



INSTRUCTOR RESOURCE BOOK



AYSO Fundamentals

The five philosophies of AYSO are:

Everyone Plays

Our program's goal is for kids to play soccer—so we mandate that every player on every team must play at least half of every game.

Balanced Teams

Each year we form new teams as evenly balanced as possible—because it is fair and more fun when teams of equal ability play.

Open Registration

Our program is open to all children between 4½ and 19 years of age who want to register and play soccer. Interest and enthusiasm are the only criteria for playing.

Positive Coaching

Encouragement of player effort provides for greater enjoyment by the players and ultimately leads to better-skilled and better-motivated players.

Good Sportsmanship

We strive to create a positive environment based on mutual respect rather than a win-at-all-costs attitude, and our program is designed to instill good sportsmanship in every facet of AYSO.

Times have changed and youth sports are much more organized. Mom and Dad can sign their kids up for all kinds of activities. Rarely do kids decide to play on their own just for fun. The AYSO philosophies define a program in which kids play and learn under the guidance of adults without undue interference in their fun.

AYSO Structure

AYSO has developed a structure to support local communities in running their soccer programs. We call the local community programs “regions”. Several regions are combined into an “area”, several areas together form a “section” and the country is divided into fourteen of these sections. In addition, there is a “national” branch to our structure.

AYSO is a non-profit volunteer organization where no one is paid except for about 55 full-time paid employees who are headquartered at the National Support and Training Center (NSTC) in Hawthorne, CA.

We like to think of our structure as an upside down pyramid with the most important element, the Regions, at the top and the other elements all supporting the Regions. This arrangement can be illustrated by a beautiful tree. The leaves represent Regions, several leaves on a limb represent the Areas, several limbs on a branch represent the Sections, and all the branches are supported by the trunk which represents National. The AYSO tree has approximately 1000 leaves (regions), 100 limbs (areas), 14 branches (sections), and one trunk (national).

A volunteer staff exists at each level of our structure to support the needs of the regions. There are administrators, coaches, referees and instructors at each level of our Structure and you should be familiar with the names of those volunteers who provide support to your region. Please refer to the AYSO FUNdamentals Handbook for more information about these important contacts.

AYSO Programs

AYSO has developed extensive programs to support and protect our players and volunteers. All coaches, referees and key administrator positions are required to be trained and certified to understand the child specific and discipline specific aspects of their particular jobs.

Coaching Program:

The AYSO National Coaching Program is a nationally accredited training program that offers age and skill appropriate training courses for coaching under-six to under-19 year old players plus a Coaches Safe Haven Certification course. The AYSO coaching program is designed from the National Standards For Athletic Coaches developed by the National Association for Sport and Physical Education (NASPE). The AYSO coaching program has been reviewed and accepted for accreditation by the National Council for Accreditation of Coaching Education (NCACE) following the national standards.

The emphasis is on youth players in the AYSO coach training programs and, in addition to the development of young players' athletic skills, emphasis is placed on the social and psychological needs of children. Children play games to have fun and that is what AYSO coaches are taught is most important.

Referee Program:

Incremental training is available for referees in the AYSO National Referee Program similar to the coach training for officiating the under-6 to under-19 year old players plus a Referee Safe Haven Certification course. The referee training in AYSO has been recognized by international referees as, "The best amateur referee training program in the world". AYSO games are regulated by the same rules, or Laws of the Game as they are appropriately called, as are the international soccer games, with some minor adjustments to accommodate the age of the players participating.

AYSO referees are taught, as are AYSO coaches, to take into consideration the age group involved. The Laws of the Game require the enforcement of the spirit behind the Laws rather than the letter of the Law and the AYSO referee training emphasizes this fact to ensure minimum interruption and maximum fun for the players.

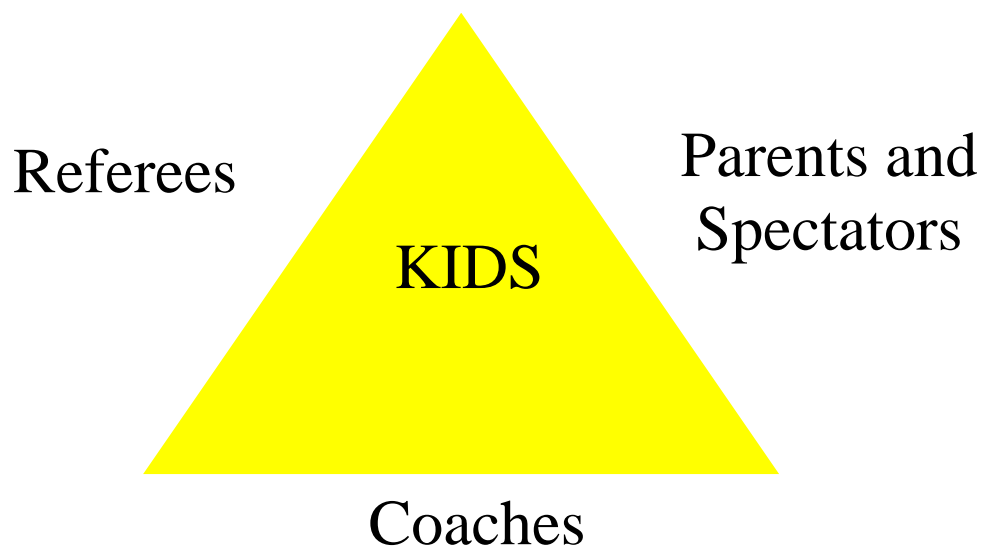
Management Program:

Administrative training is available for all volunteer management positions in AYSO. Running a community soccer program (the region) requires the extensive efforts of many volunteers and involves the management of considerable funds. AYSO provides support for these efforts through numerous programs and training courses to assist volunteers with understanding and implementation.

Several layers of management support are available at the area and section level to assist local Regional programs. Additionally, a staff of paid professionals monitors the day-to-day business of AYSO and is available as needed by the volunteers.

The AYSO Team

The three sides of the triangle – coaches, parents/spectators and referees -- work together as a team to deliver our program to kids.



AYSO Programs for Kids

Kid's Zone: The Kids Zone program provides guidance for parents and other adults to help them understand and maintain the proper perspective and behavior to support and encourage children involved in sport. The Kids Zone program emphasizes the importance of coaches, referees, and spectators working together to keep fun in the game and to provide good role modeling for young players.

College Athlete Program (CAP)

The College Athlete Program consists of three levels, evaluation - a two hour event (optional), training – offered in weekend and residential week long programs and exposure to high level competition and college coaches. The program is designed to provide both soccer training and preparation to attend college for any player that wants to continue playing soccer while attending college. The academic curriculum stresses life decisions, wellness and college life. The field training emphasizes the tactical understanding of the game and application of the objectives and principles of play.

Very Important Player (VIP)

AYSO extends its philosophies to disabled players through the Very Important Player program. AYSO VIP programs around the country train adults to coach and referee players that have disabilities that prevent them from being successful on mainstream teams.

