

Grade 8 Referee Course

Introduction

This manual for the entry-level referee training course is the product of several years of work by instructors at all levels of the United States Soccer Federation. It is intended for use by all affiliates so that referees can be trained in the skills necessary for properly managing and conducting soccer matches at the youth level. It is also intended as a base for developing officials to move on to work at higher levels of the game. The content of this manual has been thoroughly reviewed to reflect the rewriting the Laws of the Game in effect as of July 1, 1997. Several modules were formerly contained in the Intermediate-Level Referee Training Course Manual.

The course, as presented in this manual, is designed to be given in five classroom sessions, plus a testing/registration session, to qualify referees for the USSF Referee Class Two, also known as Grade 8. There is also an outdoor/field-training session to prepare the new referees for work under realistic conditions. Testing of the materials has shown that presenting the lessons in the order given works very well; however, this does not mean that instructors must follow slavishly the outline provided here, or that they cannot deviate from the order given. If local considerations require that the course must be presented in a different manner, it will be enough if care is taken to cover the basic elements as outlined in this manual.

The five classroom sessions are composed of 16-23 modules. Documentation for each module is given in the form of a lesson plan, together with the necessary handouts and visual materials. Many of the modules are quite precise and complete as to what should be presented by the instructor and how it should be done; others are not and do not. This is a reflection of the subject(s) to be covered. The more-complete modules are written that way for a purpose: They pertain to highly technical subjects which must be presented in a certain way to get the points across to the students properly. The less-complete modules are meant to be handled by the instructor at his or her discretion, to be adapted to the knowledge and needs of the participants. The times given are somewhat flexible for the less-structured modules, but are fairly accurate for the more-structured units. All of the modules are intended for presentation with maximum participation by all students.

Some Words of Caution: The instructor should read, research, and practice teaching each lesson before presenting it to a live class. Please note that in several instances the instructor is called upon to present a "scenario" for getting the students involved in the lesson. The content and style of the scenario have purposely been left to the imagination of the individual instructor. Also please note that there is nothing in the lesson plans regarding local procedures, assignment policies, game reports (although there is a handout on this), and several other items. It is up to the local authority to provide each referee and candidate this information, based on local conditions and requirements.

The field-training module **must** be conducted as an integral part of the entry-level course. Experience with the first edition of this manual (August 1992) has shown that when instructors omit this module from the course curriculum, the on-field performance of referees and assistant referees suffers badly and referee morale suffers. This results in a lower rate of retention and a waste of training and individual time.

This course was originally prepared by a committee of instructors under the guidance of Dr. Bill Blokker of the Professional Development Institute of Everett, Washington, and the chairmanship of Jim Allen. Contributors in word and deed were Tom Lewis, John Varas, Larry Fredella, Harry Baldwin, Chuck Acocello, Don Dennison, Bob Wertz, Michele Boyd, Bob Evans, Ulrich Strom, Dave McKee, Don Byron, Larry Bernard, and Gil McCallister, as well as Mike Flint, Dave Slutzker, and Keith Hageman. The suggestions and comments of numerous are deeply and sincerely appreciated.

The revised version was prepared by Jim Allen, with the help of Tom Kennedy and Mike Goblet.

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Chicago, Illinois
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U. S. Soccer Federation Certification Clinic Agenda (17 Hour)

Friday (4 hours) 6:00pm – 10:00pm

Saturday (8 hours) 8:00am – 5:00pm

Sunday (5 hours) 9:00 am – 1:00pm

1. **Lead Instructor: Complete Instructor's Certificate of Referee Training Clinic as you go, accurately.**
2. **Give out student agenda to each attendee.**
3. **Have each attendee (Candidate or USSF Referee) sign attendance sheet.**
4. **Have each candidate fill out USSF Referee Registration Form with Sunday's date for 1st registered.**
5. **Collect \$5.00 or \$25.00 from each candidate or an IOU for \$5.00 with N/A as you distribute "Laws of the Game" book.**
6. **Give out "USYSA Rules and Procedures". Each student Must read before Sunday morning:**
 - A: Section 9 Modifications to the Laws of the Game
 - B: Section 10 Misconduct Procedures
 - C: Section 11 Disciplinary Procedures and Penalties
 - D: Section 12 Referee Misconduct Policies and Procedures

The time noted for each Topic/Activity below is the approximate total time that it should take an instructor who is familiar with the Entry Level PowerPoint presentations, to present that section with explanations per the prompting notations on the slides, other normal examples and answering typical student questions. If you finish a section early, don't freak – just press forward. A subsequent section with explanations may take a bit longer – it should all average out. DO NOT try to teach "cold turkey" – you must personally review each section that you are going to teach to know what it contained in the text, and DO NOT teach an entire lesson from the "TOPICS" overheads. Everything you should teach is covered in the text of the overheads. If you wish to be creative and use a different presentation for a section – have at it! Just keep in mind that you are responsible to get everything that is contained in the presentation and the agenda into the students' heads.

Friday (4 hours) 6:00pm – 10:00pm – PLEASE STAY ON OR AHEAD OF SCHEDULE

Time	Start	Finish	Topic or Activity
15 min	6:00pm	6:15pm	ADMINISTRATION – Time for Bold Type Items 1 through 5 above
25 min	6:15pm	6:40pm	INTRODUCTION – Start at the beginning – "Notes" – page "x"
15 min	6:40pm	6:55pm	Law 1 THE FIELD OF PLAY
15 min	6:55pm	7:10pm	Law 2 THE BALL
5 min	7:10pm	7:15pm	BREAK
** Pass out HAND OUT #1 – "SUBSTITUTIONS" before next topic			
40 min	7:15pm	7:55pm	Law 3 NUMBER OF PLAYERS
30 min	7:55pm	8:25pm	Law 4 PLAYERS' EQUIPMENT
15 min	8:25pm	8:40pm	Law 7 DURATION OF THE MATCH
15 min	8:40pm	8:55pm	Law 8 THE START AND RESTART OF PLAY
5 min	8:55pm	9:00pm	BREAK
15 min	9:00pm	9:15pm	Law 9 BALL IN AND OUT OF PLAY
15 min	9:15pm	9:30pm	Law 10 METHOD OF SCORING
20 min	9:30pm	9:50pm	Law 15 THROW-IN
10 min	9:50pm	10:00pm	WRAP-UP and preview of Saturday's activities

SATURDAY (9 hours) 8:00am – 5:00pm PLEASE STAY ON OR AHEAD OF SCHEDULE

Time	Start	Finish	Topic or Activity
5 min	8:00am	8:05am	ADMINISTRATION – Odds and Ends as Needed
15 min	8:05am	8:20am	REVIEW of previous material
15 min	8:20am	8:35am	Law 16 GOAL KICK
15 min	8:35am	8:50am	Law 17 CORNER KICK
40 min	8:50am	9:30am	Law 13 FREE KICK
5 min	9:30am	9:35am	BREAK
25 min	9:35am	10:00am	Law 14 PENALTY KICK
75 min	10:00am	11:15am	Law 11 OFF-SIDE
5 min	11:15am	11:20am	BREAK
30 min	11:20am	11:50am	VIDEOTAPE – “OFF-SIDE”
10 min	11:50am	12:00pm	REVIEW OF OFF-SIDE
60 min	12:00pm	1:00pm	LUNCH BREAK
** Pass out HAND OUT #2 – “FOULS AND/OR MISCONDUCT” before next topic			
NOTE: On the Chart and Course Overheads – SEQUENCE and CRITICAL KEY WORDS match Laws of the Game			
45 min	1:00pm	1:45pm	Law 12 FOULS AND MISCONDUCT (MAJOR FOULS)
40 min	1:45pm	2:25pm	Law 12 FOULS AND MISCONDUCT (MINOR FOULS)
25 min	2:25pm	2:50pm	VIDEOTAPE “FAIR AND UNFAIR CHALLENGES”
45 min	2:50pm	3:35pm	Law 12 FOULS AND MISCONDUCT (MISCONDUCT)
5 min	3:35pm	3:40pm	BREAK
30 min	3:40pm	4:10pm	VIDEOTAPE “DEALING WITH UNSPORTING BEHAVIOR”
** Pass out HAND OUT #3 – “ADVICE TO REFEREES ON INSTRUCTIONS TO ASSISTANT REFEREES”			
** Pass out HAND OUT #4 – “USYSA – ALL GAMES – PRE-GAME PROCEDURES”			
** Pass out HAND OUT #5 – “REFEREE’S PRE-GAME INSTRUCTIONS TO ASSISTANT REFEREES”			
40 min	4:10pm	4:50pm	Law 5 REFEREE - POWERS AND DUTIES
10 min	4:50pm	5:00pm	WRAP-UP and preview of Sunday’s activities

