

COURSE DESCRIPTION

This lesson plan is an in-class companion course intended to be taken by entry-level referee volunteers after they complete the Basic Referee Online Course. The intent is to provide a review of the factual material presented in the online course with an emphasis on answering questions, clearing up confusion, and to provide information and demonstrations of material that is best delivered live by instructors either in class or on the field. The focus of instruction is on the basic skills required to officiate in AYSO matches in accordance with AYSO (FIFA) Laws and AYSO National Rules and Regulations, with an emphasis on younger players' short-sided games (U-6, U-8, and U-10). The combination of the online course and this lesson plan constitutes the training portion of the certification requirements for an AYSO Regional Referee. In addition to registration as a volunteer in the local program, those requirements are:

MINIMUM AGE:	12 years old
GAMES:	No minimum number of games required
TRAINING:	Complete the Basic Referee Online Course and the Basic Referee Online Companion Course (this course)
TESTING:	75% or better on the Basic Referee Exam
ASSESSMENT:	Not required
FITNESS TEST:	Not required
SERVICE:	None required

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

COURSE PREREQUISITES

- Completion of Safe Haven for Referees (or, alternatively, Safe Haven for Coaches).
- Completion of the Basic Referee Online Course on www.aysotraining.org

TEACHING OBJECTIVES

- Confirm understanding of the material in the Basic Referee Online Course
- Demonstrate fouls to increase understanding and recognition
- Demonstrate (using guided participation when feasible) referee and assistant referee positioning and signaling

EQUIPMENT AND MATERIALS

- Basic Referee Course Roster
- Basic Referee Online Companion Course Plan (this document)
- Basic Referee Online Companion Course PowerPoint slides
- Course evaluation form

- Handouts (for each student):
 - *Laws of the Game* (AYSO Edition, current year)
 - *AYSO Guidance for Referees and Coaches* (current year)

ATTACHMENTS

Attachment 1:

Basic Referee Course – One-Sheet Summary.pdf

Attachment 3:

Basic Referee Online Companion Course -- PowerPoint.ppt

Attachment 2:

Basic Referee Online Training – Course Evaluation.pdf

INSTRUCTOR NOTES

The objectives of this course, listing above, include confirmation of understanding by the attendees of material delivered in the Basic Referee Online Course. It is essential that the instructor recognize the essential difference between the majority of material in this course and that of other AYSO referee training courses. Most of the lessons in this course are review of material the attendees should have already acquired; only two lessons involve delivery of new materials. Thus, this course is not a “stripped-down” version of the regular Basic Referee Course, and it must be delivered in a different way in order to prepare volunteers to officiate and meet the training objectives.

Since the instructor’s role, for most of the course material, is to confirm existing knowledge rather than deliver new material, much of the instructor’s job is to ask questions. The instructor should initially ask questions that enable him/her to assess the attendees’ knowledge and reveal where it is incomplete or inaccurate. The instructor should follow up **only where necessary** with additional questions that guide students to the answers. In short, the technique of guided participation should be chiefly used. The lesson plans of this course provide the instructor with considerable detail for this process; however, the instructor must continuously adjust during the course based on what he/she discovers about the attendees’ knowledge. The instructor’s challenge is to do this efficiently and effectively in the time available, which is quite limited.

Here is an outline of the questioning process:

1. During the course introduction, you (the instructor solicit and collect), but do not answer, questions from the attendees, who are assumed to have completed the Basic Referee Online Course. You mentally organize these questions by subject matter corresponding to the lessons of this course.
2. To carry out a confirmation session on a particular subject (say, restarts), you begin by considering the relevant questions from the initial list. Address each question by asking questions of your own in a manner similar to the following:

- a. "I see that we have a question about kick-offs, specifically where the opponents of the team taking the kick-off must be."
- b. Ask: "Can someone tell me where the opponents must be during a kick-off?"
- c. If you receive incorrect answers, you must indicate that they are incorrect while being careful to not make the respondent regret having spoken up. For example, if one response is "Anywhere on the field", you might say "Thank you. Anyone have a different answer?"
- d. If someone gives a partial answer, such as "In their own half of the field", seize the opportunity to continue with additional questioning: "That's right! All players on the opposing team must be in their own half of the field before the kickoff can be taken. But there's an additional requirement for where those opposing players must be. Can anyone tell me what that is?"
- e. If no one can give you even a partially correct answer, ask leading questions such as "Can the opponents be anywhere on the field?" You might use a diagram of the field and show the opponents in the center circle. Ask: "Can they be here?"
- f. Continue in this way until all of the students' questions about the kick-off have been answered. Then reinforce their understanding of the essential aspects of the kick-off restart, preferably by asking questions (e.g., "Can the player taking the kick also kick it again before anyone else touches it?"). **Pay attention to the available time!** *Don't wander off into less-than-essential material for beginning referees.*
- g. Proceed in this manner until all essential elements of the lesson (in this example, restarts) have been covered.

In each of the confirmation-oriented lessons of this course, the lesson plan provides suggested questions to help you focus on the necessary material. While you need not stick to these questions, you must be constantly aware of the challenge – confirm knowledge of all essential material (and only essential material) – and of the risk – running out of time.

COURSE OUTLINE

This is the overall plan for the course.

	Lesson	Page	Duration
I	Introduction and Initial Student Questions	7	15 minutes
II	Pre-Game, Half-time, and Post-Game	9	10 minutes
III	Restarts	12	25 minutes
IV	Fouls and Misconduct	19	25 minutes
V	Offside	23	25 minutes
VI	Positioning and Signaling	28	25 minutes
VII	Wrap-Up and Final Q&A	32	15 minutes
	Basic Referee Exam		40 minutes
	<i>TOTAL TIME (excluding breaks)</i>		<i>180 minutes (3 hours)</i>

I. Introduction and Initial Student Questions

A. DESCRIPTION

1. Duration: 15 minutes
2. This session acquaints the attendees with the overall plan for the course and develops an initial list of questions to be answered.

B. GOALS

1. Acquaint participants with course plan and lesson sequence.
2. Collect student questions to be addressed during the course.

C. STUDENT MATERIALS

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

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Whiteboard or flip-chart with appropriate markers

E. INTRODUCTION

1. Introduce yourself and any co-instructors.
2. Explain that, once they have successfully completed this course, the attendees will be certified as AYSO Regional Referees and trained to officiate in younger players' matches.

F. INITIAL LOGISTICS

1. Confirm that all attendees have completed the AYSO Basic Referee Online Course. Attendees should have a printed certificate produced at the completion of the online training.
2. Distribute printed documents (see I.C, above).
3. Inform students about overall course schedule, timing of breaks, location of restrooms, and any other logistics.

G. COLLECTION OF INITIAL QUESTIONS

1. Solicit questions from attendees. Collect questions on whiteboard or flip-chart, but do not answer them yet.
2. Be sure you understand each question that is being asked; obtain clarification as necessary.
 - a. Questions frequently reveal the individual's level of knowledge. In some cases, the questions will be inappropriate to address in this course. If a question is too advanced to address in the context of younger players' games, plan to discuss it with the questioner after the course, and note that the individual is likely already familiar with soccer.

- b. Questions that are very broad (e.g., “I don’t understand offside; could you please explain it?”) may need to be clarified in order to be suitably narrowed. Alternatively, you can say something like “We’ll be spending some time reviewing offside, and you’ll have a chance to ask any remaining questions after that.”

II. Pre-Game, Half-time, and Post-Game

A. DESCRIPTION

1. Duration: 10 minutes
2. This session confirms knowledge related to the referee's role during "non-playing" times of the match.

B. GOALS

1. Confirm knowledge of pre-game, half-time, and post-game officiating activities and responsibilities.
2. Address questions collected at the start of the course related to pre-game, half-time, or post-game activities.

C. STUDENT MATERIALS

1. AYSO edition of the *FIFA Laws of the Game*, as needed to support discussion
2. *Guidance for Referees and Coaches*, as needed to support discussion

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Whiteboard or flip-chart with appropriate markers, for illustrating answers to questions as necessary.

E. INTRODUCTION

1. Introduce yourself and any co-instructors, if necessary.
2. Explain that this is a session to confirm knowledge, as described in the introduction.

