed over the touch line. These volunteers, called "club linesmen", are each given a flag, positioned one on each touch line, and instructed to raise the flag when the ball has passed completely over the touch line. *Note to instructor: emphasize that two referees on the field are never to be used in AYSO games, only a single referee and either trained assistants or untrained "club linesmen".*

H. POST-GAME DUTIES

1. When the time expires, the referee blows the whistle to end the game. A professional image is confirmed when the referee completes the post-game activities in a friendly, positive manner.
2. After blowing the final whistle, the referee collects the ball (or may instruct a club linesman to do so) and returns it to the original provider.
3. The referee should supervise the team handshake. Players may need to be encouraged to display sporting conduct. Referees and coaches should also use

this opportunity to model sporting behavior by shaking hands and offering friendly words to each other.

4. The referee completes the lineup card while the game is fresh in his/her mind.
5. If club linesmen are used, the referee compliments them for their efforts and thanks them for their assistance. The referee may, if appropriate, encourage the club linesmen to seek training to become assistant referees or referees.

I. CONCLUSION

1. Review

- a. Timely and correct completion of pre-game and post-game duties enhances the professional image of the referee.
- b. The referee should arrive early, properly dressed and equipped.
- c. The referee is responsible for the safety of the players and the fairness of the match. To this end, (s)he inspects the field of play, the ball, and the players' uniforms and equipment before the match begins.
- d. The referee recruits club linesman (if necessary), provides them with flags, and instructs how they are to provide assistance.
- e. At the conclusion of the match, the referee returns the ball, supervises the team handshake, completes the lineup card, and thanks the club linesmen.

2. Confirmation

- a. *Ask:* During the safety inspection of the players, the referee notices that a player is wearing earrings. She explains that she had her ears pierced the previous day and if she removes the earrings the holes will close. What should the referee do? *Answer:* The referee should explain to the player that earrings are not permitted; if she wishes to play, she must remove them. The referee may choose to involve the coach. *Ask:* If she (or her coach) asks if the earrings may be covered with tape, what should the referee do? *Answer:* The referee should not permit the earrings to be taped. Tape does not eliminate the danger posed by wearing jewelry.
- b. *Ask:* In a U-8 game, the ball offered by the home team is a size 4 but otherwise acceptable. What should the referee do? *Answer:* Point out to the team that provided the ball that it is the wrong size and ask for a size 3 ball. If the team cannot provide one, ask the other team for one. If no size 3 ball is available, play the game with a size 4 ball.
- c. *Ask:* During the field inspection, the referee notices that a goal is being held in place by two bricks placed on the back of the structure. What should the referee do? *Answer:* A few bricks resting on the goal structure are not sufficient to anchor it securely. The referee should inform the coaches that the goals need to be securely anchored before the match can start.

3. Bridge to next lesson, perhaps as follows: “We now know how to get everyone and everything ready for the match. Next we’ll learn to get the match started.”

IV. Starting the Game (Module 5)

A. DESCRIPTION

1. Duration: 20 minutes
2. This lesson covers the procedures for getting the game started.

B. GOALS

1. Describe how the coin toss is conducted and what it determines.
2. Describe how the game is started with a kick-off.
3. Explain how time is kept.

C. STUDENT MATERIALS

1. AYSO edition of the *FIFA Laws of the Game*
2. *Guidance for Referees and Coaches*

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Ball
2. Material to simulate a halfway line, such as toilet paper.
3. Whistle
4. A watch suitable for timing a game.

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Introduce the topic, perhaps as follows: "The players are nearly ready for the game to begin. What does the referee do to get the game started?"

G. THE KICK-OFF

1. Procedure
 - a. Before the start of the game, the referee conducts a coin toss to determine which team will kick off and in which direction. It is customary for the assistant referees to join the referee for the coin toss. This visually reinforces the notion of an officiating team. However, there may be circumstances in which this is not possible. For example, if the field is in use for a previous game and the referee conducts the coin toss off the field, the assistant referees may be engaged in other duties (such as player inspection).

- i. The referee meets with a representative of each team (the captain) and flips a coin, having designated one captain to call it.
 - ii. The team that wins the toss chooses which goal they will attack in the first half.
 - iii. The team that loses the toss must kick off.
- b. Each half of the game begins with a kick-off. (A kick-off is also used to restart after each goal, which will be covered in Lesson VI.)
 - i. In the first half, the team that kicks off is determined by the coin toss (described above).
 - ii. In the second half, the teams switch sides, so that each is attacking in the opposite direction from the first half. The team that won the initial coin toss kicks off in the second half, or to say it another way, the team that did not kick off in the first half kicks off in the second. Since the teams have switched directions, the kick-off occurs in the same direction in both halves of the game.
- c. Before starting each half, the referee first verifies that the correct number of players is on the field for each team.
 - i. U-6 games are played with 3 players per team on the field (3v3) and no goalkeepers.
 - ii. U-8 games are played with 5 players per team on the field (5v5) and no goalkeepers.
 - iii. U-10 games are played with 7 players per team on the field (7v7), one of whom may be the goalkeeper. (Goalkeepers are optional in U-10 games.)
- d. Before starting the half, players must be in their own half of the field, that is, the side of the halfway line with the goal they are defending.
 - i. In U-8 and U-10 play, the non-kicking team's players must also be outside the center circle.
 - ii. In U-6 play, there is no center circle, but the non-kicking team's players must give the kicking team adequate room to kick. The guideline is 5 yards.
- e. The ball is stationary in the center of the field.
- f. The referee signals for play to start by blowing the whistle.
- g. The ball is in play when it is kicked and moves forward. Just a touch is sufficient to move it.
- h. If the kick-off is not taken correctly (that is, if it moves backward), it must be retaken.

- i. [U-10 and older] If, following a proper kick-off, the kicker touches the ball again before it touches another player, the referee stops play and awards an indirect free kick to the opposing team at the point of the infringement. (Indirect free kicks are covered in Lesson VI.)
 - j. The referee starts timing the half when the kick-off is properly taken.
2. Demonstration/practice
- a. Divide the students into two teams (or, for a large class, do multiple groups of 6-10 each).
 - b. Identify one student, preferably one without soccer experience, to role-play the referee. The other students should role-play the players on the two teams.
 - c. Provide a portion of a field (halfway line and center circle, if appropriate), using toilet paper to simulate lines as needed. Provide a ball.
 - d. Observe the students carrying out the procedure and verify that:
 - i. The referee ensures that the correct number of players is present before blowing the whistle.
 - ii. The kickoff is taken correctly before timing begins.
 - e. Direct the “players” to commit violations of the requirements and verify that the referee deals with them correctly, e.g.
 - i. Player in wrong half of field (visiting with a friend on the other team)
 - ii. Kick-off does not go forward.
 - iii. Kicker miskicks the ball and immediately kicks it a second time.

H. KEEPING TIME

1. Duration of the game. *Note to instructor: Point out that this information is on the back of the official lineup card.*
 - a. A U-6 game is 20 minutes in length, consisting of two 10-minute halves with substitutions allowed approximately 5 minutes into each half. The half-time break is 5-10 minutes.
 - b. A U-8 game is 40 minutes in length, consisting of two 20-minute halves with substitutions allowed approximately 10 minutes into each half. The half-time break is 5-10 minutes.
 - c. A U-10 game is 50 minutes in length, consisting of two 25-minute halves with substitutions allowed approximately 12½ minutes into each half. The half-time break is 5-10 minutes.
2. The players are entitled to the entire designated playing time.

3. The referee keeps the official game time.
4. Timing should begin as soon as the kick-off is properly taken.
 - a. Time runs the entire game except for substitutions (substitutions are discussed in Lesson V) and at half-time.
 - b. Time should not be stopped when the ball goes out of play, after a goal, or for enforcement of the Laws.
 - c. Due to scheduling constraints, some games are shortened. Check the local competition rules first before starting.
 - d. On the official lineup card, the game lengths are listed on the back.
5. If a significant amount of playing time is lost due to time wasting, unusual delay or dealing with an injury, the referee decides how much and adds this time onto the end of the half in which the time was lost.
6. When the watch is stopped for substitution or half-time, the referee needs to restart the watch as soon as the ball is back in play.
7. When the allotted time has expired (including any time added by the referee for time lost in the half) the half is over. In soccer the half ends as soon as time has expired, and the whistle sounds.

I. CONCLUSION

1. Review
 - a. A coin toss is used to determine which team will kick-off and which direction they will attack.
 - b. A kick-off is used to start play in each half of the game.
 - c. The referee must check that the correct number of players is on the field before starting each half.
 - d. Timing of the half begins with a correctly taken kick-off. The half ends after the allotted amount of time (10 minutes for U-6, 20 minutes for U-8, 25 minutes for U-10) plus the time lost during substitutions.
2. Confirm
 - a. *Ask:* Where should the players be on a kick-off? *Answer:* Each team should be in its own half of the field and the team that is not taking the kick off must be outside the center circle (at least 6 yards from the ball for U-6).
 - b. *Ask:* How many players should be on the field at a time? *Answer:* In a U-6 game, 3 for each team; in a U-8 game, 5 for each team; in a U-10 game, 7 for each team.
 - c. *Ask:* How are goalkeepers recognized? *Answer:* They must wear jerseys that distinguish them from the other players and officials.

- d. *Ask:* If a dog runs on the field and the referee stops the game, should he add time to the half to compensate for the stoppage? *Answer:* Yes.
3. Bridge to next lesson, perhaps as follows: "Play is now underway. What causes it to stop? That's the subject of our next lesson."

V. Stopping the Game (Module 6)

A. DESCRIPTION

1. Duration: 20 minutes
2. This lesson covers the reasons that play stops, other than fouls and offside.

B. GOALS

1. Explain when the ball is in and out of play.
2. Explain the circumstances for which the referee typically stops play: goal, injury, substitution, or expiration of time.

C. STUDENT MATERIALS

1. AYSO edition of the *FIFA Laws of the Game*
2. *Guidance for Referees and Coaches*

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Ball
2. Material to simulate a boundary line, such as toilet paper.

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Introduce the topic, perhaps as follows. "Soccer is a game that flows. Play is continuous unless the ball goes outside the boundaries of the field or the referee stops play for some other reason. We'll now look at those reasons in detail."