ITEMS CANDIDATES MUST BRING ON SUNDAY

1. ASSISTANT REFEREE FLAGS OR LONG WINDSHIELD SNOWBRUSH FOR FIELD DRILL
2. PENCIL WITH ERASER FOR EXAM
3. CHECK IN THE AMOUNT OF \$? MADE OUT TO “U.S. SOCCER FEDERATION”

ITEMS CANDIDATES MUST READ BEFORE SUNDAY

1. USYSA RULES AND PROCEDURES – Reminder – FIFA Laws and League Rules differ. Check your league’s rules prior to the beginning of each season.
2. ALL HANDOUTS RECEIVED ON FRIDAY NIGHT AND SATURDAY.

SUNDAY (5 hours) 8:00am – 1:00pm PLEASE STAY ON OR AHEAD OF SCHEDULE

Time	Start	Finish	Topic or Activity
5 min	8:00am	8:05am	ADMINISTRATION – Odds and Ends as Needed
15 min	8:05am	8:20am	REVIEW of previous material
30 min	8:20am	8:50am	REFEREE – GAME CONTROL
45 min	8:50am	9:35am	Law 6 ASSISTANT REFEREES (Demonstrate basic flag techniques)
5 min	9:35am	9:40am	BREAK
20 min	9:40am	10:00am	REFEREE'S INSTRUCTIONS TO ASSISTANT REFEREES
35 min	10:00am	10:35am	POSITIONING AND MOVEMENT FOR DIAGONAL SYSTEM OF CONTROL
20 min	10:35am	10:55am	REVIEW
5 min	10:55am	11:00am	BREAK
60 min	11:00am	12:00pm	WRITTEN EXAMINATION
20 min	12:00pm	12:20pm	GRADING OF EXAMINATION
20 min	12:20pm	12:40pm	POST TEST DISCUSSION – AS NEEDED
20 min	12:40pm	1:00pm	REGISTRATION FOR CANDIDATES WITH PASSING GRADES

Collect: Examination Booklet / Candidate's Answer Sheet / Candidate's Check for \$?

Present: 1 Patch / Referee Administrative Handbook / Procedures for Referees Handbook

IMPORTANT INSTRUCTIONS TO ALL INSTRUCTORS

1. NO CHECK – NO PATCH or other registration materials. If passing grade was made, have candidate send check for \$? and note with date of clinic to: (insert appropriate contact person)
2. ONLY ONE PATCH PER CANDIDATE (They will receive a second patch from USSF)
3. NO ONE IS PERMITTED TO PURCHASE ANOTHER PATCH UNDER ANY CIRCUMSTANCES
4. LEAD INSTRUCTOR IS RESPONSIBLE FOR INVENTORIES OF EQUIPMENT, PATCHES, LAW BOOKS HANDOUTS, AND KIT ITEMS.

Subject: The Field of Play

Lesson Objective:

The student will name the lines and areas of the field and other things that belong to the field, identifying the purpose of each.

Equipment and Materials to Teach the Lesson:

Overhead projector, screen, transparencies, blank papers for students, Laws of the Game.

Approximate Time Needed:

15-20 minutes

Set:

Ask the participants to picture the field in their mind and then sketch it on a sheet of paper, writing in as many names as possible of parts of the field.

Strategies to Actively Involve the Participants:

After the participants have completed their sketches of the field, the instructor will then go through the diagram of the field and give the correct information for all the arcs, circles, lines, etc., and have the participants correct their sketches. (*Put up transparency of the Field of Play.*)

These sketches should be kept at hand so that the students can refer to them as the course progresses.

Information: Facts, Concepts, Skills to be Taught:

Direct the students' attention to the specific pages for Law 1, pointing out where they can find the information for the dimensions of the field and when it would be necessary to know these.

Closure:

Have students work in pairs, naming the parts of the field and locating them on their sketches.

Subject: The Ball

Lesson Objective:

The student will identify a legal ball out of a group of three shown.

Equipment and Materials to Teach the Lesson:

One soccer ball that meets the requirements and two others that do not .

Approximate Time Needed:

10-15 minutes.

Set:

Pass the balls around the class and ask the participants which one or ones would be legal and which would not.

Strategies to Actively Involve the Participants:

After they have examined the balls, have a discussion with the students as to what makes the balls acceptable or not.

Information: Facts, Concepts, Skills to be Taught:

Direct the students' attention to the specific page for Law 2. Ball shall:

- be spherical
- be of leather or approved material
- contain no material that might prove dangerous
- be 68-70 cm (27-28 in.) in circumference
- weigh no less than 410 g and no more than 450 g (14-16 oz.) at start of match

Ball cannot be changed during the game without the referee's authority.

Point out the requirement of different size balls for different age groups.

Note what to do if the ball becomes defective.

Closure:

Working in pairs, each student turns to a partner and states one requirement for a ball to be legal. The instructor recaps, bringing out all five requirements.

Subject: Number of Players

Lesson Objective:

The participants will state the number of players for a legal game.

Equipment and Materials to Teach the Lesson:

Overhead projector, screen, overhead transparency with very large numbers on it, starting with 11 and going down to 5.

Approximate Time Needed:

10 minutes

Set:

Ask the participants to write down the numbers that would be appropriate to start a game and continue with it.

Strategies to Actively Involve the Participants:

See Set.

Information: Facts, Concepts, Skills to be Taught:

Point out the reasons for the maximum and minimum numbers of players to start and to continue a match.

Closure:

Each person will tell a partner the minimum and maximum number of players needed to participate in a soccer game. Instructor reminds students of the modifications allowed in the Laws noted on page 3.

Subject: Substitutions

Lesson Objective:

The participants will state when a substitution can occur, the correct procedure, and the appropriate punishment for illegal substitution.

Equipment and Materials to Teach the Lesson:

Overhead projector, screen, overhead transparencies with the correct USSF and USYSA information and the substitution information for local leagues should be available for the instructor to hand out to the students.

Approximate Time Needed:

25 minutes

Set:

Present the following scenario:

- The ball goes out of play and there is a throw-in for the Red team. The Blue team calls for a substitution. Can the referee grant the substitution to the Blue team at this time?

Strategies to Actively Involve the Participants (also Closure):

Have students play roles and go through substitution scenarios.

Point out necessary procedures and possible punishments.

Examples:

Students play roles of a coach and player and act out a substitution.

Player enters the field without the referee's permission. (Send off, caution player if upper level; restart play with a drop ball.)

Player enters prior to the substitute leaving. (Send back and wait until the player being substituted for is off.)

Change of goalkeeper without the referee's permission. (Continue play until the ball goes out of play, then caution both players in upper-level game.)

Information: Facts, Concepts, Skills to be Taught:

Punishments for violations of this Law:

a) Changing goalkeeper without notifying referee—continue play until ball goes out of play, then caution players (if appropriate to age level).

b) Player enters without the referee being informed—stop play, caution player (if appropriate to age level), restart with dropped ball at the place where the BALL was when play was stopped.

Any other infringement of this Law-caution players (if appropriate to age level), restart play with an indirect free-kick from the place where the BALL was when play was stopped.

Discuss:

- a) When to allow substitution. The meaning of "in possession of the ball."
- b) Player dismissed before the kick-off.
- c) Discipline substitutes on sidelines just as you would players.

Closure:

Give scenarios for substitutions and have students tell what the referee should do.

Subject: Players' Equipment

Lesson Objective:

1. The participants will list the basic and acceptable equipment that can be used by the player during a soccer game.
2. The participants will state the punishment for infringements of this Law.

