FOOTBALL FEDERATION AUSTRALIA

AUSTRALIAN OFFICIATING DEVELOPMENT PROGRAMS

REFEREE TRAINING PROGRAMS

Laws of the Game Certificate

Workbook + Resources

NAME .....

FOOTBALL FEDERATION AUSTRALIA

ZURICH

REFEREE EDUCATION PARTNER

JANUARY 2011

CONTENTS

ACKNOWLEDGEMENTS AND COPYRIGHT 3

INTRODUCTION AND INFORMATION 4

PROGRAM DETAILS

UNIT 1: Introduction; Ethics and Professionalism 7

UNIT 2: Laws 5 and 6 Summary 10
- Law 5 - The Referee 11
- Law 6 - The Assistant Referees 15

UNIT 3: Laws 1 - 4 Summary 16
- Law 1- The Field of Play 17
- Law 2 - The Ball 19
- Law 3 - The Number of Players 20
- Law 4 - The Players' Equipment 21

UNIT 4: Laws 7 - 10 Summary 22
- Law 7 - The Duration of the Match 23
- Law 8 - The Start and Restart of Play 25
- Law 9 - The Ball In and Out of Play 26
- Law 10 - The Method of Scoring 27

UNIT 5: Law 11 - Offside 28

UNIT 6: Law 12 - Fouls and Misconduct 31

UNIT 7: Laws 13 - 17 Summary 36
- Law 13 - Free Kicks 37
- Law 14 - The Penalty Kick 39
- Law 15 - The Throw-In 40
- Law 16 - The Goal Kick 42
- Law 17 - The Corner Kick 44

UNIT 8: Assessment and Administration 45

PART 1 RESOURCES

- Revision Sheets 46
- FFA *Code of Conduct* - summary 57
- ASC Essence of Australian Sport - Code of Behaviour 59
- Match Official's *Code of Ethics* - example 61
- Examination paper Sample Questions 62

ACKNOWLEDGEMENTS AND COPYRIGHT

ACKNOWLEDGEMENTS

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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 at least annually.

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INTRODUCTION AND INFORMATION

WELCOME!

Officiating is both a rewarding and challenging profession, one that is essential for the maintenance and continuing growth of our game. After all - no officials, no games.

This FFA *Referee Level 4 Training Program* is a two-part introductory level program. Part 1 [Pre-officiating] investigates ethical issues surrounding officiating, introduces you to the *Laws of the Game*, and examines some basic refereeing techniques. It also begins the coverage of the *Introductory Level Officiating General Principles* [OGPs] - see below. Part 1 may also be undertaken by anyone who wants to develop an understanding of the Laws and obtain a referee theory certificate, but whose interest does not extend to officiating.

PLEASE NOTE THAT THE COMPLETION OF PART 1

DOES NOT QUALIFY YOU TO BEGIN OFFICIATING

Part 2 [Basic Officating] has a substantial practical emphasis and is designed for those of you who wish to become active match officials. Once you complete Part 1 you should join a FFA recognised Football referees' group. Elements of an official's role such as signalling, teamwork, application and interpretation of the Laws and a range of other issues will be studied. Numerous units also have important *OGP*s attached to them. You will be expected to develop basic communication skills; demonstrate an understanding of and an ability to deal with conflict; recognise and deal with safety issues; create reports; and comprehend the implications of your rights and responsibilities as well as those of other participants.

You must complete specified pre-officiating units before you can be appointed as a match official. Once you have done this you will be able to officiate whilst completing the remaining units. These will include your initial formal match official appointments.

OFFICIATING GENERAL PRINCIPLES

The Australian Sports Commission [ASC] requires officials to undertake *Officiating General Principles* components in programs registered under the *National Officiating Accreditation Scheme [NOAS]*. These are an essential part of a match official's preparation. They closely examine the ethical and professional expectations of match officials, their role expectations, legal requirements and related issues. The introductory principles are integrated into both parts of this program.

REFEREE CAREER DEVELOPMENT - SUMMARY

FFA's mandatory *Australian Officiating Development Schedule [AODS]* has four referee levels. It is summarised below.

REFEREE LEVEL 4

Part 1 - Theme: Pre-Officiating

Part 2 - Theme: Development of Basic Officiating Skills

Part 1 provides a basic introduction to Football's Laws and interpretations. Successful candidates are **not yet qualified to officiate**. After the completion of Part 2 graduates are considered qualified to officiate in junior and youth Football.

Level 4 Part 2 and the Level 3 program have substantial practical components plus additional theory topics. FFA referees can undertake programs above Level 3 that qualify them for promotion to senior Football.

REFEREE LEVEL 3 - Theme: Skill Consolidation
Graduates are considered qualified to officiate from junior Football to the lower divisions of adult Football.

REFEREE LEVEL 2 - Theme: Development of Advanced Officiating
Graduates are considered qualified to officiate in matches ranging from junior Football to the penultimate senior Football in their State, Territory or region.

REFEREE LEVEL 1 - Theme: Senior Officiating; Commitment to Excellence
Graduates are considered qualified to officiate in matches from junior Football to the highest level of senior Football in their State, Territory or region.

The advanced programs [Levels 2 and 1] demand high levels of commitment and dedication. Physical and mental demands are high; continuous personal analysis and monitoring is essential; an understanding of the finer law interpretations will be needed; and high quality player management and communication skills are crucial. Units cover a wide range of topics including: advanced foul recognition and misconduct; communication skills; team work; player management and confrontation; and the identification of the qualities of elite referees. Theory Law examinations and practical assessments are undertaken in each program.

PROGRAM STRUCTURE AND CONTENT

This…*competency based training accreditation program…[or CBT;* ASC's terminology] meets the Australian Sports Commission's *National Officiating Accreditation Scheme* [*NOAS*] requirements. The program has been granted *NOAS* registration.

There are numerous exercises in this ***Workbook + Resources*** manual, with spaces for you to record your responses. There are also resources that will illustrate and interpret the Laws. You should also receive a current edition of the FFA ***Laws of the Game*** book. These two items are covered by your program fee. Depending on availability a ***FIFA Laws of the Game*** DVD and a copy of a ***FIFA Law 11 Offside*** DVD may also be provided; or might be accessed from FIFA's website.

<u>It is crucial</u> that you use the current Law book. Its structure underwent a major revamping by FIFA in 2008. All *International FA Board Decisions* were removed from individual Laws and a substantial interpretations and guidelines section was introduced.

Program structures can be varied by your presenter and could be influenced by such factors as location, available time, class size, and participants' background, interest and ability. The program uses Professional Development **Units** ['units' for short]. Each unit covers one or more of the Laws and has identified competencies that you will need to display to complete the unit. Your presenters are likely to encourage you to raise issues about particular Laws; or about officiating in general. There are also frequent review and revision activities, plus assessment tools that reveal your knowledge and basic interpretations of the Laws. A multiple choice examination [aagghh!!] concludes Part 1. Your evaluation of this program will be welcomed.

RECOGNITION OF PRIOR LEARNING AND CURRENT COMPETENCIES

In general, FFA encourages participants to submit details of prior learning and current competencies which may lead to the granting of program exemptions.

