

# United States Soccer Federation Recreational Youth Referee Course Introduction

This course combines the small-sided games referee course, recreational referee course and the linesman course. It has been developed at the direction of the United States Soccer Federation Board of Directors, to allow the SYRA, where available, to implement and administer the national programs for the Recreational Youth Referee, Linesman, and Referee for Small Sided Games level referees (grades 9,10, & 11). Upon completion of this course, the candidate achieves a Grade 9 and is qualified to referee recreational soccer, from the small-sided games of the very young up to under-14 and an assistant referee in all youth matches U14 and below. The SYRA or designee will also serve as registrar for the aforementioned grades. The creation of this course is in response to a policy that was presented to and approved by the United States Soccer Federation Board of Directors. This will allow for literally every league, even every club to have a referee instructor to train grade 9 referees.

This course can be taught by any USSF Referee Instructor of any grade, or by a Recreational Youth Referee Instructor, a new Instructor grade created for this purpose. It is intended to train referees to work recreational soccer from the small-sided games of the very young up to under 14 and an assistant referee in all youth matches U14 and below. It would include training to be a referee working alone or with assistant referees or linesmen, and working as an assistant referee. These grades known as Recreational Youth Referee are to be used only on under-14 and younger recreational soccer and as an assistant referee in all youth matches U4 and below. They are not to be used on older or on competitive levels, and definitely not on adult games.

Because of widely divergent interests and some modifications of the rules by various states or local leagues, **emphasis is placed on adapting the course to fit local needs.**

This course was modified for the aforementioned purposes by Adolfo Reginato, National Instructor Trainer and has been revised and updated by members of the National Instructional Staff, including Barry Towbin, of New Jersey, Kevin Yant and Chuck Locke, both of Colorado.

Acknowledgement is given to the following members of the team who wrote the original course: project leader James Finger of Texas North, Gerald Hundt of Illinois, Tarek Khan of Ohio North, Thomas Starr of California North, Sue Stice of Alaska and Charles van Nederpelt of Massachusetts. These instructors contributed to the development by reviewing the course: James Allen of Maryland, Walter Beaumont of Washington, Dan Heldman of Virginia, Patrick Smith of Florida and Gil Weber of Florida. Final review of the course was by the State Directors of Instruction at their workshop in May, 1999.

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**United States Soccer Federation  
Recreational Youth Referee Course  
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### ***Note to State Instruction Programs***

*As well as each individual instructor applying his or her own particular style to each lesson, this course must be adapted to fit local needs. Certain material needs to be covered, but we recognize that there are varying rules used throughout the country in recreational soccer, particularly in the small-sided game for under-6, under-8 and under-10. The information given in the lesson plans for those games includes that published by U. S. Youth Soccer at the time this course was revised. If your state or local league has modified these rules then you must modify the course accordingly.*

***The agenda for the course states recommended durations for each module included in this course. It is strongly suggested that these times be adjusted as needed in order to accomplish the general objective for the course and to allow for the thorough explanation of local league rules.***

*For example, in the youngest age groups some play with goalkeepers and some play without. Some use offside and some do not. There are different methods used for starting the second and fourth quarters in games played in quarters instead of halves.*

*In other words, make it fit your needs without sacrificing the content.*

*The 8-hour course moves from classroom to a soccer field and back to the classroom. There is very little time allowance built in for moving. Moving from the classroom to the field could be done during the lunch break. The exam and registration could be done on the field if all students have a pencil and something to write on.*

*There is also no time built in for signing up students; they should either be pre-registered or the local clinic manager should handle registration before the course starting time.*

*To keep from handing whistles around during the field session, each student should have a whistle. Either tell them to bring one, have the local league supply them, or inexpensive toy whistles could be given to them as part of the clinic supplies with their handouts.*

### ***Note for the Instructor:***

*It is important that knowledge of the local rules be gained before starting this session. Knowledge of the length of time for the periods, halves or quarters, if a coin-toss is used, how quarters are started, and any special mechanics for any or all restarts (short corners, redos, etc.) should be requested of responsible local authorities.*

*An assistant or two will be very helpful in conducting Unit 6, the field session. These do not have to be trained instructors, but referees who can help you set up some demonstrations and control the class.*

**United States Soccer Federation  
Recreational Youth Referee Course  
Course Outline**

Classroom: (4:00)

Unit 0	0:15	Introduction
Unit 1	0:30	What's Needed to Play (Laws 1, 2, 3, 4)
Unit 2	0:30	How to Play the Game (Laws 7, 8, 9, 10, 15, 16, 17)
Unit 3	1:00	Things Players Do (Laws 12, 13, 14)
	0:15	Break
Unit 4	0:30	Offside (Law 11)
Unit 5	1:00	You're In Charge Now (Laws 5, 6; Diagonal System of Control)

Lunch Break and Move to Field: (1:00)

Field: (3:00)

Unit 6	0:45	Mechanics, Signals
	0:30	Offside
	1:00	Fouls, Caution, Send Off, Free Kicks, Penalty Kicks
Unit 7	0:30	Dealing With Adults
	0:15	Break or Move to Classroom

Classroom or Field: (1:00)

Unit 8	1:00	Exam, Registration
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Material needed for the course:

Lesson plans and PowerPoint files

Computer and data projector

Handouts for all students, including local/club modifications (duration, subs, etc.)

Laws of the Game books for all students

Procedures for Referees, Assistant Referees and Fourth Officials

USSF video "The Myths of the Game" and "Gray Areas of the Game" (if possible)

TV monitor and VCR (if possible)

Classroom

Soccer Field

Balls (good, not good, various sizes and pressures)

Whistles for all students (if possible)

Assistant referee flags, several

Uniform, shoes, shinguards

# **RECREATIONAL YOUTH REFEREE COURSE**

## **Unit 0: Introduction**

### **Subject: Introduction to the Recreational Referee Training Course**

#### **Lesson Objective:**

The students will be able to list two or more topics that he/she expects to learn during the Course.

#### **Equipment and Materials to Teach the Lesson:**

Normal classroom setting, including chalkboard, data projector, screen, extension cord, PowerPoint, handouts and the current edition of the Laws of the Game.

#### **Approximate Time needed:** 15 minutes.

#### **Set:**

Ask the students to recall a recent youth soccer game that they have seen. Ask them to work in pairs and describe to each other:

What did the referee seem to be doing?

What seemed to be the object of the game?

Allow the students 3 minutes for this exercise. Put 3 responses to each question on the chalkboard. Explain that in the next 10 minutes they will have a better idea of how the game is played and what they will learn to become Recreational Referees. Introduce the concept of "Duration of the Game" by asking several students to time the next 10 minutes of the class.

#### **Strategies to Actively Involve the Participants:**

The Instructor will have the students work in pairs during the session.

#### **Information: Facts, Concepts, Skills to be Taught:**

- Basic Description of a Soccer Game (Use PowerPoint and Handout)  
Emphasize the simplicity of the game, keep it brief, and use simple language!
- Outline of Recreational Referee Course (Use PowerPoint)  
Tell the students the objective of the course is to train them to control youth matches featuring players that are Under—blank (fill in the blank for the local program that you are conducting this class for), and that this course is not quite as detailed as the Referee Course. Upon successful completion they will be authorized to be a referee or assistant referee on under-14 and

## **RECREATIONAL YOUTH REFEREE COURSE**

younger recreational matches. Keep it positive—advise them that if they enjoy the youth matches, they will be well positioned to quickly "upgrade" by attending the Entry Level Referee Course or the "bridge course" and perhaps do higher level matches in a season or two.

### **Closure:**

Ask the students to list three elements of a soccer game to another student. Students should also list two or more topics that each expects to learn during the Course. Allow 1 minute for this exercise.

## **RECREATIONAL YOUTH REFEREE COURSE**

### Elements of the Game of Soccer

- **It's A Simple Game**

There are few rules, the game moves quickly, and it's easy to understand.

- **It's A Team Sport**

Adults, Older Youth—11 players per team on the field

Younger Children—As few as 3, up to 9 players per team on the field

- **It's Played with the Feet, not Hands**

The ball is kicked, "dribbled," tapped, punted, or pushed with the **feet** around the field—players may use their feet, legs, or even their heads to touch the ball—but not their hands. One player per team is called the Goalkeeper ("keeper") and he/she may use his/her hands to touch the ball (rules later).

- **The Field is Rectangular**

There are **Goals** at the end of each narrow side of the field—the object of the game is to put the ball into the other team's goal. Each team defends their goal.

- **The Game is Played in Periods of Halves or Quarters**

Adults, older youth—45 minutes per half (90 minutes per game)

Youth—20 to 40 minutes per half

Some youth games play quarters

- **The REFEREE is in Charge**

Adults, older youth games—A REFEREE and 2 Assistant referees

Youth games—A Referee and 2 Club Linespersons or Assistant Referees

Recreational Games—YOU!