Note to instructor: *Lesson VII covers restarting play after it has stopped. Do not discuss restarts in this lesson.*

G. BALL IN/OUT OF PLAY

1. Play stops when the ball wholly crosses the goal line or the touch line, whether on the ground or in the air.
 - a. The boundary lines of the field are part of the area they define, so the field does not end until the very outside edges of the touch lines and goal lines. Therefore the ball is not out of play until the whole of the ball has completely crossed the touch line or the goal line. *Note to instructor: demonstrate the ball passing over the line using an appropriate ball and line.*

- b. The ball's position determines whether it is in or out of play, *not* the player's position.
2. Play also stops whenever the referee blows the whistle.
 - a. The referee may stop the game whenever he deems it necessary to do so.
 - b. Referees should not interfere with the fun of the game by stopping for doubtful or trifling offenses. *Note to instructor: Comment that this characteristic of soccer distinguishes it from most popular American sports, in which minor infringements are often penalized even if they have no effect on the play.*
3. The ball is in play at all other times.

H. GOAL

1. A goal is scored when the entire ball crosses the goal line between the goal posts (and, if a goal structure is used, below the crossbar). *Note to instructor: reinforce this explanation using a ball and a line.*
2. It does not matter which team put it there.
3. A goal may not be scored directly from certain restarts, which will be covered in Lesson VII.

I. FOUL

1. The referee stops play when a foul, that is, something unfair or unsafe, has happened.
2. Fouls are discussed in detail the next lesson (Lesson VI).

J. INJURY

1. In younger players' games it is important that, in case of an injury or a possible injury, the referee stop the game immediately. It is better to err on the side of caution, even though nearly always the injury turns out to be minor or non-existent.
2. In the event that a player (or the referee) is bleeding, that individual must leave the field immediately for treatment and may not return until bleeding is stopped and the wound is covered.
 - a. Blood on clothing must be neutralized with a disinfectant or the clothing replaced.
 - b. Blood on the body must be removed, and the contaminated skin disinfected.
3. If an injured player is unable to continue playing, he/she may be substituted, as described next.

K. SUBSTITUTION

1. Roster size varies according to age group. Recommended roster sizes are listed in the *AYSO Guidance for Referees and Coaches*.
2. Those on the field are known as **players**. The rest are considered **substitutes**. A team is entitled to play with the maximum number of players for their age group (3 for U-6, 5 for U-8, 7 for U-10).
3. Substitutions may occur only at the following times when play is stopped: approximately midway through the first half, at half time, approximately midway of the second half, and for an injured player.
4. The coaches should ensure that each player plays at least one half of every game, in accordance with the AYSO National Rules and Regulations (in the *AYSO Guidance for Referees and Coaches*) and the AYSO philosophy that "Everyone Plays".
 - a. The referee is responsible for keeping track (on the official lineup card) of the "quarters" that each team member plays.
 - b. Before restarting the game for the final "quarter" of play, the referee should inform the coach of any team member who has not played two "quarters" and who has not entered the game for the final "quarter". If the coach still elects not to substitute the team member(s) into the match, the referee cannot compel him to do so. The referee should restart play and send a report to the region.
5. The referee should endeavor to minimize the time lost for substitution. Stoppages for substitution are not coaching or refreshment opportunities.

L. END OF HALF/GAME

1. When the allotted time and any added time has expired in each half of the game, the referee blows the whistle to end the half (or game).
2. The referee conducts post-game duties as described in Lesson III.

M. CONCLUSION

1. Review
 - a. Play is stopped when the ball leaves the field or the referee blows his whistle.
 - b. Lines are part of the areas they enclose, so the whole of the ball must cross entirely over a boundary line before the ball is out of play.
 - c. A goal is scored when the ball passed completely over the goal line between the goal posts and beneath the top of the goal structure (if any).
 - d. All team members must play a minimum of half a game.

- e. Substitutions are used to enable everyone to play. Substitutions may occur at a stoppage in play approximately midway through each half, at half-time, and for an injured player.
 - f. The referee ends the half when the allotted time and any necessary added time have expired.
2. Confirm
- a. *Ask:* If a dog runs onto the field and begins chasing the ball, may the referee stop play in order to have the dog removed? *Answer:* Yes.
 - b. *Ask:* If the boundary line of the field is a rut in the grass and the ball gets caught in the rut as it rolls, is it in play? *Answer:* Yes.
 - c. *Ask:* When may the referee stop play for an injury to a player? *Answer:* Any time he considers it necessary.
 - d. *Ask:* If the injured player needs to leave the field, may a substitute replace him? *Answer:* Yes.
 - e. *Ask:* What is the minimum amount of time each team member must play? *Answer:* Half the game (two “quarters”).
3. Bridge to next lesson, perhaps as follows: “There is one more reason why the referee is likely to stop the game: for unfair or unsafe play. In the language of the *Laws of the Game*, that is called Fouls and Misconduct, which is the subject we consider next.”

VI. Fouls and Misconduct – Basic (Module 8)

A. DESCRIPTION

1. Duration: 45 minutes
2. This lesson introduces fouls and misconduct as they occur in the U-10 game.

B. GOALS

1. Explain the two categories of fouls.
2. Describe the fouls that occur in younger players' games.
3. Introduce the concept of misconduct and briefly explain how to deal with it in younger players' games.

C. STUDENT MATERIALS

1. AYSO edition of the *FIFA Laws of the Game*
2. *Guidance for Referees and Coaches*

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. A ball.
2. Student volunteers to help with demonstrations of fouls and adult misbehavior.

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Introduce the topic as follows. "The spirit of the game is fair play and good sportsmanship. If either of these is violated, the referee has the duty to stop play and penalize the offender. *Unfair or unsafe play* is categorized as *fouls*; *poor sportsmanship* is considered *misconduct*. Both are infrequent in younger players' games, but it is important that referees understand the most common fouls and be able to deal with them properly."

Note to instructor: *This lesson is very "meaty" and can be overwhelming for new referees. It is important that referees be introduced to the classification of fouls and misconduct used in Law 12, but the overall emphasis of the lesson should be on the fouls that referees will encounter in U-10 games.*

G. FOULS IN THE U-10 GAME

1. A **foul** is an unsafe or unfair act committed by a player on the field while the ball is in play.

2. Acts that are considered fouls are specified in Law 12 and are classified in two groups: *Direct Free Kick* fouls and *Indirect Free Kick* fouls. The former are more serious and most involve unfair or unsafe contact with an opponent. The latter are less serious and generally do not involve contact with an opponent. The two categories are named for the way play is restarted after a foul has been whistled by the referee. We will discuss these restarts in the next Lesson.
3. We will briefly list the acts in each of these categories, but we will focus only on the few that occur frequently in the U-10 game.
 - a. There are 10 *Direct Free Kick* fouls.
 - i. A direct free kick is awarded to the opposing team if a player commits any of the following seven offenses in a manner considered by the referee to be careless, reckless, or using excessive force:
 - (a) Kicks or attempts to kick an opponent
 - (b) Trips or attempts to trip an opponent
 - (c) Strikes or attempts to strike an opponent
 - (d) Jumps at an opponent
 - (e) Charges an opponent
 - (f) Pushes an opponent
 - (g) Tackles an opponent
 - ii. A direct free kick is also awarded to the opposing team if a player commits any of the following three offenses:
 - (a) Holds an opponent
 - (b) Spits at an opponent
 - (c) Handles the ball deliberately (except for the goalkeeper within his own penalty area)
 - b. Younger players commit very few Direct Free Kick fouls, and the ones that they do commit are frequently the result of ignorance of the game or merely lack of skill. The following are the ones that most commonly occur in U-10 and younger age groups:
 - i. **Kicks an opponent.** This occurs most commonly when a player kicks at the ball and misses it, kicking an opponent instead.
 - ii. **Trips an opponent.** This occurs most commonly when a player attempts to play the ball and misjudges the timing of his challenge, contacting the opponents' leg(s) and causing him to fall. Before whistling for tripping, the referee should be sure that it was committed by a player, since young players often trip over their own feet or the ball.

- iii. **Pushes an opponent.** Young players often push opponents to get to the ball or gain an advantage. Pushing is not allowed, even when players use something other than their hands.
- iv. **Holds an opponent.** Holding any part of an opponent may give a player an unfair advantage. It is illegal to hold with the hands or any part(s) of the body.
- v. **Charges an opponent.** “Charging” is a technical term in soccer. A fair charge is defined as a brief, staccato (momentary), shoulder-to-shoulder bump of limited force. Its purpose is to displace an opponent who has the ball enough to allow the charging player to gain control of the ball. A fair charge is permitted and should not be confused with a push. A reckless charge or an unnecessarily forceful one is a foul and should be penalized.
- vi. **Handles the ball deliberately.** If a player (other than the goalkeeper within his own penalty area) deliberately strikes, deflects, or holds the ball with the hands or arms (all the way to the shoulder), it is a foul. This occurs most commonly when a ball comes to a player above waist level and he doesn’t have the ability or the confidence to play it with the body. (Sometimes the player will raise his arms over his head to stop a high ball.) The act of handling the ball includes any **deliberate** contact with the hand or arm, but **does not include accidental contact**. By contrast, if a ball strikes a player’s hands or arms, the player has not committed a foul. In general, when younger players commit a deliberate handling offense, it is obvious to everyone on the field, including themselves. If the referee is in doubt about the deliberateness of the action, he should not stop play.

Note to instructor: *It is easy for new referees to become caught up the details of what is or is not a foul, and no amount of discussion will make them comfortable with those details until they have some field experience. After covering the common cases above, consider giving them a couple of rules of thumb. For example: “if a player goes after an opponent rather than the ball, it’s probably a foul” and “nearly all contact other than brief, shoulder-to-shoulder contact with limited force is a foul” and “ball-to-hand is not a foul, while hand-to-ball may be a foul”. You should emphasize that these are rules of thumb, not precise definitions, but that they will serve beginning referees in young players’ games well until they get some game experience, at which time the specifics become more meaningful.*

- c. There are 7 *Indirect Free Kick* fouls.
 - i. An indirect free kick is awarded to the opposing team if a goalkeeper, inside his own penalty area, commits any of the following four offenses:
 - (a) Takes more than six seconds while controlling the ball with his hands, before releasing it from his possession.