COMPETENCY STATEMENTS

Participants who complete this program will be able to exhibit the competencies listed.
[**Note**: Part 1 covers competencies 1 - 5 only]

1. Summarise and discuss FFA's *Code of Conduct* and the ethical behaviour expected of match officials. **[*OGP]**
2. Describe and action the broad duties and responsibilities of match officials including the limited role of the official in injury management. **[*OGP]**
3. Define the concepts of safety and fair play as applicable to matches. **[*OGP]**
4. Describe how people can be treated with integrity, respect and empathy, regardless of gender, race, disability or age. **[*OGP]**
5. Detail the basic features, interpretations and requirements of the Laws of the Game.
6. Identify cautionable and sending-off offences in matches.
7. Prepare for officiating, present as a professional official, exhibit integrity and ethical conduct. **[*OGP]**
8. Manage the basic risks of officiating in competition matches and abide by the associated legal responsibilities. **[*OGP]**
9. Check pitches and surrounding areas for potential risks and hazards prior to and during matches. **[*OGP]**
10. Apply other basic safety and harm minimisation techniques during matches. **[*OGP]**
11. Apply the concept of fair play during matches.
12. Use a range of communication strategies that enhance relationships, minimise conflict and deal with disputes effectively. **[*OGP]**
13. Identify infringements of the Laws of the Game and apply the appropriate sanctions for basic law breaches.
14. Execute basic referee and assistant referee roles, duties and signals.
15. Demonstrate refereeing techniques in basic level matches including application of:
    a. positioning concept of *ABC*;
    b. wall management and penalty kick player management techniques;
    c. basic whistling techniques that are appropriate for the incident or offence;
16. Work as a member of the officiating team including observation of and appropriate reaction to AR advice.
17. Display the specified level of fitness.
18. Undertake a basic review of performances. **[*OGP]**

[*** Indicates competencies linked to *NOAS Introductory Level Officiating General Principles*.**]

UNIT 1: INTRODUCTION; ETHICS AND PROFESSIONALISM

LEARNING OUTCOMES

On completion of this unit you will be able to:

- outline the broad ethical and professional responsibilities of a match official;
- describe and apply the principles of honesty, integrity and ethical conduct;
- summarise how people can be treated with integrity, respect and empathy, regardless of gender, race, disability or age;
- describe the requirements and implications of FFA's *Code of Ethics;*
- define the concept of safety as it applies to Football Laws.

UNIT CONTENTS

INTRODUCTION

- Distribution of materials including this *Workbook* + *Resource* manual and the current Laws of the Game book
- Program administration - places, times, etc
- Fees
- Your roles and active involvement
- Revision sheets and other homework exercises
- Raising questions, solving problems
- *Australian Officiating Development Schedule*
- FFA certification for Parts 1 and 2

ETHICS, RIGHTS AND RESPONSIBILITIES OF MATCH OFFICIALS

1. Match officials are required to behave ethically. FFA has a formal *Code of Conduct* which all registered FFA members are required to acknowledge and uphold. The Australian Sports Commission has also developed codes of behaviour for officials. The fact that some of you may have enrolled in this program with the intention of becoming active match officials suggests you may already have some views about officiating.

On the next page jot down brief notes and phrases that outline <u>your</u> approach to officiating including: your goals as an official; how athletes, coaches, administrators and spectators should be treated; where you stand on fair play issues [eg. sledging; spirit of the game].

If you don't intend to officiate note on the next page what you think a referee's approach to the above should be.

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2. Where might you source information on a particular aspect of officiating?

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3. As noted earlier this program makes frequent reference to the ASC's ***Introductory Level Officiating General Principles*** [*OGPs*]. These are explicit and essential components of a match official's preparation and should be treated with seriousness and care. This unit provides an early introduction to these concepts, many of which will be revisited in Part 2.

We'll check out the **Rights and Responsibilities of Match Officials**. Note examples of ***Rights***.

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4. Rights always have associated ***Responsibilities***. We'll identify and record a few responsibilities including your legal responsibilities when officiating.

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5. Now refer to the relevant sections of the FFA ***Code of Conduct***. You'll see that some sections apply only to specified membership groups, for example players. FFA requires match officials to accept and sign this Code when seeking accreditation. We'll consider the implications of accepting this Code.

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6. The principles of ***honesty, integrity,*** and ***ongoing self improvement*** will now be examined. List and discuss simple definitions and examples. [Revisited in Part 2]

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7. Include ...***empathy regardless of gender, race, disability or age***. **[ASC - OGP]**

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ASSESSMENT CRITERIA

- Workbook exercises and notations
- Examination - Unit 8
- If undertaking Part 2 officiating competencies are noted on match checklists

UNIT 2: LAWS 5 AND 6

LEARNING OUTCOMES

On completion of this unit you will be able to:

- explain in broad terms the authority, roles and duties of the match officials;
- discuss the implications of the principles of honesty, integrity and ethical conduct;
- define the concept of safety as it applies to these Laws;
- identify desirable personal and professional characteristics of match officials, including:
    - appropriate dress and appearance;
    - professionalism in dealings with players and other Football participants;
- identify potential risks and hazards associated with venues, pitches, players and equipment;
- accurately outline your role in the injury management of players;
- describe how to deal appropriately with emergencies and injured players including the application of the *blood rule*.

UNIT CONTENTS

LAWS OF THE GAME

- Law 5 - The Referee
- Law 6 - The Assistant Referees

ASSESSMENT CRITERIA

- Workbook exercises and notations
- Examination - Unit 8
- If undertaking Part 2 officiating competencies are noted on officiating checklists

What makes a sane and rational person subject himself to such humiliation? Why on earth does anyone want to become a football referee?

ROY HATTERSLEY [UK politician]

LAW 5 - THE REFEREE

1. IMPLEMENTING REFEREES' ROLES

You will be helped to work through the following four issues. As you do so make notes under each heading and share your thoughts with your colleagues. Most of this discussion should also apply to assistant referees.

a. Identify desirable characteristics of referees

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b. Professionalism and ethics should help guide us as referees. How?

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c. Personal appearance and demeanour - identify steps you can take to ensure that your personal appearance and demeanour are wholly professional.

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d. Physical and mental preparation for officiating - how can you prepare yourself for officiating?

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2. REAL-LIFE PROBLEM SOLVING EXERCISE

You have been appointed to referee the* Hotshots v Koolkids *grand final this weekend. The* Hotshots' *president rings you a couple of days before the game. He hints - not very subtly - that if you were to favour his team in the game there will be some personal benefits to be gained for yourself. What will you do?

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Have you heard about the new law they've just passed? Referees have to be buried 10 feet down!

Why's that?

Because deep down they are nice people!

3. CONSOLIDATING YOUR UNDERSTANDING

The following items summarise your powers and duties as a referee. However, the author got carried away and included some items that are not in the Laws. Your task is to check Law 5 [and maybe any other relevant Laws] to discover which items ***are*** part of your **powers and duties** and which ***are not***. Tick correct items ☑; cross wrong items ☒.

☐ 1. Lead the teams onto the field of play

☐ 2. Change a decision after you have restarted the match

☐ 3. Ensure that a player bleeding from a wound leaves the field of play

☐ 4. Punish the more serious of two offences that occurred at the same time

☐ 5. Treat injured players

☐ 6. Enforce the Laws of the Game

☐ 7. Ensure the match ball meets the requirements of Law 6

☐ 8. Show the red card to team officials in the Technical Area guilty of abuse

☐ 9. Ensure that no unauthorised person enters the field of play

☐ 10. Act as timekeeper

☐ 11. Refuse to allow a player to play as you know the player is suspended

☐ 12. Ignore a foul committed by a player who is just getting his own back

☐ 13. Stop the match for treatment of a player you believe to be slightly injured

☐ 14. Take disciplinary action against players guilty of cautionable or send off offences

☐ 15. Act on the advice of an assistant regarding incidents you have not seen

☐ 16. Suspend or terminate the match because of outside interference

☐ 17. Stop the match for treatment of a player you believe to be seriously injured

☐ 18. Dismiss an assistant for undue interference or improper conduct

☐ 19. Provide authorities with appropriate reports

☐ 20. Decide the result of a match by the toss of a coin

Double-check the *Laws of the Game*

If you had any errors correct them and try to work
out why your answers were wrong.

4. OTHER QUALITIES

Your presenter will now examine whether there are qualities you would expect of match officials that are not mentioned in the Laws? If so make a note of them.