F. CONFIRMATION OF KNOWLEDGE

Note to instructor: The material here is intended as an outline of the essentials. You are not expected to cover it exhaustively; there isn't sufficient time for that. Follow the overall plan for questioning (see Instructor Notes in the course introduction) and select questions to assess knowledge first. Do not delve into areas where participant responses indicate their knowledge is adequate

1. Questions regarding pre-game activities
 - a. Ask: What does the referee do before the game begins? *Collect responses, which will range from the specific to the general.*
 - i. *After a number of responses have been offered, ask: Is there a "theme" behind these? Or, to put it another way, what is the referee's goal in carrying out these tasks?*
 - ii. *Collect responses briefly, but bring the discussion quickly to the answer: To ensure that everything and everyone is ready to play a safe and fair game.*

- b. *Ask:* What are the most important pre-game actions of the referee that are related to safety? *Ensure the following are mentioned:*
 - i. Verifying that the goals are properly anchored
 - ii. Verifying that the playing surface is not dangerous (no holes or debris)
 - iii. Verifying that the corner flags are safe (at least 5 feet tall with a blunt top)
 - iv. Checking that the ball is of the proper size, is properly inflated, and has no defects that might cause injury (such as cuts in the surface)
 - v. Verifying that the players are not wearing anything that is dangerous to themselves or other players, such as jewelry, casts or splints, or improper cleats
 - vi. Verifying that the players are wearing shin guards fully covered by socks
 - c. *Remind the class that the AYSO Guidance for Referees and Coaches contains a lot of information about permitted and prohibited clothing and equipment. Show a copy of the Guidance book and, if possible, distribute copies to the class.*
 - d. *Ask:* What are the most important pre-game actions of the referee that are related to fairness? *Ensure the following are mentioned:*
 - i. Verifying that the field is properly lined
 - ii. Verifying that the players, the officials, and the goalkeepers are wearing different colors
 - iii. Ensuring that the referee and assistant referees (or club linesmen) are in agreement about how the game is to be officiated.
 - (a) *Say:* Later in this course we will cover the signals that referees and assistant referees use.
 - (b) *Mention that AYSO has a handy card containing a pre-game conference checklist, which can be ordered from the Supply Center for a nominal amount.*
 - e. *Summarize by saying:* There is a lot of detail associated with the referee's pre-game activities to ensure safety and fairness. Before you referee your first match, you may find it helpful to review the appropriate section of the Basic Referee Online Course.
2. Questions regarding half-time activities
- a. *Ask:* What are the referee's duties during half time? *Answer:* Collect the ball, have a discussion with the assistants and prepare for the second half.
 - b. *Ask:* How long should the halftime last? *Answer:* 5 to 10 minutes.
3. Questions regarding post-game activities
- a. *Ask:* After the final whistle at the end of the game, what are the duties of the referee? *Answer:* The referee collects the game ball, supervises the team

handshake to ensure good sportsmanship, completes the line-up card and thanks those who have assisted in conducting the match. He/she may also wish to discuss game details with the assistant referees.

G. CONCLUSION

1. Bridge to next lesson, e.g., “That concludes our brief review of pre-game, post-game, and half-time activities. We’ll next talk about restarts.”

III. Restarts

A. DESCRIPTION

1. Duration: 25 minutes
2. This lesson confirms and reinforces the understanding of restarts, and provides the necessary details to properly administer restarts.

B. GOALS

1. Answer students' questions regarding restarts.
2. Confirm students' knowledge obtained from the online training course.

C. STUDENT MATERIALS

1. AYSO edition of the *FIFA Laws of the Game*, as needed to support discussion
2. *Guidance for Referees and Coaches*, as needed to support discussion

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. A diagram showing a marked field (on whiteboard, flipchart, PowerPoint, etc.)

E. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Let the class know that you are now turning your attention to restarts.

F. CONFIRMATION OF KNOWLEDGE

1. *Ask:* In soccer, what do we mean by the term “restart”? *Answer:* “Restart” refers to the different ways in which play can be restarted after it has stopped, either because the ball went out of play or the referee stopped play.
2. *Say:* We’re now going to briefly review the essential elements of each kind of restart. As a reminder, all of this information is in your *Laws of the Game*. Six of the seventeen Laws cover the details; we’re just going to review the main points.

Note to instructor: What follows is a set of questions for each of the seven types of restart. You will not have time to ask all of them. Remember that the purpose of this lesson is to confirm knowledge, so you must quickly assess what the class does and doesn't know about the **essentials** of each restart, then focus on filling in the gaps. You can spend an average of only 3-4 minutes covering each restart. You might start by asking “When is a throw-in used to restart play?” Select a volunteer and, if the supplied answer is essentially correct, offer praise and follow up by asking someone else “Where and how is a throw-in taken?” Again, if a substantially correct answer is given, confirm with praise, then say “Those are the key things about a throw-in – any questions?” Quickly answer questions on essentials and move on. Defer questions about non-essentials until the end or refer the questioner to an appropriate resource, such as the *Laws of the Game*.

3. The Kick-Off

- a. *Ask: Why is it awarded? Answer:*
 - i. To begin each half (the loser of the coin toss takes the kick-off to start the game).
 - ii. To restart the game after a goal has been scored (the team that was scored against takes the kick-off).
- b. *Ask: Where must the ball be located? Answer:* Stationary on the center mark.
- c. *Ask: Where must the players be located? Answer:* All players must be in their own half of the field, and opponents of the team taking the kickoff must be at least 10 yards from the ball (outside the center circle).
- d. *Ask: What if players are where they aren't supposed to be? Answer:* Retake the kick-off.
- e. *Ask: Must the referee signal for the restart to begin? Answer:* Yes, the referee must signal for the kick-off, usually by blowing the whistle.
- f. *Ask: When is the ball in play? Answer:* When it is kicked and moves forward.
- g. *Ask: When does the kickoff restart end? Answer:* When it is touched by another player or completely leaves the field of play.
- h. *Ask: May the player taking the kick-off touch it a second time before it is touched by another player? Answer:* No, if this happens, blow the whistle to stop play and award an indirect free kick to the other team at the spot of the infraction (second touch).
- i. *Ask: Can a goal be scored against the other team directly from a kick-off? Answer:* Yes.

4. The Throw-In

- a. *Ask: Why is it awarded? Answer:* When the ball completely leaves the field of play over the touchline, a throw-in is taken by the opponents of the team that last touched it.
- b. *Ask: Where must the throw-in be taken? Answer:* Within about a yard of where it crossed over the touchline.
- c. *Ask: Where must the players be located? Answer:* Opponents of the team taking the throw-in must be at least 2 yards from thrower.
- d. *Ask: Must the referee signal for the restart to begin? Answer:* No, unless the referee stopped play from proceeding for some other reason.
- e. *Ask: When is the ball in play? Answer:* After it is released and any portion of it is on or over the outside edge of the touchline (i.e. when it breaks an imaginary pane of glass that stands up on the outside edge of the touchline). If the ball never crosses that portion of the touchline, the throw-in must be retaken.
- f. *Ask: When does the throw-in restart end? Answer:* When it is touched by another player or completely leaves the field of play.

- g. *Ask:* May the player taking the throw-in touch it a second time before it is touched by another player? *Answer:* No. If this happens, blow the whistle to stop play and award an indirect free kick to the other team.
- h. *Ask:* Can a goal be scored directly from a throw-in? *Answer:* No, a goal may not be scored against either team directly from a throw-in.
- i. *Ask:* Other requirements? *Answer:* The thrower must face the field of play, have part of each foot touching the ground either on or behind the line, and use both hands to deliver the ball from behind and over the head. If these requirements are not met, the other team is awarded a throw-in from the same location.

5. The Goal Kick

- a. *Ask:* Why is it awarded? *Answer:* A goal kick is awarded to the opposing team when the ball goes completely over the goal line, last touched by a member of the attacking team, and a goal is not scored.
- b. *Ask:* Where must the goal kick be taken? *Answer:* From anywhere within the goal area. The ball can be placed where it barely 'touches' (i.e. is above) the line that marks the goal area.
- c. *Ask:* Where must the players be located? *Answer:* Opponents of the team taking the goal kick must be outside the kicking team's penalty area.
- d. *Ask:* Must the referee signal for the restart to begin? *Answer:* No, unless the referee stopped play from proceeding for some other reason.
- e. *Ask:* When is the ball in play? *Answer:* When it is kicked directly out of the penalty area and enters the field of play. If the ball doesn't enter the field of play or is touched by another player before it does, the goal kick must be retaken.
- f. *Ask:* When does the goal kick restart end? *Answer:* When the ball is touched by another player or, after the ball first enters the field of play it completely leaves the field of play.
- g. *Ask:* May the player taking the goal kick touch it a second time before it is touched by another player? *Answer:* No, if this happens, blow the whistle to stop play and award an indirect free kick to the other team if the ball directly left the penalty area before the second touch.
- h. *Ask:* Can a goal be scored directly from a goal kick? *Answer:* Yes, but only against the opposing team.

6. The Corner Kick

- a. *Ask:* Why is it awarded? *Answer:* A corner kick is awarded to the opposing team when the ball goes completely over the goal line, last touched by a member of the defending team, and a goal is not scored.

- b. *Ask:* Where must the corner kick be taken? *Answer:* From anywhere within the corner arc. As long as any part of the ball is over (i.e., above) any part of a boundary line for the corner area, the placement is legal.
- c. *Ask:* Where must the players be located? *Answer:* Opponents of the team taking the goal kick must be at least 10 yards from the ball.
- d. *Ask:* Must the referee signal for the restart to begin? *Answer:* No, unless the referee stopped play from proceeding for some other reason.
- e. *Ask:* When is the ball in play? *Answer:* When it is kicked and moves.
- f. *Ask:* When does the corner kick restart end? *Answer:* When the ball is touched by another player or completely leaves the field of play.
- g. *Ask:* May the player taking the corner kick touch it a second time before it is touched by another player? *Answer:* No. If this happens, blow the whistle to stop play and award an indirect free kick to the other team.
- h. *Ask:* Can a goal be scored directly from a corner kick? *Answer:* Yes. This is one of the most exciting things that can happen in soccer! But it's pretty rare in younger players' matches.
- i. *Ask:* Are there other requirements associated with the corner kick? *Answer:* The player taking the corner kick may not remove the corner flag or move it from an upright position.