Safe Haven

The AYSO Safe Haven Program provides education and protection for our players and volunteers and indeed has become a model used by other youth organizations. All AYSO volunteers must submit an annual Volunteer Application Form, provide references and agree to background checks to be considered for a volunteer position. Considerable attention has been given at both the state and federal level to legislation for the protection of children and for volunteers working with children. Ask if anyone knows the five kinds of abuse found in youth sports. Our Safe Haven Program has created extensive certification and training classes for our volunteers. The Safe Haven training focuses on intervention and prevention cycles for child protection.

The Safe Haven Intervention Cycle is intended to prevent child abuse and to stop child abusers from getting into our volunteer ranks. There are four elements to this cycle: 1) Promote education and awareness, 2) Create policies, 3) Screen volunteers, and 4) Train and certify volunteers.

The Safe Haven Prevention Cycle is used for the proactive protection of our young players. There are eight elements to this cycle: 1) Foster meaningful relationships, 2) Make kids full participants, 3) Promote ethical behavior, 4) Model and teach conflict resolution, 5) Encourage kids to speak out, 6) Cultivate kids' self-images, 7) Implant excellence in individual achievement, and 8) Keep things FUN.

Sportsmanship

Sportsmanship was added years ago to the other basic philosophies because AYSO realized then that sporting behavior inside and outside the touchlines would not just happen but had to be taught and nurtured. A few examples recent problems that developed as a result of poor sportsmanship are:

- Hockey dad beaten to death
- Referee assaulted after game
- Brawls breaking out at youth soccer game

Tips for Monitoring Your Behavior

Remember that the game is for the kids.

Winning and losing are part of the game. Children develop best when they learn to be good winners and good losers.

Cheer for everyone. Recognize good play from your team and from your child's opponent.

Support your coach by keeping your comments positive and not trying to "coach" your child.

Thank your coach and your referees before and after each game.

When you feel yourself getting angry:

- Look around and see other people enjoying the game
- Tell yourself that it's a game and the purpose is to enjoy
- Count to ten – it works
- Step away from the field for a few minutes
- Watch the game from the car

The following guidelines were created by the Safe Haven/Kids Zone Curriculum Committee to help facilitate positive sideline behavior.

When a Spectator is Behaving Inappropriately

What are some of the things the coaches can do?

- Send a quick body language message that you heard it and you don't like it.
- Move close to the spectator if possible and engage in non-threatening small talk.
- Explain that the inappropriate behavior is detracting from everyone's enjoyment.
- Ask another person to speak with the misbehaving spectator (assistant coach, team parent, acquaintance).
- Warn in stronger terms that continued inappropriate behavior could result in the referee asking spectator to leave and you would support the referee's decision.
- Bring the situation to the attention of the referee.
- If appropriate action is not taken by the referee, tell the spectator you as the coach will pull the team and end the game if their inappropriate behavior continues.
- As a final recourse, pull the team from the field and end the game.

What are some of the things the referee can do?

- Send a quick body language message that you heard it and you don't like it.
- As soon as convenient, position yourself near the touch line and quietly request the coach deal with the spectator.
- Stop the game for a general announcement from the touchline regarding the match being in jeopardy because of inappropriate spectator behavior and request everyone remember we are in an AYSO "Kids Zone" where unsporting behavior is not tolerated. Request coaches from both teams stand with you just inside the touch line facing the spectators while you make the general announcement to present a visual perspective that the coaches are supportive of the referee.
- Stop the game for a specific announcement to the spectator that if their inappropriate behavior continues they will be given three minutes to leave the area or the match will be canceled. Again request the coaches from both teams stand with you just inside the touch line facing the spectators to present a visual perspective that the coaches are supportive of the referee.
- Stop the game and give the spectator three minutes to leave.
- If the spectator has not left in three minutes, terminate the game.

What are some of the things the opposing coach or opposing assistant coach can do?

- If possible, send a quick body language message that you heard it and you don't like it.
- Remind your team and supporting spectators that the behavior they are seeing or hearing is inappropriate behavior and inconsistent with the Kids Zone program and to let the other coach and the referee handle the situation
- Remind your team and supporting spectators to be supportive of the referee and to refrain from demanding or negative reactions to the inappropriate behavior of the spectator
- Speak with the referee when appropriate to express the negative effect the spectator's behavior is having and that you will support the referee in taking the necessary corrective action

What are some of the things other spectators can do?

- Send a quick body language message that you heard it and you don't like it.
- Move over to the offending spectator and engage in non-threatening small talk.
- Ask the person to help support good sideline behavior (Kids Zone)
- Tell the person how you feel about the inappropriate behavior
- Ask the person to please stop the inappropriate behavior
- Enlist the support of other spectators to also speak with the person
- Request the coach do something because the inappropriate behavior is detracting from everyone's enjoyment of the game.

What are some of the things the "regional representatives" can do?

- Regional representatives (board members etc.) can take similar action to those suggested for parents and may have greater effect because of their "official" standing.

When a Coach is Behaving Inappropriately

What are some of the things the assistant coach can do?

- Send a quick body language message that you heard it and you don't like it.
- Move close to the coach and engage in non-threatening small talk.
- Explain that the inappropriate behavior is detracting from everyone's enjoyment.
- Ask the coach to take a brief time to cool down off to the side.
- Ask another person to speak with the misbehaving coach (team parent, acquaintance).
- Tell the coach that you (the assistant coach) may have to take over the team
- Warn in stronger terms that continued inappropriate behavior could result in the referee asking the coach to leave and that you would support the referee's decision.
- Bring the situation to the attention of the referee.

What are some of the things spectators can do?

- Send a quick body language message that you heard it and you don't like it.
- Move near the coach and attempt to engage in small talk.
- Ask the coach to help support good sideline behavior (Kids Zone)
- Tell the coach how you feel about the inappropriate behavior
- Ask the coach to please stop the inappropriate behavior
- Enlist the support of other spectators to also speak with the coach
- Request the assistant coach ask the referee do something because the behavior is detracting from everyone's enjoyment of the game.

What are some of the things the referee can do?

- Send a quick body language message that you heard it and you don't like it.
- As soon as convenient, position yourself near the touch line and quietly request the assistant coach speak with the misbehaving coach.

- Stop the game for a word in private with the coach. Ask the coach to come onto the field out of everyone's "ear shot" and ask the coach to help you maintain a positive "Kids Zone" environment. Remind the coach of the options left to you if the inappropriate behavior continues and your desire to avoid those options.
- Stop the game and tell the coach if their inappropriate behavior continues they will be given three minutes to leave the area or the match will be canceled.
- Stop the game and give the coach three minutes to leave.
- If the coach has not left in three minutes, terminate the game.

What are some of the things the opposing coach or opposing assistant coach can do?

- If possible, send a quick body language message that you heard it and you don't like it.
- Remind your team and supporting spectators that the behavior they are seeing or hearing is inappropriate behavior and inconsistent with the Kids Zone program and to let the referee handle the situation
- Remind your team and supporting spectators to be supportive of the referee and to refrain from demanding or negative reactions to the inappropriate behavior of the coach
- Speak with the referee when appropriate to express the negative effect the coaches behavior is having and that you will support the referee in taking the necessary corrective action

What are some of the things "regional representatives" can do?

- Regional representatives (board members etc.) can take similar action to those suggested for spectators and may have greater effect because of their "official" standing.

