



AUSTRALIAN OFFICIATING DEVELOPMENT PROGRAMS

FUTSAL REFEREE TRAINING PROGRAMS

Futsal Level 3 Adult Referee

Workbook + Resources

NAME



REFEREE EDUCATION PARTNER

January 2011

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Training or medical advice is given in good faith. However, this advice is general in nature. It remains the responsibility of each person to discuss all training and medical advice with training professionals and their own medical practitioners before adopting any advice or undertaking training programs. It is strongly recommended that active referees submit themselves to thorough medical checks on at least an annual basis.

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SECTION 1

INTRODUCTION AND PROGRAM SUMMARY

WELCOME BACK!

FFA's *Futsal Level 3 Referee Training Program* is in two parts. By completing Part 1 you've already been introduced to the *Laws of the Game*, examined some basic refereeing techniques, and begun the coverage of the *Introductory Level Officiating General Principles* [OGPs]. The latter component is a requirement of all programs registered under the Australian Sports Commission's *National Officiating Accreditation Scheme* [NOAS].

Part 2's focus is on becoming an active match official. As a member of a recognised referee group [you are, aren't you?] you can: complete the *OGPs*; apply and develop your practical skills during matches; and expand your theoretical knowledge. There are some pre-officiating units or components to complete before picking up a whistle or operating a timing device as an active Futsal match official.

Best wishes!

PART 2

THEME: BASIC OFFICIATING - PRINCIPLES AND PRACTICES

SESSIONS AND UNIT SUMMARY

Your referee group's Technical Committee [or its equivalent] should arrange sessions to suit your needs and those of your presenters. Very important: units 1-10 and the classroom components of unit 11 are prerequisites for all subsequent officiating units.

UNIT 8

Referee Whistling and Signalling

UNIT 9

Foul Identification 1 - Basic

UNIT 10

Match Records and Report Writing

Participants may commence active officiating once assessment procedures for units 1 - 10 and the class components of Unit 11 have been completed; and the competencies laid down for these units and components have been demonstrated.

UNIT 11

- Review of legal responsibilities and duty of care
- Introduction to timekeeper and third referee duties before appointment
- Officiating 1 - timekeeper or third referee [1 match plus follow up]

UNIT 12

Personal Development 1 - Self Assessment

UNIT 13

Player Management and Communication 1

UNIT 14

Officiating 2 - Timekeeper or Third Referee [1 match and follow up]

UNIT 15

Officiating 3 - Second Referee [1 match and follow up]

UNIT 16

Consolidation and Program Evaluation

COMPETENCY STATEMENTS

A reminder that the completion of Part 2 will see you able to demonstrate the remaining program competencies listed below.

5. Identify cautionable and sending-off offences in prerecorded matches.
6. Prepare for officiating, present as a professional official, exhibit integrity and ethical conduct. [*OGP]
7. Manage the basic risks of officiating in competition matches and abide by the associated legal responsibilities. [*OGP]
8. Check pitches and surrounding areas for potential risks and hazards prior to and during matches. [*OGP]
9. Apply other basic safety and harm minimisation techniques during matches. [*OGP]
10. Apply the concept of fair play during matches.
11. Use a range of communication strategies that enhance relationships, minimise conflict and deal with disputes effectively. [*OGP]
12. Identify infringements of the Laws of the Game; apply appropriate sanctions in particular of Law 12 [Fouls & Misconduct].
13. Execute basic second referee, timekeeper and third referee duties and signals.
14. Work as a member of the officiating team.
15. Undertake a basic review of performances. [*OGP]

*** These competencies relate directly to NOAS Introductory Level Officiating General Principles.**

★ ★ ★

**I never comment on referees
and I'm not going to break
the habit of a lifetime for that prat!**

Ron Atkinson [Player and Manager]

SECTION 2 - PROGRAM UNITS

UNIT 8: REFEREE SKILL DEVELOPMENT WHISTLING

LEARNING OUTCOMES

On completion of this unit you will be able to:

- explain the role of the whistle as a primary communication tool;
- demonstrate basic whistling techniques including appropriate variations in whistle volume, intensity and length to complement match incidents.

CONTENT

Your presenters have been asked to demonstrate and have you practise basic whistling techniques. The emphasis should be on: variation in length, volume and intensity; the position of the referee; when to use and not use your whistle. Here are some of the main points to be covered.

1. The whistle as a primary communication tool.
2. When to use and not use the whistle - see Resources for FIFA advice.
3. Holding and carrying the whistle.
4. Ball out of play: minimal use unless unclear that ball has gone out of play; danger of overuse and devaluing whistle.
5. Wait: short, firm whistle.
6. Law infringement or minor foul: clear, short whistle.
7. Serious foul: strong, longer whistling, high intensity, etc.
8. Very serious foul, players scuffling, etc; persistent whistling, highest intensity, closeness.
9. Getting rapid attention: multiple blasts, strong and insistent whistling.
10. Restarts after breaks.

Make notes after the session to remind you of the key techniques you have developed.

ASSESSMENT CRITERIA

- Checklist items ticked off during practical drill as competencies are displayed.
- Competencies are checked during match [Unit 15].

UNIT 9: FOUL IDENTIFICATION 1 - BASIC

LEARNING OUTCOMES

On completion of this unit you will be able to:

- identify and distinguish between fouls punished by a DFK or an IFK;
- recognise players acting recklessly, carelessly or using excessive force;
- state FIFA's *Seven Steps to Foul Identification*;
- interpret and apply Laws 12 and 13 to make basic level decisions about incidents in pre-recorded match segments;
- explain the implications of the 6th and subsequent accumulated foul.

CONTENT

1. Your presenter will provide an introduction to this topic. This unit revises, develops and consolidates the Part 1 program introduction to Laws 12 and 13.

2. Research, record below and discuss FIFA's ***Seven Steps to Foul Identification***.

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3. Your presenter will play some match incidents. Watch each incident and decide on the appropriate sanction, if any. Record your decision below with a brief explanation. Remember to focus on:

- use of *careless, reckless or excessive force* by a player on an opponent
- when a DFK is awarded
- when an IFK is awarded

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UNIT 10: MATCH RECORDS AND REPORT WRITING

LEARNING OUTCOMES

On completion of this unit you will be able to:

- list all elements that need to be recorded by various match officials during a match;
- write a trial disciplinary report about a pre-recorded match incident. [OGP component]

In units 11, 14 and 15 you will need to demonstrate that you can complete a record of the match, and where appropriate or required submit reports to the relevant Futsal association.

CONTENT

1. We go back to the classroom to view prerecorded match segments. From these you will identify and list the details you need to record during a match. They are:

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2. One unwelcome task is writing disciplinary reports about a player or an official who has behaved inappropriately; for example: has been sent off by you for serious foul play or violent conduct. As your associations may have different requirements your presenter will deal with the most common expectations. Please remember to check each Futsal association's needs before you officiate in their matches. The information that should be included in a report will be identified. You will also be alerted to the availability of *proforma* reports used by some referee groups and Futsal associations. You will then be asked to write a trial report for an incident you will watch - see below. There are substantial resources supporting this unit - see the back of this manual.

**UNIT 11: PRACTICAL OFFICIATING 1
TIMEKEEPER OR THIRD REFEREE**

PREREQUISITES: Units 1 - 10

LEARNING OUTCOMES

On completion of this unit you will be able to:

- prepare for the requirements of officiating;
- present professionally as an official;
- display the basic competencies of either the timekeeper or the third referee;
- explain the importance of team work and cooperation between match officials.

Whichever role is not undertaken in this match will be the role assigned to you for Unit 14.

CONTENT

Steps 1 - 3 must be completed before step 4 is undertaken.

1. Revisit the legal responsibilities, duty of care of match officials and roles. Refer back to Units 1 and 2 and make key notes below.

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2. Note and discuss the importance of team work, e.g. the communications needed between the match officials such as eye contact, signals, etc.

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UNIT 12: PERSONAL DEVELOPMENT - SELF ASSESSMENT

LEARNING OUTCOMES

On completion of this unit you will possess the techniques and skills to be able to:

- undertake a basic post-match review of your performance;
- identify strong features of your match performance;
- identify features of your match performance that are in need of development;
- create a simple plan to develop one of the above features.

CONTENT

1. Self assessment

Self assessment is an important tool for the match official. Few of your matches will have independent observers present who can give you detailed feedback. Self analysis techniques will provide you with tools to identify your strengths and weaknesses and enable you to select areas for your own development within a structured framework.

In this session you will be introduced to a self assessment [or reflection] process called the **RIPA** scheme. It has four steps, viz.

1. Review
2. Identify
3. Plan
4. Action!

This workbook contains the sheets you need to action the *RIPA* scheme.

Key points

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2. Mentors and mentoring

The concept of *mentors* and *mentoring* will be introduced. Once again note major points below - see the resources for more details.

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ASSESSMENT CRITERIA

- Workbook exercises and notations;
- Create written self assessments of the three matches you officiated during the program. Use the forms provided in this manual or create your own.

NOTES

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UNIT 13: PLAYER MANAGEMENT AND COMMUNICATION

LEARNING OUTCOMES

On completion of this unit you will be able to:

- describe a basic range of communication skills including the concept of *Roadblocks*;
- apply these skills effectively in a training setting. [OGP competencies]

You are also required to demonstrate the application of basic communication skills and the *Roadblocks* principle during your Unit 15 match.

CONTENT

This unit covers another important component of the ASC's *Officiating General Principles*. Your presenter will discuss some simple communication techniques including: barriers to effective communications; listening skills; team work; dealing with offending players; minimising on pitch conflict; and spectator hostility. The *Roadblocks* principles used to facilitate player management will also be introduced. Make notes of the key points, read the resource materials in this manual, and apply these concepts during your matches.