7. The Free Kick

- a. *Ask:* Why is it awarded? *Answer:* When a player commits a foul or misconduct, an offside infraction, or a technical infringement of one of the Laws of the Game.
- b. *Ask:* Where is the free kick taken? *Answer:*
 - i. Normally, the free kick must be taken at the location where the infringement occurred.
 - ii. Free kicks awarded to a team within the opponents' goal area must be taken from the spot on the "6 yard line" (the goal area line that runs parallel to the goal line) that is closest to where the infraction occurred.
 - iii. Free kicks awarded to a team within their own goal area may be taken from anywhere within the goal area.
- c. *Ask:* Where must the players be located? *Answer:*
 - i. Normally, opponents of the team taking a free kick must be at least 10 yards from the ball.
 - ii. When a team is awarded a free kick (which must an indirect free kick, of course) within their opponents' penalty area, the opponents must be 10 yards from the ball, unless they are on their goal line between the goal posts.

- iii. When a team is taking a free kick within their own penalty area, opponents must also be outside the penalty area.
- d. *Ask:* Must the referee signal for the restart to begin? *Answer:* Only if the kicking team asks the referee to enforce the requirement for the opponents to be the proper distance from the ball. If this happens, the referee must tell the kicker to wait until the whistle is blown before taking the kick.
- e. *Ask:* When is the ball in play? *Answer:*
 - i. For free kicks taken outside the penalty area, the ball is in play when it is kicked and moves, in any direction.
 - ii. For free kicks taken by a team within its own penalty area, the ball is in play when it is kicked directly out of the penalty area into (the rest of) the field of play. If the ball doesn't enter the field of play or is touched by another player before it does, the free kick must be retaken.
- f. *Ask:* When does the free kick restart end? *Answer:* When the ball is touched by another player or completely leaves the field of play.
- g. *Ask:* May the player taking the free kick touch it a second time before it is touched by another player? *Answer:* No. If this happens, blow the whistle to stop play and award an indirect free kick to the other team.
- h. *Ask:* Can a goal be scored directly from a free kick? *Answer:* There are two types of free kick: direct and indirect.
 - i. A goal may NOT be scored directly from an indirect free kick – another player must touch the ball first.
 - ii. A goal may be scored against the opponents directly from a direct free kick (again, this is one of the most exciting things that can happen in soccer!).

8. The Penalty Kick

- a. *Ask:* Why is it awarded? *Answer:* When a player commits a direct free kick foul in his own penalty area.
- b. *Ask:* Where must the penalty kick be taken? *Answer:* From the penalty mark.
- c. *Ask:* Where must the players be located? *Answer:* Outside the penalty area, outside the penalty arc (i.e., at least 10 yards from the penalty mark) and behind the penalty mark.
- d. *Ask:* Must the referee signal for the restart to begin? *Answer:* Yes.
- e. *Ask:* When is the ball in play? *Answer:* When it is kicked and moves forward.
- f. *Ask:* When does the penalty kick restart end? *Answer:*
 - i. When the ball is touched by another player or completely leaves the field of play

- ii. If time is extended at the end of either half for the penalty kick to be taken, the kick ends when the referee decides that a goal will or will not be scored from the kick.
- g. *Ask:* May the player taking the penalty kick touch it a second time before it is touched by another player? *Answer:* No. If this happens, blow the whistle to stop play and award an indirect free kick to the other team.
- h. *Ask:* Can a goal be scored directly from a penalty kick? *Answer:* Yes, and it frequently is.
- i. *Ask:* What are other requirements associated with a penalty kick?
 - i. The goalkeeper must keep both feet on the goal line until the ball is kicked. The goalkeeper may move from side to side, but may not move off the line. If the goalkeeper moves off the line and if doing so affects the outcome of the penalty kick, the referee may have the kick retaken.
 - ii. If members of the attacking team encroach from their required positions before the kick is taken:
 - (a) If the kick results in a goal, the goal is disallowed and the kick must be retaken.
 - (b) If the kick does not produce a goal and the ball stays in play, the referee blows the whistle and awards an indirect free kick to the other team.
 - iii. If a member of the defending team encroaches from the required positions before the kick is taken and the penalty kick does not produce a goal, the kick must be retaken.
 - iv. If members of both teams encroach before the kick is taken, the kick must be retaken.

9. The Dropped Ball

- a. *Ask:* Why is it awarded? *Answer:* When no other restart applies (for example, when the referee has stopped play to deal with an injury or outside interference).
- b. *Ask:* Where must the dropped ball be taken? *Answer:* Where the ball was when play was stopped. *Note to instructor: the case of a dropped ball in the goal area is deliberately not mentioned.*
- c. *Ask:* Where must the players be located? *Answer:* There is no requirement for where players must be. There are typically two opposing players who compete for the dropped ball but the referee may drop the ball to one player or even no players if it seems appropriate and fair.
- d. *Ask:* Must the referee signal for the restart to begin? *Answer:* No.
- e. *Ask:* When is the ball in play? *Answer:* When it touches the ground.
- f. *Ask:* When does the dropped ball restart end? *Answer:* When it touches the ground.

- g. *Ask:* May the player who wins the dropped ball touch it a second time before it is touched by another player? *Answer:* Yes. The dropped ball restart is over when it touches the ground, and when it does it's as though the match was never stopped.
- h. *Ask:* Can a goal be scored directly after a dropped ball? *Answer:* Yes.
- i. *Ask:* What other the requirements associated with the dropped ball? *Answer:* The dropped ball must touch the ground before any player can touch it. *Note to instructor: the case of the dropped ball going out of play before a player touches it is deliberately not mentioned.*

G. CONCLUSION

1. Bridge to the next lesson, e.g., "That concludes our discussion of restarts. Remember that you can find additional details and discussion in *The Laws of the Game* and in the *AYSO Guidance for Referees and Coaches*. We'll next talk about fouls and misconduct."

IV. Fouls and Misconduct

A. DESCRIPTION

1. Duration: 25 minutes
2. This lesson confirms a basic understanding of fouls in younger players' matches and provides some practical guidance in foul recognition at this level.

B. GOALS

1. Answer students' questions regarding fouls.
2. Confirm students' knowledge obtained from the online training course.
3. Develop an understanding of the characteristics of common fouls in younger players' matches.

C. STUDENT MATERIALS

1. AYSO edition of the *FIFA Laws of the Game*, as needed to support discussion
2. *Guidance for Referees and Coaches*, as needed to support discussion

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Ball and assistants for demonstration

E. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Let the class know that you are now turning your attention to fouls, unless the bridge from the previous lesson already did so.

F. CONFIRMATION OF KNOWLEDGE

1. *Ask:* What is a foul? *Answer:* A foul is an unsafe or unfair act committed by a player against an opponent or the opposing team on the field while the ball is in play.
 - a. *If any element of this definition is omitted, ask leading questions to elicit the complete definition.*
 - i. *Ask:* Who can commit a foul? *Answer:* A player.
 - ii. *Ask:* Where must the foul be committed? *Answer:* On the field.
 - iii. *Ask:* Where must the ball be? *Answer:* In play.
 - iv. *Ask:* Against whom? *Answer:* An opponent or the opposing team.
2. *Say:* You will remember from the online training that there are two kinds of fouls: Direct Free Kick Fouls and Indirect Free Kick fouls. *Ask:* How many of each are there? *Answer:* There are 10 Direct Free Kick Fouls and 7 Indirect Free Kick Fouls.
3. *Say:* We're not going to review all of these fouls; we're going to discuss those that occur most commonly in younger players' games. However, I encourage

you to review them on your own, either by going back to the online course or consulting your law book (Law 12).

G. FOUL RECOGNITION IN YOUNGER PLAYERS' GAMES

Note to instructor: The purpose of this section is to give the attendees some practical notion of the kinds of fouls they are likely to see in younger players' games. Ideally, this would be done by demonstration using youth players who have been rehearsed in what they are to show, but this is often not feasible. Otherwise, you should conduct the demonstration with adults (perhaps co-instructors) who have been instructed what to do in advance, both to provide a proper demonstration and to avoid injury. Fouls should generally be acted out in slow motion.

