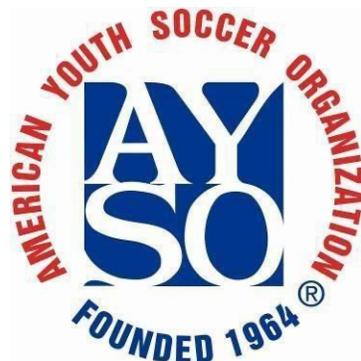


AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h1>Regional Referee Course</h1>	Date: June 2021 Version: 2.4 Page: 1 of 67
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Change History		
1 March 2008	1.0	Course created by consolidation of former modules 2-13
18 November 2008	1.1	Typos corrected. 7 IFK fouls, not 8. Dangerous play revised. 6U goal-line restarts revised.
21 February 2009	1.2	Updated for 2008-9 Law changes; correct typos.
25 August 2009	1.3	Added 6th Philosophy – Player Development
7 August 2010	1.4	Minor updates.
June 2016	1.5	Minor updates
7 August 2017	1.6	Integrated the changes to the Laws 2017/2018
June 2018	2.0	Comprehensive review and rewrite. Includes changes to the Laws 2018 / 2019
August 2018	2.1	Terminology updates, breakup BOL implementation to appropriate modules
May 2019	2.2	Law updates; general clean up
October 2019	2.3	Law 12 misconduct clarification for 10U and 12U, Law 14 correction
June 2021	2.4	Updates for Law changes; minor tweaks

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h2>Regional Referee Course</h2>	Date: June 2021 Version: 2.4 Page: 2 of 67
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COURSE DESCRIPTION

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

MINIMUM AGE:	12 years old
GAMES:	No minimum number games required
TRAINING:	Complete the Regional Referee Course (this course)
TESTING:	75% or better on the Regional Referee Exam
ASSESSMENT:	Not required
FITNESS TEST:	Not required

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

COURSE PREREQUISITES

None. In order to complete the requirements to be a Regional Referee, a volunteer must also complete the following two requirements:

AYSO's Safe Haven.

CDC: Concussion Course.

Sudden Cardiac Arrest Online Course, as required by your State

TEACHING OBJECTIVES

- Understand the nature of youth soccer and what to expect from 10U players
- Be able to perform pre-game duties
- Know the parts of the field
- Know the number of players in each of the age group games
- Recognize ball in and out of play and understand the method of scoring

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h1>Regional Referee Course</h1>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 3 of 67</p>
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- Understand how to start, when to stop, and how to restart play
- Have a basic understanding of offenses and misconduct (and free kicks)
- Understand the basics of offside
- Use appropriate signals
- Be able to manage post-game situations
- Understand the AYSO Team concept
- Have a cursory understanding of the fundamentals of play

EQUIPMENT AND MATERIALS

- Regional Referee Course Roster
- Regional Referee Course Plan (this document)
- Course evaluation form (available on AYSOU.org)
- Handouts (for each student):
 - *IFAB Laws of the Game* (current year)
 - *Referee Guideline* (current year)

Instructors may use additional relevant materials.

ATTACHMENTS

Attachment 1:

Regional Referee Course – Presentation Slides – Dynamic.ppt

Attachment 2:

Regional Referee Course – Course Evaluation.pdf

INSTRUCTOR NOTES

Throughout this course, review questions are included both to test the level of learning achieved by the students and, on occasion, to introduce nuances that are not presented elsewhere in the course or for instructors to share experiences that will add to the knowledge of the students. The instructor should ensure that these questions are not overlooked. Based on educational studies, review questions tend to be more effective when they “reach back” to subject matter that had been presented earlier in the course. As such, these questions are ordered in this outline in that way. Instructors should pay attention to the knowledge level of the particular class they are teaching and may craft questions that are more or less difficult than the question in the outline when those questions are more suitable to how a particular class is responding. In doing so, instructors need to be careful not to leave behind less knowledgeable students, as the goal is for every volunteer in the class to have the confidence to go out and referee games.

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h2 style="margin: 0;">Regional Referee Course</h2>	Date: June 2021 Version: 2.4 Page: 4 of 67
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COURSE OUTLINE

This is the overall plan for the course. It is recommended that lessons be presented in order as listed.

Lesson	Page	Duration
I The Game of Soccer	5	25 min
II Understanding Youth Soccer and 10U Players	10	10 min
III Pre-game Duties	12	20 min
IV Starting the Game	19	10 min
V Stopping the Game	22	30 min
VI Offside - Basic	26	50 min
VII Offenses - Basic	31	50 min
VIII Misconduct - Basic	37	20 min
IX Restarting the Game	42	55 min
X Referee and Assistant Referee Mechanics	50	60 min
XI Post-game Duties	60	15 min
Course Wrap-up	63	10 min
<i>TOTAL TIME (excluding breaks and Regional Referee Exam)</i>		335 min (5 Hr 35 Min)

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

I. The Game of Soccer

A. DESCRIPTION

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

B. GOALS

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

C. STUDENT MATERIALS

1. *IFAB Laws of the Game*
- 2.

D. INSTRUCTOR EQUIPMENT AND MATERIALS

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

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

1. Introduce yourself and co-instructors, if any.
2. Welcome students to the Regional Referee course.
3. Explain what students will have achieved upon completion of the course.
(See Course Description for certification requirements.)
4. Provide brief overview of schedule for the course, including planned breaks.
Acquaint students with physical setting (rest rooms, refreshments if provided, etc.)
5. Brief overview of soccer. (Instructors should be attuned to the nature of their particular class. Experience shows that some volunteers have little or no experience with soccer.
 - a. Soccer is a simple game of kicking the ball.
 - b. Teams try to kick the ball into a goal at opposite ends of the field.
 - c. Since the goal is big, we let one player, the goalkeeper, use hands to keep the ball out.
 - d. Today we're going to work through the simple ideas behind the game that referees use to help make sure our players have Safe, Fair, and Fun

games.

G. AYSO PHILOSOPHIES

1. The core philosophy of AYSO is to provide a high-quality youth development program with Safe, Fair, and Fun soccer playing conditions with a guaranteed minimum playing time per match in an educational and supportive environment. Briefly review the AYSO philosophies:
 - a. **Everyone Plays®**: Our program's goal is for kids to play soccer – so we mandate that every player on every team must play at least half of every game.
 - b. **Balanced Teams**: Each year we form new teams as evenly balanced as possible – because it is fair and more fun when teams of equal ability play.
 - c. **Open Registration**: Our program is open to all children who want to register and play soccer. Interest and enthusiasm are the only criteria for playing.
 - d. **Positive Coaching**: Encouragement of player effort provides for greater enjoyment by the players and ultimately leads to better-skilled and better-motivated players. (What positive coaching means can be captured in P.I.E.—Positive, Instructional, Encouraging.)
 - e. **Good Sportsmanship**: We strive to create a safe, fair, fun and positive environment based on mutual respect rather than a win-at-all costs attitude, and our program is designed to instill good sportsmanship in every facet of AYSO.
 - f. **Player Development**: We believe that all players should be able to develop their soccer skills and knowledge to the best of their abilities, both individually and as members of a team, in order to maximize their enjoyment of the game.

H. THE AYSO TEAM

1. Show the triangle representing the AYSO Team (in the presentation slides).
 - a. Explain that the triangle, a “fundamentally rigid/strong” form, represents how the kids of AYSO are surrounded and protected by the AYSO team members, provided that the team members know their roles and work together!
 - b. ***Coaches*** are the foundation of the program. They spend more time with the players and do more role modeling than anyone else. They influence player's values and behaviors and they form important relationships.
 - c. *Ask: Have you ever seen a player or team that is a mirror of the coach's behavior (in any sport, not necessarily soccer)?* Keep discussion short and move on promptly.
 - d. ***Referees*** are the guardians of the game. They protect its spirit by making sure that the game is Safe, Fair, and Fun (with an emphasis on safe and fair). Referees represent the role of authority and need to set a tone of

competence, control and humanity. *Ask: Have you seen a referee allow an 8U player to have a second try at legally throwing the ball in?*

- e. **Parents/Spectators** are the third members of the team. They are the mood setters, emotion influencers, and attitude changers. They have the power to exemplify the values of sporting behavior and positive role modeling, *or to destroy them!* They also influence how the players view their game experience.
 - f. All people (referees, coaches, players, etc.) make mistakes. All referees need to help develop the skills of others. As referees attain experience, knowledge, and seniority they are often seen as role models and called upon for mentoring and their opinions. Referees should be positive, supportive and helpful to the other members of the AYSO team .
 - g. Elicit student participation to evaluate what will happen and who will suffer if one side of the triangle “fails.” Answer: THE KIDS.
2. Review the AYSO Team concept
 - a. For any team to function well it has to have rules. The AYSO Team has four basic rules. Teammates:
 - i. Work together
 - ii. Help each other
 - iii. Protect each other
 - iv. Do their best
- I. HISTORY OF THE GAME** (Instructors should not spend much time on the history of the game. It is included as a simple piece of background and icebreaker.)
1. Soccer is largely known as “Football” in the world outside the USA..
 2. The “modern” game dates from 1863 when the first “Laws of the Game” were produced as the result of a meeting in a pub on Fleet Street in London, between a number of “young gentlemen’s schools” that wished to play against each other and therefore needed a single set of Laws. *Note:* At that meeting one school declined to participate and decided to produce laws for a game of their own. The declining school was Rugby. The game of Rugby Football is also played worldwide and provided the basis of the game of “Football” known by Americans.
 3. The international organization FIFA (Federation International de Football Association) is the governing body of worldwide soccer. It was initially created in Paris, France, in 1904 and moved to Zurich, Switzerland, in 1974. The United States Soccer Federation (USSF) is recognized by FIFA as the national governing body of soccer in the United States. AYSO is a National Association member of USSF. AYSO is the second largest member of USSF (after US Youth Soccer).

4. The rules of soccer, called the Laws of the Game, are written and published by The International Football Association Board. The board meets annually and decides on any updates to the Laws of the Game.

J. SPIRIT OF THE GAME

The overriding *Spirit of the Game* is Fair Play. The referee maintains fair play.

1. for all players. When the Laws are infringed, “fairness” is restored by the referee stepping in to enforce the Laws in an objective manner
2. To maintain fairness a soccer referee is given the “full authority to enforce the Laws of the Game.” Those laws include the power to, stop, suspend or abandon the match “for any offences or because of outside interference...”

K. PHILOSOPHY OF REFEREEING

1. The Philosophy of Refereeing can be summed up by the following paragraph. It is recommended that this be displayed on an overhead projector or handed out to the class. The class is encouraged to recite it together with the instructor: *“Football (soccer) must have Laws which keep the game ‘fair.’, as a crucial foundation of the beauty of the ‘beautiful game’ is its fairness – this is a vital feature of the “Spirit” of the game. The best matches are those where the referee is rarely needed as the players play with respect for each other, the match officials, and the Laws.”*
2. Remind students of our Safe, Fair, and Fun philosophy with the note that, for referees, the emphasis should be on Safe and Fair. Young players have little or no regard for their own safety but they care a lot about fun. Fairness is something that is still “natural” to young players and seldom requires enforcing. Nevertheless, referees should strive to be objective arbiters of the Laws.
3. Particularly in younger players’ games the referee should function more as a friendly guide and helper rather than just a strict enforcer of rules. Fun is the most important element for young players; the Laws should be applied in an even-handed and gentle manner so that a fun learning environment is maintained. Young players who commit technical errors, such as taking a restart improperly, generally should be given a second chance. Young players should never be subjected to the trauma of public humiliation.

L. CONCLUSION

1. Review
 - a. The core philosophy of AYSO is to provide a high-quality youth development program with Safe, Fair, and Fun soccer playing conditions with a guaranteed minimum playing time per match in an educational and supportive environment.
 - b. AYSO has Six Philosophies

- c. The AYSO Team is Coaches, Referees, and Parents working together for the good of AYSO kids.
- d. Soccer is a game with a long tradition and an interesting history.
- e. The core “Spirit of the Game” is Fairness.
- f. Referees should carry out their responsibilities in younger players’ games as a “friendly guide.”

2. Flashback confirmation

- a. *Ask:* What acronym is used to describe how coaches are to behave with their players? *Answer:* P.I.E. Positive, Instructional, Encouraging.
- b. *Ask:* What are the 3 members of the AYSO team? *Answer:* Coaches – Referees – Parents.
- c. *Ask:* What three words embody the Spirit of the Laws of the Game? *Answer:* SAFE, FAIR, FUN
- d. *Ask:* What are the six philosophies? *Answer:* Everyone Plays, Balanced Teams, Open Registration, Positive Coaching, Good Sportsmanship, Player Development.

- 3. Bridge to next lesson: “Now that we have a sense of the game of soccer and the philosophy of how it is played, especially in AYSO, let’s look at the nature of youth soccer and the characteristics of younger players.”

II. Understanding Youth Soccer and 10U Players

A. DESCRIPTION

- 1. Duration: 10 minutes
- 2. This lesson discusses the developmental nature of youth soccer, particularly in AYSO, and the general characteristics of 10U players.
- 3. It then explains their implications for officiating matches at this level.

B. GOALS

- 1. Understand the nature of youth soccer
- 2. Identify the characteristics of 10U players
- 3. Understand the principles for managing 10U games

C. STUDENT MATERIALS

- 1. *IFAB Laws of the Game*
- 2. *Referee Guideline*

D. INSTRUCTOR EQUIPMENT AND MATERIALS

- 1. 10U Coaching manual (for reference only)

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Introduce the topic. Explain that play in 10U is meant to give players a “taste” of the full game. Most of all, we want the players to have a positive sports experience. The more referees understand what to expect from these players the more positive the experience can be for both the players and the referees.

