

Advanced Referee Course

COURSE DESCRIPTION

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

Certification Requirements for Advanced Referee:

MINIMUM AGE:	16 years old
GAMES:	50 as referee (10 in U-14) and 5 as an assistant referee (in U-14)
TRAINING:	Complete Advanced Referee Course
TESTING:	90% or better on the Advanced Referee exam
ASSESSMENT:	One as referee and one as assistant referee in a U-14 match
FITNESS TEST:	Complete the AYSO Physical Fitness Test for this level.
SERVICE:	Do a minimum of five service units.

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

COURSE PREREQUISITES

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

TEACHING OBJECTIVES

The objectives for the Advanced Referee Course include:

- Be familiar with and competent in all aspects of the diagonal system of control.
- Recognize complex issues relating to cooperation between referee and assistant referees.
- Demonstrate agility and physical fitness.
- Preparation for assessment
- Practice aspects of mental and emotional preparation.
- Recognize (“read”) situations involving critical judgments regarding the application of advantage.
- Consistently identify impeding an opponent’s progress.
- Recognize, punish, and conduct send-offs.

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- Practice technicalities involving special goal scoring opportunities.
- Discriminate punishment for players, substitutes, and others.
- Practice decision-making skills.

EQUIPMENT AND MATERIALS

- Advanced Referee Course Roster
- This course plan
- Visual aids (overheads, flip chart and markers, video, etc.) required by lesson plans
- Student hand outs required by the lesson plans
- Advanced Referee Packets
 - AYSO edition FIFA Laws of the Game
 - AYSO National Rules and Regulations
 - AYSO: Diagonal System / Mechanics of Set Plays (included in the Interpretations, Instructions and Advice for Referees booklet).
 - AYSO Guidance for Referees and Coaches
 - USSF Advice to Referees on the Laws of the Game
 - USSF Guide to Procedures for Referee, Assistant Referees and Fourth Officials
 - AYSO Problems Outside the Touch Line booklet
- Course (Lesson) Evaluations

ATTACHMENTS

Attachment 1:

Basic Referee Course – Presentation Slides – Dynamic.ppt

INSTRUCTOR NOTES

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

The Advanced Referee Examination is part of the requirements for certification as an Advanced Referee. Candidates should be advised that some law knowledge examined in the test is not covered in this course. Independent study of the Laws of the Game, the AYSO National Rules and Regulations, USSF Advice to Referees, and USSF Guide to Procedures may be necessary.

**Advanced Referee
Course****COURSE OUTLINE**

The following lessons may be presented in any order.

Lesson	Page	Module	Duration
I Understanding the Advanced Game	5	20	150 min
II Offside – Advanced	35	21	60 min
III Fouls in the Advanced Game	42	22	30 min
IV Misconduct: Players, Substitutes and Others	45	23	90 min
V Reading the Advanced Game	50	24	90 min
<i>TOTAL TIME (excluding breaks and Advanced Referee Exam)</i>			<i>420 min 7 hrs 00 min</i>

I. Understanding the Advanced Game (Module 20)

A. DESCRIPTION

1. Duration 150 minutes
2. The purpose of this lesson is to provide the student information on a variety of factors including fitness, gamesmanship, understanding older players and relationships with coaches and spectators in managing the advanced game. The lesson also provides specific information on conducting penalty kicks and kicks from the penalty mark. Finally, the lesson outlines steps necessary for a referee to prepare for an assessment.

B. GOALS

1. Identify characteristics of advanced players
2. Provide an understanding of advanced tactics (flow versus control)
3. Understand legal versus illegal gamesmanship
4. Understanding how to manage problems involving coaches and spectators
5. Understand the procedures for administering penalty kicks and kicks from the penalty mark
6. Understand the need for referees to have a physical conditioning routine both for keeping in shape and for preparing for a match
7. Understand that advanced games include mental challenges as well as increased physical challenges and the importance of preparing for them
8. Introduce the assessment process and provide knowledge of how to properly prepare for an assessment

C. STUDENT MATERIALS

1. AYSO edition FIFA Laws of the Game
2. AYSO Guidance for Referees and Coaches
3. AYSO National Rules and Regulations
4. USSF Guide to Procedures for Referees, Assistant Referees and Fourth Officials
5. USSF Advice to Referees on the Laws of the Game
6. AYSO Problems Outside the Touch Line booklet
7. Handouts

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D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Chalkboard, whiteboard or flip chart
2. Overhead or digital projector and projection screen
3. An outdoor area or gymnasium with exercise pads for demonstrating physical conditioning exercises
4. A soccer field or gymnasium
5. An Advanced Coach Instructor, if available, may be helpful when teaching the Principles of Play.

E. LIST OF ATTACHMENTS

Attachment 1:

Advanced Referee Course - Objectives of the Game - Outdoor or Gymnasium Activity.pdf

Attachment 2:

Advanced Referee Course – Principles of Play - Handout.pdf

Attachment 3:

Advanced Referee Course - Physical Conditioning – Handout.pdf

Attachment 4:

Advanced Referee Course - Preparation for Assessment – Handout.pdf

Note to instructor: This lesson is presented in two parts.

The first portion is made up of material that may best be presented by a co-instructor who is coach-qualified.

The second part consists of practical and technical material that is referee oriented

Where possible in the first part, co-instructors should present the perspective of referees

F. INTRODUCTION

1. Thank the students for attending this course, for giving up their time and for caring about the quality of game we give the kids.
2. Introduce self and co-instructors
3. Set the tone for the course with a general introduction such as the following:

When we examine the game of soccer as it's played at higher levels we see that the referee must be more advanced. Clearly, the referee must have a stronger technical understanding of the nuances of fouls, misconduct and offside. Also, at upper levels the players are more advanced and this requires that the referee understand the players better – as maturing young people and as developing

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soccer players, both emotionally and physically. Along with this, the referee must better understand the game and what it is the players are attempting to do to be better prepared for the “moments of truth” that occur more frequently in higher level matches.

In this first lesson we'll attempt to address the human aspect of the advanced game. We'll discuss

- a. CHARACTERISTICS OF ADVANCED PLAYERS
- b. ADVANCED TACTICS (FLOW VERSUS CONTROL)
- c. GAMESMANSHIP
- d. MANAGING PROBLEMS OUTSIDE THE TOUCH LINE
- e. PENALTY KICKS AND KICKS FROM THE PENALTY MARK PROCEDURES
- f. REFEREE PHYSICAL CONDITIONING ROUTINE
- g. MENTAL AND PHYSICAL CHALLENGES
- h. PREPARATION FOR ASSESSMENT

In the lessons that follow we'll then discuss the advanced technical aspects of the game, including

- a. Offside – Advanced
- b. Fouls in the Advanced Game
- c. Misconduct: Players, Substitutes and Others
- d. Reading the Advanced Game

G. CHARACTERISTICS OF ADVANCED PLAYERS (10 - 15 minutes)

1. Explain that the teenage years are formative years and often a challenge to both the teenagers and to those associated with their activities. The teenager is transitioning from adolescence to adulthood and is forming lasting character traits while struggling with the physical and emotional changes common to this age group. Asking the attendees for comments at this time can easily stimulate discussion. Take care to manage your time as the instructor.

Stress that the better the referee understands the characteristics common to teenagers the better the referee can manage the rollercoaster of emotions often associated with the advanced player's (teenager's) games.

2. The following are some of the characteristics common to teenagers which should be reviewed and discussed from the perspective of how understanding these characteristics can be used to the referees advantage.
 - a. Transitioning to adulthood

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- b. Want and need to make their own decisions
- c. Desire for independence and to distance themselves somewhat from authority figures (referees, coaches, parents, etc.)
- d. Want to be seen as adults
- e. Still influenced by role models
- f. Searching for personal identity (self doubts abound)
- g. Experiment with different roles (usually positive but not always)
- h. Sometimes experiment with minor delinquency
- i. Rebellion flourishes
- j. Seek leadership and inspiration

H. **ADVANCED TACTICS (FLOW VERSUS CONTROL) (30 - 45 minutes)**

1. Remind the referees of the importance of being a “Student of the Game” if they are going to be proficient at anticipating play and reading the game. Test their understanding of the overall game and their ability to anticipate play by reviewing a few selections of the Player Tactics overheads from the NSCAA/AYSO Tactical Soccer Test. Project the selected situations using an overhead and then ask for opinions supported by sound coaching principles.

In these overheads, the long arrow to the side of the field is the direction in which the team with the ball is moving. Defending players are circles and attacking players are triangles. The ‘darkened’ player is always the player that the students must make the decision for. Explain that for each situation there are four options from which to choose regarding what a well coached player should do. The types of options shown include passing the ball (a dashed straight arrow), creatively dribbling the ball (a squiggly arrow), and a run (a solid straight arrow). The referees should be able to recognize the generally preferred choice of knowledgeable coaches.

There are also possibly four choices for where the referee should be positioned to best view the anticipated action. *It is critical that the instructor include the referee’s positioning and movement in discussions of each diagram presented in this section.* If using overhead transparencies, it is suggested that the instructor use a visual-aid pen to indicate the possible referee positions as suggested by the class. If using a digital projector, the instructor can project directly on a white board and mark the positions there.

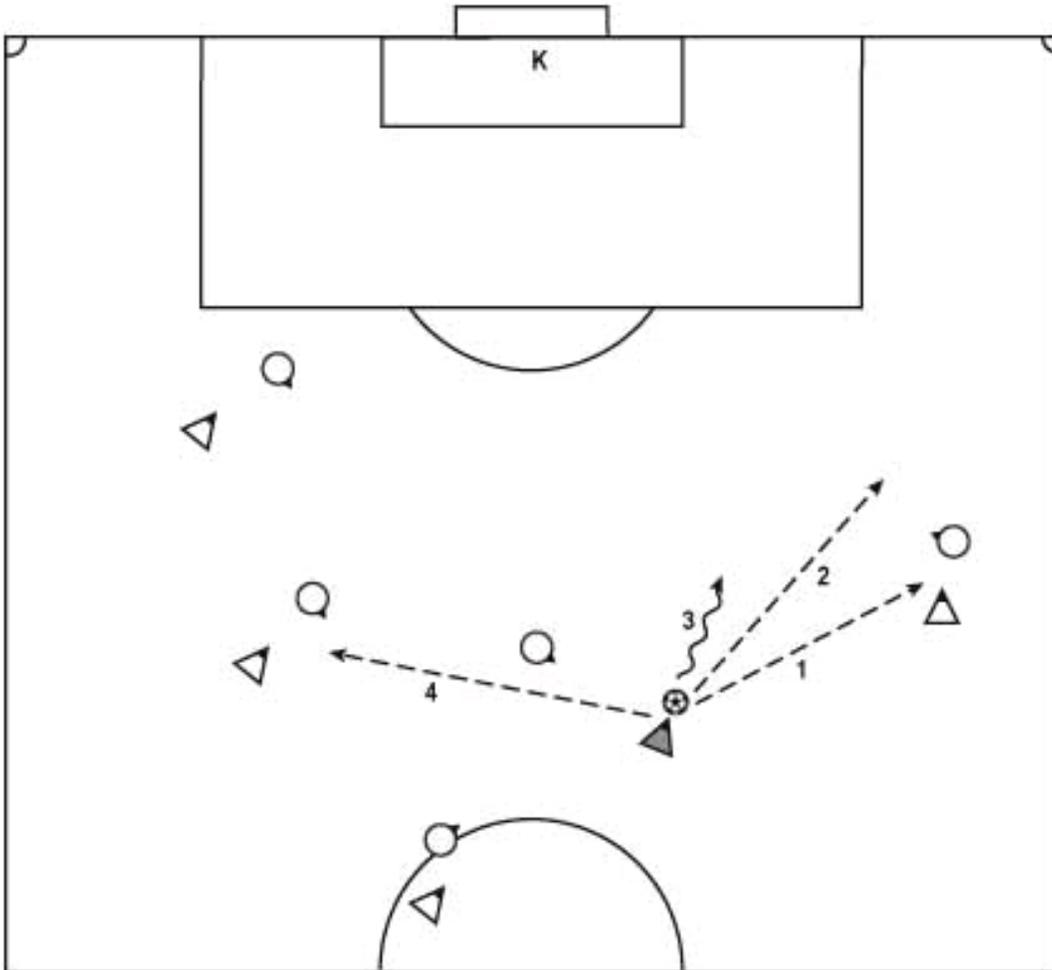
This session must be lead by someone who is knowledgeable regarding both coaching and refereeing or the session will need a coach and a referee instructor.

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The most important aspect of reviewing these situations with referees is to help the referees understand that they should be attempting to correctly anticipate play so they can make good decisions regarding their positioning to best view the anticipated action. Additionally, class discussions of the best positions for those situations provide the students with practical knowledge that can be immediately applied on the field. Reading the game well means that the referee is more often than not making correct positioning decisions in advance of play, thus enabling him/her to remain close to play without the inefficient expending of energy required to run to an area of concern after an infraction has occurred, and even enabling him/her to prevent an infraction from occurring by already being close to anticipated trouble (presence lends conviction).

2. NSCAA Tactical Soccer Test:

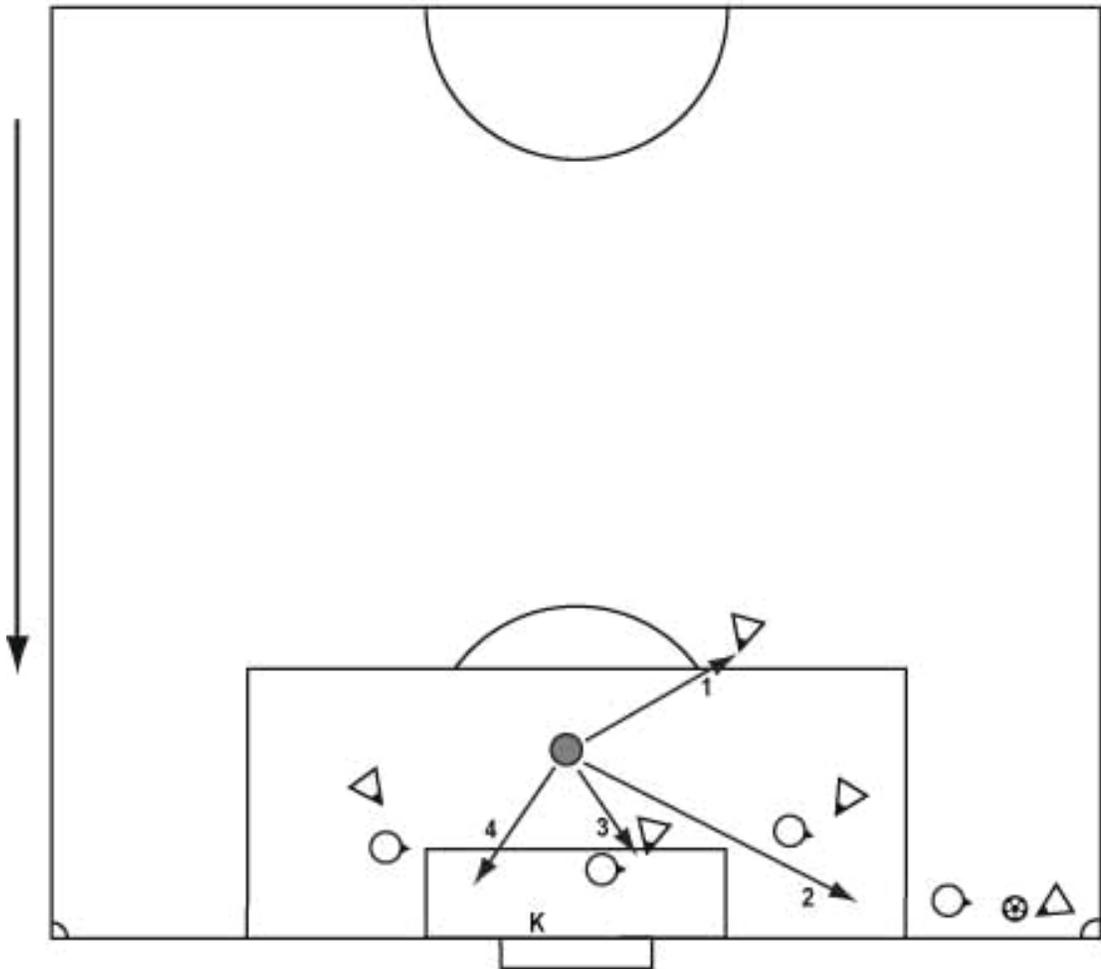
a. Diagram #1



Recommended answer for Diagram #1

Option #3 is correct. Dribble and penetrate to goal. There is no cover for the nearest defender creating a 1 vs. 1 in the final third of the field. #1 finds teammate already marked by a defender. Also such a pass would delay penetration and allow for possible recovery of weak side defenders. #2 finds a defender in a position to defend space. #4 plays the ball into a well-defended area of the field.