1. Say: Think back to the fouls that were described in the online training you took. What is one foul that is common in younger players' games? *The answer should be one of the following; if it isn't, reinforce that the answer is a foul (assuming it is), but not one that is very common for younger players, and ask again. If the class can't come up with one of the listed fouls, mention one yourself, or ask a more pointed question that is likely to solicit one (for example, "Is this legal?" and use your demonstrators to illustrate something that isn't).*
 - a. **Kicks an opponent.** Say: Yes, that's right. Ask: Is that a Direct or Indirect Free Kick foul? *Confirm that it is a Direct Free Kick foul. Explain, in your own words:* A kicking foul often occurs when a player kicks at the ball and misses it, kicking the opponent instead. *Using your assistants, demonstrate briefly. Continue by returning to item 1 above and asking for another foul.*
 - b. **Trips an opponent.** Say: Yes, that's right. Ask: Is that a Direct or Indirect Free Kick foul? *Confirm that it is a Direct Free Kick foul. Explain, in your own words:* A tripping foul often occurs when a player attempts to play the ball and misjudges the timing of his challenge, contacting the opponents' leg(s) and causing him to fall. Before whistling for tripping, the referee should be sure that it was committed by a player, since young players often trip over their own feet or the ball. *Using your assistants, demonstrate briefly. Continue by returning to item 1 above and asking for another foul.*
 - c. **Pushes an opponent.** Say: Yes, that's right. Ask: Is that a Direct or Indirect Free Kick foul? *Confirm that it is a Direct Free Kick foul. Explain, in your own words:* Young players often push opponents to get the ball or gain an advantage. Pushing is not allowed, even when players use something other than their hands. *Using your assistants, demonstrate briefly. Continue by returning to item 1 above and asking for another foul.*
 - d. **Charges an opponent.** Say: Yes, that's right. Ask: Is that a Direct or Indirect Free Kick foul? *Confirm that it is a Direct Free Kick foul. Explain, in your own words:* "Charging" is a technical term in soccer. A fair charge is defined as a brief, staccato (momentary), shoulder-to-shoulder bump of limited force. Its purpose is to displace an opponent with the ball enough to allow the charging player to gain control of the ball. A fair charge is permitted

and should not be confused with a push. An unfair charge, such as one that is unnecessarily forceful or that occurs against a player who doesn't have the ball, is a foul and should be penalized with a direct free kick to the opponents. *Using your assistants, demonstrate briefly. Demonstrate the difference between a fair and an unfair charge. Continue by returning to item 1 above and asking for another foul.*

- e. **Handles the ball deliberately.** *Say: Yes, that's right. Ask: Is that a Direct or Indirect Free Kick foul? Confirm that it is a Direct Free Kick foul. Explain, in your own words: If a player (other than the goalkeeper within his own penalty area) deliberately strikes, deflects, or holds the ball with the hands or arms (all the way to the shoulder), it is a foul. This occurs most commonly when a ball comes to a young player above his waist level and he doesn't have the ability or the confidence to play it with his body or head. (Sometimes the player will raise his arms over his head to stop a high ball.) The act of handling the ball includes any **deliberate** contact with the hand or arm, but **does not include accidental contact**. So, if a ball strikes a player's hands or arms, the player has not committed a foul. In general, when younger players commit a deliberate handling offense, it is obvious to everyone on the field, including themselves. If you are in doubt about the deliberateness of the action, you should not stop play. Using your assistants, demonstrate briefly. Demonstrate the difference between a handling foul and accidental ball-hand contact and emphasize that the latter is not a foul. Say: This isn't a difficult distinction, but it's amazing how many players and spectators don't know the difference. They think any contact between the ball and the arm is a foul. But now you know that it isn't. Don't be afraid to call it properly, which usually means not whistling even when the spectators are shouting "Handball!" Continue by returning to item 1 above and asking for another foul.*
- f. **Playing in a dangerous manner.** *Say: Yes, that's right. We usually shorten it to "dangerous play". Ask: Is that a Direct or Indirect Free Kick foul? Confirm that it is an Indirect Free Kick foul. Explain, in your own words: This is probably the most common foul you will see in younger players' games. Dangerous play involves playing the ball inappropriately and in so doing, preventing the opponent from playing it safely in the proper manner. Two forms occur frequently: (1) a player kicks at a ball above waist level in close proximity to an opponent, or (2) a player lying on the ground kicks at a ball in close proximity to a standing opponent. In both cases, the opponent cannot play the ball in the proper way without endangering himself or the player; thus, he has been unfairly disadvantaged by the player's action. Contact with the opponent is not required for play to be dangerous; indeed, if significant contact occurs, a Direct Free Kick foul (perhaps kicking) has almost certainly occurred. Using your assistants, demonstrate briefly. Close by telling the attendees about Ken Aston's "gasp test": Ken Aston, a famous international referee who was closely associated with AYSO for many years, put it this way: "If the action of a player against an opponent makes you gasp then feel*

relieved that there was no contact, it is dangerous play.” *Continue by returning to item 1 above and asking for another foul.*

- g. **Goalkeeper takes more than six seconds to put the ball into play.** *Say: Yes, that’s right. Ask: Is that a Direct or Indirect Free Kick foul? Confirm that it is an Indirect Free Kick foul. Explain, in your own words: When the goalkeeper has the ball in his hands, opposing players cannot challenge for it. Obviously, this gives the goalkeeper an advantage, and the Laws limit that advantage by restricting when the goalkeeper is allowed to use his hands and for how long. You’ll find these limitations listed in Law 12, and one of them requires the goalkeeper to put the ball back into play within six seconds. These limitations are appropriate for knowledgeable goalkeepers to prevent them from wasting time. However, young goalkeepers often need time to figure out what to do, and exceed the six-second limitation innocently. You should not immediately penalize this minor offense; the punishment (an IFK near the goal) will be much worse than the offense at this level of play. Instead, you should assist a young goalkeeper with a few well-chosen words to get the ball back into play. You should not count the six seconds in a public way. Using your assistants, demonstrate briefly, perhaps by showing an indecisive goalkeeper and a helpful referee. Continue by returning to item 1 above and asking for another foul.*

2. When all of the above fouls have been covered, cover any unanswered questions about fouls that may have been collected during class I. However, be careful not to get too deeply into the topic, which will give the referee candidates more information than is useful to them and will produce confusion or anxiety or both.
3. Ask and answer any additional questions. If someone with soccer experience brings up a topic that is too advanced, defer it until a break or the end of the class.

H. CONCLUSION

1. Bridge to next lesson, e.g., “When referees get together to talk, fouls are one of the most commonly discussed subjects. The other is offside, which is our next subject.”

V. Offside

A. DESCRIPTION

1. Duration: 25 minutes
2. This lesson confirms a basic understanding of offside as it occurs in younger players' matches.

B. GOALS

1. Answer students' questions regarding offside.
2. Confirm students' knowledge obtained from the online training course.

C. STUDENT MATERIALS

1. AYSO edition of the *FIFA Laws of the Game*
2. *Guidance for Referees and Coaches*, as needed to support discussion

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. If possible, this lesson should be conducted in a setting that permits direct visualization of offside situations, such as a field or gym. Where appropriate, students should be placed on the field or similar area to illustrate positions and scenarios, subject of course to the (challenging) time constraints.
2. In addition to diagrams in the *FIFA Laws of the Game*, this lesson depends on two additional diagrams, which are included at the end of the course lesson plan. The diagrams can be printed and distributed, or reproduced poster-size, or projected, depending on the facilities available to the instructor.

E. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Let the class know that you are now turning your attention to offside, unless the bridge from the previous lesson already did so.

F. CONFIRMATION OF KNOWLEDGE

1. *Ask: What is offside position? Answer: A player is in offside position when closer to the opponents' goal line than both the ball and the second-last opponent.*
 - a. *If the class has difficulty coming up with the correct answer, say: Remember, from the online course, that we can think of an offside offense as being in the wrong place, at the wrong time, doing the wrong thing. Offside position is the "wrong place" part of that. So, what does it mean to be in the wrong place?*
 - b. *If that doesn't produce a correct answer, ask: Suppose I'm an attacker, standing close to the opposing goalkeeper with no one else around, and my teammate upfield passes to me. Am I offside? Wait for answer; confirm that it is "Yes". OK, so I was in the wrong place at the wrong time doing the wrong thing. What was the wrong place? What made it wrong?*

- c. *If the class is still having trouble, continue:* The spirit of offside is that players have to beat the defense in order to earn the right to shoot on goal. If I have to beat the defense, that means I can't already be ahead of them when my teammate passes the ball forward to me – that would be **the wrong place**. So what does it mean to not be ahead of the defense? If I'm not ahead, I must be even with them or behind them, right? But how many of them? Just the goalkeeper? *Pause. If the answer is emphatically "No", ask: Why not? Expect and confirm the correct answer. If you don't get the right answer, or if class thought that having just goalkeeper ahead of the player was sufficient, say:* The goalkeeper was in front of me, remember, and he's an opponent, and we agreed that I was offside, so he must not be enough. Those of you who said "No" were correct – the goalkeeper isn't enough. Two opponents have to be in front of me, or more precisely, not behind me – one or both can be even with me too.
- d. *Say:* So, let's try it again: What is offside position? *If the class is still having trouble, lead them through it piece by piece:* A player is in an offside position when he is ahead of the ball and there are fewer than... *How many opponents?* Two opponents ... *Where?* Either even with the opponent or closer to their own goal line than the opponent.
2. *Ask:* Should a player be penalized for being in an offside position? *Answer:* No. A player is penalized for being offside, not for being in an offside position.
- a. *If the class has difficulty coming up with the correct answer, say:* Remember, from the online course, that we can think of an offside **offense** as being in the wrong place, at the wrong time, doing the wrong thing. Offside position is the "wrong place" part of that. But to be guilty of offside, there are two other requirements: the player has to be in an offside position **at the wrong time** and **doing the wrong thing**.
3. *Ask:* When do we judge offside position? That is, if a player is guilty of an offside infringement only if he is in an offside position **at the wrong time** and **doing the wrong thing**, when is the wrong time? *Answer:* Offside position is judged at the moment the ball is touched or played by a teammate.
- a. *If the class has difficulty coming up with the correct answer, say:* Players can run around the field all they want without being guilty of infringing the offside law. The spirit of offside is that players have to beat the defense in order to earn the right to shoot on goal. So, that means an attacker can't hang around in an offside position waiting for a pass. But if it's not an infringement to be in an offside position all the time, when does it matter? *Answer:* When the ball is touched or played by a teammate of the attacker. This is **the wrong time**.
4. *Ask:* Now, if a player is in offside position at the moment the ball is touched or played by a teammate, is he guilty of an offside infringement? *Answer:* No. He also must be **doing the wrong thing**.
5. *Ask:* What is **the wrong thing**? *Answer:* Being involved in active play.