G. MANAGING 10U GAMES

1. To manage 10U games successfully, the referee must understand the characteristics of players at this age level.
2. 10U players are in the early stages of development and are encountering new physical and emotional challenges as they grow and gain experience. These new challenges are often met with a mixture of enthusiasm and frustration. Referees need to understand the developmental nature of youth soccer and the characteristics of these 10U players in order to provide them with a safe, fair, and fun experience.
3. **Note to instructor:** *Contrast the developmental nature of youth soccer with the highly competitive level of play that many of the students may see with club games and on television. Above all, stress the most critical role of “the game safety manager” that the referee has in youth soccer.*
 - a. Young players have limited physical skill and endurance, but enthusiasm for play. Implication for referees: a relatively short game is appropriate, with the referee ensuring that the focus is on keeping play moving.
 - b. Young players want to “do the right thing.” Implications for referees: be a teacher, not a policeman, while nevertheless ensuring fairness. Role modeling (honesty, respect for others, positive attitude) is very effective since the players will instinctively emulate the behavior of their “teacher.”
 - c. Young players don’t have a good understanding of their physical abilities and so inadvertently create unsafe situations for themselves and others. Implication for referees: stop play when necessary to ensure safety.
4. *Bring the discussion to this conclusion:* The referee must act and be seen as a benevolent authority with a commitment to safety and fairness. *Link this back to the core AYSO philosophies of AYSO.* The core mission of AYSO is to provide a high-quality youth development program with Safe, Fair, Fun soccer playing conditions with a guaranteed minimum playing time per match in an educational and supportive environment.

H. CONCLUSION

1. Review
 - a. The characteristics of 10U players require that the referee be a benevolent, encouraging, instructive authority.
 - b. Managing 10U games consists chiefly of:
 - i. Stopping play only when necessary to ensure fairness and safety.
 - ii. Helping adults to remember their role in making the game a positive, enjoyable experience for the players.
2. Bridge to next lesson, perhaps along these lines: “Now that we have a general understanding of the players and play at the 10U level, let’s get into the specifics of what you actually do, beginning with your arrival at the field.

III. Pre-game Duties

A. DESCRIPTION

1. Duration: 20 minutes
2. This lesson covers the pre-duties of the officiating team (with primary focus on the referee).

B. GOALS

1. Review the referee’s pre-game administrative duties:
 - a. the field
 - b. the ball
 - c. the teams and coaches
 - d. the team’s uniforms and equipment.

C. STUDENT MATERIALS

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

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. A referee (possibly the instructor) properly dressed (to demonstrate uniform) and equipped.
2. Soccer balls, size 4 (to demonstrate proper and improper balls)
3. This lesson is especially suited for outdoor presentation. If presented outdoors, a field or portion of a field with a goal structure and various safety hazards and other deficiencies should be prepared. If the lesson is held indoors, slides should be shown with the same content.

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

Note to instructor: *It is strongly recommended that you conduct this lesson outdoors and cover the material with demonstrations and student participation. For example, a field or portion of a field with various deficiencies can be prepared and the students asked to inspect it and make note of problems. A pile of rocks, empty soda cans, an empty sack lunch, etc. can all be strategically placed on the field. Field spray paint can be used to simulate and label a “muddy” area, “standing water”*

1. Introduce yourself and co-instructors, if necessary.
2. Introduce the topic, using a story to relate it to real life, perhaps along the following lines: “Officiating soccer is similar to driving a car; it can feel scary in the beginning, but after some practice the preparation and techniques become second nature. In this lesson on Pre-game Duties, we will become familiar with the referee’s equipment and some preparations that make the game fun and safe for players and officials. But before looking at specific duties, we must first understand the role of the referee and assistant referees in AYSO matches.”
3. The referee’s role is to serve as a facilitator and ensure a safe, fair, fun game. As the only truly neutral party, the referee manages the match and makes quick decisions to assure that the game flows. In AYSO, referees are trained to work cooperatively with the coaches and have a positive impact on players. The players, coaches, and spectators accept the referee’s decisions more readily when (s)he projects a positive, professional image.

G. PRE-GAME DUTIES

1. The referee’s appearance and equipment
 - a. The referee arrives early. The referee should arrive 20-30 minutes before the scheduled starting time of the match. *Note to instructor: mention to students that the list of duties to be covered shortly will make it evident why early arrival is necessary.*
 - b. The referee arrives properly dressed. Proper dress commands respect. *Note to instructor: consider appearing for this lesson as a referee dressed for the match or arrange for a colleague to do so. By demonstration, indicate what constitutes a proper uniform:*
 - i. Approved USSF uniform including jersey, shorts, and knee socks. Ideally, the jersey should be of a color contrasting both teams’ jerseys.
 - ii. Ideally, the referee’s shoes should be all or mostly black. (Suggest to the students that they consider “turf shoes,” or running shoes which put less stress on knees and other joints than cleats.)
 - iii. Referee badge on jersey

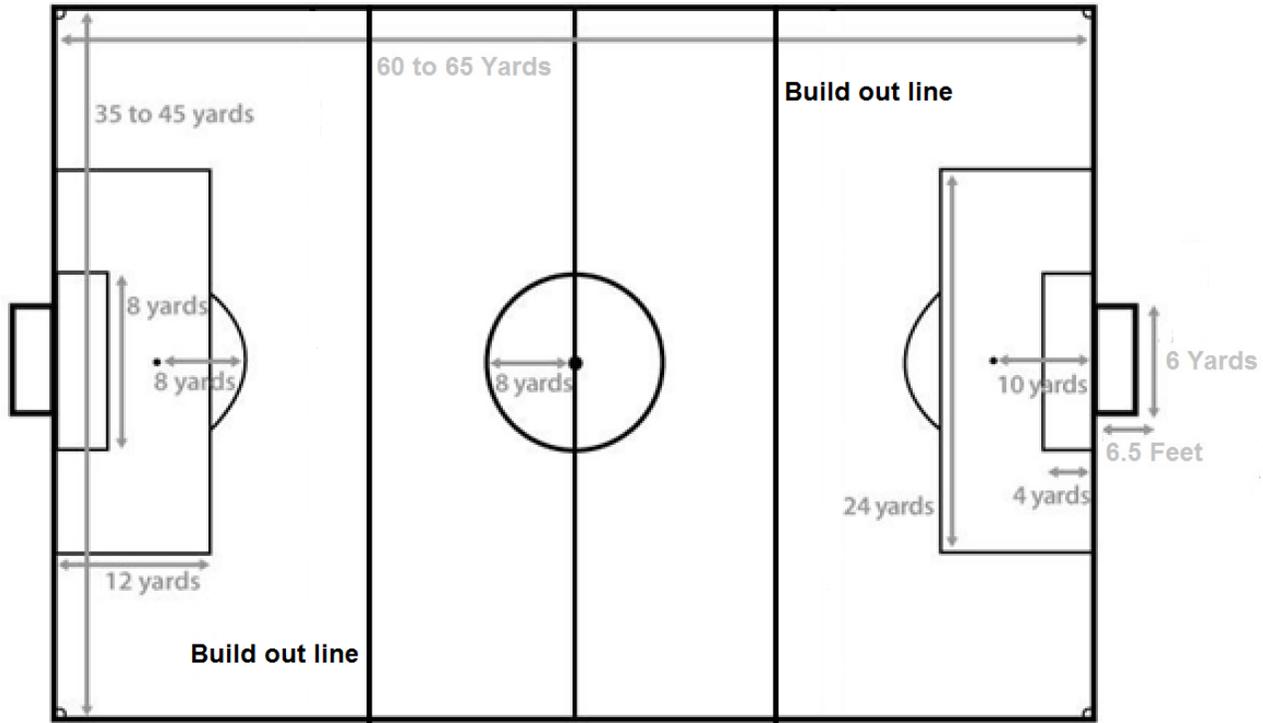
Regional Referee Course

- c. The referee arrives with all the equipment necessary to carry out their duties.
Note to instructor: be prepared to show the following items:
- i. Whistle (ideally, two whistles in case one fails or a sound that contrasts with that of a whistle on a nearby field is needed)
 - ii. Pen (ideally, two pens in case one fails)
 - iii. Referee wallet with yellow and red cards.
 - iv. Watch with countdown or stop-watch capability. (Many youths do not have watches as they use their cell phones. Suggest they look for an inexpensive watch in inexpensive department stores and chain pharmacies or on line.)
 - v. Coin (for use in the coin toss, which is discussed in Lesson IV)
 - vi. A set of flags for use by assistant referees or club linesmen (discussed in lesson X).
2. Safety inspection of the field
- a. The essential components of the field are related to safety and fairness. These are the playing surface itself, the equipment that forms a part of the field, and the markings. One of the referee's pre-game duties is to inspect these components.
 - b. Any dangers in the equipment or the field itself, like holes or debris, must be corrected before allowing play to begin.

Note to instructor: The following three sections cover technical details of the 10U field. As noted, they are taken from the *Regional Referee Manual*, which every student should have. Going over all of these details as part of the presentation is not the best use of time. Emphasize the essential.

- c. Requirements of the 10U field
- i. The recommended size of the field in 10U games is Length 60-65 x Width 35-45 yards, with the following markings: boundary lines (goal lines and touchlines), halfway line, 8-yard radius center circle, 1-yard radius corner arcs, 6 x 15 yard goal areas, 12 x 24 yard penalty areas, a penalty mark 10 yards from each goal, penalty arcs extending 8 yards from the penalty mark, and build-out lines equidistant between the top of each penalty area and the half-way line as shown in the diagram below (taken from the *Referee Guideline*). Note that all the elements of a "regulation" field (that is, the field as described in Law 1 of the *Laws of the Game*) are present, but the 10U field is substantially smaller.

Regional Referee Course



<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h2>Regional Referee Course</h2>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 15 of 67</p>
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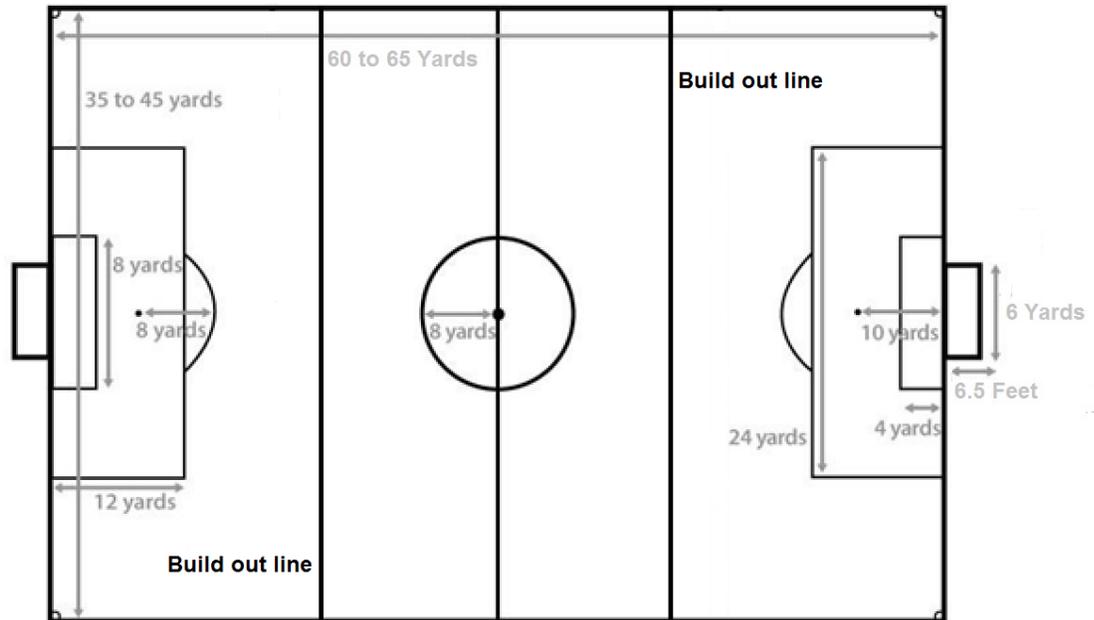
- ii. Goals in 10U games are a maximum of 6.5 feet high and 6 yards wide. The referee must ensure that the goals are properly positioned (centered on the goal lines; back of goal posts even with the outside edge of the goal line) and anchored securely to the ground.
- iii. Corner flags are positioned on the lines at each corner of the field and must be at least 5 feet high with a non-pointed top.

3. Build Out Line

Note to instructor: *When introducing the build-out-line (BOL), emphasize to the students that it is not a part of the IFAB Laws of the Game. Rather, it is a developmental tool used in 10U to promote playing the ball out of the back in a less pressured setting. As such, referees should understand how goal-keeper possession, goal kicks, and offside judgment are modified for this division and that the Laws themselves are not changed. Therefore, referees should understand how to deal with these restarts and situations with or without the BOL.*

- i. 9U and 10U matches now include the Build-Out-Line (BOL) to help promote development of player skills.
- ii. The BOL only impacts these three situations:
 - The goalkeeper releasing the ball after possessing it in their hands
 - Goal kicks
 - Judging offside position
- iii. The standard soccer field of play is modified by adding two build-out-lines (BOLs), one on each half of the field equidistant between the halfway line and the top of the penalty area.