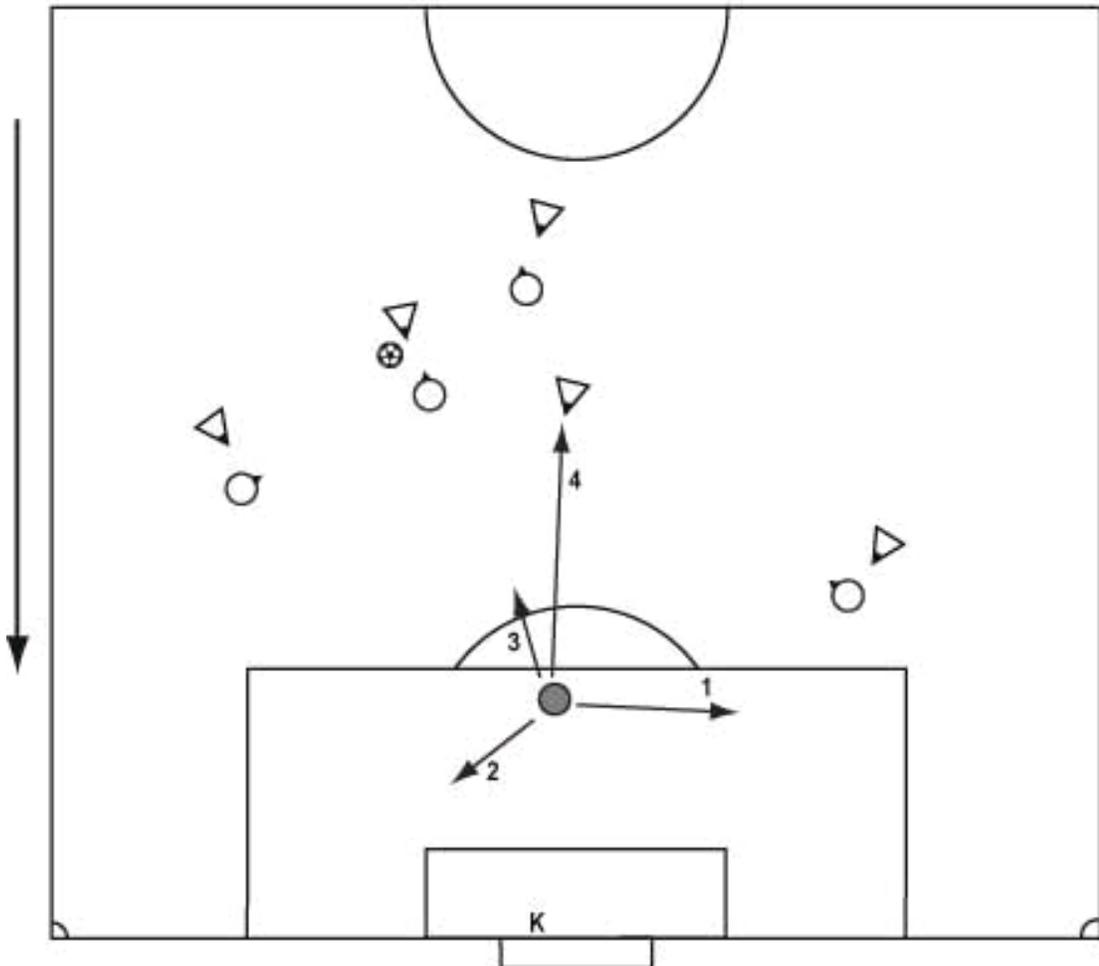
b. Diagram #2



Recommended answer for Diagram #2

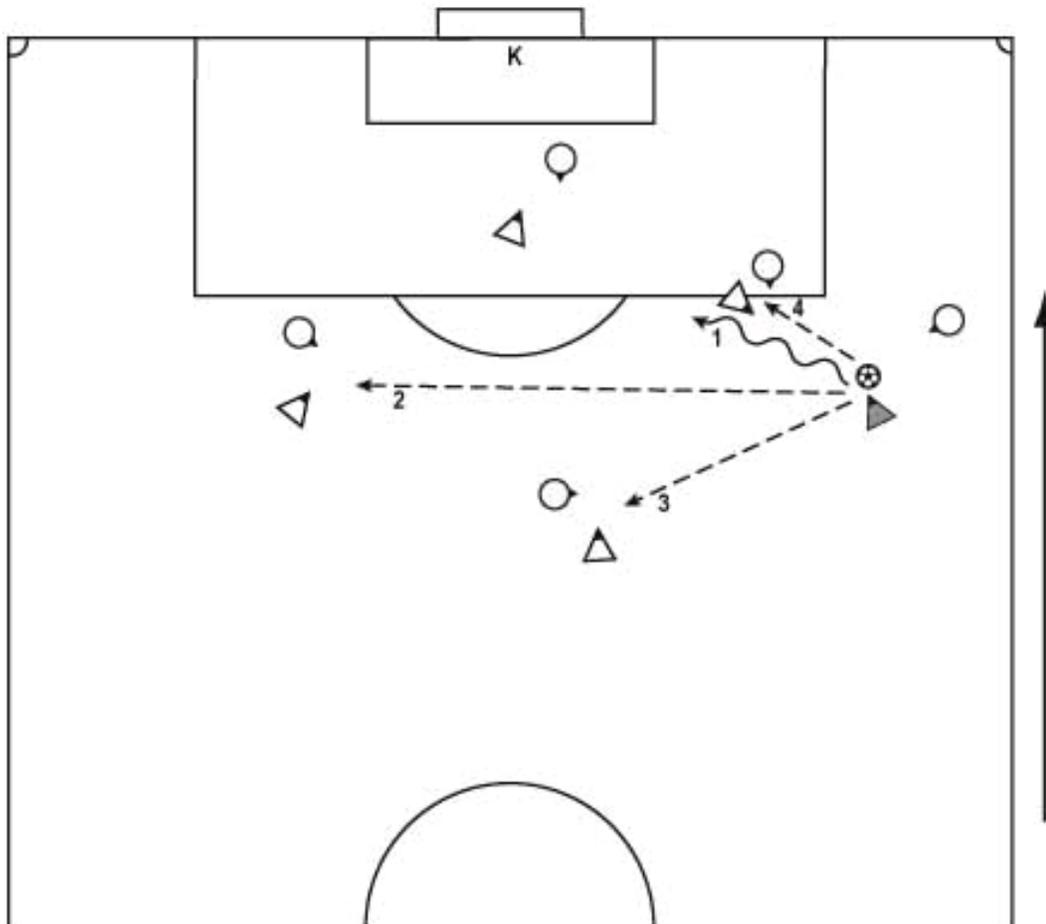
Option #2 is the correct decision for the defender. In this situation the pressuring defender needs cover so he can attack the ball. All the other attackers are marked. But if the player with the ball beats the single defender it will unravel the defense and he will be allowed to select his options without pressure of a second defender. #1 is incorrect as the least dangerous player is the player furthest from the goal. #3 is incorrect; if you do cover him, you would do so in front of him to cut out the possible cross. #4 is incorrect as that space is best covered by the keeper – if, in fact our defender would move to that space to cover it.

c. Diagram #3

**Recommended answer for Diagram #3**

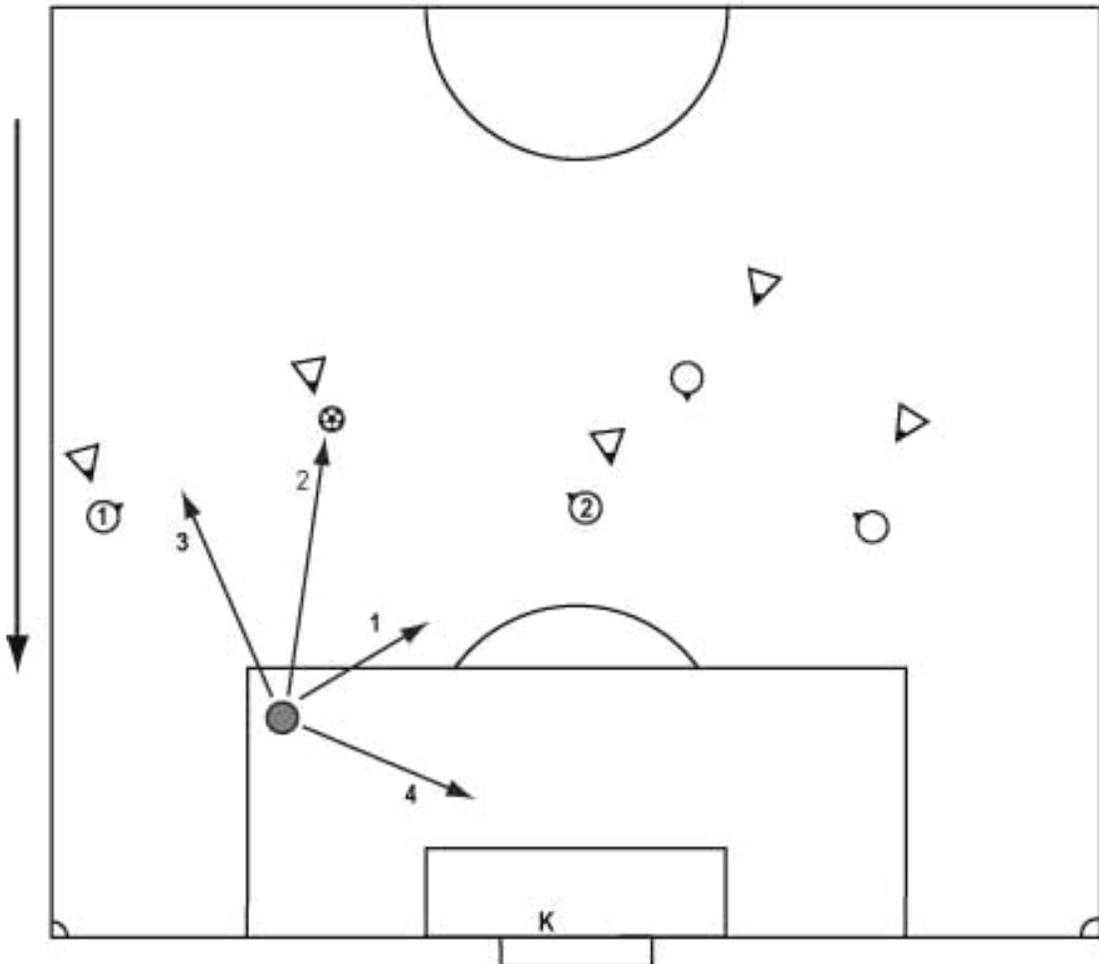
This situation presents the defense with a 5 vs. 5 situation; not good as we need “numbers up” whenever possible. So option #3 is best for the free defender. He can give cover to the player defending the ball and mark the free player. #4 puts him close the unmarked player, but not in a good covering position relative to the ball. #1 is incorrect as there is no need to cover that space; it is furthest from the ball and therefore the least dangerous area to be concerned with. #2 is incorrect for it is neither a good covering position as it is too far from the ball nor a good defending position as it takes us further from, not closer to, the unmarked defender.

d. Diagram #4

**Recommended answer for Diagram #4**

Option #1 is the correct option as by dribbling goal side of the nearest defender he exploits the incorrect defensive position of that player and helps create a 3 vs. 2 outside the box. By dribbling at his teammate he forces the teammate to make a decision – hopefully a creative run outside the same defender to the goal or a bent run outside the same defender which forces the defender to make a decision. With proper timing the dribble by the attacker will result in a shot or a penetrating pass to the teammate running off the ball. #4 is wrong as the defender is ball side and in a good position to intercept or spoil the pass. Both #2 and #3 are incorrect in that they are non-penetrating passes and both would allow the defense time to regroup and establish a 4 vs. 4 match up; possibly a 5 vs. 4 positioning depending on speed of recovery. A lateral or back pass buys time for the defense and postpones decision making by the attaching team. What is called for in this situation is quick, decisive play to exploit the 3 vs. 2.