There are only 17 formal Laws—not all are used for youth games

**United States Youth Soccer Association  
Small-sided Games for Under-6, 8 & 10**

The following are excerpted from the small-sided game programs for Under-6, 8 and 10 published by U.S. Youth Soccer. Assume that FIFA Laws of the Game apply except for the modifications stated.

<b>UNDER-6</b>	<b>UNDER-8</b>	<b>UNDER 10</b>
<b>Law 1: The Field of Play</b> - See diagrams in the manual for further explanation.		
Length: 20-30 yards	25-35 yards	45-60 yards
Width: 15-25 yards	20-30 yards	35-45 yards
Goal area: None	3x12 yards	6x18 yards
Penalty area: None	None	10x26 yards
Flag posts: None	None	5 ft. minimum
Corner arc: 1 yard	1 yard	1 yard
Goals: 6x18 ft	6x18 ft	6x18 ft
All goals must be securely anchored to the ground for safety reasons.		
Penalty mark: None	None	8 yards from goal line
 <b>Law 2: The Ball</b>		
Size 3	Size 3	Size 4
 <b>Law 3: Number of Players</b>		
3	4	8, one of whom may be the goalkeeper
 <b>Substitution Opportunities</b>		
Injuries possession Quarters stoppage,	Injuries  Quarters	•Throw-in, by team in  •Goal kick, kick-off, injury half time, by either team.
 <b>Law 4: Players' Equipment</b>		
Tennis shoes or soft-cleat soccer shoes soccer shoes Shin-guards mandatory	Tennis shoes or soft-cleat soccer shoes  Shin-guards mandatory	Tennis shoes or soft-cleat  Shin-guards mandatory
 <b>Law 5: Referee</b>		
• Registered referee •Parent/Coach or assistant •All rule infractions shall be briefly briefly explained to the offending player player	•Registered referee •Parent/Coach or assistant •All rule infractions shall be briefly explained to the offending player	•Registered referee •Parent/Coach or assistant •All rule infractions shall be explained to the offending
 <b>Law 6: Assistant Referee</b>		
Use club linesman	Use club linesman	Use club linesman

**UNDER-6****UNDER-8****UNDER 10****Law 7: Duration of the Game**

- Four 8-minute quarters
- Two-minute break between quarters one and two, and between three and four
- Five-minute half-time break

- Four 12-minute quarters

- Two 25-minute halves

- Five-minute half-time break

- Five-minute half-time break

**Law 8: The Start of Play**

Opponents 4-yards from ball on kick-off

Opponents 4-yards from ball on kick-off

Opponents 8-yards from ball on kick-off

**Law 9: Ball In and Out of Play**

Conform to FIFA

Conform to FIFA

Conform to FIFA

**Law 10: Method of Scoring**

Conform to FIFA

Conform to FIFA

Conform to FIFA

**Law 11: Offside**

**No Offside**

**No Offside**

Conform to FIFA

**Law 12: Fouls and Misconduct**

**All levels:** No cautions or send-offs shall be issued to players except by a neutral registered referee.

- Referee must explain all infractions to the offending player.

- Referee must explain all infractions to the offending player.

Conform to FIFA

**Law 13: Free Kicks**

All free kicks are indirect  
Opponents 4 yards from ball

All free kicks are indirect  
Opponents 4 yards from ball

Opponents 8 yards from ball

**Law 14: Penalty Kicks**

No penalty kicks

No penalty kicks

Conform to FIFA  
Opponents 8 yards from ball

**Law 15: Throw-in / Kick-in**

- If kick-in is used, opponents 3 yards.
- If throw-in is used, player must be given a second chance on improper throw after referee explains how.

- If kick-in is used, opponents 5 yards.
- If throw-in is used, player must be given a second chance on improper throw after referee explains how.

Conform to FIFA

**Law 16: Goal Kick**

Opponents 4-yards from ball

Opponents 4-yards from ball

Conform to FIFA

**Law 17: Corner Kick**

Opponents 4-yards from ball

Opponents 4-yards from ball

Opponents 8-yards from ball

# RECREATIONAL YOUTH REFEREE COURSE

## Unit 1: What's Needed to Play

**Subject:** The Field of Play.

**Lesson Objective:**

The students will list the basic lines and areas of a field. This list will include:

- briefly explaining the purpose of the lines and areas
- identifying the *safety issues* related to the lines and areas.

*(Note: Emphasize in this type of game the issues of corner flag height, goal anchoring and "rut" lines)*

**Equipment and Materials to Teach the Lesson:**

Data projector, screen, PowerPoint file and computer.

**Approximate Time Needed:** 5 minutes

**Set:**

In small groups, ask the students to draw a field and label as many of the lines and areas as possible.

**Strategies to Actively Involve the Participants:**

Have the students to work in groups of 3 to identify lines and areas of the field. Get feedback and list it on a transparency.

**Information: Facts, Concepts, Skills to be Taught:**

Referring to a drawing of the field, explain the purpose of the lines and areas on a full-sized field. Then refer to the smaller modified fields on Unit 1 Handout 1. Emphasize that they will generally play on the field assigned (unless it is unsafe).

**Closure:**

Ask the students to name the basic lines and areas of a field, while pointing to them on their own drawings.

## **RECREATIONAL YOUTH REFEREE COURSE**

### **Subject: The Ball**

#### **Lesson Objective:**

The students will list the minimum criteria for a ball to be usable.

#### **Equipment and Materials to Teach the Lesson:**

Data projector, screen, computer and PowerPoint file, a "good" ball, a "soft" ball and a "not so spherical" ball.

#### **Approximate Time Needed: 5 minutes.**

#### **Set:**

Have the students examine the three balls and ask for their reactions.

#### **Strategies to Actively Involve the Participants:**

Ask the students to imagine what the effect is of a bad ball (bounce, flight, pain).

What kind of yardsticks would they use to ensure the ball is "usable"?

#### **Information: Facts, Concepts, Skills to be Taught:**

If a simplified version of the Laws is available, have the students look at that (or, if not, have available at least a "good" ball). Relate the criteria of:

- presenting no danger through material
- being spherical
- being made of leather or other safe material
- having relevant dimensions of weight and size given the type of game and players' ages.

Size of ball for each age group.

Explain what to do when the ball presents problems once the game is underway.

#### **Closure:**

Using the groups, ask the students to tell you the proper criteria for the ball.

## **RECREATIONAL YOUTH REFEREE COURSE**

**Subject: Number of Players**

**Lesson Objective:**

The students will tell how many players are needed for a legal game.

**Equipment and Materials to Teach the Lesson:**

Data projector, computer and PowerPoint files, screen.

**Approximate Time Needed:** 3 minutes

**Set:**

Ask the students to think about the number of players involved per team in the last sporting event they saw.

**Strategies to Actively Involve the Participants:**

Have the students discuss what they think when they face a team with a different (list some examples) number of players than they have on their own team.

**Information: Facts, Concepts, Skills to be Taught:**

- Explain the need for a minimum and a maximum. Clarify how the number of players could change during the game and how to respond when it does.
- Local Rules: Cover the number of players for each age group specified by your state or local rules.

**Closure:**

Have the students, using the groups, tell you the minimum and maximum number of players for this type of game to be legal.

## **RECREATIONAL YOUTH REFEREE COURSE**

### **Subject: The Substitution Process**

#### **Lesson Objective:**

The students will recite all steps of a legal substitution process.

#### **Equipment and Materials to Teach the Lesson:**

Data projector, screen, PowerPoint with substitution steps and times when substitution is legal, given the type of game involved.

#### **Approximate Time Needed:** 12 minutes

#### **Set:**

Ask the students what they have noticed about the substitution process.

#### **Strategies to Actively Involve the Participants:**

Bring the students to demonstrate the steps of a proper substitution. The students could act out these steps. Have them discuss issues involved in making substitutions, particularly with a goalkeeper.

#### **Information: Facts, Concepts, Skills to be Taught:**

- Using the slide with proper substitution steps, discuss what to do if these steps are violated. Using the slide with the times when substitution is legal. Emphasize the importance of substitutions to players and coaches.
- Local Rules: Cover the rules of your state or local league pertaining to substitution, particularly on which stoppages substitution is allowed.

#### **Closure:**

The students will list the steps of, and their relevance to, a well-managed substitution process.

## **RECREATIONAL YOUTH REFEREE COURSE**

### **Subject: Player Equipment**

#### **Lesson Objective:**

The students will list the five items of players' basic equipment.