Regional Referee Course



4. Safety inspection of the ball
 - a. The ball must be safe for players. A spherical ball of the correct inflation and size makes the game more fun.
 - b. A size 4 ball is used in 10U games. *Note to instructor: Point out that this information is on the back of the AYSO official lineup card.*
 - c. The referee is responsible for securing a safe ball for the match. This is often done by asking each team to provide a ball and choosing the most suitable one, or by asking the home team (if one is designated) to provide a suitable ball. A suitable ball has the following characteristics. *Note to instructor: show a ball that has these properties and one that fails on one, preferably more, counts to be acceptable.*
 - i. A smooth surface with no loose, scratched, or cut panels.
 - ii. The inflation hole does not stick up.
 - iii. The ball is the proper size: Size 4 for 10U
Note to instructor: show how to identify the size of the ball, which should be clearly marked.
 - iv. The ball is firm, yet slightly yielding to thumb pressure. *Note to instructor: demonstrate how to check for proper inflation by pressing on one panel of the ball with both thumbs. The panel should yield about $\frac{1}{4}$ inch.*
 - v. The ball should be spherical. *Note to instructor: demonstrate how a spherical ball rotates smoothly when tossed, spinning, into the air.*
5. Inspection of the players
 - a. The referee inspects players to ensure that each is properly uniformed and that

Regional Referee Course

no one is wearing anything that is, in the opinion of the referee, dangerous to themselves or to other players.

- b. A player's uniform consists of a jersey or shirt, shorts, shinguards, stockings, and shoes.
- c. The uniform must have the following characteristics to be safe:
 - i. The stockings are long socks, which must be pulled completely over the shinguards. (This implies that the shinguards must be put on *under* the stockings; the shinguards may not be put on over the stockings with the stocking tops folded over the shinguards.)
 - ii. All players on a team should have jerseys of the same color, except the goalkeeper (if any), whose jersey must be of a different color than those of both teams and the referee (and assistant referees, if used).
 - iii. Shoes specifically designed for soccer or other athletic activities are acceptable as long as any studs or cleats are not dangerous. Flat-soled athletic shoes are acceptable.
- d. The following equipment is permitted. *Note to instructor: point out to students that AYSO policy on all sorts of possible additional equipment is detailed in the Referee Guideline.*
 - i. Prescription glasses are permitted. (If glasses continually fall off during play, a retaining strap may be needed.) Non-prescription sunglasses are not permitted.
 - ii. Sweatpants and sweatshirts are permitted in cold weather. (The sweatshirt must be *under* the player's shirt/jersey and any hood should be tucked inside the jersey.)
 - iii. Goalkeepers are permitted to wear gloves and must wear a jersey or shirt that distinguishes them from the other players.
- e. The following equipment is unsafe and not permitted. *Note to instructor: emphasize that this is a partial list of the most common situations the referee will encounter. Complete information is in the Referee Guideline.*
 - i. Casts and splints are never permitted, even if padded. A player who removes a cast or splint in order to meet this safety requirement must not be allowed to play.
 - ii. Hats with hard bills, such as baseball caps, are not permitted, even for goalkeepers. Soft-billed (typically foam) caps are permitted for goalkeepers, though they are unusual at this age level. Knit caps for young players are permitted on exceptionally cold days.
 - iii. All dangerous items, including jewelry, watches, earrings, soft bracelets, etc.,

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h1>Regional Referee Course</h1>	Date: June 2021 Version: 2.4 Page: 18 of 67
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must be removed before a player is allowed to participate. They may not be taped.

6. Assistant referees

- a. In 10U matches, two trained assistant referees are used whose role is to help the referee carry out his/her duties.
- b. If no assistant referees are available (or only one is available), the referee recruits untrained volunteers from the sidelines to help determine when the ball has passed over the touchline. These volunteers, called “club linesmen”, are each given a flag, positioned on the relevant touch line, and instructed to raise the flag when the ball has passed completely over the touch line or goal line.
Note to instructor: emphasize that a two- referee system (2 referees with whistles on the field) is never to be used in AYSO games -- only a single referee and either a trained assistant referee or an untrained “club linesmen” on each touchline.

H. CONCLUSION

1. Review

- a. Timely and correct completion of pre-game duties enhances the professional image of the referee.
- b. The referee should arrive early, properly dressed and equipped.
- c. The referee is responsible for the safety of the players and the fairness of the match. To this end, the referee inspects the field of play, the ball, and the players’ uniforms and equipment before the match begins.
- d. The referee recruits club linesmen (if necessary), provides them with flags, and instructs how they are to provide assistance.

2. Flashback confirmation

- a. *Ask: Who is responsible for inspecting the field and players for safety? Answer: The referee (with the help of the assistant referees).*
- b. *Ask: What is the maximum number of referees (with whistles) in a game? Answer: One. Assisted by two qualified assistant referees, two club linesman, or one of each. (Only in games 8U or younger (games with no goalkeepers) are two whistles permitted on the field.)*

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

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h2>Regional Referee Course</h2>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 19 of 67</p>
--	----------------------------------	--

IV. Starting the Game

A. DESCRIPTION

1. Duration: 10 minutes
2. This lesson covers the procedures for getting the game started.

B. GOALS

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

C. STUDENT MATERIALS

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

D. INSTRUCTOR EQUIPMENT AND MATERIALS

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

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

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

G. THE KICK-OFF

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

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h2>Regional Referee Course</h2>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 20 of 67</p>
--	----------------------------------	--

- i. The referee meets with the captains of each team and flips a coin, having designated one captain to call heads or tails.
 - ii. The team that wins the toss chooses either to kick off or which goal they will attack in the first half.
 - iii. If the team that won the coin flip chooses to kick off, the other team chooses which goal to attack.
 - b. Each half of the game begins with a kick-off. (A kick-off is also used to restart after each goal, which will be covered in Lesson IX.)
 - i. In the first half, the team that kicks off is determined by the coin toss (described above).
 - ii. In the second half, the teams switch sides, so that each is attacking in the opposite direction from the first half. The team that did not kick off in the first half kicks off in the second. Since the teams have switched directions, the kick-off occurs in the same direction in both halves of the game.
 - c. Before starting each half, the referee first verifies that the correct number of players is on the field for each team.
 - i. 10U games are played with 7 players per team on the field (7v7), one of whom is the goalkeeper.
 - ii. 12U games are played with 9 players per team on the field (9v9), one of whom is the goalkeeper.
 - d. Before starting the half, all players except the player taking the kick-off must be in their own half of the field, that is, on the side of the halfway line with the goal they are defending. The non-kicking team's players must also be outside the center circle.
 - e. The ball is stationary in the center of the field.
 - f. The referee signals for play to start by blowing the whistle.
 - g. The ball is in play when it is kicked and clearly moves in any direction.
 - h. If, following a proper kick-off, the kicker touches the ball again before it touches another player, the referee stops play and awards an indirect free kick to the opposing team at the point of the offense. (Indirect free kicks are covered in Lesson IX.)
 - i. The half officially starts when the kick-off is properly taken. (Instructors may want to point out that it is best to start the stop watch—and verify that it is working—before blowing the whistle, and know that there are a few seconds left when full time is reached on the watch.)
2. Demonstration/practice
 - a. Divide the students into two teams (or, for a large class, do multiple groups of 6-10 each).

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h2>Regional Referee Course</h2>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 21 of 67</p>
--	----------------------------------	--

- b. Identify one student, preferably one without soccer experience, to role-play the referee. The other students should role-play the players on the two teams.
- c. Provide a portion of a field (halfway line and center circle, if appropriate), using toilet paper to simulate lines as needed. Provide a ball.
- d. Observe the students carrying out the procedure and verify that:
 - i. The referee ensures that the correct number of players is present before blowing the whistle.
 - ii. The kickoff is taken correctly before timing begins.
- e. Direct the “players” to commit violations of the requirements and verify that the referee deals with them correctly, e.g.
 - i. Player in wrong half of field (visiting with a friend on the other team)
 - ii. Kicker miskicks the ball and immediately kicks it a second time.

H. KEEPING TIME

1. Duration of the game. *Note to instructor: Point out that this information is on the back of the official lineup card.*
A 10U game is 50 minutes in length, consisting of two 25-minute halves with substitutions allowed approximately halfway through each half. (Ideally the substitutions start a bit before the halfway point so that the “quarters” are about the same length.) The half- time break is 5-10 minutes.
2. The players are entitled to the entire designated playing time.
3. The referee keeps the official game time.
4. Each half officially begins as soon as the kick-off is properly taken.
 - a. Time runs continuously for the duration of each half.
 - b. The referee’s watch should not be stopped when the ball goes out of play, after a goal, for substitutions, for enforcement of the Laws, or other stoppages at the discretion of the referee.
 - c. Due to scheduling constraints, some games are shortened. Check the local competition rules first before starting.
 - d. On the official lineup card, the game lengths are listed on the back.
5. If a significant amount of playing time is lost due to substitutions, time wasting, unusual delay or dealing with an injury, the referee decides how much and adds this time onto the end of the half in which the time was lost. In some cases, local competition rules do not allow adding time.
6. When the allotted time has expired--including any time added by the referee for time lost in the half--the half is over. In soccer, the half ends as soon as the referee determines that time has expired. The referee blows the whistle to end

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h1>Regional Referee Course</h1>	Date: June 2021 Version: 2.4 Page: 22 of 67
--	----------------------------------	---

the half.

I. CONCLUSION

1. Review
 - a. A coin toss is used to determine which team will kick-off and which direction they will attack.
 - b. A kick-off is used to start play in each half of the game.
 - c. The referee must check that the correct number of players is on the field before starting each half.
 - d. Timing of the half begins with a correctly taken kick-off. The half ends after the allotted amount of time (25 minutes for 10U) plus the time added by the referee.
2. Flashback confirmation
 - a. *Ask: Who decides when the game is over? Answer: The referee.*
3. Bridge to next lesson, perhaps as follows: "Play is now underway. What causes it to stop? That's the subject of our next lesson."

V. Stopping the Game

A. DESCRIPTION

1. Duration: 30 minutes
2. This lesson covers the reasons that play stops, other than offenses and offside.

B. GOALS

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

C. STUDENT MATERIALS

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

D. INSTRUCTOR EQUIPMENT AND MATERIALS

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

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h2>Regional Referee Course</h2>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 23 of 67</p>
--	----------------------------------	--

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

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

G. BALL IN/OUT OF PLAY

1. Play stops when the ball wholly crosses a goal line or touchline, whether on the ground or in the air.
 - a. The boundary lines of the field are part of the area they define, so the field includes the very outside edges of the touchlines and goal lines. Therefore, the ball is not out of play until the whole of the ball has completely crossed a touchline or goal line. *Note to instructor: demonstrate the ball passing over the line using an appropriate ball and line.*
 - b. The ball's position determines whether it is in or out of play, *not the position of the players.*
2. Play also stops whenever the referee blows the whistle.
 - a. The referee may stop the game whenever he or she deems it necessary to do so. This includes for offenses committed by players; injuries; substitutions; outside influences such as weather, dog running on the field, extra ball on the field, etc.; or expiration of time.
 - b. Referees should not interfere with the fun of the game by stopping for doubtful or trifling offenses. *Note to instructor: Comment that this characteristic of soccer distinguishes it from most popular American sports, in which minor offenses are often penalized even if they have no effect on the play.*
3. The ball is in play at all other times.

H. GOAL

1. A goal is scored when the entire ball crosses the goal line between the goal posts (and, if a goal structure is used, below the crossbar), provided that no offense has been committed by the team scoring the goal. *Note to instructor: reinforce this explanation using a ball and a line.*
2. It does not matter which team put it there.

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h2>Regional Referee Course</h2>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 24 of 67</p>
--	----------------------------------	--

3. A goal may not be scored directly from certain restarts, which will be covered in Lesson IX.

I. OFFENSE

1. The referee stops play when an offense, that is, something unfair or unsafe, has happened.
2. Offenses are discussed in detail in Lesson VII.

J. INJURY

1. In 10U games it is important that, in case of an injury or a possible injury, the referee stop the game immediately. It is better to err on the side of caution, even though nearly always the injury turns out to be minor or non-existent.
2. Based on USSF's player safety campaign and its concussion initiatives, referees are encouraged to be prompt in stopping the game whenever a player sustains a significant blow to the head or exhibits symptoms consistent with having suffered a concussion (as described in the CDC Concussion Awareness Course). Significant blows to the head typically come from contact between a player's head and the ball, the ground, or another player's body. Referees should have the impacted player removed from the game to be properly evaluated.
3. USSF recommends that players 10 years old and younger not engage in heading the ball either in games or in practice. Deliberate heading of the ball is discussed in more detail in Lesson VII.
4. In the event that a player (or the referee) is bleeding, that individual must leave the field immediately for treatment and may not return until bleeding is stopped and the wound is covered.
 - a. Blood on clothing must be neutralized with a disinfectant or the clothing replaced.
 - b. Blood on the body must be removed, and the contaminated skin disinfected.
5. If an injured player is unable to continue playing, he or she may be substituted.

K. OUTSIDE INTERFERENCE

1. The referee should stop play for interference from off the field, such as a ball from another field or a toddler getting in the way. Play is restarted with a dropped ball.
2. If the ball touches the referee and does not affect play, play continues. But if the ball touches the referee and (a) goes into the goal or stays in play and, (b) helps create a promising attack, or (c) causes a team to lose possession, then the

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h2>Regional Referee Course</h2>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 25 of 67</p>
--	----------------------------------	--

referee should stop play and restart with a dropped ball.

