



OKLAHOMA SOCCER ASSOCIATION
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Area Referee Continuing Education Activities – Activity #1 – The Written Report

In order to assist Area Referees in the planning and implementing the two hours of additional training required of each club, the State Referee Committee has compiled a set of activities for the Area Referee to use during the course of the 2006-2007 registration cycle. It is recommended that only one of these activities be used at each meeting.

1. Properly completing the Game Form and/or the Misconduct Report

Supplies required: copies of a Game Form and a Misconduct Report. Use your club's Game Form for this exercise. The Misconduct Report is available online at the OSA website www.oksoccer.com under Referee>Forms.

Objective: Demonstrate the proper procedures required to complete the Game Form and/or the Misconduct Form.

Activity: Distribute the Game Form to the referees. On a writing surface, place the following facts as if they are the Referee's notes from the match:

- U14 boys match, Field #6, September 15, 2 pm kick off
- Home: Stompers
- Visitor: Vipers
- Final score: Home 3, Visitor 2
- Cautions: #6, Stompers, USB, 32 minute; GK, Stompers, Dissent, 32 minute; #3 Vipers, Fails to Respect Distance, 45.
- Send Offs: #6, Stompers, Persistence, 2nd yellow, 50.
- Game ended 3:28
- #6 of Stompers tripped Viper player #8 in the 50th minute. Location: near the half-line and close to the Viper bench.
- Referee: Frank Boyle; AR: Sam Lupus; AR: Gina Scratch

The referees should complete the form accurately (allow about 5 minutes for this activity). The Area Referee or designee should present the form in its correct format.

Areas of concern:

- Correct score of 3-2 in favor of Stompers
- Field used
- Start time:
- Finish time:
- Referee's name PRINTED
- AR's names PRINTED
- 3 cautions listed with player's numbers and reason
- 1 send off listed with player's number and reason

Because a Send Off was issued, a Misconduct Report must be filed with the league. Distribute copies of a Misconduct Report

The referees should transfer the information on the Game Form to the Misconduct Report using the same notes as above.

The referees should complete the form accurately (allow about 5 minutes for this activity). The Area Referee or designee should present the form in its correct format.

Areas of concern:

- Date
- Names of both teams
- Offender's team circled
- Name of offender PRINTED
- Correct box checked for initial caution (USB)
- Correct box check for Send Off (Second Caution)
- Time of incident: 50th minute, 2nd half
- Name of field
- Age group
- Incident happened as follows: (The wording should be similar to the following: Stomper player #6 tripped Viper player #8 near the half-line and close to the Viper bench. Because of his earlier caution in the first half, a second caution and then red card was issued.
- Field diagram: (The drawing should show the incident happening close to the half-line and the touchline.)
- Referee's name and both Assistant Referee's names should be PRINTED.

Ask the referees where this document is sent. Answer: to YOU as the Area Referee and to the club.

Area Referee Continuing Education Activities – Activity #2 – The Hand Ball

In order to assist Area Referees in the planning and implementing the two hours of additional training required of each club, the State Referee Committee has compiled a set of activities for the Area Referee to use during the course of the 2006-2007 registration cycle. It is recommended that only one of these activities be used at each meeting.

1. The Hand Ball

Supplies required: a ball, handout from USSF.

Objective: Demonstrate the proper interpretation of what constitutes a handball.

Activities: Have a volunteer to come forward and stand in front of the class. The Area Referee or a designee will toss a ball to the player. Do not prepare him/her, just toss the ball toward the player's head or above it to make them catch the ball. If the player catches it, ask the class "If this were a field player, is that a handball?" The answer should be YES.

Tell the volunteer to turn his back to you. Toss the ball so it hits the back of the player's elbow. Ask the class "If this were a field player, is that a handball?" The answer should be NO.

Tell the volunteer to face you and that when the ball is tossed at his head, to raise his hands to protect his face. If the player raises his hand to protect his face, ask the class "If this were a field player, is that a handball?" The answer should be NO.

Tell the volunteer to face you and (if a male) to protect his groin as if he were in a wall. Ask the class: "If I hit his arms with the ball, is that a handball?" The answer should be NO. If the volunteer is a female, have her protect her breasts. Ask the class: "If I hit her arms with the ball, is that a handball?" The answer should be NO.

Have the volunteer move his/her hands prior to the ball reaching them as they stand protecting either their chest or groin. After the ball is tossed and the volunteer moves his/her hands, ask the class: "If they moved their hands, is that a handball?" The answer should be YES.

Before asking for further situations, distribute the USSF handout and read over it with the class. Then you may ask for further situations.

USSF ADVICE ON DELIBERATE HANDLING:

The following clear USSF advice on handling is excellent.