1. Basic Effective Communications

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2. Team Work

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**UNIT 14: PRACTICAL OFFICIATING 2
TIMEKEEPER OR THIRD REFEREE**

PREREQUISITES: Units 1 - 13

LEARNING OUTCOME

On completion of this unit it will be confirmed that you have acquired the basic competencies of either the timekeeper or the third referee. Whichever role was not undertaken in Unit 11 should be this Unit's role.

CONTENT

1. Appointment - you should be observed and have your competencies recorded on the *Timekeeper and Third Referee Checklist*.
2. After your match complete a self assessment. Use the format on the next page; or create your own and staple it into this workbook.

ASSESSMENT CRITERIA

- *Timekeeper and Third Referee Checklist*,
- Written self assessments - make initial notes below; see next page for a *pro forma*.

THOUGHTS ABOUT MY MATCH

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UNIT 15: PRACTICAL OFFICIATING 3 - SECOND REFEREE

PREREQUISITES: Units 1 - 14

LEARNING OUTCOMES

On completion of this unit it will be confirmed that you have displayed the basic competencies of a second referee.

CONTENT

1. Appointment - you should be observed and have your competencies recorded on the *Second Referee Checklist*.
2. After your match complete a self assessment.

ASSESSMENT CRITERIA

- Completion of *Second Referee Checklist*;
- Written self assessments - make initial notes below - see next page for a *pro forma*.

THOUGHTS ABOUT MY MATCH

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UNIT 16: CONSOLIDATION AND EVALUATION

LEARNING OUTCOMES

This session consolidates the program. On completion you will:

- have revisited aspects of the Laws and officiating;
- be able to describe the key elements of the *Methods to determine a winner*;
- be able to apply the *Additional instructions and guidelines* section of the Law book;
- have completed a program evaluation.

CONTENTS

1. Questions and answers

Now you have completed your initial officiating it is likely that you will have tales to share and concerns to discuss. Now's the time!

2. Procedures to determine the winner of a match or play off

There are three FIFA methods to get a result in a drawn match [or *double header*] if this is a requirement of the competition. Your group will now work through the options. The questions below will be the focus of the discussions. Jot down your responses. The methods are:

- **Away Goals** - although the responsibility of the competition organisers you need to know when this method is in use. As away goals count double you may need to apply the calculation at the end of the second leg to decide if further play is needed.
- **Extra Time**
- **Kicks from the penalty mark**

3. Additional Instructions

FIFA's Futsal Law book has ten pages of information providing interpretations and applications of the Laws. Attempt the questions framed to guide your exploration of this section - see the pages at the end of this Unit.

4. Program evaluation

You are invited to complete the program evaluation.

ASSESSMENT CRITERIA

Completion of workbook exercises on the following pages.

PROCEDURES TO DETERMINE THE WINNER OF A MATCH OR PLAY OFF

1. EXTRA TIME

Consists of two equal periods of five minutes; if no goals are scored during the two periods of extra time, the match is decided by kicks taken from the penalty mark.

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2. KICKS FROM THE PENALTY MARK

a. Who decides which end the kicks will be taken?

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b. How and who determines who kicks first?

.....

c. Who is eligible to take a penalty kick?

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d. Where does the goalkeeper of the teammate taking the penalty have to stand?

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e. What must happen when a team finishes with a greater number of players and substitutes than their opponents?

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ADDITIONAL INSTRUCTIONS FOR MATCH OFFICIALS

Your Law book contains additional directives and guidance. Study the following summaries; research your Law book whilst tackling the following important issues.

SERIOUS FOUL PLAY

What constitutes serious foul play?

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.....

VIOLENT CONDUCT

What constitutes violent conduct?

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.....

OFFENCES AGAINST THE GOALKEEPER

It is an offence for a player to stop the 'keeper from throwing, clearing or releasing the ball.

SHIELDING THE BALL

It is not an offence for a player to control a ball within playing distance by trying to shield it with his body without spreading his arms out. However, if the player uses his hands, arms, legs or body in an unsporting manner, what penalty is given?

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SCISSORS KICK

When are scissor kicks permitted?

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.....

DELIBERATE HANDBALL

Referees are reminded that deliberate handball is punishable with a direct free kick; or penalty if the offence is committed in the penalty area. Under normal circumstances, deliberate handball should not result in a caution or sending off.

DENYING AN OBVIOUS GOAL SCORING OPPORTUNITY

What are the repercussions of a player intentionally preventing a scoring opportunity?

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.....

CAUTIONS FOR UNSPORTING BEHAVIOUR AS A RESULT OF DELIBERATE HANDBALL

When will a player be cautioned for misconduct in regard to a deliberate handball?

.....
.....

HOLDING AN OPPONENT BACK

When will a player be sent off for holding back an opponent?

.....
.....

ADVANTAGE

Complete: "The referee must try to play advantage to ensure that play flows, provided that:

.....
.....

FREE KICKS

If a player fails to observe the regulation distance, what should happen to that player?

.....

THE PENALTY KICK

The referees must ensure that appropriate measures are taken if the players infringe this rule.

KICK FROM THE SECOND PENALTY MARK AND DIRECT FREE KICK WITHOUT A WALL

Not down two examples where a goalkeeper infringes this Law.

1.....

.....

2.....

.....

GOALKEEPING OFFENCES

How long are goalkeepers allowed to keep possession within their own half of the pitch?

.....

What is the penalty for failing to abide by the above Law?

.....

.....

PERSISTENT OFFENDERS

Referees must always be alert to players persistently violating the Laws. Also note that even if the player in question has committed different types of offences, the player must be cautioned for persistently violating the Laws.

BEHAVIOUR TOWARDS THE MATCH OFFICIALS

Verbal dissent against any match official results in what punishment?

.....

Should a player who attacks a match official or is guilty of offensive, rude or obscene gestures or language be cautioned or sent off?

.....

SIMULATION

How is play restarted if it has been stopped as a result of an infringement for simulation?

.....

.....

DELAYING THE RESTART OF THE MATCH

Record two tactics which players might use to delay the restart of play?

1.....

.....

2.....

.....

GOAL CELEBRATIONS

List three player actions that should result in a caution.

1.....

2.....

3.....

BASIC PLAYING EQUIPMENT

Each goalkeeper shall wear colours that easily distinguish him from the other players and the referees.

If the goalkeepers have shirts of the same colour and neither has a spare jersey to change into, the referee shall allow play to commence.

PROCEDURE FOR INJURED PLAYERS

Are players allowed to be treated on the pitch? Explain and pay very close attention to your responsibilities and *duty of care*.

.....
.....

When an injured player has been substituted, does the substitute have to enter via the substitution zone?

.....

If the ball is in play and the injured player has not been substituted, where is that player allowed to return to the pitch from?

.....

Acknowledgement

**Materials used in this unit are based on those created by
Football Federation Victoria - Futsal**

SECTION 3

PART 2 PROGRAM RESOURCES

Unit 8 Resources: Whistling

WHISTLING SKILLS CHECKLIST

NAME **DATE OBSERVED**

INSTRUCTIONS

During the whistling drill the observer should tick off the items as they are demonstrated. When an item has been ticked twice the referee can be considered to have achieved competency in that skill. Re-teach and drill as necessary.

GENERAL ITEMS

	1ST CHECK	2ND CHECK
♦ Achieves clarity overall	<input type="checkbox"/>	<input type="checkbox"/>
♦ Achieves acceptable quality	<input type="checkbox"/>	<input type="checkbox"/>
♦ Volume variations - soft to loud	<input type="checkbox"/>	<input type="checkbox"/>
♦ Length variations - short	<input type="checkbox"/>	<input type="checkbox"/>
♦ Length variations - long	<input type="checkbox"/>	<input type="checkbox"/>

SPECIFIC APPLICATIONS

♦ Whistle for Captains pre-toss	<input type="checkbox"/>	<input type="checkbox"/>
♦ Starts/restarts	<input type="checkbox"/>	<input type="checkbox"/>
♦ End of period	<input type="checkbox"/>	<input type="checkbox"/>
♦ End of match	<input type="checkbox"/>	<input type="checkbox"/>
♦ Ball out of play - only if deemed necessary	<input type="checkbox"/>	<input type="checkbox"/>
♦ Dispute: corner kick or goal clearance?	<input type="checkbox"/>	<input type="checkbox"/>
♦ Minor foul / offence	<input type="checkbox"/>	<input type="checkbox"/>
♦ Serious foul / offence	<input type="checkbox"/>	<input type="checkbox"/>
♦ Serious incident - players running to location	<input type="checkbox"/>	<input type="checkbox"/>
♦ To get immediate attention - serious	<input type="checkbox"/>	<input type="checkbox"/>
♦ To get players' attention e.g. position for kick-in	<input type="checkbox"/>	<input type="checkbox"/>
♦ Players' scuffling in group	<input type="checkbox"/>	<input type="checkbox"/>
♦ Ball in net - goal disallowed	<input type="checkbox"/>	<input type="checkbox"/>
♦	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS

- COMPETENT**
 NOT YET COMPETENT

OBSERVER'S

SIGNATURE/DATE

Unit 8 Resources: Whistling**FIFA RECOMMENDATIONS: USE OF THE WHISTLE**

Field Football's FIFA *Laws of the Game 2008-09* book contains a major section now renamed *Interpretations of the Laws of the Game and Guidelines for Referees*. Many parts are applicable to Futsal match officials. The Law book is accessible on FIFA's website www.fifa.com [at Sept 2008]. The following is FIFA's listing of when the whistle *is* and *is not* needed.