L. SUBSTITUTION

1. Roster size varies according to age group. [this isn't a referee issue--is the manual a current publication?--it appears below also]
2. Those on the field are known as **players**. The rest are considered **substitutes**. A team is entitled to play with the maximum number of players for their age group (7 for 10U, 9 for 12U).
3. Substitutions may occur only at the following times when play is stopped: approximately midway through the first half, at half time, approximately midway of the second half, and for an injured player.
4. The coaches should ensure that each player plays at least one half of every game, in accordance with the AYSO National Rules and Regulations (in the *AYSO Referee Guideline*) and the AYSO philosophy that "Everyone Plays."
 - a. If the team member arrives during the first "quarter," the team member must play a minimum of two of the remaining three "quarters." If the team member arrives during the second or third "quarter," the team member must play a minimum of one "quarter."
 - b. A player who is injured during a "quarter" is credited with playing in that "quarter."
 - c. The referee is responsible for keeping track (on the official lineup card) of the "quarters" that each team member plays (done most simply by marking who has not played in a given "quarter").
 - d. Before restarting the game for the final "quarter" of play, the referee should inform the coach of any team member who has not played two "quarters" and who has not entered the game for the final "quarter." If the coach still elects not to substitute the team member(s) into the match, the referee cannot compel the coach to do so. The referee should restart play and send a report to the region. (Instructors may find this an appropriate moment to discuss the importance of referee reports.)
 - e. Note: Some regions or areas may require players to play three quarters. Referees need to know their local requirements.
5. The referee should endeavor to minimize the time lost for substitution. Stoppages for substitution are not coaching or refreshment opportunities. Nevertheless, in the interest of player safety, if the game is being played in very hot weather, referees should give the players time to hydrate sufficiently.

Regional Referee Course

M. END OF HALF/GAME

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

N. CONCLUSION

1. Review
 - a. Play is stopped when the ball leaves the field or the referee blows the whistle.
 - b. Lines are part of the areas they enclose, so the whole of the ball must cross entirely over a boundary line before the ball is out of play.
 - c. A goal is scored when the ball passes completely over the goal line between the goal posts and beneath the top of the goal structure (if any).
 - d. All team members must play a minimum of half a game. Substitutions are used to enable everyone to play. Substitutions may occur at a stoppage in play approximately midway through each half, at half-time, and for an injured player.
 - e. The referee ends the half when the allotted time and any necessary added time have expired.
2. Flashback confirmation
 - a. *Ask:* When is the ball out of play on the touchline? *Answer:* When the whole ball passes the whole line, on the ground or in the air.
 - b. *Ask:* How much must each player play? *Answer:* Half the game—two “quarters.”
 - c. *Ask:* What acronym is used to describe how coaches are to behave with their players? *Answer:* P.I.E. Positive, Instructional, Encouraging.
 - d. *Ask:* What are the 3 members of the AYSO team? *Answer:* Coaches – Referees – Parents.
 - e. *Ask:* What three words embody the Spirit of the Laws of the Game? *Answer:* SAFE, FAIR, FUN
 - f. *Ask:* The goalkeeper must wear a jersey that is _____? *Answer:* A color that is different from the players on both teams and (ideally) the Referee.
 - g. *Ask:* True or False? It is not necessary to check the field prior to the start of the match if it is the last game of the day. *Answer:* False
 - h. *Ask:* During the safety inspection of the players, the Referee notices that a player is wearing earrings. She explains that she had the ears pierced the previous day and if she removes the earrings the holes will close. Should the referee allow her to play if she tapes the ears up? *Answer:* No
 - i. *Ask:* The team that wins the coin toss to start the game chooses _____? *Answer:* Which goal to attack or to kick off.

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h2>Regional Referee Course</h2>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 27 of 67</p>
--	----------------------------------	--

- j. *Ask:* Where should the players be on a kick-off? *Answer:* Each team should be in its own half of the field except the player taking the kick. The team not taking the kick-off must be outside the center circle.
- 3 Bridge to next lesson
 In soccer, it is important that players “earn” the right to take a shot at the goal. For this reason, a player may be guilty of committing an “off-side infraction.” What is “offside” you may be asking? We’ll tell you

VI. Offside - Basic

A. DESCRIPTION

1. Duration: 50 minutes
2. This lesson introduces the notion of “offside” to new referees.

B. GOALS

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

C. STUDENT MATERIALS

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

D. INSTRUCTOR EQUIPMENT AND MATERIALS

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

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

1. Introduce yourself and your co-instructors, if necessary.
2. Introduce the topic. “The notion of offside is deeply rooted in the spirit of the game. In the early days of soccer, some players were lazy. Rather than working with the rest of their team to advance the ball in a systematic way, these players

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h1>Regional Referee Course</h1>	Date: June 2021 Version: 2.4 Page: 28 of 67
--	----------------------------------	---

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

chose to hang around near their opponents' goal, wait until the ball came to them, and then attempt to score a goal. Many of their team-mates thought that this was neither gentlemanly nor fair. Consequently, the rules evolved to say that a player who is ahead of the ball in the opponent's half of the field, is 'off their side' (*side* meaning team) and is not allowed to participate in the play while in that position. That notion, with small refinements that we will talk about shortly, is the essence of the present-day offside law."

G. OFFSIDE POSITION

1. Before an offside offense is even possible, a player must be in an **offside position**. Without offside position, there can be no offense.
2. What is offside position? A player is in an offside position if all of the following three are true:
 - a. The player is in the opponents' half of the field (for 10U, closer to the goal line than the BOL), *and*
 - b. The player is closer to the opponents' goal line than the ball, *and*
 - c. The player is closer to the opponents' goal line than either of the last two opponents, *then*
 - d. That player is in an **offside position**.
3. Being in an offside position, by itself, is not an offense.
4. *Note to instructor: If the lesson is conducted indoors, use a whiteboard or flip chart or other visual aid to show a field diagram and various placements of players and the ball. For each arrangement, ask students to determine offside position. If the lesson is conducted outdoors, create the arrangements by physically positioning students (who simulate players) on the field.*

H. OFFSIDE OFFENSE

1. An offside offense occurs if a player in offside position *at the moment the ball touches or is played by a teammate* becomes, in the opinion of the referee, *involved in active play* by
 - a. Interfering with play (generally touching the ball), *or*
 - b. Interfering with an opponent, *or*
 - c. Gaining an advantage, which has a very specific meaning. Gaining an advantage

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h2>Regional Referee Course</h2>	Date: June 2021 Version: 2.4 Page: 29 of 67
--	----------------------------------	---

in the context of offside means (and only means) playing the ball or interfering with an opponent after the ball has rebounded or deflected off the goal structure, match official, or opponent or it has been deliberately saved (from going into the goal) by any opponent.

2. The referee penalizes an offside offense by stopping play and awarding an indirect free kick to the opposing team at the position where the infringing player became involved in active play.
3. Exception: A player in an offside position who receives the ball *directly* from a goal kick, corner kick, or throw-in, is *not* penalized for offside. (That is, the offside law is momentarily suspended when the ball is being returned to play after leaving the field.)

I. APPLYING THE OFFSIDE LAW

1. Application of the offside Law involves a *factual decision* and a *judgment*.
2. Whether a player is in an offside position at the moment the ball is played to him is a *factual decision*, in the same sense that deciding whether a ball has crossed a boundary line is a factual decision. (Indeed, the two decisions are similar, except of course that the offside “line” is not physically present on the field because it moves with play.)
3. Whether a player in offside position should be penalized for an offside offense is a *judgment*, since it requires the referee to decide whether the player has become involved in active play. Involvement can happen in many ways. The most common are:
 - a. Receiving the ball directly from a teammate, whether the ball was deliberately passed or miskicked. A direct pass from a teammate is probably the most common form of involvement in active play for 10U players. However, an accidental pass can cause a player to be unintentionally involved. That is, the play “comes to them” while they are in an offside position. Whether the pass is deliberate or accidental, if it is received by a player who was in offside position when the ball was touched by the teammate, that player becomes involved in active play and is therefore offside.
 - b. Getting in the way of an opponent; for example, blocking the movement or vision of the goalkeeper or other opponent.
 - c. Challenging an opponent for the ball.
4. To make the *judgment* of active involvement correctly, the referee and assistant referee frequently must wait a few seconds after the moment at which the ball is touched or played by the teammate. *Note to instructor: illustrate each of the following scenarios for visual reinforcement, preferably by demonstration but*

Regional Referee Course

otherwise on a flip chart or whiteboard.

- a. *Ask:* Should a player in offside position, not near any other players, be penalized for offside? *Answer:* Not unless they become involved in active play. Since they are not interfering with an opponent, they would have to interfere with play – for example by receiving the ball – or otherwise gain an advantage in order to be penalized.
 - b. *Ask:* When the ball touches or is played by the teammate of a player in offside position, how long should the referee wait before penalizing the player for offside? *Answer:* The referee should wait until he determines the player is involved in active play. If the player is interfering with an opponent at that moment, offside can be whistled immediately. If the ball is going to the player in offside position, the referee should wait until it is evident that they can and will play it, at which point they have become involved in active play and an offside offense has occurred.
 - c. *Ask:* Two teammates are advancing on the opponents' goal having beaten the opposing defenders so that only the opposing goalkeeper is ahead of them. One is slightly ahead of the other. The trailing player has possession of the ball, but is dribbling it by repeatedly kicking it a few yards ahead and running ahead to meet it. The teammate who is ahead of the player with the ball has an equal opportunity to play the ball. What should the referee do? *Answer:* Allow play to continue until it is clear that the leading teammate's presence has affected the play; that is, until they have become involved in active play. *Note to instructor:* this situation happens often in younger players' games, where a teammate becomes a kind of "side car" or "wing man" for the player with the ball. Many inexperienced referees incorrectly whistle for offside when this player has not been involved. Refer back to the previous scenario (item b) and emphasize the possibilities: interfering with an opponent (when the players become sufficiently close to the goalkeeper) or interfering with play (receiving the ball).
5. A useful rule of thumb in judging involvement in active play at younger ages is for the referee to ask themselves, "If the player in offside position had not been there, would the play have been any different?" If the answer is "no," then the player should not be judged guilty of offside. Like all rules of thumb, this one does not perfectly cover all situations, but it will serve the beginning referee well.
 6. Offside in 10U games is frequently blatant because the players are unfamiliar with the concept. The referee's role at this level of play is partly instructional. The

Regional Referee Course

referee should help the players (and coaches and parents) to get a feel for the offside concept and to learn how to identify and avoid it.

J. Build Out Line("BOL")

The BOL replaces the halfway line in the judgment of offside. This allows attacking teams more room to develop their attack.

K. CONCLUSION

1. Review

- a. A player is in offside position when that player is in the opponents' half of the field (past the BOL in 10U) *and* closer to the opponents' goal line than the ball *and* closer to the opponents' goal than either of the last two opponents.
- b. A player in an offside position at the moment the ball touches or is played by a teammate is penalized for offside if that player becomes in active play by interfering with play *or* interfering with an opponent *or* gaining an advantage by being in an offside position.
- c. A player is not offside if that player receives the ball directly from a goal kick, corner kick, or throw-in.
- d. An offside offense is penalized with an indirect free kick to the opposing team at the place where the infringing player became involved in active play.
- e. The judgment of active involvement in play may require the officials to wait a few seconds after the ball touches or is played by the teammate.

2. *Summary:* A player is penalized for being at the wrong place at the wrong time doing the wrong thing:

- a. The wrong place: in an offside position
- b. The wrong time: at the moment the ball is touched or played by a teammate
- c. The wrong thing: involved in active play

3. Flashback Confirmation

- a. *Ask:* When do we evaluate offside position? *Answer:* When the ball is played or touched by a teammate.
- b. *Ask:* What are the three ways an offside positioned attacker can become involved in active play? *Answer:* Interfering with play; interfering with an opponent, or gaining an advantage (which only applies after a rebound or deflection).
- c. A player leaves the field (with the Referee's permission) with an injury. *Ask:* What are the coach's options? *Answer:* The team can play short until the player returns to the field (with the Referee's permission), or a substitute can replace the injured player.
- d. *Ask:* How many substitution opportunities are there in a regulation AYSO

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h2>Regional Referee Course</h2>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 32 of 67</p>
--	----------------------------------	--

match? *Answer:* Four. *Ask:* Can you name them? *Answer:* About midway through the first half, at halftime, about midway through the second half, and for injury.

- e. A player leaves the field (with the Referee's permission) with an injury. *Ask:* What are the coach's options? *Answer:* The team can play short until the player returns to the field (with the Referee's permission), or a substitute can replace the injured player.
 - f. Using the above scenario, the coach decides to substitute the injured player. *Ask:* Which player gets credit for the "quarter." *Answer:* The player that started the "quarter."
 - g. *Ask:* According to the National Rules and Regulations, what is the minimum amount of time that each team member must play? *Answer:* Half the game.
4. Bridge to next lesson, perhaps as follows: "We have covered the several reasons why a referee stops play: ball out of play, injuries, other neutral reasons, and offside violations. These is one more reason why the referee is likely to stop the game: for unfair or unsafe play. In the language of the *Laws of the Game*, that is called Offenses, which is the subject we consider next.

VII. Direct Free Kick and Indirect Free Kick **Offenses** ("Fouls") - Basic

A. DESCRIPTION

1. Duration: 50 minutes
2. This lesson introduces offenses as they occur in the 10U game.

B. GOALS

1. Explain the two categories of offenses.
2. Describe the offenses that occur in younger players' games.

C. STUDENT MATERIALS

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

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. A ball.
2. Student volunteers to help with demonstrations of offenses.

E. LIST OF ATTACHMENTS

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h1>Regional Referee Course</h1>	Date: June 2021 Version: 2.4 Page: 33 of 67
--	----------------------------------	---

None.

F. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Introduce the topic as follows. “The spirit of the game is Safe, Fair, and Fun. If players do things against their opponents that violate this, the referee has the duty to stop play and penalize the offender. *Unfair or unsafe play* is categorized as *offenses*; *poor sportsmanship* is considered *misconduct* (which is covered in lesson VIII). Offenses occur much less frequently in 10U games than they do in older player’s games, but it is important that referees understand the most common offenses and be able to deal with them properly.”