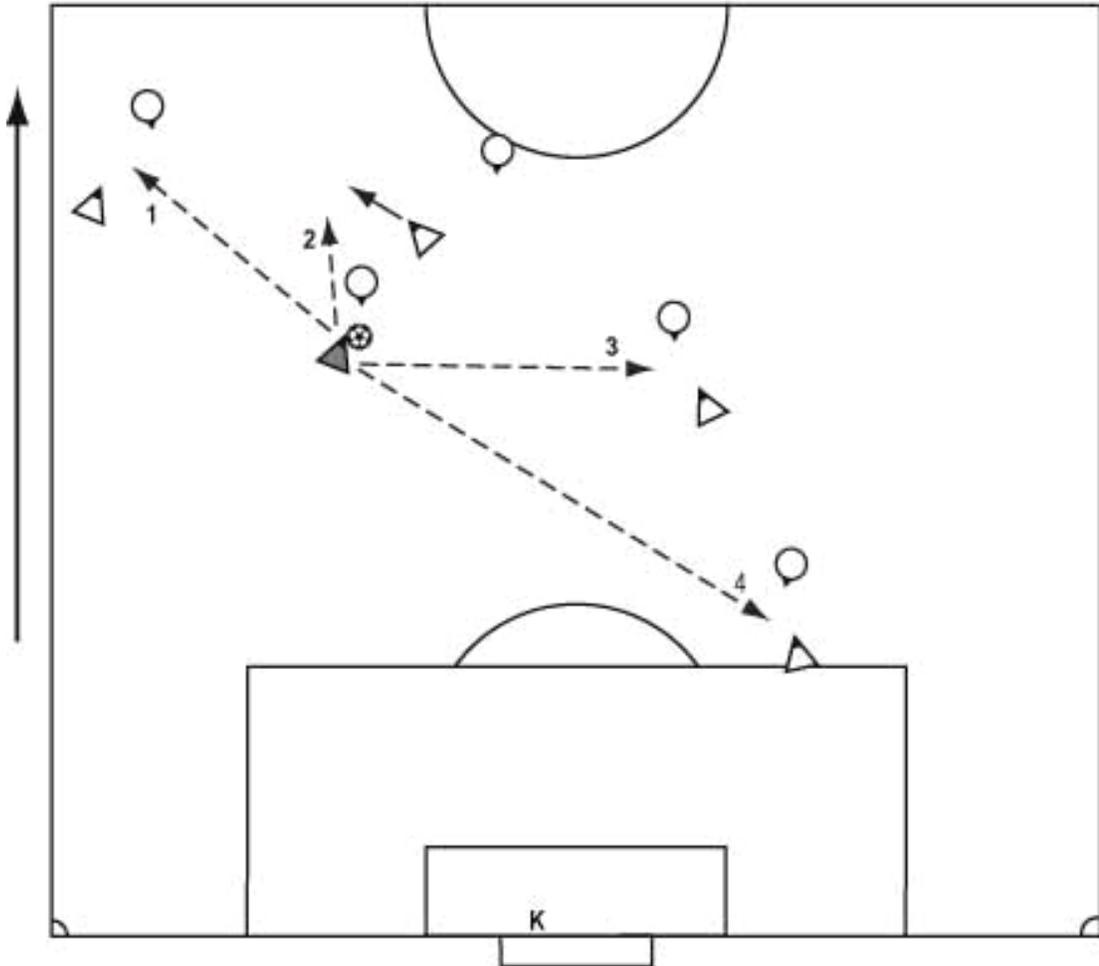
e. Diagram #5

**Recommended answer for Diagram #5**

Option #2 is the correct choice in this instance. Pressure must be placed on the ball with the assumption that the pressuring player's two covering defender (① and ②) would fall back to give the proper central cover (while still able to mark their men). The approach to the ball must be timed such that ① and ② can get to compact positions and also timed such that the ball player does not penetrate with the dribble. No mad dash to the ball - no diving in! This is in the absence of any evident sweeper to cover the space for the team. #1 would be the second choice as that positioning would cut down the shooting angle of the player with the ball - but would allow time for the shooter to more accurately place his shot - albeit that his percentage from that distance would be low. #1 would also allow time for more compactness by the defense in the central area around the goal. #3 is incorrect in that it would allow for central penetration by the player with the ball. ① certainly needs no

covering defender - an additional reason why #3 is incorrect. #4 is incorrect in that the distance is too great to execute any of the two principles of defense involved in this tactical situation (review the principles of defensive play, if necessary). No pressure is exerted on the ball and the covering possibility from this positioning is non-existent.

f. Diagram #6



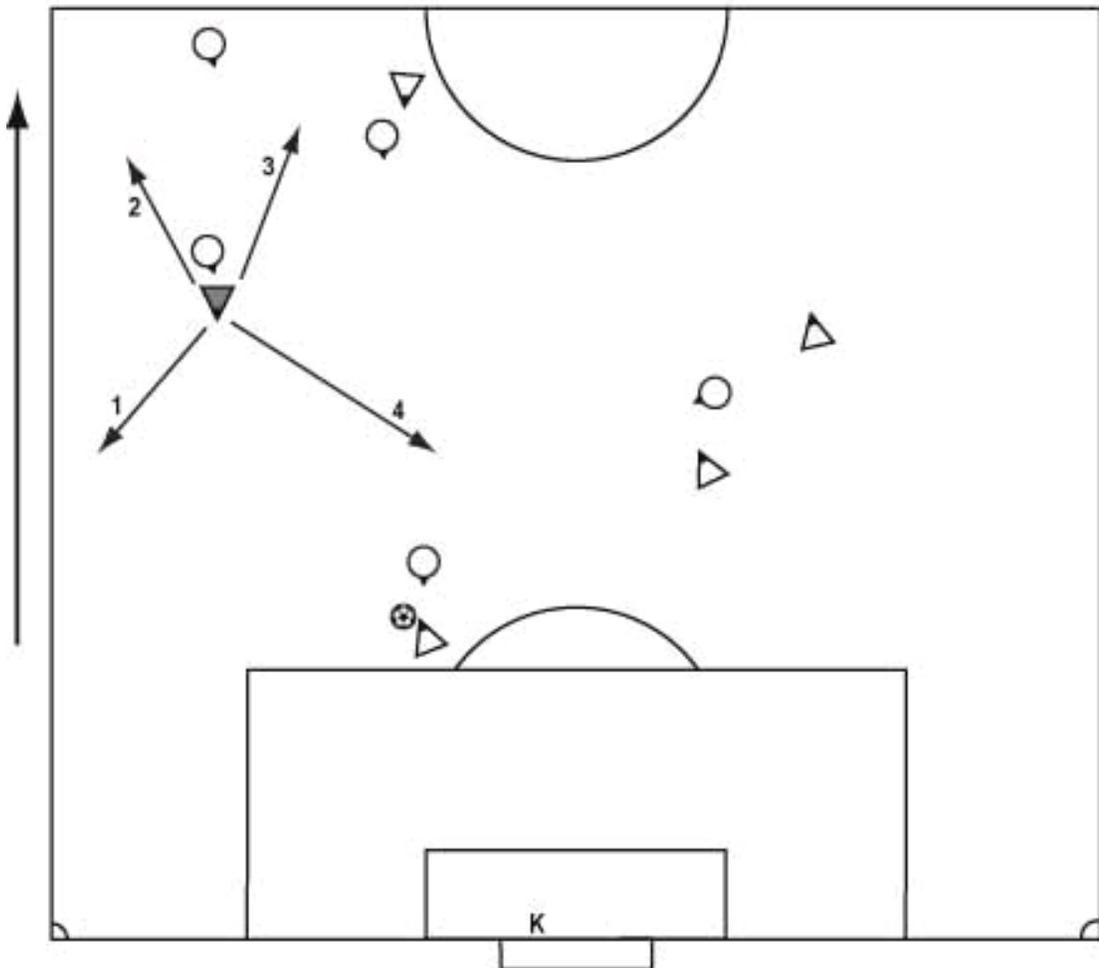
Recommended answer for Diagram #6

In building an attack form the defensive third into the middle third, simplicity must rule our choices.

#1 could be a choice if the outside attacker were shown making a run centrally into the open space. That is not the case. The player is closely marked and loss of the ball here would invite immediate counterattack into an unbalanced alignment. Also, the ball player is shown with his back to that area of the field. #2 is the best choice as the run by the supporting player is

into open space. Here the assumption is that the ball player will be able to recognize the run and break pressure to deliver the ball. #3 and #4 both are incorrect for the same reason; defenders are in good pressuring positions. #3 violates a cardinal principle of play in the defending third - never square pass; while #4, by the distance of the pass, would seem to give the defender an equal chance to win the ball as it would the support player. The angle and distance of the support player being played to in #4 is incorrect and a pass to him would only reward incorrect support in this instance - with probable loss of the ball in the process.

g. Diagram #7

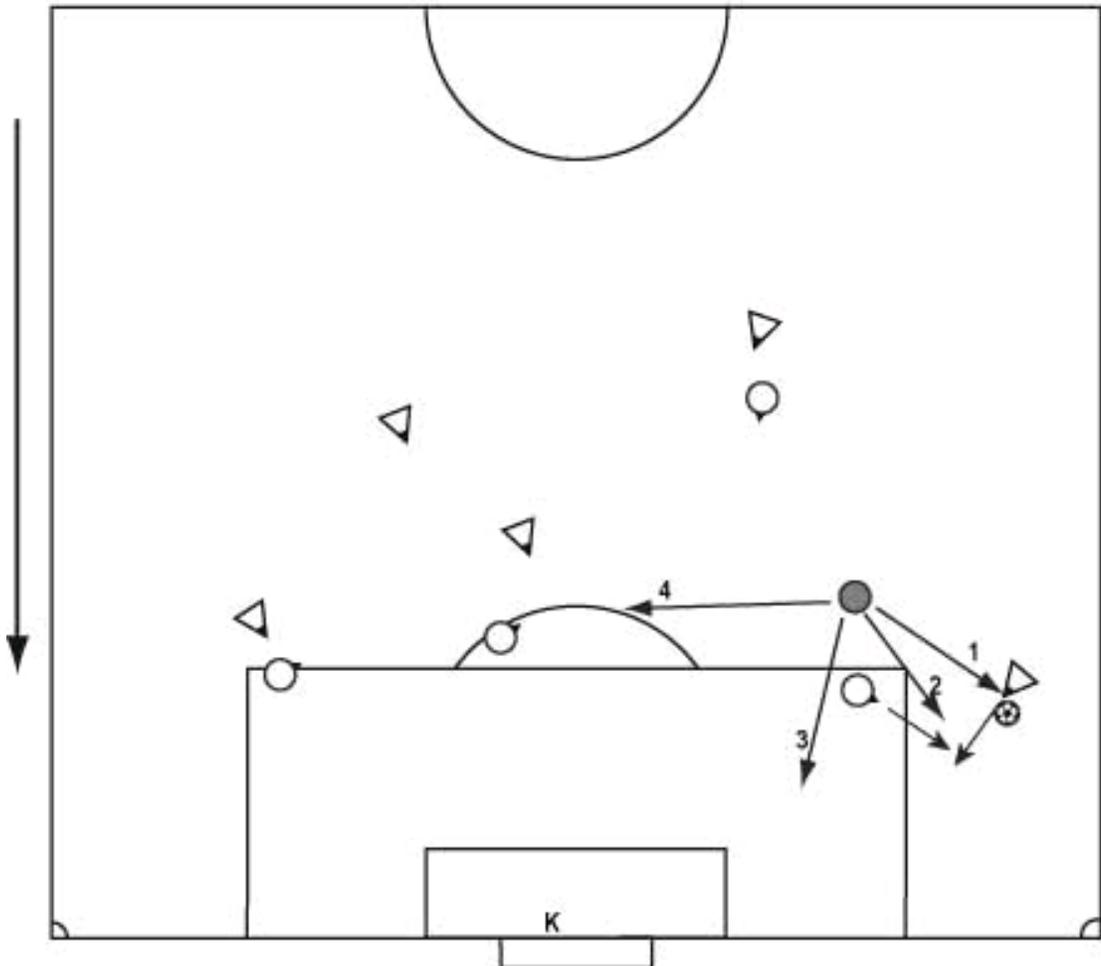


Recommended answer for Diagram #7

The support player in question must make the best run possible to allow his team to possess the ball and allow for buildup in the midfield. He is playing into a 2 vs. 3 situation in his area of the field and needs time to bring more support to the area of the field or time to perhaps change the point of attack.

Option #1 seems best here. A well timed run to the perimeter of the field and a subsequent Turn on the ball should allow the receiver to now face the opponent's goal and select the next best penetrating pass. The receiver, if pressured, has a good angle to play the ball back to the keeper as a second alternative. If there is a technical breakdown, there is time for the defense to recover centrally. #2 and #3 look to be speculative passes at best and play into the "numbers up" defense alignment of the opponents. #4, while offering the possibility of a 2 vs. 1, this particular 2 vs. 1 would take place in the final third of the field and would offer immediate counterattack to the goal should a breakdown occur.

h. Diagram #8

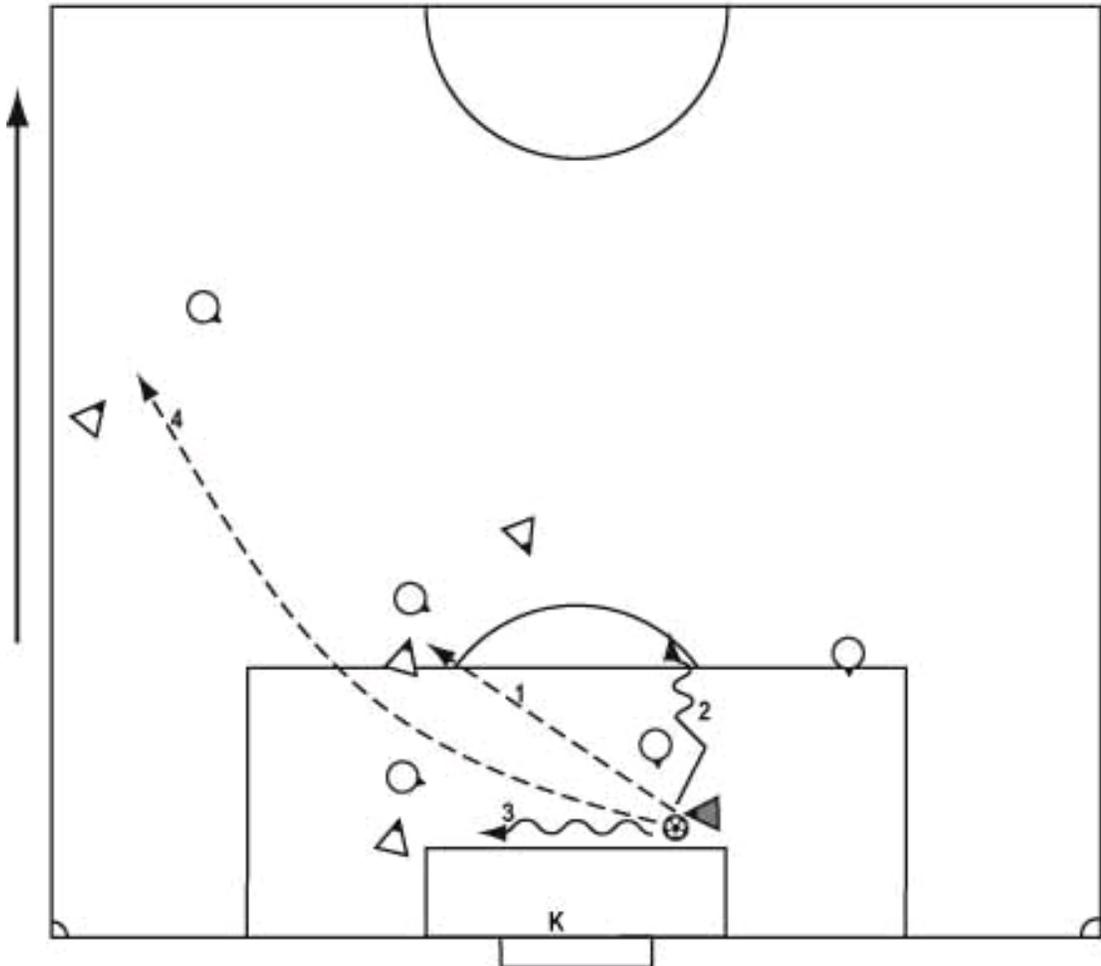


Recommended answer for Diagram #8

Option #3 is the correct choice. The player must return to a good covering defensive position so that pressure can be applied to the attacking player. In creating a 1 vs. 2 situation, the recovering player makes certain that the vital

space in the box is sealed off and enables his pressurizing defender to mark very tightly denying both shot and pass into the box. Runs #1 and #2 would not deny the space behind the initial defender, while #4 if made, should have the player benched.

