



## 1. DESCRIPTION

This workshop uses U-12 and younger scenario-based instruction to enhance the decision making capabilities of less experienced referees. Some scenarios have variations, which are intended to make clearer whether the referee's decision should vary depending on the ages of the players.

## 2. GOALS

The objectives of this workshop are:

- A. To provide decision-making practice in a controlled environment.
- B. To give guidance and advice to less experienced referees.
- C. To describe how the referee's actions vary according to the age of the players
- D. To improve the referee's decision making skills.
- E. To supply authorized solutions to scenarios.

## 3. PREREQUISITES

This lesson plan is most suitable for less experienced referees. More experienced referees may attend this workshop or Judge and Jury II.

## 4. ATTENDEE MATERIALS

Copies of scenarios for participants (**without the recommendations/rationale**)

## 5. INSTRUCTOR EQUIPMENT AND MATERIALS

- Copies of scenarios **with the recommendations and rationale**.
- Additional scenarios
- Flip chart and markers
- PowerPoint presentation, computer, screen, and digital projector

## 6. INSTRUCTOR NOTES

Using scenario-based instruction requires the tactful handling of answers that are wrong or not recommended so that participants don't feel threatened or "tune-out".

Furthermore, care must be given to ensure participants leave with correct information and do not have misconceptions about the correct answers.

Many less experienced referees are not familiar with scenarios and often will attempt to expand the material to better explain the situation. Instructors should make certain that this is avoided.

Instructors must monitor the time. There is great benefit to allowing all groups to present their answers to the scenarios. There is a possibility that those who do not present will feel that their contributions were not valued. If there are no U08 officials in the audience, some scenarios (or variations) may be skipped to allow time for others relating to U10 and U12 matches.

It is important to have co-instructors to serve as facilitators to help keep the discussion focused in work groups. Not all scenarios may be covered because of time constraints. Additional scenarios are attached if time is not a problem. An alternative, time permitting, is to allow attendees to provide situations they have found troubling in their experience. If this is done, instructors must ensure that proper solutions are provided to the attendees.

## 7. ATTACHMENTS

Handout

## LESSON PLAN

### I. INTRODUCTION

- A. Introduce yourself and any co-instructors.
- B. Announce that this workshop is for less experienced referees. More experienced referees may stay or attend another workshop.
- C. Ask how many attendees referee U08 games. Since some scenarios are appropriate primarily for U08 officials, decide whether to instruct attendees to skip scenarios (or variations) that relate to U08 matches.
- D. Emphasize the fact that in everyday refereeing, there are many moments in which complicated situations require quick decisions. Scenario-based analysis aids in making these decisions.

### II. BODY

- A. During a match, a referee makes hundreds of decisions. These decisions must be made quickly and accurately. A thorough knowledge of the Laws of the Game and the Spirit of the Laws makes this relatively easy most of the time. Most situations with younger-age players are fairly simple; however, sometimes complex situations occur that the referee must sort out and analyze before acting.
- B. This workshop will provide referees with the opportunity to practice this analysis in a more relaxed setting so that these decisions become easier on the field.
- C. Divide participants into groups of no more than 8 to 10. This can be done in a number of ways, including by years of referee experience, referee certification level or other criteria which enhance discussion potential. Each small group needs to select a group speaker.

**INSTRUCTOR NOTE:** If presented at an AYSO EXPO, dividing into groups may not be possible depending on the size of the audience and the features of the room. In such cases, the instructor must solicit answers from the large group and attempt to encourage all attendees to participate.

If available, facilitators (co-instructors) who are familiar with the recommended answers and with the sources of these official recommendations should be assigned to each group to keep them on track and on time, **being careful not to provide answers or Law guidance.** Facilitators should ensure that all attendees have an opportunity to comment.

Hand out the first scenario (but **not** the recommended answer sheet) to the first leader in each group and display the scenario using the PowerPoint. Follow instruction contained in the notes to the PowerPoint slides. If time permits, act out the scenario in a short skit; if not, have each leader read the scenario to the group. The group leader then moderates discussion of the scenario. During the discussion, the group secretary records the group's conclusions. When the allotted time expires (about 5 minutes) ask the groups to end their discussions.