- a. *If the class has difficulty coming up with the correct answer, say:* Consider this. Suppose a player is in an offside position and a teammate has the ball and is dribbling it, not passing it. Then the first player is in the wrong place (offside position) and at the wrong time, which is every time the teammate plays the ball as he dribbles it. But is that all it takes? No. What else do we need? *Answer:* The player must be involved in active play, which is **the wrong thing**.
 - b. *If the class still has trouble getting the right answer, say:* Here's a good rule of thumb. If a player in offside position doesn't do anything that has any effect on the game, then it's as though he wasn't there, and it would be silly to penalize someone who isn't there! That's why, to be guilty of an offside infringement, the player has to "make a difference"; that is, he has to be involved in the active play.
6. *Ask:* What's an example of being "involved in active play"? *Solicit answers. As class members give answers, confirm correctness and restate in terms of the appropriate case from the law. For example, if someone offers "Getting the ball" or "Receiving a pass", restate it as "Yes, that's right. The Law calls that "interfering with play". What's another way to be involved in active play?"*
- a. *Expect someone to offer something that corresponds to interfering with an opponent. If no one does, lead with "Can a player block an opponent?" Answer:* No. The Law calls that "interfering with an opponent". So an attacker who, in an offside position, gets in the way of the goalkeeper at the moment the ball is touched or played by another attacker is guilty of offside, because he is in the wrong place (offside position) at the wrong time (moment ball is touched or played by teammate) and doing the wrong thing (involved in active play). He made a difference by his actions.
 - b. *It's unlikely that anyone will spontaneously mention "gaining an advantage". If someone does, compliment him/her and confirm the correctness. Otherwise, say:* There is a third way to become involved in active play: gaining an advantage by being in the offside position. This generally happens when the player in the offside position gets the opportunity to play the ball because of a rebound off the goal posts or a defender, but it's infrequent.
7. *Say:* So we've just covered the three requirements for an offside infringement: a player in an offside position at the moment the ball is touched or played by his teammate becomes involved in active play, typically by receiving the ball or sometimes by interfering with an opponent. So let's try some examples to reinforce our understanding.
- a. Show the class Offside Diagram #1 in the accompanying PowerPoint presentation. This is a simple case of interfering with play. (Details are in the slide notes.) Discuss very briefly to confirm understanding.
 - b. Show the class Offside Diagram #2 in the accompanying PowerPoint presentation. This is a case where there is no involvement in active play; it's a direct shot on goal with a player in an offside position who doesn't

- participate. (Details are in the slide notes.) Discuss briefly to confirm understanding.
- c. Show the class Offside Diagram #3 in the accompanying PowerPoint presentation. This is a case with two players running onto the ball, one from an offside position, one from an onside position, and the latter gets the ball. (Details are in the slide notes.) Emphasize that there is no infringement and remind the class that the player in this offside position made no difference to the game.
8. *Ask:* Can a player be offside in his own half of the field? *Answer:* No.
 9. *Ask:* What about restarts? Can a player who receives the ball directly from a throw-in by a teammate be offside? *Answer:* No. This is a specific exception in the Laws. There is also an exception for goal kicks and corner kicks, but those situations arise very rarely.
 10. *Ask:* When the ball is played by the teammate of a player in offside position, how long should the referee wait before penalizing the player for offside? *Answer:* The referee should wait until he determines the player is involved in active play, as we saw in Diagram #3. This sometimes takes a few seconds. If the player is interfering with an opponent at that moment, offside can be whistled immediately. If the ball is going to the player in an offside position, the referee should wait until it is evident that he can and will play it, at which point he has become involved in active play and an offside infringement has occurred.
 11. *Show the class Offside Diagram 4.* This is a situation that emphasizes the moment of judgment. An attacker running toward goal is onside at the moment the ball is passed, but in an offside position when he later receives the ball. (Details are in the slide notes.) Emphasize that there is no offside infringement because the attacker was not in an offside position at the moment the ball was played by his teammate.
 - a. *Ask:* Are the spectators likely to misunderstand this? *Answer:* Yes! The key fact is what constitutes the wrong time. Referees know it's the moment at which the teammate passes; spectators often think it's the position of the player when he receives the pass.
 12. *Ask:* Should a player in offside position, not near any other players, be penalized for offside? *Answer:* Not unless he becomes involved in active play. Since he is not interfering with an opponent, he would have to interfere with play – for example by receiving the ball – or otherwise gain an advantage in order to be penalized.
 13. *Show the class Offside Diagram 5.* In this situation, two teammates are advancing on goal, one ahead of the other, with the trailing one dribbling the ball. As they pass the second-to-last opponent, the leading attacker has an offside position, but his teammate never passes and eventually shoots. (Details are in the slide notes.) Emphasize that the referee should allow play to continue until it is clear that the leading teammate's presence has affected the play; that is, until he has become involved in active play. This situation happens often in younger

players' games, where a teammate becomes a kind of "side car" or "wing man" for the player with the ball. Frequently, the "wingman" never becomes involved in active play, as in this illustration. Many inexperienced referees incorrectly whistle for offside when this player has not been involved.

14. Say: While offside infringements can occur in a number of ways, some of them subtle, what happens in a U-10 game is usually straightforward. In fact, it's probably the most direct application of the offside law, so let's close this discussion by reminding ourselves about it: A player sees his teammate in the open behind the defense and passes to him. It doesn't occur to the passer that his teammate is in an offside position and often the teammate isn't aware of it either. All they see is a great opportunity. Indeed it is, but it's too good: they haven't "beaten the defense" as required.

G. CONCLUSION

1. Ask the class if anyone has any remaining questions about offside and briefly answer them.
 - a. Take pains to avoid a discussion of complex scenarios, and emphasize that most offside situations in U-10 play are straightforward and obvious. Reiterate that the most common case involves a direct pass from a player to a teammate in offside position, like Offside Diagram #1.
 - b. If anyone – especially someone with soccer experience – has questions that go beyond the scope of U-10 play, defer them until the end of the course or during a break to avoid confusing others.
2. Bridge to next lesson, which covers positioning and signaling by the referee and assistant referees.

VI. Positioning and Signaling

A. DESCRIPTION

1. Duration: 25 minutes
2. This lesson covers the basic mechanics used by the referee and the assistant referees.

B. GOALS

1. Describe the referee's positioning.
2. Describe the assistant referee's positioning and responsibilities.
3. Demonstrate referee signals (hand, voice, and whistle).
4. Demonstrate assistant referee signals.

C. STUDENT MATERIALS

1. AYSO edition of the *FIFA Laws of the Game*, as needed to support discussion
2. *Guidance for Referees and Coaches*, as needed to support discussion

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. A diagram showing a marked field (on whiteboard, flipchart, PowerPoint, etc.).
2. This lesson is best conducted on a marked field, if one is available and time permits.

E. INSTRUCTOR NOTES

1. Although some of this material was covered briefly in the online training, you should treat this lesson as largely new material. Specifically, the section on assistant referee signaling is review, and should be conducted with a demonstration, ideally involving the students. The other sections cover responsibilities, positioning, and signals by the referee, *all very briefly*.
2. Remember that this is a very brief introduction to mechanics. AYSO Basic Referee training does not include significant treatment of the Diagonal System of Control. The goal of this training is to introduce a few basic ideas only.

F. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Let the class know that you that you will now discuss how the referee and assistant referees communicate and position themselves in order to best control the match.

G. REFEREE AND ASSISTANT REFEREE RESPONSIBILITIES

1. Cover the following points on referee responsibilities:

- a. The referee is responsible for making all calls necessary to enforce the Laws. The assistant referees help by indicating when they think an infraction has occurred or the ball has gone out of play, but it's still the referee's call.
 - b. Look at your assistant referees whenever possible – they may be trying to tell you something!
2. Cover the following points on assistant referee responsibilities:
- a. The assistant referee is responsible for indicating ball out of play along the near touchline and goal line.
 - b. The assistant referee is responsible for indicating fouls and misconduct happening nearby, if it seems likely that the referee didn't see the incident.
 - c. The assistant referee is responsible for indicating any offside infractions.