When a Referee is Behaving Inappropriately

Since the referee represents the authority figure on the field during games, it is often difficult to effect change immediately during the game and still maintain the respect due the referee's position of authority. The assistant referees, coaches, and spectators should model appropriate behavior in front of the impressionable young players. When adults disagree with the behavior or actions of authority figures, care must be taken to ensure it is done in an manner and means that models appropriate behavior for youth.

Correcting inappropriate referee behavior is best done through action taken after the game following careful examination and review of the circumstances. The Regional Coach and Referee Administrator and Regional Board of Directors are sources to address with concerns regarding referee behavior.

Some discussion may be possible with the referee during breaks and halftime to request behavior modification but this must be done with care and respect for the position. In extreme cases, independent action may be taken by coaches during the game such as pulling the teams from the field and ending the game.

Child Abuse and Reporting Requirements

AYSO recognizes five types of child abuse and requires that volunteers that work with children know how to recognize signs of abuse and when and how to report suspected abuse.

The five types of child abuse recognized by AYSO

- Physical
- Emotional
- Neglect
- Sexual
- Ethical

AYSO recognizes and supports an adult to player touching policy that protects the child from unwanted and intrusive contact.

The Elements in the AYSO Touching Policy are:

Some forms of touching are acceptable as long as they are respectful and appropriate.

- Touching should be in response to the need of the child, not the need of the adult.
- Touching should be with the child's permission.
- Resistance to touching must be respected.
- Touching must never include the breast, buttocks or groin.
- Touching should be done in the open, not in private.
- Touching should have a brief, limited duration.
- A child's comfort level with touching is influenced by factors such as age, developmental stages, social and emotional well-being, life experiences, gender, etc., all of which change over time.

Reporting Suspected Child Abuse

AYSO Volunteers should contact their region's Child and Volunteer Protection Advocate (CVPA) for local requirements to report suspected child abuse. Each state has a specific agency and reporting procedure.

The CVPA is one of six mandatory positions that all local regions must have on their regional board. The CVPA provides the resources and training necessary to insure a safe, fun and fair experience for all.

When Working with Children

Plan for the probable

- Plan proper supervision for likely events like injuries
- Plan for gender appropriate adult ratios

Adapt to the potentials

- Have a plan to adapt to multiple situations that would cause there to be less supervision than required
- Think ahead
- Never allow one adult to be alone with a child. The safety of each child is important and so is the reputation of each adult volunteer

The AYSO Soccer Accident Insurance Program (SAI)

Every player and volunteer is covered by the AYSO Soccer Accident Insurance program at any time that they are involved with an approved AYSO event such as practices, games and tournaments. It is important that parents and volunteers review the coverage each year because it changes from time to time.

Contact your regional safety director for current information on

- How to file an SAI claim
- The current limits of the SAI policy
- Who is covered
- What is covered
- What is not covered

Conclusion

Well, now you know the AYSO FUNdamentals and should understand why we accentuate the FUN. Our ranks are filled with diverse volunteers with differing backgrounds. We have one important characteristic in common which bonds us in a common purpose and was central to each topic we discussed: "It's For the FUN".

*The Vision - **"It's For the Fun"***

*The Mission - **"It's For the Fun"***

*The Philosophies - **"It's For the Fun"***

*The Structure - **"It's For the Fun"***

*The Safe Haven Program - **"It's For the Fun"***

*AYSO Player Bill of Rights – **"It's For the Fun"***

*The Kids Zone Program - **"It's For the Fun"***

*The Coaching Program - **"It's For the Fun"***

*The Referee Program - **"It's For the Fun"***

*The Management Program - **"It's For the Fun"***

Unified Instructor Program

Elements of the instructor program

Unified Instructor curriculum that meets the AYSO Instruction Program Model.

There are four levels in the AYSO Unified Instructor program. These levels progress methodically from basic through advanced instructor training and provide instructors with skills necessary to teach AYSO courses in specific disciplines.

Basic Instructor

This training and certification course is designed to prepare local volunteers to teach the introductory courses for coaches, referees, parents, and volunteers at the regional level to small groups or one-on-one.

Intermediate Instructor

This training and certification course is tailored to the needs of instructors presenting to small and medium sized groups at the area and section level.

Advanced Instructor

This training and certification course teaches the instructor advanced presentation skills and techniques to address the needs of learners in groups of all sizes and in longer class sessions. Training is offered in developing and adapting lessons.

National Instructor

This training and certification course allows the instructor to develop advanced problem solving ability as it relates to teaching. The instructor learns to analyze lesson plans and create new lesson plans based on adult learning theory. The National Instructor is capable of teaching all AYSO courses and workshops in one or more AYSO discipline. This course ensures instructors are able to develop lessons and materials to meet AYSO volunteer needs and introduces creative approaches to instruction for use by all instructors.

There are four disciplines – Coaching, Officiating, Management and Instruction

Coach Training

A complete age specific program developed to meet the National Standards for Athletic Coaches and accredited by the National Council for Accreditation of Coaching Education, an independent professional organization that ensures meeting acceptable standards.

Referee Training

Incremental training to officiate games beginning at the U-6 level through U-19 in accordance with the FIFA Laws of the Game and approved modifications for youth level games. All referees are required to be certified to work with children in accordance with the AYSO Safe Haven program. The three major components of the program are:

◆Administration

◆Instruction

◆Assessment

Management Training

The success of any local program is tied to the quality of the administration of the program in the community.

Some of the Management Training Available

- Introductory, Intermediate and Advanced Management
- Treasurer
- Safety Director
- Registrar
- Child and Volunteer Protection Advocate
- Regional Board Members
- Financial Auditor

Instructor As described above

1. The elements needed to maintain instructor status are simple and include the following:
 - a. Complete a Volunteer Application once a year
 - b. Teach AYSO volunteers on an ongoing basis. It is suggested that at least one course be taught each year
 - c. Register AYSO Courses and return completed course rosters as required
 - d. Maintain a good reputation as an instructor and role model
 - e. Complete additional update and in-service training
2. The functional skills of a Basic Instructor
 - a. Know AYSO and its philosophy
 - b. Know the structure of AYSO
 - c. Know the means, methods, and people for getting help
 - d. Follow a basic teaching plan
 - e. Present a basic lesson plan
 - f. Demonstrate basic technology competencies

Note1

You can't give a certification you don't have!

LESSON #1: Sample Teaching Plan Lesson

1. Lesson Goals

Goals determine purpose, aim, and rationale for what the instructor and the students will engage in during this lesson. Use this section to establish the specific lesson goals and where appropriate draw upon previous training and activities and set the stage by preparing students for future activities and further knowledge. Goals should have a specific objective.

2. Lesson Length

Identify the expected length of this specific lesson.

3. Learning Objectives

Note

The learning objectives should be specific to this particular lesson, not the entire course. Therefore, the learning objectives for a single lesson within a course might be quite simple.

- This section focuses on what students will do to acquire further knowledge and skills.
- What will the students be able to accomplish once they have completed this training?
- What is the degree or basis of which satisfactory accomplishment of the objectives be judged?
- How will the students demonstrate that they have learned and understand the objectives of the class?

4. Student Skills Acquired

Note

The skills acquired should be specific to this particular lesson, not the entire course. Therefore, the expected skills to be acquired for a single lesson within a course might be quite simple.

