

AYSO Program: Referee Lead Instructor: Intermediate Referee Instructor	<h2>Intermediate Referee Course</h2>	Date: 1 June 2021 Version: 1.8 Page: 1 of 58
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Change History		
1 March 2008	1.0	Course created by consolidation of former modules 14-19
6 October 2008	1.1	Corrections and Revisions
15 June 2016	1.2	Minor updates
1 June 2017	1.3	Minor updates
15 August 2017	1.4	Integrated changes to the Laws – 2017/2018
1 June 2018	1.5	Moderate updates and Integrated Law changes – 2018/2019
1 June 2019	1.6	Moderate updates and Integrated Law changes – 2019/2020
1 June 2020	1.7	Moderate updates and Integrated Law changes – 2020/2021
1 June 2021	1.8	Moderate updates and Integrated Law changes – 2021/2022

COURSE DESCRIPTION

The purpose of this course is to train Regional Referees in all aspects of refereeing and develop skills that will allow the referee to officiate soccer matches that are more physically demanding and challenging under the IFAB Laws of the Game and AYSO National Rules & Regulations.

Certification Requirements for Intermediate Referee:

MINIMUM AGE:	14 years old
GAMES:	25 as referee with at least 5 in 12U matches
TRAINING:	Complete Intermediate Referee Course
TESTING:	85% or better on the Intermediate Referee exam
ASSESSMENT:	Applicants for Intermediate Referee must be observed by a Referee Assessor (or mentor) and recommended for upgrade by the Regional Referee Administrator (RRA) or the Regional Director of Referee Assessment. An observation as a referee is required. An observation as an assistant referee is recommended.
FITNESS TEST:	Not required - practice for AYSO Physical Fitness Test is recommended

For the most current certification requirements see the National Referee Program Manual on aysou.org (Resources > Referee Manuals) or ask your RRA.

COURSE PREREQUISITES

Complete the Regional Referee Course and pass the Regional Referee Exam

TEACHING OBJECTIVES

The objectives for the Intermediate Referee Course include:

- Understand tactics and strategy found in 12U matches
- Better understand referee and assistant referee duties & responsibilities
- Emphasize referee team work
- Utilize the diagonal system of control
- Communicate effectively and correctly
- Increase knowledge of Offside
- Identify offenses and all forms of misconduct

Intermediate Referee Course

Understand and manage interactions between coaches, players, and officials
Understand the AYSO National Referee Program and the Observation Process
Become adept with AYSO Rules and Regulations and the AYSO Structure

EQUIPMENT AND MATERIALS

Course Roster printed from AYSOU

This course lesson plan

Computer, projector, and screen to present PowerPoint and other visual media

Visual aids (flip chart and markers, video clips, etc.), size 4 ball, AR flags

Student handouts (available with the course materials)

IFAB Laws of the Game

AYSO Referee Guideline – Fundamental Information for All Referees

Course Evaluations (available with the course materials)

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 Intermediate Referee Examination. Prior to the course contact each registered candidate by email using the “Welcome email” document. Be sure to attach the “Intermediate Referee Candidate need-to-know” document as well as the “Intermediate Sample Exam.” Time to study and prepare should increase their success on the exam. Knowledge of the Laws takes time and most are not able to absorb it all in class alone.

Prior to the Course:

Look through all of the documents that are a part of this course and be sure to use the most current versions as updates occur each year. Videos are not included but can be added to any module if appropriate to the lesson objectives. Ask other instructors or Area staff to share their resources.

Intermediate Referee Course

COURSE OUTLINE

The following lessons may be presented in any order.

Lesson	Page	Module	Duration
I Understanding More Physically Demanding and Challenging Matches	5	14	45 min
II Fouls and Misconduct – Intermediate	12	15	120 min
III Offside – Intermediate	23	16	60 min
IV Interaction with Coaches and Spectators	29	17	70 min
V The Referee Team and Diagonal System of Control	35	18	140 min
VI AYSO National Referee Program	50	19	30 min

TOTAL TIME (excluding breaks and Intermediate Referee Exam) 7 hrs 45 minutes

I. Understanding More Physically Demanding and Challenging Matches (Module 14)

A. DESCRIPTION

1. Duration: 45 minutes
2. This module addresses characteristics of players commonly found in 12U games; specifics regarding field dimensions, ball size, and number of players; and offenses common in this age division.

B. GOALS

1. Characteristics of 12U players
2. 12U field size, ball size and number of players
3. Reading the game

C. STUDENT MATERIALS

1. IFAB Laws of the Game
2. AYSO Referee Guideline
3. AYSO Intermediate Coaching Manual (optional)
4. AYSO Handout – Characteristics of 12U Players
5. AYSO Handout – Objectives_Principles

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Flip chart
2. Computer, projector and screen
3. 12U Coaching Manual and Intermediate Coaching Manual for reference and display

E. LIST OF ATTACHMENTS

None

Intermediate Referee Course

F. INTRODUCTION

1. Introduce self and co-instructors

Note to instructor: The instructor for this session must have a strong background in both refereeing and in coaching. Serious consideration should be given to inviting a coach instructor to teach or co-teach the coaching related elements of the lesson plan.

2. Introduce the topic, perhaps as follows: “When I work 12U games I find there is more going on than in the 10U games. Do you find that to be true, too? (nods, “uh-huh”s, etc.) We need to understand each age division and anticipate what to expect. It’s certainly easier to manage what happens in a 12U match if we have a good understanding of their physical and emotional characteristics. Understanding the game and player tactics will help us do a better job refereeing. It’s these areas that we’ll be exploring in this lesson.

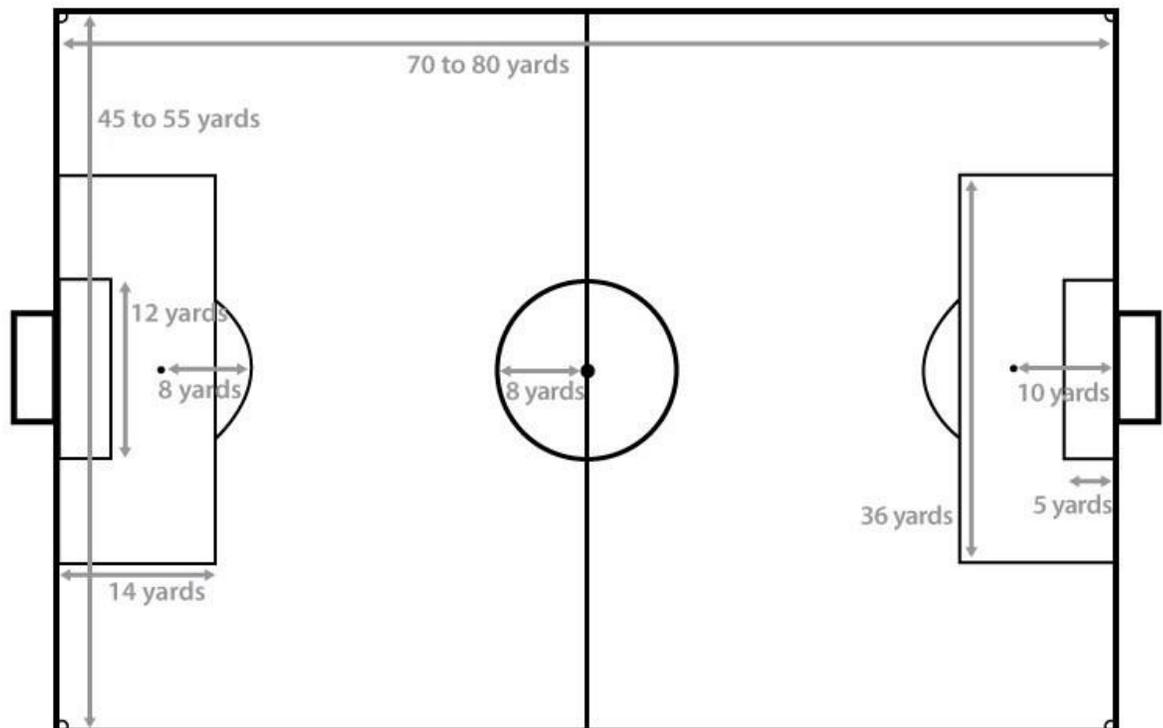
G. CHARACTERISTICS OF 12U PLAYERS

Briefly review and discuss the implications for referees of the following characteristics of 12U players:

1. Physical/Gross Motor Development:
 - a. Still somewhat uncoordinated
 - b. Soccer skills are being refined
2. Social and Emotional Development:
 - a. The players are transitioning from childhood into adolescence
 - b. Each has a strong need for recognition from fellow players
3. Cognitive/Thought Development:
 - a. Players can find it difficult to control emotions when under pressure or in adverse conditions.
 - b. They have less regard for adult values than they had in younger years
4. General:
 - a. Mental and physical skills are becoming more balanced
 - b. They occasionally display childish behavior and have a tendency for horseplay
 - c. Players at this age are self-critical, so referees must be positive in their approach

H. 12U FIELD SIZE, BALL SIZE AND NUMBER OF PLAYERS

1. The National Rules & Regulations are found in the AYSO Reference Book (found on aysovolunteers.org) and the following specifics regarding 12U play are taken from that publication:
2. The guidelines for the AYSO Small-sided Games Program for 12U games are as specified in the IFAB Laws of the Game and the AYSO National Rules & Regulations with the following modifications or additions:



- a. The Field: The recommended field size is Length 70-80 x Width 45-55 yards for 12U games with field markings as specified in the Laws of the Game. See diagram.
- b. The Goals: Recommended size goals (6.5 feet high and 18.5 feet wide) are used in 12U games.
- c. The Ball: A size 4 ball is used for 12U games.
- d. The Teams: Each 12U team should have a maximum of 12 on the roster. Games are played with 9 players per team on the field (9v9), one of which is the goalkeeper. A minimum of 6 players per team is required to start or continue a match.

Intermediate Referee Course

- e. Duration of Game: 12U games are 60 minutes and are played in two 30-minute halves with substitutions approximately midway through each half and at half-time. The half-time break is 5-10 minutes. With the exceptions noted above, all other elements of the Laws of the Game apply to 12U games.

I. READING THE GAME

Explain that this session will introduce the Intermediate Referee candidate to the concept that good referees are “Students of the Game.” Good referees understand the overall objectives of the game and the supporting principles of play well enough that they are often able to predict in advance the action the players are most likely to take. This is generally referred to as “Reading the Game.”

Link to the past by stating that you would be willing to bet that every referee in the room has, at some time in their past, had an experience with a coach, player or team’s behavior or action that was not anticipated and could have been dealt with better had they been able to sense it was coming.

Being a “Student of the Game” involves more than just attending referee training courses and knowing the Laws. There are lots of aspects of the game and coaching that are not covered in the AYSO Referee Courses (otherwise they would be coach courses). Explain that you will now address the fundamental concepts of “Objectives of the Game” and “Principles of Play” as taught in the AYSO coaching training courses.

1. Objectives of the Game and Principles of Play:

- a. Explain the Objective of the Game involves “What to Do” and the Principles of Play involve “How to Do It.” List or display the Objectives of the Game and Principles of Play.
 - i. Attacking Objectives:
 - (a) Score
 - (b) Advance ball
 - (c) Keep possession
 - ii. Defending Objectives:
 - (a) Stop opponents from scoring
 - (b) Delay opponents
 - (c) Regain possession
 - iii. Attacking Principles
 - (a) Penetration – Advancing the ball.
 - (b) Support – Supporting teammates
 - (c) Mobility – players changing positions to create attacking opportunities.
 - (d) Width — Attacking on a broad front.