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By the way…

You are encouraged to join a referee group when you complete Level 4 Part 1. You will then be able to enrol in the more practically oriented Part 2 which will teach you how to operate as a match official; more about your options later.

LAW 6 - THE ASSISTANT REFEREE

The list below is supposed to be a summary of your duties as an assistant referee. However once again the author got carried away and included some items that are not in the *Laws of the Game*. [You'd think they'd find a new author!] Your task is to check Law 6 [and any other Laws that may be relevant] to discover which items are clearly stated to be part of an assistant's ***Powers and Duties*** and which are not. Use the boxes to tick the correct items ☑ and cross the wrong ones ☒.

☐ 1. Check the field and equipment before the match

☐ 2. Insist that the referee accept the assistant's throw-in direction signal

☐ 3. Make decisions about fouls that occur out of the view of the referee

☐ 4. Provide advice to referees

☐ 5. Treat injured players

☐ 6. Enforce the Laws of the Game

☐ 7. Ensure the match ball meets the requirements of Law 6

☐ 8. Send a team official who abuses you away from the Technical Area

☐ 9. Ensure that no unauthorised person enters the field of play

☐ 10. Act as timekeeper

☐ 11. Check a substitute's equipment

☐ 12. Indicate to the referee when a player may be penalised for being offside

☐ 13. Indicate to the referee when a team wishes to make a substitution

☐ 14. Enter the field of play to help control the 9.15m restart distance

☐ 15. Advise referee of offences that you've seen but the referee couldn't see

☐ 16. At a PK indicate when the keeper moves forward before the ball's kicked

☐ 17. Check the goal nets after half time

☐ 18. Control the behaviour of team officials in the Technical Area

☐ 19. Check that a player's clothing is blood free

☐ 20. Keep a record of the match

UNIT 3: LAWS 1 - 4

LEARNING OUTCOMES

On completion of this unit you will be able to:

- sketch a field of play, name its major components and specify the dimensions;
- list the qualities and measurements of a legal match ball;
- specify the number of players and substitutes in a team;
- describe player substitution procedures;
- list the basic equipment of a player;
- explain sanctions to be applied by the referee for common Law infringements.

UNIT CONTENTS

1. **Review**
2. **Laws of the Game**
   - Law 1 - The Field of Play
   - Law 2 - The Ball
   - Law 3 - The Number of Players
   - Law 4 - The Players' Equipment

ASSESSMENT CRITERIA

- Workbook exercises and notations
- Examination - Unit 8
- If undertaking Part 2 officiating competencies are noted on match checklists

BRIEF REVIEW

Now is the time to ask questions and share any issues jogged by earlier units.

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LAW 1 - THE FIELD OF PLAY

1. Use your copy of the *Laws of the Game* book to complete the field of play below and record all of its dimensions. As the match was established in England it used imperial measurements. We still talk about the *6 yards box* etc, so feel free to use metric or imperial measurements. Now use a spare piece of paper and draw the field again from memory. How did you go?

2. There are two items of equipment that are required at every ground. They are the **goals** and the corner **flagposts**. Use your Law Book to research and record their sizes.

a. Goals .....

b. Corner flagposts .....

3. As you complete each exercise DOUBLE CHECK YOUR ANSWERS in your Law book and make any necessary corrections now.

YOU HAVE TO THINK FOR YOURSELF ON THE FIELD.

THIS PROGRAM ALSO EXPECTS YOU TO THINK!

IT'S CALLED ...

BRAIN BUZZING TIME

4. This is the first of many ***BRAIN BUZZING TIMES*** you'll have during the program. So, turn on your brain, chew over the problem and make notes below.

You arrive at a ground and find that the field is not set out correctly. Decide:

a. **What things MUST be at the field for you to allow the match to be played?**

b. **What things would you TRY to get fixed but you would still play if they couldn't be fixed?**

c. **What would you do AFTER the match?**

Also remember - it is important to ensure that:

- T**he match is safe;**
- T**he conditions are fair; and...**
- N**either you nor a colleague want the same problems next week!**

a. MUST BE THERE

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b. TRY TO GET FIXED

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c. WHAT I'LL DO AFTER THE MATCH

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5. Finally: with your colleagues check out the Law book's requirements for the Technical Area and its occupants. Record a few key words about the major points

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LAW 2 - THE BALL

1. The *Laws of the Game* set down specific requirements for the match ball. Research and record the following ball requirements:

SHAPE .....

MATERIAL .....

CIRCUMFERENCE .....

WEIGHT .....

PRESSURE .....

2. Now see if you can do this again by telling a colleague and without looking at the Law book. Well, how did you manage?

BRAIN BUZZING TIME

3. You turn up at a ground. The only ball available has one of these problems:

a. partially flat
b. the wrong size
c. out of shape

If you cannot get a ball that meets this Law's requirements what would you do?

REMEMBER …

The three important things we specified earlier were: the match must be safe; the conditions must be fair; and we don't want the same problems next week!

a. Partially flat ball

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b. Wrong sized ball

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c. Out of shape ball

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LAW 3 - THE NUMBER OF PLAYERS

1. Most of us know that a team can have a maximum of 11 players on the field at any one time. But surprise, surprise, it isn't that simple! So, once again it's...

BRAIN BUZZING TIME

You turn up at a ground to discover that:

a. one team has only six players but both teams want to play

b. one team wants to play with 11 field players and no keeper

c. no-one knows how many substitutes are allowed in this competition

Aagghh! What are you going to do? **And remember -**

It is important to ensure that...

the match is safe;

the conditions are fair; and

neither you nor a colleague want the same problems next week!

2. Bonus offer! You can research your copy of the Laws to find out how to respond to these problems. Make your notes below.

a. Only 6 players are available

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b. One team has no goal keeper

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c. You are asked for the number of substitutes allowed. Your answer?

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LAW 4 - THE PLAYERS' EQUIPMENT

1. Every team has its own uniform. We also know that players in different sports use different equipment and wear different types of clothing.

BRAIN BUZZING TIME

What items does Law 4 say are COMPULSORY for all Football players? What do you think you should do about players' JEWELLERY and THERMAL UNDERSHORTS [as worn originally by cyclists]? Make your notes below.

Oh, by the way, you won't need to be reminded again about those three important elements, will you? Oh okay...

The match must be safe;

The conditions must be fair; and

Neither you nor a colleague want the same problems next week!

a. Compulsory equipment

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b. Jewellery

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c. Thermal undershorts

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2. Use your Law book to double check your answers.

UNIT 4: LAWS 7 - 10

LEARNING OUTCOMES

On completion of this unit you will be able to:

- state the length of a match, length of intervals and permitted extensions of playing time;
- explain how a match is started and restarted;
- describe when the ball is out of play;
- define a goal and how it is scored;
- specify any sanctions to be applied for infringements of Laws 7-10.

UNIT CONTENTS

1. Review

2. Laws of the Game

- Law 7 - The Duration of the Match
- Law 8 - The Start and Restart of Play
- Law 9 - The Ball In and Out of Play
- Law 10 - The Method of Scoring

ASSESSMENT CRITERIA

- Workbook exercises and notations
- Examination - Unit 8
- If undertaking Part 2 officiating competencies are noted on match checklists

BRIEF REVIEW

Now's the time to ask more questions and/or deal with any homework.

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LAW 7 - THE DURATION OF THE MATCH

1. Some of the text from this Law is reprinted below. However some **key words** have been deliberately left out. Fill in the blanks with the missing words.

a. "The match lasts two .....periods of 45 minutes, unless otherwise.....between the referee and the two participating teams. Any agreement to alter the periods of play [etc] must be made..... and must comply with competition rules."

b. "Players are ..... to an interval at half-time."

c. "The duration of the half-time interval may be altered only with the ..... ."

d. "Allowance is made in either period for all time lost through:

.....

