



INTRODUCTION TO INSTRUCTION RESOURCE BOOK

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Introduction

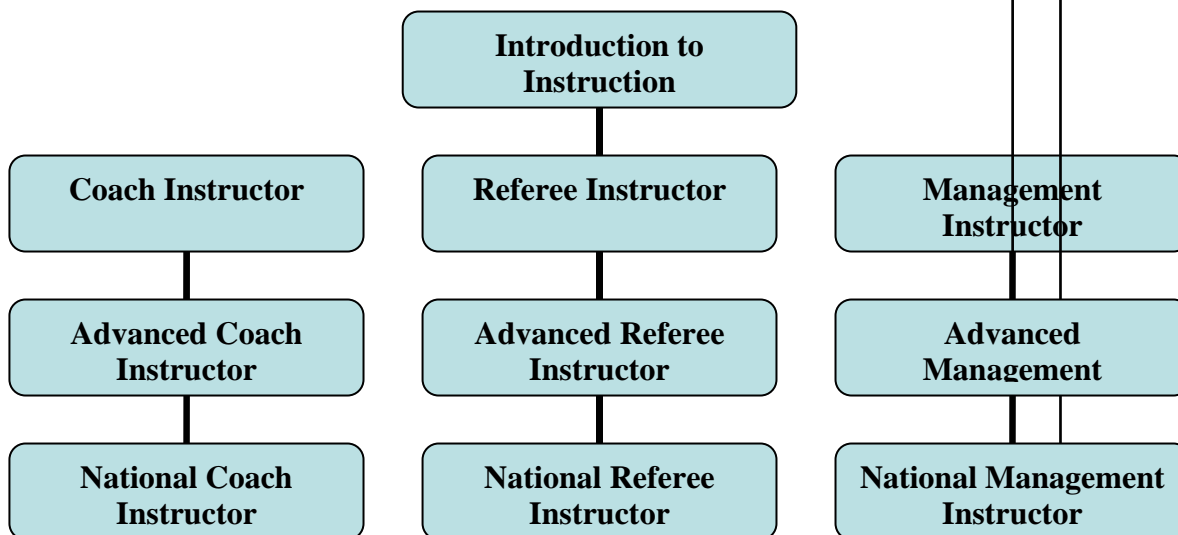
This manual is intended as a supplement to the AYSO Introduction to Instruction Course which introduces potential AYSO instructors to the general aspects of instruction and the important role instructors play in training AYSO volunteers.

The objectives of the Introduction to Instruction Course are:

- To make students aware of what it means to be an AYSO instructor.
- To familiarize students with the basic presentation methods they will use as AYSO instructors; lecture, demonstration, guided participation.
- To familiarize students with where to find and how to use lesson plans for AYSO instruction.
- To familiarize students with the use of visual aids in presenting AYSO courses
- To make students aware of the types of questions and how to both ask and answer questions.
- To make students aware of the additional steps required to complete their instructor training.

There are no specific prerequisites to attend the Introduction to Instruction course. However, students who attend the course are expected to have a basic understanding of AYSO and the specific discipline in which they intend to teach (Coach, Referee or Management).

The AYSO Instructor Program Structure



Contacts for information regarding the AYSO Instructor Program:

- Joe Eldridge, National Referee Administrator
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Instructor Training Matrix