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

G. OFFENSES IN THE 10U GAME

1. A “foul” is an unsafe or unfair act committed while the ball is in play generally in the field of play. (*Note: recent changes to the language of Law 12 have mostly used the word offenses. Nonetheless, “foul” remains a useful descriptor for the non-misconduct offenses in Law 12--hence the name of Law 12, “Fouls and Misconduct.” Instructors should use both words in discussion.*)

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h2>Regional Referee Course</h2>	Date: June 2021 Version: 2.4 Page: 34 of 67
--	----------------------------------	---

2. Law 12 sets out two kinds of offenses that are commonly referred to as “fouls” : *Direct Free Kick* offenses and *Indirect Free Kick* offenses. The former are more serious and most involve unfair or unsafe contact. The latter are less serious and do not involve contact. The two categories are named for the way play is restarted after an offense has been whistled by the referee. We will discuss these restarts in the next Lesson. We will briefly list the acts in each of these categories, but we will focus only on the few that occur frequently in the 10U game.
- a. There are 12 *direct free kick* offenses:
- a) A direct free kick is awarded to the opposing team if a player commits any of the following seven offenses in a manner considered by the referee to be careless, reckless, or using excessive force:
 - a) Kicks or attempts to kick an opponent
 - b) Trips or attempts to trip an opponent
 - c) Strikes or attempts to strike an opponent
 - d) Jumps at an opponent
 - e) Charges an opponent
 - f) Pushes an opponent
 - g) Tackles/challenges an opponent
 - b) A direct free kick is also awarded to the opposing team if a player commits any of the following five offenses:
 - a) Holds an opponent
 - b) Spits or bites at someone on the team lists or a match official
 - c) Commits a handball offense (except for goalkeepers within their own penalty area)
 - d) Impedes an opponent with contact
 - e) Throws an object at the ball, opponent or match official, or makes contact with the ball with a held object.
- b. While these will typically happen on the field, sometimes players are slightly off the field when a player, for example, hold or trips another player. These are still offenses that the referee should penalize with a free kick *so long as the ball was in play at the time the offense occurred*.
- c. 10U players commit comparatively few direct free kick offenses, and the ones that they do commit are frequently the result of ignorance of the game or merely lack of skill. The following are the ones that most commonly occur in 10U:
- a) **Kicks an opponent.** This occurs most commonly when a player kicks at the ball and misses it, kicking an opponent instead.
 - b) **Trips an opponent.** This occurs most commonly when a player attempts to play the ball and misjudges the timing of a challenge, contacting the

Regional Referee Course

opponents' leg(s) and causing the opponent to fall. Before whistling for tripping, the referee should be sure that it was committed by a player, since young players often trip over their own feet or the ball.

- c) **Pushes an opponent.** Young players often push opponents to get to the ball or gain an advantage. Pushing is not allowed even when players use parts of their body other than their hands.
- d) **Holds an opponent.** Holding any part of an opponent may give a player an unfair advantage. It is illegal to hold with the hands or any part(s) of the body.
- e) **Charges an opponent.** "Charging" is a technical term in soccer. A fair charge is defined as a brief, staccato (momentary), shoulder-to-shoulder bump of limited force. Its purpose is to displace an opponent who has the ball enough to allow the charging player to gain control of the ball. In contrast, an unfair charge is one that has any of the following characteristics: it is NOT shoulder-to-shoulder, it is NOT brief (momentary), it is executed in a reckless manner or with undue force, or the charging player primarily plays their opponent rather than the ball. A fair charge is permitted and should not be confused with a push. An unfair charge should be penalized.
- f) **Handling offenses.** In 10U games we are primarily concerned with clear, deliberate handling. Handling includes the arm--beginning with the bottom of the armpit.
 - a) Most significantly, it is an offense if a player handles the ball deliberately. If a player (other than the goalkeeper within the goalkeeper's own penalty area) deliberately strikes, deflects, or holds the ball with the hands or arms (all the way to the shoulder), it is an offense. This occurs most commonly when a ball comes to a player above waist level and the player doesn't have the ability or the confidence to play it with the body. (Sometimes the player will raise their arms over their head to stop a high ball.) The act of handling the ball includes any deliberate contact with the hand or arm, but generally **does not include accidental contact.** By contrast, if a ball inadvertently strikes a player's hands or arms, the player has usually not committed an offense. In general, when younger players commit a deliberate handling offense, it is obvious to everyone on the field, including themselves. If the referee is in doubt about the deliberateness of the action, they should not stop play.
 - b) Instructors should be cautious about discussion of the other two ways in which a player can commit a handball offense--emphasis at this level needs to focus on deliberate handling.

Regional Referee Course

- It is also a handling offense if a player deliberately makes herself unnaturally bigger. Referees in younger games must be very careful in applying this, as the lack of coordination means many arm positions are natural for the children playing that would not be natural for a skilled adult player. Referees should be looking for players who have deliberately put the arms away from their bodies to take up additional space.
- A truly accidental handling is only an offense in one unique context: if the ball touches the hand or arm of an attacker and bounces directly into the goal or that player immediately scores, it is a handball offense.

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

- g) *Indirect Free Kick* offenses. An indirect free kick is awarded to the opposing team if a goalkeeper, inside their own penalty area, commits any of the following offenses:

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h2>Regional Referee Course</h2>	Date: June 2021 Version: 2.4 Page: 37 of 67
--	----------------------------------	---

- a) Takes more than six seconds while controlling the ball with their hands, before releasing it from their possession.
 - This offense is rarely called; rather, the referee should simply verbally encourage the goalkeeper to release the ball from their possession.
- b) Touches the ball with their hands after:
 - It has been released from their possession and has not touched any other player.
 - It has been deliberately kicked to them by a team-mate.
 - They have received it directly from a throw-in taken by a team-mate.
 - *Note: If the goalkeeper attempts to kick a ball from a kick or throw-in from a teammate and miskicks the ball, the goalkeeper is then permitted to use hands to control the ball.*
- h) An indirect free kick is also awarded to the opposing team if a player, in the opinion of the referee,
 - a) Plays in a dangerous manner.
 - b) Impedes the progress of an opponent without making contact.
 - c) Prevents the goalkeeper from releasing the ball from their hands.
 - d) is guilty of dissent or other verbal offenses
 - e) Commits any other offense, not mentioned in the Laws, for which play is stopped to caution or send off a player.
- d. **Playing in a dangerous manner** (often shortened to “dangerous play”) is the most common of these indirect free kick offenses seen in younger players’ games. Dangerous play involves attempting to play the ball inappropriately and in so doing, preventing the opponent from playing it safely in the proper manner. Two forms occur frequently: (1) a player kicks at a ball above waist level in close proximity to an opponent, or (2) a player lying on the ground lingers on or near a ball in close proximity to a standing opponent. In both cases, the opponent cannot play the ball in the proper way without endangering himself or the player; thus, they have been unfairly disadvantaged by the player’s action. Contact with the opponent is not required for play to be dangerous; indeed, if significant contact occurs, a direct free kick offense has almost certainly occurred. *Note to instructor: Tell the students about Ken Aston’s “gasp test”: if the action of a player against an opponent makes you gasp, then feel relieved that there was no contact, it’s dangerous play.*
- e. **Deliberate Heading—safety rule.** Deliberately heading the ball is not permitted for all division players 11U and below (12U and below for programs without

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h1>Regional Referee Course</h1>	Date: June 2021 Version: 2.4 Page: 38 of 67
--	----------------------------------	---

single age divisions). If a player in these age groups deliberately heads the ball, an indirect free kick is awarded to the other team. This is a safety violation, not an offense. If a ball inadvertently makes contact with a player's head, play continues, unless the referee deems it necessary or appropriate to stop play to check for a possible injury, in which case play would resume with a dropped ball.

- f. No punting--development rule. In 10U games, to support the development of building out from the back, the goalkeeper is not permitted to punt the ball. An indirect free kick is awarded to the opposing team if a goalkeeper punts the ball.

H. CONCLUSION

1. Beginning referees who do not have previous soccer experience are generally unsure about what actions constitute offenses, which is natural, and may mistake ordinary legal contact for an offense in an effort to "protect" the players.
2. Beginning referees with previous soccer experience tend to recognize offenses in the context of their experience, which is generally well above 10U play, and they therefore tend to allow more contact than is appropriate at this level.
3. Review
 - a. The direct and indirect free kick offenses ("fouls") are unsafe or unfair actions committed by players on or near the field while the ball is in play.
 - b. Although offenses are committed comparatively less frequently in the 10U game, the referee must be able to recognize unsafe/unfair acts and stop play.
 - c. Offenses are classified as either Direct Free Kick offenses – the more serious ones that generally involved contact with an opponent – and Indirect Free Kick offenses – the less serious ones. They are named for the restarts used to get play underway after one has caused play to be stopped by the referee.
4. Flashback Confirmation
 - a. *Ask:* What are the 2 elements of the OFFSIDE offense? *Answer:* Position, Active Involvement.
 - b. *Ask:* When is the time of judgment? *Answer:* When the ball last touches or is played by a teammate.
 - c. *Ask:* What are the 3 ways of becoming involved in active play? *Answer:* Playing the ball, interfering with an opponent, or gaining an advantage by

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h2>Regional Referee Course</h2>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 39 of 67</p>
--	----------------------------------	--

- being in that position, that is, by playing the ball or interfering with an opponent when the ball has rebounded or deflected off the goal structure, match official, or opponent or it has been deliberately saved (from going into the goal) by any opponent.
- d. *Ask:* What are the 3 exceptions when it is not an offense for a player in an offside position to receive the ball directly from a teammate? *Answer:* From a goal kick, corner kick, throw in.
 - e. *Ask:* A ball bounces up and hits a player in the arm. Is this an offense? *Answer:* Probably not. The player did not handle the ball deliberately, which is the requirement for ball/hand contact to be an offense. If the player immediately scores an offense has occurred even though it was not deliberate.
 - f. *Ask:* A player lies on the ground and kicks at the ball. No one else is near. Is this dangerous play? *Answer:* No. Playing the ball while lying on the ground is not an offense unless an opponent is near and trying to kick the ball.
 - g. *Ask:* If the referee thinks an offense may have occurred but isn't sure, should they stop play? *Answer:* No, the referee should not stop play for doubtful offenses.
 - h. *Ask:* A 10U player deliberately punches (or, equivalently, spits at) an opponent. What should the referee do? *Answer:* The player is guilty of both a Direct Free Kick offense as well as misconduct (a sending-off offense). The referee should stop play, take the offender to their coach, and explain that players whose behavior is uncontrollable are not allowed to play. The player is removed and the team plays short. The referee should not show the red card in a 10U game. The referee should solicit the coach's cooperation in dealing with the player. (If the ball was in play when the offense occurred, play should be restarted with a direct free kick; if the ball was not in play, then play resumes in the same way it would have resumed without the offense.)
5. Bridge to next lesson, perhaps as follows: "Now that we have a general idea about offenses, let's discuss behavior by players that may not necessarily be offenses but can be accurately described as Poor Sportsmanship. Similarly, we will also discuss irresponsible behavior by coaches and spectators.

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h1>Regional Referee Course</h1>	Date: June 2021 Version: 2.4 Page: 40 of 67
--	----------------------------------	---

VIII. Misconduct – Basic

Note to instructor: *It is important that referees be introduced to the misconduct described in Law 12. But, the overall emphasis of Law 12 instruction at this stage should be on the offenses that referees will encounter in 10U games which was covered in the previous lesson. Misconduct should be covered briefly but thoroughly with the emphasis being on its rare occurrence in 10U.*

A. DESCRIPTION

1. Duration: 20 Minutes
2. This lesson introduces misconduct as it occurs, relatively infrequently, in the 10U game.

B. GOALS

1. Introduce the concept of misconduct and briefly explain how to deal with it in 10U games.
2. Because misconduct is rare in the 10U game, explain that the lesson will be a very cursory introduction to the concept and will involve simply listing the letter of the Law that covers it.
3. Introduce dealing with coaches and spectators with a focus on the AYSO team concept.

C. STUDENT MATERIALS

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

D. INSTRUCTOR EQUIPMENT AND MATERIALS

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

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Introduce the topic as follows: "The Spirit of the game is Safe, Fair, and Fun. As we covered in the previous lesson, *unfair or unsafe play* is categorized as

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h2 style="margin: 0;">Regional Referee Course</h2>	Date: June 2021 Version: 2.4 Page: 41 of 67
--	---	---

offenses. However, poor sportsmanship is considered misconduct, which is distinct. Misconduct is rare in 10U games, but it is important that referees understand the concept and the letter of the Law.”

3. What may occur more frequently than misconduct amongst 10U players, is irresponsible behavior amongst the adults involved (coaches and spectators).

G. MISCONDUCT IN THE 10U GAME

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

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h2>Regional Referee Course</h2>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 42 of 67</p>
--	----------------------------------	--

Note for instructors: This discussion deliberately omits the misconduct related to video review as it will not apply in AYSO games. Instructors should not get side-tracked into those offences, but could comment in passing that those who read the book will see a couple of inapplicable offenses only applicable in professional games with video review.

4. Misconduct is rare in younger players' games, but if it occurs in the 10U game, cards should not be shown. Instead of showing a card, the referee should explain the misconduct to the coach. In the 12U game, the display of a card is discouraged and handling it through the coach is preferable, but in rare cases the display of the card may be appropriate.
5. A player's enjoyment of soccer derives from the activity on the field. When adults interfere with the game, they reduce that enjoyment. The referee, as the guardian of fun, also has the responsibility to ensure that adults don't lessen the kids' fun. Managing younger players' games also entails helping the adults (coaches, spectators) to remember their role, which is to provide positive encouragement for both teams.