.....

.....

....."

e. "The allowance for time lost is at the .....

....."

f. "If a penalty kick has to be taken or retaken, the duration of either half is ..... until the penalty kick is completed."

BRAIN BUZZING TIME

2. Time to make some more decisions!

a. It is getting late and all the players **except one** say that they don't want a half-time break. What should you do?

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b. The match is extended for a penalty-kick to be taken. When the kick is taken the ball strikes the cross bar and rebounds to an attacker who kicks the ball into the goal. What should you do?

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Six players were kicking and punching the referee.

A spectator yelled at the assistant referee:

Aren't you going to help?

***No*, replied the assistant, *six should be enough*.**

LAW 8 - THE START AND RESTART OF PLAY

BRAIN BUZZING TIME

1. Listed below are the steps that occur at the start of play. Using your Law book number the steps from 1 to 9 in the order you think they should happen in a match.

- ☐ The teams go to the correct end of the field
- ☐ The team that lost the toss will take the kick-off to start the match
- ☐ A coin is tossed
- ☐ All players are in their own half of the field of play
- ☐ The ball is stationary on the centre mark
- ☐ The opponents of the team taking the kick are in their own half and at least 9.15 metres [10 yards] from the ball until it is in play
- ☐ The kicker does not touch the ball a second time until it has touched another player
- ☐ The ball is in play when it is kicked and moves forward
- ☐ The referee gives a signal

2. Now discuss the order of events for:

- a restart after a goal;
- the start of the 2nd half

3. What do you think must happen if the player who is taking the kick-off plays or touches the ball for a second time before it has been touched by another player?

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LAW 9 - THE BALL IN AND OUT OF PLAY

1. Open your Law book at Law 9. There are several important points in this Law. Just to check that you are still awake [Hello!! ... *z z z z* …] they have been left out of the statements printed below. Your task is to write them in - NOW!

a. "The ball is out of play when:

i. it has .....crossed the goal line or the touch line whether

..... or ....."

ii. play has been ....."

b. "The ball is in play at all other times including when:

i. it rebounds from a goalpost, crossbar or corner flag post and ..... in

the field of play."

ii. it rebounds from either ..... or an .....

..... when they are on the field of play."

Becoming tired of law definitions? Then try these. They were among the best definitions submitted by readers of *The Washington Post* in 2005 when asked to create alternate meanings for common words.

Coffee **(n): the person upon whom one coughs.**

Flabbergasted **(adj): appalled over the weight you have gained.**

Abdicate **(v): to give up all hope of ever having a flat stomach.**

Willy-nilly **(adj): impotent.**

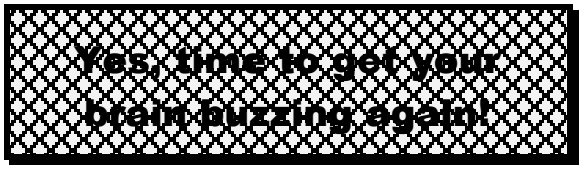
Lymph **(v): to walk with a lisp.**

Flatulence **(n): emergency vehicle that picks you up after you are run over by a steamroller.**

Balderdash **(n): a rapidly receding hairline.**

LAW 10 - THE METHOD OF SCORING

1. Laws 10 and 9 have some common features - both are concerned with the whole of the ball, the position of the ball relative to the goalposts and crossbar, and *Fair Play*.



2. Keeping the above issues in mind list the main points of this Law. You can consult your Law book to help you.

A goal is scored when:

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3. Check your answer with colleagues and the Law book. How did you go THIS time?

UNIT 5: LAW 11 - OFFSIDE

LEARNING OUTCOMES

At the completion of this unit you will be able to:

- explain when a player is in an offside position;
- explain when a player should be penalised for being in an offside position;
- summarise FIFA's interpretations, definitions and advice about *Offside*;
- specify the sanction to be applied by the referee for infringements of Law 11;
- apply your knowledge of this Law to match clips.

UNIT CONTENTS

REVIEW TIME

OFFSIDE LAW

1. This Law is a good example of why it is essential to keep up to date and use the most recent edition of the Law book. The offside Law has been the centre of much discussion and debate between Football's controlling bodies for decades. Recent explanations and interpretations are important and significant. Your presenter will explain the Law's key points, probably using match clips to illustrate and clarify the requirements of this Law.

2. Your first workbook task is to complete a ***fill in the missing words*** exercise focussed on the Law's text. Many of the most important points in this Law have been left out so listen and watch carefully! Pay very, very close attention!

a. A player is in an offside position if he is ..... to his opponent's

goal line than both the ..... and the ..... **.**

b. A player in an offside position is only penalised if .....

.....

he is, **in the opinion of the referee,** involved in the active play by:

interfering with ..... or

interfering with ..... or

gaining .....**.**

3. FIFA has provided definitions of ***interfering with play***, ***interfering with an opponent*** and ***gaining advantage by being in that position***. They appear in the interpretation and guidelines section of the Law book. Make notes on the next page about these definitions.

Interfering with play means:

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Interfering with an opponent means:

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Gaining advantage by being in that position means:

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4. A very important word is missing from the box below. What is it?

It is ☐ an offence <u>in itself</u> to be in an offside position!

There's been a colour clash:
both teams are wearing white.

JOHN MOTSON [BRITISH FOOTBALL COMMENTATOR]

5. It is important to understand the key offside identification role assigned to assistant referees; think back to Law 6. Your presenter will discuss their roles including: accurate identification of offside; delaying a flag signal; and waiting to assess the outcome of an attack. Make notes below.

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6. If time permits assistant referee flag signals will be explained and practised. Diagrams are shown in the Law book. This exercise can be deferred until Part 2's practical unit.

ASSESSMENT CRITERIA

- Workbook exercises and notations
- Examination - Unit 8
- If undertaking Part 2 officiating competencies are noted on match checklists

WALL MANAGEMENT TECHNIQUE

While watching Brazilian football, it appeared that once the referee had set the wall for a free-kick, he took out an aerosol and sprayed a line on the pitch, presumably so that the defending team could not cross it until the kick had been taken. Is this true?

…Brazilian football fan and chemist Heine Allemagne invented a high-tech spray in 2000. The referees carry a small aerosol can - or one is brought out to them - so that whenever a defensive wall needs to be formed near the penalty area, they can spray the foam and mark out the 10 yards that players must retreat. As if by magic, the dye evaporates from the grass within 60 seconds, because…it is a white water-based foam that is non-toxic, odourless and does not affect the ozone layer. Phew!…It was first used in São Paulo's State Championship in 2001, with the Brazilian Football Confederation and state federations then extending its usage around the country. But despite proving a highly effective tool in upholding the rules of the game, FIFA remains unconvinced as to its necessity and is yet to take the idea worldwide.

[Question sent to *The Guardian* newspaper's column - *The Knowledge*]

UNIT 6: LAW 12 - FOULS AND MISCONDUCT

LEARNING OUTCOMES

This crucial Law deals with fouls and misconduct. It also draws a distinction between Direct Free Kicks [DFK] and Indirect Free Kicks [IFK]. On completion of this unit you will be able to:

- analyse and describe the key differences between DFK and IFK offences;
- list the offences that are punished with the award of a DFK;
- illustrate the links between match officials' decision making and their ethical and professional behavioural standards;
- describe player actions that are careless, or reckless, or excessively forceful;
- identify the offences that are punished with the award of an IFK;
- explain the concept of *unsporting behaviour*;
- explain the disciplinary sanctions that can be applied by the referee.

UNIT CONTENTS

1. REVIEW

In addition to revisiting any areas of concern to you it's also time to revisit the interpretations and guidelines section of the Law book. This section provides assistance in the interpretation of the Laws and is often overlooked as a valuable resource.