From: Alfred Kleinaitis

Manager of Referee Development and Education

Subject: Handling Offenses

Date: April 27, 2005

Recent incidents in the professional leagues involving possible handling offenses have caused considerable comment and debate. For those not officiating the match, multiple camera angles, instant replay, and slow-motion viewing make the debate easier because they allow a leisurely analysis of the facts well after the relevant decision has to be made.

The Laws of the Game declare that a direct free kick is given to the opposing team if a player “handles the ball deliberately (except for the goalkeeper within his own penalty area).” This simple statement defines one of the ten listed offenses in the first part of Law 12 (Fouls and Misconduct) and lies at the historical and traditional heart of soccer, a game played with all parts of the body other than the hands. Only the goalkeeper is exempt from this restriction and only while within his own penalty area.

What are the characteristics of a clear handling offense?

- A player deliberately carries, strikes, or propels the ball with the hand or arm
- It is the player’s action that initiates the contact with the ball

What characteristics of ball contact are clearly not handling offenses?

- The ball strikes the hand or arm (i.e., the ball initiates the contact)
- The contact is accidental (not the result of action by the player)
- The contact is the result of a purely reflexive effort at self-protection

What are the standards of judgment which the referee will apply when the handling offense is not immediately clear?

- **The distance or time within which the player had to react to avoid contact:** if there was time to avoid the contact, the likelihood of an offence is greater
- **The position of the player’s hand or arm at the time of the contact:** if the hand or arm is carried in an unnatural or unusual position (e.g., high up in the air or, while defending against a free kick, far away from the body), the likelihood of an offense is greater
- **Directing the ball after initial accidental or reflexive contact:** if the player takes advantage to control or push the ball away, a handling offense has occurred

The referee, with input from the assistant referees, must make the immediate decision based on the best available evidence in an increasingly fast-paced game. This difficult decision must be respected and final.

Area Referee Continuing Education Activities – Activity #3 – The Injured Player and the Restart

In order to assist Area Referees in the planning and implementing the two hours of additional training required of each club, the State Referee Committee has compiled a set of activities for the Area Referee to use during the course of the 2006-2007 registration cycle. It is recommended that only one of these activities be used at each meeting.

1. The Injured Player and the Restart

Supplies required: handout from USSF.

Objective: Show the proper method of stopping and restarting play dealing with an injured player.

Activities: Ask the class if any of them have stopped play for an injury. Select one and then ask: What was the age group? What did you do to restart the play?

Try to find injury stoppages from a variety of age groups. Ask the same questions.

DO NOT COMMENT AT THIS POINT! Just ask what procedure they followed.

Present the class this scenario:

An U6 game is under way when one of the players falls while competing for the ball. The player scrapes his knee and begins crying. Question to the group: “What should you do first?” Allow discussion, but the consensus should be that at the U6 & U8 level, it is best to immediately stop play when the player is hurt.

Follow-up question: “What do you do next?” Allow discussion, but there are several possibilities here: 1, player is removed and substituted; 2, player recovers and wishes to continue to play; 3, player has blood on uniform.

1. – if play was stopped with ball in play, the restart is a dropped ball where ball was when play was stopped after the sub is on the field. If ball was not in play, play resumed with appropriate restart (throw-in, free-kick, etc.)
2. – if player wishes to continue and referee approves and play was stopped with ball in play, restart is a dropped ball. If ball was not in play, restart with appropriate restart (throw-in, free-kick, etc.)
3. – if player has blood on the uniform, the player must exit the field and may not re-enter until the uniform is removed of the blood. (At this level allowance can be made for a substitute jersey, shorts, or socks to be worn.) Referee must inspect prior to return of player.

Should the Referee add time for this stoppage? Answer, yes, but at this age level it is often ignored.

A U14 game is under way with both teams playing with only 11 players (no subs). A player for the Kickers is injured while attempting to head the ball. Question to the group: “What should you do first?”

Allow discussion, but the concern at this age level should be what is the apparent extent of the injury to the player.

Follow-up question: “How can you determine the extent of the player’s injury by simple observations?” Allow discussion, but there are several possibilities here: 1, the player sits up and demonstrates his is hurt but apparently not seriously and no blood; 2, the player is not moving and appears to be unconscious; 3, the player is bleeding from the head.