**The whistle is needed to:**

- Start play: 1st half; 2nd half; additional periods; after a goal
- Stop play:
 - ❖ For a free kick or penalty kick
 - ❖ When the match is suspended or terminated
 - ❖ When a period of play ends due to the expiration of time
- Restart play at:
 - ❖ Free kicks when the wall is ordered back the appropriate distance
 - ❖ Penalty kicks
- Restart play after it has been stopped due to:
 - ❖ The issue of a yellow or red card for misconduct
 - ❖ Injury
 - ❖ Substitution

The whistle is not needed:

- To stop play for a goal kick, corner kick or throw-in
- To stop play for a goal
- To restart play from a free kick, goal kick, corner kick, kick-in

A whistle which is used too frequently or unnecessarily will have less impact when it *is* needed. When a discretionary whistle is needed to start play the referee should clearly announce to the players that the restart may not occur until after that signal.

[From FIFA: *Laws of the Game, 2008-09* p.76]



Note: FIFA prepared this for Football. What changes are needed for Futsal?

Resources for Unit 9: Foul Identification

FIFA'S 7 STEPS FOR FOUL RECOGNITION

In June 2002 FIFA devised a 6 points scheme to assist referees:

- assess the legality of challenges;
- anticipate fouls; and ...
- recognise the type of foul and appropriate sanctions.

In more recent coaching materials FIFA has provided a seventh factor. FIFA recommends we do the following:

1. Judge the **intent** of the tackler.
2. Note the **speed** of the approach by the tackler on the player about to be tackled.
3. Look for any signs of **aggression** shown by the tackler.
4. Recognise any signs of **violence** associated with the tackle.
5. Check the **position of the tackler**: is the tackle from the back, or the side, or from in front?
6. Consider if the tackler has an **opportunity** to play the ball fairly.
7. Take into account the **atmosphere of the match** [the 'feel' of the match].

The new factor - being aware of the match's atmosphere - reminds us to be alert to the type of match we are controlling; that is: whether it is a bad tempered, fouling affair; or a sporting, skilled contest. If it is a nasty contest we should be very alert and suspicious when a player runs hard at an opponent. This is a good example of being proactive in our control.

FIFA has also clarified that Factor 5 is about **fairness** and **player safety**, that is, whether the player about to be tackled is aware of the opponent's location. You are reminded that a tackle from any direction that you judge to be careless, reckless or using excessive force should be punished.

[Note: FIFA issues interpretations from time to time. New interpretations may impact on the above.]

BT 11/07

Resources for Unit 10: Match Records and Report Writing

THE REFEREE'S NOTEBOOK

The referee and second referee are required to keep a record of the match. Most officials carry a small folder which contains sheets on which to record the important details. They will help you to record what happens and when it happens. Use your computer to produce one of these or buy a commercially available record sheet. Or ask colleagues to show you examples of the formats they use and adopt or develop a model that suits you.

It is recommended that you record at least the following:

- **team names and shirt colours**
- **shirt number of both captains – you may want to talk to the Captain**
- **numbers of substitutes on the team sheets - easy to check when they enter pitch**
- **the team who kicked off**
- **actual times of kick-off in each half – clocks and watches may, um, stop?**
- **required length of each half**
- **goal scorers and times**
- **fouls - you need to be able to indicate the 6th and subsequent fouls**
- **cautions [YC], player number, team/colour, incident/reason and times**
- **send offs [RC], player number, team/colour, incident/reason and times**
- **numbers of players to ‘keep an eye on’ - tending to be persistent offenders?**
- **Details of other incidents**
- **Players taking kicks [and outcomes] if match goes to *Kicks from Penalty Mark***

At half time and full time check key details with your second referee, timekeeper and third referee [if you have them] just to ensure you all have the same ‘picture’ of the match.

Of course you may decide to record other details - it's your choice.

[BT: amended 03/08]

Resources for Unit 10: Match Records and Report Writing

A GUIDE TO WRITING SEND OFF REPORTS

One of the more unpleasant tasks the referee has to do is fill out the necessary reports after sending a player from the field of play. The purpose of this article is to assist referees in completing that task by offering some helpful hints. If the job is not done properly the referee is letting himself down as well as his colleagues and the code.

The only way to do it well is to think and practice, but that doesn't mean that you have to send players off to get that practice. It can be easily done by watching recorded incidents at coaching sessions.

PURPOSE OF A SEND OFF REPORT

To tell a complete and accurate story about an incident to a group of people who weren't present i.e. a Judiciary Committee [or Disciplinary Committee, or whatever your association calls the group]

ELEMENTS OF A SEND OFF INCIDENT FROM THE REFEREE'S PERSPECTIVE

To understand a send off situation better let's reduce it to its different phases. Before sitting down to write a send off report the referee **MUST** have the following details:

- Saw an incident – what happened and noted the players involved
- Where was the incident on the field
- What was the minute of the match when it happened
- Stopped the match
- Position of referee in relation to the incident and did referee have a clear view
- Applied the sanction i.e. shown the player(s) the red card and made notes
- How the match was re-started
- Write the report after the match

DO AND DO NOT - ESSENTIAL FEATURES OF A SEND OFF REPORT

1. When should the referee write reports?

If a match has been particularly tense the circumstances might not be right to complete the report at the venue. In any case it is suggested that the referee goes somewhere where the ref can relax and give it 100% concentration.

2. Usually the send off report form is a pre-printed form and the match details go in the boxes and/or spaces on the top of it which are the same as on the official team sheet.

The boxes and spaces on a send off report form are put there for a purpose, e.g. the players' names, numbers and the dates. Failing to fill them in technically makes the report illegal. Email makes lodging these reports an easy process.

3. Draft the report before writing the official copy.

4. Get the charge correct - refer to the Law book if unsure.
 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 deliberately handling the ball (except the goalkeeper in his own penalty area)
 5. Denies the opposing team an obvious goal scoring opportunity to an opponent moving towards the player's goal by an offence punishable by a free kick or a penalty kick.
 6. Using offensive or insulting or abusive language and/or gestures.
 7. Receives a second caution in the same match.

POINTS TO NOTE BEFORE GOING ANY FURTHER

1. There are differences between Serious Foul Play and Violent Conduct:
 - Foul play must be one of the 11 penal offences described in Law 11.
 - Serious foul play is foul play that occurs while players concerned are involved in a contest that includes competition for the ball
 - Violent conduct is foul play (i.e. incidents where the referee would restart the match with a direct free kick) that occurs when the players concerned aren't involved in a contest for the ball eg behind the play incidents or any other violence e.g. striking an official, team mate, etc.
 - Just because a player has been shown the yellow card earlier doesn't mean serious foul play becomes persistent misconduct after receiving a caution - that is taking the soft option.
2. Get time of offence correct as per the report sheet, eg. 5th minute of the second half is 50th minute of match.
3. Relay incident correctly and in logical sequence i.e. tell the story.

SUGGESTED CHECK LIST FOR SEND OFF STORY TELLING

- a. What did I see?
 - b. What players were involved?
 - c. Where was it on the pitch?
 - d. Who had the ball?
 - e. What happened?
 - f. Where was I and did I have a clear view?
 - g. What did I do?
 - h. How did I restart the match?
 - i. Does the offence warrant more than one week?
4. Use plain simple language - definitely avoid flowery language or sarcasm.
 5. Just relay the facts; avoid giving opinions.
 6. If more than one player is involved in the incident name both of them in your report.

Barry Such
June 2005

7. Foul language used must be noted in the report - if the referee feels they might offend someone in the association's office write the words used on a sheet of paper, put it in a sealed envelope and refer it the Judiciary Chair.
8. If someone is sent off after earlier being cautioned, then the caution report sheet must still be completed. For all offences, other than for a second caution, your report must be sent to the Judiciary for a decision. Otherwise the referee becomes the arresting officer, judge, jury and executioner. It also helps the consistency as some referees do it and some don't.
9. How many copies do I have to do? Minimum 3
10. Who can help if I get into trouble? Regional Coach, Mentor, other senior referees. Do not be afraid to ask!!!
11. What do I do with reports?
 - Original to the Futsal association
 - One copy to your referee Branch secretary
 - Retain one copy for yourself

[NB: Check local requirements – some advice may not apply to your competition]

Barry Such
June 2005

Resources for Unit 10: Match Records and Report Writing

GUIDELINES FOR REPORT WRITING

INTRODUCTION

An important part of your duties as a match official is to report any serious incidents or concerns you have to the football association responsible for running the competition. **This is a professional requirement.**

Your failure to report individuals or clubs responsible for an incident or a deficiency may:

- encourage them to do it again in the future;
- create a reputation that you are 'easy' or 'soft';
- threaten the safety of your colleagues and players next week and in the future;
- allow a person or club to escape detection, investigation and possible punishment;
- bring the game into disrepute.

Important! These guidelines try to describe common requirements. However, please check your associations' specific requirements and procedures. It is assumed that automatic send off penalties apply in your competitions – check!

CAN SOME PROBLEMS BE REPORTED ON THE TEAM SHEETS?

Yes. For example, if a substitution zone is not marked, and the club was unable to mark it before the match, you play the match and note the problem on the team sheet. A separate report is not needed. However, should you be appointed to the same club three weeks later, and the zone is still not marked, a formal report would be justified. It is hoped that this doesn't happen and that colleagues also report the missing zone the following week!

WHEN SHOULD A REPORT BE SUBMITTED?

You may be required to submit a report with your match card about the following types of misconduct:

- Any send off [Red Card] offence which you believe was serious enough to warrant more than the automatic one match suspension that the player will receive;
- Misconduct by players after the match has ended;
- Misconduct by any team or club official;
- Misconduct by spectators

The Association's appropriate officer can be sent other reports if there is something that has caused you concern and you believe you should report it. Mark these reports attention of the appropriate officer: *For Information*

Minor problems can be noted on the team sheets [originals and all copies].

HOW MANY REPORTS ARE NEEDED?

A separate report is needed for each incident. If you send off two players involved in the same incident [and you believe the players should receive more than the automatic one match suspension] you must submit two separate reports, one about each of the two players you sent off.