H. REFEREE AND ASSISTANT REFEREE POSITIONING

1. Demonstrate what the basic positioning of the referee and assistant referees should be while the ball is in play and moving up and down the field.
- a. If you are using a diagram of a field, show the locations of the ball, the referee, the assistant referees, and the "second-to-last" player on each team. Show the class how the referee team's positioning changes as the ball and the "second-to-last" players move up and down the field.
 - b. If using a marked field, show this movement using co-instructors as the referee team, the ball, and the second-to-last opponents.
2. Cover the following points on referee positioning:
- a. Try to stay between 10 and 20 yards from play (from the ball) in order to be close enough to see what's happening.
 - b. As the referee runs down the field she should run towards the corner flag on her left (the "left wing diagonal"). Another way to think of this is to try and keep to the left of the ball.
 - c. If the two previous positioning requirements are satisfied the referee and the assistant referee will be looking through play toward each other.
 - d. The referee is responsible for deciding if an offside infraction has occurred, using information supplied by the assistant referee (to be discussed shortly).
3. Cover the following points on assistant referee positioning:
- a. Default position: even with the second-to-last opponent, or even with the ball if the ball moves between the second-to-last opponent and the goal line.
 - b. Stays at the halfway line if the second-to-last opponent moves into the other half of the field.

I. ASSISTANT REFEREE SIGNALS

1. Cover these important points for assistant referees:
- a. Keep the flag in the hand that's closest to the referee.

- b. Keep the flag down, even when running.
 - c. When signaling with the flag, keep the arm straight, not bent at the elbow or the wrist.
 - d. When making a signal that involves pointing with the flag, transfer the flag to the proper hand before signaling. Never point across your body with the flag.
 - e. Don't snap the flag (don't make noise) when signaling except when trying to get the referee's attention for fouls, misconduct, or injuries.
2. Demonstrate (or have class members demonstrate while you confirm or correct) the flag signals that indicate:
- a. Throw-in restart (flag at a 45-degree angle upwards in the direction the throw should be taken)
 - b. Goal kick restart (flag pointing straight ahead towards the field; if the assistant referee has stayed with the ball the flag will be pointing towards the goal).
 - c. Corner kick restart (flag at 45-degree angle downwards towards the corner flag)(same signal for near and far corners).
 - d. Goal scored, kickoff restart (make eye contact with the referee and sprint down the touchline a few yards with the flag down).
 - e. Ball out of play and quickly back onto the field (flag straight up until eye contact is made with the referee, then indicate the appropriate restart).
 - f. Offside (flag straight up, then when the referee blows the whistle, indicate where the indirect free kick restart should take place: point the flag 45 degrees upwards and towards the field for the far third; straight out and towards the field for the middle third, and 45 degrees downwards and towards the field for the near third).
 - g. Foul or misconduct which the referee likely did not see (flag straight up and waving, then when the referee blows the whistle, flag at a 45-degree angle upwards in the direction the free kick should be taken).
 - h. Substitution request (either the time for "quarter substitutions" has passed, or a substitution has been requested in an older players' game where monitored substitutions are in effect... one end of the flag held in each hand, high over the head).
 - i. "We need to talk" (one end of the flag held in each hand such that the flag covers the chest).

J. REFEREE SIGNALS

1. When the ball goes fully out of play the match will stop automatically; it's not necessary to blow the whistle.
2. Demonstrate the signals that indicate the following actions. Point out that the signals for restarts always involve a straight arm, not one bent at the elbow or the wrist.

- a. Throw-in restart (arm a 45-degree angle upwards in the direction the throw should be taken)
- b. Goal kick restart (arm pointing towards the goal).
- c. Corner kick restart (arm pointing at a 45-degree angle upwards towards the corner flag where the kick should be taken).
- d. Goal scored, kickoff restart (make eye contact with the assistant referee; if he confirms that a goal has been scored, point towards the center circle)
- e. Ball out of play and quickly back onto the field (blow the whistle, then indicate the appropriate restart).
- f. Offside (blow the whistle, then point an arm straight up to indicate an indirect free kick).
- g. Direct Free Kick (blow the whistle, then point an arm upwards at a 45-degree angle to indicate the direction of the free kick).
- h. Indirect Free Kick (blow the whistle, then point an arm upwards at a 45-degree angle to indicate the direction of the free kick, then point the arm straight up).
- i. Penalty kick (blow the whistle, then point to the penalty mark while running to it).
- j. The “wave down” of an assistant referee’s flag signal (a gentle downward motion with the hand, indicating that the assistant referee should stop signaling because the call will not be made).

K. CONCLUSION

1. Bridge to the next lesson.

VII. Wrap-Up and Final Q&A

A. DESCRIPTION

1. Duration: 15 minutes
2. The sole purpose of this lesson is to cover any remaining questions.

B. GOALS

1. Answer any initial questions raised in lesson I that have not yet been addressed.
2. Answer any deferred questions that arose during the preceding lessons.
3. Answer any remaining questions.
4. Introduce the Basic Referee Exam, if it is to be administered next.

C. STUDENT MATERIALS

None

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. A diagram showing a marked field (on whiteboard, flipchart, PowerPoint, etc.).
2. A whiteboard or flipchart with suitable markers.

E. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Explain to the class that it is now time to cover any remaining questions.

F. INSTRUCTOR NOTES

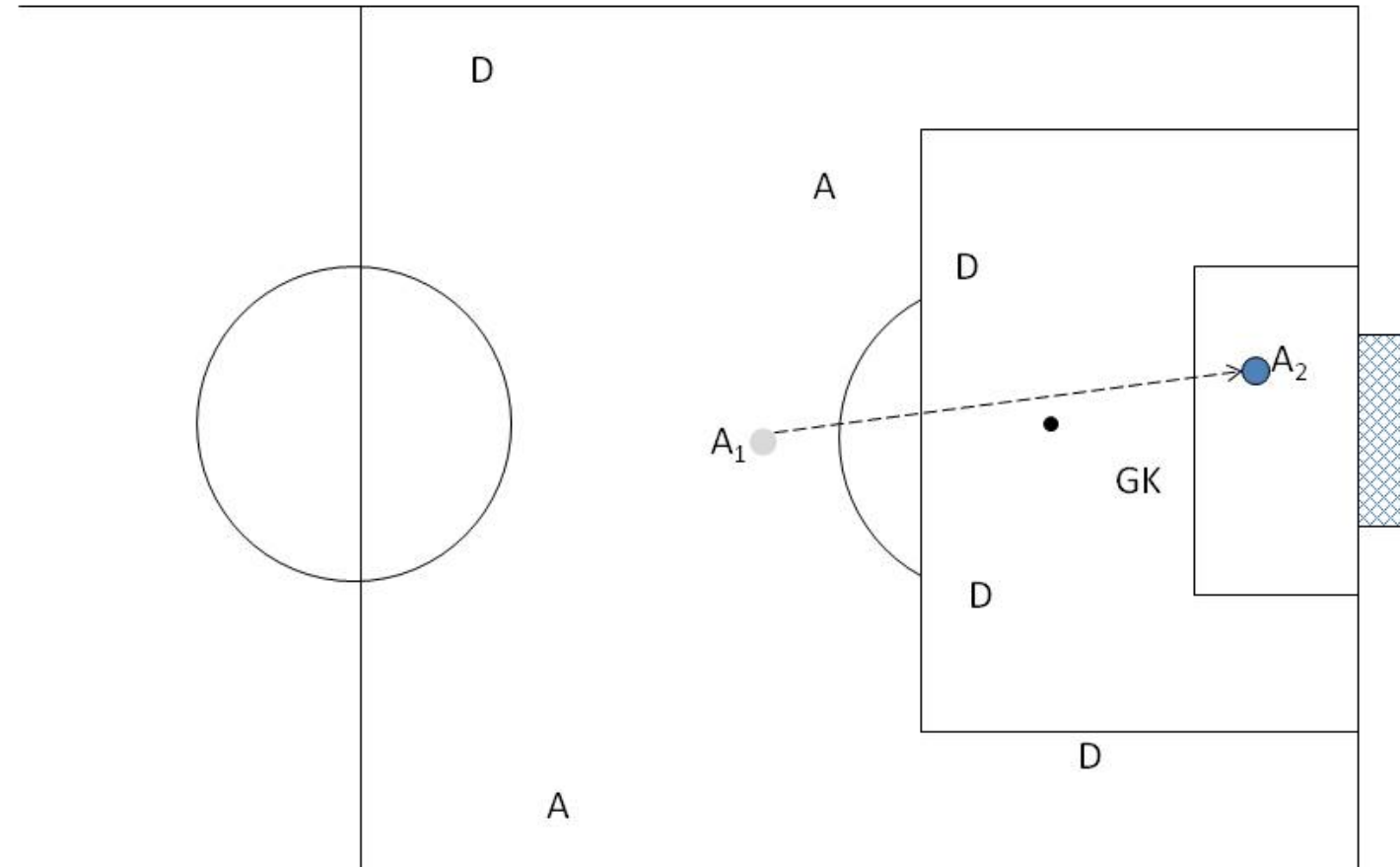
Time is likely to be short by the time you reach this lesson, but it is essential that relevant student questions be answered. Questions that do not involve essentials can be deferred until after administration of the Basic Referee Exam in order to leave time for essential ones.

G. Q & A

1. Refer to the list of questions you collected in lesson I. Briefly answer any that deal with essentials and that have not been previously addressed.
2. Ask the class if they have any remaining questions. Answer those that relate to essential material; defer others until after you have administered the Basic Referee Exam.

