



Change History	
October 11, 2002	Original lesson plan
December 11, 2011	Updated
September 5, 2012	Merged contents of "Hey Ref, What's the Call?"; general update
February 7, 2013	Updated scenarios
July 13, 2013	Updated
October 17, 2013	Customer Service Pod Added
October 16, 2014	Removed Service Pod & updated template

INSTRUCTOR NOTE: At the end of this Lesson Plan is a five-minute Customer Service Message Lesson Plan. It is intended to raise the level of awareness of all of our volunteers regarding their role as “ambassadors” within their local AYSO program. It is framed in the context of “customer service”. Thank you for your help in communicating this very important information to the widest possible AYSO audience! Please insure that you cover the **TIME SENSITIVE VERSION** at a minimum. Adjust your presentation time accordingly.

1. DESCRIPTION

This workshop uses scenario-based instruction in small groups to enhance the decision-making capabilities of experienced referees.

2. GOALS

The objectives of this lesson plan are:

- A. To provide decision-making practice in a controlled environment.
- B. To give guidance and advice to experienced referees.
- C. To improve the referee’s decision-making skills.
- D. To supply authorized solutions to difficult scenarios.

3. PREREQUISITES

This lesson plan is most suitable for experienced referees. Less experienced referees may attend this workshop or Judge and Jury I.

4. ATTENDEE MATERIALS

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

5. INSTRUCTOR EQUIPMENT AND MATERIALS

- Copies of scenarios **with the recommendations and rationale**
- 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 attendees don't feel threatened or "tune-out". Care must be taken to ensure that attendees leave with correct information and do not have misconceptions about the correct answers.

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.

It is important to have co-instructors to serve as facilitators to help keep the discussion focused in work groups. All scenarios may not be covered because of time constraints.

SPECIAL INSTRUCTOR NOTE: When this lesson plan is presented at an AYSO EXPO, alert attendees if handouts are included in the AYSO EXPO Workbook which all registered attendees will receive at registration. Instructors should **review the Workbook contents prior to the class** to determine what has been provided. Some scenarios will have the recommended answers in the back of the workbook.

7. ATTACHMENTS

None

LESSON PLAN

I. INTRODUCTION

- A. Introduce yourself and any co-instructors,
- B. Announce that this workshop is for more experienced referees. Less experienced referees may attend this workshop or Judge and Jury I.
- C. 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. However, sometimes complex situations occur that the referee must sort out and analyze before acting.
- B. This workshop provides referees with the opportunity to practice this analysis in a more relaxed setting so that similar decisions become easier on the field.
- C. Divide attendees 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 and a scribe.

INSTRUCTOR NOTE: 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 whole 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 (at an AYSO EXPO, scenarios should be available in the attendees' workbooks). 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 scribe records the group's conclusions. When the allotted time expires (about 7-10 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. **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 attendees and erode the credibility of the program and the workshop leader.

III. CONCLUSION

End the workshop on time.

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 GU-19 match. A blue attacker dribbles the ball into the penalty area and shoots from 4 yards away from the red goalkeeper. The keeper takes the shot in the stomach and goes down. The blue attacker immediately gets the rebound and scores into the now unprotected net. When should you blow your whistle to stop play?

- When the goalkeeper goes down
- When the blue attacker controls the rebound
- After the ball enters the goal

Issues:

- A player is down. She may be uninjured, slightly injured, seriously injured, or faking an injury.
- 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 if the ball is in play and it goes into the right place, it is a valid goal.
- AYSO (NR&R) allows the referee to stop play if a player is slightly injured.

Recommendation:

In a U-19 match you should wait a few seconds and see what develops.

If the attacker kicked the ball out of play or missed the shot, or if the players stop playing, blow your whistle to keep play stopped and assess the goalkeeper for injury.

If the attacker scored a goal, allow it.

Rationale:

It's always better to stop play quickly for an injury in younger players' matches. Parents and/or coaches will probably 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.

In older players' matches, the players will expect you to allow the goal.

In any match, if you don't stop play, the goal stands. Even if the injury turns out to be serious, you cannot disallow the goal. The opinion of the referee is defined as the moment he becomes aware of a condition. If the goalkeeper was faking the injury, she should be cautioned. The restart is a kickoff.

Scenario #2

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

You are the referee in a GU-16 match. A Red player is attacking with the ball 20 yards from the Blue goal. A Blue defender commits a charging foul using excessive force. Before you can blow your whistle, the ball rolls to a Red teammate who has a wide-open shot and should easily be able to score. You indicate 'advantage' and the Red player shoots, but the ball hits the goalpost and rebounds out to a Blue defender who gains control of the ball and starts a counterattack.

Recommendation:

Should you have applied advantage? Probably; it would have unfairly punished the attacking team to stop play for the foul if the second Red attacker had a 'wide open shot' and should have easily scored.

Because you did not stop play for the Blue player's misconduct, you must now wait until the next stoppage of play if you decide to administer the discipline for the misconduct. The punishment should fit the crime, and by the letter of the Law the discipline should be a send-off of the Blue defender for Serious Foul Play (an excessive force foul). But depending on the 'heat' of the incident (how the fouled player and his teammates reacted, how the coaches and spectators reacted, etc.) you might also choose to reduce the punishment and caution the Blue defender for Unsporting Behavior. The restart then will be dictated by whatever caused the normal stoppage of play.