WHAT FORM SHOULD BE USED?

You may not be required to use a pre-printed form, though these may be available from your referee group Secretary. A sample is attached. Note that it provides an outline for the introductory part of your report. If you run out of forms you can use the same format on plain paper. You need an original and two copies of all reports.

WHY ARE REPORTS SO IMPORTANT?

In addition to the above reasons your reports are for the guidance and information of the *Disciplinary Committee*, or the equivalent group. Such committees rely heavily on you to describe accurately the offences and any subsequent incidents, and to provide all relevant details. Again, this is part of your professional responsibility.

REPORT PREPARATION

- Make brief notes at the time of the incident - facts only.
- At your first opportunity [half time; full time] expand on your notes. Check the identity of players or officials involved in the incident, teams, shirt numbers, where the incident happened, time, etc.
- Check these facts with your colleagues [ref; 2nd ref; timekeeper; 3rd ref etc].
- Record the offence on the team sheet using the correct code, for example the *Offences Code* sheet lists *Striking* as *R1*. You should carry this sheet with you to all matches. Ask your referee secretary for a copy of your association's form.
- Check that your official ARs will be submitting their own reports if they witnessed the incident.

REPORT CONTENT

- Your report must be factual. All emotionally charged words, phrases and descriptions must be avoided. Say exactly what you saw - nothing more: nothing less.
- Be concise, simple and straightforward. Long winded explanations will confuse readers most of whom were probably not at the match.
- If you believe it will help include a diagram of the field of play showing where the incident occurred and your position at the time of the incident.
- Be consistent; avoid confusing or conflicting statements. These will cast doubt on the truth of your report. They may also damage your reliability as a witness.
- Record only those facts that are relevant. Mentioning a bumpy pitch is probably not relevant if you are reporting a crowd invasion.
- Be completely truthful.
- The 'incident' is your description of what the player actually did when the offence was committed. Here is a sample incident:

M Citizen, #8 of Maulers punched #4 of Soft Touch twice.

- The category of 'offence' is ***R1: Striking*** as listed on the *Offences Codes* sheet mentioned above. Note that this offence is listed as a Direct Free Kick in Law 11 [... *strikes or attempts to strike an opponent* ...].

- When #8 [M Citizen] punched the opponent you judged that this player was also ... *guilty of serious foul play*. This is listed as one of the seven *Send Off Offences* in Law 11. You are submitting the report because you believe that the action of the player you sent off was so serious that the automatic punishment of one match suspension that applies in this competition is not enough. If you thought this player's action deserved just the one match automatic suspension you wouldn't be writing a report!
- Now draft out exactly what you saw happen. Something like this:

In the 11th minute of the match Mauler's #8, M Citizen [Player Registration #141], was fairly tackled by Soft Touch player #4 [S Mile] when play was in the Soft Touch penalty area. #4 gained control of the ball and was pursued into the area for a couple of metres by #8 who then punched #4 in the neck and again in the back of the head. Both blows were forceful and delivered with a closed fist. I stopped play [foul: striking an opponent] and sent off [RC] #8 for serious foul play. There was no further incident. The match restarted with a penalty to Soft Touch.

- Re-read your statement.
- Check all the facts.
- Now add a sentence saying where you were and how good your view was of the incident.
- Also note if a trainer/doctor was called on to assess any injury and if the player who was punched needed treatment. You should not make any comment about what treatment was needed or what injuries had been sustained: leave that to the team officials.
- Only add a diagram of the pitch showing where the incident occurred and your position if this is really necessary.
- Re-read once more. Check spelling, grammar and punctuation. Have someone else read your draft and comment on its clarity and completeness. Go back through this guide and check that you have included all necessary information.
- If foul language was used during the incident you are reporting [it wasn't in the above example] and you include in the report the actual foul or abusive language used, warn the persons who are going to get the report that this is the case. Put a note on a cover letter or on the outside of an envelope in which you put the report.
- It is crucial that this report is your **own** version. DCs will not be impressed if reports from three officials look as if the officials got together after the match and agreed on a common story. This could be seen to be collusion and could lead to the rejection of your reports. If **you** didn't see or hear something **you** can't put it into your report! This isn't 'letting down' a colleague.

THE FINAL COPY

- Once you are satisfied with your report prepare the final copy. If you have good, clear handwriting you can hand write it. If not, print, type or compute your report.
- When completed ask someone who wasn't at the match to read it and comment.
- Sign and date the report. Send the team sheets and the original report to your Football Association so that they arrive no later than 48 hours after the match.
- Send a copy of your report to your referee association's Secretary.

- Attach the second copy to your copy of the team sheet and keep them in a safe place. You should take it to the Disciplinary Committee if asked to attend.

Congratulations! You have now completed an often unpleasant but necessary task.

AT THE DISCIPLINARY COMMITTEE

- The Disciplinary Committee will read your report and begin to form opinions about what happened. They may also hear oral evidence and receive reports from other sources.
- You may be called to the hearing. If so you could be asked:
Do you wish to add to your report or make any changes to it?
- If you have done a thorough job you should be able to answer honestly:

No thank you.

FINALLY ...

If you would like to have someone with you at DC hearings ask an experienced colleague or approach your referee association's Secretary who will help you identify someone to go with you.

Bill Tattersall

Revised October 2007

Resources for Unit 10: Match Records and Report Writing

SAMPLE SEND OFF REPORT FORM

I was the at the match v

Grade/Division

Played at Date KO

Name of Player Number Club

Send Off Code; details of the incident

.....

Time of incident

.....

Location of incident

.....

Who was involved?

.....

.....

What caused the incident to happen?

.....

.....

What Happened? What was said? (Use exact words)

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.....

.....

Did anything happen after dismissal?

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.....

Do you recommend more than the automatic suspension?

.....

.....

Name/signature **Date**

[Based on format used by Rockhampton Referees' Association, Queensland]

Resources for Unit 10: Match Records and Report Writing**PRE-MATCH CHECKLIST FOR MATCH OFFICIALS**

This checklist is for colleagues who are relatively new to officiating. Add other items you think should be listed. Check local requirements as this is a generic listing for Football and Futsal.

Don't leave your preparation until the last minute - check a couple of days ahead that all items are in good order and that repairs needed are identified and fixed well before you will need them. Everything should be clean, including your footwear. Give yourself plenty of time to pack your bag and check off items. If someone helps you to pack find a way to check that all your gear has been included. Amend this list to suit the needs of the competition(s) you service. Put some of the small items in a container such as a plastic lunch box.

PAPERWORK

- Appointment sheet
- Venue location guide and team details, e.g. Association Year Book
- Ref's Guide, e.g. your Referee Manual or Branch Handbook
- Competition rules, including substitutions, times, payments, etc
- Schedule of Disciplinary Sanctions (if your leagues have them)
- Road guide
- Vital phone numbers
- Match Card (if not supplied by clubs)
- Venue entrance pass

UNIFORM AND FOOTWEAR

- Shoes in plastic bag
- Inner soles (souls?) or inserts if you use them
- Spare laces
- Socks (left and right feet)
- Velcro or tape to hold 'em up!
- Sports underwear
- Shorts
- Shirts (more than one in case of colour clashes)
- Official referee badge - if detachable
- Officially approved hat if officiating outdoors

EQUIPMENT

- Red and yellow cards
- 2 watches, at least 1 with a stop watch function - just in case
- Note book/record sheet folder
- 2 pens/pencils
- 2 whistles
- Coin
- Ball gauge for pressure, weight and circumference
- Ball valve (some colleagues also carry a pump)

EVERYTHING ELSE

- Sunscreen with a high protection factor if officiating outside
- Band-aids, plasters, strapping, support bandages
- *Vaseline* to reduce chaffing
- Glucose/salt/essential elements tablets
- Water - essential - on a hot day/night you could sweat 2 litres per hour!
- High energy snacks [e.g. jelly snakes for half time, end of match]
- Rubbing cream: e.g. *Metsal, Goanna Oil, Dencorub*, etc
- Headache tablets - for you, not the annoying players
- Scissors or knife - tried to undo knotted laces?
- Elastic bandages, strapping
- Towel and soap
- Insect repellent
- Comb, small mirror
- Handkerchief, tissues
- Eye drops, contact lens solution
- Track suit
- Mobile phone, coins, phone card for emergencies; and for phoning in the scores after the match if required as part of your duties

STREET CLOTHES

Your appearance **will** be noted when you arrive at your venue. Create a **positive first impression**. Where there are changing facilities ensure that you wear clean and tidy street clothes to the ground. If there are no suitable facilities make sure that your track suit is appropriate. If officiating at important matches take even greater care. Check what the players wear and dress at least as well as they do - better's better!

YOUR ADDITIONAL ITEMS

Add other items you need and review this list regularly

BT

Revised March 2007

Units 11, 14 and 15 Resources: Officiating

IMAGE ISN'T EVERYTHING - IT'S THE ONLY THING!

You may have heard people say: "Do not judge a book by its cover". A saying made famous by the American humorist Will Rogers [1879 -1935] applies to us as referees:

You only get one chance to make a first impression.

How you look when you arrive at the ground and how you look when you walk onto the pitch will affect you and your match. You should be aware that players, spectators and officials will all have ideas about how you should behave as a referee. If you do not behave in a professional and appropriate manner they will gain a BAD impression of you and they will be less likely to accept your decisions.

Therefore you MUST:

- ♦ look confident and in charge: look it, feel it, be it!
- ♦ be dressed like a referee when you arrive at the venue; be neat, tidy and well groomed;
- ♦ speak like a referee: be polite, firm and clear. This is sometimes called being assertive. You should never be aggressive; nor should you be weak;
- ♦ be dressed like a referee when you begin your duties. Your footwear should be spotless and polished; socks pulled up and secure; uniform clean, pressed and in good repair; hair combed, etc;
- ♦ blow your whistle with authority and confidence; little tweets tell the players that you might be nervous or lacking confidence in your decisions;
- ♦ give clear and strong signals, using confident body language;
- ♦ speak confidently to players, but don't hold 'meetings': you are in charge - say clearly what you want.