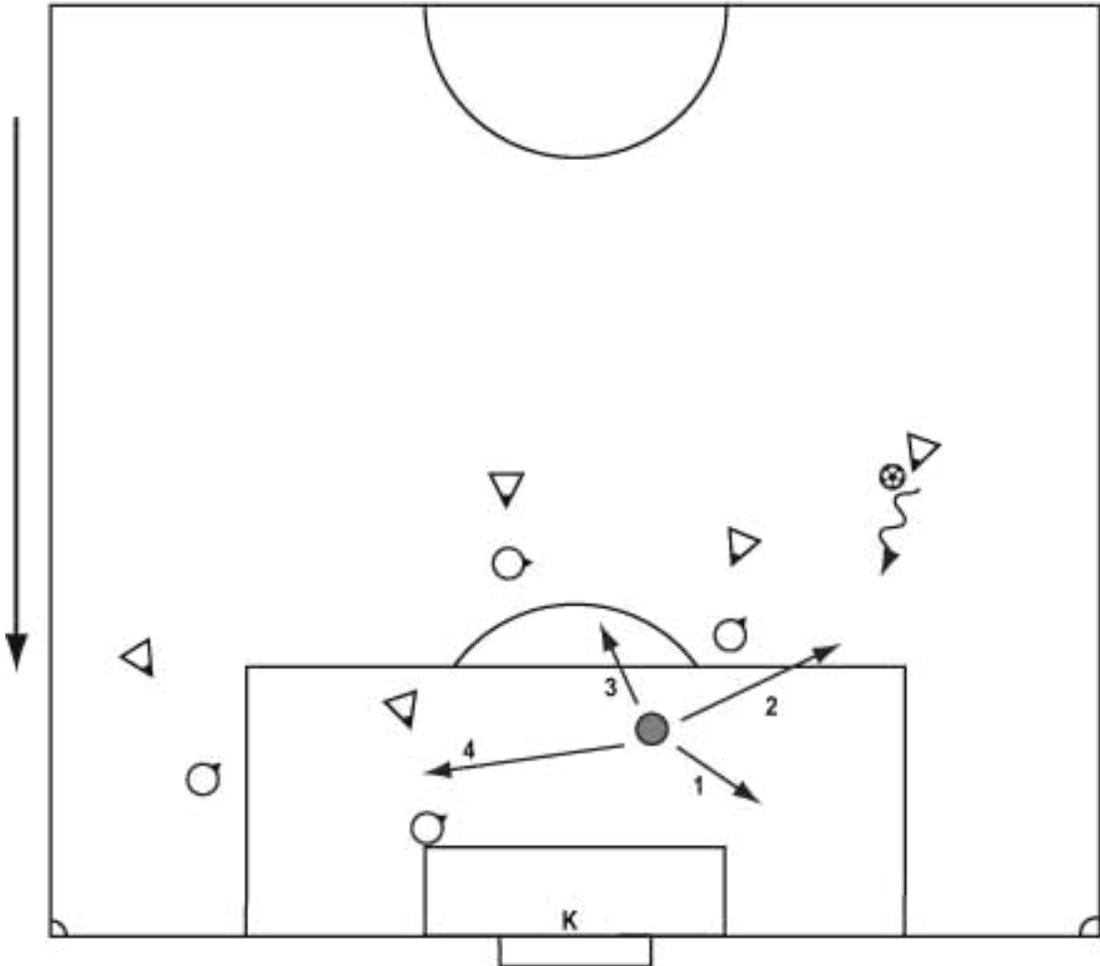
i. Diagram #9



Recommended answer for Diagram #9

Option #4 is preferred here. Clear the ball to the side of the field where the winger is in a good attacking position. The ball must be cleared - high, wide and handsome. "Handsome" in this case is an attacking player in a good position. Never square pass in your box (#3). Never dribble in the final third (#2). #1 would be a pass to a marked player. Take the ball out of danger and to the width of the field.

j. Diagram #10



Recommended answer for Diagram #10

Option #2 is the correct choice. The most dangerous player is the one with the ball. Take a good technical position goal side of the dribbler as soon as possible to deny a penetrating pass or a shot.

All other players are marked and none are in as dangerous a position as the player with the ball.

I. GAMESMANSHIP (15 minutes)

1. Stress that gamesmanship can be either an action used to fairly outwit an opponent or an unfair attempt to cheat the other team or the spirit of the game.

Discuss examples below and their effect on flow and control. Identify each as fair or unfair

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- a. Players' appeal to the referee for a throw-in, goal kick, corner kick, etc. for their team.
- b. On a free kick two attackers stand in front of the ball to obscure the defender's view until the moment the ball is kicked.
- c. A player pretends to be innocent of committing an offense, "Who, me?"
- d. A defender "gesticulates" to distract an opponent who's taking a throw-in.
- e. A defender heads the ball to his goalkeeper who controls the ball while delaying the game to his team's advantage.
- f. A player fakes an injury to gain sympathy or a less severe punishment.

It is the referee's job to determine whether the gamesmanship is within the spirit of the game and the boundaries of acceptable behavior or not.

J. MANAGING PROBLEMS OUTSIDE THE TOUCH LINE (15 - 30 minutes)

Note to Instructors: This lesson plan is best done outdoors unless weather conditions or other factors prevent it. When space is not available for role playing, the instructor should discuss the concepts of the lesson plan using guided participation and demonstration.

1. Purpose:

Utilizing pre-rehearsed "actors", create realistic situations with problem coaches and spectators. Students should take turns as the referee, reacting to these problem coaches and spectators. This will allow instructors to demonstrate problems which occur outside the field of play, and the options available to AYSO TEAM members (coaches, referee, spectators) to appropriately deal with the problems.

Note to instructors: The Lesson Plan for "Problems Outside the Touch Line" is included at the end of this lesson and may be used as an introduction to this lesson. The instructor should devote no more than 30 minutes to the on field demonstration contained in the lesson plan. Initial training to deal with *Problems Outside the Touch Line* were introduced in the Intermediate Referee Course. The intent of this class is to present more complex situations that are applicable to more challenging situations. The scenarios that are provided reinforce the concepts presented in the field demonstration.

Rehearse "actor" roles:

- a. Referee – Use a student volunteer
- b. Coach 1

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- c. Coach 2 (optional)
- d. Spectator 1
- e. Spectator 2 (optional)
- f. Assistant Referee 1
- g. Assistant Referee 2 (optional)
- h. 2 Invisible teams of players (Do not use real players as this becomes a distraction)

Prearrange with the selected “actors” how they should incrementally escalate their “misconduct” to allow for the volunteer referees to react and thus create opportunity for you as the moderator to stop the action, solicit comments and to make important points.

2. Dealing with Coaches

a. Introduction:

The moderator should make appropriate opening comments regarding the extensive effort and long hours of rehearsal time which have gone into the performance everyone is about to witness. Explain that one of the “actors” (the referee) became ill at the last minute and that a volunteer is needed to play the role of the referee. Explain that it is not necessary to have any experience as a referee since we are only interested in what the volunteer thinks the referee should do. An attempt will be made by the team of “highly skilled performers” to recreate situations to which the volunteer referee must react.

The moderator should enlist the active involvement of the audience to play the role of good AYSO moms and dads who have come to watch their little darlings play soccer.

b. Act One:

As play continues, the coach begins to berate the decisions of the referee with comments like:

“Hey Ref, get in the game, that was a foul!”

“Come on Ref, call them both ways.”

“What was that?”

“Do your job Ref before someone gets hurt!”

“Are you blind?”

“You suck Ref!”

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Coach runs on to the field to argue with the referee

Moderator stops the action at appropriate intervals and solicits comments from the audience regarding the action taken by the volunteer referee and whether or not the action taken was appropriate. After a few comments, the moderator should select another volunteer to play the role of the referee. The actors should now escalate their performance to the next level of inappropriate behavior. Again at appropriate intervals, the moderator should stop the action, solicit comments and then select another volunteer referee.

- i. Were the coaches actions appropriate?
 - ii. Were the referees actions appropriate?
 - iii. What should the referee have done and when?
- c. Teaching points the moderator should ensure are demonstrated:

As play continues, the coach begins to berate the decisions of the referee.

“Hey Ref, get in the game, that was a foul!”

“Come on Ref, call them both ways.”

The referee sends a quick body-language message that he heard it and didn't like it.

Coach settles down for a short time

Coach then begins to escalates his critical comments

The referee runs by the coach's area without stopping play and offer a quick friendly warning.

“Let's keep the comments positive coaches, remember we are in a Kids Zone.”

Coach settles down for a short time

As play continues, the coach escalates his critical comments.

“Come on Ref, that's terrible!”

The referee stops play and calmly walks to the touchline and asks the coach to join him on the field.

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Referee quietly asks the coach to walk with him away from the players and out of ear shot of everyone.

Referee, while walking or standing beside the coach (not face to face) in a calm but resolute tone explains the need for the coach to settle down and the consequences the referee will be forced to impose if the comments continue.

Coach returns to touchline and referee resumes play.

Coach settles down for a short time.

Coach then “loses it” slamming his clip board down and curses.

Referee stops play and goes to touchline.

“I’m sorry coach, your behavior is unacceptable. You must now leave the area or I will have to terminate this match.

- d. Moderator stops the action and solicits comments from the audience
 - i. Were the coaches actions appropriate?
 - ii. Were the referees actions appropriate?
 - iii. What happens if the coach will not leave?
 - iv. What if there is no assistant coach?
 - v. Is it appropriate to punish the kids for the behavior of the coach?
 - vi. Will this action improve future behavior?

Ask yourself, “Is it Public, Persistent, and Personal”?

- e. In dealing with dissent, you must apply power appropriate to the level of dissent. The basic principle is to express mild displeasure when the dissent is mild, and to assert your authority promptly when the challenge to that authority becomes public, persistent, and personal. Here are some specifics for applying that principle.
 - i. Distinguish dissent from disappointment. Every soccer match has ups and downs, carrying the participants and the spectators on a roller coaster ride. Tension builds up and releases repeatedly; this is part of the essence of competitive sport. The human mouth is a pressure release valve, occasionally venting hot air toward the referee. Recognize those releases of pressure; don’t mistake them for dissent. They are frequently not consciously directed at the referee, although the thin-skinned or insecure referee may think they are. Example: a groan of disappointment

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when the offside flag goes up on a close play. A sensitive referee may interpret this understandable disappointment as dissent, but it isn't, and reacting to it as such digs the referee into a hole.

- ii. Recognize "pointless" dissent, and deal with it gently but firmly. Pointless dissent is disappointment that has gotten out of hand. Scenario: the blue team is losing possession repeatedly and the coach is getting frustrated. A few yards into the field, not far from the coach, a blue midfielder is fairly charged and sends the ball into touch. The coach, frustrated, shouts,

"C'mon ref, how about that push?"

This is pointless dissent; it is really annoyance with his team's performance, but it comes out as a challenge to the referee. Note that while it may be public, it isn't persistent (yet) or personal. You cannot ignore this, for silence gives consent, but you don't need to hit it with a big hammer. You respond by keeping your voice even and unemotional, and you look the coach straight in the eye and say

"Fair charge, no foul. Red throw-in."

Keep looking the coach in the eye for an extra second or so before getting back to the match. In short, project a professional but no-nonsense demeanor, and make it clear by your body English that you did not appreciate what you heard.

- iii. Deal with real dissent directly and promptly. Real dissent is public, persistent, and personal. It cannot be ignored, as it challenges the referee's authority, but there are many possible ways to respond. Here, your individual personality and the nature of the situation must be your guides, but whatever the response, you must remain composed and professional, secure in the knowledge that you have ultimate control of the situation. The following suggest some of the possible ways to respond to dissent by a coach:

"I'll ref, you coach."

"You know, if you're going to argue every throw-in call, it's going to be a very long day."

"I think you'll enjoy the game more if you focus on your players rather than me."

"No more comments like that, please."

Sometimes, whatever your response, the dissent continues. In other words, the challenge to your authority, though perhaps casual in the first instance, is now definitely deliberate. For example, the coach might respond to:

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“I’ll ref, you coach”

with:

“At least I know how to coach!”

Now the dissent, already public, has become personal and persistent, and you must take the next step, for example you might stop play and have a word in private with the coach on the field such as:

“I don’t expect you to agree with everything I call, but I do expect you to accept my decisions. Will you do that?”

Having posed the question, you wait for an answer, and no matter how the coach may try to evade it, you wait, repeating if necessary, in an even voice:

“Will you accept my responsibility and authority for this match?”

Eventually, either the coach will back down, at which point you respond with:

“Thank you. I appreciate your cooperation.”

or the coach will refuse to answer, in which case you escalate again with:

“Coach, I’m speaking to you, and I need your answer. If you will not accept my authority, then I will have no choice but to ask you to leave the field.”

It is a rare coach who will maintain the dissent this far if given the choices in a non-confrontational manner out of ear shot of players and spectators.

- iv. Send a coach off if, after agreeing to accept your authority, he fails to do so. In this situation, the coach has given his word and broken it, so there is no point in asking for his word again. Again, you speak in a professional, unemotional tone:

“Coach, we had an understanding that you would accept my authority in this match. Evidently, you aren’t able to do so, and I therefore have no choice but to suspend the match until you leave the field.”

Accept no negotiations at this point. If the coach refuses to leave promptly, terminate the match.

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f. Summarizing comments by the moderator:

- i. We prefer referees to be proactive in dealing with inappropriate coach behavior. Ignoring initial comments only encourages more of the same and it is much more difficult to control an unattended fire than it is to extinguish it early. Though the referee may have 'thick skin' he should not let the coach's behavior go unaddressed; if he does, it's like letting the coach know that the behavior is acceptable. The next target of the coach's comments may be a youth referee.
- ii. According to our National Rules and Regulations, coaches and referees are required to behave in a responsible manner and to limit sideline participation to positive instruction and encouragement. Negative comments and complaints about refereeing shall not be allowed. This needs to be more than just nice words. This must translate into action. The behavior we model for the players will have lasting effects long after their memory of won/lost records have faded.

3. Dealing with Spectators

a. Introduction:

Moderator should make some opening comments regarding the AYSO TEAM's responsibility to work together to ensure any inappropriate spectator behavior is addressed at games. Each member of the AYSO TEAM has responsibility in this regard, even though the ultimate responsibility for action may rest with the referee.

b. Act Two:

As play continues, a spectator begins to berate the decisions of the referee with comments like:

"Hey Ref, get in the game, that was a foul!"

"Come on Ref, call them both ways."

"What was that?"

"Do your job Ref before someone gets hurt!"

"Are you blind?"

"You suck Ref!"

"Take him out Billy, don't let him foul you like that."

The spectator runs on to the field to check on their "injured" child and to argue with the referee.

A heated and prolonged argument ensues which entices the coaches and other spectators to enter the field and "join in the fun".

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Moderator stops the action at appropriate intervals and solicits comments from the audience regarding what action the volunteer referee has taken and whether or not the action taken was appropriate. After a few comments, the moderator should select another volunteer to play the role of the referee. The actors should now escalate their performance to the next level of inappropriate behavior. Again at appropriate intervals, the moderator should stop the action, solicit comments and then select another volunteer referee.

- i. Were the spectators actions appropriate?
 - ii. Were the referees actions appropriate?
 - iii. Were the coaches actions appropriate?
 - iv. What should the referee and coach have done and when?
- c. Teaching points for the moderator to ensure are demonstrated:

As play continues, the spectator begins to berate the decisions of the referee.

“Hey Ref, get in the game, that was a foul!”

“Come on Ref, call them both ways.”

The referee (and coach) should send a quick body-language message that they heard it and didn't like it.

The spectator settles down for a short time

Spectator then begins to escalates his critical comments

As play continues, the spectator escalates his critical comments.

“Come on Ref, that's terrible!”

The referee runs by the coach's area without stopping play and politely asks the coach to help the spectator understand about the Kids Zone program.

Coach says

“I'll try.”

Coach asks team parent and other spectators to speak with the irate spectator.

The spectator settles down for a short time

Spectator continues to escalates his critical comments

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The referee stops play and calmly walks to the touchline and asks the coach and assistant coach to join him on the field near the touchline.

Referee quietly asks the coaches to stand beside him (shoulder to shoulder) facing the spectators

Referee makes a short announcement to the spectators.

“Ladies and Gentlemen, due to the unsporting behavior of a spectator, this match is now in jeopardy. If the unsporting behavior continues the spectator will be given three minutes to leave the area. If they do not comply, the match will be canceled. Please remember we are in an AYSO Kids Zone.”