Understanding More Physically Demanding and Challenging Matches

Intermediate Referee Course

- (e) Creativity – Individual flair to create opportunities.
- iv. Defending Principles
 - (a) Delay – Slowing down the attack.
 - (b) Cover – Supporting teammates.
 - (c) Balance – Reading the attack and adjusting position.
 - (d) Compactness – Compressing the playing area.
 - (e) Composure – Patient, calmed, and collected under pressure.
- b. Pick one or two examples of how changes in objectives and principles will affect the decisions of players and how, in turn, that should affect the referee's decision regarding his/her position in anticipation of potential challenges. Solicit examples of how understanding the Objectives of the Game can help a referee anticipate player action.

Example #1: Illustrate this point by describing how an attacking player's most important objective can quickly go from "Score" to "Regain Possession." When a striker loses possession of the ball in the attacking third and the opponents now have possession in their own defensive third, the referee who is accustomed to doing lots of younger players games will immediately begin retreating towards midfield in anticipation of the "big kick." With older, well coached teams, the striker who just lost the ball understands that the most important objective has now become "Regain Possession" and that the striker should now vigorously challenge the opponent with the ball because the risk that the opponent will get away is well worth taking. The opponent with the ball in front of their own goal understands that the most important objective has now become to maintain possession and will be conservative with decisions. If the referee continues to anticipate the same player action common in the younger players' games (big kick), the referee will immediately retreat toward the halfway line and will not be in the best position to observe the strong challenge and potential foul from the striker who is vigorously challenging to regain possession.

Example #2: The most important objective for the player described in Example #1 will quickly go from "Regain Possession" to "Delay" if the attacking player reaches midfield before the opposing team's defense gets organized. The risk of attempting to regain possession of the ball for the defending player is now not worth taking because support is weak and therefore the most important objective is to delay the attack until the defense gets more organized. In this situation, the referee should recognize the poorly organized defense and anticipate the attackers will take advantage of the situation and vigorously pursue the attack which means the poorly supported defender may resort to desperate action (foul?) to prevent the attack.

- c. Demonstrate or explain some common combination play tactics which referees should understand to better help them predict player action. Display the AYSO Intermediate Coaching Manual as an excellent reference source
- Understanding More Physically Demanding and Challenging Matches

Intermediate Referee Course

(see Attacking and Defending Methods).

Example #1: 2 vs. 1 Wall Pass

When two attacking players have isolated an opposing team defender, referees should anticipate that a “Wall Pass” is very likely. The wall pass is executed very quickly and referees should be able to anticipate the player’s actions. Referees who are “ball watchers” can easily miss impeding or other off the ball fouls committed by the single defender to the attacker who is attempting to make a “blind side run” around the single defender for a “one touch” return pass from his teammate.

Example #2: 2 vs. 1 Give-and-go or Overlap

When an attacker is marked by a single defender and the attacker’s supporting teammate has the ball, referees should anticipate that a “Give-and-Go” pass is likely. The teammate with the ball will pass the ball to his marked teammate thus drawing the opposing player closer and providing an opportunity for quick return pass to his overlapping supporting teammate running into open space. This too can cause desperation reactions by the opponents who soon realize they have failed to prevent the opponent’s advancement.

Example #3: 2 vs. 2 Through Ball

When two defenders without immediate support are confronted by two attackers with the ball, referees should anticipate the likelihood of a “Through Ball” occurring. The attackers will take advantage of the unsupported space behind the two defenders by passing the ball between (through) the defenders to the open space behind them for their teammate running into that open space. Referees should anticipate this quick penetration through the defense and position themselves for the subsequent continuation of the attack and the reactions of the disorganized defenders.

2. Common Player Tactics and Soccer Terminology

Test the attendee’s knowledge of common individual player tactics and skills and common soccer terminology by displaying the following terms and asking for definitions. Provide the answers along with demonstrations of each. This is an excellent time for active involvement from the attendees to help with the demonstrations.

Intermediate Referee Course

- a. Tackle: Tackling is attempting to win the ball from an opponent.
 - b. Front Block Tackle: Two opposing players in an upright position simultaneously attempt to play and win the ball.
 - c. Sliding Tackle: An attempt by a player to dispossess the opponent from the ball by sliding and kicking or pinning the ball.
 - d. Full Volley: Kicking the ball while it is in the air before it bounces.
 - e. Half Volley: Kicking the ball just as it begins to rise from a bounce.
 - f. Push Pass: Passing or sometimes shooting the ball with the inside of the foot (an accurate pass or shot for short distances).
 - g. One touch: Playing the ball with only one touch.
 - h. Goal-side: Positioning yourself between the opponent and your own goal.
 - i. Ball-side: Positioning yourself between the ball and an opponent whom you are marking (guarding).
 - j. Overlap: The attacking play of a defender or midfielder going down the touch line past his or her own winger.
 - k. Chip shot: Kicking the ball in the air a short distance, often just over the head of an opponent (sometimes the goalkeeper) in front of you. The ball usually has back spin and is easily controlled in a short distance.
 - l. Screening or Shielding: Protecting or “shielding” the ball from an opponent by keeping your body between the opponent and the ball.
3. Encourage everyone to continue their education to become more familiar with coaching and the AYSO National Coaching Program. Suggest they become certified coaches and coach. It is guaranteed to make you a better referee.

J. CONCLUSION

1. Review
 - a. Characteristics of 12U Players
 - b. 12U Field Size, Ball Size and Number of Players
 - c. Reading the Game
2. Bridge to next lesson, if appropriate, possibly as follows: “Understanding the players and understanding the game should make anticipating play and dealing with fouls and misconduct easier. Now, all we have to do is recognize the offenses we see and deal with them appropriately. In the next module we’ll explore exactly that: fouls and misconduct

Intermediate Referee Course

II. Fouls and Misconduct – Intermediate (Module 15)

A. DESCRIPTION

1. Duration: 120 minutes
2. This lesson is intended to provide Intermediate Referee candidates with a greater understanding of foul recognition and misconduct and to introduce the concept of Advantage.

B. GOALS

1. Increase the referee's ability to recognize and deal effectively with fouls.
2. Increase the referee's ability to recognize and deal effectively with misconduct.
3. Improve the referee's ability to use and avoid misusing advantage.

C. STUDENT MATERIALS

1. IFAB Laws of the Game
2. AYSO Referee Guideline
3. AYSO Handout: Restarts for Offenses and Misconduct

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. As an option, commercially produced videos, DVDs, etc. are available which can be shown to illustrate fouls and misconduct. Instructors should carefully consider the pros and cons of using these since they are generally of professional players committing "professional fouls" and may not provide suitable examples of the kinds of fouls and misconduct likely to be encountered by referees in youth soccer.
2. Computer, projector, and screen

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

1. Introduce self and co-instructors
2. Introduce topic as an extension of material in the Regional Referee Course on fouls and misconduct and (if following Lesson I in this course) a direct consequence of more physical play and perhaps highly emotional play.
3. Explain that as players become older, faster, stronger and their skills and competitive drive increases, it becomes increasingly important for referees to understand how to walk the fine line between letting the players play with a minimum of interruption for trifling or doubtful offenses and knowing when play should be stopped to encourage and enforce compliance with the spirit of the Laws of the Game. Have a discussion of the following:
 - a. In a 10U and younger games, when players have physical collisions with one

Intermediate Referee Course

another it is often not necessary to stop play. Sometimes it is wise to take a moment to “educate” the players or to remind them to be careful but stopping frequently because of constant fouling is not common. However, beginning in 12U games the physical contact between players requires more judgment by the referee to determine whether or not play should be stopped. Keeping the game safe and discouraging fouls is important but so is allowing players to experience playing a contact sport without being overly protective. Solicit discussion.

- b. In 14U and older games, fouls are usually not premeditated but are fouls nevertheless and should be called even if only the result of carelessness. When the action of players becomes reckless or excessive force is used, the referee must recognize this as misconduct requiring sanctions in excess of punishing fouls. Solicit discussion.

G. RECOGNIZING AND DEALING WITH FOULS

1. Law 12 covers Fouls and Misconduct.
2. Fouls are now referred to as offenses in the Laws and are committed by *players when the ball is in play*.

Note to instructor: It is important to cover all offenses in this section. However, those offenses that should receive special emphasis are highlighted in bold type.

Questions may be used to confirm the degree of knowledge of the students. The following are examples of questions that might be used:

Q: A Blue defender carelessly trips a Red attacker just outside of the penalty area. What is the restart and why?

A: Restart is a DFK because a player tripped an opponent. It is direct because there was contact.

Q: Near the center circle a player attempts to kick an opponent, but misses. What is the sanction?

A: Direct free kick

Q: What type of play is dangerous?

A: Any play that causes an instinctive reaction of concern for player safety.

Q: When is shielding the ball illegal?

A: When the player shielding is too far away from the ball to play it, in which case the offense is impeding an opponent, either with contact (DFK) or without contact (IDFK).

Intermediate Referee Course

3. There are two types of offenses, indirect free kick offenses and direct free kick offenses.
4. Offenses that are restarted with a direct free kick or penalty kick:
 - a. That, in the opinion of the referee are considered to be careless, reckless or using excessive force:
 - kicks or *attempts to kick* an opponent
 - trips or *attempts to trip* an opponent
 - strikes or *attempts to strike* an opponent
 - jumps at an opponent
 - charges an opponent (emphasize proper charge)
 - pushes an opponent
 - tackles an opponent
 - b. or the following
 - holds an opponent
 - bites or spits at someone on the team list or match official
 - impedes an opponent with contact
 - throws an object at the ball, opponent or match official, or makes contact with the ball with a held object
 - a handball offense (except for the goalkeeper within their own penalty area)

Not every touch of a player's hand/arm with the ball is an offense.

It is an offense if a player:

- deliberately touches the ball with their hand/arm, for example moving the hand/arm towards the ball
- touches the ball with their hand/arm when it has made their body unnaturally bigger. A player is considered to have made their body unnaturally bigger when the position of their hand/arm is not a consequence of, or justified by, the player's body movement for that specific situation. By having their hand/arm in such a position, the player takes a risk of their hand/arm being hit by the ball and being penalized.
- scores in the opponents' goal:
 - directly from their hand/arm, even if accidental, including by the goalkeeper
 - immediately after the ball has touched their hand/arm, even if accidental

Intermediate Referee Course

The goalkeeper has the same restrictions on handling the ball as any other player outside the penalty area. If the goalkeeper handles the ball inside their penalty area when not permitted to do so, an indirect free kick is awarded but there is no disciplinary sanction. However, if the offence is playing the ball a second time (with or without the hand/arm) after a restart before it touches another player, the goalkeeper must be sanctioned if the offence stops a promising attack or denies an opponent or the opposing team a goal or an obvious goal-scoring opportunity.