*Confidence breeds respect
Hesitancy creates doubt*

BT

Revised 4/2008

Units 11, 14 and 15 Resources: Officiating

BE A COMPLETE REFEREE

It's not just about applying the Laws!

Are you serious about being the best referee you can possibly be?
If so there are many basic elements to develop, including the following:

1. YOUR PREPARATION

- Physical Preparation:** Pre-season build up
Long term goals
Tomorrow's match: ▶ Fuel up
 ▶ Hydration and rehydration
Recovery techniques
- Mental Preparation:** Stress control
Review of previous match
Planning improvements

2. APPLICATION

- Interpersonal Skills:** Communicate with: ▶ Players
 ▶ Officials
 ▶ Colleagues
Using oral and body language
- Match Skills - 3 key areas:**
Control of match
Decision making: ▶ Law application
 ▶ Law interpretation
Communicating [see above]

3. REVIEW AND PLANNING

- Self Assessment - the cycle of:**
Review & evaluation
Identify what to improve
Planning improvement
Action

[BT: revised 11/2007]

Units 11, 14 and 15 Resources: Officiating
GENERAL COACHING SHEET

NAME	ROLE
MATCH	VERSUS
DATE	GRADE

STRENGTHS: Keep doing the following:

.....

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AREAS TO WORK ON: Pick a couple of the following to develop:

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NAME & SIGNATURE **DATE**

UNITS 11 & 14 RESOURCES

TIMEKEEPER AND THIRD REFEREE CHECKLIST

NAME **DATE OBSERVED**

INSTRUCTIONS

Tick off the items as they are observed. When an item has been ticked twice the official can be considered to have achieved competency in that skill. Some items may be observed once or never in a game. There may also be local variations that prevent some items being demonstrated. These limitations should not hinder a declaration of overall competency.

TIMEKEEPER

	1ST CHECK	2ND CHECK
◆ Started clock at kick-off each period	<input type="checkbox"/>	<input type="checkbox"/>
◆ Stopped clock when ball out of play	<input type="checkbox"/>	<input type="checkbox"/>
◆ Restarted clock	<input type="checkbox"/>	<input type="checkbox"/>
◆ Timed one minute time-out	<input type="checkbox"/>	<input type="checkbox"/>
◆ Timed two minutes expulsion period	<input type="checkbox"/>	<input type="checkbox"/>
◆ Indicated end of periods, extra time, match etc	<input type="checkbox"/>	<input type="checkbox"/>
◆ Kept referees, players informed of time-outs	<input type="checkbox"/>	<input type="checkbox"/>
◆ Indicated request for time-out after telling 3 rd ref	<input type="checkbox"/>	<input type="checkbox"/>
◆ Indicated 5 th accumulated foul after telling 3 rd ref	<input type="checkbox"/>	<input type="checkbox"/>

THIRD REFEREE

◆ Assisted timekeeper	<input type="checkbox"/>	<input type="checkbox"/>
◆ Recorded 1 st 5 accumulated fouls per half	<input type="checkbox"/>	<input type="checkbox"/>
◆ Recorded stoppages and reasons	<input type="checkbox"/>	<input type="checkbox"/>
◆ Recorded time-outs	<input type="checkbox"/>	<input type="checkbox"/>
◆ Kept record of players taking part in match	<input type="checkbox"/>	<input type="checkbox"/>
◆ Noted goal scorers' numbers	<input type="checkbox"/>	<input type="checkbox"/>
◆ Recorded names/numbers of players shown YC, RC	<input type="checkbox"/>	<input type="checkbox"/>
◆ Monitored replacement balls, as requested by refs	<input type="checkbox"/>	<input type="checkbox"/>
◆ Checked subs equipment [if needed]	<input type="checkbox"/>	<input type="checkbox"/>
◆ Signalled to refs if obvious YC/RC error occurred	<input type="checkbox"/>	<input type="checkbox"/>
◆ Signalled refs re violent act out of refs' view	<input type="checkbox"/>	<input type="checkbox"/>
◆ Monitored persons on team benches	<input type="checkbox"/>	<input type="checkbox"/>
◆ Replace the 2 nd ref in case of injury	<input type="checkbox"/>	<input type="checkbox"/>
◆ Provided other information relevant to game	<input type="checkbox"/>	<input type="checkbox"/>

DECISION & COMMENTS:

COMPETENT

NOT YET COMPETENT

SIGNATURE

.....

FITNESS [Physical fitness displayed during the match]

- | | |
|--|---|
| <input type="checkbox"/> Paced self throughout match | <input type="checkbox"/> Displayed good fitness level |
| <input type="checkbox"/> Good sprint speed when needed | <input type="checkbox"/> Kept up with play |

Coaching points

MOVEMENT & POSITIONING [Application of movement & *Where? Where? Go!* concepts]

- | | |
|--|---|
| <input type="checkbox"/> Faced up the pitch - able to see colleague | <input type="checkbox"/> Good angles to see play and contacts |
| <input type="checkbox"/> Used <i>WWG</i> to anticipate play and position | <input type="checkbox"/> Well positioned at set plays eg CKs |
| <input type="checkbox"/> Turned and sprinted when needed | <input type="checkbox"/> Used side stepping movement well |

Coaching Points

PERFORMANCE OF DUTIES [Pre-match duties; attention to details; cooperation with colleagues]

- | | |
|--|---|
| <input type="checkbox"/> Arrived in time to check venue meets Laws | <input type="checkbox"/> Pre-match discussions with colleagues |
| <input type="checkbox"/> Conducted toss confidently and efficiently | <input type="checkbox"/> Managed injuries according to policy |
| <input type="checkbox"/> Effectively controlled walls at free kicks | <input type="checkbox"/> Policed required distances well |
| <input type="checkbox"/> Whistling always clear | <input type="checkbox"/> Varied whistle tone, volume and length |
| <input type="checkbox"/> Correct arm signal for Indirect Free Kicks | <input type="checkbox"/> Clear decisions |
| <input type="checkbox"/> Appropriate signals eg 4 secs time to restart | <input type="checkbox"/> Good communications with colleagues |
| <input type="checkbox"/> Checked ball placement at restarts | <input type="checkbox"/> Paid appropriate attention to details |
| <input type="checkbox"/> Managed 6 th and subsequent fouls | <input type="checkbox"/> Signalled offender numbers after DFKs |

Coaching Points

SUMMARY

- | | | |
|--|------------------------------------|--|
| Interpretation & Application of the Laws | <input type="checkbox"/> Competent | <input type="checkbox"/> Not yet competent |
| Discipline | <input type="checkbox"/> Competent | <input type="checkbox"/> Not yet competent |
| Personality | <input type="checkbox"/> Competent | <input type="checkbox"/> Not yet competent |
| Fitness | <input type="checkbox"/> Competent | <input type="checkbox"/> Not yet competent |
| Movement & Positioning | <input type="checkbox"/> Competent | <input type="checkbox"/> Not yet competent |
| Performance of Duties | <input type="checkbox"/> Competent | <input type="checkbox"/> Not yet competent |

UNIT ASSESSMENT DECISION

- COMPETENT** **NOT YET COMPETENT**

NAME & SIGNATURE OF COACH

Units 15 Resources: Officiating
SECOND REFEREE CHECKLIST

Referee's Name Date Observed

Instructions: During and at the end of the match tick off the items observed. When the item has been noted [once or twice - see below] the referee is considered to have demonstrated that competency. A coaching sheet may be provided for additional feedback.

General Items	1st check	2nd check
◆ Arrived in good time for the match	<input type="checkbox"/>	
◆ Good personal appearance, uniform clean	<input type="checkbox"/>	
◆ Equipment complete, in good order	<input type="checkbox"/>	
◆ Recorded significant events during the match	<input type="checkbox"/>	<input type="checkbox"/>
◆ Positive attitude and presentation, body language	<input type="checkbox"/>	<input type="checkbox"/>
 Specific Administration Items		
◆ Checked pitch/venue met Law requirements	<input type="checkbox"/>	
◆ Checked pitch equipment - goal posts; nets	<input type="checkbox"/>	
◆ Reported problems to home club to fix up	<input type="checkbox"/>	
◆ Checked match balls	<input type="checkbox"/>	<input type="checkbox"/>
◆ Completed all match card details after match	<input type="checkbox"/>	
 Performance of Duties		
◆ Whistling: varied length, pitch, intensity	<input type="checkbox"/>	<input type="checkbox"/>
◆ Whistling: matched the seriousness of offence	<input type="checkbox"/>	<input type="checkbox"/>
◆ Whistling: showed authority	<input type="checkbox"/>	<input type="checkbox"/>
◆ Communicated well with players	<input type="checkbox"/>	<input type="checkbox"/>
◆ Basic positioning at restarts ok	<input type="checkbox"/>	<input type="checkbox"/>
◆ Basic positioning during play, angle ok	<input type="checkbox"/>	<input type="checkbox"/>
◆ Basic positioning in relation to colleague ok	<input type="checkbox"/>	<input type="checkbox"/>
◆ Acceptable Law interpretations	<input type="checkbox"/>	<input type="checkbox"/>
◆ Consistent application of Laws	<input type="checkbox"/>	<input type="checkbox"/>
◆ Sound match control	<input type="checkbox"/>	<input type="checkbox"/>
◆ Appropriate hand/arm signals	<input type="checkbox"/>	<input type="checkbox"/>
◆ Handled player dissent	<input type="checkbox"/>	<input type="checkbox"/>
◆ Decisions clear & confident	<input type="checkbox"/>	<input type="checkbox"/>
◆ Cooperated with other officials	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Decision: **Competent** **Not Yet Competent**

Comment:

Assessor's signature:

Units 11, 14 and 15 Resources: Officiating
REFEREE COACHING SHEET

Name **Date**
Match **versus**
Venue **Grade**

For section details see the *Hyundai A League - Guidelines for Referee Assessments available from State Coaches.*

INTERPRETATION & APPLICATION OF THE LAWS

DISCIPLINE

PERSONALITY

FITNESS

MOVEMENT & POSITIONING

PERFORMANCE OF DUTIES

STRENGTHS, COACHING POINTS and HOW TO IMPROVE

OBSERVER'S NAME & SIGNATURE **DATE**

UNIT 12 RESOURCES - SELF ASSESSMENT

SELF ASSESSMENT: A RIPA SCHEME

Self assessment [or reflection; or evaluation] is a crucial mental technique for developing your skills and assessing your own development. You should do this for most, if not all, matches you officiate. Use any technique that suits you - it's up to you - but in order for it to be of any benefit to your officiating it needs to be linked to action.

