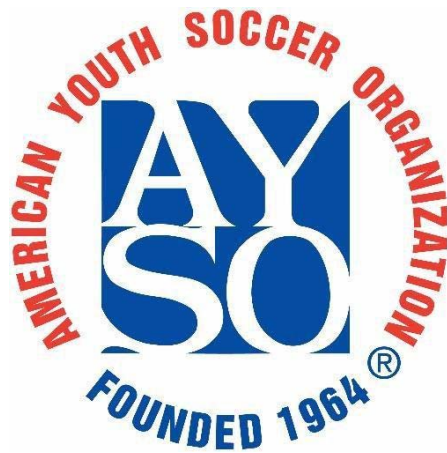


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Change History

May 16, 2017	1.0	Lesson Plan enhanced to support updated Regional Referee Certification Course online module.
July 2019	2.0	Updated for new LOTG and NRR
June 2021	2.1	Minor updates

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COURSE DESCRIPTION

This is the in-person companion course intended to be taken by entry-level referee volunteers after they completed the Regional Referee online course.

This course will provide the referees with the additional information, practical training, and experience to help them acquire the confidence to start their referee career in AYSO.

This session should take between two and three hours to complete. Good pre-course preparation will keep the session time shorter.

The requirements to be certified as a Regional Referee are:

MINIMUM AGE: 12 years old

REGISTRATION AS AN AYSO VOLUNTEER: completed with the volunteer's Region

SAFE HAVEN CERTIFICATION: completed via the online Safe Haven course

CDC CONCUSSION AWARENESS: completed via the online CDC course

Sudden Cardiac Arrest Online Course

GAMES: No minimum number of games required

TRAINING: Complete the Regional Referee Online Course and the Regional Referee Online Companion Course (this course)

TESTING: 100% on the Regional Referee Exam provided via the online course

ASSESSMENT: Not required

FITNESS TEST: Not required

TEACHING OBJECTIVES

- Confirm completion of the online Regional Referee Course. This will be accomplished quickly by using the questioning technique.
- Show the students the soccer field components (if a soccer field is available)
- Provide the students practice so they can learn and demonstrate the proper use of the whistle; correct signals for referees and assistant referees; proper positioning for referees and assistant referees; and simple communication techniques to be used in working with the coaches in support of the Stewards of the Game principles.
- Provide the students with the opportunity to ask questions about refereeing and the concepts presented in the online module and in this course.
- Provide the students with support and confidence that they will be ready to go out on the field and referee.

EQUIPMENT AND MATERIALS

- Companion Course roster
- Companion Course Lesson Plan (this document)

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- Handouts (IFAB Laws of the Game book; other handouts selected by the instructor(s))
- AYSO Application for Referee Certification for Regional Referee
- Soccer Balls (3 to 5 per every 20-30, or less, students)
- Cones (5 cones per every 20-30, or less, students)
- Corner Flags (2-4 as available)
- Field Area (preferably a soccer field with the proper markings)
- Whistles (one per student)
- Assistant Referee Flags (5 to 10 per every 20-30, or less, students)

ATTACHMENTS

- Regional Referee Course One-Sheet Summary
- Referee and Assistant Referee exercise descriptions

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INSTRUCTOR NOTES

- It is essential that the instructor is familiar with the content of the Regional Referee Online Course. This will help the instructor quickly confirm knowledge; and effectively work the exercises with the students.