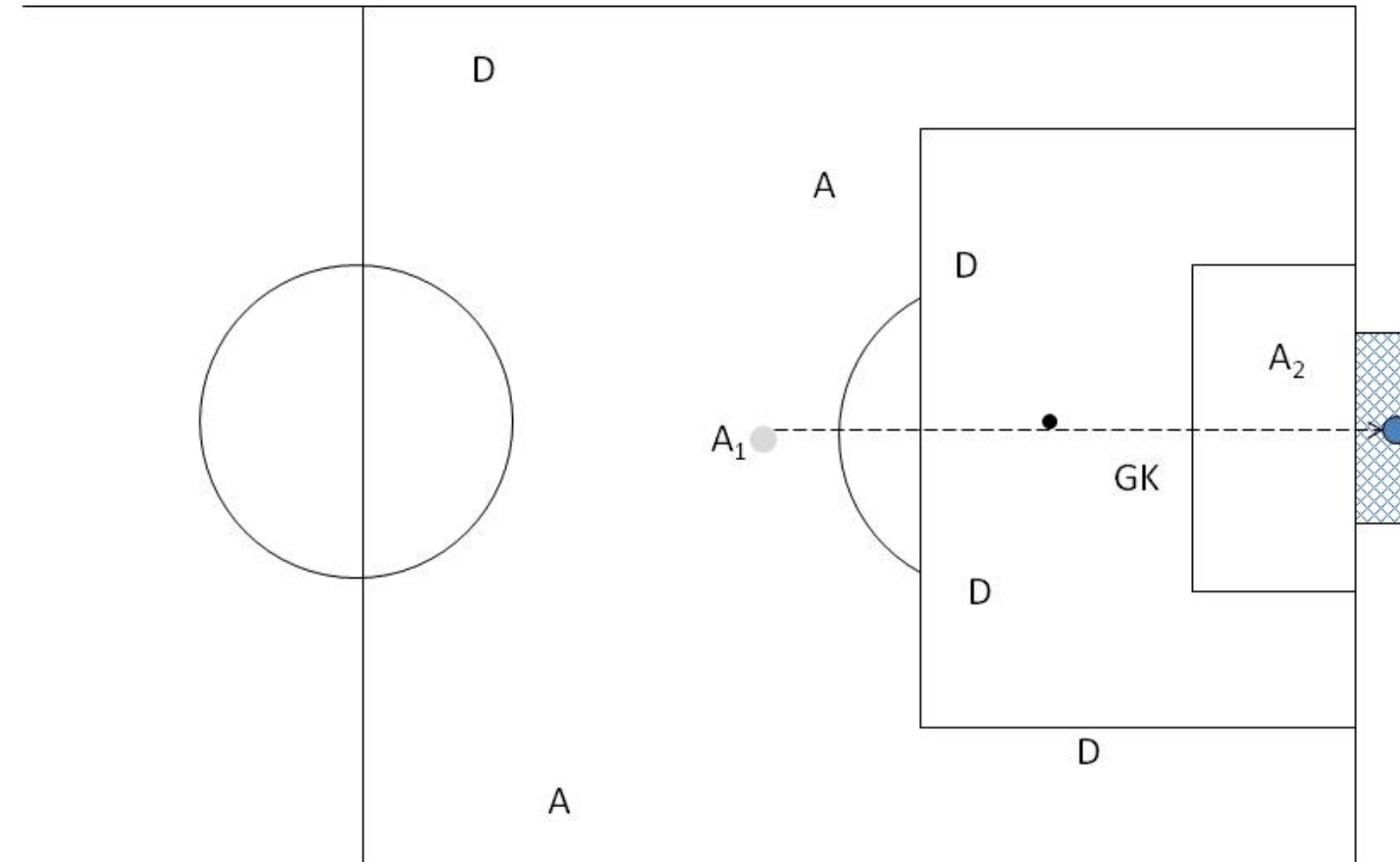
H. ADMINISTER BASIC REFEREE EXAM

Offside Diagram 1



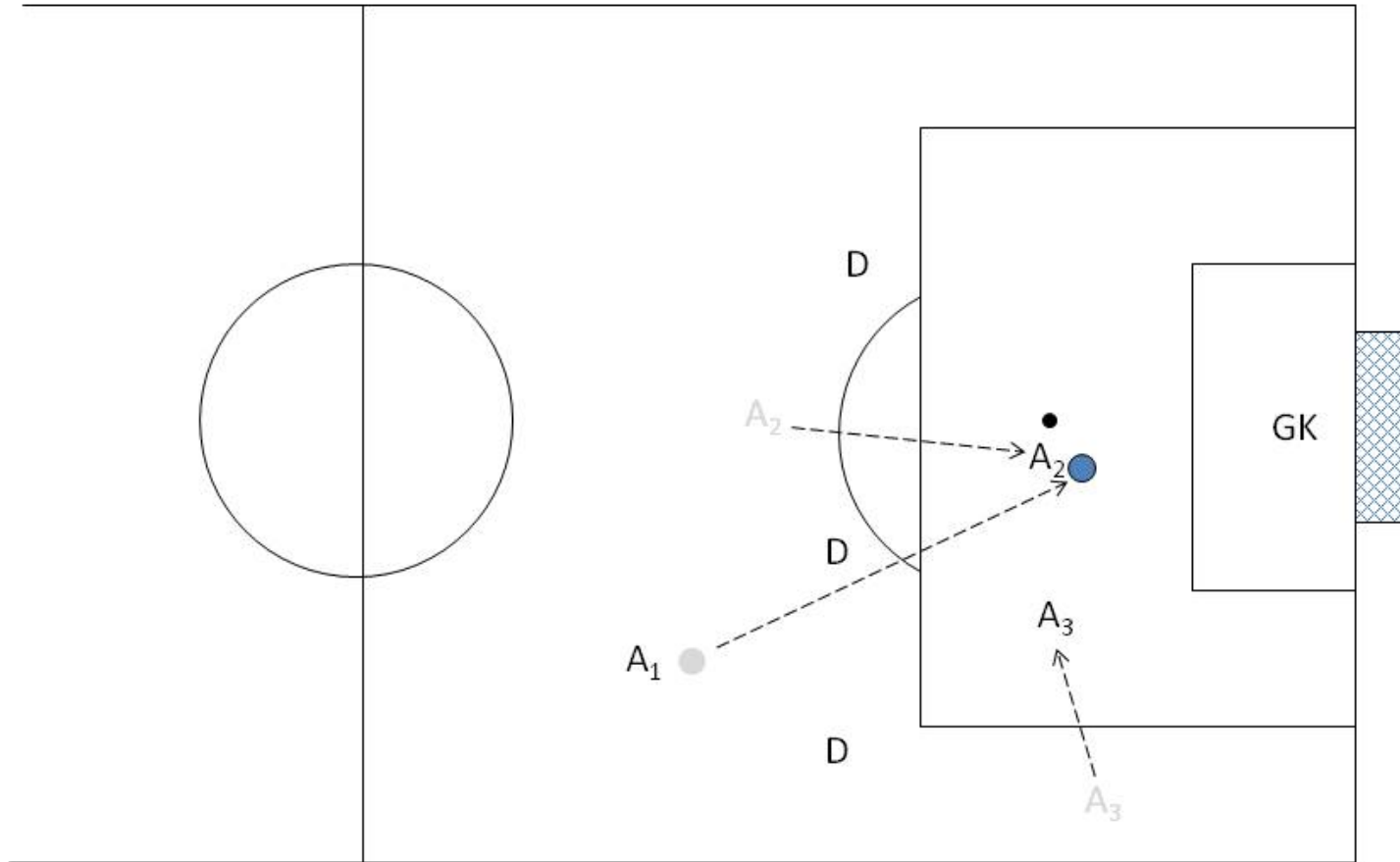
Attacker A1 passes the ball directly to attacker A2.

Offside Diagram 2



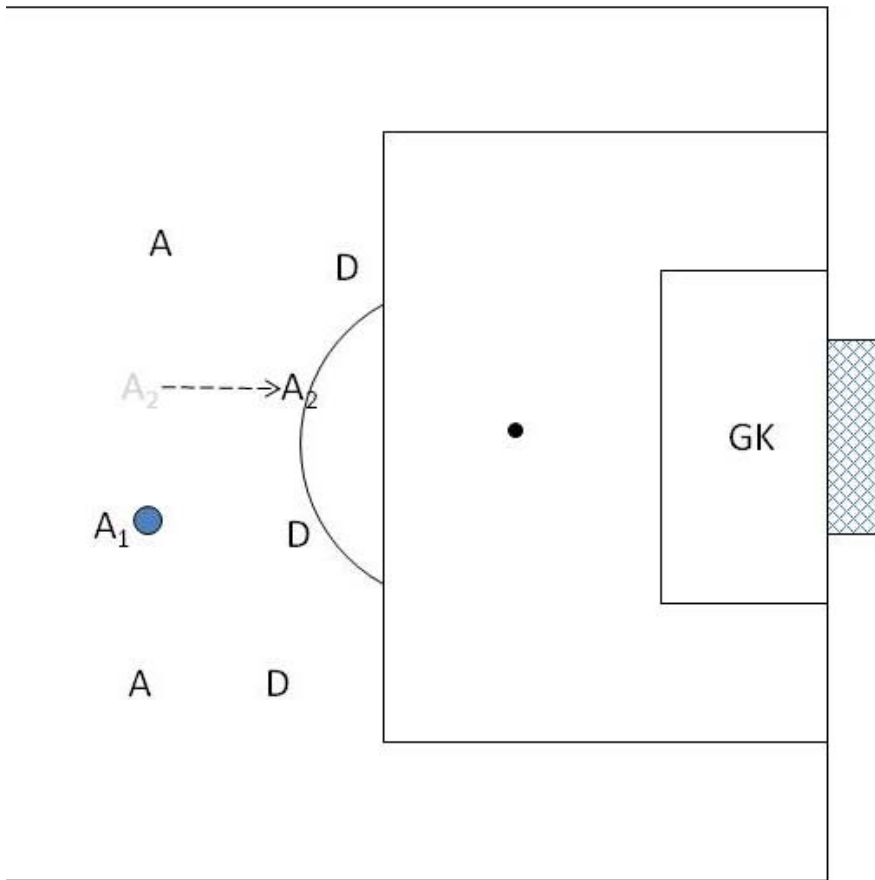
Attacker A1 shoots the ball directly into the goal.