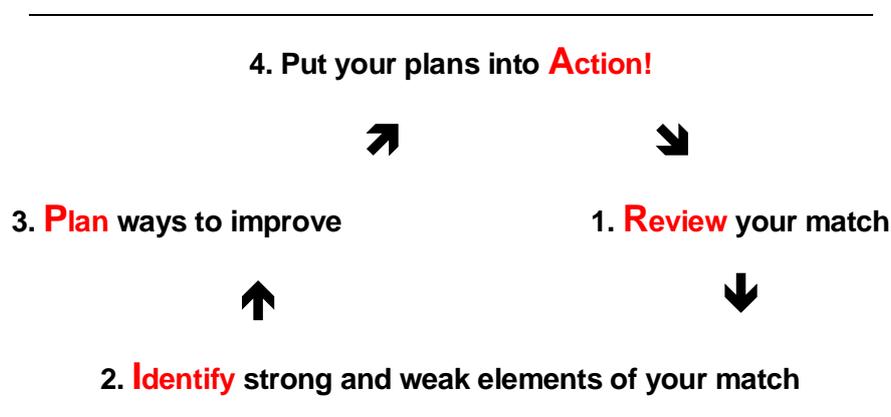
We all reflect upon ourselves, but rarely in a planned, deliberate and systematic manner. The self assessment system described below has four steps, which combined create a **R I P A** of a scheme [sorry, rotten pun].

The first occasion you use the scheme will be after a match. Start at step 2, move on to step 3, then step 4. In your next match you will be trying to develop an element of your match which is step 1. After the match you begin the process all over again.

Do not be too tough on yourself; only pick one or two skills to work on at a time. Too many and it will become confusing and negative. It is crucial that you always identify the positives before tackling any areas for development. Here are the four steps:

1. **Review** - you think about the match you have just officiated.
2. **Identify** – skills or techniques you believe you carried out really well. That's the good bit. Now identify skills and techniques you think you could and should improve.
3. **Plan** - ways to improve no more than two of the items you have identified above in your next match.
4. **Action!** - carry out your plans when you next officiate. You could also tell a mentor or an observer, if one is present, what you intend to do. These people can then focus on those elements and give you some specific feedback.

Then it all starts again, as you **Review** your match, **Identify** the skill[s] you want to develop, **Plan** ways to do this, and put them into **Action**. Over time you should benefit from a gradual development of skills, and therefore a growth in your overall ability and confidence. This process can be visualised as a continuous loop. Diagrammatically the scheme looks like this:



Some pre-formatted pages have been provided at the end of this resource for your self assessment. When you have used them all run off extra copies for yourself. Alternatively feel free to develop your own self assessment system.

What might be some of the key interrelated areas of officiating to consider when undertaking self assessment? Consider these three:

- **Control** - you need basic skills to be able to control a match to ensure the spirit of the match is observed;
- **Decision making** - you have to apply the laws consistently and accurately for the benefit of all parties; and to sustain the spirit of the match;
- **Communication skills** - fundamental to your officiating. It involves the use of people skills that create a positive and interactive climate; and again foster the spirit of the match.

Now try to link self assessment to **control**. You could ask yourself questions such as:

- Did I enjoy the match?
- Did the participants enjoy the match?
- How do I know they did, or didn't?
- How did I control the match? Am I loud and bossy [= aggressive] or low key and firm [= assertive]?
- Did I have the respect of the participants?
- Was I distracted easily? [and so on]

Materials developed by the Australian Sports Commission give hints for officials on ways to positively influence your **control**. These include:

- being on time for the match;
- dressing appropriately;
- knowing the rules;
- being enthusiastic and confident;
- emphasising the spirit of the match;
- thanking the players, the coaches and other participants.

Add some **control** oriented questions of your own and use them when reviewing your matches:

- ☺
- ☺
- ☺

Now identify some self assessment questions that might deal with your **decision-making**. These could include such aspects as:

- Are my decisions accurate?
- What percentage of them is accurate?
- Is my positioning the best I can achieve to make accurate decisions?
- Do I concentrate at all times?
- Is my mental preparation and fitness appropriate for the decisions required in the match?
- Is my physical preparation and fitness appropriate for the decisions required in the match?

Can you add some more **decision-making** questions and use them when reviewing your matches:



When thinking about your **communication skills** you could consider:

- Do I understand how my body-language affects my ability to communicate?
- Am I flexible in the way I communicate?
- Is humour a part of my officiating style?
- Do I use my voice to warn before I use my whistle?
- Do I talk to the participants in a firm but friendly manner?
- Do I interact with the participants?
- Do I communicate decisions clearly and decisively?
- Am I prepared to admit to errors?

Finally, add some of your own **communication** based questions and use them when reviewing your matches:



Barry Such and Bill Tattersall

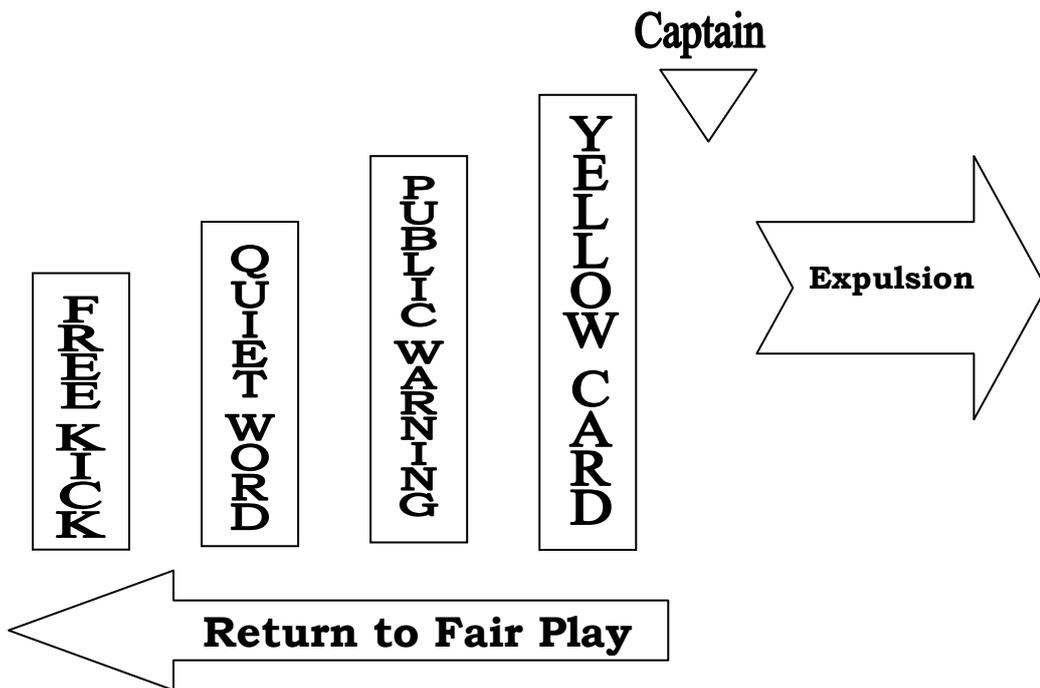
Revised 8/2007

**[The authors acknowledge access to National Officiating Council materials,
now the Australian Sports Commission.]**

UNIT 13 RESOURCES - PLAYER MANAGEMENT AND COMMUNICATION

ROADBLOCK THEORY

Player management is the use of a series of control techniques by the referee to ensure that players conduct themselves in an appropriate manner. The major techniques can be viewed as a series of roadblocks. It is just like driving down the road and seeing yellow advisory signs which provide information but not a directive. The more significant and important red signs tell you what you must do, such as **STOP**. In Futsal/Football the *Roadblocks* are:



Some Facts:

Players are responsible for their own behaviour. The referee is responsible for ensuring that the match is played according to the Laws of the Game.

A yellow card is a tool to help a player stay on the park. It should not be seen as something that has the player halfway off.

Elements of the Technique: Steps 1 - 4

1. Free kick

Simply a way of saying: "That was unfair; let's give the ball back to the other player." A free kick is the first step in trying to get players to return to Fair Play

2. Quiet word

This is a gentle piece of friendly advice given to a player by a referee. It is delivered unobtrusively. Some examples of a "quiet word":

- "That was too hard. Now calm down or you'll end up in trouble."
- "Use your head. He's only trying to get you into strife."
- "Come on, you know better than that."

3. Public warning

The referee draws the player aside and, unlike the above, publicly admonishes the player. The voice used by the referee is no longer gentle and friendly. It is now firm and strong eg:

"Any more tackles like that and you will be cautioned. No ifs; no buts; you will be cautioned."