Equipment and Materials to Teach the Lesson:

Open.

Approximate Time Needed:

15 minutes

Set:

Use imagery to picture a soccer player. Write down two pieces of the player's equipment that added to the safety and fairness of the game.

Strategies to Actively Involve the Participants:

Brainstorm a list of equipment from what the students wrote, Impeach those items that are not required. Discuss the need for certain items to ensure safety and fairness.

Information: Facts, Concepts, Skills to be Taught:

Refer to the appropriate portions of Law 4.

Required: Shirt, shorts, stockings, shinguards, and footwear. Shinguards must be covered by the stockings. Undergarments that show must match main color of outer shorts.

Punishment: Player must leave field to adjust his equipment and must check in with the referee after doing so. This must occur when the ball is out of play.

Closure:

The instructor gives a scenario of a situation where the player had an inappropriate uniform. Each student tells a neighbor what should be done in such a case. The instructor then checks with the whole group.

Subject: Being a Referee or Assistant Referee

Lesson Objective:

1. The learner will state the duties, powers, and responsibilities of the referee.
2. The learner will state the duties and responsibilities of the assistant referees.

Equipment and Materials to Teach the Lesson:

Overhead projector, transparencies, screen, handouts, extension cord; standard referee and assistant referee equipment.

Approximate Time Needed:

1 hour and 30 minutes

Set #1 (Powers and Duties of the Referee):

1. Ask the participants to write down what they believe to be powers and duties of the referee.
2. Instructor uses transparencies with the two objectives of the lesson and talks about the objectives.

Strategies to Actively Involve the Participants:

Use scenarios of situations and have participants determine for each situation which referee's power or duty or assistant referee's duty was, and what the referee or assistant referee should do in the situation. The learners can work individually or in pairs. This will actually get them thinking about what they are supposed to do and then be able to relate that to specific powers and duties.

Information: Facts, Concepts, Skills to be Taught:

1. The referee's authority commences when he/she enters the field of play; it ceases when he/she leaves the field of play.
2. The referee's decision on points of fact connected with play is final, so far as the result of the game is concerned.
3. The Referee's Duties are: (Use the Handout)
 - a. To enforce the Laws
 - b. To keep a record of the game and keep time
 - c. To ensure no unauthorized persons enter the field of play
 - d. To restart the match after stoppage
 - e. To decide on the fitness of the ball
 - f. To ensure that the players' equipment meets the requirements of Law 4
 - g. To report on the particulars of the game to the proper authorities
 - h. To control the match in cooperation with the assistant referees and the fourth official
 - i. To act on the advice of the assistant referees regarding incidents the referee has not seen
 - j. To punish the more serious offense when a player commits more than one offense at the same time
 - k. To ensure that any player bleeding from a wound leaves the field of play

4. The referee's powers are:
 - a. To give the advantage if the offended team will benefit from it
 - b. Discretionary power to stop suspend. or terminate the game
 - c. To take disciplinary action against players guilty of cautionable and sending-off offenses
 - d. To stop the game for any infringement
 - e. To stop the game for serious injury
 - f. Allow play to continue on slight injury
 - g. To ensure that coaches/team officials behave responsibly
 - h. To reverse or change a decision, but only if it was incorrect and the referee realizes this prior to play being restarted
5. What can the referee not do?

Although the referee is empowered to terminate a match in the event of grave disorder, he/she has no power or right to decide that either team is the winner or loser.
6. The referee's most important duty:

To use good sense in controlling a game so that the players and spectators enjoy a fairly played game.
7. What records are kept?

Time of start; time after which no extra time will be allowed; time when halftime should occur; scheduled end of game; goals as they are scored; details on substitutions; and players cautioned or dismissed.

Closure:

Administer the quiz. Ask the learners to respond to each item. They should analyze the situations to determine whether a power or duty of the referee or a duty of the assistant referee applies. When everyone has finished, ask them to compare their responses with another person. When that has been done, then discuss the correct answers with the entire group.

Set #2 (Duties of the Assistant Referee):

1. Ask the participants to write down what they believe to be the duties of the assistant referees.
2. Instructor uses transparencies which have the duties of NEUTRAL (qualified referees) assistant referees and the duties of CLUB (not qualified referees) linesmen listed. The instructor then talks about the differences between these types of assistants.

Strategies to Actively Involve the Participants:

Have the students circle information on their papers as to what is covered by the instructor via the use of the overheads.

Information: Facts, Concepts, Skills to be Taught:

1. What sort of assistant referees are there?
There are neutral assistant referees (qualified referees) or club linesmen (not qualified referees, and limited in what they are allowed to do to assist the referee).
2. The neutral assistant referee's duties are to indicate:
 - a. When the ball is out of play
 - b. Which side is entitled to a corner kick, goal kick, or throw-in
 - c. When a player may be penalized for being in an offside position
 - d. When a substitution is desired
3. The assistant referee shall also assist the referee to control the game in accordance with the Laws.

Closure:

The instructor shows the overhead pertaining to duties of the assistant referee. Have students tell their neighbor the duties of a club linesman and have the neighbor tell which additional duties to neutral assistant referees. The students then check their answers with the overhead.

Subject: The Diagonal System of Control and Signals for Referees and Assistant Referees

Lesson Objective:

1. The student will understand the basic patrol patterns of the Diagonal System of Control.
2. The student will demonstrate the signals used by the referee and assistant referee.
3. The student will pass a written test on the mechanics with 80 percent accuracy.

Equipment and Materials to Teach the Lesson:

Overhead projector, screen, transparencies, extension cord, assistant referee's flags, copies for each student of the "United States Soccer Federation Procedures for Referees and Assistant Referees."

Approximate Time Needed:

45 minutes

Set:

Ask the participants to think about the last game they saw where the Diagonal System was used. What did they notice about the positions and signals used?

Strategies to Actively Involve the Participants:

Have the students discuss with their partner what they remembered of the positions and signals they saw. This should take about 5 minutes. Get feedback from the small groups.

Information: Facts, Concepts, Skills to be Taught:

The basic patrol patterns for referee and assistant referees in the Diagonal System.

The instructor will model and discuss each event presented in the "United States Soccer Federation Procedures for Referees, Assistant Referees, and Fourth Officials."

(This lesson could be taught on the field or in the classroom.)

Closure:

Have students demonstrate both referee and assistant referees signals when asked to do so by the instructor.

Subject: Being a Referee: The Uniform and Other Equipment

Lesson Objective:

At the conclusion of the lesson, the participants will list the essential equipment and uniform required of the referee and assistant referees to start a game.

Equipment and Materials to Teach the Lesson:

Referee's uniform

Record Keeping

- Two pencils or ballpoint pens
- Two watches
- Game record forms
- Enclosure for forms

Pregame

- Air pump and needles
- Air pressure gauge
- Tape for measuring ball
- Two tossing coins
- Current USSF patch
- Pregame checklist

Game

- Two pairs of shoes for different field conditions
- Two whistles
- Red and yellow cards
- Assistant referee's flags

Instructor should bring own bag with whatever additional equipment necessary as optional; transparencies; handouts

Approximate Time Needed:

20 minutes

Set:

1. Ask the participants to work in pairs and develop a list of all the equipment and uniform items that are essential for a referee and assistant referees to start a game. Give the pairs about five minutes to develop their list.
2. Instructor states the objective of the lesson.

Strategies to Actively Involve the Participants:

1. Have each pair compare their list of items to the list of items of equipment necessary to start a game shown by the instructor on a transparency. Each pair is to determine how many of the items they had on their list.
2. Instructor explains the rationale for having each of the items.

It is important that there be two lists. One is the essential items to start a game and the other is the optional items.

Information: Facts, Concepts, Skills to be Taught:

- 1.
2. The following components make up the uniform for referees and assistant referees (transparency):
 - a. Shoes: Black shoes and laces. (Manufacturer's logo is permitted; may be blackened.)
 - b. Socks: Black knee-length socks with a black-and-white striped band at the top.
 - c. Shorts: Black shorts with pockets; the bottom of the short should be no more than 7 inches above the kneecap.
 - d. Shirt: Black, long sleeve, with a white cuff on the sleeve and a white collar. Recommended two breast pockets with optional flaps and the USSF badge on the left breast pocket. Short sleeve black shirt should have white collar (white cuffs on the short sleeves are optional), two breast pockets, and a USSF badge on the left breast pocket. In summer fuchsia with white collar or gold with black pinstripes with black collar and USSF logo on the right sleeve. In cases of conflict with teams, the referee and assistant referees should wear only officially-authorized alternate jerseys.