- (b) Touches the ball again with his hands after it has been released from his possession and has not touched any other player.
 - (c) Touches the ball with his hands after it has been deliberately kicked to him by a team-mate.
 - (d) Touches the ball with his hands after he has received it directly from a throw-in taken by a team-mate.
- ii. An indirect free kick is also award to the opposing team if a player, in the opinion of the referee, :
 - (a) Plays in a dangerous manner.
 - (b) Impedes the progress of an opponent.
 - (c) Prevents the goalkeeper from releasing the ball from his hands.
- d. An indirect free kick is also awarded to the opposing team if a player commits misconduct (to be discussed shortly) without also committing one of the 10 Direct Free Kick or 7 Indirect Free Kick fouls just listed.
 - e. Of the Indirect Free Kick fouls, only a few occur frequently in younger players' games:
 - i. **Playing in a dangerous manner** (generally shortened to "dangerous play"). This is the most common foul seen in younger players' games. Dangerous play involves playing the ball inappropriately and in so doing, preventing the opponent from playing it safely in the proper manner. Two forms occur frequently: (1) a player kicks at a ball above waist level in close proximity to an opponent, or (2) a player lying on the ground kicks at a ball in close proximity to a standing opponent. In both cases, the opponent cannot play the ball in the proper way without endangering himself or the player; thus, he has been unfairly disadvantaged by the player's action. Contact with the opponent is not required for play to be dangerous; indeed, if significant contact occurs, a Direct Free Kick foul has almost certainly occurred. *Note to instructor: Tell the students about Ken Aston's "gasp test": if the action of a player against an opponent makes you gasp, then feel relieved that there was no contact, it's dangerous play.*
 - ii. **Goalkeeper takes more than six seconds to put the ball into play.** When the goalkeeper has the ball in his hands, opposing players cannot challenge for it. Obviously, this gives the goalkeeper an advantage, and the Laws are constructed to limit that advantage by restricting when the goalkeeper is allowed to use his hands and for how long. These limitations are appropriate for knowledgeable goalkeepers to prevent them from wasting time. However, young goalkeepers often need time to figure out what to do, and exceed the six-second limitation innocently. Referees

should not immediately penalize this minor offense and should instead assist young goalkeepers with a few well-chosen words to get the ball back into play. Referees should not count the six seconds in a public way.

H. MISCONDUCT IN THE U-10 GAME

1. **Misconduct** is a term used in the *Laws of the Game* to cover behavior that is in serious conflict with the spirit of the game and good sportsmanship.
2. Acts that are considered misconduct are specified in Law 12 and are also classified in two groups: those for which a player is *Cautioned* and those for which a player is *Sent Off* (required to leave the field and prevented from further participation in the match).
3. We will briefly list the acts in each of these categories without elaboration, since misconduct is very rare in the U-10 game.
 - a. A player is *cautioned* and shown the yellow card if he commits any of the following seven offenses:
 - i. Is guilty of unsporting behavior
 - ii. Shows dissent by word or action
 - iii. Persistently infringes the *Laws of the Game*
 - iv. Delays the restart of play
 - v. Fails to respect the required distance when play is restarted with a corner kick, free kick, or throw-in
 - vi. Enters or re-enters the field of play without the referee's permission
 - vii. Leaves the field of play without the referee's permission
 - b. A player is *sent off* and shown the red card if he commits any of the following seven offenses:
 - i. Is guilty of serious foul play
 - ii. Is guilty of violent conduct
 - iii. Spits at an opponent or any other person
 - iv. Denies the opposing team a goal or an obvious goal-scoring opportunity by deliberately handling the ball (this does not apply to a goalkeeper within his own penalty area)
 - v. Denies an obvious goal-scoring opportunity to an opponent moving towards the player's goal by an offense punishable by a free kick or a penalty kick
 - vi. Uses offensive, insulting, or abusive language and/or gestures
 - vii. Receives a second caution in the same match

4. In older players' games, misconduct is punished formally as specified in Law 12 using yellow and red cards. Misconduct is rare in younger players' games, but if it occurs, referees should deal with it informally **without showing cards**. In fact, referees in U-10 and younger games should not carry cards. If a young player is behaving unacceptably, the referee may choose to involve the coach. In particular, if a player's behavior is uncontrolled (for example, he throws a tantrum and begins striking other players), he has no place on the soccer field and the referee should definitely involve the coach.
5. A player's enjoyment of soccer derives from the activity on the field. When adults interfere with the game, they reduce that enjoyment. The referee, as the guardian of fun, also has the responsibility to ensure that adults don't lessen the kids' fun. Managing younger players' games also entails helping the adults (coaches, spectators) to remember their role, which is to provide positive encouragement for both teams.
6. Coaches and spectators may be warned about negative behavior or even expelled from the vicinity of the field if poor behavior continues, but must not be shown a card.

I. DEALING WITH COACHES AND SPECTATORS

Note to instructor: *Recognize that the biggest worry/fear of entry-level referees is being yelled at by adults. Most are not confident of their ability to deal with such situations. The purpose of this section is to give them a few concrete techniques for doing so. Inevitably, presentation of this material will bring their insecurities to the surface and can easily lead to a negative discussion that exaggerates the problem. The instructor must keep the presentation focused and limited in duration: 10-15 minutes. For the presentation to be effective it must include demonstration of the techniques; simply talking about them is inadequate.*

1. Bridge from the previous topic by reiterating that misconduct among younger players is rare, but unfortunately less so among the adults accompanying them at the field.
2. Point out that, as the players get older (U-10 and above), some coaches and spectators may begin to become more "enthusiastically engaged" with the ultimate outcome (winning/losing) of the game. This increased enthusiasm, if left unchecked, can evolve to an emotional roller-coaster of inappropriate behavior. (The publication *Problems Outside the Touch Line* contains material on this subject. Mention it to the students, and consider distributing copies.)
3. Present 2-3 common scenarios illustrating inappropriate adult behavior and the action taken by the referee. Here are some suggested possibilities; if you use others, be sure to keep them simple, direct, and appropriate for U-10 games. Wherever possible, use a co-instructor or a volunteer to play the part of the spectator or coach while you play the referee. These scenarios work best when

the participants speak naturally in the vein suggested by the dialog here; reading a script detracts from the effect.

- a. **Scenario 1.** Five minutes into the game, the referee is close to play in the middle of the field when two opposing players bump into each other while trying to play the ball, there is no foul, but the Red player falls down. The referee makes no signal and does not stop play.

Red coach (shouting from the touch line): “Hey, what about that push?”

Referee looks directly at the coach, shakes his head indicating “No”, and puts a finger to his lips indicating “Shh!”.

The Red coach makes no further comment, although his body English indicates he’s not entirely happy.

- b. *Ask: What do you think about the way the referee handled this? Lead a brief discussion, which should reach the conclusion that the referee did not let the disagreement pass unnoted, expressed his request to the coach unambiguously without having to stop play, and by doing this early in the match may have prevented subsequent escalation.*

- c. **Scenario 2.** Two opposing players kick the ball essentially simultaneously and it crosses the touch line near midfield.

Referee: “Red throw-in.”

Blue coach: “Aw, c’mon ref, that was ours!”

Referee: (evenly, looking directly at the coach) “Sir, please leave those decisions to me.” (turns to players)

Blue coach starts to respond: “But ref, ...”

Referee turns back toward the coach and says nothing, but puts his hands up in a gesture that says “No more!”, then moves away.

- d. *Ask: What did you observe about the way the referee responded to the coach’s disagreement with his call? Lead a brief discussion, which should reach the conclusion that the referee was calm, professional, cordial but firm, and avoided a protracted conversation.*

- e. **Scenario 3.** A parent repeatedly calls out instructions to his daughter every time the ball comes to her.

Parent: “C’mon Susie, pass to Rosie... (pause) OK, dribble, dribble, drib-pass! (pause) “You’ve got it! Now, big kick!” The ball now goes out of play.

Referee: (to players) “Hold the ball, please!” (walks over to the coach of Susie’s team, and loud enough for the parents to hear) “Sir, I’m sure you would prefer that your players do what you taught them in practice rather than

what their parents yell. Please remind them that they can cheer all they want, but they aren't to coach their kids during the game. Thank you."

- f. *Ask:* What did you observe about the referee's handling of the situation?
Lead a short discussion, which should reach the conclusion that the referee was professional, non-confrontational but firm, and supportive of the coach's role.

- g. **Scenario 4.** It is nearly the end of the first half. The referee has heard disagreement coming from the Blue spectators about his last three or four calls. The referee looks at his watch, then blows his whistle and announces "Half-time!" He then walks toward the Blue coach.

Referee (calmly, to Blue coach): "Coach, may I speak with you for a minute?"

Blue coach (to his team): "Players, get some water – I'll be right with you." (to referee): "Yes?"

Referee: "I've noticed quite a bit of negative comment from your spectators. Would you please remind them that in AYSO we're all here to make sure that the players have a good time, and they can do that by keeping their remarks positive and encouraging?"

Blue coach: "Well, I..."

Referee: "Thank you. I know it will make a difference for the players, and I appreciate your help." (Referee returns to the field)

- h. *Ask:* What did you observe about the referee's handling of the situation?
Lead a short discussion, which should reach the conclusion that the referee was professional and invoked the principles of the AYSO Team.

4. Summarizing the points resulting from the preceding discussion.

- a. The referee should utilize the AYSO Team concept to enlist the cooperation of the coaches and spectators. Disagreement with officials that is tolerated at other levels of sport is not acceptable in AYSO.
- b. The referee must remain calm and professional when the emotional reactions of coaches and spectators to the game and/or to the decisions of the referee begin to become inappropriate.
- c. The referee should respond to inappropriate behavior early to prevent escalation. Sometimes this can be done without stopping the game. A smile, a wink, a look, a gesture: all are tools that can be used to convey a message without conversation.

5. Close the discussion by reiterating that the referee's job is to ensure the game is enjoyable for all who participate and observe. The players learn from the behavior of adults and the referee is the authority figure who determines what is and is not acceptable behavior. Remind the students that no referee enjoys this

aspect of the job, but it is integral to the AYSO referee's fundamental responsibility to make the game enjoyable for the players.