Ask each of the group speakers, as time permits, to present their group's conclusions to the entire workshop audience. Ensure that each group gives its answer to at least one scenario (and its variation(s), if appropriate). **Be sure to end each presentation by giving the authorized response.** Then move on to the next scenario.

**INSTRUCTOR NOTE:** If the workshop leader or co-instructors do not understand or agree with the recommendations, discuss this with the proper authority ***prior to the workshop***. Differences of opinion can promote healthy discussion, but when expressed by the workshop leaders during the workshop, discord can confuse participants and erode the credibility of the program and the workshop leader.

### III. CONCLUSION

Ask for and answer any questions.

Thank everyone for their participation.

## Instructor Recommendations and Rationale

### Scenario #1

#### *What action should you take? What is the rationale for this action?*

You are the referee in a U-12 match. A Red attacker dribbles the ball into the penalty area and shoots from four yards away from the Blue goalkeeper. The keeper is struck in the stomach and goes down. The other Red players immediately begin chasing after the ball that has rebounded off the Blue goalkeeper toward the touch line. When should you blow your whistle to stop play?

#### **Options**

- When the goalkeeper goes down
- Look at the goalkeeper and assess the possible injury before blowing the whistle
- Wait and see who collects the ball

#### **The Issues**

- A player is down. He/she may be slightly injured or seriously injured.
- Law 3 requires a goalkeeper, but does not require that the goalkeeper be on the field or even conscious.
- Law 5 requires that the referee stop play if a player is seriously injured; otherwise, continue.
- Law 10 states that the ball is in play.
- AYSO (NR&R) allows the referee to stop play if a player is slightly injured.

#### **Recommendation**

In a U-12 and younger match, you should stop play as soon as the goalkeeper goes down.

#### **Rationale**

It's always better to stop play immediately for an injury in younger players' matches. Parents and/or coaches may already be coming onto the field to deal with the injury, and allowing this will prevent having to deal with that problem. If you stop play for the injury, the restart is a dropped ball.

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#### **Variation A (Scenario #1)**

#### *Would it affect your decision if the player who went down was not the goalkeeper?*

**Recommendation:** No. In a U-12 and younger match, you should stop play as soon as the player goes down. This is especially true when play continues in the vicinity of the downed player. If you delay your whistle and allow play to continue while you watch to see if a player gets up, be aware that problems might occur around the play area while your focus is on the downed player.

#### **Variation B (Scenario #1)**

#### *Would it affect your decision if there was a breakaway and play was moving away from the injured player (and there does not appear to be a risk to the injured player)?*

**Recommendation:** No, for the reason given above.

#### **Variation C (Scenario #1)**

#### *Would it affect your decision if the player who went down had committed a foul but the opposing player retained the ball (and you ordinarily would apply advantage)?*

**Recommendation:** No. you should forget about applying the advantage clause because at this age, the welfare of the child is more important than the possibility of scoring a goal.

**INSTRUCTOR NOTE:** This Scenario is best used if there are U08 officials in the workshop. If this scenario is used, include Variations A and B, so that it becomes more useful to other attendees. If there are no U08 officials, use only Variations A and B.

## Scenario #2 (U08 Match)

### *What action should you take? What is the rationale for this action?*

You are the referee in a U-8 match. Red player #3 is kicking the ball in the middle of the field near the touch line. The ball hits another Red player's foot, bounces up, and hits Red #3 in the hand who immediately hits the ball toward her feet. She loses control and the ball goes across the touch line. What should you do?

#### **Options**

- Blow your whistle and call handling and restart with a direct free kick for Blue
- Award a throw in for the Blue team and comment to Red #3 about being careful not to handle the ball.
- Stop play and suggest the coach talk to Red #3

#### **Recommendation**

You should award a throw in for the Blue team and take a brief moment to mention handling to Red #3.