Essential equipment (tran

Closure:

Have the participants independently list the essential equipment and uniform parts needed to start a game. After the participants have completed their two lists independently, then have them compare lists with a partner, and make sure everything that is needed gets on that list.

Subject: Duration of the Game

Lesson Objective:

The learner will be able to state that the periods are to be equal; what the four allowances are that the referee may use to recover lost time; when the game may be extended; and the interval requirements. The learner will demonstrate this learning through discussion in small groups or with a partner to the full satisfaction of the instructor.

Equipment and Materials to Teach the Lesson:

Normal classroom setting, including chalk board, electricity, overhead projector, screen, extension cord, transparencies, lesson plan, handouts, Laws of the Game, quizzes, etc.

Approximate Time Needed:

20 minutes

Set:

The learners will be asked to bring prior knowledge to the current learning by asking them to explain their understanding of what constitutes the length of a game.

Strategies to Actively Involve the Participants:

Present the information on the transparencies and then ask the following:

1. What is the key idea which must be understood about the length of the periods?
2. What is the one time the referee extends the game?

Information: Facts, Concepts, Skills to be Taught:

- Periods are EQUAL
- Duration: What is it for FIFA; adjusted to youth (cite page in Laws)
- Allowances: Cite the four reasons; show transparency; let them discuss
- Extension of time: When (both halves); Why (penalty-kick)
- The interval: Requirements; "rights" of a player

Closure:

Through a discussion within small groups, or with a partner, each participant is to demonstrate that he has met the objective. "Thumbs Up" may be used. If satisfied with CLOSURE, the instructor completes final summary and moves to the next Law.

Subject: The Start and Restart of Play

Lesson Objective:

The learner will be able to describe the "start of play," the "restart of play," how to execute a dropped ball, and how to deal with infringements of this Law. This learning will be demonstrated in small group activities to the complete satisfaction of the instructor.

Equipment and Materials to Teach the Lesson:

Normal classroom setting, including chalk board, overhead projector, screen, extension cord, transparencies, quizzes, and handouts, Laws of the Game, etc., and a BALL.

Approximate Time Needed:

20 minutes.

Set:

The learners will be asked to bring prior knowledge to the current learning by asking them to think about a recent game they saw and what the referee did first in order to get the game started.

Strategies to Actively Involve the Participants:

Instructor should have the students working in small groups demonstrate their idea regarding the referee and the captains at the coin-toss ceremony. Demonstrations could also include taking a drop ball.

Information: Facts, Concepts, Skills to be Taught:

- Coin Toss: when; who; options for winner, loser - Kick-Off: define; who takes it; signal required
- Procedures: player positions; 10 yards; when ball is in play; second player touch
- When Kick-Off is Taken: start; after goal is scored; after half-time
- A GOAL MAY BE SCORED DIRECTLY
- Cite Infringements/Sanctions
- Drop Ball: when (define temporary suspensions); how many players required; where; when ball is in play; infringements
- "Special circumstances" involving the goal area

Closure:

Have small groups demonstrate coin-toss and drop ball. Small groups also discuss the kick-off procedures and how to deal infringements. "Thumbs Up" by instructor and other groups may be used. If satisfied with CLOSURE, the instructor completes final summary and moves to next Law.

Subject: Ball In and Out of Play

Lesson Objective:

The learner will explain, to the satisfaction of the instructor, the two times that the ball is out of play.

Equipment and Materials to Teach the Lesson:

Normal classroom setting, including chalk board, overhead projector, screen, transparencies, handouts, lesson plan and notes, Laws, quizzes, etc., and a COIN.

Approximate Time Needed:

20 minutes

Set:

Instructor describes a scenario where two opponents are fighting for the ball as the ball rolls along a boundary line (touch or goal). Ask the students when the referee should blow the whistle to indicate that the ball is out of play.

Strategies to Actively Involve the Participants:

Using a coin for the ball and the enclosed transparency of a multipurpose line, the instructor will demonstrate when the ball is out of play by moving the coin into several different positions. As the coin is moved, the instructor asks for responses (thumbs up) as to when the ball is out of play.

The instructor will describe a scenario of "play action" and then blow his whistle, asking the students what happens at that point.

Information: Facts, Concepts, Skills to be Taught:

- When ball is OUT of play:
 - 1) crossing boundary line
 - 2) when Referee stops play
- Discuss lines belonging to playing area

Closure:

Have the participants demonstrate ball out of play by passing over a boundary line as they use the multipurpose line and the coin. Fellow students show thumbs up.

Students should demonstrate their understanding of the "other" time the ball is out of play by describing a situation that would cause the referee to blow his whistle.

If satisfied with CLOSURE, the instructor completes final summary and moves to next Law.

Subject: Method of Scoring

Lesson Objective:

The learner will be able to distinguish between a "good" goal and a goal that should be disallowed, including the intervention of outside agents. The learners will make this distinction to the satisfaction of the instructor.

Equipment and Materials to Teach the Lesson:

Normal classroom setting, including chalk board, overhead projector, screen, extension cord, transparencies and handouts, lesson plan, Laws of the Game, etc., and a COIN.

Approximate Time Needed:

20 minutes

Set:

Ask the participants: Did they ever see a referee disallow a goal? How did they feel? Why do you think it happened?

Strategies to Actively Involve the Participants:

Using a coin for the ball and the enclosed transparency of a goal, the instructor will demonstrate when a goal should be allowed.

Information: Facts, Concepts, Skills to be Taught:

- Define when a goal should be allowed. (Include PROVIDED . . .)
- Discuss outside agents.

Closure:

Have the participants use the transparency and the coin to demonstrate when a goal should be allowed; include "PROVIDED".

Subject: Offside

Lesson Objective:

At the conclusion of the lesson, the participants will be able to apply a uniform interpretation of the Offside Law in all situations.

Equipment and Materials to Teach the Lesson:

Overhead and slide projectors, screen, transparencies, slides, extension cord.

Approximate Time Needed:

1 hour

Set:

Before revealing the objective, the instructor should ask the participants to think about any problems they have had with offside decisions by referees and assistant referees.

Strategies to Actively Involve the Participants:

Have the participants work in pairs and develop a list of the problems they have had. After a brief discussion, begin the lecture, pausing for questions as necessary. Be sure to check for complete understanding. During the presentation of the three situations, let the participants make a group decision. Guide and explain as necessary.

Information: Facts, Concepts, Skills to be Taught:

Offside: Guidance for Referees and Assistant referees

Law 11 is an extremely simple law, and the referee should not seek to complicate it. It is important at the outset to make three things clear: First, in any discussion of offside, the terms "touched" and "played by" mean the same thing—"made contact with." If a ball is played deliberately over his own goal-line by a defender, the referee awards a corner-kick, just as he would if the ball had merely bounced accidentally off the defender's legs or head or body. In offside situations, it does not matter whether the defender intended to play the ball or whether he was merely struck by it during its flight, the decision that the referee will make is the same, and will depend upon the situation that has developed.

Second, the referee should be aware of the function of the diagrams illustrating points in connection with offside (Diagrams 1 through 19, which follow the Laws of the Game in the annual guide for referees published by the United States Soccer Federation). The drawings are intended to clarify principles and points of the Law; they are static and do not necessarily represent realistic, dynamic match situations, and must not be taken literally in making definite decisions in an exact position. In the text that follows, a diagram bearing on situations where the ball is played by a defending goalkeeper will be examined and explained: Diagram 11.

Third, the **assessment** of offside position is made based upon the position of players and ball at the moment the ball is played by an attacker, but the **decision** to penalize or not penalize may have to be delayed until the referee sees where the ball is going and which players become involved. A slight delay by assistant referee and referee in these situations leads to better decision-making.