4. The caution

This *Roadblock* is often badly handled. In most cases the referee merely holds the yellow card up in the air in the direction of the player. The **yellow card** means:

"YOU have stepped over the line. You need to change your behaviour dramatically because if you infringe again you will be dismissed."

This point must be driven home to the player - the purpose of the card is to prevent the player being sent off. If the referee is more assertive in delivering the card, then the player concerned [and, in fact, all players on the field] will be convinced that the referee is serious. The caution can then be used as a tool to modify player behaviour.

The referee's voice should be firm, strong, and assertive [almost but not quite aggressive] when the message is delivered: "Any more and you're off!"

After the player is publicly warned or cautioned the referee should not speak **publicly** to that player again. To do so diminishes the previous sanctions. However, this does not stop the referee from continuing with the quiet word.

The *roadblocks* can also be viewed as a series of steps where each step and the referee's words, tone and loudness of voice gets harsher as the expulsion draws nearer. To summarise, start with the least obvious block and work upwards to the harshest:

Free Kick

Just a way of giving the ball back to the team which has been cheated or robbed of the ball



Quiet Word

Gentle, friendly advice - soft voice, with a smile if possible



Public warning

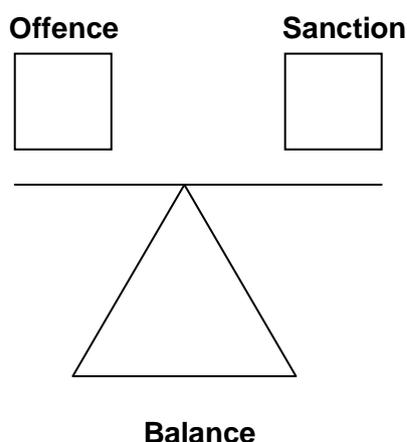
Firm voice, directs the player: e.g. "If you continue you will be cautioned." The Player should be left in no doubt about what will happen next.



Yellow card

Harsh voice + glaring; the players need to understand they are tottering on the edge. The most serious punishment – send off – could be next.

Sometimes the first sanction that has to be applied is a public warning or a caution, or even a send off. What is important is that the punishment must be equal to the offence. Too soft is just as bad as too hard. The referee's action needs to be seen as appropriate for the offence, that is, it is a balanced approach.



Step 5: Using the Captain

This is a technique that can only be used infrequently. If it is used week in, week out, its impact will simply evaporate. It is a process that uses the captain to assist control. It is a series of steps:

- Acknowledge the position i.e. "You're the captain."
- Delegate a power: i.e. "You're responsible for your players' behaviour."
- Allocate a task e.g.: "Any more out of him and he is off."
- Re-acknowledge the position: "You're the captain."
- Re-delegate a power: "You're responsible."
- Re-allocate the task: "You fix it."

When all else fails the Red Card is produced.

**Based on coaching materials developed by Gary Power
Referee Coach, Qatar Football Association**

UNIT 13 RESOURCES - PLAYER MANAGEMENT AND COMMUNICATION

BODY LANGUAGE

Julian Carosi

This article is reproduced with Julian's permission from his www.corshamref.org.uk web site. It first appeared in the June and August 2004 editions of SA Referees' *Corner Post* newsletter. It has been edited to reflect specific guidance included in the Australian Football Law book and is relevant to Futsal officials. Visit Julian's excellent web site for news, views and coaching.

A referee's **body language** can convey all sorts of messages to players, coaches, managers and spectators about the referee's own emotions, confidence and ability. Non-verbal body language messages occur more frequently and are more powerful than verbal messages. It is crucial that you, as a referee, consider what messages you are sending to onlookers. Improving your message-sending ability will greatly assist your refereeing.

Body language includes your physical appearance, fitness, the clothes that you are wearing, posture, eye contact, touching behaviour, gestures, facial expressions, arm and hand movements - and even no movement at all by standing still in the right place! Your body language often speaks louder than your words. Even making a correct call can cast doubts in the minds of participants if your corresponding body language does not appear decisive.

There are several ways you communicate with players. All methods must work together to be effective. As a rough guide, experts estimate that of all communication 55% is through your body language, 38% is through the tone of voice, and the remaining 7% are the words we actually say. It is crucial that your messages are not confusing and that they do not minimise the importance of your message. To maximise communication your body language must not contradict what you are saying or the tone of voice you are using.

You need to be aware of your feelings during a match. Being able to adapt to suit each and every situation will enable you to communicate efficiently. This flexibility is essential, and allows you to communicate by adjusting your **body language**, tone of voice and what you say, to suit the constantly changing moods of the match.

Ask yourself these questions

- What feeling do I convey to the players? Am I coming across to them as confident, interested, knowledgeable, enthusiastic, cold, and scared out of my wits?
- How do I look? Tidy? Professional? Clean? Slovenly? Dirty? Is my shirt tucked in?
- How do I sound? Scared? Quiet? Loud? Confident? Know what I am talking about? Don't have a clue? Authoritative? Polite? Rude? Mumbling?

When we portray body languages

Here are some body languages that referees might show. Consider the messages they portray and whether the messages are of benefit or harmful to you.

At training

Don't slump in the back row, in your t-shirt and sandals. Dress smartly, sit upright near the front, and show those who are in charge of your development and promotion, that you mean business, want to get on and that you take your refereeing career seriously.

Acceptance of appointments

If you are given a 'bum' match, don't blow out your cheeks or roll your eyes upwards. Show the Appointment Secretary that you can be relied on to officiate in *any* match. This will show that you are confident and can always be relied on to do a good job.

Arrival at the venue

This will be your first chance to make an impression with the players and the club officials, and any assessor watching! Make sure your dress is tidy, and walk upright as you go towards the changing room. Be friendly and polite at all times. Most of all make sure you arrive in good time so that you are not rushing to prepare yourself for the match. Do not have a 'fag' hanging out of your mouth. Chewing gum can also be seen as being arrogant and over confident, and is certainly not good manners.

Inspecting the pitch

Before the match starts inspect the pitch. Politely, but firmly, ask the home club to correct problems. This is a very good opportunity to show that you are capable, confident and have the authority to deal with any issues. Team coaches may be warming up their players during your inspection, so here is your chance to use your body language to good effect. Perhaps acknowledge them in a friendly manner. Do not, walk around with your shoulders slumped, fag in mouth or socks rolled down. Be smart, and think about what sort of impression you are giving to onlookers. You don't have to "strut your stuff". Just look as though you are interested and efficient at what you are doing, and that you really want to be there! This is the time when players will 'weigh you up' before the match. At the same time, it also allows you to 'weigh the players up"! Hopefully you will not be bringing a negative reputation to the match. Avoid pacing up, down and around, or displaying a wide range of emotions prior to or during a match. This will only serve to make you seem vulnerable to pressure.

Entering the pitch at the start of the match

This is the most important time for you to display strong body language. Striding out confidently, looking smart and well dressed is half the battle when you're refereeing. If you are going to make a first impression [and please make it positive] now's the time to do it.

Some Very Simple Rules

- Before you leave the changing room, always check that you are properly dressed and have the correct equipment in the correct places - just to remind yourself that you have everything you need to start the match.
- Don't forget the essential items for the code, which if you leave behind will make you look incompetent and create a bad impression - ball, flags, coin, whistle, notebook, pen/pencil, watch & cards etc. What do you think players will conclude if you get out onto the pitch, then realise you haven't brought the ball, or a coin, or ...!
- Carry the ball, and maintain control of it.
- Be smart - socks pulled up, shirt tucked in at all times, and no 'builder's bum' showing over the top of your shorts!
- Use a strong whistle to call up the captains. When greeting them, stand upright near the centre spot with your colleagues nearby, one of them maintaining control of the ball. Greet the captains with a firm handshake. Do not use a 'wet fish' handshake.

- Have your coin in a ready position. Fumbling for the coin will make you seem incompetent. Don't let the coin fall to the ground when the toss is made. How will you look if you are the mug who has to lean down [= loss of body height] and retrieve it?
- When you are ready to begin the match place the ball on the centre mark or hand it to the player taking the kick-off.

During the match

- Displaying a calm body language whilst dealing with problems is a difficult skill to learn and control. Here's an easy self-assessment marking method that can help you train yourself to remain calm in difficult situations. Mark yourself from 0 to 10.
- When a serious incident occurs (and they nearly always do in every match), as you make your way towards the incident to deal with it, and before you have done anything else - say to yourself: "Let's see how calm I can be when dealing with this incident". Deal with it, and make a mental note to yourself, along these lines:

"Nahh, I dealt with this too quickly, made a fool of myself and showed the players that I was unsure of what I was doing – worth 3/10!", or:

"I approached the players in a calm way, took my time, isolated the players, dealt with them politely, ensured that everyone knew (by the raising of my whistle) that play should not be restarted until I give my signal, and made my way calmly to my restart position etc.; worth 9/10."

- Do this throughout the next few matches and tot up an average at the end of each match. For example: How did I do in this match, out of 10? Answer = "6". You only need to do this for a few matches and you'll find that you automatically start dealing with conflict in a calmer manner. You will only need to resort to this method in future matches when you have a 'really serious incident' to handle. It works - and it will make you a much more confident referee.
- One last thought: the trick is not so much to worry about how nervous you are, but to train yourself NOT TO SHOW IT to the players. In other words, the marks out of 10 you give yourself are more to do with how you control your body language despite how nervous you might feel inside. Everyone gets nervous; it's a good reflex to have. Don't fight it – but be in control of it.
- When running, try to do so smoothly and in a relaxed fashion. Do not over-emphasise body movements. Be natural. The way you move should convey the impression that you have total confidence and belief in what you are doing.
- When moving towards confrontational areas aim to arrive with some breath remaining in your lungs. Don't arrive breathless and unable to speak to players on your arrival. By all means sprint to the incident and use your voice to prevent the player's actions from escalating, but there is no need to kill yourself getting there! Your positive body presence and confident manner whilst taking charge of the situation is critical.