Course	Description	Length	Prerequisites	Minimum Lead Instructor Requirements	Minimum Authorization Required
Introduction to Instruction	This training is designed to teach potential instructors their role as instructors and general aspects of presenting AYSO courses using AYSO directed teaching plans.	3 hours	None	Advanced Instructor in any discipline	Area staff in any discipline
Coach Instructor	This training is designed to teach Instructor candidates how to conduct introductory coach training courses at the U-6, U-8, U-10 & U-12 levels using AYSO directed teaching plans.	8 hours	Introduction to AYSO Instruction U-12 Coach Course	Advanced Coach Instructor	Area or Section Coach Administrator
Advanced Coach Instructor	This training is designed to prepare Coach Instructors to teach the Intermediate Coach Course using AYSO directed teaching plans, and to meet the educational requirements for becoming a Coach Instructor.	8 hours	Coach Instructor Course Advanced Coach	Advanced Coach Instructor	Section Coach Administrator
National Coach Instructor	This training (not a course) is accomplished through mentoring.	Variable	<ul style="list-style-type: none"> - National Coach - Advanced Coach Instructor - Assist as instructor at National Coaching Course - Have contributed to National Coaching Program - Approved by the National Coach 	AYSO National Coach	AYSO National Coach
Referee Instructor	This training is designed to teach Instructor candidates how to conduct introductory and intermediate referee training courses using AYSO directed teaching plans.	7.5 hours	Intermediate Referee & Completion of Introduction to Instruction	Advanced Referee Instructor	Area Referee Administrator or Director of Referee Instruction
Advanced Referee Instructor	This training is designed to teach Referee Instructors how to conduct advanced referee training courses using AYSO directed teaching plans.	6.5 hours	Referee Instructor and Advanced Referee	Advanced Referee Instructor	Section Referee Administrator or Director of Referee Instruction
National Referee Instructor	This training (not a course) is accomplished through mentoring while assisting with national referee training courses.	Variable	<ul style="list-style-type: none"> - Advanced Referee Instructor - Referee Instructor Evaluator - National Referee Instructor Exam - Assist as instructor at the National Referee Course - Be evaluated and recommended for approval by a National Referee Instructor - Approved by the National Director of Referee Instruction or National Referee Administrator 	National Referee Administrator or National Director of Referee Instruction assigns mentor	National Referee Administrator or Director of Referee Instruction

Instructor Training Matrix

Course	Description	Length	Prerequisites	Minimum Lead Instructor Requirements	Minimum Authorization Required
Referee Instructor Evaluator	This training is designed to teach Referee Instructors to evaluate other instructors and to provide positive constructive feedback.	5.5 hours	Referee Instructor	Advanced Referee Instructor and Referee Instructor Evaluator	Section Referee Administrator or Director of Referee Instruction
Management Instructor	This training is designed to teach instructor candidates how to use AYSO directed teaching plans to teach all management workshops except Introductory, Intermediate and Advanced management courses	6 hours	Introduction to Instruction BASIC	Advanced Management Instructor	Area or Section Director or Section management Administrator
Advanced Management Instructor	This training is designed to prepare management instructors how to use AYSO directed teaching plans to teach all management workshops including Introductory, Intermediate and Advanced Management courses. Instructors learn advanced presentation skills and techniques to address the needs of learners in groups of all sizes and in longer class sessions.	6 hours	Management Instructor Intermediate Management Course and One of the Tier Two Management Courses	Advanced Management Instructor	Section Director or Section Management Administrator
National Management Instructor	This training (not a course) is accomplished through mentoring while assisting with national management training courses.	Variable	<ul style="list-style-type: none"> - Advanced Management Instructor - Lead Instructor for Introductory, Intermediate & Advanced Management Courses - Instructed Area Director Training - Be evaluated and recommended for approval by a National Management Instructor - Approved by the National Management Administrator 	National Management Administrator assigns mentor.	National Management Administrator
VIP Instructor (under revision)	This training prepares volunteers to fulfill the VIP Instructor needs at the section level, to train VIP Instructors at the area level and to teach the VIP Volunteer Training at the regional level using AYSO directed teaching plans.	1.25 hours	Coach, Referee or Management Instructor VIP Volunteer Training	Advanced Coach, Referee or Management Instructor	Section Director or National VIP Administrator

What it Means to Be an AYSO Instructor

AYSO Instructors play an absolutely vital role in helping to perpetuate our wonderful organization and to ensure that our vision and mission statements are truly implemented thus enabling us to maintain our unique leadership position among youth sports organizations.

AYSO Vision Statement:

To provide world-class youth soccer programs that enrich children's lives

AYSO Mission Statement:

To develop and deliver quality youth soccer programs which promote a fun, family environment based on the AYSO Philosophies of...

- ***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.

The fundamental principles inherent in our vision and mission statements are the foundation of AYSO and must be emphasized in all aspects of instruction and ultimately in program implementation. Soccer is our game and no one does a better job than AYSO at providing the coach, referee and management support necessary to teach the game to young players. The quality of our programs is unsurpassed in the soccer community and we continue to develop, maintain and update our programs according to the wisdom of experience and the thinking of the most respected experts in the world.

Instructors play a crucial role in ensuring our volunteers have the best training available to do their jobs, as well as to instill the knowledge and pride in the volunteer's hearts that there is truth in the often used catch phrases such as:

“AYSO is a program that enriches children's lives”

“AYSO is a youth development program that uses soccer”

“AYSO is about kids first and soccer second”

“AYSO is For the Kids”

Indeed, the impact our volunteers have on countless developing young player’s lives will far outlast the memories of the won/loss records of the teams on which they play. This is the aspect of AYSO that sets us apart and makes us special. We know how to teach the game but it is just as important that we teach our volunteers to remember that...