5. Offenses that are restarted with an indirect free kick:
If a goalkeeper, inside their penalty area, commits any of the following offenses:

- controls the ball with the hand/arm for more than six seconds before releasing it
- touches the ball with the hand/arm after releasing it and before it has touched another player.
- touches the ball with the hand/arm, unless the goalkeeper has clearly kicked or attempted to kick the ball to release it into play after:
 - it has been deliberately kicked to the goalkeeper by a team-mate.
 - receiving it directly from a throw-in taken by a team-mate.

Committed by any player:

- plays in a dangerous manner
- impedes the progress of an opponent without contact.
- prevents the goalkeeper from releasing the ball from their hands
- Is guilty of dissent, using offensive, insulting or abusive language and/or actions or other verbal offenses
- initiates a deliberate trick for the ball to be passed (including from a free kick or goal kick) to the goalkeeper with the head, chest, knee etc. to circumvent the Law, whether or not the goalkeeper touches the ball with the hands; the goalkeeper is penalized if responsible for initiating the deliberate trick
- commits any other offense, not mentioned in the Laws, for which play is stopped to caution or send off a player.

H. THE USE AND MISUSE OF ADVANTAGE

Advantage (Law 5): The referee “allows play to continue when the team against which an offense has been committed will benefit from such an advantage...”

1. Referees must avoid stopping play if doing so would take away a benefit from the team against which the offense was committed.

Intermediate Referee Course

Example: A red attacker has taken a long pass and dribbled toward the opponent's penalty area. This attacker has moved so quickly that the defense was penetrated and is scrambling to get back into their penalty area before the attacker can take a shot. A defender deliberately holds the attacker to delay play until teammates arrive but the attacker breaks free. Stopping play for a free kick at this point will aid the perpetrator's purpose.

The ability to thwart the offender's unfair intentions by allowing play to continue is unique to soccer.

Once the referee has negated the foul's influence on play, we can and should discipline the player (later) for misconduct if appropriate.

The Law specifies that if no benefit arises for the team against which the offense was committed, the referee MAY use its absence to cancel the decision, even if Advantage was applied

In other words, the referee may stop the game and penalize the original offense. The logic of the Laws is to take away any benefit that might accrue to the offending team first, and then assume that the decision will work to the benefit of the offended team. If the advantage situation does not play out within two or three seconds, the referee should stop the game and penalize the original offense; discipline the guilty player by caution or send-off, if appropriate; and restart with a free kick or penalty kick.

The phrase, "if the advantage does not develop" can be confusing to referees seeking to learn the proper application of advantage. Clarify this issue by presenting and discussing with examples.

The PowerPoint has three videos showing examples of advantage. If not using the PowerPoint, use the three examples that follow.

1. A tripped attacker stumbles is able to take a shot on goal. (The advantage was realized when the player maintained possession and continued toward the goal. Regardless of the outcome, the play should *not* be called back and restarted with a freekick.)
2. A tripped attacker stumbles but does not fall. However, in stumbling, the player is unable to maintain possession of the ball and it is collected by a defender. The attacker lost possession of the ball and therefore realized no advantage. The referee should blow the whistle for the tripping foul and award a free kick to the offended team at the site of the offense.
3. A tripped attacker stumbles and falls but the ball goes directly to a teammate who continues toward goal. The advantage was realized when the player's teammate gained possession and continued toward the goal. What happens next is immaterial. If advantage was allowed the play

Intermediate Referee Course

should *not* be called back and restarted with a free kick.

2. Once referees have knowledge of the purpose of advantage, understanding when and when not to use it is a key to a successful match. The game is meant to be fun, and proper use of advantage can help make the game fun. But using advantage can also detract from it. For example, how would a very young player react if they were tripped but the referee did not whistle for the offense? How might an older player react if a “dirty” offense is committed against them and the referee permits play to continue? Explain the following considerations for the application of advantage.

- a. For what age is advantage appropriately used?

- i. Youngest players – rarely if ever

Our youngest players are more “me” oriented and much less “team” oriented. When a young player is fouled it is a difficult concept to understand that the “team” may benefit if the perpetrator goes unpunished. Young players want justice for their victimization and they want it now.

- ii. Older players – as appropriate

Older players (and their coaches) may expect the referee to understand and use advantage appropriately. However, even an older player who is fouled might not appreciate the referee applying advantage when the game would be better served by the offense being called. When the referee applies advantage in such situations the offended player may seek their own revenge.

The use of advantage can cause control problems for the referee.

Example: The keeper catches a shot on goal. An attacker is running in and sticks out an elbow and “whacks” the keeper in the ribs. Rather than stop play and punish the player who fouls, the referee says “Play on,” signals advantage and allows the keeper to kick the ball up field. The referee will deal with the attacker later. Five minutes later, play stops and the referee says to the offending attacker, “Don’t do that again.” The guilty attacker, in all honesty, says, “Do what, Ref?” Guide class discussion to options.

(a) As discussed, apply advantage and talk to offender “later”: Not Good for Control

(b) Stop play immediately; talk to offender; direct free kick from where the goalkeeper was hit: Good for Control

Ken Aston told us, “Never use advantage to your own disadvantage.” In other Fouls and Misconduct – Intermediate

Intermediate Referee Course

words, referees should not allow advantage when doing so would endanger their control of the match.

A simple rule of thumb is this:

For offenses against defenders in their own defensive third of the field (in front of their own goal), advantage should be used conservatively – offenses against goalkeepers with older players are **not** opportunities to apply advantage.

For offenses committed in midfield against either team, advantage can be used more liberally.

For offenses committed against attackers in their attacking third of the field (in front of the opponents' goal), referees should adopt a wait and see attitude to ensure a goal or an imminent goal-scoring opportunity is not taken away – don't blow the whistle; wait and see what plays out – give the players the opportunity to continue the attack for 2-3 seconds and if the advantage doesn't materialize then blow the whistle and award the free kick. Beware of giving advantage in the penalty area unless a goal is imminent, since it is usually more advantageous to the attacking team to have a penalty kick.

Remember, a referee who overuses advantage in a conscious attempt to "let the players play" is misusing advantage as an excuse for not doing their job.

I. RECOGNIZING AND DEALING WITH MISCONDUCT

Misconduct, which may be committed by any of the players or substitutes, can occur at any time: before, during, or after the game; with the ball in or out of play; and anywhere on or off the field of play or in its vicinity. If the ball is still in play the referee may stop play in order to appropriately sanction an offender.

1. A player is cautioned if guilty of:

- unsporting behavior (a long list of offenses)
- dissent by word or action
- persistent offenses
- delaying the restart of play
- failing to respect the required distance when play is restarted with a dropped ball, corner kick, free kick, or throw-in
- entering, re-entering, or deliberately leaving the field of play without the referee's permission
- entering the referee review area (RRA)
- excessively using the 'review' (TV screen) signal

2. A substitute or substituted player is cautioned if guilty of:

- Delaying the restart of play
- Dissent by word or action

Intermediate Referee Course

- Entering or re-entering the field of play without the referee's permission
 - Unsporting behavior
 - Entering the referee review area (RRA)
 - Excessively using the 'review' (TV screen) signal
3. A player, substitute, or substituted player who commits any of the following offenses is sent off:
- is guilty of serious foul play
 - is guilty of violent conduct
 - bites or spits at someone
 - denying the opposing team a goal or obvious goal-scoring opportunity by a handball offense (this does not apply to a goalkeeper within their own penalty area)
 - denies an obvious goal-scoring opportunity to an opponent moving towards the player's goal by an offense punishable by a free kick
 - uses offensive, insulting or abusive language and/or gestures
 - receives a second caution in the same match
 - enters the video operation room
4. 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 for the foul committed.
5. If the referee stops play for misconduct only, the restart will be:
- Indirect free Kick, direct free kick or dropped ball. Laws 3, 12, and 13 cover offenses by players, substitutes, substituted players, previously sent off players, team officials (that is, coaches), and outside agents
- A player may carry out a combination of "Misconduct" and "Foul" and the referee may sanction either or both.
- See the AYSO Handout – Restarts for Offenses_and Misconduct
6. The position of the restart depends upon where and by whom the misconduct occurred including offenses committed off the field which may be placed on the boundary line (touchline or goal line) or may be a penalty kick (if along the goal line and within the penalty area).
7. Cards are shown to players, substitutes, substituted players, and coaches who are guilty of misconduct. Referees are to work with coaches to manage touchline behavior and prevent problems before they start. Law 12 provides for warnings to coaches; such verbal warnings should be done early on to manage poor behavior. A report must be submitted to the proper authority for any and all misconduct.
8. "Misconduct is rare in younger players' games, but if it occurs in the 9U or 10U game, cards should not be shown. Instead of showing a card, the Referee should explain the misconduct to the Coaches allowing them to remove the player from the game. In the 11U and 12U game, the display of a card is discouraged and

Intermediate Referee Course

handling it through the Coach is preferable, but in rare cases the display of the card may be appropriate.” Quoted from AYSO Referee Guideline.

9. When a player, substitute, or substituted player is to be cautioned or sent-off, try to move the offender away from others but do not touch or grab them.

Explain the nature of the caution or send-off.

Display the appropriate card respectfully with arm straight up. Do not wave it in the player’s face. Immediately put it away.

Record the offense.

Be businesslike, firm, and polite.

If an individual is sent-off, delay restart until they have left the area.

10. When a coach is to be warned, cautioned, or sent-off, the procedure will be the same as for players. For cautions and send-offs, the yellow or red card must be shown. Below is a more detailed list of offenses than in the PowerPoint. These should be presented but not gone over with great detail. The best way to prevent coach misconduct is to firmly and respectfully deal with misbehavior early on.

The following offenses should usually result in a warning:

- entering the field of play in a respectful/non-confrontational manner
- failing to cooperate with a match official e.g. ignoring an instruction/request
- minor/low-level disagreement (by word or action) with a decision
- occasionally leaving the confines of the technical area without committing another offense

Cautionable offenses include (but are not limited to):

- clearly/persistently not respecting the confines of their team’s technical area
- delaying the restart of play by their team
- dissent by word or action including:
 - throwing/kicking drinks bottles or other objects
 - action(s) which show(s) a clear lack of respect for the match official(s)
- gesturing or acting in a provocative or inflammatory manner
- persistent unacceptable behavior (including repeated warnings/offenses)
- showing a lack of respect for the game
- excessively/persistently gesturing for a red or yellow card

Sending-off offences include (but are not limited to):

- delaying the restart of play by the opposing team e.g. holding onto the ball, kicking the ball away, obstructing the movement of a player
- deliberately leaving the technical area to:
 - show dissent towards, or remonstrate with, a match official
- act in a provocative or inflammatory manner deliberately throwing/kicking an object onto the field of play

Intermediate Referee Course

- entering the field of play to:
 - confront a match official (including at half-time and full-time)
 - interfere with play, an opposing player or match official
- physical or aggressive behavior (including spitting or biting) towards an opposing player, substitute, team official, match official, spectator or any other person
- receiving a second caution in the same match
- using offensive, insulting or abusive language and/or action(s)
- violent conduct

In AYSO, the coaches' technical area is defined in the National Rules & Regulations, as follows: "The coaches' technical area on each side of the halfway line shall be marked by two lines off the field of play and perpendicular to the touch line. The area shall be as long as the diameter of the center circle. Where possible, the coaches' technical area shall include two additional lines, with one line parallel to and at least one yard from the touch line, and a second parallel line no more than three yards from the touch line." Each coach must "Remain within the coaches' technical area during the match; a maximum of two coaches is permitted for each team."