#### **Rationale**

While technically Red #3 was guilty of handling by deliberately directing it to her feet, at this level nothing would be served by punishing this infraction. Awarding a throw in for Blue gives the ball to the proper team in the middle of the field and does not embarrass the young player.

At lower levels of play referees can provide an educational opportunity for the players. Such teaching should be brief, positive and related only to the Laws of the Game. Tactical instruction should be given by the coaches.

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### **Variation A (Scenario #2) (U10 Match)**

*Same scenario, but in a U10 match. What would you do?*

#### **Options**

- Blow your whistle and call handling and restart with a direct free kick for Blue
- Award a throw in for the Blue team and comment to Red #3 about being careful not to handle the ball.
- Stop play and suggest the coach talk to Red #3

**Recommendation:** Call the handling foul, and explain to the Red #3 that her action in directing the ball to her feet is not permitted. Such teaching should be brief, positive and related only to the Laws of the Game. Tactical instruction should be given by the coaches. If necessary, explain to the coach at half time or after the game that the call was made because the player directed the ball to her feet, and not because she was hit by the ball on her hand.

## Variation B (Scenario #2) (U10 Match)

*Same scenario, but Red #3 is hurt by the ball that hits her. She doesn't redirect the ball to her feet; instead, she falls down crying. Her mother and the coach come running onto the field. What do you do?*

### Options

- Instruct the parent to immediately leave the field
- Call the Red coach onto the field to administer to the injured player. After he attends to the player, suggest that the coach talk to parents about entering the field.
- Award a DFK for Red, because the parents will expect some sort of "justice" for the hurt player
- Award a DFK for Blue because Red handled the ball
- Restart with a dropped ball because you stopped play for an injury

### Recommendation

Call the Red coach onto the field to administer to the injured player. After he attends to the player, suggest that the coach talk to the parents about entering the field. The restart is a dropped ball because you stopped play for an injury.

### Rationale

The coach should be immediately allowed on the field to assess the player's injury.

With U10 and younger players, it is not unusual for a parent to enter the field when a player is injured. The referee approaching the parent will not likely have a positive result. The coach, at a later time, will be more effective in modifying the parent's behavior.

**INSTRUCTOR NOTE:** Skip the variation, unless there are U08 officials in the workshop.

## Scenario #3

*What action should you take? What is the rationale for this action?*

Blue #2 is a talented and aggressive midfielder in your U-12 game. During the first ten minutes of the game you have called Blue #2 for two careless fouls against different Red players. In the 12<sup>th</sup> minute you have stopped play for the third careless foul. What should you do?

### Options

- Suggest that the coach take some action to correct Blue #2's actions
- Caution Blue #2 for persistent infringement and show the yellow card: Enough is enough!
- Verbally warn Blue #2
- Inform Blue #2 and both coaches you are cautioning Blue #2 for persistent infringement; do not show the yellow card
- Restart with a DFK for Red

### Recommendation

Inform Blue #2 and both coaches you are cautioning Blue #2 for persistent infringement, do not show the yellow card, and restart with a DFK for Red.

### Rationale

Clearly persistent infringement has been committed by Blue #2 and action is needed to ensure the safety of the players. It is important that the coaches know what the referee is doing. However, showing the yellow card at U-12 will only embarrass Blue #2. Informing the player and coaches should be sufficient.

It should not be necessary to ask the coach to take corrective measures. To do so is only questioning the coach's observation and coaching abilities.

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### Variation A (Scenario #3) (U08 Match)

Midway through the first half of a U-8 game, Red #4 begins running around seemingly out of control and not participating in the game. After a few minutes of this behavior and well away from the ball, he pushes Blue #6 in the back and Blue #6 falls to the ground. You blow your whistle to stop play. What should you do?

### Options

- Send off Red #4 because he committed violent conduct, and restart with a DFK for Blue
- Ask the Red coach to give Red #4 a "time out"
  - Allow a substitution considering Red #4's actions warrant a "time out"
  - Don't allow a substitution but allow Red #4 to return to the game after the "time out"
- Tell Red #4 to settle down and restart with a dropped ball

## **Recommendation**

Ask the Red coach to give Red #4 a “time out” allowing the Red team to substitute a player. Red #4 would be permitted to return to the game at the next substitution opportunity. Restart with a DFK for Blue.