#### **Equipment and Materials to Teach the Lesson:**

Data projector, screen, PowerPoint file. Examples of shinguards and shoes.

#### **Approximate Time Needed: 5 minutes**

#### **Set:**

Ask the students to think about examples of when players' equipment should not be considered legal.

#### **Strategies to Actively Involve the Participants:**

Have students generate a list of mandatory equipment. Emphasize the safety factors.

#### **Information: Facts, Concepts, Skills to be Taught:**

With the basic requirements of shirt, shorts, socks, shinguards (covered) and shoes, emphasize what to do:

- before the game to ensure that requirements are met.
- during the game when the referee discovers that requirements are not met.

#### **Closure:**

Have the students recite the five items of players' basic equipment.

## **RECREATIONAL YOUTH REFEREE COURSE**

### **Unit 2: How to Play the Game**

**Subject: Kick-off & Dropped Ball; Duration of the Match; Ball Out of Play; Goal Scored**

**Approximate Time Needed:** 30 minutes

**Equipment and Materials to Teach the Lesson:**

Chalk board, data projector, screen, extension cord, PowerPoint files, computer, quizzes, and handouts, Laws of the Game, etc., and a BALL.

**Part One Objective: (15 minutes)**

The students will be able to tell what choices are available to the teams at the coin toss, the length of halves or quarters for the various age groups.

**Set:**

Ask the students to think about a recent game they saw and the actions of the referee before and during the start of the game.

**Strategies to Actively Involve the Participants:**

Instructor should use PowerPoint and/or chalkboard to cover local times and periods (halves or quarters), PowerPoint and/or chalkboard, choral response, and demonstrations to cover ball in and out of play, and goal scoring. ***Do not teach the coin-toss, it will be done during the field session.***

**Information: Facts, Concepts, and Skills to be Taught: -**

- Equal periods – halves or quarters
- Coin-Toss: when; who; options for winner, loser
- Out of Play - Whole of the ball crossed the whole of the goal or touch line whether on the ground or in the air, or when referee stops play
- Goal Scored – Whole of the ball crossed the whole of the goal line between the goal posts and under the crossbar on the ground or in the air.

**Part One Closure:**

Ask for choral responses to these questions:

1. Duration and number of periods for various age groups
2. The choice for the coin-toss winner and loser
3. An explanation of when the ball is out of play
4. An explanation of when a goal has been scored

## **RECREATIONAL YOUTH REFEREE COURSE**

### **Part Two Objective (15 minutes):**

The students will be able to recite the proper mechanics for restarting play with a kick-off, dropped ball, throw-in, goal kick, corner kick.

### **Set:**

Asking the students to think about a recent game they saw and how the referee started, stopped and then restarted play.

### **Strategies to Actively Involve the Participants:**

Ask the students for input on mechanics of each restart covered here. Develop them on an PowerPoint slide or chalkboard.

### **Information: Facts, Concepts, and Skills to be Taught: -**

- Kick-Off: when – where — how
- Throw-In: when – where – how
- Goal Kick: when – where – how
- Corner Kick: when – where – how
- Dropped Ball: when – where -- how
- A GOAL MAY BE SCORED DIRECTLY FROM –
- Cite Infringements/Sanctions
- "Special circumstances" involving the goal area

### **Closure:**

Get choral responses from students on mechanics for the various restarts.

## **RECREATIONAL YOUTH REFEREE COURSE**

### **Unit 3: Things Players Do**

#### **Subject: Fouls and Misconduct**

#### **Lesson Objective:**

Upon completion of this lesson, participants will:

- Identify when, where, and how to penalize fouls
- Recognize and name each of the ten direct free kick fouls
- Recognize and name 4 out of 8 indirect free kick offenses
- Name the five requirements in taking a free kick
- Identify when, where, and how to penalize misconduct

#### **Equipment and Materials to Teach the Lesson:**

Television, VCR, videotape, data projector, screen, PowerPoint, Myths of the Game, whiteboard and markers (or flipchart/chalkboard alternative), soccer ball.

#### **Approximate Time Needed:**

60 minutes (An additional 60 minutes will be in a session on the field.)

#### **Strategies to Actively Involve the Participants:**

Use transparencies to present the information, clearly explain observable behaviors that indicate fouls and misconduct. Emphasize the fact that as a Recreational Referee most of the fouls they see will be the result of unintentional contact. Place most emphasis on \* fouls, (as these are mostly the type of fouls they will be exposed to.)

Very briefly explain what some of the fouls are; any showing or demonstrating will be done later on the field.

Break class into small groups.

- (1) Have them make a list of about seven direct free kick fouls resulting in direct free kicks that they expect to see. Tell them that they will demonstrate these later on the field.
- (2) Have them list the indirect free kick offenses that apply to the goalkeeper.

Have the students read the cautions and send off offenses and briefly explain them. (Involve as many students as possible)

#### **Set (Fouls):**

- Ask participants to think about a situation where a player (any sport) was penalized for breaking the rules. What did the referee / official do?

## RECREATIONAL YOUTH REFEREE COURSE

- Tell participants the purpose of this instructional block is to introduce the Letter of the Law and the Spirit of the Game to ensure a fair, safe, and orderly match.

### **Information: Facts, Concepts, Skills to be Taught: (FOULS)**

*You must know the local (state association local league rules for the Under 6, Under 8, and Under 10. The material may have to be modified to show that. This material covers the USYS rules for the small-sided games, and FIFA Laws of the Game for full games. In U6 and U8 games, all free kicks are indirect and no penalty kicks are used.*

To be a foul each of these conditions must be met: (Use PowerPoint)

1. Ball must be in play
2. Committed by a player (not a sub or coach or spectator)
3. Directed against an opponent (for all fouls except handling the ball and the goalkeeper indirect-free kick fouls)
4. Must occur on the field of play.

Fouls are penalized by:

**Direct Free Kick:** (show signal) from which a goal may be scored directly against offending team for the following 10 offenses:

List the 10 direct free kick offenses, describing each foul briefly.

A player who commits any of the following six offenses in a manner considered by the referee to be careless, reckless or using excessive force:

(Show PowerPoint)

1. **\*Kicks or attempts to kick an opponent**
2. **\*Trips or attempts to trip an opponent**
3. **\*Jumps at opponent**
4. Strikes or attempts to strike an opponent
5. **\*Pushes an opponent**
6. Charges an opponent

Or who commits any of the following four offenses:

7. **\*When tackling an opponent makes contact with opponent before contact with the ball.**
8. **\*Holds an opponent**
9. Spits at an opponent
10. **\*Handles the ball deliberately**

All infractions must be explained to U6/U8 players.

## RECREATIONAL YOUTH REFEREE COURSE

*Note: At the younger age recreational level of play, most fouls result from carelessness and lack of motor control, not from recklessness or excessive force.*

Local Rules: Cover the rules of your state or local league pertaining to which age groups may not use direct kicks or penalty kicks.

Stress 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 field for a penalty kick.)

Direct free kick is taken from the spot of offense unless the foul is committed by a defender in his own penalty area or by an attacker inside the opponents' goal area.

**Indirect Free Kick:** (show signal) from which a goal may not be scored until the ball has been touched or played by another player besides the kicker before entering the goal.

There are many indirect free kick violations throughout the laws. As with direct free kick fouls, the ball must be in play and offense must occur on the field of play.

(Show PowerPoint)

When playing as goalkeeper (except U6/U8):

1. Holds the ball longer than six seconds.
2. Touches ball with hands again after releasing into play.
3. Touches ball with hands after teammate deliberately kicks it to him.
4. Touches ball with hands after he has received it directly from a throw-in by a teammate.

When as a player:

1. **\*Plays in a dangerous manner (show various forms, i.e., high kick, low header, lying on ball, etc.)**
2. Impedes progress of an opponent
3. Prevents goalkeeper from releasing ball from his hands
4. Commits any other offense, not previously mentioned in Law 12, for which play is stopped to caution or send off a player

## RECREATIONAL YOUTH REFEREE COURSE

### Closure (Fouls):

Get choral response from the class in naming the 10 direct free kick fouls which lead to a direct free kick or penalty kick, and the indirect free kick offenses which lead to an indirect free kick.

### Set (Free kick, penalty kick):

Ask the students to visualize taking of a free kick and what the players were required to do. Do this also for a penalty kick.

### Information: Facts, Concepts, Skills to be Taught: (FREE KICKS, PENALTY KICKS)

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

1. Ball must be stationary. If not, blow whistle and start again.
2. All opposing players must be ten yards from ball (except for lesser distances in small-sided games)
3. Signal by the referee (may be whistle, hand, or verbal)
4. Ball must be kicked and move
5. Kicker cannot play the ball a second time until...
6. All U6/U8 free kicks are indirect

The ball must be placed where infringement occurred unless:

- it is a penalty kick.
- 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, (all opposing players must be outside the penalty area, and the ball must leave the penalty area before being played by another player. Retake if it doesn't clear the area before being played)
- It is an indirect 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. (Opponents are 10 yards from the ball, lesser distances in small-sided games, unless they are on their own goal line between the goalposts.)