Referee instructs the coaches to return to touchline and referee resumes play.

Both coaches request the spectator settles down because

“The referee is serious and we will all be going home early”.

Other spectators begin approaching the irate spectator and overwhelm him with Kid Zone pins and conversation about AYSO philosophy.

- d. Moderator stops the action and solicits comments from the audience
 - i. Were the coaches actions appropriate?
 - ii. Were the referees actions appropriate?
 - iii. What happens if the spectator will not stop misbehaving?
 - iv. Is it appropriate to punish the kids for the behavior of the spectator?
 - v. Will this action improve future behavior?

- e. Summarizing comments by the moderator:

We prefer the members of the AYSO TEAM (coaches, referees and spectators) to be proactive in dealing with inappropriate spectator behavior. Ignoring initial comments only encourages more of the same and it is much more difficult to control an unattended fire than it is to extinguish it early.

According to our National Rules and Regulations, negative comments and complaints about refereeing shall not be allowed. FIFA Law also provides for the referee to “stop, suspend or terminate the match because of outside interference of any kind”. This must translate into action.

As Pogo said, “We have met the enemy and they is us”!

The behavior we model for the players will have lasting effects long after their memory of won/lost records has faded and will ultimately become the behavior and attitudes youth adopt. Our behavior as referees, coaches, spectators and league representatives will have lasting effect on the character of the young players who watch and emulate us.

Remember...

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

4. Scenarios

a. Scenario #1

An upper level match has been vigorously contested. Players have heard but not reacted to a spectator, about 18 years old, who is a fan of the Red team. The spectator is being very vocal about the Blue team’s hard play and the referees call. As the referee, what is your action?

Response:

- i. During play attempt to identify spectator and give a non-verbal or quietly verbal reminder to stop behavior
- ii. Do not overreact since the players are not reacting

b. Scenario #1 (continued)

The spectator’s action continues, in spite of the referees attempt to have him stop. Blue players begin to respond to the spectator by body language and some verbal comments that show they are becoming frustrated with his behavior. Now, referee: what do you do?

Response:

- i. Action must be taken in this situation
- ii. During play, or at a stoppage of play, quietly ask the Red coach to assist in controlling the spectator.
- iii. If this fails, stop play and publicly request the coach’s support
- iv. If this fails, take steps to remove the spectator

c. Teaching Points:

- i. Actions by the referee should escalate through options to address the problem

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- ii. Referee should attempt to solicit assistance and support from coaches or other members of the AYSO Team.

d. Scenario #2

In an advanced match, Red #1 during play bumps into the Blue goalkeeper. The goalkeeper responds "Hey! Watch it buddy!" Shortly thereafter Red #1 and the goalkeeper, during a stoppage of play, are in an animated conversation that the referee cannot hear.

The Blue coach very loudly says, "Ref! #1 is harassing my goal keeper." Several players and spectators look at the coach, then the players and then the referee. As the referee, what do you do?

Response:

- i. The players, coach and spectators expect some response
 - ii. Approach the players to determine the situation and act accordingly
 - (a) Ask them to stop the behavior
 - (b) Give a verbal warning
 - (c) Caution or send off as appropriate
- e. Scenario # 2 (Continued)

The referee approaches the players and finds that they are friends who have not seen each other for some time and were "pretending" to have a disagreement. As referee, now what do you do?

Response:

- i. Acknowledge the players and suggest that others do not know that they are friends and this is an act. (Low key and good humor approach)
 - ii. Acknowledge the players and inform them their actions are affecting the flow of the match. (More serious approach)
 - iii. Inform the coaches, players and spectators that there is no serious problem by:
 - (a) Body language while talking to the players
 - (b) Verbal comment..."No problem, they're just old friends."
 - (c) Direct explanation to the coaches within hearing of the spectators.
- f. Teaching Points:
- i. Unless the situation is addressed it could get worse with the other players, coaches and spectators.

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- ii. If the referee does not inform the spectators, coaches and players of the nature of the contact tension will continue
- iii. Improper response by the referee could contribute to the tension

Instructor Notes: This is the end of the first half of the lesson. If appropriate, this is a good time to take a short break.

K. PENALTY KICKS AND KICKS FROM THE PENALTY MARK PROCEDURES (20 - 30 minutes)

Instructor Notes: Alternate methods of presenting this material include: Class participation demonstrations outdoors on a soccer field; electronic presentations or dry board/charts to show the material.

1. Discuss in detail Law 14 - The Penalty Kick with emphasis on:
 - a. Referee and Assistant Referee duties
 - b. Conditions that must exist before the kick
 - c. Procedures for taking the kick
 - d. Sanctions for infringement
2. Discuss in detail kicks from the penalty mark as a method of determining the winner of a match with emphasis on:
 - a. Referee and Assistant Referee duties
 - b. Coin toss and selection of kicking order
 - c. Procedures for taking the kick
 - d. Sanctions for infringement
 - e. Determining a winner
3. Discuss nuances of taking kicks from the mark
 - a. Injury to the keeper during the taking of the kicks
 - b. Injury to a teammate of the GK during the taking of the kicks
 - c. Sending off the GK during the taking of kicks from the mark
 - d. One team has only 10 players finish the game
 - e. The order of kickers once all have taken one kick

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L. REFEREE PHYSICAL CONDITIONING ROUTINE (15 minutes)

1. Remind everyone of the saying “If you fail to prepare, then prepare to fail”. State the obvious need for physical and mental preparation before officiating. Don’t referee to get into shape, get into shape to referee and this means your body as well as your mind.
2. Discuss with referees that the method and routine for fitness is an individual choice and that a training program should meet the needs of the referee and should be conducted within the referee’s capabilities and may require the support of a medical doctor or qualified athletic trainer

Note to instructors: If time permits the instructor may wish to demonstrate or discuss some of the material contained in the fitness handouts. Fitness handout number one contains a variety exercises and conditioning tips. Handout two contains a possible pre-game warm up routine. Make certain that students understand that this material provides only examples of possible programs.

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M. MENTAL AND PHYSICAL CHALLENGES (5 - 10 minutes)

1. Lack of mental preparation can lead to a challenging match.
2. Mentally prepared officials minimize unexpected variables.
3. Preparation requires an understanding of the diversity of characteristics between age groups.
4. Discuss various aspects of the following table. Encourage students to offer their experience in these situations.

Age Group Comparison Chart

	Physical Development	Years of Soccer Experience	Soccer Skill Level	Attitude Toward Sports	Attitude Toward Authority
U-6 Coed	Low with girls advanced over boys	0 to 2	Low	Fun and playful	Awe, fear, respect, compliance
U-14 Girls	Wide range: small to large, girls to adolescents	0 to 7	Mixed; some poor and some quite good	Social, interactive, slightly competitive	Respect (to your face), compliant, skeptical
U-14 Boys	Moderate range: few small, few large	0 to 7	Generally good, many very good, few clunkers	Proving ground, competitive	Grudging respect; challenging; sometimes unconvinced but usually obedient
U-16 Boys	High; most are big, strong, and fast	4 to 10	High; few poor players remain	Usually highly competitive; macho; dominate; want to win	Challenging, testing, dubious, rebellious

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N. PREPARATION FOR ASSESSMENT (15 minutes)

Discuss material contained in the hand out. Special emphasis should be placed on:

1. Assessment requirement for Advanced Referee:
 - a. One as referee in a U-14 or higher AYSO match
 - b. One as assistant referee in a U-14 or higher AYSO match
 - c. Requested through the Regional Referee Administrator or Regional Director of Assessment
 - d. Scheduled and approved by Area Referee Administrator or Area Director of Assessment
2. Objective of Assessment:
 - a. Provide positive feedback on referee performance
 - b. Improve referee strengths
 - c. Provide information of areas of improvement for the referee
 - d. Intended to be a positive experience
 - i. Preparation of the referee team before the match
 - ii. Refereeing the game played in the referee's style; not refereeing for the benefit of the assessor.

O. CONCLUSION

1. Review
 - a. Reaffirm the benefits of regular conditioning on everyday refereeing. There are many opportunities to demonstrate competence or incompetence by physical presence during play. Soccer officiating, especially in older players' matches, demands new attention from conscientious referees.
 - b. Preparation requires knowing in advance what mental and physical factors the referee needs to master in order to meet the challenges of the next game. By becoming familiar with as many aspects as possible, the referee reduces – but never eliminates – the unknown variables that account for so many unhappy surprises for the unprepared official.
2. Bridge to the Offside – Advanced Lesson Plan with something like this:

Now that we have a better understanding of where the players are emotionally and physically in the advanced game as well as an understanding of some of the things players are attempting to do on the field, we're better prepared to manage difficult situations that may arise during a match. In the next lesson we'll prepare ourselves for handling difficult offside situations by looking at a series of advanced scenarios.

II. Offside – Advanced (Module 21)

A. DESCRIPTION

1. Duration 60 minutes
2. This lesson improves the referee's and assistant referees' ability to make offside judgments during active play in more challenging matches

B. GOALS

1. Review and reconfirm the basics of Law 11.
2. Understand "active play" and its use in penalizing offside.
3. Realize that dynamic play differs from static diagrams and often requires referee presence and interpretation
4. Practice offside penalty decisions in active or unusual situations

C. STUDENT MATERIALS

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

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Overhead or digital projector and screen
2. Flip chart, dry or chalk board with markers or chalk
3. Port-a-Field
4. Assistant referee flags
5. Video Tape: USSF-Offside Decision (featuring 1998/99 MLS)
6. Overheads
7. Soccer field
8. Flat cones

E. LIST OF ATTACHMENTS

Attachment 1:

Advanced Referee Course – Offside - Assistant Referee Positioning Drill.pdf

Advanced Referee Course

F. INTRODUCTION

1. Introduce self and co-instructors
2. The play in higher level matches is much faster and one facet of the game that can challenge the referee and assistant referees is the offside infraction. Referees and assistant referees must understand Law 11 and be able to quickly recognize and deal with offside infractions.

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

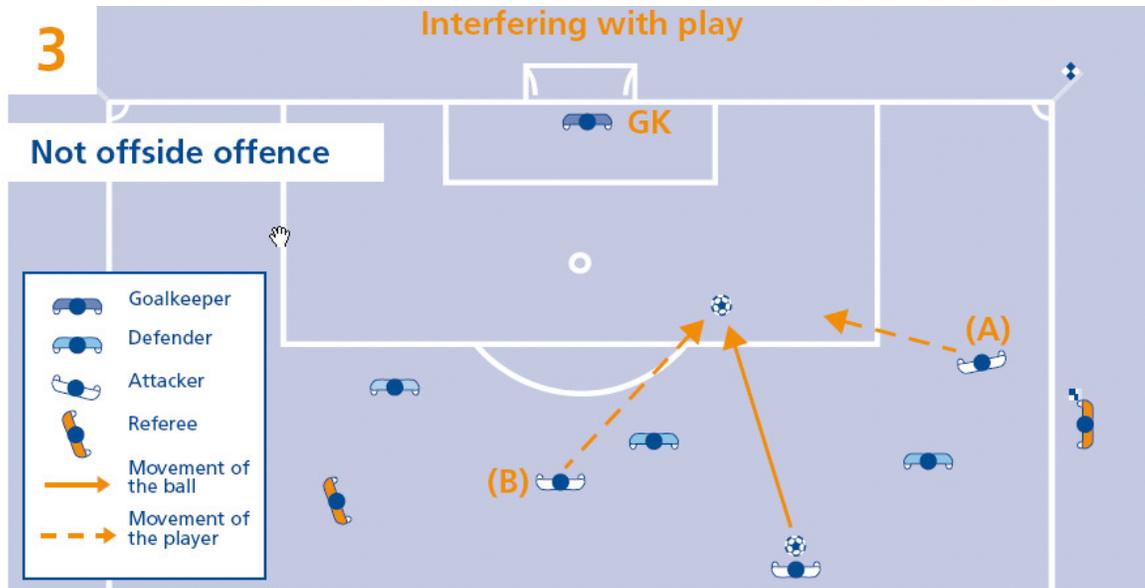
G. DEFINING THE AREA OF ACTIVE PLAY

1. Briefly review Law 11 and confirm the basics of offside position.
2. Emphasize area of active play.
3. Discuss three ways a player can be involved in the area of active play
 - a. Interfering with play (typically by touching a ball that has been touched or played by a teammate)
 - b. Interfering with an opponent (preventing the opponent from playing the ball by obstructing or distracting)
 - c. Gains an advantage (by being in the right place to collect a rebounded shot, or to capitalize on a defender's mistake)
4. Define the area of active play.
 - a. That portion of the field where players are directly and actively involved after the ball has been played.
 - b. The size of the area of active play will vary with the movement of the ball, age of the players, and the speed of play.
 - c. The area of active play changes continually.
 - d. The area of active play is a guide used to determine offside infractions

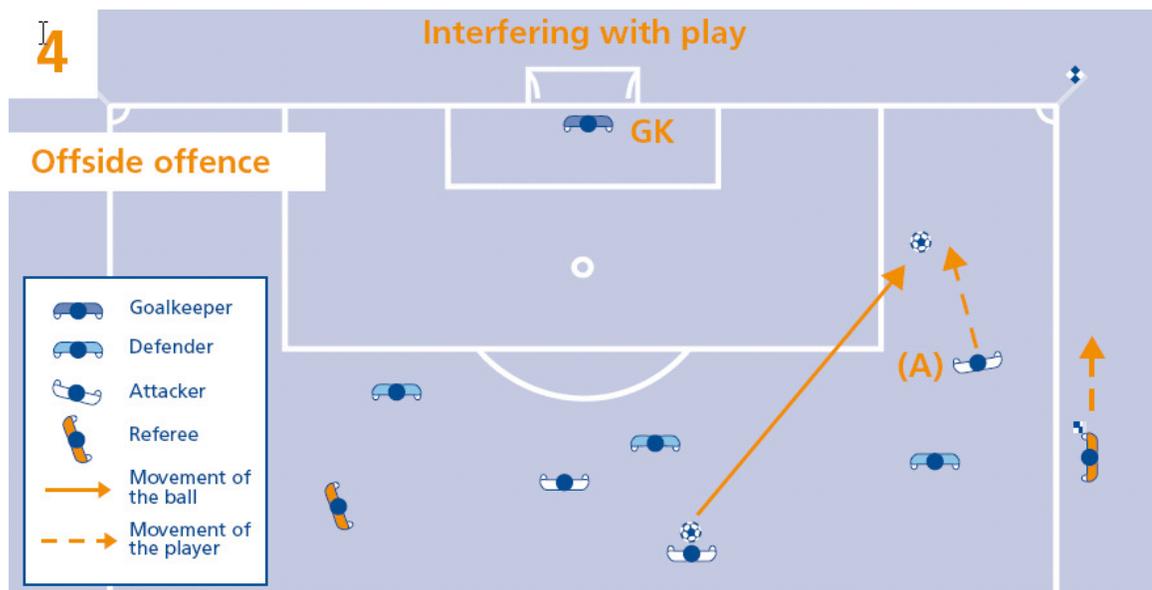
H. PRACTICUM

1. Provide the group with demonstrations through student participation. Act out some of the more controversial diagrams taken from the Laws of the Game; shown below. Try them with different initiating and concluding actions by the player in offside position.

a. Interfering with play

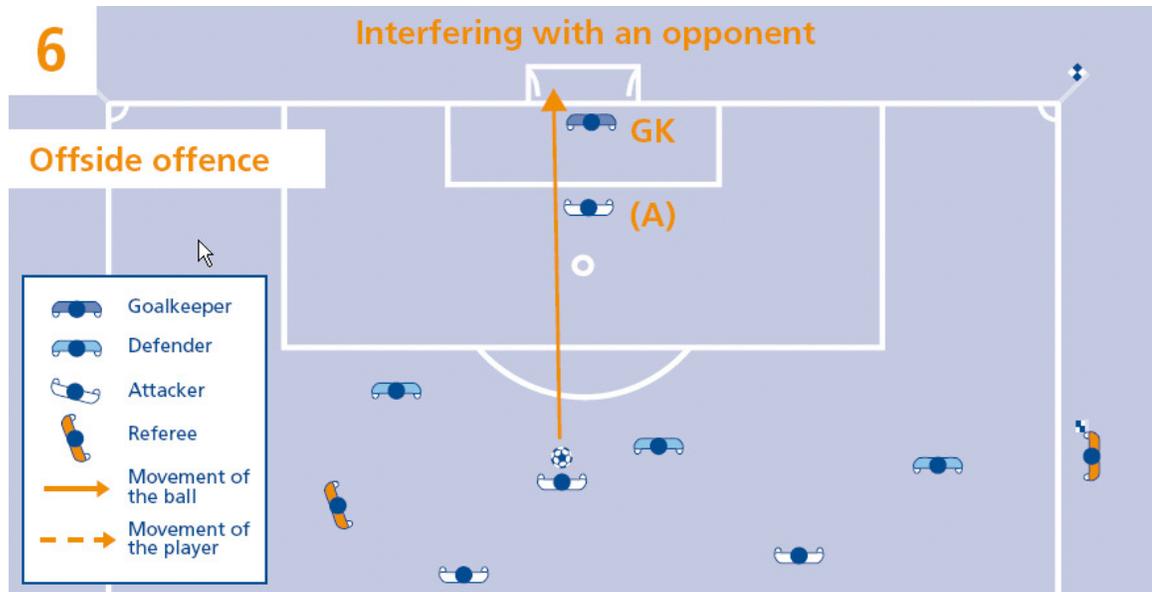


An attacker in an **offside position** (A) runs towards the ball and a teammate in **inside** position (B) runs also towards the ball and plays it. Player (A) cannot be penalized because he did not touch the ball.