H. DEALING WITH COACHES AND SPECTATORS

Note to instructor: *Recognize that the biggest worry/fear of entry-level referees is being yelled at by adults. Most are not confident of their ability to deal with such situations. The purpose of this section is to give them a few concrete techniques for doing so. Inevitably, presentation of this material will bring their insecurities to the surface and can easily lead to a negative discussion that exaggerates the problem. The instructor must keep the presentation focused and limited in duration: 7-10 minutes.*

1. Bridge from the previous topic by reiterating that misconduct among 10U is rare, but unfortunately less so among the adults accompanying them at the field.
2. Point out that some coaches and spectators become more "enthusiastically engaged" with the ultimate outcome (winning/losing) of the game. This increased enthusiasm, if left unchecked, can evolve to an emotional roller-coaster of inappropriate behavior. (The publication *Problems Outside the Touch Line* contains material on this subject. Mention it to the students, and consider distributing copies.)
3. Following recent changes, referees use yellow and red cards to caution and dismiss coaches. Coaches may be warned (no card shown), cautioned (yellow card shown), or dismissed from the game (red card shown). While the progression—warning-caution-dismiss—is appropriate for some conduct, more serious behavior may lead directly to the caution (yellow card) or send off (red card). Cards are never shown to parents or other spectators. Note that all cards and warnings must be listed on game

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h2>Regional Referee Course</h2>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 43 of 67</p>
--	----------------------------------	--

cards so that Regions are aware of conduct issues from coaches.

4. Present 2-3 common scenarios illustrating inappropriate adult behavior and the action taken by the referee. Here are some suggested possibilities; if you use others, be sure to keep them simple, direct, and appropriate for 10U games. Wherever possible, use a co-instructor or a volunteer to play the part of the spectator or coach while you play the referee. These scenarios work best when the participants speak naturally in the vein suggested by the dialog here; reading a script detracts from the effect.
 - a. **Scenario 1.** Five minutes into the game, the referee is close to play in the middle of the field when two opposing players bump into each other while trying to play the ball, there is no offense, but the Red player falls down. The referee makes no signal and does not stop play.
 Red coach (shouting from the touch line): “Hey, what about that push?”
 Referee looks directly at the coach, shakes his head indicating “No,” and puts a finger to their lips indicating “Shh!”
 The Red coach makes no further comment, although their body English indicates they’re not entirely happy.
 - b. *Ask: What do you think about the way the referee handled this? Lead a brief discussion, which should reach the conclusion that the referee did not let the disagreement pass unnoted, expressed their request to the coach unambiguously without having to stop play, and by doing this early in the match may have prevented subsequent escalation.*
 - c. **Scenario 2.** Two opposing players kick the ball essentially simultaneously and it crosses the touch line near midfield.
 Referee: “Red throw-in.”
 Blue coach: “Aw, c’mon ref, that was ours!”
 Referee: (evenly, looking directly at the coach) “Sir, please leave those decisions to me.” (turns to players)
 Blue coach starts to respond: “But ref, ...”
 Referee turns back toward the coach and says nothing, but puts their hands up in a gesture that says “No more!”, then moves away. This is an example of a warning to the coach.
 - d. *Ask: What did you observe about the way the referee responded to the coach’s disagreement with his call? Lead a brief discussion, which should reach the conclusion that the referee was calm, professional, cordial but firm, and avoided a protracted conversation.*
 - e. **Scenario 3.** A parent repeatedly calls out instructions to his daughter every time the ball comes to her.

Regional Referee Course

Parent: “C’mon Susie, pass to Rosie... (pause) OK, dribble, dribble, drib- pass! (pause) “You’ve got it! Now, big kick!” The ball now goes out of play. Referee: (to players) “Hold the ball, please!” (walks over to the coach of Susie’s team, and loud enough for the parents to hear) “Sir, I’m sure you would prefer that your players do what you taught them in practice rather than what their parents yell. Please remind them that they can cheer all they want, but they aren’t to coach their kids during the game. Thank you.”

- f. *Ask: What did you observe about the referee’s handling of the situation? Lead a short discussion, which should reach the conclusion that the referee was professional, non-confrontational but firm, and supportive of the coach’s role.*
- g. **Scenario 4.** It is nearly the end of the first half. The referee has heard disagreement coming from the Blue spectators about their last three or four calls. The referee looks at their watch, then blows their whistle and announces “Half-time!” They then walk toward the Blue coach.
Referee (calmly, to Blue coach): “Coach, may I speak with you for a minute?”
Blue coach (to his team): “Players, get some water – I’ll be right with you.” (to referee): “Yes?”
Referee: “I’ve noticed quite a bit of negative comment from your spectators. Would you please remind them that in AYSO we’re all here to make sure that the players have a good time, and they can do that by keeping their remarks positive and encouraging?”
Blue coach: “Well, I...”
Referee: “Thank you. I know it will make a difference for the players, and I appreciate your help.” (Referee returns to the field)
- h. *Ask: What did you observe about the referee’s handling of the situation? Lead a short discussion, which should reach the conclusion that the referee was professional and invoked the principles of the AYSO Team.*
5. Summarizing the points resulting from the preceding discussion.
- a. The referee should utilize the AYSO Team concept to enlist the cooperation of the coaches and spectators. Disagreement with officials that is tolerated at other levels of sport is not acceptable in AYSO.
 - b. The referee must remain calm and professional when the emotional reactions of coaches and spectators to the game and/or to the decisions of the referee begin to become inappropriate.
6. The referee should respond to inappropriate behavior early to prevent escalation. Sometimes this can be done without stopping the game. A smile, a wink, a look, a gesture: all are tools that can be used to convey a message without conversation. Close the discussion by reiterating that the referee’s job is to ensure the game is enjoyable for

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h1>Regional Referee Course</h1>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 45 of 67</p>
--	----------------------------------	--

all who participate and observe. The players learn from the behavior of adults and the referee is the authority figure who determines what is and is not acceptable behavior. Remind the students that no referee enjoys this aspect of the job, but it is integral to the AYSO referee's fundamental responsibility to make the game enjoyable for the players.

I. CONCLUSION

1. Misconduct is serious poor sportsmanship, but is rare in 10U games. In older players' games it is punished formally, using yellow and red cards, but cards should never be shown to players in 10U games. When necessary, cards may be used with coaches in 10U games.
2. Inappropriate behavior by adults should be addressed early, with a calm and professional attitude and an emphasis on creating a positive environment for the players. The AYSO Team concept is the referee's best tool.
3. Bridge to next lesson, perhaps as follows: "Now that we know the reasons why play stops, let's see how the referee gets play going again."

IX. Restarting the Game

A. DESCRIPTION

1. Duration: 50 minutes
2. This lesson introduces the notion of "restart" and provides the necessary details to administer restarts properly in 10U games.

B. GOALS

1. Explain the concept of "restart."
2. Describe the "when" and "how" of each restart used in 10U games.

C. STUDENT MATERIALS

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

D. INSTRUCTOR EQUIPMENT AND MATERIALS

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

E. LIST OF ATTACHMENTS

None.

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h2>Regional Referee Course</h2>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 46 of 67</p>
--	----------------------------------	--

F. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Introduce the topic. “The term ‘restarts’ refers to the ways in which play is resumed after it has been stopped. The restart used depends on the reason for which play was stopped. We’ll now look at each of these restarts to see when each one is used and how it is carried out.”

G. THROW-IN

1. When the ball passes out of play over a touchline, play is restarted with a throw-in. The throw-in conveys only a small advantage to the team that takes it, because the ball crossing the touchline is viewed as a relatively minor event within the context of a game.
2. The throw-in is taken by the opponents of the team that last touched the ball (even if the touch was accidental). Any player on the team may take the throw-in, and the players (not the referee) decide who takes it.
3. The throw-in is taken from the approximate point on the touchline where the ball left the field.
4. At the moment of delivering the ball, the thrower must face the field of play, have part of each foot touching the ground either on or behind the touchline, and use both hands to deliver the ball from behind and over the head. *Note to instructor: briefly demonstrate proper and improper throw-ins with a ball and simulated line. Emphasize when incorrect technique is serious enough to warrant a second attempt.*
5. The ball is in play as soon as it is released and any portion of it is on or over the outside edge of the touchline. If the ball fails to enter the field of play, the throw-in is retaken.
6. Opposing players must be at least two yards from the touchline at the point at which the throw-in is taken.
7. A goal may not be scored directly from a throw-in. If the ball goes directly into either goal, it is treated as if it had crossed the goal line outside the goal. *Note to instructor: this last point will not be meaningful until goal kicks and corner kicks are discussed, below.*
8. Offenses:
 - a. The purpose of the throw-in is to get the ball back into play promptly with minimal fuss. AYSO officials are advised not to interfere with the fun of the game by stopping for doubtful or trifling offenses. If an official cannot decide quickly whether a young thrower’s foot or hand technique is correct, the call is doubtful. The referee should allow play to continue.

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h2>Regional Referee Course</h2>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 47 of 67</p>
--	----------------------------------	--

- b. If the thrower touches the ball again before it has touched any other player, the referee stops play and gives an indirect free kick to the opposing team at the point of the offense. (Indirect free kicks are discussed later in this lesson.)

Note: at 8U and younger, throw-ins may be replaced with a kick-in. For a kick-in, the ball is simply kicked back onto the field. The kick-in may or may not be a pass. It is perfectly acceptable for a player taking a kick-in to dribble the ball into play.

H. GOAL KICK

1. A goal kick is used to restart play when the ball goes over the goal line, last touched by a member of the attacking team, and a goal is not scored.
2. Any player on the defending team takes the goal kick.
3. The ball is placed anywhere in the goal area. *Note to instructor: using a suitable field diagram or a simulated goal area and a ball, illustrate proper and improper positioning of the ball.*
4. The following requirements apply:
 - a. Players on the opposing team must be outside the penalty area when the ball is kicked and cannot enter the penalty area until the ball is in play.
 - b. The ball is in play when it is kicked and clearly moves.
5. If the ball is kicked directly into the opponent's goal (rare!), a goal is scored. In the unlikely event the ball is kicked directly into the player's own goal, it is not a goal, but a corner kick for the other team.
6. If, after the ball is in play, the kicker touches it again before it has touched any other player, the referee stops play and gives an indirect free kick to the opposing team at the point of the offense. (Indirect free kicks are discussed later in this lesson.)

I. CORNER KICK

1. A corner kick is used to restart play when the ball goes over the goal line, last touched by a member of the defending team, and a goal is not scored.
2. Any player on the attacking team takes the corner kick.
3. The ball is placed anywhere in the corner area nearest the point where the ball crossed the goal line. The corner flag must not be moved. *Note to instructor: using a suitable field diagram or a simulated corner area and a ball, illustrate proper and improper positioning of the ball.*

Regional Referee Course

4. Players on the opposing team must be 8 yards from the corner arc (10 yards in 14U and older) when it is kicked.
5. The ball is in play when it is kicked and clearly moves; it does not need to leave the corner area.
6. If the ball is kicked directly into the opponent's goal, a goal is scored.
7. If, after the ball is in play, the kicker touches it again before it has touched any other player, the referee stops play and gives an indirect free kick to the opposing team at the point of the offense. (Indirect free kicks are discussed later in this lesson.)

J. FREE KICKS

1. When a player commits an offense for which the referee stops play, play is restarted with a free kick taken by any player on the opposing team. It is a "free" kick because the opposing team (that is, the one that was disadvantaged by the offense) is given a clear kick of the ball without interference from the offending team.
2. There are two forms of free kick: *direct* and *indirect*. Both are used to penalize offenses, as described in the previous lesson. An indirect free kick is also awarded for offside offenses and certain technical offenses, such as the "second touch" by a player taking a restart.
3. "Direct" means that a goal may be scored directly from the kick (against the opposing team). "Indirect" means that the ball must touch another player, on either team, before a goal can be scored.
4. When a free kick is taken, the opposing players must be 8 yards from the ball (10 yards in 14U and older) or (if closer) standing on their own goal line between the posts. Special situation: if the free kick is taken from within a team's own penalty area, the opposing players must also be outside the penalty area and must remain there until the ball is in play (just as on a goal kick).
5. In most cases, the free kick is taken from the location of the offense, and the ball is in play as soon as it is kicked and clearly moves. It does not have to be kicked forward. However, there are some conditions and special circumstances:
 - a. A free kick awarded to a team inside its goal area may be taken from any point in the goal area.
 - b. An indirect free kick awarded to the attacking team inside its opponents' goal area is taken from the goal area line parallel to the goal line at the point nearest to where the offense occurred.
 - In such a case, opponents must be *either* eight yards (10

Regional Referee Course

yards in 14U and older) from the ball *or* on the goal line between the goal posts.

- c. If a direct free kick is to be awarded to the attacking team inside the defending team's penalty area, a penalty kick is awarded instead. The penalty kick is discussed later in this lesson.
 - d. If the spot of the offense was off the field, the free kick takes place on the goal line or touchline closest to where the offense occurred.
6. If, from a direct free kick, the ball is kicked directly into the opponents' goal, a goal is scored. If, from an indirect free kick, the ball is kicked directly into the opponents' goal, a goal kick is awarded to the opponents.
 7. Once the ball is in play, the kicker may not touch the ball a second time until it has touched another player. If touched a second time by the kicker, an indirect free kick is awarded to the opposing team from the point of the offense.
 8. To signal an indirect free kick, the referee must raise one hand high before the kick is taken and keep it raised until the kick is taken and the ball touches another player, goes out of play, or it becomes obvious the ball will not enter the goal. *Note to instructor: demonstrate this signal now. Other referee hand signals are covered in Lesson X.* Thus, if the ball goes directly into the goal and the referee's hand is still in the air, a goal is not scored. It's important for everyone – players and assistant referees – to know this!