“In AYSO, it’s about more than the game!”

Some Surprising Statistics

In a survey of 4,200 high school athletes conducted by the Josephson Institute of Ethics, it was concluded that “...in many cases, young athletes – especially males – simply learn to cheat, engage in improper gamesmanship and indulge in excessive violence”. “The survey reveals that coaches and parents simply aren’t doing enough to assure that the experience is a positive one”.

(For detailed results visit their web site at charactercounts.org/sports/survey2004)

- According to the survey questions, designed to measure attitudes and behaviors, approximately half of the boys and a third of the girls surveyed see nothing wrong with such thing as cheating, using racial slurs, faking injuries, arguing with officials or resorting to violence, if it will help to win the game.
- 56% of the boys and 45% of the girls further felt that cheating is required to succeed in the “real world”.
- 68% of both boys and girls surveyed admitted to cheating on tests in school.
- 72% of both the boys and girls surveyed would still rather get playing time on a losing team than sit on the bench of a winning team.
- The pressure to succeed/win for many is taking precedent over, integrity, honesty, fairness and sporting behavior.

California Parks and Recreation conducted an online survey and asked the question, “What is the biggest problem in youth sports today?” The following were the choices selected in order of most to least frequent response:

- | | |
|-------------------------------------|-------|
| ➤ Out of control parents/spectators | 48.0% |
| ➤ Win at all cost coaches | 30.6% |
| ➤ Poorly run leagues | 10.5% |
| ➤ Poor sportsmanship by kids | 7.0% |
| ➤ Inexperienced officials | 2.6% |

As Pogo said, “We have met the enemy and they is us”!

The behavior we model as adults ultimately becomes the behavior and attitudes youth adopt. Our behavior as referees, coaches, spectators and league representatives will have lasting effect on the character of the young players who watch and emulate us.

The contribution you make as an instructor will be significant. Make sure it’s a positive contribution and remember...

“In AYSO, it’s about more than the game!”

What is AYSO Instruction

Being an AYSO instructor means you represent AYSO and, in addition to knowledge of your subject, requires you understand and support AYSO's vision and mission and be an advocate for the AYSO national programs you will teach. As an AYSO Instructor, you are the window to AYSO for all the volunteers you train. It is your responsibility to ensure your students understand what makes AYSO different from other youth sports organizations. The AYSO philosophies and the AYSO culture that focuses on child development are what make AYSO special.

Instruction is possible because of two traits common to most adult learners:

- a. The ability to communicate
- b. The ability to learn

The distinction between the two is important for instructors to clearly understand. Learning does not necessarily accompany communication. Communication is the sending and receiving information. Learning is the accumulation of knowledge.

A simple example: I have a sore foot: I say "my foot is sore"; you hear "my foot is sore"; you understand my foot is sore. We have communicated.

If you've had a sore foot, then you have both experience (from yourself) and knowledge (from me) about the soreness of my foot. I may need to step on your foot to give you the experience you need for true learning.

Learning can be reinforced through:

- a. Repetition
- b. Questioning
- c. Use of different methods of instruction
- d. Examinations/quizzes/learning exercises
- e. Demonstration

Resources available to AYSO Instructors

1. eAYSO for course request, rosters and recording volunteer training
2. AYSOHELP.org for lesson plans and course materials
3. The AYSO Supply Center Order for student materials.
 - a. AYSO Reference Book
 - b. AYSO National Rules and Regulations
 - c. AYSO By-laws
 - d. AYSO National website <http://www.soccer.org>
 - e. AYSO Edition of the FIFA Laws of the Game
 - f. Coaching Manuals
 - g. Referee Manuals

- h. Program Administration manuals
 - i. Introduction to Instruction Instructor Resource Book (a copy should be provided to each student)
4. Support staff

As AYSO instructors, you are not on your own you are part of a national organization and assistance is available at many levels.