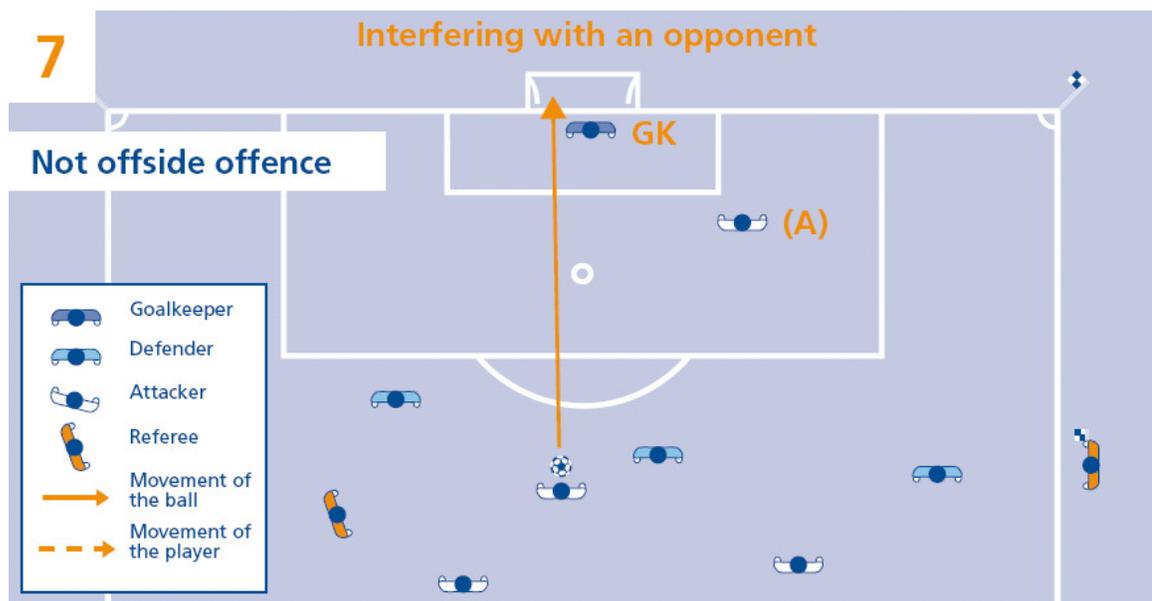


A player in an **offside position** (A) may be penalized before playing or touching the ball if, in the opinion of the referee, no other team-mate in an inside position has the opportunity to play the ball.

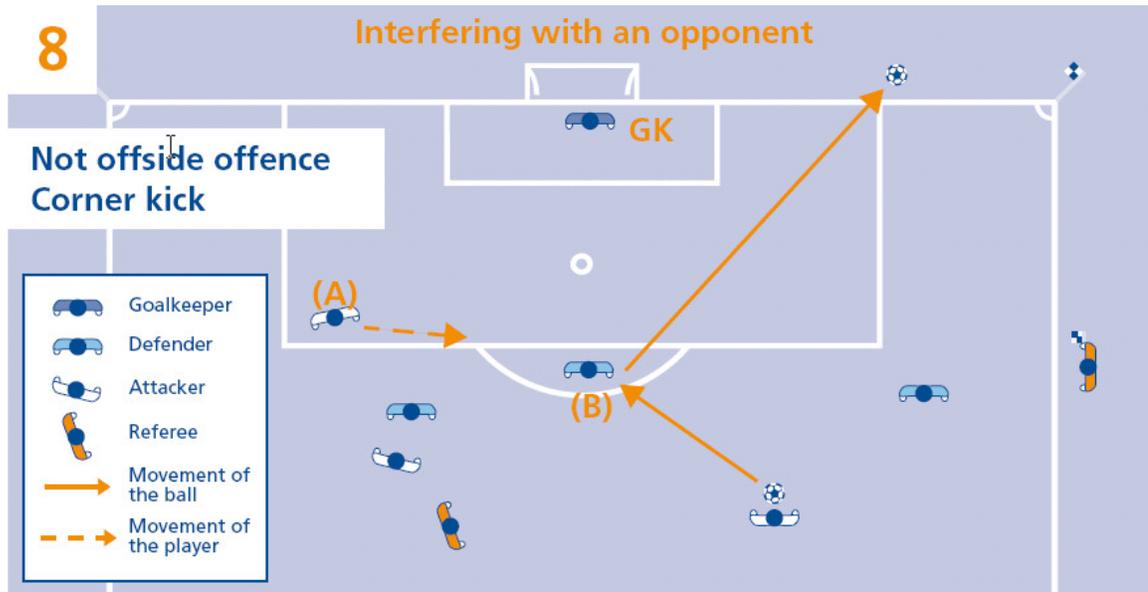
b. Interfering with an opponent



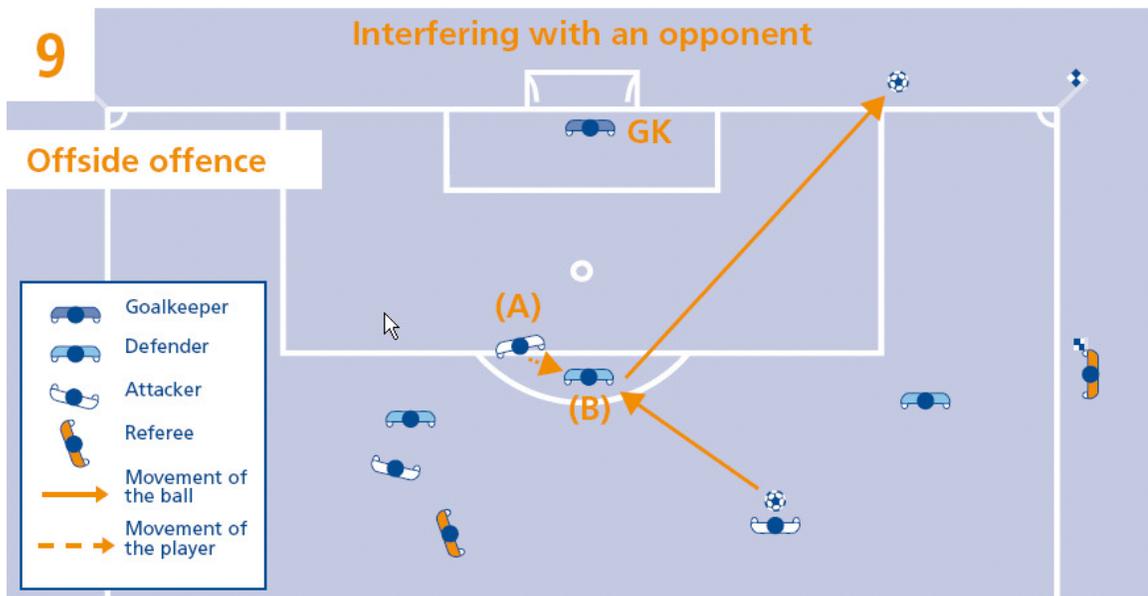
An attacker **in an offside position** (A) is obstructing the goalkeeper's line of vision. He should be penalized because he prevents an opponent from playing or being able to play the ball.



An attacker **in an offside position** (A) is **not** obstructing the goalkeeper's line of vision or making a gesture or movement which deceives or distracts him.

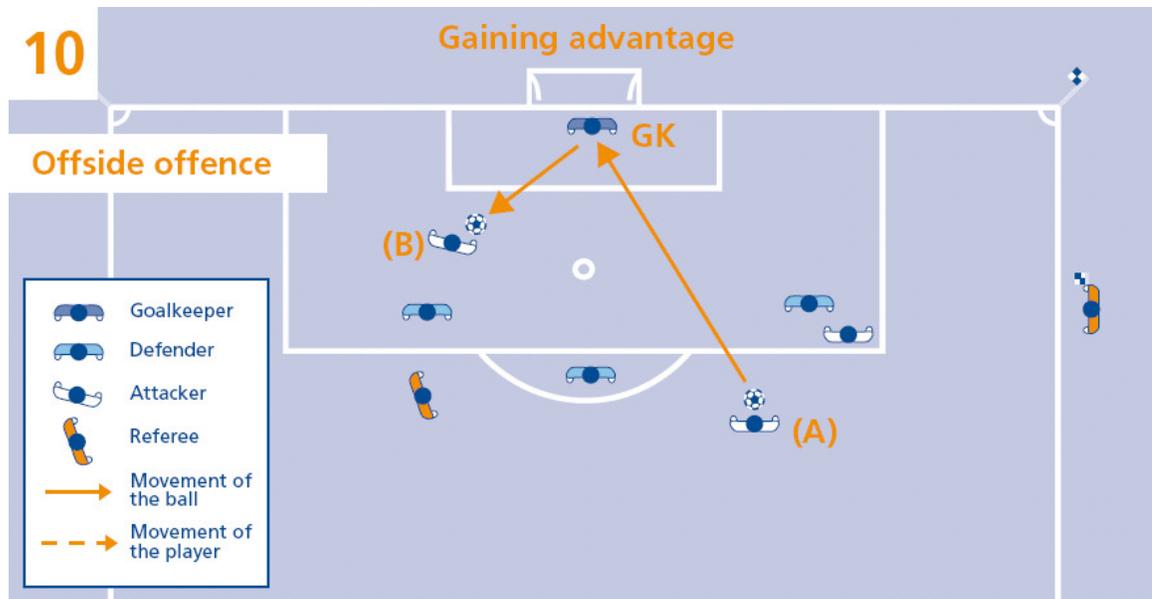


An attacker **in an offside position** (A) runs towards the ball but he does not prevent the opponent from playing or being able to play the ball. (A) is **not** making any gesture or movement which deceives or distracts (B).

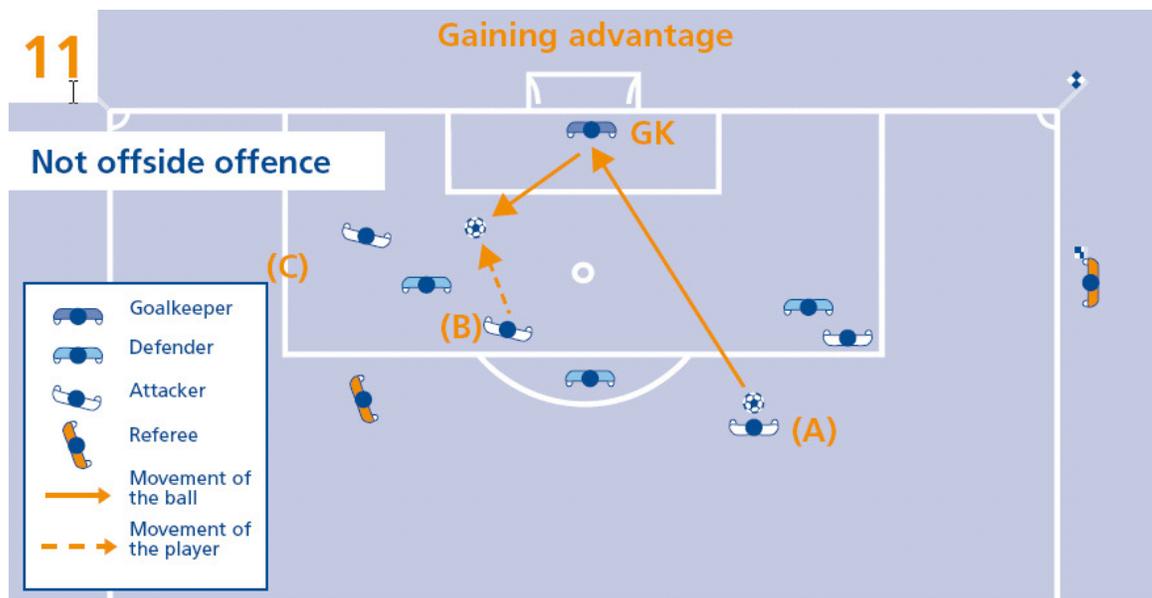


An attacker **in an offside position** (A) runs towards the ball preventing the opponent (B) from playing or being able to play the ball. Player (A) is making any gesture or movement which deceives or distracts player (B).

c. Gaining advantage

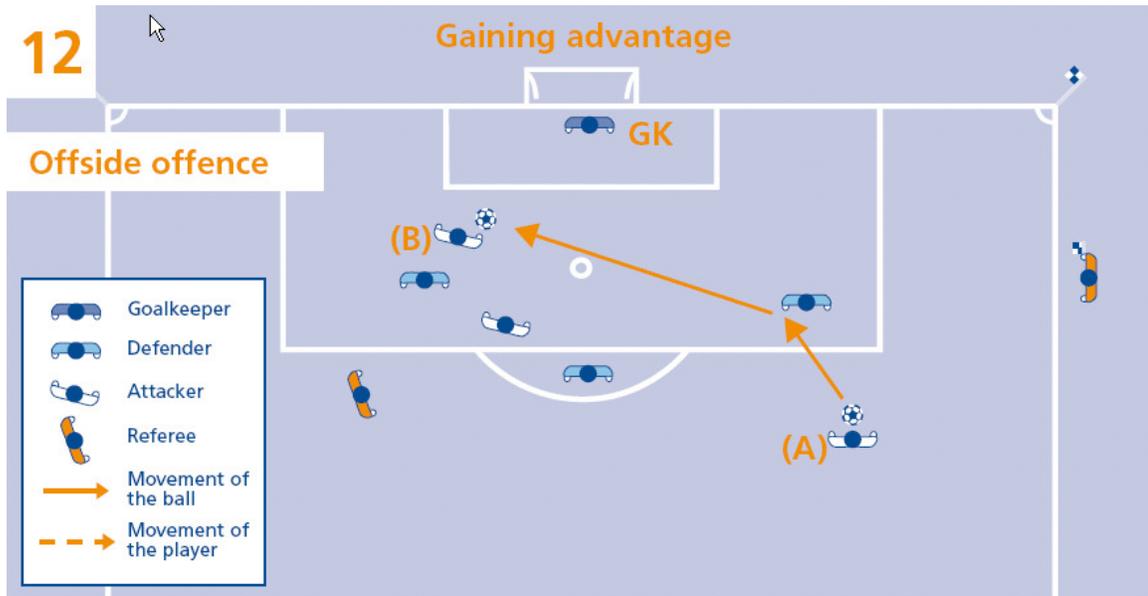


The shot by a team-mate (A) rebounds from the goalkeeper to player (B) who is penalized for **playing the ball** having been previously **in an offside position**.