This section should identify what skills the student is expected to possess at the completion of this training, i.e., "At the completion of this training, the student should be able to referee a U6 and U8 soccer match."

5. Special Instructor Notes

This section provides special information for the instructions concerning arrangements or conditions that may need to be addressed. For example the lesson may be presented in a different manner for a class size of 30 students versus a class of 6 students.

6. Body

INTRODUCTION

This is where the instructor(s) will be introduced. The introduction should include the following:

- a. How will the instructor introduce the ideas and learning objectives of this class?
- b. How will the instructor get the students attention and motivate them in order to hold their attention?
- c. How can the instructor tie lesson objectives with student interests and past class information and activities?
- d. What will be expected of the students?

SPIRIT – Why Do We Teach The Topic

This is where the student is presented the reason or spirit / why the lesson is being presented.

WHAT – The Must Know Elements of This Lesson

This part of the lesson contains the must know items that the student must learn in order to achieve the learning objectives and build the foundation for attaining the skills that should be acquired.

APPLICATION – How To Apply The Material

This part of the lesson provides the student with the ability to use the materials presented and to apply the information learned to ensure understanding.

In developing the lesson plan keep in mind the following:

- a. What is the focus of the lesson?
- b. How would the flow of the lesson be described to the instructor who is presenting it?
- c. What does the instructor do to facilitate learning and manage the various activities of the lesson?
- d. How can the material be presented to ensure each student will benefit from the learning experience?

Rule of Thumb

Take into consideration what the students are learning;
A new skill, a law, a concept/fact/idea, an attitude or a value,

Choose one of the following techniques to plan the lesson content based upon what the learning objectives are:

- Lecture – Outline the information to be explained.
- Demonstration – List in detail and identify the steps to be performed.
- Discussion (Guided Participation) – List the key questions or scenarios to guide the discussion.
- Case Study - Specify the case to be evaluated and provided expected outcomes/results/conclusions that the students should arrive at.

7. Conclusion (Closure)

Identify what is expected in the way of a brief summary. The conclusion should draw the ideas presented in the lesson together to ensure that any misunderstandings the students may have are corrected. The conclusion needs to reinforce the students learning.

8. Confirmation (Testing, Assessment, Evaluation)

This section focuses on ensuring that the students have arrived at the intended destination. The instructor needs to gather some evidence that this happened. There are a wide variety of ways that this can be accomplished, for example:

- a. Demonstration of skills by students
- b. Questions and answers
- c. Written examination
- d. Oral examination
- e. Repetition of lesson activities without the same level of guidance provided originally
- f. Games or activities that test as well as reinforce the lesson
- g.

Rule of Thumb

Be sure to provide the students with the opportunity to understand or, if appropriate, practice what you will be assessing them on.

You should not introduce new materials during this activity.

Also, avoid asking students higher level thinking/questions if they have not engaged in it during the lesson.

9. Bridge (Transition)

Establish a transition to the next topic/subject the students will be learning or the next activity, such as a confirmation exercise.

10. Attachments

List visual aids and handouts that are part of the lesson and included with the lesson plan.

Judging the Mood

The following items can assist you in analyzing the audience in terms of how they may be interpreting and/or receiving what you are teaching. (Taken from Essential Manager's Manual by Heller and Hindle)

Involving the Audience: Judge the mood of your audience – by assessing their reactions to previous speakers, for example. You can then decide on a strategy to deliver your message effectively. If any members of the audience appear bored or drowsy, stimulate them by asking questions that can be answered by a show of hands or by turning to the person next to them to give an answer. If the audience is hostile, you could start the presentation with a joke or humorous story, but make sure your body language is giving out positive signals.

Looking for Signals: You will have rehearsed your own body language as part of your preparation for a presentation. Now you need to learn to read the body language of the members of the audience. Watch for signs, and do not expect everyone to be expressing the same thing. Some may be straining forward eagerly to ask a question, while others may be sinking into their seats, wishing they were somewhere else.

Spotting Negativity: There is a wide range of ways in which members of an audience can indicate disapproval or hostility. Watch out for people leaning over and criticizing your speech [presentation] to a neighbor. Alternatively, look for people frowning directly at you with their arms folded or looking into the air as if the ceiling is more interesting than anything you have to say. Remember that looking at one piece of body language in isolation – such as crossed legs – may give a false impression. Look at the whole picture before coming to a conclusion.

Seeing Signs of Interest: Stances indicating interest are easy to spot – look for people smiling, nodding, or leaning forward in their seats and watching you intently. The expressions on their faces may reveal faint frowns or concentration. People manifesting any of these signs can probably be won over to your point of view, so make sure that you involve or engage them in your presentation.

Reading Facial Signs: In terms of body language, the face is most expressive. If you are close enough to members of your audience, you will be able to pick up a multitude of small signals – from the movements of eyebrows and the look in the eyes to the sloping of lips. As with general body language, always remember to read the face as a whole. One sign in isolation may not be a true indication of what the person is feeling.


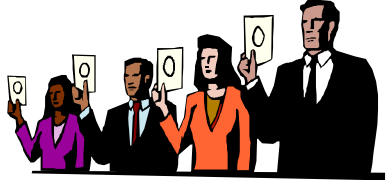
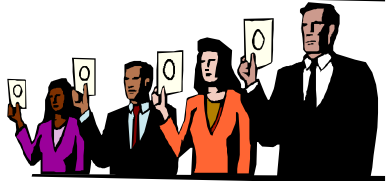
Reading Hand and Arm Gestures: Hand and arm movements are helpful in adding to the impact of speech and can tell you a lot about the person using them. During question and answer sessions, note the hand and arm gestures of the people asking questions. If you cannot see them clearly, ask the individual to stand up when speaking. The gestures people use have a strong cultural content, so bear this in mind when interpreting body language. For example, if northern Europeans gesticulate emphatically, they are probably agitated, but such gesturing accompanies most conversations among southern Europeans.

Using Your Ears: You do not need to have all the lights on to pick up your audience's body language; much of it can be picked up aurally. You can hear the rustle of people fidgeting or the sound of whispering, both of which may indicate that your audience is bored or confused. It is easy to block yourself off when you are concentrating on presenting, but it pays to be alert to noise at all times – it is a valuable clue for judging the mood of your audience.

Watching Legs: The position into which someone puts their legs says a lot about their attitude. For example, if an audience member has crossed legs, it may indicate that they are still contemplating your speech. Legs placed together, however, can indicate total agreement. If your audience is seated, movement will be limited and you may be able to see only those in the front row, but their leg movement should give you an indication of how the rest of the audience is reacting to your presentation.

Noticing Habits: Most people unintentionally reinforce their body language with habitual fidgeting with their personal props, such as glasses, watches, earrings or cufflinks. Looking at a watch can betray boredom or even impatience, while chewing on a pen or glasses suggests contemplation. On the positive side, sitting still and an absence of any of these habits can often indicate total involvement and agreement with the content of your presentation.