Rationale:

Invoking the advantage clause does not negate sanctioning misconduct.

The fact that the second attacker missed the shot does not invalidate the fact that the advantage to the Red team did materialize, i.e., they had an easy shot on goal.

Scenario #3

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

You are the referee in a BU-19 match. An attacking player in an offside position distracts the goalkeeper and the assistant referee raises his flag. You do not see the signal and a defending player denies the opposing team an obvious goal scoring opportunity by deliberately handling the ball within his own penalty area. You stop play and only then do you see the signal of the assistant referee.

Who is responsible for enforcing an offside violation? Did one occur? Did misconduct occur?

Recommendation:

If the assistant referee's signal is accepted then the defending player is not sent off as an obvious goal scoring opportunity did not exist. Play is restarted with an indirect kick for the defending team.

If, in the opinion of the referee, an offside did not occur, the assistant referee's signal is not accepted and the defending player is sent off and shown the red card. Play is restarted with a penalty kick for the attacking team.

Rationale:

If an offside offense occurred before the defending player *appeared* to deny an obvious goal scoring opportunity to an opponent, then the ball was already out of play before the apparent goal scoring opportunity occurred. Play is considered stopped when the referee determines it should have stopped, not when the whistle is blown.

Scenario #4

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

You are the referee in a BU-19 match. With a single Blue defender plus the goalkeeper between him and the goal, a Red attacker is challenged and fouled (tripped) by the Blue defender just outside the right corner of the penalty area. Within a second and before he falls, the attacker accomplishes a crossing pass to a teammate to his left who appears to have an easy shot on goal with only the goalkeeper to beat. You indicate and declare "Advantage, play on!" The teammate shoots, the ball enters the goal, and you look to your assistant referee for confirmation only to see that he's standing about 10 yards short of the corner flag with his flag in the air indicating an offside infraction.

Issues:

- Should you have invoked the advantage clause?
- Since the crossing pass went to a player in an offside position, was the advantage realized?
- If the offside teammate participates within 3 seconds of the original pass, can you reverse the advantage call and penalize the original foul?
- If you disallow the goal for the offside infraction, can you send off the defending player who tripped the attacker for denying an obvious goal-scoring opportunity? (DGSO)
- If you choose to overrule your assistant referee's offside call, what effect will this have?

What is the restart?

- a Blue kickoff because the goal is valid?
- an IFK to the Blue defending team for the second Red attacker's offside?
- a DFK to the Red attacking team for the Blue defender's foul (tripping)?
- an IFK to the attacking team for the Blue defender's misconduct (DGSO by fouling an opponent)

Recommendation:

The restart is a DFK for the Red team.

Rationale:

Applying advantage was initially the right thing to do because the crossing pass to a teammate in a scoring position was successfully accomplished in spite of the tripping foul.

However, the advantage did not materialize as expected because the pass was made to a player in an offside position. You should blow your whistle to stop play, have the ball brought back to the point of the original tripping foul so that the Red team can prepare to take a DFK.

While play is stopped, you may also caution the Blue player who committed the foul if you believe it was committed in a reckless manner.

Scenario #5

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

You are the referee in a BU-16 match. There are 2 minutes remaining in a hotly contested match when the Red team has a break-away attack on the Blue goal. No Blue players save for the goalkeeper is near the play. Red players #2 and #3 attack and Red #2 takes a hard shot on the Blue goalkeeper while Red #3 runs past the goal line due to his momentum. The Blue goalkeeper saves the shot, jumps up quickly, runs to the top of his penalty area, and punts the ball forcefully into the back of the retreating Red #2, who has left the penalty area. The ball bounces off Red #2's back and rolls to Red #3 who is just returning to the field of play. Red #3 kicks the ball into the goal. The assistant referee gives you a "deer in the headlights" look and shrugs his shoulders.

Issues:

- Was there a foul?
- Was there misconduct?
- Did an offside offense occur?
- Should the goal be allowed?

Recommendation:

Since the goalkeeper struck the opponent (Red #2) by kicking the ball into his back, a foul occurred and the restart is a DFK from the location where the ball struck Red #2 (outside the penalty area).

If the referee decided that the striking with the ball was "trifling" (unlikely in this case) then offside occurred since Red #3 was in an offside position when the ball was "touched or played" by a teammate and he then became actively involved by "interfering with play" (by playing the ball). In this case, the restart is an IFK for Blue from the location of Red #3 at the time the ball bounced from Red #2.

If the referee believes that the striking foul was deliberate, reckless, or committed using excessive force, then it is also misconduct. The goalkeeper should be shown the appropriate card and cautioned or sent off.

Rationale:

Striking with an object is a foul and can also be misconduct per Law 12.

Attendee Handout

Scenario #1

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The issues:

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- Since the crossing pass went to a player in an offside position, was the advantage realized?
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Issues:

Was there a foul? Was there misconduct? Did an offside offense occur? Should the goal be allowed?