Many coaches are not familiar with what is the coaches' technical area. If a coach is out of their area, a good way to introduce the topic is to ask the coach, "Coach, are you familiar with something called the coaches' technical area?" If they say no, then briefly explain that can move no further than the width of the center circle.

11. Cards are to be shown to players, substitutes, substituted players and coaches while they are on the field or in the technical area. Misconduct that occurs at other times (say in the parking lot after the match) should be noted and reported to the appropriate authority (the Region, Area or Section).
12. Cautions and send-offs can come about as a result of poor management by the referee. A friendly word or stern warning early on will often preempt the need for cautions and send-offs later in a match.
13. Warnings and cautions issued during the match to players, substitutes, and coaches are not carried forward into kicks from the penalty mark (new in 2020-2021).

J. CONCLUSION

1. Review – Briefly review offenses misconduct and foul play
2. Confirm – Respond to questions or ask additional questions relating to fouls misconduct and appropriate restarts. Examples of such questions are:

Q: What is the offense when a player commits a reckless tackle against an opponent?

A: DFK and Misconduct (Unsporting behavior).

Intermediate Referee Course

Q: What is the offense if a player forcefully strikes an opponent while they are competing for the ball?

A: Serious foul play.

Q: What is the offense if a player strikes another player while waiting for a corner kick to be taken?

A: Violent conduct.

3. Bridge to next lesson, if appropriate, perhaps as follows: "The referee has many opportunities during a match to make the proper call and earn the players respect. Calling fouls properly and handling misconduct quickly and efficiently are clearly key opportunities. Fast play often challenges both the referee and assistant to make the proper offside judgment. In the next lesson we will revisit Offside.

III. Offside – Intermediate (Module 16)

a. DESCRIPTION

1. Duration: 60 minutes
2. In this lesson we will reinforce training and experience obtained by referees in understanding and applying Law 11 (Offside) with emphasis on the Assistant Referee's role in (a) maintaining positioning with the second to last defender or ball, whichever is closer to the goal line and (b) recognition of participation.

b. GOALS

1. Review and confirm knowledge of the basic components of offside: offside position and offside offense along with the exceptions (goal kick, throw-in, and corner kick).
2. Review referee and assistant referee duties and signals for offside
3. Cover proper restart after an offside offense
4. Emphasize
 - a. Assistant Referee positioning
 - b. Understanding and applying the concept of participation in active play by a player in an offside position

c. STUDENT MATERIALS

1. IFAB Laws of the Game
2. AYSO Referee Guideline

d. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Digital projector and screen
2. Flip chart, dry or chalk board with markers or chalk
3. Assistant referee flags
4. PowerPoint presentation and laptop computer

e. LIST OF ATTACHMENTS

None.

Intermediate Referee Course

f. INTRODUCTION

1. Introduce self and co-instructors
2. Introduce topic
3. This module is a continuation of the material presented in the Regional Referee course. We'll begin by reviewing the requirements for offside, we'll move through several simple and more complicated situations. This is good opportunity to add video of offside decisions from youth matches if available.

Note to instructor: There are a variety of methods for presenting this module including visual aids, game field boards, PowerPoint presentations, dry erase boards, outdoor demos, and video. It is also important to check the knowledge level of the students and make certain that the presentation is appropriate.

g. Recognizing Offside Offenses

1. Briefly review and confirm knowledge of player's offside position.
 - a. If the player is in the opponent's half of the field—excluding the halfway line; and
 - b. the player is closer to the opponents' goal line than the ball ("ahead of the ball"); and
 - c. the player is closer to the opponents' goal line than the second-to-last defender, that player is in an offside position.

2. It is not an offense to be in an offside position

The hands and arms of all players, including the goalkeepers, are not considered. For the purposes of determining offside, the upper boundary of the arm is in line with the bottom of the armpit so the shoulder is now a playable part of the body and must be considered when determining offside position.

3. Briefly review and confirm a player in an offside position at the moment the ball is played or touched by a teammate is only penalized on becoming involved in active play by:
 - a. interfering with play (touching a ball that has been touched or played by a teammate), or
 - b. interfering with an opponent by
 - i. preventing an opponent from playing or being able to play the ball by clearly obstructing the opponent's line of vision or
 - ii. challenging an opponent for the ball or
 - iii. Clearly attempting to play a ball which is close to them when this action impacts on an opponent or
 - iv. Making an obvious action which clearly impacts on the ability of an opponent to play the ball

Intermediate Referee Course

- c. Gaining an advantage by playing the ball or interfering with an opponent when it has:
- rebounded or been deflected off the goalpost, crossbar, match official, or an opponent.
 - been deliberately saved by any opponent.

A player in an offside position receiving the ball from an opponent who deliberately plays the ball including by deliberate handball is not considered to have gained an advantage unless it was a deliberate save by any opponent.

A 'save' is when a player stops, or attempts to stop, a ball which is going into or very close to the goal with any part of the body except the hands/arms (unless the goalkeeper within their own penalty area).

4. There is no offside offense if a player receives the ball directly from: a goal kick, a throw-in, or a corner kick
5. If an offside offense occurs, the referee stops play and awards an indirect free kick to the opposing team at the spot where the offside player got involved in active play. It is possible that this location could be in the offside player's own half of the field.

h. MAKING THE OFFSIDE CALL

Instructors should prepare various offside scenarios and visual aids and use different methods of emphasizing this concept. The following are questions or situations that may be used in confirmation.

1. Situation 1: Blue player A carries out a lone attack on the opponents' goal, and is defeated by the red goalkeeper who has cleared the ball down field. Blue player A is near the intersection of the red goal area line and goal line when blue player B intercepts the goalkeeper's clearance near to the penalty area line and shoots the ball into the goal. Is blue player A in an offside position?

Yes.

- a. Is blue player A penalized for being in that offside position?

No.

- b. Why is blue player A not offside?

Because he/she was not involved in active play.

- c. Use the same scenario except now the shot taken by blue player B hits the
Offside – Intermediate

Intermediate Referee Course

goal post and deflects towards blue player A, who traps the ball.

Is blue player A now penalized for being in an offside position?

Yes. Player A gained an advantage from being in an offside position.

2. Situation 2: The blue team is attacking the red goal against a strong wind. A shot on goal goes over the goal line. When the red team takes the goal kick, all of the blue players except the goalkeeper are in the red half of the field. There are two red players in the blue half of the field. The red goal kick reaches one of the two red players. The red player dribbles the ball down field and shoots it into the blue goal. Has a goal been scored?

Yes.

- a. Were the red players in an offside position?

Yes.

- b. Why were they not offside?

Players cannot be offside if they receive the ball directly from a goal kick.

- c. What are the other two restarts where a player in an offside position will not be ruled offside if they receive the ball directly?

Corner kick and throw-in.

i. REFEREE AND ASSISTANT REFEREE POSITIONING AND SIGNALS

1. Positioning

- a. Instruct the class that with every pass of the ball by the attacking team the referee should be glancing toward the lead assistant referee to check for an offside flag. If the AR does not immediately raise the flag, the referee should either keep the AR in view or continue to glance over periodically in case participation occurs and the AR signals offside with a “delayed” flag.
- b. Instruct the class that the assistant referee continues to move with the second-to-the-last defender or the ball, whichever is closer to the goal line at all times, even if an attacking player is found to have been in an offside position at the moment the ball was last played or touched by a teammate. When the AR determines that the player in an offside position has participated in active play, the AR should then raise the flag to indicate that an offside offense has occurred. If the AR is not sure that an offside offense has occurred, the AR should keep the flag down.

Intermediate Referee Course

2. Signals

- a. Have the class demonstrate the AR's actions upon hearing the referee's whistle and seeing the signal for the restart: First, the AR should run back to the position where the offside attacker got involved in active play; if that position is in the offside attacker's own half of the field, stop at the halfway line. Then, point the flag to signal the appropriate third of the field where the restart will occur. Ensure the class recognizes that *the AR should hold the flag in this position only until the referee has seen it* – this signal is for the referee only; few others on the field understand it. The AR should then remain at this position on the field with the flag at the side until the ball is positioned properly and then move into position for the restart.
- b. Discuss in what situations the AR should drop the flag without the referee's whistle

3. Practical Ideas for Assistant Referees

- a. ARs need to be continually monitoring for offside position and offside offenses.
- b. ARs must be in alignment with the second-to-last defender or the ball, whichever is closest to the goal line in the AR's half of the field. Occasional glances at the ball is fine, but don't be a ball watcher.
- c. ARs need to be on high alert when seeing a player in an offside position when play is moving towards the AR's half of the field.
- d. ARs need to use the "wait and see" approach to determine if a player in an offside position is going to become involved in active play. Once active play is seen, raise the offside flag.
- e. "Slow flag better than fast flag." Exception: imminent collision between attacker and goalkeeper.
- f. If an attacker in an offside position is moving towards the ball, and no teammates are coming from an onside position, and the ball is many yards away and not yet playable, go ahead and raise the offside flag. (LOTG, diagram on page 204: "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 onside position has the opportunity to play the ball.")
- g. If the AR's flag is not immediately seen by the referee, the AR must maintain the signal until it has been acknowledged or the ball is clearly in the control of the defending team. (LOTG, Body language, communication and whistle)

j. CONCLUSION

1. Review briefly:

- a. The basic elements of offside offenses
 - i. Player in offside position
 - In opponents' half

Intermediate Referee Course

- Ahead of the ball
 - Nearer to goal line than 2 opponents
 - ii. Actively involved in play after ball last played or touched by a teammate
- b. A player is not guilty of an offside offense if:
- i. In their own half of field
 - ii. Two opponents are closer to the goal line
 - iii. They are first to receive the ball from a TI, CK and GK
 - iv. Not involved in active play
- c. Referee and Assistant Referee Duties
- i. Correct position and mechanics
 - ii. Frequent eye contact
 - iii. Understanding the meaning of “Active involvement”
 - iv. Understanding the meaning of “Gaining an advantage”
2. Confirm knowledge with questions such as:
- a. Is being in an offside position a violation of the Offside Law? *No*
 - b. Name a restart from which the first player to receive the ball cannot be called for offside. *TI, CK and GK*
 - c. Should offside be called when a pass to a teammate in an offside position first bounces off of an opponent? *Yes*
 - d. Should offside be called if an opponent attempts to pass the ball back to their goalkeeper and it is intercepted by an opposing team player who was in an offside position at the moment the ball was passed? *No*
 - e. Should offside be called if a player shoots the ball at the opponent’s goal rather than passing the ball to a teammate who is clearly in an offside position? *It depends upon whether or not the teammate is actively involved in the play or gains an advantage by being in that position.*
3. Bridge to next lesson, if appropriate, perhaps as follows: “Because offside decisions are often very close calls, players, coaches and spectators often disagree with the referee team’s decision. In the next lesson we’ll discuss methods for interacting with coaches and dealing with inappropriate behavior from the sidelines.”

IV. Interaction with Coaches and Spectators (Module 17)

A. DESCRIPTION

1. Duration: 70 minutes
2. This lesson presents the referee as a role model who sets the tone of a match with strong influence on the behavior patterns developing in young players. We review techniques for referee interaction with coaches and spectators.