2. LAW 12 - SOME DEFINITIONS

- A **foul** is something that is unfair; an action that is not allowed under the *Laws*.
- Foul play is punished by awarding a free kick against the offending player's team.
- **Misconduct** is a type of behaviour, action or attitude that is not allowed.
- Misconduct is punished by cautioning or sending-off the offending player.
- There are two types of **free kicks**: **Indirect** and **Direct**. Law 13 explains how they differ.
- Fouls and misconduct can occur at the same time. If so a free kick is awarded against the offending player's team; ***and*** the player is also cautioned or sent off.

BRAIN BUZZING TIME

On the next page write down all the offences that players commit that would result in a **Direct Free Kick** [**DFK**] being awarded against their team. Use the Law Book to answer this question. Here are two clues for you.

- Many [but not all] direct free kicks result from physical contact being made
- There are **10** direct free kicks listed in this Law

3. DIRECT FREE KICKS

Ten offences are listed in this Law. The first 7 cover offences considered by the referee to have been committed in a careless or reckless manner, or using excessive force. [**Note**: the numbering is to assist discussion - it's not in the Law]

① .....

② .....

③ .....

④ .....

⑤ .....

⑥ .....

⑦ .....

Now another 3...

⑧ .....

⑨ .....

⑩ .....

Turn over and complete the same task for **Indirect Free Kicks [IFK]**.

4. Indirect Free Kicks

Generally there is no body contact. Eight offences are listed in this Law. The first four deal with offences committed by the goalkeeper.

① .....

② .....

③ .....

④ .....

And another 4 applying to any player...

⑤ .....

⑥ .....

⑦ .....

⑧ .....

5. Misconduct

Cautions are public warnings to players that their behaviour is not acceptable; and that if they continue to conduct themselves in this way they will be shown a **Red Card**. Showing the **Yellow Card** indicates to everyone that the player has been 'Cautioned'.

A player is expelled from the field of play [sent off] for serious incidents; or for receiving two cautions in the same match. A **Red Card** is shown.

Oh, oh! Here we go again... start up your brain and use your Law Book to list on the next two pages all the offences that can be punished with either a caution or a send off.

6. CAUTIONABLE OFFENCES

A player is cautioned and shown the yellow card if any of these 7 offences is committed:

① .....

② .....

③ .....

④ .....

⑤ .....

⑥ .....

⑦ .....

7. MORE CAUTIONABLE OFFENCES

A substitute or substituted player is cautioned and shown the yellow card if any of these 3 offences is committed:

① .....

② .....

③ .....

8. SENDING-OFF OFFENCES

Players, substitutes or substituted players are sent off they commit any of the following seven offences:

① .....

② .....

③ .....

④ .....

⑤ .....

⑥ .....

⑦ .....

'We're starting up a football team.

Would you care to join?'

'I would, yes, but I'm afraid I don't know

the first thing about football.'

'That's all right. We need a referee as well.'

[www.soccerjokes.com/referees]

UNIT 7: LAWS 13 - 17

LEARNING OUTCOMES

On completion of this unit you will be able to:

- accurately summarise the content of these Laws;
- describe the procedures required for the following restarts: DFK; IFK; Penalty Kick; Throw-In; The Goal Kick; The Corner Kick;
- cite the various sanctions to be applied for infringements of these Laws;
- identify when a goal can or cannot be scored directly from the restart;
- state which restart can occur after the expiry of a period of play.

UNIT CONTENTS

1. Review

2. Laws of the Game

- Law 13 - Free Kicks
- Law 14 - The Penalty Kick
- Law 15 - The Throw-in
- Law 16 - The Goal Kick
- Law 17 - The Corner Kick

ASSESSMENT CRITERIA

- Workbook exercises and notations
- Examination - Unit 8
- If undertaking Part 2 officiating competencies are noted on match checklists

BRIEF REVIEW

Time again to ask questions, share something unclear and deal with any homework.

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LAW 13 - FREE KICKS

1. DECISION-MAKING TIME

Use your Law book to complete the following statements. Don't forget that other sections of the Law book may have interpretations and instructions that apply to some Laws, such as referee and assistant referee signals.

a. For a free kick to be taken the ball must be .....

b. When the kick is taken the kicker must not .....

..... .

c. If a direct free kick is kicked directly into the opponent's goal .....

..... .

d. If a direct free kick is kicked directly into the kicker's own goal.....

.....

e. The referee indicates an indirect free kick [IFK] by .....

..... .

f. A goal can only be scored from an IFK if the ball subsequently .....

.....

g. If an IFK is kicked directly into the opponent's goal a .....
is awarded.

h. If an indirect free kick is kicked directly into the team's own goal a .....

..... is awarded ..... .

2. More Decision-making

a. A Direct or Indirect Free Kick is awarded to the **defending team in their own penalty area**. What are the four conditions that must be met for the kick to be taken correctly?

① .....

② .....

③ .....

④ .....

b. An Indirect Free Kick is awarded to the **attacking team in their opponent's penalty area**. What are the two conditions that must be met for the kick to be taken correctly?

① .....

② .....

c. The Laws also specify three conditions for any free kicks taken outside the penalty area. What are they?

① .....

② .....

③ .....

3. Infringements and Sanctions

There are several incidents that may occur when you are refereeing that are covered in the section of Law 13 called *Infringements/Sanctions*. Now undertake the following tasks:

- Read through these carefully
- Work your way through them with a friend
- Discuss them as a group

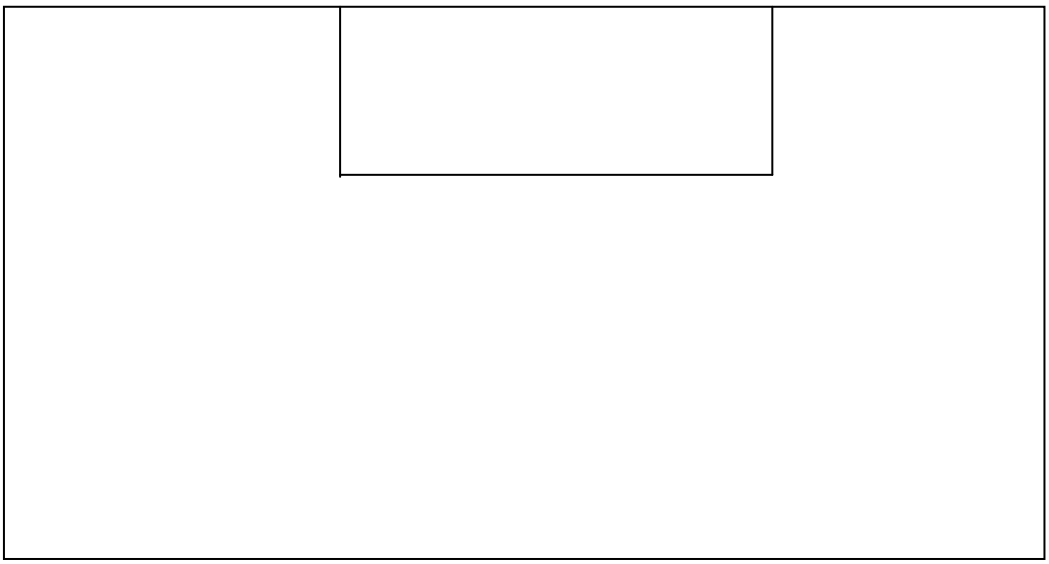
Put a **BIG** tick in the box when you have finished! ☐

LAW 14 - THE PENALTY KICK

1. PREPARING FOR A PENALTY

Below is a drawing of a penalty area and a goal area. Study Law 14 and put in all the items and people needed before the penalty kick can be taken correctly.

Clue: Missing items include field markings, ball, players, referee, etc.