J. CONCLUSION

1. Wrap up the lesson by returning to the subject of fouls. Some closing thoughts on calling fouls:
 - a. Beginning referees who do not have previous soccer experience are generally unsure about what actions constitute fouls, which is natural, and may mistake ordinary legal contact for a foul in an effort to "protect" the players.
 - b. Beginning referees with previous soccer experience tend to recognize fouls in the context of their experience, which is generally well above U-6/U-8/U-10 play, and they therefore tend to allow more contact than is appropriate at this level.
2. Review
 - a. Fouls are unsafe or unfair actions committed by players on the field while the ball is in play.
 - b. Although fouls are infrequent in the U-10 game, the referee must be able to recognize unsafe/unfair acts and stop play.
 - c. Fouls are classified as either Direct Free Kick fouls – the more serious ones that generally involve contact with an opponent – and Indirect Free Kick fouls – the less serious ones. They are named for the restarts used to get play underway after one has caused play to be stopped by the referee.
 - d. Misconduct is serious poor sportsmanship, but is rare in younger players' games. In older players' games it is punished formally, using yellow and red cards, but cards should never be used in younger players' games.
 - e. Inappropriate behavior by adults should be addressed early, with a calm and professional attitude and an emphasis on creating a positive environment for the players.
3. Confirm
 - a. *Ask:* If two opposing players contact each other and one falls down, has a foul occurred? *Answer:* Possibly, but not necessarily. Soccer is a contact sport, but the contact must be fair and safe. Law 12 specifies the forms of illegal contact that must be penalized.
 - b. *Ask:* What kind of foul is pushing an opponent? *Answer:* A Direct Free Kick foul, because it involves unfair contact.
 - c. *Ask:* If a player pushes an opponent, but the push isn't too hard, does that make it an Indirect Free Kick foul? *Answer:* No, the action is either a Direct

- Free Kick foul or nothing. The referee must decide if the player committed the action carelessly, recklessly, or using excessive force. If so, it is a Direct Free Kick foul and should be punished. If not, then the contact is trifling or inconsequential, and play should continue.
- d. *Ask:* A ball bounces up and hits a player in the arm. Is this a foul? *Answer:* No. The player did not handle the ball deliberately, which is the requirement for ball/hand contact to be a foul.
 - e. *Ask:* A player lies on the ground and kicks at the ball. No one else is near. Is this dangerous play? *Answer:* No. Playing the ball while lying on the ground is not a foul unless an opponent is near and trying to kick the ball.
 - f. *Ask:* If the referee thinks a foul may have occurred but isn't sure, should he stop play? *Answer:* No, the referee should not stop play for doubtful offenses.
 - g. *Ask:* A U-10 player deliberately punches (or, equivalently, spits at) an opponent. What should the referee do? *Answer:* The player is guilty of both a Direct Free Kick foul as well as misconduct (a sending-off offense). The referee should stop play, take the offender to his/her coach, and explain that players whose behavior is uncontrollable are not allowed to play. The referee should solicit the coach's cooperation in dealing with the player. Play should be restarted with a direct free kick.
4. Bridge to next lesson, perhaps as follows: "Now that we know the reasons why play stops, let's see how the referee gets play going again."

VII. Restarting the Game (Modules 7 & 12)

A. DESCRIPTION

1. Duration: 40 minutes
2. This lesson introduces the notion of “restart” and provides the necessary details to administer restarts properly in U-6, U-8, and U-10 games.

B. GOALS

1. Explain the concept of “restart”.
2. Describe the “when” and “how” of each restart used in U-6, U-8, and U-10 games.

C. STUDENT MATERIALS

1. AYSO edition of the *FIFA Laws of the Game*
2. *Guidance for Referees and Coaches*

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Ball
2. Material to simulate a line, such as toilet paper.

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Introduce the topic. “The term ‘restarts’ refers to the ways in which play is resumed after it has been stopped. The restart used depends on the reason for which play was stopped. In U-6 play, there are five kinds of restarts: kick-off, throw-in, kick-in, (direct) free kick, and dropped ball. In U-8 and U-10 play, the goal kick and corner kick replace the kick-in. In U-10 play, there are two additional restarts: indirect free kick and penalty kick. We’ll now look at each of these restarts to see when each one is used and how it is carried out.”

G. THROW-IN

1. When the ball passes out of play over a touch line, play is restarted with a throw-in. The throw-in conveys only a small advantage to the team that takes it, because the ball crossing the touch line is viewed as a relatively minor event within the context of a game.
2. The throw-in is taken by the opponents of the team that last touched the ball (even if the touch was accidental). Any player on the team may take the throw-in, and the players (not the referee) decide who takes it.

3. The throw-in is taken from the approximate point on the line where the ball left the field.
4. The thrower must face the field of play, have part of each foot touching the ground either on or behind the line, and use both hands to deliver the ball from behind and over the head. *Note to instructor: briefly demonstrate proper and improper throw-ins with a ball and simulated line. Emphasize when incorrect technique is serious enough to warrant a second attempt.*
5. The ball is in play as soon as it is released and any portion of it is on or over the outside edge of the line. If the ball fails to enter the field of play, the throw-in is retaken.
6. Opposing players must be at least two yards from the point at which the throw-in is taken.
7. A goal may not be scored directly from a throw-in. If the ball goes directly into either goal, it is treated as if it had crossed the goal line outside the goal. *Note to instructor: this last point will not be meaningful until goal kicks and corner kicks are discussed, below.*
8. Infringements:
 - a. The purpose of the throw-in is to get the ball back into play promptly with minimal fuss. AYSO officials are advised not to interfere with the fun of the game by stopping for doubtful or trifling offenses. If an official cannot decide quickly whether a young thrower's foot or hand technique is correct, the call is doubtful. The referee should allow play to continue.
 - b. To help young players learn how to play correctly, referees in U-6 and U-8 games should give players a second chance to learn correct technique. If the second attempt is also unsuccessful, the referee should let play continue.
 - c. [U-10 and older] If the thrower touches the ball again before it has touched any other player, the referee stops play and gives an indirect free kick to the opposing team at the point of the infringement. (Indirect free kicks are discussed later in this lesson.)

H. GOAL KICK

1. A goal kick is used in a U-8 or U-10 game to restart play when the ball goes over the goal line, last touched by a member of the attacking team, and a goal is not scored. In U-6 games, a modification of the goal kick (a "kick-in") is used – see below.
2. Any player on the defending team takes the goal kick.
3. The ball is placed anywhere in the goal area. *Note to instructor: using a suitable field diagram or a simulated goal area and a ball, illustrate proper and improper positioning of the ball.*

4. In U-8 games, the following requirements apply:
 - a. Players on the opposing team must be at least 6 yards from the ball when it is kicked.
 - b. The ball is in play upon being kicked and leaving the goal area. Since the ball is usually placed on a boundary line of the goal area and kicked forward, this is the same as saying that the ball is in play as soon as it is kicked.
5. In U-10 games, the following requirements apply:
 - a. Players on the opposing team must be outside the penalty area when the ball is kicked and cannot enter the penalty area until the ball is in play.
 - b. The ball is in play upon being kicked and leaving the penalty area without being touched by another player, otherwise the goal kick is retaken.
6. If the ball is kicked directly into the opponent's goal (rare!), a goal is scored.
7. [U-10 and older] If, after the ball is in play, the kicker touches it again before it has touched any other player, the referee stops play and gives an indirect free kick to the opposing team at the point of the infringement. (Indirect free kicks are discussed later in this lesson.)
8. Special circumstances for the U-6 game ("kick-in"):
 - a. Since there is no goal area on a U-6 field, the ball is placed on goal line at the point where it exited the field.
 - b. Any player on the defending team may take the kick. Opposing players should be 5 yards or so away from the ball at the time it is kicked.
 - c. The ball is in play as soon as it is kicked.

I. **CORNER KICK**

1. A corner kick is used in a U-8 or U-10 game to restart play when the ball goes over the goal line, last touched by a member of the defending team, and a goal is not scored. In U-6 games, a modification of the corner kick (a "kick-in") is used – see below.
2. Any player on the attacking team takes the corner kick.
3. The ball is placed anywhere in the corner arc nearest the point where the ball crossed the goal line. The corner flag must not be moved. *Note to instructor: using a suitable field diagram or a simulated corner area and a ball, illustrate proper and improper positioning of the ball.*
4. Players on the opposing team must be a minimum distance from the ball when it is kicked. In U-6 and U-8 games, that distance is 6 yards; in U-10 games, it is 8 yards.
5. The ball is in play immediately upon being kicked.

6. If the ball is kicked directly into the opponent's goal, a goal is scored.
7. [U-10 and older] If, after the ball is in play, the kicker touches it again before it has touched any other player, the referee stops play and gives an indirect free kick to the opposing team at the point of the infringement. (Indirect free kicks are discussed later in this lesson.)
8. Special circumstances for the U-6 game ("kick-in"):
 - a. The ball is placed on goal line at the point where it exited the field (which is typically not the corner).
 - b. Any player on the attacking team may take the kick. Opposing players should be 5 yards or so away from the ball at the time it is kicked.
 - c. The ball is in play as soon as it is kicked and moves.

J. FREE KICKS

1. When a player commits a foul for which the referee stops play, play is restarted with a free kick taken by any player on the opposing team. It is a "free" kick because the opposing team (that is, the one that was disadvantaged by the foul) is given a clear kick of the ball without interference from the fouling team.
2. There are two forms of free kick: *direct* and *indirect*. Both are used to penalize fouls, as described in the previous lesson. In U-10 games, an indirect free kick is also awarded for offside and certain technical infringements, such as the "second touch" by a player taking a restart.
3. "Direct" means that a goal may be scored directly from the kick (against the opposing team). "Indirect" means that the ball must touch another player, on either team, before a goal can be scored.
4. In U-6 and U-8 games, all free kicks are direct. That is, all fouls incur the same restart: a direct free kick.
5. When a free kick is taken in a U-6 or U-8 game, the opposing players must be 6 yards from the ball. When a free kick is taken in a U-10 game, the opposing players must be 8 yards from the ball or (if closer) standing on their own goal line between the posts. Exception: if, in a U-10 game, the free kick is taken from within a team's own penalty area, the opposing players must be outside the penalty area and must remain there until the ball is in play (just as on a goal kick).
6. In most cases, the free kick is taken from the location of the foul, and the ball is in play as soon as it is kicked and moved. It does not have to be kicked forward. However, there are some conditions and special circumstances:
 - a. [U-10 and older] A free kick taken from anywhere within a team's own penalty area (including the goal area) is in play when it is kicked and leaves the penalty area.