REGIONAL REFEREE ONLINE COURSE OUTLINE

The topic outline for the online Regional Referee Online Course includes:

Chapter 1: Introduction to Regional Referee

Chapter 2: Pre-Game and Post Game Duties

Chapter 3: Starting the Game

Chapter 4: Stopping the Game

Chapter 5: Fouls and Misconduct

Chapter 6: Starting or Restarting Play

Chapter 7: Offside

Chapter 8: Referee Mechanics

The students must download and print a completion of their Online Regional Referee Certificate

COMPANION COURSE OUTLINE

Lesson	Duration
A - Course introduction	05 minutes
B - Online Course Knowledge Confirmation	15-25
minutes C - Set up the work space (field when available) Walk through the field (when available) and identify the field components	20-30
minutes D - Practice the use of the whistle	10-15
minutes	
E - Practice referee positioning/signals	15-20 minutes
F - Practice assistant referee signals	20-30
minutes G - Demonstrate and practice communications	20-30
minutes H – Provide “Next Steps” information	05-10
minutes	
I – Answer general questions	10-15 minutes

Note: The time needed for questions can vary significantly depending on the number of students and their experience with soccer. Instructors must be careful not to rush through student questions.

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COMPANION COURSE LESSONS

A - Course Introduction

A. DESCRIPTION

1. Duration: 05-10 minutes
2. This session acquaints the attendees with the overall plan for the course and develops an initial list of questions to be answered.

B. OBJECTIVES

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

C. STUDENT MATERIALS

1. AYSO edition of the IFAB Laws of the Game.
2. Regional Referee Course One-Sheet Summary.
3. Any handouts prepared by the instructor(s).

D. INSTRUCTOR EQUIPMENT AND MATERIALS

None as the session should be conducted on a field space (preferably a soccer field).

E. INTRODUCTION

1. Introduce yourself and any co-instructors.
2. Explain that, once they have successfully completed this course, the attendees will be certified as AYSO Regional Referees and trained to officiate in 10U and younger player matches.
3. Distribute the Laws of the Game books and handouts.

F. COLLECTION OF INITIAL QUESTIONS

1. Solicit questions from attendees, collecting questions that will be answered during the course as appropriate.
2. If a question is too advanced to address in the context of younger players' games, plan to discuss it with the questioner after the course, and note that the individual is likely already familiar with soccer.
3. If a question is too broad such as "I don't understand Offside. Could you explain it to me?" or completely unrelated to the objectives for this course, remind the students that they can go back and review the online referee course. Because they have completed the online course, they can go back and review specific Chapters or sections within a Chapter.

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B - Online Course Knowledge Confirmation

The students should have a copy of their certificate from the online regional referee course with them when they attend the Companion Course.

Use the Questioning Technique Outline listed below or something similar to confirm that the students completed the course. This will help identify any student that may not have completed the online course.

The objective is to complete the confirmation process quickly, therefore, a couple of questions related to each Chapter should accomplish the objective.

A. DESCRIPTION

1. Duration: 20- 30 minutes
2. The instructor will use this session to confirm that the students completed the online course.

B. OBJECTIVES

1. Confirm online course knowledge.
2. Identify and redirect students who have not completed the online referee course.

C. STUDENT MATERIALS

None.

D. INSTRUCTOR EQUIPMENT AND MATERIALS

None as the session should be conducted on a field space (preferably a soccer field).

Questioning Technique Outline

Develop your questions, no more than two per Chapter or use the sample questions provided below.

Chapter 1: Introduction

- Q1 Say "Raise your hand if you remember at least three of the six philosophies." Then ask a couple of the students who raised their hand (ideally all of them), "Please tell me one of the philosophies."
- Q2 Say "Raise your hand if you remember learning about the Stewards of the Game." Then ask "Who are the Stewards of the Game?"

Acceptable answers include:

"The coaches and referees."

"The referees."

"All of us" or any answer that references coaches, referees, and parents.

Chapter 2: Pre-Game and Post-Game Duties

- Q1 Say "Raise your hand if you remember one pre-game activity for the referees." Then ask a couple of the students who raised their hand, "What are the only items that a player can wear/use during the game?"

"Shirt/Shorts/Socks/Shinguards/Shoes" -- no jewelry or any other items... except for medical bracelets which must be covered with tape.

- Q2 Say "Raise your hand if you remember one post-game activity for the referees." Then ask a couple of the

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students who raised their hand, “What are two things that the referee must do after the game?”