Double check your Law Book

How well did you go? Have you covered every point?

2. INFRINGEMENTS AND SANCTIONS

Various problems can occur when you are refereeing. Check the section of this Law describing *Infringements* and *Sanctions*. Undertake the tasks allocated by your presenter:

- Read through these very carefully
- Work your way through them with a colleague
- Discuss them if you are part of a group

In Part 2 we'll look at how the referee can simplify penalty kick procedures.

Put a **BIG** tick in the box when you have finished! ☐

LAW 15 - THE THROW-IN

1. TAKING A THROW-IN

All the elements of a correct throw-in are listed below. Your task is to number them in the correct order from 1 to 12. You can share this task with colleagues.

- ☐ The thrower may not touch the ball again until it has touched another player.
- ☐ The throw-in is awarded to the opponents of the player who last touched the ball.
- ☐ The thrower must use both hands to deliver the ball.
- ☐ A throw-in is awarded when the whole of the ball passes over the touch line, either on the ground or in the air.
- ☐ The ball must be delivered from behind and over the thrower's head.
- ☐ The thrower has part of each foot either on the touch line or on the ground outside the touch line at the moment of delivery.
- ☐ The ball is in play immediately it enters the field of play.
- ☐ A throw-in is a method of restarting play.
- ☐ A throw-in is awarded from the point where the ball crossed the touch line.
- ☐ The thrower must face the field of play at the moment of delivering the ball.
- ☐ A goal cannot be scored directly from a throw-in.
- ☐ All opponents must stand at least 2 metres from the thrower.

2. DEALING WITH PROBLEMS

There are many problems that can occur when you restart the match with a throw-in. These are covered in the *Infringements/Sanctions* section of Law 15. Undertake the tasks allocated by your presenter.

- Read through these very carefully
- Work your way through them with a colleague
- Discuss them if you are part of a group

Put a **BIG** tick in the box when you have finished! ☐

ASSISTANT REFEREE TRAINING EXERCISE

Try this exercise to build muscle strength in your arms and shoulders. Repeat it three times a week and watch in amazement as your flag arms reach match fitness level!

1. **Stand on a comfortable surface with plenty of room at each side of your body.**
2. **With a 2 kg potato sack in each hand, extend your arms straight out from your sides, and hold them there as long as you can.**
3. **Try to hold it for a minute; then relax.**
4. **Each day you'll find that you can hold this position for a little bit longer.**
5. **After about 2 weeks try a 4 kg potato sack.**
6. **Soon you'll be able to manage 20 kg potato sacks.**
7. **You'll be ready to wave your little flag when you can lift a 40 kg potato sack in each hand and hold your arms straight out for more than a minute.**
8. **Once you feel confident doing the above, put a potato in each sack.**

LAW 16 - THE GOAL KICK

1. FEATURES OF A GOAL KICK

Goal Kicks appear simple but there are still issues to discuss and understand.

BRAIN BUZZING TIME

Use your Law book to answer the following questions:

a. When is a goal kick awarded?

.....

.....

b. What procedures have to be used to take a goal kick?

i. .....

.....

ii. .....

.....

iii. .....

.....

iv. .....

.....

c. What must happen if the ball isn't kicked directly into play beyond the PA?

.....

d. What must happen if the player taking the goal kick kicks the ball again once it <u>is</u> in play [i.e. it has passed outside the PA] before it is touched by another player?

.....

.....

2. DEALING WITH PROBLEMS

There are other dot points listed under the *Infringements/Sanctions* section of this Law that result in either a Direct Free Kick [or Penalty] or an Indirect Free Kick.

Read each of the following events and choose the correct action by circling one of these options: **DFK** [or Penalty]; **IFK**; **Retake**.

a. After the ball is in play the kicker deliberately handles the ball before it has touched another player.

DFK [or penalty] **IFK** **Retake**

b. After the ball is in play the goalkeeper touches the ball a second time [except with his hands] before it has touched another player.

DFK [or penalty] **IFK** **Retake**

c. After the ball is in play the goalkeeper deliberately handles the ball outside the goalkeeper's penalty area before it has touched another player.

DFK **IFK** **Retake**

d. After the ball is in play the goalkeeper deliberately handles the ball inside his penalty area before it has touched another player.

DFK [or penalty] **IFK** **Retake**

e. For any other infringement of the Law.

DFK [or penalty] **IFK** **Retake**

LAW 17 - THE CORNER KICK

You've made it to the final Law! Well done!

1. Laws 16 and 17 have several common elements; and several differences. Use your Law book to research and record three differences and similarities.

a. Laws 16 and 17 are similar in these ways:

.....

.....

.....

b. Laws 16 and 17 differ in these ways:

.....

.....

.....

PLAYERS' DEFINITION OF A GOOD REFEREE?

Must be fair

Must be consistent

Must make correct judgements

Must be able to stay in control

Must award your team at least two penalties

and give out two red cards to opposition players.

[From: www.soccerjokes.com/referees]

UNIT 8: ASSESSMENT AND ADMINISTRATION

1. EXAMINATION PAPER

There is no time limit. Please write your answers on the answer sheet supplied and hand it to your presenter when you have finished and checked.

If you demonstrate the competencies set for this examination and leave the program now you may be eligible to receive an *FFA Referee 4 Theory Certificate*. However, as stressed earlier you are not yet a qualified Football match official.

2. TRAINING PROGRAM EVALUATION

Please provide feedback about Part 1 of this program. Complete the **Form** before you leave and hand it to your presenter - thank you!

If you will be continuing with the program you will also have an opportunity to provide further feedback at the end of Part 2.

3. REGISTERING WITH FFA AS A MATCH OFFICIAL

Your presenter has been asked to let you know the details of your local association, refereeing body or Member Federation. You are required to register with FFA using the NRR10 form before you can enrol in and undertake Part 2 of this program. Once you have completed the pre-officiating units you can begin officiating. It is reasonable to expect that you are likely to complete the whole program within one season of you joining a group.

4. PROVISION OF DATA TO FFA

You will be asked to provide details to FFA and your Member Federation upon your successful completion of Part 1 of this program. This will facilitate the creation of accurate records of those people who are participating in FFA match official programs. All successful participants will receive an official FFA certificate; however, an accreditation card will not be issued.

Best wishes!

Serious sport has nothing to do with fair play. It is bound up with hatred, jealousy, boastfulness, disregard of all rules and sadistic pleasure in witnessing violence: in other words, it is war minus the shooting...there are quite enough real causes of trouble already, and we need not add to them by encouraging young men to kick each other on the shins amid the roars of infuriated spectators.

GEORGE ORWELL
[1903-50; English novelist and essayist]

PART 1 UNIT RESOURCES

REVISION SHEETS

These sheets contain research exercises designed to review and consolidate your knowledge of the Laws and the appropriate interpretations. Your presenter will set selected sections for **homework** and spend a few minutes during the next session reviewing answers and reteaching any Laws, interpretations or basic concepts that are poorly understood.

LAW 1 - THE FIELD OF PLAY

1. What is the minimum and maximum length of a field?

minimum: ..... **maximum:** .....

2. What is the minimum and maximum width of a field?

minimum: ..... **maximum:** .....

3. What is the size of the goals?

width: ..... **height:** .....

4. What is the minimum height of a corner post? ..... metres.

5. In the space below draw a section of the field showing the **Penalty Area, Penalty Arc, Goal Area** and **goal posts**. Add all relevant dimensions.

6. The Laws allow the goals to be portable. What is the important safety consideration?

.....

.....

7. Complete this sentence:

"The goal lines are the same .....

LAW 2 - THE BALL

1. Complete the following specifications for a ball:

Shape .....

Material .....

Circumference .....

Weight .....

Pressure .....

2. What happens if the ball becomes defective during the match?

.....