*Note: team cannot score directly against itself. (Give examples and discuss.)*

**Penalty Kick:** (show signal) is awarded if the defending team commits any of the ten direct free kick offenses within their own penalty area.

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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 PowerPoint.

Reveal one element at a time.)

1. No penalty kicks for U6/U8.
2. Ball must be stationary, on the penalty mark.
3. 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.
4. Signal by referee. Always use whistle for this kick and wait until all players are in positions.
5. Ball must be kicked and move forward.
6. Kicker cannot play ball a second time until someone else has touched or played it. Kicker cannot play it off goal post or crossbar.
7. Goalkeeper may not leave the goal line before the kick is taken, but may move along his own goal line between the goal posts, and move his hands and body.
8. A goal may be scored directly from a penalty kick.

**Closure** (Free kicks, penalty kicks):

Get choral response from the class in naming the five requirements for taking a free kick.

**Set** (Misconduct):

Ask the class to visualize when a referee showed a yellow or red card to a player. What did the player do to deserve that? How did the referee handle it? What happened to the player who was shown the card?

**Information: Facts, Concepts, Skills to be Taught: (MISCONDUCT)**

MISCONDUCT: 2 types:

A. Acts resulting in the player being CAUTIONED, indicated by the referee showing the YELLOW CARD, (demonstrate).

(Show PowerPoint)

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 on free kick or corner kick
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

## **RECREATIONAL YOUTH REFEREE COURSE**

Punishment: If the game is stopped for a misconduct only, then the other team receives an indirect free kick. Take kick from the spot of the misconduct in 1-3 and from the spot where the ball was for 6-7.

B. More serious acts resulting in the player being SENT OFF, indicated by the referee showing the RED CARD, (demonstrate).

(Show PowerPoint)

1. Serious Foul Play
2. Violent Conduct
3. Spits at an opponent or any other person.
4. Denies the opposing team a goal or an obvious goal scoring opportunity by handling the ball.
5. Denies an opponent moving towards player's goal an obvious goal-scoring opportunity by a direct free kick or indirect free kick foul
6. Uses offensive, insulting or abusive language
7. Second caution in the same match.

Note: Do not display card when sending off bench personnel other than substitutes, unless allowed by local league rules. A player who has been sent off, may not participate anymore in that game, and may not be replaced.

(Check local rules)

Note: In recreational games, especially at the younger ages, the likelihood of having to display a yellow or red card is minimal. Spend only enough time to familiarize students with the actions that result in cards.

### **Closure:**

Have participants recite the five elements necessary for a free kick.

Have the participants work in pairs to identify the seven cautionable offenses and the seven send off offenses.

View 12 min. video, "Myths of the Game".

# RECREATIONAL YOUTH REFEREE COURSE

## Unit 4: Offside

### Subject: Offside

#### Lesson Objective:

At the conclusion of the lesson and the outdoor session, the students will be able to correctly identify offside position and when to call offside from situations to be presented.

#### Equipment and Materials to Teach the Lesson:

Data projector, PowerPoint, screen, extension cord,  
Assistant referee flags  
Handouts  
Myths of the Game video tape (show offside portion)

#### Approximate Time Needed:

Classroom – 30 minutes; Field – 30 minutes.

#### Set

Ask students to recall instances where they were involved with an offside call or observed an offside call as a spectator. Ask them to try to explain why the assistant referee indicated an offside violation.

#### Strategies to Actively Involve the Participants:

Call on students to express their understanding or lack of it during presentation. During the outside session, participants will role-play as attackers and defenders. Other participants will participate as assistant referees, and decide if in the scenario presented the player is guilty of being offside or not.

#### Information: Facts, Concepts, Skills to be Taught:

1. Offside Position: A player is in an offside position if he/she is closer to his/her opponents goal line than both the ball and the last two defenders (goalkeeper may or may not be one of these two defenders), unless he/she is in his/her own half of the field. **There is no offside in U6/U8 games.**
2. Involved in Active Play: If in an offside position at the moment the ball is passed or touched by a teammate, the player is either:
  - a. Interfering with play.
  - b. Interfering with an opponent.
  - c. Gaining an advantage by being in that position.

## RECREATIONAL YOUTH REFEREE COURSE

3. A player is not called offside if he receives the ball directly from:
  - a. A corner kick
  - b. A goal kick
  - c. A throw-in
  
4. It is **important** to note that simply being in an offside position is in itself not an infringement of the offside law. The player must also participate in active play. Emphasize this, offside position alone is not illegal!

If we combine both principles, we find that the official must make two decisions in order to declare a player guilty of offside---position and participation. If we cannot apply both principles, we cannot judge the player offside. The decision of position must be decided at the moment the ball is touched by a team mate; however, the decision of participation may be delayed to see if the player actually participates in active play.

5. Punishment: When offside is called, the game is restarted by an indirect free kick for the opponents at the spot where the offside player was when the ball was played to him.

### **Closure:**

Use the PowerPoint that depicts different offside situations and have the students categorize them as offside or not offside.

## **RECREATIONAL YOUTH REFEREE COURSE**

### **Unit 5: You Are In Charge!**

**Subject: Referee, Assistant Referee; Diagonal System of Control**

#### **Lesson Objective:**

At the conclusion of this lesson the students will list or recite to the satisfaction of the instructor:

1. The duties and powers of the referee
2. The duties of the assistant referees
3. The basic concepts of the Diagonal System of Control
4. The uniform and equipment needed by a referee

#### **Equipment and Materials to Teach the Lesson:**

Data projector, PowerPoint, screen, extension cord,  
Assistant referee flags  
Referee uniform  
Procedures book

#### **Approximate Time Needed:**

1 1/2 hours in the classroom. (An additional 30 minutes will be used on the field)

#### **Set #1 (Powers and Duties of the Referee - 40 minutes):**

Ask the students to write down two or three things that the referee does. Give them 3 minutes. Then call on them to tell them to the class. Enforce by writing on chalkboard or flipchart. As each item comes up during the presentation label it with a "D" or a "P" to indicate a duty or power of the referee.

#### **Strategies to Actively Involve the Participants:**

Use scenarios of situations and have participants determine for each situation which referee's power or duty it was, and what the referee should do in the situation. Have the students work in groups of three; rearrange the groups occasionally. This will get them thinking about what they are supposed to do and then be able to relate that to specific powers and duties, and get them used to working as teams with people they have never met before.

#### **Information: Facts, Concepts, Skills to be Taught:**

1. The referee's authority begins when he/she arrives at the area of the field of play and continues until he/she has left after the game is completed.

## **RECREATIONAL YOUTH REFEREE COURSE**

2. The referee's decision on points of fact connected with play is final, including whether a goal is scored or not and the result of the match. Define "points of fact", e.g. "judgement calls" by the referee, a blue throw-in, a foul by red, etc.
3. The referee may change a decision provided that he has not restarted play.
4. Referee's Powers and Duties:
  - a. Approve the ball
  - b. Ensure that players' equipment meets the requirements of Law 4
  - c. Keep a record of the game and keep time
  - d. Stop, suspend or terminate game for infringements of law
  - e. Stop, suspend or terminate game for outside interference
  - f. Stop play for serious injury
  - g. Allow play to continue for slight injury. Emphasize that for very young players the referee should be quick to stop play and call on the coach.
  - h. Have any player who is bleeding leave the field. Referee must inspect the player before return.
  - i. Give the advantage if the offended team will benefit from it
  - j. Caution or send off players guilty of misconduct
  - k. Take action against team officials who do not behave properly
  - l. Act on the advice of neutral assistant referees and linesmen regarding incidents the referee has not seen
  - m. Not allow unauthorized persons to enter the field (coaches, trainers, etc., are not authorized to enter the field unless you invite them)
  - n. Provide a match report: disciplinary action against players or team officials, any other incidents before, during or after the match (usually only the game results on a league form)
  - o. Change decision if play has not been restarted
6. The referee may terminate a match for safety reasons (bad weather or darkness), because a team does not appear or leaves before the completion of the match, or because of interference by spectators, but does not have the power to declare a winner or loser of a terminated match. Only the competition authority (e.g., league or club) may do that. The referee must report fully on the events.
7. The referee's most important duty: To use good sense in controlling a game so that the players and spectators enjoy a fairly played and safe game.