The referee must use and administer the offside law for the reason it was written—to prevent players from gaining an unfair advantage.

REFEREE-ASSISTANT REFEREE COOPERATION ON OFFSIDE:

The basic principle involved is that a referee and two neutral assistant referees are required to ensure a fair, safe game with equal treatment for all participants. This is one of the most important concepts in understanding the proper interpretation of the Laws. The referee exercises general managerial control over the game, while the two assistant referees provide on-the-spot help in important situations. The proper interpretation of Law 11, Offside, involves coordination and full cooperation between the assistant referees and the referee. The team of three officials must engage in a coordinated effort to conduct the game properly. This is especially true in the case of offside.

Perhaps the easiest way to begin is by establishing definitive standards for referees and assistant referees to use in judging and dealing with offside situations:

1. **Position alone does not constitute offside.** There must be position and involvement for an infringement of the offside law to exist.

2. **The neutral assistant referee is a qualified official. It is the assistant referee's responsibility to determine position and involvement** in accordance with the provisions of Law 6. The referee makes the final decision to stop the game to punish the infringement.

3. **To determine offside, the assistant referee must be in position and concerned about and concentrating totally on his task.** Approximately 20 percent of the assistant referee's concentration should be on the second-last defender, with the other 80 percent on the area of activity or involvement. The assistant referee cannot be merely a spectator.

4. **"At the moment a teammate plays the ball," the assistant referee, before raising the flag, must do two things:**

a) observe players' positions,

b) evaluate players' involvement.

"Player involvement" means that the player is IMMEDIATELY involved, i.e., taking part, in that particular play. (We can also say the player is "in active play." Everything must be evaluated in a split second: If both offside position and involvement exist, then the assistant referee's flag must go up. All involvement must be judged at the moment the ball is played by the player's teammate, and the assistant referee's major concern is player involvement in the area to which the ball is sent by the teammate. In other words, the assistant referee must take the time to think like a referee. The assistant referee must wait a fraction of a second, think about what is going on in the area of involvement, assess this situation, and take the proper action—either flagging for the offside or not flagging and continuing to observe.

The assistant referee, when observing the attacking player for involvement, must pay attention to the position of the player's legs, body or head. In other words, it is any part of the attacking player, except the arms, that is used in judging offside position and involvement.

5. **The area of involvement is that portion of the field where players of both teams actively participate in a particular event.** The referee and assistant referee must remember that in the modern game of soccer, all players are always involved in the game; this includes activities off the ball.

6. **The game is a continuous sequence of events; however, as far as offside is concerned, every event must be judged solely on its own merits.** When a situation changes or a particular event within the game is completed, the entire sequence begins again, and the referee and assistant referee must also begin again to judge the new event and developments within it.

Law 11 states: "A player shall only be penalized for being in an offside position if, at the moment the ball touches, or is played by, one of his team, he is, in the opinion of the referee, **(a) interfering with play, or (b) interfering with an opponent, or (c) gaining an advantage by being in that position.**" This means that the referee must assess what the situation was when the ball was last played by a teammate of the player in an offside position. The significance of that will become clear in the discussion to follow.

The situation where a ball rebounds from the defending goalkeeper has proven troublesome for some referees. Diagrams are not always helpful, particularly when the assistant referee and referee are asked to make judgments without seeing the entire situation. **The referee's decision must be based on the total behavior of the players, not merely their location at some frozen moment in time.** Please remember from the outset that the Law has always been the same what has changed is the way the game is played. In the case of Diagram 11, there can be no doubt. This situation is an infringement of Law 11. The player is clearly gaining an advantage through his offside position. If the shot had gone directly into goal on the goalkeeper's right, the referee would have no problem in awarding a goal; however, if the ball had gone directly into goal on the goalkeeper's left, the referee's decision would depend upon the actions of player B.

SUMMARY:

We need to overcome and eliminate personal interpretations and apply the same uniform interpretation of Law 11 throughout the United States that is used in the rest of the world. Beyond the basic principle of a full, working partnership between referee and assistant referees, in which the referee makes the final decision, we must remember that there can be no offside without active player involvement. If an attacking player is playing a passive role, not attempting to take advantage of his position or to interfere with play or an opponent, then there can be no decision for offside, whether or not the ball was last played by a teammate. The decision must be based on player behavior, not player location.

Closure:

Using the final overhead slide as a guide, the instructor asks the participants to provide full explanations of each item.

Subject: Fouls and Misconduct

Lesson Objective:

Upon completion of this lesson, the participants will:

1. Be able to recognize and name each of the ten Direct Free Kick and eight Indirect Free Kick Fouls.
2. List the elements necessary for correctly taken free-kicks from the field and penalty-kicks.
3. List the seven reasons for issuing a caution and the seven reasons for sending a player off.
4. Be able to identify situations illustrating serious foul play and violent conduct.

Equipment and Materials to Teach the Lesson:

Overhead projector; screen and transparencies (or flipchart as an alternative); slide projector and slides showing various fouls and Indirect Free Kick Fouls; soccer ball; transparency pens, blank transparencies.

Approximate Time Needed:

Three hours.

Set No. 1:

1. Ask the participants to discuss among themselves an experience they've had either as a spectator or player. Ask them to focus on when they observed a game what single power of the referee do you feel is the most important for the proper conduct of a soccer match? (You are looking for them to say "enforcing the Laws," and with that the protection and safety of the players.)
2. Tell the participants that the purpose of Law 12 is to define the Letter of the Law and the Spirit of the Game and to ensure a fair, safe, and orderly match.
3. Show the transparency with the four objectives listed on it, so that people know the direction the lesson will be taking.

Strategies to Actively Involve the Participants:

For the ten Direct Free Kick Fouls, use the transparencies to present the information, making sure that you clearly explain observable behaviors which indicate these Direct Free Kick Fouls. Also indicate whether or not there is a tendency for them to happen at certain times during the game, in certain places on the field, or in certain situations. Emphasize these points. The instructor should monitor and reinforce or correct as necessary.

After you have made this presentation on Direct Free Kick Fouls, break the group into pairs and have them develop a demonstration of each of the ten Direct Free Kick Fouls. They're going to have to be able to demonstrate each of these. After they have identified a way to demonstrate each of the offenses, they will work with another pair and demonstrate a Direct Free Kick offense; the other pair will have to determine which one it was. Each pair will demonstrate all ten Direct Free Kick fouls while the other pair sits and observes and makes the appropriate call. The instructor should monitor and reinforce or correct as necessary.

The same technique can be used for Indirect Free Kick Fouls. Use the transparencies to give a short lecture on the Indirect Free Kick Fouls, what the observable behaviors are that indicate these offenses, when they are likely to occur during the game, what the surrounding circumstances are likely to be. Have the learners pair up, develop a demonstration and do those demonstrations in front of another pair, and the other pair make the call. The instructor should monitor and reinforce or correct as necessary.

Information: Facts, Concepts, Skills to be Taught:

Note that this Law distinguishes between **F O U L S** and **MISCONDUCT**. There is also a distinction between **DIRECT FREE KICK FOULS** and **INDIRECT FREE KICK FOULS**.

DIRECT FREE KICK FOULS: Require several conditions:

1. Ball must be in play.
2. Act (with one exception) must be directed against an opponent, while contesting for the ball.
3. Must occur on the field of play.

If each of these conditions is not present there can be no FOUL. (List the 10 Direct Free Kick Fouls on the screen with the overhead projector or alternatively with a flip chart, taking the time to describe each foul briefly and to demonstrate, where possible, using students.)

1. Kicks or attempts to kick an opponent
2. Trips or attempts to trip an opponent
3. Jumping at an opponent
4. Striking or attempting to strike an opponent
5. Pushes an opponent
6. Charges an opponent
7. Tackles an opponent for possession of the ball, making contact with the opponent before touching the ball
8. Holds an opponent
9. Spits at an opponent
10. Handles ball deliberately (not against an opponent)

Note: Fouls 1-6 must be committed in a manner the referee considers to be careless, reckless, or using excessive force.