The shot by a team-mate (A) rebounds from the goalkeeper. Player (B) in an onside position plays the ball.

Player (C) **in an offside position** is not penalized because he did not gain advantage for being in that position because he did not touch the ball.



The shot by a team-mate (A) rebounds from a defender to player (B) who is penalized for **playing the ball** having been previously **in an offside position**.

2. If time permits, it is recommended that the demonstration contained in Attachment 1 be used to emphasize the importance of Assistant Referee Positioning.
3. If time permits, it is recommended that the USSF-Offside Decision video be shown.

I. CONCLUSION

1. Offside is both a factual and a judgment call.
2. Judgment that is not supported by fact is incorrect.
3. Judgment must be informed by fact, not ruled by it. Use Law 18 (common sense).
4. Judgment is the domain of one person – the referee; fact is often obvious to many persons, including the assistant referees.
5. Bridge to Fouls in the Advanced Game, using something like this:

Not only does offside in advanced games offer additional challenges to the referee, but with the higher level of skill and gamesmanship comes more skillful fouls. Let's look at these in our next lesson.

III. Fouls in the Advanced Game (Module 22)

A. DESCRIPTION

1. Duration 30 minutes
2. In this lesson plan we will train Advance Referee candidates to be able to recognize and deal with the fouls that may occur in upper level games.

B. GOALS

1. Review Law 12 Fouls
2. Understand the benefits teams derive by subtly impeding opponents.

C. STUDENT MATERIALS

1. AYSO edition FIFA Laws of the Game
2. AYSO Guidance for Referees and Coaches
3. AYSO National Rules and Regulations
4. USSF Guide to Procedures for Referees, Assistant Referees and Fourth Officials
5. USSF Advice to Referees on the Laws of the Game
6. AYSO Summary of FIFA Law changes

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Chalkboard, whiteboard and chalk or dry erase markers or flip chart
2. Soccer field

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

1. Introduce self and co-instructors
2. In younger players' games fouls are generally committed when players are over zealous, mistime their play or simply miss the ball. There are, at times, intentional attempts to put an opponent at a disadvantage by committing a foul but these are not the norm. In the advanced game we begin to see more of these sorts of fouls. In this lesson we'll clarify the difference between impeding and shielding, we'll explore goal scoring opportunities and discuss the sending off offenses.

In Lesson 2 of the Intermediate Course we discussed cautionable offenses. This is an extension of that lesson.

G. REVIEW OF LAW 12

Note to instructors: Instructors should confirm the level of understanding of the students of Law 12. The amount of time spent on this review should be based on this confirmation.

1. Emphasis should be placed on:
 - a. Impeding
 - b. Advantage (Law 5)
 - c. Advantage is given more frequently in higher level matches.
 - d. A player may carry out a combination of “Misconduct” and “Foul” and the referee may sanction either or both.

H. IMPEDING VERSUS SHIELDING

1. Impeding an opponent’s progress, formerly called obstruction, is likely the most under-called foul in soccer. As players gain experience, they realize that subtly impeding an opponent usually yields big benefits for their team with never a look from the referee.
2. Lead a discussion about actions that either are or are not considered to be impeding the progress of an opponent. Some of the key concepts are listed below.
 - a. Impeding while playing the ball is allowed.
 - b. “Covering up” (also called shielding) the ball is allowed within playing distance of the ball.
 - c. A player who impedes an opponent while clearly not within playing distance of the ball must be sanctioned by the referee as having impeded – intentionally or not – the progress of an opposing player.
 - d. To be guilty of an offense, the player must either run between an opponent and the ball or interpose his body to form an obstacle.
 - e. Impeding the opposing goalkeeper from playing the ball is not allowed.
3. Use demonstrations and guided participation scenarios to illustrate the ways players impede an opponent’s progress that referees should see but don’t.
4. Impeding the progress of an opponent is a foul punished by awarding an indirect free kick to the offended team. This foul is often not recognized by referees and can be used by players to gain unfair advantage.

Advanced Referee Course

I. CONCLUSION

1. Review

- a. Key differences between “legal” and illegal impeding
- b. Key aspects of advantage

2. Bridge to Misconduct: Players, Substitutes and Others with something like this:

In this lesson we've seen that good foul recognition is critical to managing advanced matches successfully. When it comes time to deal with misconduct, the referee is often facing a moment of truth in the match. We'll look at managing misconduct in the next lesson.

IV. Misconduct: Players, Substitutes and Others (Module 23)

A. DESCRIPTION

1. Duration 90 minutes
2. This lesson trains referees to recognize the misconduct which may occur in upper level games.

This lesson also prepares referees for more unusual situations with players, substitutes and others by studying some of the precise terms of the Laws of the Game and punishments associated with those terms.

B. GOALS

1. Review Law 12 Misconduct
2. Recognize conduct for which a player must be sent off
3. Develop an understanding of unusual goal scoring opportunities.
4. Define players, substitutes, neutral objects and outside agents
5. Discuss complex situations that can arise when punishment is given for actions taken by one of these agencies.
6. Develop accuracy in using punishments prescribed in the Laws and documenting the source.

C. STUDENT MATERIALS

1. AYSO edition FIFA Laws of the Game
2. AYSO Guidance for Referees and Coaches
3. AYSO National Rules and Regulations
4. USSF Guide to Procedures for Referees, Assistant Referees and Fourth Officials
5. USSF Advice to Referees on the Laws of the Game
6. AYSO Summary of FIFA Law changes

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Overhead or digital projector (and laptop) and screen
2. Flip chart, whiteboard or chalkboard with dry erase markers or chalk

E. LIST OF ATTACHMENTS

Attachment 1:

Advanced Referee Course - Misconduct- Players, Substitutes and Others - Additional Scenarios.pdf.

Advanced Referee Course

F. INTRODUCTION

1. Introduce self and co-instructors
2. The Laws of the Game describe fouls and misconduct in great detail. But, there are differences in who on the field can be sanctioned for a foul, who may be punished for various misconducts, and what the restart should be when the perpetrator is a player, a substitute or someone else, on or off the field, with the ball in play or out of play. In this lesson we'll explore the definitions of each of these participants and explain how to apply the Laws to a wide range of situations.

In the last lesson we discussed sending off offenses. In this lesson we'll learn the correct way to apply them to all match participants.

G. SENDING OFF OFFENSES

1. Almost every Advanced Referee will have to send off and show the red card to a player once or twice in his career. Good referees anticipate these situations and defuse them, but even the best referees eventually meet that player who almost demands to be sent from the field. When the time comes, referees need to know how to recognize it, how to handle it, how to administer it, and how to report it.
2. A player is sent off and shown the red card if he commits any of the following seven offenses.
 - a. Serious foul play (uses excessive force or brutality while committing one of the Law 12 fouls against an opponent, on the field of play, during a challenge for a ball that is in play)..
 - b. Violent conduct (behaves in a violent manner toward an opponent, a teammate, the referee, or any other person, on or off the field, while the ball is in or out of play, while not challenging for the ball)..
 - c. Spits at an opponent or any other person.
 - d. Denies an opponent a goal or an obvious goal-scoring opportunity by deliberately handling the ball (this does not apply to the goalkeeper within his own penalty area). Discussed in more detail later in this lesson
 - e. Denies an obvious goal-scoring opportunity to an opponent moving toward the player's goal by an offense punishable by a free kick or a penalty kick. Discussed in more detail later in this lesson
 - f. Uses offensive or insulting or abusive language including language or gestures. (This includes the use of obscene, vulgar, derogatory, humiliating, demeaning, or slanderous words.)
 - g. Receives a second caution in the same match.

Advanced Referee Course

H. GOAL SCORING OPPORTUNITIES:

Note to Instructors: It is recommended that demonstrations of obvious goal scoring opportunities be used in this part of the lesson, either outdoors on a soccer field or in a gymnasium.

1. Emphasize the 4 “D’s”
 - a. Distance from the ball
 - b. Distance from the goal
 - c. Direction of play
 - d. Defenders in the area
2. Emphasize that sanction for denying an obvious goal scoring opportunity is not eliminated when giving advantage.
3. Unfairly denied goal and goal-scoring opportunities by deliberate use of the hand. Differentiate between sanctions for handling resulting in a successful denial, handling that is unsuccessful, and attempted handling with no contact.
4. Unfairly denied goal-scoring opportunities to an opponent moving toward the player’s goal by an infraction punishable with a free kick. Emphasize that any infraction punishable by a free kick, not just those punishable by a direct free kick, must be sanctioned.

I. DEFINITIONS

1. Law 3: The Number of Players
2. Review in the AYSO edition of FIFA Laws of the Game
 - a. Law 3
 - b. Law 3 in the Interpretations of the Laws of the Game and Guidelines for Referees (IGFR) with emphasis on the next item
 - c. Number and definition of players and substitutes
3. Review AYSO Rules and Regulations
 - a. Number of players
 - i. Full size games
 - ii. Short sided games
 - b. Difference between FIFA and AYSO
4. Substitution Procedures:
 - a. Use the IGFR to discuss the proper procedure and emphasize when it is that a substitute becomes a player

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- b. Discuss the difference in AYSO: When substitutions are made and the proper procedure
- 5. Match participants
 - a. Players
 - b. Substitutes
 - c. Team Officials
 - i. Coach
 - ii. Assistant Coach
 - d. Outside Agents: (Discuss the following examples of outside agents)
 - i. Players who have been sent off
 - ii. Spectators
 - iii. Animals
 - iv. Tree limbs overhanging the pitch
- 6. Neutral objects: Discuss the following examples of outside agents:
 - a. Goals
 - b. Corner Flags
 - c. Referees
 - d. Assistant Referees

J. COMPLEX SITUATIONS

1. If play is stopped to issue a caution or send off in conjunction with the commission of a foul, the restart will be an indirect free kick, a direct free kick or a penalty kick, as appropriate.
2. If the referee stops play for misconduct only, the restart will typically be:
 - a. Indirect Free Kick if the misconduct is committed on the field of play (by a player, substitute, or substituted player)
 - b. Dropped ball otherwise (typically when misconduct occurs off the field of play).
3. Using the AYSO edition FIFA Laws of the Game-Questions and Answers as scenarios, discuss with students actions by referees and proper restarts. These issues can also be found in the current AYSO edition FIFA Laws of the Game in the IGFR.

Additional scenarios are contained in Attachment 1 to this lesson plan.

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K. SENDING OFF TECHNIQUES

1. Avoid being angry or defensive about sending off a player and do not take it personally.
2. Be firm in the decision to send off and do not show uncertainty, timidity, or ambivalence when doing so.
3. Attempt to isolate the player, but do not make physical contact.
4. Keep the field and other players in view; stand off to the side if possible.
5. Advise the player of his misconduct and of his disqualification.
6. While at a reasonable distance from the player, show the red card by holding it straight up in the air and then immediately put it away. If the send-off is for a second cautionable offense, first display the yellow card, put it down, then display the red card.
7. Record the misconduct and the send-off.
8. Check to be certain the offender has not only left the field, but also the area, and then restart play appropriately.
9. Submit a report to the appropriate match authorities.

L. CONCLUSION

1. Review the definitions of players, substitutes, team officials, neutral objects, and outside agents. Indicate that when officials make decisions about technicalities such as punishments and can support those decisions with Law passages, they are preparing to make quick decisions that will balance flow and control.
2. Review the seven send-off offenses and the four D's of DOSGO.
3. Bridge to Reading the Advanced Game with something like this:

Balancing flow and control is a challenge in advanced games, but the referee has tools to help him: his voice, whistle and cards. But, wouldn't managing the game be easier if we were somehow inside the heads of the players? Well, we can't do that, but we can improve our ability to read the game and be in the right place at the right time to make the right call. In our next lesson we'll learn more about Reading the Game.

V. Reading the Advanced Game (Module 24)

A. DESCRIPTION

1. Duration 90 minutes
2. This lesson addresses the concepts of flow versus control, reading the game and positioning options using the diagonal system of control. The decision making process will also be reviewed.

B. GOALS

1. Understand and apply the concept of flow and control to better read the game.
2. Learn Diagonal System positioning options in special situations
3. Understand the referee decision making process

C. STUDENT MATERIALS

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

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Chalkboard and chalk or whiteboard and dry erase markers or flip chart
2. Overhead projector or digital projector and screen

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

1. Introduce self and co-instructors
2. A referee's ability to read the game – to determine what the players on each team are attempting to do – will help the referee to be in the right place at the right time, which of course, then makes it easier for the referee to make the correct call. Isn't it easier for referees who read the advanced game correctly to balance flow and control? Let's see how that works . . .

G. FLOW VERSUS CONTROL

1. Learn to interpret all the information to balance flow and control. This concept has been discussed in this course as a basic concept for referees to understand

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who will be refereeing advanced skilled upper level matches. It is the intent of this Lesson to reemphasize flow versus control.

- a. The referee balances the game by allowing flow or control.
- b. Lack of proper balance of flow and control will result in ill feelings on the part of the players and will reduce the enjoyment of the match.
- c. The game of soccer is for the players. The referee facilitates the game.
- d. The balance of flow versus control is determined by the referee properly reading the game.

H. READING THE GAME

1. A referee's ability to read the game will determine the relative balance between flow and control. By reading the match correctly, the referee can achieve the correct position to maintain control while allowing the game to flow. Discuss the following as they relate to referees "Reading the Game":
 - a. The ratio of factual calls to judgment calls
 - i. Factual calls are based on fact, are often easy for the referee to make, and are reinforced by seldom being challenged by other match participants.
 - ii. Judgment calls require an opinion by the referee and are often questioned.
 - iii. A match with many judgment calls tests the referees confidence and increases the difficulty of reading what is occurring.
 - iv. Games with a high ratio of judgment calls often require the referee to read the game in the face of opposition to his or her decisions.
 - v. A game with few judgment calls allows the referee to confidently piece together a picture of the match.
 - vi. In a match that the judgment calls center around non-penal fouls, the referee usually has time to gather clues about the players while allowing the game to flow.
 - vii. In a match in which the judgment calls involve misconduct, especially behaviors for which players must be sent off, it is critical that the referee read the game quickly to provide a safe environment and maintain control.
 - b. Players' attitudes and behaviors
 - i. By reading player attitudes prior to the beginning of the game, a referee can estimate how much control to exert as the match begins.