Adjusting Your Presentation to Audience Size

<i>Audience Size</i>	<i>Presentation Styles</i>	<i>Techniques</i>
<p>Small Audiences A group of fewer than 15 people is considered a small audience. Most people will be asked to address an audience of this size at some point in their working career</p> 	<p>I. Formal Follow formal procedures in committee meetings, sales pitches to prospective clients, and interdepartmental presentations</p>	<ul style="list-style-type: none"> • Establish eye contact with each member of the group at an early stage • Face your audience at all times – this will help hold their attention
	<p>II. Informal Use informality to break the ice when presenting new products to known suppliers and when speaking to colleagues</p>	<ul style="list-style-type: none"> • Interact with the audience by soliciting questions • Allow individuals to have a say but keep it brief
<p>Large Audiences A group of 15 or more people constitutes a large audience. It is easier to address this size audience if you already have previous presenting experience</p>  	<p>III. Formal Follow formal procedures when giving a speech at a conference or at the annual general meeting of a public company</p>	<ul style="list-style-type: none"> • Make sure that all of the audience members are able to hear you clearly, especially at the back of the room • Link, sum up, emphasize and repeat main points
	<p>IV. Informal Use informal procedures when making a spontaneous presentation from the floor at a formal conference</p>	<ul style="list-style-type: none"> • Speak slowly and enunciate at all times • Keep your message broad, general, and simple. Go into more detail only if asked

(Taken from Essential Manager's Manual by Heller and Hindle)

Lectures, Demonstrations and Guided Participation

Learners understand and remember better when presentations are interesting and organized appropriately for the audience.

As instructors, be aware that incorrect information presented well will be remembered; however, a bad presentation of accurate information may not be remembered.

The key elements of a presentation are as follows:

- The presentation provides accurate, correct, “official” information. As AYSO instructors **you must** ensure that the information you present comes from official AYSO sources and that information is not made up
- As an instructor you want to motivate students to learn, think, and act
- Present the subject in an unthreatening manner. When students feel threatened they do not care to learn
- Create an environment of trust, respect, and authority
- Offer interaction, involvement, and integration

What makes a presentation good?

- The presentation is interesting
- The presentation is organized
- The presentation is understandable
- The information presented is at the correct level of learning for the students

There are three presentation methods or techniques of teaching that you will be using as an AYSO Basic Instructor: Lecture, demonstration and guided participation. The value of each method to facilitate learning varies. Instructors need to use the best presentation method for the situation. Good instructors look for opportunities to employ these various methods based upon the subject matter being taught and the needs of the students.

Lecture: A lecture is a carefully prepared oral presentation of a particular subject by a qualified individual. Lecturing is informative speaking. **STUDENTS LEARN BY LISTENING – THEY LISTEN AND THEY HEAR – *AUDITORY LEARNING***. When the primary goal of the learning process is information transfer the lecture method is well suited. A lecture is not the best approach to teach technical motor skills or when student involvement is an essential part of the learning process.

The advantages of lectures are:

- Presents information in an organized way in a relatively short period of time
- Identifies, explains, and clarifies difficult concepts, problems, or ideas
- Stimulates or inspires the audience to further inquiry
- Provides a framework for learning activities and further study which are to follow
- Can be presented to large groups where interaction is not practical
- Can be used to explain relationships between previously learned and new information
- More useful in presenting knowledge level type of information as compared to procedural information

The disadvantages of lectures are:

- Can be boring, especially if the lecturer is monotone or lacks energy
- Lacks learner involvement
- Little opportunity to develop rapport with the students
- Less opportunity for confirmation that the students acquired knowledge of the information presented

Lecturing Tips: Not everyone learns by listening to a lecture and a boring lecture is not a good learning environment.

Demonstration: Demonstrations are an excellent way to illustrate points that enable the students to comprehend material in a short period of time. A demonstration shows how something works or how something is done, and the procedures followed in doing or performing the task. Demonstration can translate descriptive information into actual practice. Demonstrations of skills are often required in order for students to fully comprehend. STUDENTS LEARN BY SEEING – THEY SEE AND THEY UNDERSTAND – **VISUAL LEARNING**. A demonstration is used to model a skill and a demonstration may be used to support and explanation.

There are three basic types of demonstrations you will be using as a Basic Instructor:

1. The instructor bears the full burden of showing and telling – make sure you can actually do it if you use this technique. Not demonstrating is better than demonstrating incorrectly
2. A volunteer or assistant demonstrates a task – this could be a player or a co-instructor – remember - make sure they can actually do it if you use this technique. Not demonstrating is better than demonstrating incorrectly
3. Videotape can be shown that shows the correct method of performance

The advantages of a demonstration are:

- Visual – the students see and hear it actually happening
- Appeal to more than one sense (visual and auditory)
- Student interest is increased
- They are illustrative
- “A picture says a thousand words” – many times it’s easier to show it than it is to describe it.
- Better for procedural or sequential activities

The disadvantages of a demonstration are:

- Large groups have difficulty seeing
- More things can go wrong
- They take time to prepare and present properly
- More contingencies need to be considered

Demonstration Tips: When something is demonstrated incorrectly or improperly it makes a lasting impression. The instructor must make sure the activity can be demonstrated properly before using it as a teaching technique. If you demonstrate it correctly once don't try to impress your students by demonstrating it again yourself (an old coaching instructor law) – leave them with the correct visual impression.

Guided Participation: Guided participation is an excellent teaching technique that involves the students by having them actually perform an activity or skill. This technique combines visual learning with a hands-on approach to have the students show an understanding of the material being taught through performance. Guided participation is characterized by the instructor having the opportunity to critique and correct student performance. It facilitates peer-to-peer interactions that can result in increased learning opportunities. The opportunity for feedback between the instructor and the students, and between the students themselves creates a better possibility for the intended learning to be mastered correctly. **STUDENTS LEARN BY DOING – THEY DO AND THEN DEMONSTRATE THAT THEY KNOW – *HANDS ON LEARNING*.**

The advantages of guided participation are:

- Visual and active
- Allow for direct feedback
- Personalize the learning process
- High degree of student involvement
- Allow the students to relate learned material to a real world application
- Have the benefits of a demonstration

The disadvantages of a guided participation are:

- Large groups are hard to manage
- Loss of control of the learning environment is increased
- Time consuming to prepare and present

Guided Participation Tips: When using guided participation the instructor needs to circulate and correct students as they attempt to master the learning. It is very important to correct students so they do not practice the wrong technique. Perfect practice makes perfect, imperfect practice only makes permanent.

How to Ask a Question During a Presentation

Mental preparation of the learners can be achieved through a simple five part questioning procedure:

ASK THE QUESTION – The instructor should ask the question clearly and concisely. When possible, the question should be well in mind before it is asked. If a question is complicated it may be necessary to state it more than once, varying the wording. It is imperative that the question is stated before naming the person to respond.

PAUSE – After the question has been asked, pause so that everyone will have time to think. It is important that enough time is given. This pause may seem like an eternity to the inexperienced instructor. It is helpful to watch learners for nonverbal feedback to determine how long to pause. Read the class – eyes are a good indicator of readiness to answer. Nonverbal communication may also be an indicator that it may be necessary to repeat or restate the question.

CALL ON ONE LEARNER BY NAME – When learners are faced with the possibility of being called on to answer the question, they are more likely to try to formulate an answer. Learners should be randomly selected to answer the questions. If the instructor develops a pattern of selecting learners to answer questions, the purpose of the technique has been defeated.