(Slide presentation showing variations of the Direct Free Kick Fouls)

PUNISHMENT: Direct free kick from the spot of the offense or a penalty kick if the offense was committed by a defender within his own penalty area. Stress that location of foul, not ball, controls spot of the free kick. (Example: Ball is at south end of field, when the goalkeeper at the north end strikes an opponent within the keeper's penalty area; ball is brought all the way to the north end of the field for a penalty kick.)

What are free-kicks?

A free kick is the means of restarting the game after an infringement of the Laws.

There are two kinds of free kicks:

- (a) Direct free kick (signal by showing direction, then bring arm down) from which a goal can be scored directly against the offending team.
- (b) Indirect free kick (show direction and put other arm up) from which a goal cannot be scored until the ball has been touched or played by another player, besides the kicker (bring arm down) before passing through the goal.

The ball must be placed where the infringement occurred unless:

- (a) It is a penalty kick.
- (b) It is a kick for the defending team in their goal area, in which case the ball can be placed anywhere in the goal area.
- (c) It is a kick for the attacking team in the opponents' goal area, in which case the ball is placed on the goal-area line which runs parallel to the goal line, at the point nearest to where the offense was committed.

(At this point, have the participants stand and practice the signals. Instructor models correct signals; students practice in pairs and check one another for correct arm placement.)

For any free kick to be taken correctly there are five elements that must be present: *(put up the transparency, showing the elements one at a time)*

1. The ball must be stationary; if not, blow the whistle and start again.
2. All opposing players must be ten yards from the ball
 - if the attacking team wants to take a quick kick before the opposing players have time to remove to the required distance, then let play continue.
 - if the opposing players do not retire the required distance, then treat this as failure to respect the required distance at a free kick and caution the offending player(s).
 - if the opposing players form a "wall," then the wall must be ten yards from the ball (demonstrate wall and moving the wall back with whistle, hand signals, possible cautions). NEVER turn your back on the ball.
 - the only exception to this is if the ball is closer than ten yards to the goal. Then the opposing players may be on the goal line between the posts or ten yards from the ball.
 - when the ball is being put back into play from within the penalty area by the defending team, then all opposing players must be outside the penalty area as well as ten yards from the ball.
3. Signal by the referee
 - may be whistle, hand, or verbal. If a quick kick is taken, it could be the same as the direction signal. If the referee is adjusting the wall or has told the players to wait for a signal and they do not, then bring the ball back and rekick.

(Cover the overhead and review the three conditions covered so far by asking the participants to turn to their neighbors and telling them one condition and the punishment if it is not met.)

4. Ball must move

- before being played by another player. Punishment is a rekick. If the kick is inside the penalty area by the defense, then the ball must also leave the penalty area before being played by another player. Punishment is a retake, because the ball was never in play. If the kicker passes the ball to his goalkeeper and it has not left the penalty area, rekick.

5. Kicker cannot play the ball a second time until it is touched or played by another player. Punishment is to award an indirect free kick to the opposing team. The exception is if the kicker touches the ball a second time within his own penalty area, in which case the kick is retaken, since the ball was never in play.

If any player dances around or motions to distract the kicker, this is considered unsporting behavior and the player should be cautioned. A team

cannot score directly against itself from a free kick. (Give examples and discuss.)

Set No. 2:

Ask the participants the following questions:

(a) A player is dribbling towards the goal. After the player has entered the penalty area, the player is tripped. What does referee do? (After the participants have had an opportunity to respond to that question, ask the second question.)

(b) If the penalty kick is to be given, how far from the goal line is the ball placed? (Again give the participants an opportunity to respond to this question and discuss it just a little.)

Strategies to Actively Involve the Participants:

Have the participants working in pairs. Have them identify three possible game scenarios. One of the game scenarios would be where a Direct Free Kick foul is committed inside the penalty area and the referee is to call a penalty kick. The second scenario would be where something occurred in the penalty area, but it should not be a penalty kick. The third scenario should be where a penalty kick has been taken and the referee has to determine whether it should be good or not. In other words, in this third scenario, perhaps the goalkeeper moved, perhaps there was failure to respect the required distance by one of the defending players. After the participants have developed the possible scenarios, have them share them with the other participants, not revealing what the referee should do. Call on one participant to have him/her indicate what the referee should do. Before responding whether that person is correct or not, have the rest of the people signal whether they agree, disagree, or are not sure. Then discuss the scenario.

Information: Facts, Concepts, Skills to be Taught:

A penalty kick shall be awarded if the defending team intentionally commits any of the ten Direct Free Kick Fouls stated in Law 12 within their own penalty area.

A penalty kick is a direct free kick, so all of the conditions for a free kick must be met, together with some special added conditions.

(Put up overhead. Reveal one element at a time.)

1. Ball must be stationary; on the penalty mark.
2. All other players, except for the kicker and the opposing goalkeeper, must be ten yards from the ball, outside the penalty area and the penalty arc, and behind the penalty mark. The kicker must be identified.
3. Signal by referee
 - always use an audible signal for this kick and wait until all players are in the positions required by the Law.
4. Ball must move forward
 - it must travel forward from the penalty mark/spot.
 - it can move diagonally, as long as this is forward.

5. Kicker cannot play the ball a second time
 - the kicker cannot play the ball again until someone else has touched or played it.
 - the kicker cannot play it off the goal post or crossbar
6. Goalkeeper may not leave the goal line before the kick is taken
 - goalkeeper may move along his own goal line between the goal posts.
 - goalkeeper may move his hands and body.
7. A goal may be scored directly from a penalty kick

Closure:

1. Call on someone to explain what a penalty kick is. Before you agree or disagree, ask the rest of the people to signal whether they agree, disagree, or are uncertain.
2. Call on another person to answer the question, "When should a penalty kick be taken?" Use the same format to check everybody's thinking.
3. Finally, have the people, in pairs, give three examples of infringement of Law 14.

Set No. 3:

Ask the participants to discuss in their small groups those infractions which are less serious than the Direct Free Kick fouls. You can probably get most if not all of them from the students.

Information: Facts, Concepts, Skills to be Taught:

INDIRECT FREE KICK FOULS: Law 12 lists 8 Indirect Free Kick Fouls; however, there are many Indirect Free Kick violations specified throughout the Laws, all resulting in the award of an indirect free kick. The free kicks awarded for each of the eight in this Law are taken from the spot of the infraction.

In all cases, as with the Direct Free Kick fouls, the ball must be in play and the act must be committed against an opponent and on the field of play. (Using the overhead projector or flipchart, list the following eight Indirect Free Kick Fouls and briefly describe.)

1. Plays in a dangerous manner (show various forms, i.e., high kick, low header, attempt to kick ball from goalkeeper's hands, lying on the ball, etc.)
2. Impedes the progress of an opponent.
3. Prevents the goalkeeper from releasing the ball from his hands.
4. When playing as goalkeeper within his own penalty area:
 - a. takes more than 4 steps after possession.
 - b. touches the ball a second time after releasing the ball into play unless played by an opponent or by a teammate (who must be outside the penalty area). (Demonstrate with goalkeeper and ball and define possession)
 - c. touches the ball with his hands after it has been deliberately kicked to him by a teammate.
 - d. touches the ball with his hands after receiving it directly from a throw-in by a teammate.
 - e. wastes time.

Closure:

1. Have each participant give the signal for a direct free-kick and an indirect free-kick.
2. Have each participant write the five elements necessary for a free-kick.

MISCONDUCT AND HOW TO DEAL WITH IT**Strategies to Actively Involve the Participants:**

In the section on yellow and red cards, a scenario should be presented which demonstrates dissent; then explain to the people that this should result in a caution/yellow card. Do the same thing for unsporting behavior, persistently infringing the Laws of the Game, and entering/re-entering or leaving the field without the referee's permission. Use specific examples that actually occur in games. Repeat this process for sendings off/red cards. When you have finished, read different scenarios that should result in one or the other of those actions to the learners, who must determine whether the player(s) should be cautioned or sent off in that situation. The students could have red and yellow cards with them. The instructor could read the scenario and have the learners raise the yellow or red card, whichever they would give. Then the instructor could call on a person and have him or her give a rationale for the action chosen.