- a. Regional Commissioner & Regional Board, Regional Coach Administrator, Regional Coach Trainer, Regional Referee Administrator, Regional Director of Referee Assessment, and Regional Director of Referee Instruction.
- b. Area Director & Area Staff, Area Coach Administrator, Area Coach Trainer, Area Referee Administrator, Area Director of Referee Instruction, Area Director of Referee Assessment, and Area Management Administrator
- c. Section Director & Section Staff, Section Coach Administrator, Section Coach Trainer, Section Referee Administrator, Section Director of Referee Instruction, Section Director of Referee Assessment, and Section Management Administrator
- d. Referee Commission, Coaching Commission. and Management Commission
- e. National Support & Training Center Staff
- f. Experienced instructors in the Region, Area, Section & NSTC

AYSO Approved Lesson Plans

AYSO lesson plans are available to everyone on the aysohelp.org web site. In order to maintain consistency in the quality of our national programs in coaching, refereeing and management, it is essential that AYSO Instructors follow AYSO approved and current lesson plans. Lessons must be taught in accordance with the specified length and should not be cut short or over extended.

Functions of a lesson plan:

1. Provides a focus for learning
2. Students benefit from systematic teaching
3. Keeps content consistent from one teaching event to the next
4. Identifies lesson goals of the lesson
5. Provides overall course/lesson organization

Sample Lesson Plan

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

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.

Teaching Methods

Lectures, Demonstrations and Guided Participation

Students 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.

Visual Aids

Having effective visual aids can make an otherwise dull and boring presentation more exciting. Effective visual aids engage students in the learning process.

Using Props or Objects:

- Make sure the object is appropriate. For example when describing a soccer ball the ball should be the proper size and weight and safe for play. When describing an under inflated ball use an under inflated ball.
- Make sure the object can be seen or passed around so that it can be seen.
- Don't allow the class to become distracted by objects, such as passing around a large number of balls and trying to talk about another topic at the same time.
- Use props or objects that are AYSO appropriate, for example don't show a uniform that does not have the AYSO logo.

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

Visual aids can be effective and can add to the information being presented. However, they do not take the place of presenting accurate information and they should be a visual "Aid" not a visual "Distraction". The students should gain from the use of visual aids.

Questioning Techniques

Asking Questions During a Presentation

In order to present an effective training course, it is important that students understand the material being presented, are engaged in the training activity, and have no misconceptions about the material that is being presented. The instructor can facilitate this process and gain a measure of how well he or she is doing at teaching the material by periodically asking questions.

Evaluating student knowledge and retention through the use of questions is an important part of the learning process. Asking questions provide the instructor and students with feedback that ensure the student attained a required level of knowledge and can inform the instructor and student of misunderstood information. When asking questions an AYSO instructor should consider the following tips:

The “APPLE” Technique

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

A - 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.

P - 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.

P - PICK A STUDENT 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.

L - LISTEN TO THE ANSWER – In addition to personally listening, emphasize to all students the importance of listening to the answer given. 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.

E - 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. Emphasize correct answers and correct incorrect responses tactfully using additional probing questions.

TIP When you have asked questions and it is obvious that the students do not have a clear understanding of the information. STOP and make sure that you properly present the information before moving on to new material. Remember that if you leave students with incorrect information it leaves a lasting impression as being correct information.

The advantage to using this procedure is that everyone is included in the questioning procedure thus increasing learning and attention.

Answering Student Questions

In order to effectively answer student questions the instructor needs to know how to address responses to the following various situations that cause students to ask 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.
- Bird walking – 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 bird walk 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.

Impress upon the learners this important rule about answering student questions:

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.

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.

eAYSO for 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 within 60 days to the NSTC in order for students to receive credit for completing the course.

Registering A Course in eAYSO

The following procedure will guide you through the step-by-step process for registering a course in eAYSO.

1. **Login to eAYSO with your Email Address and password**
2. Select the **Course Request Form** option from the Programs menu and **click on the Course Request Form.**
3. The Course Request Form should display. If you do not see the Course Request Form or if you see a Restricted Page – there is a problem with your permissions in eAYSO. Contact your Regional Commissioner (Area Director or Section Director) to correct this problem.
4. Complete the Course Information section by performing steps 5 through 10.
5. If the course is being held at the region level just **enter the region number** in the Region # block, the Section and Area will automatically fill in. on the request even though they do not display on the screen.
6. If the course is at the Section or Area Level **select the appropriate Section** from the pull down menu (the screen will refresh to change the pull down menu to list only those Areas in the Section selected), **then select the appropriate Area** from the pull down menu
7. **Select the appropriate course** from the pull down menu (these are displayed in alphabetical order).
8. **Enter the start date** for the course this can be done by typing in the date or using the calendar feature
9. **Select the state** from the pull down menu (the screen will refresh to setup the city menu)
10. **Select the appropriate city** from the pull down menu
11. Complete the Lead Instructor Section by performing steps 12 through 18
12. Assign the lead instructor. If you have questions about instructor requirements, or course requirements, you can click on View Certification Matrix at the bottom of the Course Information Section
13. **Click on Assign Lead Instructor**
14. You will see the Assign Lead Instructor search window.
15. From the Assign Lead Instructor search window **enter the search criteria** for the lead instructor and **click on Search for a volunteer**
16. A list of volunteers who meet the search criteria will display below the search window. You can continue to narrow the search by adding to the search criteria and clicking on Search for a volunteer if you need to.
17. From the list of volunteers that meet the search criteria **select the appropriate lead instructor by clicking on the radio button next to the lead instructor's name.**
18. **Click on Assign lead instructor**