Acceptable answers include:

“Supervise the teams’ handshakes.”

“Collect the game balls.”

“Thank the coaches.” and avoid critical discussions in front of the players and coaches.

Chapter 3: Starting the Game

Q1 Say “Raise your hand if you remember how to start the game.” Then ask a couple of the students who raised their hand, “What are two things that the referee must do to start the game?”

Acceptable answers include: “Get the players on the field.” “Call team captains.”

“Conduct a coin toss.” (The winner of the coin toss selects either which goal to attack or to kick off first.)

“Start watch before starting the game, to track the time.”

“Except for the kicker, make sure that each team is on their side of the field.”

“Non-kicking team must be outside the center circle”

“Blow the whistle to start the game.”

“Player kicks-off to start the match.”

Q2 Say “Raise your hand if you remember the four times when players may be substituted.” Then ask a couple of the students who raised their hand, “What are two times when players can be substituted?”

Acceptable answers include:

“Middle of each half.” “Middle of 1st half.”

“Middle of 2nd half.”

“Half-time.”

“In case of injury.”

Chapter 4: Stopping the Game

Q1 Say “Raise your hand if you remember some of the seven reasons why the referee may stop the game.” Then ask a couple of the students who raised their hand, “What are three reasons to stop the game?”

Acceptable answers include:

“Player injury.”

“A ball going out of play.”

“Scoring a goal.” “Committing an offense.” “Needing a substitute.” “Official time expires.”

“At any other time the referee decides to stop play.”

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Q2 Say “Raise your hand if you remember some of the steps the referee needs to take when an injury, such as a concussion, is suspected.”
 Then ask a couple of the students who raised their hand, “What are three of those steps?”

Acceptable answers include: “Blow the whistle to stop play.” “Look for the signs/symptoms.” “Call coach on field.”

**“If safe, have the player leave the field for observation/evaluation, looking for the signs/symptoms.”
 “Never move an unconscious player. Call 911 immediately.”**

Chapter 5: Fouls and Misconduct

Q1 Say “Raise your hand if you remember the two types of offenses.”
 Then ask a couple of the students who raised their hand, “What are they?”

Acceptable answers include “Direct Free Kick and Indirect Free Kick offenses.”

Q2 Say “Raise your hand if you remember three of the direct free kick offenses.”
 Then ask a couple of the students who raised their hand, “Give me one.” Until you get the students to share all of them.

Acceptable answers include:

“Kicks or attempts to kick an opponent.”

“Strikes or attempts to strike an opponent.”

“Trips or attempts to trip an opponent.”

“Jumps at an opponent.”

“Charges at an opponent.”

“Pushes an opponent.”

“Tackles or challenges an opponent.”

“Handball.”

“Impedes an opponent with contact.”

“Bites or spits at someone.”

“Throws an object at the ball, an opponent or a match official, or makes contact with the ball with a held object.”

Q3: “The section also talked about misconduct--how often do you think misconduct occurs in 10U games?”

Answers will hopefully focus on “rare.” This is a good place for instructors to remind students that in 10U games, AYSO asks that referees not show cards for cautions or send-offs to players. Instead, if a player is cautioned or sent off, it should be done by calmly explaining to the player and the coach what happened, why it was a caution or send-off, and what that means. In 10U games referees should use yellow and red cards if necessary to caution or dismiss a coach--this should be rare.

Chapter 6: Starting or Re-starting Play

Q1 Say “Raise your hand if you remember some of the eight ways to start or re-start play.”
 Then ask a couple of the students who raised their hand, “Give me one.” Until you get the students to share all of them.

Acceptable answers include: “Kick-off.”

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- “Throw-in.”
- “Goal Kick.”
- “Corner Kick.”
- “Dropped Ball.”
- “Direct Free Kick.”
- “Indirect Free Kick.”
- “Penalty Kick.”