## **Rationale**

At times young players lose interest in the game and may behave in a manner not appropriate for continued participation.

While the player clearly committed violent conduct as defined in the Laws of the Game, sending a U-8 player off and showing a red card for this behavior is inappropriate and does nothing to address the underlying issue. It is for the coach to assess the player and determine what action should be taken to correct the situation.

The referee’s responsibility is to identify dangerous situations and take action that is in the best interest of the players. Therefore, having the player removed by the coach and allowed to return after the coach’s intervention is the most positive and constructive approach.

## Scenario #4

### *What action should you take? What is the rationale for this action?*

In a U-10 game Blue #4 is much taller and heavier than her opponents and teammates. She is very enthusiastic and very involved in the game showing above average skills. Several times, with fair charges, smaller players have been knocked to the ground by Blue #4. What should you do? (More than one answer may be correct.)

### **Options**

- Do nothing
- Call a foul any time Blue #4 knocks an opponent to the ground
- Make certain subsequent situations involving Blue #4 are not fouls
- Suggest to Blue #4 to be careful
- Suggest to the Blue coach that she make certain that Blue #4 is playing under more control

### **Recommendation**

Suggest to Blue #4 that she be careful. When talking to Blue #4 the referee should also make positive comments about the player's skills.

Make certain subsequent situations involving Blue #4 are not fouls. Being close to play will assist in identifying fouls.

### **Rationale**

Frequently at this level there will be a wide range of player size and skill. Larger players can often fairly knock smaller player to the ground. The referee must judge whether the play of the larger player is a foul (careless, reckless or with excessive force). Size alone is not the determining factor.

It is the responsibility of the referee to protect all players without penalizing players based on skill or size.

**INSTRUCTOR NOTE:** Omit this Scenario if there are no U08 officials in attendance.

## Scenario #5 (U08 Match)

*What action should you take?      What is the rationale for this action?*

In your U-8 game Red #6 takes a throw-in and jumps with both feet off the ground as he releases the ball. What should you do?

### Options

- Award a throw-in for the Blue team
- Do nothing because this is trivial
- Allow Red #6 a “do over”
- Select another player to take the throw in from the Red team

### Recommendation

Allow Red #6 a “do over” and tell the player briefly what the requirements for a proper throw are, emphasizing the requirement to have both feet on the ground (that is, emphasizing the requirement that relates to what he did wrong).

### Rationale

Technically the throw-in was incorrect and the restart is a throw in for the opposite team. However, at the U-8 level referees have an opportunity to improve the skills of players. A “do over” and an explanation of what was done incorrectly is the best alternative.

Selecting another player is clearly inappropriate since it sends a negative message to Red #6. Moreover, referees lack the authority to dictate which player takes a restart.

## Scenario #6

### *What action should you take? What is the rationale for this action?*

In a U10 game, Red player #12 takes a corner kick against the Blue team. He kicks the ball to a teammate who is 10 yards from the goal line. Red #12 then runs along the goal line toward the goal. From your vantage, it appears that only the Blue goalkeeper is on the goal line. The Red player with the ball passes it back to Red #12 who scores.

### **Options**

- Award the goal, because the players don't understand offside yet
- Award the goal, because your AR didn't signal for offside
- Stop play, explain offside to the players, but tell them you won't call offside in this case because you don't expect them to understand Law 11
- Do nothing because this is trivial – the reasons behind Law 11 don't apply here
- Disallow the goal and restart with an IFK

### **Recommendation**

Look at your assistant referee to see if an offside infraction has been flagged (it should be!). If not, before signaling the goal, approach the AR and confirm the positions of the players at the moment the ball was kicked by Red #12's teammate. If there was an offside infraction, award an indirect free kick to the Blue team at the point where Red #12 was when his teammate played the ball.