19. The Lead Instructor information will display in the Lead Instructor section. If this information is correct, proceed. If the information is incorrect, click on the Clear button and repeat the process to assign the correct Lead Instructor.
20. Complete the Course Contact section by performing steps 21 through 28
21. If the Course Contact is the same as the Lead Instructor, **click on Same as Lead Instructor** and proceed to step 28 to complete the Course Contact section.
22. If the course contact is the not the same as the Lead Instructor, **click on Assign Course Contact**.
23. You will see the Assign Course Contact search window.
24. From the Assign Course Contact search window **enter the search criteria for the Course Contact** and **click on Search for a volunteer**.
25. A list of volunteers who meet the search criteria will display below the search window. You can continue to narrow the search by adding to the search criteria and clicking on Search for a volunteer as you need.
26. From the list of volunteers that meet the search criteria **select the appropriate Course Contact by clicking on the radio button next to the contact's name**.
27. **Click on Assign Course Contact**.
28. The Course Contact information will display in the Course Contact section. If this information is correct, proceed. If the information is incorrect, click on the Clear button and repeat the process to assign the correct Course Contact.
29. Complete the Course Authorized By section.
 - a. Perform step 30 if the course is authorized by the same person as the lead instructor.
 - b. Perform step 31 if the course is authorized by the same person as the course contact
 - c. Perform steps 32 through 37 if the course is authorized by someone other than the Lead Instructor or the Course Contact
30. If the Course Authorizer is the same as the Lead Instructor, **click on Same as Lead Instructor** and proceed to step 38 to complete the Course Authorized By section
31. If the Course Authorizer is the same as the course contact, **click on Same as Course Contact** and proceed to step 38 to complete the Course Authorized By section
32. If the course authorizer is different than the lead instructor or the course contact, click on **Assign Course Authorizer**.
33. You will see the Assign Course Authorizer search window.
34. From the Assign Course Authorizer search window **enter the search criteria for the Course Authorizer** and **click on Search for a volunteer**.
35. A list of volunteers who meet the search criteria will display below the search window. You can continue to narrow the search by adding to the search criteria and clicking on Search for a volunteer as you need.

36. From the list of volunteers that meet the search criteria, **select the appropriate Course Authorizer by clicking on the radio button next to the authorizer's name.**
37. Click on **Assign Course Authorizer.**
38. The Course Authorizer information will display in the Course Authorized By section. If this information is correct, proceed. If the information is incorrect, click on the Clear button and repeat the process to assign the correct Course Authorizer.
39. **Enter any comments** associated with this course in the comments block (currently these comments do not display – this added feature is on the eAYSO upgrade list).
40. **Click on Submit** to submit the course request
41. You will see a screen display that shows the course roster number and states Course Request Data Submitted Successfully
42. The Course Lead Instructor, Course Contact & the Course Authorizer will receive an e-mail showing the course registration and the roster number.
43. You can print a copy of the course roster by clicking on Print Program Roster.
44. You can return to the course request form by clicking on Return to Course request.
45. IF THE LEAD INSTRUCTOR IS NOT QUALIFIED TO TEACH THE COURSE – the following will occur
 - a. The screen display will state “Our database shows that the Lead Instructor Certification Information does not meet the requirements for this course. Please contact the Programs Department at the NSTC if this is in error.”
 - b. The course will not be registered.
 - c. Courses are only approved if the Lead Instructor has the proper instructor certifications.
46. IF THE LEAD INSTRUCTOR IS QUALIFIED BUT THE AUTHORIZER IS NOT QUALIFIED TO AUTHORIZE THE COURSE – the following will occur:
 - a. You will see a screen display that shows the course roster number and states Course Request Data Submitted Successfully
 - b. The screen display will state “Our database shows that the Course Authorizer Information needs to be updated. Please contact the AYSO Programs Department at the NSTC.
 - c. The roster will be placed in a Pending Status.
 - d. The Course Authorizer Information must be resolved prior to conducting the course.
47. If you have any questions about completing the Course Request Form contact the AYSO Programs Department at the NSTC (800) 872-2976 or e-mail Rosteradmin@ayso.org
48. You can now manage the course roster.