LISTEN TO THE ANSWER – Emphasize the importance of listening to the answer. A technique that may be used to ensure that all learners are focused on the idea presented is to ask someone else to respond to the answer given. This also gets other learners out of a mode of being relaxed because they were not called upon and helps ensure other learners understand the answer given.

EMPHASIZE THE CORRECT ANSWER – This should be done without embarrassing the responder. It may be necessary to ask probing questions to have respondents clarify the response to support a point of view, or to extend thinking. Use a co-instructor to show how to address an incorrect response and ask probing questions – this will bridge to the next idea regarding types of questions.

THE ADVANTAGE Everyone is included in this questioning procedure – Use the familiar statements *Everyone Plays – Everyone Learns* as a fun reminder of how well this technique works

Levels of Questions

Good questions are directed towards learning and evaluating thinking, rather than what has been learned in a narrow sense. Questions can be classified in several ways:

- **KNOWLEDGE** – the recall of specifics. Questions at this level are building blocks for other levels.
 - Ask the students to provide examples of knowledge questions. Examples may include items such as:
 - What are the four attacking principles?
 - When is a ball out of play?
 - Where is Section 7?
 - What positions are required to form a pilot region?

- **COMPREHENSION** – ask the learner to show an understanding of the message contained in a communication. The learner is required to organize and select facts and ideas. Provide the students with an example of a comprehension question such as; Restate the duties of the Referee in your own words. The ideas may be simple or complex.
 - Ask the students to provide examples of comprehension questions. Examples may include items such as:
 - State in your own words the duties of an Assistant Referee.
 - What are the main ideas of the delay as a defensive principle of play?
 - What actions must be taken for a pilot region to become a chartered region?

- **APPLICATION** – require the learner to apply what has been learned to other situations and learning tasks. Part of the challenge lies in the learner's ability to determine the appropriate process to use. Provide the students with an example of an application question such as: How would you conduct a pre-game inspection of the field.
 - Ask the students to provide examples of application questions. Examples may include items such as:
 - What are the key elements in preparing a practice?
 - When would you apply the advantage clause?
 - What are attitudes related to safety?

- **ANALYSIS** – require a lot of thought to formulate. This requires the learner to separate a whole into component parts. Before learners can deal with analysis level questions they must master the concept at the information level. Provide the students with an example of an analysis question such as: How should the referee handle this situation?
 - Analysis questions are often case studies or role-playing scenarios where the learner is required to assemble a collection of learned information into reaching a conclusion.

Tips on Answering Questions

Reasons Students Ask Questions

- Not understanding the material because of a lack of experience in the area
- Not being able to hear the instructor or other students
- Seeking clarification or a deeper/fuller explanation
- Confirming that they understand what the instructor is presenting
- Checking for understanding when confronted with opposing information
 - Participants prior knowledge or experience
 - Ideas presented during class discussions
- Birdwalking – getting the instructor off the subject

Approaches to use in answering student questions

Not understanding the material because of a lack of experience in the area

Try to put the material in a context to which the student can relate. Tell a story that illustrates the point. Ask the student to tell in their own words what he/she thinks is meant.

Not being able to hear the instructor or other students

Arrange the classroom so that all students can see and hear. For discussion oriented courses arrange the seating around round tables so participants can see and hear one another. Rotate around the class so that you are near everyone at some time. Ask if anyone has a particular problem hearing.

Seeking clarification or a deeper/fuller explanation

Determine if the extended discussion will benefit the whole group. If it does and time permits, extend the discussion for a little while but be aware of the time. Try not to cater to someone in the group whose experience is far greater or significantly less than the rest of the class. Remember the objective of the class and try to teach to that objective.

Confirming that they understand what the instructor is presenting

Confirm that they have the intended meaning or restate the information using a different approach or example. If the questioning persists, suggest that the student talk to the instructor during a break. Be careful not to demean the student.

Checking for understanding when confronted with opposing information

Deal with the possibly conflicting information. Paraphrase the two sides of the story to confirm that you understand the two viewpoints. When there is more than one possible answer, confirm that there are different answers but that for the purpose of this class you would like them to learn the point you are trying to make.

Birdwalking – getting the instructor off the subject

Acknowledge the question and the student but return to the relevant material quickly or you can lose the rest of the class. Make sure that you aren't taking a birdwalk on your own. Create a "parking lot" of questions that can be answered if time permits at the end of the class. Suggest the student meet you during a break.

IF YOU DON'T KNOW THE ANSWER, DON'T MAKE ONE UP. Tell the student you will research the question and get back to him/her.

Case Studies

Case studies are a frequently used teaching technique in AYSO courses and Section meeting workshops.

What is a case study? **A case study is an advanced guided participation technique that uses a real-life situation to create group interaction usually centered around creating solutions to challenging situations.**

- Students are divided into small groups
- Instructor gives each group a question or situation to address
- Each group confers, arrives at a consensus, and chooses a spokesperson
- Instructor reconvenes the class, then for each group, introduces the problem and asks the group spokesperson to present the solution

A case study is an advanced technique that tests the instructor's ability to manage a highly interactive class, and is highly effective in conveying practical knowledge. Some of the most popular lessons and classes (as measured by evaluation forms) use this technique.

The benefits of using case studies include:

- Learning by doing is powerful
- Large groups have limited participation possibilities; subdividing increases participation
- More material can be covered by parallel breakouts than if linearly presented by an instructor
- Case study material is often drawn from practical situations, which provides students with worked-out real-world examples of the proper solution to problems they actually encounter in their AYSO roles

Case Study Instructor Tips

In performing case studies, there are some basic rules to ensure the learning experience gives the students the maximum benefit. Using a flip chart, have the students describe some basic rules that they believe are important to using a case study as a teaching technique.

- Divide the students into groups that are similar in experience, jobs etc. That way more experienced students don't dominate the groups.
- Monitor the group discussions to ensure:
 - The groups stay on track
 - Nobody dominates the discussion and group members feel free to express their opinions
 - The groups select a spokesperson to present the group response
 - They have adequate time to discuss the case study
 - They don't get hung up on arguing a single point such that the entire case study isn't reviewed and discussed.