### **Rationale**

A player cannot be offside directly from a corner kick. But as soon as Red #12's teammate touches the ball, the corner kick is over and the offside law comes back into effect. Since Red #12 was in his opponents' half of the field, was closer to his opponents' goal line than the ball, and was closer to his opponents' goal line than the second to last opponent, Red #12 is in an offside position. As soon as Red #12 plays the ball he has committed an offside infraction and any subsequent action is null and void. The penalty for an offside infraction is an indirect free kick for the Blue team.

Emphasize that corner kicks, goal kicks, and throw-ins are considered completed as soon as another player touches the ball, and that the offside law is back in effect. Even though younger players may have trouble grasping this concept, it must be enforced.

## Scenario #7

*What action should you take? What is the rationale for this action?*

You are the referee in a U-10 match. A Blue defender is standing in his penalty area with his arms at his side when the ball bounces up and strikes him on the arm. Immediately the excited coach of the Red team yells in a booming voice, "Handball! We get a penalty kick!" Hearing the voice of authority, all the players stop playing.

### Options

- Shout, "NO FOUL. BALL'S IN PLAY!"
- Stop play. Approach the coach and warn him that if he does this again, you will tell him to leave the field because he's interfering with your officiating
- Do nothing because there was no foul. When Red scores because Blue stopped playing, say "Sorry, but I told you to play to the whistle!"
- Blow the whistle to officially stop play

### Recommendation

The referee could shout, "NO FOUL. BALL'S IN PLAY!" but if you were to allow play to continue when some or all the players weren't ready you could be perceived as allowing an unfair advantage. Therefore, it would be better to blow the whistle to officially stop play. It would be wise to take this opportunity to remind players that they should keep playing unless you blow your whistle or the ball leaves the field of play. Take a moment to talk to the coach of the Red team. Explain that, in your judgment, the Blue player's action was not deliberate so no infraction could be called. Remind him of the negative impact his loud excited voice can have on players at this age.

Restart the game with a dropped ball at the place where the ball was when you blew your whistle, unless it was inside the goal area, in which case it should be dropped on that part of the goal area line that parallels the goal line closest to where the ball was (the "Special Circumstances" outlined in Law 8).

### Rationale

Law 5 of the Laws of the Game lists as a duty of the referee that he "stops, suspends or terminates the match because of outside interference of any kind." The coach's loud outburst clearly was an outside interference since the players stopped playing.

Law 8 states that "a dropped ball is a method of restarting play when, while the ball is still in play, the referee is required to stop play temporarily for any reason not mentioned elsewhere in the Laws of the Game."

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If time permits, use Variation A to stimulate a short discussion. Be wary of war stories:

Variation A (Scenario #7)

*Would your answer change if it were a U12 match? If so, what distraction WOULD cause you to blow the whistle to stop play?*

## Scenario #8

*What action should you take? What is the rationale for this action?*

You are the referee in a U-12 match. The Red team is awarded an indirect free kick within Red's own penalty area. Red #12 kicks the ball to a teammate, Red #9, standing in the penalty area, which then quickly kicks the ball back to the Red goalkeeper, also in the penalty area. The goalkeeper picks up the ball and prepares to kick it up field.

### Options

- Whistle to stop play and restart with an IFK for Blue because Red #9 intended to make an illegal "passback" to the Red 'keeper
- Do nothing, because the infraction is trivial: there was no one near the Red 'keeper, so the "passback" didn't affect play
- Whistle to stop play. Restart with an IFK for Red.

### Recommendation

Retake the indirect free kick since the ball was never in play. Remind the players that on all free kicks taken by the defense in their own penalty area, the ball must clear the penalty area before it is in play.

### Rationale

Although this scenario will appear to some to be a violation of the so-called "passback" provision of Law 12; Law 13 takes precedence here. It specifies that when a free kick is taken by the defending team inside its own penalty area, the ball is in play only when it is kicked directly beyond the penalty area into the field of play. In this situation, the ball was never in play and the restart must be retaken.