## **RECREATIONAL YOUTH REFEREE COURSE**

8. What game records are kept? Start and end time, goals as they are scored, players cautioned or sent off.
9. Referee's personal records: Keep a record of assignments (date, time, field, and assignor's name. Keep a record of games refereed (date, age, Referee or AR).

### **Closure:**

Have the students work in groups of 3 and list the duties and powers of the referee.

### **Set #2 (Duties of the Assistant Referee or Linesman – 20 minutes):**

Ask the students to write down 2 or 3 things that assistant referees do. Ask them to list these items from games they have seen or played in. Give them 2 minutes. Then call on the students to share them with the class. Reinforce the duties by keeping a list on chalkboard or blank slide.

### **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 PowerPoints.

### **Information: Facts, Concepts, Skills to be Taught:**

1. What sort of assistant referees are there? There are (1) neutral assistant referees (qualified referees, including grade 9 Recreational Referee), (2) USSF Grade 12 Assistant Referees and (3) club linesmen (not qualified referees, and limited in what they are allowed to do to assist the referee).
2. The duties of the neutral assistant referees 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 requested
  - e. When misconduct or other incident occurs out of view of referee
3. The assistant referee shall also assist the referee to control the game in accordance with the Laws.
4. The duties of the club linesman are to indicate:
  - a. When the ball is out of play

### **Closure:**

Have the students list the duties of the Assistant Referee/Linesman, then check their list against your list.

## RECREATIONAL YOUTH REFEREE COURSE

### **Set #3: (The Diagonal System of Control and Signals – 20 minutes)**

Ask the students to think about the last game they saw where there were 3 officials, or a referee and two assistant referees. What did they notice about the positions? About the signals used?

### **Strategies to Actively Involve the Participants:**

Have the students describe to you as you mark on your flipchart the patterns that the referee and assistant referees move.

### **Information: Facts, Concepts, Skills to be Taught:**

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

You will show them the slide showing a field diagram, and draw on the slide the patterns of the referee and the assistant referees. Emphasize on the slide the possibility of running either a “left” or a “right” diagonal. Also show that the referee will probably have to abandon any use of a “diagonal” when using a club linesperson, as they are not familiar with the assistant referee’s part of the diagonal.

Introduce the USSF booklet “Procedures for Referees, Assistant Referees and Fourth Officials”.

Tell the students that they will get to review this on the field later in the class.

### **Closure:**

Have the students identify on a field diagram the patrols run by the referee and the assistant referee on a right or left diagonal.

### **Set #4: (Referee’s Uniform and Equipment – 10 minutes)**

1. Ask the students to describe to you what they have noticed about the uniform of the referees that they have seen.
2. Ask the students to make a list of equipment that they think referees must have. They may work in pairs. Give them 2 or 3 minutes for this.

### **Strategies to Actively Involve the Participants:**

1. Have the students compare their list of items to the list of items of equipment necessary to start a game shown by the instructor on a flipchart or slide. They should all complete their own list.

## RECREATIONAL YOUTH REFEREE COURSE

2. Instructor explains the rationale for having each of the items.
3. It is important that there be two lists. One is the essential items, and the other is the optional items.

### **Information: Facts, Concepts, Skills to be Taught:**

1. Show the students the referee uniform and alternate uniforms. If you do not have uniforms available to show them you may use an PowerPoint slide to show the uniform. Emphasize the need for all members of the referee team to be dressed alike, an acceptable alternative if necessary is for the referee to wear the best non-conflicting color and the two assistant referees to each wear the same color which is different from the referee's. Discuss what is expected of Recreational Referees in their area. Inform them of any local requirements.  
(If you have the uniforms to show this part may be done in the field.)
2. Cover the following policy information of the uniform (slide). Emphasize that they will likely only have to have the primary uniform. Cover what is required or expected in your area. **If your state or local organization uses modified uniforms for any of the games these referees will be working cover that here and do not teach the standard uniform.**
  - a. Shoes: Black shoes and laces. (Manufacturer's logo is permitted; may be blackened.)
  - b. Socks: Black knee-length socks with 3 white stripes at the top.
  - c. Shorts: Black shorts with pockets.
  - d. Only the following four shirts are authorized and may be worn. The USSF referee badge with your current grade and the current year will be worn on the left breast pocket. Recommended two breast pockets with flaps and velcro closures.
    - i Primary uniform: Gold shirt with black pin stripes, black collar, long or short sleeves, black cuffs on the long sleeved shirts.
    - ii Alternate uniform: Black shirt with light pin stripes, black collar, long or short sleeves, black cuffs on the long sleeved shirts.
    - iii Alternate uniform: Red shirt with black pin stripes, black collar, long or short sleeves, black cuffs on the long sleeved shirts.
    - iv Alternate uniform: Blue shirt with black pin stripes, black collar, long or short sleeves, black cuffs on the long sleeved shirts.
3. Referee's equipment will be covered in the field session. Tell them to take their lists with them to the field.

## RECREATIONAL YOUTH REFEREE COURSE

4. Essential equipment (Not necessary to use this slide as items will be covered and discussed in the field) *Note: These essentials are ideal. In practice, beginning referees should have at least one of the following items.*

- Two whistles
- Two watches
- Game record forms
- Two pencils or ballpoint pens
- Red and yellow cards
- Assistant referee's flags
- Flipping coin

6. (This can be omitted if time is needed.) Optional equipment that the referee can carry in his kit. (Not necessary to use this slide as items will be covered and discussed in the field)

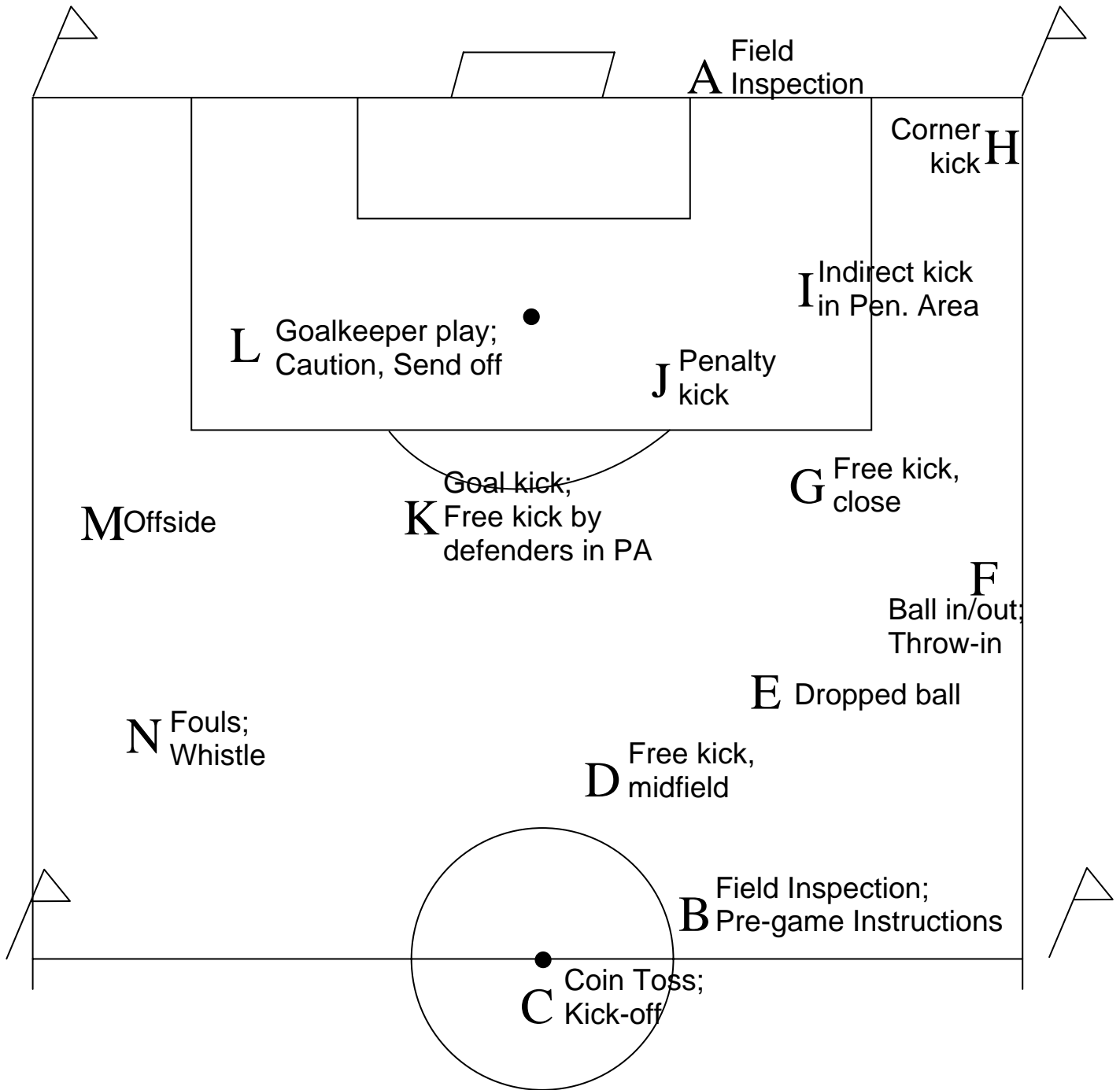
- Water
- Enclosure for forms
- Air pump and needles
- Air pressure gauge
- Tape for measuring ball
- Pre-game checklist
- Extra shoes for different field conditions
- Shoe polish and cleaner
- Instructor should bring own bag with whatever additional equipment necessary as optional; PowerPoint; handouts
- Sunscreen

### **Closure:**

Ask students to recite items of basic equipment.