B. GOALS

1. Stress importance of the referee modeling appropriate authority figure behavior
2. Provide attendees with an understanding of how the referee can set the tone
3. Use the characteristics of 12U players to help manage the match
4. Practice techniques to use when interacting with players and coaches
5. Emphasize the importance of early intervention by referees when problems begin outside the touch lines and provide options for dealing with the inappropriate behavior by spectators.

C. STUDENT MATERIALS

Printed copies of each scenario

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Chalkboard, whiteboard or flip chart.

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

1. Introduce self and co-instructors
2. Explain that the class objective is to provide training in the art of refereeing with emphasis on coach, player and spectator interaction.
3. In the first lesson of this course, we discussed characteristics of 12U players. In this lesson we'll learn how that understanding can help us interact with those players and reach successful outcomes during difficult situations.

The Laws of the Game tell us:

“The decisions of the referee, and all other match officials, must always be respected” (Law 5). “All those in authority, especially coaches and team captains, have a clear responsibility to the game to respect the match officials and their decisions” (The philosophy and spirit of the Laws).

Intermediate Referee Course

G. MODELING APPROPRIATE BEHAVIOR

1. The referee is an authority figure for all involved, especially for the young players present.
2. Knowledge, confidence, and professionalism contribute to the referee's overall "field presence"
3. The referee is a role model who earns the respect of the match participants and spectators by using appropriate behavior. Earned respect makes dealing with problems easier and more successful.

H. SETTING THE TONE FOR THE MATCH

1. A referee's personality style (friendly, firm, controversial) sets the tone for the match. Players react to the style, either positively or less so.
2. Solicit from the class situations where the referee's behavior either hurt or helped their ability to officiate the match. What was special about that particular behavior? Guide the class to consider the following referee behaviors and which works best:
 - a. Uncertain and lacking confidence
 - b. A "Little Dictator," controlling and demanding
 - c. Professional, businesslike and friendly but firm

I. DEALING WITH INAPPROPRIATE BEHAVIOR

Cover these proactive and practical tips.

1. Referee Responsibilities
 - a. Begin positive communication with the coaches prior to the match
 - b. Set clear expectations with coaches and players
 - c. Be approachable and SMILE
 - d. Be consistent throughout the match
 - e. Project confidence (not arrogance) throughout the match
 - f. Support your assistant referees: receive information they provide; deal with reported problems.
 - g. Directly address problems related to players and coaches.
 - h. Work through coaches to address problems with spectators
 - i. Report any instances of abuse to your RRA
2. Assistant Referee Responsibilities
 - a. As a best practice, do not engage with spectators
 - b. If verbal abuse occurs, raise flag at next stoppage of play, call the referee over and report the problem.
 - c. If the abuse continues, repeat as needed

Intermediate Referee Course

J. HOW TO ADDRESS ABUSE

1. Recalibrate Expectations
 - a. Proper workplace behavior and expectations
 - b. All abuse must be reported to Regional Referee Staff (RC, RRA and RCA should keep track of reported abuse)
 - c. ANY dissent or abuse directed towards ANY referee will not be tolerated, and must be dealt with
 - d. ANY dissent or abuse directed towards a youth referee will not be tolerated (refer to Safe Haven) under any circumstances
 - e. Repercussions for dissent or abuse to a youth referee may result in greater penalties and must be dealt with immediately

2. Techniques to be successful
 - a. Remain Calm — Walk SLOWLY to the coach, do not rush
 - b. Remain Respectful — Keep the tone of the conversation respectful and productive
 - c. Be Courteous – Always say “thank you” at the end
 - d. Be Firm
 - e. Be Professional
 - f. Do not add emotion to the situation

3. What to say (overview)
 - a. Explain the problem
 - b. Outline the repercussions
 - c. Make it clear, make it their decision
 - d. Always check for understanding — “*Do you understand?*”
 - e. Always say “thank you”

Sample Dialogue to use with coaches

1. Walk slowly to the coach (do not rush)
2. “Coach your behavior right now is irresponsible, please stop. Do you understand?” (Wait for a response) “Thank you.”
3. “Coach, your behavior right now is irresponsible, and you are being cautioned for _____. If it continues you will be sent off from the match, do you understand?” (Wait for a response) “Thank you.” (Show yellow card)
4. “Coach your behavior right now is irresponsible. You are sent off from the match.” (Show red card)

Note: When issuing a caution or a send off to a coach, provide a brief explanation for the discipline. This is not a conversation and an affirmative response is all you need from the coach.

Intermediate Referee Course

Scenarios

Break into groups of no more than five. Each group should have one to scribe and another to present. There are five scenarios provided which is more than you will have time for. Choose the three that best suit your audience in advance. Give each student a printed copy of each Scenario or have it on the overhead. Allow each group ten minutes to develop a solution for managing the situation. The instructors should assist each group to ensure they actually “work” through the problem. After ten minutes have the groups present and give input. Be certain to provide the class with the AYSO recommended solution at the end of the discussion. Proceed through Scenarios 2 and 3 in the same manner

f. Scenario 1

In a 10U game tensions are high. Everyone is yelling advice and instructions at the players. The coach of the Blue team has a loud, booming voice. The coach yells louder as the game gets more exciting. As the referee, you see players on the opposing team freeze whenever this coach yells.

How can you deal with this situation? When do you start? Recommendations:

- i. This is normal enthusiasm for this coach and the effect on the players is not realized.
- ii. Step 1: The first time the coach yells and players freeze, pause, smile at the coach. Extend arms, hands open and palms down; lower hand and arms in motion which says, “Bring it down. Calm down.”
- iii. Step 2: If loud, disruptive comments continue, approach the coach at a stoppage in the game. Smile. Calmly explain to the coach the effect of the volume on players. Use the word ‘we’ and elicit the coach’s cooperation, “We need to help the kids stay focused on the play.” Suggest seeking help from the assistant coach as a reminder when getting too loud.

g. Scenario 2

You are the referee in a 12U match. The coaches of the Red team are constantly making negative remarks to and putting down their own players. You can tell that these are very inexperienced coaches.

What can you do to help these coaches and the kids? When? Where? Who should be present?

Recommendations

- i. These members of the AYSO team need help stopping their negative behavior. They may need help thinking of positive ways to comment to players.
- ii. Step 1: When the coaches begin their negative comments, pause, make eye contact and give them a questioning look as if saying, “What is this?”

Intermediate Referee Course

- iii. Step 2: If negative comments continue, approach the coaches during a stoppage in play. Smile. Bring the coaches on the field so you can speak with them privately. Acknowledge that it is obvious they are trying to help the kids. Remind the coaches that the kids learn faster if we all keep our comments positive.
 - iv. Step 3. Listen for changes in the coach comments. Acknowledge the first positive comment heard from the coach. A smile or thumbs-up will do. If needed, when play is near these coaches, the referee can make a few appropriate positive comments to the players of both teams. “Keep your feet down.” “Nice Pass.”
- h. Scenario 3

Early in the first half of a 12U match, the coach of the Blue team begins complaining about the referee's calls every time one goes against them. The referee notices parents from the Blue team are now beginning to complain.

What can you do in this situation? When and how? Who will you involve?

Recommendations:

- i. This coach needs a positive reminder of the AYSO Team concept. Remind the coach that the two of you are working together to provide a safe, fair, and fun match for the kids. Smile and say “please work with me.”
- ii. If the complaints continue, speak to the coach during a stoppage in play. Standing shoulder to shoulder say calmly, “Coach, I am asking you to stop” (warning, no card shown) or “Coach, I am telling you to stop” (caution, yellow card shown) depending on the severity and persistence of the complaints. In most cases the problem stops here. Role play with the students using the sample dialogue found on the bottom of page 31. Put up the PowerPoint slide so they can follow the model.
- iii. Always enlist the coach’s help to manage disruptive spectators. Ask the coach to speak with the parents about their behavior and then wait to restart play. The coach is responsible for their touchline but some may be hesitant to address the parents directly. If so, offer to mutually inform the parents that their job is to support the coaches and referees and positively cheer for the players in a sporting manner. Remind them of the Kid Zone.
- iv. If the misbehavior from the touchline continues, suspend the match and deal with it as persistent abuse.

Intermediate Referee Course

i. Scenario 4

In a 10U game tensions are high. The coach of the Blue team has been complaining about the calls of a youth AR even after you have had a friendly chat with and warned the coach. The coach complains louder as the game continues. You see the youth AR looking hesitant and freeze when this coach yells about any call made.

How can you deal with this situation?

Recommendations:

- i. This is not acceptable behavior, especially after the referee has had friendly talk with and warned the coach.
- ii. Step 1: The referee should stop the game and caution the coach for persistent unacceptable behavior and show the yellow card. Inform the coach of the reason for the caution.
- iii. Step 2: If disruptive comments continue, stop the game and caution the coach a second time for persistent unacceptable behavior and show the coach the yellow card a second time. Inform the coach of the reason for the caution. Then the referee will send-off the coach for receiving a second caution in the same match and will show the red card. Inform the coach of the reason for the send-off. The referee will need to file a game report with the details to inform the region. Role play with the students using the sample dialogue found on the bottom of page 31. Put up the PowerPoint Slide so they can follow the model.

j. Scenario 5

You are the referee in a 12U match. The assistant coach of the Red team is constantly making negative remarks to and putting down the players on the Blue team.

What can you do to help these coaches and the kids?

Recommendations

- i. This member of the AYSO team needs to stop this negative behavior.
- ii. Step 1: When the coach begins to make negative comments, approach the coach during a stoppage in play. Smile. Bring the assistant coach and the head coach on the field so you can speak with them privately. Remind both coaches that negative remarks to or about any players are contrary to AYSO's philosophies of good sportsmanship and positive coaching. Tell the assistant coach that they are being warned.
- iii. Step 2: If the negative comments continue, stop the game and caution the assistant coach for persistent unacceptable behavior and show the yellow card. Inform the assistant coach of the reason for the caution. If disruptive comments

Intermediate Referee Course

continue, stop the game and caution the assistant coach a second time for persistent unacceptable behavior. The referee will show the assistant coach the yellow card a second time and will state the reason for the caution. Then the referee will send-off the coach for receiving two cautions in the same match and will show the red card. The referee will need to file a game report with the details to inform the region.

- iv. Step 3: If the behavior in your opinion is abusive, insulting, or offensive, stop the game and send-off the assistant coach for offensive, insulting or abusive language/action and show the red card. Inform the assistant coach of the reason for the send-off. The referee will need to file a game report with the details to inform the region.

K. DEALING WITH PERSISTENT ABUSE. A friendly approach should be the first alternative to dealing with problems from coaches and spectators. In the overwhelming majority of situations, this will be enough. However, sometimes a friendly approach in dealing with problem coaches and spectators does not work and the referee must respond appropriately to the behavior. Referees need to know that they have AYSO's support in dealing with such situations.

1. Warnings, cautions and send-offs of coaches. Referees should be assured that they have the ability to warn, caution (show a yellow card) and send-off (show a red card) coaches as stated in the Laws of the Game. This was addressed earlier in the course under Fouls and Misconduct.
2. Suspension or termination of game. When the situation gets out hand and abuse disrupts the match, the referee can and in some cases should suspend or terminate the game. In cases of possible termination, it is advisable to inform the abusive parties that unless the unacceptable behavior is changed immediately, the game will be terminated. Restart the match only if the unacceptable behavior is remedied which may require the removal of the offending individual(s). The game should be terminated if the unacceptable behavior reoccurs after restarting the match.