Make sure the participants understand that often, the younger players may also have new or inexperienced coaches who do not yet know the Laws of the Game. In this particular scenario, the referee should remind the players that the ball must completely clear the penalty area before it is in play, and that it must be in play before any foul can be committed.

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If time permits, open the workshop up for a discussion of the variations.

### Variation A (Scenario #8)

*What would your answer be if Red #9 had been just outside her penalty area (in other words, the ball WAS in play when Red #9 kicked the ball back to the keeper, so this was case of the 'keeper touching the ball with his hands after it has been deliberately kicked to him by a teammate)?*

**Recommendation:** Lead the class to the conclusion that the foul should be called in U12 games.

## Variation B (Scenario #8)

***Suppose this were a U10 match, and Red #9 kicked the ball back to her 'keeper? Would your answer change?***

**Recommendation:** This will rarely arise In U10 games, and if the keeper handles the ball, it is usually to pick up a miskicked ball from a teammate (in other words, it was not a deliberate kick to the goalkeeper). The first occurrence in a U10 game should rarely be called.

Remind the class that the referee may provide guidance to the goalkeeper during play, telling him NOT to pick up the ball before he picks it up.

## Scenario #9

*What action should you take? What is the rationale for this action?*

A Red attacking player in your U12 game dribbles the ball on a counterattack and is soon past the last Blue defender with only the goalkeeper between him and the goal. As the attacker approaches the penalty area, the Blue goalkeeper comes out of the penalty area, falls on the ball, and collects it in his arms. The Blue goalkeeper's actions did not affect the safety of the Red attacker.

### Options

- Do nothing, because the infraction is trivial: there was no one near the Red 'keeper, so his handling didn't affect play
- Do nothing. The lines on the field are not very clear, so it was an easy mistake to make.
- Whistle loudly and tell the goalkeeper that he must never, ever handle the ball outside the penalty area. Send the player off for DOGSO (handling).
- Stop play and ask the goalkeeper why he handled the ball. If he says that he couldn't see the lines, tell him to be more careful next time. Restart with a dropped ball.
- Whistle to stop play. Explain to the goalkeeper that he may not handle the ball outside the penalty area. Restart with a DFK for Red.

### Recommendation

- Stop play and award the Red team a direct free kick because the Blue goalkeeper played the ball with his hands outside his penalty area.
- The referee should consider why the goalkeeper collected the ball. If the circumstances warrant it, the referee should explain to the goalkeeper why the referee called a foul.
- Do not show a card or take the player to the coach for a "time out."

### Rationale

- Children under 12 years of age should not be FORMALLY cautioned or sent off, except under extreme circumstances. In this scenario, the action is not considered to be extreme, so a verbal admonishment rather than a caution or send-off is highly recommended.
- An inexperienced goalkeeper may not be fully aware of the boundaries of the penalty area and the significance of acts outside the penalty area. He may only have been told that his responsibility is to protect the goal at all costs.

# Student Handout: Judge and Jury I

*If directed by the Workshop leader, skip the scenarios and variations labeled “U08 Match”*

## Scenario #1

**What action should you take?      What is the rationale for this action?**

You are the referee in a U-12 match. A Red attacker dribbles the ball into the penalty area and shoots from four yards away from the Blue goalkeeper. The keeper is struck in the stomach and goes down. The other Red players immediately begin chasing after the ball that has rebounded off the Blue goalkeeper toward the touch line. When should you blow your whistle to stop play?