Q2 Ask “During the taking of a Goal Kick, when is the ball in play?”

Acceptable answer: “The ball is in play when it is kicked and clearly moves.”

Note: For new referees, the penalty kick can be the most challenging restart. Having a student conduct a penalty kick as referee (with volunteers for players) can help students be prepared for a penalty kick in a game.

Chapter 7: Offside

Q1 Say “Raise your hand if you remember one of the three conditions that define Offside Position.”
Then ask a couple of the students who raised their hand, “Give me one.” until you get the students to share 3.

Acceptable answers include:

- “The attacker is in the opponent’s half of the field.”
- “The attacker is closer to the opponent’s goal line than the second-to-last opponent.”
- “The attacker is closer to the opponent’s goal line than the ball.”

Q2 Say “Raise your hand if you remember the moment you judge Offside Position.”
Then ask a student who raised their hand.

Acceptable answer:

“The moment the ball is touched or played by a teammate.”

Q3 Say “Raise your hand if you remember one of the three conditions that define when a player in an offside position, becomes involved in active play.”
Then ask a couple of the students who raised their hand, “Give me one.” until you get the students to share 3.

Acceptable answers include:

- “Interfering with play (touching or playing a ball passed or touched by a teammate).”
- “Interfering with an opponent (challenging an opponent for the ball or obstructing an opponent’s movement or vision).”
- “Gaining an advantage (by playing the ball rebounded or deflected off the goal post, crossbar, or an opponent).”

Note: Offside can be particularly challenging for new referees. Instructors may wish to take time at this point to reinforce offside concepts. If possible at the facilities being used, one option is to use the video examples contained in the Regional Referee Course presentation slides to allow students to practice realistic scenarios.

Chapter 8: Referee Mechanics

Q1 Say “Raise your hand if you remember some of the Referee duties.”

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Then ask a couple of the students who raised their hand, “Give me one.” until you get the students to share 3-4.

Acceptable answers include:

- “Enforce the Laws of the Game.”
- “Control the match in cooperation with the Assistant Referees.”
- “Act as timekeepers, keeping a record of the match that includes goals and disciplinary actions.”
- “Supervise and/or indicate the restart of play during the game.”
- “Take disciplinary action against players and team officials (coach, assistant coach, trainer, etc.) who have committed cautionable and send-off offenses.” (refrain from display of the yellow and red cards to 12U and younger players, handle through discussion with the coach).”
- “Ensuring only authorized persons enter the field of play (ex: provide assistance to an injured player).”

Q2 Say “Raise your hand if you remember some of the Assistant Referee duties.”
 Then ask a couple of the students who raised their hand, “Give me one.” until you get the students to share 3-4.

Acceptable answers include indicating:

- “Signal when the ball has passed entirely over the touch/goal line.”
- “Indicate which team is entitled to a corner kick, goal kick, or throw-in.”
- “Signal when an offside offense has occurred.”
- “Signal when a substitution is requested.”
- “Signal when misconduct or other incident occurs out of the referee’s view.”
- “Signal when taking a penalty kick, if the goalkeeper moves too soon or if the ball has completely crossed the goal line.”

Chapter 9: Build out line

Q1: “Who remembers why we have a build out line.”

Acceptable answers focus on player development of skills to build out from the back.

Q 2: “When does the build out line apply?”

Acceptable answers are: “goalkeeper has the ball” and “goal kicks.”

On the average, students remember no more than 20 to 35% of the content from any course completed. And if the students wait for a long time to participate in a Companion Course, they may remember even less.

This is why it is highly recommended that Regions schedule several Companion Courses and their date and time be shared with all volunteers. This will help the volunteers plan to complete the online course and Companion Course within a short period of time.

Given the average knowledge retention related to completing a course, it is normal that not all the students will answer all of the questions correctly, but, most of the students should answer more than half of the questions correctly if the Companion Course is taken soon after completing the online course.

