

**Subject:** Communication is the Key

**Lesson Goal:**

Improve communication by utilizing standard USSF signals with the diagonal system of control.

**Set:**

Have you ever been at a game where one of the officials made it very clear to you, what he was calling?

**Segment 1 Objective:**

At the end of the lesson, the participants will be able to name the four major forms of communication used by the officiating team.

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

Videotape "Communication is the Key", VHS videotape player, sufficient television monitors for the size of the class.

**Approximate Time Needed:**

? minutes

**Set:**

Think of a person you can communicate with just a look or a glance. (Students share some responses).

Communication is the key to effective officiating on the field.

**Strategies to Actively Involve the Participants:**

Working in pairs, have the participants identify the 5 signals shown at the beginning of the segment and list the 4 means of communication used by effective referee teams. (Tell students to number a piece of paper 1-5 and another section 1-4.)

Show the first section of the videotape

After viewing this segment, allow a few minutes for the pairs to complete their list. (Eye contact, use of whistle, signals by the referee and signals by the assistant referee)

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

The four major forms of communication – eye contact; use of the whistle; referee signals; assistant referee signals.

**Closure:**

Have students working in pairs, list the 4 means of communication. After each item is mentioned, have students state a time in the game when this could occur.

**Segment 2 Objective:**

The learner will demonstrate the approved signals used by Referee and Assistant Referee, after viewing the tape, to the instructor's satisfaction.

**Set:**

Have you ever gone to a game and the official used signals that you could not understand?

**Strategies to Actively Involve the Participants:**

Working in pairs, prepare a list of names of standard signals used by the Referee and Assistant Referee. While you watch the tape, see if your list agrees with the signals included.

Show the second section of the videotape.

Compare signals shown on tape with their list.

**Closure:**

Option 1 – If space allows have students as a group, demonstrate the correct standard signals, as required by the instructor.

Option 2 – If space is limited, have student working in their pairs, demonstrate a single signal as required by the instructor. One student of the pair will demonstrate the signal used by the referee and the other student will demonstrate the signal used by the Assistant Referee.

**Segment 3 Objective:**

At the end of the lesson, the participants will be able to connect information presented on the videotape to the "Guide to Procedures for Referees, Assistant Referees and Fourth Officials"

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

Videotape "Communication is the Key", VHS videotape player, sufficient television monitors for the size of the class.

**Approximate Time Needed:**

? minutes

**Set:**

Have you ever gone to turn on a lightswitch and nothing happened? What are some of the reasons this might happen? (Elicit a few responses)

We expect the light to go on when we flip the switch. Players and fans expect the game to go on when the whistle blows, but there are many things that happen before, during and after the game that ensures it proceeds successfully. These are some of the mechanics that each official must know.

**Strategies to Actively Involve the Participants:**

Still working in pairs, have the participants open the "Guide to Procedures" manual to the Game Mechanics section. Take a pencil and put a checkmark by each concept as it is talked about on the videotape.

Show the third section of the videotape

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

Game mechanics from the "Guide to Procedures" manual will be presented.

**Closure:**

Have students working in pairs, list the 4 means of communication. After each item is mentioned, have students state a time in the game when this could occur.

**Segment 4 Objective:**

The learner will draw AR positioning from the samples given on the tape.

**Set:**

Have you ever seen a game where the officials are not where they should be and noticed how it influenced the control of the game?

**Strategies to Actively Involve the Participants:**

Students watch tape.

After the tape is completed have students draw a rectangle to represent the field and put in the halfway line and the penalty areas. Have students locate the position of the AR at the taking of a goal kick by the keeper when they are the only one in the penalty area. Discuss where they positioned the AR. Go through a few more examples from the tape.

The discussion is also the Closure for this segment of the videotape.

**Lesson Closure:**

Have students state one way that they can improve their communication in the next game where they are the referee or assistant referee.