Information: Facts, Concepts, Skills to be Taught:

MISCONDUCT: Acts of **MISCONDUCT** fall into two categories:

1. Acts resulting in the player being **CAUTIONED**, indicated by the referee showing the **YELLOW CARD**, and
2. More serious acts resulting in the player being **SENT OFF**, indicated by the referee showing the **RED CARD**.

CAUTIONABLE ACTS: Resulting in a formal booking and YELLOW CARD (no card is displayed when the CAUTION involves bench personnel other than substitutes).

(Show overhead or use flipchart)

1. **UNSPORTING BEHAVIOR**
2. **DISSENT** by word or action
3. **PERSISTENTLY INFRINGES** the Laws of the Game.
4. **DELAYS** the restart of play.
5. **FAILS TO RESPECT** the required **DISTANCE** at the restart of play.
6. **ENTERS OR RE-ENTERS** the field of play without the referee's permission.
7. **LEAVES** the field of play without the permission of the referee

PUNISHMENT: If the game is stopped for any of these misconducts, the other team receives an indirect free kick. This kick will be taken from the spot of the misconduct in 1-3 and from the spot where the ball was for 4-7.

MISCONDUCT RESULTING IN A PLAYER BEING SENT OFF: A formal booking indicated by the showing of a **RED CARD** (no card is displayed when the DISMISSAL involves bench personnel other than substitutes).

(Show overhead or use flipchart)

1. **SERIOUS FOUL PLAY**
2. **VIOLENT CONDUCT**
3. **SPITS** at an opponent or any other person
4. **DENIES** an opponent a goal or an obvious goal-scoring opportunity **BY HANDLING** the ball (this does not include the goalkeeper in his own penalty area)
5. **DENIES** an opponent moving towards player's goal a goal or an obvious goal-scoring opportunity **BY OTHER** Direct Free Kick or Indirect Free Kick **FOUL**
6. Uses **OFFENSIVE, INSULTING, OR ABUSIVE LANGUAGE**
7. Receives a **SECOND CAUTION** in the same match.

PUNISHMENT: Direct free kick (or penalty kick) if one of the Direct Free Kick Fouls; otherwise, if game stopped to administer the booking, an indirect free kick to the offended team from the spot where the infringement occurred. If violent conduct off the field of play, drop ball at spot where ball was when referee stopped play to deal with the misconduct.

Explain the differences between **SERIOUS FOUL PLAY** and **VIOLENT CONDUCT**. (Do not dwell on this at length. There is a complete lesson on the differences between Serious Foul Play and Violent Conduct in the Intermediate Course.)

SERIOUS FOUL PLAY (SFP) — must be one of ten Direct Free Kick Fouls (not handling the ball), usually a foul using excessive force when fighting for the ball; whereas **VIOLENT CONDUCT (VC)** can be any of many types of severe acts.

SFP must occur on the field and when the ball is in play. **VC** can occur either on or off the field and whether or not the ball is in play.

SFP must be an act against an opponent; **VC** may be against anyone, including a substitute, team mate, spectator, referee, or linesman.

N.B.: Remember to stress the International Board Decisions included in Law 12.

Closure:

Have the participants work in pairs to identify all the key points discussed in the lesson. Call on several people to share some of the key points.

Subject: Free Kicks

Lesson Objective:

The participant will be able to list the elements necessary for a correctly taken free kick; state the two exceptions to placing the ball at the point of infraction; state an exception to the 10 yard requirement and state the difference between a DFK and IFK.

Equipment and Materials to Teach the Lesson:

Overhead projector, screen, transparencies, extension cord, soccer ball, etc.

Approximate Time Needed:

40 minutes

Set:

The instructor will blow a whistle and signal a direct free kick. Ask the participants what was just signalled. After they have had an opportunity to respond, the instructor will acknowledge that he/she was demonstrating the signal for a direct free kick.

Strategies to Actively Involve the Participants:

Briefly explain what a free kick is and use questioning techniques on the various aspects of DFK's and IFK's to elicit student responses. Explain the elements of free kicks and demonstrate each aspect.

Students can be asked to demonstrate "wall building" techniques and the proper signals for the two types of kicks.

Information: Facts, Concepts, Skills to be Taught:

- Definition: a free kick is the method of restarting the match after an infringement
- Types of free kicks
 - Direct free kick - DFK
 - Indirect free kick - IFK
- How taken:
 - 1) Ball must be stationary
 - 2) Kicked in any direction
 - 3) No "double touch"
 - 4) No encroachment - opponents must be 10 yards away
- 5) Restart signal required
- 6) Cannot scored directly against own team
 - Where taken
 - Point of infraction with two exceptions
 - Inside own goal area - may be taken anywhere in goal area
 - IFK inside opponent's goal area - on goal area line parallel to goal line
 - Ball is in Play when
 - Kicked and moves unless:
 - Inside own penalty area - must leave penalty area to be in play

- Quick free kicks
 - Kicking team has a right to restart quickly
 - Defending team has NO right to form a wall
 - Referee should encourage a "quick" free kick
 - Referee should NOT interfere unless:
 - Kicking team insists on 10 yards
 - Encroachment is severe
 - Referee is dealing with misconduct
 - Kicking team at risk of losing possession if quick kick is taken
 - opponent retiring and kick goes to opponent - No offense
 - opponent retiring but deflects ball passing by - Retake kick, warning
 - opponent moves to intercept ball - Retake kick, caution

- Ceremonial free kicks
 - Clearly indicate that kicking team must wait for referee signal
 - Be first brick in the wall
 - Move defenders to referee's position
 - Referee moves to next position
 - Signals for the kick
- Encroachment
 - All opponents must be 10 yards away - Failure to Respect the Required distance is a cautionable offense
 - One exception - if they are between the goalposts on the goal line
- Restart Mechanics
 - 1) Point direction -
 - 2) Indicate IFK if necessary
 - 3) Indicate position of ball
 - 4) Position wall, if necessary - be the first brick
 - 5) Move to next position
 - 6) Indicate IFK, if you have lowered your arm
 - 7) Signal for restart, if ceremonial free kick
- Ball in play versus Goal scoring opportunity:
 - Ball is in play when it is kicked and moves
 - Exception: when started inside own penalty area - must leave PA
 - Goal may be scored when:
 - Ball is in play
 - Touched by another player on IFK
 - Ball is kicked into opponent's goal

Closure:

Participants will be asked to summarize the contents of the lesson and demonstrate the signals and proper mechanics used during a free kick.

Subject: Penalty Kicks

Lesson Objective:

The participant will be able to list the elements necessary for a correctly taken penalty kick; state the reason for awarding a penalty kick; and state the proper restart for a penalty kick infraction.

Equipment and Materials to Teach the Lesson:

Overhead projector, screen, transparencies, extension cord, etc.

Approximate Time Needed:

25 minutes

Set:

The instructor will blow a whistle and signal a penalty kick. Ask the participants what was just signalled. After they have had an opportunity to respond, the instructor will acknowledge that he/she was demonstrating the signal for a penalty kick.

Strategies to Actively Involve the Participants:

Questioning techniques to involve the student should be used while presenting information. Eliciting responses of player reactions when a penalty kick is called can also be used.