L. CONCLUSION

1. Review

- a. Referees are role models and set the tone for the match by interacting appropriately with players, coaches and spectators.
- b. Referees are guardians of the game using the concept of the AYSO Team, and understanding the characteristics of the age group involved.
- c. Referees must manage problems outside the touch lines.
- d. Sometimes referees must take more drastic actions for the protection of the players and volunteers (including the referees and assistant referees).
- e. The tools and methods of dealing with problems outside the touchlines are within the referee's authority as prescribed by the Laws of the Game and AYSO.

Interaction with Coaches and Spectators

Intermediate Referee Course

2. Bridge to next lesson perhaps as follows: “We just learned how important the art of communication is for a referee. In the next lesson we’ll talk about the importance of and give you tools for communicating within your referee team.

Intermediate Referee Course

V. The Referee Team and Diagonal System of Control (Module 18)

A. DESCRIPTION

- A. Duration: 140 minutes
- B. Introduce the Diagonal System of Control (DSC) including positioning, responsibilities, and communication between referee and assistant referee as well as making adjustments when officiating alone.

B. GOALS

- A. Understand the mechanics of the DSC including positioning, responsibilities, and communication between referee and assistant referee
- B. Understand how proper attention by the referee team to pre-game, halftime, and post-game activities contributes to a successful match.

C. STUDENT MATERIALS

- A. Pregame Handout
- B. Practical Guidelines for Match Officials in the LOTG

D. INSTRUCTOR EQUIPMENT AND MATERIALS

- A. Chalkboard and chalk or whiteboard and dry erase markers or flipchart
- B. Port-a-Field (felt or magnetic)
- C. Outdoor soccer field (mini-field is preferable)
- D. Fieldwork Reference Sheet
- E. Field Work PowerPoint for optional exercises and drills to improve movement and mechanics

E. LIST OF ATTACHMENTS

None

Intermediate Referee Course

F. INTRODUCTION

Note to instructor: This lesson is best taught by starting in the classroom with the lecture sessions and then moving to a gymnasium or small outdoor field for the “walk-through” demonstration of restarts and DSC positioning.

- A. Introduce self and co-instructors
- B. Explain the objective of this session is to introduce the basic elements of the DSC including positioning and communication, and in doing so, to review both restarts and the duties of the referee and assistant referees.
- C. In our earlier lessons we found referees can sometimes create their own problems. We also saw that once the referee is able to command the respect of the players, coaches, and spectators the job of managing difficult situations becomes easier. One of the simplest ways for the referee to avoid problems and gain respect is to call a good game. The DSC is simply the best method of match control. Understanding it and using it properly will assist the referee in being in the right place at the right time to make the right call.

G. DUTIES, RESPONSIBILITIES AND RELATIONSHIPS

Note to instructor: It is recommended that one of the following methods be used to present this material: (1) guided participation to allow the students to outline the provisions of the Laws or (2) have the students either individually or in small groups develop a “job description.” As the students discuss their work, extract the provisions of Laws 5 and 6.

- A. Introduction/motivation for topic
 - a. The referee and assistant referee get their duties and responsibilities from the LOTG. Where? Laws 5 and 6. It’s important we understand both the scope and limits of those powers.
- B. Duties of the Referee (Law 5)
 - a. Enforces the Laws of the Game
 - b. Controls the match in cooperation with the assistant referees and, where applicable, with the fourth official. They are a team!
 - c. Ensures that all balls used meet the requirements of Law 2
 - d. Ensures that the players’ equipment meets the requirements of Law 4
 - e. Acts as timekeeper and keeps a record of the match

Intermediate Referee Course

- f. Has discretionary power to stop, suspend, or abandon the match
 - i. “stop” means play will continue as soon as a restart is indicated.
 - ii. “suspend” means play will not continue until conditions the referee has stipulated have been satisfied.
 - iii. “abandons” means the match is over.
- g. Has discretionary power to stop, suspend, or abandon play because of outside interference of any kind
- h. Stops for injury. In AYSO this means at any time
 - i. Ensures that any player is bleeding from a wound leaves the field of play
 - j. Allows play to continue when the team against which an offense has been committed will benefit from such an advantage but penalizes the original offense if the anticipated advantage is not gained or maintained at that time. (This is the advantage clause. “Advantage” was discussed in Lesson II.)
- k. Punishes the more serious offense when a player commits more than one offense at the same time
- l. Takes disciplinary action against players and team officials guilty of cautionable and sending-off offenses. The referee is not obliged to take this action immediately but must do so when the ball next goes out of play
- m. Takes action against team officials who fail to conduct themselves in a responsible manner and may dismiss them from the field of play and its immediate area
- n. Acts on the advice of (neutral) assistant referees regarding incidents which were not seen
- o. Ensures that no unauthorized persons enter the field of play
- p. Restarts the match after it has been stopped
- q. Provides the appropriate authorities with a match report which includes information on any disciplinary action taken against players and/or team officials and any other incidents which occurred before, during or after the match.

Quote AYSO Rules and Regulations I.D.3, and emphasize the need for referees to stay out of the way as much as possible. Referees should define their roles in three basic words: Safe, Fair, and Fun.

C. Duties of the Assistant Referee

- a. Indicates when the ball has passed out of the field of play
- b. Indicates which side is entitled to a corner kick, goal kick, or throw-in

Intermediate Referee Course

- c. Indicates when a player may be penalized for being offside.
- d. Indicates when a substitution is requested.
- e. Indicates when misconduct has occurred out of sight of the referee.
- f. Assists the referee to control the game. Most commonly, this includes helping with pre-game duties and confirming goals.

Emphasize that when supplying information to the referee, assistant referees simply inform; the referee decides.

H. THE DIAGONAL SYSTEM OF CONTROL

- A. Introduce the module by asking what the referee team needs to monitor in every match. Answers should include: Goal/ no goal – fouls/misconduct – offside – ball in/out of play and restarts – technical infringements with restarts.
- B. Provide a brief history of the diagonal system of control.
 - a. Officials in the game of soccer began as representatives of the teams.
 - b. Soon an arbiter was needed. This person stood off the field and the team representatives referred to them when they could not agree.
 - c. Eventually the referee was brought onto the field and the other two assisted from the touch lines.
 - d. As professional players began to commit more unsporting acts, the diagonal system was developed to facilitate control of the game.
- C. FIFA examined many systems of control: one, two, and three officials. The DSC is the most widely used system. It is the only system recognized by FIFA, US Soccer, and AYSO.
- D. The AYSO Coaching Program teaches the “Objectives of Soccer” in order for players to begin to make intelligent decisions on the field. Referees should understand these basic objectives covered in Lesson I.
- E. Show the basics of referee and assistant referee movement in dynamic play.
 - a. left and right diagonals
 - b. the referee generally attempts to trail play within 10-20 yards, staying out of the way but be close enough when a decision is needed
 - c. officials “box play” by keeping the ball and play between the referee and an assistant referee
 - d. the “zone of transition” is where possession of the ball shifts quickly from one team to the other and often leaves the referee ahead of the ball
 - e. “delayed rotation,” a momentary delay by the referee allows play to move ahead as the referee rotates behind play (out of the way)
 - f. anticipation of the “next area of play”
- F. Demonstrate assistant referee position in relation to the referee in dynamic play

The Referee Team and Diagonal System of Control

Intermediate Referee Course

- a. Always even with the second to last defender unless either:
 - i. The ball is beyond the second to last defender (closer to the goal line) in which case the AR is to be even with the ball; or
 - ii. The second-to-last defender is at the halfway line or in the other half of the field and the ball is in the other half of the field, in which case the AR is to be at the halfway line
 - b. The AR with whom the referee is currently “boxing play” is generally ahead of the ball and is referred to as the “lead AR.” The other, who is watching the players behind the referee, is referred to as the “trail AR.”
- G. Demonstrate referee and assistant referee positioning for restarts.

a. Throw-in (TI)

Referee: The referee takes a position in the direction the throw-in will be made. This is almost always in the thrower’s attacking direction and in younger players’ games it is nearly always down the touch line. As in all restarts, the referee should take a position within 10-to-20 yards from the area the ball is expected to land and without interfering with players’ ability to play the ball.

AR: When the throw-in is taken in the thrower’s defensive half of the field, the trail AR should take up a position even with the second-to-the-last defender. If the thrower is closer to the goal line than anyone else beside the goal keeper, the AR should be a few yards closer to the goal line than the thrower, ready to assume a position even with the second-to-last defender after the throw-in is taken.

When the throw-in is taken in the thrower’s attacking half of the field, the lead AR should take up a position even with the second-to-last-defender.

The AR can often assist the referee by indicating to the thrower with the open (non-flag) hand the proper location for the taking of the throw-in.

b. Goal kick (GK)

Referee: The referee should assess the distance the ball is expected to travel, given the age of the players and (as the game progresses) where the ball has gone on earlier goal kicks. The referee back-peddles into position making a quick scan of the players to judge where the ball is likely to go. Having done so, the referee should take a position 10-to-20 yards roughly parallel to or ahead of this position. Be prepared for the ball to be played short as well.

Intermediate Referee Course

AR: The AR should first stand at the 6-yard line until satisfied that the ball has been placed correctly for the goal kick. Then, quickly move into position to judge offside since the ball is in play once it is kicked and clearly moves

c. Corner kick (CK)

Referee: For a corner kick taken from either corner the referee should take a position near the edge of the penalty area close to the penalty arc. A variety of positions along the top of the penalty area are common depending on the players' age and level of play. The referee should ensure that the ball is properly placed. Have a clear view of the goalkeeper, the lead AR, players in front of the goal, as well as players of concern for that match.

In all instances, the referee should not take up a position inside the penalty area where the ball can rebound from a player and strike the referee.

AR: The AR's position for a corner kick is behind the corner flag in line with the goal line and not in the way of the player taking the corner kick. The AR should ensure that the ball is properly placed.

d. Kick-off (KO)

Referee: The referee should generally take up a position outside the center circle looking through the ball to the lead AR. Be aware of where the ball may be played and change position accordingly.

AR: Both AR's should take up a position even with the second-to-the-last defender.

e. Direct free Kick (DFK) and Indirect free kick (IDFK)

Referee: As discussed in section 4.f above, the referee should always be anticipating the next zone of active play. The referee has no better opportunity during a match to do so than at a stoppage for a restart. Generally, the referee should take a position 10-to-20 yards from this expected location.

AR: The lead AR should take up a position even with the second-to-last defender unless otherwise instructed by the referee. However, be ready to follow the ball by moving down the touchline towards the corner flag if there is a direct shot on goal.

Intermediate Referee Course

f. Penalty kick (PK)

Referee: Identify the kicker (observe who comes to take the kick). Assure the kicker places the ball on the penalty mark. After the ball is placed by the identified kicker, the referee should take a position near the penalty mark (12 yards from the goal line on a full-size field; 10 yards on a 12U field) and to the side of the ball. The referee should experiment with different positions within a radius of six yards around this spot. The objective is for the referee to be able to see the kick taken and look for encroachment of the other players.