- b. A free kick awarded to a team inside its goal area may be taken from any point in the goal area.
 - c. An indirect free kick awarded to the attacking team inside its opponents' goal area is taken from the goal area line parallel to the goal line at the point nearest to where the infringement occurred. (This line is 6 yards from the goal line.)
 - d. [U-10 and older] If a direct free kick is to be awarded to the attacking team inside the defending team's penalty area, a penalty kick is awarded instead. The penalty kick is discussed later in this lesson.
7. If, from a direct free kick, the ball is kicked directly into the opponents' goal, a goal is scored. If, from an indirect free kick, the ball is kicked directly into the opponents' goal, a goal kick is awarded to the opponents.
 8. Once the ball is in play, the kicker may not touch the ball a second time until it has touched another player. If he does, an indirect free kick is awarded to the opposing team from the point of the infringement. (Thus, if the defending team is taking a free kick inside its own penalty area and the kicker touches the ball a second time before it leaves the penalty area, the kick is retaken, since the ball was not yet in play.)
 9. To signal an indirect free kick, the referee must raise one hand high before the kick is taken and keep it raised until the kick is taken and the ball touches another player or goes out of play. *Note to instructor: demonstrate this signal now. Other referee hand signals are covered in Lesson IX.* Thus, if the ball goes into the goal and the referee's hand is still in the air, a goal is not scored. It's important for everyone – players and assistant referees – to know this!

K. PENALTY KICK (U-10 and older)

1. A penalty kick is awarded when a direct free kick foul has been committed by a team within its own penalty area. Penalty kicks are not awarded in U-6 or U-8 games (and there is no penalty area on these fields).
2. A penalty kick is somewhat like a direct free kick taken from the penalty mark, and a goal is scored if a properly taken kick enters the goal.
3. After the kicker, who may be any player on the attacking team, is identified, he/she is handed the ball by the referee. The ball is placed on the penalty mark by the kicker. All other players except the defending goalkeeper must remain outside the penalty area and penalty arc, and behind the penalty mark, until the ball is in play. The goalkeeper must stand on the goal line between the goal posts.
4. When all players are properly positioned, the referee signals (blows the whistle) for the kick to proceed. The ball is in play when it is kicked by the designated

kicker and moves forward. The goalkeeper must remain on the goal line (but can move side-to-side) until the ball is in play.

5. Once the ball is in play, the kicker may not touch the ball a second time until it has been touched by another player. If he does, the referee awards an indirect free kick to the opposing team at the point of the infringement.
6. A penalty kick is an unfamiliar event for U-10 players. If the referee finds it necessary to award a penalty kick, he/she will need to guide the players through the process. It is also a potentially frightening event for a U-10 goalkeeper, and the referee should be prepared to say a consoling word to a goalkeeper who thinks (s)he let the team down by not stopping the goal.

L. DROPPED BALL

1. When play is stopped by the referee for an unusual but neutral reason such as an injury, a dog on the field, or a stray ball from a nearby game, play is restarted by the referee dropping the ball.
2. The referee drops the ball where it was when play was stopped. Exception: In a U-8 or U-10 game, if the ball was in the goal area when play was stopped, the referee drops the ball at the nearest point on the goal area line that is parallel to the goal line.
3. The ball is dropped from the players' waist height and is in play when it hits the ground. *Note to instructor: demonstrate a proper dropped ball for young players. Enlist the help of a couple of students to simulate players. If only adults are available, have them kneel to approximate "waist height" for young players.*
4. Typically, one player from each team is near the ball when it is dropped, but having a player from each team involved is not a requirement.
5. If a player kicks the ball before it hits the ground, the ball is dropped again because play has not been restarted properly. Young children may have to be asked to step back "one giant step" so the ball may be dropped correctly.
6. Young players usually need some direction with dropped balls, although the referee should not tell players where to stand and which direction to kick.

M. KICK-OFF FOLLOWING A GOAL

1. When a goal is scored, as described in Lesson V, play is restarted with a kick-off taken by the team that gave up the goal.
2. The procedure for the kick-off is as described in Lesson IV. The referee must wait until the players and ball are properly positioned, then blow the whistle.

N. CONCLUSION

1. Review

- a. A throw-in is used to restart play when the ball crosses a touch line. A throw-in is taken by the team opposing the one that last touched the ball. The ball is thrown with both hands over the head with both feet on the ground on or behind the line, and is in play as soon as it enters the field.
 - b. A goal kick is used in U-8 games and above to restart play when the ball crosses the goal line (other than in the goal) and was last touched by the attacking team. The kick is taken from anywhere in the goal area by the opposing team. The (formerly) attacking team must be at least 6 yards from the ball when it is kicked (outside the penalty area in U-10 and older). The ball is in play as soon as it leaves the goal area.
 - c. A corner kick is used in U-8 games and above to restart play when the ball crosses the goal line (other than in the goal) and was last touched by the defending team. The kick is taken from anywhere in the nearest corner arc by the opposing team. The defending team must be at least 6 yards from the ball when it is kicked (8 yards in U-10). The ball is in play as soon as it is kicked, and if it directly enters the opponents' goal, a goal is scored.
 - d. A kick-in is used in U-6 games instead of the goal kick and corner kick. The kick is taken by the team opposing the one that last touched the ball. The ball is placed on the goal line at the point where it left the field and is kicked into play. The opposing team must be 5 yards or so from the ball at the time it is kicked. The ball is in play as soon as it is kicked.
 - e. A free kick is used to restart play after the referee has stopped play for a foul. Whether the kick is direct or indirect depends on the particular foul. The opposing team must be at least 6 yards from the ball when it is kicked (8 yards in U-10).
 - f. A penalty kick is used when a direct free kick foul is committed by the defending team within its own penalty area. Everyone except the kicker and the goalkeeper must be outside the penalty area and arc, and behind the ball, when the kick is taken. The goalkeeper must be on the goal line and may not move forward before the ball is kicked.
 - g. A kick-off is used to restart play after a goal is scored. It is taken by the team against whom the goal was scored.
 - h. A dropped ball is used to restart play for any other reason. The referee drops the ball from the players' waist height, and it is in play as soon as it touches the ground.
2. Confirm
- a. *Ask:* How should a referee deal with a U-8 player who takes a throw-in incorrectly? *Answer:* Blow the whistle, explain briefly and positively what should be done differently, and give the player a second chance. If the second chance is also incorrect, let play continue.

- b. *Ask:* For a goal kick, must the ball be placed on a boundary line of the goal area? *Answer:* No, but young players almost always do so. The ball may be placed anywhere in the goal area.
 - c. *Ask:* During a corner kick, if the ball is kicked only slightly and doesn't leave the corner arc, is it in play? *Answer:* Yes, the ball is in play as soon as it is kicked and moved.
 - d. *Ask:* Why would a referee raise his hand after awarding a free kick? *Answer:* To indicate to the players that the kick is indirect.
 - e. *Ask:* If, from a goal kick in a U-10 game, the ball stops a yard short of the penalty area boundary, what should the referee do? *Answer:* Have the kick retaken because the ball has not been put into play. It must leave the penalty area to be in play.
 - f. *Ask:* Must players from each team be present for a dropped ball? *Answer:* No, there is no requirement.
3. Bridge to next lesson, perhaps as follows: "In this lesson and the two preceding ones, we covered all the reasons why play is stopped and how it is restarted. Well, not quite. There is one more reason why play may be stopped: offside. That's the subject of our next lesson."

VIII. Offside - Basic (Module 9)

A. DESCRIPTION

1. Duration: 40 minutes
2. This lesson introduces the notion of “offside” to new referees.

B. GOALS

1. Understand the basic components of offside position and offside infringement for referees and assistant referees
2. Cover the exceptions to offside (goal kick, corner kick, throw-in)
3. Explain and demonstrate the referee and assistant referee duties and signals for offside.
4. Explain how play is restarted following an offside infringement.

C. STUDENT MATERIALS

1. AYSO edition of the *FIFA Laws of the Game*
2. *Guidance for Referees and Coaches*

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. If the lesson is conducted outdoors (highly recommended), use a ball and either half of a field or a suitable area with cones or other markers to identify the goal, halfway line, etc.
2. If the lesson is conducted indoors, use projected slides or a whiteboard to illustrate various arrangements of players and the ball.

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

1. Introduce yourself and your co-instructors, if necessary.
2. Introduce the topic. “The notion of offside is deeply rooted in the spirit of the game. In the early days of soccer, some players were lazy. Rather than work with the rest of their team to advance the ball in a systematic way, these players chose to hang around near their opponents’ goal, wait until the ball came to them, and then attempt to score a goal. Many of their team-mates thought that this was neither gentlemanly nor fair. Consequently, the rules evolved to say that a player who is ahead of the ball in the opponent’s half of the field, is “off his side” (*side* meaning team) and is not allowed to participate in the play while in that position. That notion, with small refinements that we will talk about shortly, is the essence of the present-day offside law.”

Note to instructor: *Keep in mind that this is a **basic** offside lesson. The objective is to introduce students to the concept and its application at the U-10 level. AYSO referee training includes two additional lessons about offside at higher levels of play. **Resist the temptation to extend the material you cover into those more advanced lessons!***

G. OFFSIDE POSITION

1. Before an offside infringement is even possible, a player must be in an **offside position**. Without offside position, there can be no infringement.
2. What is offside position?
 - a. If the player is ahead of the ball, *and*
 - b. The player is in the opponents' half of the field, *and*
 - c. The player is closer to the opponents' goal line than either of the last two opponents, *then*
 - d. That player is in an **offside position**.
3. Being in an offside position, by itself, is not an infringement.
4. *Note to instructor: If the lesson is conducted indoors, use a whiteboard or flip chart or other visual aid to show a field diagram and various placements of players and the ball. For each arrangement, ask students to determine offside position. If the lesson is conducted outdoors, create the arrangements by physically positioning students (who simulate players) on the field.*

H. OFFSIDE INFRINGEMENT

1. An offside infringement occurs if a player in offside position *at the moment the ball touches or is played by a teammate* is, in the opinion of the referee, *involved in active play* by
 - a. Interfering with play, *or*
 - b. Interfering with an opponent, *or*
 - c. Gaining an advantage by being in that position.
2. The referee penalizes an offside infringement by stopping play and awarding an indirect free kick to the opposing team at the position where the infringing player was at the moment the ball was played by his teammate.
3. Exception: A player in an offside position who receives the ball directly from a goal kick, corner kick, or throw-in, is *not* penalized for offside. (That is, offside is momentarily suspended when the ball is being returned to play after leaving the field.)