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C - Walk through the field and set up the work space (when available)

A. DESCRIPTION

1. Duration: 15-25 minutes
2. This session acquaints the attendees with the field components and provides an idea of the exercises they will work.

B. OBJECTIVES

1. Get the work space ready.
2. Start the field awareness as it relates to the referee and assistant referee main responsibilities.

C. STUDENT MATERIALS

1. Cones
2. Corner Flags.

D. INSTRUCTOR EQUIPMENT AND MATERIALS

None as the session should be conducted on a field space (preferably a soccer field).

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D - Practice the use of the whistle

A. DESCRIPTION

1. Duration: 10-15 minutes
2. This session acquaints the attendees with the use of the whistle to signal offenses, throw-ins as appropriate, and other common referee signals.

B. OBJECTIVES

1. Provide the students with practice and experience in using the whistle.
2. Teach the students how to vary the whistle's sound to communicate different levels of offense degrees.

C. STUDENT MATERIALS

1. Whistles for every student.

D. INSTRUCTOR EQUIPMENT AND MATERIALS

None as the session should be conducted on a field space (preferably a soccer field).

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E - Practice Referee positioning/signals

A. DESCRIPTION

1. Duration: 15-20 minutes
2. This session acquaints the attendees with the typical running pattern used by referees to keep the play between the referee and the leading assistant referee also known as the diagonal system of control.

B. OBJECTIVES

1. Provide the students with practice and experience in running on the field of play.
2. Teach the students simple methods to help them effectively stay close to play and have good angles of view.

C. STUDENT MATERIALS

1. Whistles for every student.

D. INSTRUCTOR EQUIPMENT AND MATERIALS

None as the session should be conducted on a field space (preferably a soccer field).

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F - Practice Assistant Referee positioning/signals

A. DESCRIPTION

1. Duration: 20-30 minutes
2. This session acquaints the attendees with the typical running pattern used by assistant referees to be in the right position to evaluate offside; signal throw-ins, goal kicks, and corner kicks.

B. OBJECTIVES

1. Provide the students with practice and experience in running on the touch line by using side-stepping, back pedaling, and forward sprinting.
2. Provide the students the opportunity to practice assistant referee signals including goal kick, corner kick, throw-in, offside, offense, penalty kick, and getting the referee's attention.

C. STUDENT MATERIALS

1. Flags – 10 to 20.

D. INSTRUCTOR EQUIPMENT AND MATERIALS

None as the session should already be set up with cones.

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G – Communications with Coaches

A. DESCRIPTION

1. Duration: 20-30 minutes
2. This session acquaints the attendees with the typical pre-game conversations that need to take place between the referee team and the coaches in order for them to take accountability for the safety of the players.

B. OBJECTIVES

1. Provide the students with practice and experience in communicating between coaches and referees.
2. Provide specific examples of key issues that may come up during the game, that require teamwork between the coaches and the referee team.

C. STUDENT MATERIALS

None

D. INSTRUCTOR EQUIPMENT AND MATERIALS

None as the session should take place on the field.

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H – Next Steps

A. DESCRIPTION

1. Duration: 05-10 minutes
2. This session will allow the instructor to help the students with the next steps in their referee careers.

B. OBJECTIVES

1. Provide the students with the contact information for the games assignor; referee administrator; referee mentor.
2. Provide the students with information related to their specific Region's referee program.

C. STUDENT MATERIALS

None

D. INSTRUCTOR EQUIPMENT AND MATERIALS

None as the session should take place on the field.

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I – General Questions

A. DESCRIPTION

1. Duration: 05-10 minutes
2. This period is the final questions and answers session to allow the students to ask any final questions.

B. OBJECTIVES

1. Provide the students with the opportunity to ask final questions.
2. Provide the instructor the opportunity to provide correct answers to key questions.

C. STUDENT MATERIALS

None

D. INSTRUCTOR EQUIPMENT AND MATERIALS

None as the session should take place on the field.