AR: The AR must be positioned at the intersection of the goal line and the penalty area. The AR looks for goal keeper movement. One foot must be on or in line with the goal line until the kick is taken. In the pre-game discussion between referee and AR's, identify what signal the AR is to use to indicate encroachment by the goalkeeper.

g. Dropped ball (DB)

Referee: The referee drops the ball at the location as indicated by Law 8. The referee generally faces the center of the field with the back to a touchline. The ball is supported from beneath in one hand and held at the player's waist height. At the appropriate moment the referee quickly removes the hand from beneath the ball and the ball falls to the ground without any additional force applied.

The ball is in play when it hits the ground. If the player touches the ball before it hits the ground, the dropped ball is retaken.

The ball is dropped for the defending team goalkeeper in their penalty area if, when play was stopped: the ball was in the penalty area or, the last touch of the ball was in the penalty area.

In all other cases, the referee drops the ball to one player of the team that last touched the ball at the position where it last touched a player, an outside agent or, as outlined in Law 9.1, a match official.

All other players (of both teams) must remain at least 4.5 yards from the ball until it is play.

AR: Both AR's should take up a position even with the second-to-last defender unless otherwise instructed by the referee. The lead AR should be ready to follow the ball by moving down the touch line towards the corner flag.

Intermediate Referee Course

PRE-GAME, POST-GAME AND HALFTIME ACTIVITIES

H. Pre-Game Discussion

Note to instructor: It is recommended that one of the following methods be used to present this material: (1) guided participation to allow the students to outline the provisions of the pre-game or (2) demonstration by assistant instructor or students.

- a. Indication of diagonal to be used by referee and assignment of senior assistant referee. By convention, if at any time the referee is unable to continue, the senior referee will take over.
- b. Review the duties, communication, and responsibilities for:
 - i. Offside
 - ii. Set Plays: goal kicks, throw ins, corner kicks, free kicks near the goal
 - iii. Special communication, e.g., questionable goal or assistant referee requesting a conference with the referee
 - iv. Offenses indicated by the assistant referees
 - v. Timekeeping and score keeping responsibilities
 - vi. Substitution control
 - vii. Handling misconduct
 - viii. Special instructions

Emphasize that the referee and assistant referees are a team that should support each other. Authority for ultimate decisions is vested in the referee; however, each member of the referee team is equal in importance to the match.

I. Half-Time Discussion

- a. Enter and leave the field together as a team
- b. Update game cards with correct scores, cautions, send offs, etc.
- c. Compare notes on how the game is going.
 - i. Discuss any issues that have come up and determine if any changes in activities or instructions are needed.
 - (a) Should it be tightened up, loosened or kept the same?
 - (b) Are there any problem players to watch?
 - (c) Any behavioral issues with coaches or spectators?
 - (d) Exchange of information between ARs in preparation for the teams switching direction in the second half; does a team run a trap?
- d. What should the referee team expect in the second half?
- e. Hydrate and stretch

Intermediate Referee Course

J. Post-Game Activities

- a. Complete game cards
- b. Monitor the handshake
- c. Enter and leave the field together as a team
- d. Complete Misconduct Report, if required
- e. Analyze the game with ARs
 - i. Is there anything you should have done differently?
 - ii. Is there anything you did that worked well?
 - iii. The goal is always to improve future performance

I. REFEREE AND ASSISTANT REFEREE COMMUNICATION

Note to Instructor: It is important to stress the importance of team work and good mechanics. As referees and assistant referees work higher level matches clear, crisp signals and professional communication are both expected. The Intermediate Referee is a role model and is held to a higher standard. Incorporate the activities in the Field Work PowerPoint to get them outside and moving. This is the time to improve mechanics.

- A. Referees' decisions need to be communicated clearly. These decisions are signaled with a whistle and accompanying arm signal. Assistant referees use flags to communicate their judgments. In the LOTG near the end is the Practical Guidelines for Match Officials for the currently approved signals. Demonstrate the following referee and assistant referee signals.
 - a. Assistant referee always carries the flag in the hand closest to the referee when moving along the touchline
 - b. When signaling, the assistant referee must stop and face the field. The flag is always in the appropriate hand such that the arm never crosses the body
 - c. Assistant referee movement is most commonly side-stepping, but the AR must turn and run when necessary
- B. Cover communication techniques between referee and assistant referee
 - a. "Ready to start" before each kick off

The referee assumes position for the kick-off and establishes eye contact with each assistant referee. Assistant referees, when ready, unfurl their flags, holding them straight down in the hand closest to the referee.

Intermediate Referee Course

b. Ball still in play

Assistant referee moves with play offering no signal or offers an agreed upon signal such as a subtle motion with the free hand.

c. Offense seen by lead assistant referee

Raise the flag vertically and wave slightly. After the referee stops play, signal the direction of the restart with the flag at 45 degrees above horizontal

d. Offense seen by trail assistant referee

Raise the flag vertically and wave slightly. If the referee does not see the trail assistant referee's signal, the lead assistant referee replicates the signal. After the referee stops play, the lead assistant referee points with the free hand at the trail assistant referee. This communication should be used for serious breaches of the Laws such as misconduct, which is important for the referee to handle immediately.

e. Offense inside the penalty area, indicated by the referee.

i. IDFK: The referee blows the whistle and indicates the direction of the kick and then indicates indirect free kick with the arm held straight up

ii. PK: Referee blows the whistle, points clearly to the penalty mark ("clearly" may require the referee to run to the penalty mark while pointing to avoid misinterpretation of a goal kick signal), and moves into position to supervise the taking of the kick.

iii. PK: If the referee needs help deciding whether the foul was inside the penalty area, the referee stops the game and looks to the assistant referee for information while moving to the spot of the offense. The assistant referee follows the pregame instruction from the referee to indicate penalty kick or DFK.

f. Direct free kick offense signaled by the assistant referee

i. Raise the flag vertically, make eye contact with the referee and wave slightly.

ii. If the referee does not see the signal, the assistant referee should hold the signal 3-5 seconds, then lower the flag and resume normal positioning.

iii. If the referee stops play, signal the direction of the restart with the flag at 45 degrees above horizontal.

g. Offense meriting a penalty kick seen by the assistant referee.

i. First make eye contact with the referee then signal with the flag straight up and a slight wave. When the referee stops play, the assistant referee moves down the touchline towards the corner flag.

Intermediate Referee Course

- ii. If the referee does not stop play, the assistant referee must decide whether the flag signal has not been seen or has been seen and dismissed.
- iii. If the assistant referee decides the referee does not wish to stop play for a penalty kick, the assistant referee should lower the flag and resume appropriate positioning.
- iv. If the signal is not immediately seen by the referee, the assistant referee should hold the flag for 3-5 seconds, long enough to afford the referee an opportunity to see and respond to the signal.
- v. If the referee does not acknowledge the signal, the assistant referee should lower the flag and resume normal positioning.
- h. Indirect free kick signaled by the assistant referee
 - i. Raise the flag vertically and wave slightly. After the referee whistles, signal the direction of the restart with the flag at 45 degrees above horizontal. A prearranged signal or gesture communicates "Indirect" such as holding the free hand in front of the chest in a mini IDFK signal.
 - ii. If the indirect free kick is to be taken by the attacking team near the opponent's penalty area and the ball might be kicked directly into the goal, the referee may ask for assistance.
- i. No offense
 - Establish eye contact between the referee and assistant referee. "No flag signal" is the recommended communication from the assistant referee. Normal movement with play indicates no offense.
- j. No offside (assistant referee is indicating to referee)
 - Assistant referee moves with play offering no signal, or offers an agreed upon signal such as a slight motion with the free hand.
- k. No offside (referee decides not to penalize and overrules assistant referee)
 - Wave down the assistant referee's offside flag signal with an agreed upon signal, such as lowering the outstretched arms or showing a subtle, "thumbs up."

Intermediate Referee Course

I. Obvious goal.

Eye contact between the referee and assistant referee. AR runs toward halfway line 10-15 yards. Referee signals for goal by pointing arm towards center circle.

m. Goal, but not obvious.

Eye contact between the referee and assistant referee. AR stands at attention at corner flag with flag straight up. Referee upon seeing the flag blows whistle to stop play. AR runs toward halfway line 10-15 yards. Referee signals for goal by pointing arm towards center circle.

n. No goal; ball failed to enter the goal

Eye contact between the referee and assistant referee, assistant referee offers no flag signal, or offers an agreed-upon signal such as a slight motion with the free hand in the direction of play

o. No goal; ball entered goal and the player scoring the goal was offside

Eye contact, the assistant referee indicates with an offside signal. It may help for the referee to verbalize that there was no goal.

p. No goal; an attacker fouled or an attacker other than the scorer was in an offside position and was involved in the active play

The assistant referee stands in place at attention at the corner flag, no flag signal. Use this communication whether the players move to positions for a kick-off or the referee stops play. The referee considers information from the assistant referee and signals the appropriate restart.

q. Time remaining

Show the appropriate number of fingers held against the shorts, pointing down. If this signal is difficult to see, the fingers may need to be shown against the shirt, slightly above waist level

r. Time expired

Use a prearranged signal such as a closed fist on the shorts, the fist covering the referee badge, or hand covering the watch.

s. "I don't know"

Eye contact; use a prearranged signal, which may be as simple as no flag direction or a slight shrug of the shoulders

Example: The referee knows the ball went out of play over the touch line but could not determine which team last touched it. The referee's look toward the assistant referee is the prearranged request for information. The assistant referee did not see who touched the ball last and communicates this by not giving a direction for the throw-in. (A blank stare works)

If the assistant referee needs to inform the referee that the ball went out of play over the touchline but the referee is better placed to know who takes the

Intermediate Referee Course

throw-in, the assistant referee raises the flag vertically to indicate the ball went out of play. The referee then signals and the assistant referee mirrors it.

- t. "You decide." The referee has the final say in every match. If the AR does not provide info within a reasonable period of time, the referee must make a decision. When you really don't know, err on the side of the defenders and be consistent the remainder of the match.

Intermediate Referee Course

C. Application:

Have students practice assistant referee and referee signals using the following format as a guide.

Outside or in a large room have students practice the referee signal indicating a

- a. goal kick,
- b. corner kick,
- c. direct free kick,
- d. indirect free kick,
- e. throw-in, and
- f. goal

Correct inaccurate or sloppy signals using positive instruction.

Give each participant an assistant referee flag and ensure everyone is spread out enough to signal with the flag without anyone getting hit. Ask them to practice the following assistant referee signals.

- g. Offside
- h. Foul
- i. Goal kick,
- j. Corner kick,
- k. Throw-in, and
- l. Goal.
- m. Goal Recording and TLC – Trail AR 1st, Lead AR 2nd, Referee (Center) 3rd

Correct inaccurate or sloppy signals using positive instruction.

J. ASSISTANT REFEREE OFFSIDE DUTIES

A. Law 6 specifically states that one of the primary duties of the assistant referee is to indicate when a player in an offside position may be penalized. This important responsibility was detailed in Lesson III.

B. Review:

- a. Positioning and signaling correctly
- b. Frequent eye contact
- c. Understanding the meaning of “Active involvement”
- d. Understanding the meaning of “Gaining an advantage”

Intermediate Referee Course

K. REFEREEING WITHOUT ASSISTANT REFEREES

A. What changes when we are alone on a match?

Ideal: Referee goes deeper and wider; Reality: shallower and narrower.

Judging ball on goal line is next to impossible.

Judging close offside is extremely hard or impossible.