Information: Facts, Concepts, Skills to be Taught:

- Definition: a penalty kick is awarded when a player commits one of the 10 penal fouls within his/her own penalty area.
 - Against an opponent
 - While the ball is in play

- Before the kick is taken:
 - Clear the penalty area
 - Get possession of the ball
 - Set the goalkeeper - on goal line, between the posts
 - Identify the player taking the kick
 - Player taking kick places ball on the penalty mark
 - Tell kicker to wait for your whistle
 - Check other players for proper positioning
 - Referee takes position to see all action
 - Checks to see if keeper is ready
 - Signals for kick to be taken

- Requirements of the kicker:
 - 1) Ball must be stationary on the penalty mark
 - 2) Ball must be kicked forward – IFK to opponents
 - 3) No "double touch" - IFK to opponents
 - 4) Must not distract the goalkeeper
 - 5) Must wait for signal from the referee

- Requirements of the goalkeeper:
 - 1) Must be on the goal line, between posts, facing field of play
 - 2) May not move off goal line until the kick is taken
 - 3) Must not engage in Unsporting behavior
 - 4) Must not distract the goalkeeper

- Requirements of the other players:
 - 1) Must be outside of the penalty area
 - 2) Must be outside of the penalty arc
 - 3) Must be behind the penalty mark
 - 4) Must be on the field of play
 - 5) Must not encroach
 - 6) Must not engage in distracting behavior

- Once the signal is given for the penalty kick to be taken, the kick will proceed
 - If an infraction occurs
 - If against the **kicking** team and a goal is scored - retake the kick
 - If against the **kicking** team and a goal is NOT scored – IFK to opponents
 - If encroaching player touches the ball - IFK to opponents
 - If against the **defending** team and a goal is scored - restart with a kick off - goal counts
 - If against the **defending** team and a goal is not scored - retake the kick
 - If against **both** teams - retake the kick
 - Second touch by kicker - IFK to opponents

 - Time may be extended for the taking of a penalty kick
 - Referee determines when a penalty kick has been completed

Closure:

Participants will be asked to summarize the restarts when an infraction occurs during the taking of a penalty kick and demonstrate the signal and proper mechanics used during a penalty kick.

Subject: The Throw-In

Lesson Objective:

The participant will state when to give a throw-in and what constitutes a "good" throw-in.

Equipment and Materials to Teach the Lesson:

Overhead projector, screen, transparencies, extension cord, soccer ball, etc.

Approximate Time Needed:

20 minutes

Set: After demonstrating a throw-in, the instructor asks if it was properly taken. During the discussion, the instructor highlights why the throw-in was good (or bad).

Strategies to Actively Involve the Participants:

Class works in pairs (or small groups). Each student demonstrates a throw-in and the other(s) critique it: was it properly taken and why or improperly taken and why. Instructor then has one student demonstrate for the entire class, with the others critiquing as a unit.

Information: Facts, Concepts, Skills to be Taught:

- When throw-in is awarded: cite "whole of ball . . . in the air"
- Where taken
- Who takes throw-in
- How taken:
 - 1) Thrower faces field at moment of delivering throw-in
 - 2) Part of each foot on ground on or behind touch line
 - 3) Thrower uses both hands
 - 4) Thrower delivers ball from behind and over his head
- When ball is in play
- Restrictions:
 - 1) "Second touch" by another player
 - 2) Goal may not be scored directly
- Infractions:
 - 1) Improperly thrown
 - 2) Thrower touches ball before another player touches it
 - 3) Distraction or impeding
 - 4) Taken from any position other than where ball crossed

- Opponents must:
 - 1) Remain at least two yards from the thrower (touch line)
 - 2) Not unfairly distracting or impeding the thrower must be cautioned for "unsporting behavior" and shown the yellow card.

touch-line

Closure:

Through a discussion within small groups, or with a partner, each participant is to demonstrate that he has met the objective. "Thumbs up"

may be used. If satisfied with CLOSURE, the instructor completes final summary and moves on the next topic.

Subject: Goal Kick

Lesson Objective:

The participants will state when to award a goal kick and where goal kick is properly taken and in play.

Equipment and Materials to Teach the Lesson:

Overhead projector, screen, transparencies, extension cord.

Approximate Time Needed:

20 minutes

Set:

Students will be asked why they think a goal kick is awarded. (It is not necessary that they know why, and they certainly are not to be judged on whether they know when it is awarded.) This will set the scene for the instructor to introduce the facts of the Law.

Strategies to Actively Involve the Participants:

The instructor will produce examples of goal kicks taken properly and improperly. The instructor then asks the students to respond to each example; i.e., whether or not each is proper.

Information: Facts, Concepts, Skills to be Taught:

- When goal kick is awarded: cite "whole of ball . . . in the air".
- Where taken
- When ball is in play (stress "directly" into play)
- Who takes goal kick
- How taken (stationary)
- A goal may be scored directly by the kicking team against the opposing team
- Restrictions:
 - 1) Goalkeeper may not receive ball in his hands . . .
 - 2) Retakes
 - 3) "Second touch" by another player
 - 4) Opponents' positions
- Infractions:

Kicker touches ball before another player touches it

Closure:

Through a discussion within small groups, or with a partner, each participant is to demonstrate that he has met the objective. "Thumbs up" may be used. If satisfied with CLOSURE, the instructor completes final summary and moves on to next topic.

Subject: The Corner Kick

Lesson Objective:

The participants will know when to award a corner kick, when it is properly taken, and when the ball is in play.

Equipment and Materials to Teach the Lesson:

Overhead projector, screen, transparencies, extension cord, soccer ball.

Approximate Time Needed:

20 minutes

Set:

Ask the students why they think a corner kick is awarded. (It is not necessary that they actually know why; they certainly are not to be judged on whether they know when it is awarded.) This will set the scene for the instructor to introduce the facts of the Law.

Strategies to Actively Involve the Participants:

The instructor will produce examples of properly taken and improperly taken corner kicks. The instructor then asks the students to respond to each example; i.e., whether or not each is proper.

Information: Facts, Concepts, Skills to be Taught:

- When corner kick is awarded: cite "whole of ball . . . in the air" and "defender"
- Who takes corner kick
- Where taken (nearest corner arc)
When ball is in play ("when it is kicked and moves")
- How taken (stress "stationary" and at least part of ball... inside... corner arc)
- Differences if taken by player or goalkeeper
- A goal may be scored directly, but only against the defending team
- Restrictions:
 - 1) Flag post must not be moved
 - 2) Opponents' positions
 - 3) "Second touch" by another player
- Infractions:
 - 1) Kicker touches the ball again before another player touches it
 - 2) Retakes

Closure:

Through a discussion within small groups, or with a partner, participant is to demonstrate that he has met the objective. "Thumbs up" may be used. If satisfied with CLOSURE, the instructor completes final summary and moves to next topic.

Subject: Training in Game Day Duties and Practical Exercises for Officiating a Game

Lesson Objective:

The participants will demonstrate their skills and knowledge by refereeing a game or serving as an assistant referee for a game.

Equipment and Materials to Teach the Lesson:

Flags; personal referee gear, including such things as whistles, coins, watches, uniforms, pens/pencils, pad, cards, etc.; plus two teams properly prepared to play a game and a field marked and equipped in accordance with the Laws of the Game.

Approximate Time Needed:

Depends upon the number of participants and **the facilities** available. The lesson should be continued until the instructors are satisfied that all new referees know their jobs, both as referees and as assistant referees.

Set:

Inform the participants that they will be serving both as referee and as assistant referees during different parts of the game. Tell them that the teams have been instructed to break some of the Laws of the Game and it is their job to respond as they have been taught. Those who are not serving as referees or assistant referees should be standing on the touch lines observing either the referee or assistant referees and, in their mind, critiquing what is going on, deciding what they would do in specific situations. At the conclusion of the activity, after everyone has had a chance to referee and serve as an assistant referee, there will be a critique on each individual.

Strategies to Actively Involve the Participants:

Participants will serve as the referee and/or as an assistant referee for approximately 10 minutes during the game. At the end of that time, they will go to the touch lines and be replaced by someone else until everyone has an opportunity to serve as both an assistant referee and a referee.

Information: Facts, Concepts, Skills to be Taught:

The materials and equipment listed above should be provided to the class members, if they do not already have them. The instructors should then break the class into groups for practice in giving and receiving pregame instructions and in conducting field/equipment inspection, an assistant referee signal drill, and the coin toss (the class should have been given homework on preparing for each of these activities) .

Closure:

At the conclusion, after all participants have had the opportunity to participate in this activity, they will have reported to them what they did well and what they need to work on. It is important to emphasize those things that they did well. For those things where they were judged to need improvement, it is important that the person giving the critique be as specific as possible as to what they want the participant(s) to do. There is no need to dwell on precisely how the participant(s) did poorly; we need to dwell on how they are to do it correctly.

Note on Preparing for the Exercise:

The teams selected should be old enough to challenge the candidates. Coach them to commit fouls and infractions that may be obvious but they should not be dangerous to the players. Inform them that the referee/assistant referee teams will be changed periodically.

The instructor-in-charge should have at least four assistants (either instructors or senior referees) to make the process go more smoothly.