.....

.....

LAW 3 - NUMBER OF PLAYERS

1. In a competition match [other than small games and *Rooball*] what is the minimum number of players per team? .....

2. Fill in the gaps in these quotations:

a. "Up to a maximum of ..... substitutes may be used in any match played in an official competition [etc.]"

b. "The rules of the competition must state how many substitutes may be nominated, from ..... up to a maximum of ....."

3. When can a substitute enter the field?

.....

.....

.....

4. A substitute enters the field of play while the match is in progress. The referee sees this happen. What must the referee do?

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LAW 4 - THE PLAYERS' EQUIPMENT

1. Complete this quote from the Laws of the Game:

"A player must not use .....

.....

....."

LAW 5 - THE REFEREE

1. Law 5 describes the powers, duties and decisions of the referee. Revisit this Law and complete the following statements:

a. "The referee controls the match in cooperation .....

....."

b. "The referee .....and keeps a record of the match."

c. "The referee .....

.....only slightly injured."

d. "The referee punishes the .....when a

player commits ....."

e. "The referee acts on the advice of .....

....."

f. "The decision of the referee regarding .....

..... ."

2. Complete this quote:

"The referee may only change a decision on realising that it is incorrect or, at his discretion, on the advice of an assistant referee or the fourth official, provided that:

.....

....."

LAW 6 - THE ASSISTANT REFEREES

1. Note any **three duties** of an assistant referee:

.....

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.....

LAW 7 - THE DURATION OF THE MATCH

1. Complete this statement:

The match has two equal periods of time. Competition rules state how long each half shall be. These times can be altered if:

.....

2. Time may be added to a match to cover what events?

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3. A penalty kick has been awarded but time expires before it can be taken. What should the referee do about this?

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LAW 8 - THE START AND RESTART OF PLAY

1. Complete the following quotes:

a. "the team that wins the toss decides .....”

b. "The other team .....”

c. "all players are .....”

d. "the opponents ... are .....”

e. "the ball is in play when .....”

2. When is a *dropped ball* used to restart the match?

.....

.....

.....

LAW 9 - THE BALL IN AND OUT OF PLAY

1. The ball is out of play when:

.....

.....

.....

2. The ball is in play at all other times, including when:

.....

.....

.....

LAW 10 - THE METHOD OF SCORING

1. Complete the following quote: "A goal is scored when: .....

.....

.....”

2. When does a referee use one of these methods, as directed by a controlling association's rules - *Away goals; Extra time; Kicks from the penalty mark*?

.....

LAW 11 - OFFSIDE

1. FIFA provides definitions for some aspects of this Law. Check the interpretations and guidelines section of the Law book and complete the following:

a. "nearer to his opponents' goal line" means.....

.....

b. "Interfering with play" means.....

.....

2. Give an example of an opponent's play or position that may lead the referee to conclude that the player is interfering with an opponent.

.....

.....

3. When is a player in an offside position penalised?

.....

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LAW 12 - FOULS AND MISCONDUCT

1. What are the **seven offences** where the referee has to consider whether the player's action is careless or reckless or is using excessive force?

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2. Of the **eight indirect free kicks** four are related specifically to the goalkeeper. What are the key points in each of these four indirect free kicks?

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3. There are **seven** cautionable and **seven** send-off offences that players may commit. Summarise the **key points** of each.

Yellow Cards

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Red Cards

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4. What are the three offences committed by a substitute or a substituted player that can result in that person being cautioned and shown the yellow card?

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LAW 13 - FREE KICKS

1. At the taking of an indirect free kick, an attacker kicks the ball directly into his opponent's goal. What should the referee do?

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2. A defender standing in her own penalty area kicks the ball direct into her own goal. What should the referee do?

.....

.....

3. Complete this quote from the *Infringements and Sanctions* section:

"If, after the ball is in play, the kicker deliberately handles the ball before it has touched another player …

.....

....."

LAW 14 - THE PENALTY KICK

1. What is *extended* time, as mentioned under the procedure section of this Law?

.....

.....

2. What happens if a team-mate of the goalkeeper enters the penalty area after the signal is given but before the kick is taken?

.....

.....

.....

3. The kicker takes the penalty kick. The ball is deflected by the goalkeeper onto the goalpost and back to the kicker who chests the ball into goal. What should the referee do?

.....

.....

4. What happens if the ball is touched by an *outside agent*? Think carefully

.....

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LAW 15 - THE THROW-IN

1. Summarise the essential elements of a correct throw-in.

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.....

2. Identify two events that would result in the throw-in being given to the other team.

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LAW 16 - THE GOAL KICK

1. An attacker heads the ball out of play to the left hand side of the goal post. The goalkeeper wants to take the goal kick from the right hand side. What should the referee do?

.....

.....

2. The goalkeeper takes the goal kick. Realising that the ball will not leave the penalty area the goalkeeper picks the ball up. What should the referee do?

.....

.....

.....

3. At the taking of a goal kick all defending team members are in their own penalty area. Is this allowed? Explain.

.....

LAW 17 - THE CORNER KICK

1. A corner kick is taken and goes straight into the opponent's goal without touching another player. What should the referee do?

.....

.....

.....

2. At the taking of a corner kick the player the kicker passes the ball to a colleague about five metres away who attempts to kick the ball, but misses. The player who has taken the corner rushes over and kicks the ball directly into goal. What should the referee do?

.....

.....

.....

LAW 18 - COMMON SENSE

Er… what's all this about, then?

UNIT 1 RESOURCE: ETHICS AND PROFESSIONALISM

FFA CODE OF CONDUCT

Extracts for referee programs only - consult FFA website for full wording

1. APPLICATION AND SCOPE

1.1 This Code of Conduct aims to promote and strengthen the reputation of football in Australia by establishing a standard of performance, behaviour and professionalism for its participants and stakeholders. In addition, it seeks to deter conduct that could impair public confidence in the honest and professional conduct of Matches or in the integrity and good character of its participants.

1.2 This Code ... forms part of the FFA Statutes and applies to the conduct and behaviour of FFA, Member Federations, Competition Administrators, Clubs, Players, Officials and Agents (***Members***); applies to all forms of organised football under FFA's jurisdiction...;

2. BRINGING THE GAME INTO DISREPUTE

2.1 A Member must not bring FFA or the game of football into Disrepute.

2.2 ... brought football into Disrepute ... [includes]...: discriminatory behaviour...; harassment, including sexual harassment or any unwelcome sexual conduct ...; offensive behaviour... offensive, obscene or insulting gestures, language, chanting; ... incitement of hatred or violence; ... spectator or crowd violence;... intimidation of Match Officials, including use of violence or threats to pressure a Match Official to take or omit to take certain action;

3. LIABILITY FOR SUPPORTER AND SPECTATOR CONDUCT

3.1 A Club is responsible, and liable, for the conduct and behaviour of its supporters, whether at home or away Matches.

3.2 Each patron at a Match must comply with the *Spectator Code of Behaviour*. It is the host Club's responsibility to ensure this *Spectator Code of Behaviour* is implemented and enforced against all spectators...

3.3 A guest Club is liable for improper conduct among its own group of supporters. Supporters occupying the guest sector of a stadium are regarded as the guest Club's supporters, unless proven to the contrary.

4. BETTING, MATCH-FIXING AND CORRUPTION

4.1 A Member must not engage, directly or indirectly, in... any bet, wager, gamble or any other form of financial speculation where the relevant person stands to win or gain from the win, draw or loss of any Club competing in a Match; ... the throwing or fixing of a Match; or ... any conduct or behaviour intended to unfairly affect the result of a Match ...