### Options

- When the goalkeeper goes down
- Look at the goalkeeper and assess the possible injury before blowing the whistle
- Wait and see who collects the ball

## Variation A (Scenario #1)

*Would it affect your decision if the player who went down was not the goalkeeper?*

## Variation B (Scenario #1)

*Would it affect your decision if there was a breakaway and play was moving away from the injured player (and there does not appear to be a risk to the injured player)?*

## Variation C (Scenario #1)

*Would it affect your decision if the player who went down had committed a foul but the opposing player retained the ball (and you ordinarily would apply advantage)?*

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# Student Handout: Judge and Jury I

*If directed by the Workshop leader, skip the scenarios and variations labeled “U08 Match”*

## Scenario #2 (U08 Match)

**(If instructed to skip scenarios for U08 matches, use Variations A & B of this scenario)**

***What action should you take?      What is the rationale for this action?***

You are the referee in a U-8 match. Red player #3 is kicking the ball in the middle of the field near the touch line. The ball hits another Red player’s foot, bounces up, and hits Red #3 in the hand who immediately hits the ball toward her feet. She loses control and the ball goes across the touch line. What should you do?

### **Options**

- Blow your whistle and call handling and restart with a direct free kick for Blue
- Award a throw in for the Blue team and comment to Red #3 about being careful not to handle the ball.
- Stop play and suggest the coach talk to Red #3

## **Variation A (Scenario #2) (U10 Match)**

*Same scenario, but it’s a U10 match. What would you do?*

## **Variation B (Scenario #2) (U10 Match)**

*Same scenario, but Red #3 is hurt by the ball that hits her. She doesn’t redirect the ball to her feet; instead, she falls down crying. Her mother and the coach come running onto the field. What do you do?*

### **Options**

- Instruct the parent to immediately leave the field
- Call the Red coach onto the field to administer to the injured player. After he attends to the player, suggest that the coach talk to parents about entering the field.
- Award a DFK for Red, because the parents will expect some sort of “justice” for the hurt player
- Award a DFK for Blue because Red handled the ball
- Restart with a dropped ball because you stopped for an injury

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# Student Handout: Judge and Jury I

*If directed by the Workshop leader, skip the scenarios and variations labeled “U08 Match”*

## Scenario #3

**What action should you take?      What is the rationale for this action?**

Blue #2 is a talented and aggressive midfielder in your U-12 game. During the first ten minutes of the game you have called Blue #2 for two careless fouls against different Red players. In the 12<sup>th</sup> minute you have stopped play for the third careless foul. What should you do?

### Options

- Restart with a DFK for Red
- Suggest that the coach take some action to correct Blue #2's actions and restart with a DFK for Red
- Verbally warn Blue #2; restart with a DFK for Red
- Inform Blue #2 and both coaches you are cautioning Blue #2 for persistent infringement; do not show the yellow card; restart with a DFK for Red
- Caution Blue #2 for persistent infringement, show the yellow card: Enough is enough!
- Restart with a DFK for Red

## Variation A (Scenario #3) (U08 Match)

*Midway through the first half of a U-8 game, Red #4 begins running around seemingly out of control and not participating in the game. After a few minutes of this behavior and well away from the ball, he pushes Blue #6 in the back and Blue #6 falls to the ground. You blow your whistle to stop play. What should you do?*

### Options

- Send off Red #4 because he committed violent conduct, and restart with a DFK for Blue
- Ask the Red coach to give Red #4 a “time out”
  - Allow a substitution considering Red #4's actions warrant a “time out”
  - Don't allow a substitution but allow Red #4 to return to the game after the “time out”
- Tell Red #4 to settle down and restart with a dropped ball

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## Scenario #4

**What action should you take?      What is the rationale for this action?**

In a U-10 game Blue #4 is much taller and heavier than her opponents and teammates. She is very enthusiastic and very involved in the game showing above average skills. Several times, with fair charges, smaller players have been knocked to the ground by Blue #4. What should you do? (More than one answer may be correct.)

### Options

- Do nothing
- Call a foul any time Blue #4 knocks an opponent to the ground
- Make certain subsequent situations involving Blue #4 are not fouls
- Suggest to Blue #4 to be careful  
Suggest to the Blue coach that she make certain that Blue #4 is playing under more control

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# Student Handout: Judge and Jury I

*If directed by the Workshop leader, skip the scenarios and variations labeled “U08 Match”*

## Scenario #5 (U08 Match)

**What action should you take? What is the rationale for this action?**

In your BU-8 game Red #6 takes a throw-in and jumps with both feet off the ground as he releases the ball. What should you do?