K. PENALTY KICK

1. A penalty kick is awarded when a direct free kick offense has been committed by a team within its own penalty area.
2. A penalty kick is somewhat like a direct free kick. It is taken from the penalty mark, and a goal is scored if a properly taken kick enters the goal.
3. After the kicker, who may be any player on the attacking team, is identified, they are handed the ball by the referee. The ball is placed on the penalty mark by the kicker. All other players except the defending goalkeeper must remain outside the penalty area and penalty arc, and behind the penalty mark, until the ball is in play. The goalkeeper must have at least one foot on the goal line and stand between the goal posts facing the field.
4. When all players are properly positioned, the referee signals (blows the whistle) for the kick to proceed. The ball is in play when it is kicked by the designated kicker and clearly moves. The goalkeeper must remain on the goal line (but can move side-to-side, keeping at least one foot on or over the goal line) until the ball is in play. The ball must be kicked forward. If the goalkeeper moves entirely

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h2>Regional Referee Course</h2>	Date: June 2021 Version: 2.4 Page: 50 of 67
--	----------------------------------	---

off the line and saves the penalty kick or clearly distracts the kicker, the kick is retaken.

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

L. DROPPED BALL

1. When play is stopped by the referee for an unusual but neutral reason such as an injury, a dog on the field, or a stray ball from a nearby game, play is restarted by the referee dropping the ball.
2. If the ball was in the penalty area or was last touched in the penalty area, the dropped ball is to the defending team goalkeeper within the penalty area, and all other players must be 4 meters (4.5 yards) away until the ball touches the ground.
3. For dropped balls outside of the penalty area, the dropped ball occurs where the ball was last touched by a player, an outside agent, or a referee or assistant referee. The ball is dropped to a player of the team that last *touched* the ball, and all other players (from both teams) must be 4 meters (4.5 yards) away from the spot where the ball is dropped until the ball touches the ground.
4. So that the ball can be easily played, drop the ball from the player's waist height so that it does not bounce too high. The ball is in play when it hits the ground.
5. If the player kicks the ball before it hits the ground, the ball is dropped again because play has not been restarted properly. A second player other than the player receiving the dropped ball must play or touch the ball before a goal can be scored.

M. KICK-OFF FOLLOWING A GOAL

1. When a goal is scored, as described in Lesson V, play is restarted with a kick-

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h2>Regional Referee Course</h2>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 51 of 67</p>
--	----------------------------------	--

off taken by the team that gave up the goal.

2. The procedure for the kick-off is as described in Lesson IV. The referee must wait until the players and ball are properly positioned, then blow the whistle.

N. THE BUILD-OUT LINE (BOL)

1. The BOL is intended to provide additional space and time for a team to build and attack when play is resumed after a save by a goalkeeper or from a goal kick. This promotes playing the ball out of the back in a less pressured setting.
2. The BOL DOES NOT restrict player location during normal play.
3. During goalkeeper possession in the normal run-of-play, opponents must move behind the BOL until the goalkeeper releases possession.
 - a. The goalkeeper has the option to put the ball back into active play without waiting for the opponents to retreat behind the line.
 - b. Opponents may cross the BOL once the ball is released from the goalkeeper's hands.
 - c. If the goalkeeper kicks/punches the ball rather than trying to collect the ball with their hands, then play continues as usual.
 - d. The "6-second rule" begins once the opponents have retreated behind the BOL.
 - e. Referees should encourage the opponents to retreat.
 - f. If opponents cross the BOL before the goalkeeper releases the ball and subsequently interfere with play: Referees should be vocally pro-active and should manage the opponents to avoid this behavior. Referees should use their judgement and not interfere for trifling infractions. If play has to be stopped to deal with infractions, referees should remind the opponents of the proper procedure, and award the goalkeeper's team an indirect free kick from where the opponent infringed the build-out line rules.
4. Opponents must move behind the BOL for a Goal Kick.
 - a. The player taking the goal kick does not need to wait for opponents to retreat behind the BOL.
 - b. Opponents may cross the BOL when the ball is in play (the ball is kicked and clearly moves).
 - c. The ball may be kicked to any point on the field.
 - d. If the ball is kicked directly out of play then play is restarted with a throw-in or a corner kick.
 - e. If opponents cross the BOL before the goal kick is taken, the referee should stop play, ask the opponents to retreat behind the BOL, and have the goal kick re-taken. Referees should use their judgment and not interfere for trifling infractions. Referees should be proactive and seek to manage the opponents to avoid this.
5. Applying the AYSO team concept to the BOL

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h2>Regional Referee Course</h2>	Date: June 2021 Version: 2.4 Page: 52 of 67
--	----------------------------------	---

- a. Referees should work together with coaches to address repeated infractions of the BOL.
- b. As the BOL is a player development tool, repeated infractions should NOT be considered part of Persistent Offense misconduct.

O. CONCLUSION

1. Review

- a. A throw-in is used to restart play when the ball crosses a touchline. A throw-in is taken by the team opposing the one that last touched the ball. The ball is thrown with both hands over the head with both feet on the ground on or behind the line, and the ball is in play as soon as it is released and any portion of the ball is on over the outside edge of the line.
- b. A goal kick is used to restart play when the ball crosses the goal line last touched by the attacking team and is not a goal. The kick is taken from anywhere in the goal area by the opposing team. The (former) attacking team must be outside the penalty area, and, in 10U games, be behind the BOL. The ball is in play as soon as it is kicked and clearly moves.
- c. A corner kick is used when the ball crosses the goal line last touched by the defending team and a goal is not scored. The kick is taken from anywhere in the nearest corner area by the opposing team. The defending team must be at least 8 yards from the arc (10 yards in 14U and older) when it is kicked. The ball is in play as soon as it is kicked and clearly moves, and if it directly enters the opponents' goal, a goal is scored.
- d. A free kick is used to restart play after the referee has stopped play for an offense. Whether the kick is direct or indirect depends on the particular offense. The opposing team must be at least 8 yards (8 yards in 12U; 10 yards in older divisions) from the ball when it is kicked.
- e. A penalty kick is used when a direct free kick offense is committed by the defending team within its own penalty area. Everyone except the kicker and the goalkeeper must be outside the penalty area and arc, and behind the ball, when the kick is taken. The goalkeeper must have at least one foot on the goal line and may not move forward before the ball is kicked. The ball must be kicked forward and is in play when it is kicked and clearly moves.
- f. A kick-off is used to restart play after a goal is scored. It is taken by the team against whom the goal was scored. The ball is in play when it is kicked and clearly moves.

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h2>Regional Referee Course</h2>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 53 of 67</p>
--	----------------------------------	--

- g. A dropped ball is used to restart play for any other reason. The referee drops the ball to one player from the player's waist height, and it is in play as soon as it touches the ground.
2. Confirm
 - a. *Ask:* How should a referee deal with a 10U player who takes a throw-in incorrectly? *Answer:* Blow the whistle, explain briefly and award the throw-in to the other team.
 - b. *Ask:* For a goal kick, must the ball be placed on a boundary line of the goal area? *Answer:* No, but young players almost always do so. The ball may be placed anywhere in the goal area.
 - c. *Ask:* During a corner kick, if the ball is kicked only slightly and doesn't leave the corner arc, is it in play? *Answer:* Yes, the ball is in play as soon as it is kicked and clearly moved.
 - d. *Ask:* Why would a referee raise their hand after awarding a free kick? *Answer:* To indicate to the players that the kick is indirect.
 - e. *Ask:* How many players are present at a dropped ball? *Answer:* Only one.
 - f. *Ask:* Can the attacking team ever have a direct free kick inside the penalty area? *Answer:* No. A direct free kick offense that occurs in the penalty area always results in a penalty kick.
3. Bridge to next lesson, perhaps as follows: "We now understand how to restart the game. But how, exactly, does the referee convey to the players that they are stopping and restarting play? More generally, how does the referee inform players of their decisions? And how do the assistant referees provide information to the referee to help them make those decisions? This is the subject of our next lesson, which deals with the 'mechanics' that officials use to communicate with each other and with the players."

X. Referee and Assistant Referee Mechanics

A. DESCRIPTION

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

B. GOALS

1. Explain referee duties.
2. Introduce signaling by whistle, hand, and voice.

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h1>Regional Referee Course</h1>	Date: June 2021 Version: 2.4 Page: 54 of 67
--	----------------------------------	---

3. Introduce proper referee positioning
4. Explain assistant referee duties and signals.

C. STUDENT MATERIALS

1. IFAB *Laws of the Game*
2. *Referee Guideline*
3. *USSF Procedures for Referees, Assistant Referees, and Fourth Officials*
(optional)

D. INSTRUCTOR EQUIPMENT AND MATERIALS

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

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

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

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

G. DUTIES OF THE REFEREE

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h2>Regional Referee Course</h2>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 55 of 67</p>
--	----------------------------------	--

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

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

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

Ask: A referee stops play and signals for a free kick. Before the kick is taken, the referee realizes that they have awarded the kick to the wrong team. What should they do? Answer: Blow the whistle, stop the taking of the kick, and take responsibility for the error. "My mistake, it's Blue's kick, not Red's." Have the proper team take the kick and move on. Since you may have confused the players, be sure to make sure both teams are ready before the kick takes place. Most people will respect a referee who admits an error like this and ensures that the fair thing happens.

5. The referee is required to keep a record of the match. There are several aspects of this duty.
 - a. The referee is the official scorekeeper and should record the jersey number of

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h2>Regional Referee Course</h2>	Date: June 2021 Version: 2.4 Page: 56 of 67
--	----------------------------------	---

each player who scores a goal and the time at which the goal occurred.

Often the assistant referees will keep a backup on the AYSO lineup cards.

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

During each half, the referee does not stop play at exactly the midway point but calls for substitutions when there is a convenient stoppage of play, ideally

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h2>Regional Referee Course</h2>	Date: June 2021 Version: 2.4 Page: 57 of 67
--	----------------------------------	---

shortly before the midpoint of the half. Play is restarted based on the way it stopped (goal kick, corner kick, throw-in, etc.). If the ball fails to go out of play within about a minute of the midway point of the half, the referee stops play when the ball is near midfield or in the hands of a goalkeeper, allows substitutions, and restarts with a dropped ball.

Goalkeepers may be substituted during any normal substitution opportunity. In addition, a player already on the field may switch places with the goalkeeper at any other time during the match. The change must take place during a stoppage in play, the referee must be informed before the change, and both players must be properly dressed for their new position before play is resumed.

- e. The referee stops play for injury. According to Law 5, the referee is to (1) stop play immediately if, in their opinion, the player is seriously injured and will require care off the field; or (2) allow play to continue until it a natural stoppage if, in his opinion, the injury is only slight.

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

Ask: While playing the ball, a 10U player twists their ankle and falls down, crying. The referee stops play. After the player has been attended to, how is play restarted? *Answer:* With a dropped ball. *Ask:* Where? *Answer:* Where the ball was when the referee stopped play. *Ask:* Dropped to whom? *Answer:* A member of the team that last touched the ball when play was stopped.

Exceptions: The ball is dropped to the defending team goalkeeper in the penalty area if the ball was in the penalty area or had last been touched in the penalty area,

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

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h2>Regional Referee Course</h2>	Date: June 2021 Version: 2.4 Page: 58 of 67
--	----------------------------------	---

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

- g. The referee suspends or terminates a match for cause. Occasionally a referee will need to “suspend” a match for some temporary situation such as dangerous playing conditions, severe weather, or disruptive spectators or coaches. The referee blows the whistle to stop play, explains the situation to both coaches, clears the field if necessary, and restarts play when the situation is resolved. In AYSO, coaches and referees work as allies to influence parents as well as players to use sporting behavior, as was discussed in Lessons I and VI. A match is “terminated” when it cannot be continued within a reasonable time, usually for safety issues. To terminate a match, the referee informs the coaches and players that the game is terminated. The referee notes the current score and playing time on the back of the lineup card, and reports the circumstances to the appropriate person, usually the regional commissioner or referee administrator. In such a situation, the referee does not determine the outcome of the game.

Regarding severe weather, the *Referee Guideline* says:

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

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

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h2>Regional Referee Course</h2>	Date: June 2021 Version: 2.4 Page: 59 of 67
--	----------------------------------	---

H. REFEREE SIGNALS

1. The referee has three main tools at their disposal for communicating with the players: whistle, hand, and voice. Each has different strengths and weaknesses. *Note to instructor: lead a brief discussion of the properties of whistle, hand, and voice to elicit the following points*
 - a. Whistle: can be heard a long way; relatively little variation possible to express different meanings
 - b. Hand: can be seen even when noise prevents the referee from being heard; many meanings can be expressed (witness American football)
 - c. Voice: can't be used effectively over long distances, but can be used for more private communication (as with an individual player); many meanings can be expressed; less "official" than whistle or hand.

The "Body Language, Communication and Whistle" section of "Practical Guidelines for Match Officials" at the rear section of the Laws of the Game discusses the use of the whistle and emphasizes that it is a communication device whose effectiveness is reduced if it is overused. The whistle is used to start play on ceremonial restarts (kick off, penalty kick, or a free kick if the referee had to move back defenders) and restarts where it is important to let everyone know play is going to start (after an injury, substitution, or other delay). The whistle is also always used to stop play for an offense, injury, or other cause. Referees can express the reason for the stoppage by varying the way they whistle. For example, a short "tweet" might say "go ahead and take the kick-off," while a longer, more insistent one tells the players to stop for a tripping offense, and a strong, authoritative blast says "it's a penalty kick."