4.2 A Player, an Official and an Agent must not ... accept bribes through the offer, promise or acceptance of any Benefit in return for violating his or her duties; ... provide for a Benefit any information concerning a Club…

5. DISPARAGING MEDIA STATEMENTS

5.1 A Member must not make any statement in public, including any contribution to television, radio or print media that: ... is disparaging of a Match Official, opposition team or any Player or Team Official; ...

5.3 A Member must not make or issue any public or media statement or release that incorporates a reference to FFA or an FFA property... without FFA's prior written consent.

6. RESPONSIBILITIES OF PROFESSIONAL PLAYERS, REPRESENTATIVE PLAYERS AND OFFICIALS

7. NOTICE AND DISCIPLINARY SANCTIONS

8. DEFINITIONS AND INTERPRETATION

9. ENFORCEMENT

This Code of Conduct came into force on 1 January 2007.

40+ YEARS AGO…

"Law 4 Players' Equipment

[b] …Where studs are tapered, the minimum diameter of any section of the stud must not be less than half an inch. Where metal seating for the screw type is used, this seating must be embedded in the sole of the boot and any attachment screw shall be part of the stud. Other than the metal seating for the screw type of stud, no metal plates even though covered with leather or rubber shall be worn, neither studs which are threaded to allow them to be screwed on to a base screw that is fixed by nails or otherwise to the soles of boots, nor studs which, apart from the base, have any form of protruding edge rim, or relief marking, or ornament, should be allowed."

[From: **The Football Association**: *Referees' Chart and Players' Guide to the Laws of the Game 1967-68.* Revised Edition. London, August 1967, p. 10]

UNIT 1 RESOURCE: ETHICS; THE LAW; YOUR IMAGE

AUSTRALIAN SPORTS COMMISSION

THE ESSENCE OF AUSTRALIAN SPORT - CODE OF BEHAVIOUR

INTRODUCTION

Our society expects high standards of behaviour from all people involved in sport and it is vital these expectations are met and the integrity of sport maintained.

Regardless of the nature of a person's involvement in sport, *The Essence of Australian Sport* provides four guiding principles that lead to appropriate behaviour: **Fairness, Respect, Responsibility** and **Safety**. The following Template Code of Behaviour has been developed to reflect and uphold these principles and assist in retaining the integrity and enjoyable aspects of sport.

The Australian Sports Commission (ASC) has previously publicised a number of different Codes of Behaviour / Conduct / Ethics that were utilised by sporting organisations... Based on feedback from the sport industry ...the ASC has reviewed the various suggested Codes and developed a template that is consistent and applicable to all roles and levels within all sports. The ASC will also continue to provide the Junior Sport Codes of Behaviour for organisations and activities that principally deal with children and young people...

In consistently enforcing the Code, organisations will assist in providing safe and appropriate environments and quality services to their members, stakeholders and customers.

THE ESSENCE OF AUSTRALIAN SPORT

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SPORT'S CODE OF BEHAVIOUR

SPORT INDUSTRY-WIDE STANDARDS OF BEHAVIOUR

ROLE-SPECIFIC STANDARDS OF BEHAVIOUR

SPORT-SPECIFIC STANDARDS OF BEHAVIOUR

TEMPLATE CODE OF BEHAVIOUR

This Code ... is intended to be the minimum standard for those involved in sport.

- Operate within the rules and spirit of your sport, promoting fair play over winning at any cost.
- Encourage and support opportunities for people to learn appropriate behaviours and skills.
- Support opportunities for participation in all aspects of the sport.
- Treat each person as an individual.
- Display control and courtesy to all involved with the sport.
- Respect the rights and worth of every person regardless of their gender, ability, cultural background or religion.
- Respect the decisions of officials, coaches and administrators in the conduct of the sport.

- Wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with people under the age of 18 years.
- Adopt appropriate and responsible behaviour in all interactions.
- Adopt responsible behaviour in relation to alcohol and other drugs.
- Act with integrity and objectivity, and accept responsibility for your decisions and actions.
- Ensure your decisions and actions contribute to a safe environment.
- Ensure your decisions and actions contribute to a harassment free environment.
- Do not tolerate harmful or abusive behaviours...

[Specifically as] Officials

- Place the safety and welfare of the athletes above all else.
- Be consistent and impartial when making decisions.
- Address unsporting behaviour and promote respect for all people.

Edited from and reprinted with permission:

Australian Sports Commission: *Guidelines for the Design and Registration of NCAS and NOAS Training Programs - Appendices.* Canberra, February 2008 pp 1-2

UNIT 1 RESOURCE: ETHICS AND PROFESSIONALISM

MATCH OFFICIALS' *CODE OF ETHICS* - EXAMPLE

- Ensure conduct is honourable and maintains the dignity of the position held.
- Portray a positive role model in behaviour and personal appearance.
- Consider the safety and welfare of all participants to be paramount.
- Know the Laws of the Game and the interpretations thoroughly.
- Act with complete integrity, accepting responsibility for all actions taken.
- Officiate impartially, firmly and effectively with courtesy and consideration.
- Avoid circumstances which may lead to a conflict of interest.
- Be courteous, respectful and open to discussion and interaction.
- Value and respect all participants ensuring their rights are protected at all times.
- Undertake continual self improvement and upgrading of personal competencies.
- Maintain good levels of physical fitness.
- Encourage inclusivity and access to all areas of officiating.
- Nurture teamwork with fellow referees, assist them, be loyal to them and avoid all criticism of them.
- Refrain from public statements about any match except to clarify a Law interpretation.
- Maintain the utmost respect for Football, rejecting corruption, drugs, racism, violence and other threats to the match.
- Accept that it is a privilege to be a part of Football and strive to make all actions reflect credit upon Football's participants, organisations and affiliates.

Sources consulted

- FFA *Code of Conduct* [Jan 01 2007]
- FIFA *Code of Conduct* [April 2002]
- FIFA *Code of Ethics* [October 6 2004]
- ASC Guidelines
- United States [of America] Soccer Federation

[BT: 7/08]

UNIT 8 RESOURCE: ASSESSMENT AND ADMINISTRATION

EXAMINATION PAPER SAMPLE QUESTIONS

Q1 WHICH OF THE FOLLOWING ITEMS ARE REQUIRED BY THE LAWS?

[A] Corner flagposts
[B] Nets
[C] Halfway flags
[D] Fencing or rope around the field

Q2 BEFORE THE GAME YOU CHECK PLAYERS' EQUIPMENT AND NOTICE THAT ONE PLAYER HAS 'BLADES' [SAFE MOULDED RIDGES AND HUMPS] ACROSS THE BOOT'S SOLES. WHAT SHOULD YOU DO?

[A] Ask the player to change the boots.
[B] Let the player play in those boots.
[C] Let the player play in those boots if the opposing team agrees.
[D] Refuse to allow the player to play unless the boots are changed.

Q3 HOW FAR FROM THE BALL MUST OPPOSITION PLAYERS BE WHEN A FREE KICK IS TAKEN?

[A] At least 7.32 metres [8 yards]
[B] At least 9.15 metres [10 yards]
[C] At least 11 metres [12 yards]
[D] The Laws give no distance. The advice offered is: "At the taking of a free kick, the defending team must not interfere with the kick being taken."

Q4 A PLAYER DELIBERATELY TRIPS AN OPPONENT TO BREAK-UP AN ATTACK. HOW SHOULD YOU RESPOND?

[A] Direct free kick against the offender.
[B] Direct free kick against the offender and caution this player.
[C] Direct free kick against the offender and send off this player.
[D] Indirect free kick against the offender and caution this player.

Q5 THESE STATEMENTS REFER TO FREE KICKS. CHOOSE THE BEST OPTION.

[A] The ball is in play when it is kicked and moves
[B] Feinting [pretending] to take the free kick to confuse opponents is permitted
[C] Options A and B
[D] The ball must be kicked forward

[Answers: 1A; 2B; 3B; 4B; 5C]

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