I. APPLYING THE OFFSIDE LAW

1. Application of the offside Law involves a *factual decision* and a *judgment*.
2. Whether a player is in an offside position at the moment the ball is played to him is a *factual decision*, in the same sense that deciding whether a ball has crossed a boundary line is a factual decision. (Indeed, the two decisions are similar, except of course that the offside “line” is not physically present on the field because it moves with play.)
3. Whether a player in offside position should be penalized for an offside infringement is a *judgment*, since it requires the referee to decide whether the player is involved in active play. Involvement can happen in many ways. The most common are:
 - a. Receiving the ball directly from a teammate, whether the ball was deliberately passed or miskicked. A direct pass from a teammate is probably the most common form of involvement in active play for U-10 players. However, an accidental pass can cause a player to be unintentionally involved, that is the play “comes to him” while he is in an offside position. Whether the pass is deliberate or accidental, if it is received by a player in offside position, he becomes involved in active play and is therefore offside.
 - b. Getting in the way of an opponent, for example, blocking the goalkeeper.
 - c. Preventing an opponent from playing the ball.
 - d. Talking to, yelling at, or otherwise distracting an opponent.
4. To make the *judgment* of active involvement correctly, the referee and assistant referee frequently must wait a few seconds after the moment at which the ball is touched or played by the teammate. *Note to instructor: illustrate each of the following scenarios for visual reinforcement, preferably by demonstration but otherwise on a flip chart or whiteboard.*
 - a. *Ask:* Should a player in offside position, not near any other players, be penalized for offside? *Answer:* Not unless he becomes involved in active play. Since he is not interfering with an opponent, he would have to interfere with play – for example by receiving the ball – or otherwise gain an advantage in order to be penalized.
 - b. *Ask:* When the ball is played by the teammate of a player in offside position, how long should the referee wait before penalizing the player for offside? *Answer:* The referee should wait until he determines the player is involved in active play. If the player is interfering with an opponent at that moment, offside can be whistled immediately. If the ball is going to the player in offside position, the referee should wait until it is evident that he can and will play it, at which point he has become involved in active play and an offside infringement has occurred.

- c. *Ask*: Two teammates are advancing on the opponents' goal having beaten the opposing defenders so that only the opposing goalkeeper is ahead of them. One is slightly ahead of the other. The trailing player has possession of the ball, but is dribbling it by repeatedly kicking it a few yards ahead and running ahead to meet it. The teammate who is ahead of him has an equal opportunity to play the ball. What should the referee do? *Answer*: Allow play to continue until it is clear that the leading teammate's presence has affected the play; that is, until he has become involved in active play. *Note to instructor*: this situation happens often in younger players' games, where a teammate becomes a kind of "side car" or "wing man" for the player with the ball. Many inexperienced referees incorrectly whistle for offside when this player has not been involved. Refer back to the previous scenario (item b) and emphasize the possibilities: interfering with an opponent (when the players become sufficiently close to the goalkeeper) or interfering with play (receiving the ball).
5. A useful rule of thumb in judging involvement in active play is for the referee to ask himself "If the player in offside position had not been there, would the play have been any different?" If the answer is "no", then the player should not be judged guilty of offside. Like all rules of thumb, this one does not perfectly cover all situations, but it will serve the beginning referee well.
6. Offside in U-10 games is frequently blatant because the players are unfamiliar with the concept. The referee's role at this level of play is partly instructional. The referee should help the players (and coaches and parents) to get a feel for the offside concept and to learn how to identify and avoid it.

J. CONCLUSION

1. Review

- a. A player is in offside position when he is ahead of the ball *and* in the opponents' half of the field *and* closer to the opponents' goal than either of the last two opponents.
- b. A player in offside position is penalized for offside if, at the moment the ball is touched or played by a teammate, he is involved in active play by interfering with play *or* interfering with an opponent *or* gaining an advantage by being in an offside position.
- c. A player is not offside if he receives the ball directly from a goal kick, corner kick, or throw-in.
- d. An offside infringement is penalized by an award of an indirect free kick to the opposing team at the place where the infringing player was when the ball was touched or played by his teammate.
- e. The judgment of active involvement in play may require the officials to wait a few seconds after the ball is touched by the teammate.

2. *Summary:* A player is penalized for being at the wrong place at the wrong time doing the wrong thing:
 - a. The wrong place: in an offside position
 - b. The wrong time: at the moment the ball is touched or played by a teammate
 - c. The wrong thing: involved in active play
3. Confirm
 - a. *Ask:* Is it an offense to be in an offside position? *Answer:* No. It is only an offense to be involved in active play from an offside position.
 - b. *Ask:* When is offside position determined? *Answer:* At the moment that the ball is touched or played by a teammate.
 - c. *Ask:* A Red attacking player is near the top of the penalty arc at the opponents' end of the field. A Blue defender is a couple of yards closer to the goal, with only the goalkeeper behind him. The attacker begins running toward the goal and just before he reaches the defender, a Red teammate passes the ball toward him. By the time the Red attacker touches the ball, he is closer to the goal than the defender with only the goalkeeper in front of him. Should he be penalized for offside? *Answer:* No, because the attacker was not in an offside position at the moment the ball was played by his teammate.
 - d. *Ask:* Will the spectators understand this decision? *Answer:* In a U-10 match, many will not, and they may call out their disagreement with the referee's correct decision to allow play to continue. The referee may need to follow up with an explanation after the half has ended.
4. Bridge to next lesson, perhaps as follows: "We now understand the concept of offside and how it is applied. But how, exactly, does the referee convey to the players that he is stopping play for offside? More generally, how does the referee inform players of his decisions? And how does do the assistant referees provide information to the referee to help him make those decisions? This is the subject of our next lesson, which deals with the 'mechanics' that officials use to communicate with each other and with the players."

IX. Referee and Assistant Referee Mechanics (Module 10)

A. DESCRIPTION

1. Duration: 60 minutes
2. This lesson introduces the basic concepts involved in referee and assistant referee mechanics including duties, positioning, and communication.

B. GOALS

1. Explain referee duties.
2. Introduce signaling by whistle, hand, and voice.
3. Introduce proper referee positioning
4. Explain assistant referee duties and signals.

C. STUDENT MATERIALS

1. AYSO edition of the *FIFA Laws of the Game*
2. *Guidance for Referees and Coaches*
3. *USSF Procedures for Referees, Assistant Referees, and Fourth Officials* (optional)

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. If the lesson is presented indoors, either the accompanying diagrams of officials boxing play or a whiteboard or flip chart and suitable markers to illustrate positioning.
2. If the lesson is presented outdoors, a marked field on which positioning is illustrated using students as the officials and players.

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

1. Introduce yourself and your co-instructors, if necessary.
2. Introduce the topic. The referee is charged with many responsibilities that ensure the players have a fun, fair, safe game. These responsibilities may be shared with neutral assistant referees, who are trained to assist the referee, or with “club linesmen”, who are recruited from the fans of the “clubs” or teams. In this lesson we will take an overall look at the duties of the referee, neutral assistant referees, and “club linesmen”. We’ll also see how these officials carry out those duties by properly positioning themselves on the field to make judgments and signaling those judgments to each other and the players.

Note to instructor: *This lesson covers a lot of material, since it introduces the main ideas in Laws 5 and 6, covers the basic ideas of referee positioning and communication, and explains signals used by both referee and assistant referee. Manage your time carefully!*

G. DUTIES OF THE REFEREE

1. The referee is appointed as the sole authority and decision-maker in a soccer match. The referee's role is to facilitate the game so players have a **fun, fair, safe** match. AYSO referees accomplish this goal by enforcing the *Laws of the Game* and using the Spirit of the Game to apply the Laws in an age-appropriate manner to create a positive environment. Two assistant referees are appointed to assist the referee to accomplish the goal.

*Emphasize the age-appropriateness of calls, and remind the students that the Spirit of the Game means that trifling or doubtful infringements are not to be called. Young players who lack the skill and knowledge of more experienced players should be given appropriate leeway. When they err in ways that technically violate the *Laws of the Game* but do not give them an unfair advantage, the referee should act as a teacher, not a disciplinarian.*

2. The source of the referee's authority in the match and a description of his responsibilities are found in Law 5. *Note to instructor: ask the students to look at the list of referee duties in the *Laws of the Game*. Tell the student that this lesson focuses on the duties that are most important in younger players' games. Preceding lessons have already implicitly touched on some of these duties.*
3. There is a single decision-maker on the field: the referee. The assistant referees, as their name implies, assist the referee. That is, they provide information to the referee, who makes the decisions.
4. The referee's decisions regarding facts connected with play are final. This means that the specific decisions of the referee about what did and did not happen during the match cannot be overridden later by anyone else. However, a referee who makes a mistake and realizes it before play has been restarted may correct it.

Ask: A referee stops play and signals for a free kick. Before the kick is taken, the referee realizes that he has awarded the kick to the wrong team. What should he do? *Answer:* Blow the whistle, stop the taking of the kick, and take responsibility for the error. "My mistake, it's Blue's kick, not Red's." Have the proper team take the kick and move on. Most people will respect a referee who admits an error like this and ensures that the fair thing happens.