1. – allow play to continue until a natural stoppage (his teammates may play the ball out); player may be taken off field and play resumed (opposing team should play ball back to opponents as fair play) with appropriate restart. The Kickers will have to play short one player. Because the Kickers are playing short, when the player is ready to return to the game, he must follow certain procedures: **At this point, distribute the USSF info handout.** If the AR and the Referee have agreed prior to the match on how this procedure is to take place, all the AR must do is give the Referee an “okay” signal and then the Referee must “signal” to the player to re-enter. This “re-entry” may be done on the “fly” and does not require a stoppage of play. (Please read the hand-out carefully!)
2. – if the player is not moving and appears unconscious, STOP PLAY IMMEDIATELY and have the coach enter the field. Stop your watch. Once the player has been attended to and removed, the match may begin with the Kickers playing with only 10 players. If play was stopped with ball in play, the restart is a dropped ball where ball was when play was stopped after the sub is on the field. If ball was not in play, play resumed with appropriate restart (throw-in, free-kick, etc.) DO NOT MOVE THE PLAYER OR ASSIST IN TREATMENT – this is the coach’s responsibility! * Don’t forget to restart the watch.
3. – if the player is bleeding, follow the same procedures as in the U6 scenario above. As to the change of uniform, again allow common sense here if the player does not have another jersey, shorts, or socks. (Example: allow teammates to share jersey, allow different color shorts, allow different color socks)
4. – if you wish, you can discuss the above situation with both the U14 teams having substitutes and how this will alter the scenario.

Activity: 3 volunteers – one as Referee, one as AR, one as player.

Scenario: Tell volunteers that the player was injured but is ready to return to play. Play is going on and the AR judges the player fit to return. Have the AR notify the Referee of the player’s ability to return. Have the Referee give the appropriate signal.

Procedures to observe: The AR must check out the player for blood. The AR and the Referee must have agreed on how this situation will be handled in their pre-game! The AR may use his voice or a pre-arranged signal to the Referee (example: eye-contact and then point to the player). Referee must make eye-contact with the player and signal him on the field (usually a wave of the arm).

Discuss this with the class and ask for scenarios they have observed or officiated requiring substitution of injured players.

USSF Handout on Entry of Injured Players

ENTRY OF AN INJURED PLAYER

Question: When should a Referee signal an injured player to return to play?

Answer:

- After the match has restarted.
- Only after the injured player has recovered from injury.
- When the Referee is satisfied that any bleeding has stopped, and that no blood is on the clothing.
- Player can enter from the touchline when the ball is in play.
- Player can enter from any boundary line when the ball is not in play.
- Any such player may only return to the field of play after inspection by the referee which, through necessity, will normally be during a stoppage of the play and at the touch line.
- Where appropriate, the referee may delegate inspection duty to an Assistant Referee or a Fourth Official.
- The player is only allowed to return to the field of play on receiving a signal from the referee.
- The Referee must take care, not to allow the injured player to enter when play is near to the entry point, as this could result in problems occurring.
- The Referee should wait until the ball is far enough away from the entry point, before signalling for the player to enter the field. In other words, during play, the re-entry of the injured player, should not have an immediate effect on the ensuing play action.

Area Referee Continuing Education Activities – Activity #4 – Pre-game and post-game meetings with coaches.

In order to assist Area Referees in the planning and implementing the two hours of additional training required of each club, the State Referee Committee has compiled a set of activities for the Area Referee to use during the course of the 2006-2007 registration cycle. It is recommended that only one of these activities be used at each meeting.

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 Area Referee or designee.

Equipment and Materials to Teach the Lesson:

Each student will need Handout # 1.

Approximate Time Needed: 10 minutes.

Activity: Ask the Referees to think of a youth game they watched or played. Now think of a professional game that they 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, 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 handout, 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.

HANDOUT #1
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.

Area Referee Continuing Education Activities – Activity #5 – Dealing With Upset Coaches during the game

In order to assist Area Referees in the planning and implementing the two hours of additional training required of each club, the State Referee Committee has compiled a set of activities for the Area Referee to use during the course of the 2006-2007 registration cycle. It is recommended that only one of these activities be used at each meeting.

Objective:

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

Equipment and Materials to Teach the Lesson:

Each student will need Handout # 2.

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 Area Referee or designee will have the students play the roles of referee, coach and parents.

If possible, other Referees will play the role of unruly parents.

Information: Facts, Concepts, Skills to be Taught:

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.

HANDOUT #2
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.

Area Referee Continuing Education Activities – Activity #6 – Dealing With Upset Adults during the game

In order to assist Area Referees in the planning and implementing the two hours of additional training required of each club, the State Referee Committee has compiled a set of activities for the Area Referee to use during the course of the 2006-2007 registration cycle. It is recommended that only one of these activities be used at each meeting.

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:

Each student will need Handout # 3.

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 Area Referee or designee will have the students play the roles of referee, coach and parents.

If possible, other Referees will play the role of unruly parents.

Information: Facts, Concepts, Skills to be Taught:

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.

HANDOUT #3
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.