Tips on Teaching Youth Participants

Psychological Considerations

- Younger students may be intimidated and reluctant to participate. Pay particular attention to them during the class to insure an equal learning opportunity
- Teens may actually have a longer attention span than adults because they are used to a classroom environment
- Youth students may not ask or answer questions because they fear embarrassment. Ask their opinions and openly invite their participation but be respectful if they decline
- Younger students may be more sensitive than adults to humor directed toward them
- Be aware that a skilled, experienced youth participant may want to “show off” a little and could make it more difficult for new adult volunteers to learn

Social Considerations

- Most adults participate in learning opportunities in AYSO because they have fun. It is important to try to make sure that youth participants are also having fun
- Try to have more than one youth participant involved so that each has a peer
- Don't plan adult activities after the class in which the youth participants cannot engage

Physical Considerations

- In an active, physical learning activity it is important to understand that larger and stronger adults and peers can injure youth participants. Equally important, the youths can injure adults because they may be more skilled
- Make sure that the classroom and seating can accommodate students that may differ significantly in size from the adults
- Youth participants are often ideal to use in demonstrating soccer skills if they are experienced

Economic Considerations

- Younger students may not have the economic resources to purchase materials or supplies
- Travel to attend workshops or courses is more difficult
- If you are planning for “lunch on your own” be aware that the youth participant may not have the money or may not have arranged for a ride to a restaurant (also a Safe Haven concern)

Gender Considerations

- Just as an instructor plans for gender differences in adults, plans need to include gender and age considerations for youth participants
- Pair up like skilled and same gender participants where possible

Safety Considerations

- Safe Haven mandates are just as important in the classroom as on the soccer field
- Maintain an 8 student to 1 instructor ratio or have other adult supervision available
- Always plan for gender specific supervision
- Insure that there is someone that will pick up the youth student on time

Tips on Using Media

Using flip charts or white/blackboards:

- Write Large - people in the back need to be able to read the visual
- Arrange the flip chart so that the audience can see it easily (difficult to do in large groups and odd shaped rooms)
- Use color to emphasize items
- Limit each sheet to just a couple of main ideas
- Have masking tape to hang each sheet around the room so that they are available to the audience
- Write from one side with your body angled so that the audience can see both your face and the message on the visual
- Right-handed instructors should place the flip chart on the left side of the room and vice versa

Using Projected Media Presentations

- Create presentations in the horizontal format
- Edit text to no more than seven lines of five words each using the entire space available – no less than 24 point font
- Don't read the slide, use as a guide for the audience to support the instruction
- Project the slide high enough that it is visible to the back of the room and large enough to be easily read
- Project any slide only while it is being talked about. Remove or cover the lens when they are no longer needed
- Always have a spare bulb available
- Begin and end your total workshop without using a slide. The audience needs to focus on you rather than the projection
- Pause a few seconds as each slide appears to allow time for the audience to read the slide
- Stand to the side of the image and only look at the slide image if you are gesturing or pointing out something
- Do not use a pointer unless the image is so large and the area of interest so small that it is difficult to focus the attention of the audience otherwise
- Use a wireless remote if possible or tape the advance control to the projector so that you can use your hands freely to gesture as you talk

Using Overheads – additional tips

- Set the projector so the audience does not have to look around it to see the screen
- Provide a working surface next to the projector at projector height for your overheads, notes and handouts
- Secure the projector and stand so that it isn't moved by a bump or during use
- Attach guides to the top surface so that you can place your overhead down quickly and not have to constantly adjust it. Two rulers taped to the top of the projector, one on the top of the screen and the other on the right or left side provides a great frame

- If the projected image is excessively wider at the top than bottom, use sheets of opaque paper to mask the left and right sides to create a near square image
- Turn the projector off or cover the projection when you do not want the audience to see a blank white image or the next overhead
- Use an opaque sheet of paper to hide text when you are sequencing what your audience sees. Reveal information on the overhead, as you need it
- Use a dry marker (erasable) to highlight or draw attention to important points. If you do not want to damage an overhead you can use a blank clear sheet of plastic placed on top of your overhead to write on and protect your overhead
- Maintain eye contact with your audience and glance at but do not focus your attention on the overhead. Your audience is not interested in the back of your head and they cannot hear as well if you face away from them

Using Handouts

- Reinforce important concepts and points you want remembered
- Provide a graphic organizer for note taking
- Provide an agenda or outline of the presentation
- Provide more detail on information in your presentation
- Provide references like books, articles and websites that the audience can access for more information
- Consider the best time during a presentation to distribute each individual handout

Notes:

Tips on Outdoor Presentations

Outdoor Presentations confront the instructor with many challenges but are a vital component of AYSO courses and workshops, especially in the coach and referee disciplines.

Benefits:

- Fresh air
- Space
- Usually free of equipment and breakable items
- Room for demonstrations

Challenges:

- Natural Distractions
 - Weather
 - Stimulating landscapes
 - Animals, insects, etc.
- Man Made Distractions
 - Busy streets
 - Others using nearby areas
 - Industrial noises

Prior Planning Prevents Poor Performance (PPPPP)

- Visit your teaching site a day or two before the course to acquaint yourself with the area and specific challenges to overcome
- Pay attention to weather by watching long range forecasts
- Make changes to an area if you find it not conducive to instruction
- Check for safety hazards
- Have a first aid kit available
- For large groups, plan on some type of voice amplification, especially if its windy
- Always turn your audience away from the sun so they can see clearly
- Erect a tent or have an area to take the class if sudden inclement weather occurs
- Have a contingency plan for conducting the course if the outdoor area becomes unusable or unavailable (nearby church basement, school, city recreational center, etc.)

Tips on Small Group and One-to-One Teaching

General Instructional Observations

Less formal grouping

Teaching small groups or one-to-one offers the instructor an opportunity to step off of the stage and become a part of the group as a guide. Think about this type of teaching as occurring around the dinner table as a discussion.

More individual time for addressing individual student needs

The instructor has the time to ask each student what they need or want to learn and can respond in more depth. The instruction can be totally planned to meet individual needs.

Can be done in a variety of settings

Small groups can meet in a home or even in a public place like a restaurant. It is important to consider the size of the learning location because a small group meeting in a large room can create an uncomfortable feeling.

Time and location can be tailored to meet the students' needs

Instructors are able to respond quickly to the need for a course or workshop or individually tailored instruction. Because there are few limitations on time and space the group can meet anytime and anywhere that is convenient.

More conversational than lecture

It is often very uncomfortable for the instructor and the student to have the instructor lecture on a topic. It is advisable to try to create a conversational environment by starting with some questions of the student about his/her experience with the topic and any particular concerns or interests.

Questioning by both the instructor and the student can increase

Both the instructor and students have the opportunity to ask many questions to insure that complete understanding of the material. The instructor can extend learning by asking questions that require a higher level of thinking from the student.

More ability to create hands-on opportunities

Having one student or a small group gives the instructor the opportunity to set up hands-on learning opportunities that might require specific limited resources like a computer with internet access.

Can become a mentoring opportunity

Small groups and one-to-one creates an opportunity to structure an on-going mentoring relationship between the instructor and students or between individual students.

Tips on Classroom Presentations

Effective classroom teaching requires that you set up the classroom properly, and that you use a few simple techniques that will enhance any presentation, regardless of the student teaching method.