Managing a Course in eAYSO

The following procedure will guide you through the step-by-step process for managing a course roster in eAYSO.

1. **If not already logged in to eAYSO. Login to eAYSO with your Email address and password**
2. **Select Roster from the Lookup menu and click on Roster**
3. The Training Rosters Lookup screen will display
4. To locate the roster you want to manage you can the search to locate a roster by using the search criteria.
5. **Click on Search.**
6. You will see the rosters that matched the search criteria you requested
7. For the roster you want to manage **click on the radio button next to the roster.**
8. **Click on Manage Roster**
9. You will see the View/Edit Training Rosters screen and the information for the roster you selected will be displayed.

To add an attendee to the roster complete the following steps

1. **Click on Add Roster Attendee**
2. You will see the Program Roster Attendees screen
3. From the Program Roster Attendees search window **enter the search criteria** – for the course attendee and **click on Search for a volunteer**
4. A list of volunteers who meet the search criteria will display below the search window. You can continue to narrow the search by adding to the search criteria and clicking on Search for a volunteer if you need to. If the volunteer information does not display ensure that you have entered the appropriate search criteria. For example, a volunteer may go by “Bob” but their record in eAYSO is listed as “Robert.” If you are certain you have searched and the volunteer can’t be found proceed to: *To add an attendee that does not have a volunteer record in eAYSO*
5. From the list of volunteers that meet the search criteria **select the appropriate course attendee by clicking on the radio button next to the volunteer’s name.**
6. **Click on Add Attendee to Program Roster**
7. The volunteer will now display in the list of Program Roster Attendees.
8. **Repeat the process in steps 1 through 7 above to add additional attendees.**

To add an attendee that does not have a volunteer record in eAYSO

1. If the volunteer does not display after using the search feature on the Program Roster Attendees screen you can still add them to the roster by completing the following steps.
2. **Click on Add New Volunteer**
3. The Add New Volunteer screen will display
4. **Complete the information on the Add New Volunteer form.** NOTE: All red asterisked fields are mandatory and must be filled in.
5. After completing the Add New Volunteer form, **click on Submit.**
6. The new volunteer will display on the Program Roster Attendees.

Roster Management

1. To print a course roster **click on Print Program Roster.** A pdf document will display.

Removing a volunteer from a roster

1. If a volunteer did not complete the course or if a volunteer was not present at the course or canceled prior to the course you want to remove them from the roster. We will assume that the individual you created the new record for (Your First Name) Volunteer did not attend the course.
2. **Click on the Remove Box for the volunteer**
3. **Click on Remove at the bottom of the list of attendees** – you will see that the volunteer has been removed from the roster

Completing and Submitting a Roster

1. After completing the course you will do the following for each volunteer who successfully completed the course.
2. **Click on the Completed box by their name** on list of attendees to indicate that they successfully completed the course.
3. **Click on Submit at the bottom of the list of attendees** to submit the course roster.
4. The following actions will occur:
 - a. The status of the course roster will change from Approved to Returned.
 - b. All attendees who were identified as completing the course will have their volunteer records updated to reflect completion.

Special Conditions - Information

1. For Intermediate Referee, Advanced Referee & National Referee courses the *volunteer's record will be updated to reflect the course completion.* To obtain qualification as an Intermediate Referee, Advanced Referee or National Referee, since additional requirements must be fulfilled, a *Referee Upgrade Form must be submitted to the NSTC* in order for their training record to reflect these referee qualifications.
2. For instructor courses, the volunteer's record will be updated to reflect completion of the instructor course. To obtain instructor certification either of the following actions or a combination of these actions must be completed:

- a. An Instructor Verification Form (available on AYSOHELP) must be completed to indicate the instructor has the appropriate discipline specific knowledge and has demonstrated the appropriate presentation skills. These forms should be sent to the NSTC.
- b. If several instructors completed all instructor qualifications at the time of the instructor course, then a memo, e-mail, or marked up copy of the roster should be sent to the AYSO National Support & Training Center. This can be done instead of having each instructor submit a verification form.

e-mail: rosteradmin@ayso.org

Mail: AYSO NSTC
12501 S Isis Ave
Hawthorne, CA 90250
ATTN: Roster Administrator

What's Next

To become fully certified as an instructor, you must complete the requirements as specified in the Instructor Training Matrix.