Offside Diagram 3

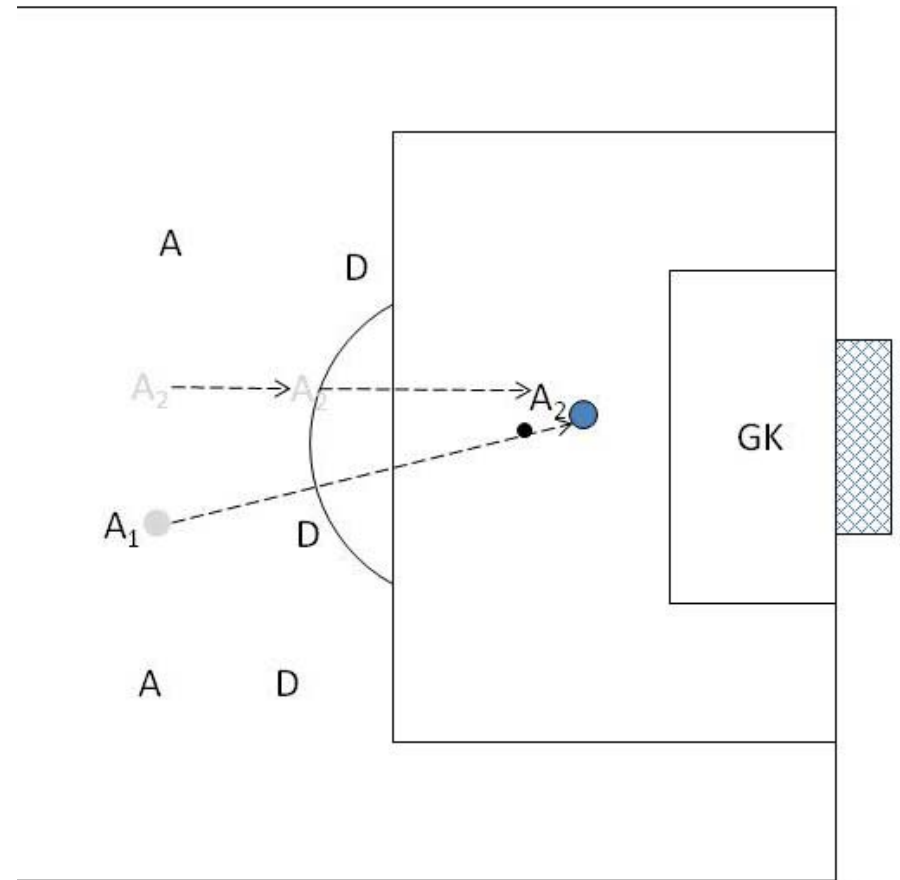


After the ball is kicked by attacker A1, attacker A2 runs to collect the ball. Attacker A3 runs towards the ball but does not play it.

Offside Diagram 4

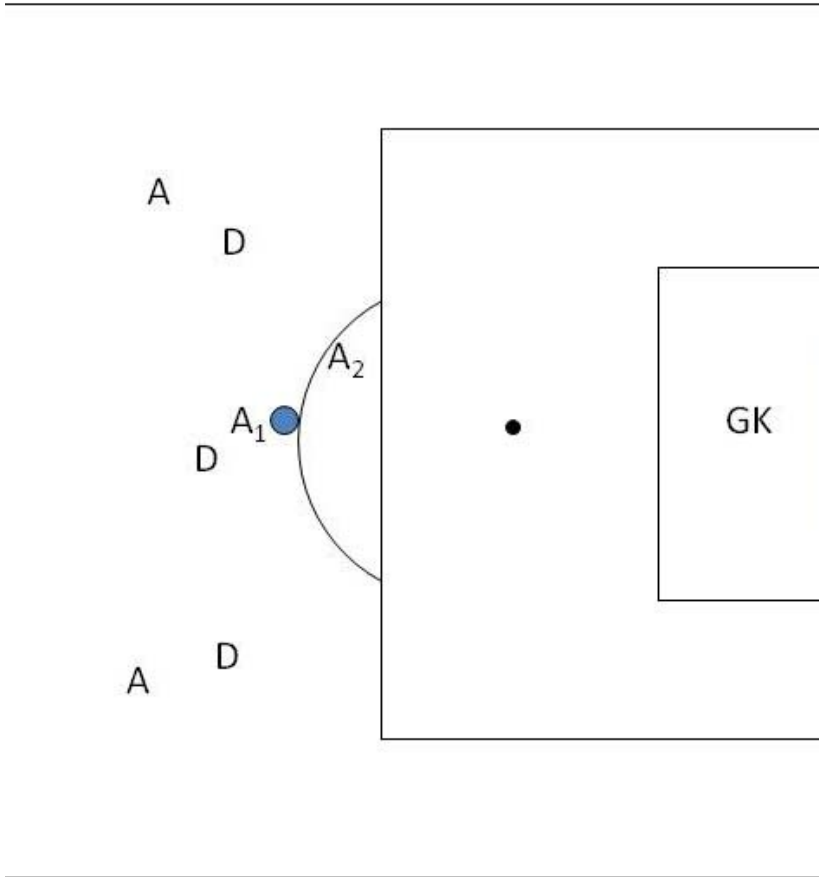


Attacker A2 is making a run towards goal. This is the moment the ball is kicked by attacker A1.

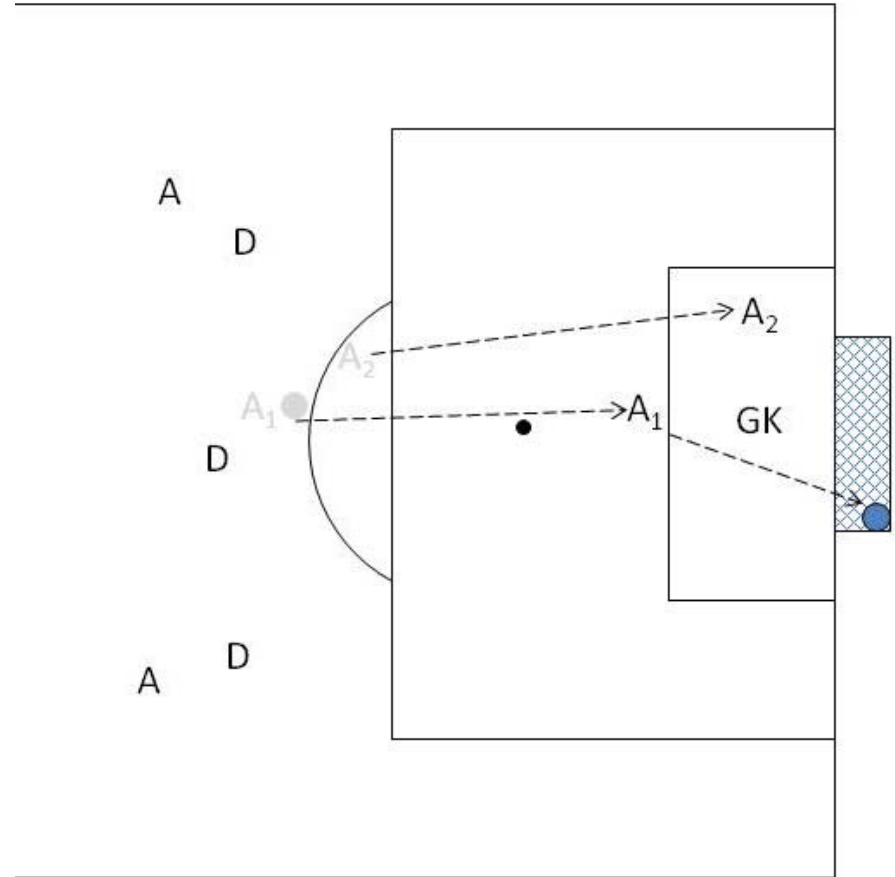


Attacker A2 completes the run and collects the ball.

Offside Diagram 5



Attacker A1 is dribbling the ball towards goal. Attacker A2 is running ahead to provide support.



Attacker A1 completes the run and shoots the ball directly into the goal.