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- ii. If a player is observed far from his normal playing position, the referee may need to look for unfair play, especially if the referee has read this as an aggressive player.
- c. The level of intensity of play
 - i. A referee who appropriately reads an intense level of play will be prepared to increase his own speed and acceleration to keep close to play.
 - ii. When a referee reads a low level of intensity, she needs to become aware of her own inattentiveness and be vigilant for changes in the pace of the match.
- d. Score and time
 - i. Take note of how the pace of the game changes immediately following a score.
 - ii. In a lopsided match the referee needs to be looking for clues of frustration on the part of one team and boredom for the other team.
 - iii. As the second half of the game begins, the referee must be ready to read changes in tactics, pace and intensity based on half-time coaching instructions.
- e. Referee factors
 - i. Referee's fear of determining outcome.
 - (a) When experiencing this fear, a referee may relinquish control at a crucial time, no matter what she reads from the player's actions.
 - (b) By not exerting control, especially for a penal foul, the referee may accomplish that which she fears.
 - ii. Referee's desire to equal out punishment.
 - (a) When a referee attempts to equal out punishment, he or she is, in essence, forming an opinion prior to the incident.
 - (b) This reduces the referee's ability to accurately read the match and truly balance flow and control.
 - iii. Referee's urge to even out mistakes.
 - (a) By attempting to even out a mistake, the referee may focus his attention or position and miss future unfair actions.
 - (b) This predetermined judgment by the referee can unbalance the flow of the game.

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I. POSITIONING OPTIONS IN SPECIAL SITUATIONS

Instructor Note: This is the only section of the Advanced Referee Course that deals with the Diagonal System of Control. Based on the level of experience of the referees attending this lesson, the instructor should review the material conducted in the Intermediate Referee Course and supplement this lesson with that material, as necessary, moving time from other modules to accommodate the need here.

1. As players become faster and more aggressive it is essential for the referee and assistant referees to be in positions for the various restarts that will allow them to better communicate and manage the match. Use the current AYSO edition of the FIFA Laws of the Game and USSF Guide to Procedures for Referees, Assistant Referees, and Fourth Officials to demonstrate and practice the recommended positions for referees and assistant referees at each of the following restarts. Discuss the benefits and liabilities of the recommended and alternate positions.

- a. Set plays
 - i. Kick off
 - ii. Goal kick
 - iii. Corner kick
 - iv. Penalty kick
- b. Unusual plays

Instructor Note: Demonstrate and practice examples of unusual plays and situations. Emphasize the general principles of placement in all situations. Have students offer suggestions for referee positioning in the situations below to determine what the best positions might be. These scenarios must be acted out, not merely talked about. Do this outdoors in a realistic setting if possible.

- i. Free kicks near the “danger zone”
- ii. Throw-ins near the attacking goal and at other locations along the touchline
- iii. Dropping the ball
- iv. Consulting with an assistant referee
- v. Talking with a player
- vi. Talking to someone off the field
- vii. Cautioning or sending off a player

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J. REFEREE DECISION-MAKING PROCESS

1. The objective of this lesson is to promote analysis of decisions that will need to be made as players stretch the limits of the Laws. Remember, this session is not primarily about, "The Wall"; it is about testing the authority of referees and how decisions are made.

When dealing with older players, officials often encounter behaviors that require decisions regarding the letter versus the spirit of the law. One act that may demand frequent judgments by officials of U-14 matches is the behavior of players forming a defensive wall at the taking of a free kick. The line between "doubtful," "trifling," or "deliberate" breaches of the Law is often very fine in these cases.

This class encourages students to investigate the process of making decisions using examples of various wall situations. It is important for the instructor to ensure that the group focuses on the decision-making process rather than just on solving problems encountered by the referee while handling, "The wall."

2. The Decision-Making Process

Have students demonstrate the following scenario illustrating a problem requiring the referee to make a decision in how he/she handles the wall.

- a. Scenario

Late in a Girls U-14 Game, you've awarded a direct free kick to the attacking team approximately four yards outside of their opponents' penalty area. The defenders immediately form a defensive wall just inside the penalty area. You indicate where the wall is to be formed, move the defenders to that position and then retreat to the goal line to act as goal judge. The attacker taking the kick directs the ball at the left post in an attempt to lift it over the wall. However, the ball comes straight at the head of one of the defenders in the wall who raises her hand in front of her face. The ball deflects off her elbow out of play over the goal line.

- b. Use the scenario to illustrate the decision-making process. Create and setup a Decision-Making Process placard. Walk the class through each of the four steps of the process using the scenario to illustrate the method. Have the class do the work! Keep them moving; walk back through the scenario, illustrate options, etc.

- i. Decision-Making Process

(a) Define the problem – it must be one requiring a decision by the referee

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In the scenario, the problem is that a defender has touched the ball with her arm (hand) inside of her own penalty area

- (b) Gather information and analyze the problem (perception!)

Was the contact deliberate?

Did the defender's hand go to the ball or did the ball go to the hand?

Was she protecting herself?

- (c) Propose and evaluate options

Whistle for the deliberate handling of the ball and award a penalty kick

Do nothing; this was not a foul

Since this is in the penalty area and everyone saw this occur, the referee should indicate, "No foul!" in some manner that is different from your indication for advantage

- (d) Decide and implement the solution

3. Ask the class to suggest factors and pressures that might influence decisions. Do not suggest any. Let the class suggest several. These may include:

Instructor Note: The goal of this question is not to present an exhaustive list of factors. The goal is only to demonstrate that different referees may perceive the same situation differently and that any one referee may perceive similar situations differently depending upon a number of factors.

- a. Time
 - b. Accuracy and reliability of the information
 - c. Past personal experiences
 - d. Personal values
 - e. Self-induced pressure resulting from the perceived expectations of others
 - f. External pressure resulting from others' perception of the need for change
4. Time permitting, divide the class into small groups and have them use the decision-making process to resolve one or more of the following scenarios:
- a. **Scenario #1** – The Spirit of the Law: Attacker kicks without referee's signal on a ceremonial free kick near goal
 - i. In a Boys U-14 game, you've awarded a direct free kick to the attacking team approximately four yards outside of their opponents' penalty area.

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An attacker preparing to take the kick asks you to move his opponents back ten yards. So you show him your whistle and direct him to wait for your whistle before he kicks the ball. You set the wall and then move quickly to the goal line to serve as goal judge. As you move the whistle to your mouth the attacker you admonished to wait for your whistle kicks the ball with a shot on goal.

What do you do?

- ii. Problem: The attacker was directed to wait for the referee's whistle before he put the ball back into play, but has kicked the ball before the whistle blew.
- iii. Data Collection/Analysis:
 - (a) Did the ball go into the net or miss?
 - (b) Did a defender touch it before it went out of play if it did go out of play?
 - (c) Did the referee continue her motion and blow the whistle as the ball was kicked?
- iv. Options:
 - (a) Retake the kick no matter what happened with the kick (Letter of the Law)
 - (b) Do nothing. All of the players were ready so doing anything will be perceived as interfering with the game
 - (c) Invoke the Spirit of the Law. If:
 - (i) a goal was scored, disallow the goal and retake the kick
 - (ii) If a goal was not scored and the ball goes over the goal line
 - a. and the ball was last touched by an attacker, allow the kick as taken to stand and restart with a goal kick
 - b. and the ball was last touched by a defender, then corner kick
 - (d) If the player taking the kick has been persisting in this kind of behavior, you should caution him for persistent infringement of the Laws
- v. Best solution:
 - (a) If a goal was scored, disallow the goal and retake the kick. Caution the kicker.
 - (b) If a goal was not scored and the ball goes over the goal line
 - (i) and the ball was last touched by an attacker, allow the kick as taken to stand and restart with a goal kick (Spirit of the Law)

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(ii) and the ball was last touched by a defender, then retake the kick

(c) If the player taking the kick has been persisting in this kind of behavior, you should caution him for persistent infringement of the Laws

b. Scenario #2 – Quick Kicks

- i. Early in a Girls U-14 game the captain of one team requested you not require their opponents give them the ten yards, since they like to take quick kicks. During the second half you award a direct free kick to this team approximately twenty yards from their opponents' penalty area. You are staying very close to play today and so you indicate the position for the restart about five yards from where you are standing. An attacking player is holding the ball and quickly puts the ball down where you indicate. With her hand holding the ball stationary, she starts (foot in motion) to kick the ball to her teammate immediately behind you. The defender who committed the foul is standing between you and the player putting the ball into play.

What do you do?

- ii. Problem: A defender is less than the required ten yards from the ball during the taking of a free kick and the attacking team intends to kick in that direction.
- iii. Data Collection/Analysis:
- (a) Has the attacking team taken advantage of their opponents with quick kicks earlier?
 - (b) Has the defending team attempted to delay free kicks earlier in the game?
 - (c) Has the defending team been "setting-up" their wall quickly?
 - (d) Have you needed to show your whistle indicating the kick will be ceremonial on other free kicks?
 - (e) Have you placed yourself where the kick is to be taken before?
 - (f) Is a goal likely to be scored on this kick?
- iv. Options:
- (a) Do nothing; allow play to continue
 - (b) Stop play and restart with a "ceremonial" free kick
 - (c) Quickly move away so as not to interfere with play
 - (d) Attempt to move the defender away the required ten yards

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- v. Best solution:
- (a) Quickly move away so as to avoid interfering with play. This solution gives the referee the greatest flexibility. He/she can
 - (i) Allow play to continue or
 - (ii) Stop play and make the kick ceremonial. This permits the referee to set the wall.
- c. **Scenario #3** – Encroachment
- i. In a challenging match Boys U-14 game, the referee sees a defender trip an attacker four yards outside of the penalty area. The fouled player then falls into the penalty area and screams for a penalty kick. The referee blows her whistle and immediately runs to the point of the infraction and signals for a free kick. Tensions are high. The defenders immediately form a wall about five yards from the ball. The referee takes a position ten yards from the ball and calls to the wall to move back. After much cajoling, the wall moves back to her spot. Just as the referee is ready to signal the attackers to take the kick, another defender walks past the attacker and stops between the ball and the goal and bends down to tie his shoe.
- What do you do?
- ii. Problem: A defender is encroaching during the taking of a free kick.
- iii. Data Collection/Analysis:
- (a) Is this a challenge to the referee?
 - (b) If it is, how should the referee handle this challenge to her authority?
 - (c) Did the referee announce that this would be a ceremonial free kick?
 - (d) Should she have made it ceremonial?
- iv. Options:
- (a) Stop play, caution the shoe-tying player, move him back ten yards and restart with a ceremonial free kick
 - (b) Stop play, warn the shoe-tying player, move him back ten yards and restart with a ceremonial free kick
 - (c) Allow the kick to be taken. The attacker should have kicked the ball before the defender inserted himself

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- v. Best solution:
- (a) Prevent the problem from happening! When the referee sees this player moving toward the ball, she should speak sternly to him! Warn him about the dangers of encroachment (yellow card) and don't let the player stop there.
- d. **Scenario #4** – Repeated Encroachment
- i. In the first half of a Boys U-14 Game the defending sweeper creeps closer to the ball than 10 yards on two free kicks taken by the opposing team. You verbally warn him to maintain 10 yards on all free kicks.

Approximately half way through the second half of the match, you award an indirect free kick to the attacking team approximately four yards outside of their opponents' penalty area. You quickly take up a position near the penalty mark where the defenders form their wall. You then quickly drop back to the goal line, raise one arm, and wait for the free kick to proceed. Just before the attacker takes the kick, the same sweeper you warned in the first half edges forward to within six yards of the ball.

What do you do?

- ii. Problem: A defender who has repeatedly encroached on free kicks and who has been warned to maintain the required distance encroaches yet again
- iii. Data Collection/Analysis:
- (a) Is the player attempting to gain an advantage?
- (b) Is he challenging the authority of the referee?
- (c) Is this the first time he has encroached?
- (d) Has he been warned previously?
- iv. Options:
- (a) Do nothing; wait for the kicker to ask for 10 yards
- (b) Interrupt the kicker while you move the encroaching player back and restart with a "ceremonial" free kick
- (c) Yell in an attempt to get the encroaching player's attention and move him back
- (d) Blow the whistle repeatedly to prevent the taking of the free kick as you run to the encroaching player. Caution the encroaching player for "failing to respect the required distance when play is restarted with a corner kick or free kick". Move the offender back the required

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distance, take up your proper position and signal for the kick to be taken.

- v. Best solution:
 - (a) In general, the referee should wait for a few seconds to allow the attacking team to take a quick kick if they choose. If they do not, then he/she may, when necessary, interrupt play and turn the restart into a “ceremonial” free kick.
 - (b) In this case, since the defender in question has repeatedly encroached and since he has been warned, the referee should blow the whistle repeatedly to prevent the taking of the free kick as he/she runs to the encroaching player. The referee should caution the encroaching player for “failing to respect the required distance when play is restarted with a corner kick or free kick or throw-in”. The referee should then move the offender back the required distance; take up his/her proper position and signal for the kick to be taken.
- e. **Scenario #5 – Trash Talking and Intimidation**
 - i. In a challenging match Boys U-14 game, the referee sees a defender trip an attacker four yards outside of the penalty area. The fouled player then falls into the penalty area and screams for a penalty kick. The referee blows her whistle and immediately runs to the point of the infraction and signals for a free kick. Tensions are high. The defenders immediately form a wall about five yards from the ball. The referee takes a position ten yards from the ball and calls to the wall to move back. After much cajoling, the wall moves back to her spot. Just as the referee is ready to signal the attackers to take the kick, another defender walks past the attacker and starts verbally intimidating the attacker. While the referee cannot hear the words being spoken, the body language and the size difference between the players suggests a problem.

What do you do?

- ii. Problem: A defender is verbally intimidating his opponent
- iii. Data Collection/Analysis:
 - (a) Should the referee be concerned about talk between players or is this part of the game?
 - (b) Is this interaction further delaying the game?
 - (c) Must the referee hear every word to take action?

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iv. Options:

- (a) Stop play, caution the intimidator, and restart with a ceremonial free kick
- (b) Stop play, warn the intimidator and restart with a ceremonial free kick
- (c) Allow the kick to be taken. The attacker should have kicked the ball before the defender inserted himself

v. Best solution:

- (a) Stop the problem before it occurs! When the referee sees this player moving toward the kicker, she should speak sternly to him! There is no place for trash talking or intimidation in soccer. It is the referee's obligation to remove it from the game.

K. CONCLUSION

1. Briefly review the decision-making process and its importance in being able to make the correct decision quickly. Point out the value of referees learning how to read the advanced game in balancing flow and control.

VI. Course Wrap-Up

Summarize for the students:

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

We did that.

- We familiarized you with and helped you become competent in all aspects of the diagonal system of control.
 - You now recognize complex issues relating to cooperation between referee and assistant referees and have tools for managing them.
 - We demonstrated the importance of referee agility and physical fitness.
 - We discussed preparation for your Advanced Referee assessment
 - You practiced aspects of mental and emotional preparation.
 - You now recognize (are better able to “read”) situations involving critical judgments regarding the application of advantage.
 - You can consistently identify impeding an opponent’s progress.
 - You learned how to recognize, punish, and conduct send-offs.
 - You practiced technicalities involving special goal scoring opportunities.
 - You learned to discriminate punishment for players, substitutes, and others.
 - You practiced decision-making skills.
1. Direct the students to additional sources of information (manuals, documents, AYSO.org, AYSOtraining.org, USSF and FIFA web sites, etc.)
 2. Provide contact information for the lead instructor (at a minimum) for the students to follow-up if the need should arise
 3. Thank (and applaud) the students for attending, for giving up their time to improve themselves and the game for all our kids
 4. Collect the evaluation forms *before* returning certification for upgrade forms
 5. Manage signing of certification for upgrade forms
 6. Distribute course completion certificates (if applicable)