For older players, tight control is essential so limit use of advantage

B. Manage expectations prior to kick off. Meet with both coaches

Describe how you are handling lack of qualified AR(s)

Request them to recruit volunteer club linespersons

Remind coaches that certain calls may be missed due to lack of AR's like offside, ball in/out of play, and some fouls

Emphasize with team captains/players during equipment check or coin toss (more effective with older teams)

C. Recruit Club Linespersons and give instructions

Move along half of touchline and signal ball in and out of play ONLY with flag straight up

Show examples of ball in and out of play. Offside is not a duty

D. Instructors should discuss restart positions for throw ins, free kicks, corner kicks from both corners, and penalty kicks using a white board, magnetic board, or other visual aids.

E. The Dual System (two referees on field, each with a whistle; no ARs) is not approved by FIFA, US Soccer, and AYSO. **Never use it!**

L. CONCLUSION

A. Review

Emphasize the importance of knowing and using the Diagonal System of Control and the appropriate signals and communication techniques for referees and assistant referees. Encourage attendees to obtain and study the following publications:

- a. IFAB Laws of the Game and the AYSO Referee Guideline

B. Confirm by

- a. asking for positions in a few select situations and for AR signals in a few select situations

C. Bridge to next lesson, if appropriate, perhaps as follows: "Beyond the LOTG and Referee Guideline there are still additional requirements that we, as referees must be aware of. Some of these are found in the AYSO National Rules & Regulations that we'll discuss along with the National Referee Program in our next lesson."

VI. AYSO National Referee Program (Module 19)

A. DESCRIPTION

1. Duration: 30 minutes
2. Present an overview of the AYSO Structure, National Referee Program, and upgrade including the Intermediate Observation

B. GOALS

1. Summarize the National Referee Program
2. Summarize the AYSO Structure
3. Review the Intermediate upgrade requirements and the Observation

C. STUDENT MATERIALS

1. AYSO National Rules & Regulations
2. IFAB Laws of the Game
3. AYSO Referee Guideline
4. Student handouts

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. Computer, digital projector and screen
2. Flip chart, dry or chalk board with markers or chalk

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

1. Introduce self and co-instructors
2. AYSO is an organization. But, it is a business, too. AYSO is a non-profit business, but a business nevertheless. All businesses have organizational structure including top level management, levels of middle management and the employees at the bottom. Businesses have mission statements and rules that govern how they operate and live. So does AYSO. As referees, as members of this organization, we need to understand the organizational structure and the Program if we are to understand how to properly apply the LOTG, the Spirit of the Game and AYSO's National Rules & Regulations.

G. AYSO NATIONAL ORGANIZATIONAL STRUCTURE

The AYSO structure is an inverted pyramid since soccer is played at the Regional level and all of the resources are aimed to serve the kids.

Region – Where soccer is played and the most volunteers are active. RC, RRA, CVPA, RCA, Registrar, Safety Director, Treasurer are the seven required board positions. The RRA’s staff includes Regional Directors of Instruction, Assessment, and Mentoring.

Area – Supports the Regions. AD, ARA, ACA, Treasurer, among others. The ARA’s staff includes Area Directors of Instruction and Assessment (just like at the Regional level).

Section – Supports the Areas and Regions. SD, SRA, SCA, Treasurer, among others. The SRA’s staff includes Section Directors of Instruction and Assessment (just like at the Area and Regional level).

AYSO Office – Supports the Sections, Areas, and Regions. This is the full time professional staff at the office in Torrance.

National Board of Directors - Elected by the executive members (RC’s, AD’s, and SD’s) who govern the Organization

NRC- The National Referee Council works collectively and cooperatively with the AYSO Office professionals and Volunteer professionals to produce high quality products that support the referee community. Every year the courses are reviewed and updated to be current with the IFAB Laws of the Game and AYSO National Rules & Regulations.

H. NATIONAL REFEREE PROGRAM

1. The National Referee Program has been developed to enable the uniform application of the AYSO referee program across the country.
2. There are three component parts of the National Referee Program: Administration, Assessment, and Instruction. Briefly review as needed the essentials of each component:
 - a. Administration (to “manage” or “administer” not to “do”).
 - i. Support structure at all levels (region, area, section, national)
 - ii. Required member of the Regional Board of Directors
 - b. Instruction
 - i. Certification
 - ii. Training methods
 - iii. Evaluation
 - c. Assessment
 - i. Mentoring
 - ii. Observation

Intermediate Referee Course

I. AYSO NATIONAL RULES & REGULATIONS

To achieve consistency from referee to referee and from game to game, referees need to know and accurately apply the AYSO National Rules & Regulations. The Laws of the Game permit five modifications which are listed in the NRR.

The following policies are often misunderstood and should be emphasized:

1. Knee braces *are* allowed if adequately covered and padded such that, in the opinion of the referee, a particular knee brace is safe for a particular game.
2. Casts and splints are *NEVER* allowed at practices or games.
3. Earrings, ear studs, and other visible piercings are *NEVER* allowed. Putting tape over an earring is not acceptable. Earrings are dangerous to the wearer.
4. Soccer cleats are not required. Running shoes or other suitable, safe shoes may be worn.
5. Shoes with toe cleats are acceptable unless otherwise deemed unsafe by the referee.
6. Medical alert bracelets may be worn if properly taped down.
7. Religious headwear may be worn unless deemed unsafe by the referee.

J. CERTIFICATION REQUIREMENTS FOR INTERMEDIATE REFEREE

Discuss the requirements for becoming certified as an AYSO Intermediate Referee

MINIMUM AGE: 14 years old

GAMES: 25 as referee with at least 5 in 12U matches

TRAINING: Complete Intermediate Referee Course

TESTING: 85% or better on the Intermediate Referee exam

ASSESSMENT: Applicants for Intermediate Referee level must be observed by a Referee Assessor (or Referee Mentor) and recommended for upgrade by the Regional Referee Administrator or the Regional Director of Referee Assessment. An observation as a referee is required. An observation as an assistant referee is also recommended.

Observation is required as part of certification to Intermediate Referee. This should be a positive experience designed to emphasize referee strengths and to identify areas for improvement. Observations are conducted in a pass/fail environment. All Intermediate Referee candidates are expected to successfully complete their observation. The observation is conducted either by a qualified Assessor or a designated Referee Mentor. The RRA can designate a qualified referee to conduct the observation.

Intermediate Referee Course

K. OBSERVATION FORMALITIES

- a. Ask your Region or Area to arrange the observation
- b. They will arrange for a Referee Assessor or National Assessor (or a Referee Mentor if an assessor is not available) From page 34 of the National Referee Program Manual – “Observation of a referee for upgrade should be performed by an AYSO Referee Assessor (or National Referee Assessor); however, if a qualified assessor is not available, an observation for upgrade may be performed by a Referee Mentor.” Although the NRP manual does not specify badge level, a Referee Mentor is usually an Advanced or National Referee
- c. Have the observer sign your upgrade application
- d. Sign and date the bottom of the form as the “applicant” for upgrade
- e. Contact your Area Referee Administrator or Area Director of Assessment for final signature on your upgrade
- f. Send the completed form to your Section Referee Administrator for processing

L. THE INTERMEDIATE OBSERVATION - PURPOSES

- a. Ensure officiating competency at the level required to officiate a typical 12U regular season AYSO match
- b. Provide helpful and constructive feedback
- c. Measure the progress of officiating skills
- d. Publicly recognize officiating progress

M. THE INTERMEDIATE OBSERVATION – Expectations Leading up to the Match

- a. Dress professionally
- b. Conduct an organized Pre Game
- c. Inspect field/players
- d. Give instructions to your AR's
- e. Utilize the AYSO Team approach and be friendly to coaches, players, and AR's

N. THE INTERMEDIATE OBSERVATION – Expectations During the Match

- a. Work with the AR's and make eye contact throughout the match
- b. Display fitness, sprint, and anticipate play
- c. Show courage, character, & consistency
- d. Show knowledgeable use of the DSC
- e. Be well positioned at restarts
- f. Use approved signals and communicate clearly with a variety of whistle sounds
- g. Correctly identify offenses and their restarts
- h. Demonstrate control of the game including time, subs, and injuries

Intermediate Referee Course

O. THE INTERMEDIATE OBSERVATION - Your Assessor or Referee Mentor

- a. Wants you to succeed
- b. Is giving their time to you
- c. Provides input and advice based on their observations and experience
- d. Wants this to be a positive learning experience

P. CONCLUSION

- a. Review briefly the AYSO Structure – Region, Area, Section, AYSO Office, NBOD
 1. Referee Administrators, Instructors and Assessors at each level (region, area, section and national)
 2. Councils for referee, coach, and management
 3. Professional staff at the AYSO Office
- b. AYSO National Referee Program
 1. Administration
 2. Instruction
 3. Assessment
- c. AYSO National Rules & Regulations
 1. For consistency across the country
 2. Specify the modifications to the Laws used in the youth game
- d. The Intermediate Observation
 1. Requirements and Formalities
 2. Purpose and List of Expectations
 3. Your Assessor or Referee Mentor

Intermediate Referee Course

SUPPORTING PROGRAMS: USSF, COACH, MANAGEMENT AND TOURNAMENT COUNCILS

All AYSO disciplines are encouraged to continue their education to better support their fellow volunteers and the “Kids of AYSO” by utilizing, supporting, providing and participating in all possible training opportunities.

Referee Resources include:

1. AYSO (AYSO.org) is a National Association member of the United States Soccer Federation (USSF)
2. USSF (ussoccer.com) is the governing body of soccer in the United States and is appointed by FIFA.
3. FIFA (Federation International de Football Association) (fifa.com), the governing body of worldwide soccer
4. IFAB (International Football Association Board) (theifab.com) modifies and publishes the Laws of the Game each year
5. Referees are encouraged to visit the above web sites.
6. As referees develop questions will arise as to the correct interpretation of the Laws of the Game: Go to theifab.com
7. Note: Referees should bear in mind that IFAB Laws of the Game exclusively address the adult (18 thru 35) game. USSF addresses ALL age groups and AYSO only addresses the 18U and younger game. Since we are refereeing youth games, it is important to understand AYSO’s interpretations of IFAB and USSF directives.

COURSE WRAP-UP

Summarize for the students:

At the beginning of this course, we stated that our purpose was to train Regional Referees in all aspects of refereeing to develop skills that will allow them to officiate soccer matches that are more physically demanding and challenging under the IFAB Laws and AYSO National Rules & Regulations.

We did that.

We provided you with an understanding of tactics and strategy found in 12U matches.

You now have a better understanding of referee and assistant referee duties and responsibilities.

You understand the importance of referee team work. The referee on the field can't do it alone.

You understand how to utilize the diagonal system of control effectively.

We discussed many of the techniques and signals that enable referees and ARs to communicate effectively and correctly.

You should now have an increased knowledge of offside.

You should now be able to identify offenses and all forms of misconduct.

You now have a better understanding of how to manage interactions between yourselves and coaches and players.

You should now have a good understanding the AYSO National Referee Program. And finally, you should have become adept with the AYSO National Rules & Regulations.

1. Direct the students to additional sources of information on these websites: AYSO.org, AYSOU.org, USSOCCER.com, TheIFAB.com and FIFA.com
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 distributing "AYSO Application for Referee Certification" forms.
5. Manage signing of "AYSO Application for Referee Certification" forms.
6. Distribute course completion certificates (if applicable)