# RECREATIONAL YOUTH REFEREE COURSE

## Unit 6: Field Session - Outline



## RECREATIONAL YOUTH REFEREE COURSE

### Unit 6: Field Session

#### **Subject: Field Mechanics, Signals, Fouls, Offside, Starts & Restarts**

The field session will consist of many things, demonstrations with student participation of fouls, throw-ins, offside, starts, restarts, caution, send off, ball in and out, pre-game procedures. All of these demos and walks-through will also serve as a review of material that was just given to them in the classroom. It will conclude with the unit on Dealing With Adults.

It is important to keep the class size fairly small. A single instructor leading even a “small” class of 20 around the field is very cumbersome. Multiple instructors should be used for larger groups. Students who tend to wander off or lose attentiveness should be drawn back by involving them in the next demo or exercise.

In each topic check for the students’ understanding by observation or questioning.

Foul weather plans: If there is foul weather and the class is unable to go outside it may be necessary to hold this lesson in order to keep the class on schedule. The second best method is to conduct it in a gymnasium or other large indoor facility.

If it is necessary to revert into the classroom some remedial action should be taken. Tables, desks, chairs should be moved aside to give the students space to move around. Fouls, throw-ins, ball in/out may still be demonstrated. Proper mechanics on various plays may not, so the instructor should draw them on a chalkboard, flip chart or blank PowerPoint slide. The offside diagrams can be copied onto transparencies, and supplemented with others.

The lesson on Dealing With Adults should be done with the students able to gather and move around, not with them behind tables.

#### **Notes for planning the lesson:**

One Week Before: Some time before the day of the class the instructor must talk with the local person in charge of setting up for the clinic to make arrangements. Tell the local contact to have one net and two corner flags installed on one end of the field before class time.

Dress: It is appropriate for the instructor to dress in field clothes, i.e. a referee warm-up

## **RECREATIONAL YOUTH REFEREE COURSE**

in cold weather or shorts and a knit jersey in warm weather. The field clothes should not be too casual; an appropriate solid color shirt with the instructor's badge would be best. The instructor should not wear the referee uniform.

*Before the Class:* The instructor must arrive early to inspect the field. The goal net should have some of the most common errors, e.g. loose at the bottom of a post, a gap along the crossbar and on a post, and a hole in the netting. There should be a problem with at least one corner flag. Note other problems with the field and its appurtenances.

*Assistants:* Ideally the instructor should have some colleagues to assist in the demonstrations, particularly offside. If any of these are available, plan with them the staging of various events.

### **Lesson Objective:**

The students will demonstrate the following during their participation in this lesson:

1. Signals used by the referee and assistant referee
2. Positions taken by the referee in various situations
3. Positions taken by the assistant referee in various situations, especially even with the second last defender

The students will be able to demonstrate to the instructor's satisfaction by describing the correct call given a situation describing:

1. Fouls
2. Offside

### **Equipment and Materials to Teach the Lesson:**

- One half of a soccer field, the smallest field available with full markings, with appropriate markings and net on the goal and corner flags on one end
- Standard referee and assistant referee equipment
- Assistant referee flags (several)
- Handouts
- Whistles (all students should be instructed to bring a whistle)
- Soccer ball

### **Approximate Time Needed:**

2 hours, 30 minutes.

### **Set #1:**

Ask the students to identify various parts and markings of the field, and tell what purpose they serve in the game.

## RECREATIONAL YOUTH REFEREE COURSE

### Strategies to Actively Involve the Participants:

Students should be used in these drills, and all be drawn into participating in such things as giving assistant referee flag signals, blowing the whistle, getting into various referee and assistant referee positions.

If the class is large and consists largely of young students (teen-age) it is important that they be kept active and involved. In a large and young class it would be good to have one or more assistant instructors. Various activities are given on the “Facts, concepts, skills to be taught” section. Instructors should review and rehearse these before class if possible, particularly the offside examples.

### *Outline of subjects to be covered during the field session:*

- A Field inspection*
- B Pre-game instructions to assistant referees, linesmen, or club linesmen*
- C Coin toss; kick-off*
- D Free kick, midfield*
- E Dropped Ball*
- F Ball in and out of play; throw-in*
- G Free kick, close*
- H Corner kick*
- I Indirect kick in penalty area*
- J Penalty kick*
- K Goal kick; free kick by defenders in penalty area*
- L Offside*
- M Goalkeeper play; caution & send off*
- N Fouls*

### Information: Facts, Concepts, Skills to be Taught:

At **point A** on the Field Practicum diagram gather the class on the end of the field near the goal. Introduce the session by telling the class this objective: Tell them that this session will also be a review of what they covered in the classroom. They will view various refereeing situations on the field; they will be walking through those situations and encourage them to participate.

Make the point that the referee and assistant referees must arrive early to do certain pre-game duties; one of these is to inspect the field. Tell them they should inspect this half of the field and report to you near the center circle in 4 minutes. They should not correct any of the deficiencies they find.

Go to **point B**

## **RECREATIONAL YOUTH REFEREE COURSE**

near the center circle and allow the students to inspect the field. At 4 minutes blow the whistle and have them gather.

Take 3 or 4 minutes to review the findings of the inspections. Points to discuss:

- Deficiencies that they missed.

- Deficiencies they may allow uncorrected depending on the level of the game to be played.

- Deficiencies that must be fixed before the game can be played.

*Pre-Game Instructions:* The second important item that must be covered prior to game time is instructions by the referee to the assistant referees, linesmen, or club linesmen. Pretend that the students are your assistant referees and give them your best pre-game talk. Talking from notes would be satisfactory.

Go to **point C**, *Coin Toss*:

Designate two students as team captains and stage a coin toss. Emphasize that instructions to captains should be none or minimal.

*Game Starting:*

At point 'C', review the starting procedure:

- Referee and assistants enter the field together.

- Assistant referees carry their flags furled or clipped.

- Assistant referees go to the goal and make a final check of the net.

- Assistant referees go to their touch line and check the team on their end.

- When 11 players are on (smaller number for small-sided games) and the goalkeeper is ready, the assistant referee will unfurl/unclip his flag as a signal to the referee.

- When both assistant referees' flags are unfurled, the referee gives the signal to start play.

*Referee Position:* Most of the following situations involve the start or a re-start of play. At each situation, appoint 2 or 3 students to be "the referee" and/or "the assistant referee" and have them assume an appropriate position for the start or re-start. Point out the good and bad things about each position.

Remaining at **point C**, *Kick-Off*

Place the ball at the center mark on the halfway line and prepare for a kick-off. Have some students demonstrate a position and discuss. Discuss what the referee and assistant referees should look for on a kick-off.

- Players in their half until the kick.

## RECREATIONAL YOUTH REFEREE COURSE

Ball properly kicked off into the opponents half.

Two-touch infraction.

Start the clock at the kick-off.

### Go to **point D**, *Free Kick (midfield)*

At a position just outside the center circle, blow the whistle and "award a free kick" to the attacking team. Have some students demonstrate a referee position for the free kick and discuss. Review potential problems and what the referee should look for at the kick:

Position of the ball.

Encroachment.

Ball in play.

Two-touch.

Quick kick.

Referee should be at the spot of the foul quickly in some instances to prevent retaliation.

Discuss the assistant referee's position and what he should look for.

Discuss referee signals for direct and indirect free kicks. Remind them not to use the "two hand signal" (one arm pointing to the spot of the kick and the other pointing direction).

### Go to **point E**, *Dropped Ball*

In the same general area, "stop play" again, possibly for an injured player, and announce a dropped ball. Have a student demonstrate the procedure and critique. Cover when the ball is in play. Make sure they understand that it is not required that two players, one from each team, be at the point of the dropped ball. Discuss what stoppages lead to a dropped ball re-start.

Injury.