- **The instructor who personalizes the learning experience has an increased chance of reaching the students**
 - Tasteful use of anecdotes, imagery, and everyday things makes the instructor and the material seem more human and recognizable
 - This creates a sense of equality and commonality between the instructor and the learners. It also provides a framework that facilitates transfer of knowledge and experiences
 - Remember that your class will contain students of different cultural backgrounds and gender. Jokes or remarks that highlight these differences are not appropriate and can cause the students to “turn off” and lose respect for the instructor and the training experience

- **“The mind can absorb only as much as the backside can tolerate.” (Ken Aston) A practical condition of learner comfort in the classroom.**
 - Indirect sensory input affects learning. This is why we take frequent breaks and ensure the classroom environment is comfortable

- **Techniques that will improve classroom presentations:**
 - Eye contact
 - Control distracting mannerisms
 - Be yourself
 - Gain and hold the attention of the students
 - Use effective visual aids
 - Respond to student needs and questions

- **Setting up the classroom properly**
 - Provide a focal point for instruction
 - Leave room for demonstration and/or guided participation
 - Arrange students so that they are comfortable, can hear, have good sight lines, and no distractions (such as looking out a window)
 - The “U” arrangement is a good classroom arrangement.
 - Be sure equipment works; i.e., overhead projector, VCR if videotape is used, etc. Check out equipment in advance and have a backup plan. Don’t base the total success of a presentation on a single piece of equipment. **“BE PREPARED”**

Tips on Administering Tests

Evaluating student knowledge and retention through the use of written tests is an important part of the learning process. Tests provide the instructor and students with feedback that ensure the student attained a required level of knowledge and can inform the instructor and student alike of misunderstood information. When administering tests as an AYSO instructor the following tips should be considered:

- Review the test and the answer key in advance so that you know and understand the test questions if asked for clarification by a student taking the test
- Have an adequate number of tests for all class participants
- Make sure there are extra pencils or pens
- Make sure the area where the test is administered is conducive to completing the test – enough room to write, as quiet as is practical and free from distractions, comfortable temperature and humidity, adequate space to allow privacy
- Allow sufficient time for participants to complete the test
- Make appropriate accommodations for those that have disabilities or language barriers
- Remember participants may have test anxiety and are nervous about the testing experience – make the testing experience as non-threatening as possible – be understanding
- Tests may be graded by the instructors or by students grading their own tests – *NEVER HAVE STUDENTS GRADE ONE ANOTHERS TESTS*
- **Following completion of the test make sure the test results are reviewed with the students – this can be done in a group setting or individually – this review is an essential part of the learning process – never let a student leave a training session without knowing the correct answers to test questions**
- When reviewing test results be respectful of the students. Do not embarrass the students by pointing out errors
- **Completed tests should not be sent to the NSTC except for the CVPA course.** Satisfactory completion of the test(s) should be indicated on the completed course roster in the “Test” column. If a student does not pass the test(s) this should also be reflected on the roster

Course Timeline and Checklist

Planning a course takes time! It also involves a lot more than preparing the individual lessons. The lead instructor has overall responsibility for the course, but can (and should) enlist the help of others in carrying out tasks before, during, and after the course.

This timeline and checklist are intended to help the lead instructor fulfill his/her responsibilities.

At least five weeks before the course:

- 1) Representative of sponsoring entity¹ contacts lead instructor to request that the course be offered. Date(s) and location are established. Possible local co-instructors are identified
- 2) Lead instructor fills out course request online or completes form and sends to NSTC
- 3) Lead instructor contacts potential co-instructors to determine their availability and instruction experience
- 4) Lead instructor develops a tentative schedule for lessons and instructors. Schedule should include:
 - a) Breaks at least every 1.5-2 hours
 - b) Break for lunch or dinner, if appropriate
 - c) Time to move between indoor and outdoor activity, as appropriate

Four weeks before course:

- 4) Lead instructor contacts representative of sponsoring entity to discuss and resolve the following matters:
 - a) Target number of students
 - b) Necessary publicity
 - c) Nature of the course site: location of classroom, field, restrooms, etc.
 - d) Instructional materials to be provided by sponsoring entity at course site, such as overhead projector, blackboard, field, assistant referee flags, cones, balls, etc.
 - e) Food/drinks/snacks to be provided at breaks
 - f) Acquisition of materials, from NSTC and/or elsewhere, to be handed out (for example, Law Books)
 - g) Reimbursement of instructor-incurred expenses (such as duplication of handouts, travel costs, etc.)
- 5) Lead instructor contacts co-instructors to confirm availability and to communicate assignments. Matters to discuss:

¹ For entry-level courses, the sponsoring entity is the Region, represented by the appropriate administrator (Regional Commissioner, Regional Coach Administrator, or Regional Referee Administrator). For higher-level courses, the sponsoring entity is either the Area or the Section, depending upon the course.

- a) Specific lesson plans to be prepared by each co-instructor (lead instructor should send copies)
- b) Overall course schedule (each co-instructor should receive a copy)
- c) Whether and when lead instructor will see plans for presentations by co-instructors (highly recommended that lead instructor previews presentations, if possible)
- d) Creation of handouts and responsibility for their duplication
- e) Reimbursement of expenses

One-to-two weeks before course:

- 6) Lead instructor confirms with representative of sponsoring entity that responsibilities taken on (per item 4) have been carried out

One week before course:

- 7) Lead instructor contacts co-instructors to cover logistical arrangements for meeting at course site, etc.
- 8) (If possible) Lead instructor meets with co-instructors to preview presentations and to suggest adjustments that will improve coherency of the course

Day of the course:

- 9) Lead instructor arrives at site at least one hour before projected starting time and meets representative of sponsoring entity. Together, they verify that necessary materials are present and that site is usable (for example, restrooms open, and field available)
- 10) As students arrive, lead instructor insures they sign the course roster

At the conclusion of the course:

- 11) For referee courses, lead instructor signs students' referee upgrade forms to indicate completion of course and (if appropriate) completion of Law Test
- 12) Lead instructor collects course evaluation forms

Shortly after completion of the course:

- 13) Lead instructor sends course roster to AYSO NSTC (recommend instructor keep a copy)
- 14) Lead instructor arranges for reimbursement by the sponsoring entity for expenses incurred by self and co-instructors
- 15) Lead instructor shares course evaluation information with co-instructors

AYSO Course Registrations

There are two methods available for AYSO Instructors to register courses. It is necessary for all courses to be registered in advance of the course being held.

Method 1 On-line course request

On-line registration is available through website <http://www.aysohelp.org>

Complete the on-line registration form by properly filling-in or selecting the appropriate information in each block on the form. Completion and submittal of the form will result in the requester receiving an immediate feedback that the course has been requested. Subsequently, upon NSTC review and instructor validation, the lead instructor and course contact will receive the course roster number authorizing the course.

Upon receipt of the roster number a blank roster form can be downloaded.

Method 2 Mail/FAX course request


A course request form is available through the AYSO website <http://www.soccer.org>


This form can be downloaded and filled out so that it may be faxed or mailed to the NSTC. Upon receipt, review and instructor validation, a course roster will be mailed to the course contact.


Regardless of which method of course registration is used, it is necessary to register all courses and to return completed rosters to the NSTC in order for students to receive credit for completing the course.

Instructor ID Cards

Instructors are to sign and date one or more ID cards for each student who satisfactorily completes certification requirements in each discipline area. Circle the appropriate level completed.

	American Youth Soccer Organization
<hr/>	
Is certified as a Coach (Basic, Intermediate, Advanced) Instructor in the AYSO Unified Instructor Program.	
<hr/>	
Instructor Signature	
<hr/>	
Date	

	American Youth Soccer Organization
<hr/>	
Is certified as a Management (Basic, Intermediate, Advanced) Instructor in the AYSO Unified Instructor Program.	
<hr/>	
Instructor Signature	
<hr/>	
Date	

	American Youth Soccer Organization
<hr/>	
Is certified as a Referee (Basic, Intermediate, Advanced) Instructor in the AYSO Unified Instructor Program.	
<hr/>	
Instructor Signature	
<hr/>	
Date	