### Options

- Award a throw-in for the Blue team
- Do nothing because this is trivial
- Allow Red #6 a “do over”
- Select another player to take the throw in from the Red team

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## Scenario #6

**What action should you take? What is the rationale for this action?**

In a U10 game, Red player #12 takes a corner kick against the Blue team. He kicks the ball to a teammate who is 10 yards from the goal line. Red #12 then runs along the goal line toward the goal. From your vantage, it appears that only the Blue goalkeeper is on the goal line. The Red player with the ball passes it back to Red #12, who scores.

### Options

- Award the goal, because the players don’t understand offside yet
- Award the goal, because your AR didn’t signal for offside
- Stop play, explain offside to the players, but tell them you won’t call offside in this case because you don’t expect them to understand Law 11
- Do nothing because this is trivial – the reasons behind Law 11 don’t apply here
- Disallow the goal and restart with an IFK

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## Scenario #7

**What action should you take? What is the rationale for this action?**

You are the referee in a U-10 match. A Blue defender is standing in his penalty area with his arms at his side when the ball bounces up and strikes him on the arm. Immediately the excited coach of the Red team yells in a booming voice, “Handball! We get a penalty kick!” Hearing the voice of authority, all the players stop playing.

### Options

- Shout, “NO FOUL. BALL’S IN PLAY!”
- Stop play. Approach the coach and warn him that if he does this again, you will tell him to leave the field because he’s interfering with your officiating
- Do nothing because there was no foul. When Red scores because Blue stopped playing, say “Sorry, but I told you to play to the whistle!”
- Blow the whistle to officially stop play

## Variation A (Scenario #7)

*Would your answer change if it were a U12 match? If so, what distraction WOULD cause you to blow the whistle to stop play?*

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# Student Handout: Judge and Jury I

*If directed by the Workshop leader, skip the scenarios and variations labeled “U08 Match”*

## Scenario #8

**What action should you take?      What is the rationale for this action?**

You are the referee in a U-12 match. The Red team is awarded an indirect free kick within Red’s own penalty area. Red #12 kicks the ball to a teammate, Red #9, standing in the penalty area, which then quickly kicks the ball back to the Red goalkeeper, also in the penalty area. The goalkeeper picks up the ball and prepares to kick it up field.

### Options

- Whistle to stop play and restart with an IFK for Blue because Red #9 intended to make an illegal “passback” to the Red ’keeper
- Do nothing, because the infraction is trivial: there was no one near the Red ’keeper, so the “passback” didn’t affect play
- Whistle to stop play. Restart with an IFK for Red.

## Variation A (Scenario #8)

*What would your answer be if Red #9 had been just outside her penalty area (in other words, the ball WAS in play when Red #9 kicked the ball back to her keeper, so this was case of the ’keeper touching the ball with his hands after it has been deliberately kicked to him by a teammate)?*

## Variation B (Scenario #8)

*Suppose this were a U10 match, and Red#9 kicked the ball back to her keeper? Would your answer change?*

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## Scenario #9

**What action should you take?      What is the rationale for this action?**

A Red attacking player dribbles the ball on a counterattack and is soon past the last Blue defender with only the goalkeeper between him and the goal. As the attacker approaches the penalty area, the Blue goalkeeper comes out of the penalty area, falls on the ball, and collects it in his arms. The Blue goalkeeper’s actions did not affect the safety of the Red attacker.

### Options

- Do nothing, because the infraction is trivial: there was no one near the Red ’keeper, so his handling didn’t affect play
- Do nothing. The lines on the field are not very clear, so it was an easy mistake to make.
- Whistle loudly and tell the goalkeeper that he must never, ever handle the ball outside the penalty area. Send the player off for DOGSO (handling).
- Stop play and ask the goalkeeper why he handled the ball. If he says that he couldn’t see the lines, tell him to be more careful next time. Restart with a dropped ball.
- Whistle to stop play. Explain to the goalkeeper that he may not handle the ball outside the penalty area. Restart with a DFK for Red.

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