Interference by outside agent (spectator, substitute, coach, animal).

Lightening.

### Go to **point F** on the touch line, *Ball in and out of play*;

Explain and demonstrate the "ball out of play" concept in soccer, i.e., when the whole ball is across the whole line.

### Remaining at **point F**, *Throw-in*:

A Discuss the requirements for a throw-in:

Where a throw-in is taken

## RECREATIONAL YOUTH REFEREE COURSE

Part of each foot on the ground

On or outside the touch line

With both hands from behind the head

Face the field

- B When is the ball in play? Relate this to the previous “ball out of play”
- C Have students do several demonstrations of legal and illegal throws. Point out that:
  - 1 "Flip" throw is legal if all parts of the law are complied with,
  - 2 Throw-in that bounces is legal if all of the law is complied with.
  - 3 Law does not prohibit spin on the ball.
  - 4 Judge legality of throw-in solely on basis of Law 15.
- D Demonstrate and have students demonstrate referee and assistant referees signals for throw-ins.
- E Cover assistant referees signals for when the throw-in is never in play and when it goes into play but curves back out of play before being touched by another player.

Go to **point G**, *Free kick, close*

At a few yards outside the penalty area, award another free kick to the attacking team. Designate students to play the part of attackers and defenders as well as referee and assistant referee. Cover these items:

- A Signal.
  - B Position of the kick.
  - C Encroachment or interference with the free kick, when cautions are appropriate.
  - D Wall management.
    - 1 First brick in the wall, (emphasize the need for the referee to be able to identify 10 yards by simply walking to or pointing out the spot).\*
    - 2 Other methods of moving wall back.
    - 3 Protect the ball from being moved while the referee moves the wall.
    - 4 Do not step off the 10 yards.\*
    - 5 When cautions are appropriate.
- \* *Note that the 10-yard distance is modified for small-sided games.*
- E Using the goal area and penalty area lines to judge distances.
  - F Who covers offside and who covers the goal line at the free kick?

Go to **point H**, *Corner kick*

Near the corner have students demonstrate both referee and assistant referee positions. Cover these items:

## RECREATIONAL YOUTH REFEREE COURSE

- A Demonstrate the "whole ball over the goal line" and "on the ground or in the air", and stress the importance of the assistant referee being in position to recognize the ball in or out.
- B Signals by referee and assistant referee.
- C Ball placement in the corner arc.
- D Encroachment.
- E Common fouls to look for (holding, pushing, obstruction of the keeper).
- F No offside on the corner kick.
- G Potential offside when the second player quickly returns the ball to the one who took the corner kick.

### Go to **point I**, *Indirect kick in Penalty Area*

Inside the penalty area award an indirect free kick to the attacking team inside the goal area. Have some students demonstrate both the attackers and the defenders as well as the referee. Cover these items:

- A The ball is moved back to the "6-yard line" for the kick
- B The defenders are either 10 yards from the ball or on the goal line between the posts. On the goal line just outside the post is not legal (lesser distance for small-sided games.)
- C Referee and assistant referee position
- D Ball in play

### Go to **point J**, *Penalty kick*

Have students demonstrate taking a penalty kick; also have students act as referee and assistant referee. Cover these:

- A Referee and assistant referee signals.
- B After the penalty kick has been called, the referee should get into position for the kick, and not go to the penalty mark, unless he has to spot the ball because of no mark.
- C Identify the kicker, and tell him/her to wait for the whistle.
- D Goalkeeper position.
- E All the other players out of the area and the arc, and behind the ball
- F Referee and assistant referee positions and responsibilities.
- G When ball is in play.
- H Ball must be played forward.
- I Goalkeeper movement.
- J Misconduct by the kicker.
- K Encroachment by any player; when to caution; to re-take or not to re-take the penalty kick.

### Go to **point K**, *Goal kick*

## RECREATIONAL YOUTH REFEREE COURSE

Just outside the penalty area review the goal kick. Have some students demonstrate goal kicks and referee and assistant referee positions for them.

Cover these items:

- A Referee and assistant referee signals.
- B Assistant referee checks for proper placement of the ball before assuming position.
- C Who observes for ball clearing the top of the penalty area.
- D Who observes for ball clearing either side of the penalty area.
- E Opponents out of the penalty area.
- F When the ball is in play.
- G Opponents do not enter the penalty area until the ball is out.

Remaining at **point K**, *Free kick by defenders in penalty area*

Just outside the penalty area, discuss free kicks taken by the defending team from within their own penalty area. Make these points:

- A Opponents must remain outside of the penalty area until ball leaves the penalty area.
- B When is ball in play?

Go to **point L**, *Goalkeeper play*

Inside the penalty area, review potential fouls by and against the goalkeeper.

- A Allow the keeper to come to a stop after receiving the ball on the run.
- B Explain goalkeeper possession, “parrying”, and that not being able to hold the ball in his hands while making a save is not possession.
- C Having released the ball from his possession the keeper may not play it with his hands until...
- D The reflexive action of the keeper bouncing the ball is not illegal
- E A ball deliberately kicked to the keeper by a teammate, or thrown in by a teammate may not be handled by the keeper.

Remaining at **point L**, *Caution/Send Off*

Review the caution/send off procedure.

- A Calmly call the player to talk with you at a spot away from other players.
- B Position the player so that you can look past him at the other players.
- C Tell him formally that he is being cautioned for \_\_\_ (one of the law 12 offenses) and that he may be sent off if his misconduct continues; or that he is being sent off for \_\_\_.
- D Raise the card in the air over your own head, not the player's head.
- E Note the action (caution or send off), time and reason in your book along with the player's number. You can get the player's name after the match.
- F Don't defend or explain the call.

## RECREATIONAL YOUTH REFEREE COURSE

G Remain calm in your voice. Walk, don't run. Use polite and formal words.

Go to **point M**, *Offside*

- A First have all students practice the assistant referee's position of staying even with the second last defender. Clarify the term "second last defender". Show them some techniques to check their positioning. Point out the importance of being lined up exactly by having an "attacker" and a "defender" stand about 20 yards apart both on the penalty area line. An assistant referee just a yard or two ahead of or behind the proper position will see the attacker as either ahead of or behind the defender.
- B Have assistant instructors and students help in demonstrating the offside situations in the diagrams with this lesson plan. Have other students act as referee and assistant referees, giving proper signals and blowing the whistle. Have students critique each other's positions and signals. Repeat each scenario as needed until the class grasps the concept.
- 1 A simple offside.
  - 2 An offside player running back (on side) to receive the ball.
  - 3 An on side player running forward to an offside position to receive the ball.
  - 4 An offside player not interfering with play or with an opponent.
  - 5 A player ahead of the second last defender but behind the ball receiving a pass.

Go to **point N**, *Fouls*:

Review the four requirements that apply to all Direct Free Kick fouls and to most Indirect Free Kick fouls:

1. Must be committed while the ball is in play.
2. Must be committed by a player.
3. Must be directed against an opponent (except handling).
4. Must be committed on the field of play.

The following fouls and legal plays must be taught to the students. Assign each of these plays to two or three students, depending on the size of the class. Double up if the class is small. Make sure everyone participates. Instruct them to prepare a demonstration to the class of their play. Demos should be critiqued by all the students and the instructor must clarify each one to insure that the concept is explained correctly.

1. Kick or attempt to kick
2. Trip or attempt to trip

## **RECREATIONAL YOUTH REFEREE COURSE**

3. Jump at opponent (discuss the tendency of young players to jump into plays)
4. Push
- 5a. Charge, legal
- 5b. Charge, foul
- 6a. Tackle, legal
- 6b. Tackle, foul
7. Hold
8. Handle ball deliberately
9. Play in a dangerous manner
- 10 Prevents goalkeeper from releasing ball from his hands

Misconduct, (e.g., unsporting behavior, violent conduct, offensive, insulting or abusive language) can be committed against anyone.

## **RECREATIONAL YOUTH REFEREE COURSE**

### **Unit 7: Dealing With Adults**

**Subject: Relationship with coaches or other team personnel and dealing with irate coaches and spectators.**

**Part 1: Pre-game and post-game meetings with coaches.**

**Objective:**

The student will be able to list 3 pre-game and 3 post-game items to discuss with coaches or team personnel. This learning will be demonstrated in role-play activities to the complete satisfaction of the instructor.

**Equipment and Materials to Teach the Lesson:**

This lesson can be taught on the field or in the classroom. Each student will need Handouts # 1 and # 2.

**Approximate Time Needed:** 10 minutes.

**Set:**

Think of a youth game that you watched or played. Now think of a professional game that you saw in person or on television. What are some of the differences between the two games? (Size of field, number of players, limited substitutes, length of game, etc.) Allow the group to respond until several of these differences are mentioned.