5. The referee is required to keep a record of the match. There are several aspects of this duty.

- a. The referee is the official scorekeeper and should record the jersey number of each player who scores a goal and the time at which the goal occurred. Often the assistant referees will keep a backup on the AYSO lineup cards.
- b. The referee is also the official timekeeper. Often one or both assistant referees are asked to keep time as a backup. *The following are some confirmation questions related to timekeeping.*
 - i. *Ask:* When does timekeeping begin at the start of the match? *Answer:* When the ball is kicked and moves forward. Not on the referee's signal.
 - ii. *Ask:* Does the clock stop when the ball goes out of play? *Answer:* No.
 - iii. *Ask:* In a U-10 match, for which the halves are specified as 25 minutes, the referee mistakenly allows the first half to run 27 minutes. What should he do? (a) Add two minutes to the second half to be fair. (b) Shorten the second half by two minutes to keep the overall game within the required time. (c) Admit his error to the coaches and conduct a 25-minute second half, noting the error in his post-game report. *Answer:* (c) is correct. Each half extends for the specified time, and the referee may not alter the second half in an attempt to compensate for an error in the first.
 - iv. *Ask:* When does the game end (that is, when does time expire)? *Answer:* When the players have enjoyed the full time in the second half to which they are entitled, plus any time added by the referee for time lost during the second half of play. The amount of added time is up to the referee to decide. In short, it's over when the referee says it is.
- c. The referee is required to file a written report after the match if there is a problem with the field or for poor behavior on the part of the coaches, players, or spectators.
- d. The referee controls substitutions. Substitution in AYSO matches follows the "Everyone Plays" philosophy. Every member of a team must play at least half of every game for which they show up on time and are prepared and able to play. "On time" means no later than the end of the first quarter. A player who shows up during the second or third "quarter" must play at least one "quarter". As discussed in Lesson V, substitution is allowed approximately midway through each half, at half-time, and if there is an injury.

During each half, the referee does not stop play at exactly the midway point but calls for substitutions when there is a convenient stoppage of play. Play is restarted based on the way it stopped (goal kick, corner kick, throw-in, etc.). If the ball fails to go out of play within about a minute of the midway point of the half, the referee stops play when the ball is near midfield, allows substitutions, and restarts with a dropped ball.

Goalkeepers may be substituted during any normal substitution opportunity. In addition, a player already on the field may switch places with the

goalkeeper at any other time during the match. The change must take place during a stoppage in play; the referee must be informed before the change; and both players must be properly dressed for their new position before play is resumed.

6. The referee stops play for injury. According to the Law, the referee is directed to (1) stop play immediately if, in his opinion, the player is seriously injured and will require care off the field; or (2) allow play to continue until it a natural stoppage if, in his opinion, the injury is only slight.

Safety of players is a primary concern for AYSO participants. The *AYSO National Rules and Regulations* stress that the referee is to place “great emphasis on the welfare of the players.” Whenever a young player appears to be injured—whether it is serious or not—the referee should stop play immediately to check the player.

Ask: While playing the ball, a U-10 player twists his ankle and falls down, crying. The referee stops play. After the player has been attended to, how is play restarted? *Answer:* With a dropped ball. *Ask:* Where? *Answer:* Where the ball was when the referee stopped play, unless it was in a goal area, in which case it is moved out to the front edge of the goal area and dropped there.

7. The referee restarts the match after it has been stopped. Whenever play stops, the referee must determine the appropriate restart using his judgment and information from the assistant referees. *Note to instructor: The following are confirming questions that cover specifics from previous lessons. Cover them quickly.*

<i>In a U-10 game, how should play be restarted if...</i>	<i>Answer</i>
Ball over goal line (not into goal), last touched by defenders	Corner kick
Ball over goal line (not into goal), last touched by attackers	Goal kick
Following a proper goal	Kick-off
Ball over touch line	Throw-in
A family pet runs onto the field and interferes with play	Dropped ball
An offside infringement	Indirect free kick
A pushing offense at the halfway line	Direct free kick
A tripping offense by a defender in her own penalty area	Penalty kick

8. The referee suspends or terminates a match for cause. Occasionally a referee will need to “suspend” a match for some temporary situation such as dangerous playing conditions, severe weather, or disruptive spectators or coaches. The referee blows the whistle to stop play, explains the situation to both coaches,

clears the field if necessary, and restarts play when the situation is resolved. In AYSO, coaches and referees work as allies to influence parents as well as players to use sporting behavior, as was discussed in Lessons I and VI.

A match is “terminated” when it cannot be continued within a reasonable time, usually for safety issues. To terminate a match, the referee informs the coaches and players that the game is terminated. The referee notes the current score and playing time on the back of the lineup card, and reports the circumstances to the appropriate person, usually the regional commissioner or referee administrator.

Regarding severe weather, the *Guidance for Referees and Coaches* says:

“It is said that lightning can strike from a clear blue sky that is within a ten-mile radius of a storm. It is therefore strongly recommended that practices and games be terminated immediately upon hearing thunder or seeing lightning”.

“If you can see it – flee it; if you can hear it – clear it.”

H. REFEREE SIGNALS

1. The referee has three main tools at his disposal for communicating with the players: whistle, hand, and voice. Each has different strengths and weaknesses. *Note to instructor: lead a brief discussion of the properties of whistle, hand, and voice to elicit the following points*
 - a. Whistle: can be heard a long way; relatively little variation possible to express different meanings
 - b. Hand: can be seen even when noise prevents the referee from being heard; many meanings can be expressed (witness American football)
 - c. Voice: can't be used effectively over long distances, but can be used for more private communication (as with an individual player); many meanings can be expressed; less “official” than whistle or hand.
2. The Interpretations (Law 5) discuss the use of the whistle and emphasize that it is a communication devices whose effectiveness is reduced if it is overused. The Laws themselves don't mention the whistle at all; they merely specify a signal to restart play under certain circumstances, such as for a kick-off and a penalty kick. However, the whistle is the signal of choice for these occasions. The whistle is also used to stop play for an infringement, injury, or other cause. Referees can express the reason for the stoppage by varying the way they whistle. For example, a short “tweet” might say “go ahead and take the kick-off”, while a longer, more insistent one tells the players to stop for a tripping foul, and an strong, authoritative blast says “it's a penalty kick”.

Note to instructor: Demonstrate these variations in the whistle. Consider asking the students to close their eyes, then blow the whistle in a particular way (soft, or

long, or stridently), and ask them what that sound communicates to them. If the lesson is conducted outdoors or in a gym, use a referee's whistle; otherwise, use an inexpensive toy whistle to limit the impact on the students' ears.

3. In soccer, hand signals are used not to explain what just happened, as in American football, but what is to happen next. Nearly always, a hand signal is used after play has stopped to indicate how it is to be restarted. *Note to instructor: have the students stand with sufficient space between them, then demonstrate the following signals and ask the students to mimic them. Correct errors as necessary.*
 - a. Throw-in: arm extended and raised 45 degrees above the horizontal in the direction that the team taking the throw-in is attacking. Hand should be open with fingers together.
 - b. Goal kick: arm extended as for a throw-in, but pointing 45 degrees below the horizontal and toward the goal area where the kick is to be taken.
 - c. Corner kick: arm extended as for a throw-in, raised 45 degrees and pointing toward the corner at which the kick is to be taken.
 - d. Direct free kick: arm extended and raised above the horizontal in the direction that the team taking the kick is attacking. This signal is very similar to the signal for a throw-in. The players understand the difference by context; in the former case the referee has stopped play for a foul, in the latter case, the ball has to cross a touch line.
 - e. Indirect free kick: same as the direct free kick signal, but followed by an arm raised vertically (hand open, fingers together) and held that way until the kick is taken and a second player has touched the ball or it has gone out of play.
 - f. Penalty kick: similar to the signal for a goal kick, but pointing at the penalty mark while running to it. Again, the difference between the goal kick and penalty kick signals is understood from context.
 - g. Kick-off: similar to the signal for a goal kick, but pointing at the center circle.
 - h. Dropped ball: there is no hand signal! Since the referee restarts play by dropping the ball, his action is a sufficient signal by itself.
4. These hand signals are universally recognized by players, although young players may not yet have learned them. Referees in younger players' games should generally use their voice to announce the restart while simultaneously giving the proper hand signal, thereby reinforcing the association in the players' minds. However, it is easy to get into the bad habit of using only the voice to convey the restart, something that referees should avoid. *Ask: Why? Answer: The voice doesn't carry all over the field, while all players can see a hand signal. Demonstrate a few signals with a combination of hand and voice.*

5. Since the repertoire of hand signals and the expressiveness of the whistle are limited, referees use their voice in much communication with the players. Instructions, explanations, warnings about behavior, and the like all occur frequently in a game. Some referees are talkative, some terse. It's a matter of style, but it is important to be able to communicate effectively with the players.
6. Referees must also be able to communicate with assistant referees. This communication usually needs to be subtle, since it is not intended for others, and it occurs at a distance. This limits the referee to unobtrusive hand signals, and there is no specified set, although there are some common conventions. For example, the referee may need to communicate with a gesture, "Thank you, please put the flag down", which can be indicated with the hand open and horizontal, palm down, moving toward the ground like a "pat". The referee should discuss any non-standard signals he intends to use with his assistants during the pre-game conference.

I. REFEREE POSITIONING

Note to instructor: *The objectives of AYSO entry-level training with respect to refereeing positioning are very limited. The aim is a brief introduction to the most basic elements of the Diagonal System of Control, which receives a fuller treatment in the Intermediate Referee Course. Don't go beyond the material included here, or you will overwhelm beginning referees and exceed the time available for this lesson.*

Illustrate the following points using the diagrams in the presentation slides or, if the location permits, use the students to represent players and assistant referees while the instructor represents the referee, and demonstrate the subsequent points. Use a standard (left) diagonal but do not discuss the motion of the referee along the diagonal: focus on the notion of boxing play as it moves around the field.

1. The key to making accurate calls is to have a good view of play. Together, the referee and the assistant referees position themselves to be able to observe as much as possible of what happens. There is a well-developed system for doing this, which is covered in more advanced referee courses, but we'll touch on the basic principles here.
2. The referee generally trails the play, keeping the ball and the action surrounding it between him and an assistant referee who is ahead of play.
3. When play reverses direction, the referee allows it to move past him, creating a new "box" with the other assistant referee, who is now ahead of the play.
4. The referee tries to stay 10-15 yards from play. That's close enough to see what's going on, and far enough to stay out of the immediate action around the ball.