Confrontation and dealing with players [See [Diffusing Dissent](#) page on my web site]

- Use your body language to calm down situations when you are talking to players. Use your hands to indicate a calming motion with both palms facing down. This indicates to the players that you are calm, and that you want the players to cease their aggressive manner.
- It is important that you remain calm and polite at all times. Even if you feel angry, frustrated, unsure of yourself, or frightened inside, be outwardly cool and calm. Anger from you will inflame the situation – guaranteed.

- When a player 'takes a dive' (simulation): and you want to keep play going, you can gesture with an upward wave of your hand, for the player to get up. Whatever you do, DO NOT simulate a diving motion with your hands and arms, because this may once again seriously escalate the situation.
- If a player looks at you quizzically, wondering why you gave a foul, you can answer by using a subtle hand movement such as demonstrating a small tug on the shirt, or mimicking a pushing offence with your hand, or mimicking a grabbing offence to indicate holding etc. But be careful not to over-demonstrate with signals of this kind. Overacting will make you look silly.
- If there is a player or a substitute waiting for your signal to enter or re-enter the field of play, you can beckon the player to enter. Use an outstretched arm, clear bend of the elbow, with the fingers outstretched, travelling upwards from waist to face level.
- See the [ABC of Conflict](#) page to position yourself to the best advantage.
- **Calling players to you:** There are several methods to do this. You can use any method you like. Some referees like to make a stand, and insist that players do the 'walking'. In other words, the referee will stand still and beckon the perpetrator towards him. Some referees like to approach the perpetrators themselves (but do not do this if the culprit is purposefully moving away from you as a gesture of defiance. If this happens stand your ground and call/whistle for the player to come to you. Do not chase players around the field of play. Some referees like to use a mixture of the two preceding methods: for example, call the player over, and whilst the player is coming towards you, meet the player half-way. This method is probably the best one to use during a match where the referee has not had to contend with too much trouble. Use whichever method you like - or use all three during a match depending on the mood of the match at that time. If a match is beginning to get out of hand always use the first method, and insist that the players come to you. This gives the players a moment or two to drop their temper heat level down a degree or two before they get to you. Give players a few moments to blow off a bit of steam, but don't let them lecture you.
- If you anticipate that the perpetrator is approaching you in a threatening manner tell the player to "calm down", "slow down", "keep a distance away", or any other verbal warning that you can think of to that effect. Do not put the whistle to your mouth unless you want to lose more teeth than is necessary under the circumstances. At the same time, use your 'body language' by holding out both of your hands palms forward (like shooing cows back) and firmly gesture at the player to slow down. Demonstrate this by shooing the cows (oops, sorry: players) back. Do not stand still at first when you are doing this, as you are likely to get stampeded. Use a bit of [Law 18 or Futsal 19: Common sense](#) (see website), and gain a few extra moments by moving backwards a few steps whilst making the above warning actions.
- When issuing a caution or a send off, do not thrust the card into the player's face, even though you may feel very much like doing so! Ask the player to face you, look the player in the eye, stand at least a metre back, and merely raise the card firmly in the air to one side [not directly at] of the player. Vigorously thrusting a card at the player will only aggravate the matter further.
- When issuing a warning, or talking to a player, ALWAYS look the player in the eye when you are speaking. This is very important, as it demonstrates that **you** are in charge, and you are serious in what you are saying. It is natural to look away when admonishing a player. Looking players in the eye is probably one of the best improvements you can make with your body-language skills. It lets the players know who is in charge of policing and applying the Laws. **You**, not **them!**

- **The 'Referee Stare'** is a very good body language tool when a player is some distance away from you, and is moaning and groaning. The 'Referee Stare' lets players know that you have heard what they have said and that you are aware of them! This is best done when the ball is out of play. If you do it during play, remember not to lose concentration on the match itself. It works a treat, and you can do it even if the players are at the other end of the field of play. If the players are not initially looking at you - they know you've spotted them and are trying to avoid eye contact - their eyes will eventually meet yours – and no words are needed. Stare for about 5 seconds. A slight shake of your head from side to side will emphasise your message 'behave'. The 'Ref. Stare' must **NOT** be done in such a way that players might accuse you of threatening them with your looks. This would put you into the position of being the accused.
- When you have engaged the players' eyes use your hand to mime the 'zip your mouths' movement, by pretending that you are zipping your own mouth closed. This is a very easy way to tell them what you expect them to do, without the need for words over long or even short distances on the field of play.
- Any hand gestures should emphasise what it is that you are saying. Use open clear movements and try to avoid small hesitant hand movements that suggest nervousness.
- A wry smile, with wide-open eyes as you run by, is also most disconcerting to a misbehaving player. This tells the player that you are aware of the bad behaviour, and the player had better look out!
- Temporarily readjusting your diagonal to stand near a trouble maker is another easy way of letting the perpetrator know that you are "aware of unacceptable behaviour"! This works best during goal kicks and throw-ins.
- For moaning players who are approaching you - use one hand to 'brush away the fly' - the trouble maker. This is doubly effective if you do it whilst moving away from the player to get into your new position. Hanging around them will only serve to provide players with an opportunity to create an unnecessary argument.
- A simple shake of the head whilst looking at the player is another simple method of putting the players 'in their place'.
- When you have given a free kick, move away swiftly to a new position. Staying near the area of the free kick will invite dissenting comments. Players will never, or very rarely, run after you, if you're quick enough. There will, of course, be occasions when you will need to remain near the area of a free kick, such as formal free kicks, when a player has been injured, or when you anticipate confrontation between players.
- If a player decides to retie laces when you are about to speak ask that player to "Please stand up whilst I am talking to you." At the same time, use both your hand palms facing upwards, and move them upwards to indicate to the player to stand up. This also lets onlookers know what you are doing, and that there may be a delay before play is restarted. If you can, avoid bending over yourself. Placing yourself below eye level makes you inferior. Keep a straight back and shoulders.
- It is important to become slower and more deliberate when giving signals during the match. There is no requirement to break the land speed signal record. The way you move should convey the impression that you have total confidence and belief in what you are doing. You have, haven't you?
- Use "*clear and definite signals*" when restarting play, awarding free kicks, throw-ins and goal kicks, etc. An experienced referee will give a firm and positive direction to players with the use of arm signals. It is no good giving a limp

pointing signal that conveys to players an impression of "*it's sort of in that direction...I think...*". Crisp, positive signals show that you have made a confident decision. Sloppy signals such as bent-arm, unclear direction, or not shown long enough, suggest to players and spectators that you are not very confident in your decision-making.

- Never use finger-pointing or get into a verbal argument with troublemakers.
- Match officials should **never** react or respond to comments from a spectator.
- It is not always best when dealing with trouble makers in the match to always have a pleasant easygoing style, a quick smile, and calm demeanour. Although it can be positive and calming on other occasions it can inflame passions. Referees will need to judge each incident, and whether or not a more authoritative stance should be taken.
- If someone is moaning from the TA or benches, but it isn't worth a warning, don't deliberately stand nearby with the sole purpose of antagonising the situation further. This will only lead to further tensions.
- If you have to speak to club officials during the match walk towards them at a moderate pace or 'stroll purposefully'. This will allow a bit more time for tempers to decrease and give you some precious thinking time. Most comments from the sidelines are merely frustrations being vented. Understanding which outbursts merit a response is a key to success in refereeing. Yelling back at club officials will only create a 'mountain out of a mole hill'. Use body language alone to get the 'right' message. Nodding your head slightly, smiling momentarily, glancing at the perpetrator, holding eye contact for a moment or two, shaking your head or using your hands to hold up a stop sign, with both arms outstretched and palms facing the perpetrator are all worth trying.
- During dead-ball periods when play has stopped, don't stand still with your arms on your hips or folded, or shoulders slumped or looking at the gorgeous talent parading on the touchlines! Well, I suppose it would not hurt too much to have just a quick peek! This will give the impression that you are bored or would rather be elsewhere.
- Be alert and interested at all times. One of the greatest difficulties with refereeing is learning to concentrate 100% of the time. The easier a match is to control, the harder it is to concentrate fully. These are the sorts of matches where a flash point will occur, and you will not be ready to react in time to minimise the ensuing confrontation.
- Never let your body language convey your emotions. Your facial expression, body language and voice should not suggest whether you're happy or unhappy to be enforcing a decision, particularly when it is a penalty! You now need to put on your 'stony faced' expression, and to unemotionally look any dissenter directly in the eye. Don't allow your body language to convey your displeasure when an incident occurs.
- As you look around at troublemakers on the field, use eye contact to focus on one player at a time. This effect technique is used by public speakers when communicating to an audience. It's as though you are having a series of brief one-on-one encounters with each player. If you are looking around several players to let them know you are aware of their troublemaking, and will be keeping a close watch on them - make sure you make brief eye contact with each of them in turn before moving on to the next.
- When no offence has occurred, you can put both hands behind your back and shake your head - thus demonstrating to players that no foul has occurred. This

is a common body language manoeuvre, most effective when ignoring penalty pleas by players.

- When a player makes a good tackle, and you allow play to continue, but one player disagrees with you, using a simple motion of moving your hands in the shape of a ball shows that you believe that the ball was won fairly, and that play should not be stopped. A similar signal can also be used when calling for another ball.
- When a player loses a tackle, and falls to the ground, and you allow play to continue but the player disagrees with you, a simple motion of wagging your fingers upwards with an arm outstretched towards that player, shows that you believe that the ball was won fairly, and that play should not be stopped. And that the player should GET UP!
- You can instil a lot of confidence in inexperienced colleagues by giving them 'Thumbs Up/ Thumbs Down' signals at appropriate moments throughout the match.

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