**Strategies to Actively Involve the Participants:**

The instructor will have the students play the role of referee and coach.

**Information: Facts, Concepts, Skills to be Taught:**

Proper dress (uniform) is important in getting the coach to treat you with respect.

How to introduce yourself to the Coach and how to confirm these items: starting time, length of halves (or quarters), number of players, substitution rules, and special rules (for example, incorrect Throw-ins are repeated). Also how to confirm game details with the coach after the game (for example, the score, the name of any player who received a caution, and any game report to be turned in or mailed.)

Explain that exchanges with Coaches and Team Personnel should be polite, brief,

## **RECREATIONAL YOUTH REFEREE COURSE**

to-the-point and friendly in tone/nature. Professionalism dictates good manners: i.e., say "please, thank you, Sir, Ma'am, Coach, Mr. or Mrs." whenever addressing adults. (Many children are not used to doing this—but it will help greatly to establish mutual respect with adult coaches, especially if things get tough during the game.) Professionalism also means arriving at the field early enough to conduct these pre-game duties with time to spare. This is especially important for the first game of the day—if it starts late, every following game will be later and later.

Distribute the handouts, ask the students to work in groups of 3 or 4, and have them work through the role-play scenarios.

### **Closure:**

Ask the Students to ask each other 3 typical questions of a pre-game and post-game meeting with a coach. Allow 2 minutes for this exercise.

## **Part 2: Dealing with upset coaches or spectators**

### **Objective:**

The student will be able to demonstrate at least 2 options for dealing with upset adults (coaches or spectators). This learning will be demonstrated in role-play activities to the complete satisfaction of the instructor.

### **Equipment and Materials to Teach the Lesson:**

This lesson should be taught on the field. Each student will need Handouts # 3 and # 4.

**Approximate Time Needed:** 20 minutes.

### **Set:**

Think of a youth game that you watched or played. Have you ever seen a parent or a coach upset with a referee? What did the coach say? What did the referee do or say? Allow the group to respond until several scenarios have been discussed.

### **Strategies to Actively Involve the Participants:**

The Instructor will have the students play the roles of referee, coach and parents.

If possible, other Instructors (or adults) will play the role of unruly parents.

### **Information: Facts, Concepts, Skills to be Taught:**

## **RECREATIONAL YOUTH REFEREE COURSE**

To expect that at some point during your career as a referee an adult will be upset with you. To know how to deal with the adults and avoid trouble spots.

Remind the students that problem adults seldom go away, in fact, if unchallenged, they usually become more of a problem. Tell the students that to effectively deal with irate parents, "give" them to the nearest coach, or to both coaches if they cannot determine which team the offending adult is favoring.

If the coach is a problem, remind students to use the rapport or connection that they established when they met the coach. If that doesn't work, appeal to the coach's professionalism, or his sense of fairness.

Explain that exchanges with upset Coaches or Team Personnel should be polite, brief, to-the-point and matter-of-fact in tone/nature. Professionalism dictates good manners: i.e., say "Sir or Coach."

Remind the students that they have the entire field at their disposal, they should never "stand their ground" near an upset adult. Young referees should be aware of their surroundings, and know where the "friendly" adults are (coach of the winning team, the quiet coach, etc.) in case a quick "retreat" is necessary.

Explain that any profanity at all from an adult towards a young person is unacceptable. Emphasize that your youth soccer program does not expect referees to be cursed by adults, and does not expect referees to accept or tolerate being cursed at players, coaches or parents. During the game, profanity should be managed just like the other examples of yelling/shouting by adults. Advise the referees how to report such occurrences.

Also advise referees to use a confident tone of voice, good eye contact, smile, and be aware of your own body language as well as the coach's body language.

Distribute the handouts, ask the students to work in groups of 3 or 4, and have them work through the role-play scenarios.

### **Closure:**

Single out several students and pretend to challenge them. Have the student use a technique for managing the challenge. Ask the group for other options to manage the challenge. Allow as much time as necessary for the less-assertive students to feel comfortable with the challenge, and possible responses.

## RECREATIONAL REFEREE COURSE

### Role-Play Exercises Dealing with Coaches Before the Game

*Ref: Good Morning, Coach, my name is \_\_\_\_\_ and I will be your referee today.*

*Coach: Nice to meet you, Ref.*

*Ref: Excuse me, Coach, I missed your name, it's \_\_\_\_\_?*

*Coach: My name is Coach Smith.*

*Ref: Coach Smith, can I please confirm a few items with you:*

- We are supposed to start at 10:00 a.m., about 10 minutes from now.*
- We're playing 7 on 7, and you can sub on your throw-ins on any goal kick and after a goal.*
- We're playing 25 minute halves.*
- We are (are not) playing the Offside rule.*
- I could use an adult from your team to help call out of bounds—could I talk to your volunteer?*

*Coach: You bet, Ref. We are supposed to start at 10, it's 7 v. 7, you've got the sub rules right, and it's 25 minute halves. You should (should not) call Offside. I'll get you some help in a minute or two. Here is the Game Report for this game—just turn it in to the Field Manager (mail it, return it to the coach, etc.) at the end of the game.*

*Ref: Thanks, coach! I'll call for captains in about 5 minutes. Good luck to your team.*

## RECREATIONAL REFEREE COURSE

### Role-Play Exercises Dealing with Upset Coaches During the Game

**Coach:** [Yelling] Ref—you missed offside. Ref—you missed another foul. Come on Ref, you're missing a great game. Ref!!!!!!!!!!!!!!

**Ref:** [At the very next stoppage in the game, ask the players to wait for you. Go near the coach, but not too close.] *Coach Smith, please stop yelling at me during the game. I don't expect (don't want, hope not) to have to come over here again. Thanks, Coach!* [Leave quickly, return to the game, and don't look back or answer any remark made by the coach.]

**Coach:** [Continues to act loudly and shout at you]

**Ref:** [At the very next stoppage in the game, ask the players to again wait for you. This time do not go quite as near the coach as the last time.] *Coach Smith, I've asked for your help, but you're still disrupting the game. If you don't stop, I will have to ask you to leave the area. It's your choice, Sir.* [Do not leave so quickly; rather wait to see if the coach is quieting down. If so, return to the game, but don't turn your back or answer any remark made by the coach. If possible, stay on the farther side of the field for the rest of the game. If the coach does not calm down, inform the coach in a firm voice that he/she has to leave, and move quickly to the opposite side of the field. Wait for the coach to leave and stay away until the upset coach has left the area. If the coach refuses to leave after a reasonable time, collect your ARs and leave. The game is now terminated.]

**If you feel threatened you should leave. This could be if you are threatened with profanity or physical harm, or if angry adults (particularly if more than one) are shouting at you. Pick up your bag and walk with your assistant referees or linesmen (if you have any) to the most secure place, e.g., a referee or field headquarters where others are gathered.**

## RECREATIONAL REFEREE COURSE

### Role-Play Exercises Dealing with Upset Parents During the Game

Parent: [Yelling] Ref—you missed offside. Ref—you missed another foul. Come on Ref, you're missing a great game. Ref!!!!!!!!!!!!

Ref: [Never answer any spectator during the game—at best it's a no win situation, and at worst, it could be dangerous. At the very next stoppage in the game, ask the players to wait for you. Go close to the coach of the team that you think the loud parent belongs to, and ask the coach if you can speak to him. "Give" the problem parent to the coach.] *Coach Smith, please help control that loud parent. That parent is disrupting the game for the kids. Please tell that parent that referees have the authority to end the game if he doesn't stop spoiling the game for everyone. Thanks for your help, Coach! Hope I don't have to come over here again.* [Leave quickly, return to the game, and don't give the coach time to tell you he can't help.]

[If you cannot tell which team owns the loud parent, ask both coaches for help.]

Parent: [Continues to act loudly and shout at you]

Ref: [At the very next stoppage in the game, ask the players to again wait for you. Again go near the coach.] *Coach Smith, I'm sure you've tried to calm that parent down. The game cannot continue until that person leaves the playing area (goes to the parking lot, etc.). Please convince him to leave in the next 2 minutes, or this game will be ended. Thanks again, Sir.* [Do not leave, look quickly at your watch, and time the 2 minutes. If it seems that the coach or other parents are walking the loud parent away from the game, then, return to the game. Stay on the farther side of the field for the rest of the game if possible. If the parent refuses to leave, or the coach does not cooperate with your request, inform the coach in a firm voice that the game is ended, and move quickly to the other team's area of the sideline. Tell the other coach the game has ended, and stay near that coach until the upset parent has left the area.]

If you feel threatened, pick up your bag and walk with your assistants to a more secure area, e.g., a field headquarters or concession area where others are gathered.