5. On restarts, the referee positions himself in the area where play will go next. For example, on a goal kick, the referee should be outside the penalty area in the vicinity of the players who are likely to “receive” the kick. For U-10 players, this will be fairly close to the penalty area boundary. For older players, the goal kick will go further and the referee should be positioned correspondingly further upfield. Similar considerations apply to other restarts.
6. Whenever the ball goes out of play, the referee looks at the assistant referee to see if he is signaling something. (What might those signals be? That’s the next topic!)

J. ASSISTANT REFEREE DUTIES AND SIGNALS

1. List the chief duties of (neutral) assistant referees:
 - a. Indicate ball out of play
 - b. Indicate which side gets a throw-in, goal kick, or corner kick
 - c. Indicate when an offside infringement has occurred
 - d. Indicate when a substitution is desired (in AYSO, this is rarely more than indicating when the specified time for the “quarter break” has arrived)
 - e. Assist the referee to control the game
2. Emphasize that the role of the assistant referee is to assist, not to insist. The assistant referee provides information, the referee makes the decision. So, assistant referees don’t “make calls”, they give advice. If the referee doesn’t take the advice, that’s his prerogative (and potentially his problem!) – the assistant has done his duty.
3. When club linesmen (that is, untrained assistants, who were discussed briefly in Lesson III) are used, their duties are much more limited: they only indicate ball out of play.
4. Assistant referees communicate with the referee chiefly by use of the flag, and there are specific signals that cover most of the common cases.
5. **Note to instructor:** *demonstrate flag signals for each of the following situations. If possible, provide each student with a flag, have them stand sufficiently far away from each other for safety, and ask them to mimic your signals. Correct errors. Note that, except for “goal”, all these signals appear in the Interpretations portion of the Laws of the Game (Law 6). There is also descriptive information about each signal in this section of the Laws.*
 - a. Throw-in (and direction). Emphasize that the assistant referee must move the flag to the proper hand, not signal across his body.
 - b. Goal kick. Emphasize that the signal is horizontal and parallel to the goal line (or perpendicular to the touch line), not pointing toward the goal structure.

- c. Corner kick. Emphasize the 45-degree downward angle with flag parallel to the touch line, regardless of the corner from which the kick is to be taken or the distance of the assistant referee from the corner flag.
 - d. Offside
 - i. Emphasize the two-part nature of the offside signal, with the second part being given *after* the referee's whistle.
 - ii. Demonstrate the three variants of the second part of the signal and re-emphasize that the signal is for the referee not the players. This means that the flag should be dropped once the referee has seen it.
 - iii. Briefly mention that, in order to judge offside position accurately, the assistant referee will need to be in line with the second-to-last defender. *Note to instructor: there isn't time to get into an explanation of assistant referee positioning. Since most offside in younger players' games is blatant, approximate positioning is generally good enough. A more complete treatment of this topic is reserved for the Intermediate Referee Course.*
 - e. Goal. Emphasize that the flag is to be held straight down while the assistant sprints toward the halfway line, maintaining eye contact with the referee. Once the referee signals the goal the assistant referee may stop moving upfield. The flag should be on the field side, visible to the referee. It is *not* to be held under the arm.
6. *If time permits, briefly demonstrate the following signals, but don't spend time having the students practice them.*
- a. Foul. This should be rare for U-10 play, so don't dwell on the details of direction – they are in the Law book.
 - b. Substitution. In AYSO, this is chiefly used when the AR needs to tell the referee during a stoppage that it is time for the substitution break.
 - c. "We need to talk." (flag horizontally across chest)

K. CONCLUSION

- 1. Review
 - a. This lesson has covered a lot of ground. It's important to summarize the most important things.
 - b. The referee's role is to ensure the players have a fun, fair, safe game. To that end, the Laws prescribe a number of referee duties. The referee is the authority in the game, charged with making decisions and communicating them to the players with his whistle, hand, and voice.

- c. The assistant referees, as their name implies, assist the referee by providing another pair of eyes on the play and indicating by various flag signals when the ball is out of play, how play is to be restarted, and when certain infringements (notably offside) have occurred.
 - d. The referee and assistant referees position themselves to “box” play, so that there are four eyes watching what is happening in the active area of play.
2. Confirm
 - a. *Ask:* Who determines when the half is over? *Answer:* The referee.
 - b. *Ask:* Who calls offside? *Answer:* Sort of a trick question! The referee makes all calls, including offside, but an offside decision is usually triggered by (informed by) a signal from an assistant referee. So the referee makes the call based on information from the assistant referee.
 - c. *Ask:* Is the referee generally behind play or ahead of it? *Answer:* Generally, the referee is behind play. The referee “boxes” play with the help of an assistant referee. The assistant is ahead at one corner of the box, the referee is behind play at the diagonally opposite corner. When play reverses direction, the referee is briefly ahead of play and usually allows it to pass him.
 - d. *Ask:* What method of communication by the referee is most effective to say to the players “Stop playing – I saw a foul”? *Answer:* The whistle, followed by an explanation (voice) once play has stopped, if necessary.
 - e. *Ask:* What is the assistant referee’s signal for a throw-in awarded to the attacking team? *Answer:* Using the positioning discussed in this lesson, the assistant faces the field and raises the flag 45 degrees above the diagonal in his right hand, parallel to the touch line.
3. Bridge to next lesson, perhaps as follows: “We’ve covered a lot of material! We’ve been through all of the *Laws of the Game* (though not every detail) as well as the mechanics that the referee and assistant referees use as they officiate. But for all of this, we haven’t talked at all about what the players are actually doing during the game! That’s the subject of our final lesson.”

X. Fundamental Coaching Concepts (Module 13)

A. DESCRIPTION

1. Duration: 20 minutes
2. Becoming a good referee involves more than simply learning the *Laws of the Game*. It is also important that referees know the game of soccer from the players and coaches perspective as well. This lesson reviews the fundamental concepts that coaches try to teach and players try to learn. Understanding these fundamental concepts will help the new referee develop their skill at reading the game and anticipating play, which will serve them well as their refereeing careers develop.

B. GOALS

1. Briefly explain Objectives of the Game and Principles of Play.
2. Introduce beginning referees to common soccer terminology.

C. STUDENT MATERIALS

1. AYSO edition of the *FIFA Laws of the Game*
2. *Guidance for Referees and Coaches*
3. Basic Referee Course - Fundamental Coaching Concepts – Handouts.pdf

D. INSTRUCTOR EQUIPMENT AND MATERIALS

None

E. LIST OF ATTACHMENTS

1. Attachment 2: Basic Referee Course – Fundamental Coaching Concepts – Handouts.pdf

F. INTRODUCTION

1. Introduce yourself and your co-instructors, if necessary.
2. Introduce the topic. “Becoming a good referee involves more than simply learning the *Laws of the Game*. It is also important that referees know the game of soccer from the players’ and coaches’ perspective as well. In this lesson we will cover the fundamental concepts that coaches try to teach and players try to learn. Understanding these fundamental concepts will help you develop your skill at reading the game and anticipating play.”

G. OBJECTIVES OF THE GAME AND PRINCIPLES OF PLAY

1. Explain that throughout AYSO coach/player education, they are taught the Objectives of the Game and Principles of Play at varying levels of complexity as appropriate for the different age groups. As coaches and players increase their

skill and ability to employ this knowledge, so should referees increase their understanding of the ever-increasing complexity with which these objectives and principles are employed by coaches and players.

2. The better the referee understands these concepts, the better the referee can anticipate or predict probable actions. Generally this is most useful to referees officiating older players' games. However, new referees should be introduced to these concepts, and in later referee training they will acquire more advanced elements. Referees who continue to improve their understanding of the application of objectives, principles and other tactics will keep pace with the increasing skills and knowledge of coaches and players over time.
3. Explain that the "Objectives of the Game" involve **what to do** and the "Principles of Play" involve **how to do it**.

Note to instructor: *Caution! This is not a coach training session. Resist the temptation to give the standard presentation for coaches. This is a limited introduction to the most high-level concepts surrounding play. Your objective is to establish the ideas that referees need understand these concepts and that they should spend time improving their understanding on their own. Only then can they truly be "Students of the Game". Encourage them to attend some coach training and even to volunteer to do some coaching.*

4. Distribute the student Handout for this lesson and briefly discuss the Objectives of the Game and Principles of Play. Use this discussion to whet the students' appetites and encourage them to learn more on their own time. Mention that every level of AYSO referee training provides increasing coverage of these topics.

H. COMMON SOCCER TERMINOLOGY

1. When referees know and use commonly accepted terminology about the game, they help players, coaches, and spectators to learn and use those terms as well. This ultimately improves understanding and communication for all involved. Consequently, it is important that new referees know the terms for things and actions that are part of young players' games.
2. Using the student Handout for this lesson, briefly review the common soccer terminology that beginning referees should know and use.

I. CONCLUSION

1. Encourage everyone to continue their education to become more familiar with coaching and the AYSO National Coaching Program. Suggest they become certified coaches and either coach or help to coach a few games. If you "walk a mile in a coach's shoes", it will make you a better referee.
2. Bridge to course wrap-up.

COURSE WRAP-UP

1. The students have now completed the Basic Referee Course. If the written Basic Referee Exam is to be administered immediately following, it is advisable first to take a break, and then to conduct a short question-and-answer session. Use the Review/Confirmation sections of the lessons of this course to emphasize major points. Instructors are also strongly encouraged to review the material related to administration of written exams in the *AYSO National Referee Program Manual*. A properly conducted written exam will be a positive experience for the students and give them confidence that they have acquired the knowledge necessary to referee their first game.
2. When the written exam is administered, it should be corrected immediately and any misunderstandings discussed. Students may grade their own papers.
3. After the exam is completed, distribute Regional Referee badges. If any students need to retake the exam, make the necessary arrangements. AYSO's policy on retesting is in the *AYSO National Referee Program Manual*.
4. Ensure that the course roster has been completed.
5. Distribute course evaluation forms (Attachment 3).
6. Be sure to thank the students for the time they have put into this course and, in advance, for the time they will put in as AYSO referees. Close by reminding them that we never stop learning and that you look forward to seeing them in the AYSO Intermediate Referee Course as soon as they are ready to learn more.
7. Remind the students that they are now part of a wonderful organization and to remember our motto that:

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