Note to instructor: Demonstrate these variations in the whistle. Consider asking the students to close their eyes, then blow the whistle in a particular way (soft, or long, or stridently), and ask them what that sound communicates to them. If the lesson is conducted outdoors or in a gym, use a referee's whistle; otherwise, use an inexpensive toy whistle to limit the impact on the students' ears.

1. In soccer, hand signals are used not to explain what just happened but what is to happen next. Nearly always, a hand signal is used after play has stopped to indicate how it is to be restarted. *Note to instructor: have the students stand with sufficient space between them, then demonstrate the following signals and ask the students to mimic them. Correct errors as necessary.*
 - a. Throw-in: arm extended and raised 45 degrees above the horizontal in the direction that the team taking the throw-in is attacking. Hand should be open with fingers together.
 - b. Goal kick: arm pointing toward the goal area where the kick is to be taken.
 - c. Corner kick: arm extended as for a throw-in, raised 45 degrees and pointing toward the corner at which the kick is to be taken.

Regional Referee Course

- d. Direct free kick: arm extended and raised 45 degrees above horizontal in the direction that the team taking the kick is attacking. This signal is very similar to the signal for a throw-in. The players understand the difference by context; in the former case the referee has stopped play for an offense, in the latter case, the ball has to cross a touchline.
- e. Indirect free kick: same as the direct free kick signal, but followed by an arm raised vertically (hand open, fingers together) and held that way until the kick is taken and a second player has touched the ball or it has gone out of play or it is clear that a goal cannot be scored directly.
- f. Penalty kick: similar to the signal for a goal kick, but pointing at the penalty mark while running to it. Again, the difference between the goal kick and penalty kick signals is understood from context.
- g. Goal: use a straight arm and hand pointing at the center circle, as the restart will be a kick off.
- h. Dropped ball: there is no hand signal! Since there is no signal, the referee needs to verbally inform the players what the restart is. These hand signals are universally recognized by players, although young players may not yet have learned them. Referees in younger players' games should generally use their voice to announce the restart while simultaneously giving the proper hand signal, thereby reinforcing the association in the players' minds. However, it is easy to get into the bad habit of using only the voice to convey the restart, something that referees should avoid. *Ask: Why? Answer: The voice doesn't carry all over the field, while all players, as well as assistant referees, can see a hand signal.*

Demonstrate a few signals with a combination of hand and voice.

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

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h2 style="margin: 0;">Regional Referee Course</h2>	Date: June 2021 Version: 2.4 Page: 61 of 67
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The referee team should discuss during the pre-game conference any non-standard signals the team wants to use.

G. REFEREE POSITIONING

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

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

1. The key to making accurate calls is to have a good view of play. Together, the referee and the assistant referees position themselves to be able to observe as much as possible of what happens. There is a well-developed system for doing this, which is covered in more advanced referee courses, but we'll touch on the basic principles here.
2. The referee generally trails the play, keeping the ball and the action surrounding it between the referee and the assistant referee who is ahead of play.
3. When play reverses direction, the referee allows it to move past, creating a new "box" with the other assistant referee, who is now ahead of the play.
4. The referee tries to stay 10-15 yards from play. That's close enough to see what's going on, and far enough to stay out of the immediate action around the ball.
5. On restarts, the referee positions themselves in the area to best observe where play will go next. For example, on a goal kick, the referee should be outside the penalty area in the vicinity of the players who are likely to "receive" the kick. For 10U players, this will be fairly close to the penalty area boundary. For older players, the goal kick will go further, and the referee should be positioned correspondingly further upfield. Similar considerations apply to other restarts.
6. Whenever the ball goes out of play, the referee looks at the assistant referee to see if they are signaling something. (What might those signals be? That's the

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h2>Regional Referee Course</h2>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 62 of 67</p>
--	----------------------------------	--

next topic!)

H. ASSISTANT REFEREE DUTIES AND SIGNALS

1. List the chief duties of (neutral) assistant referees:
 - a. Indicate ball out of play
 - b. Indicate which side gets a throw-in, goal kick, or corner kick
 - c. Indicate when an offside offense has occurred
 - d. Indicate when a substitution is desired (in AYSO, this is rarely more than indicating when the specified time for the “quarter break” has arrived)
 - e. Assist the referee to control the game
2. Emphasize that the role of the assistant referee is to assist, not to insist. The assistant referee provides information, the referee makes the decision. So, assistant referees don’t “make calls,” they give advice. If the referee doesn’t take the advice, that’s their prerogative (and potentially their problem!) – the assistant has done their duty.
3. When club linesmen (that is, untrained assistants, who were discussed briefly in Lesson III) are used, their duties are much more limited: they only indicate ball out of play.
4. Assistant referees communicate with the referee chiefly by use of the flag, and there are specific signals that cover most of the common cases.

Note to instructor: demonstrate flag signals for each of the following situations. If possible, provide each student with a flag, have them stand sufficiently far away from each other for safety, and ask them to mimic your signals. Correct errors. Note that, except for “goal,” all these signals appear in the Laws of the Game in Law 6. There is also descriptive information about each signal at the rear of the Laws of Game in the “Body Language, Communication and Whistle” section in “Practical Guidelines for Match Officials.”

- a. Throw-in (and direction). Emphasize that assistant referees must move the flag to the proper hand, not signal across their body.
- b. Goal kick. Emphasize that the signal is horizontal and parallel to the goal line (or perpendicular to the touch line), not pointing toward the goal structure.
- c. Corner kick. Emphasize the 45-degree downward angle with flag parallel to the touchline, regardless of the corner from which the kick is to be taken or the distance of the assistant referee from the corner flag.
- d. Offside
 - i. Emphasize the two-part nature of the offside signal, with the second part being given after the referee’s whistle.
 - ii. Demonstrate the three variants of the second part of the signal and re-emphasize that the signal is for the referee, not the players. This means

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h1>Regional Referee Course</h1>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 63 of 67</p>
--	----------------------------------	--

that the flag should be dropped once the referee has seen it.

- iii. Briefly mention that, in order to judge offside position accurately, the assistant referee will usually need to be in line with the second-to-last defender. *Note to instructor: there isn't time to get into an explanation of assistant referee positioning. Since most offside in younger players' games is blatant, approximate positioning is generally good enough. A more complete treatment of this topic is reserved for the Intermediate Referee Course.*
- e. Goal. Emphasize that the flag is to be held straight down while the assistant sprints toward the halfway line, maintaining eye contact with the referee. Once the referee signals the goal the assistant referee may stop moving upfield. The flag should be on the field side, visible to the referee. It is *not* to be held under the arm.
- 1. *If time permits, briefly demonstrate the following signals, but don't spend time having the students practice them.*
 - f. *Direct or indirect free kick* Offense ("foul").. This should be rare for 10U play, so don't dwell on the details of direction – they are in the Law book.
 - g. Substitution. In AYSO, this is chiefly used when the AR needs to tell the referee during a stoppage that it is time for the substitution break.
 - h. Many referee teams find it helpful to agree in the pregame on an AR "We need to talk" signal. Many teams have the AR hold the flag horizontally across the chest as a signal the AR needs to speak to the referee.

I. CONCLUSION

1. Review

- a. This lesson has covered a lot of ground. It's important to summarize the most important things.
- b. The referee's role is to ensure the players have a safe, fair, fun game. To that end, the Laws prescribe a number of referee duties. The referee is the authority in the game, charged with making decisions and communicating them to the players with their whistle, hand, and voice.
- c. The assistant referees, as their name implies, assist the referee by providing another pair of eyes on the play and indicating by various flag signals when the ball is out of play, how play is to be restarted, and when certain offenses (notably offside) have occurred.
- d. The referee and assistant referees position themselves to "box" play, so that there are four eyes watching what is happening in the active area of play.

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h2>Regional Referee Course</h2>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 64 of 67</p>
--	----------------------------------	--

2. Flashback Confirmation

- a. *Ask:* What are the four direct free kick offenses most often seen in 10U games?
Answer: Pushing an opponent, holding an opponent, tripping an opponent, handling offenses.
 - b. A player who is lying on the ground kicks the ball. No other player is nearby. *Ask:* What is the restart? *Answer:* None! There is no offense.
 - c. *Ask:* What indirect free kick offense is seen most often in 10U games? *Answer:* Playing in a dangerous manner.
 - d. *Ask:* What kind of offense is pushing an opponent? *Answer:* direct free kick.
 - e. Play is stopped for a pushing offense, but the offense was not too bad. *Ask:* *True or false?* The referee should award an indirect free kick. *Answer:* False.
 - f. *Ask:* If a player tries to hit an opponent but misses, the Referee cannot call an offense. True or false? *Answer:* False.
 - g. *Ask:* If a player tries to handle the ball and misses it completely, the Referee cannot call an offense. *Answer:* True.
 - h. Red # 7 throws his hands up for protection when a ball is coming hard at his face. *Ask:* Is this a handling offense? *Answer:* No.
 - i. An assistant referee usually stands even with the Offside Line during play. *Ask:* Where is that? *Answer:* The halfway line (or BOL) or the second-to-the-last defender, or the ball, whichever is closest to the goal line.
3. Bridge to next lesson, perhaps as follows: “We’ve covered a lot of material! We’ve been through all of the *Laws of the Game* (though not every detail) as well as the mechanics that the referee and assistant referees use as they officiate. Now, the match is over and we need to bring things to a close.”

XI. POST-GAME DUTIES

A. DESCRIPTION

1. Duration: 15 minutes
2. This lesson covers the post-game duties of the officiating team (with primary focus on the referee).

B. GOALS

1. Review the referee’s post-game administrative duties: the handshake, the ball, the scorecards.

C. STUDENT MATERIALS

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h1>Regional Referee Course</h1>	Date: June 2021 Version: 2.4 Page: 65 of 67
--	----------------------------------	---

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

D. INSTRUCTOR EQUIPMENT AND MATERIALS

1. A soccer ball
3. Referee wallet
4. Line-up card
5. This lesson is especially suited for outdoor presentation in order to demonstrate how referees should position themselves for the final team handshake.

E. LIST OF ATTACHMENTS

None.

F. INTRODUCTION

1. Introduce yourself and co-instructors, if necessary.
2. Introduce the topic, perhaps by explaining that the referee's authority does not end until the referee team exits the field.
3. The referee's role of facilitator to ensure a Fun, Fair, and Safe experience extends to the final, ceremonial handshake between teams and match officials at the end of each AYSO game.

G. POST-GAME DUTIES

1. When the time expires, the referee blows the whistle to end the game. A professional image is confirmed when the referee completes the post-game activities in a friendly, positive manner.
2. After blowing the final whistle, the referee and/or assistant referees collect the ball (or may instruct a club linesman to do so) and return it to the original provider.
3. The referee and assistant referees should supervise the team handshake. Players may need to be encouraged to display sporting conduct. Officials and coaches should also use this opportunity to model sporting behavior by shaking hands and offering friendly words to each other.
4. The referee completes the lineup card while the game is fresh in their mind.
5. If club linesmen are used, the referee compliments them for their efforts and thanks them for their assistance. The referee may, if appropriate, encourage the

<p>AYSO Program: Referee</p> <p>Lead Instructor: Regional Referee Instructor</p>	<h1>Regional Referee Course</h1>	<p>Date: June 2021</p> <p>Version: 2.4</p> <p>Page: 66 of 67</p>
--	----------------------------------	--

club linesmen to seek training to become referees.

6. Referee teams should try to find time to debrief after the game. What went well? What might they do differently in the future? These discussions with colleagues are one of the best ways to improve as referees.

H. CONCLUSION

1. Review
 - a. At the conclusion of the match, the referee returns the ball, supervises the team handshake, completes the lineup card, and thanks the club linesmen.

2. Flashback Confirmation
 - a. *Ask:* True or false? During the taking of a goal kick, only the goalkeeper and the kicker (if not the goalkeeper) may be inside the penalty area. *Answer:* False.
 - b. Red #4 is preparing to take a corner kick. Her teammate, Red # 7, is standing 3 yards from the corner flag. Blue #4 approaches and stands right next to Red #7. *Ask:* Should the referee prevent this? *Answer:* Yes.
 - c. The blue goalkeeper, standing in his goal area, deflects a shot by a Red attacker over the crossbar and out of play. *Ask:* What is the restart and for whom? *Answer:* The restart is a corner kick for the Red team.
 - d. *Ask:* If a referee has one arm raised straight up, what does this mean? *Answer:* The game is to be restarted with an Indirect Free Kick.
 - e. *Ask:* How many players must be present for the taking of a dropped ball? *Answer:* Only one may be present.
 - f. Red # 8 is taking a free kick from within her own penalty area. The ball stops without leaving the penalty area. *Ask:* What should the referee do? *Answer:* Nothing—the ball is play as soon as it is kicked and clearly moves.
 - g. *Ask:* True or false? All kicks must be taken in a forward direction. *Answer:* False.
 - h. *Ask:* What is the restart if the ball goes completely over the goal line (not a goal), last touched by an attacker? *Answer:* Goal Kick.
 - i. *Ask:* Who determines when the half is over? *Answer:* the referee.
 - j. *Ask:* Who penalizes player for offside infractions? *Answer:* the referee.
 - k. *Ask:* True or false? An assistant referee should raise their flag every time they see a player in an offside position. *Answer:* False
 - l. *Ask:* What method of communication by the Referee is most effective to say to the players “Stop playing. I saw an offense?” *Answer:* Blowing the whistle.

AYSO Program: Referee Lead Instructor: Regional Referee Instructor	<h2>Regional Referee Course</h2>	Date: June 2021 Version: 2.4 Page: 67 of 67
--	----------------------------------	---

COURSE WRAP-UP

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

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