Information for Referee Instructor Candidates:

At the Referee Instructor Course, referee instructor candidates will be asked to make the following presentations:

- 3-5 minute personal introduction
- 10 minute original presentation from any one of modules 1-19
- 30 minute presentation from any one of modules 1-13
- 30 minute presentation from any one of modules 14-19

Advanced referee instructor candidates will be asked to present at least one hour of instruction from any one of referee modules 20 through 24.

Referee Instructor Criteria:

1. Must have completed the AYSO Introduction to Instruction course
2. Must be an Intermediate Referee and should be an Advanced Referee
3. Completed Referee Instructor Course
4. Passed Referee Instructor Examination
5. Passed Referee Instructor evaluations
 - a. As an instructor in a 30 minute presentation from referee modules 1 - 13 with a qualified Referee Instructor Evaluator, **and**
 - b. As an instructor in a 30 minute presentation from one of referee modules 14 - 19 preferably with a different qualified Referee Instructor Evaluator.

While this can be done as part of the Referee Instructor Course, it is **STRONGLY RECOMMENDED** that the presentations be made in an actual course.

Minimum Authorizing Signature Required: Area Referee Administrator or Area Director of Referee Instruction.

Advanced Referee Instructor Criteria:

1. Must be a Referee Instructor
2. Must be an Advanced Referee and should be a National Referee
3. Completed Advanced Referee Instructor Course
4. Passed Advanced Referee Instructor Examination
5. Passed Advanced Referee Instructor evaluation in a one hour presentation from one of the referee modules 20 through 24 with a qualified Referee Instructor Evaluator.

While this can be done as part of the Advanced Referee Instructor Course, it is **STRONGLY RECOMMENDED** that this presentation be made in an actual course.

Minimum Authorizing Signature Required: Section Referee Administrator or Section Director of Referee Instruction.

National Referee Instructor Criteria:

1. Must be an Advanced Referee Instructor
2. Must be a Referee Instructor Evaluator
3. Should be National Referee
4. Passed the National Referee Instructor exam with citations
5. Should have taught substantially all of the lessons in the National Referee Course
6. Be evaluated and recommended for approval by National Referee Instructor(s)
7. Approved by the National Director of Referee Instruction or National Referee Administrator

Minimum Authorizing Signature Required: National Referee Administrator or National Director of Referee Instruction.

Referee Instructor Evaluator Criteria:

1. Must be a Referee Instructor
2. Should be an Advanced Referee Instructor
3. Must have completed Referee Instructor Evaluator Course
4. Satisfactorily completed the required practice evaluations

Minimum Authorizing Signature Required: Section Referee Administrator or Section Director of Referee Instruction.

Information for Coach Instructor Candidates:

Now that you have completed the Introduction to Instruction and you have attended a U12 Coaching Course your next step is to attend the Coach Instructor course in your Area or Section. Contact your Area or Section Coach Administrator for details.

Information for Management Instructor Candidates:

Upon completion of the Introduction to Instruction, your next step is to attend the Management Instructor course in your Area or Section. Contact your Area or Section Management Administrator or Area Director for details.

At the Management Instructor Course, management instructor candidates will be asked to make the following presentation:

- 2 -3 minute personal introduction
- 10 minute presentation from any of the three management workshops
(Registrar Tier One, Treasurer Tier One and Safety Director)

Management Instructor Criteria

- A. Must have completed the AYSO Introduction to Instruction Course
- B. Have served in a volunteer position on a regional board as:
 1. Regional Commissioner (RC)
 2. Safety Director
 3. Treasurer
 4. Registrar
 5. Child and Volunteer Protection Advocate (CVPA)
 6. Regional Coach Administrator (RCA)
 7. Regional Referee Administrator (RRA)
 8. Or be recommended by your RC, Area Director (AD), or Area Management Administrator (AMA).
- C. Completed BASIC – Board and Staff Introductory Certification